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CONFIRMATIONS 2012

REPORT: CONTRIBUTION OF UAF LIFE SCIENCES RESEARCH TO THE STATE OF ALASKA (2009)

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4/04/11 PRESENTATION UNIVERSITY OF ALASKA - TEACHER PREPAREDNESS

<TARGET><BILL></BILL><SUBJECT>4-04-11 PRESENTATION UNIVERSITY OF ALASKA - TEACHER PREPAREDNESS</SUBJECT><COMM>SEDC27</COMM></TARGET>

Alaska State Legislature
Senate Education Committee

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AGENDA

Monday, April 4, 2011
8:00 a.m. – 9:00 a.m.
Beltz Committee Room (#105 TBSOB)

+ **University of Alaska Presentation – Teacher Preparedness**

  Mary Snyder, Dean, UAA College of Education
  Eric Madsen, Dean, UAF College of Education
  Deborah Lo, Dean, UAS College of Education

+ Bills Previously Scheduled/Heard

* first hearing
\+ teleconferenced
= bill was previously heard/scheduled

University of Alaska
Teacher Education Plan:
Deans' Report

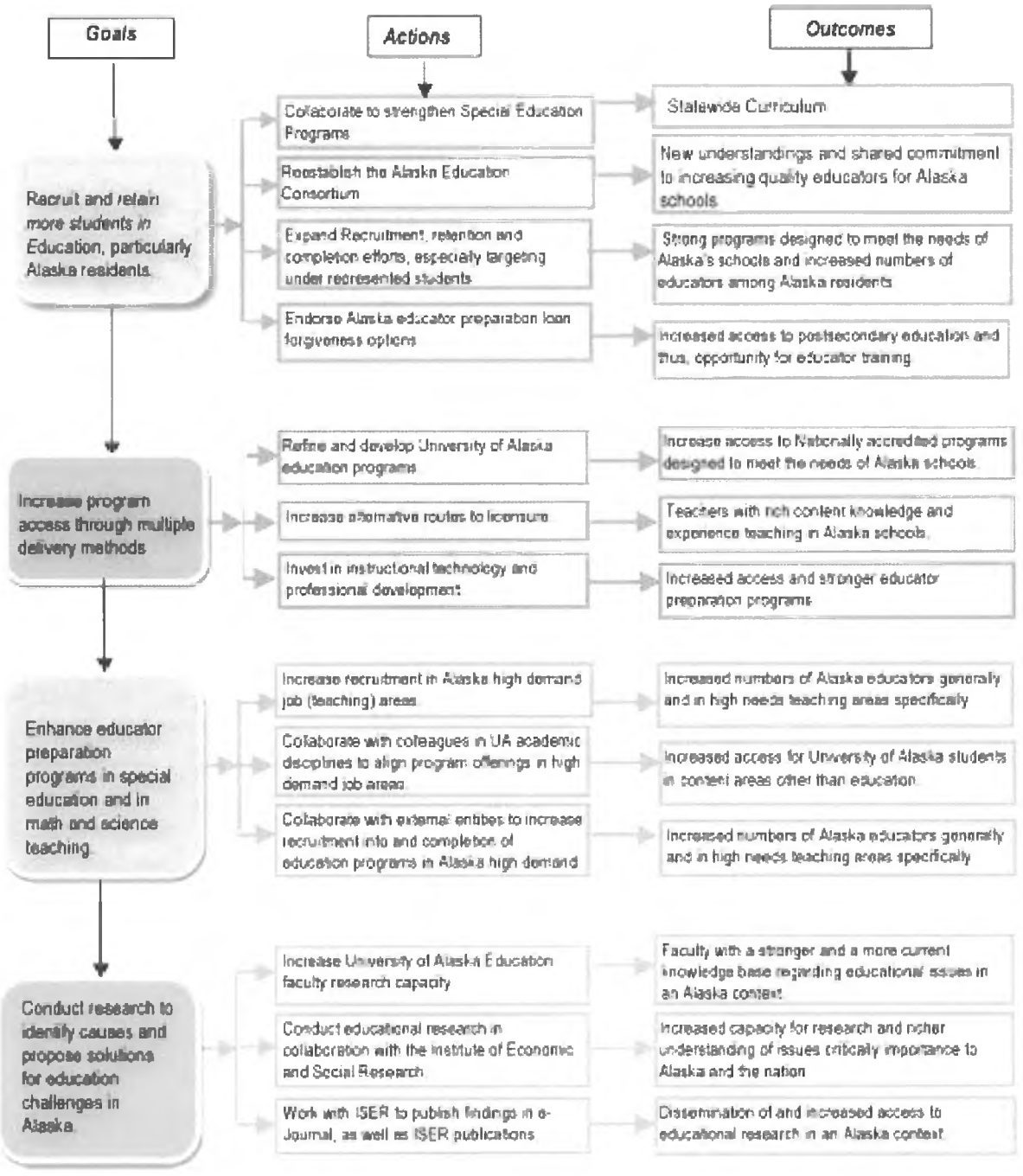


UNIVERSITY
of ALASKA
Many Traditions One Alaska

Dr. Deborah Lo, Dean of the UAS School of Education
Dr. Eric Madsen, Dean of the UAF School of Education
Dr. Mary Snyder, Dean of the UAA College of Education

November 12, 2010

University of Alaska Teacher Education Plan: Executive Summary of Deans' Report



I. OVERVIEW

Alaska's public schools face many challenges that complicate the recruitment and retention of high quality teachers: low salaries; the high cost of living; schools in corrective action; limited teacher housing in rural Alaska; new policies related to teacher certification; the State's retirement system; and more lucrative career opportunities elsewhere are all variables outside of the immediate control of teacher preparation programs. Yet these variables have profound impacts on recruitment of individuals into the profession of education. It is necessary to recognize that there are a number of obstacles facing the success of today's teachers, many of which are unique to Alaska. However, the ongoing challenges have also created opportunity for K-12 education and teacher preparation programs, as there has been significant attention focused on educational issues by both policy makers and the media.

In response to the demands our graduates face, all of the educator preparation programs have revised curriculum; integrated coursework about, and experiences with, diverse learners; and devised instructional delivery strategies to best prepare tomorrow's teachers. For example:

- The UA education units have increased opportunities for students who reside outside Fairbanks, Anchorage, and Juneau to complete degrees and certificates in a variety of education fields.
- The three MAUs graduated a total of 380 educators for Alaska during academic year 2008, 404 during academic year 2009 and 415 in 2010.[1]
- UA's educator preparation programs produce 20 – 25% of the new educators hired each year, and almost 30%[2] of all active FY10 certificated school staff earned a certificate or degree through UA. In the districts immediately surrounding each campus, UA program completers fill as many as 45% of the professional positions.[3]
- The education units have established numerous collaborative partnerships with local school districts for initial training, ongoing professional development, research, and grant writing.

The University of Alaska Education Plan builds on these successes by increasing awareness of the profession; expanding access to educator preparation programs; and enhancing academic and professional support to students as they complete programs and move into the profession. Nevertheless, we know that challenges remain. This plan describes how we will increase the diversity of Alaska's teaching workforce by making teacher education more attractive to underrepresented populations; increase the number of UA education program completers who enter the profession each year; and contribute to the research base on Alaska's educational policies and practices, which is foundational to enhancing P-20 education in Alaska.

The three deans will annually submit a report to the Statewide Academic Council of the University of Alaska summarizing progress on initiatives and priorities. As illustrated in the table below, the goals and priorities contained in the current version of this report reinforce

---

[1] *SB241: Alaska's University for Alaska's Schools.* September, 2010

[2] Alexandra Hill, personal communication, 10/28/10.

[3] Education unit data

those identified by the Alaska Commission on Postsecondary Education, and by the Alaska Department of Education and Early Development in the *2010 Alaska Education Plan: Building Alaska's Future One Student at a Time*.

Goals Alignment

University of Alaska Teacher Preparation Plan
Alaska Department of Education and Early Development
Alaska Commission on Post Secondary Education

University of Alaska Teacher Education Plan Goals	Alaska Postsecondary Education Commission Goals and Strategies	DEED Alaska Education Plan
Recruit and retain more students in Education, particularly Alaska residents.	Increase public awareness of postsecondary education and training value.	Students will have access to safe schools, where they develop healthy and safe practices for life.
Increase program access through multiple delivery methods	Increase Alaskan's successful participation in postsecondary education.	Schools will form strong partnerships with families and communities, and will respect and embrace local cultures.
Enhance educator preparation programs in special education and in math and science teaching.	Collaborate with Alaska school districts and workforce development partners…	All students will graduate prepared for careers or postsecondary training and education.
Conduct research to identify causes and propose solutions for education challenges in Alaska.	Leverage the AlaskAdvantage grant program to provide financial aid to students with greatest financial need.	

Comments

- Goals and strategies for the University of **Alaska Teacher Education Plan** and those of the **Alaska Commission on Postsecondary Education** are clearly aligned and mutually supportive.
- **Department of Education and Early Education** goals are designed for a P-12 public school environment and thus, are not as clearly aligned.
- **DEED** goals are supported by the **UA Teacher Education Plan** as well as the **ACPE** goals and strategies.

II. GOALS

The Education Planning Group has set four goals for the University of Alaska Education Units.

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.

A. RECRUIT AND RETAIN MORE STUDENTS IN EDUCATION, PARTICULARLY ALASKA RESIDENTS.

Rationale

The future of Alaska requires that every child have access to quality educators dedicated to individual student success. The education profession offers rewarding career opportunities. However the general public, policy makers, parents and students are not always fully aware of these opportunities and the rewards of the profession. Recruiting top students into the teaching profession is paramount to improving the Alaska education system.

Action 1: Collaborate to strengthen Special Education programs.

According to data collected through statewide Supply and Demand studies and from partner districts directly, school administrators rank special education positions as their hardest to fill. All three MAUs are working to determine common requirements and core coursework in Special Education that will apply across the System. This effort, which is currently well underway, will allow students to obtain a special education credential by taking courses at any MAU and, in particular, pursue specialized studies that may not be available at their local campus.

Milestone

UAA/UAF/UAS Special Education MOA will be completed by May, 2011.

Action 2: Expand Recruitment, Retention, And Completion Efforts, Particularly Recruiting And Graduating Underrepresented Students

2A. Build on existing efforts to attract and graduate Alaska Native students and students from underrepresented populations. In Education, UAS has demonstrated success with their program, Preparing Indigenous Teachers and Administrators for Alaska's Schools. UAF's Alaska Native Teacher Preparation Program has proven to be effective. And UAA has recently opened a dorm wing for education majors specifically targeting Alaska Native and rural students. In addition, all three institutions have successful programs in other disciplines that focus on serving underrepresented populations. Examples include the Alaska Native Science and

Engineering Program (ANSEP), the Rural Alaska Honors Institute (RAHI), and Upward Bound. The Education Units will learn from the successes of such programs.

Milestones for 2A

a. Collaborate with ISER to design RFPs for faculty research on "best practices" in preparing members of Alaska's underrepresented populations to become educators.
b. Distill, share, and build on best practices from the three MAU's experiences preparing Alaska Native educators, particularly the successes of the education units. Invite APU to participate.
c. Increase the number of all program completers by 4% AY10 to AY11 as indicated in SB241 data process.

2B. Each education unit will hire one additional staff member to serve as a Recruitment and Retention Coordinator, or to allow existing personnel who have the expertise, but do not have the time, to fulfill this function. Recruitment and Retention Coordinators will work with school districts and communities to develop more effective strategies for recruiting qualified candidates for Alaska teacher preparation programs, particularly students from underrepresented populations, and will help assure that each candidate who desires to complete an education program does so.

Milestone for 2B

Secure budget, complete recruitment and hire recruitment & retention staff 6/30/11.

Action 3: Reestablish the Alaska Education Consortium

The UA Education units will assume a leadership role in reestablishing a statewide, education professionals working group that meets on a regular basis. Participants will include representatives from education entities such as the Alaska Department of Education & Early Development, NEA Alaska, Alaska Parent Teachers Association, the Association of Alaska School Administrators, and the Alaska Commission on Postsecondary Education. Because similar workgroups, including TEAC (Teacher Education Advisory Committee) and TEPLAC (Teacher Education Professional Licensure Advisory Committee) were effective models of cross-organizational collaboration, we anticipate that the Consortium will be enthusiastically received. The Alaska Education Consortium will be collaboratively supported by the participating entities and will provide an excellent forum to increase institutional cooperation and leverage resources and expertise.

Milestones

a. Invite partners, secure participation commitments, 1/30/11.
b. Hold first audio conference meeting, 2/28/11.
c. Hold one face-to-face meeting before 6/30/11.

Action 4: Endorse Alaska Educator Loan Repayment and Incentive Options
The UA Education Deans take this opportunity to strongly endorse strengthening Alaska educator loan repayment and incentive opportunities. We support the ACPE's existing Teacher Education Loan to cover education expenses for high school graduates nominated by rural school districts, but in addition, we also advocate broader repayment and incentive plans to attract, prepare, and retain excellent educators for Alaska's schools.

B. INCREASE PROGRAM ACCESS THROUGH MULTIPLE DELIVERY METHODS.

Rationale
The University of Alaska will meet the needs of traditional and non-traditional students with flexible face-to-face, distance and onsite delivery options. UA teacher preparation programs will expand partnerships to offer cohort-specific training as another form of program delivery that allows for more customized, service-oriented approaches to education. We will use synchronous and asynchronous delivery, scheduling flexibility, and inquiry-based learning.

Action 1: Refine and develop UA education programs
Continue to:

a. refine existing successful access methods such as distance delivery, intensives, summer programs, cohort models, and site-based faculty;
b. research and test new instructional strategies that hold potential to enhance effective teaching and learning;
c. develop existing faculty expertise to support expanded program access

Milestones

a. 50% of all AY12 Education courses at each campus will be accessible to non-traditional students or those residing outside our respective metropolitan areas utilizing teaching and learning formats such as online, hybrid, cohort, site-based, alternative scheduling, etc.
b. Building on existing relationships with the Institute for Social and Economic Research and Alaska Teacher Preparation, produce by 5/30/11 a plan to enhance our understanding about districts' needs for specific types of educators and the knowledge, skills, and professional characteristics they seek.

Action 2: Increase Alternative routes to licensure
Build on current efforts to improve and create alternate routes to certification that build on proven teacher preparation models and maintain university rigor. UAA is currently preparing 18 future educators in Chevak, Alaska through a cohort model that features both onsite and distance instruction. Over the past five years, UAF has successfully partnered with the Fairbanks North Star Borough School District to quickly create two highly individualized alternative route preparation programs that leveraged the

availability of short-term funding. UAS has created a secondary cohort program and a graduate program in special education to meet the needs of teachers recruited to teach special needs students but who lack the formal credential.

Milestones

a. Utilize consortium partners to determine if and where sufficient demand for alternative routes to certification may exist, and respond as warranted.
b. Coordinate with Career and Technical programs to help prepare candidates for Type M certificates, and provide professional development for current Type M certificate holders to meet the needs of partner school districts.

Action 3: Invest in instructional technology and professional development

Continue to research and invest in technology that will enhance teaching and learning, both on UA campuses and by distance; and continue to invest in staff and faculty professional development toward using such technology effectively.

Milestone

Establish predictable technology and professional development budgets, developed collaboratively between education units and central administrations at each MAU.

C. ENHANCE EDUCATOR PREPARATION PROGRAMS IN HIGH DEMAND JOB AREAS, PARTICULARLY IN SPECIAL EDUCATION AND IN MATH AND SCIENCE TEACHING.

Rationale

Because of the State's demographics, Alaska's requirements for teachers in high demand job areas are not the same as those in lower 48 states. It is imperative that the Education Units monitor district needs carefully to ensure we are graduating teachers to fulfill those needs. Additionally, dwindling resources require that we partner closely with each other, other UA disciplines, partner districts, community entities, and state departments to optimize opportunities.

Action 1: Increase recruitment into Alaska high demand job areas.

The Education deans will work with administrators at each campus to find ways to financially support recruitment efforts to include projects like FEA and summer camp experiences for junior high and high school students directed toward increasing interest in special education, math and science teaching, and other Alaska high demand job areas.

Milestone

Utilize results of a needs survey conducted in partnership with the Institute for Social and Economic Research and Alaska Teacher Placement to guide decisions regarding recruitment into high demand job areas.

Action 2: Collaborate with colleagues in UA academic disciplines to align program offerings in high demand job areas.

Milestone
Each campus will work with Arts and Sciences and Engineering colleagues to complete a program alignment analysis by 8/30/11.

Action 3: Collaborate with external entities to increase recruitment into, and completion of education programs in Alaska high demand job areas.
Enhance existing—and establish new--collaborative relationships to leverage resources and expertise of Alaska education organizations that are particularly relevant to this plan. Examples include the Alaska Department of Education & Early Development (EED), Alaska Department of Labor and Workforce Development (DOL), and the Alaska Commission on Postsecondary Education (ACPE). This action will:

a. Increase public awareness of opportunities and value of careers in education.
b. Partner with Alaska school districts and workforce development entities to recruit high school students and adult learners into careers in education.
c. Leverage the Alaska Advantage Grant Program to provide financial aid to students with greatest financial need.

The annual data match collaboratively conducted by EED, DOL, and UA provides an excellent example of existing inter-agency collaboration to enhance accountability for individual agencies and for collaborative efforts.

Milestone
Establish a Memorandum of Agreement with the state agencies to create a data system that utilizes unique identifiers to track students into careers.

D. CONDUCT RESEARCH TO IDENTIFY CAUSES AND PROPOSE SOLUTIONS FOR EDUCATION CHALLENGES IN ALASKA.

Rationale
Alaska has a significant need for educational research focused on policy, instructional practice, and the links between policy and practice. In particular, research will help Alaska address the numerous challenges related to teacher recruitment and retention, high dropout rates, finance, and access to education in rural areas. Beneficiaries of such research include policy makers, University departments and programs, the Alaska Department of Education & Early Development, the K-12 community, and the general public.

Action 1: Increase UA Education faculty research capacity

The UA Education units will enhance internal capacity to conduct research and disseminate results in specific areas important to public education in Alaska. This action includes strategies such as:

a. Continuing to internally fund faculty research to the extent financially possible.
b. Enhance professional development opportunities related to research by making better use of campus resources such as expert colleagues and faculty development offices.

Milestones

a. With Provosts, research officer(s), and education faculty, establish strategies, priorities, resources, and responsibilities to increase education research capacity at each campus.
b. As result of (a), develop by 6/15/11 a three-year plan to enhance education faculty research capacity at each campus, including research budget commitments and research agenda and priorities.
c. Issue RFPs and awards
d. Establish appropriate dissemination mechanisms, including the UA Online Journal of Education (eJournal).

Action 2: Conduct Education Research in Collaboration with the Institute of Economic and Social Research

The UA Education Units will work with the Institute of Social and Economic Research to match Alaska education research priorities with UA Education faculty members who have the skills and interests to conduct research and publish results addressing those priorities in a timely manner.

Milestones

a. Issue RFPs to UA faculty, fall '10 and spring '11.
b. Issue awards for research to begin spring '11 and fall '12.
c. Disseminate research results appropriate to nature of each topic by spring '12 and spring '13.
d. Work with ISER to publish findings in the *UA Education eJournal*, as well as in ISER publications.

III. SUMMARY

We recognize we have the opportunity and the obligation to aid the State and its school districts to address historical barriers that have kept our education system from realizing its full potential. Responding to this opportunity will require alternative approaches, additional resources, and ongoing collaboration. Taken together, the initiatives described above will allow the UA Education Units to address in meaningful ways the educator shortage identified in SB241 and to enhance the P-12 education system's effectiveness in developing Alaska's workforce and socioeconomic future.

TEACHER EDUCATION PLAN 2010-2011

BUDGET

		On-going funding			Total
		YEAR 1	YEAR 2	YEAR 3	
A. Recruit and retain more students in education, particularly Alaska residents					
Action 1: Collaborate to strengthen Special Education programs.					
Action 2: Expand Recruitment, Retention,& Completion Efforts, Particularly Recruiting & Graduating Underrepresented Students**					
UAS	(RECRUITMENT AND RETENTION COORDINATOR)	90,000	90,000	90,000	270,000
UAF	(RECRUITMENT AND RETENTION COORDINATOR)	90,000	90,000	90,000	270,000
UAA	(RECRUITMENT AND RETENTION COORDINATOR)	90,000	90,000	90,000	270,000
Action 3: Reestablish the Alaska Education Consortium**					
UAS	(CONSORTIUM TRAVEL & IMPLEMENTATION)	3,000	3,000	3,000	9,000
UAF	(CONSORTIUM TRAVEL & IMPLEMENTATION)	3,000	3,000	3,000	9,000
UAA	(CONSORTIUM TRAVEL & IMPLEMENTATION)	3,000	3,000	3,000	9,000
Action 4: Endorse Alaska Educator Preparation Loan Forgiveness Options					
B. Increase program access through multiple delivery methods.					
Action 1: Refine and develop UA education programs**					
Action 2: Increase Alternative routes to licensure					
Action 3: Invest in instructional technology and professional development**					
UAS	(FACULTY SUPPORT & TECHNOLOGY INVESTMENT)	20,000	20,000	20,000	60,000
UAF	(FACULTY SUPPORT & TECHNOLOGY INVESTMENT)	20,000	20,000	20,000	60,000
UAA	(FACULTY SUPPORT & TECHNOLOGY INVESTMENT)	20,000	20,000	20,000	60,000
C. Enhance educator preparation programs in Special Education and in Math and Science teaching.					
Action 1: Increase recruitment into Alaska high demand job areas.**					
Action 2: Collaborate with colleagues in UA academic disciplines to align program offerings in high demand job areas.					
Action 3: Collaborate with external entities to increase recruitment into, and completion of education programs in Alaska high demand job areas.					
UAS		12,000	12,000	12,000	36,000
UAF		12,000	12,000	12,000	36,000
UAA		12,000	12,000	12,000	36,000
D. Conduct research to identify causes and propose solutions for education challenges in Alaska.					
Action 1: Increase UA Education faculty research capacity					
Action 2: Conduct Education Research in Collaboration with the Institute of Economic and Social Research					
UAS	(RESEARCH SUPPORT & eJOURNAL)	25,000	25,000	25,000	75,000
UAF	(RESEARCH SUPPORT & eJOURNAL)	25,000	25,000	25,000	75,000
UAA	(RESEARCH SUPPORT & eJOURNAL)	25,000	25,000	25,000	75,000
	TOTAL FUNDING REQUIRED, BY MAU				
UAS		150,000	150,000	150,000	450,000
UAF		150,000	150,000	150,000	450,000
UAA		150,000	150,000	150,000	450,000

**Funding necesssary to support initiative

Institute of Social and Economic Research

RESEARCH SUMMARY

R.S. No. 69

University of Alaska Anchorage • July 2008

Turnover Among Alaska Teachers: Is It Changing?

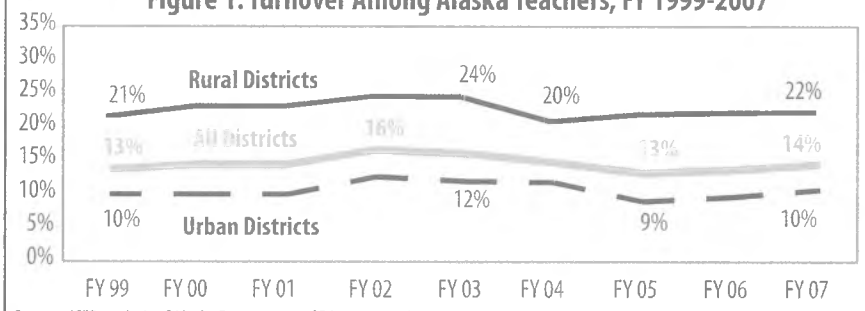
By Alexandra Hill and Diane Hirshberg

Turnover among Alaska's teachers was roughly the same in 2007 as it had been in 1999, with about 14% leaving their school districts (Figure 1). Turnover also remained twice as high in rural as in urban districts—about 22%, compared with 10%.

That lack of broad change comes after years of efforts by Alaska's state government, universities, and school districts to reduce teacher turnover, especially in rural areas.

The Institute of Social and Economic Research has been tracking Alaska's progress in reducing teacher turnover since 2004, in partnership with the Alaska Teacher Placement program, the Department of Education and Early Development, and university teacher training programs.

Figure 1. Turnover Among Alaska Teachers, FY 1999-2007



Source: ISER analysis of Alaska Department of Education and Early Development's Certified Staff Accounting Database "Turnover" is the percentage of teachers leaving their districts in a given year. Urban school districts are Anchorage, Juneau, Fairbanks North Star Borough, Kenai Peninsula Borough, and Mat-Su Borough. All others are rural.

Some turnover is inevitable, as teachers retire, quit teaching, or move to other districts—and up to a point turnover is good, bringing in new teachers and ideas. But schools don't want too much turnover. Recruiting new teachers is expensive, and research has linked high teacher turnover with lower student achievement. There's no broad agreement about how much annual turnover is too much—some think more than 5% is too much—but most educators agree that by 20%, turnover is worrisome.

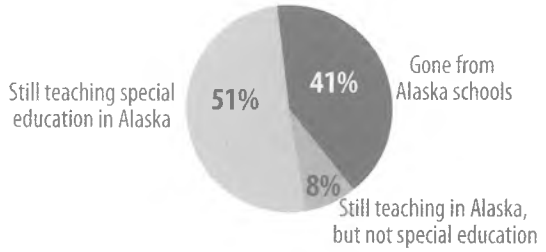
Here we summarize our latest findings on teacher turnover in Alaska. Earlier reports are available on our Web site (www.iser.uaa.alaska.edu).

• *Efforts to reduce turnover have succeeded in some cases*, even though the statewide figures don't show much change. A good example is the Bering Strait School District in western Alaska, which reduced average annual turnover from about 30% to 20% in recent years.

• *Keeping special education teachers in Alaska schools is particularly difficult, with half the new special education teachers gone within four years.* As Figure 2 shows, only 51% of new special education teachers were still on the job four years after they started. Of the others, 41% were gone from Alaska schools, and 8% were still teaching—but something other than special education. We also know from previous ISER research that special education jobs are also among the hardest to fill to begin with.

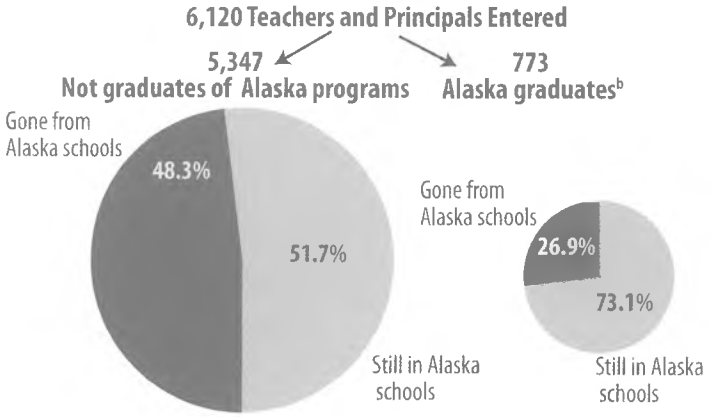
• *Teachers and principals who graduate from programs in Alaska are more likely to stay.* Of the Alaska graduates who came into the state's schools between 2000 and 2005, almost three-quarters were still there in 2007, compared with about half among those who graduated from programs outside Alaska (Figure 3). This is of particular interest to policymakers, who wonder if training more teachers here would reduce turnover. But Alaska graduates made up only about 13% of those who came into the schools between 2000 and 2005. To have a bigger effect on turnover rates, Alaska would need to train many more teachers.

Figure 2. Where are New Special Education Teachers, Four Years After Entering Alaska Public Schools?



Source: ISER analysis of Department of Education and Early Development's Certified Staff Accounting Database, Fiscal years 2004, 2005, 2006, 2007

Figure 3. Teachers and Principals[a] Who Entered Alaska Public Schools, Fall 2000 - Fall 2005: Where were they in Fall 2007?



Source: ISER analysis of DEED Certified Staff Accounting Database
[a]All certificated personnel [b]Graduates of University of Alaska and Alaska Pacific University, 2000 to 2005

UNIVERSITY OF ALASKA

REVIEW

JANUARY 2011

James L. Fisher, Ltd

Gordon K. Davies, former Director, State Council of Higher Education for Virginia and
Former President, Kentucky Council on Postsecondary Education
James V. Koch, Board of Visitors Professor of Economics and
President Emeritus, Old Dominion University
Scott D. Miller, President, Bethany College
James T. Rogers, former Executive Director, Commission on Colleges of the Southern
Association of Colleges and Schools (SACS) and former President, Brenau University
James L. Fisher, Chair, Review Team
James L. Fisher, Ltd

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I. INTRODUCTION

On September 6 – 10, 2010, a team of five higher education professionals reviewed the general condition of the University of Alaska (UA) (Appendix A). The Review included assessing materials and conducting interviews from August 5 through November 30, 2010.

The purpose of the Review was: 1) To assist the Board of Regents in assessing the condition of the University System; 2) To advise on the attitudes of University and System constituencies; 3) To candidly identify and address issues and opportunities affecting the University System; 4) To recommend a tentative agenda for the future which could be used in strategic planning; and 5) To recommend more efficient and effective governance premises.

The Review considered the following in terms of strengths, limitations, and/or aspirations:

- General
- Academic programs
- Faculty
- Students
- Intercollegiate athletics
- Administration
- Technology
- Budget and finance
- Fund-raising
- Public relations
- Senior Officers
- Governance
- Other issues and conditions presented during the course of this Review.

Before beginning interviews, team members read and evaluated materials assembled by UA staff and position papers prepared by officers of the University. Individual and group interviews included approximately 250 persons including faculty, students, staff, alumni, elected/appointed officials, area residents, local business persons, members of the Board of Regents, potential benefactors, persons selected because of special knowledge and randomly selected persons (Appendix B). Interviewees were selected based on position, stratified random

sample, and random sample. All interviews followed a general format that included 19 separate areas (Appendix C).

Interviewers were to ask about, but not press, each of the areas and all interviewed were advised that their opinions might be used in the final report but *without* attribution.

Readers should bear in mind that although much of the Review can be documented, much of it is based on the opinions of those persons interviewed. Wherever the opinions of the Review team are expressed, it shall be obvious.

This Review is the exclusive work of James L. Fisher, Ltd and should not be attributed to individual members of the Review team.

II. OVERVIEW

Delivering higher education in Alaska is a daunting challenge, given the small population to be served and the vast size of the state. Small colleges that are responsible for serving resident populations of 8,000 or so who live in regions the size of Ohio or Indiana, most of which are without roads, have a extraordinary responsibilities. Administering universities that are responsible for several of these small colleges is challenging as well.

"Planning the Future: Streamlining Statewide Services in the University of Alaska System" (February 2008), a report written by Terry MacTaggart and Brian Rogers, made a number of thoughtful recommendations about the UA System which should be considered. This report has become known as "the MacTaggart report," after its primary author.

The University of Alaska, formally established in 1935, has thrived despite an imposing host of financial, geographic and environmental challenges. The University's three major campuses in Fairbanks, Anchorage and Juneau now enroll approximately 33,000 headcount students and the institution can justifiably claim to serve the most remote areas of the vast State of Alaska.

The earliest vintages of the University of Alaska involved a federal agricultural experiment station in Fairbanks. In 1915, the U.S. Congress approved funds to establish an institution of higher education in the Territory of Alaska and transferred land from the agricultural station for the purpose. The new institution was established as the Alaska Agricultural College and School of Mines in 1922 and generated its first graduate in 1923.

In 1931, the federal agricultural station was transferred to the college and in 1935 the name was changed to the University of Alaska. Over time, many other campuses of the University have been opened. Today, there are three major senior campuses --- the University of Alaska Fairbanks (UAF), the University of Alaska Anchorage (UAA) and the University of Alaska Southeast (UAS) in Juneau that serve as higher education hubs. Thirteen other campuses exist that are parts of UAF, UAA and UAS.

The University of Alaska has grown in nearly every respect over the past several decades. Whether the metric is the number of students served, the number of campuses and sites, the

number of academic programs offered, the volume of funded research activity, the institutions' trajectory nearly always has been uniformly upward. *"The University's progress has been nothing short of amazing,"* averred an elected official who spoke for many Alaskans. This view was supported by a national higher education official: *"This is a university that has exceeded most people's expectations in recent years and has done so even when economic conditions have been bad."*

The social and economic impact of the University of Alaska upon its state is immense. Students and citizens alike use phrases such as *"life-changing experience," "beacon of hope," "cultural asset," "the only library within one hundred miles," "a real unifying influence in our town,"* and *"economic engine"* to describe the influence of the University on their communities.

The University is engaged in a myriad of different service programs throughout the state that impact Alaskans in their home communities. The innovative UA Teacher Education Mentor Project provides a superb illustration. Alaska long has been challenged to retain teachers in its K-12 schools; in the past, many new teachers have departed for "the lower 48" states, or left the profession. The Mentor Program pairs new teachers with experienced mentor teachers and has improved retention in both rural and urban locales. It is not surprising, therefore, that one official told us that the University of Alaska was *the* most important institution in the state, bar none. This is high praise, but consistent with the February 2008 judgment of consultants Terence MacTaggart and Brian Rogers that *"the University of Alaska System has developed into a remarkably high performing organization."*

The State of Alaska is the least densely populated state in the United States and the University of Alaska has made heroic efforts to serve the state's far-flung 700,000 residents. In addition to its three major senior campuses, the University supports twelve diverse community units situated in both rural and urban locations. Some of these branch enterprises enroll more than 3,000 students, while others are quite small (Kuskokwim enrolled only 335 students in Fall 2009). One of the more differentiated units is the UAF Center for Distance Education, a distance learning program that offers more than 100 courses per term through a variety of delivery methods.

Student enrollment at the various units of the University of Alaska has grown significantly in recent years and now approximates 33,000, not the least because the University has established campuses and centers across the state. Between Fall 2008 and Fall 2009, for example, credit hour generation in the UA System grew almost six percent.

The University's programs are on the whole well regarded within the state. *"Without UA, I'd be sitting at home trying to squeeze out an existence,"* commented a student from Alaska's interior who is well on her way to earning an engineering degree. The University's distance learning programs in particular have done much to overcome the geographic isolation experienced by some residents. An UAF administrator somewhat grandly opined, *"We provide opportunities and mobility to thousands of students who otherwise might never achieve their promise."* There is considerable truth in this vision; the University of Alaska provides what another student referred to as *"corridors of opportunity."*

One student appeared to speak for many when he stated, *"I love Alaska; I want to stay here and raise a family. But, I can't stay here if I can't get educated, develop my knowledge, and earn a good living."* This observation underpins an important challenge that UA has accepted---reducing the "brain drain" that sometimes has caused talented individuals to leave the state even though they would prefer to stay.

Love for Alaska generally is a positive and redounds to the benefit of the state and the University. However, as is often true in geographically isolated locales, it can lead to certain degree of parochialism. More than a few Alaskans suggest by words and actions that *"you have to be an Alaskan to understand."* Interestingly, we have worked in virtually every state in the Union and have invariably heard this opinion. To be sure, in many ways, Alaska is unique, but too much provincial thinking introduces resistance to new people, innovative ideas, and entrepreneurial thinking. It can lead to preferential hiring and to staffs composed largely of individuals who have never lived or worked anywhere else.

There is general agreement that the University has become a major engine for economic development in Alaska. By itself, it employs more than 7,000 people and has an annual economic impact exceeding $1.0 billion. *"The University graduates good people that I frequently hire,"* complimented an Anchorage business CEO. *"I only wish we could keep more UA grads here and convince more high schoolers to stay here for college,"* lamented another business leader. "*Yes, we are making progress, but I sent my kids to Washington.*" *"Retaining smart people will become more and more essential as the oil industry gradually becomes less important,"* predicted an elected official. *"The University is our best bet to do so,"* he added.

The University of Alaska is a land grant institution that provides expertise in support of state initiatives in agriculture, natural resource extraction, and business and entrepreneurial ventures. *"They are rather good at incubating ideas and helping to start firms,"* praised an economic development official, *"but we need even more of that in the future."* Related to this, a state government official noted that more than 75 percent of Alaska's tax revenues come from petroleum-related ventures. *"We're not going to go out of the oil business soon, but we know this eventually is going to change,"* he predicted, "and *the University is admirably situated to help us cope with that situation when it occurs."*

Funded research generated by faculty members has been impressive but has not been matched by sources in private fund raising. The percentage of alumni who contribute is remarkably low. Clearly, this must change.

The University, particularly UAF, is beset by serious deferred maintenance problems that currently are estimated to be $800 million. These include an approximate $150-180 million challenge to refurbish and replace an electrical power plant and distribution system at UAF, where buildings average 35 years old. In any case, the plant does not produce sufficient electricity for the needs of the campus and it must purchase expensive electricity locally. While the Board of Regents requires each MAU (major administrative unit) to devote 1.5 percent of the value of its buildings to deferred maintenance types of expenditures, this is not nearly sufficient and needs to be addressed if the system is to fulfill its promise.

FIVE SIGNIFICANT FUTURE CHALLENGES AND QUESTIONS

While the University of Alaska faces numerous future challenges, five are particularly significant in terms of shaping the future University of Alaska.

- First, how much should the UAA campus be developed in size and programs and to what extent might (should) this occur at the expense of UAF?

- Second, how can the University of Alaska further improve its performance in critical areas such as student retention, student graduation, and externally recognized academic quality?

- Third, how can the University of Alaska prepare for a future that plausibly could involve diminished oil tax revenues, increased emphasis upon non-petroleum sources of economic activity, and gradually rising average annual temperatures?

- Fourth, how can the University of Alaska be organized in order to reduce its costs and increase its performance?

- Fifth, the new President, Patrick Gamble, is highly regarded in all quarters: a tested leader whose accomplishments have been extraordinary. President Gamble must develop and endorse a model which sharpens the mission(s), generates support, and reduces costs.

The UAF/UAA Question

The ten ton gorilla lounging in the corner of any room where the mission of the University of Alaska is discussed is the respective roles of the system's two largest senior campuses, UAF and UAA. One can attempt to ignore or even pacify the gorilla (which on occasion some University of Alaska central administrators do), but it isn't going to go away.

While UAF is the system flagship, it is UAA that enrolls the most students (20,368 in Fall 2009 as opposed to UAF's 10,446). These enrollments reflect the reality that the population of Anchorage metropolitan statistical area is about 375,000 (slightly more than one-half of the state's total population), while the population of Fairbanks metropolitan area approximates 100,000. Anchorage's significant growth in recent decades has resulted in the rapid expansion of UAA. Further, UAA is *"a dramatically better institution today than it was ten years ago,"* according to an external higher education authority.

Persons interviewed including faculty, staff, Regents, and others indicated that high levels of competition have developed between UAA and UAF. "Mission differentiation" has become an increasingly contentious issue. Predictably, this has produced a degree of tension between the UAF and UAA. UAF jealously guards its flagship status and the State of Alaska currently would be stretched financially to support two major doctoral research institutions of higher education. Further, most of the State's research infrastructure is located in Fairbanks and it would be quite expensive to replicate it elsewhere. Nevertheless, UAA and many Alaskans in the Anchorage region argue that University of Alaska programs ultimately must be located *"where the people are."* Hence, they assert that UAA's programs must be built up and supported generously. *"This is a painful, but inevitable process,"* commented a prominent Anchorage official, *"and future programs should be put here rather than there so that we don't make an historical circumstance worse. What made sense 100 years ago doesn't necessarily make sense now."*

The perception that the University's programs are poorly distributed geographically is accentuated (at least in the eyes of some) by the location of most of the University of Alaska System offices in Fairbanks rather than Anchorage, or elsewhere in the state. While systems personnel generally receive high grades for intelligence and effort, predictably they and the Board of Regents often receive some criticism for being *"out of touch"* (the observation of a significant number of campus administrators and faculty). The McDowell Group put it this way in 2009 after discussions with the University of Alaska Business Council (an informal organization of non-academic administrators in the UA System): *"The campuses and statewide*

offices of UA are, on occasion, in conflict, competitive, and may lack understanding of each other."

Even so, were the University of Alaska to decide to move significant resources and programs from Fairbanks to Anchorage, it would immediately elicit many of the same *"out of touch"* complaints from Alaskans who reside elsewhere in the state. In the eyes of some Alaskans, entirely too much time, attention and authority already is given to Anchorage *when "it is the rest of the state that represents the real Alaska."*

Thus it seems to have always been so in states where the flagship state university is not located in the state's dominant urban area. The Chicago metropolitan region contains about two-thirds of the population of the State of Illinois, but the flagship campus of the University of Illinois is located in Champaign-Urbana, some 120 miles south of Chicago. Both the University of Florida and Florida State University are far removed from that state's population centers. Analogous situations exist in Alabama, Georgia, Indiana, Michigan, Mississippi, Missouri, Oklahoma, and Oregon---to name a few. Hence, Alaska's situation is hardly unusual.

Typically, these states have resolved their situations by maintaining the research campus in its more rural location (often accompanied by big-time intercollegiate athletic teams), but simultaneously developing significant public university campuses in the dominant urban areas. Ultimately, some variant of this model may provide the path that Alaska walks as well.

However, there are three factors that could mitigate against this solution. First, arguably the state is not well enough heeled financially that it will be able to develop two doctoral research institutions of higher education. The State of Alaska would have to increase its support of higher education significantly if it were to seek to develop a second full-blown research university. **(1) UAA's current strategic plan, which needs refinement, indicates that the institution will *"reinforce and rapidly expand our research mission"* and that it will *"build selected research-centered graduate programs."* It is not clear precisely what these statements mean. They could mask wholesale changes, or instead reflect only marginal changes in the current situation. These goals need to be clarified. As a well-placed**

individual wryly commented, *"Sometimes institutions don't accurately interpret their missions."* In addition, the plan should become more pointed, i.e., timelines, costs, source of funds and accountable officers, et al.

Second, neither UAF nor UAA currently emerge as highly ranked academic institutions in national higher education surveys. While the shortcomings of institutional ratings systems (such as that published by *U.S. News and World Report)* are well known, the absence of UAF and UAA in the higher reaches of such rankings suggests that there is much work to be done. At the very least, the University needs to publicize its efforts and achievements more effectively. Pragmatically, it might not be wise to spread scarce doctoral research resources thinly across two campuses if the University wishes to enhance its reputation for quality. Further, UAF enrolled only 333 doctoral students in eighteen doctoral programs in Fall 2009. Many of its doctoral programs are quite small by national standards, especially if one compares them to highly regarded programs. The implication is that it would be unwise to develop competitive doctoral programs at the two institutions even if UAA continues to grow. Distinctive, one-campus only doctoral programs might be a different matter if resources are available.

Third, roughly comparable institutions of higher education that fare better than the University of Alaska in higher education rankings typically benefit from what sometimes is termed as a "halo effect." These institutions usually have made conscious decisions to develop and invest intensively in five to ten academic programs that have succeeded in attaining legitimate national disciplinary recognition and rankings. The favorable publicity attached to these programs has cast the proverbial halo over the entire institution---the end result being that the reputations of these institutions for general academic excellence have improved. At the end of the day, such an institutional strategy represents a straightforward application of the economic principle of specialization and has particular relevance for institutions hobbled by scarce resources.

While the University of Alaska may be pursuing a variant of the halo strategy with respect to arctic and climate studies at UAF, it does not appear to be doing so in cmost onventional arts and sciences academic disciplines and its professional schools. As a

consequence, the University is substantially an unknown quantity in many academic disciplines and professional schools.

We don't argue that national recognition always reflects actual programmatic quality. Nevertheless, the moral to the story is that the dissipation of resources and a failure to pursue targeted investments in specific disciplines on a single campus seldom are the recipe for recognition and reputational success. To be sure, after reflection, the University might choose to disregard these dynamics. Yet, if it does so, it should not complain when many of its academic programs (and its doctoral research campus) often are not accorded recognition and consequently receive low rankings in national surveys. Mediocrity likely will be the result.

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.**

Improving Performance

In a section below, we note in greater detail the less than satisfactory performance of the University of Alaska on several critical measures of performance and output, including the

University's freshmen retention rate and its six-year undergraduate graduation rate. The performances of UAF and UAS are below national standards on these metrics and hence beg for additional attention. UAA's graduation rate is disappointingly low. Interestingly, the University System's retention and graduation rates performances have improved over the past decade, yet generally still lag comparable institutions by surprisingly large amounts.

It isn't that UA isn't aware of the problem and it isn't that it hasn't made good faith attempts to address its shortcomings in a variety of ways. Rather, the difficulty is that it has not undertaken sufficient rigorous, statistically controlled analyses of the determinants of retention and graduation rates. Surveys of students provide useful background information, but they are not a substitute for rigorous analysis of actual data because what students say and how they actually behave often differs. We describe some of the parameters that might guide such an analysis the section below.

Currently, the University is more dependent upon subjective notions about retention and graduation rate determinants than it should be. One senior administrator opined, *"We haven't been shooting in the dark on retention. It might be more accurate to say that we have been shooting in twilight. We're not certain we're on the right track."* We agree. While all decisions of campuses should not be determined by data, it is better for decision makers to have reliable data generated by rigorous analysis than not to have such arrows in one's quiver.

(3) Despite improvements, reality is that large numbers of students begin studies at the University, but then disappear. (We note here that the high school dropout rate is also unusually high.) There may be valid reasons why UA lags national standards; if not, then the numbers we observe reflect a waste both of human and financial resources. Whichever is the case, the University needs to determine why its performance lags national norms and then, as necessary, outline how it intends to improve the situation.

The University generally has performed well in other areas, for example, in terms of generating additional graduates who will fill high demand jobs. It also has done a good job controlling its costs. Illustrations include its work to constrain energy expenditures, its decision

to eschew the usual employee cost differential that state employees based in Fairbanks ordinarily receive, and its decision to reimburse those of its employees who travel with a lower per diem than other state employees. Legislators should not ignore these efforts when they are making budgetary allocations.

On the other side of the ledger, UA has been less active in controlling often expensive programmatic expansion and somewhat reluctant to eliminate low enrollment academic programs. For example, in 2009, UAF granted only 37 doctoral degrees spread over 18 doctoral programs and, as already noted, total doctoral student enrollment in Fall 2009 was only 333. These data suggest that some of these doctoral programs enroll suboptimal numbers of students, one result being high costs (though such costs can be offset by external funding). **(4) Elsewhere in this report, we argue that the University of Alaska might be well advised to focus its scarce dollars on a smaller number of programs, especially at the graduate level, many of which can legitimately aspire to national rankings. It is not clear to us that some of the doctoral programs at UAF would survive if such criteria were applied. We recommend that the President and the Board take a long look at this situation and reexamine the viability of programs including enrollment, retention, research productivity and graduation.**

Despite these caveats, if we take a more global view of the University's situation, it is fair to say that its overall performance and efficiency have been remarkable. Over the past two decades, UA's state appropriation increases have fallen well below the increase in the national consumer price index (CPI) and even further behind the growth of the higher education price index (HEPI). Nevertheless, it has continued to perform well and to find ways to do more with less. Our observations and suggestions for changes and improvements should not obscure this conclusion.

The Tangle of Oil, Conservation and Budgetary Constraints

The 1968 discovery of oil at Prudhoe Bay and the 1977 completion of the Trans-Alaska Pipeline led to a well-known oil boom that produced jobs, excitement and many new residents in

Alaska. In fact, the population of the state has increased more than 130 percent since 1970 and about 11 percent in the past decade. These developments hold both academic and financial implications for the University. Population growth generated by the oil boom brought with it new opportunities for higher education in Alaska. Enrollment surged and UA budgets increased, though closer inspection reveals that University budgets waxed and waned with oil prices because more than 75 percent of state revenues are related to petroleum. Thus, it makes a big difference to Alaska and to UA if the international price of oil is $100 per barrel as opposed to $40 per barrel.

Hence, the University clearly has a financial interest in high oil production (though it is wise to note that oil production in Alaska peaked in 1988 and since has declined by about two-thirds). Even so, while high prices prime the University's budget, as an academic institution, it also is legitimately interested in researching the wise use of Alaska's resources and exploring how to preserve its pristine environment.

Almost needless to say, tradeoffs often arise between resource extraction and conservation. As a consequence, the University often finds itself in the middle of conflicts between those who wish to utilize and exploit the state's natural resources and those who wish to preserve and protect them. This is hardly an unusual circumstance in the Western United States, but these tensions can be especially bitter in Alaska and the state's battles on this turf frequently attract the attention and participation of outsiders. An example in point is the controversies that have surrounded the positions taken by a UAF professor concerning offshore oil development. University of Alaska officials must be adept to avoid political damage in such situations.

(5) This is a difficult and often treacherous milieu. Nevertheless, we recommend that the University as an institution seek to avoid adopting official policy stances in such controversies, but instead: (A) insist on scholarly integrity and do its very best to avoid shoddy scholarship that will draw legitimate criticism; (B) seek to apply the University's considerable expertise to the analysis of similar problems; (C) via its faculty, offer prospective solutions, but not endorse those solutions; and, (D) actively sponsor discussions of relevant issues and ensure that the University remains a free and open marketplace for

ideas. On occasion, it may be necessary to defend academic freedom and free inquiry when interested parties are not pleased with the results of University research, or with the expression of particular points of view. However, untrammeled scholarly inquiry and research are foundation stones of any respectable academic community and the University of Alaska should not equivocate in such situations.

Whatever the consequences that oil extraction and conservation activities might have for academic matters, the implications of declining oil extraction for the University's budget are profound. Declining oil production might well lead to reduced state financial support for the University. Yes, the State of Alaska's Permanent Fund (the equivalent of sovereign wealth fund) will buffer possible future declines in state tax revenues. Even so, more than three-quarters of state revenue is derived from oil-related activities. **(6) Therefore, it is prudent for the University of Alaska to plan for the possibility that: (A) its general fund support from the State of Alaska might not keep up with price inflation; and, (B) its share of the state's budget might decline. The University should explore what the University would be like if ten years from today, the "real" (after inflation) value of its state appropriation has not risen, or even declined. What activities must the University improve or discard to operate efficiently in such a world? What things must it begin to do if this will be the state of affairs in 2020? What would this imply for tuition and fees? The number of questions that must be answered is almost endless.**

System Organization

The manner in which a university is structured and organized seldom is the major influence on its performance. The quality of the institution's faculty, staff and students, and the quantity and quality of the resources they have available usually are much more important determinants of performance. Nevertheless, structural organization can make a difference, particularly if it has an impact on operating costs, how decisions are made, and how communication occurs.

(7) Hence, we must recognize that a reorganization of the University of Alaska is not a cure all for whatever ails it. Even so, it is apparent that some improvements can be made. These fall into two main categories. First, as it stands, the University of Alaska is overly centralized and devotes too many resources to a command and control regulator model that should instead place more emphasis upon incentives, distinctiveness and entrepreneurial activities. Increasingly, under the authority of the President, UA Systems administrators should act as staff to the Board and provide recommendations rather than wielding final administrative authority. Second, the University's attempt to seamlessly integrate all post-secondary education into the same administrative structure sounds better than it actually works. UA's vocational, technical and community college activities must be accorded greater prominence and not viewed as *"four-year lite"* (the observation of a sometimes frustrated individual associated with workforce development).

President Gamble and the Board of Regents need to find ways to deal with the two problems just identified. We believe that the University's claim on the state's financial resources will be stronger and general support for its activities if it addresses these two structural concerns candidly and directly. We discuss organization of the UA System in a following section.

III. ACADEMIC PROGRAMS

The University of Alaska System is highly differentiated and geographically distributed across thousands of miles. The University of Alaska Fairbanks (UAF), the flagship campus of UA, is a doctoral research institution and is a land-grant, sea-grant and space-grant institution. It is a high-performing enterprise from the standpoint of research; though it enrolls only about 5,500 students, UAF generates about $110 million of extramurally funded research each year and about $150 million of total outside funding activity overall. According to the *Chronicle of Higher Education*, in 2009, UAF ranked 99th nationally in terms of federally funded research and development expenditures (a different metric than research only).

UAF hosts several major research units: the Agricultural and Forestry Experiment Station; the Geophysical Institute, which operates the Poker Flat Research Range; the International Arctic Research Center; the Arctic Region Supercomputing Center; the Institute of Arctic Biology; the Institute of Marine Science; and, the Institute of Northern Engineering. UAF's location 200 miles south of the Arctic Circle provides it with a comparative advantage for Arctic and climate research. The consensus is that UAF's most prestigious academic programs are those in Arctic biology, cold climate engineering, geology and geophysics, Alaska Native languages and cultures, fisheries and marine science.

The UAF MAU enrolled 10,446 headcount students in Fall 2009, though 4,917 of these were on "community" campuses rather than the Fairbanks University campus. Community campuses within the UAF MAU are located in Nome, Kotzebue, Bethel, Dillingham, and a half-dozen smaller communities throughout Northern Alaska and the Aleutian Chain.

UAF only recently has begun to implement meaningful freshmen admission standards. Students either must present a 3.0 high school GPA, or as lows as a 2.5 high GPA, if they also have an ACT score of at least 18.

The University of Alaska Anchorage (UAA) offers twenty-six Master's degree programs along with a number of Graduate Certificate programs. UAA also offers

cooperative/collaborative doctoral programs with UAF in clinical/community psychology; medical education program with the University of Washington Medical School; and other collaborative master's programs with Creighton University and East Carolina University. It has provided leadership in Alaska for its nursing and health science programs, including the delivery of associate degree nursing programs, in collaboration with other UA campuses, to ten communities throughout Alaska.

UAA is not classified as a research institution by national bodies, though in 2009 it recorded approximately $10 million annually in external research funding. UAA's strategic plan identifies the expansion of research and graduate programs as major campus goals. UAA serves many mature students and many who commute; approximately 60 percent of its student body is part-time, though this appears to be falling. The UAA MAU enrolled 20,368 headcount students in Fall 2009, with 4,706 of these students enrolling at "community" campuses connected to UAA. UAA community campuses are located in Kenai, Kodiak, Palmer and Valdez. The University describes itself as an open access institution.

The University of Alaska Southeast (UAS) is located in Juneau with campuses in Sitka and Ketchikan and serves the needs of Southeast Alaska, energizing the surrounding economic base (which has not prospered in recent years because of timber and logging contractions). UAS's coastal location, including proximity to the Tongass National Forest, provides rich opportunities for teaching and research in programs such as marine and environmental science, marine transportation and outdoor leadership. UAS offers a wide variety of associate and baccalaureate degree programs and about one dozen master's degree programs in education and public administration. UAS aspires to state leadership in the education of individuals in areas such as educational technology, early childhood education, elementary and secondary teaching, special education and educational administration. Currently, UAS produces approximately one-third of all new teachers in the state. The UAS MAU enrolled 3,834 headcount students in Fall 2009, of which 1,023 were at "community" campuses. UAS describes itself as an open enrollment institution.

One success story that needs to be noted is the improved performance of the University in the area of career, occupational and technical education. UA offers many certificate and associate degree programs that prepare students for work in a wide variety of fields including automotive electronics, logistics, pharmacy technology and paralegal studies at the certificate/endorsement level, and architectural and engineering technology, dental assisting, fire and emergency technology, nursing, and welding at the associate degree level. Over 4,600 UA students are enrolled in workforce-related programs. UA offers almost 90 certificate programs (one-year and two-year) and 75 associate degree programs that fall within this rubric. Graduates of these programs have been able to find jobs even in tougher economic times because employers view them as well trained and responsive to their needs. An admiring employer who hires UA graduates coming out of these programs remarked, *"This is where the rubber meets the road for me. The University is producing people who can work for me and begin to be productive immediately."*

Improved performance, however, is not the same as optimal performance. Workforce leaders within the state still see considerable room for improvement. They assert that except for the nursing and process technology programs, most other workforce-related programs are *"uncoordinated across the state and often inconsistent with each other."* They express surprise that one campus will not transfer in a course from another campus. *"They apply four-year thinking to two-year problems too often."* As a consequence, *"it is difficult to gain traction with UA on some of these things"* because this isn't their highest priority, or they don't understand. They also criticize UA for insisting on what they perceive to be excessively high overhead cost recovery rates that discourage joint projects. Many workforce-related professionals within the state would prefer that the University System separately identify and administer workforce-related programs and some prefer a return to the former system of community colleges.

Another programmatic task that must be addressed relates to the distribution of academic programs across the system. Though the philosophy of some members of the Board of Regents is to *"place programs on the campus where they fit the best,"* and the total breadth of academic programs in Alaska is not especially large in the context of other states, there nonetheless is some evidence that the system supports an excessive number of programs in its diverse locations.

Consider teacher education. UAS generates about one-half of the new K-12 teachers in the state and UAA contributes a significant number as well. UAF's teacher education program is the smallest of the three UA programs, though it enrolls 500 students including a significant number of Native Alaskan students, some of whom say they feel comfortable at UAF. Does UA really need to maintain three free-standing teacher education programs? Why should not UAS or UAA be responsible for any teacher education offerings at UAF and then supplement those offerings with NCATE-accredited distance learning courses coming from Western Governors University (WGU)?

(8) Our point is not to concentrate all program-reduction attention on teacher education; instead, why maintain three free-standing teacher education programs, three free-standing MBA degrees, three free-standing environmental studies programs, et al? UA often talks about being "one university," but shrinks from situations where one MAU will supply faculty and courses to another MAU, or one MAU will perform all of a certain type of administrative task for other MAUs. We believe it is time for the UA System to move off the mark on these issues and recommend that the President take steps to see that it occurs.

General/Liberal Education

The baccalaureate degree requirements for University of Alaska students include conventional course requirements in areas such communications, the humanities and social sciences, mathematics, and the natural sciences. These requirements total 38-39 semester hours UAF, but smaller numbers of hours at UAA and UAS. Curiously, the general/liberal education programs are not identical on each campus despite the oft-cited statement that UA is "one university."

UAF has a "core curriculum" of general education courses with some specifically required courses and several sets of courses from which students can make limited choices. General/liberal requirements at UA and UAS reflect a "cafeteria" approach that allows students to elect many different courses within categories. **(9) The problem with this approach is less**

the courses required and more the comparative absence of empirical evidence that the programs "work." Have students learned when they finish these programs and is there a measurable "value added?" Have their attitudes changed? Do they become more or less tolerant of the views of others? Are they better able to integrate and synthesize information? How do they compare to other students nationally? How do graduates from UAF, UAA and UAS compare, since they do not complete the same general/liberal education sequences? Does the "capstone" course at UAA designed to integrate knowledge make a perceptible difference? These are important questions and we strongly recommend that the University employ rigorous means to seek their answers.

The preceding recommendation (and analogous ones in this report that call for badly needed institutional research) reflect the fact that institutional research operations, both on campus and at the system level, have been oriented primarily toward information collection and distribution rather than hard analysis. As one institutional research professional put it, *"We've been data monkeys"* and only recently have become more analytical. Of course, substantially they have done the work they have been requested to do. The result, however, is a dearth of rigorous analytical evidence on many of the crucial questions in front of the MAUs and the UA System. **(10) We recommend that the President refashion the entire institutional research function with the UA System. If necessary, different individuals must be hired who are capable of performing sophisticated multivariate analyses and that have mastered applicable operations research techniques such as linear programming, queuing and simulations. Most of the heavy lifting in terms of institutional research should occur on the MAU campuses and experts on these campuses can be allocated specific tasks as well by the President. Relatively few central system personnel will be needed and these should focus on recording and classifying data and completing necessary reports.**

We have caveats with respect to the content of the UAF liberal education program that for the most part also apply to UAA and UAS:

(11) It appears possible for a UAA student to avoid taking a laboratory science. UAF requires two laboratory science courses of every baccalaureate student, and UAS

requires one course (although the UAS Catalog does not make this point clear for students). For several reasons, a laboratory science experience is an essential part of a respectable liberal undergraduate education. We recommend that UA require such on every campus.

(12) There is no writing competency exit examination. Given that high proportions of UA students transfer into the campuses where they seek to graduate, and many are mature and hence completed writing courses many years previous, it is important that they demonstrate their ability to write clearly and cogently. We recommend that UA take steps to implement such an examination. We can guarantee that citizens and employers will approve.

(13) We are uncertain what "academic" writing is (F211, F213). Such labels suggest these writing courses somehow are not aimed at preparing students for effective writing in other situations, e.g., in business, or everyday life. We recommend different titles.

(14) We recommend that UA institute a computer literacy requirement for all baccalaureate degree candidates. The vast majority of students will come to the University with computer and Internet skills, but will not necessarily be familiar with certain software programs and/or search techniques. Computer and Internet literacy has become a prerequisite for the exercise of intelligent and full citizenship and UA should ensure that its graduates have demonstrated such literacy. We note that computer/Internet literacy and library literacy are not identical.

(15) We recommend that every baccalaureate degree recipient be required to demonstrate competency in a non-English language or culture. UA students will graduate into a world that is increasingly international. The first language of more than one-quarter of all new elementary school students in California is Spanish. In Alaska, approximately fifteen percent of the population speaks a language other than English at the dinner table.

Further, language is the repository of a culture; it is essential that UA students come to grips with other cultures, preferably by means of their languages. Both the understanding of UA students and their employability will increase if they acquire facility with a non-English language at the second-year collegiate level. We recommend that UA introduce such a requirement.

(16) UAS's general/liberal education program appears to be substantially smaller in requirements than UAF. The differences between the three campuses are large enough that it is not clear that one could justifiably say the programs are interchangeable. This is odd given the "one university" slogan that UA frequently promotes. Since UA doesn't have rigorous empirical evidence available that speaks to what actually works and does not work in its general/liberal education programs, it is impossible to say whether these differences are helpful or harmful for students. We recommend that UA examine the differences in programs and rigorously determine if they do make a difference in the System's ultimate product, its graduates. To ignore the differences in the programs is to suggest that it really doesn't make any difference what courses students take. One university should have one set of general education requirements.

Research

Research expenditures at UAF have increased substantially, from $56.4 million in FY97 to $107 million in FY09. While commendable, the $107 million number does not place UAF in the Top 100 institutions nationally, according to the *Chronicle of Higher Education*. However, in 2009, the *Chronicle of Higher Education* did rank UAF 99th nationally in terms of research and development expenditures (a different metric).

The University of Alaska has skillfully leveraged its academic strengths and location to garner federal funds to support its work in Arctic and cold weather research, include Arctic biology. It also has forged ahead in a variety of other areas, including the biomedical sciences, where it has garnered more than $81 million in federal funding since 2000.

Over time, the University also has attracted significant earmarked federal appropriations to support its research work and academic programs. Whether or not one believes earmarked appropriations are good national social and economic policy, they undeniably exist and the University of Alaska typically has done well in the scrum for such funds. Good ideas, time, cultivation, effort and perseverance are essential if one is to succeed in this process. That said, the absence of Senator Ted Stevens and changes in congressional leadership likely will reduce opportunities for earmarks in general. The University has deliberately moved away from earmarks for their on-going programs over the past decade and relies almost exclusively on competitive federal research grants. The one significant exception to this is continued funding for aspects of the super computer program.

Some of the promising avenues for future research endeavors in the UA System include biomedical research, energy-related studies and climate change. **(17) We recommend that the State of Alaska make targeted investments in these areas, as they bode not only address the specific needs of Alaska, but also to attract considerable outside funding. It is plausible for the State to make such investments on an incremental, *"show us what you can do"* basis.**

(18) Incentives count where research is concerned and we recommend that the University reexamine how it utilizes and distributes the indirect cost overhead recovery funds that accompany many grants that it receives. We don't have a formula to offer that magically and optimally distributes these funds amongst researchers, departments, colleges and the University. Nevertheless, the comments of some faculty suggest that increasing the distribution of funds to the actual researchers who generated the funds might induce more grant activity over time. These funds also could be used to nudge institutions (e.g., UAA) in programmatic and research directions consistent with the UA System's overall strategic plan.

The WWAMI Model

As mentioned above, 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.

The Alaska WWAMI Program began at UAF in 1971 and for Alaskans now is located at UAA. WWAMI admits 20 Alaskans annually and these students complete their first year of medical school at UAA. Students from all five WWAMI states attend second-year courses at the University of Washington School of Medicine in Seattle. The third and fourth years of the medical school curriculum are comprised of "clerkships"---rotations in the various medical specialty areas that may be taken in any of the five WWAMI states. Students who choose the "Alaska Track" potentially can complete most of these clerkships in Alaska.

The WWAMI approach to producing physicians for the State of Alaska is dramatically less expensive than would be the development of a medical school within the state. A WWAMI-like program also exists to generate physicians' assistants. **(19) We recommend that the Board of Regents study extending the WWAMI model to other academic areas, especially high cost, low enrollment programs within particular academic specialties or professional schools. "Buying" spots in reputable graduate programs in others state might save Alaska the expense of operating and equipping small, high-cost graduate training. Veterinary medicine, dentistry, architecture and law could be candidates for WWAMI-like programs, but only if documentable shortages exist that have inflated wage rates. It would make little sense to initiate a WWAMI-like program if Alaska already is able to obtain the individuals it reasonably needs in a particular occupation or specialty.** Reality is that the University cannot be all things to all people and must make choices. If it can find ways to cooperate with other similarly situated Western states, save money and serve the citizens of Alaska, then it should do so.

IV. TECHNOLOGY

The University of Alaska System spends a great deal of money on technology and technology-related items. In FY 2009, the System spent $78.4 million on items labeled as technology; this was eleven percent of the System's total expenditures and represented a 93 percent increase since FY 1999. Technology expenditures per student FTE were $4,453 in FY 2009; on a per FTE faculty member basis, these expenditures amounted to $13,946.

Technology is critical to the operation and efficient performance of the University of Alaska, both inside campuses and between and among the campuses. The huge distances between its campuses require the use of technology if higher education is to be delivered capably. For example, it is 825 miles from Juneau to Fairbanks, 1,100 miles from Juneau to Nome, 1,150 miles from Juneau to Kotzebue, 1,275 miles from Juneau to Unalaska, and 1,700 miles from Juneau to Adak in the Aleutian Islands. All these distances are "as the crow flies." Each pair would involve longer distances if it were possible to drive between them.

It is wise to place these distances in perspective. It is only 711 miles from New York City to Chicago. The University of Alaska deals on a daily basis with distances that easily exceed this. Therefore, the productive use of technology is absolutely essential if the University is going to succeed in delivering higher education across its vast state. UA's College of Rural and Community Development, based at UAF, is primarily responsible for distance learning for UAF. In Fall 2009, Rural College enrolled almost 2,600 students, including 121 at the graduate level. For the most part, these students are place bound, tend to be women (65 percent), and frequently are Native Americans (23 percent). For many of them, distance learning is the only way they can access higher education.

It is important that the System ensure there is no unnecessary duplication or confusion in distance learning. Faculty and students reported courses from separate campuses with the same titles and numbers are often different and transfers can be exceedingly complicated.

The UAF College of Rural & Community Development (CRCD) reports that it delivers distance education to 160 communities statewide by means of both synchronous and asynchronous delivery plus a variety of other modalities such as audio conferencing, CDs, DVDs and the like. CRCD relies heavily on software packages such as Blackboard and utilizes E-Live to supplement CDs. This can be expensive and clearly is subject to economies of scale. For that reason, **(20) we recommend that UA explore the possibility of sharing distance learning courses with institutions in other states and that it give additional consideration to how it might economize by sharing resources with the Western Governor's University (WGU). WGU offers NCATE-accredited teacher education programs, CCNE-accredited nursing programs through the master's degree, and a raft of business programs through the MBA, all via distance learning. The University of Alaska should not casually cast these programs or their courses aside.**

Both in distance learning and on-campus, the University faces predictable challenges relating to the quality of broadband connections to the Internet, high-speed computing and modeling capacity, switches, multi-media classrooms, the number of work stations, the availability of up-to-date software, the ability to service and repair equipment, and the ever present need to train faculty, students and staff in the most productive use of what is available. Nevertheless, distance learning students with the UA System in general have very good things to say about the quality and service they are receiving. They note that UA has become more proficient at distance learning in the past few years (presumably because of Title III funding, though that could disappear). *"They are real problem-solvers,"* commented one distance learning student who noted a half dozen instances in the last year where a UA staffer had *"found a way to get it done."*

Of course, many technology challenges have little to do with distance learning. For example, there are comparatively few "smart" classrooms on the UAF campus (at least compared to the UAA campus, where facilities generally are newer). **(21) Many UAF classrooms do not contain the basic smart classroom essentials---a PC, Internet access, a projector and a large screen. Smart boards are somewhat unusual. We believe that special assessments in the**

form of increasing the student per credit technology fee should be considered to begin to remedy this situation.

One aspect of statewide university technology that generates mixed reviews is the Banner student information and records system. The Banner system is touted as fusing administrative and academic functions that make it easy to manage data and give students, staff and faculty secure, 24x7, on-line access to the diverse information it collects and maintains. Many around the UA System do not believe Banner carries through on these promises (*"It has given us fits."*), though predictably misuse and a lack of training sometimes appear to be present. **(22) A system-wide harmonious student records system is an example of where a statewide approach makes sense. We recommend that the President examine why this particular version meets with so much criticism. Do any legitimate problems that exist reside in the software, how it is managed, how it is used, lack of training, or…?**

While we believe a variety of UA System activities usefully could be devolved to the MAUs, it is eminently sensible for the University to centralize and standardize many technology-related decisions and purchases. Distance learning, for example, would fail almost immediately if there were not standardization in equipment, software and protocols. Similarly, it would be entirely uneconomic for the University to duplicate certain items of hardware in multiple locations. On the other hand, tasks such as equipment repair and training often can only be carried out locally and a distributed or decentralized approach to such matters is required. We give high marks to the University for its understanding and implementation of these sometimes controversial issues.

The relevant question for the University is not whether it needs to utilize technology. It must do so. Nor is the salient question whether centralization in some technology areas and decentralization in other technology areas is required; it is. Rather, the most important questions at this point are these:

- Broadly speaking, does the University's use of technology work? Do students learn more or less when they do use technology? Do students who have a

a choice prefer to utilize technology? What measures of later student success (e.g., retention rates, graduation rates, pre-testing and post-testing results, GRE test scores, job placement, etc.) exist that provide evidence on these points?

- What rigorous evidence is there that the ways in which students use technology and how much they use technology make a difference in their performances? E.g., if students utilize a Blackboard chat room, do they score higher or lower on examinations, once one has controlled for relevant demographic variables?

- What evidence is there that faculty training results in additional use of technology in their teaching, increased student learning, etc.? One UA official estimated to us that while *"80 to 90 percent of faculty have been trained to use Blackboard, only 15 percent actually do."* Perhaps, but data supplied to us indicated that 41 percent of all sections taught at UAA involve Blackboard use. Do students learn more or less in such courses? Are they more or less satisfied and are they retained and graduated at higher rates?

- How does the University decide the amount of resources it devotes to various technology-related tasks? Is there empirical evidence to support the current distribution of expenditures among tasks such as Internet connectivity, work stations, faculty training, etc.? E.g., in FY10, the System will spend $7.48 million on non-personnel services in the area of "central technology." This is up from $5.78 million in FY 00. Is there a metric by which such allocations are decided, or instead is it a more subjective, seat of the pants variety of decision-making?

- The University's goal of eliminating much of its current paper flow and substituting on-line methods (electronic timesheets, purchases, applications, etc.) is admirable. Can it be demonstrated that such an evolution actually will save money after all overhead and maintenance costs are taken into account?

(23) It would take effort for one not to be impressed by the University of Alaska's massive use of technology. We recommend, however, that both the System and individual campuses spend more time evaluating what they are doing with that technology. Strong emphasis should be placed on generating rigorous empirical evidence concerning the University's use of technology and its effect upon learning and subsequent student outcomes such as retention, graduation, and job placement. The questions noted above might serve as a starting point. It is apparent that the University of Alaska already has done some of the analysis called for here; it simply hasn't done enough to justify what now is approaching a $100 million per year expenditure.

(24) Some of the funding for UA's technology efforts is supported by a $5.00 per credit hour student fee (maximum = $60 per semester). We believe there is a strong argument for increasing the size of this user fee, provided the proceeds are used directly to support and assist students. Additional "smart" classrooms (noted above) provide such an example, as would additional work stations. We also recommend, however, that UA administrators utilize student advisory committees to assist them in ascertaining how things are working and what things need to be done.

(25) Finally, while UA's technology intensive distance learning efforts are much appreciated by students, it is fair to note that some knowledgeable outsiders believe that UA is not at the forefront of distance education today. *"There are some outdated in their approaches and high cost in their operations,"* said one, who believes the President should bring in one or more acknowledged experts at institutions that either are on the cusp of new developments, or which currently operate highly successful, profitable programs. We concur.

V. FACULTY

The University of Alaska's 2,383 faculty (1,361 FTE) in general are well qualified and dedicated. Many are part of a self-selected group. Either they originally were Alaska residents, or they are individuals who have selected Alaska because of the attractiveness of its distinctive life style and environment to them. A representative UAA faculty member put it this way: *"I'm here because I want to be here. This is an astonishingly beautiful place to live and in my department , we are right on the cusp of new developments."*

Many UA students give high marks to their faculty for their teaching effectiveness and their willingness to spend extra time with them. *"My faculty and my advisor always make time for me and don't stop until they've taken care of my problems,"* remarked a senior engineering major. Students also are pleased that UA faculty often structure their courses to include practical out-of-class learning experiences and internships. *"I talk to students who attend other universities and here we have lots more opportunities to apply what we are seeing in classrooms than they do,"* commented a political science major.

There is great variation among UA faculty as individuals and across campuses in terms of their devotion to externally refereed scholarly productivity and performances. Not surprisingly, UAF faculty in the sciences and engineering lead the way in terms of their scholarship and grantsmanship, but more than a few faculty in other disciplines and on other campuses publish books with reputable presses, author articles in well-regarded journals, perform artistically, and compete successfully for extramural funding. Nevertheless, taken overall as a group across all sixteen sites, UA faculty are not exceptionally active as scholars. Substantial proportions of them regard high quality teaching as their primary responsibility.

It's fair to say that many faculty, though certainly not all, are reasonably well satisfied with their situation. *"Given the recession and everything else going on, we're not doing too badly,"* averred a faculty member. True, they harbor a variety of gripes and complaints about salaries, research support, teaching loads, office space, computer support, travel money, parking, etc. Further, faculty on some campuses believe they are *"being stifled"* by a variety of forces

located somewhere else, usually either in Fairbanks or Juneau. Still, most believe that *"we are doing something important here and making a real difference."* Most believe the University has been led very capably over the past decade by now departed President Mark Hamilton and are very pleased with the appointment of new President Patrick Gamble.

The notion that the University of Alaska favors UAF over other campuses does occupy the minds of some faculty and legislators. The *Anchorage Daily News* (30 January 2010) reported the perception of a legislator that the Board of Regents favors UAF over other campuses. It appears that more than a few faculty not located at UAF believe some variant of this and several noted to us that fewer than 6,000 students actually attend classes on the UAF campus proper. One noted that the student/faculty ratio is 12:1 at UAF, but 19:1 at UAA (numbers also reported in *U.S. News and World Report*). The Board of Regents responded by noting that UAA (in particular) has received the lion's share of new construction projects and that its budget has increased at a more rapid rate than that of UAF.

Whether or not the perception that UAF receives favored treatment holds any water depends upon each institution's mission and subsequent resource allocation. If UAF's mission differs from that of UAA and UAS, then its funding probably should differ as well. The relevant question, of course, is how much.

(26) In any case, a partial solution to the tension on this issue is to have the Board of Regents adopt refined, distinct institutional mission statements---a step we recommend. We note that as a doctoral, research institution, UAF must be accorded distinctive treatment, or it will fail. However, it is obvious that the majority of the state's population and resources are located in the Anchorage metropolitan area . Hence, the real questions are: (1) how many doctoral programs should be supported at UAF? and, (2) over time, should some free-standing, distinctive doctoral programs be developed at UAA along with a variety of other graduate and research offerings?

Not surprisingly, most UAA faculty favor doctoral status for their institution. *"We're bigger and better than UAF in many departments,"* asserted a UAA faculty member. The

implication is that the state's future allocations of resources and programmatic authority should reflect this.

Training and Supervision of Part-Time and Distant Faculty

Approximately 50 percent of UA faculty system-wide are part-time or adjunct and on some campuses, this percentage exceeds 60 percent. Hundreds of UA faculty teach in locations remote from UAF, UAA and UAS. *"The salient issue,"* observed an administrator, *"is how well supervised and trained these part-time remote faculty are."* The honest answer appears to be---it depends. Some academic departments, college and schools work hard to include part-time and adjunct faculty in their activities and provide them with training and support. Further, they monitor their teaching activities with periodic peer visitations. One academic unit has developed its own training module that covers essential orientation topics. In other situations, however, *"almost nothing at all is being done,"* according to a dean.

The University of Alaska provides heroic service to the state by means of its 16 campuses. **(27) Nevertheless, the extent to which training, course materials, supervision and evaluation are consistent across the campuses, and sometimes even inside campuses, is in doubt. This is an issue that UA must address, as it speaks to academic quality and maintenance of standards. It is possible that resolution of some of these matters might involve collective bargaining issues, but they do need to be addressed.**

Collective Bargaining

Some of the quirks of the faculty salary structure among the campuses may be a function of the three collective bargaining agreements the Board of Regents has negotiated with faculty unions---the UNAC (a joint AAUP/AFT operation), the UAFT and the UNAD (which represents adjunct faculty). The UNAC bargaining unit does not represent community college faculty, vocational-technical faculty, and faculty at rural community campuses, who are represented by the UAFT.

The UAFT bargaining unit is a somewhat unusual arrangement and apparently was designed "to take care of" community college and vocational-technical college faculty when those individuals were merged into the greater, more expansive University of Alaska. Bipartite faculty in the UAFT are those who pursue duties constituting four parts teaching and one part service, while tripartite faculty pursue duties involving four parts teaching and one part research. Much more unusual, however, is the notion of the "bipartite" and "tripartite" faculty members in the UNAC bargaining unit. The UNAC bipartite faculty may have duties composed of research and service, or of teaching and service in any proportion. Tripartite faculty in UNAC have workloads comprised of research, teaching and service with workloads ranging from 5 to 90 percent in any one category. The current collective bargaining agreement (CBA) for UNAC faculty expires on 31 December 2010, while the UAFT CBA expires on 30 June.

(28) The UAFT agreement recognizes that community college, community campus and vocational-technical college faculty are different individuals with different responsibilities. We agree and note that the differing missions and scope of these units is one of the reasons why it would be wise to differentiate further the four-year institutions (UAF, UAA and UAS) from the UAFT-oriented units, and administer them and record their results separately. Elsewhere, we report comments of work force development leaders that all things considered, they would prefer a different administrative arrangement that would better recognize the distinctive nature of the community college/work force mission. We believe their concerns are valid. **(29) Further, we cannot help but note that UAF, UAA and UAS would not be savaged so much in national rating systems if their retention and graduation numbers did not include students from the community campuses who have not already earned an associate degree. We regard this as a win-win proposition for all concerned and recommend that the President move in this direction.**

The CBAs cover the usual topics---faculty status and evaluation, reductions in force, disciplinary actions, workloads, compensation, etc. In the fashion of most other CBAs, the UNAC agreement constrains the ability of the Board, the President and the Chancellors to take certain actions and requires them to take other actions. For example, faculty are responsible for 30 "work load units" per academic year; these units are derived from faculty members' teaching,

research and service activities. Unusual for a CBA, however, is the fact that the precise number of work load units associated with instances of each of these activities is not specified.

Minimum faculty salaries by rank are specified in the UNAC CBA (for example, $55,000 annually for a full professor). The emphasis is upon *"across the board"* salary increments (3.4 percent in FY 10 and 3.5 percent in FY 11). Allowance is made for market salary adjustments, but the size of these is limited to 5.48 percent of the total base payroll of CBA unit members as of 15 November 2007. Market salary adjustments and initial salaries are supposed to pay heed to the 2008 Oklahoma State University (OSU) national faculty salary survey. This turns out to be highly beneficial to faculty at UAA and UAS because the OSU study numbers tend to pump salaries in those locations, but disadvantageous for UAF because the OSU study results in salary quotations for UAF faculty that often are below national averages for doctoral research institutions. Reliance upon the Oklahoma State study also has resulted in seemingly overly generous or even unmerited raises for some faculty whose less than scintillating performances are the reason their salaries fall below the Oklahoma State standards. The result is a distorted salary structure that is a merit-killer.

In any case, the most important salary decision ever made in the life of any University of Alaska faculty members usually is the determination of his/her initial salary. Virtually everything else is built on that initial contractual salary number. If you start behind, then you tend to stay behind. If you start ahead, then you tend to stay ahead. AAUP data reveal that UAF, UAA and UAS faculty tend to start their professorial lives with approximately the same salaries. This situation does not change as these faculty accumulate seniority and are promoted in rank. This is despite the fact that their duties often are very different and they are hired in different salary markets.

The problem, then, is that the UAF, UAA and UAS units are all being treated as if they are operating in the same salary markets and are hiring the same kinds of faculty. However, this is not so. **(30) We recommend that the President give very strong consideration to negotiating changes in the CBA that will provide more faculty salary flexibility among the**

institutions and that UAF be accorded a different set of peer institutions that more closely fits its doctoral research role.

Merit salary increases also are possible in the UNAC CBA, but may not exceed 1.0 percent of the faculty salary base on 1 July of each year, though another, smaller class of "limited" merit bonuses not to exceed $500 may be dispensed on a one-time only basis. Promotion in rank confers a 10.0 percent raise.

All faculty employed since 2006 have been enrolled in a defined contribution pension program in which faculty contribute 8.0 percent of their salaries (pre-tax) and the state contributes 5.0 percent. State contributions are totally vested for faculty members after five years of service. The defined contribution arrangement likely will prove to be beneficial both to faculty and the state in future years and we commend the University and UNAC for moving in this direction.

Allowance also is made in the UNAC CBA for "geographic" salary differentials. Thus, relative to Anchorage, the salary differential in Barrow/Kotzebue is 42 percent. Presumably this differential reflects a variety of factors including cost of living, weather, etc., though as we note below, some of these differentials do not appear to be supported by BLS data. In addition, the University contributes a minimum of 83 to 85 percent of the net cost of a health insurance plan. An attractive tuition waiver for faculty, spouses and dependent children also exists.

The University of Alaska UNAC CBA is unusual in that it is beneficial to faculty (most faculty nationally would endure great pain to receive similar salary increases and such broad tuition waivers) and to the Board of Regents and the general citizenry. This CBA is less prescriptive than many. This is desirable because very few institutions that have highly prescriptive CBAs are prestigious or highly ranked. Highly prescriptive, confining CBAs *"tend to make it very difficult for institutions to move up the ladder"* (the observation of a national higher education leader). The CBA also includes valuable provisions for market and merit pay increments, even if such dispensations are relatively small. Finally, from the standpoint of the

State of Alaska, the switch in 2006 from a defined benefit pension program to a defined contribution program likely will avert major financial problems for the state in the future.

(31) We have two recommendations with respect to the UNAC CBA. First, the President should work to increase the share of the total salary pie devoted to market and merit raises. If the State and the University truly believe in excellence, then they should reward it. It is inconsistent with a commitment to excellence and damaging to morale as well to assign the same raise to a faculty member who is a superb teacher and productive scholar and to one who is mediocre in both pursuits. Plainly speaking, the University of Alaska is unlikely to move up in national rankings, or achieve its potential, if assigns salary increases on an across the board basis. Such a practice is equivalent to assigning all students a C grade, regardless of performance.

(32) Second, the President should end the situation where one external salary survey (the Oklahoma State University study) applies equally to all three MAUs. As we detail below, this has worked distinctly to the disadvantage of UAF, which realistically has a very different set of peer institutions than UAA and UAS. Further, it also sometimes has resulted in a strange pattern of faculty raises that one administrator has labeled "anti-merit."

Faculty Salaries and the Cost of Living

Faculty salaries always are a sensitive topic on college campuses and the University of Alaska is no exception. The Collective Bargaining Agreement (CBA) with the There are at least four significant assertions made by various groups of UA faculty about the UA salary structure:

- UA faculty are not well paid by national standards.
- The cost of living is higher in Alaska and faculty salaries don't reflect this sufficiently.

- UA Fairbanks faculty are not well paid by national doctoral research university standards.

- The salary gap between UA Fairbanks and UA Anchorage faculty is larger than it should be.

Each of these assertions can be examined by means of American Association of University Professors (AAUP) salary data and Bureau of Labor Statistics (BLS) cost-of-living data.

Are UA faculty underpaid relative to national salary norms? The table below reports AAUP salary data for the 2009-2010 academic year.

AAUP FACULTY SALARY DATA, 2009-2010, BY RANK
(000s)

	Professor	Associate Professor	Assistant Professor	Instructor
UA Fairbanks	$97.8	$72.7	$61.7	$48.2
Public Doctoral	$116.8	$80.5	$68.7	$45.8
U of Idaho	$90.5	$70.2	$58.7	$47.7
Montana State U	$82.9	$63.5	$58.3	$42.7
Washington State U	$101.5	$75.2	$68.3	$44.5
UA Anchorage	$93.7	$74.9	$62.4	$47.0
Public Master's	$89.6	$71.1	$60.0	$48.3
Western Washington U	$81.1	$65.6	$55.7	$49.4
Montana State Billings	$66.0	$58.3	$52.6	$35.4
UA Southeast	$95.4	$67.8	$58.5	-------
Public Master's	$89.6	$71.1	$60.0	$48.3
Western Washington U	$81.1	$65.6	$55.7	$49.4
Montana State Billings	$66.0	$58.3	$52.6	$35.4

Lewis & Clark C	$58.1	$48.3	$42.1	-------

The assertion that UA faculty in general are not well paid by national standards is only partially correct. It is true at UAF lags national averages for doctoral research institutions, which pay far higher salaries than does UAF. On the other hand, when UAA and UAS are compared to predominantly master's degree institutions nationally, faculty salaries on both campuses exceed national averages in most ranks.

Of course, whether an institution's compensation package ultimately is competitive, however, depends upon a host of factors, salary being only one. Cost of living, teaching loads, facilities, grant funding, location, etc., all make a difference. UA institutions are distinctive in many ways and therefore one must be careful in drawing conclusions about faculty salaries.

What difference does the cost of living make in these deliberations? Not as much as some believe. Consider the following Consumer Price Index (CPI) data for the first half of 2010, with the 1967 CPI = 100:

Anchorage	194.83
Honolulu	233.82
Portland-Salem	217.51
San Diego	244.24
U.S. City Average	218.01
West Region Average	221.33

Data for Fairbanks and Juneau were not supplied by BLS for the same time period, but other BLS data sources suggest that costs in Fairbanks are about the same as Anchorage, while Juneau is a bit more expensive than Anchorage.

All things considered, it is difficult to make the case that cost of living differentials require higher than national average salaries at the University of Alaska unless one is located in a rural situation. UAA faculty appear to be especially well compensated when cost of living differentials are taken into account. It also appears (from the comments of faculty and

administrators) that UAS ends up paying some faculty more than it would have to pay to attract them because of the CBA's reliance upon the Oklahoma State University salary study.

We recognize that the U.S. Government frequently grants special cost of living allowances to its employees in Alaska; however, it is not clear that this is merited in locations such as Fairbanks and Anchorage. And, if merited in Juneau, such adjustments would be no more than five percent.

Interestingly, several economists argue that the introduction of big-box stores in Anchorage, Fairbanks and Juneau appears to have made a perceptible difference in prices in these locations in recent years. They believe this is partially responsible for more moderate cost of living increases in Alaska in recent years.

(33) Regardless, we recommend that the President commission a new faculty salary study that compares UAF, UAA and UAS faculty salaries to those at carefully selected peer group institutions for each MAU. UAF, UAA and UAS each should have the opportunity to participate in a new and updated selection of peer group institutions, which should reflect comparable size, missions, programs, research output, etc. The goal should be to substitute MAU-specific peer groups for the Oklahoma State University salary study and to amend the CBA as necessary. Such a new analysis should take into account of cost of living differentials and attention also should be given to differing supply/demand conditions, academic discipline, level of programs, and external market factors. Coincidentally, such a study also will present an opportunity to examine if the University has any protected class salary problems relating to gender or ethnic origin. If, after adjusting for relevant other factors, such an analysis leads to the conclusion that salary adjustments need to be made for either individuals or groups, then the President should recommend a plan to the Regents to do so and make it a priority in collective bargaining.

VI. STUDENTS

The more than 33,000 University of Alaska students are diverse in a variety of ways. Approximately 60 percent are women and 15 percent are Alaska Natives/American Indians. Hispanics and Asians account for about eight percent of headcount enrollment and African-Americans about three percent. Some 52 percent are older than 25 and average student age is 30. Approximately ten percent of UA students come from outside Alaska. Eight percent are pursuing a graduate degree. Fully 30 percent are taking only one course per term and 45 percent are taking only two courses. Only about 35 percent of UA's 33,000+ students actually are full-time. At UAA, 80 percent hold a job and the median age is 25. Approximately 20 percent of UA credit hours are generated by students who intend to earn a certificate or associate degree. The typical UA undergraduate student is a first generation student and more than 49 percent of them receive need-based financial aid.

The typical UA undergraduate is pleased with the education he/she is receiving and grateful that the University introduces them *"to ideas and approaches that I had never thought about before"* (the comment of an undergraduate business student). Students perceive accurately that the University opens the doors of opportunity to tens of thousands of Alaskans

The typical UA student tends to view his/her education pragmatically. He/she wants to learn and to be stretched and challenged, but upon graduation clearly wants to be able to compete successfully for a good job related to what they have been studying. They see their University of Alaska education as mobility mechanism *"that will enable me not to have to struggle the way my parents did and to be able to choose where I want to live"* (this was the observation of a health sciences undergraduate). A healthy majority of UA students seek to remain in Alaska and between 80 and 90 percent usually do so immediately after they graduate.

One of former President Mark Hamilton's more popular and productive innovations was the UA Scholars Program, which continues to flourish. The UA Scholars Program provides a four-year scholarship providing partial payment of tuition and fees at any UA campus. There were 1,913 UA Scholars in the UA System in Fall 2009. It is credited with generating

significant increases in the proportion of highly talented Alaska high school graduates who chose to remain in the state for their higher education. In 1999, 33 percent of high school graduates eligible to become a UA Scholar enrolled at an institution in Alaska; by 2009, this had risen to 43 percent. More than 83 percent of UA Scholars are retained in Alaska between their freshmen and sophomore years; the UA System average is 76 percent for those students who are seeking baccalaureate degrees. While UAA enrolls the most UA Scholars, UAF enrolls the highest percentage of UA Scholars within its student body. More than 66 percent of UA Scholars are women.

Historically, Alaska has been challenged by "brain drain." Many of its young people, including some of its highest academic achievers, have departed the state after high school graduation and have not returned. The Alaska Scholars Program addresses this problem. **(34) We strongly commend the Alaska Scholars program, but nevertheless recommend that the President probe its effectiveness along with the University's other financial aid programs. To wit, precisely how successful are all of the University's scholarship programs in terms of retaining and graduating awardees and how many awardees subsequently remain in the state if they graduate? Are there notable difference between and among the academic disciplines in terms of Alaska Scholars attractiveness and success? Would it make more sense to offer more (fewer) scholarships with higher (lower) stipends? Should an attempt be made to endow the well-regarded UA Scholars Program?**

(35) We pose these questions in the context of what we believe should be a general examination of how the University utilizes its scarce scholarship funds. Ideally, the University will expend its limited scholarship funds strategically in order to attain specific goals. Software now exists that permits institutions to vary their scholarship and financial aid offers in order to reach certain goals, e.g., maximization of enrollment, or other magnitudes such as SAT scores, retention, graduation, etc. We recommend that UA explore such software. This would permit intelligent strategic decision-making with respect to enrollment.

University of Alaska students typically are pleased with the quality of the education they are receiving. *"I have lots of great professors,"* enthused one representative undergraduate business student, while a representative undergraduate social sciences major reported that she is *"positively thrilled at the opportunities I have had to do field research and apply what I have been learning."*

There is great appreciation among UA students for what one graduate student termed *"the distributed nature of the University."* By that he meant the many branches around the state that the University maintains and the availability of its distance learning operation.

There is less praise from students for the University's delivery of every day services such as food, parking and financial aid. **(36) *"Bureaucratic"* is an adjective often utilized by UA students to describe their interactions with the University. Many would like more variety and improved quality in the food selections they may choose from; more and less expensive parking; and, more responsive financial aid service from individuals *"who sometimes regard us as adversaries."*** **These are items that UA should work on, though in truth these complaints differ little in tenor and amount from those one hears on nearly any state university campus. If there is a difference here, it is that the University's retention and graduation rates are sufficiently low (see below) that the University really does need to determine why so many of its students drop out.** Perhaps the delivery of student services has something to do with this.

When queried about parking, urban campus students generally indicated that they would be willing to pay higher fees for parking if *"the money actually goes to parking that we can see."* More than a few students harbor the (false) opinion that parking dollars are being diverted to other uses. **(37) In general, students typically spoke in favor of strictly designated fees, whether for additional computer work stations, more Internet bandwidth, additional on-campus entertainment, or intercollegiate athletics. We recommend that the President explore such possibilities with student leaders and determine what, if any, designated fees students might favor in order to improve the quality of their lives at the University.**

Student Retention and Graduation Rates

According to the data the University of Alaska provided *U.S. News and World Report*, the freshmen retention rates and six-year after matriculation undergraduate graduation rates were as follows in 2008-2009:

	Freshmen Retention Rate	Six-Year Graduation Rate
UAF	**74.8%**	**33.0%**
UAA	**71.0%**	**24.5%**
UAS	**55.0%**	**14.3%**
UCLA	**97.0%**	**89.0%**
U Minnesota	**88.0%**	**68.0%**
Wash State U	**83.0%**	**69.0%**
Col State U	**82.2%**	**64.0%**
Oregon State U	**81.5%**	**60.0%**
U Wyoming	**73.5%**	**55.0%**
U Hawaii	**77.8%**	**48.0%**
Cal State U Chico	**80.8%**	**53.0%**
Cent Wash U	**77.2%**	**54.0%**
E Wash U	**73.8%**	**47.8%**
Weber State U	**71.2%**	**41.5%**
So Utah U	**63.5%**	**40.8%**
So Oregon U	**66.0%**	**36.3%**
Mont St U Billings	**59.5%**	**29.3%**

It will suffice to note that UAF's success rates, especially its graduation rate, are well below national averages for doctoral research institutions. To the extent that UAF wishes to be considered in the same breath as other public flagship state universities, these data do not support such claims. Indeed, *U.S. News* classifies 258 institutions of higher education as "national universities" and it ranks UAF 258 of 258 on that list. UAA and UAS fare somewhat more favorably in the rankings, but against a much less demanding peer group. *"There is no question but that we look bad on many of these measures,"* confessed a UA administrator.

(38) A host of factors can be deduced to account for the disappointing retention and graduation performance of University of Alaska students. The most important appears to be the fact that all three major MAU campuses also function as community colleges and technical institutes. As such, they enroll a wide variety of students who variously have no intent of obtaining a degree, or already know they will move, or are under prepared. Distinctive history and culture, financial pressures and the state's weather possibly all may play a role. It is clear that one reason some students depart from UA is the comparative absence of campus-based, need-based student financial aid.

(39) At the end of the day, it is apparent that UAF, UAA and UAS in many ways are not comparable to many of the state universities to which they are compared. Nevertheless, it is incumbent on the University to do more than it has to find out why the University falls short in this arena and take remedial steps.

Since UAA and UAS are classified by *U.S. News* as comprehensive, master's degree institutions, their retention rates are in the ballpark with respect to national averages. However, both have graduation rates are among the lowest in the nation, providing one eliminates historically black public institutions from the comparison.

If only 15.3 percent of UAS freshmen graduate after six years, then why is this so? Is it because these students are highly mobile and transfer elsewhere, or they did not intend to graduate in the first place, or they are receiving deficient instruction, services and financial aid, or...? How effective actually are the ubiquitous student support services, advising, tutoring, learning communities, Smart Start Program, etc., that focus on assisting students? **(40) We strongly recommend that the President of the University of Alaska make the improvement of student retention and graduation one of his very highest priorities in the next few years. The focus should be upon discerning facts, causes and remedies. To ignore this problem is to waste the resources both of students and the State of Alaska.**

VII. BUDGET, FINANCE AND AUXILIARY SERVICES

Comparatively speaking, the University of Alaska depends more upon state appropriations and less upon student tuition than many other public universities today. While the current level of state appropriations is adequate though not generous, the reliability of those state appropriations often times has been in question. Rising and falling oil prices have introduced *"feast and famine budgets,"* according to one administrator.

One of the most distinctive aspects of public finance in Alaska is the Alaska Permanent Fund, which is a legislatively controlled sovereign wealth fund established in 1976 to manage "surplus" state petroleum revenues. Income into the Permanent Fund comes from a portion of the oil and gas leases, bonuses and royalties as well as from all other non-renewable mineral development. The value of the fund grew as high as $40 billion in 2007. Its current market value is about $34 billion. The fund' invests in equities, bonds, commodities and real estate. Historically, the Fund has earned approximately ten percent annually on its investments and typically spends no more than five percent of its corpus.

Starting in 1982, dividends from the fund's annual growth have been paid out each year to eligible Alaskans, ranging from $331.29 in 1984 to $3,269 in 2008 (which included a one-time $1,200 "Resource Rebate"). The 2009 payment was $1,305 per person. To qualify for the Alaska State Permanent Fund one must have lived in the state for a minimum of 12 months, and maintain constant residency. Alaska's citizens have come to expect such payments, almost in the fashion of annual Christmas presents. Thus, Alaska has neither a state sales tax nor a state income tax.

Of what relevance is all of this to the University of Alaska? First, petroleum-related production peaked in 1988 and by 2010 had declined to only about one-third of their 1988 level. State revenues were protected as the price and new state taxes kept revenues high as production declined. But, as production continues to decline, even accounting for new fields coming on line and prices remaining relatively high, state budgets will tighten and the University of Alaska could be in for tough budgetary times, independent of the national recession.

Second, since oil prices are rather volatile, the University's potential state funding sources are similarly volatile. The University can, and has, ameliorated this problem by increasing its non-state support (for example, from tuition, auxiliary services, research grants, etc.). Plausibly, it will need to do this even more often in the future in order to counter the vicissitudes of state appropriations.

Third, when the day finally arrives when the State of Alaska must consider substituting other tax revenues sources (such as sales or income taxes) for oil revenues, *"There will be a huge, bloody political battle that will go on for decades,"* predicted an elected official. **(41) Alaskans now are among the most lightly taxed citizens in the country and changing this circumstance will neither occur quickly, nor without substantial political carnage. While such discussions occur, however, state financial support for the University of Alaska could dwindle. The University should anticipate such circumstances and begin to model less generous budgets. Unfortunately, we observe the strategic plans of UAF, UAA and UAS largely do not appear to reflect such possibilities and appear to assume, or at least hope for, worlds worthy of Dr. Pangloss.**

The $5.5 million "call back" and internal reallocation recently carried out by UAF provides at least a template for more realistic considerations. At some point in the future, however, **(42) repetitive financial cuts at the margin on all programs spread mediocrity. In the long-term, we believe it would be far better that the University completely eliminate whole programs and departments in order to sustain its support for its most vital and highest quality programs.**

Debt

Both the University of Alaska as a whole and its individual units have acted very conservatively in terms of assuming debt. In FY 10, total debt UA debt was $128 million and the accompanying annual debt service was $13.775 million---only 1.8 percent of UA's total operating revenues for FY 10. This places the UA system well below the 7.0 percent standard that many public institution boards apply to their units. It underlines that the UA System possesses a great capacity to assume additional debt. **(43) We point this out because UA is not**

without needs and might well find it attractive to float bonds for student housing or other revenue-generating activities in the future. Suffice it to say that the UA System has the ability to do so though this would require some reallocations.

Financial Carry Forward

One of the marks of a solid, well-run organization is its ability on a consistent basis to carry forward discretionary, unspent funds into its new fiscal year. These funds provide a cushion against unexpected adverse developments and also can be used to deal with attractive, new opportunities. In the case of UA, the oral tradition among some faculty and staff is that it carries forward huge amounts of funds---literally, that it owns an impressively large savings account that could be spent upon deserving departmental and office priorities.

Whatever may have been true in the past, this is not correct today. As the data below reveal, UA overall and each individual UA unit carried funds forward for FY 10, but not excessively large amounts. These levels of carry forward cash are both prudent and appropriate.

UA Overall	3.1% of operating revenues	$23.2 million
UFA	2.4% of operating revenues	$9.5 million
UAA	3.6% of operating revenues	$9.7 million
UAS	3.7% of operating revenues	$1.7 million
USW	4.6% of operating revenues	$2.2 million

Efficiency of Operation

In contrast to many other campuses in "the lower 48," UA campuses in general receive favorable marks for the efficiency of their physical and financial operations. *"There is pride of place here,"* remarked a dean who complimented UA campuses for maintaining attractive grounds, keeping buildings clean, and repairing minor items. Further, there is general agreement that UA campuses typically manage their money well. They consistently receive quite favorable audit reports and one faculty member quoted only a bit inaccurately the Chicago Bears' venerated George Halas, once accused by Mike Ditka of *"making nickels squeal,"* in pointing

out that UA financial leaders were able to stretch their budgetary funds and use them extremely well.

A variety of university offices, including information technology efforts on each campus, typically receive high marks for service and efficiency. *"They're quick to the mark most of the time,"* praised a faculty member, *"and they know what they are doing."* On the other hand, at this point in their evolution, both the University's fund-raising and alumni arms often are seen as inefficient, not able to generate needed data, and *"bumbling around too often."* The Banner records system also is viewed by many as in impediment rather than a help.

Nevertheless, the major place where the UA System encounters considerable static concerning its efficiency is with respect to perceived overlap in functions and authority between the individual UA campuses and the UA Central System. It would be fair to say that many faculty and administrators simply are unconvinced that additional system administration improves their circumstances. *"We could do many things more efficiently on campus,"* asserted an administrator, who spoke for many. They have in mind many IT and human relations functions, foundation activity, institutional research, academic evaluations, and even collective bargaining. **(44) President Gamble and the Regents should bear this in mind as they consider reorganization.** System administrators portray the classic *"We're from the government and we're here to help you,"* attitude, commented a sarcastic administrator. *"Sometimes they just come looking for work and problems,"* commented a faculty member.

We deal with recommended reorganizations of the UA System in another section**. It is sufficient here to note that the major place in the UA System where commentators see inefficiency is in the UA System Central Office.** Whether or not fair, this is a widely held view.

Public/Private Partnerships

Several campuses expressed to us their need for additional student housing, but simultaneously bemoaned their inability to afford such. UAA and UAF appear to have explored

the possibility of public/private partnerships whereby a private entrepreneur might provide the capital for and construct such housing, and then operate that housing. Those initial efforts were done some years ago and might provide different results if done today. After some period of time, perhaps 30 years, in a lease to own arrangement, UA would own the property.

In such circumstances, the rental charge students pay ordinarily is higher than normal, though the amenities in such residence halls usually are higher as well. Experience on other campuses is that a student clientele usually exists that is attracted such situations and will pay premium rents for somewhat upscale living quarters. To be sure, this model might not fit many Alaska campus situations, but it should not be rejected out of hand because experience in "the lower 48" indicates that it often is viable.

When asked why strategies such as these have not been pursued previously, most informed individuals cited *"a culture of risk aversion," "laws and regulations"* (though no one seemed to be able to say what they were), and an egalitarian *"That's not the Alaska way."* Other than laws and regulations, we do not believe these constitute valid reasons. **(45) We recommend that the President charge appropriate staff with the investigation of public/private partnership possibilities with respect to housing, but also with respect to a variety of other activities that might be carried out jointly (including partially privatized services, joint research and development projects, real estate developments, etc.). The President and the Board ultimately might opt not to do any of these things, but nevertheless should make themselves aware of the potential benefits and costs before it makes its choices.**

VIII. INTERCOLLEGIATE ATHLETICS

Most UAF and UAA intercollegiate athletic teams compete at the NCAA Division II level and those teams belong to the Great Northwest Athletic Conference. UAA's women's basketball team has reached the national Division II semi-finals several times and built several long home winning streaks. UAF teams have won nine national rifle championships. Both institutions' ice hockey teams (men) compete at the "big-time" level in ice hockey and televise many of their road contests. UAA attracts national attention each winter with its Great Alaska Shootout men's basketball tournament that historically has attracted many of the nation's most powerful teams.

UAF is a member of the Central College Hockey Association (CCHA), which includes institutions such as Michigan State, Ohio State and Notre Dame, while UAA competes in the Western Collegiate Hockey Association (WCHA), which includes institutions such as Denver, Minnesota, North Dakota and Wisconsin. It seems possible that some type of merger between the CCHA and WCHA might be in the offing because of financial stresses being experienced by some members.

(46) UAS does not compete in intercollegiate athletics, a circumstance we do not believe should change. While intercollegiate athletic teams might improve UAS's identity, community support and student recruitment, they usually bring with them a variety of problems and expenses. Their operating costs would be high and initiating teams would require major investments and general fund tax subsidies for facilities, staff and travel. This seems an ill-advised course to follow at this stage in UAS's development.

The major challenges confronting the existing UAF and UAA intercollegiate athletic programs are functions of distance and weather. UAF and UAA teams must travel long distances to compete against the other teams in their leagues and this is expensive. In addition, the weather introduces a degree of uncertainty to road trips that sometimes disrupts the best devised plans. Indeed, UAF and UAA teams spend 25 to 40 percent of their annual budgets on travel, whereas a typical team in "the lower 48" spends no more than 15 percent on travel. This

makes intercollegiate athletics at UAF and UAA distinctive and huge money losers on a cash basis. The UAF athletic program received a state general fund subsidy of about $3.2 million this year and UAA about $3.8 million. The opportunity cost (alternative use) for these funds is high. It should be noted, however, that both UAF and UAA cleverly utilize the Western University Exchange (WUE) program to reduce the cost of recruiting selected out-of-state athletes, who often constitute as much as two-thirds of a competitive squad.

One of the most interesting and pleasing aspects of UAF and UAA intercollegiate athletics is the fine academic performances of UAF and UAA athletes, who earn higher grades, drop out less often, and graduate more often than conventional students on each campus.

(47) At the end of the day, however, we recommend that the respective campus chancellors keep a close eye both on programmatic expenses in intercollegiate athletics and the amount of time student athletes are unable to attend scheduled classes because of their lengthy road trips. Intercollegiate athletics have gotten more presidents and chancellors into trouble than virtually anything other than presidential houses. Vigilance, good hiring and observable interest in each university's teams will go a long way toward avoiding scandals.

IX. ADMINISTRATION

There are two fundamental topics of interest here. First, what administrative activities should be centralized? Second, how should the Alaska higher education system be organized?

Centralization/Decentralization

One of several important governance questions that surround the University of Alaska is highly practical---what activities and decisions should be centralized and which of these should be decentralized and largely performed on local campuses? These considerations are complicated by the fact that the University of Alaska System in effect is a collection of three MAU sub-systems (UAF, UAA, UAS) that undertake a variety of activities for the institutions under their sway.

Certain activities clearly are system-wide in character and should be centralized. Determination of the missions of the individual campuses clearly falls within this category. The Board of Regents must not allow institutions to determine their own missions, whether formally or by default. We already have recommended that the missions of UAF, UAA and UAS be refined and that in particular address what will hold true in the future.

(48) While the recipe might differ in other states, there are sound reasons in the case of Alaska to centralize programmatic approvals, technology standards and related major technology resource decisions (such as the adoption of common student, employee and financial records systems), the allocation of capital and buildings, the assessment and formulation of budget requests, the overall allocation of maintenance reserve funds, negotiation of collective bargaining agreements (though we see no reason why each MAU might not have its own CBA and be heavily involved in that negotiation) and fringe benefit programs.

(49) On the other hand, there is no persuasive reason why individual professorial and employee evaluations, nearly all hiring, college and departmental budgets, faculty promotion and tenure, disciplinary specific curricular decisions, the provision of student

services, alumni activities, fund raising and most institutional research should be centralized. Individual campuses are much closer to the action.

(50) Note that much greater individual campus autonomy often is sensible in states that boast much larger financial and population bases and multiple large metropolitan areas. In such circumstances, competition among institutions and the development of distinctive, specialized campuses often is highly desirable. Plainly speaking, we do not believe the State of Alaska has sufficient population and resources to permit such unrestrained competition.

(51) The command and control regulatory model that the UA System has is perceived to have adopted over the past decade is in need of clarification and modification. *"The statewide people act like they're listening, but in reality they've already made up their minds and they're simply trying to look reasonable"* (the telling comment of an administrator whose sentiment was oft repeated). Rather than issue *obiter dicta* from Fairbanks, the UA System administration henceforth should emphasize well-designed incentives (often financial, though sometimes in the form of privileges relating to processes and local decision-making) to its institutions. The institutions will respond if the incentives are intelligently designed, clear and the process is not polluted. They need not be dragooned into certain behaviors. Indeed, they will increase their entrepreneurial behavior if incentives exist for them to do so. We note in passing that entrepreneurial behavior sometimes has been in short supply in the Alaska system of higher education. In any case, institutions predictably react negatively to, and even actively subvert, fiats that seem not to recognize their individual circumstances.

(52) Increasingly, UA Systems executive staff, under the authority of the President, should act as staff to the Board and provide them with analysis and recommendations rather than wielding final administrative authority. If all parties behave intelligently, mutual respect will follow. We note here that central board staff often have earned the respect in similar situations in other states.

(53) One of the more productive functions that the refashioned central staff might accomplish is to encourage the development of joint and cooperative academic programs within the system. The clinical/community psychology doctoral program provides a template for such programs. Courses, faculty and support are shared and students have the ability to benefit from a much larger portfolio of resources and specialties. With appropriate incentives, we are convinced that a variety of other programs could be mounted in the same fashion. We also note in passing that this constitutes a very nice way to provide UAA with additional advanced graduate responsibilities without granting it free-standing doctoral program authority and the concomitant additional costs that inevitably would accompany such a development.

(54) The model we have outlined here assumes that the size of the current UA central staff may be reduced, perhaps in the target range of 60 to 80 positions (down from an estimated 200 today). Note that Virginia, which has a highly regarded public system of higher education, maintains a State Commission for Higher Education with a staff approximating 40. The Virginia system, of course, is less bureaucratic and more entrepreneurially oriented than the UA System. We recommend that the Board allocate some of these savings to the MAUs, some to the support of community college/vocational/technical education, and that some be retained to help provide incentives to encourage desired future behavior.

A New Organization

The University's attempt over the past few decades to seamlessly integrate all post-secondary education into the same administrative structure always has sounded better than it actually has worked. **(55) Recognizing this, the major change we have to recommend is to accord UA's vocational, technical and community college activities much greater prominence and not viewed as *"four-year lite"* (the observation of a sometimes frustrated individual associated with workforce development).**

There are two major reasons to do so. One is that the community college/vocational/technical/work force needs of Alaska are not being served as well as they could be. The other is that inclusion of the performance measures of these units in national higher education statistics and ranking systems has seriously disadvantaged UA.

We do not propose to recreate the former community college system. Instead, we recommend that that each MAU separately address and administer the community colleges, community campuses, and vocational/technical units with individuals attuned to those tasks. For example, at each MAU, there might be a Vice Chancellor for Community Campuses (or however titled).

Each MAU should take pains to see that the same rules and criteria for performance success and failure should not always apply to these units in the same fashion as they apply to the senior colleges. For example**, (56) we do not believe tuition and fees at the community colleges/community campuses/vocational/technical units should be identical to that at the senior campuses. Indeed, they should be lower.**

Further, the statistical results associated with the community colleges/community campuses/vocational/technical units should be reported independently of the senior colleges. This will cure a variety of external visibility and ranking problems.

In addition, in the state's two largest metropolitan areas, formal, named community colleges should be created. In the case of Fairbanks, the Tanana Valley campus already serves some of these purposes. These campuses should permit UAF and UAA to begin slowly to increase their admissions standards and to focus student services. Note that the creation of these community college units definitely does not imply the construction of new campuses.

It is clear that many MAU resources and functions should continue to be provided and shared with these differentiated entities. The point is not to divorce the non-senior units from the senior units, but instead to give them additional attention. Work force leaders in the state will

approve and providing appropriate MAU support still is supplied on matters of concern such as technology, the community colleges/community campuses/vocational/technical units will as well. The State of Alaska should reference the State of Hawai'i in terms of how a community college can be incorporated and administered inside a state university system, sharing some resources, but focusing on different tasks.

X. INSTITUTIONAL ADVANCEMENT

Competition for public and private funds across all states has become intense during the past decade. State colleges and universities have increasingly recognized that the cost of education has made it impossible to compete, thrive, and maintain without a combination of ongoing private gift support and substantial endowment income.

Today, the University of Alaska System is adjusting to 50 years of roller-coaster funding with "boom years" filled with impressive funding for lavish buildings and large federal allocations and flat years in which some staffers state they grappled for office supplies. Administrators admit that the effects of the recession have been deferred in Alaska due to a large reserve fund. However, most observers agree that absent a spike in fuel prices, this fund could be depleted rapidly. State appropriations have been adequate; the reserve has enabled the University to adequately meet obligations. Supplemental sources of funding, long neglected, must be nourished to meet the long-term goals of the University.

Today's higher education environment requires significant participation by private funding sources. The University of Alaska will continually need to secure private dollars that state funds and tuition simply cannot provide.

The condition of institutional advancement—the management of private giving—at the University of Alaska is mediocre at best. Despite some large gifts (mostly of a corporate variety), UA does not have a history of a well-organized contemporary approach that is standard for a comparable system. While we found individuals in the advancement offices to be committed, the credentials and organization are limited. Throughout its history, a number of attempts have been made to organize the institutional advancement function. "*We do a lot of starting and stopping,*" stated a long- time staffer. As a result, the fundraising function has continued to exhibit inconsistent productivity.

On the plus-side, funded research is impressive, particularly at the System's flagship institution. UAF is responsible for the lion's share of the funded research, though UAA has begun to compete in this arena more successfully. UAF reports more than $110 million in externally funded research activity (quite impressive for an institution its size) and UAA about

$10 million. The State of Alaska is a splendid laboratory for a myriad of different types of environmental, resource extraction and conservation research and clearly is the nation's preferred location for cold weather science and studies. UAF, according to one knowledgeable observer, *"dominates the American Geophysical Union"* because of the quantity and quality of its geophysical research.

Obviously, the University's success in procuring external research funding has not been matched by success in private fund raising. While UA has received generous gifts from corporate donors, it has yet to convince most of its own alumni to contribute. The giving rates of alumni to UAF's, UAA's and UAS's annual funds ranges between one and six percent; embarrassingly low (more later). We spoke with alumni throughout the System, and virtually all were very proud of their institutions and their degrees. *"There simply is not a culture of private giving in Alaska,"* commented one individual who spoke for many. This has been accentuated by underdeveloped fund raising organizations and the failure to make fund raising a priority. *"We've always depended upon Ted Stevens and the oil companies to take care of us,"* pithily observed an alumnus. Clearly, this must change.

(57) The lesson of "best practice advancement" across all institutional types is three-fold. Members of governing boards must assume responsibility for the advancement effort; it cannot be completely delegated to presidents, no matter how pivotal a role they must play. Second, the governing board, the president, and the professional(s) in charge of the basic functions of advancement—namely alumni relations, communications (incorporating university and government relations), and fund- raising—must work as an integrated team. Every function (alumni, public relations, et. al.) must be related in terms of attracting resources (dollars). Finally, the professionals in charge of these three principal advancement functions must be forward-thinking and broadly competent professionals who enjoy the respect of the academic community they exist to serve. The absence of any one of these characteristics will seriously weaken any institutional advancement program. The University of Alaska, unfortunately, is significantly deficient in most of these areas.

Although created in 1974, the Foundation has not developed a design for private support. The excellent address to the Regents by the current Foundation Board Chair (June 3-4, 2010) points out problems and a proposed solution. Curt Simic, of Indiana University, has been engaged as consultant; he is one of the most respected foundation administrators in the country.

The question from each of the Review team members is: Why did the Foundation wait so long? There is an impressive Foundation staff, and from 1974 to 2010 is a long time. Throughout this period the Council for Support and Advancement of Education (CASE) and others offered meetings, publications and consultancies on fund raising. We also note here that *CASE Currents* listed two conferences held (one in Anchorage and one in Fairbanks) in May 2010 on development for academic officers.

A reconstituted and energized Foundation Board of Directors thoroughly educated in its responsibilities, in agreement on the strategic direction for the institution, and committed to its president will ensure an advancement program that can tap its vast potential. **(58) New Foundation Board of Directors members should be recruited and trained to take responsibility for the fundraising performance of the University.** It is Board members who must open doors. Selection of these volunteer leaders must be done carefully and be well-thought out.

For the year ended June 30, 2010, total private contributions to the University of Alaska Foundation were $16,830,191. Of this total, $13,984,129 came from corporations. A miniscule $495,339 came from alumni with a high of $285,766 at UAF and a low of $5,935 at UAS. The team was unable to determine a "real" alumni participation rate because the calculation method differed among the three main campuses. The market value of the endowment was a respectable $216,424,300 at fiscal year end.

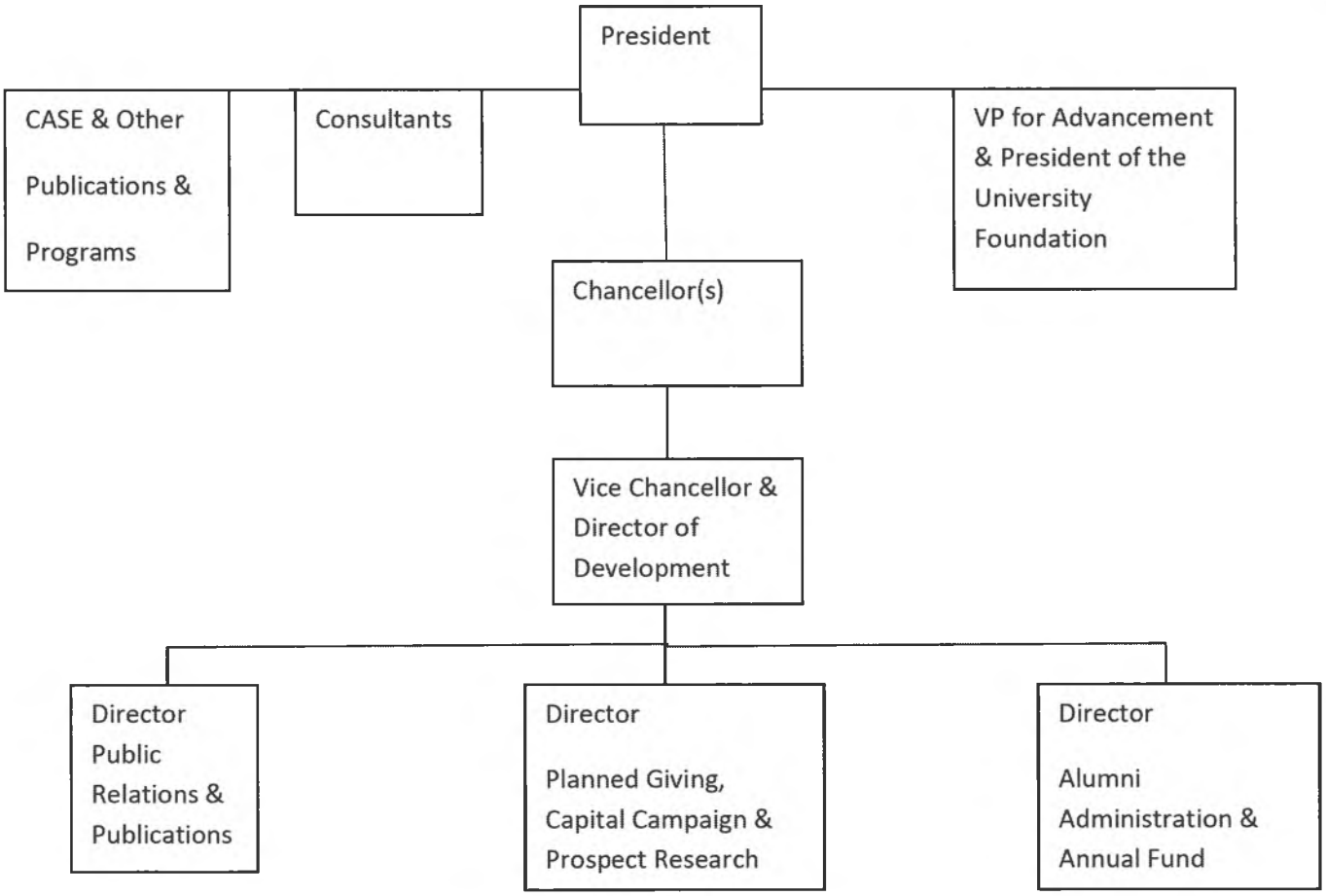
President Gamble has the discipline, energy, and charisma to inspire private support. "*Although he came from the business sector, his experiences with other institutions have provided a perspective that is just what the doctor ordered,*" a staffer noted. It is imperative for the system to capitalize upon his fresh perspective and enthusiasm toward resource acquisition.

What is not yet in place, however, is either the organization that would lead to success, or a commitment by the University of Alaska Foundation Board of Directors to become actively involved in the fundraising process. It is an environment that lacks focus and emphasis. Bluntly put, as indicated in the remarks of the current Foundation Chair, they need to subscribe to the old axiom "give, get or get off."

In interviews with groups and individuals, we were repeatedly told that advancement has not been a high priority for the Board of Regents, Foundation Board, President, or campus Chancellors. "*Nobody questions that staff are well intentioned, very nice people*," one supporter said. "*They (the University) just lack the trained horses—from the top down—to run the race.*"

(59) We suggest a reorganization along the following lines: the office of the President should be the prime agent for corporate research working in close conjunction with the several campuses but virtually all other fund raising activities should be housed in the separate campuses. Typically, alumni and others do not give to systems; indeed, the UA System office is not accredited. Their prime loyalty and sense of obligation is to their individual alma maters, but we note here that whatever, thoughtful consideration should be given to Curt Simic's recommendations.

The Most Efficient and Effective Design for a Fund-Raising Program:



CHARACTERISTICS OF OVERPRODUCTIVE FUND-RAISING PROGRAMS

1. Pay unusual attention to major gifts & planned giving
2. Separate corporate/foundation emphases
3. Telethons
4. Giving clubs & recognition programs
5. High number of names on mailing list
6. High number of solicitation calls
7. Use of technology

(60) The key to private support is relatively simple: do it "right" and support will be forthcoming, and it has not been done "right" in Alaska. The national average for alumni giving is over 17 percent, and some institutions go as high as 60 to 70 percent. The alumni giving percentage is the prime denominator for effective planned giving, capital campaigns and even corporate support. The President and the three Chancellors must each take thoughtful note of this. There are countless publications and conferences available, and Alaska, with its extraordinary academic culture, will be an ideal place to raise support for public higher education. There is only one private institution, Alaska Pacific, and it is relatively small but has a president who appears to appreciate the methodology of fund raising.

If properly administered and directed, fundraising costs should be below 20 percent, and over a five year period, should tend toward 15 percent or lower. It is indeed the case that, "It takes money to raise money." **(61) We recommend staffing the program as necessary and then carefully monitoring the costs. As a guideline, every new dollar spent should generate additional revenues of $6 to $8 over time.**

In light of past accomplishments, assets, and the alumni base, we believe a capital campaign should be considered. **(62) We recommend the employment of an appropriate firm to conduct a feasibility study for a capital campaign. Such a study, independently and anonymously conducted, will test the University's case for private support and help to determine the level of interest by current and prospective donors in providing funding through a comprehensive campaign.** A campaign will bring appropriate focus to the importance of fundraising, and we believe there are tremendous untapped resources. Over time, the impact will be dramatic. **(63) An immediate major gifts and planned giving effort, coupled with the implementation of new processes, should lead to a prompt and positive impact on the "bottom line," engaging alumni and friends in the future of the University while setting the stage for successive campaigns.**

The Chancellors, in coordination with staff or key volunteers, are crucial to soliciting these gifts and providing careful stewardship and attention to this group of donors. Planned gifts

provide examples for others to follow, and the Chancellors, with appropriate help from the President, must be in the forefront of this fund raising activity.

Obviously the significant involvement of major constituencies is crucial to the success of any institution's development program. Students, parents, faculty, alumni, business and government leaders - - all have important roles to play. Key among the leadership groups will be governing boards. For example, a feasibility study determines the direction and board members must be involved as well as other major supporters. Although not all board members are outstanding solicitors, most possess other assets in fulfilling their board responsibilities. In Alaska, Board members can introduce, host, open doors, and endorse the development activities, thus lending the Chancellors and the President critical support in solicitation strategy and implementation.

In this course, outside consulting is an imperative. Noted below are the names of several experienced fund raising consultant firms:

-The Sheridan Group (240-463-1708)

-Barnes & Roche, Inc. (610-527-3244)

-Gonser Gerber Tinker Stuhr (630-505-1433)

-Grenzebach Glier & Associates, Inc. (312-372-4040)

-Ketchum, Inc. (646-935-3900)

-Washburn & McGoldrick, Inc. (518-783-1949)

In a survey of former college presidents, invariably, they indicated that they wished they had more rigorously evaluated every advancement activity (alumni, public relations, publications, et. al.) using development (fund raising) as a model. They also indicated that they had, or wished they had, a development officer in charge of the entire advancement division. For obvious reasons, development officers are by nature inclined to accept performance indices relating to the amount of money raised.

Alumni

The University of Alaska has an estimated 62,000 living alumni. Approximately 80 percent reside in Alaska. Among the more distinguished alumni are:

- Tom Albanese, CEO, Rio Tinto
- Mark Myers, former Director of US Geological Survey
- Syun-Ichi Akasofu, geophysicist and founding director of the International Arctic Research Center
- T. Neil Davis, geophysicist and author
- Curtis Fraser, hockey player
- Otto W. Geist, explorer and naturalist
- Jay S. Hammond, former Governor of Alaska
- Jordan Hendry, hockey player
- Margaret Murie, naturalist and author

UAF, UAA and UAS each maintain their own alumni association; this is a good start. To their credit, the alumni organizations attached to each campus carry out a variety of typical alumni activities including sponsored events, mailings and Internet contacts. What seems to be lacking, however, is a well-defined sense of their mission and purpose---an understanding on their parts of why they are doing what they are doing. The blunt truth is that there is no reason for institutions to sponsor alumni organizations and activities unless those organizations and activities further the educational mission of those institutions. That is, unless there is a positive connection between alumni events and outcomes that an institution desires---notably, enhanced fund raising but also improved admissions, enhanced fund raising, better placement of students, increased political influence, etc.---there is no reason for colleges and universities to sponsor alumni activities. Universities are not social clubs.

As noted above, the annual fund is the cornerstone of successful fund raising programs but today planned giving is at the apex of the development process. Wills, trusts, and pooled income funds preserve institutional quality by establishing endowed scholarships, chairs and professorships.

What is missing at the University of Alaska is the realization that every alumni event and every alumni activity must be directed at improving the University position. It is not sufficient

for alumni associations to assert that alumni like the social events that they sponsor, or that these events keep alumni in touch with the University. What is required is for alumni organizations to plan and carry out events that demonstrably meet the goals of the university. Thus, the associations need to know precisely who attends their events and what, if anything, these people do for the University. Alumni organizations need to know who reads the materials they send, whether via mail or Internet. They need to know how their social networking sites translate to furthering the University's goals.

(64) What is required, then, is a much more analytical, even hard-hearted evaluation of alumni activities and personnel. The bottom line is that either the events and the personnel demonstrably improve the University of Alaska's position, or they should be modified or abandoned. We recommend that each campus analyze its alumni events and personnel to determine the extent to which there is evidence that they actually further UA objectives, particularly alumni and fund raising. As noted below, as is often the case in "the lower 48," we recommend that each of the campus alumni officers be primarily responsible for the annual fund. There is little question that alumni programs can be highly positive tools for institutions of higher education, but one should not automatically assume that this is true. There is often no bridge between friend raising and fund raising; putting the annual fund under an alumni director ensures a marriage between friend raising and fund raising. (The most recent issue of *CASE Currents* in October 2010 includes an article on the integration of alumni relations and development.)

As mentioned above, alumni generally voice strong support for the University of Alaska and indicate appreciation for the quality of the education that received there. However, typically this has not translated into financial support. Data supplied by the University reveal the following:

UAF	3.9% of alumni with addresses made a gift in FY 10
UAA	5.9% of alumni with addresses made a gift in FY 10
UAS	1.3% of alumni with addresses made a gift in FY 10

These figures clearly indicate that there has been no focus in alumni activities upon fund-raising.

Analysis of Web Content and Publications

In the past two years, news developments surrounding former Alaska Governor Sarah Palin and more recently, the Alaska Republican primary and a tragic private plane crash that took the life of Senator Ted Stevens have greatly expanded national and international exposure of the State of Alaska, making it much more visible to Americans in "the lower 48." Good or bad, this enhanced coverage spotlighting Alaska provides an unparalleled opportunity for the University of Alaska System and its member institutions to showcase their strengths to potential students, employers, donors, the national media and other constituencies.

Specifically, the System can use this enhanced, enlarged focus on the State to tell its story and to sell the unique combination of vast natural resources, abundant recreational opportunities, diversified economic strength and multicultural heritage to current and potential stakeholders.

A review of the website and publications indicates that the University of Alaska System both recognizes this opportunity and has already begun to embrace it in a thoughtful, focused and systematic way. In particular, the tagline "Many Traditions One Alaska" and contemporary logo are used consistently and effectively across multiple platforms. In addition, with respect to graphic identity, a "family look" is apparent in both the website and major current publications.

Clear, consistent and compelling messages embracing the above opportunities and also targeting taxpayers and state legislators are evident on both the website and in newer publications. The importance of distance learning and workforce development in a far-flung, rural environment is also addressed strategically.

(65) Additional opportunities remain in creating focus, use of graphics and photography and in targeting future students and families as well as in cross-marketing, using print publications to drive audiences to the excellent website, among others.

System Website

The geographical size of Alaska and remoteness of some constituents makes a clear and compelling website paramount. A review of the homepage as well as interior pages, links to campuses within the system and to key departments and services demonstrates that the System as well as component units have devoted considerable thought and resources to development of a website that is both graphically attractive and highly navigable. The site is clean, clear, student friendly, creative and "fun." The innovative use of contemporary graphics on the homepage is likely to attract potential students and others, while the use of scrolling current news headlines enhances the likelihood of return visits to the site.

While the homepage does contain a lot of information, it is extraordinarily well-organized and does not present a cluttered appearance. A browser can quickly and easily navigate to sites of interest, including links to distance learning, giving and others.

President Gamble's page, easily accessible from the homepage, is well-done, the thumb-nail photo is a good idea, and the site contains helpful cross-links to other sites.

Use of the UA system logo and tagline are consistently repeated and positioned throughout the site on all key pages, though we noted that it is not displayed on the homepages of the member institutions. A standardized, attractive template and palette of colors is apparent throughout the site, with quick links to individual campus sites. Homepages of the latter are also attractively and consistently designed, with good use of the respective institutional logos.

(66) Opportunities to strengthen the System website include stronger use of photography for impact (a need in many publications, as well), a direct link to admissions information for prospective students and families (although it is likely that many would go first to the individual campus sites, which do provide such links) and more interactive features to encourage repeat visits. Many photos on the home page are run too small for maximum impact, and this is also true in many publications. Best practice is fewer photos run larger. Quality of some photos is also mediocre, with too many posed shots of people and not enough showing genuine interaction.

Overall, though, the System and its constituent units can take pride in effective, navigable websites with very fast links.

Messaging

Communications targeting non-students or prospective students and families (these will be addressed later under "admissions publications") are effective in identifying and consistently reinforcing key messages and themes to major stakeholders. These include the following:

- The UA System is a good steward of resources and taxpayer dollars; (legislators, taxpayers, donors);
- The System and campuses deliver a high-quality product cost-effectively in a way (in-person, distance, throughout the state) that potential consumers and employers can utilize;
- The System and its campuses represent a collaborative partner with state employers, business and industry in workforce training and development and especially, in technical education delivered through community colleges;
- The System is progressive and forward-thinking;
- The System and its campuses represent a major resource for the state in health care delivery and other key areas;
- The System and its campuses are a major employer, with a significant economic impact upon the state and communities in which it is located;
- The System acknowledges the multicultural heritage and identity of Alaska and its people as well as the opportunities presented to it by its enormous natural resources and "green" possibilities

Graphic Identity and Use of Tagline in Branding

Use of the very good System tagline, "Many Traditions One Alaska" and attractive, contemporary logos are repeated consistently and effectively throughout the website and publications. Logos of individual campuses appear, appropriately, in subordinate positions as design elements. Newer pieces, "University of Alaska at a Glance,"

"Facts, not Fiction," "Training Tomorrow's Workforce Today" and the piece featuring regents' photos on the back reflect an emphasis on creating a "family look" in design and color

palette. Some older publications do not reflect such design elements, but it is likely that many of these will be phased out and replaced with additional web content.

(67) Publications appearing to target potential students and families feature a secondary tagline, "Learn, engage, change" (University of Alaska Southeast). This, plus a more consistent brand and family look, might be encouraged throughout publications of constituent campuses. For out of state students, who represent a strong source of higher tuition revenue, the advantages of studying in a diverse, outdoors-oriented Pacific Rim environment could appeal to students in many disciplines.

Major System Publications

(68) Photography is an area that needs to be addressed throughout. As noted, many photos are run too small for impact. Too many are obviously posed, showing either no or little interaction, with subjects staring directly into the camera. In others, such as the front page of the Winter 2009 System newsletter, shots of equipment appear with no people for context. Some photos could benefit from tighter cropping. An upgrade in this area would benefit the entire publications and web areas.

System Newsletter

(69) In addition to enhanced photography, as noted above, high-priority needs for this publication are reduced word counts to avoid a cluttered look and to enhance readability and a less static, more contemporary design.

(70) On the front page, for example, the "Inside This Issue" sidebar is much too copy-heavy, discouraging readers from venturing inside. Simple bullets without text would be more effective. Inside features such as "Partnering with business and industry" (pages 2-3, Winter 2009 edition) similarly contain too much "gray." Use of bolding, subheads and larger boxes/screens would make this spread more reader-friendly. Photos without people are uninviting and lack context, and cutlines are too small to read. Call-outs should be run larger with enhanced spacing and leading. Photos bled off the edges of the page would create a less "boxy" look while allowing for greater impact. The use of phone numbers,

websites and e-mail addresses to drive readers to the relevant site at the bottom of the page is effective, but could be run one or two points larger.

(71) Even given budgetary constraints requiring two-color, the second color could be used more effectively in boxes, graduated screens, sidebars and spot color. If budget permits one color signature inside, it would enhance the graphic appearance. More illustration and graphics, in addition to photos, would enhance readability and break up copy.

Content seems appropriate to key constituencies, including employers, legislators and community partners.

If and when this publication is delivered online, a recommendation to encourage readership would be to offer a few pieces in the e-version not available in the print publication, driving audiences to the website.

Other Publications

Generic 4-Panel Color Publication

Primary target audiences for this piece appear to be legislators, taxpayers, donors, employers and the business community and perhaps secondarily, families, students and referral sources.

The piece is attractive and well-designed. Content is appropriate for a generic audience, covering all the bases. The cover is clean and inviting. Use of screens and second color to break up copy is well-executed, although best practice in use of reverse lettering over the dark blue panels would be to run text larger, to screen down the color, or both, for enhanced readability. Heads and subheads are well-displayed. Care has been taken in selection and cropping of photos. The panel displaying the state map with location of campuses and brief blurbs about each campus are effective factoids for potential students. Use of individual campus logos—all very attractive graphically—is well-placed subordinate to the System logo on the front page.

(72) The entire piece, however, appears cluttered, with too much copy and some point sizes too small to read easily. Either a panel needs to be added, or copy needs to be cut in length.

Facts, Not Fiction

This piece is extraordinarily effective graphically, with an attractive color palette and excellent content. If it is not presented online, it should be, perhaps as rotating images on the front page.

(73) Other uses for the "Did You Knows?" could be explored—perhaps as tent cards at System-sponsored events, on the back of business cards, as sidebars in the newsletter, etc.

University of Alaska at a Glance

Evidently designed as a companion piece to "Facts, Not Fiction," the color palette and design of this piece are also attractive and readable. The audience for this publication is unclear. The front panel appears to be designed as a generic stand-alone piece, but the back panel seems to target legislators, donors and taxpayers. The two don't seem to go together. **(74) Again, some of this information – "successes in efficiency" could be presented on a rotating basis on the homepage. Copy on the back panel is crowded, and the graphic, "State Appropriation Comparison" run too small to be easily read.**

"Training Tomorrow's Workforce Today"

This piece, too, appears to be designed as a companion piece to "The University of Alaska at a Glance" and "Facts: Not Fiction," targeting employers, business, industry and educators while showcasing the vital role of community campuses around the state as workforce training centers. It is attractive graphically and contains a large volume of information well-organized and well-presented. The "Partnering for Success" spread could be reprinted as a separate pamphlet for distribution to appropriate audiences and also placed online.

(75) The same comments made above about point size of the font, reduced word counts and use of colored screens behind copy to break up "gray" apply to his publication.

Copy reversed over some sidebars with colored screens is difficult to read because of small type and lack of contrast. While the color palette and use of second, third and fourth colors are effectively graphically, design must always support content and messages.

(76) In addition, while some photos are excellent, well-composed and well-cropped, most are run too small to be effective. Use of bullets to summarize key messages is effective, particularly on the back cover, a space often wasted in publications.

(77) In this and other publications, thought should be given to using them as vehicles to driving audiences to the excellent System website, permitting reduced word counts with additional information available online.

Alaska Career and Technical Education Plan

This report is presented attractively and concisely with consistent messaging; although it contains a great deal of information, use of white space, leading and subheads break up copy for greater readability. The high-quality, coated stock and use of 4-color convey a quality image. Content reinforces messages of quality, innovation, strategic planning and accountability found in other System publications for key constituencies. This is a serious, thoughtful, impressive piece.

Other publications (i.e., "Health Programs," "Finance & Performance Summary") appear to duplicate information found in other publications and might best be replaced with online content and/or integrated into other publications.

Individual Campus/Admissions Publications

It is critical to an effective branding campaign for the System as a whole that individual campus components, while differentiating their offerings and modes of delivery, display consistent messaging and graphics with publications/web content of the System as a whole. This is executed unevenly in regard to individual campus publications.

(78) Most publications reviewed are those of the University of Alaska Southeast. Key messages and graphic identity need to be better integrated with those of the System to

cross-market the brand. This appears to have been done effectively with campus and the System websites, but individual campus publications need to be taken to the next level.

(79) In regard to family look and graphic identity, the UA System logo should appear in a position subordinate to that of the individual campus identity; color palette and design template need to complement that of other campus and System publications.

(80) With regard to messaging and targeting of key audiences, the Alaska Southeast pieces are unfocused and do not seem to target out-of-state students who might enroll because of unparalleled opportunities to live and study in a vast wilderness area that offers opportunities for recreation and fitness not easily found in "the lower 48."

While it is unclear the extent to which the UA System seeks to attract out-of-state students who could generate additional revenue in the form of higher tuition, this audience—especially students in California and the Pacific Northwest—clearly presents a major opportunity for constituent campuses. (The other significant growth opportunity lies in the expansion of distance learning programs and technical/vocational training; existing publications and a dedicated web location seem to adequately address this need.)

With respect to recruiting, program niches capitalizing on Alaska's huge natural resources and environmental concerns could target students interested in "green" careers such as environmental science, sustainable engineering and architecture and others.

(81) Recruiting publications targeting potential students, families and referral sources need to showcase academic programs building on Alaska's unique strengths and capabilities, creating interest and excitement among out-of-state students. In addition, outcomes should be more strongly emphasized: what can a student gain from a UA education that he or she might not obtain from an out-of-state institution? System campuses might consider adding a dedicated "outcomes" page to their websites, with a link from the System site.

(82) Finally, the System might consider investing in a comprehensive publications audit (CASE and others will undertake these free of charge) and also reviewing CASE and other award winners in the "admissions" area to enhance its offerings.

Summary

The scenic beauty, abundant outdoor activities, fitness-oriented lifestyle offering synergy with "green" academic niches and careers and multicultural nature of Alaska, coupled with enhanced national exposure, offer the University of Alaska System a window of opportunity to upgrade and enhance its web presence and publications to fully capitalize on these strengths and developments.

While the existing website is strong and well-integrated with that of constituent campuses, more thought and focus need to be placed on the plethora of publications. Many could likely be eliminated and incorporated into existing web content. Others, especially in the recruiting area, need to be honed with a tighter, more compelling and focused message on the advantages of living and studying in Alaska. Integrated branding and messaging throughout the System and campus publications would strengthen an already strong external and internal communications program.

XI. PLANNING: STRATEGIC AND PHYSICAL

Strategic

The existing strategic plans of the UA System, UAF, UAA and UAS are notable for presenting lofty ambitions. The plans represent classic "wish" documents that for the most part portray what the System and campuses would like to do and become. As such, they often challenge reality. Further, the individual campus strategic plans sometimes stretch the missions of those institutions.

Strategic plans can and should depict aspirations, but the most useful strategic plans ultimately are realistic. They detail the costs of objectives, the sources of funds, who will be responsible for implementation, time lines for implementation, metrics for evaluation, who will evaluate, and when the evaluation will occur. The UA strategic plans often omit one or more of these of critical considerations. Consequently, they are valuable primarily in expressing the aspirations of the System and the campuses. **(83) We recommend that the System and the individual campuses generate new strategic plans that accurately reflect their respective missions, are realistic in terms of their financial implications, and clearly indicate funds sources, responsibility for implementation, and time lines for implementation and assessment.**

As these new strategic plans are generated, all should understand that most strategic plans are out of date the day they are approved because of the dynamic nature of the world in which higher education operates. Because this is so, strategic plans should not be regarded as straitjackets; even the best ones nearly always are in need of updating.

The most valuable outcome of strategic planning often is the analysis and conversations that emanate from them. Well orchestrated strategic planning processes bring together all critical campus constituencies. Both participants and observers gain improved understanding of their institutions' strengths and weaknesses as well as the critical variables in their environments. Good strategic plans result in broad participation, enhanced realism, and critical buy-in

concerning institutional futures. These are valuable results that are somewhat independent of the content of the plans.

(84) In our view, however, before additional strategic planning occurs, it is essential that action be taken to clarify the missions of the respective institutions and that it deal explicitly with the future roles of UAF and UAA. This may well be contentious, but is necessary if the UA System is to maximize its impact and serve the citizens of the State of Alaska in the best possible fashion. Anticipated future financial constraints serve to underline the importance of mission discussions.

Physical Planning

The Board and the UA System Office have done a commendable job in planning and implementing the physical expansion of the 16-campus system. Simultaneously, they have expanded the system into many remote areas of the state, fueled the growth of the UAA campus with a steady stream of new buildings, given reality to the UAS campus, and have provided support for critical research initiatives on the UAF campus.

Well done. However, while most of these needs will continue in the future, the financial capabilities of the system may require a different tenor of decisions. It seems likely that new building construction will decelerate; that distance learning will assume increased importance; and, that maintaining UA's current physical plant will become an even more pressing consideration.

With regard to deferred maintenance, UA reports that it now has $800 million in deferred maintenance projects. This translates to an imposing $43,000 per FTE student and $587,000 per FTE faculty member. It cannot be long before an increasing number of UA facilities are partially or totally unusable because of leaky roofs, inoperative HVAC systems, etc. **(85) We recommend that the President and the Board of Regents meet with the Governor, legislative leaders and citizens throughout the state to outline the full implications of the deferred maintenance challenge and to propose solutions. It is the obligation of the state to**

maintain its physical assets; that is clear. However, the state's willingness to invest in that obligation might increase if the UA System were to propose some substitutions of refurbished, energy efficient buildings for new construction, greater use of technology and distance learning to serve additional students, and a significant reduction in the size of the UA System office. The possibility of earmarked student fees for maintenance of classroom buildings also should be explored, provided the state at least matches student contributions. Proposals of this ilk may antagonize some parties. Nevertheless, action is needed and both the size of the deferred maintenance problem and the likelihood that the state's financial position will deteriorate in the next few years require innovative solutions and compromise.

APPENDIX A

James L. Fisher

Review Team Chair

A registered psychologist with a Ph.D. from Northwestern University, James L. Fisher is President Emeritus of the Council for Advancement & Support of Education (CASE) and President Emeritus of Towson University. He has taught at Northwestern, Illinois State, Johns Hopkins, Harvard, and the University of Georgia. He coined the term institutional review and has conducted hundreds of institutional and governance reviews for public and private institutions and systems. He also conducts presidential searches, presidential evaluations and contracts and serves as counsel to presidents and boards.

He has written scores of professional articles and has also been published in such popular media as *The New York Times*, *The Washington Times*, *The Baltimore Sun, and the Palm Beach Post*. The author or editor of eleven books, his book, *The Board and the President*, "clearly established him as the nation's leading authority on the college presidency," wrote Michael Worth of George Washington University reviewing in *Currents*. His *The Power of the Presidency* was reviewed in *Change* magazine as "... the most important book ever written on the college presidency" and was nominated for the non-fiction Pulitzer Prize. His book, *Presidential Leadership: Making a Difference*, has been reviewed as "...a major, impressive, immensely instructive book, ...a virtual Dr. Spock for aspiring or new college presidents, and ...a must read for all trustees." *The Entrepreneurial College President* (2004) is "...a Bible for those who are presidents..." and "...those engaged in research...," *The Journal of Higher Education* and *Interactive Reviews*. His newest book on corporate CEOs, *Born, Not Made: The Entrepreneurial Personality*, was recently published.

Dr. Fisher has been a trustee at ten private colleges and universities and two preparatory schools. A former Marine, he presently serves as a board member of the Marine Corps University, Marine Military Academy, Millikin University, and Florida Institute of Technology. He has received awards for teaching, writing, citizenship and leadership and has been awarded twelve honorary degrees. At Illinois State, The Outstanding Thesis Award was named by the faculty, The James L. Fisher Thesis Award. The faculty at Towson University recommended that the new psychology building be named after him, and the CASE Distinguished Service to Education Award bears his name.

Gordon K. Davies

Biography

Gordon Davies served as the Director of the State Council of Higher Education for Virginia from 1977 until 1997, and as President of the Kentucky Council on Postsecondary Education from 1998 until 2002. He has taught at Yale University, Richard Stockton State College, the Teachers College of Columbia University, and Birzeit University in Palestine. He was a founding dean of Richard Stockton State College in New Jersey. Born in New York City, he is a Navy veteran and worked for several years in computer sales for the IBM Corporation. His earned degrees are from Yale University in English (BA) and the Philosophy of Religion (MA, PhD).

He currently serves as a senior adviser to a Lumina Foundation project, Making Opportunities Affordable, and to the Miller Center of Public Affairs at the University of Virginia. From 2002 through 2006, he directed a project to improve state higher education policy making. Funding for the project was provided by The Pew Charitable Trusts.

In 2007, he served on a panel appointed by Virginia Governor, Tim Kaine, to investigate shootings at Virginia Tech that left 33 people dead and 17 wounded on April 16, 2007.

During the academic year 2009-10 he taught at Birzeit University.

James V. Koch

Biography

James V. Koch is Board of Visitors Professor of Economics and President Emeritus at Old Dominion University, Norfolk, VA. Dr. Koch served as President of Old Dominion from 1990-2001. Prior to that, he was President of the University of Montana, 1986-1990. An Exxon Foundation study of American college presidents selected him as one of the 100 most effective college presidents in the United States. During his tenure at Old Dominion, the University recorded its first Rhodes Scholar, developed the largest televised, interactive distance learning system in the United States, and initiated more than $300 million in new construction.

Dr. Koch is an economist who has published nine books and 90 refereed journal articles in the field. His *Industrial Organization and Prices* was the leading text in this specialty for several years. The focus of his current research is the economics of e-commerce. He has taught at institutions ranging from Illinois State University to Brown University, the University of Hawaii, and the Royal Melbourne Institute of Technology. He has been individually or collectively involved in the assessment of more than 30 presidents and institutions of higher education.

Dr. Koch earned his Ph.D. degree in Economics from Northwestern University. He has received three honorary doctoral degrees from universities in Japan and Korea and has received a host of honors from organizations such as the Urban League, the National Association for the Advancement of Colored People, and several regional economic development agencies.

Scott D. Miller
Biography

Scott D. Miller is President of Bethany College in West Virginia and M.M. Cochran Professor of Leadership Studies. Respected as one of the most entrepreneurial higher education executives in America, Dr. Miller is in his twentieth year as a college president.

Dr. Miller came to Bethany with the same innovative spirit that enabled him to transform Wesley College in Delaware during his 10-and-a-half-year tenure as President of the College and Du Pont Professor of Leadership Studies. Dr. Miller launched a comprehensive 10-year master plan "Wesley College: From Here to 2010," resulting in the construction of $40 million worth of campus facilities including an Academic Village (student residences), an honors house, new athletic complex, tripling of enrollment, creation of a satellite campus in northern Delaware, acquisition of the historic Schwartz Center for the Performing Arts, and the addition of several new graduate, undergraduate, and non-traditional academic programs. The "Campaign for Wesley" raised more than $67 million. He was named President-emeritus in 2007, and the Wesley National Alumni Association initiated the Dr. Scott D. Miller Leadership Scholarships. The entire sports complex was named the Scott D. Miller Stadium.

Prior to Wesley, he served for seven years (1991-97) as president of Lincoln Memorial University in Tennessee, where he was executive vice president (1988-91) and vice president for development (1984-88). He also served as Director of College Relations and Alumni Affairs at Rio Grande College (now University) in Ohio. Known as an accomplished fundraiser, Dr. Miller has raised more than $140 million in his years as a college president.

During his career, he has earned a number of professional accolades including three Council for Advancement and Support of Education (CASE) "Circle of Excellence Awards." He was one of 17 presidents profiled in a Kauffman Foundation-funded book, "The Entrepreneurial College President." He was featured as one of six transformational case studies profiled in "Weathering Turbulent Times"; as one of four transformational case studies profiled in "The Small College Guide to Financial Health"; and was noted in "Born, Not Made: The Entrepreneurial Personality."

Dr. Miller is a regular columnist for "College Planning and Management" and "The State Journal." He is the author of a widely distributed e-newsletter, "The President's Letter," which is received by more than 12,000 subscribers. He is the co-executive editor of "Presidential Perspectives," an on-line presidential thought series that has resulted in four books, and he recently co-published a second volume of "President to President: Views on Technology in Higher Education."

He has written more than one hundred articles and written or edited eight books, most with his long-time co-author, Dr. Marylouise Fennell, a former college president and current senior counsel for the Washington, DC-based Council of Independent Colleges, of which Dr. Miller is a former board member and officer. He continues to chair the acclaimed CIC New Presidents Program.

Dr. Miller earned an M.A. from the University of Dayton, an Ed.S. from Vanderbilt University, and a Ph.D. in higher education administration from The Union Institute & University. His doctoral dissertation was a landmark study of resource development effectiveness at the 38 institutions with membership in the Appalachian College Association.

James T. Rogers

Biography

As chief executive officer of the Commission on Colleges of the Southern Association of Colleges and Schools, James Travis Rogers provided leadership toward improving the quality of education throughout the South. His work involved accreditation of degree-granting postsecondary institutions in an 11 - state region. A former Navy pilot and college president, he is also known for the leadership he has provided countless professional and civic organizations.

Dr. Rogers was named in 1985 to his position as Executive Director of the Commission on Colleges of the Southern Association of Colleges and Schools after a fifteen-year career as President of Brenau College (now called Brenau University in Gainesville, Georgia). Prior to becoming the President of Brenau, he held various teaching and administrative positions, including that of Director of Student Personnel at Pensacola Junior College and Dean of Student Affairs at Armstrong State College (now called Armstrong Atlantic State University) in Savannah.

A native of Cleveland, Mississippi, he graduated from high school and went on to Delta State University in his hometown to earn a B.S degree in biology. From 1956 to 1960, he served in the U.S. Navy as a pilot and flight instructor, attaining the rank of lieutenant commander. After his naval service, Rogers returned to graduate school at Florida State University where he received a doctorate in administration and higher education. At FSU he was elected into a number of honor societies including Phi Kappa Phi and Phi Delta Kappa, and held a Kellogg Graduate Fellowship.

Rogers has written for various publications and has spoken at college commencements, high school graduations, honors day convocations, and association functions. Topics have encompassed a broad range including management theory, leadership, academic issues, student activism, and institutional effectiveness.

APPENDIX B

Interviewees:
Don Bantz, APU President
Brian Barnes, Dir Institute Arctic Biology
Carla Beam, Benefactor
Joe Beedle, President, Northrim bank
Beth Behner, SW Chief Human Resource Officer
Todd Bergman, Alaska Process Industries Business/Ed Compact
John Blake, UAF AVC Research
Barbara Bolson, Dir Kodiak Campus
Rod Boyce, Managing Editor, *Fairbanks News Miner*
Bert Boyer, Dir CANHR
Tim Brady, UA Regent
Miles Brooks, UAA Student Body President
Roger Brunner, SW General Counsel
Abul Bult-Ito, UAF Professor
Keni Campbell, UAS Alum
Megan Carlson, Academic Project Specialist
Nicole Carvajal, UAF Student Body President
Rick Caulfield, UAS Provost
Tami Choquette, UA Foundation
Steve Cobb, UAA Athletics Dir
Talis Colberg, Dir MatSu Campus
Fuller Cowell, UA Regent
Lori Davey, UAA Alum
John Dede, UAA AsAVO Institutional Effectiveness
John Dehn, UAF Faculty Senate President
Doug Desorcie, President, PWSCC
Pat Dougherty, Managing Editor, *Anchorage Daily News*
Mike Driscoll, UAA Provost
Emily Drygas, UAF Dir Development
Erick Drygas, UA Regent
Larry Duffy, Int Dean, Graduate School
Josh Edge, Managing Editor, UAA *Northern Lights*
Senator Dennis Egan, Juneau
Mike Felix, President, UA Foundation
Ken Fisher, UA Regent
Larry Foster, UAA Professor
Shannon Foster, Registrar, PWSCC
Patrick Gamble, President
Keith Gerken, UAS, Dir Facilities Services

Wendy Gierard, UAS Dir, Ketchikan
Jamie Ginn, UAS Student Government
Carol Griffin, UAS Vice Chancellor Admin Services
Nancy Hall, Facility scheduling
Jan Harris, UAA/SW Health Planning
Pauline Harvey, Dir UAF Chukchi
Lee Haugen, Dir UAF NW
Joe Hayes, UAF Alum
Kim Heidemann, Mathematical Sciences
Susan Henrichs, UAF Provost
Cynthia Henry, Chair, UA Regents
Larry Hinzman, Dir IARC
Mary Hughes, UA Regent
Pat Jacobson, UA Regent
Carla Johnson, Dir UAF Int Aleut
Lynne Johnson, UAS Dir Development, Alum
Millie Johnson, Alaska Process Industries Business/Ed Compact
Jeff Johnston, UAS Dir, Sitka
Bernice Joseph, Vice Chancellor, Rural/Community & Native Educ
Dan Julius, UAA VP Academic Affairs
Diane Kaplan, Benefactor
Forrest Karr, UAF Athletics Dir
Pete Kelly, Former Dir, UA State Relations; Special Asst to Gov Parnell
Cari Ann Ketterling, Alaska Process Industries Business/Ed Compact
Janie Leask, President, First Alaskans Native Non-Profit
Christine Lidren, Governance office
Grace Lumba, UAS Student Government
Richard Mandsager, CEO, Providence Hospital
Carl Marrs, UA Regent
Bob Martin, UA Regent
Julia Martinez, UAA Alum
Steve McDonald, KTUU TV
Sean McGee, UAF Chief of Police
Deb McLean, Dir UAF BrisBay
Craig Mead, Registrar's office
Jo Michalski, Benefactor
Tom Miller, AVP Accred & UG Programs
Steve Murphy, President, ABR, Inc. Environ Research & Services
Joe Nelson, UAS Dean, Enrollment Mgmt
Bonnie Nygard, UAA AVP Workforce Dev
Saichi Oba, SW, Vice Chancellor Student Affairs
Megan Olson, UAA, Vice Chancellor, Advancement
Sarah Pace, Registrar's office
Ann Parrish, Benefactor
Mary Pete, Dir UAF Kusko
John Petraitis, UAA Faculty Senate President

Gail Phillips, UAF Alum
Jeannie Phillips, Exe Officer, UA Regents
Norm Phillips, CEO, DOYON Native Corp
Pete Pinney, Dir UAF TVC
Pat Pitney, UAF Vice Chancellor Admin Services
Jake Poole, UAF, Vice Chancellor, Advancement
John Pugh, UAS Chancellor
Ed Rasmuson, Rasmuson Foundation
Wendy Redman, EVP, UA System
Dave Rees, Alaska Process Industries Business/Ed Compact
Gary Rice, UAA AVP Institutional Research
Gwenna Richardson, UAS Staff Council
Kate Ripley, Dir Public Affairs
Michelle Rizk, SW AVP Budget
Brian Rogers, UAF Chancellor
Beth Rose, UAA AVC Development
Marie Russell, Chair, UAF Staff Council
Mary Rutherford, SW AVP Development
Helvi Sandvik, President, NANA Development Corp
Karen Schmitt, UAA Dean, CTC
Bruce Schultz, UAA Vice Chancellor Student Affairs
Andrew Sheeler, Editor, UAF *SunStar*
Steve Smith, SW CTO
Bill Spindle, UAA Vice Chancellor Admin Services
Lisa Sporleder, Chair, UA SW Staff Council
Senator Gary Stevens, Kodiak
Sherry Tamone, UAS Faculty Senate President
Dana Thomas, V Prov & Accreditation
Senator Joe Thomas, Fairbanks; former UA Regent
Joe Trubacz, SW VP Finance/CFO
Chris Turletes, UAA AVC Facilities
Gary Turner, Dir Kenai Campus
Fran Ulmer, UAA Chancellor
Kevin Vanderwall, UAA Student Body VP
Fred Villa, SW AVP Workforce
Bob White, UAA Assoc Vice Chancellor Research
Gwen White, SW AVP Institutional Research
Rich Whitney, UAA CIO
Kirk Wickersham, UA Regent
Linda Zanazzo, UAF, Dir Facilities Services

PLUS: Separate groups of UAF Graduate Faculty; UAF Faculty Senate; UAF Rural Students; UAA Faculty Senate; UAA Deans; UAA APT Advisory Council; SW Coalition of Students; SW Deans; SW Faculty Alliance; UAS Student Government; Community College Students; Community College Faculty; and Thirty Anonymous Students, Staff and Faculty

APPENDIX C

CONFIDENTIAL

UNIVERSITY OF ALASKA STATE-WIDE SYSTEM
REVIEW INTERVIEW FORM

Name _____ Title _____ Date _____

We have been asked to review the condition of the University of Alaska System. Please respond in terms of your impression of the following. Your answers will be kept in **confidence**.

1. GENERAL CONDITION OF THE SYSTEM AND YOUR INSTITUTION (STRENGTHS, LIMITATIONS)

2. ACADEMIC PROGRAMS (UNDERGRADUATE/GRADUATE)

3. TECHNOLOGY

4. FACULTY (QUALITY, MORALE, WORKLOAD, COMPENSATION, ET AL)

5. STUDENTS (FACULTY ADVISING, STUDENT SERVICES, CREDENTIALS, MORALE, AWARENESS, RACIAL, ET AL)

6. ADMISSIONS, RETENTION, FINANCIAL AID, ET AL

7. INTERCOLLEGIATE ATHLETICS

8. ADMINISTRATION (SYSTEM AND CAMPUS)

9. SENIOR OFFICERS

10. BUDGET AND FINANCE (FACILITIES, ET AL)

11. FUND-RAISING AND DEVELOPMENT

12. PUBLIC RELATIONS

13. ALUMNI AFFAIRS

14. SYSTEM AND CAMPUS GOVERNANCE

15. BOARD OF REGENTS AND SYSTEM OFFICERS

16. LEADERSHIP

17. NEXT STEPS

18. COMPARATIVE CONDITION OF THE UNIVERSITIES AND COMMUNITY COLLEGE, DOCUMENTATION IF ANY

19. ADDITIONAL COMMENTS AND OBSERVATIONS

JLF 2010

APPENDIX D

Materials Used in the Review:

"Fisher Template" for: Anchorage, Bristol Bay, Chukchi, Fairbanks, Interior-Aleutians, Juneau, Kenai, Ketchikan, Kodiak, Kuskokwim, Mat-Su, Northwest, PWSCC, Rural College, Sitka, SW, UAA, UAF, UAF CTC, UAS

Position papers prepared by officers of the University of Alaska

Website information: Faculty Alliance, Staff Alliance, System Governance Council, Statewide Administration Assembly

Organization Charts for the UA Foundation, UA System, and campuses

University of Alaska Anchorage: Campus Profile Kodiak, Anchorage, Kenai, Matsu, PWSCC; Chancellor's Report (May 2010); MAU Profile UAA; Mission Statement; Strategic Plan; PWSCC Accreditation Report (Aug 31, 2009, Oct 1-2, 2009)

University of Alaska Fairbanks: Brochures; News clippings; Campus Profile Bristol Bay, Chukchi, Fairbanks, Interior Aleutians, Kuskokwim, Northwest, Rural College, TVC; Chancellor's Report (June 2010); Directory; Frontiers, Research at America's Arctic University (Summer 2010); FY 11 Budget; MAU Profile UAF; Mission Statement; Strategic Plan

University of Alaska Southeast: Campus Profile Juneau, Ketchikan, Sitka; Chancellor's Report (Feb 2010); Directory; MAU Profile Juneau; Mission Statement; Strategic Plan

University of Alaska System: Academic Master Plan; Board of Regents' Recap (Feb – Jun 2010), biographies, Policy and Reg; Brochures; DE Audit Finding Response Report; DE Report – Div of Leg Audit; DE Report – President's response; Dexter Report – Statewide IT Automation Review; Directory; Financial Statements; Foundation Annual Report; Governor's

Performance Scholarship Overview & FAQs; IT Executive Council Report; IT Program Management Report; MacTaggart Report and follow-up; McDowell Report – The Economic Impact of UA (2007 update and Revised draft); McDowell Report – UA Community Campus Impact Study; McDowell Report – University of Alaska High School Graduate Survey (2006 and 2008 Final Report); McDowell Report – Record of Proceedings: Administrative Influence Workshop (SALT/BC); McDowell Report – Contributions of UAF Life Sciences Research to the State of Alaska; News clippings; President's Report; Redbook; SB221 Act Information; Transfer Credit at UA Report to Board of Regents; UA at Work; UA Comparison of OIT Expenditures; UA Research: An Economic Enterprise; UA Foundation monthly Development Flash Report (6/1-6/30/10)

Teacher Certification

Types of Certificates Available

- **Initial Teacher Certificate**
- **Professional Teacher Certificate**
- **Master Teacher Certificate**
- **Type B Administrative Certificate**
- **Type C Special Services Certificate**
- **Reemployment Certificate - Type B and C**
- **Retired (Lifetime) Certificate**
- **Type E Early Childhood Certificate**
- **Type M Limited Certificate**
- **Limited Type I Certificate for Instructional Aides**

INITIAL TEACHER CERTIFICATION

To qualify for an Initial certificate, an applicant must meet the following requirements:

- Bachelor's degree or higher from a regionally accredited institution
- Completion of a teacher preparation program

OR

- Current enrollment in a teacher preparation program (Program must be completed within two (2) years of the issuance of the Initial certificate)

NOTE: Program enrollment cannot be used for individuals enrolled in special education programs. Those individuals must complete their program prior to applying for the Initial certificate.

- Passing **scores** on an approved basic competency exam
- Fingerprint cards submitted with application for background check
- Complete application and fees (*All fees are non-refundable.*)

A one-year teaching certificate may be issued for applicants who have not yet met the testing requirement, but hold a current, valid teaching certificate in another state (out-of-country certificates are not accepted). Official passing scores on an approved **basic competency exam** must be received by the Teacher Certification office within exactly one year from the date the application is received by the Teacher Certification office. Upon receipt of official scores, the Initial certificate will be reissued for one more year.

The Initial Certificate is valid for three (3) years and is NON-RENEWABLE. Although the Initial Certificate is valid for a period of up to three years, you are required to:

1. Under AS 14.20.020 (h) to complete the Alaska studies and Alaska multicultural requirement within two (2) years from the issuance of your Initial Certificate.

The requirements for the Professional or Master certificate must be met during the life of the Initial certificate.

UNDER NO CIRCUMSTANCES MAY TRANSCRIPTS BE SENT DIRECTLY TO TEACHER CERTIFICATION.

PROFESSIONAL TEACHER CERTIFICATION

To qualify for a Professional certificate, an applicant must meet the following requirements:

- Held an Initial Tier I certificate
- Completion of a teacher preparation program
- Approved **Alaska Studies** coursework
- Approved **Multicultural/Cross-Cultural Communications** coursework
- Recency credit (six semester hours of credit in the previous five years)
- Passing scores on a **content area exam**
- Verification of current employment in an Alaska public school district in a position requiring a certificate or fingerprint card submitted with application
- Complete application and fees (*All fees are non-refundable.*)

The Professional certificate is valid for five (5) years and is renewable. To renew a Professional certificate, an applicant must meet the following requirements:

- Recency credit (six semester hours of credit taken during the life of the Professional certificate being renewed. A minimum of three semester hours must be upper division or graduate credit.)
- Verification of current employment in an Alaska public school district in a position requiring a certificate. If an applicant is not employed in this capacity at the time of renewal, fingerprint cards will be required.
- Complete application and fees

MASTER TEACHER CERTIFICATION

To qualify for a Master certificate, an applicant must meet the following requirements:

- Meet all requirements for the **Professional** certificate
- Hold a current Initial or Professional certificate
- Hold current National Board certification issued by NBPTS
- Complete application and fees

The Master certificate is valid for ten (10) years and is renewable. To renew a Master certificate, an applicant must meet the following requirements:

- Current, renewed National Board certification
- Recency credit (Six semester hours of credit taken during the life of the Professional certificate being renewed. A minimum of three semester hours must be upper division or graduate credit.)
- Verification of employment in an Alaska public school district in a position requiring a certificate. If an applicant is not employed in this capacity at the time of renewal, fingerprint cards will be required.
- Complete application and fees (*All fees are non-refundable.*)

If the requirements to renew a Master certificate have not been met, an applicant must meet all current renewal requirements for the **Professional** certificate.

Special Education
If you wish to teach special education to children with disabilities, you must, in addition to meeting other requirements for teacher certification, secure an endorsement based upon completion of an approved teacher training program in special education.

Preschool Handicapped
If you wish to teach preschool handicapped children and are not eligible for an endorsement in preschool handicapped education, you must have completed at least six (6) semester hours in early childhood special education in addition to a teaching certificate. (This does not constitute an endorsement.)

Gifted
If you wish to teach gifted children, you must, in addition to meeting requirements for teacher certification, have completed at least six (6) semester hours in gifted education. (This does not constitute an endorsement.)

Vocational Education
If you wish to teach vocational trades, you must have an endorsement in vocational education or a Type M Limited

Certificate.

TYPE B ADMINISTRATIVE CERTIFICATE

What do I need to receive a five-year Type B Administrative Certificate?

- At least three (3) years experience as a certificated teacher or special service provider
- Completion of an approved teacher education program in school administration
- Master's degree or higher from a regionally accredited institution
- Recommendation of the preparing institution
- Six (6) semester hours or nine quarter hours of credit earned during the five-year period preceding the date of application (See below.)
- Three (3) semester hours of approved Alaska studies and three semester hours of approved multicultural education/cross-cultural communications (See below.)
- Complete application packet, which includes a signed and notarized application, the institutional recommendation form, official transcripts, two sets of completed fingerprint cards, and all processing fees (*All fees are non-refundable.*)

Applicants meeting all other requirements for certification, but who lack six (6) semester hours of credit earned during the five-year period preceding the date of application, may apply for a non-renewable Temporary Certificate, valid for one year.

Applicants meeting all other requirements for certification, but who lack three (3) semester hours of credit in Alaska studies and/or three (3) semester hours of credit in multicultural education or cross-cultural communications, may apply for a non-renewable Provisional Certificate, valid for two years.

The list of approved courses which meet the Alaska Studies and Multicultural Education/Cross-Cultural Communications requirements is available at **www.eed.state.ak.us/teachercertification** under the Certification Requirements header.

Superintendent
Superintendent endorsements require a completed Institutional Recommendation showing completion of an approved superintendency program from a regionally accredited university and verification of at least five years of employment as a classroom teacher or administrator. (At least three years must have been satisfactory employment as a teacher with a teaching certificate or comparable certificate issued by another state. At least one year must have been satisfactory employment as an administrator with a Type B certificate or comparable certificate from another state.)

Special Education Administrator
Special education administrator endorsements require a completed Institutional Recommendation showing completion of an approved special education administrative program from a regionally accredited university and verification of at least three years of employment as a certified special education teacher or school psychologist, with a teaching or special services certificate or comparable certificate issued by another state.

If you wish to be employed solely as the administrator of special education and are not eligible for a special education administrator endorsement, you must possess both a Type B certificate **and** a teaching certificate endorsed for special education or for a related services specialty. (This does not constitute an endorsement.)
4 AAC 12.350

Please note: To be assigned as a classroom teacher in Alaska, you must have a valid teacher certificate. The Type B does not allow the holder to be a classroom teacher.

If you currently hold a valid Alaska teaching certificate and are applying for a Type B certificate, you are considered an initial applicant for the Type B.

TYPE C SPECIAL SERVICES CERTIFICATE

What do I need to receive a five-year Type C Special Services Certificate?

- Completion of a program in a special service area
- Bachelor's or higher degree
- Recommendation of the preparing institution
- Six semester hours or nine (9) quarter hours of credit taken within the past five years
- Three (3) semester hours of approved Alaska studies and three (3) semester hours of multicultural education/cross-cultural communications
- Complete application packet, which includes a signed and notarized application, an institutional recommendation form, official transcripts, two sets of completed fingerprint cards, and all fees. (All fees are non-refundable.)

Applicants who do not meet the requirements of six (6) semester hours of credit earned in the prior five years, but who meet other requirements, may be eligible to apply for a Temporary Certificate valid for one year.

Applicants meeting all other requirements for certification, but who lack three (3) semester hours of credit in Alaska studies and three (3) semester hours of credit in multicultural education or cross-cultural communications, may apply for a Provisional Certificate.

Endorsements under a Type C certificate include audiology, occupational therapy, physical therapy, school nursing, school psychology, school psychometry, school social work, speech pathology, school counselor, and library science-media.

School Psychology
For an endorsement in school psychology, you must also hold a master's or higher degree in school psychology; be recommended by an institution whose school psychology program has been approved by NCATE, the National Association of School Psychologists, or the American Psychological Association; and have completed a 1200 hour internship (with 600 of the hours in a school setting); or be certified under the certification system of the National Association of School Psychologists.

Speech, Language, or Hearing
For endorsement in speech, language, or hearing, you must hold either a master's or higher degree with a major emphasis in speech-language pathology, audiology, or speech-language and hearing science; or possess certification of clinical competence from the American Speech Language-Hearing Association. In addition, you must be recommended for endorsement by an institution with a program approved by NCATE or the American Speech-Language-Hearing Association.

Other
If you wish to be employed to provide such services as speech or language pathology, school psychology, school counseling, orientation and mobility, psychometry, library and/or media services, or school nursing, you must have a Type C Special Services Certificate endorsed in the field of employment.

Please note: A Type C certificate does not qualify the holder for assignment as a classroom teacher or school administrator.

REEMPLOYMENT CERTIFICATE - TYPE B AND C

Applicants who held a certificate that has been expired for over 12 months may be eligible for the Reemployment Certificate. The Reemployment Certificate is valid for one year, effective the date the complete application packet is received in the office of Teacher Education and Certification and is not renewable. During this year, the applicant shall complete all current requirements for the Regular five-year certificate and submit an application. Click below to review the requirements for Regular certification.

- **Type B Administrative Certificate**
- **Type C Special Services Certificate**

Special Notes About the Reemployment Certificate:

1. A Reemployment Certificate is non-renewable. After holding a Reemployment certificate, applicants are only eligible to apply for the Regular five-year certificate, and will not qualify for Temporary or Provisional certification. Before applying for the Regular five-year certificate, applicants must meet all current requirements for certification. **It is the responsibility of the applicant to know what all current certification requirements are.**
2. The endorsements on the Reemployment certificate will be the same as those on my expired administrative or special services certificate.
3. During the life of the Reemployment certificate no endorsements may be added or removed.

RETIRED (LIFETIME) CERTIFICATE

Do I qualify for a Retired certificate?
Anyone who retired from teaching while holding a valid Alaska teaching certificate will qualify to apply for the Retired certificate. You are not required to hold a current Alaska teaching certificate in order to be eligible for the Retired certificate. To verify the effective dates of your Alaska certificate, e-mail **Teacher Certification**.

How many university credits do I need to have in order to apply for the Retired Certificate?
None. You will not need to show completion of any course work in order to apply for the Retired certificate.

How long is the certificate valid?
The Retired certificate is a lifetime certificate.

What forms do I need to apply for the Retired Certificate?
To apply for the Retired certificate, you will need the Retired Certification application. To download the correct application forms, visit the Teacher Certification website at
http://www.eed.state.ak.us/teachercertification/

Will I need to be fingerprinted?
A background clearance is required of all Retired certification applicants who have not previously passed a criminal background check with EED for teacher certification. E-mail **Teacher Certification** and a certification analyst will review your file to determine if fingerprint cards will need to be submitted with your application.

What do I need to submit to EED in my application packet?
All application packets for Retired certification must include the following items:

- Retired Certification application
- Certificate fee of $165 (*All fees are non-refundable.*)
- 2 fingerprint cards (if necessary)
- Fingerprint processing fee of $66 (if necessary)

What does the Retired Certificate allow me to do?
The Retired certificate will allow you to accept short-term substituting positions (any position not more than 20 days in length) with an Alaska public school district. While holding the Retired certificate you are eligible to be paid at a certified rate. (4 AAC 12.380)

Does the Retired Certificate pose any restrictions?
While holding a Retired certificate you may not be in a contracted position requiring a certificate in an Alaska public school district. You are specifically limited to short-term substituting positions and may not accept any long-term positions greater than 20 days in length. (4 AAC 12.380)

TYPE E EARLY CHILDHOOD CERTIFICATE

What is an associate certificate in early childhood education?
The Early Childhood Education certificate is a renewable five-year certificate for those who help in preschools or as instructional aides in public school primary classes. It does not allow the holder to be a regular classroom teacher.
What do I need to receive a Type E associate certificate in early childhood education?

- For an Associate I, you'll need either a Childhood Development Associate (CDA) award or the completion of a 30-credit college program that includes at least 400 hours of supervised practice.
- For an Associate II, you'll need an Associate I plus an approved associate degree (AA) program in early childhood education.

TYPE M LIMITED CERTIFICATE

Who qualifies for a Limited Certificate?

If you can demonstrate subject matter expertise and teaching competency as verified by the local school district,

but do not have a bachelor's degree because such a program is not sufficiently available, you may be eligible for a Limited Certificate in one of these specialty areas:

- Alaska Native language or culture
- military science
- vocational or technical course.

The Limited Certificate must be requested by the local school board, through its chief school administrator. The request must be accompanied by two letters of recommendation verifying the applicant's length of experience and competency in the specialty field.

Please note: A Limited Certificate is valid only in the requesting district. The holder of a Limited Certificate may teach only in the area(s) of endorsement, as indicated on the Limited Certificate.

Alaska Native Language or Culture
For a Limited Certificate in Alaska Native language or culture, you must submit a resume demonstrating competency in an Alaska Native language or a minimum of four year's experience involving an Alaska Native culture, as determined by the school district.

Military Science
For a Limited Certificate in military science, you must meet the criteria of the United States Department of Defense to be a Junior Reserve Officer Training Corps instructor, as verified by the local school district. In addition, you must submit a resume demonstrating competency in the military science area.

Vocational/Technical
For a Limited Certificate in a vocational trade or technical specialty, you must have completed four (4) or more years of full-time work experience in a trade or vocational pursuit, no more than two (2) years of which is formal training in a trade school or technical institute.

LIMITED TYPE I CERTIFICATE FOR INSTRUCTIONAL AIDES

What is the Limited Certificate for Instruction Aides (Type I)?

This certificate is designed to assist experienced instructional aides nominated by their school districts in completing the statutory requirements for full teacher certification. The certificate coordinates the efforts of the applicant, the nominating district, and an approved teacher preparation program toward the applicant's completion of a baccalaureate degree, an approved teacher preparation program, and passage of the Praxis I examination within a four-year time frame beginning with the 2004-2005 school year.

If your meet the following requirements, you are eligible for a Limited Type I certificate:

- nomination by your current employing school district;
- at least three (3) years of successful employment there as an instructional aide;
- expertise in the local Alaska Native culture;
- enrollment in a college or university program leading to a bachelor's degree, the completion of an approved teacher preparation program, and passing scores on the Praxis I teacher tests; and
- a contract among you, your district, and your college or university, outlining annual milestones for you and support from the district and institution.

A Type I certificate is valid for one school year and may be renewed up to three times. The department will base its renewal determination on its review of documentation establishing the parties' full conformance with the contract terms.

An application packet for a Type I certificate requires:

- a completed application form signed by the superintendent of the nominating district;
- a contract detailing the education plan with annual milestones signed by you, the superintendent of your school district, and your approved teacher preparation program's certifying official;
- Proof of Program Enrollment form signed by the college or university;
- Official transcripts;
- a resume verified by the school district and demonstrating at least four (4) years of experience involving the local Alaska Native culture and at least three (3) years as an instructional aide in the district;
- two letters of recommendation from member of the local Native community attesting to cultural expertise;
- two completed FBI fingerprint cards; and
- the fees for the certificate and required fingerprint processing.

The University of Alaska Fairbanks' Rural Educator Preparation Partnership (REPP) and Alaska Pacific University's Rural Alaska Native Adult (RANA) programs are currently working with school districts to help prepare local residents for teaching careers.

The addition of this certificate meets the board's desire to promote the development of more "home grown" teachers. It will benefit students by giving them teachers with a deep understanding of the cultural heritage of Alaska Native students. It will benefit schools and districts both with better stability in classrooms through local hire and with the new teachers' local knowledge to assist their less culturally experienced colleagues. It will benefit communities economically by allowing members to bootstrap themselves up the professional ladder and educationally by offering the most appropriate educational opportunities to children. And it will benefit individuals by allowing them the opportunity to pursue their professional goals without sacrificing their culture.

801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, AK 99811-0500
Telephone: (907) 465-2831 Fax:(907) 465-2441

Contact Teacher Cert: **tcwebmail@alaska.gov**

ALASKA DIRECTORY OF APPROVED TEACHER EDUCATION PROGRAMS

AUGUST 2010

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

UNIVERSITY OF ALASKA ANCHORAGE

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Regional Accrediting Association: NASC (initial, 1974)
Current Standards for Program Approval: NASDTEC
Approval Dates: December 1, 2006-December 31, 2011
Standards for Unit and Program Approval 2006: NCATE

Approved Teaching Programs	**Levels**
Early Childhood Education (Pre-K-3)	B, PB
Elementary Education (K-6)	B, PB
Secondary Education (7-12)	MAT
Business Education	
ESL	
English	
Family and Consumer Sciences	
General Science	
Mathematics	
Music (K-12)	
Physical Education (K-12)	
Social Studies	
Technology Education	
World Languages (for a specific language)	
ESL Endorsement (7-12)	Grad Cert
Mathematics Endorsement (K-8)	PB
Reading Endorsement (K-12)	PB
Special Education	
Initial Certification (K-6 or 7-12 or both)	Grad Cert
Endorsement (Developmental levels based on existing certificate)	Grad Cert
Early Childhood Birth to Age 5	MEd

Approved Administrative Programs	
Education Leadership	
Principal (K-8 or 7-12 or both)	MEd, PM
Superintendent (K-12)	PM
Special Education Administrator (K-12)	MEd

Approved Special Services Program	
School Counseling (K-8 or 7-12 or both)	MEd, PM

UNIVERSITY OF ALASKA FAIRBANKS

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Regional Accrediting Association: NASC (initial, 1966)
Current Standards for Program Approval: NCATE
Approval Dates: April 2005 – April 2010
Standards for Unit and Program Approval 2010: NCATE

Approved Teaching Programs	**Levels**
Elementary Education (K-8)	B, PB
Secondary Education (7-12)	PB
Art (K-12, 7-12)	
Biology	
Chemistry	
Earth Science	
English	
Environmental Science/Studies	
General Science	
Geography	
Government/Political Science	
History	
Math	
Physical Science	
Physics	
Social Studies/Science	
World Languages	
French	
Spanish	
German	
Music (K-8, 7-12, or K-12)	B
Approved Special Services Program	
Counseling	Advanced E, MEd

UNIVERSITY OF ALASKA SOUTHEAST

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Regional Accrediting Association: NASC (initial, 1983)
Current Standards for Program Approval: NASDTEC
Approval Dates: December 1, 2006-December 31, 2011
Standards for Unit and Program Approval 2006: NCATE

Approved Teaching Programs	**Levels**
Early Childhood Education (preK-3)	PB, MAT, MEd, Advanced E
Elementary Education (K-8)	PB, B, MAT
Secondary Education (7-12)	MAT
Educational Technology (K-12)	Advanced E, MEd
Reading	Advanced E, MEd
Mathematics Education	Advanced E, MEd
Special Education (K-12)	Advanced E., MEd

Approved Administrative Program	
School Administration	
Principal (K-12)	MEd

ALASKA PACIFIC UNIVERSITY

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Regional Accrediting Association: NASC (initial, 1981)
Current Standards for Program Approval: NASDTEC
Approval Dates: December 1, 2006-December 31, 2011
Standards for Unit and Program Approval 2006: NCATE

Approved Programs	**Levels**
Elementary Education (K-8)	B, PB, MAT

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>SEDC27</COMM></TARGET>

Alaska State Legislature
Senate Education Committee

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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

Meeting Script – Wednesday, January 25, 2012 – JOINT MEETING

CHAIRMAN MEYER

The JOINT EDUCATION COMMITTEE meeting is called to order.

Today is Wednesday, January 25, 2012, the time is 8 o'clock. Senate members present are:

- Co-Chair Thomas
- *(Vice-Chair)* Senator Davis
- Senator Stevens
- Senator French
- and myself, Senator Meyer.

I will let **Chair Dick** introduce the House members.

{House Introductions}

Welcome everybody.

First, is there any business to come before the committee before we get started?

Seeing none…

…Today the JOINT COMMITTEE will hear a presentation from the Alaska Early Childhood Coordinating Council. We're expecting to spend about ½ hour on their presentation. During the second half of the JOINT COMMITTEE meeting this morning, we will hear from Representative Dick on the subject of his House Bill 256, which is on state intervention in schools. This topic has been generating quite a bit of discussion lately, so it will be a good opportunity for members of both houses to hear some background. **We expect to have both presentations wrapped up by 9 o'clock.**


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

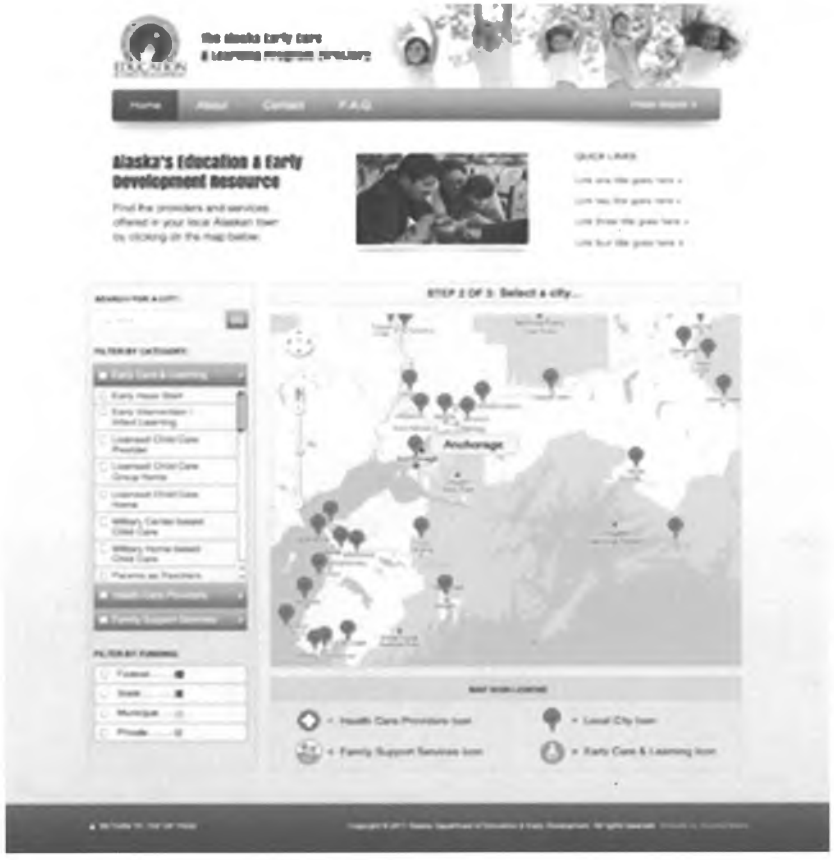


Inventory continued

- 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

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.

CONFIR-
MATIONS
2011

<TARGET><BILL></BILL><SUBJECT>CONFIRMATIONS
2011</SUBJECT><COMM>SEDC27</COMM></TARGET>

Meeting Script – Monday, March 28, 2011 – Confirmations

CHAIRMAN MEYER

The JOINT EDUCATION COMMITTEE meeting is called to order.

Today is Monday, March 28, 2011, the time is _____. Senate members present are: Co-Chair Thomas, Senator Davis, Senator Stevens, Senator French, and myself, Senator Meyer.

I will let **Chair Representative Dick** introduce the House members.

{House Introductions}

Is there any business to come before the committee before we get started?

Today the JOINT COMMITTEE will hear from the Governor's nominees for the:

- Board of Education and Early Development,
- Professional Teaching Practices Commission, and
- Board of Regents.

All members should have a packet with the nominees' resumes and additional information on the boards and commissions that are before us today.

We'll get started with the nominees for the State Board of Education and Early Development.

The Board is composed of 7 members appointed by the Governor as follows:

- 1 representing each judicial district
- 3 at-large
- At least 1 representing regional educational attendance areas
- The term is 5 years

The Board regulates public elementary and secondary education in Alaska, and regulates the state library, museums and archives. The Board appoints the Commissioner of Education and Early Development with the approval of the Governor, approves the department's budget, establishes statewide goals for education, requires each school district governing body to adopt goals, and may adopt bylaws for the management of the department. Additionally, the Board serves as the governing body for Mt. Edgecumbe High School.

The first nominee is **Pat Shier**, nominee for the Board of Education and Early Development, who we have here with us today. Mr. Shier was originally appointed March 1st, 2007, and was reappointed by the Governor as of March 1st of this year.

Mr. Shier, welcome to the JOINT EDUCATION COMMITTEE. If you would, please join us, put yourself on the record and tell us why you're interested in serving on the State Board of Education and Early Development.

{PAT SHIER}

Are there any questions for Mr. Shier from the Committee?

{Committee Comments, Questions, Discussion}

Thank you. Are there any further questions or comments?

Seeing none, unless there is objection, the Senate and House Education Committees will forward Mr. Shier's name on to a joint session of the legislature for consideration.

As a reminder, this does not reflect any intent by any of the members to vote for or against the confirmation of the nominee during any further sessions.

Next we will hear from the nominees for the Professional Teaching Practices Commission.

The Commission is comprised of 9 members appointed by the Governor as follows:

- They must be actively engaged in teaching profession for 5 years immediately preceding the appointment
- There must be 5 classroom teachers
- 1 principal
- 1 superintendent
- 1 department representative
- 1 higher education representative
- And all of the appointees must have been selected from respective associations
- The term is 3 years

The Commission develops criteria of professional practices in areas of ethics, performance, professional services, and contractual obligations. It holds hearings to judge and sanction educators not meeting standards established by the Commission, and may suspend or revoke certificates of educators based on reasons set out in statute (AS 14.20.030).

The first nominee for the Commission is **Stephen (STEVEN) Atwater,** who is joining us via teleconference. I believe this is his first appointment to the Commission.

Mr. Atwater, welcome to the JOINT EDUCATION COMMITTEE. If you would, please put yourself on the record and tell us why you're interested in serving on the Professional Teaching Practices Commission.

{STEPHEN ATWATER}

Are there any questions for Mr. Atwater from the Committee?

{Committee Comments, Questions, Discussion}

Thank you. Are there any further questions or comments?

Seeing none, unless there is objection, the Senate and House Education Committees will forward Mr. Atwater's name on to a joint session of the legislature for consideration.

As a reminder, this does not reflect any intent by any of the members to vote for or against the confirmation of the nominee during any further sessions.

The next nominee for the Commission is, **Richard Lum,** who is here with us today. This is his second appointment to the Commission, with his first appointment in January of 2008.

Mr. Lum, welcome to the JOINT EDUCATION COMMITTEE. If you would, please join us, put yourself on the record and tell us why you're interested in serving on the Professional Teaching Practices Commission.

{RICHARD LUM}

Are there any questions for Mr. Lum from the Committee?

{Committee Comments, Questions, Discussion}

Thank you. Are there any further questions or comments?

Seeing none, unless there is objection, the Senate and House Education Committees will forward Mr. Lum's name on to a joint session of the legislature for consideration.

As a reminder, this does not reflect any intent by any of the members to vote for or against the confirmation of the nominee during any further sessions.

Next we will hear from the nominees for the University of Alaska Board of Regents.

The Board of Regents is comprised of 11 members who each serve an 8-year term, and are appointed by the Governor. The board was established by the Alaska Constitution and is responsible for University of Alaska policy and management through the University President.

The first nominee for the Board of Regents is **Jo Heckman**, joining us via teleconference. This is her first appointment to the Regents.

Ms. Heckman, welcome to the JOINT EDUCATION COMMITTEE. Please put yourself on the record and tell us why you're interested in serving on the Board of Regents.

{JO HECKMAN}

Are there any questions for Ms. Heckman from the Committee?

{Committee Comments, Questions, Discussion}

Thank you. Are there any further questions or comments?

Seeing none, unless there is objection, the Senate and House Education Committees will forward Ms. Heckman's name on to a joint session of the legislature for consideration.

As a reminder, this does not reflect any intent by any of the members to vote for or against the confirmation of the nominee during any further sessions.

The next nominee for the Board of Regents is, **Michael Powers,** who is joining us via teleconference. This is his first appointment to the Board of Regents.

Mr. Powers, welcome to the JOINT EDUCATION COMMITTEE. If you would, please join us, put yourself on the record and tell us why you're interested in serving on the Board of Regents.

{MICHAEL POWERS}

Are there any questions for Mr. Powers from the Committee?

{Committee Comments, Questions, Discussion}

Thank you. Are there any further questions or comments?

Seeing none, unless there is objection, the Senate and House Education Committees will forward Mr. Power's name on to a joint session of the legislature for consideration.

As a reminder, this does not reflect any intent by any of the members to vote for or against the confirmation of the nominee during any further sessions.

This concludes the hearings on the Governor's appointments for the House and Senate Education Committees.

Members of the Senate Education Committee will sign the Confirmation Committee Report to forward the nominees' names to the full body for consideration at a joint floor session on April 8th.

{REPRESENTATIVE DICK – House members will sign the Confirmation Committee Report for the House Education Committee, to forward the nominees' names to the full body for consideration at a joint floor session April 8th.}

As a reminder, the Senate Education Committee's next meeting will be Wednesday, March 30, at 8:00 a.m. in the Beltz Room. We will hear from several groups on Pre-K and early education programs in relation to Senator Davis and Senator French's SB 6. *<Murray is lining these groups up>*

I understand the House Education Committee will continue their meeting this morning, so I will pass the gavel to **Representative Dick** and with that, the JOINT EDUCATION COMMITTEE meeting is adjourned.

Generic Questions

1. Pat Shier -- Board of Education and Early Development
2. Richard Lum – Professional Teaching Practices Commission
3. Stephen Atwater – Professional Teaching Practices Commission
4. Jyotsna "Jo" Heckman – Board of Regents
5. Michael Powers – Board of Regents

1) What do you bring to this position that you believe is unique? What do you have to offer this particular commission/board?
2) What do you think are the challenges facing your particular commission/board?
3) **[For Pat Shier]** As a home-schooler, what have you been able to bring to the Board of Education? How you think your home school experience helps you in making policy for the state's public schools.
4) **[For Mike]** There has been a bill in the legislature to establish a medical school in Alaska. From your perspective as a hospital administrator, how do you see the University of Alaska providing medical education in the state?
5) **[For Jo]** As an influential businesswoman in the state, how well do you think the University is preparing students to enter the business world? Do you have any suggestions on what ~~they~~ could do differently?

Alaska State Legislature
Senate Education Committee

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AGENDA

Monday, March 28, 2011
8:00 a.m. – 9:00 a.m.
Ramona Barnes Committee Room (#124 Capitol Bldg.)

JOINT MEETING WITH HOUSE EDUCATION

\+ Board Appointee Confirmation Hearings

1. Pat Shier -- Board of Education and Early Development
2. Richard Lum – Professional Teaching Practices Commission
3. Stephen Atwater – Professional Teaching Practices Commission
4. Jyotsna "Jo" Heckman – Board of Regents
5. Michael Powers – Board of Regents

* first hearing
\+ teleconferenced
= bill was previously heard/scheduled

Alaska State Legislature

Senate

Office of the Secretary

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Memorandum

TO: Senator Thomas, Cochair
Senator Meyer, Cochair
Education Committee

FROM: Kirsten Waid
Secretary of the Senate

DATE: February 2, 2011

SUBJECT: Confirmation of Governor's Appointments

Pursuant to AS 39.05.080, the President has referred the following names for legislative confirmation to your committee for a hearing, recommendation and report:

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

Resume(s) will be transmitted electronically.

KW:jcs
gl #2

Alaska State Legislature

Senate

Office of the Secretary

Official Business

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Memorandum

TO: Senator Meyer, Cochair
Senator Thomas, Cochair
Education Committee

FROM: Kirsten Waid
Secretary of the Senate

DATE: January 24, 2011

SUBJECT: Confirmation of Governor's Appointment

Pursuant to AS 14.40.150, the President has referred the following names for legislative confirmation to your committee for a hearing, recommendation and report:

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

KW:jcs
gl #1

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.

AS 14.08.031. Regional Educational Attendance Areas.

(a) The Department of Commerce, Community, and Economic Development in consultation with the Department of Education and Early Development and local communities shall divide the unorganized borough into educational service areas using the boundaries or sub-boundaries of the regional corporations established under the Alaska Native Claims Settlement Act, unless by referendum a community votes to merge with another community contiguous to it but within the boundaries or sub-boundaries of another regional corporation.

(b) An educational service area established in the unorganized borough under (a) of this section constitutes a regional educational attendance area. As far as practicable, each regional educational attendance area shall contain an integrated socio-economic, linguistically and culturally homogeneous area. In the formation of the regional educational attendance areas, consideration shall be given to the transportation and communication network to facilitate the administration of education and communication between communities that comprise the area. Whenever possible, municipalities, other governmental or regional corporate entities, drainage basins, and other identifiable geographic features shall be used in describing the boundaries of the regional school attendance areas.

(c) Military reservation schools shall be included in a regional educational attendance area. However, operation of military reservation schools by a city or borough school district may be required by the department under AS 14.12.020 (a) and AS 14.14.110 . Where the operation of the military reservation schools in a regional educational attendance area by a city or borough school district is required by the department, the military

reservation is not considered part of the regional educational attendance area for the purposes of regional school board membership or elections.

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

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Boards & Commissions Roster

EDUCATION and EARLY DEVELOPMENT (029)

Member	Date Appointed	Reappointed	Term Expires
Geraldine C. Benshoof Public/4th JD 1348 Benshoof Drive North Pole, AK 99705	1/29/2008		3/1/2013
Esther J. Cox Public-at-Large -- Chair 7705 Highlander Drive Anchorage, AK 99518	2/13/2003	3/1/2010	3/1/2015
Donald Handeland Student Rep./Non Voting Mt. Edgecumbe High School 1330 Seward Avenue Sitka, AK 99835	7/1/2010		6/30/2011
Janel Keplinger Public-at-Large P.O. Box 8527 Kodiak, AK 99615	3/1/2009		3/1/2014
James (Jim) E. Merriner Public-at-Large 8600 Shebanof Avenue Anchorage, AK 99507	3/1/2010		3/1/2015
Carol (Bunny) J. Schaeffer Public/2nd JD/REA Area Rep. P.O. Box 1187 Kotzebue, AK 99752	3/24/2004	3/1/2009	3/1/2014
Phil Schneider Public/3rd JD 1018 G Street Anchorage, AK 99501	1/29/2008		3/1/2013

Patrick J. Shier Public/1st JD -- Vice-Chair P.O. Box 210926 Juneau, AK 99801	3/1/2007	3/1/2011	3/1/2016
Col. Grant Sullivan Military Rep./Non-Voting 9480 Pease Avenue, Suite 305 Elmendorf Afb, AK 99506-2170	7/31/2009		

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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



ETS Acting Director, Pat Shier

Pat Shier was appointed as Acting Director of Enterprise Technology Services in February 2011. He is an experienced manager with strong communication, financial management and leadership skills. He will serve as acting Director for ETS until a permanent replacement is named.

Prior to joining ETS, Pat managed the Division of Retirement & Benefits where he emphasized innovation and refinement of the employer and member services sections of the Division: Retirement, Benefits (health and life), Information Services, Accounting and Administrative Support. He received the Denali Award for Individual Leadership in 2009. Earlier in his State career, Shier was the Deputy Director of the Employment Security Division for two years in the Department of Labor & Workforce Development. During his tenure at Labor, Shier was also Chief of Unemployment Insurance Tax, serving over 17,000 Alaska employers. His initial position with the State, in 1988, was as an auditor. During his state service, Shier has been elected to the Executive Board of ASEA/AFSCME Local 52 in 1992, serving in health plan oversight and advisory roles for both the general government and supervisory units until early 2007.

Shier was born in Fairbanks. He attended Washington State University and the University of Alaska Fairbanks, studying accounting. Having grown up around some of the aviation greats of Alaska, he became hooked on flying at an early age and has continued his private pilot avocation. He contributes both time and piloting expertise to the Civil Air Patrol on a routine basis.

In the private sector, Shier has worked in the banking, insurance, and utility industries, in Fairbanks as well as Juneau.

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Enterprise Technology Services, 5th Fl. State Office Building, PO Box 110206, Juneau, AK 99811
State of Alaska | Webmaster | Fax: (907) 465-3450, | Phone 888-565-8680 Statewide Toll Free

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

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Boards & Commissions Roster

PROFESSIONAL TEACHING PRACTICES (085)

Member	Date Appointed	Reappointed	Term Expires
Cindy Lou Aillaud Classroom Teacher P.O. Box 1245 Delta Junction, AK 99737	10/26/2006	3/1/2009	3/1/2012
Steve Atwater Superintendent P.O. Box 302 King Salmon, AK 99613	3/1/2011		3/1/2014
Linda L. Black Higher Education Alaska Pacific University 4101 University Drive Anchorage, AK 99508	3/1/2006	3/1/2009	3/1/2012
Jill M. Exe Classroom Teacher N. Slope Borough SD -Harold Kaveolook School P.O. Box 33 Kaktovik, AK 99747	3/1/2009		3/1/2012
Eric V. Fry Education Department Representative 3491 Meander Way Juneau, AK 99801	3/1/2010		3/1/2013
Jeffrey A. Hebard Classroom Teacher Austin E. Lathrop High School 1192 Bemis Court Fairbanks, AK 99712	5/1/2006	3/1/2010	3/1/2013
Michael D. Husa Classroom Teacher	2/13/2007	3/1/2010	3/1/2013

Lower Kuskokwim School District
P.O. Box 1293
Bethel, AK 99559

Richard A. Lum Classroom Teacher 10209 Louis Place Eagle River, AK 99577	1/29/2008	3/1/2011	3/1/2014
Louis (Lou) Pondolfino Principal P.O. Box 112942 Anchorage, AK 99511 3475 Hines Circle Anchorage, AK 99516	3/1/2009		3/1/2012

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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

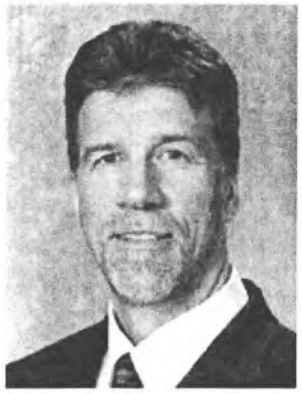
Other
Commissioner (interim appointment) Alaska Professional Teaching Practices Commission (4/2010-12/2010)

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

Biography



Dr. Steve Atwater
Superintendent
Kenai Peninsula Borough School District
Email: satwater@kpbsd.k12.ak.us
(907) 714-8858

Education/Certifications

- 2005-2008 University of Alaska-Fairbanks, Doctorate in Education Leadership, Fairbanks, AK
- 2002-2003 University of Alaska-Anchorage, Alaska Superintendent's certificate, Anchorage, AK
- 1998-2000 University of Alaska-Anchorage, Administrator Certificate (Alaska Type B Certificate), Anchorage, AK
- 1988-1994 University of Alaska Fairbanks, Masters in Education Curriculum and Instruction, Fairbanks, AK
- 1981-1983 University of Pennsylvania, Bachelors Degree in Geology, Minor in English, Philadelphia, PA
- 1978-1980 University of Washington, Seattle, WA

Professional Experience

- July 2009-Present - Kenai Peninsula Borough School District, Soldotna, AK, Superintendent
  Responsible for all functions of the school District

- 2008-2009 - Kenai Peninsula Borough School District, Soldotna, AK, Assistant Superintendent
  Responsible for instruction, discipline, professional development and pupil services

- 2001-2008 - Lake and Peninsula School District, King Salmon, AK, Superintendent
  Responsible for all functions of the school District

- 1997-2001 - Lake and Peninsula School District, King Salmon, AK, Curriculum Coordinator
  Responsible for curriculum, assessments, staff development

- 1992-1997 - Lake and Peninsula School District, Pedro Bay and Pilot Point, AK Teacher
  Sole secondary teacher and Head Teacher responsible for school's immediate administrative duties at Pedro Bay and Pilot Point

- 1990-1992 - Lower Yukon School District, Emmonak, AK, Teacher
  Secondary Generalist

Professional Organizations

- Alaska Association of School Administrators (Past President)
- Member, American Association of School Administrators
- Horace Mann League

Publications

- Can We Live Without Federal Involvement?, *The School Administrator*, 67, 37

Courses Taught

- Politics of Eduation (University of Alaska-Anchorage, M.Ed. Program in Education Leadership)

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

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.

Board Contact Info

Fuller Cowell, Chair (2007-2015)
fcowell@gci.net
222 E. 7th Avenue, #402
Anchorage, AK 99501
907-345-7079 (home) 907-345-7078 (fax)

Patricia Jacobson, Vice Chair (2007-2015)
patjacobson1@mac.com
P.O. Box 8707
Kodiak, AK 99615
907-486-3954 (home)

Bob Martin, Secretary (2005-2013)
rngmartin@gci.net
9354 Rivercourt Way
Juneau, AK 99801
907-789-7157 (home)

Kirk Wickersham, Treasurer (2007-2015)
kirkwickersham@gmail.com
280 West 34th Avenue
Anchorage, AK 99503
907-561-3726 (home) 907-563-2250 (fax)

Timothy C. Brady, Regent (2005-2015)
tbrady@kenbrady.com
4001 Turnagain Blvd. E.
Anchorage, AK 99517
907-243-4604 (work) 907-248-3920 (fax)

Ashton Compton, Regent (2009-2011)
amcompton@alaska.edu
PO Box 751614
Fairbanks, AK 99775
907-723-2213 (cell)

Kenneth J. Fisher, Regent (2009-2017)
oldfarmers@msn.com
10718 Horizon Drive
Juneau, AK 99801
907-523-0800 (home)

Jyotsna Heckman, Regent (2011-2019)
jlheckman2@alaska.edu
PO Box 74434
Fairbanks, AK 99707
907-458-4222 (work) 907-458-4272 (fax)

Mary K. Hughes, Regent (2002-2017)
mkhughes@acsalaska.net
1592 Coffey Lane
Anchorage, AK 99501
907-274-6290 (voice and fax)

Carl Marrs, Regent (2005-2013)
marco077@gmail.com
2239 Sorbus Way
Anchorage, AK 99508
907-339-7214 (work) 907-868-7582 (fax)

Michael Powers, Regent (2011-2019)
mpowers7@alaska.edu
1650 Cowles Street
Fairbanks, AK 99701
907-458-5316 (work) 907-458-5324 (fax)

STAFF:
Jeannie D. Phillips, Executive Officer
Brandi Berg, Executive Assistant
sybor@alaska.edu
University of Alaska
P.O. Box 755300
Fairbanks, AK 99775
907-450-8010 or 8011 (work) 907-450-8012 (FAX)

Brandi Berg – 4 March 2011, Friday 11:39

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Heckman, Jyotsna
U of A Board of Regents

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.

Powers, Michael
U of A Board of Regents

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)

CONFIR-MATIONS 2012

<TARGET><BILL></BILL><SUBJECT>CONFIRMATIONS 2012</SUBJECT><COMM>SEDC27</COMM></TARGET>

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

Friday, March 16, 2012
8:00 a.m. – 9:00 a.m.
Beltz Committee Room, #105 Thomas B. Stewart Building

+ Confirmation Hearing – Professional Teaching Practices Commission
  - Jill Exe – Kaktovik
  - Lou Pondolfino – Anchorage

+ Confirmation Hearing – UA Board of Regents
  - Mari Freitag

* First Hearing
= Previously Heard
+ Teleconferenced

Alaska State Legislature

Senate

Office of the Secretary

Official Business

State Capitol, Room 211
Juneau, Alaska 99801-1182
Phone: (907) 465-3701
Fax: (907) 465-2832
Email:senate_secretary@legis.state.ak.us

Memorandum

TO: Senators Meyer and Thomas, Co-chairs
Education Committee

FROM: Kirsten Waid
Secretary of the Senate

DATE: February 2, 2012

SUBJECT: Confirmation of Governor's Appointment(s)

Pursuant to AS 39.05.080, the President has referred the following name(s) for legislative confirmation to your committee for a hearing, recommendation and report:

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

Resume(s) are available electronically by using the following link and your LAA user login: http://intranet.dcs.confirmation_resumes/

Note that some resumes contain personal contact information for references. Please respect the personal nature of all contact information.

gl #1

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 — August 2007 – May 2008
Teacher (Grades 3, 4, and 5)

North Slope Borough School District – Barrow, Alaska — August 2007 – May 2008
Reading Coach (District-wide)

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 — September 1989 – June 1992
Teacher (1st Grade)

Pleasants Elementary School – Houston, Texas — September 1986 – June 1989
Teacher (1st and 2nd Grade)

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
ICE 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

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

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

Alaska State Professional Teaching Practices Commission

Handbook for Alaska Educators

Revised May 2006

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SECTION I

INTRODUCTION

In 1966 the Professional Teaching Practices Act (AS 14.20) was passed to provide a means of policing ethics and for improving the standards and practices within the education profession. The act created a nine-member commission consisting of five classroom teachers, one principal, one superintendent, one representative from the Department of Education and Early Development, and one representative from higher education, all of whom are appointed by the governor for staggered three-year terms. Since 1973, an Executive Director has been employed to implement the policies and responsibilities of the Professional Teaching Practices Commission (PTPC).

A code of ethics for Alaska educators was adopted by the Commission and promulgated as state regulations. The code, which was rewritten in 2000, provides the ethical standards by which members of the profession are judged.

In general, the Commission deals with matters of professional conduct and certification. It has the responsibility and the power to discipline members of the teaching profession and may issue reprimands and suspend or revoke certificates of educators.

The services and resources of the PTPC are available to any individual or group. Members of the education profession, school board members, agencies, and private citizens may approach the Commission for information and assistance concerning matters of ethics and professional practices in public education in the State of Alaska.

It is the intent of the Professional Teaching Practices Commission to serve as a preventative and positive force in helping to enhance the professional performance of all educators so that the public's right to the best education possible for all of Alaska's students is adequately protected.

Further information may be obtained by contacting the PTPC office at:

Professional Teaching Practices Commission
344 West Third Avenue, Suite 127
Anchorage, Alaska 99501
Phone: 269-6579
Fax: 269-6580

SECTION II

COMPLAINT, INVESTIGATION AND HEARING PROCEDURES

The following is a summary of the complaint, investigation and hearing procedures of the PTPC. When filing a complaint, the Alaska Statutes and Regulations provided in this manual should be reviewed for a full legal description.

The Commission has jurisdiction over persons required by Alaska law to hold a Type A certificate, school administrators, instructors in institutions of higher learning, school program administrators, and school counselors.

A. Complaints

Complaints may be submitted to the Commission by members of the education profession or by the public. Notification by a state agency to the Professional Teaching Practices Commission that an educator has committed a crime may also result in action by the PTPC.

In most cases, locally available procedures for processing complaints should be pursued where they are applicable before filing a complaint with the Commission. These procedures may include parent complaint procedures within the local school district, staff grievance procedures, school board hearings and the like.

A formal hearing is the final step in resolving allegations against educators by the Commission. Upon a finding, by a preponderance of the evidence, that one of the four reasons cited in AS 14.20.030 is applicable, one of the following sanctions may be imposed: 1) a warning; 2) a reprimand; 3) a suspension of the certificate; or 4) a revocation of the certificate.

B. Investigation Procedures

The Commission staff may subpoena and interview witnesses, copy documents, and undertake other activities necessarily incident to an investigation.

C. Hearing Procedures

If the Commission staff determines that there are sufficient facts to warrant a hearing, a formal accusation is issued.

If the respondent does not file a notice of defense, the Commission makes a determination on the record. If the respondent files a notice of defense, the governor appoints an administrative law judge who presides over a hearing.

The hearing is a formal proceeding before the Commission in which the staff and the respondent may be represented by attorneys. All testimony is under oath and subject to cross-examination and all the procedures of the Administrative Procedure Act are observed.

D. Reprimand Hearing

If the staff decides that a violation has occurred but is not of the seriousness to warrant suspension or revocation of a certificate, a reprimand hearing may be conducted.

A reprimand hearing is before a panel of not less than three members appointed by the chair and is conducted in the same manner as the formal hearing.

E. Appeal of Executive Director's Decision

Where a complainant has requested that disciplinary action be taken against an educator but the Executive Director has made the administrative decision to dismiss the complaint on its face or to dismiss the complaint after an investigation, the complainant may appeal the decision. A written appeal must be filed within 15 days of the receipt of the notice of the decision.

The appeal will be heard by a three-member panel appointed by the Chair.

The review will be restricted to evidence previously submitted to the Executive Director.

The panel may uphold the decision of the Executive Director or direct that an investigation be completed and/or the matter brought to a hearing.

The decision of the panel is final and not subject to further appeal.

SECTION III

COMPLAINT SCREENING GUIDELINES

The Commission staff or investigating committee shall screen all complaints to determine whether an investigation is warranted.

1. An investigation may not be warranted if:

   a. The allegation, if true, would not constitute a violation of ethics or law.

   b. An investigation would place the Commission in a position of initial responsibility for investigating allegations which, by law or otherwise, are more appropriately the responsibility of a court of law or another administrative agency or commission.

   c. The complainant did not exhaust locally available school district remedies, including appeal to the school board. This does not apply if: 1) the complaint alleges a breach of ethics of such a serious nature so as to warrant further consideration by the Commission, or 2) the complaint is brought by the Department of Law, Department of Education & Early Development or other state agency.

   d. The complaint involves an allegation of a contract violation for which a grievance procedure had been an available remedy.

   e. The complaint was filed so late as to cause the respondent undue prejudice.

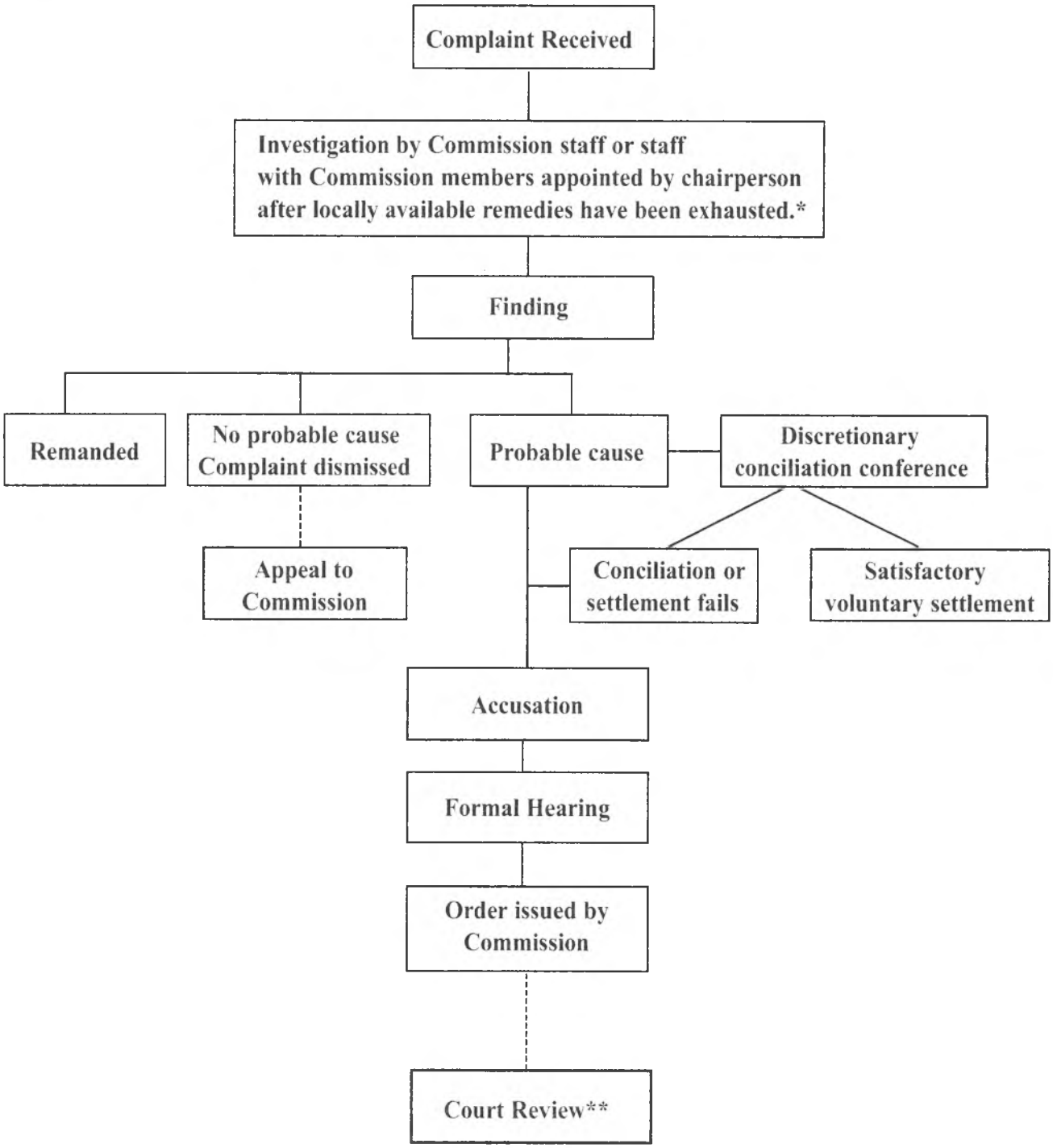
2. a. No complaint shall be investigated if anonymous.

   b. No complaint shall be investigated if frivolous.

3. If the complaint is filed by a third party, an inquiry will be made to determine why such third party filed the complaint before a decision is made to accept it for investigation.

SECTION IV

COMPLAINT, INVESTIGATION AND HEARING FLOWCHART



* Except in unusual circumstances, the Commission will not investigate a complaint until locally available remedies (e.g., grievance procedures, parental complaint systems) have been exhausted.

** Any order issued by the Commission is subject to court review.

TIME EXPECTATIONS

For a case in which a Notice of Defense is filed.

		Minimum	Maximum
1.	Investigation	1 week	12 weeks
2.	Attorney General review of case	1 week	12 weeks
3.	Appointment of Administrative Law Judge	4 weeks	12 weeks
4.	Hearing schedule set by Administrative Law Judge	3 weeks	12 weeks
5.	Commission action	3 weeks	12 weeks
	TOTAL	**12 weeks**	**60 weeks**

Factors that may increase the time to complete a case:

1 Summer vacation when witnesses are not available.
2. Scheduling investigator to remote areas.
3. Litigation in process which precludes witnesses from giving statements or providing documents.
4. Legal appeals to the Administrative Law Judge or the courts.
5. Time between Commission meetings at which action may be taken.

SECTION V

ALASKA STATUTES

Title 14. Education
Article 5. Professional Teaching Practices Act.

Section

370. Teaching profession
380. Creation of a commission
390. Appointment and qualifications
400. Composition of the commission
410. Selection of members
420. Term of office
430. Dismissal
440. Reimbursement
450. Responsibilities of commission
460. Duties of commission
470. Powers of commission
475. Applicability of the Administrative Procedure Act
480. Effect of standards
500. Support
510. Short title

Sec. 14.20.370. TEACHING PROFESSION. Teachers required by state law to be certificated, instructors in institutions of higher learning, school administrators, school program administrators, and school counselors are within the teaching profession.

Sec. 14.20.380. CREATION OF A COMMISSION. There is a commission of professional educators known as the Professional Teaching Practices Commission.

Sec. 14.20.390. APPOINTMENT AND QUALIFICATIONS. The commission consists of nine members appointed by the governor and confirmed by a majority of the members of the legislature in joint session. Each member, in addition to having been actively engaged in the teaching profession for at least five years immediately preceding appointment, shall be a citizen of the United States and a resident of the state.

Sec. 14.20.400. COMPOSITION OF THE COMMISSION. The commission consists of the following members:

(1) five classroom teachers;
(2) one principal;
(3) one superintendent;
(4) one representative of the office of the commissioner;
(5) one representative of an Alaska institution of higher learning.

Sec. 14.20.410. SELECTION OF MEMBERS.
(a) Members of the commission shall be selected as follows:

(1) the five classroom teachers from lists of names submitted by recognized Alaska teachers' organizations, each list not to exceed 12 names; however, in lieu of one of the five, one classroom teacher may be selected from a list of not more than four names signed and submitted by not less than 25 teachers who have no affiliation with any organization qualified to submit nomination lists, with the limitation that no teacher may

sign more than one list in any year;

(2) the principal from a list of three names submitted by the Alaska Principals Association;

(3) the superintendent from a list of three names submitted by the Superintendents Advisory Commission;

(4) the representative of the office of the commissioner from a list of three names submitted by the commissioner;

(5) the representative of an Alaska institution of higher learning from lists of names submitted by Alaska institutions of higher learning, each list not to exceed three names.

(b) The lists shall be submitted to the commissioner who shall submit them as a group to the governor's office.

(c) At least 30 days before a position on the commission is due to become vacant, the chairman shall cause notice of the impending vacancy to be published and to be conveyed to each organized group eligible to submit a list of nominees.

Sec. 14.20.420. TERM OF OFFICE.

(a) The term of office for each member of the commission is three years and, except as provided in AS 39.05.080(4), each member serves until a successor is appointed.

(b) Vacancies shall be filled by appointment by the governor and, except as provided in AS 39.05.080(4), an appointment to fill a vacancy is for the unexpired term.

(c) An individual may not serve more than a total of two 3-year terms.

(d) The commission shall select a chairman from among its members.

Sec. 14.20.430. DISMISSAL. Any member may be removed by the governor for misconduct, malfeasance or nonfeasance in office, or incapacity.

Sec. 14.20.440. REIMBURSEMENT. Members of the commission shall receive per diem according to law and are to be granted administrative leave with full pay by their employer for time spent in the performance of official duties under AS 14.20.370 - 14.20.510. If a member is required to spend more than 15 days in a fiscal year in the performance of official duties under AS 14.20.370 - 14.20.510, the state shall reimburse the employer for costs incurred after the 15th day.

Sec. 14.20.450. RESPONSIBILITIES OF COMMISSION. The commission shall have the initial responsibility of developing, through the teaching profession, criteria of professional practices in areas including, but not limited to:

(1) ethical and professional performance;

(2) preparation for and continuance in professional services; and

(3) contractual obligations.

Sec. 14.20.460. DUTIES OF COMMISSION.

The commission shall

(1) establish procedures, and adopt regulations to implement the purposes of AS 14.20.370 - 14.20.510;

(2) conduct investigations and hearings on alleged violations of ethical or professional teaching performance, contractual obligations, and professional teaching misconduct;

(3) review the regulations of the department as they relate to teacher certification and recommend necessary changes;

(4) review the decisions of the department regarding the issuance or denial of certificates and in its discretion recommend reversal of decisions.

Sec. 14.20.470. POWERS OF COMMISSION.

(a) The commission may

(1) study proposals developed by regular committees of any existing professional organization whose members are within the teaching profession;

(2) subpoena witnesses, place them under oath, and maintain written records;

(3) warn or reprimand members of the teaching profession, if in the judgment of the commission such action is warranted;

(4) suspend or revoke the certificate of a member of the teaching profession for one of the reasons set out in AS 14.20.030 except that in the case of an administrator, the commissioner must concur;

(5) make any recommendation to the board or to school boards which will promote an improvement in the teaching profession;

(6) request assistance through any of the investigative processes of any existing professional teaching organizations when analyzing charges of breach of ethical or professional teaching practices;

(7) appoint an executive secretary, delegate those ministerial functions to the executive secretary as the commission may decide and set the executive secretary's compensation with a starting salary not exceeding range 26, step B of the pay plan for state employees in AS 39.27.011(a).

(b) A decision issued by the commission with the approval of the commissioner under (a)(4) of this section is final.

Sec. 14.20.475. APPLICABILITY OF THE ADMINISTRATIVE PROCEDURE ACT. The Administrative Procedure Act (AS 44.62) applies to regulations and proceedings under AS 14.20.370 - 14.20.510.

Sec. 14.20.480. EFFECT OF STANDARDS. Members of the teaching profession are obligated to abide by the professional teaching standards adopted by the commission.

Sec. 14.20.500. SUPPORT. In addition to available state funds, the commission shall also be financed by members of the profession in accordance with regulations adopted by the department including, if necessary, an increase in the fees for certificates.

Sec. 14.20.510. SHORT TITLE. AS 14.20.370 - 14.20.510 shall be known as the Professional Teaching Practices Act.

Sec. 14.20.030. CAUSES FOR REVOCATION AND SUSPENSION.

(a) The commissioner or the Professional Teaching Practices Commission may revoke or suspend a certificate only for the following reasons:

(1) incompetency, which is defined as the inability or the unintentional or intentional failure to perform the teacher's customary teaching duties in a satisfactory manner;

(2) immorality, which is defined as the commission of an act which, under the laws of the state, constitutes a crime involving moral turpitude;

(3) substantial noncompliance with the school laws of the state or the regulations of the department; or

(4) upon a determination by the Professional Teaching Practices Commission that there has been a violation of ethical or professional standards or contractual obligations.

(b) The commissioner or the Professional Teaching Practices Commission shall revoke for life the certificate of a person who has been convicted of a crime, or an attempt, solicitation, or conspiracy to commit a crime, involving a minor under AS 11.41.410 - 11.41.460 or a law or ordinance in another jurisdiction with elements similar to an offense described in this subsection.

(c) The commissioner or the Professional Teaching Practices Commission shall request the chief administrative law judge (AS 44.64.020), to appoint an administrative law judge employed by the office of administrative hearings to preside at a hearing conducted under this section. AS 44.64.060 and 44.64.070 do not apply to the hearing.

Sec. 14.20.040. APPLICABILITY OF THE ADMINISTRATIVE PROCEDURE ACT. The Administrative Procedure Act (AS 44.62) applies to all proceedings under AS 14.20.030, and revocations and suspensions are final and reviewable in accordance with AS 44.62.560 - 44.62.570.

Sec. 39.25.120(c)(7)(B). PARTIALLY EXEMPT SERVICE. This section provides that the executive secretary of the Professional Teaching Practices Commission is a partially exempt position.

SECTION VI

REGULATIONS

TITLE 4
CHAPTER 06
ARTICLE 2
PROHIBITION OF SEX DISCRIMINATION

4 AAC 06.580(d). Nothing in 4 AAC 06.500 - 4 AAC 06.600 limits the commissioner or the Professional Teaching Practices Commission from seeking to revoke the certification of, suspend, or otherwise discipline an educator who violates AS 14.18 or 4 AAC 06.500 - 4 AAC 06.600.

CHAPTER 18
EMPLOYMENT OF PROFESSIONAL PERSONNEL
SECTION 10
TEACHERS' AND ADMINISTRATORS' CONTRACTS

4 AAC 18.010 (a)(12) all contracts for teachers (as defined by AS 14.20.370) must contain a clause stating that the teacher is obligated to abide by the code of ethics and the professional teaching standards adopted by the Professional Teaching Practices Commission.

TITLE 20
CHAPTER 10
PROFESSIONAL TEACHING PRACTICES COMMISSION

ARTICLE

1. PROFESSIONAL STANDARDS
2. (REPEALED)
3. COMPLAINTS AND INVESTIGATIONS
4. GENERAL PROVISIONS

ARTICLE I
PROFESSIONAL STANDARDS

20 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS.

(a) The following code of ethical standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.

(b) In fulfilling obligations to students, an educator:

(1) repealed 10/25/2000;

(2) may not deliberately distort, suppress, or deny access to curricular materials or educational information in order to promote the personal view, interest, or goal of the educator;

(3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;

(4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;

(5) may not expose a student to unnecessary embarrassment or disparagement;

(6) may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall

make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;

(7) may not use professional relationships with students for private advantage or gain;

(8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;

(9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

(c) In fulfilling obligations to the public, an educator

(1) repealed 10/25/2000;

(2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;

(3) shall cooperate in the statewide student assessment system established under 4 AAC 06.710 - 4 AAC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;

(4) repealed 10/25/2000;

(5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;

(6) may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;

(7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and

(8) may not use or allow the use of district resources for private purposes not related to district programs and operation.

(d) In fulfilling obligations to the profession, an educator

(1) may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, and may not discriminate in employment practice, assignment, or personnel evaluation;

(2) shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

(3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;

(4) may not sexually harass a fellow employee;

(5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;

(6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;

(7) may not deliberately misrepresent

the educator's or another's professional qualifications;

(8) repealed 10/25/2000;

(9) may not falsify a document, or make a misrepresentation on a matter related to licensure, employment evaluation, test results, or professional duties;

(10) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;

(11) may not intentionally file a false or malicious complaint with the commission;

(12) may not seek reprisal against any individual who has filed a complaint, provided testimony, or given other assistance in support of a complaint filed with the commission;

(13) shall cooperate fully and honestly in investigations and hearings of the commission;

(14) repealed 10/25/2000;

(15) may not unlawfully breach a professional employment contract;

(16) shall conduct professional business through appropriate channels;

(17) may not assign tasks to unqualified personnel;

(18) may not continue in or seek professional employment while unfit due to

(A) use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues;

(B) physical or mental disability that impairs the educator's competence or the safety of students or colleagues;

(19) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities.

(Eff. 1/30/75, Register 53; am 8/10/80, Register 75; am 6/16/84, Register 90; am 8/5/90, Register 115; am 7/21/91, Register 119; am 7/28/94, Register 131; am 4/8/99, Register 150; am 10/25/2000, Register 156)

Authority: AS 14.20.030
AS 14.20.370
AS 14.20.450
AS 14.20.460
AS 14.20.480

20 AAC 10.035. MORAL TURPITUDE. For the purposes of AS 14.20.030(a)(2),

(1) "moral turpitude" means conduct that is wrong in itself even if no statute were to prohibit the conduct; and

(2) "a crime involving moral turpitude" includes

(A) homicide;
(B) manslaughter;
(C) assault;
(D) stalking;
(E) kidnapping;
(F) sexual assault;
(G) sexual abuse of minor;
(H) unlawful exploitation of a minor;
(I) robbery;
(J) extortion;
(K) coercion;
(L) theft;
(M) burglary;
(N) arson;
(O) criminal mischief;
(P) forgery;
(Q) criminal impersonation;
(R) bribery;
(S) perjury;
(T) unsworn falsification;
(U) interference with official proceedings;
(V) witness tampering;
(W) jury tampering;

(X) terroristic threatening;
(Y) possession or distribution of child pornography;
(Z) unlawful distribution or possession for distribution of a controlled substance;
(AA) unlawfully furnishing alcohol to a minor;
(BB) felony possession of a controlled substance.

(Eff. 4/8/99, Register 150; am 12/25/2005, Register 176)

Authority: AS 14.20.030
AS 14.20.450
AS 14.20.460

20 AAC 10.040. COMMISSION RECORDS. (a) Records of the commission are open for public inspection and copying, with the following exceptions:

(1) a document required by law or court order to be sealed or otherwise kept confidential;

(2) personnel files;

(3) investigative files, except that documents that have been presented as evidence or filed in an administrative adjudicative proceeding are no longer confidential under this paragraph.

(b) The commission staff may share an investigative file with appropriate law enforcement agencies if instances of criminal misconduct have been alleged or discovered in the course of an investigation.

(c) The respondent may obtain access to the investigative file, except privileged information, through a request for discovery after a formal disciplinary proceeding commences based on the investigation.

(d) All references to a minor in an administrative proceeding and in documents available to the public must be by initials or similar method that maintains the minor's confidentiality. If a minor is called to testify as a witness at a hearing, the commission will, in its discretion, close that portion of the hearing to the general public and will determine who may be present while the minor is testifying. A transcript of the proceeding must refer to a minor by initials or similar method that maintains confidentiality. (Eff. 8/12/82, Register 83; am 4/8/99, Register 150)

Authority: AS 14.20.460
AS 14.20.470

ARTICLE III
COMPLAINTS AND INVESTIGATIONS

20 AAC 10.200. COMPLAINTS. (a) An individual having knowledge of an alleged act by an educator, that would be grounds for discipline by the commission under AS 14.20.030, may file a complaint with the commission. The complaint must be in writing and signed by the complainant, and must contain:

(1) the name, mailing address, and contact telephone number of the individual making the complaint;

(2) the name of and school or location of the educator against whom the complaint is made;

(3) a statement of the facts of the alleged misconduct, including the time and place of the misconduct;

(4) the specific statute or regulation alleged to have been violated, if known; and

(5) any documentation that is relevant to the facts alleged and that is available to the complainant.

(b) The executive director may conduct an investigation if the director learns of information that would be grounds for discipline by the commission under AS 14.20.030.
(c) The educator who is named in a complaint or is the subject of an investigation must be an individual and may not be a board, department, district, institution, education association, or similar organization. (Eff. 7/22/89, Register 111; am 4/8/99, Register 150)
Authority: AS 14.20.460
AS 14.20.470

20 AAC 10.210. COMPLAINT PROCESSING. (a) Upon receipt of a complaint, the commission staff shall determine whether the complaint sets out facts that, if true, would constitute a basis under AS 14.20 upon which the commission could impose a sanction on the educator. If the commission staff determines that a complaint is not sufficient upon its face, the staff shall dismiss the complaint without investigation.
(b) Unless the alleged act would be grounds for discipline under AS 14.20.030, the staff may not investigate school district personnel actions, including hiring, evaluation, transfer, reassignment, or dismissal of staff; or curriculum actions.
(c) The commission staff may decline to accept a complaint until locally available remedies have been pursued.
(d) Before completing an investigation, the staff shall provide the respondent with an opportunity to respond to the complaint.
(e) After beginning an investigation the staff may

(1) file an accusation requesting discipline under AS 14.20.030;

(2) negotiate with the educator for an agreement to bring before the commission for approval, for the imposition of discipline; or

(3) dismiss the complaint.

(f) If a complaint is dismissed under (a), (b), or (e)(3) of this section, the staff shall notify the complainant and advise the complainant of the right to a review under 20 AAC 10.220. (Eff. 7/22/89, Register 111; am 4/8/99, Register 150)
Authority: AS 14.20.030
AS 14.20.460
AS 14.20.470

20 AAC 10.220. REVIEW OF DECISION TO DISMISS COMPLAINT. A complainant may request an administrative review of the staff's decision to dismiss the complaint by filing a written request for review with the commission within 15 days after receipt of notice under 20 AAC 210(f). The review shall be conducted by a panel of not less than three commission members appointed by the chair. The review of the staff's decision shall be limited to the written record and materials used by the staff in the determination to dismiss the complaint. The decision of the panel is the final decision of the commission. (Eff. 7/22/89, Register 111)
Authority: AS 14.20.460

20 AAC 10.230. WARNING OR REPRIMAND HEARING. A proceeding in which only a warning or reprimand is sought will be heard by a panel of not less than three commission members appointed by the chair. (Eff. 7/22/89, Register 111)
Authority: AS 14.20.460
AS 14.20.470

ARTICLE IV
GENERAL PROVISIONS

20 AAC 10.300. PUBLICATION OF COMMISSION ACTION.
(a) A warning is a public record of the commission, but the commission will not initiate public dissemination of the document.
(b) The commission staff shall send a copy of the commission's decision and order to impose sanctions greater than a warning to the following:

(1) the chief school administrator in the district in which the respondent is employed;

(2) the school board president in the school district in which the respondent is employed;

(3) the certification section of the Department of Education for placement in the respondent's file;

(4) the national clearinghouse that maintains records of professional discipline against teaching professionals;

(c) If the disciplinary order is against an administrator, the notice required under (b) of this section may not be given until the commissioner concurs as required by AS 14.20.470(a)(4).
(d) The commission will report on all discipline taken since last publication in the commission's periodic publication of commission activity. The commission will not identify the name of the respondent in cases where only a warning was given.
(e) The commission staff shall notify a complainant of the action of the commission. The notification of a warning or reprimand is limited to a summary of the action. (Eff. 7/22/89, Register 111; am 4/8/99, Register 150)
Authority: AS 14.20.460
AS 14.20.470

20 AAC 10.310. DISTRIBUTION OF HANDBOOK. Copies of the Alaska State Professional Teaching Practices Commission's Handbook for Alaska Educators shall be conspicuously displayed, and available, at every education institution in the state whose employees are members of the teaching profession under AS 14.20.370. (Eff. 1/30/75, Register 53; am 7/22/89, Register 111)
Authority: AS 14.20.460
AS 14.20.470

20 AAC 10.900. DEFINITIONS. In this chapter,
(1) "sexual conduct" includes solicitations for sex; explicit sexual jokes and stories; discussion of the educator's sexual feelings or activities; discussion, outside of a professional teaching or counseling context, of a student's sexual feelings or activities; and "sexual penetration" and "sexual contact" as those terms are defined in AS 11.81.900(j).
(2) "physical abuse" is an action beyond reasonable discipline that results in an adverse physical effect upon a student.
(3) "director" means the person appointed to fill the position of "executive secretary" as described in AS 14.20.470(a)(7). (Eff. 8/5/90, Register 115; am 7/28/94, Register 131, am 4/8/99, Register 150)
Authority: AS 14.20.030
AS 14.20.450
AS 14.20.460
AS 14.20.470
AS 14.20.480

DEPARTMENT OF EDUCATION
4 AAC 12.300(h-j).
CERTIFICATION OF TEACHERS.

(h) An applicant for a certificate shall, on the application, disclose a suspension or revocation of a certificate by this or another state. A teacher who has been issued a certificate by this state shall immediately notify the department of suspension or revocation of a certificate issued by another state. Failure to inform the department of a suspension or revocation as required by this subsection may result in denial or revocation of a certificate.

(i) Any misrepresentations or willful omission of information on a certification application may result in denial or revocation of the certificate.

(j) The department may deny an application for issuance or renewal of a teacher certificate for any reasons that is cause for revocation or suspension under AS 14.20.030. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/20/2005, Register 177)

Authority: AS 14.07.060
AS 14.20.010
AS 14.20.020
AS 14.20.030

SECTION VII

PTPC PROCEDURES

1. The PTPC may issue position statements, subject to the following conditions:

   a. Positions will be formulated on an issue-by-issue basis.

   b. The staff may publicly present only those positions that have been adopted by the Commission on record.

   c. Commission members may, on behalf of the Commission, present only those positions that have been adopted by the commission on record.

   d. Official elaboration and discussion of established positions should be made only by the chairperson and/or the staff.

2. Public comment is limited to five (5) minutes per person. The Commission may extend that to fifteen (15) minutes if deemed appropriate.

SECTION VIII

PTPC BYLAWS

Article I Membership

1. A member of the Commission is encouraged but not required to resign if the member changes professional positions in such a manner that the member does not continue to represent the group making the original nomination for membership. The member is encouraged to make the resignation effective the date that a successor is appointed.

2. In the event a Commission member fails to discharge required duties, removal from office may be requested by a majority vote of the Commission. Such a request will be forwarded by the chairperson to the Governor through the Commissioner of Education & Early Development.

Article II Meetings

1. The Commission shall hold an annual meeting in the fall of each year, with other regular meetings to be set by the Commission.

2. Special meetings may be called by the chairperson or upon written request of four members of the Commission. The Executive Director shall notify all members of the time and place of such meetings.

3. Special meetings may be held by teleconference.

4. The conduct of non-adjudicatory portions of the meetings shall be governed by Robert's Rules of Order, *1971 Edition*, to the extent practicable. In cases of conflict with statutes, regulations, or these by-laws, they will prevail in that order of preference.

Article III Officers

1. The officers of this Commission shall be a chair, vice-chair, and secretary. Each officer shall serve for one year with the privilege of reelection. Elections shall be held in the spring or the first annual meeting in the fall.

2. The chairperson shall preside at all meetings and take such other action as may be authorized by these bylaws or by the members of the Commission. The chairperson shall be privileged to comment or debate from the chair, and must cast a vote on any motion unless there had been prior approval to abstain.

3. The vice-chair shall preside in the absence of the chair, shall perform such other duties as may be specified by the Commission and shall automatically become chair in case the duly elected chair should resign, die or for some other reason fail to serve.

4. The secretary shall insure that records of the activities of the Commission are maintained, and perform such other duties as the Commission may assign.

5. The three officers shall comprise the executive committee of the Commission.

6. The Executive Committee of the Commission shall be empowered to act in emergency situations in order to carry out the responsibilities of the Commission. Any such action must be consistent with the provisions contained in the *Professional Teaching Practices Act*, the *Administrative Code*, and the *Bylaws* of the Commission, as well as any current procedures and/or policies that are in force and which have been approved by the Commission during official meetings of the Commission.

7. Officers shall take office when elected.

Article IV PTPC Staff

1. Director's (referred to as "Executive Secretary" in AS 14.20.470) Job Description. The director:

a. Explains and interprets regulations, code of ethics, school law, and offers advice.

b. Formulates written replies to formal complaints.

c. Conducts investigations of alleged unethical and/or illegal conduct.

d. Initiates and coordinates all aspects of disciplinary hearings, such as writing investigative reports, drafting accusations, requesting administrative law judges, notifying the parties involved both before and after hearings, and arranging for recording court witnesses and meeting(s).

e. Works with the Commission's attorney from the Department of Law regarding complaints and hearings.

f. Prepares the agendas and all relevant reference material and makes all of the necessary arrangements for Commission meetings.

g. Prepares newsletters, annual reports, annual budget documents, case summary documents, charts, and other special reports and projects as required.

h. Regularly reviews school law periodicals, legal opinions, court decisions, arbitration rulings, articles, newsletters, etc.

i. Conducts research on relevant school law issues at the request of the Commission.

j. Writes recommended regulations, position statements, letters, reports, etc.

k. Proposes and administers the Commission's budget.

l. Testifies before the Legislature and State Board of Education & Early Development on Commission matters.

m. Responds to special requests for information by state agencies, educational organizations, the news media, etc.

n. Makes presentations to college classes, conference sections, school district in-service programs, and other public forums regarding professional ethics, certification, and the Commission.

o. Represents the Commission and participates in the State Board of Education & Early Development meetings, conferences, workshops, certification meetings.

p. Drafts subpoenas, accusations and final order documents.

2. Secretary's Job Description. The secretary:

a. Sets up and maintains special files of correspondence and records for current projects.

b. Summarizes and interprets data and prepares reports.

c. Receives and screens telephone calls; uses tact and discretion in public interaction; and maintains confidentiality of Commission business.

d. Arranges for transportation and accommodation of traveling staff members; checks and processes expense claims.

e. Is responsible for all financial coding and budget record keeping.

g. Prepares referrals to the Office of Administrative Hearings and maintains a record of funds encumbered for its services.

h. Keeps current on state administrative procedures.

Professional Teaching Practices Commission
CODE OF ETHICS AND TEACHING STANDARDS COMPLAINT
REQUEST FOR INVESTIGATION

Please type or print clearly in dark ink
Attach additional sheets if necessary

PTPC Case No. _____
PTPC USE ONLY

_____ wish to file the following complaint against
(name)

_____
(name)

whose address is _____
(specify if address is for home or work)

and who is a _____ in the _____ school of the _____
(position)

school district in the State of Alaska. The actions listed below occurred on or about _____
(date)

Attach additional sheets if necessary

I believe that these actions violate the following sections and subsections of the *Code of Ethics and Teaching Standards*, 20 AAC 10.020: _____

These are the previous steps I have taken in trying to solve this problem (please include results of these steps):

I hereby request that the Professional Teaching Practices Commission determine the merits of this complaint and take appropriate action.

Signed _____ Date _____ Telephone No. _____

Address _____

Other persons qualified to give information relative to this problem:

Name _____ Address _____ Telephone No. _____ Position _____

Return form to: **Professional Teaching Practices Commission, 344 West Third Avenue, Suite 127, Anchorage, Alaska 99501 - Phone: 269-6579, Fax: 269-6580**



Professional
Teaching Practices
Commission

344 W. Third Ave. Suite 127
Anchorage, AK 99501
Phone: 269-6579
FAX: 269-6580

Chapter 010 - Professional Teaching Practices Commission

- Professional Teaching Practices Commission
- Teacher Certification Homepage

Section
10. Coverage
20. Code of ethics and teaching standards
30. Distribution of handbook
35. Moral Turptriude
900. Definitions

20 AAC 10.010. COVERAGE.
All members of the teaching profession (as defined in AS 14.20.370) are obligated to abide by the code of ethics and the professional teaching standards adopted by the Professional Teaching Practices Commission.
(Repealed 01/30/75)

Authority: AS 14.20.480

20 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS. (a) The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.

(b) In fulfilling obligations to students, an educator:
(1) repealed 10/25/2000;
(2) may not deliberately distort suppress, or deny access to curricular materials or educational information in order to promote the personal view, interest, or goal of the educator;
(3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;
(4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;
(5) may not expose a student to unnecessary embarrassment or disparagement;
(6) may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
(7) may not use professional relationships with students for private advantage or gain;
(8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;
(9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

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(1) repealed 10/25/2000;
(2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;
(3) shall cooperate in the statewide student assessment system established under 4AAC 06.710-4 ACC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;
(4) repealed 10/25/2000;
(5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
(6) may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;
(7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and
(8) may not use or allow the use of district resources for private purposes not related to the district programs and operation.

(d) In fulfilling obligations to the profession, an educator:
(1) may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical

condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, and may not discriminate in employment practice, assignment, or personnel evaluation:
(2) shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
(3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
(4) may not sexually harass a fellow employee;
(5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
(6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;
(7) may not deliberately misrepresent the educator's or another's professional qualifications;
(8) repealed 10/25/2000;
(9) may not falsify a document, or make a misrepresentation on a matter related to licensure, employment evaluation, test results, or professional duties;
(10) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;
(11) may not intentionally file a false or malicious complaint with the commission;
(12) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;
(13) shall cooperate fully and honestly in investigations and hearings of the commission;
(14) repealed 10/25/2000;
(15) may not unlawfully breach a professional employment contract;
(16) shall conduct professional business through appropriate channels;
(17) may not assign tasks to unqualified personnel;
(18) may not continue in or seek professional employment while unfit due to (A) use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues; (B) physical or mental disability that impairs the educator's competence or the safety of students or colleagues;
(19) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities

(Eff. 1/30/75, Register 53; am 8/10/80, Register 75; am 6/16/84, Register 90; am 8/5/90, Register 115; am 7/21/91, Register 119; am 7/28/94, Register 131; am 4/8/99, Register 150; am 10/25/2000, Register 156)

Authority:
AS 14.20.030 (a)
AS 14.20.370
AS 14.20.450
AS 14.20.460
AS 14.20.480

20 AAC 10.035. MORAL TURPITUDE. For the purpose of **AS 14.20.030**(a)(2),
(1) "moral turpitude" means conduct that is wrong in itself even if no statute were to prohibit the conduct; and
(2) a crime involving moral turpitude includes:
(A) homicide;
(B) manslaughter;
(C) assault;
(D) stalking;
(E) kidnapping;
(F) sexual assault;
(G) sexual abuse of minor;
(H) unlawful exploitation of a minor;
(I) robbery;
(J) extortion;
(K) coercion;
(L) theft;
(M) burglary;
(N) arson;
(O) criminal mischief;
(P) forgery;
(Q) criminal impersonation;
(R) bribery;
(S) perjury;
(T) unsworn falsification;
(U) interference with official proceedings

(V) witness tampering
(W) jury tampering;
(X) terroristic threatening;
(Y) possession or distribution of child pornography;
(Z) unlawful distribution or possession for distribution of a controlled substance;
(AA) unlawfully furnishing alcohol to a minor. (Eff 4/8/99, Register 150)
(BB) felony possession of a controlled substance. (History: Eff. 4/8/99, Register 150; am 12/25/2005, Register 176)

Authority:
AS 14.20.030
AS 14.20.450
AS 14.20.460

20 AAC 10.900. DEFINITIONS: In this chapter,
(1) "sexual conduct" includes solicitations for sex; explicit sexual jokes and stories; discussion of the educator's sexual feelings or activities; discussion, outside of a professional teaching or counseling context, of a student's sexual feelings or activities; and 'sexual penetration' and 'sexual contact' as those terms are defined in **AS 11.81.900**(j).
(2) "physical abuse" is an action beyond reasonable discipline that results in an adverse physical effect upon a student.

PTPC Regs (Eff. 10/25/00)

Revised May 2000

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University of Alaska Statewide System
Bylaws of the Board of Regents

BL01. Name, Authority, and Seal.

A. Name.

The official name of the Board of Regents will be the Board of Regents of the University of Alaska. In these bylaws, the term "board" means the Board of Regents of the University of Alaska.

B. Constitutional Authority.

1. The University of Alaska is established by the Constitution of the State of Alaska, Article VII, Section 2, which provides:

> 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.

2. The Board of Regents and its authority over the University of Alaska is established by the Constitution of the State of Alaska, Article VII, Section 3, which 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. 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.

C. Statutory Authority.
Statutory provisions related to the authority of the Board of Regents over the University of Alaska are contained in AS 14.40.

D. Corporate Seal.
The corporate seal of the University of Alaska will contain an inner circle and an outer circle. The outer circle will contain the name "University of Alaska" and the inner circle will contain the words "corporate seal," and the year "1917" signifying the founding of the University of Alaska.

(02-07-07)

BL02. Appointment, Term of Office, Compensation and Orientation.

A. Appointment of Regents.
Regents will be selected, appointed, and will hold office in the manner provided by law. For purposes of determining the qualifications for office of the student regent appointed pursuant to AS 14.40.150(b), "full-time student" as used in AS 14.40.130(e) means a student enrolled in at least 12 units, or 9 units if admitted as a graduate student. Unless otherwise disqualified for academic or disciplinary reasons, a person who has met the standard of "full-time student" ceases to be a student only upon failing to enroll as a full-time student at the university by the end of the last applicable late registration deadline for two consecutive semesters. For purposes of the preceding sentence, "semester" includes the fall, spring, or summer semester, summer session, or summer term.

B. Term of Office.
The term of office for a regent other than the student regent appointed pursuant to AS 14.40.150(b) is eight years as provided by AS 14.40.140. The term of office begins on the first Monday in February of the year in which the appointment is made. The term of office for the student regent appointed pursuant to AS 14.40.150(b) is two years and begins on June 1 of the year in which the appointment is made as provided by AS 14.40.150(b). Regents serve for the length of their term, until resignation, or until a replacement has been named by the governor.

C. Compensation.
Regents receive no compensation for their service. Regents will receive actual transportation expenses for attendance at board meetings or for other university purposes approved by the board chair. Each regent may elect on an annual basis to receive meals and lodging expense reimbursement in accordance with board travel policy and university regulation; or to receive a per diem allowance as established by the board travel policy and university regulation for each day or portion of a day spent in an actual meeting, or on authorized official business incident to duties as a regent, in accordance with AS 39.20.

D. Orientation.
Each regent will be informed of the powers and responsibilities of members of the board by the board chair and the university president within a reasonable time following the regent's appointment. (02-07-07)

BL03. Duties of the Board of Regents.

The board will be responsible for the governance of the university as provided by the Constitution of the State of Alaska and the laws enacted pursuant thereto. The board may annually review the performance of the board. A failure to perform an annual review is an internal matter and does not affect the validity of any action. (02-07-07)

BL04. Officers.
The officers of the board will be chair, vice chair, secretary, and treasurer. The board may establish or abolish from time to time such offices and positions as may be appropriate to perform the functions of the board. (02-07-07)

BL05. Officer Election, Term of Office, Removal from Office, and Vacancies.

A. Election.
At the annual meeting of the board, the officers of the board will be elected by a simple majority vote. Voting may be by secret ballot. Nominations will be taken from the floor.

B. Term of Office.
The officers of the board will serve a 1-year term of office or until a successor is elected. A regent may not hold office as chair for more than three full consecutive terms.

C. Removal from Office.
An officer of the board may be removed from the office by a simple majority vote of the whole board at any regular or special meeting.

D. Vacancies.
Upon completion of service of a regent holding office, the office becomes vacant. A vacancy created by death, resignation, expiration of the term of appointment or otherwise may be filled at the same meeting, or the next regular or special meeting of the board. A person elected to fill a vacancy serves the remainder of the term of the office vacated. (02-07-07)

BL06. Duties and Powers of Board Officers.

A. Chair.
The board chair will preside at all meetings of the board; will establish and eliminate committees of the board as appropriate; will appoint the chairs and members of all committees of the board unless otherwise specified in these bylaws; will assign individual regents to external boards and commissions; will sign requisitions as provided in AS 14.40.290(a); and will perform such other duties as may be provided by these bylaws or by law. All decisions of the chair are subject to the will of the board. The chair will be entitled to vote in all matters.

B. Vice Chair.
The vice chair will, in the case of the vacancy, absence, incapacity, or resignation of the chair, perform the duties of the chair until the chair returns or is replaced in the manner provided by these bylaws.

C. Secretary.
The secretary will cause to be kept minutes of the meetings of the board; will attend to the serving of all notices required by these bylaws after consultation with the board chair and the university president; will attend to such correspondence as may be assigned; will

perform all duties incidental to the office of secretary; and will sign requisitions as provided by AS 14.40.290(a).

D. Treasurer.
The treasurer will be the custodian of the funds and securities of the university, and will deposit the same in the name of the university in such bank or banks as the board may designate. The treasurer will pay out money under the direction of the board, and will exhibit the records at any time to any person authorized to inspect the same. The treasurer will give a bond for the faithful performance of duties in such sum as the board may prescribe, the premiums to be paid from the funds of the university.

E. Secretary or Treasurer Pro Tem.
In the absence of the secretary or treasurer, the chair may appoint a regent to serve as secretary pro tem or treasurer pro tem who will have all authority of the secretary or treasurer. The appointments may be terminated by a majority vote of the board.

F. Delegation of Powers.
In case of the absence of any officer of the board, or for any other reason that the board may deem sufficient, the board, by majority vote, may delegate the powers or duties of such officer to any member of the board.

(04-08-11)

BL07. Committees of the Board of Regents.

A. Scope.
The committees of the board will study problems in the areas assigned to them and advise the board as to appropriate policy changes and action. Each committee will keep informed with respect to the manner in which the policies of the board are being administered in its assigned area. Unless otherwise specifically directed by action of the board, all committees will be advisory to the board. Committees will be established and eliminated by the board chair, subject to the will of the board. Decisions of committees may be overruled by action of the board.

B. Composition.
Unless committee composition is otherwise provided by these bylaws, committees will consist of not less than three, nor more than five regents appointed by the chair with the chair serving as an ex-officio member of each committee.

C. Committee Chair.
The chair will appoint the chair of each committee, unless otherwise specified in these bylaws.

D. Term.
The 1-year term of all committee appointees will expire concurrently with the term of the officers of the board.

E. Specially Designated Committee Members.
The chair of each committee may designate any regent who is present at a committee meeting, but is not a regular member of that committee, to serve as a special member of the committee in the event that a regular member is absent from the meeting. Specially designated committee members will enjoy all the rights and privileges of regularly appointed committee members for the duration of the scheduled meeting, including the right to vote.

F. Audit Committee.
The Audit Committee is established as a standing committee of the board. The committee shall be responsible for advising the board on matters relating to stewardship of University finances and assets, for oversight of internal and external audit functions, and for ascertaining the existence and adequacy of accounting and internal control systems and safeguards over University assets. The committee shall recommend to the board the selection of the University's external auditors.

G. Audit Committee Charter.

1. The primary function of the Audit Committee is to assist the board in fulfilling its oversight responsibilities relating to: the university's financial statements, systems of internal control, compliance with legal and regulatory requirements, and the independence and performance of the external and internal audit functions. The committee shall maintain free and open communication among the committee, independent auditors, the internal auditors and management of the university.

2. Members shall be independent of management of the university and its component units and related organizations, and be free of any financial or personal relationship that would impair such independence. If possible, a majority of members shall be financially literate and at least one member shall be a financial expert. "Financial literacy" means being able to read and understand fundamental financial statements. "Financial expert" means a person who has one or more of the following: an understanding of generally accepted accounting principles and financial statements, experience applying such principles, experience preparing or auditing financial statements, experience with internal controls, and an understanding of audit committee functions.

3. Management is directly responsible for the preparation, presentation, and integrity of the university's financial statements and for the appropriateness of the accounting principles and reporting practices used by the university. The committee is responsible for overseeing management's efforts to meet those responsibilities in a reasonable and appropriate manner. The principal duties and responsibilities of the committee include:

   a. the appointment, compensation, oversight, and retention of the independent external auditor; the external auditor shall report directly to the committee;

b. the approval of all audit and non-audit services provided by the external auditor; pre-approval authority may be delegated to the committee chair, subject to later ratification by the committee;

c. appropriate rotation of the lead external audit partner on the audit engagements;

d. providing sufficient opportunity for the external auditors, the internal auditor, and the general counsel to each meet privately with the committee;

e. inquiring of management and the external auditor about the effectiveness of the university's system of internal controls;

f. inquiring of management, the independent auditors and the internal auditors about: the appropriateness of the university's accounting principles, the consistency in the application of those principles, the degree of aggressiveness or conservatism used in applying those principles;

g. inquiring of management, the external auditors and the internal auditors about the clarity and completeness of the financial statements and related disclosures, including the appropriateness of any significant changes in accounting principles;

h. reviewing with management and the independent external auditor all matters required to be communicated to the committee under generally accepted auditing standards, including communications under Statement of Auditing Standards No. 61 "Communications with Audit Committee", as amended; reviewing and approving the annual financial statements of the university and the audit report on Federal Awards as required by OMB Circular A-133, also known as the single audit; the report on the single audit is completed at a later date than the university's financial statements;

i. reviewing periodic reports from the internal auditor regarding all audit activities at the university;

j. reviewing, as needed, the internal audit charter and audit protocols under P05.03.010 – 05.03.018 and making recommendations to the board regarding changes and enhancements;

k. maintaining adequate policies and procedures for addressing complaints regarding accounting controls and reports of financial fraud;

l. reviewing briefings from the internal auditor, general counsel, or management on financial fraud situations and/or whistleblower complaints;

m. the development and monitoring of the university's conflict of interest policies, principles of employee conduct, and fraud policy; and

n. reporting the results of the committee's activities to the board .

H. Special Committees.
The board chair may appoint such special committees with such membership and responsibilities as the chair may determine.

(04-08-11)

BL08. Meetings of the Board of Regents and Committees.

A. Open Meetings and Voting.
Meetings of the board and its committees will be open to the public as required by AS 44.62.310. The board will provide adequate facilities for members of the public to attend board meetings. During public session of the full board, any vote may be taken by roll call at the discretion of the chair. Roll call votes will not be used in committee meetings except those conducted by teleconference.

B. Executive Sessions.
To the full extent allowed and pursuant to procedures provided by AS 44.62.310, the board or a committee of the board may go into executive session upon majority vote. Voice votes are authorized on all motions made during executive sessions. At any time during executive session, without regard to how the regent voted, a motion to reconsider the motion to go into executive session may be made by any regent, and discussed by the board or committee in executive session. If the board makes findings during an executive session, the findings will be made a part of the record of the proceedings and will be open to inspection by the public at reasonable times.

C. Meeting Dates.
The date and location of regular or special meetings of the board will be fixed by the board from time to time. Special and emergency meetings may also be called by the board chair, university president, or at the written request of any three regents, provided the notice as required by these bylaws is given.

D. Annual Meeting.
The Annual Meeting of the board shall be the last regular meeting of the calendar year. The board shall elect its officers at the annual meeting. At the annual meeting, the board shall review its performance and set its goals for the upcoming year.

E. Notice of Meetings.

1. In accordance with AS 14.40.160(b), thirty days public notice will be provided for regular meetings of the board. Ten days public notice will be provided for special meetings of the board. Emergency meetings may be called without public notice.

2. Notice of all board meetings will be given to each regent and will specify the time and place of the meeting. Unless all regents are present, action taken at a special

or emergency meeting must be directly related to the purpose of the meeting as noticed to regents. Notice will be deemed given, whether or not such notice is actually received, by means of any of the following methods:

a. mailing written notice by the United States Postal Service postage prepaid to the last known address of the regent at least 96 hours prior to the time of meeting;
b. attempting to give verbal notice by telephoning the business or residence of the regent at the last known telephone number of the regent and leaving a message notifying the regent of the meeting; or leaving a message to return the call, and, if the call is returned, notifying the regent of the meeting;
c. providing written notice by facsimile transmission to the last known facsimile telephone number of the regent; or
d. mailing notice by electronic mail receipt requested to the last known email address of the regent.

F. Disputes Concerning Notice.
The board has the final determination of all disputes concerning the giving of notice.

G. Quorum.
No business may be transacted at any meeting of the board unless at least six regents are present. There will be no proxy permitted. There is no quorum requirement for committee meetings. Official action of the board requires the affirmative vote of the majority of the whole board.

H. Rules of Order.
When not in conflict with any of the provisions of these bylaws or other law, the latest revision of *Robert's Rules of Order* will constitute the rules of parliamentary procedure applicable to all meetings of the board.

I. Unanimous Consent.
In meetings of the board or its subcommittees that are not held by teleconference, the chair may elect to seek unanimous consent, in which case, the following process shall be used. The chair shall ask if there is any objection to unanimous consent to a motion or action. If no regent objects, all regents present at the time shall be counted and recorded as voting to approve the action or motion. In such event, the chair should announce that there was no objection so all regents present will be counted as voting in favor of the action or motion. If any regent present objects to unanimous consent or requests another method of voting, a roll call vote or other appropriate method of voting shall be used.

J. Agenda.

1. An advance agenda for committee and full board meetings will be prepared by the president as approved by the officers of the board, and distributed along with relevant supporting papers, reports, or other communications or exhibits pertaining to agenda items so that it is received by each regent at least seven days prior to any meeting of the board. The 7-day requirement may be waived by the

chair of the board at the request of the president. The provisions of this paragraph are for guidance in preparation for meetings and do not affect the validity of actions of the board.

2. The first order of business at any meeting of the board will be the adoption of the agenda for the meeting. At that time, an item of business may be added to or deleted from the agenda upon a majority vote of the board or committee members present. After the agenda has been adopted by the board or committee, changes can be made upon a two-thirds vote of the members present.

3. The board, its committees, and subcommittees, may conduct public forums or hearings without a formal agenda for the forums or hearings, provided that such meetings are properly noticed in accordance with these bylaws.

K. Effective Date of Actions.
Board action will be effective at the time of the action, unless otherwise specified in the motion.

(02-07-07)

BL09. Public Testimony.

Subject to the will of a majority of the board, the chair may offer an opportunity for public testimony at regular meetings upon such terms as deemed appropriate and may limit the amount of time allocated to any particular individual or issue.

(02-07-07)

BL10. Presentations.

The board may allow presentations by individuals or groups external or internal to the university. Persons or groups not having submitted a timely request in advance of the meeting to make a presentation at a board meeting may be recognized from the floor at the sole discretion of the chair. The chair may limit the length of any presentation.

(02-07-07)

BL11. Minutes; Public Inspection.

A. The minutes of full board meetings will record the action taken on motions or resolutions and, once approved, will be the official record of board actions. The minutes will reflect at least the statement of the problem considered, pertinent recommendations, action taken by the board, and the result of the vote. The minutes will reflect how each regent voted. Separate minutes will not be prepared for proceedings of executive sessions and committee meetings.

B. The approved minutes of the board and other records of public sessions of the board will be available for public inspection under reasonable rules during regular office hours. Minutes shall be retained indefinitely in printed form.

(02-07-07)

BL12. University President.

In accordance with Article VII, Section 3, of the Alaska Constitution, the board will appoint the president by a majority vote of the whole board and fix the president's compensation. The board may annually review the performance of the president. A failure to conduct a performance review is an internal matter and does not affect the validity of any action.

(02-07-07)

BL13. Indemnification.

The board will defend, indemnify, and hold harmless board members and officers, university officers and employees, and members of advisory bodies and councils established by policy or regulation from any and all liability or damage arising out of acts on behalf of the board and the university performed within the course or scope of their official duties.

(02-07-07)

BL14. Board Policies.

The board may adopt, amend, or repeal policies. Action by the board to adopt or amend a policy of the board may be taken at any regular, special, or emergency meeting by a simple majority vote, but any proposed policy or policy proposed for amendment must appear in the advance agenda of the meeting.

(02-07-07)

BL15. Bylaws and Policy Manual.

The board will maintain its bylaws and policies in the form of a compiled manual entitled "Regents' Bylaws and Policy," which will be made available for public inspection.

(02-07-07)

BL16. University Regulations.

The president is authorized to adopt regulations consistent with bylaws and policies of the board and maintain them in the form of a compiled manual entitled "University Regulations," which will be made available for public inspection. The lack of a regulation anticipated in policy is an internal matter and does not create a right of action for any purpose.

(02-07-07)

BL17. Actions by the Board of Regents; Ratification; Objections.

A. The board at any meeting may take action by motion that is consistent with these bylaws, even if inconsistent with adopted policy.

B. Requirements of these bylaws may be waived at any time by unanimous consent of all regents who are not disqualified from acting on the matter. Actions of the board in violation of these bylaws may be ratified by a majority vote at a meeting of the board at least three days following notice of the action to all regents.

C. Objections to proceedings or action taken during meetings must be made as soon as reasonably possible and the right of a regent to object may be waived by action of that regent which is inconsistent with the objection.

(02-07-07)

BL18. Priority in the Event of Conflict.

If provisions conflict, the following order of priority will apply:

1. Bylaws
2. Regents' Policy
3. University Regulation
4. Major Administrative Unit (MAU) Rules and Procedures.

(02-07-07)

BL19. Amendment and Review of Bylaws.

A. Bylaws may be amended by a majority vote of the whole board at any regular or special meeting. Any proposed amendment, however, must be filed with the secretary of the board at least 14 days prior to the meeting at which the proposed bylaw or amendment to these bylaws will be acted upon, and a copy of the proposed bylaw or amendment to these bylaws will immediately be transmitted by the secretary to each member of the board. A proposed amendment filed and noticed timely may be further amended by a two-thirds majority vote of the whole board at the regular or special meeting specified in the notice.

B. The filing and notice provisions of this section may be waived by unanimous consent of all regents.

C. Every five years, the university administration will report to the board on the status of the bylaws, making such recommendations as to revisions, additions and/or deletions as appear appropriate.

(02-07-07)

BL20. Referral of a Regent for Possible Impeachment

A. Upon a simple majority vote of the whole board finding that it is in the best interests of the university to do so, the board may refer a regent to the senate with a recommendation that the senate consider impeachment of the regent.

B. Grounds for referral may include:

1. A criminal complaint, presentment, information, indictment or conviction involving a felony in any jurisdiction;

2. An information, formal criminal charges or conviction of a misdemeanor involving dishonesty, breach of trust, or the University of Alaska;

3. A probable cause determination of a knowing ethics violation under AS 39.52 that results in an accusation under consideration by the personnel board, or a recommendation of removal from office under AS 39.52.410(b)(3);

4. Circumstances indicating: conduct that necessarily brings the university into disrepute; material, repeated and documented neglect of duty; or a regent's inability to serve for an extended period;

5. Judicial proceedings involving or an adjudication of incompetence;

6. A formal allegation or charge, or a final decision, by a professional or occupational licensing body, alleging or finding a violation of the relevant licensing statutes or regulations that is related to the regent's ability or fitness to serve as a regent; or

7. Failure to possess the qualifications of a regent under AS 14.40.130.

C. The following process shall be followed in considering a motion to refer for possible impeachment. Consistent with AS 44.62.310(d)(5), the Open Meetings Act does not apply and all meetings regarding a possible referral shall be conducted in executive session. The process shall maintain confidentiality consistent with the circumstances and the requirements of the review:

1. Any member may request an executive session to discuss appointment of a review committee;

2. The board may consider a motion to appoint a review committee. If a simple majority of the whole board approves the motion:

   a. The chair shall appoint a review committee of not less than three members and provide written notice to the affected member of the makeup of the committee and the stated grounds for possible referral;

   b. The review committee shall gather information relevant to the stated grounds for referral, offer the affected member an opportunity to comment on the information gathered, and make a written report of its review, findings and recommendation to the secretary of the board. The report shall be confidential unless a referral for impeachment is made, at which point any further release shall be made in accordance with this bylaw and applicable law. The secretary shall immediately distribute the report to all members of the board, including the affected member.

3. The chair shall schedule a meeting to consider the report, to occur at least 14 calendar days after distribution. The board shall consider information

the affected member provides in response to the report that is relevant to the issue of referral and consistent with the question before the board.

4. The board shall consider whether it is in the best interests of the university to refer the affected member for possible impeachment.

   a. In accordance with AS 39.52.120(a)(4), *Roberts Rules of Order* and this bylaw, the affected member may not participate in the vote, but is considered an active member for purposes of the required majority.

5. If the motion passes by the required majority the secretary immediately shall transmit the motion, the report and any written response or materials provided by the affected member to the president of the senate.

   a. The board shall reconvene in public session and the motion shall be entered in the official minutes of the board.

(03-09-12)

REPORT: CONTRIBUTION OF UAF LIFE SCIENCES RESEARCH TO THE STATE OF ALASKA (2009)

<TARGET><BILL></BILL><SUBJECT>REPORT CONTRIBUTION OF UAF LIFE SCIENCES RESEARCH TO THE STATE OF ALASKA (2009)</SUBJECT><COMM>SEDC27</COMM></TARGET>

Contributions of UAF Life Sciences Research to the State of Alaska

In Support of Funding for the UAF Life Sciences Innovation and Learning Facility

Prepared for:

University of Alaska Fairbanks

Prepared by:

McDowell GROUP

Juneau • Anchorage

February 2009

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Executive Summary

The purpose of this study is to demonstrate the economic, social, and cultural benefits to Alaskans of the life sciences programs at the University of Alaska Fairbanks. The Life Sciences Innovation and Learning Facility is the number one new capital project priority for the University of Alaska system. This study highlights the important contributions of UAF life sciences research and the critical need for the new facility.

Critical Need for a New Life Sciences Facility

The Life Sciences Innovation and Learning Facility is designed to meet the critical need for updated classrooms and provide research space allowing for UAF's continued growth in its successful life sciences research programs. It will be difficult for UAF to expand life sciences research grant revenues without new facilities. Currently, there is insufficient space in modern facilities to attract and retain top researchers.

The new facility will feature 37,000 square feet of academic space, including approximately 40 classrooms with computer and lab capabilities, and a lecture hall capable of seating 80 students. The research space, at 50,000 square feet, will provide 18 research labs and 10 support labs.

The UAF Life Sciences Innovation and Learning Facility is a scaled-down version of the Biological Sciences Facility (BIOS). Total cost for the new 87,000-square-foot research and teaching facility is $102.82 million. UAF has committed to non-General Fund support for 20 percent of the new facility. The FY10 University of Alaska capital budget requests state General Funds of $82.2 million and provides non-General Fund support from UAF totaling $20.6 million for the new Life Sciences facility.

Benefits to Alaska of a New Life Sciences Innovation and Learning Facility

- **STIMULATES A HIGH-VALUE GROWTH INDUSTRY FOR ALASKA: Life sciences research is a high-value growth industry, and the facility is essential to capitalize on this growth. Externally funded life sciences research expenditures at UAF is $20 million with potential for much more if adequate research space is available.** The new facility is essential for UAF to attract and retain top researchers, and allows for continued growth (+30 percent in 5 years) in externally funded research.

- **EXCELLENT RETURN ON INVESTMENT OF ALASKA'S PUBLIC DOLLARS: Every $1 in General Fund money invested in research at the University of Alaska yields $6 in research funding attracted from out-of-state sources.** In essence, life sciences research functions as a basic industry – just as do mining, tourism, seafood and oil – attracting revenue and good jobs into Alaska, stimulating economic growth. The new facility will stimulate research revenue growth and increase Alaska's funding leverage even further.

- **INCREASES THE VALUE OF ALASKA EDUCATION: Additional research increases the value of student education.** The new facility will allow positive interaction among life sciences faculty and students, with research adding value to the student experience, and in turn, engaging more Alaska students in science and health care related careers.

- **ADDITIONAL RESEARCH PROGRAM GROWTH: Critical mass is essential for attracting the best researchers and tens of millions of dollars in additional research funding.** The University of Alaska competes with other universities for research funding and the best researchers. A competitive facility will help attract top researchers who will intern attract additional researchers.

- **ADDITIONAL ALASKA ECONOMIC GROWTH: Continuing economic growth from research will benefit the overall University of Alaska system and Alaska as a whole.** Economic benefits of research include increasing employment, payroll, and expenditure impacts; construction activity impacts; and substantial indirect cost recovery revenue from research programs ($26 million in FY 2007) that accrues to the overall University of Alaska system.

- **MORE ALASKAN GRADUATES SERVING ALASKA: The facility will have a positive impact on creating Alaskan graduates for Alaskan jobs.** UAF life sciences graduates tend to stay in Alaska and already fill many important professional positions throughout the state in business, government and health care. A new facility will help attract and retain more Alaskan students.

- **RESEARCH BENEFITS ARE FOR ALASKANS: Increased contributions of life sciences research benefit the lives of all Alaskans.** Life sciences research is aimed at benefiting Alaska's people and communities. Potential discoveries related to diabetes, food safety and nutrition, SIDS, avian flu, and therapies that may help victims of stroke, heart attack and traumatic brain injury, are just a few examples of the hundreds of research projects currently underway at UAF with potential statewide benefits.

Below are highlights and key points from this study. The body of the document provides greater detail on the impacts and benefits of the life sciences program at UAF.

Importance of Research at UAF

- The majority of UA research (more than 90 percent as measured by research expenditures) takes place at UAF. UAF research expenditures of funding from external sources was approximately $113 million in FY07, up 30 percent from FY02.

- UAF received 424 grants and managed more than 1,446 grants in FY07.

- Indirect cost recovery (ICR) is an important revenue source for UA. Of the $30.9 million in ICR revenue in FY07, $26 million (85 percent) was generated by research at UAF. If UAF research grants stagnate or decline, so will ICR, which would negatively impact UAF and the entire UA system.

- The federal government, through agencies such as the National Institutes of Health, National Science Foundation and Department of Defense, funded the majority (88 percent) of research at UAF in FY07.

UAF Research Funding

- UAF was successful in acquiring federally funded life sciences research capacity-building grants worth $95 million for 2000 to 2014 with an additional $17.7 million pending.

- As a result of the research capacity created at UAF, they have been able to acquire competitive life sciences grants worth an additional $29 million.
- For every $1 of State-funded research UAF received, UAF was able to leverage an additional $5.80 from external funding sources.
- Even though UAF has been historically successful in leveraging state funding, strong General Fund support is still needed to provide the infrastructure (including facilities and human resources) that will allow UAF to be competitive for future grants. General Fund support is used by the university for recruitment, salaries, offices, laboratories, and equipment to build capacity.

Research at UAF

One area of research where UAF has become particularly strong is life sciences. Almost all UAF life sciences research and teaching takes place in two units, the Institute of Arctic Biology (IAB) and Idea Network of Biomedical Research Excellence (INBRE). There are many research programs within these two units that are important and beneficial to Alaskans.

The largest component of UAF life sciences research and academics is contained within the IAB. IAB currently supports roughly 150 ongoing research projects, and IAB faculty (through the Department of Wildlife and Biology in the College of Natural Sciences and Math) are responsible for all academic delivery for classes in life sciences.

INBRE studies organisms that cause diseases in Alaska and toxic substances in our environment. INBRE also has a mission of outreach and support for students (high school and college) who show interest in life sciences research. Combined, IAB and INBRE have approximately 150 faculty, staff and graduate student assistants at UAF. IAB and INBRE had combined research expenditures of nearly $22 million[1]. The majority of expenditures were for wages and benefits, commodities, services and equipment at UAF.

Life sciences research at UAF is ultimately about people, especially Alaskans. Some of the major life sciences programs and projects beneficial to Alaskans under IAB and INBRE are described below.

Monitoring Toxicants and Disease in Alaska

UAF researcher Todd O'Hara is studying contaminants and infectious disease in the Arctic. Infectious agents and toxicants can be easily transmitted through commercial, sport and subsistence harvest in Alaska. INBRE toxicology projects study animals that are at the top of the food chain such as Arctic fox, polar bear and Stellar sea lions, and numerous subsistence foods.

What effect do toxicants have on animals and people? If diets change because of changing environmental conditions, will these animals be exposed to new or higher levels of toxicants and/or infectious agents? If so, how will this affect their health, as well as the health of Alaskans who rely on fish and game for food?

[1] The majority of INBRE expenditures were at UAF but INBRE also supports research at UAA and UAS.

Another of O'Hara's roles is to study and understand how infectious diseases are present in Alaska and how they can be transmitted to the public via handling and consumption of fish and wildlife. For example, there have been periodic outbreaks of rabies in Arctic foxes on the North Slope; this is potentially hazardous to North Slope residents and oil field workers. The better these outbreaks are understood, the better the public can be educated about the associated risks, and measures that can be taken to avoid contact with these diseases.

Center for Alaska Native Health Research (CANHR)

CANHR's mission is "to build and increase research capacity that will contribute knowledge to improve Alaska Native health." The primary focus of this research center is on obesity and its relationship to diabetes and cardiovascular disease among Alaskan Natives. CANHR seeks new knowledge through research that can ultimately be applied to understand, reduce and prevent health disparities in Alaska's Native communities. CAHNR partners with the Yukon-Kuskokwim Health Corporation and communities in Southwest Alaska, using a collaborative approach that incorporates local knowledge and culture into the process of scientific investigation. Following are two of CANHR's current projects.

UAF Research into Contaminants and Nutrients in Alaskan Subsistence Foods

This CANHR project is also headed by researcher Todd O'Hara. It takes the "under the microscope" work of INBRE and utilizes it to the study of how nutrients and toxicants (such as mercury, PCB's DDT, lead, arsenic and many other pesticides) directly affect Alaskans. As these toxicants work their way up the food chain, they can eventually impact human health.

UAF laboratories measure toxicants in subsistence foods such as salmon, seals, and reindeer and go beyond the lab to study how their consumption affects humans. The project also measures nutrient levels in these traditional foods. Contaminant and nutrient levels in foods that are dried, smoked, baked or rendered may change, becoming more or less concentrated. Certain preservation methods can neutralize toxicants and/or impact the nutrients available. This research is very relevant to the health of all Alaskans who consume fish and game. From an economic standpoint, Alaska needs to be vigilant in protecting the pristine image of our valuable commercial marine resources. Scientists are also learning new things about the nutritional benefits of eating fish, an important message for the state's commercial fishing industry.

Alaska Basic Neuroscience Program (ABNP)

ABNP strives to expand and stimulate basic neuroscience research (scientific study of the nervous system) with a focus on protection of the nervous system, including the brain, from disease such as stroke or physical injury. ABNP scientists also study sudden infant death syndrome (SIDS), a particular risk for Alaska infants, by studying how breathing is controlled.

UAF Sudden Infant Death Syndrome Research

SIDS is the leading cause of death in the US for infants one month to one year old. The national rate of SIDS deaths is about 0.7 (less than one) per 1,000 births. Caucasian babies born in Alaska die of SIDS at more than twice the national rate (1.6 per 1,000), and babies born to Alaska Natives die of SIDS at more than five times the national average at 3.6 per 1,000 births. SIDS is an Alaskan problem.

A look at occupational death rates helps to put Alaska SIDS death rates in perspective. In the 1990s, Alaska workers had a death rate of 0.22 per 1,000. The Alaska rate is five times that of the overall US work-related fatality rate. When you compare the Alaska worker death rate with SIDS death rates for approximately the same period, SIDS mortality among Caucasians in Alaska was seven times higher and 16 times higher among Alaska Natives than worker deaths. By far, the most dangerous occupation in Alaska is being an infant. ABNP researcher Mike Harris and his team are working to reduce vulnerability by looking at genetics, biology and behavior in Alaskan babies.

Another UAF SIDS-related research project is led by Barb Taylor and her team. They are looking at the potential effects of exposure to alcohol and nicotine on infants and unborn babies as risk factors in SIDS vulnerability. Other UAF SIDS research is trying to determine if alcohol and nicotine exposure affects the central nervous system and carbon dioxide transfer.

Hibernation Science

The Center for Molecular and Genetic Studies of Hibernation monitors Alaskan animals like the arctic ground squirrel and black bear. These hibernators spend each winter in a state in which their need for food and water is reduced to zero for six to eight months at a time. During hibernation, these animals are also resistant to harm from low blood pressure and the minimal availability of oxygen and blood sugar. Ground squirrels actually spend part of their time in hibernation with their body temperature below freezing with no ill effect.

If researchers can determine how the mechanisms that allow hibernating animals to slow body function work, there is potential for new therapies and drugs that, when administered to humans, would slow body function (including the onset of damage) and could allow first responders to stabilize patients with life-threatening conditions.

This research could lead to increasing the time that sick and injured patients have to get to a critical care facility, increasing their chances of recovery. This could be especially important in Alaska where many residents are injured in remote vehicle, ATV and snow machine accidents, or work in remote locations in the timber, fishing, oil, gas and mining industries and are hours or even days away from a critical care facility. The US Army has been financially supportive of this cutting edge research at UAF because of the potential for stabilizing seriously injured soldiers prior to treatment.

Bird Flu Research

According to the Center for Disease Control and Prevention, "The highly pathogenic avian influenza A H5N1 animal outbreak in Asia, Europe, the Near East, and Africa is not expected to diminish significantly in the short term. It is likely that H5N1 virus infections among domestic poultry have become endemic in certain areas and that sporadic human infections resulting from direct contact with infected poultry and/or wild birds will continue to occur. So far, the spread of H5N1 virus from person-to-person has been very rare, limited and unsustained. However, this epizootic (transferrable from animals to humans) continues to pose an important public health threat."[2]

[2] Center for Disease Control and Prevention website 2/6/2009. http://www.cdc.gov/flu/avian/outbreaks/

UAF researcher Jon Runstadler and his team have been researching biological mechanisms in birds (mostly ducks). How are the viruses transferred among birds? How are they transferred to humans? What are the risks to human health in Alaska?

The migration routes of many species of ducks cross paths where Alaska and Asia meet over the Bering Sea. There is potential for Asian ducks to spread H5N1 bird flu to Alaska and other parts of North America. If the highly pathogenic H5N1 were to occur in Alaska, there could be serious implications for the health of Alaskans.

Because of the capacity built by INBRE, Runstadler's team was able to acquire RO1 grant funding for the Center for Rapid Influenza Surveillance and Research (CRISAR). This five-year, $3.8 million, NIH-funded RO1 grant is a joint UAF, UCLA and UC Davis research project. The research involves surveillance and monitoring of birds in the US, Russia, Japan, China and Southeast Asia to see were there may be a potential threat of an outbreak of bird flu. The study looks at how the virus is carried and transferred as birds migrate around the Pacific Rim. CRISAR is an excellent example of how place-based research has been enhanced by the research capacity built through INBRE. CRISAR allows UAF to use its traditional strengths in wildlife biology to benefit people both inside and outside of Alaska.

Life Sciences Academic Program

Some of the benefits of investment in UA research are quantifiable; however, many benefits are less readily valued. How do we quantify the results of research spending that excites a young Alaskan student to pursue an academic career in a science or health-related field, who then returns to her home community and increases the quality of life for those she serves? UAF research, in close coordination with academic programs, allows many Alaskans opportunities to pursue science or health-related education that not only lead to better income and increased quality of life for their household, but also provides benefits to many other Alaskans and their communities.

Enrollment

- With nearly 500 degree-seeking students, the UAF biology and wildlife program is one of the largest degree programs in the entire UA system. This includes enrollment of over 300 life sciences graduate students. Compared to other programs, UAF life sciences programs, particularly biology, have seen the greatest increases in enrollments at UAF in recent years.

Quality Faculty

- Academic delivery in life sciences at UAF is provided by some of the best researchers in their fields. In order to attract and retain these top instructors, UAF academic facilities need to be on par with other institutions.

- If top researchers can be attracted to UAF, they not only bring their research skills but also increase the number and quality of classes that can be offered at UAF. Additionally, the availability of high-quality research options provides critical hands-on experiences where students can apply their academics.

Alaskan Graduates

- Producing graduates with the skills needed by businesses, government and other agencies in Alaska is a crucial contribution of UA to the state's economy. UA graduates also contribute to the Alaskan economy at a higher level than non-graduates (on average, university graduates earn substantially more over their lifetime than non-graduates).

- UAF educates Alaskans who will be making policy decisions for Alaskans. UAF graduates have worked for local, state and federal agencies such as schools, Alaska Department of Fish and Game, National Park Service, US Forest Service and US Fish and Wildlife. Many of these positions have direct influence on issues that affect all Alaskans.

- Alaskan graduates tend to live and work in Alaska, helping the economy grow and serving state residents. Nearly two-thirds of UAF graduates (from 1989 to 2006) were still living in the state of Alaska in 2006. Rural Alaskan graduates have an even higher likelihood of staying in the state after graduation.

- As of 2005, nearly three-quarters of UAF graduates still living in Alaska worked in a field related to their UAF education. This high retention rate is an important element in creating economic growth within the state.

The Economic Impact of Life Sciences Research

Impacts of Construction

The following impacts of construction of the new Life Sciences Learning and Innovation Facility are estimated based on a 2006 McDowell Group study of the impacts of construction of the BIOS facility. Cost estimates for BIOS were $105 million in 2006; the cost of the redesigned Life Sciences Innovation and Learning Facility is estimated at $102.8 million. Adjustment were made for inflation and cost differences.

- **There will be a substantial amount of short-term employment and economic activity related to the construction of a new Life Sciences Facility in Fairbanks** as well as in other areas of the state. Estimated statewide output associated with facility construction would be substantial, at about $170 million in total direct economic output, $80 million in labor income, and annual average employment of about 370 workers over a four-year construction period. A total of about $145 million ($103 million for construction plus $42 million in indirect and induced spending) in spending activity would occur in the Fairbanks economy.

- **The economic effects of this project would benefit other areas of the state, primarily Anchorage, Mat-Su and the Kenai Peninsula.** Total economic output for the Southcentral region of the state from the facility project would be about $20 million with total direct and indirect annual average employment of about 50, and total payroll of about $8 million. The majority of these benefits would occur in the Anchorage area.

Impacts of a Research Team

- **A new Life Sciences Facility at UAF could generate $1 million to $3 million in new wages and benefits.** Adding new space, and the resulting space made available by intercampus moves, could result in an increase in new research-related wages and benefits in the range of $1 million to $3 million at UAF. In addition to these wages and benefits, there would be increases in direct spending for goods and services. Indirect and induced impacts would have further positive effects on Alaska's economy.

- **On average, a research team at UAF is worth $850,000 to $1 million per year in economic activity for the state.** According the economic modeling system IMPLAN, for every dollar spent on university research in Alaska there is additional economic activity of $0.70.[3] Multiplying the average range of $500,000 to $600,000 in grants acquired per year, per researcher, by the 1.7 multiplier results in a range of $850,000 to $1 million in economic activity for the state, per research team. Twelve research teams at UAF represents approximately $10.2 million to $12 million in economic activity for the state.

[3] Minnesota IMPLAN Group, *IMPLAN Professional Version2*. 2006: Stillwater, MN

Importance of Research at UA

The three primary missions of the University of Alaska are instruction, research and public service. Research at UA plays a key role in expanding and diversifying the state's economy, protecting the health of Alaskans and their environment, and strengthening state agencies and institutions. The extensive economic benefits of UA research programs were documented in a 2007 study by the Institute of Social and Economic Research (ISER).[4]

- In 2006, 2,392 jobs were supported by university research spending, including 1,292 direct jobs and 1,100 indirect jobs.
- The combined direct and indirect payroll for jobs generated by university research was $92 million in 2006.
- Direct and indirect university research generated $125 million in sales throughout Alaska in 2006 (including procurement, business sales, and employee spending).
- In 2006, each $1 million in General Fund appropriations for UA research resulted in 121jobs and $4.7 million in payroll within the state.
- Because non-General Fund research revenue comes mostly from outside Alaska, the University's research programs (like mainstream industries) bring new dollars into the state.

In addition to the economic benefits, research at UA is an important component in the delivery of academic and service programs that are valuable to Alaskans. Building a strong research program also increases the intellectual capital available in the state to help train residents to solve Alaskan problems, increasing the quality of life in the state.

UA is the primary source of research and development in the state of Alaska. In most states, private industry conducts a majority of research and development efforts. The majority of UA research (more than 90 percent as measured by research expenditures) takes place at UAF.

Even though UAF is a small school on a national scale, it has been very successful in research and development. UAF conducts research that is relevant to human health and climate change in Alaska, translating into solutions for problems unique to our environment.[5]

Alaska's proximity to the Arctic has allowed UAF researchers an advantage in competing for grants. While UAF is a small school and does not have the same level of facilities and equipment as some of the largest institutions, "place-based research" has allowed them to be competitive on a national scale.

[4] Goldsmith, S., *University of Alaska research: an economic enterprise.* 2007, Institute of Social and Economic Research: Anchorage, Alaska.
[5] Maddox, David C., *Environmental Scan for the University of Alaska's Research Enterprise,* 2006.

Measuring UAF Research

Two measures that gauge the scale of research at UAF are the volume of restricted revenue generated by grants and actual research expenditures. Reviewing the volume of grant awards shows the level of success that a university has had in obtaining funding for specific research projects. Some portions of research grant dollars are reallocated through indirect cost recovery (ICR) to fund other campus and system-wide activities. Looking at actual research expenditures allows a more focused view of research program impacts.

Note: Unless otherwise stated, all figures in this document are for FY07.

Grant Awards

The UA system received 694 new grants and managed 2,136 ongoing grants.[6] New grants totaled $237.5 million systemwide. During the year, UAF received 424 of all new grants and managed 1,446 of all ongoing grants. In comparison, UAA received 217 new grant awards and managed 546 ongoing grants.

New grants totaled $237.5 million system wide of which approximately $200 million (83 percent) were at UAF.

Research Expenditures

UAF research expenditures from externally sponsored funding sources totaled about $113 million in FY07, up 30 percent from FY02. (This does not include $22.8 million in State General Fund support.) The majority of UA research (more than 90 percent as measured in research expenditures) takes place at UAF.

Research Expenditures by Major Academic Unit, FY02 to FY07

MAU	FY02 ($millions)	FY07 ($millions)	% Change FY02 – FY07
UAF	$87.2	$113.0	+30%
UAA	9.1	10.3	+13
UAS	0.8	1.2	+42
Total	**$97.1**	**$124.5**	**+28%**

Note: Figures are in millions and have been rounded; they include indirect cost recovery distributed to each MAU (Major Academic Unit).
Source: UA in Review 2008.

Indirect Cost Recovery

Indirect cost recovery (ICR) is an important revenue source for UA. Of the $30.9 million in ICR revenue, $26 million (85 percent) was generated by research at UAF. ICR is revenue captured from federal and other

[6] 2008 UA in Review, UA Statewide Planning and Budget, http://www.alaska.edu/swbir/ir/ua-in-review/

restricted grants that reimburses the University for related administrative, facility, and other support costs. ICR is charged to the grant source as a percentage, up to 42 percent of the grant amount.

UAF Indirect Cost Recovery Distribution, FY02 to FY07

	FY02 ($millions)	FY07 ($millions)	% Change FY02 – FY07
ICR distributed back to originating unit	$10.3	$14.0	+36%
ICR distributed to other UAF departments	5.9	8.9	+50
ICR distributed to UA Statewide MAU	2.4	3.3	+38
Total ICR	**$18.6**	**$26.2**	**+41%**

Note: Figures are in millions and have been rounded.
Source: UA Banner Finance.

Total UAF-generated ICR has increased by 41 percent from FY02 and has become an increasingly important revenue source for maintaining UA facilities and administrative functions.

Slightly more than half (about $14 million) of ICR collected from UAF research went directly to augment the research program or unit that brought in that revenue (the originating unit), while 34 percent ($8.9 million) was distributed to other areas of UAF, such as the library, administrative services and building maintenance. The remaining 13 percent ($3.3 million) was distributed to the UA Statewide MAU.[7] The Statewide MAU provides services such as accounting, legal, human resource and information technology services to UA system-wide.

ICR has been the revenue source for much of the construction of new research space in the last decade, including the West Ridge Research Building, UAF Museum research space, Institute of Arctic Research Center, Lena Point facility, and the BiRD Building.

The $3.3 million distributed to the Statewide MAU represented approximately 6 percent of its revenues. The $8.9 million distributed to other UAF departments accounted for about 2.5 percent of UAF revenues. If the level of UAF research were to stagnate or decline, the effect could have serious implications for university operations.

[7] UA has four major administrative units (MAU's): UAA, UAF, UAS and Statewide.

Funding for UAF Research

Overall, externally funded (non-General Funds) research at UAF increased by 30 percent from FY02 to FY07. The federal government, through agencies such as the National Institutes of Health, National Science Foundation and Department of Defense, funded the majority (88 percent) of research at UAF. Other sources of funding included Native Corporations, non-profit organizations, private businesses and other universities, which accounted for about 11 percent of research revenue. State General Fund support increased slightly from about $1.4 million to $1.5 million and accounted for about 1 percent of total research revenue at UAF.

The majority of growth (in dollars) was due to federal funding, while funding from sources such as Native Corporations, non-profit organizations, private businesses and other universities increased at the highest rate (46 percent) over the period. Examples of state agencies include the Department of Natural Resources and the Department of Health and Social Services.

UAF Externally Funded Research Expenditures by Sponsor, FY02 to FY07

	FY02 ($millions)	FY07 ($millions)	% of Expend. FY07	% Change FY02 – FY07
Federal	$77.6	$99.4	88%	+28%
Other	8.2	12.0	11	+46
State agencies	1.4	1.5	1	+6
Total	**$87.2**	**$113**	**100%**	**+30%**

Note: Figures are in millions and have been rounded. Figures include ICR expenditures.
Source: UA in Review 2008.

Leverage

One measure of the productivity of a research program is to compare the value of external funding leveraged by university General Funds. For every dollar of state-funds for reserach in FY07, UAF was able to leverage an additional $5.80 from external funding sources. UAF has been fortunate to receive multiple capacity-building grants over the last six to eight years. The State must capitalize on this opportunity.

Strong General Fund support is still needed to build the infrastructure (including facilities and human resources) so that UAF has the capacity to be competitive for new grants. Such funds will be used for recruitment, salaries, offices, laboratories, and equipment to build capacity.

The expectation of top UAF researchers is that they will eventually bring in significant grant funding to support their own salaries, staff and equipment, as well as contribute to the university as a whole.

Building Research Capacity

Since 2000, UAF has made a concentrated effort to build capacity for life sciences research. Since that time UAF has received a series of grants designed to increase capacity in basic and applied research. These grants are for limited periods of time (some can be renewed for a second or third phase) but are not long-term sources of funding for research. The purpose of the grants is to build capacity among research programs so that they can conduct research that is capable of receiving funding on a nationally competitive basis.

Most research at UAF is funded by either the National Institute of Health (NIH) or the National Science Foundation (NSF).

NIH Funding

In addition to capacity-building grants, NIH RO1 grants are made to support specific projects to be performed by an investigator in an area representing the investigator's competencies, and to meet the mission of the NIH. One intent of the capacity-building grants is to increase the number of RO1 awards to Alaska which is currently at or near the bottom of all states in NIH-funded RO1 research grants.

NIH RO1 grants are awarded to the top 10 to 15 percent of applicants. Even Harvard University researchers have a success rate of only about 50 percent when applying for NIH grants.

In addition to the merits of an individual proposal, NIH looks at several critical components of a proposed research project:

- Research must be relevant to health issues on a national level.
- NIH panels look for strong scientists with quality degrees, a pattern of excellent work, public speaking, published work, and previous receipt of grant funding.
- Laboratory facilities and equipment must be up to date.
- Research programs need a strong intellectual community (a critical mass of students, graduates and other researchers) for support.

NSF Funding

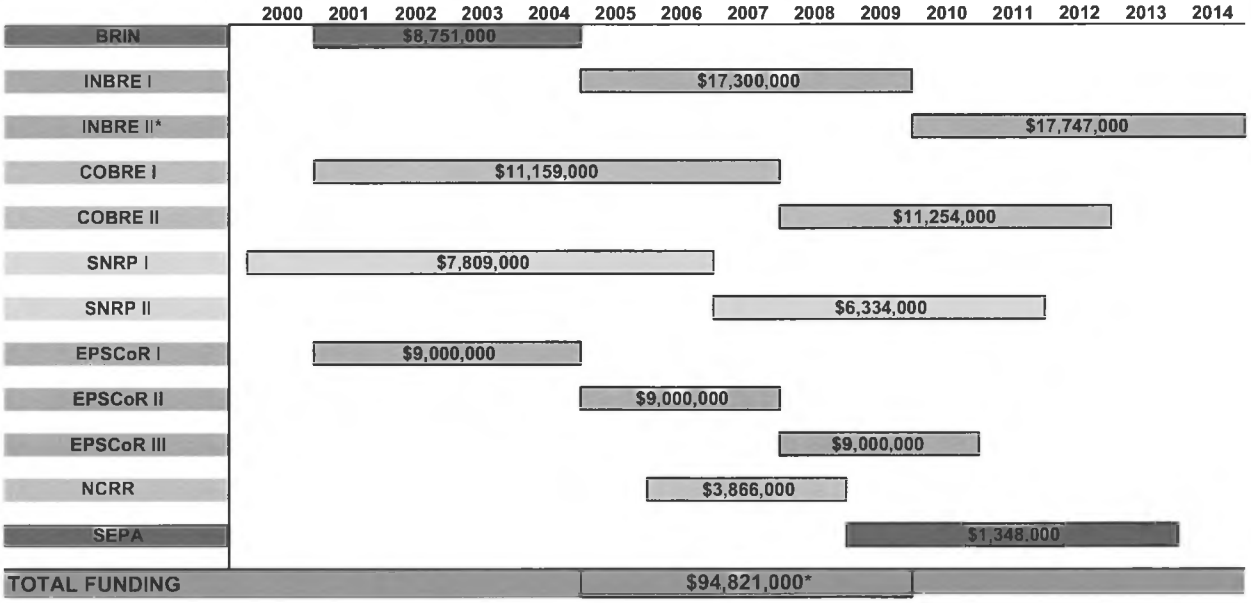
The National Science Foundation (NSF) is an independent federal agency that promotes science to advance national health, prosperity, welfare and national defense. NSF funds about $6 billion worth of research through term-limited grants. NSF currently issues about 10,000 new awards per year, with an average project duration of three years. Research proposals must be judged the most promising by a rigorous and objective merit-review system. Most of these awards go to individuals or small groups of investigators. Others provide funding for research centers, instruments and facilities that allow scientists, engineers and students to work at the outermost frontiers of knowledge.

"NSF's goals—discovery, learning, research infrastructure and stewardship—provide an integrated strategy to: advance the frontiers of knowledge; cultivate a world-class; broadly inclusive science and engineering workforce and expand the scientific literacy of all citizens; build the nation's research capability through investments in advanced instrumentation and facilities, and support excellence in science and engineering research and education through a capable and responsive organization. NSF's mission includes support for science and engineering education, from pre-K through graduate school and beyond. The research is thoroughly integrated with education to help ensure that there will always be skilled people available to work in new and emerging scientific, engineering and technological fields, and capable teachers to educate the next generation."[8]

The challenge at UAF is to create and maintain a research program that has a critical mass of top researchers, facilities and intellectual strength. To meet these criteria, a research program must have very strong support from the University of Alaska and from the State. In order to meet NIH and NSF qualifications and the goals of UAF, proposed research needs to be relevant not only on a national level, but also relevant within the state.

The table below shows federal funding for capacity-building grants received by UA. Almost all funding shown in the table was for research conducted at UAF. The exceptions are INBRE which has program components at UAA and UAS, and EPSCoR which provides programs statewide. Following the table are brief descriptions of these capacity-building grants. To date approximately $95 million has been received and an additional $17.7 for INBRE II is pending.

Life Sciences Capacity-Building Federal Grant Funding



*Note: INBRE II is not included in this total but the expectation is that this grant will be awarded.

[8] National Science Foundation website 2/8/2009 http://www.nsf.gov/index.jsp

INBRE/BRIN

The Idea Network of Biomedical Research Excellence (INBRE) is a national program of grants from National Institutes of Health designed to increase capacity for high quality research. INBRE provides grants for research institutes like UAF that have strong programs and the potential to be increasingly competitive with top researchers from other states for NIH RO1 grants. After the grant period ends, the program is expected to be at a level where its researchers can be nationally competitive. UAF received its first NIH capacity-building grant (then called BRIN) for 2001 to 2004. The first INBRE grant was for 2004 to 2009. INBRE at UAF is in the process of being renewed and is likely to be funded for 2009 through 2013. More details about INBRE projects will be presented in the UAF Life Sciences Research Programs section of this report. INBRE funds research at UAF, UAA and UAS.

COBRE

The Center of Biomedical Research Excellence (COBRE) is an NIH-funded program to build research capacity in specially designated areas. The COBRE program promotes the initiation and development or expansion of unique, innovative state-of-the-art biomedical and behavioral research centers at institutions. COBRE funds basic and applied research. The objectives of COBRE are to strengthen institutions' biomedical research infrastructure and to enhance the ability of investigators to compete independently for NIH individual research grants.[9] COBRE funds Center for Alaska Native Health Research at UAF.

SNRP

Specialized Neuroscience Research Programs (SNRP) program is designed to strengthen research capabilities of faculty, students, and fellows at minority institutions by supporting the development and/or the enhancement of ongoing, basic and clinical neuroscience research projects and programs. SNRP funds the Alaska Basic Neuroscience Program.

SNRP grants are intended "to enhance the research capacity of a group of academic institutions that historically have not been major participants in NIH [neuroscience] programs specifically." An important long-term goal has been to foster the capability of minority institutions to compete successfully within the NIH peer review process for research grants. SNRP grants were designed to achieve the following programmatic goals:

- To assist in infrastructure development leading to well established, state-of-the-art neuroscience research programs.
- To foster innovative and effective partnerships and collaborations between minority institutions and established neuroscience laboratories at federal and non-federal research institutions.
- To create, support, and maintain a stimulating academic and intellectual milieu to inspire and prepare students and fellows to pursue research centers in neuroscience. [10]

[9] National Institutes of Health website 2/8/09 http://grants.nih.gov/grants/guide/pa-files/PAR-09-079.html#SectionI

[10] National Institutes of Health, Specialized Center Cooperatives Agreement Programs website http://snrp.nih.gov/about_SNRP/about.htm

- To provide support to develop and sustain competitively funded neuroscience research projects and programs.

EPSCoR

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a National Science Foundation university-based grant program that is designed to develop states' research capabilities; increase student participation in science, math and engineering; increase the coordinated efforts between states and their universities; and to ultimately increase economic development. EPSCoR creates partnerships with states and universities to spark interest in research and build capacity among researchers. Alaska EPSCoR began in 2000 and partners with UA and the State of Alaska. Alaska EPSCoR is in its third phase (2007-2010). Each phase has granted about $4 million annually for EPSCoR with three-quarters coming from NSF and one-quarter coming from the State of Alaska (through UA) as matching funds. EPSCoR is a statewide program with a mandate to increase student participation in all areas of the state, including UA's major and remote campuses.

SEPA

Science Education Partnership Awards (SEPA) are NIH-funded, with the goal of increasing biomedical research education in Alaska middle and high schools. The grant is part of an estimated $17 million awarded by NIH to fund 16 Science Education Partnership Awards across the country.

UAF's award will provide support for the Biomedical Partnership for Research Education Pipeline in Alaska, or Alaska BioPREP, to be administrated by INBRE. According to INBRE Director George Happ, "This program blends the talents and facilities of local school teachers and health providers with those of UAF to create venues where secondary school students can pose biological and biomedical questions, find answers using molecular approaches, and gain appreciation of the importance of modern science to the practice of medicine and health policy in their daily lives."

An immediate aim of the project will be to keep students in high school through graduation by ensuring that their high school science courses are focused, challenging and relevant. The BioPREP partnership group includes school districts, teachers, researchers, science education groups and Alaska Teacher Placement. Through the partnership, university researchers provide the technical expertise, teachers provide the instructional expertise, and health care providers and community members supply practical applications and encouragement for the students.

"Hands-on investigations, individual mentoring relationships, community involvement, and incentives such as travel and scholarships all improve student enthusiasm and retention in school, and all are part of BioPREP," explained Sue Hills, outreach director of Alaska INBRE. "With the skills the students learn in BioPREP, they can jump right into undergraduate research programs or lab assistant positions when they get to college."

NCRR

The National Center for Research Resources (NCRR) was funded by NIH. Funds are granted to expand, remodel and renovate research and animal facilities.

A $3.87 million NCRR grant was used to help complete construction of the Biological Research and Diagnostic Facility (known as the BiRD building).

Capacity-Building Success at UAF

Overall, UAF research has been increasingly successful at winning competitive grants. As a result of the research capacity built by BRIN/INBRE, COBRE and SNRP, UA has been able to acquire competitive life sciences grants totaling approximately $29 million dollars.

One example of how capacity-building grants can lead to success with competitive grants is the Center for Rapid Influenza Surveillance and Research (CRISAR) project. This $3.8 million NIH-funded RO1 grant is a joint effort between UAF, UCLA and UC Davis. The 5-year competitive grant was awarded to UAF in 2007 as a result of the capacity built from INBRE funding. The research involves surveillance and monitoring of birds in the US, Russia, Japan, China and Southeast Asia to identify were there may be a potential threat of an outbreak of bird flu. The study looks at how the virus is carried and transferred. According to principal investigator Jon Runstadler, "Our proximity to the birds and the research capacity that we have built from INBRE allowed us to be successful in securing this competitive research proposal for UAF." Runstadler's team works with Mark Lindberg, a UAF wildlife biologist and expert on the life-cycle of ducks in Alaska. His understanding of migration patterns also allows researchers to know when and where to intercept wild birds so that they can be monitored for various strains of avian flu.

CRISAR is an excellent example of how place-based research has been enhanced by the research capacity built through INBRE. CRISAR allows UAF to use its traditional strengths in wildlife biology to benefit people both inside and outside of Alaska.

There are many similar examples of research success at UAF. The next section will provide an overview of the primary life sciences programs at UAF.

UAF Life Sciences Research Programs

One area of research where UAF has become particularly strong is life sciences. Almost all UAF life sciences research and takes place within Institute of Arctic Biology (IAB) or Idea Network of Biomedical Excellence (INBRE).

Institute of Arctic Biology

The largest component of UAF life sciences research and academics is contained within the IAB. IAB currently supports about 150 ongoing research projects, and IAB faculty (through the Department of Wildlife and Biology in the College of Natural Sciences and Math) teach all of the classes for undergraduate majors in biology; teach components of chemistry and biochemistry; and provide support for graduate and post-graduate education and research in biology, molecular biology, wildlife biology, physiology, genetics, and ecology.

IAB had total research expenditures of $20.1 million, up 78 percent from $11.3 million in FY02.[11] The majority (61 percent) of expenditures were for wages and benefits. Nearly one-third (30 percent) of expenditures were for commodities, services and equipment. The remaining 9 percent was spent on travel, land and buildings, student aid and miscellaneous items.

The total number of faculty, staff and graduate students involved in research at IAB was 134. There were 57 faculty and 77 staff and graduate positions (held by either post doctoral researchers, graduate researchers or undergraduate students).

IAB Faculty and Staff, 2007

	# of Faculty and Staff
IAB	105
AK Coop Fish/Wildlife Research Unit	24
Toolik Field Station	5
Total Staff	**134**

Major IAB Programs

Basic and applied research conducted at UAF has significant economic impact and quality of life benefits for Alaskans. Major research programs include the Toolik Field Station, Robert White Large Animal Research Station, Center for Alaska Native Health Research, Alaska Basic Neuroscience Program, Center for Molecular and Genetic Studies of Hibernation, Alaska Geobotany Center, the Resilience and Adaption Program, and Bonanza Creek Long-Term Ecological Research Program. Following are brief discussions of what these programs do and how they are relevant to Alaskans.

[11] Source: UA Unit Profile-UAF IAB. These figures do not include indirect cost recovery.

TOOLIK FIELD STATION (TFS)

IAB maintains the Toolik Field Station (TFS). TFS is a national and international Arctic climate change research center, primarily sponsored by the NSF. The facility is located 158 miles north of the Arctic Circle along the Dalton Highway. TFS has been operating for 30 years and is on the forefront of research on climate change that is gathered by over 300 scientists and students each year. Work at TFS will pay a key role in providing current and historic data that will help researchers, agencies, and industry to understand environmental changes in Arctic land and water based environments. Research based at TFS has been widely published in more than 225 journal articles (including *Nature* and *Science*), and portions of 47 books. The facility provides hands on research opportunities for under graduates, graduates and Alaska high school students.

ROBERT WHITE LARGE ANIMAL RESEARCH STATION (LARS)

LARS was created in 1979 and allows scientists and students hands-on opportunities to work with musk oxen, caribou and reindeer to better understand the nutritional, physiological and behavioral systems of these unique northern animals. The facility also provides educational opportunities for the general public and Alaskan schoolchildren from grade school through high school.

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Monitoring Toxicants and Disease in Alaska

UAF researcher Todd O'Hara is studying contaminants and infectious disease in the Arctic. Infectious agents and toxicants can be easily transmitted through commercial, sport and subsistence harvest in Alaska. INBRE toxicology projects study animals that are at the top of the food chain such as arctic fox, polar bear and Stellar sea lions, and numerous subsistence foods.

What effect do toxicants have on animals and people? If diets change because of changing environmental conditions, will these animals be exposed to new or higher levels of toxicants and/or infectious agents? If so, how will this affect their health, as well as the health of Alaskans who rely on fish and game for food?

Another of O'Hara's roles is to study and understand how infectious diseases are present in Alaska and how they can be transmitted to the public via handling and consumption of fish and wildlife. For example, there have been periodic outbreaks of rabies in Arctic foxes on the North Slope; this is potentially hazardous to North Slope residents and oil field workers. The better these outbreaks are understood, the better the public can be educated about the associated risks, and measures that can be taken to avoid contact with these diseases.

CENTER FOR ALASKA NATIVE HEALTH RESEARCH (CANHR)

CANHR's mission is "to build and increase research capacity that will contribute knowledge to improve Alaska Native health." CANHR has been funded by two, 5-year, $11 million capacity-building grants (COBRE I and II). The center began operations in 2001 and was again funded in 2007. The primary focus of research at the center is obesity and its relationship to diabetes and cardiovascular disease among Alaska Natives. CANHR seeks new knowledge through basic and applied research that can ultimately be applied to understand, reduce and prevent health disparities in Alaska's Native communities.

CAHNR partners with the Yukon-Kuskokwim Health Corporation and communities in Southwest Alaska, and uses a collaborative approach that incorporates local knowledge and culture into the process of scientific investigation. By working closely with community members, local residents become part of the research process and can help to guide research and facilitate results that are culturally appropriate.

CANHR travels to communities with a team of three to four including researchers, nurses, technicians and other support staff. CANHR makes significant research expenditures in rural Alaska on travel, rent, food, fuel and supplies. They employ local workers to assist on projects as much as possible.

The following projects are an example of how CAHNR research can result in a better quality of life for Alaskans.

UAF Research into Contaminants and Nutrients in Alaska Subsistence Foods

Todd O'Hara is a UAF researcher that conducts studies for both INBRE and CANHR. His INBRE research involves microbial agents (human and wildlife diseases that can be transferred between the two) and toxicants, while his CANHR projects focus on the study of nutrients and toxicants related to human health issues that directly affect Alaskans. All of the toxicants that O'Hara studies as part of his INBRE projects end up in the food chain, such as mercury, PCB's, DDT, lead, arsenic and many other pesticides. As these toxicants work their way up the food chain, they are easily transmitted to humans through commercial, sport and subsistence harvest in Alaska, and can eventually impact human health.

UAF laboratories measure toxicants in subsistence foods such as salmon, seals, and reindeer and study how their use affects humans. This research project also measures nutrient levels in these traditional foods. O'Hara and his CANHR team study the effects that preparation methods can have on concentrations of toxicants and nutrients in food from these Alaskan animals. Contaminant and nutrient levels in foods that are dried, smoked, baked or rendered may change, becoming more or less concentrated. CANHR scientists measure levels of these contaminants to see how various preservation techniques may affect toxicity and critical nutrients. Certain preservation methods can neutralize toxicants and/or impact the nutrients available. This research is very relevant to the health of all Alaskans who consume fish and game.

From an economic standpoint, Alaska needs to be vigilant in protecting the pristine image of our valuable commercial marine resources. For example, the level of contaminants in some fish from around the world has made news in recent years. Alaska needs to be watchful that our species are not caught up in negative publicity. While there may be concerns about contaminants in farm-raised salmon, wild Alaskan salmon are

low in contaminants. Just as important, spreading the message about the nutritional value of Alaskan fish is good for Alaska and the state's economy.

UAF Research into Measuring Alaskan Subsistence Diets

Bert Boyer is a researcher with CANHR studying how diet interacts with genes to predispose people, particularly Yup'ik Eskimos, to obesity. He suspected that the Yup'ik diet, rich in polyunsaturated fatty acids found in salmon and marine mammals, might protect them from diabetes but was frustrated by the difficulty in quantifying what Yukon-Kuskokwim Delta Yup'iks were eating regularly through self-reported diet surveys and questionnaires.

He shared his concern with Diane O'Brien, a new faculty member at UAF who was not yet a part of CANHR. She suggested it is possible to measure PUFAs indirectly by using isotopic signatures that are unique to fish and marine mammals and found in human blood, fingernails or hair. Such analyses are fairly cheap, easy to do and very accurate. That idea resonated with Boyer, and testing her assumption became part of the CANHR II study. She has since proven that these cheap, easily measured markers are highly accurate proxies for polyunsaturated fatty acids in the diet in a study to be published in March.

O'Brien's isotopic work is important on two fronts. First, it will help CANHR researchers understand the relationships between a changing diet and obesity in Alaska Natives, which is a growing public health problem for Alaska; and secondly, it will develop better methods for any researcher who needs diet assessments for a wide range of medical issues."

Alaska Basic Neuroscience Program

The Alaska Basic Neuroscience Program (ABNP) strives to expand and stimulate basic neuroscience research (scientific study of the nervous system) with a focus on protection of the nervous system, including the brain, from disease such as stroke or physical injury. ABNP scientists also study sudden infant death syndrome (SIDS), a particular risk for Alaska infants, by studying how breathing is controlled.

ABNP is supported by an NIH capacity-building grant from the Specialized Neuroscience Research Program (SNRP). The first NIH $7.8 million grant was for 2000 to 2006, and the current grant (2006 to 2011) is for $6.3 million. Other program supporters include National Institute of Mental Health (NIMH) and National Center for Research Resources (NCRR). The following projects are an example of how ABNP research can result in a better quality of life for Alaskans.

UAF Sudden Infant Death Syndrome (SIDS) Research

SIDS is a leading cause of death in the US for infants one month to one year old. The national rate of SIDS deaths is about 0.6 (less than one) per 1,000 births. Alaskan babies born in the Caucasian population die of SIDS at more than twice the national rate (1.6 per 1,000), and babies born to Alaska Natives die of SIDS at more than five times the national average at 3.6 per 1,000 births.

In order to put Alaska SIDS death rates in perspective, consider a comparison with some of the most dangerous occupations in the world. Alaska is seen as a dangerous place to work. Commercial logging, commercial fishing and flying are considered by most as high risk occupations. For the 1990's Alaska workers

had a death rate of .22 per 1,000 (less than one-quarter person per 1,000). When you compare this death rate with the incidence of SIDs for approximately the same period, rates of SIDS death among Caucasians in Alaska were seven times higher than rates of worker deaths, and 16 time higher among Alaska Natives. By far, the most dangerous occupation in Alaska is being an infant. It is a dangerous place to be born and researchers don't know why. SIDS research done outside the state of Alaska will not address why Alaskan rates are so much higher than the national average. Alaskans need to take ownership of this problem. ABNP researcher Michael Harris and his team are working to understand vulnerability by looking at genetics, biology and behavior, with a goal to prevent the occurrence of SIDS in Alaskan babies.

A normal response in babies is to wake up when breathing is hindered, for example from sleeping on their stomach. The sequence is to wake up, move their head and enhance breathing (three separate reflexes.) If any one of the reflexes does not work, a relatively common occurrence, sleeping with a face in the bedding, can become a life threatening situation. One theory is that a serotonin deficiency may lead to greater vulnerability to SIDS by disrupting reflexes such as these. UAF researcher Michael Harris and his team want to know if there is anything about serotonin that can be linked to important reflex functions. They are conducting basic research at the molecular level. If a connection can be made between serotonin dysfunction and vulnerability to SIDS, then pharmacological solutions can be developed.

In order to understand how SIDS works, researchers must first identify not only the causes of increased vulnerability, but also the symptoms associated with vulnerability. If researchers can understand such symptoms then they can more readily identify which infants may be vulnerable. If simple screening tools can be developed to indentify infants at risk of SIDS ahead of time this would help save lives and facilitate further research. For example, if doctors or parents knew a particular infant had symptoms that indicated vulnerability to SIDS, in cases such as failed reflexes, steps could be taken to supplement the reflex or avoid the potentially life threatening situations. This would lead to fewer deaths. One of ABNP's current projects involves trying to develop a non-invasive screening tool that could help predict vulnerability for SIDS. The results of this research could help save lives and reduce the number of Alaskan infants that die of SIDS.

Another UAF SIDS related research project is lead by Barbara Taylor and her team. They are looking at the effects of exposure to alcohol and nicotine in animal models, that can explain why exposure to these substances in infants and unborn babies are risk factor contributing to SIDS vulnerability. Their research is trying to determine if alcohol and nicotine exposure affects the central nervous system and sensitivity to low oxygen or carbon dioxide. Basic animal research shows that exposure does have an impact. Once you have determined that there is an impact you investigate at a cellular level to understand the problem and then find solutions.

Center for Molecular and Genetic Studies of Hibernation

Scientists at the Center for Molecular and Genetic Studies of Hibernation investigate the molecular and genetic basis of hibernation in mammals, focusing on development of potential new therapies and drugs to protect and treat victims of stroke, heart attack, and severe trauma. The project has been funded by the National Science Foundation and the United States Army Medical Research and Materiel Command since 2005. Grant and non-restricted spending for this program is about $5 million to date.

Hibernation Science

Alaskan animals, like the arctic ground squirrel and black bear, spend each winter in a state of hibernation during which their need for food and water is reduced to zero for six to eight months at a time. During hibernation, these animals are also resistant to harm from low blood pressure and the minimal availability of oxygen and blood sugar. Ground squirrels actually spend part of their time in hibernation with their body temperature below freezing with no ill effect.

UAF researchers Brian Barnes, Kelly Drew and their team are trying to develop an understanding of the molecular and biochemical mechanisms that slow body function and protect hibernators, which could lead to the development of new drugs that lessen the harm from stroke, heart attack and injuries such as gunshot and head trauma.

Over 160,000 people die of stroke each year in the US (an age-adjusted rate of about 47 people per 100,000; in Alaska the age-adjusted rate for stroke is even higher, at 53 per 100,000).[12] In 2004, 858 Alaskans died from either heart disease or a stoke.[13] Essential for patient recovery from these dangerous events is to stabilize them as quickly as possible, until advanced medical care is available. If researchers can determine how mechanisms that allow hibernating animals to slow body function work, there is potential for new therapies and drugs that, when administered to humans, would quickly slow body function (including the onset of damage) and could allow first responders to stabilize patients with life-threatening conditions.

This research could lead to increasing the time that sick and injured patients have to get to a critical care facility, increasing their chances of recovery. This could be especially important in Alaska where many residents are injured in remote vehicle, ATV and snow machine accidents, or work in remote locations in the timber, fishing, oil, gas and mining industries and are hours or even days away from a critical care facility. The US Army has been financially supportive of this cutting edge research at UAF because of the potential for stabilizing seriously injured soldiers.

This type of research is an excellent example of place-based research that has significant potential to benefit Alaska and the nation. UAF's northern Alaska location and proximity to ground squirrels and bears allows researchers to study and closely monitor the animals while attempting to unlock the biological keys to slowing body functions.

Bonanza Creek Long-Term Ecological Research Program

Bonanza Creek Research focuses on improving prediction and understanding of the long-term consequences of changing climate and disturbances such as fire, insects, pathogen outbreaks, and permafrost thaw in Alaska's boreal forests.

The boreal forest is considered the second largest terrestrial ecosystem in the world, after tropical forests. The boreal forest comprises one of the world's largest carbon reservoirs. Changes or disturbances in the volume and distribution of coniferous versus deciduous boreal forests are known to affect regional and global climate.

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[12] Center for Disease Control (CDC) National Center for Health Statistics and National Vital Statistics Reports

[13] The Burden of Heart Disease and Stroke in Alaska: *Mortality, Morbidity, and Risk Factors* http://www.hss.state.ak.us/dph/chronic/chp/pubs/burden_july06.pdf

The program's objectives are to study factors like fires, melting permafrost and insects that might result in serious changes in the Arctic environment and to identify human and environmental factors that may reduce stresses on ecosystem structure and function that could otherwise lead to serious changes. For example, as the Arctic climate changes (warms), forests are more susceptible and less resistant to insect and pathogen attack. Research is conducted at two main sites: the Bonanza Creek Experimental Forest and Caribou-Poker Creeks Research Watershed.

Changes in the Arctic could have serious implications for Alaskans who rely upon animals and plants for food, soil stability (for houses, roads), water patterns and filtering (streams, rivers, wells), forest productivity (timber), and for recreational opportunities (skiing, snowmachining, camping, hunting, fishing).

Information gathered at Bonanza Creek is used by agencies such as the Alaska Fire Service and the Alaska Department of Fish and Game. For example, the Alaska Department of Fish and Game may use background data from Bonanza Creek to better understand how moose and caribou populations may be affected in fire-damaged areas in order to meet population and harvest goals.

The Bureau of Land Management Alaska Fire Service (AFS) located at Fort Wainwright, Alaska, provides fire suppression services for all Department of the Interior and Native Corporation lands in Alaska. In addition to fire suppression, AFS has other statewide responsibilities, including interpretation of fire management policy. AFS operates on an interagency basis; cooperators include the Bureau of Land Management, State of Alaska Department of Natural Resources, USDA Forest Service, National Park Service, Bureau of Indian Affairs, U.S. Fish and Wildlife Service, and the U.S. Military in Alaska.[14]

The Bonanza Creek Program has received $2.6 million to date from the National Science Foundation and supports 25 large scale research projects. In addition to principal investigator Terry Chapin and co-principal investigators Roger Ruess and David McGuire, the program is staffed by 23 senior investigators, 57 affiliated scientists, 16 master's degree students, ten Ph.D. students, one post-doctoral research associate, one data manager, one site manager, and eight technicians.

Resilience and Adaption Program

The Resilience and Adaptation Program (RAP) explores the links among cultural, economic, and ecological conditions of Alaska and the North, and provides training that prepares scholars, policy-makers, and managers to address issues of sustainability. Alaska and the Circumpolar North are appropriate places to train researchers in the dynamics of social-ecological systems because of climatic, cultural and socio-economic change. This program places special emphasis on training Alaska Native Ph.D.s who are needed as university faculty, researchers, educators, and community leaders.

Students work with UAF faculty on a broad range of interdisciplinary research projects at community, regional, and circumpolar levels. RAP offers master's and Ph.D. degrees in Biology and Wildlife, Anthropology, Resource Economics, Natural Resource Management, Northern Studies, and Interdisciplinary Studies.

RAP has received nearly $1.3 million to date from the National Science Foundation's Integrative Graduate Education and Research Traineeship Program.

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[14] Alaska Fire Service website 2/10/2009 http://fire.ak.blm.gov/afs/

Alaska Geobotany Center

The Alaska Geobotany Center (AGC) is dedicated to understanding northern ecosystems through the use of geographic information systems (GIS), remote sensing, field experiments, and cooperative team research projects. AGC documents changes in vegetation across the circumpolar Arctic and is a critical component to the understanding of permafrost, carbon reserves, water systems, wildlife populations, and the ability of humans, plants, and animals to live in the Arctic. Researchers examine landscape patterns including vegetation, snow ecology, and the disturbance and recovery of plants. This information is used by resource managers, land-use planners, ecosystem scientists, and government land agencies. These mapping resources are valuable to wildlife biologists, fire managers and timber managers in Alaska.

AGC projects collectively known as "Greening of the Arctic" include:

- **Arctic Systems Science:** Addresses the question of how vegetation of the Arctic has responded to climate change.
- **Land Cover and Land Use Change:** Addresses how the decline in Arctic sea ice will affect, and is affected by, the greening of vegetation in the Arctic.
- **Arctic Geobotanical Atlas:** Education and outreach component comprised of a Web-based, multi-scale collection of geobotanical maps and related data.
- **North American Arctic Transect:** Creates baseline information on Arctic vegetation.
- **Circumpolar Arctic Vegetation Map:** International project that mapped the vegetation and associated characteristics of the circumpolar region using a common base map.

The ACG has $755,534 in current funding from NASA and is expected to confirm receipt of approximately $950,000 in additional NASA funding in the first quarter of 2009.

Idea Network of Biomedical Research Excellence (INBRE)

Another major life sciences unit at UAF is INBRE. INBRE is supported by a national program of capacity-building grants from the National Institute of Health designed to increase capacity for high quality research. INBRE uses expertise in biology to investigate organisms that cause disease and toxic substances in the environment. INBRE operates independently from the Institute of Arctic Biology.

An additional mission of INBRE is outreach and support for students (high school and college) who show interest in life sciences research.

INBRE receives approximately $3.5 million in annual grant revenue with approximately $1.8 million in research expenditures (not including ICR contributions). Wages and benefits made up the greatest portion of expenditures (39 percent). Additionally, significant expenditures were made for commodities, contract services and equipment (32 percent). Travel expenditures accounted for 13 percent of INBRE's research expenses.

INBRE supports research at UAF, UAA and UAS. There are a total of approximately eight faculty and graduate students and four and a half staff positions.

INBRE Faculty and Staff, 2007

	# of Faculty	# of Grad Students	# of Staff
UAF	4	6	4
UAA*	3	2	0.5
UAS	1	0	0
Total INBRE staff	**8**	**8**	**4.5**

*The staff position is less than one full-time equivalent.

The following projects highlight the valuable contributions INBRE research is making to the state of Alaska.

UAF Bird Flu Research

To better understand avian flu research at UAF, following is a brief summary of the current status of avian flu. According to the Center for Disease Control and Prevention,

> *Avian influenza is an infection caused by avian (bird) influenza (flu) viruses. These influenza viruses occur naturally among birds. Wild birds worldwide carry the viruses in their intestines, but usually do not get sick from them. However, avian influenza is very contagious among birds and can make some domesticated birds, including chickens, ducks, and turkeys, very sick and kill them.*
>
> *Usually, avian influenza virus refers to influenza A viruses found chiefly in birds, but infections with these viruses can occur in humans. The risk from avian influenza is generally low for most people because the viruses do not usually infect humans. However, confirmed cases of human infection from several subtypes of avian influenza infection have been reported since 1997. Most cases of avian influenza infection in humans have resulted from contact with infected poultry (e.g., domesticated chicken, ducks, and turkeys) or surfaces contaminated with secretions/excretions from infected birds. The spread of avian influenza viruses from one ill person to another has been reported very rarely, and has been limited. However, (A) viruses are constantly changing, and they might adapt over time to infect and spread among humans.*
>
> *Influenza A H5N1 is an influenza A virus subtype that occurs mainly in birds, is highly contagious among birds, and can be deadly to them. H5N1 virus does not usually infect people, but infections have occurred in humans. Most recently, outbreaks of highly pathogenic avian influenza A (H5N1) among poultry have been associated with illness and death in humans in Asia, Africa, Europe, the Pacific, and the Near East. In the United States, from 1997 to 2005, there were 16 outbreaks of low pathogenic avian influenza A viruses (H5 and H7 subtype) and one outbreak of highly pathogenic avian influenza A (H5N2) in poultry.*
>
> *The highly pathogenic avian influenza A H5N1 animal outbreak in Asia, Europe, the Near East, and Africa is not expected to diminish significantly in the short term. It is likely that H5N1 virus infections among domestic poultry have become endemic in certain areas and that sporadic human infections resulting from direct contact with infected poultry and/or wild birds will continue to occur. So far, the spread of H5N1 virus from person-to-person has been very rare, limited and unsustained. However, this epizootic (transferrable from animals to humans) continues to pose an important public health threat.*[15]

[15] Center for Disease Control and Prevention website 2/6/2009. http://www.cdc.gov/flu/avian/outbreaks/

UAF researcher Jon Runstadler and his team have been researching biological mechanisms in birds (mostly ducks). How are the viruses transferred among birds? How are they transferred to humans? What are the risks to human health in Alaska?

The migration routes of many species of ducks cross paths where Alaska and Asia meet over the Bering Sea. There is potential for Asian ducks to spread H5N1 bird flu to Alaska and other parts of North America. If the highly pathogenic H5N1 were to occur in Alaska, there could be serious implications for the health of Alaskans.

The ability to work with Mark Lindberg, a UAF wildlife biologist specializing in ducks, facilitates Rundstadler's work because Lindberg has intimate knowledge of the life-cycle of ducks in Alaska. His knowledge of migration patterns also allows researchers to know when and where to intercept wild birds so that they can be monitored for various strains of avian flu.

Because of the capacity built by INBRE, Runstadler's team was able to acquire an NIH RO1 grant for the Center for Rapid Influenza Surveillance and Research (CRISAR). Awarded in 2007, this five-year, $3.8 million grant is a joint UAF, UCLA and UC Davis research project. This competitively funded research is a result of the capacity that was built from INBRE funding. The research involves surveillance and monitoring of birds in the US, Russia, Japan, China and Southeast Asia to see were there may be a potential threat of an outbreak of bird flu. The study looks at how the virus is carried and transferred as birds migrate around the Pacific Rim.

Monitoring Toxicants and Disease in Alaskan

UAF researcher Todd O'Hara and his team are studying contaminants, and infectious disease in the Arctic. What affect do they have on animals and people? Infectious agents and toxicants can be easily transmitted through commercial, sport and subsistence harvest in Alaska. O'Hara and his team study toxicants that can end up in the food chain, such as mercury, PCB's DDT, lead, and other pesticides. These contaminants can work their way up the food chain and eventually impact human and wildlife health. INBRE toxicology projects study animals that are at the top of the food chain such as arctic fox, polar bear and Stellar sea lions, and numerous subsistence foods.

INBRE investigator O'Hara has reported on how climate change may affect the distribution and accumulation of toxicants and infectious agents. There have been changes in the Arctic climate, and researchers are monitoring how changes may affect what Alaskan fish and animals eat. If diets change because of changing environmental conditions, will these animals be exposed to new or higher levels of toxicants and/or infectious agents? If so, how will this affect their health as well as the health of Alaskans who rely on fish and game for food?

Another of O'Hara's roles is to study and understand how infectious diseases are present in Alaska, and how they can be transmitted to the public via handling and consumption of fish and wildlife. For example, there have been periodic outbreaks of rabies in Arctic foxes on the North Slope; this is potentially hazardous to North Slope residents and oil field workers. When INBRE monitoring efforts find potentially harmful diseases such as rabies, they are reported to state epidemiology officials and the Center for Disease Control (CDC) via the appropriate management agencies (such as the Alaska Department of Fish and Game). The better these

outbreaks are understood, the better the public can be educated about the associated dangers, and the measures that can be taken to avoid contact with the diseases.

INBRE Outreach Sparks Excitement about Science

According to INBRE outreach coordinator Sue Hills, their goal is to get students (especially Alaskans) in the "pipeline" that leads to careers in health and science. The earlier they can get students involved in science the greater the potential that students will go on to study science and to make a career in science or health related fields. There is an acute shortage of qualified health care workers and scientists in Alaska. Students who have been involved in the program stay in school, and a high percentage have gone on to college, many in science and health. Many have returned to Alaska.

According to Hills, "if UAF can help get students interested in science and health care early on and provide them with some of the tools that will help them continue their education, we feel we can have a positive impact on filling health care and other science-related positions in Alaska with Alaskans."

INBRE has several programs designed to engage students in the sciences.

Alaska Rural Research Partnership (ARRP)

ARRP involves Alaskan high school students in scientific research in their own villages and encourages them to consider science and health care careers. The goal is to bring meaningful, hands-on science to rural schools using modern molecular biology. ARRP students study genetics of the animals that Native and rural children eat. Students are encouraged to graduate high school and go on to college (hopefully pursuing careers in the sciences).

Nearly 60 students, at six sites, from 11 villages, have been involved in ARRP. The students have looked at genes in caribou, reindeer, whales, and salmon. Students have also determined gender in humpback whales, investigated soil bacteria and parasites using genetics.

ARRP loans about $10,000 worth of lab equipment to each partner school, and provides chemical supplies, genetics training for teachers and students, and technical support. The school supplies students, teachers, and a small lab area. Students work during free periods or before or after regular school hours. ARRP sets up a complete genetics lab in the schools with equipment similar to what you would find in a UAF lab, such as a centrifuge (used to isolate DNA samples), a thermal cycler, a PCR (polymerase chain reaction) machine, pipettes, racks and other equipment. Students participate in either the Alaska Science Symposium or the Alaska State Science Fair. The presentations give them experience in critical thinking, scientific writing, and public speaking. Students have competed in local, regional and even national science fairs. Each student completing the project is awarded up to $1,500 as a scholarship to the college of their choice.

ARRP has been very successful. Of the approximately 115 ARRP students, most are Alaska Native. All participants have gone on to graduate from high school. Seventy-five percent of those graduates went on to attend college. To date, most have either graduated from college, or they are still attending school. Many of them are in science and health-related fields.

Alaska Summer Research Academy (ASRA)

The course was started in 2004 by a nurse at Fairbanks Memorial Hospital (FMH) in response to the serious shortage of nurses in Alaska. UAF and FMH teamed up in 2007. During two-week modules, students are exposed to several areas of health care services including handling traumas, x-rays, pharmacy, and operating room procedures. Learning about health care fields gives them an opportunity to think about careers in specific areas while they are still in high school and have time to adequately prepare academically for these challenging careers. The program has created a great deal of excitement; in 2008 there were more applications than spots available. ASRSA is a life-changing experience for many students.

The hospital is going to track students after they graduate high school (the first group graduated in 2008) to see if they continue in health and science-related careers. The hope is that some of them will take health care and science jobs in Alaska when they finish their education and help reduce the significant need for health care professionals in the State. ASRA is currently offered at four schools and will be adding four more schools each year, for the next five years.

Rural Alaska Honors Institute (RAHI)

RAHI was started in 1982. The program brings honors level students from rural communities, as well as Alaska Native honors students from semi-urban areas, to the UAF campus for six weeks. The focus is on math, English, and various science classes. Students who graduate earn between seven and 11 college credits.

RAHI II the Next Step started in 2007 with about a half-dozen students. RAHI students are introduced to more hands-on laboratory techniques, and they participate in real research side-by-side with top UAF scientists. The students take part in top-level experiments. They work with the same high-tech, expensive equipment that graduate students, PhD candidates and the researchers do. Students also earn college credits for their work.

UAF Student Support

Many undergraduate students are not sure if they want to go into a science or health-related degree program. INBRE helps them gain exposure to science in the labs. This helps them understand why they are taking calculus, chemistry, etc. They become comfortable with faculty and staff, and with basic lab procedures. The hands-on lab work and their personal contact makes them feel more comfortable when they are deciding whether to pursue science beyond the undergraduate level. INBRE also helps UAF students interested in medicine apply for the University of Washington's WWAMI program which is administrated through UAA. There are 20 scholarships available and nearly 100 UAF students who apply annually.

WWAMI is a partnership between the University of Washington School Of Medicine and the states of Wyoming, Alaska, Montana, and Idaho. The WWAMI program's purpose is to provide access to publicly-supported medical education across the five-state region. Each of the participating states designates a specific number of medical school seats. These are supported through a combination of appropriated State funds and student tuition which cover the full cost of medical education. The tuition paid by students in Wyoming, Alaska, Montana and Idaho is the same as that paid by Washington state residents. This allows for publicly supported medical education in states where no freestanding medical school exists.

Outcomes of the program at the University of Washington School of Medicine and WWAMI indicate that, over 30 years, 61 percent of graduating students stay within the five-state area to practice. Over the past 20 years, nearly 50 percent of graduating students have chosen to pursue careers in primary care. This is particularly important since 35 percent of the population in the WWAMI region lives in rural, generally underserved areas. Upon graduation, an estimated 20 percent of WWAMI graduates will practice in Health Professional Shortage Areas (HPSAs) following graduate medical education.[16]

[16] University of Washington Medicine website 2/7/2009 http://uwmedicine.washington.edu/Education/WWAMI/

Life Sciences Programs

Through the Department of Wildlife and Biology in the College of Natural Sciences and Math UAF offers undergraduate and graduate programs in biology, botany, wildlife biology, chemistry, biochemistry, molecular chemistry, environmental chemistry, fisheries, marine biology, ocean fisheries, natural resources and agricultural sciences. A wide range of classes are offered in life sciences including: ecology, conservation biology, and environmental sciences; wildlife biology; zoology, animal physiology and animal behavior; plant biology; marine biology; cell and molecular biology; and genetics and evolutionary biology. There are a substantial number of students not pursuing a life sciences degree who enroll in Life Sciences courses for other reasons, including fulfillment of Core curriculum requirements.

This wide range of programs offers exceptional opportunities for Alaskans to engage in education that could lead to careers with policy-making agencies that are essential to our state such as the Alaska Department of Fish and Game, US Fish and Wildlife Service and the Nation Park Service.

When top researchers are attracted to UAF, they not only bring their research skills but also increase the number and quality of classes that can be offered at UAF. Additionally, the availability of high-quality research options provides critical hands-on experience for students to apply their academics. UAF must have high quality facilities for research and teaching to attract the best scientists to the campus. One example is Karsten Hueffer and assistant professor of microbiology. Hueffer came to UAF as a part of INBRE's capacity-building grants. Since arriving at UAF, Hueffer has added one class in infectious disease and another in virology. The availability of specific classes like these, taught by skilled scientists, benefits a range of students from those in pre-health to those looking for careers in research.

Enrollment

Total enrollment in UAF life sciences classes is nearly 1,200 students. UAF life sciences programs, most specifically biology, have seen the greatest increase in enrollments at UAF in recent years.

- With nearly 500 degree-seeking students, UAF biology and wildlife programs are among the largest degree programs in the entire UA system.
- The largest undergraduate enrollment increases at UAF have been in biology and wildlife, with an increase of 25 percent from 303 to 380 over a ten-year period (1998 to 2007). Total undergraduate enrollment in life sciences increased by 8 percent, from 473 to 513.
- There were just over 300 graduate students enrolled in life sciences programs. The largest increase over the ten-year period was in biology and wildlife, with a 48 percent increase from 76 to 119 enrollments.
- Undergraduate enrollment in biological sciences increased by 26 percent, from 217 in 1998 to 275 in 2007. Graduate enrollment in biological sciences increased by 170 percent, from 20 in 1998 to 54 in 2007.

Alaskan Graduates Benefit Alaska

Producing workers who have the skills needed by Alaskan businesses, government and agencies is a crucial contribution of UA to the economy of Alaska. In addition to providing the skills and services needed by the state, UA graduates also contribute to the Alaskan economy at a higher level than non-graduates (on average, university graduates earn substantially more over their lifetime than non-graduates).

Alaskan graduates tend to live and work in Alaska, helping the economy grow, and serving state residents. While there has not been a specific study of UAF life sciences program graduates, there are several indicators of the value these graduates offer to the state of Alaska and its residents.

A McDowell Group study of UA graduates[17] showed that in 2006, two-thirds of UAF graduates (from 1989 to 2006) were still living in the state of Alaska, and 54 percent were known to be working in the state. (Note: Employment information was based on private sector, state and local government employment. Graduates working for the federal government or the self employed were not counted. Therefore, it is likely that more than 54 percent are working in Alaska.) Rural Alaskan graduates have an even higher likelihood of staying in the state after graduation.

As of 2005, nearly three-quarters (73 percent) of the UAF graduates still living in Alaska worked in a field related to their UAF education. This high retention rate is an important element in creating economic growth within the state.

UAF Graduate Careers

The tables on the following pages show a sample of some of the agencies and businesses where UAF life sciences program graduates have been employed. The tables of employers and positions were compiled informally in October 2008 by UAF faculty for UAF masters and PhD graduates. The tables do not represent all UAF graduates, undergraduates or transfers. While not complete, the tables show the variety of important positions that UAF life sciences graduates have filled. Many of these positions have direct influence on issues that affect all Alaskans.

[17] McDowell Group, *The Economic Impacts of University of Alaska, 2007 Update* pg 53.

It is of particular importance to Alaskans that decision-makers in areas such wildlife biology and fisheries understand Alaska and our unique environment. It is clearly preferable to have a UAF graduate making decisions about how and when Alaskans are able to harvest moose or salmon, rather than a biologist trained in the lower 48.

UAF Graduate Careers in Alaska

Employer	Position
ABR Environmental Research Services, Fairbanks	Senior wildlife biologist
Alaska Biological Research	Biological technician
Alaska Center for Coastal Studies, Homer	Director of Programs
Alaska Department of Fish and Game, Anchorage	Area wildlife biologist, assistant area biologist, wildlife biologist, research biologist, fisheries biologist, non-game biologist, statistician, wildlife technician
Alaska Department of Natural Resources, Fairbanks	Natural resource specialist
Alaska Sea Life Center	Research biologist
Fairbanks Christian School	Science teacher
Fairbanks North Star Borough School District	Develop curricula on invasive plants
Flint Hills, Fairbanks	Chemical technician
Hart-Crowser, Inc., Anchorage	Wildlife biologist
Juneau School District	K-12 Teacher
National Park Service, Gates of the Arctic	Research biologist
National Park Service, Denali	Ecologist
National Park Service, Glacier Bay	Research scientist
National Park Service, Wrangell-St. Elias	Biological science technician
Nature Conservancy, Anchorage	Biologist
North Pacific Halibut Commission	Research biologist, analyst,
Petersburg High School	Biology teacher
Providence Hospital	Resident, family medicine
Scenarios Network for Alaska Planning (SNAP)	Network coordinator
School of Fisheries and Ocean Sciences, UAF, Fairbanks	Assistant professor of Marine Mammalogy
US Bureau of Land Management, Glennallen	Wildlife biologist
US Fish and Wildlife Service, Anchorage and Tetlin	Wildlife biologist
US Fish and Wildlife Service, Environmental Contaminants, Fairbanks	Biologist
US Fish and Wildlife Service, Migratory Bird Management, Anchorage	Pilot-biologist
US Forest Service	Research technician, staff scientist
US Forest Service, Petersburg	Botanist
US Forest Service, Yakutat	District forester
US Geological Survey, Alaska Science Center, Anchorage	Research biologist, wildlife biologist, research geneticist

Many UAF life sciences graduates hold key positions in national and international organizations, agencies and schools such as those listed below.

UAF Graduate Careers Outside Alaska

Employer	Position
Ducks Unlimited	Biologist
Middlebury College	Affiliate Faculty
National Park Service	Research Technician, data manager
National Park Service, Painted Rocks, Michigan	Research Biologist
NOAA, National Marine Fisheries Service, CA	Analysis Specialist
Olympics National Park	Staff Scientist
Sierra Nevada Aquatic Research Laboratory, CA	Aquatic Biologist
State University of New York (SUNY) Syracuse	Assistant Professor
Syracuse University, New York	Assistant Professor
University of Oklahoma	Affiliate Assistant Professor
University of Puerto Rico	Assistant Professor
Utah Department of Natural Resources, Provo, UT	Endangered Species Specialist
Yukon Flats NWR	Biologist
Yukon Government	Caribou Biologist
Yukon River Intertribal Watershed Council	Water-quality Monitoring Technician
Yukon River Intertribal Watershed Council	Science, Research, and Mapping Technician
Zymogenetics, Inc., WA	Scientist

Benefits of a New UAF Life Sciences Building

Research Space

There is a current lack of space for researchers at UAF, and many of the facilities are not comparable to high quality labs at competing universities. High-quality research facilities (labs and equipment) are required to attract the caliber of researchers needed to enhance and expand current UAF programs. A new life sciences building will greatly increase UAF's ability to attract high-quality researchers. Adding these talented researchers will also facilitate additional staff positions for post graduates, post doctorates and lab technicians.

Academics

At UAF there is a serious need for modern classrooms that are appropriate for teaching modern science in fields such as marine biology, cell and molecular biology, and genetics. Most of the current science class rooms and laboratories were built in the 1960s. Some Alaska high schools like West Valley and Barrow have newer lab facilities for teaching than those currently available at UAF.

The Need for a New Life Sciences Facility

BIOS

The original solution to the academic and research space problem at UAF was the Biological Sciences Facility (BIOS). The BIOS facility was originally proposed in FY08 with a total square footage of 110,000 square feet. The plan called for 40,000 square feet of teaching space and 70,000 square feet of research space. The cost of the facility in FY08 was $105 million. The $105 million capital budget request was not funded by the legislature in FY08. In FY09, inflation had increased the cost of the facility to $113 million. The $113 million request was not approved in FY09.

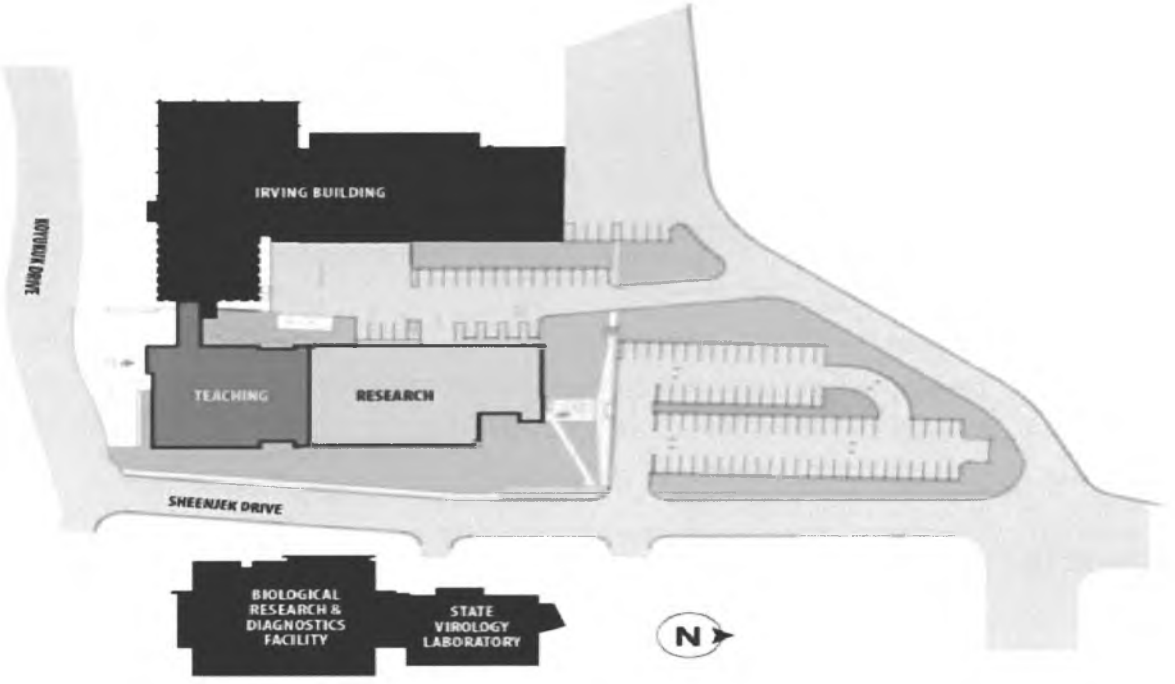
UAF Life Sciences Innovation and Learning Facility

The Life Sciences facility is the UA Board of Regents' number one new capital priority for the UA system. Because of the desperate and immediate need for a new life sciences facility, the UAF project team felt that in order to increase the likelihood of funding for a building, the facility plan should be redesigned to reduce the overall cost, and additional funding should be provided by UAF. The new facility was named the UAF Life Sciences Innovation and Learning Facility and scaled down from 110,000 to 87,000 square feet. The total cost of the new project is $102.8 million. UAF committed to non-General Fund support for 20 percent of the new facility. The FY10 capital budget requests General Funds of $82.2 million with non-General Fund support from UAF of $20.6 million for the Life Sciences facility.

The Life Sciences Innovation and Learning facility is designed to meet the critical need for updated classrooms (both instructional space and lab space) and provide much-needed space that will allow UAF's research programs to continue to grow. The facility will feature 37,000 square feet of academic space, including

approximately 40 classrooms with computer and lab capabilities and a lecture hall capable of seating 80 students. The research space, at 50,000 square feet, will provide 18 research labs and 10 support labs. Additionally, there will be lab space for 12 primary investigators, 36 graduate students and 12 post doctoral researchers.

Life sciences Innovation and Learning Facility Proposed Location



The facility is designed to be constructed in two phases. (The preferred solution is to complete the entire facility in one phase, but it can be completed in two phases if necessary.) The research portion would be constructed first. This would allow for continued growth in research revenues that are critical to UAF and the entire UA system while additional funding is sought to complete the academic portion of the building.

Interaction

As UAF works to transition from their life sciences capacity-building grant programs to seek more competitive grants, they must develop a critical mass of qualified researchers. If additional top-notch scientists can be attracted to UAF, they will in turn attract high quality research staff and students. This critical mass is important to create an atmosphere that enhances teaching and research, and stimulates intellectual growth among faculty and students. It is critical to get Alaskan students excited about research in science and health-related subjects because it will make them much more likely to stay in Alaska.

Because UAF is a small campus with exceptional scientists, undergraduates have the opportunity to work closely with them. Undergraduates actively participate in research at UAF, and their work has even been published alongside top researchers. Students usually do not find these types of opportunities on larger campuses.

Currently biology and other life sciences classes are spread all over campus (mostly away from the building where research is conducted), making logistics difficult for students and faculty – especially when there is a need for laboratory access. New classrooms, all located in the new life sciences building with close proximity to labs and faculty offices, would allow more students to come in contact with research and possibly spark an interest in a life sciences or health-related carrier.

If the new Life Sciences building is completed and UAF is able to attract new high-level research scientists to the campus, these researchers would also teach, increasing the level of academic delivery. This would bring new areas of expertise to the UAF program and build even more capacity for future research. Currently, UAF has to look outside to find top researchers to fill these high-level positions. As life sciences research and academic programs move forward with high-level teaching input from these new researchers, UAF hopes to grow more of their own future researchers.

Proximity to State Virology Lab and BiRD Building

The new Life Sciences facility will be located in the heart of the UAF research campus, on the West Ridge across Sheenjek Drive from the new Alaska State Public Health Virology lab and the Biological Research and Diagnostic facility (known as the BiRD building). Both facilities are heavily used by life sciences researchers. All three facilities would be interconnected. The Life Sciences building would be connected by an underground walkway with the State Public Health Virology lab; the BiRD building is adjacent to the virology lab.

Alaska State Public Health Virology Laboratory

The new $35.5 million Alaska State Public Health Laboratory opened in early 2009 on the UAF campus. The facility provides important routine testing for HIV, hepatitis rabies, rubella, mumps, herpes, rabies, influenza as well as testing for other potentially serious threats to public health such as SARS infections, avian flu, West Nile Virus infections, and norovirus infections. Virus detection services are provided to private and public health care providers throughout the state. The lab also monitors and reports incidents of the outbreaks of disease to national, state and local authorities, and e-mails a weekly report of recent virus disease activity to physicians, nurses, and other interested individuals around the state.

While the Alaska State Public Health Virology lab provides identification and monitoring serves that contribute to public health, to date they have not been tasked with studying what they find. Locating the new Life Sciences facility in close proximity to the Alaska State Public Health Virology lab will allow for close coordination of the virology labs' monitoring function and the high-level research functions available at UAF.

According to Dr. Bernd Jilly, Chief, Alaska State Public Health Laboratories, locating the new state lab on the UAF campus near scientists who conduct basic and applied research was extremely important. The state does not currently have a clinical virologist. They are trying to create a senior virologist position that will be co-funded by the state and UAF. By combining resources with UAF, they will enhance their ability to attract a top quality scientist. This position would run the lab, teach classes at UAF and do basic virology research.

The virology lab will be able to more closely monitor what diseases are present in the state. For example, flu strains start in China, then move east through Alaska, the US and on to Europe. If strains can be identified early, therapies can be developed in time to help prevent serious health problems in other parts of the

country and the world. Another issue of concern is norovirus. Over the last few years, bouts of norvirus have taken place in Southeast Alaska. Likely transferred from cruise ship passengers, the illness can lead to dehydration from loss of body fluids. If outbreaks can be quickly identified, the number of infected people can be reduced. By having a high-level virology scientist available, the state can likely reduce the incidence of illness in Alaska, resulting in less days of missed school and work (which can have a negative economic impact on the state).

Additionally, the state wants to develop a Level III laboratory where potentially dangerous microbes (such as rabies) can be safely studied. UAF currently has the researcher capability but not the laboratory capability to study level II microbes.

BiRD Building

Locating the new Life Sciences facility in close proximity to the BiRD building provides researchers with direct access to this state-of-the-art animal facility. The BiRD facility meets the specific needs of modern researchers by providing them with modern tools for their research. Close proximity allows researchers to better coordinate acquisition of lab animals such as rats and mice without exposure to inclement weather and potential contamination.

Economic Impacts of Life Sciences

Construction Impacts

The new Life Sciences building will facilitate long-term employment and spending in Alaska. Additionally, there will be a substantial level of short-term employment and economic activity related to construction in Fairbanks and in other areas of Alaska.

The original BIOS plan was for construction to take place from 2008 to 2012. According to McDowell Group research,[18] statewide output associated with BIOS facility construction would be substantial, with $170 million in total direct economic output, $80 million in labor income, and annual average employment of 370 workers over a four-year construction period. A total of $145 million ($103 million for construction, plus $42 million in indirect and induced spending) would enter the Fairbanks economy.

The economic effects of this project would benefit other areas of the state, primarily Anchorage, Mat-Su and the Kenai Peninsula. To a large degree, Anchorage is the commercial hub for all of Alaska. Construction companies, engineering firms, wholesalers and retailers, and many other types of businesses are headquartered in Anchorage. Further, large volumes of freight destined for the Interior move through the Port of Anchorage. With half of Alaska's population, the Anchorage area (in combination with the Matanuska-Susitna Borough and Kenai Peninsula Borough) is home to a large pool of skilled construction labor. Because of this, construction activity in the Interior stimulates economic activity in Southcentral Alaska.

[18] The Economic Impact of the University of Fairbanks Biosciences Facility (BIOS) McDowell Group, 2006

Total economic output for the Southcentral region of the state from construction of the new Life Sciences facility would be $20 million, with total direct and indirect annual average employment of 50, and total payroll of about $8 million. The vast majority of these benefits would occur in the Anchorage area.

Research Spending

Most UAF direct research expenditures are for wages and benefits. Most other expenditures are for items such as contracted services, equipment, commodities, travel, and student aid, and are purchased within the state. While UAF research spending has the greatest impact in Fairbanks and the vicinity, a significant amount of UAF research spending takes place in Southcentral Alaska. According to the McDowell Group,[19] one-third of all UAF spending takes place in the Anchorage and Mat-Su areas.

The Economic Value of Researchers

One way to estimate the economic value of a researcher to the state is to take an average of the research revenue a top-level researcher is expected to bring and look at the multiplier effect. According the economic modeling system IMPLAN, for every dollar spent on university research in Alaska, there is additional economic activity worth $0.70. [20] On average, an experienced top-level researcher would be expected to bring in annual grants worth between $300,000 and $1 million to fund research (including a portion of their salary and benefits, and the salaries and benefits of a research team).

Multiplying the average range of $500,000 to $600,000 in grants acquired per year, per researcher, by the 1.7 IMPLAN multiplier used for university research in Alaska[21] results in a range of $850,000 to $1.2 million in economic activity for the state, per researcher. Therefore, 12 research positions at UAF represents approximately $10.2 million to $12 million in economic activity for the state.

In general, the largest portion of research expenditures are for wages and benefits. Looking at just the value of wages and benefits generated by a research team provides another measure of a researcher's economic value. There is variability in the size of team that a researcher is able to assemble. Factors that can shape the content of a research team include total funding, subject matter, and availability of lab space. Currently, an average research team at IAB consists of one researcher, one graduate student and one or two technicians. Wages and benefits paid to research teams are in the range of $350,000 to $400,000 annually. For the purpose of this example we will use an average of $375,000 per team. The current facility plan has room for 12 primary investigators, as well as 36 graduate students and 12 post doctoral researchers. A dozen research teams worth an average of $375,000 in wages and benefits would result in approximately $4.5 million in direct wages and benefits.

A realistic scenario when the new facility is built will be movement of eight to ten current researchers (who need an updated facility) to the new building and the addition of two to four new researchers. As researchers move from their current space into the new facility, the space they vacate will be rehabilitated and used by other researchers (also increasing their potential to acquire new grants). It seems reasonable to assume that, based on a facility with space for 12 researchers plus the resulting space made available by intercampus

[19] McDowell Group, *The Economic Impacts of University of Alaska, 2007 Update*
[20] Minnesota IMPLAN Group, *IMPLAN Professional Version2*. 2006: Stillwater, MN
[21] Ibid

moves, UAF could see an increase in new research-related wages and benefits in the range of about $1 million to $3 million annually. In addition to these wages and benefits, there would be increases in direct spending for goods and services. Indirect and induced impacts would have further positive effects on the Alaskan economy.

SCHOOL VOUCHER STUDIES

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SCHOOL VOUCHERS: EXAMINING THE EVIDENCE

By Martin Carnoy

ECONOMIC POLICY INSTITUTE

Washington, D.C.

Martin Carnoy, a professor of education and economics at Stanford University, has written extensively about education, labor markets, and the changing international economy. Some of his recent books include *The New Global Economy in the Information Age* (with M. Castells, S. Cohen, and F. H. Cardoso), *Decentralization and School Improvement* (with Jane Hannaway), *Faded Dreams: the Economics and Politics of Race in America,* and, most recently, *Sustainable Flexibility: Work, Family, and Community in the Information Age*, published by Harvard University Press and the Russell Sage Foundation. He is also the editor of the *International Encyclopedia of the Economics of Education*. Prof. Carnoy came to the School of Education at Stanford in 1969, where he helped build the International and Comparative Education Program.

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Executive summary

School vouchers have been in the limelight for a decade. The basic argument is that giving parents public funds to send their children to private schools will stimulate innovation and competition among schools. Although vouchers lack broad public support, parents in low-income inner cities are more likely to favor alternatives to traditional public education, and this interest has stimulated small pilot programs in a few urban school districts. Such programs have the potential to inform public debate about vouchers' strengths and weaknesses, but they have been evaluated mainly by researchers who openly and actively support vouchers. Yet the media tend to report results from these analyses without necessary caveats and alternative views. Now that the push for vouchers has reached the federal government through President Bush's education initiative, the urgency for a balanced perspective has become more important than ever.

Do school vouchers improve student performance? A review of the evidence finds that vouchers' effects on student achievement are almost certainly smaller than claimed by pro-voucher researchers. Although programs in many cities were designed to be like randomized-trial medical experiments—with high validity and reliability—common problems in implementation may have compromised validity and produced misleading results. Moreover, the results are marked by broad inconsistencies across grades, academic subjects, and racial groups.

Recent highly publicized research involving Florida schools also highlights the difficulty in attributing test score gains to vouchers, since many of these programs involve not only vouchers but also school grading systems and others variables at the same time. The same researchers who found large effects from earlier voucher programs also found large voucher effects in Florida. But a closer look reveals that most of the gains could have been caused by the school grading system, not vouchers. In three states with school grading systems—Texas, North Carolina, and Florida before vouchers—low-performing schools (sometimes referred to as "F" schools) produced gains quite similar to those of the Florida voucher program. Thus, the "scarlet letter" effect from identifying low-performing schools is as plausible an explanation for the test score gains as is the voucher threat.

Identifying the effects of programs is a challenging task, especially for vouchers. As the evidence slowly comes in, a balanced analysis suggests that voucher effects may exist, but they are significantly smaller than voucher proponents would have the public and the media believe.

Introduction

School vouchers have been in the limelight for almost a decade, mainly at the state and local level. But with George Bush's candidacy and his election to the presidency, they have now become a national issue. At the same time, voucher advocates have produced new reports claiming that students using vouchers improve their academic performance and that the threat of the availability of vouchers leads to improved student performance in public schools. The results of these reports have been widely—and largely uncritically—circulated in the press. They give the impression that vouchers are the solution to the educational woes of minority students in "failing" public schools. The problem is real, but do these studies support their claims? The empirical findings on the educational effects of vouchers deserve a closer look.

The idea of public funding of private schools is not new, nor does it belong exclusively to conservative free market reformers. In the 1960s and early 1970s, academics on the left, such as Christopher Jencks (1966), argued that vast differences between the quality of public schooling for inner-city blacks and suburban whites could not be resolved within the structure of a residentially segregated public education system. Jencks argued for a policy concept introduced by Milton Friedman (1955) more than a decade earlier. Friedman proposed to offer public funds to families that could be used only for education but in any educational institution, public or private. Such "vouchers" would serve to give families increased choice of the kind of education their children received. Friedman saw vouchers as a way to break the "monopoly" of the public sector over education and increase consumer choice, hence economic welfare. Jencks saw vouchers as a way of improving educational opportunities for a historically discriminated-against group within American society. Both shared a distrust of the state—Friedman of the bureau-centric state interfering with "democratic" markets, Jencks of the class/race-centric state reproducing inequality through public education. But conditions may have changed in the last 40 years. While there is still a glaring gap between achievement of black and white students, the gap has

been considerably narrowed. In the last decade the progress seems to have stopped, but it is unclear what the causes of the continued gap might be.[1] The voucher issue therefore has two different political origins. One is a conservative, free market ideology that prefers private to public provision of any services, and the second is the practical demand of low-income parents for better schooling, public or private. Even if private schools were no more effective than public schools, market reformers would insist that vouchers make parents and children better off because of choice and competition, and that private school choice should be made available to all parents, regardless of income. But the demand in inner cities for better schooling is based not on free market ideology but on academic results.

Whatever the origin of their support for vouchers, advocates have been attempting to support two claims: first, that private schools supported by public funds actually can do a better job than public schools of educating the children most at-risk of school failure, whether because vouchers are a route to smaller classes and better teachers, or because private schools are superior in other respects; and second, that vouchers increase incentives for public schools to improve by threatening low-performing public schools with the loss of students to competing private schools.

In the last few years, the leading proponent of the idea that private schools are demonstrably more effective at educating low-income African American students and an effective mechanism for improving public education has been Harvard Professor Paul Peterson. The research support for these claims is controversial, in large part because the Peterson group's statistical analysis seems always tilted to favor a positive result for vouchers. The history of such tilting is no longer just support generated for the alleged greater effectiveness of private education; it has also carried over into the claims regarding vouchers as a stimulus to better public schooling. In February 2001, Jay Greene, now a researcher at the Manhattan Institute, published a short paper assessing the impact of the Florida voucher plan on "failing" schools. All of these studies bear extremely close scrutiny.

This study reviews the recent empirical research in these two areas: (1) the effect of vouchers on student achievement, particularly for low-income minorities enabled to go to private schools; and (2) the effect of the threat of vouchers on low-performing public schools.

Among its findings:

- Research on the effect of vouchers in Milwaukee and Cleveland showed anywhere from no effects to small effects of vouchers for mainly African American students. Studies in Cleveland suggest that the achievement gains after two years in existing religious schools for voucher students

were higher in one subject, science. Voucher students in for-profit private schools did significantly worse than non-voucher students in one study, but did better and then worse according to another. The much larger size of the voucher in Milwaukee (about $5,500 currently) than in Cleveland (maximum $2,500) also suggests that, whether test scores in private schools are higher or not, a larger voucher induces many more families to transfer their children to private schools and induces more private schools to offer educational services to low-income students.

- Research in Dayton, New York, and Washington (conducted and evaluated by voucher proponent Paul Peterson and his colleagues) show no significant test score gains for Hispanic and white voucher recipients, but it did find gains for African Americans that were statistically significant overall in New York and Washington and marginally significant in Dayton (in reading only). But several methodological issues make these comparisons of achievement gains problematic. These issues include the inability to ensure that participants are available for follow-up evaluation; the inability to explain differences in outcome by grade/age and ethnic cohort; inconsistent inclusion and exclusion of data on students who experience either large gains or large drops in test scores.

- Findings that the threat of vouchers for students in "failing" (F) public schools caused math and writing gains among Florida's lowest-performing schools to increase significantly more than the gains of higher-performing schools are plagued by methodological problems. The research tends to overestimate the effect of being designated an F school, and it offers no evidence that the higher estimated test-score gain by an F school should be attributed to the threat of vouchers.

Chapter 1

Do vouchers for private education raise student achievement?

In the most recent salvo in the voucher debate, Paul Peterson and his colleagues (William Howell of the University of Wisconsin, Patrick Wolf of Georgetown University, and David Campbell, also of Harvard (Howell et al. 2000)) announced in August 2000 that their voucher experiments in New York, Washington, D.C., and Dayton, Ohio showed that at least some pupils—African Americans—achieve better in private than in public schools. The finding was widely hailed by voucher supporters across the political spectrum as showing that private schools could solve a problem public schools apparently could not—the lagging achievement of low-income inner-city black children.

As Robert Reich wrote in the *Wall Street Journal* (Reich 2000), "[e]vidence mounts that vouchers do work for kids who use them. A new study of students in New York, Washington, and Dayton, Ohio—conducted by researchers at Harvard, Georgetown, and the University of Wisconsin—found that after two years, the average performance of black students who switched to private schools was 6% higher than that of students who stayed behind in public schools. So why not simply 'voucherize' all education funding and let students and their parents select where they can get the best education?" And, as William Safire commented in the *New York Times* (Safire 2000), "This hard evidence is not what teacher unionists want to hear....The Harvard study shows Bush is on the right side of this. He should embrace the successful voucher students and joyfully join the controversy...."

But soon after the results were presented, another member of the Peterson team, David Myers, contractor for the New York City part of the research, challenged Peterson's interpretation, arguing that the New York results—even for African American students—were not convincing enough to support the Peterson group's policy conclusions. Earlier voucher studies in Milwaukee and Cleveland seemed to support this more carefully worded view.

Who is right? Even if we thought that voucher proponents were willing to limit vouchers programs to low-income, inner-city families, how

sanguine should we be that such inner-city (read African American) pupils would gain by switching to private schools?

The short answer is that the three-city study is not nearly as reliable as its authors claim. As a basis for educational policy, it should be interpreted cautiously. It is possible that a more structured private school environment with smaller classes and higher-achieving peers could help African Americans make greater gains than if they stayed in public schools. It is also possible that improvements to public schools would yield comparable improvements. But that said, the Peterson results may misrepresent gains that typical low-income African American students can make by switching to private schools. Using statistical techniques not easily understood by the media or the public, the studies' methodology is laced with potential biases. In the context of an intense ideological push for privatizing education, the question to ask is not *whether* these latest Peterson-group reports overestimate private school effects, but *by how much*.

In four cities—Dayton, New York, Washington, and Charlotte, N.C. (where data were released more recently)—the Peterson team built evaluations into the voucher plans themselves. Evaluating these evaluations is not easy, because, with the exception of New York, the researchers have not publicly released their data (the New York data were the most transparent because they were reported by grade). Earlier, though, in Milwaukee and Cleveland, the Peterson evaluations were constructed after the fact, and they included responses to research originally carried out by those not politically committed to vouchers. The Peterson estimates in those studies have a different character. For one, "experimental" controls were weaker or nonexistent. More important, the data were available to others and so were subject to re-analysis.

The Milwaukee voucher experiment

The longest-running voucher initiative in the U.S. is Milwaukee's. It began in 1991 on the initiative of Polly Williams, an African American Wisconsin legislator. The $2,500 vouchers were awarded by lottery to low-income families, 75% African Americans, to be used only in secular private schools. Schools had to accept the voucher as full payment (parents could not top it up). Initially, seven private schools agreed to take voucher students. Although the legislature set a maximum of 1,500 vouchers to be awarded, this number was never attained during the five years of the program. Enrollment increased steadily but slowly, from 341 in 1990-91 to 830 in 1994-95. The number of schools participating also increased, from seven in 1990-91 and six in 1991-92 to 11 in 1992-93 and 12 in 1994-5 and 1995-96.

The legislature commissioned University of Wisconsin professor John Witte and his colleagues to study the students who received vouchers and compare their achievement with similar students in public schools. Witte et al. found high levels of satisfaction among families receiving vouchers (Witte, Sterr, and Thorn 1995). Yet, when they analyzed achievement differences between those Milwaukee pupils who used vouchers to attend "choice schools" and Milwaukee public school pupils of similar socioeconomic background, race, and ethnicity, Witte et al. found that, generally, voucher students did no better in either math and reading. The one exception was a statistically significant *negative* effect of attending choice schools on reading scores in the second year of the program (1991-92). According to Witte et al., many of the poorest choice students left the program at the end of that second year. The authors also estimated the achievement effect controlling for the number of years the choice students had been in a private school. Again, private school voucher students did no better than public school students in either math or reading. The only effect that approached statistical significance was a negative reading score for those who had been in private schools for two years.

Witte et al. admitted that such an analysis has its limits, since many new students were being added to the private school sample every year, and a large fraction (about 30%) left the sample. The proportion leaving the sample was about the same for public school pupils. So the sample of private and public school pupils differed from year to year.

Other factors also changed in Milwaukee from year to year. The initial voucher was about one-half of Milwaukee's public school per-pupil spending. The voucher rose quickly, with private schools demanding and getting a higher voucher, until it was close to the primary school public cost per pupil when special education costs were accounted for. This is a major reason that more private schools were attracted into the program and more students could be accommodated in later years. Even so, over the course of the experiment, several of the participating private schools closed, including some due to bankruptcy.

In 1996 Peterson and his colleagues obtained the Milwaukee data and published their own study, using a "quasi-experimental" design that compared achievement of those who got vouchers in the lottery with those who did not. Peterson claimed that Witte had misspecified his model by comparing private school pupils with those who remained in public schools but had not necessarily applied for vouchers (Greene, Peterson, and Du 1996). In contrast, Greene et al. assumed that selection into the voucher program by lottery had resulted in a random sample of *applicants* being chosen to attend private schools. Thus, applicants should be the relevant pool from

which to draw comparison groups. The results of their comparison showed pupils attending private schools making significant gains in both math and reading over the students who applied for vouchers but ended up attending public school. The gains were found in the third and fourth years of the voucher program.

Witte (1997) countered that students who applied but did not get vouchers included students who had gotten vouchers but were rejected by the private schools. In addition, many of those pupils who were in the "control group" (those who had applied for vouchers but not gotten them) could not be located to measure their later test scores as public school students. Some others who had originally applied for vouchers and did not get them attended private religious schools assisted by a parallel, privately funded choice program, Partners for Advancing Values in Education (PAVE), so were not included in the control group. Since these students were more likely to have more educated and motivated parents than those who stayed in public schools, the control group was not necessarily a random sample of those who did not get vouchers.[2]

A third party, Princeton economist Cecilia Rouse, then took the same data, reworked them and found that students in private schools made faster gains in math (after the second year), but none in reading (Rouse 1998a). The gains in math were statistically significant but relatively small. Rouse compared the choice students (those who had been selected to get a voucher, whether or not they had actually used it) with both Greene et al.'s comparison group and a sample of Milwaukee public school students, similar to that used by Witte et al. She corrected all three samples for an implicit set of student characteristics that are invariant over time (including but not limited to, native ability, race, ethnicity, socioeconomic background, as well as other, "unobservable," student attributes) but may be correlated with students' families applying to get vouchers. These are called student "fixed effects." She argues that her results disagree with Witte et al.'s because the latter restricted their samples to students for whom prior test scores were available (her fixed effects variable does not depend on measuring prior test scores) and disagree with Greene et al.'s because Greene et al.'s reading results disappear when student fixed effects are included. A second Rouse paper found that gains for low-income Milwaukee public school students in smaller classes were higher than the gains of voucher students in private schools, which also were characterized by much smaller class sizes than in Milwaukee public schools (Rouse 1998b).

In 1997 the Wisconsin legislature expanded the voucher program to 15,000 low-income students, and included religious schools. The legislation was upheld by the Wisconsin Supreme Court. Initially, about 8,000

students took up the vouchers, which continued to be worth about the cost of Milwaukee's per pupil spending on primary education ($5,500 in 1997). In the first year, about one-third of voucher takers under this expanded program were already in private schools but qualified because of their low family incomes. By the school year 2001-02, about 10,000 children will use vouchers at over 100 mostly religious private schools (Williams 2000).[3] This is a significant fraction of Milwaukee's 100,000 public school students. Even if only 7,500 of the voucher students were not already in private schools and transferred from public schools, the voucher program has shifted almost 8% of Milwaukee's public school students to private schools. This suggests that, given a large enough voucher, many low-income families will take advantage of it, and at least some new schools will come into the market. However, no one knows whether voucher students are performing better in this expanded program because, unlike public school students, they are not required by the legislature to take state tests, and no evaluation program is written into the legislation. We also know little about how many students who took up vouchers returned to public schools after a year or two in a private school.

The Cleveland voucher program

Cleveland's voucher program was approved by the Ohio legislature in June 1995 and began in the 1996-97 school year with a maximum voucher of $2,500. Voucher recipients were chosen by lottery and received a fixed percentage of tuition charged by private schools, the percentage depending on the family's income level. Students whose family income was at or above 200% of the poverty line received 75% of the school's tuition up to $2,500, and those below the poverty line received 90%, up to $2,500.

The Cleveland program differed from the Milwaukee experiment in several important aspects. In Cleveland, more than twice as many vouchers were offered as in Milwaukee (3,700 versus 1,500). Unlike Milwaukee families, Cleveland families had to add to the voucher to attend private schools, both because the voucher covered only part of tuition and because private schools could charge tuition higher than the voucher. As in Milwaukee, the program got off to a slow start, with only about 1,500 students taking advantage of the vouchers.[4] A fraction (about 25%) of Cleveland's vouchers were offered to families with children already in private schools, and vouchers in Cleveland could be used in religious schools, as they later could in the expanded Milwaukee program. About 80% of families in the Cleveland program sent their children to Catholic and other parochial schools.

Nearly all of the others went to Hope Schools—two private for-profit

schools created by David Brennan, a wealthy entrepreneur and major contributor to Ohio's Republican Party, to take advantage of voucher availability. Brennan had been instrumental in getting the voucher program through the Ohio legislature, but was later unable to raise the value of the voucher once he realized that his schools were losing money at the $2,500 level. He subsequently converted the Hope Schools into charters to take advantage of higher levels of financing. This left almost all voucher students attending religious schools. On December 11, 2000, the 6th Circuit Federal Court of Appeals upheld a lower court ruling that these vouchers gave unconstitutional aid to religious schools. The program's future will be decided by the U.S. Supreme Court.

Evaluations of Cleveland vouchers are in even greater disagreement than the Milwaukee analyses. In Cleveland, almost as soon as the voucher program got under way, evaluations were conducted on different sets of students by two different groups of researchers. The Ohio legislature contracted researchers from the University of Indiana, headed by Kim Metcalf, to conduct the state's evaluation. Metcalf et al. could get "baseline" spring 1996 second-grade state test scores for almost all public school pupils. So the researchers focused on the almost 200 third-grade pupils who had received a voucher and switched from public to private schools in fall of 1996 (Metcalf et. al. 1998). They used as their outcome measure the scores on a test they gave to entire third-grade classrooms that contained their sample students.

Independently, the Peterson group (Greene, Howell, and Peterson) was also evaluating the Cleveland voucher program, but it focused on the two Hope Schools and looked at students in all grades, not just the third. The Peterson group did not collect data on previous tests taken by voucher students, but rather estimated increases in scores by comparing scores on tests *they* gave students in fall 1996 with scores on the same test in spring 1997. Greene et al. found higher levels of parent satisfaction in the Hope Schools and significant test score gains from fall 1996 to spring 1997 by students who started in one of grades K-3 in 1996 (Greene, Howell, and Peterson 1998). These findings were almost immediately criticized for using as baseline a test given right after the summer, when students have "lost" skills learned in the previous year (AFT 1997).

Because the Peterson group had already given tests twice in the Hope Schools (fall and spring), the schools' administration declined to test the children again using the Metcalf group's instrument. Metcalf et al. had to do a separate analysis of the Hope students. Their results of the second-grade test scores suggest that those students who used vouchers to get into non-Hope and Hope schools were similar socioeconomically to the sample

taken of students remaining in Cleveland public schools, but they had higher initial test scores than public school students (these differences were not large). Metcalf et al.'s results for the 94 non-Hope School third-grade voucher students for whom they had second-grade scores showed no significant differences in the gains posted by voucher students and students who stayed in public schools, once socioeconomic background differences were accounted for.

The Peterson group was able to obtain Metcalf's data and almost immediately criticized the researchers' results on three main grounds: they limited their analysis to third graders, they used a second-grade test taken in public school the previous year that is not an accurate measure of baseline test scores, and they left the Hope Schools out of the analysis. They also claimed that Metcalf et al. used a statistical technique that underestimated treatment effects. But when the Peterson group reanalyzed Metcalf's data not taking into account second-grade scores, it found significant gains only for private school students in language and science. Controlling for second-grade test scores, even these gains were statistically insignificant at the 5% significance level (Peterson, Greene, and Howell 1998).

Yet another study by the Peterson group confirms that reported gains for students in the Hope Schools depend heavily on the low scores on the initial test in fall 1996. Any later scores compared with those initial test scores result in substantial reported gains, but using spring 1997 as a base results in consistent declines in math and reading scores for students in the Hope Schools (Peterson, Howell, and Greene 1999).

The Metcalf group continued to evaluate the voucher plan, following the third-grade cohort into fourth grade and testing the large cohort of voucher students in first grade. As in Milwaukee, the attrition rate from private schools was substantial from the first to the second year of the program.[5] Second-year results showed that fourth-grade voucher students in the established, non-Hope private schools scored significantly higher than did public school students in language and science but not in other subjects. Students in the Hope Schools, however, scored significantly lower in all subjects than did either public school students or voucher students in non-Hope Schools (Metcalf et al. 1999). The differences in scores between voucher students in non-Hope Schools and public school students were lower when socioeconomic differences were taken into account, but Hope students still had significantly lower scores. As was the case in Milwaukee, Metcalf et al. found that private school classes were marked by fewer students per teacher than were classes in public schools.

To summarize, the Milwaukee and Cleveland research on the effect of vouchers showed anywhere from no effects to small effects of vouchers for

mainly African American student groups. Studies in Cleveland suggest that the achievement gains after two years in existing (religious) schools for voucher students were higher in one subject (science). Voucher students in for-profit private schools (the Hope Schools) did significantly worse than non-voucher students in one study (Metcalf et al.), but did better and then worse according to another study (Greene et al.).

Significantly, in both cities, different researchers, taking somewhat different approaches to the data, came up with different results. And in both cities, the Peterson group's evaluation of the voucher program reported the largest gains for students in private schools.

The new voucher research

The Peterson group's new round of research concerns efforts by well-financed voucher advocates to fund scholarships (vouchers) for low-income children to attend private schools. The programs establish lotteries for parents who apply, give applicants a baseline test, award scholarships to applicants at random, then later test children who did and did not receive the scholarships. Some families who get vouchers do not actually send their children to private school, either because they cannot come up with the extra tuition or because they cannot find convenient private schools to accept their children.[6]

Results for Dayton, New York, and Washington show no significant test score gains for Hispanic and white voucher recipients. Gains in the Howell et al. study are reported as National Percentile Ranking (NPR) points, which run from 0 to 100, with a national median of 50. This measurement allows the gains to be compared with test score gains reported in other studies, such as the Tennessee class size experiment. Gains for African Americans are found to be statistically significant overall in New York and Washington and marginally significant in reading in Dayton.[7] Reported gains are largest in Washington, D.C. (**Table 1**). As shown in **Figure A**, the aggregate math gain for African Americans across the three cities is about 5.5 percentile points in year 1. But math scores fail to increase significantly in year 2. The reading gain is negligible in year 1 and is about 6 percentile points in year 2. As shown in Table 1, gains for other ethnic groups are not significantly different from zero in either years 1 or 2.

Gains can also be expressed relative to the statistical variance of test scores in the sample of African Americans taking the test. This is called the "effect size." Gains are expressed in the proportion of a standard deviation in test score represented by the percentile point gains. One standard deviation is the difference in score between the average score (50th percentile)

TABLE 1 Impact on test score performance in three cities of switching to a private school (gain measured in National Percentile Ranking points)

	African American pupils				All other ethnic groups			
	Year 1		Year 2		Year 1		Year 2	
City/ grade/test	Gain	Sample size	Gain	Sample size	Gain	Sample size	Gain	Sample size
New York								
Grade 2/5								
Math	7.0***	623	4.1*	497	-2.1	817	-3.2	497
Reading	4.6**	623	4.5**	497	-1.3	817	0.2	497
D.C.								
Overall								
Math	7.3**	891	9.9***	700	8.5	39	5.8	44
Reading	-9.0**	891	8.1**	700	6.3	39	-5.6	44
Grade 2/5								
Math	9.8***	620	10.0***	490				
Reading	-5.1	620	8.6**	490				
Grade 6/8								
Math	1.5	270	12.8*	210				
Reading	-19.0***	270	7.8	210				
Dayton								
Grade 2/8								
Math	0.4	296	5.3	273	-0.8	108	0.0	96
Reading	6.1	296	7.6*	273	2.8	108	-0.4	96

* statistically significant at 10% level
** significant at 5% level
*** significant at 1% level
Note: Grade signifies grade entered in first year of study.

Source: Howell, Wolf, Peterson, and Campbell (2000), Tables 2A, 2B, and 2C.

and the 84th percentile on the up side or the 16th percentile on the down side. If the gain represents one-fourth of a standard deviation, it means, approximately, a move from the 50th to the 60th percentile. The percentile point gains for African Americans in Figure A translate into 0.3 standard deviations for math in year 1, with little if no gain in year 2, and, for reading, little gain in year 1 but about a 0.25 standard deviation effect size in year 2.

As shown in **Figure B**, if the major increase in math gains by D.C. middle school students between years 1 and 2 (from negligible to high positive gains) is excluded from the aggregate, the math gains for blacks decline between year 1 and year 2. Furthermore, if the huge turnaround in reading scores among D.C. elementary and middle school students is excluded from the aggregate, Dayton plus New York reading scores show a negligible aggregate gain after year 1.[8]

FIGURE A Test score gains for African Americans switching to a private school, New York, Washington, and Dayton

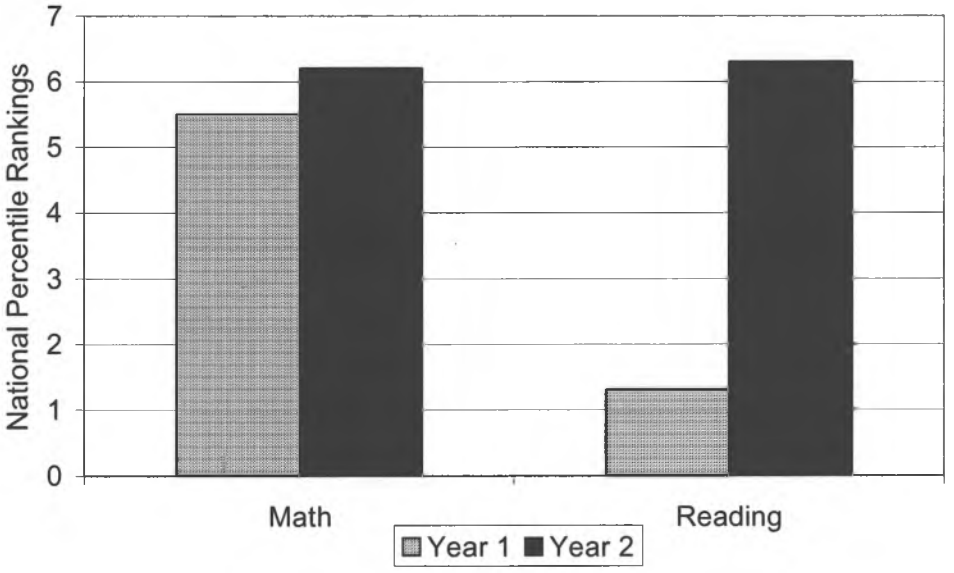
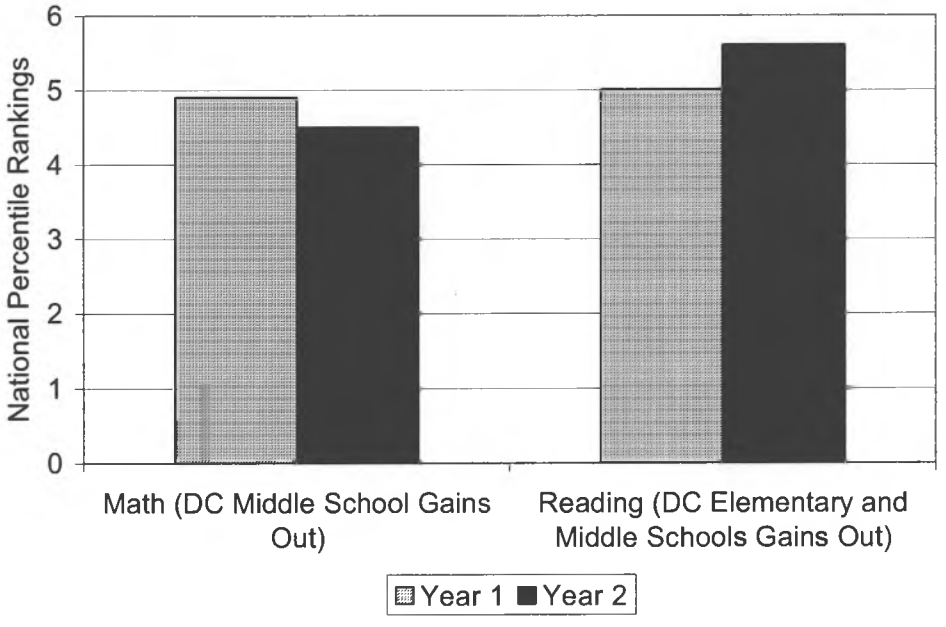


FIGURE B Test score gains for African Americans switching to a private school, Washington gains omitted



Source for figures A and B: see note to Table 1.

Thus, the combined results from two cities, Dayton and New York, suggest that for African American students the main effect of switching to a private school occurs in the year after the switch, and, as shown in Table 1, for other ethnic group (mainly Hispanic) students there is no effect at all. Using the same methodology, the Charlotte gains (not shown in table) are found to be about 6 percentile points in both reading and math. These are not broken down by ethnic group, but 80% of the sample is African American (Greene 2000).

Closer scrutiny

Several methodological issues make these comparisons of achievement gains problematic.

The 'disappointment' and Hawthorne effects problem. Comparing students already in public and private schools has a major disadvantage: private school students may come from more motivated families and have survived selection processes. Solving this problem requires an "experiment:" randomly assigning students to private and public schools.

The Peterson group draws on the statewide Tennessee class size experiment (Mosteller 1995) for much of the experimental method it uses to test the effects of vouchers. In Tennessee, students and teachers were randomly assigned to "normal" size classes (about 24 students) or classes reduced to about 15 students. All the students were followed and tested over the next 12 years. Researchers were able to distinguish those students who had stayed for several years in small classes, the students who had spent only one year in a small class and then switched, and the control group—those who stayed in normal size classes from kindergarten through the third grade. The Tennessee experiment, while randomly choosing the "treatment" (small class) and "control" groups (usual number of pupils in the classroom), was not a "blind" trial, as many medical experiments are. In a truly blind trial controls are given a placebo and do not know whether they are receiving the treatment. Education experiments can never fulfill this condition—families know their child's class size or whether they get a voucher. This makes education experiments subject to a "Hawthorne effect," where the fact that participants know they are involved in a treatment to produce a positive impact can cause them to try harder. The motivation of families who were rejected for the treatment (i.e., the controls) can also be affected by the experiment itself.

The voucher experiments in various cities have families apply for a voucher, give baseline tests to all applicants, then randomly select some to

get vouchers to attend private schools.[9] But the students in these experiments are not necessarily representative of low-income urban students. Families applying for vouchers whose children attend public schools are more motivated to switch their children and more dissatisfied with public schools than are average low-income parents, most of whom do not apply. Not receiving a voucher for parents already dissatisfied with their child's schooling could have an adverse "disappointment" effect on the child's performance. [10]

The differential gains recorded in these experiments may therefore be due partly to lower gains by discouraged voucher rejectees rather than greater gains by recipients. Stanford psychologist Claude Steele has done research showing that test scores are significantly affected by the self-perception of test-takers (Steele and Aronson 1998). Although pupils who did not get a voucher were selected randomly, they and their parents may still feel "unlucky" and less efficacious. For a better comparison, voucher experiments would need also to draw a random sample of pupils from urban public schools whose low-income parents do not apply for vouchers, and give them the initial and follow-up tests. These pupils would come from families who are probably more satisfied with their current situation.

Peterson and Howell (2001) have responded to this criticism by claiming that the level of satisfaction with their children's public schooling by those parents who did not receive a voucher did not decline significantly in the first year following the voucher lottery, but it did in the second. Neither did rejected parents' participation rate in school activities decline. Since the chance of getting a voucher was only one in 20, it is not likely, the authors argue, that getting rejected produces any "sore loser" effect. But this is not very convincing. Peterson and Howell fail to mention that parents who applied for the voucher had rather low satisfaction with their children's schooling to start with. Continued low levels of satisfaction (or even declines after two years) may be enough to affect their children's test scores negatively.

Peterson and Howell also claim that, although there are some signs of a Hawthorne effect, the gains continue to increase in year 2 for African Americans, a trend which suggests that voucher gains persist and are not the result of a Hawthorne effect. The claim that the test score gains persist are based mainly on a large D.C. turnaround in second-year middle school math scores and second-year elementary and middle school reading scores. When these are excluded, there is no second-year increase (see Figure B).

Non-returnees at follow-up. Another problem is self-selection for the follow-up evaluation. Voucher researchers measure academic gains by convincing families to bring children in on a weekend to take follow-up math

and reading tests. As in medical trials, high participation rates may require inducements. For those families who received vouchers, the New York inducement was that children would have to take the test to continue getting a voucher. Researchers used only moral suasion in other cities. For those who received but did not use the voucher and for those in the control group (who did not get a voucher), the inducement was typically $20 plus eligibility for a voucher in the future. Participation rates varied, with the highest rates in New York (about 66% in the second-year follow-up) and about 50% in D.C. and Dayton. The participation rate in Charlotte was particularly low, at 40%. All these are considerably lower than in medical trials.

The Peterson group deals with participation problems by estimating the probability that a student with a certain initial test score and set of family characteristics and attitudes would participate in each follow-up test and then weighting actual scores according to this probability. Probability functions were estimated separately for the control group and for those who received vouchers, using data researchers had gathered on the original questionnaires and the original test scores for all the students who had applied to be in the program. Using these probability functions, the students actually participating in the follow-up tests received a weight that was the inverse of the probability that a student with those characteristics would come back and take a follow-up test. For example, if a student had a set of parent characteristics that made it likely that he/she would participate in the follow-up, he/she was given a lower weight in the calculation of the estimated follow-up test. Thus, students who came back to take follow-up tests but had characteristics that made them unlikely follow-up participants got a bigger weight, so test scores would be more "representative" of the original group of students.

The researchers could not do much more than this to correct for no-shows. But the procedure is hardly free of potential bias. It assumes that follow-up test scores for the many who didn't take the tests would be the same as scores for those who did show up and had similar initial scores and similar parent characteristics. But we really don't know how follow-up scores of no-shows might be related to their not showing up to take the follow-up test. For example, those who did not show up to take the first-year or second-year follow-ups may have had indications from their performance during the school year that they might score low, even though they did reasonably well on the baseline test. This might have been especially true for private school students, or, alternatively, for public school students. Thus, the large non-participation rates could easily have reflected behavior that systematically biased the relative gains of voucher recipients and non-recipients.

Bias issues in taking up the voucher offer. Yet another problem is bias in who takes up the voucher offer. The vouchers, which range from $1,200 to $1,700, depending on the city, are not large enough to cover tuition at most of the private schools available. Many families receiving vouchers were unable to use them. In New York, 62% of families whose children started out in public school used the scholarships for two years; in Dayton and Washington, 53% used the voucher in the first year, with an unreported drop-off in the second year.

Voucher takers in each city, as would be expected, have higher income than non-takers. Critics have argued that this income difference biases results. But the researchers have made a valid attempt to deal with the problem by comparing the controls with all students who were offered the voucher, not only those who actually used it. Here is how it works. Those who receive a voucher and use it may be self-selecting when they choose to go to private school—they may be the better students from higher-educated families, with greater chances to make test score gains. But voucher recipients are randomly chosen, so a good "instrument" in this case is whether the student received a voucher—if there is a major difference between voucher recipients and users, the "instrument" should pick that up. To test whether the measured or unmeasured characteristics of voucher users would produce such a result, the researchers estimated the private school effect conditioned on the probability that someone who got a voucher actually used it.[11]

The single cohort problem. In New York, the only students who made significant gains were African Americans who switched to private schools when they were entering the fifth grade and whose gains were large enough to produce a significant average gain for the entire New York sample of African Americans.

Results for African American students in Dayton also have a strange inconsistency. Certain cohorts—those who entered second, fourth, and sixth grades in the first year of the experiment—had large National Percentile Ranking percentage-point gains in combined math and reading test scores for the two years in private schools, while those in the other grades did not. According to David Howell (who kindly provided unpublished data by grade), African American voucher recipients finishing private school third grades at the end of the study's second year made large two-year gains (in combined math and reading). Those finishing fourth grade performed slightly worse than pupils who did not get vouchers. Those finishing private school fifth grades made large gains, those finishing private school sixth grades made small losses, those finishing seventh grade made large gains, and

TABLE 2 Two-year test score gains for African American students from switching to private schools in Dayton and Washington, math and reading combined, by grade (National Percentile Ranking points)

Grade (in second year of trial)	Dayton point estimate	D.C. point estimate
3	19.7	10.2
4	-1.9	8.1
5	14.5	3.5
6	-1.8	9.7
7	17.0	11.4
8	-5.7	4.0
9	-14.9	-3.6

Source: Data provided to author by William G. Howell.

those finishing eighth and ninth grades made large losses compared to non-voucher students. Only in Washington, D.C. are achievement gains of voucher recipients attending private schools relatively consistent across grades (**Table 2**).With gains so variable by cohort, it is fair to ask, as did Mathematica's David Myers *(New York Times,* September 2000) concerning his New York study for the Peterson group, whether one can claim that students in private schools do better than those in public schools. Shouldn't we, instead, wonder what conditions produced such large gains for some cohorts but not for others?

Tankers and leapers. First-year results were reported in 1999. In Dayton and Washington, D.C., the first-year estimates in those earlier reports excluded "tankers" (test takers whose scores fell more than 1.5 standard deviations) and "leapers" (test takers whose scores rose more than 2 standard deviations). In the more recent second-year report, tankers and leapers are not excluded, changing the first-year results considerably. For example, the 7% gain in math scores reported in year 1 for black students in Dayton is reduced to zero. The Washington math score gain in grades 2-5 rises from 7% in the first-year report to 10% in the latest report, and the reading score in grades 6-8 drops from –8% to –19%. The rationale for not excluding leapers and tankers from the second round of estimates is that, if they stayed high or low, it indicated a more "permanent" effect. But the sample size in both Dayton and Washington dropped considerably in the second year, particularly among African Americans in Washington and highest of all in the highly volatile Washington grades 6-8. How was this drop in sample size related to tankers and leapers? Did more "divers" among voucher

students not show up for the second round of testing? Did more tankers and other low-scoring students leave private schools at the end of the first year, as occurred in Cleveland (Metcalf et al. 1999)? If so, this could have affected the results as to gains in scores. One simple way to test for this would be to present second-year results with tankers and leapers excluded, giving readers an insight into the robustness of the results.

Erratic results. A final problem is erratic results. Big differences between first- and second-year gains in Washington, D.C. may relate to which students failed to show up for testing in the second year. Students might have failed to participate in the second-year testing either because of negative first-year experiences in private schools, or because of disappointment with the first-year testing result. For such students, the probability is higher that they would do badly again than that they would do well. If they leave the sample, that alone could drive up the second-year result.

Chapter 2

Do vouchers improve failing public schools?

In the latest round of voucher advocacy research, Jay Greene, another member of the Peterson group, recently announced that the threat of vouchers in Florida for students in "failing" public schools caused math and writing gains among Florida's lowest-performing schools to increase significantly more than the gains of higher-performing schools (Greene 2001a). The finding was widely publicized as "proving" that vouchers were an effective policy tool for improving education.

In 1999, Florida adopted the A+ accountability system, which included a provision that awarded vouchers to students in schools that "failed" repeatedly. Florida grades schools as A, B, C, D, or F, based on the average scores students achieve on the Florida Comprehensive Assessment Test (FCAT). If a school receives Fs two out of four years, it becomes eligible for some form of corrective action, including but not limited to the offer of vouchers to its students to attend other schools, public or private. In the 1999-2000 school year, two Pensacola schools met the failing criteria and lost 53 children to private schools and 85 children to other public schools.

Greene used results on reading, math, and writing tests by school for the years 1998-99 and 1999-2000 to test the notion that "performance of students on academic tests improves when public schools are faced with the prospect that their students will receive vouchers" (Greene 2001a, 2). He finds that all 78 schools that received an F grade in 1999 (66 primary schools, seven middle schools, and four high schools) received a higher grade in 2000. The gains by F schools were also much higher than those for schools ranked A-D. To get the "voucher effect," Greene compares schools that "were probably very much alike in many respects" (Greene 2001a, 7), namely higher-scoring F schools and lower-scoring D schools. [12] The only thing that differentiates these two types of schools, according to Greene, is that the F's have the threat of vouchers hanging over them, and the D's do not. He concludes from this comparison that the higher-scoring F schools did significantly better on the math and writing tests, with "effect sizes" (the difference in high F and low D scores compared to the standard devia-

tion of the scores in the sample of schools being compared) of 0.12 for reading, 0.30 for math, and 0.41 for writing. This difference, he claims, is the effect that can be assigned to the voucher threat.

Part of this difference, Greene recognizes, may be due to an effect known as "regression to the mean." We would expect that individuals or groups of individuals scoring particularly low in one year would score higher in the next year, not because of any action taken but because of simple variation in performance. Similarly, high scorers in any year are likely to score lower in the following year. Baseball batting averages are a good example of this phenomenon. Players who have been in the majors for several years and had bad years in 1999 will, on average, have higher batting averages in 2000, not necessarily because of the threat of being sent to the minors (even though that threat exists), but because the normal variation associated with batting over a whole season makes it likely that hitters doing badly in a given year will do better rather than worse. The opposite is true for players who had particularly good years. Greene checks for this phenomenon by comparing gains of higher-scoring F schools with lower-scoring F schools. He finds that in reading and math, the higher-scoring F schools have higher gains than lower-scoring F schools. On these grounds, he dismisses the regression to the mean effect.

The Greene analysis has major defects that fall into two categories. First, his statistical analysis tends to overestimate the effect of being designated an F school. His interpretation of the size effects is also probably too large. Second, whatever the correct test score gain caused by a school getting an F grade, Greene presents no evidence that this should be attributed to the threat of vouchers. Florida's school-grading program is relatively new, but was in effect before 1999, the year the voucher threat was first used. How much larger was the effect in that year compared to previous years, when an F designation carried stigma but no voucher threat? Greene does not answer this question, but the data are available to do so. Other states, such as Texas and North Carolina, also have "scarlet letter" designations that trigger sanctions but not vouchers. Do F-graded schools in those states make larger gains than D schools?

Mis-estimating the 'scarlet letter' effect. Gregory Camilli and Katrina Bulkley (2001), professors at Rutgers University, re-estimated the differential gains of F-designated schools, using the same database available to Greene. They chose to compare *all* students who took the test rather than just the "standard" student population (which excludes "special" categories of students) used by Greene. There is no reason to believe that this changes the estimated gains, although Greene argues that F schools are

likely to have more special students when all students are included, dampening their estimated gains compared to gains when only standard students are included. However, a deeper problem exists: FCAT may have been given to two different populations of students in 1998-99 and 1999-2000.[13] In the earlier year, *all* students in school at the time of the test (in early spring) were given the test. In 1999-2000, only those students who were enrolled in that particular school in October took the FCAT. This would tend to increase test score gains because students who have been in school all year are likely to do better on the test than are students who changed schools during the year. This is particularly true for low-income students who are more likely to attend low-scoring schools (Rumberger 1996). This selection bias alone would cast doubt on Greene's results.

Yet, Camilli and Bulkley raise three other objections to Greene's statistical treatment of the data. They argue that Greene inadequately corrects for regression to the mean; that he aggregates data across primary, middle, and high schools; and that he overestimates size effects by inappropriately using the standard deviation of school mean test scores as the reference variable instead of the much larger variation of student test scores. In Greene's answer to Camilli and Bulkley, he rejects all three criticisms. Who is right?

Greene interprets the regression-to-the-mean problem as a floor effect (when scores are very low, they can only go up). However, as Camilli and Bulkley correctly point out, regression to the mean is not mainly the result of a floor effect but of "noise"—unexplainable variation that tends to raise low scores and reduce high scores in any give year toward the mean the next year. Camilli and Bulkley correct for this effect by (1) estimating the predicted school test score in year 2 as a function of school test score in year 1, (2) calculating the gain between second-year score and predicted second-year score, and (3) estimating the relation between this gain and school designations (in A, B, C, D, and F categories). They argue that this gives a "truer" estimate of the effect of school designation, corrected for gains associated with regression to the mean. Greene claims that their form of estimation "overcorrects" for the potential voucher effect because it "takes away" part of the gain of F-designated schools that could have come as a response to vouchers. He would be right if there were little noise in school test scores in a given year, so that all or almost all of the variation were due to policy effects such as school designation. But given what we know about school test score variation from year to year, this is unlikely.

Since Greene sees the regression-to-the-mean problem as a floor effect, he tries to test for it by comparing the gains of low-scoring F-designated schools with high-scoring F-designated schools. He finds no signifi-

cant differences in reading and math score gains between those schools, but significantly larger gains in writing for low-scoring F schools. He concludes that there is no regression-to-the-mean effect and that the F designation itself (the voucher threat) is the main explanation for the larger gain of low-scoring schools. But Haggai Kupermintz, a statistician at the University of Colorado, shows that low-scoring schools within all groups (A, B, C, D, E, and F) make larger gains than high-scoring schools in reading and math, and, that in math and especially writing, low-scoring F schools make much larger gains than high-scoring F schools (Kupermintz 2001, Fig. 2). Yet, even correcting for regression to the mean, Camilli and Bulkley and Kupermintz find a significant effect on math and writing achievement gain associated with the F designation. The estimated effect is not much different from the one Greene estimates when he compares the gains of high-scoring F-designated schools and low-scoring D-designated schools—what he calls the "hard" voucher effect.

The question of whether or not it is proper to divide the analysis into levels of schooling depends on what one wants to know. Camilli and Bulkley's analysis tells us that the big gains in both reading and math are in the seven middle schools that received an F designation. Middle schools made smaller relative gains in writing. High schools that received F's actually went down relative to other schools in math and reading and made about the same gains in writing, and primary schools with F designations made large relative gains in writing, smaller relative gains in math, and no relative gains in reading. Thus, the underlying results by school level and academic area suggest that an F designation has, at best, an uneven impact across school levels and subject areas. Greene's analysis aggregates these results, gaining some statistical significance but losing interesting and important information.

Should the size effects be measured in terms of the variance of scores among schools or among individual students? This depends on the kinds of comparisons being made. If we want to compare effect sizes of gains on different tests within the sample of Florida schools, Greene's use of test score variance among schools is a valid reference for effect size. But that is not the comparison Greene makes. He argues that educational researchers consider "effect sizes of 0.1 to 0.2 standard deviations to be small, effects of 0.3 to 0.4 standard deviations as moderate, and gains of 0.5 or more standard deviations are thought of as large" (Greene 2001a, 8). These are effect sizes based on gains compared to the variation of *individual* student achievement scores, which are much larger than the variation of average school scores. If the gains associated with receiving an F designation are to be compared with, for example, the effect size of the Tennessee class size

reduction experiment (as Greene does), he is claiming an effect on *students* in F schools of a net six-point gain in math scores (Camilli and Bulkley estimate a smaller gain). This gain, to be comparable to the effect sizes of educational research on individual student gains, should be compared to the standard deviation of individual student scores in the FCAT, not of school scores. This makes the effect size of the math gains in F-designated schools quite small (less than 0.1 standard deviations) and the writing gains moderate (about 0.23), as noted in the Camilli and Bulkley critique.

Incorrectly attributing gains at F schools to the threat of vouchers. Throughout Greene's analysis, he claims that the higher gains of F schools (corrected for regression to the mean) must be the result of voucher threat. However, F schools may also tend to raise their test scores more than other schools in other situations where there is no voucher threat. Being branded an F school may itself carry sufficient stigma to cause F schools to raise their test scores, whether or not there is a voucher threat. If that is the case, we (and Greene) have no way of knowing whether vouchers were the cause of higher scores in Florida in 1999-2000.

One way to test that hypothesis is to estimate the net effect of the F designation in Florida in the years before the voucher threat. Another is to make similar estimates for other states that rate schools as failing. Although Greene did not correct properly in his analysis for regression to the mean, it is worth comparing the relative performance of F schools to non-failing schools in these other situations using Greene's flawed methodology. This simulates what Greene might have found were he to do his (flawed) statistical analysis in Florida before the A+ plan was implemented, or in Texas or North Carolina, which have no statewide voucher program.

Data are available on school performance in Florida beginning in 1996-97, a year after the state implemented a testing program and categorized schools by the proportion of students passing the state tests. Doug Harris has analyzed these data and compared them to Greene's results for the first year of the A+ program (see Appendix A for the complete Harris study). Harris also compares his and Greene's results using Camilli and Bulkley's corrections for potential regression to the mean.

Table 3 presents Greene's and Harris' results using the regression to the mean using Greene's method of comparing the gains of high-scoring F schools to the gains of low-scoring D schools. Harris uses 1997-98 gains (pre-voucher), and Greene uses 1999-2000 gains (post-voucher). The gains in math at F schools before vouchers were introduced were larger than in the post-voucher years, but gains in reading and writing are larger post-voucher. In **Table 4** Harris adjusts both his and Greene's estimates for re-

TABLE 3 Adjusting for regression to the mean, Greene's approach (effect size)

	Harris: Florida ratings (1997-98)			Greene: Florida A+ (1999-2000)		
	Reading	Math	Writing	Reading	Math	Writing
Low 2 (D)	0.097	0.142	0.817	0.184	0.259	0.694
High 1 (F)	0.053	0.374	0.856	0.222	0.346	0.882
Difference	-0.044	+0.132	+0.039	+0.038	+0.087	+0.186

Source: Harris, Appendix A.

TABLE 4 Adjusting for regression to the mean, Camilli and Bulkley approach

	Harris: Florida grading			Greene: Florida A+		
	Reading	Math	Writing	Reading	Math	Writing
4 (A+B)	+0.012	+0.023	+0.041	+0.029	+0.005	NA
3 (C)	- 0.009	- 0.026	- 0.041	-0.001	- 0.000	NA
2 (D)	- 0.031	- 0.082	- 0.151	-0.001	- 0.025	NA
1 (F)	- 0.040	+0.199	- 0.091	+0.021	+0.062	NA

Source: Harris, Appendix A.

TABLE 5 Isolating the effect of a low-performance rating, Texas

	Gains in reading	Number	Gains in math	Number
Lower-scoring 'acceptable'	1.4212	1,338	2.1548	560
Higher-scoring 'low performing'	1.5417	45	3.8719	62
Low-performance effect	0.1205		1.1717	
Low-performance effect measured in standard deviations	0.018		0.184	
Low-performance effect in Florida measured in standard deviations	0.12		0.30	

Note: Gains are measured in terms of the Texas Learning Index, set at 70 for the minimum-expected learning level in each grade.

Source: Brownson; see Appendix B.

gression to the mean using the Camilli and Bulkley approach. Again, the math gains were much larger for F schools before the voucher threat, and reading gains were slightly larger relative to other schools once vouchers were introduced. If vouchers were the reason that F-designated schools did so much better in 1999-2000, as Greene claims, it is difficult to understand why F schools made larger (and significant) relative gains in math without any voucher sanction and why reading skills made insignificant gains even with a voucher sanction.

Amanda Brownson of the University of Texas' Dana Center duplicated the Greene analysis for Texas schools (see Appendix B). She compared the gains on the Texas Assessment of Academic Skills (TAAS) between the academic years 1996-97 and 1997-98 and the years 1998-99 and 1999-2000 for "low-performing" designated schools (this corresponds to the F designation in Florida) with "exemplary," "recognized," and "acceptable" schools' gains. Brownson argues that, because the Texas assessment is older than Florida's, schools in Texas have been making gains over a longer period than in Florida. She shows that TAAS scores increased steadily throughout the 1990s, but tailed off by 1999-2000. For both sets of comparisons of gains in scores, she found similar results for Texas as Greene found in Florida, even though Texas has no voucher threat.[14]

When Brownson compares the gains in lower-scoring "acceptable" schools with higher-scoring low-performance schools in 1998-99/1999-2000, she finds a very small net effect for low-performing schools in reading gains but a larger, statistically significant effect in math score gains. In both tests, the effect sizes are smaller than in Florida (here it is appropriate to compare relative gains to the standard deviation in mean scores among schools in order to correspond to the Greene results). These results are shown in **Table 5**. (Note that Brownson divides the test score gains by the standard deviation based on Greene's approach. Therefore, Tables 5 and 6 below should not be compared with Tables 3 and 4 above.)

Table 6 shows the same comparison for the early years. The difference in higher-scoring low-performance schools and lower-performing acceptable schools is statistically significant for both reading and math scores, and the effect sizes are close to the effect sizes estimated by Greene for Florida. Brownson's argument that gains were likely to be larger for low-performing schools in earlier years is borne out. More important, her estimates show that, using Greene's methodology, the level of relative gains made by failing schools in Florida is also made by failing schools in Texas, *although Texas uses no voucher threat.* Brownson also corrected her estimates for regression to the mean, using the Camilli-Bulkley method. This correction strengthens her conclusion that failing schools in Texas made

TABLE 6 Isolating the effect of a low-performance rating, 1996-97

	Gains in reading	Number	Gains in math	Number
Lower-scoring 'acceptable'	2.5565	1,714	3.3672	1,750
Higher-scoring 'low performing'	3.1990	55	4.6690	55
Low-performance effect	0.6425		1.3018	
The Texas low-performance effect measured in standard deviations	0.115		0.243	
The Florida voucher effect measured in standard deviations	0.12		0.30	

Note: Gains are measured in terms of the Texas Learning Index, set at 70 for the minimum-expected learning level in each grade.

Source: Brownson; see Appendix B.

relative gains as large or larger than the gains Greene attributes to Florida's voucher plan.[15] Like Florida and Texas, North Carolina has a "strong" accountability system that sanctions schools for continued "low performance." In North Carolina, the four main categories of schools are "exemplary," "meets expectations," "no recognition," and "low performing." Sanctions in North Carolina also do *not* include the threat of vouchers. Duke University's Helen Ladd, a well-known public policy analyst who has written about accountability (Ladd 1996) and about choice in New Zealand (Fiske and Ladd 2000), duplicated Greene's analysis for North Carolina (see Appendix C). She grouped schools into the four categories used by the state to characterize school performance over time[16] and examined two different measures of changes in student performance by school from 1997 to 1998: the change in the percent of students at or above grade level in each year of school based on reading, math, and writing scores (performance composite), and the gain in test scores minus the expected gain in test scores in each year (growth composite). These are the two standards by which schools in North Carolina are judged.

Ladd found that, for both measures of change, "low-performing" schools had a significantly greater positive change than any other school type (**Tables 7A** and **7B**). She also duplicated Greene's Florida comparison of high-scoring "low-performing" schools with low-scoring "no-recognition" schools. This comparison in North Carolina shows that high-scoring low-performing schools had a higher gain on both measures of gain than did no-recognition schools, and this difference was statistically significant (**Tables 8A** and **8B**). Ladd concludes that in North Carolina low-perform-

TABLE 7A Changes in performance composite, North Carolina, 1997-98

1997 school evaluation	Avg. difference in composite	Number of schools
Exemplary	2.37	514
Expected growth	3.43	380
No recognition	4.94	551
Low performing	10.68	114

TABLE 7B Changes in growth composite, North Carolina, 1997-98

1997 school evaluation	Avg. difference in composite	Number of schools
Exemplary	2.11	514
Expected growth	4.66	380
No recognition	7.48	551
Low performing	10.98	114

The change for low-performing schools compared to schools with higher evaluations is statistically significant at $p<.0001$.

Source: Ladd and Glennie, Appendix C.

TABLE 8A Changes in performance composite, North Carolina, 1997-98, comparing 'most similar' schools

1997 school evaluation	Avg. difference in composite	Number of schools
Lower-scoring no recognition	5.91	272
Higher-scoring low performing	9.22	57

TABLE 8B Changes in growth composite, North Carolina, 1997-98, comparing 'most similar' schools

1997 school evaluation	Avg. difference in composite	Number of schools
Lower-scoring no recognition	7.24	272
Higher-scoring low performing	9.46	57

The difference between the gains for the two school types is statistically significant at $p<.0001$.

Source: Ladd and Glennie, Appendix C.

ing schools made significantly larger achievement gains than other school categories, *with no voucher threat.*

Thus, Greene's claim that vouchers caused the observed gains in Florida may or may not be true, but the evidence he presents is not sufficient to support his case. We observe that schools designated as failing in Florida before the A+ voucher plan was implemented showed even larger gains in math scores. We also observe similarly large test score gains for schools designated as failing in states without vouchers. This suggests that using larger gains to Florida's F schools in 1999-2000 as evidence that a voucher threat improves low-performing public schools is at best a stretch.

In sum, Greene's statistical estimates have problems, but, more important, he should have been much more careful in attributing the larger gains he found for schools designated as failing to the voucher threat component of the Florida A+ plan. In studies that duplicate Greene's study for Florida in years before the A+ voucher plan was implemented, and in studies of Texas and North Carolina—states that publicize school "failure" but do not use a voucher threat—F-designated schools consistently make larger gains. Given these results, we have no reason to believe that the larger rise in student performance in low-performing schools in Florida in 1999-2000 was due to the threat of vouchers.

Parenthetically, we also cannot argue that the larger test score gains in failing schools in Texas and North Carolina were the result of those states' accountability systems. To prove any of these cases, we would have to show that individual schools' test scores behaved in a particular way over time and then changed significantly when the voucher threat or (in states without vouchers) other policies designed to change their behavior appeared.

Chapter 3

What have we learned?

Voucher evaluations in the U.S. have now gone through several phases. They all analyze voucher experiments aimed at low-income children, mostly African Americans, in medium and large cities, and now, with the Florida study, in states. The first experiments were publicly financed and offered vouchers by lottery. But vouchers were generally *under*-subscribed, and those applicants who did not receive vouchers were not necessarily randomly rejected nor carefully followed up. Thus, evaluations in the first phase generally chose as a "control" group students in public schools who resembled voucher students socioeconomically. These first-phase evaluations were also carried out using similar data by various researchers, some voucher advocates and others not.

The second plans were privately financed, and evaluations were designed to conform to medical experiments, where treatment and control groups are selected randomly. Vouchers were offered to a large group of low-income applicants by lottery. Vouchers were fully subscribed, and both voucher recipients and non-recipients were followed up with tests at the end of the first and second years of the experiment. In comparing pupils who receive vouchers to those who do not in this fashion, bias from differential motivation and socioeconomic background is allegedly eliminated.

The third round of studies have moved into the analysis of the effects of a voucher *threat* on low-performing public schools.

The results of the first round of studies in Milwaukee and Cleveland suggest that parents who receive vouchers and use them (actually send their children to private schools) are more satisfied with their schools than are parents of similar socioeconomic background whose children attend public schools. There is general agreement on that point. There is also general agreement that the vouchers enabled low-income parents who otherwise would not have been able to do so to send their children to private schools. Yet, the sample of low-income, urban parents seeking vouchers does not represent the average low-income urban parent with children in public school. Parents who file for vouchers are, for one, more dissatisfied than other parents. To determine whether private schools are more satisfying to low-income parents than public schools would require taking a random sample of all low-income parents in a particular city with children in public

and private schools and randomly re-assigning students to public and private schools. Parents whose children were assigned to private schools might still be more satisfied than before, but the differences would probably be much smaller than when only the children of dissatisfied parents are switched.

The results are less clear on the achievement effects of vouchers in Milwaukee and Cleveland. Results varied according to which researchers did the studies. The Peterson group produced the most favorable results for vouchers in each of the two cities. When all the results are compared, it appears that voucher-using (choice) students in Milwaukee probably made greater gains by their third and fourth years in private schools—at least in math—than did students in public schools. But the achievement effect was not large, and only a fraction of voucher students stayed in private schools for this long even though the voucher fully covered tuition. In Cleveland, the most reliable results suggest that, after two years, choice students who used their vouchers to attend existing (religious) private schools made greater gains in science than did non-choice students but not in other subjects. Students who used their vouchers in the commercial schools created to take advantage of the voucher plan did significantly worse compared to other students, both students in public schools and voucher users in religious private schools. As in Milwaukee, attrition rates of voucher users from private schools were large over the first and second years of the program.

The Milwaukee and Cleveland cases also indicate that small vouchers of $2,500 or less, such as in the early years of the Milwaukee experiment and in Cleveland, limit the number of low-income families that will actually use the voucher, either because the families cannot supply the extra tuition or because the number of private schools made available at that level of voucher funding is too limited. The eventually much larger Milwaukee voucher increased the number of private schools entering the market and also apparently made the voucher more attractive to low-income families. Nevertheless, we have no information on how the greater number of Milwaukee voucher students are performing compared to their counterparts in Milwaukee's public schools.

The results from the second round of voucher studies show similar satisfaction gains as in Milwaukee and Cleveland, but much larger achievement gains from using a voucher in private schools, at least for African American students. Studies were available only to one set of researchers. All students attended existing private schools, many of them religious, which makes the favorable results not inconsistent with results in Cleveland, although they were still much larger in Dayton and particularly Washington, D.C.

The authors of the second round of studies claim that their results are

better than those done in Milwaukee and Cleveland because of the truly experimental design of the evaluation. However, this strategy does not speak to other issues. The new studies suffer from uncorrected potential biases, including "disappointment effects" of families that did not receive vouchers, low participation rates in follow-up tests, the concentration of gains in particular small cohorts in the sample that the researchers do not attempt to explain, and possibly non-random declines in participation between baseline testing and the first and second years of follow-up testing.

The Peterson group cites Carolyn Hoxby's description of randomized field trials as the "gold standard" of social science research.[17] Hoxby's characterization certainly has merit. But to the extent that the Peterson group's results depend upon instrumental variables and upon weighting to correct for non-participation, they are no longer reporting results of a randomized field trial, but rather are reporting an empirical study with many of the dangers of assuming the relevance of characteristics that the "gold standard" attempts to avoid.

The Peterson group model has yet another problem. Low-income urban pupils attending private schools may do better because private schools are able to select their students. To the degree that a private school can construct a *peer* environment that is conducive to learning in ways that public schools cannot because they must take all comers, the influence of peers on student achievement may be more positive than in a public school. The ability to select students is not a feature of private education that voucher advocates care to stress, because, if this is the source of a positive private school effect, it can imply no condemnation of public schools that are unable to select students. Further, peer effects can run out quickly as private education expands in inner cities.[18] The Cleveland results showing small positive gains to voucher students who entered existing private religious schools and significant relative *declines* in test scores for students who used their vouchers in the commercial Hope Schools could be partly the result of peer effects, not just the relative quality of teaching in different types of schools.

The Peterson group could deal with this problem if it tested a random sample of students already in the private schools attended by voucher recipients, identified them by school, and estimated the peer effect (average test score of non-voucher students in each school) on the score of voucher recipients attending the school. It may not be easy to get the private schools to allow such testing, simply because they would then be subjecting themselves to evaluation. But without such information, it is difficult to understand the source of private school advantage, if such advantage even exists.

Peterson and his colleagues should have an interest in knowing whether it is peer effect or school characteristics that are producing their positive

results for voucher students attending private schools. They claim, contrary to Cecilia Rouse's results in Milwaukee, that smaller class size is not an important factor in explaining the higher gains in private schools of African American students. Indeed, in a recent paper, they were unable to explain why, in New York City, African American students realized a positive effect on test scores from attending a private school while Latino students did not. Private school characteristics as reported by parents, including class size, did not explain test score differences.[19] If peer effects are important in explaining whether students using vouchers make significant gains over their public school counterparts, then we might infer that a voucher plan is likely to benefit relatively few low-income students, i.e., mainly those who can get into existing schools with already better-performing students. Correspondingly, it should be kept in mind that small vouchers of $1,700 (New York City and Washington, D.C.) or $1,500 (President Bush's plan) would be unlikely to induce the creation of many new private schools for low-income voucher students.

Objective evaluations of the currently much larger Milwaukee voucher plan would provide additional information on the extent of voucher benefits. Since relatively large numbers of low-income students have apparently shifted from public to private schools (and some back), and voucher students attend approximately 100 different schools, it would be possible to assess differences in effects by type of school and whether gains are due to student selection or school quality.

In the study of competition effects, the voucher studies, as exemplified by Greene's Florida analysis, attempt to measure the "macro" effect of vouchers on public school improvement. These studies are more indirect than the studies of individual effects in experiments, so they require even more care in estimating voucher effects and interpreting them. Just the opposite has occurred. Jay Greene's study draws attention to Florida's voucher program, but tends to overestimate the degree to which failing schools actually do better than other types of schools and tells us little about whether the threat of vouchers actually makes low-performing public schools do better. Indeed, as the studies of relative gains made in an earlier year in Florida and by failing schools in Texas and North Carolina show, even without a voucher threat failing schools made relative gains as large or larger than in Florida in 1999-2000, when vouchers were introduced. If "failing" schools consistently make larger test score gains than higher-scoring schools in such a wide variety of situations, the fact that they did so in Florida in 1999-2000, when Florida's A+ voucher plan went into effect, is not evidence that the voucher threat was responsible for the larger gains. Much more rigorous empirical tests are required to make that case.

APPENDIX A

What caused the effects of the Florida A+ program: ratings or vouchers?

by Doug Harris, Economic Policy Institute

Criticisms of Jay Greene's analysis of the Florida A+ program fall into two categories: problems in estimating the effect size, and problems in attributing the effect size to the A+ program. This appendix focuses on the second problem. How much of the gain identified by Greene was caused by vouchers and how much was caused by the embarrassment of being labeled an "F" school?

It is often difficult to determine the effects of any individual policy. Governments often change multiple policies at the same time, making it difficult to understand which change had what impact. This same problem arises in the case of the A+ program. The state of Florida assigned labels to schools (A-F) *and* funded vouchers for schools that fell in the F category. This means that A+ is really two programs, which could have been implemented separately. Vouchers could have been funded regardless of school ratings, and the ratings could have been made without vouchers.

In November 1995, the Florida Department of Education (FDOE) released ratings to the public for each school in the state based on test scores from 1993-94 and 1994-95. Level 1 was called "critically low" and included 158 schools. The rules included *non-voucher* sanctions for schools that remained on this list for three consecutive years. However, these sanctions would only occur after three years and only after a series of hearings with the state Board of Education and appeals by the school district. Even if the district were found to be negligent through this process, the state board was not required to take action. Regardless, no sanctions were ever imposed.

Despite the apparent weakness of the sanction threat, anecdotal evidence suggests the schools worked hard to improve their scores to avoid further public embarrassment.[20] Many schools subsequently increased their ratings through test score improvement, decreasing the number of "critically low" schools from 158 to 71 in 1995-96 and to 30 in 1996-97.

In 1999, the state added a provision that students in schools designated as "failing" for two consecutive years would be offered a voucher that could be used in any other school, private or public. This was called the A+ program. At the beginning of the 1999-2000 school year, students in two schools were offered vouchers. They were chosen based on 1998 ratings and a "long history of failure," even though the two-consecutive-year provision of the A+ program

was not yet in effect. In 2000-01, no schools qualified for vouchers; all the 1999-2000 F schools managed to rise to an acceptable rating.

The analysis here attempts to compare the effects of the pre-voucher ratings with the A+ program, which includes both ratings and vouchers. If the effects of the earlier ratings were similar to the ratings-plus-vouchers included in A+, then this would provide evidence that vouchers did not add much value.

Analysis

The general method used here is simple. First, the test score gains achieved by "critically low" schools due to the ratings released in 1995 are estimated. Second, these gains are compared to those of the F schools studied by Greene and others, which also had the threat of vouchers. The methodology follows closely the analysis by Greene (2001), Camilli and Bulkley (2001), Brownson (Appendix B), and Ladd and Glennie (Appendix C).

While the general method is simple, the implementation is somewhat more complicated. One potential problem is that different schools used different tests in both reading and math during 1995-97, just before the FCAT was introduced. In these subject areas, schools were allowed to select from a menu of nationally norm-referenced tests. This is a common circumstance in education research, and it is common practice to make the results comparable by using either percentiles or effect sizes (gains adjusted based on the standard deviation). In this case, the FDOE reports the percentage of students in the school who reach the national 50th percentile on whichever test was taken. The writing scores, in contrast to reading and math, are based on a single statewide test taken by all students. In this case, the FDOE reports the percentage of students who receive a "3" or higher. Therefore, in the case of writing, adjustments are not necessary to compare scores across schools.

One possible effect of the new tests is that schools may achieve gains by "teaching to the test," i.e., teaching test-taking techniques and focusing their teaching on the kinds of material covered in the state exams. This is much more likely after 1999, since major changes were made in Florida testing at about that time. Specifically, Florida created its own test, FCAT, which replaced the nationally normed tests used previously for reading and math. Based on discussions with FDOE officials and other experts, it does not appear that any such changes occurred in the years immediately before the original rating system when into effect. Therefore, the real gains in achievement from A+ may be smaller than they appear.

A third and related issue is that the more recent data provided by the FDOE for the A+ program evaluations is based on raw scores, whereas the older data used here is necessarily reported in terms of "percentages above a set standard." Unfortunately, raw scores and percentages have different statistical properties. This assumption could prove problematic, especially if the "shape of the distribution" of student ability is different across schools. In other words, the test score average across schools can differ, but the variation around that

average cannot. This study tests for possible problems using the A+ data, which includes both raw scores and percentages. The use of these two measures does not significantly affect the results, as discussed later.

A fourth possible issue is that this analysis uses data for the years 1996-97 and 1997-98. The A+ ratings were released in 1999 based on data from the spring of that year. Greene then compares this with the following year's scores. Programs tend to have their biggest impacts in the early years when they receive the most attention. Therefore, it would be beneficial to analyze Florida's pre-voucher rating system using data from 1994-95 and 1995-96 to coincide with that program's first year. However, data for earlier years were not available. It is likely that the effects from pre-voucher ratings would be larger if the earlier data were used in the analysis.

A final issue is that the school rating system changed with the A+ program. Schools were still placed in categories, but the A+ ratings were based on higher standards than previously. This change could make the voucher effect look smaller, since the difficulty of further gains increases as students reach higher levels. For example, moving from the 20th percentile to the 30th percentile is likely to be easier than moving from the 30th to the 40th. The changes in tests and standards shifted 76 schools into the "F" (critically low) category that otherwise would have been in the "D" (level 2) category had the standards remained unchanged. These schools had already made large gains due to the pre-voucher ratings, discussed below.[21]

Results

Table A-1 indicates the gains by school rating and subject area for both the pre-voucher ratings and the A+ program. All of the analysis presented here is based on elementary school scores. The main reason for this restriction is that only one school was rated "critically low" at either the middle or high school level.

Schools not rated critically low were put into three higher categories, 2, 3, and 4. This rating system includes one fewer category than the A+ system. Therefore, to simplify the analysis, the A and B schools were combined into one group. This grouping will not affect the conclusions, since the focus of the analysis is on the low-scoring schools, not A and B schools. All numbers in this table, and throughout this appendix, are gain scores divided by the standard deviation, producing "effect sizes."[22]

Based on Table A-1 alone, it would appear that the A+ program is more effective than the pre-voucher grading system. However, this is quite misleading. Gains in test scores can be separated into three categories: (1) statistical "noise," e.g., a construction project going on near the testing site, which distracts students; (2) the average gain made by everyone, i.e., "trends," which may occur due to idiosyncrasies in the test and other factors; and (3) the unique gains of individual schools due to their own efforts, which are perhaps influenced by incentives created by state policy. The goal of the analysis is to separate the unique gains from statistical noise and trends. One way to account for

TABLE A-1 A simple comparison between the pre-voucher ratings and the A+ program (effect size)

	Harris: Florida ratings (1997-98)			Greene: Florida A+ (1999-2000)		
	Reading	Math	Writing	Reading	Math	Writing
All	-0.001 (1,486)	-0.007 (1,486)	-0.008 (1,486)	0.083 (2,486)	0.178 (2,486)	0.538 (2,486)
4 (A+B)	-0.013 (793)	-0.021 (793)	-0.085 (793)	0.052 (510)	0.143 (510)	0.473 (510)
3 (C)	0.007 (535)	0.006 (535)	0.080 (535)	0.066 (1,223)	0.169 (1,223)	0.529 (1,223)
2 (D)	0.035 (132)	0.019 (132)	0.097 (132)	0.143 (583)	0.229 (583)	0.612 (583)
1 (F)	0.045 (28)	0.374 (28)	0.198 (28)	0.251 (76)	0.367 (76)	1.024 (76)

Source: Author's analysis.

TABLE A-2 Adjusting gains for trends: the grand means (effect size)

	Harris: Florida ratings (1997-98)			Greene: Florida A+ (1999-2000)		
	Reading	Math	Writing	Reading	Math	Writing
4 (A+B)	-0.012	-0.014	-0.077	-0.031	-0.035	-0.065
3 (C)	0.006	0.013	0.088	-0.017	-0.009	-0.009
2 (D)	0.034	0.026	0.105	0.060	0.051	0.074
1 (F)	0.044	0.381	0.206	0.158	0.189	0.486

Source: Author's analysis.

trends is to subtract the sample mean (shown in the first row of Table A-1) from the four individual gains, shown by rating. This yields the "grand means" in **Table A-2**.

The results in Table A-2 imply a quite different conclusion. The gains in math, for instance, are now nearly twice as large in the pre-voucher ratings for the F schools (0.381 versus 0.189). However, more adjustments are necessary. The second source of variation, statistical noise, causes regression to the mean. Greene attempts to deal with this by comparing the low-scoring D schools with the high-scoring F schools. **Table A-3** includes this comparison.[23]

If this were the correct adjustment, the results would be ambiguous. The gains in math are considerably larger in the pre-voucher ratings compared with

TABLE A-3 Adjusting for regression to the mean, Greene's approach (effect size)

	Harris: Florida ratings (1997-98)			Greene: Florida A+ (1999-2000)		
	Reading	Math	Writing	Reading	Math	Writing
Low 2 (D)	0.097	0.142	0.817	0.184	0.259	0.694
High 1 (F)	0.053	0.374	0.856	0.222	0.346	0.882
Difference	-0.044	+0.132	+0.039	+0.038	+0.087	+0.186

Source: Author's analysis.

TABLE A-4 Adjusting for regression to the mean, Camilli and Bulkley approach

	Harris: Florida grading			Greene: Florida A+		
	Reading	Math	Writing	Reading	Math	Writing
4 (A+B)	+0.012	+0.023	+0.041	+0.029	+0.005	NA
3 (C)	- 0.009	- 0.026	- 0.041	-0.001	- 0.000	NA
2 (D)	- 0.031	- 0.082	- 0.151	-0.001	- 0.025	NA
1 (F)	- 0.040	+0.199	- 0.091	+0.021	+0.062	NA

Source: Author's analysis.

the A+ ratings. For writing and reading, the gains are larger for A+. However, the ongoing discussion among researchers since Greene's first paper seems to have produced agreement, even by Greene, that this is not the right approach. The standard approach in education statistics is used by Camilli and Bulkley, in which the gain scores are obtained by subtracting the second year score from the expected second year score. The expected score comes from a regression of the second year score on the first year score. Greene does not report these results in either his original paper or his response. Camilli and Bulkey do report these results, which are presented on the right hand side of **Table A-4**.

Greene is critical of this approach because *larger* real gains due to the program will, paradoxically, make the effect look *smaller*. Therefore, he suggests excluding the F schools from the regression. In theory, he is correct. However, it is highly unlikely that dropping 76 observations out of a total of 2,400 would have any meaningful impact on the results. This is confirmed by performing the same analysis as above but dropping the critically low schools from the regression. Only one of the effect sizes changes by more than 10% in any direction. Most of them changed by less than 5%, as expected.

All of the new analysis above for the pre-voucher ratings is based on the percentage of students above the 50th percentile in math and reading and the

percentage achieving a 3 in writing. This method is different than Greene's analysis based on raw scores. To see whether this difference has any impact on the results, the percentages were converted into raw scores using data from 1999-2000, which include both percentages and raw scores. Specifically, it is assumed that the statistical relationship between the raw scores and the percentages remained roughly the same over the five-year period, which is likely.[24] After creating the estimated raw scores for the earlier years, the results in Table A-4 were re-estimated for reading. The results were similar, implying that the use of percentages does not significantly affect the results.

Conclusion

Based on all of the results above, it does not appear that vouchers have a significant positive impact on public school performance. Using Greene's own approach,[25] the average effect size across subjects (excluding writing) for the pre-voucher ratings is 0.08 standard deviations, compared with 0.10 for the A+ program. This means that *the real effect size of vouchers is only 0.02 standard deviations, which is quite small even by Greene's own standards*. There is still some uncertainty about these numbers, due to the factors mentioned earlier. Two of these factors indicate that the real effect is even smaller than 0.02; only one factor indicates that it is larger. Given this, it is fairly clear that the effects are small, and considerably lower than Greene's original estimates.

These results should not be surprising to those familiar with how schools work. Outside incentives may be effective, but there is no reason to believe that vouchers, based on a theory of market competition, will work better than school grades or other approaches. Regardless, tens of thousands of students remain at a major disadvantage because they attend "critically low" schools. Finding incentives that improve these schools remains an important task.

APPENDIX B

A replication of Jay Greene's voucher effect study using Texas performance data

by Amanda Brownson, Charles A. Dana Center, The University of Texas at Austin

In an article published in February 2001 by the Manhattan Institute, Jay Greene (2001) examined growth in student performance in Florida schools using achievement test scores from 1999 to 2000. The purpose of the investigation was to determine whether the accountability system, coupled with sanctions in the form of vouchers enabling students to leave schools that received an F-rating for two consecutive years, is having an effect on student performance. Specifically, Greene investigated the effect of vouchers on student performance in schools that received a state-assigned rating of F, which is their lowest of five accountability ratings, to discover whether the potential for losing students who would take their vouchers to other schools resulted in improved test scores.[26]

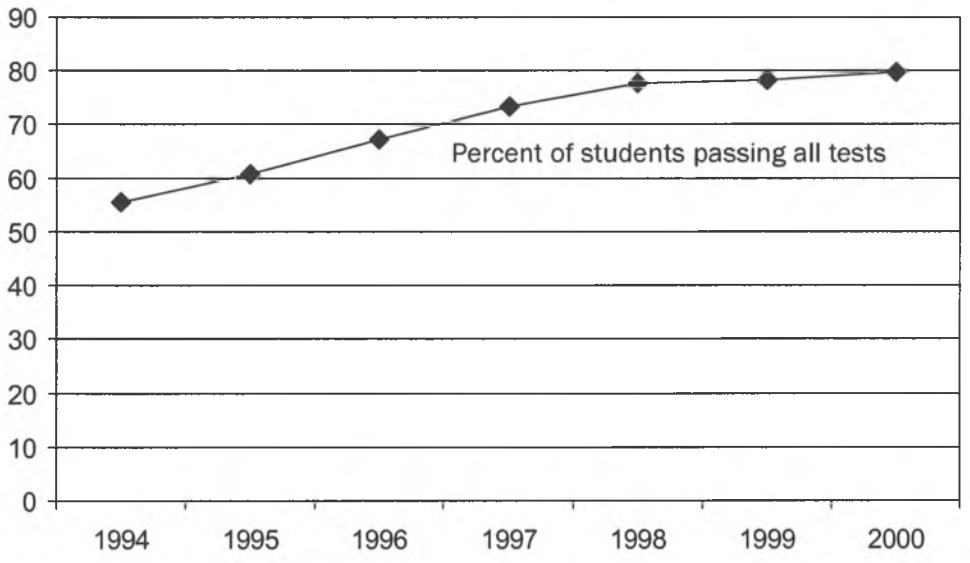
Greene found that campuses with an accountability rating of F improved at a faster rate than the higher-rated campuses in the state. From this analysis, he hypothesized that the threat of vouchers, which he says affect F-rated schools more than others, is the cause for this faster improvement. However, there a number of other possible explanations for this improvement unrelated to the threat of vouchers. Regression to the mean, which is the idea that extreme scores are likely to move to the average on subsequent measurements, has been discussed by Camilli and Bulkley as a possible explanation for this improvement.[27]

Purpose

A replication of Greene's analysis using data from Texas schools can shed light on this question. Texas, like Florida, administers statewide assessments and bases state-assigned accountability ratings on those assessments. In Texas, ratings range from "exemplary" to "low performing." These ratings have been assigned since 1993 and are based largely on student performance on the state's criterion-referenced test, the Texas Assessment of Academic Skills (TAAS).[28] However, Texas has not adopted a voucher policy.[29] Therefore, similar improvement in the "low-performing" schools in Texas cannot be attributed to a voucher threat.

This analysis uses a measure of student performance on TAAS called the Texas Learning Index (TLI).[30] The TLI scores were aggregated across grade levels for each campus in the state of Texas.[31] Data came from the Texas Education Agency's Academic Excellence Indicator System (AEIS) database and included all students who took the test.

FIGURE B-1 Percentage of Texas students passing all sections of the TAAS, 1994-2000



Source: Author's analysis.

This analysis replicates Greene's using data from two different two-year time periods. The first analysis uses data on student performance growth from the two-year period from 1999 to 2000. Growth from 1996 to 1997 is examined as well, because the accountability system in Texas has been in place longer than in Florida—the current version of Florida's system began in 1998. A quick look at overall Texas achievement scores in **Figure B-1** indicates that test scores were improving at a faster rate in the earlier years of TAAS administration than they are currently. The leveling off of the growth rate in Texas may indicate that it is now more difficult to demonstrate large gains. As a result, the 1996-97 data may more accurately reflect the current situation in Florida.

Finally, this analysis uses an approach described by Camilli and Bulkley in which second-year scores are regressed on first in order to compute an expected score, and then campus ratings are regressed on the difference between the expected scores and the actual second year scores.

TAAS improvement by accountability ratings

An examination of the Texas data reveals many of the same patterns that Greene found in Florida, despite the absence of a voucher threat in Texas. **Table B-1** indicates gains in reading and math test performance between the 1998-99 school year and the 1999-2000 school year aggregated at the campus level and measured by the TLI. These results are presented in standard deviations of the 1998-99 TLI scores.[32] A statistical test of mean differences was conducted to deter-

TABLE B-1 Mean differences in the Texas Learning Index between 1999 and 2000

	Mean difference (2000-1999)		
Performance category	Reading effect	Math effect	Number
Exemplary	0.011	0.066	1,094
Recognized	0.040	0.099	1,781
Acceptable	0.138	0.218	2,982
Low performing	0.456	0.773	78

Source: Author's analysis.

TABLE B-2 Mean differences in the Texas Learning Index between 1996 and 1997

	Mean difference (1997-1996)		
Performance category	Reading effect	Math effect	Number
Exemplary	0.062	0.085	385
Recognized	0.163	0.245	1,268
Acceptable	0.356	0.490	3,931
Low performing	0.771	1.2	99

Source: Author's analysis.

mine if the differences on the change variable were statistically significant between campuses within each rating category.

As was true in Florida, schools with lower ratings had larger gains between 1999 and 2000 than did schools with higher ratings. In Texas, low-performing schools demonstrated gains in both reading and math that were more than three times as high as the gains for schools with a rating of "acceptable." Tests for statistical significance on the reading exam revealed that there were statistically significant differences ($p<.05$) in the average change in TLI between all groups, except between "exemplary" and "recognized" campuses. There were statistically significant differences ($p<.05$) between all campus performance groups in math.

The 1996 to 1997 data (**Table B-2**) reveal similar patterns, though with larger gains for all groups.[33] Again, the low-performing campuses gained almost three times as much as the acceptable campuses during the same period, and this time there were statistically significant differences ($p<.01$) between all performance groups on both tests.

TABLE B-3 Isolating the effect of a low-performance rating using average TLI gains between 1999 and 2000

	Gains in reading	Number	Gains math	Number
Lower half of acceptable	0.213	1338	0.338	560
Upper half of low performing	0.231	45	0.608	62
Low-performance effect	0.018		0.274	
The Florida voucher effect	0.12		0.30	

Source: Author's analysis.

TABLE B-4 Isolating the effect of a low-performance rating using average TLI gains between 1996 and 1997

	Gains in reading	Number	Gains math	Number
Lower half of acceptable	0.456	1714	0.628	1750
Upper half of low performing	0.570	55	0.871	55
Low-performance effect	0.115		0.243	
The Florida voucher effect measured in standard deviations	0.120		0.30	

Source: Author's analysis.

Isolating a 'low-performance' effect

Greene attempted to isolate a "voucher effect" by comparing the higher-performing F schools to the lower-performing D schools. He defined higher-performing F schools as those that had average achievement that was above the mean for F schools, and lower-performing D schools as those that had average achievement below the mean for D schools. In an effort to replicate that analysis, higher-performing campuses rated low performing were compared to lower-performing campuses rated acceptable. This analysis was repeated on Texas data to see if low-performing campuses in Texas produced comparable gains without the threat of vouchers. Results reveal that the upper half of the distribution of campuses rated low performing grew at a faster rate than did the acceptable campuses in the bottom half of the distribution. **Table B-3** shows the growth of both lower-scoring acceptable campuses and higher-scoring low-performing campuses in Texas. Again, all growth is reported in standard deviations of 1999 scores for both the Texas data and the Florida data that Greene reports.

For these years, the Florida effects appear larger, with F-rated schools showing a growth of 0.12 standard deviations in math compared to 0.018 for

Texas, and growth of 0.3 in reading compared to 0.184 for Texas. In both Florida and Texas, the difference was significant for the math test, and not for the reading test.

A replication of this process using gains from 1996 to 1997 shows similar differences, and the Texas low-performance effect now appears to be comparable to the effect that Greene found in Florida. **Table B-4** compares the growth of low-scoring acceptable campuses and higher-scoring low-performing campuses for the 1996 to 1997 data.

For data from 1996 to 1997, the differences between the higher-performing low-performing campuses and the lower-performing acceptable campuses was statistically significant ($p<.05$) for both reading and math gains.

Greene used a second approach to account for possible regression to the mean. He regressed change scores on higher-scoring F and lower-scoring F schools, holding constant prior achievement scores. He argued that if the improvements for the lower-scoring F schools were not a great deal larger than for the higher-scoring F schools, one can safely rule out regression to the mean as the cause of the improvement in F schools and attribute it to a voucher threat. He found that both halves of the distribution of F-rated schools showed statistically significant effects and argued that regression to the mean was not the cause for this effect because the higher-scoring F schools had either larger or similar effects as the lower-scoring F-schools.

A replication of this analysis using Texas data from 1999 to 2000 indicated that, for reading, much of the improvement in the low-performing category may be due to regression to the mean. The lower half of the distribution of low-performing schools had a larger effect than the upper half of the low-performing campuses. Gains in the upper half of the low-performing campus group did not achieve statistical significance.

However, the upper half of the low-performing campus group did show statistically significant effects on the math exam, although the coefficient for the upper half was smaller than the lower half. This may indicate that, while regression to the mean accounts for some of the low-performance effect in math, there may be some other explanation as well. **Table B-5** shows the regression results for the upper half and lower half of low-performing campuses using the 1999 to 2000 data.

A replication of these analyses using 1996 and 1997 data indicate stronger evidence of a low-performance effect. For these years, both the higher and lower halves of the distribution of low-performing campuses showed statistically significant performance gains for both tests. **Table B-6** shows the regression results for the upper and lower halves of the low-performing campuses using the 1996 to 1997 data.

Camilli and Bulkley (2001) propose a different method for correcting for regression to the mean. In this approach, the difference between actual and expected scores is regressed on campus ratings, and, in Texas, low-performing

Table B-5 Regression of TLI change on low performance, 1999-2000

	Reading effect	P value	Math effect	P value
Constant	2.329	.000	2.966	.000
Prior performance	-0.027	.000	-0.040	.000
Upper half of low performing	0.018	.816	0.157	.007
Lower half of low performing	0.235	.012	0.614	.000

Source: Author's analysis.

Table B-6 Regression of TLI change on low performance, 1996-97

	Reading effect	P value	Math effect	P value
Constant	2.555	.000	3.336	.000
Prior performance	-0.028	.000	-0.038	.000
Upper half of low performing	0.243	.000	0.274	.000
Lower half of low performing	0.367	.000	0.644	.000

Source: Author's analysis.

schools gain more ground than do schools with other ratings for both exams and during both time periods; consistent with the other tests, the effect in math is larger than in reading.

As shown in **Table B-7**, for the 1999 to 2000 data, all campus ratings show statistical significance, and low-performing campuses show stronger gains than other campuses on both tests, but especially in math. Interestingly, acceptable campuses actually seem to lose some ground once the effect of regression to the mean is removed.

As indicated in **Table B-8**, for the 1996 to 1997 data there is a much more practically significant effect for low-performing campuses, which show growth of almost half of a standard deviation in math.

Summary

The above results indicate that schools rated low performing in Texas do grow at a faster rate than other schools even without the threat of vouchers, casting doubt on Greene's claim that a voucher threat was the impetus for such growth in Florida. Low-performing schools in Texas show stronger growth rates than other campuses both when using a replication of the method that Greene used and when employing a different and more commonly used correction for regression to the mean. Furthermore, when using data from 1996 to 1997, which

Table B-7 School rating effects correcting for regression to the mean, 1999 to 2000

Campus rating	Reading effect	P value	Math effect	P value
Exemplary	.125	.000	.111	.000
Recognized	.066	.000	.053	.000
Acceptable	-.042	.000	.037	.000
Low performing	.145	.016	.274	.000

Source: Author's analysis.

Table B-8 School rating effects correcting for regression to the mean, 1996 to 1997

Campus rating	Reading effect	P value	Math effect	P value
Exemplary	-.033	.181	-.039	.138
Recognized	-.038	.012	-.020	.214
Acceptable	.006	.435	.000	.997
Low performing	.280	.000	.404	.000

Source: Author's analysis.

probably more accurately reflect the current climate in Florida, the effects for low-performing campuses in Texas show gains that appear comparable to the F-rated campuses in Florida.

APPENDIX C

A replication of Jay Greene's voucher effect study using North Carolina data

by Helen F. Ladd and Elizabeth J. Glennie, Sanford Institute of Public Policy, Duke University

Jay Greene of the Manhattan Institute has recently used the large gains in student test scores in Florida's lowest-performing schools to argue that the threat of a voucher leads to school improvement. Because the lowest-performing schools (those rated F in Florida) are the only ones subject to the threat of a voucher, he attributes the larger achievement gains in those schools compared to the gains in the schools rated D to fear of the voucher program. He then refined the approach by comparing the gains in the top half of the F group of schools to those in the bottom half of the D group.

We believe that Greene has inappropriately attributed the differential gains to the voucher program rather than to the other effects of being labeled a failing school, such as shame, increased scrutiny, and possibly additional resources. To provide evidence to support this interpretation, we have replicated his study as closely as possible for North Carolina, a state that rates schools but does not have a voucher program. The logic of our approach is identical to his. The analysis differs only in that the North Carolina ABC's accountability program uses a somewhat different rating system. We base our analysis on test scores in math and reading in grades 3-8 and writing where appropriate.

In North Carolina, the four main categories of schools are exemplary, meets expectations, no recognition and low performing. We view the low-performing schools as comparable to Florida's F-rated schools. In contrast to Florida, North Carolina puts much more emphasis on the gains in scores from one year to the next in ranking the schools. In fact, it is the size of the gains relative to expected gains that essentially determine the top three categories. Each school's expected gain is based on predicted statewide gains by subject and grade level, with small and partially offsetting adjustments for regression to the mean and the initial proficiency of the students.

Exemplary schools meet their expected gains in test scores by more than 10%, and schools meeting expectations are those that have gains at least as large as the gains expected for them. No-recognition schools exhibit gains in student performance below their expected gains. Finally, low-performing schools meet neither a growth nor a performance standard. Such schools do not meet their expected growth and the percent of students at grade level falls short of the 50% performance standard.

TABLE C-1A Changes in performance composite, North Carolina, 1997-98

1997 school evaluation	Average difference in composite	Number of schools
Exemplary	2.37	514
Expected growth	3.43	380
No recognition	4.94	551
Low performing	10.68	114

The change for low-performing schools compared to schools with higher evaluations is statistically significant at p<.0001.

TABLE C-1B Changes in growth composite, North Carolina, 1997-98

1997 school evaluation	Average difference in composite	Number of schools
Exemplary	2.11	514
Expected growth	4.66	380
No recognition	7.48	551
Low performing	10.98	114

The change for low-performing schools compared to schools with higher evaluations is statistically significant at p<.0001.

Source: Authors' analysis.

Method and results

Relying on publicly available data, we first grouped schools by the classification they received from the state in 1997 (exemplary growth, expected growth, no recognition, low performing) and examined two different measures of changes in student performance from 1997 (the first year of the ABCs accountability program) to 1998: the change in the performance composite and the change in the growth composite. The performance composite is the percent of students at or above grade level in each year based on reading, math, and writing scores. The growth composite is the gain in test scores minus the expected gain in test scores in each year. Thus, the change in the performance composite is a change in levels, namely the change in the percent of the students scoring at grade level or above from one year to the next. The change in the growth composite is the difference between the gains in test scores relative to expected gains during the 1997-98 school year and the 1996-97 school year.

For both measures of change, low-performing schools had a greater positive change than any other school type, and significance tests of the difference

TABLE C-2A Changes in performance composite, North Carolina, 1997-98, comparing 'most similar' schools

1997 school evaluation	Average difference in composite	Number of schools
Lower-scoring no recognition	5.91	272
Higher-scoring low performing	9.22	57

The difference between the gains for the two school types is statistically significant at p<.0001.

TABLE C-2B Changes in growth composite, North Carolina, 1997-98, comparing 'most similar' schools

1997 school evaluation	Average difference in composite	Number of schools
Lower-scoring no recognition	7.24	272
Higher-scoring low performing	9.46	57

The difference between the gains for the two school types is statistically significant at p<.0001.

Source: Authors' analysis.

between the change for low-performing schools and that of every other school type show that these differences are statistically significant. In other words, the gains in student achievement observed in the low-performing schools differed from those in other schools by an amount that is very unlikely to have been produced by chance alone (see **Table C-1**.)

Following Greene's logic that high-performing F schools in Florida are very much like low-performing D schools in terms of incentives to improve their performance and challenges in doing so, we compared the high-scoring low-performing schools in North Carolina to low-scoring no-recognition schools. High-scoring low-performing schools are those in the top half of the 1997 performance composite score range, and low-scoring no-recognition schools are those in the bottom half of the 1997 performance composite score range. Repeating the above analysis for this subset of schools shows the same result: high-scoring low-performance schools had a higher gain did than low-scoring no-recognition schools, and this difference is statistically significant. This is true both for comparisons of gains in performance composite and growth composite. (See **Table C-2**.)

Conclusion

We conclude from this North Carolina analysis that the results that Jay Greene found for Florida probably have little or nothing to do with vouchers. If vouchers were the explanation for the gains in the F-rated schools in Florida, it is unlikely we would have found comparable patterns of gains in the low-performing schools in North Carolina.

Endnotes

1. In his latest book, *The Black-White Test Score Gap* (co-edited with Meredith Phillips, 1998), Jencks seems to argue that the biggest cause of the persistent gap is differences in family characteristics over which schools, public or private, have very little control. But he does suggest that some school improvements, like smaller classes or better-prepared teachers, might make a difference.

2. By the fourth year of the program, there were only 40 children left in the unsuccessful applicant comparison group, making their average test score highly sensitive to either high or low scores (Witte 1997).

3. Only 8,000 pupils had taken vouchers by the year 2000. Private schools not in operation when vouchers were offered had to be approved, limiting the supply of new schools. About 90 private schools, 80% religious, took voucher students in 2000-01. According to recent applications, 22 new private schools, still mainly religious, should be approved in 2001-02, enrolling another 2,000 children. Even so, the supply of schools to take advantage of a fairly large voucher ($5,300) is slow in materializing.

4. Many of the children receiving vouchers were scheduled to enter kindergarten in 1995, just as Cleveland abolished full-day kindergarten. This change could have influenced parents to take vouchers.

5. Between year 1 and year 2, 26 third graders in non-Hope Schools did not return to the program (approximately 20%). These were students who achieved significantly lower than other voucher students in the third grade even though all had statistically similar second-grade test results. All left the Cleveland school district.

6. This tuition arrangement differs from the Milwaukee experiment. Private schools in Milwaukee were not allowed to charge tuition over and above the voucher.

7. A 0.10 level of statistical significance indicates that there is a 20% probability that the gain reported is not different from zero. The reporting standard in such studies considers this to be a relatively "high" chance that the gain is indeed not different from zero.

8. These calculations use simple arithmetic means of test score gains for the three cities weighted by the number of observations in each year in each city. The Peterson group paper estimated averages using more complex weights, but it did not provide the data that would have enabled others to test or replicate the conclusions. However, the differences between the averages in Figure B and averages using the Peterson group's weights would be small.

9. Many of the students who applied for vouchers and who were initially tested were already attending private schools (up to 45% in Dayton). Up to one-third (again, in Dayton) of voucher recipients were also already attending private schools. However, the results in all the cities are reported only for those students initially in public school.

10. We would *not* expect a similar effect for children assigned to normal classes in the Tennessee experiment because there both satisfied and dissatisfied parents participated in the random draw.

11. In effect, this turns out to be similar to dividing the unbiased estimate of receiving a voucher by the probability of using the voucher. For example, the estimated reading gain for black students of receiving a voucher was 3.5 percentiles, and the gain of switching to a private school 6.1 percentiles. The ratio of 3.5 to 6.1 is 57%, approximately the probability of voucher recipients actually using the voucher.

12. In fact, the higher-scoring F schools had slightly higher average test scores from the previous year than lower-scoring D schools. This outcome can result because the state grade assigned to schools depends on the percentage of students above a certain threshold on the test score, not by the average test score for the school.

13. As Camilli and Bulkley note (in their footnote 2), this is specified under Rule 6A-1.09981 of the State Board of Education Administrative Rules.

14. In this first round of analyses, Browson does not make the overall correction for regression to the mean because she is trying to make a direct comparison to Greene's results.

15. In duplicating Greene's analysis, Brownson used the same assumptions he made regarding regression-to-the-mean effects. When she re-estimates the relative gains for failing schools in Texas using the Camilli-Bulkley method rather than the Greene method of comparing high-performing F schools to low-performing D schools, the relative gains to F schools increase for reading in both 1999-2000 and 1996-97, and for math in 1996-97.

16. According to Ladd, "[E]xemplary schools meet their expected gains in test scores by more than 10 percent and schools meeting expectations are those that have gains at least as large as the gains expected for them. No recognition schools exhibit gains in student performance below their expected gains. Finally, low-performing schools meet neither a growth nor a performance standard. Such schools do not meet their expected growth and the percent of students at grade level falls short of the 50 percent performance standard."

17. Hoxby's characterization of randomized field trials appears in Howell et al. 2000b, p. 2.

18. Good school management can also run out quickly, particularly since, as private schools expand in inner cities, they face the same fundamental problems as do public schools (see Leovy 2000).

19. One problem with this recent analysis, by Howell and Peterson, however, is that most of the positive result for African Americans in New York City is located in the single fifth/sixth-grade cohort. There might exist a particular cohort effect in that group that has little to do with private schools attended. The fifth/sixth-grade cohort of African Americans is a small proportion of the total African American sample. The difference in test scores between the rest of the African American sample attending private schools and Latinos attending private schools is probably very low to start with, so explaining an already small difference in test scores with school variable differences is unlikely to produce significant results.

20. The authors thank officials at the Florida Department of Education for this and other useful information.

21. According to documentation obtained from the Florida State Board of Education, the original low rating was given when, for two consecutive years, fewer than 33% of students had scored above the 50th percentile on reading and math, and fewer than 33% scored 3 or above on the Florida state writing test. As stated earlier, the newer standards are more stringent, but are difficult to compare because the testing instrument changed.

22. Different standard deviations are required for the 1995-97 data compared with the

1998-2000 data. In the latter case, the sample standard deviations calculated by Camilli and Bulkley are used. In the former case, it is assumed that the relationship between the cross-school standard deviation and the cross-student standard deviation is similar to that calculated by Camilli and Bulkley. Specifically, they found that the cross-student variation is 3.5 times larger in math and reading and 2.2 times larger in writing.

23. All of the regression-to-the-mean adjustments made throughout this appendix automatically adjust for trends; therefore, no additional corrections are necessary to find the real effects.

24. This was accomplished by regressing the raw scores on the percentages. The independent variables included percentages, percentages squared, and percentages cubed. The estimated equation was then applied to the data for earlier years.

25. Greene used two approaches. The one used here is the one he used in his response, subtracting the second-year score from the expected value of the second-year score, based on a regression that excludes the F schools.

26. Florida assigns campus ratings A through F based primarily on the Florida Comprehensive Assessment Test (FCAT).

27. It may also be that the publication of a low accountability rating by itself, or in conjunction with other sanctions besides vouchers, could cause such improvement.

28. See the Texas Accountability Manual at http://www.tea.state.tx.us/perfreport/account/2000/manual/ for a description of the Texas system.

29. While vouchers are not available to Texas families, the option of attending a public charter school does exist. In 1997-98, Texas had 19 charter schools. In the 1999-2000 school year, Texas had 160 charter schools serving about 35,000 students (roughly 0.7% of Texas public school enrollment). In most areas of the state, public charter schools do not offer a meaningful alternative to parents of students attending low-performing schools. First, there are relatively few charter schools from which to choose (they represent 2% of Texas public school campuses). In addition, the distinctive nature of charter schools (over half have programs specifically designed to serve students at risk of school failure and dropout) means that they are not appropriate for the typical student. Most important, student performance in Texas public charter schools is disappointingly low. In 2000, 11.4% of charter schools were rated low performing, compared with 2.1% of traditional public schools rated low performing. Another 13% of the public charter schools were rated "needs peer review"—an indication that the school has other difficulties.

30. For a description of the Texas Learning Index, see the *Technical Digest,* which can be found online at http://www.tea.state.tx.us/student.assessment/resources/techdig/index.html.

31. Camilli and Bulkley (2001) argue that aggregation across grade levels is inappropriate because diagnostic information regarding different effects in different grades may be lost, and because scales of different instruments should not be combined. This analysis aggregates across grade levels in order to replicate Greene's analysis as closely as possible, in spite of some possible limitations.

32. The standard deviation for the average reading TLI in 1999 was 6.6647. The standard deviation of the average math TLI was 6.3705

33. The standard deviation for the average reading TLI in 1996 was 5.61. The standard deviation of the average math TLI in 1996 was 5.36.

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School vouchers study finds little difference between public schools, private schools

By Ron Matus, Times Staff Writer

Published Monday, June 29, 2009

Supporters often say school vouchers are lifelines to low-income students trapped in subpar public schools.

But academically, students using vouchers to attend private schools in Florida are doing no better and no worse than similar students in public schools, says a study ordered by the state Legislature.

"We consider the report a validation of what we've always said," said Mark Pudlow, a spokesman for the state teachers union. "There is no quick fix for struggling students."

Northwestern University economics professor David Figlio compared test scores of students in the voucher program, which served 23,259 students last year, to eligible public school students who opted not to participate.

Figlio said it's too early to draw hard-and-fast conclusions, and outlined some technical complications he expects to resolve with another year's worth of data.

But he said more data isn't likely to change the bottom line.

"I'm confident that it's highly unlikely that we're going to see huge differential positive test score gains from this program" or negative results either, he said after the report was released Monday. "My hunch is, when all is said and done ... it's going to be a wash in terms of test scores."

But voucher supporters said the findings prove private schools are educating voucher students as well as public schools, and for a lot less money. Per-pupil spending in Florida is about $7,000 a year. A voucher costs taxpayers $3,950.

"The fact that we're keeping (pace) and we're spending 57 cents on the dollar is a good first step," said Doug Tuthill, president of Step Up For Students, the Tampa nonprofit group that oversees the voucher program.

But critics said the findings show vouchers have failed to deliver. And to a point, one voucher researcher agreed.

Backers "promised the moon, and public policy almost never delivers the moon," said Jay Greene, a University of Arkansas professor who has studied Florida vouchers. "It doesn't mean that these programs can't be a lifeline." But don't expect to see that instantaneously.

The report comes as the tide in Florida's decade-long vouchers war seems to be turning.

In the last two legislative sessions, GOP supporters have successfully expanded the program, which offers businesses a dollar-for-dollar tax credit in return for donations. And a growing number of Democrats have signed on.

Voucher students don't have to take the Florida Comprehensive Assessment Test. But since 2006 the state has required that they take a comparable test.

Figlio compared test results from 2006-07 and 2007-08.

Vouchers are available to any student who qualifies for free or reduced lunch. But he found that students who accept them are more likely to be minorities, and be poorer. And while in public schools, they tended to be among the lowest performers. The latter finding undermines an argument by anti-voucher critics.

"Opponents have always said that you're picking off the best and brightest," said Rep. Will Weatherford, R-Wesley Chapel, who spearheaded last year's voucher expansion.

Figlio does not offer an exact comparison. The 2006-07 data was incomplete, and the applicant pool appears to have been skewed by a high number of families who applied for free or reduced lunch even though they did not qualify. Higher-income families usually correlate to higher-performing students.

With those caveats, Figlio concluded that voucher students made slightly smaller gains than similar nonvoucher students in reading and math, though the difference was not statistically significant.

Monday's report did not dissuade voucher parents, or provoucher lawmakers.

"I know my daughter," said Trinette Hicks, whose 9-year-old daughter, Tekoa, attends Southside Christian in St. Petersburg on a tax credit voucher. In private school, Hicks said, "She gets more attention."

Parents "are passionate about the value of their choice," said Sen. Don Gaetz, R-Niceville.

But the new study's results shouldn't be ignored, said Sen. Dan Gelber, D-Miami Beach, a longtime voucher opponent.

"If the kids aren't doing better, then we really ought to reconsider why we're doing it," he said.

Fla. tax credit vouchers

(2008-2009 school year)

	# of schools	# of students
Pinellas	47	572
Hillsborough	62	1,088
Pasco	19	195
Hernando	6	103
Florida	988	23,259

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School vouchers: Recent findings and unanswered questions

Lisa Barrow and Cecilia Elena Rouse

Introduction and summary

Many people would argue that U.S. elementary and secondary public schools need to improve, and they would like to see U.S. students perform better in international comparisons. In addition, many people would like to do more to close the achievement gaps within the U.S. between lower-income and minority students and their counterparts. These concerns are shared by parents, employers, policymakers, and society more generally. There is less agreement on the root causes of the problems and how best to tackle them. For example, while some would argue that insufficient funding is the primary factor, others would say that this is not supported by the evidence, since per pupil spending has increased faster than achievement, as reflected in scores on the National Assessment of Educational Progress (NAEP).[1]

One strategy for improving school performance that has received a lot of attention by all those interested in education policy is increased competition. The idea is that just as competition can enhance efficiency and value in the marketplace for goods more generally, it can do the same for education. Namely, if schools must compete for students, then they will take steps to ensure that the educational experiences they offer are valued by parents and students. The primary mechanism proposed by those who favor more competition in elementary and secondary education in the public sector is an education voucher—a coupon redeemable for a maximum dollar amount per child if spent to attend a private school. In this way, voucher programs remove the monopoly power of local public schools. Instead of having to attend a neighborhood public school, students can use the voucher to attend a private school.

In the 2007–08 school year, roughly 55,000 students in three states—Florida, Ohio, and Wisconsin—and the District of Columbia were using publicly funded education vouchers to attend private schools (as well as other higher-performing public schools);[2] see table 1. Several other states have considered voucher programs, and some private organizations have helped create privately funded voucher opportunities. But are voucher programs effective? Do they improve the educational outcomes of the students who use them and do they improve the quality of the public schools? In this article, we review the existing empirical evidence on the impact of school vouchers on student achievement.[3] After reviewing the research, we conclude that expectations about the ability of vouchers to drastically improve student achievement, at least as measured by test scores, should be tempered by the results of the studies to date. That said, many questions remain. For example, no studies have examined the longer-run impact of vouchers on outcomes such as graduation rates, college enrollment, and future wages. Similarly, the research designs for identifying the potential impacts on students who remain in the public schools are far from ideal. Finally, we have little understanding of whether vouchers would represent a cost-neutral alternative to our current system of public education provision at the elementary and secondary school levels.

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In the next section, we discuss the theoretical reasons for why education vouchers should improve student achievement followed by a discussion of the empirical approaches used for identifying the effects of vouchers. We then review the best evidence from studies of publicly and privately financed school voucher programs on the short-run impact on student achievement, discuss the evidence on the potential impact on students who remain in the public schools, consider additional voucher outcomes, and conclude.

Why should competition improve our educational system?

The idea of injecting competition into the public school system is not new; for example, Milton Friedman (1962) argued in the early 1960s for separating the financing and provision of public schooling by issuing education vouchers. The rationale behind school vouchers is that competitive markets allocate resources more efficiently than do monopolistic ones and that public schools in the U.S. have "monopoly" power because children are assigned to attend their local neighborhood school. Parents can always choose to send their children to a private school, but that means paying for schooling twice—once through property taxes (for the public schooling they are not using) and again through private school tuition. If parents had more publicly funded options for their children's schooling—once they had selected a residential location—then schools would have to compete for students. Further, more options may improve the match between the educational interests and needs of students and their schools. Importantly, schools in this model would have an incentive to improve in the areas valued by parents. Thus, if parents select schools based on their academic quality, then schools will compete for students by providing better academics; alternatively, if parents value religious education or sports, then one would expect to see schools compete to serve these interests.

There are two hypothesized ways by which increased school choice would improve student educational outcomes. The first is a "direct" effect for those students who actually exercise choice. Assuming that students would only choose to attend a school other than their neighborhood school if that school were academically *better* (or a better match), then the academic achievement of students who opt for a different school should improve relative to what their performance would have been had they stayed in the neighborhood public school. In addition, there is an "indirect," or "general equilibrium," effect on students remaining in the public schools. Competition should induce the public schools to improve in an effort to attract (or retain) students. Thus, not only should the achievement of those who choose to attend private schools increase, but so should the achievement of those who do *not* choose as well. In other words, competition should increase the efficiency of public schools. Of course, expansion of the private sector is a critical component of increasing competition. Without new school entries and/or increases in the size of current private schools, vouchers would have limited ability to increase choice.

Many empirical studies find that students in private schools have higher educational achievement levels than those in public schools.[4] The findings from such studies are presented by voucher advocates as prima facie evidence that vouchers would improve student achievement for all. Namely, voucher advocates argue that private schools outperform public schools because their existence depends on providing a good product. Educational vouchers are intended to make public schools compete in this same way; so, only schools (either public or private) providing a good product would survive. However, this literature is not conclusive because of the difficulty (described later) in identifying the impact of schools on student achievement. Not surprisingly, critics argue that the observed superiority of private schools in these studies arises because the students who attend private schools differ from the students who attend public schools rather than because private schools are more effective than public schools.[5] If the observed relative superiority of the private sector is due more to the particular background characteristics of its students than the greater effectiveness of its schools, the achievement of current public school students would not necessarily improve in private schools.

While the debate continues on whether private schools, in general, are better at educating children than are public schools, researchers have since turned to more direct evidence on the impact of vouchers by studying actual school voucher programs. We begin with an overview of the challenges of testing whether vouchers improve student outcomes before reviewing the evidence to date.

Empirical approaches to studying school vouchers

To study whether educational outcomes in the presence of vouchers are better than educational outcomes in the absence of vouchers, ideally, one would begin with a group of students and educate them for a period of time under the current public school system. At the end of the period, one would assess various

TABLE 1

Description of publicly funded voucher programs in 2007–08

Voucher program	Start of program	Number of scholarship students in 2007–08	Other information
EdChoice Scholarship Program (Ohio)	2006	6,580	Students are eligible to apply if they currently attend or will be entering an EdChoice-designated public school in the upcoming year or if they currently attend a charter school but would otherwise be assigned by the school district to an EdChoice-designated school. There is currently a maximum of 14,000 scholarships that can be awarded across the state, and there are no income requirements to receive a scholarship. If more than 14,000 students apply, then students who are renewing their scholarships followed by students who are at or below 200 percent of the poverty level receive priority. The program pays the minimum of a school's tuition or $4,375 per student from kindergarten through eighth grade and $5,150 per student from ninth through 12th grades.
Cleveland Scholarship and Tutoring Program (Ohio)	1996–97	6,017	Any student living within the boundaries of the Cleveland Metropolitan School District (CMSD) and entering kindergarten through eighth grade is eligible to apply. Low-income students are given priority, and scholarships are awarded by lottery drawings. A student is not eligible to apply once he or she has entered high school, although scholarships have been made available to program participants once they reach high school. All children currently attending Cleveland Metropolitan Schools in kindergarten through 12th grade are eligible for the tutoring program. The scholarship program pays either 75 percent or 90 percent of a school's tuition (depending on family income) not exceeding $3,450 for the 2007–08 school year.
A+ Opportunity Scholarship Program (Florida)	2000	1,305 in public schools (see next column)	Students are eligible for the A+ Opportunity Scholarship Program through the highest grade of their public school if their school is currently "failing" (graded an F) for its second year in a four-year period. The scholarships could continue into high school if the high school was assigned a grade below C. The program made an average scholarship payment of $4,206 per student in 2005–06. These scholarships (vouchers) for private schools were declared unconstitutional by the Florida Supreme Court in January 2006. Thereafter students could no longer use these vouchers to attend participating private schools; they are, however, still able to use the vouchers to attend higher-graded public schools.

outcomes for the students and administer a test, the results of which would perfectly reflect what the students know. Then one would turn back time so that the same group of students was reverted to their conditions at the beginning of the experiment. That is, the students would be the same age, have the same living conditions, and so on. This time, one would educate the students in a system with education vouchers. At the end of the same period of time, one would again assess the students' outcomes and what they know. The difference between the students' outcomes under the current and voucher systems would isolate the impact of vouchers because vouchers would be the only difference at the beginning of each experimental period.[6] If implemented on a small scale, this experiment would allow one to estimate the direct effect of vouchers; if implemented on a large scale, this would uncover the potential effects on all students, including those who remain in the public schools.

Obviously, such an evaluation is not possible. So, to study the direct effect of vouchers, researchers must rely on comparing the achievement (or other outcomes) of students who were offered a voucher (or actually used a voucher to attend a different school) with the outcomes of students who were denied a voucher, were ineligible for a voucher, or remained in the public schools for other reasons.[7] The empirical challenge is that the outcomes of the nonvoucher students may not provide a valid approximation of what

TABLE 1 (CONTINUED)

Description of publicly funded voucher programs in 2007–08

Voucher program	Start of program	Number of scholarship students in 2007–08	Other information
McKay Scholarships for Students with Disabilities Program (Florida)	1999–2000	19,439	To be eligible for this program, students must have been part of the Florida public school system for at least one year, have been counted in the prior school year's October and February enrollment surveys, and have an individual education plan. For the 19,439 students currently enrolled, there has been a total payment amount of $99,212,622.04 so far for the 2007–08 school year. There was a total payment amount of $119,092,631.54 across the state for the 2006–07 school year, assisting 18,273 students. Scholarship amounts are awarded on an individual basis.
Milwaukee Parental Choice Program (Wisconsin)	1990	18,882	Milwaukee Parental Choice Program students have family incomes at or below 175 percent of the federal poverty level ($35,843 for a family of four in 2007–08). Once a student is in the program, family income may rise to 220 percent of the federal poverty level ($45,057 for a family of four in 2007–08). The voucher was worth a maximum of $6,501 in 2007–08.
DC Opportunity Scholarship Program (District of Columbia)	2004	1,903	Eligibility requirements give preference to students in kindergarten through 12th grade who are eligible for free or reduced lunch and who are enrolled in public schools that fail to make sufficient yearly progress as defined by the No Child Left Behind Act. The program offers scholarships for up to $7,500 to cover the costs of tuition, fees, and transportation for students to attend participating DC private schools. Scholarships are renewable for up to five years as long as students remain eligible and in good academic standing at their private schools.

Sources: Ohio Department of Education, http://EdChoice.ohio.gov and www.ode.state.oh.us/gd/gd.aspx?page=2&TopicRelationID=672; Florida Department of Education, www.floridaschoolchoice.org; Wisconsin Legislative Fiscal Bureau, www.legis.state.wi.us/lfb/Informationalpapers/29.pdf; Washington Scholarship Fund, www.washingtonscholarshipfund.org; and Wolf et al. (2007).

would have happened to the voucher students had they not been offered or used a voucher. The voucher students may not have done as well (or as poorly!) as the nonvoucher students in the absence of the voucher program because their individual characteristics differ substantially. For example, the students with parents who are very educationally focused and motivated may be more likely to apply for a school voucher, and yet these students may have done better than their nonvoucher classmates even in the absence of the voucher program because of their higher level of parental support and encouragement. Unless the research design can take these individual characteristics fully into account, the estimated impact of vouchers will not likely generate the true impact of vouchers on student achievement (in statistical terms the estimated impact will be "biased"). As a result, researchers have relied on analytical strategies that attempt to control for all differences between the two groups of students, observed and unobserved.

The first strategy is to control for students' achievement (typically a test score) prior to using the school voucher in order to adjust for nonschool factors (such as having educationally focused parents or low family income) that affect this achievement and that might also be correlated with a student's likelihood of applying for a voucher. This strategy amounts to comparing the change in achievement of students before and after participation in the voucher program with the change in achievement of students who did not participate in the program. The assumption that must hold for this estimate to generate the true (unbiased) effect of vouchers is that there are no other differences that would explain changes in the test scores between the two groups of students except for the use of a voucher. Although this approach has some appeal, one might reasonably be concerned that students who were not doing well (or were doing very well) in the public schools were more interested in a different schooling experience and that prior test scores do not perfectly reflect academic "ability," achievement, or motivation.

A second, more compelling strategy to generate estimates of the effect of vouchers on student outcomes is to use a random assignment design. In this "experimental" research design, students are randomly assigned to either a "treatment group" that is offered a school

voucher or a "control group" that is not. In this case, there are no differences in the observed or unobserved individual characteristics, on average, between the two groups because the offer of a voucher was determined not by one's family's income or motivation, but purely by the flip of a coin. As a result, one need not control for other student characteristics. Properly implemented, such a strategy is viewed as the "gold standard" for estimating a causal relationship between vouchers and student outcomes. In practice, however, nonrandom differences can emerge between the treatment and control groups to the extent that the researchers conducting the study are not able to adequately follow up with both groups of students.

A simple comparison of the outcomes of students in the treatment group (those offered vouchers) and those in the control group (those not offered vouchers) will generate a true (unbiased) estimate of the impact of being offered a voucher on student outcomes—a parameter known as the "intention to treat" in the research literature. This impact reflects two factors that are important for proper evaluation of a voucher program: the rate at which students who are offered a voucher actually use one and the relative achievement of students in private schools. As such, the intention to treat has two appealing properties: It is the only unambiguously true (unbiased) estimate that one can obtain using typical statistical methods, such as ordinary least squares regression, and it reflects the overall potential gains from offering the vouchers as a policy (since those who are offered vouchers cannot be compelled to use them).

Many are also interested in whether students who actually use vouchers experience academic gains as a result—an effect known as the "treatment on the treated" among researchers. Because actual use of a voucher is not randomly determined, analysts must resort to nonexperimental methods to generate consistent estimates of the treatment-on-the-treated gains by those who actually use vouchers to attend private school. A common approach is to use an instrumental variables strategy: Whether a student was randomly offered a voucher is used as an instrumental variable for the student attending a private school. This type of analysis would generate a consistent estimate of whether the schools that the voucher students attended were more, less, or equally as effective as the schools that the nonvoucher students attended.

Evidence on the direct impact of school vouchers on students

In the U.S., two types of school voucher programs have been studied—those financed by the government (publicly funded school vouchers) and those provided by the private sector (privately funded school vouchers). From a public policy perspective, the evidence from publicly funded programs is most relevant as these programs incorporate some of the design features that might be built into a larger school voucher program, such as limitations on which students are eligible to receive a voucher and the provision or reimbursement of transportation (if any at all). That said, some of the most compelling evidence (from a methodological perspective) comes from the privately funded vouchers, so we review that evidence here as well. We begin with evidence from publicly funded programs.

We translate the estimated impacts for all of the programs into "standardized effect sizes" (σ) in order to compare estimates across studies. In particular, the estimated difference in test scores between voucher and comparison (nonvoucher) students has been divided by the standard deviation of the test score from a national sample of students. The reason for dividing by the standard deviation is to account for the fact that studies have used different tests to assess the students. The problem is that an assessment of whether a gain is "big" or "small" depends on the shape of the underlying distribution of the test. Thus, for example, a five-point gain using a test that has a narrow bell shape (a small standard deviation) implies a larger gain in student learning than does an eight-point gain using a test that has a wide bell shape (a large standard deviation). Thus, researchers "standardize" the test score gain by the spread of the distribution to account for its underlying shape and often report "effect sizes" in standard deviation units.

Once standardized, however, one must still judge whether an estimated effect size is large or small. Recently, Hill et al. (2007) attempted to review effect sizes from many studies of educational interventions. While they caution that it is only valid to compare effect sizes when using comparable populations, contexts, and interventions, as well as the outcomes being measured, they report that effect size estimates from randomized studies average 0.33σ for elementary schools, the typical grade level for the studies of voucher programs we review here.

Table 1 (pp. 4–5) briefly describes publicly funded voucher programs in the U.S. Since the launch of the Milwaukee Parental Choice Program in Wisconsin in the early 1990s, several other publicly financed voucher programs have been started, including one in Washington, DC, in which the vouchers are allocated on a randomized basis. Not only is the Milwaukee Parental Choice Program one of the oldest publicly funded voucher programs in the U.S., it has also been subject to numerous studies. The program is open to

low-income students who may use a voucher to attend any participating school (including religious schools) worth approximately $6,501 in the 2007–08 academic year. Nearly 19,000 students and 120 schools participated that academic year.

Most of the studies regarding potential achievement impacts of the Milwaukee program were conducted when the program had only been in operation for about four years and vouchers could only be used at nonreligious schools. At that time, about 12 schools and 800 students participated. Because the schools participating in the program were required to take all students who applied and to randomly select among applicants in the event of oversubscription, researchers had two potential comparison groups available—unsuccessful applicants and a random sample of low-income students from the Milwaukee Public Schools. Using both comparison groups, Rouse (1998) reports mixed results of the "direct" effect of the program: She estimates intent-to-treat effect sizes ranging from 0.06σ to 0.11σ in math and from -0.03σ to 0.03σ in reading, although the impacts in reading are never statistically different from zero, meaning that the difference may have arisen by chance.[8]

Evidence from the Cleveland Scholarship and Tutoring Program (CSTP) suggests even smaller impacts on student outcomes. The voucher program is open to all students living within the boundaries of the Cleveland Metropolitan School District, with preference given to students in low-income families.[9] Students are permitted to use the vouchers at both nonreligious and religious schools. (The tutoring program provides tutors to interested students from kindergarten through 12th grade.) The CSTP data allow researchers to identify three groups of applicants: voucher recipients who use the voucher, voucher recipients who do not use the voucher, and nonrecipients.[10] Additionally, Cleveland Metropolitan School District and test score data are available for a (nonrandom) sample of public school students.[11]

Analyzing data from the cohort of students who entered kindergarten in 1997, Belfield (2007) compares voucher winners and rejected applicants with the available sample of Cleveland public school students. He also estimates the effect of attending private school by comparing voucher users with the rejected applicants. In the third year of the program (when the cohort is in second grade), he finds that voucher winners scored significantly lower in math (-0.08σ) and lower in reading (-0.05σ) than those in the public school sample. Further, he finds that voucher users scored significantly lower in both math and reading (-0.11σ and -0.13σ, respectively) than the rejected applicants.[12] In the fifth year of the program (when the cohort was in fourth grade), the results are more mixed with estimated effects ranging from -0.08σ in math to 0.07σ in reading for the effect of using a voucher, but neither estimate is statistically different from zero.[13]

While the studies of both Milwaukee and Cleveland attempt to construct valid comparison groups and thereby identify causal impacts of the voucher programs on student outcomes, all of them rely on observational data and therefore may not fully account for preexisting differences between the voucher and comparison groups. This leads to biased estimates of the impact of vouchers. In the case of Milwaukee, the bias could be either positive (in that the students who participated in the voucher program were more motivated) or negative (in that the random sample of low-income students in the public schools was *too* advantaged relative to the voucher participants). While Rouse (1998) attempts to determine the extent of any such bias (and concludes it is likely minimal), it remains an untestable assumption. Belfield (2007) is subject to the same general research design concern.[14]

This methodological concern could, in theory, be addressed in the study of the relatively new DC Opportunity Scholarship Program (DC OSP) in Washington, DC, which is being evaluated using a random assignment program design.[15] In the first two years of the program (2004 and 2005), 2,038 eligible public school students participated in the lotteries; 1,387 of them were awarded scholarships, and the remaining 921 students became the "control group." Wolf et al. (2007) estimate that after one year, intent-to-treat effect sizes for the first two cohorts of students ranged from -0.01σ to 0.08σ in math and from -0.01σ to 0.03σ in reading. After two years, Wolf et al. (2008) report that the impacts ranged from -0.02σ to 0.01σ in math and from 0.05σ to 0.08σ in reading. Not only do these ranges include negative impacts but none of them are statistically different from zero at the 5 percent level.

Thus far, the evidence from the publicly funded voucher programs suggests, at best, mixed improvement among either students who were selected for a voucher (the intent to treat) or students who used a voucher (the treatment on the treated). The largest estimates, from the Milwaukee Parental Choice Program, suggest potential (intent-to-treat) gains of 0.11σ in math and gains of 0.14σ for those who actually use a voucher to attend a private school; most of the other estimates are much smaller or even negative. However, with the exception of the studies on the DC OSP, the studies suffer from potentially unsatisfactory comparison groups. As such, we now turn to evidence from the privately funded programs.

Although a fairly recent U.S. General Accounting Office (2002) report found 78 privately funded voucher programs to review, only a handful have been subject to any evaluation.[16] Three privately funded voucher programs—based in New York City; Dayton, Ohio; and Washington, DC—had randomized study designs, making them the best suited for rigorous evaluation. As in the publicly funded DC OSP, the privately funded programs in each city had greater numbers of applicants than vouchers available; therefore, applicants were randomly selected to receive or not to receive a voucher offer. For the New York City program (School Choice Scholarships Foundation), for example, the number of applicants was so large that the "control group" is made up of a random sample of applicants not selected to receive a voucher. We briefly describe each of the privately funded voucher programs with a randomized study design in table 2.

Across all three cities, Howell, Peterson, et al. (2002) find that using a voucher has no overall impact on student test scores. Indeed, after three years the estimated impact of attending a private school is only 0.02σ. Similarly, both Mayer et al. (2002) and Krueger and Zhu (2004) report very small impacts (at most a 0.06σ impact for using a voucher) in any year for the program in New York City, and none of the estimates are statistically distinguishable from zero.

Nevertheless, a widely publicized result from these privately funded programs is that there may have been differences across subgroups of students. Indeed, Howell, Peterson, et al. (2002) and Mayer et al. (2002) report statistically significant positive effects of private school attendance on test scores for African American students alone. Also, after three years, those African American students who used a voucher are estimated to have experienced a 0.23σ gain in achievement across the three cities; those African American students who used a voucher from the New York City program are estimated to have gained 0.26σ.[17]

However, these results are not robust. In their reanalysis of the data from the New York City program, Krueger and Zhu (2004) report that the results by race are particularly sensitive to two analytical decisions. First, Krueger and Zhu include all students, whereas Mayer et al. (2002) include baseline test scores in all of their specifications, which leads them to exclude the students who were missing baseline test score information; most of the excluded are first grade students who were not administered a baseline test. Because students were randomly chosen to receive or not to receive a voucher, baseline characteristics such as test scores should have been identical for the two groups (on average). The primary reason for including baseline characteristics would be to improve the precision of the estimates. However, Krueger and Zhu find very little difference in the precision of the estimated impact of vouchers when using the larger sample without baseline test scores. As a result, they argue that the gain in terms of statistical precision is not great enough to warrant the cost in terms of not generating estimates that are representative of the original target population.

The second substantive difference between the studies is how the researchers define a student's race. Mayer et al. (2002) identifies a student as African American if the mother's race is reported as African American and non-Hispanic (*irrespective* of the race or ethnicity of the father). Krueger and Zhu (2004) use alternative identifications. They identify a student as African American if either parent is African American and non-Hispanic; also, in their definition of African American, they include the group of students whose parents responded "other" to the survey but indicated that they (the parents) were "black" in the open-ended response. With the larger sample and the broadest identification of students as African American, Krueger and Zhu report that the estimated impact of being offered a voucher (intent-to-treat impact) for African American students falls to 0.05σ after three years and the estimated impact of using a voucher (treatment on the treated) falls to 0.03σ; neither estimate is statistically different from zero.

In sum, there is little evidence of overall improvement in test score outcomes for students offered an education voucher from privately funded voucher programs. Although there may be evidence that some subgroups of students benefit from being offered a voucher, the evidence is not robust to sensible alternative ways of constructing the analysis sample. In addition, the results of these experiments may not be valid for thinking about the average benefits of offering vouchers to all students. Namely, all participants in the experiment—both voucher recipients and nonrecipients—had expressed an interest in vouchers.

Evidence of public school response to competitive pressure

As we have emphasized, the studies discussed previously are based on relatively small voucher programs such that there was likely little competitive pressure to which the public sector would have responded. As such, the estimates are primarily of the direct effect of vouchers for those who use them. However, the true prize of a voucher system—or any significant increase in the competitive pressure experienced by the public schools—is overall improvement in the

TABLE 2

Description of privately funded voucher programs

Voucher program	Evaluation period	Number of scholarship students in program evaluation	Other information
School Choice Scholarships Foundation (New York City, NY)	1997–99	1,200	Students were eligible to apply if they were entering first through fifth grades, currently attending a public school, and qualified for the National School Lunch Program. The program began in 1997, paid up to $1,400 annually, and initially guaranteed three years of receipt. The scholarships were later extended beyond the initial three years.
Parents Advancing Choice in Education, or PACE (Dayton, OH)	1998–99	530	Students in kindergarten through 12th grade whose family income was less than 200 percent of the federal poverty line were eligible. (Students currently enrolled in private school were eligible for the program but not included in the evaluation. The evaluation focuses on students in the first through seventh grades at baseline.) At most, the scholarship was worth $1,200 or 60 percent of tuition, whichever was less. However, voucher awards were smaller for higher-income families. The program began in 1998, and while the evaluation followed students for only two years, PACE continued to award new scholarships through 2008. In 2008 the average scholarship is worth $1,800, and students are guaranteed a scholarship for at least four years.
Washington Scholarship Fund (Washington, DC)	1998–2001	1,000	Students entering kindergarten through eighth grade whose family income was less than 270 percent of the federal poverty line were eligible. (Students currently enrolled in private school were eligible for the program but not included in the evaluation. The evaluation focuses on students in the first through seventh grades at baseline.) At most, the scholarship was worth $1,700 or 60 percent of tuition, whichever was less. However, voucher awards were smaller for higher-income families. The voucher program began in 1993 and continued to offer scholarships in 2008. In 2008–09, the scholarships are worth up to $3,000 per child each year.

Sources: Howell, Wolf, et al. (2002); Parents Advancing Choice in Education, www.pacedayton.org; and Washington Scholarship Fund, www.washingtonscholarshipfund.org.

performance of the affected education system. Unfortunately, to develop a study that would generate unbiased estimates of any such systemic impacts is extremely difficult. One cannot simply compare the outcomes of students who use a voucher (or who were offered a voucher) to the outcomes of students who remained in the public schools (either by choice or from "bad luck" in a lottery) as this would likely underestimate the general equilibrium impact. The problem is that, in theory, the public schools should improve in response to the increased competition and this improvement should be reflected in the achievement of the public school students. As a result, the control (or comparison) students would not adequately represent what would have happened to the voucher students in the absence of the voucher program.

Rather, one would ideally gather a large group of education "markets" (assuming that any general equilibrium impacts remain within a market and there are no spillovers to others) and randomly assign some markets to a treatment group—in which the students would be eligible for school vouchers—and randomly assign the remaining markets to a control group—in which there would be no vouchers. After some period of time, the researcher would then compare the average outcomes of students in the voucher markets with those of students in the control markets. A simple comparison of the outcomes would yield an unbiased estimate of the general equilibrium impact of vouchers because, on average, the markets would have been similar ex ante. While such an experiment is possible in theory, in practice it would be extremely difficult to implement mostly because it would require the coordination and cooperation of so many different stakeholders. As a result, researchers have turned to other research designs to try to get an estimate of the potential impact of a large-scale voucher program.

Evidence from the expansion of the Milwaukee Parental Choice Program

After the experimental phase of the Milwaukee Parental Choice Program ended in 1995, the program was expanded to allow for a maximum of 15 percent of the public school enrollment; further, in 1998 the Wisconsin Supreme Court ruled that the vouchers could be used in religious schools. These two events led to a dramatic increase in participation in the program by both students and schools. In fact, the program was so popular that in 2006, participation was expanded to 22,500 voucher students. Researchers have attempted to analyze these last two expansions to estimate the potential impact of a large-scale voucher program on student achievement in the public sector (see Hoxby, 2003; Carnoy et al., 2007; and Chakrabarti, 2008). While some of the details differ, the basic strategy of all three studies is to attempt to identify those schools within the Milwaukee Public School District that face differing competitive pressure because of the mix of income levels among their students. (Those schools with a high proportion of low-income students who are eligible for the voucher program presumably face more competitive pressure than those with a low proportion of low-income students who are eligible.) The basic strategy of all three studies also identifies observably comparable districts elsewhere in Wisconsin in which there are no publicly funded vouchers. The following would be evidence of a positive impact of competition on school efficiency, as reflected in student test scores: Disproportionate gains among students attending schools facing competitive pressure compared with their peers at schools within Milwaukee facing relatively little pressure and at schools outside of Milwaukee (facing no pressure from vouchers).

All three studies find evidence that with the expansion of the voucher program in 1998, student performance improved in the first few years, especially in schools that were most likely to be affected by the increased competition. For example, Hoxby (2003) estimates that the fourth grade test scores of students attending schools likely facing the most competitive pressure improved by 0.12σ per year in math and by 0.07σ per year in reading relative to students attending comparison schools outside of Milwaukee.

While interesting, these results must be interpreted as being only suggestive. The identifying assumption is that there are no unobserved changes before and after the voucher program was implemented when comparing the schools with many voucher-eligible students to schools with few or no voucher-eligible students. However, within the Milwaukee Public School District, all schools were potentially affected by the vouchers. Further, outside of the Milwaukee Public School District, the demographic composition of the schools is quite different (specifically, the students are less likely to be minority and more likely to come from wealthier families) such that it is not clear researchers can adequately account for differences between the students. In addition, Carnoy et al. (2007) present some results that are not consistent with a simple interpretation that performance in the Milwaukee public schools improved because of increased competition. For example, they also find that there was little improvement after 2002 despite the fact that interest in the voucher program increased (as proxied by the number of applications). Further, they find no evidence of a general equilibrium impact when they employ other direct measures of competition (such as the number of nearby private schools or the relative number of voucher applications from a school).

Evidence from Florida's A+ Opportunity Scholarship Program

In order for a voucher program to spur improvement within the public schools, there need not be a substantial number (or proportion) of students who use a voucher to attend a private school. Rather, if public school administrators perceive there is the potential that the students will do so, they may have an incentive to improve the education in their schools. Thus, researchers have attempted to gain some insight into the potential response of public schools to increased competitive pressure a second way: by studying the schooling outcomes of students attending schools that were under the "threat" of becoming voucher-eligible—that is, schools with a high probability of their students becoming eligible to use a voucher. Researchers have done so by taking advantage of the design of Florida's school accountability system—its A+ Plan for Education. Specifically, since 1999, schools in Florida are given a grade of A through F, largely depending on the performance of the students. Schools that receive high grades and are improving receive bonuses. In contrast, low-performing schools (graded either D or F) are subject to increased administrative oversight. (These poor performers are also provided with some additional financial assistance.) In addition, if a school received an F in two out of four years and had an F in the current year, students became eligible for vouchers called Opportunity Scholarships.[18] While the other features of Florida's A+ Plan for Education remain in effect, the voucher program was declared unconstitutional by the Florida Supreme Court in January 2006. Thereafter students

could no longer use a voucher to attend a participating private school; they are, however, still able to use a voucher to attend a higher-graded public school.

Under Florida's A+ Plan for Education, school grades are determined by assigning "grade points" based on student test score performance.[19] Grades are then assigned based on whether the school is above or below the predetermined cut points for each of the letter grades. Arguably, schools earning just above the number of grade points needed to receive an overall grade of D are no different than schools receiving just below the number of grade points needed to receive a D grade. As a result, many of the schools that received an F grade are quite similar to many of those that received a D grade. Figlio and Rouse (2006), West and Peterson (2006), Rouse et al. (2007), and Chiang (2008) therefore compare student outcomes from schools earning D and F grades while controlling for the number of grade points earned so that they can recover the causal effect of the policy on educational achievement.

All of the papers find that test scores of students improve following a school's receipt of an F grade. For example, Rouse et al. (2007) and Chiang (2008) report gains ranging from 0.12σ to 0.14σ in math and about 0.10σ in reading. Further, these two studies also find evidence that the improvements persist even once the students leave the voucher-threatened school, particularly in math. In addition, Rouse et al. (2007) report finding evidence that the F-graded schools responded in educationally meaningful ways. For example, following receipt of an F grade, schools were more likely to focus on low-performing students, lengthen the amount of time devoted to instruction, and increase resources available to teachers. As such, these studies may provide some evidence that increased competitive pressure can generate some improvement in public schools.[20]

One should note, however, that the F-graded schools in Florida were also stigmatized as "failing" (one of the intents of the public announcements of the grades). So another possibility is that the stigma of being identified as a failing school (and perhaps the subsequent parental pressure to make changes) led the schools to improve. As such, one cannot strictly distinguish a "voucher effect" from a "stigma effect." That said, Figlio and Rouse (2006) indirectly assess the impact of stigma by comparing student achievement following the implementation of Florida's A+ Plan for Education—which enlisted both the threat of vouchers and stigma—with student achievement following the placement of schools on a critically low performers list in 1996, 1997, and 1998 that involved public stigma but no threat of vouchers. They estimate that the student gains in reading were nearly identical under the two regimes and were actually larger in math following placement on the critically low performers list, suggesting that the relative improvements among the low-performing schools may have been due more to stigma than to the threat of vouchers.

There is some evidence from the expansion of the Milwaukee Parental Choice Program and from the threat of vouchers created by Florida's A+ Plan for Education suggesting that the achievement of students attending schools facing increased competition improves. However, the research strategies do not allow one to definitively rule out other explanations for the improvements. As such, we conclude that the jury is still out on the potential for vouchers to spur public schools to improve.

Other potential social gains from vouchers

There may be other reasons why providing school vouchers may be appealing from a public policy standpoint. One might argue in favor of vouchers as a way to increase equity by giving poor families more opportunities to choose private schools over their neighborhood public schools. Also, based on parents' reports for the publicly funded DC voucher program (DC OSP), the schools that are chosen (private schools) may be safer. Parents of students offered a voucher reported a significantly lower level of perceived school danger than parents of students not offered a voucher.[21]

In a related fashion, student achievement may not be the only criterion by which to judge the success of voucher programs. If school choice means that parents are more satisfied with the education their children are receiving and if voucher programs are no more expensive than our current system, then a voucher program may be a cost-neutral way to increase social welfare. Importantly, one consistent finding in this literature is that voucher parents report being more satisfied with their current schooling than do nonvoucher parents. For example, in the DC OSP, parents of students offered a voucher gave their children's schools a significantly higher overall grade on a five-point scale (grades A through F) and were significantly more likely to give their children's schools a grade of A or B. Further, they reported significantly greater satisfaction with their children's schools on all aspects asked, including location, class sizes, discipline, academic quality, and the racial mix of the students (Wolf et al., 2007). These results have generally been reported for other voucher programs, such as those in New York City (Mayer et al., 2002) and Milwaukee (Witte, Sterr, and Thorn, 1995).[22]

Yet, the potential net improvement in social welfare depends on both the general equilibrium effects of vouchers and the cost advantage over current public schools—two issues that are not well understood. While small-scale voucher programs indicate that parents offered a voucher are more satisfied with their children's schools than those not offered a voucher, a large-scale voucher program might result in some parents who are more satisfied and some who are less satisfied. In order for social welfare to be increased with a cost-neutral voucher program, the gains to the parents who benefit must be large enough to outweigh the losses to parents who do not benefit.

In addition, there is not much information about whether a well-developed voucher program would, indeed, be cost-neutral. On its face an education voucher system should be no more expensive than the current system as the state (or some other public entity) would simply send a voucher check to participating schools for each participating child rather than to the local public school or district. However, if truly implemented on a large scale, there may be other, less obvious costs that would depend critically on the actual design of the program. Levin and Driver (1997) caution that, depending on a number of factors, the cost of a voucher system could actually exceed those of the current geographically based system. These factors include the transportation of children to and from school, recordkeeping, and the monitoring of student enrollment. Two additional concerns are how a program deals with students currently attending private schools and how disputes are adjudicated (particularly if there are differing voucher amounts). While Levin and Driver's estimates are rough, based on hypothetical voucher programs and crudely estimated costs, their analysis suggests, at a minimum, that we should not assume a voucher program would be cost-neutral. Further, there may be large costs associated with the transition to a voucher system that should be considered.

Finally, the studies to date necessarily focus on short-run effects of vouchers when in fact there may be longer-run impacts on high school graduation, college enrollment, or even future earnings. For example, Altonji, Elder, and Taber (2005a) study the effect of Catholic education on a variety of outcomes and find little evidence that Catholic schools raise student test scores. At the same time, their results suggest that Catholic schools increase the probability of graduating from high school and potentially the probability of enrolling in college. These longer-run effects have yet to be credibly examined in studies of school vouchers.

Conclusion

The best research to date finds relatively small achievement gains for students offered education vouchers, most of which are not statistically different from zero, meaning that those gains may have arisen by chance. Further, the very little evidence about the potential for public schools to respond to increased competitive pressure generated by vouchers also suggests that one should remain wary that large-scale improvements would result from a more comprehensive voucher system.

So why has it been so difficult for researchers to observe large improvements in student achievement with school vouchers in the U.S.? One explanation may be that schools already compete for students through residential choice such that the public sector does not operate as poorly as perceived by many. Another explanation may be that the education sector does not meet the conditions for perfect competition (Garner and Hannaway, 1982). For example, information on school quality may be costly and difficult for parents to obtain, so having more choice may generate less additional competitive pressure on schools than one would expect in a perfect information environment. Further, education is not a homogenous good. Therefore, while competition for students may make schools more responsive to parents, this may be achieved through changes in other areas of school life, such as religious education or sports, rather than academic achievement.

Despite the heretofore lackluster empirical findings, the theoretical rationale behind school vouchers remains compelling: If parents choose schools based on academic performance and if we allow them more choice, then the schools will need to improve academically in order to attract students. In addition, others have endorsed vouchers to promote greater equity: If rich families have the means to opt out of the public school system, should not poor families have a similar opportunity? It is perhaps for these reasons—combined with frustration that other approaches to improve the U.S. education system have proven weak or futile—that school vouchers remain high on the agenda for many policymakers.[23] However, expectations about the ability of vouchers to drastically improve student achievement, at least as measured by test scores, should be tempered by the results of the studies to date, and arguments for vouchers as a cost-neutral alternative should be subject to more careful analysis of the full costs.

NOTES

[1]The National Assessment of Educational Progress is the only nationally representative and continuing assessment of what students in the U.S. know and can do in various subject areas, such as mathematics and reading. The commissioner of education statistics, who heads the National Center for Education Statistics in the U.S. Department of Education, is responsible by law for carrying out the NAEP project; for further details, see http://nces.ed.gov/nationsreportcard/. See also Hoxby (2003).

[2]The Florida A+ Opportunity Scholarship Program—a publicly funded voucher program initially created for students to attend private schools—was declared unconstitutional by the Florida Supreme Court in January 2006. After this ruling, students could no longer use the voucher to attend a participating private school; they are, however, still able to use the voucher to attend a higher-rated public school. For further details, see the discussion on the Florida A+ Opportunity Scholarship Program later in the text and in table 1.

[3]A less efficient public sector and a less competitive (public schooling) environment may explain the larger impacts of school vouchers that have been estimated in other countries, such as Columbia (see, for example, Angrist et al., 2002). In the U.S., elementary and secondary public schooling has largely depended on local financing, meaning that choice between local school districts may already generate strong competitive pressure. As a result, there may be less potential for vouchers to generate large efficiency gains (see, for example, Barrow and Rouse, 2004).

[4]See, for example, Coleman, Hoffer, and Kilgore (1982a, 1982b); Evans and Schwab (1995); Neal (1997); and Altonji, Elder, and Taber (2005b).

[5]See, for example, Goldberger and Cain (1982), Cain and Goldberger (1983), and Altonji, Elder, and Taber (2005a).

[6]Of course, even if vouchers improved outcomes in the long run, there might be a transition period in which the full benefits were not realized. A more complex version of this hypothetical experiment would be needed to identify both the transitional costs and long-run effects of a voucher program.

[7]Ironically, this also means that this literature bears striking similarity to that of the differential effectiveness of private and public schools.

[8]The range reflects estimates from different model specifications. Other studies using these early data from Milwaukee include Witte (1997) and Witte, Sterr, and Thorn (1995), as well as Greene, Peterson, and Du (1999). Using only the sample of low-income students from the Milwaukee Public Schools as a comparison group, Witte (1997) and Witte, Sterr, and Thorn (1995) estimate no impact of the program on student achievement. Greene, Peterson, and Du (1999) only use the unsuccessful applicants as a comparison group and estimate a positive impact in both math and reading. See Rouse (1998) for further discussion of the differences between the studies.

[9]The voucher is also progressive in that it pays 90 percent of tuition up to $3,450 for those with family income below 200 percent of the poverty line and only 75 percent of tuition up to $3,450 for those from families earning above 200 percent of the poverty line. The original program paid tuition up to a maximum of $2,250 (Metcalf et al., 1998). The Cleveland Metropolitan School District changed its name from the Cleveland Municipal School District in 2007.

[10]The nonrecipient group potentially contains both students who did not win the voucher lottery and students not entered into the lottery due to the preference given to students from low-income families (Metcalf, 2001).

[11]The public school sample was generated by using the first grade classmates of voucher recipients who did not use their voucher, as well as the first grade classmates of program applicants who were not awarded a voucher (Metcalf, 2001).

[12]Although Belfield (2007) only reports results for the third and fifth years of the program, he notes that the results are similar for the fourth year when the cohort was in third grade.

[13]Belfield (2007) finds a statistically significant -0.06σ difference in math between voucher winners and the public school sample.

[14]In addition, Belfield (2007) includes some measures in his empirical specifications that are arguably outcomes of the voucher program, namely, class size and teacher's years of experience. That said, his results are largely similar when these controls are excluded.

[15]See Wolf et al. (2007) for more details. Students attending low-performing public schools were given a better chance of winning the lottery. Although private school students were eligible for the vouchers, they were excluded from the study.

[16]The U.S. General Accounting Office's legal name became the U.S. Government Accountability Office on July 7, 2004. For further details, see www.gao.gov/about/namechange.html.

[17]In contrast, Howell, Peterson, et al. (2002) estimate a negative impact for African American students after three years in the privately funded voucher program in Washington, DC, although the impact is not statistically different from zero. Results for the third year of the privately funded programs apply only to those in Washington, DC, and New York City because the Dayton, Ohio, program was evaluated for only two years.

[18]Currently Florida has two other voucher programs as well: an income tax credit for corporations to fund vouchers for low-income students and the McKay Scholarship for Students with Disabilities Program. Greene and Winters (2008) study the impact of the McKay Scholarships on the achievement gains of students with disabilities who remain in the public schools. Because their estimation strategy identifies the general effect of vouchers by using students whose disability status changes, the extent to which these results generalize to overall improvements in the public schools is unclear.

[19]Literally speaking, school grades were not assigned using "grade points" before 2002 when Figlio and Rouse (2006) studied the system. Nevertheless, their strategy is quite similar in spirit.

[20]A statistical issue with which all of the researchers wrestle is whether the disproportionate gains by students in the F-graded schools resulted from mean-reverting measurement error or reflected actual changes in response to Florida's A+ Plan for Education. Mean-reverting measurement error occurs when gains the year after a school scores unusually low—and is thereby labeled as F—reflect the measurement error in test scores. That is, the test scores of students might have increased in many of the F-graded schools even in the absence of Florida's education plan simply because they were transitorily low in the prior year. The reliance on a regression discontinuity design (one that compares the D-graded and

F-graded schools while also controlling for the grade points) helps to mitigate against the presence of mean-reverting measurement error, although the researchers employ other strategies as well.

[21]See Wolf et al. (2007), table H-3. While student perceptions also suggest that the chosen schools are safer on average, the difference was not statistically significant (see table H-4 of the same study).

[22]At the same time, not all parents are satisfied with the voucher schools. Focus groups among parents of DC OSP participants found that they believed a few schools misrepresented aspects of their programs and that there was a need for an evaluation of participating schools (Stewart et al., 2007). Similarly, in the early years of the Milwaukee Parental Choice Program, 43 percent of the parents who took their children out of the voucher schools cited the poor quality of the voucher school as one of the primary reasons they withdrew their children from the program. More specifically, they cited being unhappy with the staff, the education their children were receiving, and the lack of programs for special needs; they also noted that the teachers were too disciplinarian. Thirty percent cited the poor quality of the overall Milwaukee program—including hidden school fees, difficulties with transportation, and the limitation on religious instruction—as the primary reason for withdrawing their children (Witte, Sterr, and Thorn, 1995).

[23]Most recently the George W. Bush Administration proposed the strengthening of the choice provisions in the reauthorization of the federal No Child Left Behind Act, and there were (unsuccessful) ballot initiatives in California and Utah to create statewide voucher programs open to all students.

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JOURNAL INTERACTIVE PRINTTHIS

Voucher study finds parity

Students achieve about as well as those at MPS

By Alan J. Borsuk, Journal Sentinel, Inc
Feb. 26, 2008

The first full-force examination since 1995 of Milwaukee's groundbreaking school voucher program has found that students attending private schools through the program aren't doing much better or worse than students in Milwaukee Public Schools.

The study, released Monday in Madison, is the first from a five-year project aimed at providing a comprehensive evaluation of the voucher program, which this year is allowing more than 18,000 Milwaukee children from low-income families to attend private schools, 80% of them religious schools.

The authors caution repeatedly that stronger conclusions will come only when trends over several years can be examined, and not much should be read into this year's results.

But the early findings, based on examining standardized test results for voucher students and comparing them to those of a matched set of MPS students, are unlikely to be seen as good news by advocates of the program that was launched in 1990 with hopes of being a powerful step to increase educational success among the city's children.

The Milwaukee program is the largest, oldest and arguably most significant school voucher effort in the United States. As Patrick J. Wolf, the lead researcher in the project, wrote, "When one thinks of school choice, one thinks of Milwaukee."

"We have displayed a rough and limited snapshot of the average performance of Choice (Milwaukee Parental Choice Program) students in certain grades that suggests they tend to perform below national averages but at levels roughly comparable to similarly income-disadvantaged students in MPS," Wolf, a professor at the University of Arkansas, concluded.

At one point in the reports, researchers use the phrase "relative parity" in describing the small differences between the performance of MPS students and voucher students.

They say there is little evidence that voucher schools are "skimming the cream" by taking the best students from MPS, as some critics have claimed. What they conclude is that the performance of both MPS and voucher students is fairly typical for low-income students nationally, pointing at the broader American dilemma of how to achieve widespread educational success among poor children, minority

children and children from homes where there is little history of educational success.

Apples-to-apples effort

The researchers' conclusions are based on test results from the 2006-'07 school year, when they gave a sample of voucher students the same tests given to public school students in Wisconsin and compared the results to those of a scientifically matched group of MPS students.

• Overall, they found, fourth-grade voucher students scored "somewhat lower" than MPS students but eighth-grade voucher students scored "somewhat higher."

• At all grades, both MPS and voucher students had overall test scores well below the 50th percentile nationally, and generally around the 33rd percentile, meaning they were generally scoring lower than two-thirds of students.

Results for individual voucher schools were not released as part of the study, despite calls from several legislators and others to see the private school results.

The study was conducted by the School Choice Demonstration Project, part of the Department of Education Reform at the University of Arkansas. The main researchers included John Witte, a University of Wisconsin-Madison professor who conducted studies of the Milwaukee voucher program from 1990 to 1995, before the Legislature dropped the requirement for such studies.

Since Witte's last study, the program has grown enormously, but there has been a minimal amount of research on its effectiveness.

The program provides up to $6,501 per student to private schools in the city. State officials expect about $120 million in voucher payments to be made in this school year.

As part of a deal in 2006 between Democratic Gov. Jim Doyle and Republican legislative leaders, the voucher program was allowed to grow to as many as 22,500 students, but the private schools were required for the first time to administer nationally accepted standardized tests, and the School Choice Demonstration Project was authorized to launch its study.

In his summary, Wolf calls the research "the most comprehensive evaluation of a school choice program ever attempted."

Some surprises

Researchers released the first year's analysis in the form of four reports dealing with finances of the voucher program, characteristics of the schools involved, student performance, and parent and student opinion of both MPS and voucher schools.

Some of the findings confirm assumptions about the program - for example, that religion is a major reason why parents enroll children in private schools. Other findings are more surprising - for example, that MPS parents who were surveyed were more likely than voucher parents to help their children with homework, and that teachers in voucher schools had more experience on average than MPS teachers.

One trend the researchers found is that the variation in scores on tests among MPS schools tended to be much narrower than the variation among private schools. In other words, it could be that the range of quality among voucher schools is much wider - from very weak to outstanding - while the range of schools in MPS tends to stick closer to the system averages. That would square with observations of classes in both MPS and the voucher schools made by education reporters for the Journal Sentinel, especially in a major reporting project on the voucher program in 2005.

The researchers emphasize that the results are a snapshot that does not address many possible factors behind the differences. "It would be a mistake for readers to draw conclusions about the effectiveness of the MPCP based on these simple annual descriptive statistics," the report says.

How families compare

Surveys of students and parents in MPS and the voucher schools found that voucher and MPS students are about equally likely to be living with both parents (38% and 36% respectively).

Voucher parents are notably more likely to be involved in activities at their children's schools, such as doing volunteer work or taking part in parent/teacher organizations, but MPS parents are more likely than voucher parents to help their children with homework or read books with them, the study found.

Both MPS and voucher parents express high levels of satisfaction with their children's schools, but voucher parents are much more likely to say they are "highly satisfied," while MPS parents are more likely to pick the "satisfied" response.

Witte, one of the most experienced school choice researchers in the U.S., said the high level of parental satisfaction with the voucher schools is an important aspect of answering the question of whether the program is successful.

The researchers found that voucher schools are, on average, much smaller than those in MPS overall and have smaller class sizes, a factor that clearly appealed to the parents who were surveyed.

Of 120 schools examined by the researchers, 95 identified themselves as religious and seven were classified as non-religious but operating within a religious tradition. Thirty-six of the schools were Catholic, 26 Lutheran and 22 were from other Christian denominations.

The reports say that 43% of MPS teachers have a master's degree or higher, compared with 29% in the voucher schools. But 66% of voucher school teachers have at least five years of experience, compared with 56% in MPS.

The reports do not include figures on what percentage of voucher school teachers have state certification or college degrees, both points of debate about the program. State law does not require private school teachers to meet those standards - it requires only that they have high school diplomas - but a relatively new requirement that the voucher schools become accredited by independent agencies is expected to result in the near-elimination of teachers without college degrees.

While cautioning that the figures are a bit uncertain, the researchers came up with student/teacher ratios of 13.6 to 1 for voucher schools and 16.6 to 1 for MPS.

While there is not much difference between MPS and voucher parents when it comes to the percentage who say their children have physical disabilities, there is a significant difference when it comes to other special education needs.

"The percentage of respondents who said that their child had a learning disability is twice as large in the MPS sample (18.2%) than in the MPCP sample (8.7%)," the researchers wrote. They say some of the difference might be due to differences between the two streams of schools in labeling children with special needs.

MPS officials have said frequently in recent months that the public schools are shouldering a far larger portion of special education students than the private schools are, and that the trend is causing major stresses on MPS.

Fiscal impact

Among other findings, the researchers' report on finances concludes that the way the voucher program is funded puts a greater burden on Milwaukee property-tax payers, while actually providing financial help to property-tax payers in the rest of the state and some reduction in state income taxes.

In simplified form, the reasons are that voucher students receive less public money than MPS students, while the formula for how to come up with the public money puts a larger load on Milwaukee property taxes than MPS students put.

Milwaukee Mayor Tom Barrett and others have argued for fixing the "funding flaw" in the voucher program to help city taxpayers. Action by the Legislature last fall provided partial relief.

The research project is being paid for with private funds, primarily from major foundations, including at least three that are firmly identified with advocacy for school choice programs such as Milwaukee's. They are the Walton Foundation, funded by Wal-Mart heirs and based in Arkansas; the Lynde and Harry Bradley Foundation, based in Milwaukee; and the Kern Family Foundation, a relative newcomer to the scene, based in Waukesha.

Plans call for reports in future years that will examine such questions as how much progress students in the voucher program are making from year to year, and how that compares with a comparable MPS group. Ninth-graders identified in the 2006-'07 school year will be followed to determine graduation rates and other outcomes several years from now.

"Stay tuned," Wolf said.

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SB

1

<TARGET><BILL>SB 1</BILL><SUBJECT>SB
1</SUBJECT><COMM>SEDC27</COMM></TARGET>

Meeting Script – February 2, 2011

CHAIRMAN MEYER

This meeting of the Senate Education Committee is called to order.

Today is Wednesday, February 2, 2011 and the time is _____. In attendance today are:
Co-Chair Thomas, Vice-Chair Davis, Senator Stevens, Senator French, and myself, Co-Chair Meyer. We do have a quorum to conduct business.

Good morning everyone - thank you all for being here. We have 2 items on today's agenda, SB 1 from Senator Davis -- it's our 2nd look at this bill – and SB 43, the administration's Performance Scholarship bill.

We will go ahead and continue discussion on **for SB 1** at this time. This bill proposes to require the *Board of Education/Early Development to prepare an annual report, which describes the efforts made to develop, maintain, and continuously improve a comprehensive quality public school system, and present the report to the legislative education committees.*

Public testimony was closed at our previous meeting.

At the previous meeting, there was discussion on amending the bill to require the Board to "present a report" a more concise descriptor, specifically by inserting the words "*in person*" after "*present*" on line 6.)

Senator Thomas?

SENATOR THOMAS

Mr. Chair, I move that we amend
SB 1, Version \A, Page 1, Line 6 – inserting the words "*in person*" after "*present*" to read:
"*...the board shall prepare and present in person to the legislative committees...*"

SENATOR MEYER

Is there any objection to the motion? Seeing none the bill is amended.

Are there any questions, comments, discussion from committee members?

{Committee comments}

Any further questions? Seeing none, **Senator Thomas?**

CO-CHAIR THOMAS

Thank you, Mr. Chairman. I move **Senate Bill 1 as amended** from committee with individual recommendations and attached fiscal note.

CHAIRMAN MEYER

Seeing no objection, **SB 1 as amended** is moved from Committee.

AT EASE **(For signatures)**

We are back on the record.

The next item of business before the committee is **SB 43, "Alaska Performance Scholarships."** We will hear a presentation from the administration and hold the bill over until Friday's meeting, when we will hear a presentation on the Legislature's Scholarship Funding Task Force report.

I see we have Eddy Jeans, Diane Barrans and Jerry Burnett in the audience, welcome. So if you're ready, please come forward, put yourself on the record and proceed.

{SB 43 presentation}

Are there any questions, comments, discussion from committee members, **Senator Thomas**?

{Committee questions/comments/discussion}

CHECK TIME – if there is time, continue with public testimony, if not wrap up.

(IF TIME PERMITS)
We will now open it up to public testimony. I see a number of people here with us today in the audience, and I have a list of those who wish to testify via teleconference; let's start with _____.

Please come forward, put yourself on the record, and proceed with your testimony.

{Audience testimony}

Thank you.

Are there any questions, comments, discussion from committee members, **Senator Thomas**?

{Committee questions/comments}

Is there anyone else in the audience wishing to testify?

Online we should have _____, are you there? Please put yourself on the record and proceed.

{Teleconference testimony}

Are there any questions, comments, discussion from committee members, **Senator Thomas**?

Is there anyone else wishing to testify?

Seeing no more questions or comments, I'd like to go ahead and close public testimony.

Are there any questions, comments, discussion from committee members, **Senator Thomas**?

{Committee questions/comments}

At this time I'd like to bring this meeting to a close.

We will hear a presentation from staff who worked on the Legislative Scholarship Funding Task Force over the interim on Friday, February 4th at 8:00 a.m., here in the Beltz Room.

We are adjourned at _____ a.m.

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

Wednesday, February 2, 2011
8:00 a.m. – 9:00 a.m.
Beltz Committee Room

1. SB 1: Board of Education/Early Development Annual Report
2. SB 43: Alaska Performance Scholarship

Bills Previously Heard

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

Office of Senator Bettye Davis

January 24, 2011

Senator Meyer, Senator Thomas Co-Chairs
Senate Education Committee

RE: Request for Hearing for SB 1, 27-LS0001\A

SB 1 - "An Act requiring the state Board of Education and early Development to provide an annual report to the legislature."

Dear Senators Meyer and Thomas:

Senator Davis respectfully requests a hearing on SB 1 before the Senate Education Committee.

This bill which is slightly over one page long simply requires that the State Board of Education prepare and present annually to the legislature by the 30th day of session a report summarizing the Board's resolves and rationales provided in support of policy decisions; program and curriculum changes; and additional information relevant to efforts made to improve and maintain the public education system.

Included in this hearing package are:

1. Sponsor Statement
2. Current version of SB 1, 27-LS0001\A.
3. *Note: There is no sectional summary required as the single new section AS 14.07.168 is self-explanatory. Likewise, there is no fiscal note, but cost to the Board and Department should be minimal.*

Anticipated is in-person or teleconference testimony from the Board and Department of Education & Early Childhood Development.

Please contact me if you need additional information.

Sincerely,

Thomas S. Obermeyer
Legislative Assistant
465-3762
Thomas_Obermeyer@legis.state.ak.us

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 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.

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/19/11

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 2/2/11

Education Committee considered SENATE BILL NO. 1

SB 1-BD OF ED./EARLY DEVELOPMENT ANNUAL REPORT

"An Act requiring the state Board of Education and Early Development to provide an annual report to the legislature."

and recommends:

[✓] be **replaced** with **CS** SB 1 (EDC) [✓] *Same Title* [ ] *New Title*

[ ] adopt **previous CS** _____ SCS/CS- Forthcoming) [ ] *Same Title* [ ] *New Title*

[ ] attached amendment(s)

[ ] adopt _____ Letter of Intent

[ ] further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED			✓	

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	Stevens	X			
	Davis	X			
	French	X			
CO-CHAIR:	Meyer	X			
CO-CHAIR:	Thomas	✓			

SENATE BILL NO. 1

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATOR DAVIS

Introduced: 1/7/11
Referred: Prefiled

A BILL

FOR AN ACT ENTITLED

"An Act requiring the state Board of Education and Early Development to provide an annual report to the legislature."

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

*** Section 1.** AS 14.07 is amended by adding a new section to read:

Sec. 14.07.168. Report to the legislature. Not later than the 30th legislative day of each regular session of the legislature, the board shall prepare and present to the legislative committees having jurisdiction over education 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 must include

(1) a summary of the resolves and rationales provided in support of policy decisions made under AS 14.03.015;

(2) program and curriculum changes made, discussed, or recommended in meetings held under AS 14.07.125;

(3) additional information relevant to efforts made to improve and maintain the public education system.

SENATE BILL NO. 1

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATOR DAVIS

Introduced: 1/19/11
Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

"An Act requiring the state Board of Education and Early Development to provide an annual report to the legislature."

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

*** Section 1.** AS 14.07 is amended by adding a new section to read:

Sec. 14.07.168. Report to the legislature. Not later than the 30th legislative day of each regular session of the legislature, the board shall prepare and present to the legislative committees having jurisdiction over education 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 must include

(1) a summary of the resolves and rationales provided in support of policy decisions made under AS 14.03.015;

(2) program and curriculum changes made, discussed, or recommended in meetings held under AS 14.07.125;

make a formal presentation

(3) additional information relevant to efforts made to improve and maintain the public education system.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **SB1**
() Publish Date

Identifier (file name) SB1-EED-ESS-1-28-11
Title "An Act requiring the State Board of Education and Early Development..."
Sponsor Sen. Davis
Requester Senate Education Committee

Dept. Affected EED
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	**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
Division Commissioner's Office
Approved by Les Morse
Acting Commissioner

Phone 465-2803
Date/Time 1/28/11 8:05 PM
Date 1/28/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. SB1

Analysis

This legislation has no fiscal impact on the Department of Education and Early Development.

27-LS0001\A.1
Mischel
1/31/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR DAVIS

TO: SB 1

Page 1, line 6, following "present":

Insert "in person"

To Move to pass:
Thank you, Mr. Chairman. I move ~~Sponsor~~ committee Substitute SB 3 version B 27-LS0020 from Committee with Individual Recommendations and attached Fiscal Notes.

To move to hear:

I move that we adopt, for the purpose of discussion, Senate Bill 1

SB

3

<TARGET><BILL>SB 3</BILL><SUBJECT>SB
3</SUBJECT><COMM>SEDC27</COMM></TARGET>

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, AK 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM December 30, 2010

TO: Senator Joe Thomas
Attention: Grier Hopkins

FROM: Patty Rose, Legal Editor
Division of Legal Services

SUBJECT: Work Order Number 27-LS0020\M
Funding for school meals

The enclosed work order has been formally prefiled as you requested. This draft copy is for your information only. Please advise immediately if you wish to withdraw this measure or make any changes.

Enclosure

27-LS0020\M
Mischel
12/29/10

SENATE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATORS WIELECHOWSKI, ELLIS, DAVIS, EGAN, FRENCH, KOOKESH, MCGUIRE, MENARD, PASKVAN, AND THOMAS

Introduced:
Referred:

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 for lunch and for breakfast to each eligible student. To implement this subsection, the department shall provide a base amount of 15 cents for each lunch or 35 cents for each breakfast, to which amount 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.

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
PAT PORTER, MAYOR

ATTEST:

Carol L. Freas
Carol L. Freas, City Clerk

"Village with a Past, City with a Future"

210 Fidalgo Avenue, Kenai, Alaska 99611-7794
Telephone: (907) 283-7535 / FAX: (907) 283-3014
www.ci.kenai.ak.us

February 3, 2011

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

RE: ***CITY OF KENAI RESOLUTION NO. 2011-08 -- IN SUPPORT OF SENATE BILL 3, "AN ACT PROVIDING FOR FUNDING FOR SCHOOL LUNCH AND BREAKFAST"***

At its February 2, 2011 meeting, the Kenai City Council unanimously passed its Resolution No. 2011-08, supporting Senate Bill 3, to provide for funding for school lunch and breakfast.

Scientific research shows that adequate nourishment and nutrition is imperative for proper cognitive and behavioral development in students and 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.

The City of Kenai recognizes the importance of adequate nourishment and nutrition of our children and students and strongly supports enactment of Senate Bill 3.

CITY OF KENAI

Carol L. Freas
City Clerk

Clf
Cc: Representative Mike Chenault, Speaker of the House
Senator Tom Wagoner
Representative Kurt Olson
Representative Paul Seaton
Senator Bill Wielechowski
Senator Bettye Davis
Senator Johnny Ellis
Senator Dennis Egan
Senator Hollis French
Senator Albert Kookesh
Senator Lesil McGuire
Senator Linda Menard
Senator Joe Paskvan
Senator Joe Thomas



WRANGELL PUBLIC SCHOOLS
DISTRICT OFFICE

GATEWAY TO THE STIKINE

P.O. BOX 2319
WRANGELL, ALASKA 99929
Telephone (907) 874-2347
Fax # (907) 874-3137

Resolution 11-03

A Resolution of the Wrangell Public School Board Supporting State Funding for School Meals

Whereas, Wrangell Public Schools has developed a breakfast and lunch program to help feed hungry students nutritious meals; and

Whereas, Alaska State Senators passed SB213 during the 2010 legislative session supporting efforts to ensure children start each day with a healthy and balanced meal; and

Whereas, Feeding America analysis of 2006-2008 United States Department Agriculture data on food insecurity found 14.3% of 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 years old children; and

Whereas, food insecurity puts children in development in jeopardy, characterized by challenges with speaking, behavior, and movement; increasing he 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, the federal reimbursement program does not cover the high costs of food and transportation in Alaska;

THEREFORE BE IT RESOLVED, that Wrangell Public Schools 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 or lunch.

ENACTED THIS 21st **DAY OF** March **, 2011.**
Wrangell, Alaska

School Board President — Date: 4-4-11

School Board Secretary — Date: 4-4-11

ALASKA STATE SENATE

Sen. Kevin Meyer
Alaska State Capitol
Juneau, Alaska 99801
Room 101
Phone: 907-465-4945
Fax: 907-465-3476

Sen. Joe Thomas
Alaska State Capitol
Juneau, Alaska 99801
Room 514
Phone: 907-465-2327
Fax: 907-465-5241

SENATE EDUCATION COMMITTEE
Senators Kevin Meyer & Joe Thomas, Co-Chairs

January 28, 2011 Meeting

Senate Bill 3

"An Act providing for funding for school lunch and breakfast"

Committee Members

Sen. Joe Thomas, Co-Chair
Senator Kevin Meyer, Co-Chair
Senator Bettye Davis, Vice Chair
Senator Gary Stevens
Senator Hollis French

Dean Hamburg



Alaska School Nutrition Association

TO: Honorable Senator Joe Thomas

FROM: Dean Hamburg- Alaska School Nutrition Association

We wish to thank you for your kind consideration and co-sponsorship for legislation supporting Alaska children as reflected in Senate Bill 3.

This school meal assistance is a big deal for those of us tasked with providing the 11 million USDA school meals each year to Alaska Children.

The $.35 per Breakfast in SB 3 will be partnered with the well established USDA support of $2.36 per breakfast for students qualifying as free.

The $.15 per Lunch in SB 3 will be partnered with the well established USDA support of $4.43 per lunch for students qualifying as free.

The long time successful USDA staffers serving students in Fairbanks and all across Alaska need the SB 3 help supporting school meals.

It turns out, that successful school meal programs are a very important support for success in Alaska classrooms.

The USDA school meal programs in Alaska very successfully comply with and exceed the criteria for appropriate nutrition for student health.

The accountability practices for per meal service are well established for finances and nutrition support.

Audits and trainings and documentation criteria are all well in place for school meal purchases, service, and reimbursement claims.

School Meal providers can be trusted with funding responsibility.

We take great pride in what we do for Alaska kids.

Dean Hamburg

Dean Hamburg—Alaska School Nutrition Association- AKSNA
P.O.Box 2546
Soldotna, Alaska 99669 Tel: 907-714-8830

907-465-5241

2/18/2011

27-LS0020\B
Mischel
1/17/11

SPONSOR SUBSTITUTE FOR SENATE BILL NO. 3

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATORS WIELECHOWSKI, ELLIS, DAVIS, EGAN, FRENCH, KOOKESH, MCGUIRE, MENARD, PASKVAN, AND THOMAS

Introduced:
Referred:

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.

ALASKA STATE LEGISLATURE

Session
State Capitol, Rm. 101
Juneau, AK 99801
(907) 465-2435
Fax: (907) 465-6615

Interim
716 W. 4th Ave, Ste. 540
Anchorage, AK 99501
(907) 269-0120
Fax: (907) 269-0122

Senator_Bill_Wielechowski@legis.state.ak.us

Chair
State Affairs Committee

Co-chair
Joint Armed Services Committee

Vice Chair
Resources Committee
Judiciary Committee

Member
Admin Reg Review

SENATOR BILL WIELECHOWSKI

Sponsor Statement

Senate Bill 3 – Funding for School Meals

"An Act providing for funding for school lunch and breakfast."

Senate Bill 3 will provide a state match for schools participating in the federal Free and Reduced Price School Breakfast and Lunch Program. This legislation will encourage more schools to provide nutritious meals for underprivileged children and allow schools that already do so to improve their programs. 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 is one of the only states that does not help supplement the program.

This legislation will provide school districts with a base amount of 35 cents for each breakfast served and 15 cents per lunch. To compensate for higher costs, rural schools will receive additional assistance through a funding formula based on the applicable School District Cost Factor for each district.

In addition to fighting childhood hunger, investing in school meals has been shown to improve school performance, attendance and test scores while reducing violence, and combating childhood obesity.

This legislation was requested by the Food Bank of Alaska, The Alaska Food Coalition, and the Alaska School Nutrition Association; and currently has been endorsed by the Yakutat Board of Education, the Petersburg Indian Association, the Petersburg School District, the Lower Kuskokwim School District, the Bering Strait School Board, the Cordova School District, the Yupiit School District, the Kenai Peninsula School District, the Chugach School District, the Anchorage School District, the Homer Food Pantry and the AARP.

27-LS0020\B
Mischel
1/17/11

SPONSOR SUBSTITUTE FOR SENATE BILL NO. 3

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATORS WIELECHOWSKI, ELLIS, DAVIS, EGAN, FRENCH, KOOKESH, MCGUIRE, MENARD, PASKVAN, AND THOMAS

Introduced:
Referred:

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.

New Text Underlined [DELETED TEXT BRACKETED]

(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.

allocate issue that
most more costly in the future

SENATE BILL NO. 3

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATORS WIELECHOWSKI, ELLIS, DAVIS, EGAN, FRENCH, KOOKESH, MCGUIRE, MENARD, PASKVAN, AND THOMAS

Introduced: 1/19/11
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 for lunch and for breakfast to each eligible student. To implement this subsection, the department shall provide a base amount of 15 cents for each lunch (or) 35 cents for each breakfast, to which amount 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
Bill Version: **SB 3**
() Publish Date

Identifier (file name) SB3-EED-TLS-1-25-2011
Title: An Act providing for funding for school lunch and breakfast
Sponsor: Senators Wielechowski, Ellis, Davis, Egan, Kookesh...
Requester: Senate Education Committee

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		2,276.7	2,357.1	2,437.5	2,517.9	2,598.3
Miscellaneous							
TOTAL OPERATING	**2,143.0**	**0.0**	**2,276.7**	**2,357.1**	**2,437.5**	**2,517.9**	**2,598.3**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	2,143.0		2,276.7	2,357.1	2,437.5	2,517.9	2,598.3
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**2,143.0**	**0.0**	**2,276.7**	**2,357.1**	**2,437.5**	**2,517.9**	**2,598.3**

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: 1/25/2011 9:16AM
Approved by: Les Morse, Acting Commissioner — Date: 1/25/2011

(Revised 12/29/2010 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. SB 3

Analysis

This legislation will establish a state school and breakfast grant program to assist districts in supplementing 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 to eligible students 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
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
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	16,929.99	43,551	.14	.29	12,629.79	29,559.78
Aleutians East Borough Schools	0	.23	.58	0.00	12,943	.23	.38	4,918.34	4,918.34
Anchorage School District	686,484	.00	.35	240,269.40	2,154,364	.00	.15	323,154.60	563,424.00
Annette Island School District	7,863	.07	.42	3,302.46	20,278	.07	.22	4,461.16	7,763.62
Bering Strait School District	96,025	.23	.58	55,694.50	201,125	.23	.38	76,427.50	132,122.00
Bristol Bay Borough Schools	2,244	.11	.46	1,032.24	8,393	.11	.26	2,182.18	3,214.42
Chatham School District	587	.13	.48	281.76	4,788	.13	.28	1,340.64	1,622.40
Copper River School District	0	.08	.43	0.00	19,130	.08	.23	4,399.90	4,399.90
Cordova Public Schools	7,938	.05	.40	3,175.20	23,499	.05	.20	4,699.80	7,875.00
Craig City Schools	23,042	.05	.40	9,216.80	31,347	.05	.20	6,269.40	15,486.20
Delta Greely School District	0	.06	.41	0.00	39,029	.06	.21	8,196.09	8,196.09
Dillingham City Schools	12,051	.08	.43	5,181.93	33,066	.08	.23	7,605.18	12,787.11
Fairbanks North Star Borough Schools	199,002	.02	.37	73,630.74	481,435	.02	.17	81,843.95	155,474.69
Galena City Schools	13,647	.10	.45	6,141.15	15,852	.10	.25	3,963.00	10,104.15
Haines Borough Schools	16,196	.04	.39	6,316.44	17,976	.04	.19	3,415.44	9,731.88
Hoonah City Schools	5,402	.09	.44	2,376.88	8,981	.09	.24	2,155.44	4,532.32
Hydaburg City School District	0	.11	.46	0.00	6,340	.11	.26	1,648.40	1,648.40
Iditarod Area Schools	11,543	.20	.55	6,348.65	18,482	.20	.35	6,468.70	12,817.35
Juneau School District	12,683	.03	.38	4,819.54	131,881	.03	.18	23,738.58	28,558.12
Kake City Schools	3,480	.10	.45	1,566.00	6,451	.10	.25	1,612.75	3,178.75
Kashunamuit School District	18,416	.15	.50	9,208.00	32,774	.15	.30	9,832.20	19,040.20
Kenai Peninsula School District	105,720	.04	.39	41,230.80	357,908	.04	.19	68,002.52	109,233.32
Ketchikan Gateway Schools	5,488	.04	.39	2,140.32	88,357	.04	.19	16,787.83	18,928.15
Klawock City Schools	0	.07	.42	0.00	11,575	.07	.22	2,546.50	2,546.50
Kodiak Island Borough Schools	37,993	.07	.42	15,957.06	119,896	.07	.22	26,377.12	42,334.18
Kuspuk School District	29,402	.17	.52	15,289.04	33,796	.17	.32	10,814.72	26,103.76
Lake Peninsula School District	0	.24	.59	0.00	33,311	.24	.39	12,991.29	12,991.29
Lower Kuskokwim Schools	194,674	.16	.51	99,283.74	407,906	.16	.31	126,450.86	225,734.60
Lower Yukon School District	105,582	.20	.55	58,070.10	175,378	.20	.35	61,382.30	119,452.40
Matanuska-Susitna Borough School District	304,018	.02	.37	112,486.66	624,778	.02	.17	106,212.26	218,698.92
Nenana City Public Schools	4,870	.08	.43	2,094.10	7,076	.08	.23	1,627.48	3,721.58
Nome Public Schools	0	.11	.46	0.00	52,962	.11	.26	13,770.12	13,770.12
North Slope Borough School District	36,406	.19	.54	19,659.24	89,190	.19	.34	30,324.60	49,983.84
Northwest Arctic Borough School	87,171	.20	.55	47,944.05	188,754	.20	.35	66,063.90	114,007.95
Petersburg Public Schools	10,945	.05	.40	4,378.00	26,212	.05	.20	5,242.40	9,620.40
Saint Mary's School District	7,972	.15	.50	3,986.00	22,903	.15	.30	6,870.90	10,856.90
Sitka Borough School District	6,344	.04	.39	2,474.16	42,485	.04	.19	8,072.15	10,546.31
Skagway City Schools	0	.04	.39	0.00	2,011	.04	.19	382.09	382.09
Southeast Island School District	10,921	.09	.44	4,805.24	14,291	.09	.24	3,429.84	8,235.08
Southwest Region Schools	0	.16	.51	0.00	73,657	.16	.31	22,833.67	22,833.67
Unalaska City School District	2,523	.10	.45	1,135.35	11,428	.10	.25	2,857.00	3,992.35
Valdez City Schools	6,470	.04	.39	2,523.30	21,271	.04	.19	4,041.49	6,564.79
Wrangell	12,930	.04	.39	5,042.70	20,839	.04	.19	3,959.41	9,002.11
Yakutat School District	9,453	.09	.44	4,159.32	9,831	.09	.24	2,359.44	6,518.76
Yukon Flats School District	9,403	.27	.62	5,829.86	20,268	.27	.42	8,512.56	14,342.42
Yukon Koyukuk School District	0	.20	.55	0.00	18,143	.20	.35	6,350.05	6,350.05
Yupiit School District	24,669	.17	.52	12,827.88	51,004	.17	.32	16,321.28	29,149.16
Mt. Edgecumbe High School	14,945	.04	.39	5,828.55	25,158	.04	.19	4,780.02	10,608.57
Total	**2,179,053**			912,637.15	**5,862,073**			1,230,326.84	**2,142,963.99**

Alaska Department of Education & Early Development
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 2

Anch. CPI EST. 5.4% 2010-2011 CPI .35 Prior year FY13 rate is .37

Anch. CPI EST. 5.4% 2010-2011 CPI .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	.52	17,966.52	43,551	.15	.31	13,500.81	31,467.33
Aleutians East Borough Schools	0	.25	.62	0.00	12,943	.25	.41	5,306.63	5,306.63
Anchorage School District	686,484	.00	.37	253,999.08	2,154,364	.00	.16	344,698.24	598,697.32
Annette Island School District	7,863	.08	.45	3,538.35	20,278	.08	.24	4,866.72	8,405.07
Bering Strait School District	96,025	.25	.62	59,535.50	201,125	.25	.41	82,461.25	141,996.75
Bristol Bay Borough Schools	2,244	.12	.49	1,099.56	8,393	.12	.28	2,350.04	3,449.60
Chatham School District	587	.14	.51	299.37	4,788	.14	.30	1,436.40	1,735.77
Copper River School District	0	.08	.45	0.00	19,130	.08	.24	4,591.20	4,591.20
Cordova Public Schools	7,938	.06	.43	3,413.34	23,499	.06	.22	5,169.78	8,583.12
Craig City Schools	23,042	.05	.42	9,677.64	31,347	.05	.21	6,582.87	16,260.51
Delta Greely School District	0	.06	.43	0.00	39,029	.06	.22	8,586.38	8,586.38
Dillingham City Schools	12,051	.09	.46	5,543.46	33,066	.09	.25	8,266.50	13,809.96
Fairbanks North Star Borough Schools	199,002	.02	.39	77,610.78	481,435	.02	.18	86,658.30	164,269.08
Galena City Schools	13,647	.10	.47	6,414.09	15,852	.10	.26	4,121.52	10,535.61
Haines Borough Schools	16,196	.05	.42	6,802.32	17,976	.05	.21	3,774.96	10,577.28
Hoonah City Schools	5,402	.10	.47	2,538.94	8,981	.10	.26	2,335.06	4,874.00
Hydaburg City School District	0	.13	.50	0.00	6,340	.13	.29	1,838.60	1,838.60
Iditarod Area Schools	11,543	.21	.58	6,694.94	18,482	.21	.37	6,838.34	13,533.28
Juneau School District	12,683	.04	.41	5,200.03	131,881	.04	.20	26,376.20	31,576.23
Kake City Schools	3,480	.11	.48	1,670.40	6,451	.11	.27	1,741.77	3,412.17
Kashunamuit School District	18,416	.15	.52	9,576.32	32,774	.15	.31	10,159.94	19,736.26
Kenai Peninsula School District	105,720	.04	.41	43,345.20	357,908	.04	.20	71,581.60	114,926.80
Ketchikan Gateway Schools	5,488	.04	.41	2,250.08	88,357	.04	.20	17,671.40	19,921.48
Klawock City Schools	0	.08	.45	0.00	11,575	.08	.24	2,778.00	2,778.00
Kodiak Island Borough Schools	37,993	.07	.44	16,716.92	119,896	.07	.23	27,576.08	44,293.00
Kuspuk School District	29,402	.18	.55	16,171.10	33,796	.18	.34	11,490.64	27,661.74
Lake Peninsula School District	0	.25	.62	0.00	33,311	.25	.41	13,657.51	13,657.51
Lower Kuskokwim Schools	194,674	.17	.54	105,123.96	407,906	.17	.33	134,608.98	239,732.94
Lower Yukon School District	105,582	.22	.59	62,293.38	175,378	.22	.38	66,643.64	128,937.02
Matanuska-Susitna Borough School District	304,018	.02	.39	118,567.02	624,778	.02	.18	112,460.04	231,027.06
Nenana City Public Schools	4,870	.08	.45	2,191.50	7,076	.08	.24	1,698.24	3,889.74
Nome Public Schools	0	.11	.48	0.00	52,962	.11	.27	14,299.74	14,299.74
North Slope Borough School District	36,406	.20	.57	20,751.42	89,190	.20	.36	32,108.40	52,859.82
Northwest Arctic Borough School	87,171	.21	.58	50,559.18	188,754	.21	.37	69,838.98	120,398.16
Petersburg Public Schools	10,945	.06	.43	4,706.35	26,212	.06	.22	5,766.64	10,472.99
Saint Mary's School District	7,972	.16	.53	4,225.16	22,903	.16	.32	7,328.96	11,554.12
Sitka Borough School District	6,344	.05	.42	2,664.48	42,485	.05	.21	8,921.85	11,586.33
Skagway City Schools	0	.04	.41	0.00	2,011	.04	.20	402.20	402.20
Southeast Island School District	10,921	.10	.47	5,132.87	14,291	.10	.26	3,715.66	8,848.53
Southwest Region Schools	0	.17	.54	0.00	73,657	.17	.33	24,306.81	24,306.81
Unalaska City School District	2,523	.11	.48	1,211.04	11,428	.11	.27	3,085.56	4,296.60
Valdez City Schools	6,470	.04	.41	2,652.70	21,271	.04	.20	4,254.20	6,906.90
Wrangell	12,930	.04	.41	5,301.30	20,839	.04	.20	4,167.80	9,469.10
Yakutat School District	9,453	.10	.47	4,442.91	9,831	.10	.26	2,556.06	6,998.97
Yukon Flats School District	9,403	.28	.65	6,111.95	20,268	.28	.44	8,917.92	15,029.87
Yukon Koyukuk School District	0	.21	.58	0.00	18,143	.21	.37	6,712.91	6,712.91
Yupiit School District	24,669	.18	.55	13,567.95	51,004	.18	.34	17,341.36	30,909.31
Mt. Edgecumbe High School	14,945	.05	.42	6,276.90	25,158	.05	.21	5,283.18	11,560.08
Total	**2,179,053**			965,844.01	**5,862,073**			1,310,835.87	**2,276,679.88**

Alaska Department of Education & Early Development
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 3

Anch. CPI EST. 2.7% .37 Prior year FY14 rate is .38

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	.53	18,312.03	43,551	.15	.32	13,936.32	32,248.35
Aleutians East Borough Schools	0	.25	.63	0.00	12,943	.25	.42	5,436.06	5,436.06
Anchorage School District	686,484	.00	.38	260,863.92	2,154,364	.00	.17	366,241.88	627,105.80
Annette Island School District	7,863	.08	.46	3,616.98	20,278	.08	.25	5,069.50	8,686.48
Bering Strait School District	96,025	.25	.63	60,495.75	201,125	.25	.42	84,472.50	144,968.25
Bristol Bay Borough Schools	2,244	.12	.50	1,122.00	8,393	.12	.29	2,433.97	3,555.97
Chatham School District	587	.14	.52	305.24	4,788	.14	.31	1,484.28	1,789.52
Copper River School District	0	.08	.46	0.00	19,130	.08	.25	4,782.50	4,782.50
Cordova Public Schools	7,938	.06	.44	3,492.72	23,499	.06	.23	5,404.77	8,897.49
Craig City Schools	23,042	.05	.43	9,908.06	31,347	.05	.22	6,896.34	16,804.40
Delta Greely School District	0	.06	.44	0.00	39,029	.06	.23	8,976.67	8,976.67
Dillingham City Schools	12,051	.09	.47	5,663.97	33,066	.09	.26	8,597.16	14,261.13
Fairbanks North Star Borough Schools	199,002	.02	.40	79,600.80	481,435	.02	.19	91,472.65	171,073.45
Galena City Schools	13,647	.10	.48	6,550.56	15,852	.10	.27	4,280.04	10,830.60
Haines Borough Schools	16,196	.05	.43	6,964.28	17,976	.05	.22	3,954.72	10,919.00
Hoonah City Schools	5,402	.10	.48	2,592.96	8,981	.10	.27	2,424.87	5,017.83
Hydaburg City School District	0	.13	.51	0.00	6,340	.13	.30	1,902.00	1,902.00
Iditarod Area Schools	11,543	.21	.59	6,810.37	18,482	.21	.38	7,023.16	13,833.53
Juneau School District	12,683	.04	.42	5,326.86	131,881	.04	.21	27,695.01	33,021.87
Kake City Schools	3,480	.11	.49	1,705.20	6,451	.11	.28	1,806.28	3,511.48
Kashunamuit School District	18,416	.15	.53	9,760.48	32,774	.15	.32	10,487.68	20,248.16
Kenai Peninsula School District	105,720	.04	.42	44,402.40	357,908	.04	.21	75,160.68	119,563.08
Ketchikan Gateway Schools	5,488	.04	.42	2,304.96	88,357	.04	.21	18,554.97	20,859.93
Klawock City Schools	0	.08	.46	0.00	11,575	.08	.25	2,893.75	2,893.75
Kodiak Island Borough Schools	37,993	.07	.45	17,096.85	119,896	.07	.24	28,775.04	45,871.89
Kuspuk School District	29,402	.18	.56	16,465.12	33,796	.18	.35	11,828.60	28,293.72
Lake Peninsula School District	0	.25	.63	0.00	33,311	.25	.42	13,990.62	13,990.62
Lower Kuskokwim Schools	194,674	.17	.55	107,070.70	407,906	.17	.34	138,688.04	245,758.74
Lower Yukon School District	105,582	.22	.60	63,349.20	175,378	.22	.39	68,397.42	131,746.62
Matanuska-Susitna Borough School District	304,018	.02	.40	121,607.20	624,778	.02	.19	118,707.82	240,315.02
Nenana City Public Schools	4,870	.08	.46	2,240.20	7,076	.08	.25	1,769.00	4,009.20
Nome Public Schools	0	.11	.49	0.00	52,962	.11	.28	14,829.36	14,829.36
North Slope Borough School District	36,406	.20	.58	21,115.48	89,190	.20	.37	33,000.30	54,115.78
Northwest Arctic Borough School	87,171	.21	.59	51,430.89	188,754	.21	.38	71,726.52	123,157.41
Petersburg Public Schools	10,945	.06	.44	4,815.80	26,212	.06	.23	6,028.76	10,844.56
Saint Mary's School District	7,972	.16	.54	4,304.88	22,903	.16	.33	7,557.99	11,862.87
Sitka Borough School District	6,344	.05	.43	2,727.92	42,485	.05	.22	9,346.70	12,074.62
Skagway City Schools	0	.04	.42	0.00	2,011	.04	.21	422.31	422.31
Southeast Island School District	10,921	.10	.48	5,242.08	14,291	.10	.27	3,858.57	9,100.65
Southwest Region Schools	0	.17	.55	0.00	73,657	.17	.34	25,043.38	25,043.38
Unalaska City School District	2,523	.11	.49	1,236.27	11,428	.11	.28	3,199.84	4,436.11
Valdez City Schools	6,470	.04	.42	2,717.40	21,271	.04	.21	4,466.91	7,184.31
Wrangell	12,930	.04	.42	5,430.60	20,839	.04	.21	4,376.19	9,806.79
Yakutat School District	9,453	.10	.48	4,537.44	9,831	.10	.27	2,654.37	7,191.81
Yukon Flats School District	9,403	.28	.66	6,205.98	20,268	.28	.45	9,120.60	15,326.58
Yukon Koyukuk School District	0	.21	.59	0.00	18,143	.21	.38	6,894.34	6,894.34
Yupiit School District	24,669	.18	.56	13,814.64	51,004	.18	.35	17,851.40	31,666.04
Mt. Edgecumbe High School	14,945	.05	.43	6,426.35	25,158	.05	.22	5,534.76	11,961.11
Total	**2,179,053**			987,634.54	**5,862,073**			1,369,456.60	**2,357,091.14**

Alaska Department of Education & Early Development
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 4

Anch. CPI EST. 2.7% .38 Prior year FY15 rate is .39

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	.54	18,657.54	43,551	.15	.33	14,371.83	33,029.37
Aleutians East Borough Schools	0	.25	.64	0.00	12,943	.25	.43	5,565.49	5,565.49
Anchorage School District	686,484	.00	.39	267,728.76	2,154,364	.00	.18	387,785.52	655,514.28
Annette Island School District	7,863	.08	.47	3,695.61	20,278	.08	.26	5,272.28	8,967.89
Bering Strait School District	96,025	.25	.64	61,456.00	201,125	.25	.43	86,483.75	147,939.75
Bristol Bay Borough Schools	2,244	.12	.51	1,144.44	8,393	.12	.30	2,517.90	3,662.34
Chatham School District	587	.14	.53	311.11	4,788	.14	.32	1,532.16	1,843.27
Copper River School District	0	.08	.47	0.00	19,130	.08	.26	4,973.80	4,973.80
Cordova Public Schools	7,938	.06	.45	3,572.10	23,499	.06	.24	5,639.76	9,211.86
Craig City Schools	23,042	.05	.44	10,138.48	31,347	.05	.23	7,209.81	17,348.29
Delta Greely School District	0	.06	.45	0.00	39,029	.06	.24	9,366.96	9,366.96
Dillingham City Schools	12,051	.09	.48	5,784.48	33,066	.09	.27	8,927.82	14,712.30
Fairbanks North Star Borough Schools	199,002	.02	.41	81,590.82	481,435	.02	.20	96,287.00	177,877.82
Galena City Schools	13,647	.10	.49	6,687.03	15,852	.10	.28	4,438.56	11,125.59
Haines Borough Schools	16,196	.05	.44	7,126.24	17,976	.05	.23	4,134.48	11,260.72
Hoonah City Schools	5,402	.10	.49	2,646.98	8,981	.10	.28	2,514.68	5,161.66
Hydaburg City School District	0	.13	.52	0.00	6,340	.13	.31	1,965.40	1,965.40
Iditarod Area Schools	11,543	.21	.60	6,925.80	18,482	.21	.39	7,207.98	14,133.78
Juneau School District	12,683	.04	.43	5,453.69	131,881	.04	.22	29,013.82	34,467.51
Kake City Schools	3,480	.11	.50	1,740.00	6,451	.11	.29	1,870.79	3,610.79
Kashunamuit School District	18,416	.15	.54	9,944.64	32,774	.15	.33	10,815.42	20,760.06
Kenai Peninsula School District	105,720	.04	.43	45,459.60	357,908	.04	.22	78,739.76	124,199.36
Ketchikan Gateway Schools	5,488	.04	.43	2,359.84	88,357	.04	.22	19,438.54	21,798.38
Klawock City Schools	0	.08	.47	0.00	11,575	.08	.26	3,009.50	3,009.50
Kodiak Island Borough Schools	37,993	.07	.46	17,476.78	119,896	.07	.25	29,974.00	47,450.78
Kuspuk School District	29,402	.18	.57	16,759.14	33,796	.18	.36	12,166.56	28,925.70
Lake Peninsula School District	0	.25	.64	0.00	33,311	.25	.43	14,323.73	14,323.73
Lower Kuskokwim Schools	194,674	.17	.56	109,017.44	407,906	.17	.35	142,767.10	251,784.54
Lower Yukon School District	105,582	.22	.61	64,405.02	175,378	.22	.40	70,151.20	134,556.22
Matanuska-Susitna Borough School District	304,018	.02	.41	124,647.38	624,778	.02	.20	124,955.60	249,602.98
Nenana City Public Schools	4,870	.08	.47	2,288.90	7,076	.08	.26	1,839.76	4,128.66
Nome Public Schools	0	.11	.50	0.00	52,962	.11	.29	15,358.98	15,358.98
North Slope Borough School District	36,406	.20	.59	21,479.54	89,190	.20	.38	33,892.20	55,371.74
Northwest Arctic Borough School	87,171	.21	.60	52,302.60	188,754	.21	.39	73,614.06	125,916.66
Petersburg Public Schools	10,945	.06	.45	4,925.25	26,212	.06	.24	6,290.88	11,216.13
Saint Mary's School District	7,972	.16	.55	4,384.60	22,903	.16	.34	7,787.02	12,171.62
Sitka Borough School District	6,344	.05	.44	2,791.36	42,485	.05	.23	9,771.55	12,562.91
Skagway City Schools	0	.04	.43	0.00	2,011	.04	.22	442.42	442.42
Southeast Island School District	10,921	.10	.49	5,351.29	14,291	.10	.28	4,001.48	9,352.77
Southwest Region Schools	0	.17	.56	0.00	73,657	.17	.35	25,779.95	25,779.95
Unalaska City School District	2,523	.11	.50	1,261.50	11,428	.11	.29	3,314.12	4,575.62
Valdez City Schools	6,470	.04	.43	2,782.10	21,271	.04	.22	4,679.62	7,461.72
Wrangell	12,930	.04	.43	5,559.90	20,839	.04	.22	4,584.58	10,144.48
Yakutat School District	9,453	.10	.49	4,631.97	9,831	.10	.28	2,752.68	7,384.65
Yukon Flats School District	9,403	.28	.67	6,300.01	20,268	.28	.46	9,323.28	15,623.29
Yukon Koyukuk School District	0	.21	.60	0.00	18,143	.21	.39	7,075.77	7,075.77
Yupiit School District	24,669	.18	.57	14,061.33	51,004	.18	.36	18,361.44	32,422.77
Mt. Edgecumbe High School	14,945	.05	.44	6,575.80	25,158	.05	.23	5,786.34	12,362.14
Total	**2,179,053**			1,009,425.07	**5,862,073**			1,428,077.33	**2,437,502.40**

Alaska Department of Education & Early Development
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 5

Anch. CPI EST. 2.7% .39 Prior year FY16 rate is .40

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	.55	19,003.05	43,551	.15	.34	14,807.34	33,810.39
Aleutians East Borough Schools	0	.25	.65	0.00	12,943	.25	.44	5,694.92	5,694.92
Anchorage School District	686,484	.00	.40	274,593.60	2,154,364	.00	.19	409,329.16	683,922.76
Annette Island School District	7,863	.08	.48	3,774.24	20,278	.08	.27	5,475.06	9,249.30
Bering Strait School District	96,025	.25	.65	62,416.25	201,125	.25	.44	88,495.00	150,911.25
Bristol Bay Borough Schools	2,244	.12	.52	1,166.88	8,393	.12	.31	2,601.83	3,768.71
Chatham School District	587	.14	.54	316.98	4,788	.14	.33	1,580.04	1,897.02
Copper River School District	0	.08	.48	0.00	19,130	.08	.27	5,165.10	5,165.10
Cordova Public Schools	7,938	.06	.46	3,651.48	23,499	.06	.25	5,874.75	9,526.23
Craig City Schools	23,042	.05	.45	10,368.90	31,347	.05	.24	7,523.28	17,892.18
Delta Greely School District	0	.06	.46	0.00	39,029	.06	.25	9,757.25	9,757.25
Dillingham City Schools	12,051	.09	.49	5,904.99	33,066	.09	.28	9,258.48	15,163.47
Fairbanks North Star Borough Schools	199,002	.02	.42	83,580.84	481,435	.02	.21	101,101.35	184,682.19
Galena City Schools	13,647	.10	.50	6,823.50	15,852	.10	.29	4,597.08	11,420.58
Haines Borough Schools	16,196	.05	.45	7,288.20	17,976	.05	.24	4,314.24	11,602.44
Hoonah City Schools	5,402	.10	.50	2,701.00	8,981	.10	.29	2,604.49	5,305.49
Hydaburg City School District	0	.13	.53	0.00	6,340	.13	.32	2,028.80	2,028.80
Iditarod Area Schools	11,543	.21	.61	7,041.23	18,482	.21	.40	7,392.80	14,434.03
Juneau School District	12,683	.04	.44	5,580.52	131,881	.04	.23	30,332.63	35,913.15
Kake City Schools	3,480	.11	.51	1,774.80	6,451	.11	.30	1,935.30	3,710.10
Kashunamuit School District	18,416	.15	.55	10,128.80	32,774	.15	.34	11,143.16	21,271.96
Kenai Peninsula School District	105,720	.04	.44	46,516.80	357,908	.04	.23	82,318.84	128,835.64
Ketchikan Gateway Schools	5,488	.04	.44	2,414.72	88,357	.04	.23	20,322.11	22,736.83
Klawock City Schools	0	.08	.48	0.00	11,575	.08	.27	3,125.25	3,125.25
Kodiak Island Borough Schools	37,993	.07	.47	17,856.71	119,896	.07	.26	31,172.96	49,029.67
Kuspuk School District	29,402	.18	.58	17,053.16	33,796	.18	.37	12,504.52	29,557.68
Lake Peninsula School District	0	.25	.65	0.00	33,311	.25	.44	14,656.84	14,656.84
Lower Kuskokwim Schools	194,674	.17	.57	110,964.18	407,906	.17	.36	146,846.16	257,810.34
Lower Yukon School District	105,582	.22	.62	65,460.84	175,378	.22	.41	71,904.98	137,365.82
Matanuska-Susitna Borough School District	304,018	.02	.42	127,687.56	624,778	.02	.21	131,203.38	258,890.94
Nenana City Public Schools	4,870	.08	.48	2,337.60	7,076	.08	.27	1,910.52	4,248.12
Nome Public Schools	0	.11	.51	0.00	52,962	.11	.30	15,888.60	15,888.60
North Slope Borough School District	36,406	.20	.60	21,843.60	89,190	.20	.39	34,784.10	56,627.70
Northwest Arctic Borough School	87,171	.21	.61	53,174.31	188,754	.21	.40	75,501.60	128,675.91
Petersburg Public Schools	10,945	.06	.46	5,034.70	26,212	.06	.25	6,553.00	11,587.70
Saint Mary's School District	7,972	.16	.56	4,464.32	22,903	.16	.35	8,016.05	12,480.37
Sitka Borough School District	6,344	.05	.45	2,854.80	42,485	.05	.24	10,196.40	13,051.20
Skagway City Schools	0	.04	.44	0.00	2,011	.04	.23	462.53	462.53
Southeast Island School District	10,921	.10	.50	5,460.50	14,291	.10	.29	4,144.39	9,604.89
Southwest Region Schools	0	.17	.57	0.00	73,657	.17	.36	26,516.52	26,516.52
Unalaska City School District	2,523	.11	.51	1,286.73	11,428	.11	.30	3,428.40	4,715.13
Valdez City Schools	6,470	.04	.44	2,846.80	21,271	.04	.23	4,892.33	7,739.13
Wrangell	12,930	.04	.44	5,689.20	20,839	.04	.23	4,792.97	10,482.17
Yakutat School District	9,453	.10	.50	4,726.50	9,831	.10	.29	2,850.99	7,577.49
Yukon Flats School District	9,403	.28	.68	6,394.04	20,268	.28	.47	9,525.96	15,920.00
Yukon Koyukuk School District	0	.21	.61	0.00	18,143	.21	.40	7,257.20	7,257.20
Yupiit School District	24,669	.18	.58	14,308.02	51,004	.18	.37	18,871.48	33,179.50
Mt. Edgecumbe High School	14,945	.05	.45	6,725.25	25,158	.05	.24	6,037.92	12,763.17
Total	**2,179,053**			1,031,215.60	**5,862,073**			1,486,698.06	**2,517,913.66**

Alaska Department of Education & Early Development
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 6

Anch. CPI EST. 2.7% .40 Prior year FY17 rate is .41

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	.56	19,348.56	43,551	.15	.35	15,242.85	34,591.41
Aleutians East Borough Schools	0	.25	.66	0.00	12,943	.25	.45	5,824.35	5,824.35
Anchorage School District	686,484	.00	.41	281,458.44	2,154,364	.00	.20	430,872.80	712,331.24
Annette Island School District	7,863	.08	.49	3,852.87	20,278	.08	.28	5,677.84	9,530.71
Bering Strait School District	96,025	.25	.66	63,376.50	201,125	.25	.45	90,506.25	153,882.75
Bristol Bay Borough Schools	2,244	.12	.53	1,189.32	8,393	.12	.32	2,685.76	3,875.08
Chatham School District	587	.14	.55	322.85	4,788	.14	.34	1,627.92	1,950.77
Copper River School District	0	.08	.49	0.00	19,130	.08	.28	5,356.40	5,356.40
Cordova Public Schools	7,938	.06	.47	3,730.86	23,499	.06	.26	6,109.74	9,840.60
Craig City Schools	23,042	.05	.46	10,599.32	31,347	.05	.25	7,836.75	18,436.07
Delta Greely School District	0	.06	.47	0.00	39,029	.06	.26	10,147.54	10,147.54
Dillingham City Schools	12,051	.09	.50	6,025.50	33,066	.09	.29	9,589.14	15,614.64
Fairbanks North Star Borough Schools	199,002	.02	.43	85,570.86	481,435	.02	.22	105,915.70	191,486.56
Galena City Schools	13,647	.10	.51	6,959.97	15,852	.10	.30	4,755.60	11,715.57
Haines Borough Schools	16,196	.05	.46	7,450.16	17,976	.05	.25	4,494.00	11,944.16
Hoonah City Schools	5,402	.10	.51	2,755.02	8,981	.10	.30	2,694.30	5,449.32
Hydaburg City School District	0	.13	.54	0.00	6,340	.13	.33	2,092.20	2,092.20
Iditarod Area Schools	11,543	.21	.62	7,156.66	18,482	.21	.41	7,577.62	14,734.28
Juneau School District	12,683	.04	.45	5,707.35	131,881	.04	.24	31,651.44	37,358.79
Kake City Schools	3,480	.11	.52	1,809.60	6,451	.11	.31	1,999.81	3,809.41
Kashunamuit School District	18,416	.15	.56	10,312.96	32,774	.15	.35	11,470.90	21,783.86
Kenai Peninsula School District	105,720	.04	.45	47,574.00	357,908	.04	.24	85,897.92	133,471.92
Ketchikan Gateway Schools	5,488	.04	.45	2,469.60	88,357	.04	.24	21,205.68	23,675.28
Klawock City Schools	0	.08	.49	0.00	11,575	.08	.28	3,241.00	3,241.00
Kodiak Island Borough Schools	37,993	.07	.48	18,236.64	119,896	.07	.27	32,371.92	50,608.56
Kuspuk School District	29,402	.18	.59	17,347.18	33,796	.18	.38	12,842.48	30,189.66
Lake Peninsula School District	0	.25	.66	0.00	33,311	.25	.45	14,989.95	14,989.95
Lower Kuskokwim Schools	194,674	.17	.58	112,910.92	407,906	.17	.37	150,925.22	263,836.14
Lower Yukon School District	105,582	.22	.63	66,516.66	175,378	.22	.42	73,658.76	140,175.42
Matanuska-Susitna Borough School District	304,018	.02	.43	130,727.74	624,778	.02	.22	137,451.16	268,178.90
Nenana City Public Schools	4,870	.08	.49	2,386.30	7,076	.08	.28	1,981.28	4,367.58
Nome Public Schools	0	.11	.52	0.00	52,962	.11	.31	16,418.22	16,418.22
North Slope Borough School District	36,406	.20	.61	22,207.66	89,190	.20	.40	35,676.00	57,883.66
Northwest Arctic Borough School	87,171	.21	.62	54,046.02	188,754	.21	.41	77,389.14	131,435.16
Petersburg Public Schools	10,945	.06	.47	5,144.15	26,212	.06	.26	6,815.12	11,959.27
Saint Mary's School District	7,972	.16	.57	4,544.04	22,903	.16	.36	8,245.08	12,789.12
Sitka Borough School District	6,344	.05	.46	2,918.24	42,485	.05	.25	10,621.25	13,539.49
Skagway City Schools	0	.04	.45	0.00	2,011	.04	.24	482.64	482.64
Southeast Island School District	10,921	.10	.51	5,569.71	14,291	.10	.30	4,287.30	9,857.01
Southwest Region Schools	0	.17	.58	0.00	73,657	.17	.37	27,253.09	27,253.09
Unalaska City School District	2,523	.11	.52	1,311.96	11,428	.11	.31	3,542.68	4,854.64
Valdez City Schools	6,470	.04	.45	2,911.50	21,271	.04	.24	5,105.04	8,016.54
Wrangell	12,930	.04	.45	5,818.50	20,839	.04	.24	5,001.36	10,819.86
Yakutat School District	9,453	.10	.51	4,821.03	9,831	.10	.30	2,949.30	7,770.33
Yukon Flats School District	9,403	.28	.69	6,488.07	20,268	.28	.48	9,728.64	16,216.71
Yukon Koyukuk School District	0	.21	.62	0.00	18,143	.21	.41	7,438.63	7,438.63
Yupiit School District	24,669	.18	.59	14,554.71	51,004	.18	.38	19,381.52	33,936.23
Mt. Edgecumbe High School	14,945	.05	.46	6,874.70	25,158	.05	.25	6,289.50	13,164.20
Total	**2,179,053**			1,053,006.13	**5,862,073**			1,545,318.79	**2,598,324.92**

SB3 - School Meals Witness List

HEARING: Senate Education Committee
When: 8AM, Friday, January 28th
Call-In: 877-763-5073
Bill: SB3

Superintendent Carol Comeau
Phoning in from out of state - 877-763-5073
BIO:
Carol Comeau, the superintendent of the Anchorage School District, began her career in Anchorage schools as a noon duty attendant and teacher aide in 1974. She worked as a teacher for many years before serving as a school principal, Executive Director of Elementary Education and Assistant Superintendent for Instruction. She's been the ASD superintendent since 2000. She has served as president of the Alaska Association of School Administrators, the Council of the Great City Schools Executive Committee, and the Alaska Council of School Administrators (ACSA). In May 2010, the Governor appointed her to the Council on Education for Military Children. She serves on numerous boards of community organizations because she believes it is essential to be an active participant in our community and has received recognition from many community groups for her service.

Dr Brent Rock
Phoning in - 877-763-5073
Dr. Brent L. Rock Ed.D, is the Director of the ASD Student Nutrition Department. He currently serves as a Director in the Alliance For School Foodservice Leadership and the Alaska Team Nutrition Advisory Committee. He previously served as a board member for ASSETS in Anchorage, Member of the Advisory Board, Anchorage Community College, President of the Utah Superintendent's Association, Chairman of Public Television Advisory Board, Austin, Texas, Dr. Rock has written over 100 articles published in major journals, magazines, and newspapers.

Carl Rose
Association of Alaska School Boards
Testifying in person
Bio:
Carl Rose has been executive director of the Association of Alaska School Boards since 1987. He is currently a member of the Advisory Task Force on Higher Education and Workforce Development.

Assistant Superintendent Dave Jones
Attending from the LIO office in Kenai, Alaska at 8:00 AM on the 28th.
Bio:
Mr. Jones is the Assistant Superintendent for the- Kenai Peninsula Borough School District - has agreed to provide testimony. Dave Jones serves as Legislative Liaison for our Kenai

Peninsula Borough School District. Asst. Superintendent Jones also serves as a legislative contact for the Alaska School Business Officials.(ALASBO)

Jordis Clark, an Anchorage School Nurse
Phoning In from Anchorage: 877-763-5073
Bio
Jordis Clark has been a school nurse in Anchorage for 10 years. She is a board member for Food Bank of Alaska and has been a member of the Anchorage School District wellness committee and health education curriculum committee. The school she works at started a breakfast program 2 weeks ago.

ALASKA STATE LEGISLATURE

Session

State Capitol, Rm. 101
Juneau, AK 99801
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Interim

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Anchorage, AK 99501
(907) 269-0120
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Senator_Bill_Wielechowski@legis.state.ak.us

Chair
State Affairs Committee

Co-chair
Joint Armed Services Committee

Vice Chair
Resources Committee
Judiciary Committee

Member
Administrative Regulation Review

SENATOR BILL WIELECHOWSKI

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]

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

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 Lunch to School District in Alaska				
	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.

Sec. 14.17.460. District cost factors.

(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

Deltareely 1.174 1.191 1.208 1.225 1.241

Denail 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

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.

adn.com
Anchorage Daily News

School lunches, breakfasts vital to state

COMPASS: Other points of view

By MICHAEL SOBOCINSKI

(03/08/10 19:18:14)

"How many more sleeps before we can have meals at school again?"

An elementary school student in the Kenai Peninsula asked her teacher this question recently, just before a long weekend. For this girl and her younger brother, one of the most important things that school provided them was reliable breakfast and lunch.

Congress created the School Lunch Program in 1946 "as a measure of national security" because too many young men were unfit for military service due to malnutrition. The School Breakfast Program was piloted in 1966 and made permanent in 1975. The experience of the Kenai girl, and many others besides, shows that these programs are still vitally needed.

Schools are not required to offer meals, although the federal government provides reimbursement for meals for low income children. Forty percent of Alaska students -- more than 45,000 children -- qualify for free or reduced cost school meals.

Despite the huge geographic and logistic challenges they face, to their credit most schools in Alaska offer lunch. In all, there are 10 school districts educating 1,698 students in Alaska that do not offer the lunch program.

However, breakfast is more of a challenge. One hundred four Alaska schools and eight school districts that offer lunch do not offer breakfast. In total, 15 percent of the students who qualify for free/reduced price school meals do not attend schools that offer a breakfast program -- that's more than 7,000 missed meals each day, more than 1.2 million a year.

Why doesn't every Alaska school offer breakfast and lunch? They cannot afford it. The federal reimbursement is too low to make it economical for schools that serve too few children overall, or too few low income children, or face high food costs because of their remote locations.

Our kids need these meals. While I suspect we would all agree that parents should feed their children, some simply can't. According to Hunger in America 2010, 74,000 Alaskans seek food assistance each year. A significant percentage of these households include children younger than 18.

Children who have breakfast at school attend school more regularly, perform better on standardized tests, pay better attention, and perform better in math and reading. They are less likely to be disruptive or violent, and are less likely to struggle with obesity. In other words, meals at school encourage kids to concentrate on the business of learning, even older children.

On the other hand, teens who are hungry are more likely to be suspended from school, to have difficulty getting along with others, and to have fewer friends. The schools know this, which is why even many schools who don't offer breakfast regularly still manage to offer breakfast during testing week.

The Alaska Senate is currently considering whether to provide state funds to match federal funds

for school meals -- which will make it more economical to provide school meals. To me this is a very straightforward decision that we can make, one that will directly impact the health and education of our children. We should make such a reasonable investment in our children's future, and help give every child the best chance to succeed in school. I am sure that the young girl on the Kenai would agree. Please encourage your legislators to support SB 213 -- for the children and their academic future.

Michael Sobocinski is a board member of the Food Bank of Alaska.

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School lunch programs might break poverty cycle

Tue, Nov 23 2010

By Adam Marcus

NEW YORK (Reuters Health) - Teens who live in households where food is scarce suffer academically, but a new study has found that government programs to provide meals in schools can reverse this effect.

According to the researchers, the findings suggest that school programs aimed at reducing so-called food insecurity can break an insidious cycle of poverty: poor children go hungry, get bad grades, don't go on to college and fail to rise out of their socioeconomic status -- raising children whose lives follow the same unfortunate narrative.

"Food insecurity is more problematic in the long term if it occurs prior to adolescence, but it doesn't mean that adolescents are more resilient than younger children," said study leader Christelle Roustit, of the Research Group on the Social Determinants of Health and Healthcare, in Paris, France. The researchers reported their findings in the medical journal Pediatrics.

The severe recession has taken a toll on food security. In the United States, a recent report by the Department of Agriculture found that nearly 15% of American households faced food insecurity at some point in 2009, the highest level since officials began tracking the measure in 1995.

Food insecurity in childhood is thought to undercut scholastic achievement in at least two ways. It deprives the body of nutrients necessary for proper mental and physical development, and it creates an atmosphere of stress and uncertainty that saps a kid's desire to attend school and to perform well.

In the new study, Roustit and her colleagues analyzed questionnaires given to 2,346 public high school students in Quebec, Canada, along with nearly 2,000 of their parents. The surveys asked about issues of school performance and socioeconomic status and included several questions addressing food security at home. These included whether a lack of money prevented the family from eating enough, or from buying a sufficient variety of foods.

Just over 11 percent of teens in the study experienced food insecurity at home, according to the researchers. Of those, two -thirds attended schools that offered free or low-cost breakfast, lunch or snacks, allowing the researchers to look for an effect of the meals program on academic performance.

The study revealed that food insecurity was strongly associated with problems in school. However, children with food insecurity at home performed significantly better academically if their school offered meal assistance. They were much less likely to be held back a year, to score badly in language testing or to rate their overall academic performance as poor.

Although the data come from the 1990s, Roustit said a new survey of Quebec adolescents is now in progress. "We would be able to compare the results of 1999 to 2009 in few years," she said.

Nicola Edwards, a dietician and food policy expert at California Food Policy Advocates, an Oakland-based nonprofit, said the results of the study are unsurprising. If children are hungry they cannot learn, Edwards said. "There is a direct correlation between food insecurity and academic performance," she said.

In the United States, teachers and school administrators report that children who take advantage of food assistance programs in schools have improved behavior, fewer absences and better test scores, Edwards added.

Under the federal Child Nutrition Act, more than 31 million American school children receive free or inexpensive lunches through the National School Lunch Program. Children from families with incomes at or below 130 percent of the poverty level ($28,665 for a family of four) are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level ($40,793 for a family of four) are eligible to receive lunch for a cost of no more than 40 cents.

According to the U.S. Department of Agriculture, the National School Lunch Program cost $9.8 billion in 2009. A study of this program that was published earlier this year supports the Canadian findings. Dr. Peter Hinrichs at Georgetown University in Washington DC reported in the Journal of Policy Analysis and Management that for children who participate in the National School Lunch Program, "the effects on educational attainment are sizable."

SOURCES: link.reuters.com/xyz76q Pediatrics online November 22, 2010 and link.reuters.com/syz76q Journal of Policy Analysis and Management, online June 3, 2010.

December 2, 2010

Congress Approves Child Nutrition Bill



By ROBERT PEAR

WASHINGTON — Congress gave final approval on Thursday to a child nutrition bill that expands the school lunch program and sets new standards to improve the quality of school meals, with more fruits and vegetables.

Michelle Obama lobbied for the bill as a way to combat obesity and hunger. About half of the $4.5 billion cost is financed by a cut in food stamps starting in several years.

Mrs. Obama said she was thrilled by passage of what she described as a groundbreaking piece of legislation.

By a vote of 264 to 157, the House on Thursday passed the bill, which was approved in the Senate by unanimous consent in August. It goes now to President Obama, who intends to sign it.

On the final roll call, 247 Democrats and 17 Republicans voted for the bill. Four Democrats and 153 Republicans voted no.

Some liberal House Democrats and advocates for the poor railed against the bill in September, saying it was wrong to pay for the expansion of child nutrition programs by cutting money for food stamps, now known as the Supplemental Nutrition Assistance Program.

Democrats put aside their disagreements on Thursday, after concluding that it was better to take what they could get than to gamble on their chances in the next Congress when Republicans will control the House. Mr. Obama tamped down concern by telling Democrats he would work with them to find other ways to pay for the bill, before the cuts in food stamps take effect.

"The president will do everything he can to restore these unconscionable cuts," said Representative Barbara Lee, Democrat of California and chairwoman of the Congressional Black Caucus.

Democrats and a few Republicans praised Mrs. Obama. "She has been an incredible champion for our children, particularly in the areas of nutrition and obesity," said Representative Jim McGovern, Democrat of Massachusetts.

Mr. McGovern, who is co-chairman of the House Hunger Caucus, said: "Hunger and obesity are two sides of the same coin. Highly processed, empty-calorie foods are less expensive than fresh nutritious foods."

School meal programs have a major impact on the nation's health, and supporters of the bill said it could reduce the prevalence of obesity among children. The lunch program feeds more than 31 million children a day.

Representative Rosa DeLauro, Democrat of Connecticut, said, "The bill sets national nutrition standards that will finally get all of the junk food infiltrating our classrooms and our cafeterias out the door."

But Representative Paul Broun, Republican of Georgia and a physician, said: "This bill is

not about child nutrition. It's not about healthy kids. It's about an expansion of the federal government, more and more control from Washington, borrowing more money and putting our children in greater debt. The federal government has no business setting nutritional standards and telling families what they should and should not eat."



The bill gives the secretary of agriculture authority to establish nutrition standards for foods sold in schools during the school day, including items in vending machines. The standards would require schools to serve more fruits and vegetables, whole grains and low-fat dairy products. And for the first time in more than three decades, the bill would increase federal reimbursement for school lunches beyond inflation — to help cover the cost of higher-quality meals. It would also allow more than 100,000 children on Medicaid to qualify automatically for free school meals.

One of the most contentious provisions of the bill regulates prices for lunches served to children with family incomes over 185 percent of the poverty level (more than $40,793 a year for a family of four).

"This provision would require some schools to raise their lunch prices," the Congressional Budget Office said.

Representative John Kline, Republican of Minnesota, said this provision was tantamount to a tax increase on middle-class families. The National Governors Association and local school officials objected to it as a new federal mandate.

But Margo G. Wootan, director of nutrition policy at the Center for Science in the Public Interest, a research and advocacy group, said: "The price of paid lunches needs to go up. Schools are not charging enough to cover the cost. As a result, money intended to provide healthy food to low-income kids is being diverted to subsidize food for higher-income children."

School districts that comply with the new standards can receive an additional federal payment of 6 cents for each lunch served. The National School Boards Association, representing local board members, said "the actual increased cost of compliance" was at least twice that amount.

The bill was written mainly by Senator Blanche Lincoln, Democrat of Arkansas and chairwoman of the Senate Agriculture Committee, who lost her bid for re-election.

The bill rounds out the tenure of Speaker Nancy Pelosi, Democrat of California. When she took the gavel in January 2007, she was surrounded by the children of House members, and she called the House to order in the name of "all America's children."

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February 16, 2010

The Honorable Kevin Meyer, Co-Chair
Senate Education Committee
Alaska State Capitol, Room 101
Juneau, AK 99801-1182

The Honorable Joe Thomas, Co-Chair
Senate Education Committee
Alaska State Capitol, Room 514
Juneau, AK 99801-1182

RE: SB 213 (Wielechowski)--Support

Dear Co-Chairs Meyer and Thomas:

On behalf of the members of AARP in Alaska, we encourage you and your colleagues on the Senate Education Committee to support SB 213, authored by Senator Bill Wielechowski, and co-sponsored by Senators McGuire, Ellis, Paskvan, Menard, Thomas, Davis, French and Kookesh.

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

Jennie Chin Hs President
William D. No... ef Executive Officer

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. SB 213 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 SB 213.

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 Bettye Davis
Senator Charlie Huggins
Senator Donald Olson
Senator Gary Stevens
Senator Bill Wielechowski

Yupiit School District
P.O. Box 51190
Akiachak, Alaska 99551
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RESOLUTION

Supporting for State Funding for School Meals
Passed at Regional School Board Meeting Nov 19, 2009

WHEREAS The mission of the Alaska Food Coalition (AFC) – a statewide group of 27 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 Yupiit School District fully supports AFC's efforts to ensure children start each school day with a healthy and balanced meal; and

WHEREAS according to data from the 2006 Behavioral Risk Factor Surveillance System (BRFSS), 15% of Alaskan children experience food insecurity, compared with 11% of Alaskan adults, 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 experience 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 security 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 the School Breakfast Program decreases food insecurity in children by providing five healthy meals a week in Alaska schools. 40% of students qualify for free/reduced school meals, over 15,000 students, of these, 15% do not attend schools that offer a breakfast program – that's over 7,000 missed meals each day, and

WHEREAS 101 out of 400 schools in Alaska did not offer the federal School Breakfast Program in the 2008-2009 school year, 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 cost of food and transportation in Alaska.

THEREFORE BE IT RESOLVED that Yupiit School District 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.

ADOPTED this 19th day of November 2009 at the YSD's Regional Board of Education meeting held in Tuluksak, Alaska, at which a duly constituted quorum of Regional Board members were present.

Willie Kasayulie, Chairman

Howard Diamond, Superintendent

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YAKUTAT BOARD OF EDUCATION
RESOLUTION
Support for State Funding for School Meals

WHEREAS the mission of the Alaska Food Coalition (AFC) - a statewide group of 80 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 the Yakutat School District supports AFC's efforts to ensure children start each school day with a healthy and balanced meal; and

WHEREAS according to data from the 2006 Behavioral Risk Factor Surveillance System (BRFSS), 15% of Alaskan children experienced food insecurity, compared with 11% of Alaskan adults, 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 the School Breakfast Program decreases food insecurity in children by providing five healthy meals a week in Alaska schools. 40% of students qualify for free/reduced schools meals, over 45,000 students, of these, 15% do not attend schools that offer a breakfast program – that's over 7,000 missed meals each day; and

WHEREAS 104 out of 406 schools in 46 districts in Alaska did not offer the federal School Breakfast Program in the 2008-2009 school year; 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 Yakutat School District 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.

Adopted by the Yakutat Board of Education on the 11th day of January, 2010.

Cecilia C Ryman
Cecilia C. Ryman, President
Yakutat School Board

Jonathan D Jensen
Jonathan Jensen, Clerk
Yakutat School Board

ALASKA



FOOD COALITION

RESOLUTION
Support for State Funding for School Meals

WHEREAS the mission of the Alaska Food Coalition (AFC) - a statewide group of 80 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 CEO Bethel Pneumatone Unity Schools supports AFC's efforts to ensure children start each school day with a healthy and balanced meal; and

WHEREAS according to data from the 2006 Behavioral Risk Factor Surveillance System (BRFSS), 15% of Alaskan children experienced food insecurity, compared with 11% of Alaskan adults, 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 the School Breakfast Program decreases food insecurity in children by providing five healthy meals a week in Alaska schools. 40% of students qualify for free/reduced schools meals, over 45,000 students, of these, 15% do not attend schools that offer a breakfast program – that's over 7,000 missed meals each day; and

WHEREAS 104 out of 406 schools in 46 districts in Alaska did not offer the federal School Breakfast Program in the 2008-2009 school year; 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 CEO Unity Catering, Inc 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.

Barbara A. Bongard

Petersburg City Schools

☎ 907.772.4271
Fax 907.772.4719

P. O. Box 289
Petersburg, Alaska 99833-0289

Dr. Robert Thomason
Superintendent

December 21, 2009

Vanessa Salinas
Program Manager
The Alaska Food Coalition
c/o Food Bank of Alaska
2121 Spar Avenue
Anchorage, AK 99501-1855

Dear Ms. Salinas:

The Petersburg City School Board at their regular December 15, 2009 meeting passed Resolution 10-03 (A resolution in support of State Funding for School Meals). Please let me know if there are additional places I should send a copy to.

Thank you.

Sincerely,

Sharon Anderson

Sharon Anderson
District Secretary

enclosure

Resolution 10-03
A resolution in support of State Funding for School Meals

WHEREAS, the mission of the Alaska Food Coalition (AFC) - a statewide group of 80 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, Petersburg City Schools Board of Education supports AFC's efforts to ensure children start each school day with a healthy and balanced meal; and

WHEREAS, according to data from the 2006 Behavioral Risk Factor Surveillance System (BRFSS), 15% of Alaskan children experienced food insecurity, compared with 11% of Alaskan adults, 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, the School Breakfast Program decreases food insecurity in children by providing five healthy meals a week in Alaska schools. 40% of students qualify for free/reduced schools meals, over 45,000 students, of these, 15% do not attend schools that offer a breakfast program – that's over 7,000 missed meals each day; and

WHEREAS, 104 out of 406 schools in 46 districts in Alaska did not offer the federal School Breakfast Program in the 2008-2009 school year; 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 on this 15th day of December 2009, that the Petersburg City Schools Board of Education 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.

Dean Ellis, Board President

Randy Lantiegne, Board Vice President

Petersburg Indian
Association
P.O. Box 1418
Petersburg, AK 99833
Phone 907.772.3636
Fax 907 772 3637

ALASKA
FOOD COALITION

RESOLUTION
Support for State Funding for School Meals
Resolution 2010-1-6

WHEREAS the mission of the Alaska Food Coalition (AFC) - a statewide group of 80 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 Petersburg Indian Association supports AFC's efforts to ensure children start each school day with a healthy and balanced meal; and

WHEREAS according to data from the 2006 Behavioral Risk Factor Surveillance System (BRFSS), 15% of Alaskan children experienced food insecurity, compared with 11% of Alaskan adults, 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 the School Breakfast Program decreases food insecurity in children by providing five healthy meals a week in Alaska schools. 40% of students qualify for free/reduced schools meals, over 45,000 students, of these, 15% do not attend schools that offer a breakfast program – that's over 7,000 missed meals each day; and

WHEREAS 104 out of 406 schools in 46 districts in Alaska did not offer the federal School Breakfast Program in the 2008-2009 school year; 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 **Petersburg Indian Association** 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.

CERTIFICATION

We, the undersigned hereby certify that the Petersburg Indian Association's Tribal Council is composed of 7 Board members of whom 6 Board members were present at the meeting held on March 10, 2008 and this resolution was adopted by a vote of 6 Council Members for and 0 Board members voting against and 0 Board members abstaining 1 Council member excused.

Darek Lopez, Chairman of the Petersburg Indian Association — Date 01/05/10

John R. Havrilek, Tribal Administrator — Date 1-5-10

Lower Kuskokwim School District Resolution

10-05
RESOLUTION
Support for State Funding for School Meals

WHEREAS the mission of the Alaska Food Coalition (AFC) - a statewide group of 77 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 the Lower Kuskokwim School District supports AFC's efforts to ensure children start each school day with a healthy and balanced meal; and

WHEREAS according to data from the 2006 Behavioral Risk Factor Surveillance System (BRFSS), 15% of Alaskan children experienced food insecurity, compared with 11% of Alaskan adults, 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 the School Breakfast Program decreases food insecurity in children by providing five healthy meals a week in Alaska schools. 40% of students qualify for free/reduced schools meals, over 45,000 students, of these, 15% do not attend schools that offer a breakfast program – that's over 7,000 missed meals each day; and

WHEREAS 104 out of 406 schools in 46 districts in Alaska did not offer the federal School Breakfast Program in the 2008-2009 school year: 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 Lower Kuskokwim School District 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.

PASSED THIS 11TH DAY OF DECEMBER, 2009

Richard Curtis — 12/11/09

Richard Curtis, Board President — Date

Gary Baldwin — 12/11/09

Gary Baldwin, Superintendent of Schools — Date

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

RESOLUTION 09-10-2

SUPPORT FOR STATE FUNDING FOR SCHOOL MEALS

Pursuant to the filing of Senate Bill No. 213, "An Act providing for funding for school lunch and breakfast", the Board of Education of the Kenai Peninsula Borough School District at a meeting held at Soldotna, Alaska on February 1, 2010, proposed the following resolution:

WHEREAS, according to data from the 2006 Behavioral Risk Factor Surveillance System (BRFSS), 15% of Alaskan children experienced food insecurity, compared with 11% of Alaskan adults, 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, psycho-social 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, the United States Department of Agriculture (USDA) lunch and breakfast programs exist as the base support for nutrition to children through the school meal programs, most notably the National School Lunch Program and the National School Breakfast Program; and

WHEREAS, the National School Breakfast Program decreases food insecurity in children by providing five healthy meals a week. In Alaska schools 40% of students qualify for free/reduced school meals, over 45,000 students; of these, 15% do not attend schools that offer a breakfast program – that's approximately 7,000 missed meals each day; and

WHEREAS, 104 out of 406 schools in 46 districts in Alaska did not sponsor/offer the federal School Breakfast Program in the 2008-2009 school year; and

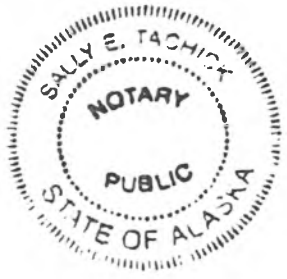
WHEREAS, Alaskan schools primarily do not sponsor National School Breakfast Programs because it is not economically feasible. While USDA funding support per meal for Alaska school breakfasts if 43% greater than support for school breakfasts in the contiguous states, funding levels are still not sufficient for many Alaska school meal sponsors to sustain or enhance nutrition services to students; and

WHEREAS, 29 states do take responsibility for assisting federally supported school meal programs for success in the classroom and relief from food security;

THEREFORE BE IT RESOLVED, that the Kenai Peninsula Borough School District supports an adequate financial appropriation from the state to strengthen and expand the National School Lunch and Breakfast Program in Alaska, so that school breakfast programs and sustainable lunch 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.

Joe Arness, President
Kenai Peninsula Borough School District
Board of Education

ATTEST: Sally E. Tachick
Sally Tachick
Notary Public, State of Alaska
My Commission Expires 07/25/2013



CORDOVA SCHOOL DISTRICT

PO Box 140 * 100 Fisherman Avenue
Cordova, Alaska 99574-0140
(907) 424-3265 * FAX (907) 424-3271

Cordova Jr/Sr High School
(907) 424-3266
FAX (907) 424-5215

Mt Eccles Elementary
(907) 424-3265
FAX (907) 424-3117

Resolution #10-06

Alaska Food Coalition
Support for State Funding for School Meals

WHEREAS, the mission of the Alaska Food Coalition (AFC) - a statewide group of 80 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 Cordova Schools supports AFC's efforts to ensure children start each school day with a healthy and balanced meal; and

WHEREAS, according to data from the 2006 Behavioral Risk Factor Surveillance System (BRFSS), 15% of Alaskan children experienced food insecurity, compared with 11% of Alaskan adults, 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, the School Breakfast Program decreases food insecurity in children by providing five healthy meals a week in Alaska schools. 40% of students qualify for free/reduced schools meals over 45,000 students, of these, 15% do not attend schools that offer a breakfast program - that's over 7,000 missed meals each day, and



CORDOVA SCHOOL DISTRICT

PO Box 140 * 100 Fisherman Avenue
Cordova, Alaska 99574-0140
(907) 424-3265 * FAX (907) 424-3271

Cordova Jr/Sr High School
(907) 424-3266
FAX (907) 424-5215

Mt Eccles Elementary
(907) 424-3265
FAX (907) 424-3117

WHEREAS, 104 out of 406 schools in 46 districts in Alaska did not offer the federal School Breakfast Program in the 2008-2009 school year; 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 RESOVED that the Cordova School District 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.

Valerie Covel

Valerie Covel, President
Cordova Board of Education

Pete Hoepfner, Clerk
Cordova Board of Education

Chugach School District

Resolution Number 10-02

Support for State Funding for School Meals

WHEREAS the mission of the Alaska Food Coalition (AFC) - a statewide group of 80 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 Chugach School District supports AFC's efforts to ensure children start each school day with a healthy and balanced meal; and

WHEREAS according to data from the 2006 Behavioral Risk Factor Surveillance System (BRFSS), 15% of Alaskan children experienced food insecurity, compared with 11% of Alaskan adults, 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 the School Breakfast Program decreases food insecurity in children by providing five healthy meals a week in Alaska schools. 40% of students qualify for free/reduced schools meals, over 45,000 students, of these, 15% do not attend schools that offer a breakfast program – that's over 7,000 missed meals each day; and

WHEREAS 104 out of 406 schools in 46 districts in Alaska did not offer the federal School Breakfast Program in the 2008-2009 school year; 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 Chugach School District 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.

PASSES, APPROVED AND ADOPTED BY THE CHUGACH SCHOOL DISTRICT OF PRINCE WILLIAM SOUND, AT ANCHORAGE, ALASKA THIS 12th DAY OF JANUARY 2010

Board Member	Approve/Yea	Reject/Nea	Abstain
Charlene Arneson	X		
Terry Bender			
Thelma Vlasoff	X		
Roselene Vlasoff	X		
Katherine Kompkoff	X		

ATTESTED: Deborah Page DATE: 1/12/10

TITLE: Board Secretary

AARP Alaska
3601 C Street
Suite 1420
Anchorage, AK 99503

T 1-866-227-7447
F 907-341-2270
TTY 1-877-434-7598
www.aarp.org/ak

January 27, 2011

The Honorable Kevin Meyer, Co-Chair
Senate Education Committee
Alaska State Capitol, Room 103
Juneau, AK 99801-1182

The Honorable Joe Thomas, Co-Chair
Senate Education Committee
Alaska State Capitol, Room 514
Juneau, AK 99801-1182

RE: SB 3 (Wielechowski)--Support

Dear Co-Chairs Meyer and Thomas:

On behalf of the members of AARP in Alaska, we encourage you and your colleagues on the Senate Education Committee to support SB 3, authored by Senator Bill Wielechowski with primary co-sponsors Senators Ellis, Davis, Egan, French, Kookesh, McGuire, Menard, Paskvan, and Co-chair Thomas.

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. SB 3 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 SB 3.

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 Bettye Davis
Senator Hollis French
Senator Gary Stevens
Senator Bill Wielechowski
Senator Johnny Ellis
Senator Dennis Egan
Senator Albert Kookesh
Senator Lesil McGuire
Senator Linda Menard
Senator Joe Paskvan

ALASKA FOOD COALITION

Funding for School Meals
Talking Points

In 2011 the Alaska State Legislature will consider legislation (SB05 and HB 132) which would provide state funding to supplement federal dollars received for school meals served to students who qualify for free or reduced price meals. The state funds would provide $.35 per breakfast served and $.15 per lunch served. This additional funding would encourage schools to start breakfast programs and to continue to provide healthy lunches despite rising costs.

Background:

Nearly 7,000 low income children in Alaska can't get a free or reduced price meal at school because their schools do not participate in the School Breakfast Program. Why not? The federal reimbursement for breakfast is simply too low to make it economically feasible for many schools.

School Meals

- 42% of Alaska students are eligible for free or reduced price school meals (DEED) – Approximately 51,533 students
- There are 6 school districts in Alaska that do not offer the lunch or breakfast program (DEED)
- 20% of schools participating in the school lunch program, 79 schools do not offer school breakfast, impacting 22,253 Alaskan children of whom 6,850 qualify for free or reduced price meals (DEED)
- In FY11, 92 public schools did not provide breakfast to approximately 23,180 Alaskan students from all income level families
- Alaska is one of 12 states that does not support school meals in some way by either mandate and/or financial support (based on FRAC data in 2009)
- Research shows that school breakfast (see attached resource sheet)
    - Improves student performance
    - Increases school attendance
    - Decreases school violence
    - Fights obesity and improves nutrition

- Schools that participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) currently receive a federal reimbursement for each meal served. In Alaska, the balance of the cost is carried by the school districts. The Alaska School Nutrition Association (AKSNA) estimates the average costs for preparation and serving meals in Alaska schools:
    - For "road system" schools:
        - Cost of a typical school lunch = $4.90
        - 2010-11 federal reimbursements
            - For free lunch = $4.41 for a $.49 per meal loss
            - For reduced lunch = $4.01 for a $.89 per meal loss
    - For "off-road system" schools:
        - Cost of a typical school lunch = $7.35
        - 2010-11 federal reimbursement
            - For free lunch = $4.41 for a $2.94 per meal loss
            - For reduced lunch = $4.01 for a $3.34 per meal loss
- 2010-2011 federal reimbursement rates (basic)
    - Breakfast – Free-$2.36; Reduced-$2.06; Paid-$.39
    - Lunch – Free-$4.41; Reduced-$4.01; Paid-$.42

Consequences of Missing Meals

- Food insecurity (worrying about the next meal) puts children in jeopardy of development risk, characterized by challenges in speaking, behavior and movement. This increases likelihood of later problems with attention, learning, and social interaction.
- 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 social interaction.
- Research shows that skipping breakfast is related to obesity. The School Breakfast Program has been found to be a valuable tool in fighting childhood obesity as children who have breakfast at school eat more fruits, drink more milk, and consume less saturated fat than those who skip breakfast or eat breakfast at home.

ALASKA FOOD COALITION

Updated 2.04.11

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
- Haines Borough 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
- Sitka Shool District
- Yakutat School District
- Yukon Koyukuk School District
- Yupiit School District
- Valdez School District

Additional Organizations:

- ALPHA – Alaska Public Health Association
- Alaska Association of Social Workers
- City of Kenai
- 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

Benefits of Breakfast



Eating breakfast can help improve math, reading, and standardized test scores.[i] [ii] [iii]

Children who eat breakfast are more likely to behave better in school and get along with their peers than those who do not.[iv] [v]

Breakfast helps children pay attention, perform problem-solving tasks, and improves memory.[vi] [vii]

Children who eat school breakfast are likely to have fewer absences and incidents of tardiness than those who do not.[viii]

By eating breakfast, students get more of important nutrients, vitamins and minerals such as calcium, dietary fiber, folate and protein.[ix] [x]

Studies have shown that children who eat breakfast on a regular basis are less likely to be overweight.[xi] [xii] [xiii]

Eating breakfast as a child is important for establishing healthy habits for later in life.

Schools that provide breakfast in the classroom to all students have shown decreases in tardiness and suspensions as well as improved student behavior and attentiveness.[xiv] [xv]

What you eat for breakfast can have an impact on learning. One study showed that eating breakfast food high in fiber and low in sugar for breakfast helped students sustain the cognitive effects of breakfast.[xvi]

School Breakfast provides ¼ the recommended amounts of protein, calcium, iron, vitamin A, and vitamin C for the day.[xvii]

[i] Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzl JD Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents J Am Diet Assoc. 2005 May;105(5):743-60

[ii] Murphy JM, Pagano M, Nachmani J, Sperling P, Kane S, Kleinman R. "The Relationship of School Breakfast to Psychosocial and Academic Functioning: Cross-sectional and longitudinal observations in an inner-city sample." *Archives of Pediatric and Adolescent Medicine* 1998; 152:899-907.

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and Psychosocial Development." *Pediatrics* 2001; 108(1):44-53.

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[xvi] Caroline R. Mahoney, Holly A. Taylor, Robin B. Kanarek, Priscilla Samuel. Effect of breakfast composition on cognitive processes in elementary school children. Physiology and Behavior 85 (2005) 635-645

[xvii] Section 9(f)(2)(B)(ii), Richard B Russell National School Lunch Act.

Meeting Script – January 28, 2011

CHAIRMAN Thomas

Senator Thomas: This meeting is called to order.

The date is January 28, 2011 and the time is 8:00 am. In attendance today are Co-Chair Meyer, ~~Vice-Chair Davis~~, Senator Stevens, Senator French, and myself, Co-Chair Thomas. We do have a quorum to conduct business.

This is a meeting of the Senate Education Committee for this, the First session, of the 27th Alaska Legislature. Good morning, everyone.

The purpose of the meeting today is to hear SB 3, "An Act providing for funding for school lunch and breakfast."

The original bill had a typographical error, ~~and~~ so we are taking up a sponsor substitute today. The version we are looking at is Work Draft 27-LS0020\B. ~~So~~ We are looking at Version B today. I would entertain a motion ~~that we~~ to adopt ~~it~~ for the purposes of discussions. Senator Meyer?
Version B

Senator Meyer: I move that we adopt, for the purpose of discussion, the sponsor substitute for Senate Bill ~~3, version B;~~ SB 1

Senator Thomas: Is there ~~any~~ objection ~~to the bill?~~

Senator Meyer: I object for the sake of discussion.

Senator Thomas: Thank you.

There is a fiscal note for the bill, which you will find in your packet. Should we have discussion or have Elizabeth Nöodle may to speak to fiscal Note. Do we want to do this?
The sponsor of the bill is here with us this morning, Senator Wielechowski ~~He and his~~ and his staff are here today, and will speak to the bill.
Sen Wielechowski
Please come ~~up~~ and identify yourself for the record. & present your Bill
Forward

Elizabeth Nöodleman

CS FOR SENATE BILL NO. 3(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATORS WIELECHOWSKI, ELLIS, DAVIS, EGAN, FRENCH, KOOKESH, MCGUIRE, MENARD, PASKVAN, AND THOMAS

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: CSSB 3(EDC)
(S) Publish Date: 1/31/11

Identifier (file name): SB3-EED-TLS-1-25-2011
Title: An Act providing for funding for school lunch and breakfast
Sponsor: Senators Wielechowski, Ellis, Davis, Egan, Kookesh...
Requester: Senate Education Committee

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		2,276.7	2,357.1	2,437.5	2,517.9	2,598.3
Miscellaneous							
TOTAL OPERATING	**2,143.0**	**0.0**	**2,276.7**	**2,357.1**	**2,437.5**	**2,517.9**	**2,598.3**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	2,143.0		2,276.7	2,357.1	2,437.5	2,517.9	2,598.3
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**2,143.0**	**0.0**	**2,276.7**	**2,357.1**	**2,437.5**	**2,517.9**	**2,598.3**

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: 1/25/2011 9:16AM
Approved by: Les Morse, Acting Commissioner — Date: 1/25/2011

(Revised 12/29/2010 OMB)

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSSB 3(EDC)

Analysis

This legislation will establish a state school and breakfast grant program to assist districts in supplementing 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 to eligible students 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
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 1

Fiscal Note #1

Bill No. CSSB 3(EDC)

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	16,929.99	43,551	.14	.29	12,629.79	29,559.78
Aleutians East Borough Schools	0	.23	.58	0.00	12,943	.23	.38	4,918.34	4,918.34
Anchorage School District	686,484	.00	.35	240,269.40	2,154,364	.00	.15	323,154.60	563,424.00
Annette Island School District	7,863	.07	.42	3,302.46	20,278	.07	.22	4,461.16	7,763.62
Bering Strait School District	96,025	.23	.58	55,694.50	201,125	.23	.38	76,427.50	132,122.00
Bristol Bay Borough Schools	2,244	.11	.46	1,032.24	8,393	.11	.26	2,182.18	3,214.42
Chatham School District	587	.13	.48	281.76	4,788	.13	.28	1,340.64	1,622.40
Copper River School District	0	.08	.43	0.00	19,130	.08	.23	4,399.90	4,399.90
Cordova Public Schools	7,938	.05	.40	3,175.20	23,499	.05	.20	4,699.80	7,875.00
Craig City Schools	23,042	.05	.40	9,216.80	31,347	.05	.20	6,269.40	15,486.20
Delta Greely School District	0	.06	.41	0.00	39,029	.06	.21	8,196.09	8,196.09
Dillingham City Schools	12,051	.08	.43	5,181.93	33,066	.08	.23	7,605.18	12,787.11
Fairbanks North Star Borough Schools	199,002	.02	.37	73,630.74	481,435	.02	.17	81,843.95	155,474.69
Galena City Schools	13,647	.10	.45	6,141.15	15,852	.10	.25	3,963.00	10,104.15
Haines Borough Schools	16,196	.04	.39	6,316.44	17,976	.04	.19	3,415.44	9,731.88
Hoonah City Schools	5,402	.09	.44	2,376.88	8,981	.09	.24	2,155.44	4,532.32
Hydaburg City School District	0	.11	.46	0.00	6,340	.11	.26	1,648.40	1,648.40
Iditarod Area Schools	11,543	.20	.55	6,348.65	18,482	.20	.35	6,468.70	12,817.35
Juneau School District	12,683	.03	.38	4,819.54	131,881	.03	.18	23,738.58	28,558.12
Kake City Schools	3,480	.10	.45	1,566.00	6,451	.10	.25	1,612.75	3,178.75
Kashunamuit School District	18,416	.15	.50	9,208.00	32,774	.15	.30	9,832.20	19,040.20
Kenai Peninsula School District	105,720	.04	.39	41,230.80	357,908	.04	.19	68,002.52	109,233.32
Ketchikan Gateway Schools	5,488	.04	.39	2,140.32	88,357	.04	.19	16,787.83	18,928.15
Klawock City Schools	0	.07	.42	0.00	11,575	.07	.22	2,546.50	2,546.50
Kodiak Island Borough Schools	37,993	.07	.42	15,957.06	119,896	.07	.22	26,377.12	42,334.18
Kuspuk School District	29,402	.17	.52	15,289.04	33,796	.17	.32	10,814.72	26,103.76
Lake Peninsula School District	0	.24	.59	0.00	33,311	.24	.39	12,991.29	12,991.29
Lower Kuskokwim Schools	194,674	.16	.51	99,283.74	407,906	.16	.31	126,450.86	225,734.60
Lower Yukon School District	105,582	.20	.55	58,070.10	175,378	.20	.35	61,382.30	119,452.40
Matanuska-Susitna Borough School District	304,018	.02	.37	112,486.66	624,778	.02	.17	106,212.26	218,698.92
Nenana City Public Schools	4,870	.08	.43	2,094.10	7,076	.08	.23	1,627.48	3,721.58
Nome Public Schools	0	.11	.46	0.00	52,962	.11	.26	13,770.12	13,770.12
North Slope Borough School District	36,406	.19	.54	19,659.24	89,190	.19	.34	30,324.60	49,983.84
Northwest Arctic Borough School	87,171	.20	.55	47,944.05	188,754	.20	.35	66,063.90	114,007.95
Petersburg Public Schools	10,945	.05	.40	4,378.00	26,212	.05	.20	5,242.40	9,620.40
Saint Mary's School District	7,972	.15	.50	3,986.00	22,903	.15	.30	6,870.90	10,856.90
Sitka Borough School District	6,344	.04	.39	2,474.16	42,485	.04	.19	8,072.15	10,546.31
Skagway City Schools	0	.04	.39	0.00	2,011	.04	.19	382.09	382.09
Southeast Island School District	10,921	.09	.44	4,805.24	14,291	.09	.24	3,429.84	8,235.08
Southwest Region Schools	0	.16	.51	0.00	73,657	.16	.31	22,833.67	22,833.67
Unalaska City School District	2,523	.10	.45	1,135.35	11,428	.10	.25	2,857.00	3,992.35
Valdez City Schools	6,470	.04	.39	2,523.30	21,271	.04	.19	4,041.49	6,564.79
Wrangell	12,930	.04	.39	5,042.70	20,839	.04	.19	3,959.41	9,002.11
Yakutat School District	9,453	.09	.44	4,159.32	9,831	.09	.24	2,359.44	6,518.76
Yukon Flats School District	9,403	.27	.62	5,829.86	20,268	.27	.42	8,512.56	14,342.42
Yukon Koyukuk School District	0	.20	.55	0.00	18,143	.20	.35	6,350.05	6,350.05
Yupiit School District	24,669	.17	.52	12,827.88	51,004	.17	.32	16,321.28	29,149.16
Mt. Edgecumbe High School	14,945	.04	.39	5,828.55	25,158	.04	.19	4,780.02	10,608.57
Total	**2,179,053**			912,637.15	**5,862,073**			1,230,326.84	**2,142,963.99**

Alaska Department of Education & Early Development
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 2

Anch. CPI
EST. 5.4% 2010-2011 CPI
.35 Prior year
FY13 rate
is .37

Anch. CPI
EST. 5.4% 2010-2011 CPI
.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	.52	17,966.52	43,551	.15	.31	13,500.81	31,467.33
Aleutians East Borough Schools	0	.25	.62	0.00	12,943	.25	.41	5,306.63	5,306.63
Anchorage School District	686,484	.00	.37	253,999.08	2,154,364	.00	.16	344,698.24	598,697.32
Annette Island School District	7,863	.08	.45	3,538.35	20,278	.08	.24	4,866.72	8,405.07
Bering Strait School District	96,025	.25	.62	59,535.50	201,125	.25	.41	82,461.25	141,996.75
Bristol Bay Borough Schools	2,244	.12	.49	1,099.56	8,393	.12	.28	2,350.04	3,449.60
Chatham School District	587	.14	.51	299.37	4,788	.14	.30	1,436.40	1,735.77
Copper River School District	0	.08	.45	0.00	19,130	.08	.24	4,591.20	4,591.20
Cordova Public Schools	7,938	.06	.43	3,413.34	23,499	.06	.22	5,169.78	8,583.12
Craig City Schools	23,042	.05	.42	9,677.64	31,347	.05	.21	6,582.87	16,260.51
Delta Greely School District	0	.06	.43	0.00	39,029	.06	.22	8,586.38	8,586.38
Dillingham City Schools	12,051	.09	.46	5,543.46	33,066	.09	.25	8,266.50	13,809.96
Fairbanks North Star Borough Schools	199,002	.02	.39	77,610.78	481,435	.02	.18	86,658.30	164,269.08
Galena City Schools	13,647	.10	.47	6,414.09	15,852	.10	.26	4,121.52	10,535.61
Haines Borough Schools	16,196	.05	.42	6,802.32	17,976	.05	.21	3,774.96	10,577.28
Hoonah City Schools	5,402	.10	.47	2,538.94	8,981	.10	.26	2,335.06	4,874.00
Hydaburg City School District	0	.13	.50	0.00	6,340	.13	.29	1,838.60	1,838.60
Iditarod Area Schools	11,543	.21	.58	6,694.94	18,482	.21	.37	6,838.34	13,533.28
Juneau School District	12,683	.04	.41	5,200.03	131,881	.04	.20	26,376.20	31,576.23
Kake City Schools	3,480	.11	.48	1,670.40	6,451	.11	.27	1,741.77	3,412.17
Kashunamuit School District	18,416	.15	.52	9,576.32	32,774	.15	.31	10,159.94	19,736.26
Kenai Peninsula School District	105,720	.04	.41	43,345.20	357,908	.04	.20	71,581.60	114,926.80
Ketchikan Gateway Schools	5,488	.04	.41	2,250.08	88,357	.04	.20	17,671.40	19,921.48
Klawock City Schools	0	.08	.45	0.00	11,575	.08	.24	2,778.00	2,778.00
Kodiak Island Borough Schools	37,993	.07	.44	16,716.92	119,896	.07	.23	27,576.08	44,293.00
Kuspuk School District	29,402	.18	.55	16,171.10	33,796	.18	.34	11,490.64	27,661.74
Lake Peninsula School District	0	.25	.62	0.00	33,311	.25	.41	13,657.51	13,657.51
Lower Kuskokwim Schools	194,674	.17	.54	105,123.96	407,906	.17	.33	134,608.98	239,732.94
Lower Yukon School District	105,582	.22	.59	62,293.38	175,378	.22	.38	66,643.64	128,937.02
Matanuska-Susitna Borough School District	304,018	.02	.39	118,567.02	624,778	.02	.18	112,460.04	231,027.06
Nenana City Public Schools	4,870	.08	.45	2,191.50	7,076	.08	.24	1,698.24	3,889.74
Nome Public Schools	0	.11	.48	0.00	52,962	.11	.27	14,299.74	14,299.74
North Slope Borough School District	36,406	.20	.57	20,751.42	89,190	.20	.36	32,108.40	52,859.82
Northwest Arctic Borough School	87,171	.21	.58	50,559.18	188,754	.21	.37	69,838.98	120,398.16
Petersburg Public Schools	10,945	.06	.43	4,706.35	26,212	.06	.22	5,766.64	10,472.99
Saint Mary's School District	7,972	.16	.53	4,225.16	22,903	.16	.32	7,328.96	11,554.12
Sitka Borough School District	6,344	.05	.42	2,664.48	42,485	.05	.21	8,921.85	11,586.33
Skagway City Schools	0	.04	.41	0.00	2,011	.04	.20	402.20	402.20
Southeast Island School District	10,921	.10	.47	5,132.87	14,291	.10	.26	3,715.66	8,848.53
Southwest Region Schools	0	.17	.54	0.00	73,657	.17	.33	24,306.81	24,306.81
Unalaska City School District	2,523	.11	.48	1,211.04	11,428	.11	.27	3,085.56	4,296.60
Valdez City Schools	6,470	.04	.41	2,652.70	21,271	.04	.20	4,254.20	6,906.90
Wrangell	12,930	.04	.41	5,301.30	20,839	.04	.20	4,167.80	9,469.10
Yakutat School District	9,453	.10	.47	4,442.91	9,831	.10	.26	2,556.06	6,998.97
Yukon Flats School District	9,403	.28	.65	6,111.95	20,268	.28	.44	8,917.92	15,029.87
Yukon Koyukuk School District	0	.21	.58	0.00	18,143	.21	.37	6,712.91	6,712.91
Yupiit School District	24,669	.18	.55	13,567.95	51,004	.18	.34	17,341.36	30,909.31
Mt. Edgecumbe High School	14,945	.05	.42	6,276.90	25,158	.05	.21	5,283.18	11,560.08
Total	**2,179,053**			965,844.01	**5,862,073**			1,310,835.87	**2,276,679.88**

Alaska Department of Education & Early Development
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 3

Anch. CPI EST. 2.7% .37 Prior year FY14 rate is .38

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	.53	18,312.03	43,551	.15	.32	13,936.32	32,248.35
Aleutians East Borough Schools	0	.25	.63	0.00	12,943	.25	.42	5,436.06	5,436.06
Anchorage School District	686,484	.00	.38	260,863.92	2,154,364	.00	.17	366,241.88	627,105.80
Annette Island School District	7,863	.08	.46	3,616.98	20,278	.08	.25	5,069.50	8,686.48
Bering Strait School District	96,025	.25	.63	60,495.75	201,125	.25	.42	84,472.50	144,968.25
Bristol Bay Borough Schools	2,244	.12	.50	1,122.00	8,393	.12	.29	2,433.97	3,555.97
Chatham School District	587	.14	.52	305.24	4,788	.14	.31	1,484.28	1,789.52
Copper River School District	0	.08	.46	0.00	19,130	.08	.25	4,782.50	4,782.50
Cordova Public Schools	7,938	.06	.44	3,492.72	23,499	.06	.23	5,404.77	8,897.49
Craig City Schools	23,042	.05	.43	9,908.06	31,347	.05	.22	6,896.34	16,804.40
Delta Greely School District	0	.06	.44	0.00	39,029	.06	.23	8,976.67	8,976.67
Dillingham City Schools	12,051	.09	.47	5,663.97	33,066	.09	.26	8,597.16	14,261.13
Fairbanks North Star Borough Schools	199,002	.02	.40	79,600.80	481,435	.02	.19	91,472.65	171,073.45
Galena City Schools	13,647	.10	.48	6,550.56	15,852	.10	.27	4,280.04	10,830.60
Haines Borough Schools	16,196	.05	.43	6,964.28	17,976	.05	.22	3,954.72	10,919.00
Hoonah City Schools	5,402	.10	.48	2,592.96	8,981	.10	.27	2,424.87	5,017.83
Hydaburg City School District	0	.13	.51	0.00	6,340	.13	.30	1,902.00	1,902.00
Iditarod Area Schools	11,543	.21	.59	6,810.37	18,482	.21	.38	7,023.16	13,833.53
Juneau School District	12,683	.04	.42	5,326.86	131,881	.04	.21	27,695.01	33,021.87
Kake City Schools	3,480	.11	.49	1,705.20	6,451	.11	.28	1,806.28	3,511.48
Kashunamuit School District	18,416	.15	.53	9,760.48	32,774	.15	.32	10,487.68	20,248.16
Kenai Peninsula School District	105,720	.04	.42	44,402.40	357,908	.04	.21	75,160.68	119,563.08
Ketchikan Gateway Schools	5,488	.04	.42	2,304.96	88,357	.04	.21	18,554.97	20,859.93
Klawock City Schools	0	.08	.46	0.00	11,575	.08	.25	2,893.75	2,893.75
Kodiak Island Borough Schools	37,993	.07	.45	17,096.85	119,896	.07	.24	28,775.04	45,871.89
Kuspuk School District	29,402	.18	.56	16,465.12	33,796	.18	.35	11,828.60	28,293.72
Lake Peninsula School District	0	.25	.63	0.00	33,311	.25	.42	13,990.62	13,990.62
Lower Kuskokwim Schools	194,674	.17	.55	107,070.70	407,906	.17	.34	138,688.04	245,758.74
Lower Yukon School District	105,582	.22	.60	63,349.20	175,378	.22	.39	68,397.42	131,746.62
Matanuska-Susitna Borough School District	304,018	.02	.40	121,607.20	624,778	.02	.19	118,707.82	240,315.02
Nenana City Public Schools	4,870	.08	.46	2,240.20	7,076	.08	.25	1,769.00	4,009.20
Nome Public Schools	0	.11	.49	0.00	52,962	.11	.28	14,829.36	14,829.36
North Slope Borough School District	36,406	.20	.58	21,115.48	89,190	.20	.37	33,000.30	54,115.78
Northwest Arctic Borough School	87,171	.21	.59	51,430.89	188,754	.21	.38	71,726.52	123,157.41
Petersburg Public Schools	10,945	.06	.44	4,815.80	26,212	.06	.23	6,028.76	10,844.56
Saint Mary's School District	7,972	.16	.54	4,304.88	22,903	.16	.33	7,557.99	11,862.87
Sitka Borough School District	6,344	.05	.43	2,727.92	42,485	.05	.22	9,346.70	12,074.62
Skagway City Schools	0	.04	.42	0.00	2,011	.04	.21	422.31	422.31
Southeast Island School District	10,921	.10	.48	5,242.08	14,291	.10	.27	3,858.57	9,100.65
Southwest Region Schools	0	.17	.55	0.00	73,657	.17	.34	25,043.38	25,043.38
Unalaska City School District	2,523	.11	.49	1,236.27	11,428	.11	.28	3,199.84	4,436.11
Valdez City Schools	6,470	.04	.42	2,717.40	21,271	.04	.21	4,466.91	7,184.31
Wrangell	12,930	.04	.42	5,430.60	20,839	.04	.21	4,376.19	9,806.79
Yakutat School District	9,453	.10	.48	4,537.44	9,831	.10	.27	2,654.37	7,191.81
Yukon Flats School District	9,403	.28	.66	6,205.98	20,268	.28	.45	9,120.60	15,326.58
Yukon Koyukuk School District	0	.21	.59	0.00	18,143	.21	.38	6,894.34	6,894.34
Yupiit School District	24,669	.18	.56	13,814.64	51,004	.18	.35	17,851.40	31,666.04
Mt. Edgecumbe High School	14,945	.05	.43	6,426.35	25,158	.05	.22	5,534.76	11,961.11
Total	**2,179,053**			987,634.54	**5,862,073**			1,369,456.60	**2,357,091.14**

Alaska Department of Education & Early Development
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 4

Anch. CPI EST. 2.7% .38 Prior year FY15 rate is .39

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	.54	18,657.54	43,551	.15	.33	14,371.83	33,029.37
Aleutians East Borough Schools	0	.25	.64	0.00	12,943	.25	.43	5,565.49	5,565.49
Anchorage School District	686,484	.00	.39	267,728.76	2,154,364	.00	.18	387,785.52	655,514.28
Annette Island School District	7,863	.08	.47	3,695.61	20,278	.08	.26	5,272.28	8,967.89
Bering Strait School District	96,025	.25	.64	61,456.00	201,125	.25	.43	86,483.75	147,939.75
Bristol Bay Borough Schools	2,244	.12	.51	1,144.44	8,393	.12	.30	2,517.90	3,662.34
Chatham School District	587	.14	.53	311.11	4,788	.14	.32	1,532.16	1,843.27
Copper River School District	0	.08	.47	0.00	19,130	.08	.26	4,973.80	4,973.80
Cordova Public Schools	7,938	.06	.45	3,572.10	23,499	.06	.24	5,639.76	9,211.86
Craig City Schools	23,042	.05	.44	10,138.48	31,347	.05	.23	7,209.81	17,348.29
Delta Greely School District	0	.06	.45	0.00	39,029	.06	.24	9,366.96	9,366.96
Dillingham City Schools	12,051	.09	.48	5,784.48	33,066	.09	.27	8,927.82	14,712.30
Fairbanks North Star Borough Schools	199,002	.02	.41	81,590.82	481,435	.02	.20	96,287.00	177,877.82
Galena City Schools	13,647	.10	.49	6,687.03	15,852	.10	.28	4,438.56	11,125.59
Haines Borough Schools	16,196	.05	.44	7,126.24	17,976	.05	.23	4,134.48	11,260.72
Hoonah City Schools	5,402	.10	.49	2,646.98	8,981	.10	.28	2,514.68	5,161.66
Hydaburg City School District	0	.13	.52	0.00	6,340	.13	.31	1,965.40	1,965.40
Iditarod Area Schools	11,543	.21	.60	6,925.80	18,482	.21	.39	7,207.98	14,133.78
Juneau School District	12,683	.04	.43	5,453.69	131,881	.04	.22	29,013.82	34,467.51
Kake City Schools	3,480	.11	.50	1,740.00	6,451	.11	.29	1,870.79	3,610.79
Kashunamuit School District	18,416	.15	.54	9,944.64	32,774	.15	.33	10,815.42	20,760.06
Kenai Peninsula School District	105,720	.04	.43	45,459.60	357,908	.04	.22	78,739.76	124,199.36
Ketchikan Gateway Schools	5,488	.04	.43	2,359.84	88,357	.04	.22	19,438.54	21,798.38
Klawock City Schools	0	.08	.47	0.00	11,575	.08	.26	3,009.50	3,009.50
Kodiak Island Borough Schools	37,993	.07	.46	17,476.78	119,896	.07	.25	29,974.00	47,450.78
Kuspuk School District	29,402	.18	.57	16,759.14	33,796	.18	.36	12,166.56	28,925.70
Lake Peninsula School District	0	.25	.64	0.00	33,311	.25	.43	14,323.73	14,323.73
Lower Kuskokwim Schools	194,674	.17	.56	109,017.44	407,906	.17	.35	142,767.10	251,784.54
Lower Yukon School District	105,582	.22	.61	64,405.02	175,378	.22	.40	70,151.20	134,556.22
Matanuska-Susitna Borough School District	304,018	.02	.41	124,647.38	624,778	.02	.20	124,955.60	249,602.98
Nenana City Public Schools	4,870	.08	.47	2,288.90	7,076	.08	.26	1,839.76	4,128.66
Nome Public Schools	0	.11	.50	0.00	52,962	.11	.29	15,358.98	15,358.98
North Slope Borough School District	36,406	.20	.59	21,479.54	89,190	.20	.38	33,892.20	55,371.74
Northwest Arctic Borough School	87,171	.21	.60	52,302.60	188,754	.21	.39	73,614.06	125,916.66
Petersburg Public Schools	10,945	.06	.45	4,925.25	26,212	.06	.24	6,290.88	11,216.13
Saint Mary's School District	7,972	.16	.55	4,384.60	22,903	.16	.34	7,787.02	12,171.62
Sitka Borough School District	6,344	.05	.44	2,791.36	42,485	.05	.23	9,771.55	12,562.91
Skagway City Schools	0	.04	.43	0.00	2,011	.04	.22	442.42	442.42
Southeast Island School District	10,921	.10	.49	5,351.29	14,291	.10	.28	4,001.48	9,352.77
Southwest Region Schools	0	.17	.56	0.00	73,657	.17	.35	25,779.95	25,779.95
Unalaska City School District	2,523	.11	.50	1,261.50	11,428	.11	.29	3,314.12	4,575.62
Valdez City Schools	6,470	.04	.43	2,782.10	21,271	.04	.22	4,679.62	7,461.72
Wrangell	12,930	.04	.43	5,559.90	20,839	.04	.22	4,584.58	10,144.48
Yakutat School District	9,453	.10	.49	4,631.97	9,831	.10	.28	2,752.68	7,384.65
Yukon Flats School District	9,403	.28	.67	6,300.01	20,268	.28	.46	9,323.28	15,623.29
Yukon Koyukuk School District	0	.21	.60	0.00	18,143	.21	.39	7,075.77	7,075.77
Yupiit School District	24,669	.18	.57	14,061.33	51,004	.18	.36	18,361.44	32,422.77
Mt. Edgecumbe High School	14,945	.05	.44	6,575.80	25,158	.05	.23	5,786.34	12,362.14
Total	**2,179,053**			1,009,425.07	**5,862,073**			1,428,077.33	**2,437,502.40**

Alaska Department of Education & Early Development
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 5

Anch. CPI EST. 2.7% .39 Prior year FY16 rate is .40

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	.55	19,003.05	43,551	.15	.34	14,807.34	33,810.39
Aleutians East Borough Schools	0	.25	.65	0.00	12,943	.25	.44	5,694.92	5,694.92
Anchorage School District	686,484	.00	.40	274,593.60	2,154,364	.00	.19	409,329.16	683,922.76
Annette Island School District	7,863	.08	.48	3,774.24	20,278	.08	.27	5,475.06	9,249.30
Bering Strait School District	96,025	.25	.65	62,416.25	201,125	.25	.44	88,495.00	150,911.25
Bristol Bay Borough Schools	2,244	.12	.52	1,166.88	8,393	.12	.31	2,601.83	3,768.71
Chatham School District	587	.14	.54	316.98	4,788	.14	.33	1,580.04	1,897.02
Copper River School District	0	.08	.48	0.00	19,130	.08	.27	5,165.10	5,165.10
Cordova Public Schools	7,938	.06	.46	3,651.48	23,499	.06	.25	5,874.75	9,526.23
Craig City Schools	23,042	.05	.45	10,368.90	31,347	.05	.24	7,523.28	17,892.18
Delta Greely School District	0	.06	.46	0.00	39,029	.06	.25	9,757.25	9,757.25
Dillingham City Schools	12,051	.09	.49	5,904.99	33,066	.09	.28	9,258.48	15,163.47
Fairbanks North Star Borough Schools	199,002	.02	.42	83,580.84	481,435	.02	.21	101,101.35	184,682.19
Galena City Schools	13,647	.10	.50	6,823.50	15,852	.10	.29	4,597.08	11,420.58
Haines Borough Schools	16,196	.05	.45	7,288.20	17,976	.05	.24	4,314.24	11,602.44
Hoonah City Schools	5,402	.10	.50	2,701.00	8,981	.10	.29	2,604.49	5,305.49
Hydaburg City School District	0	.13	.53	0.00	6,340	.13	.32	2,028.80	2,028.80
Iditarod Area Schools	11,543	.21	.61	7,041.23	18,482	.21	.40	7,392.80	14,434.03
Juneau School District	12,683	.04	.44	5,580.52	131,881	.04	.23	30,332.63	35,913.15
Kake City Schools	3,480	.11	.51	1,774.80	6,451	.11	.30	1,935.30	3,710.10
Kashunamuit School District	18,416	.15	.55	10,128.80	32,774	.15	.34	11,143.16	21,271.96
Kenai Peninsula School District	105,720	.04	.44	46,516.80	357,908	.04	.23	82,318.84	128,835.64
Ketchikan Gateway Schools	5,488	.04	.44	2,414.72	88,357	.04	.23	20,322.11	22,736.83
Klawock City Schools	0	.08	.48	0.00	11,575	.08	.27	3,125.25	3,125.25
Kodiak Island Borough Schools	37,993	.07	.47	17,856.71	119,896	.07	.26	31,172.96	49,029.67
Kuspuk School District	29,402	.18	.58	17,053.16	33,796	.18	.37	12,504.52	29,557.68
Lake Peninsula School District	0	.25	.65	0.00	33,311	.25	.44	14,656.84	14,656.84
Lower Kuskokwim Schools	194,674	.17	.57	110,964.18	407,906	.17	.36	146,846.16	257,810.34
Lower Yukon School District	105,582	.22	.62	65,460.84	175,378	.22	.41	71,904.98	137,365.82
Matanuska-Susitna Borough School District	304,018	.02	.42	127,687.56	624,778	.02	.21	131,203.38	258,890.94
Nenana City Public Schools	4,870	.08	.48	2,337.60	7,076	.08	.27	1,910.52	4,248.12
Nome Public Schools	0	.11	.51	0.00	52,962	.11	.30	15,888.60	15,888.60
North Slope Borough School District	36,406	.20	.60	21,843.60	89,190	.20	.39	34,784.10	56,627.70
Northwest Arctic Borough School	87,171	.21	.61	53,174.31	188,754	.21	.40	75,501.60	128,675.91
Petersburg Public Schools	10,945	.06	.46	5,034.70	26,212	.06	.25	6,553.00	11,587.70
Saint Mary's School District	7,972	.16	.56	4,464.32	22,903	.16	.35	8,016.05	12,480.37
Sitka Borough School District	6,344	.05	.45	2,854.80	42,485	.05	.24	10,196.40	13,051.20
Skagway City Schools	0	.04	.44	0.00	2,011	.04	.23	462.53	462.53
Southeast Island School District	10,921	.10	.50	5,460.50	14,291	.10	.29	4,144.39	9,604.89
Southwest Region Schools	0	.17	.57	0.00	73,657	.17	.36	26,516.52	26,516.52
Unalaska City School District	2,523	.11	.51	1,286.73	11,428	.11	.30	3,428.40	4,715.13
Valdez City Schools	6,470	.04	.44	2,846.80	21,271	.04	.23	4,892.33	7,739.13
Wrangell	12,930	.04	.44	5,689.20	20,839	.04	.23	4,792.97	10,482.17
Yakutat School District	9,453	.10	.50	4,726.50	9,831	.10	.29	2,850.99	7,577.49
Yukon Flats School District	9,403	.28	.68	6,394.04	20,268	.28	.47	9,525.96	15,920.00
Yukon Koyukuk School District	0	.21	.61	0.00	18,143	.21	.40	7,257.20	7,257.20
Yupiit School District	24,669	.18	.58	14,308.02	51,004	.18	.37	18,871.48	33,179.50
Mt. Edgecumbe High School	14,945	.05	.45	6,725.25	25,158	.05	.24	6,037.92	12,763.17
Total	**2,179,053**			1,031,215.60	**5,862,073**			1,486,698.06	**2,517,913.66**

Alaska Department of Education & Early Development
SB3 Fiscal analysis, AS 14.03.127
Prepared 1-19-2011
YEAR 6

Anch. CPI EST. 2.7% .40 Prior year FY17 rate is .41

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	.56	19,348.56	43,551	.15	.35	15,242.85	34,591.41
Aleutians East Borough Schools	0	.25	.66	0.00	12,943	.25	.45	5,824.35	5,824.35
Anchorage School District	686,484	.00	.41	281,458.44	2,154,364	.00	.20	430,872.80	712,331.24
Annette Island School District	7,863	.08	.49	3,852.87	20,278	.08	.28	5,677.84	9,530.71
Bering Strait School District	96,025	.25	.66	63,376.50	201,125	.25	.45	90,506.25	153,882.75
Bristol Bay Borough Schools	2,244	.12	.53	1,189.32	8,393	.12	.32	2,685.76	3,875.08
Chatham School District	587	.14	.55	322.85	4,788	.14	.34	1,627.92	1,950.77
Copper River School District	0	.08	.49	0.00	19,130	.08	.28	5,356.40	5,356.40
Cordova Public Schools	7,938	.06	.47	3,730.86	23,499	.06	.26	6,109.74	9,840.60
Craig City Schools	23,042	.05	.46	10,599.32	31,347	.05	.25	7,836.75	18,436.07
Delta Greely School District	0	.06	.47	0.00	39,029	.06	.26	10,147.54	10,147.54
Dillingham City Schools	12,051	.09	.50	6,025.50	33,066	.09	.29	9,589.14	15,614.64
Fairbanks North Star Borough Schools	199,002	.02	.43	85,570.86	481,435	.02	.22	105,915.70	191,486.56
Galena City Schools	13,647	.10	.51	6,959.97	15,852	.10	.30	4,755.60	11,715.57
Haines Borough Schools	16,196	.05	.46	7,450.16	17,976	.05	.25	4,494.00	11,944.16
Hoonah City Schools	5,402	.10	.51	2,755.02	8,981	.10	.30	2,694.30	5,449.32
Hydaburg City School District	0	.13	.54	0.00	6,340	.13	.33	2,092.20	2,092.20
Iditarod Area Schools	11,543	.21	.62	7,156.66	18,482	.21	.41	7,577.62	14,734.28
Juneau School District	12,683	.04	.45	5,707.35	131,881	.04	.24	31,651.44	37,358.79
Kake City Schools	3,480	.11	.52	1,809.60	6,451	.11	.31	1,999.81	3,809.41
Kashunamuit School District	18,416	.15	.56	10,312.96	32,774	.15	.35	11,470.90	21,783.86
Kenai Peninsula School District	105,720	.04	.45	47,574.00	357,908	.04	.24	85,897.92	133,471.92
Ketchikan Gateway Schools	5,488	.04	.45	2,469.60	88,357	.04	.24	21,205.68	23,675.28
Klawock City Schools	0	.08	.49	0.00	11,575	.08	.28	3,241.00	3,241.00
Kodiak Island Borough Schools	37,993	.07	.48	18,236.64	119,896	.07	.27	32,371.92	50,608.56
Kuspuk School District	29,402	.18	.59	17,347.18	33,796	.18	.38	12,842.48	30,189.66
Lake Peninsula School District	0	.25	.66	0.00	33,311	.25	.45	14,989.95	14,989.95
Lower Kuskokwim Schools	194,674	.17	.58	112,910.92	407,906	.17	.37	150,925.22	263,836.14
Lower Yukon School District	105,582	.22	.63	66,516.66	175,378	.22	.42	73,658.76	140,175.42
Matanuska-Susitna Borough School District	304,018	.02	.43	130,727.74	624,778	.02	.22	137,451.16	268,178.90
Nenana City Public Schools	4,870	.08	.49	2,386.30	7,076	.08	.28	1,981.28	4,367.58
Nome Public Schools	0	.11	.52	0.00	52,962	.11	.31	16,418.22	16,418.22
North Slope Borough School District	36,406	.20	.61	22,207.66	89,190	.20	.40	35,676.00	57,883.66
Northwest Arctic Borough School	87,171	.21	.62	54,046.02	188,754	.21	.41	77,389.14	131,435.16
Petersburg Public Schools	10,945	.06	.47	5,144.15	26,212	.06	.26	6,815.12	11,959.27
Saint Mary's School District	7,972	.16	.57	4,544.04	22,903	.16	.36	8,245.08	12,789.12
Sitka Borough School District	6,344	.05	.46	2,918.24	42,485	.05	.25	10,621.25	13,539.49
Skagway City Schools	0	.04	.45	0.00	2,011	.04	.24	482.64	482.64
Southeast Island School District	10,921	.10	.51	5,569.71	14,291	.10	.30	4,287.30	9,857.01
Southwest Region Schools	0	.17	.58	0.00	73,657	.17	.37	27,253.09	27,253.09
Unalaska City School District	2,523	.11	.52	1,311.96	11,428	.11	.31	3,542.68	4,854.64
Valdez City Schools	6,470	.04	.45	2,911.50	21,271	.04	.24	5,105.04	8,016.54
Wrangell	12,930	.04	.45	5,818.50	20,839	.04	.24	5,001.36	10,819.86
Yakutat School District	9,453	.10	.51	4,821.03	9,831	.10	.30	2,949.30	7,770.33
Yukon Flats School District	9,403	.28	.69	6,488.07	20,268	.28	.48	9,728.64	16,216.71
Yukon Koyukuk School District	0	.21	.62	0.00	18,143	.21	.41	7,438.63	7,438.63
Yupiit School District	24,669	.18	.59	14,554.71	51,004	.18	.38	19,381.52	33,936.23
Mt. Edgecumbe High School	14,945	.05	.46	6,874.70	25,158	.05	.25	6,289.50	13,164.20
Total	**2,179,053**			1,053,006.13	**5,862,073**			1,545,318.79	**2,598,324.92**

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/19/11

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 1/31/11

Education Committee considered SENATE BILL NO. 3

SB 3-FUNDING FOR SCHOOL MEALS

"An Act providing for funding for school lunch and breakfast."

and recommends:

[√] be **replaced** with **CS** SB 3 (EDC) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____Letter of Intent

[ ] further referral to _____Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED	√			

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	~~FRENCH~~			X	
	DAVIS	X			
CO-CHAIR:	Meyer	X			
CO-CHAIR:	Thomas	C			

27-LS0020\B
Mischel
1/17/11

Committee

SPONSOR SUBSTITUTE FOR SENATE BILL NO. 3

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATORS WIELECHOWSKI, ELLIS, DAVIS, EGAN, FRENCH, KOOKESH, MCGUIRE, MENARD, PASKVAN, AND THOMAS

Introduced:
Referred:

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.

NEW TEXT UNDERLINED DELETED TEXT BRACKETED

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

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.

SB

6

<TARGET><BILL>SB 6</BILL><SUBJECT>SB
6</SUBJECT><COMM>SEDC27</COMM></TARGET>

4/4 University

27-LS0058\B
Mischel
2/28/11

CS FOR SENATE BILL NO. 6( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): SENATORS DAVIS AND FRENCH

A BILL

FOR AN ACT ENTITLED

"An Act relating to prekindergarten programs within a school district; relating to pre-elementary students and pre-elementary schools; and providing for an effective date."

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

* **Section 1.** AS 14.03.060(a) is amended to read:

(a) Except as provided in (e) of this section, an elementary school consists of grades kindergarten through grade eight or any appropriate combination of grades within this range**, and a prekindergarten program provided by a school district for students four and five years of age**.

* **Sec. 2.** AS 14.03.060(e) is amended to read:

(e) In addition to the grades enumerated in (a) of this section, an elementary school consists of a **prekindergarten** [PRE-ELEMENTARY] program supervised by the department under AS 14.07.020(a)(8), operated by the department as a head start program under AS 14.38.010, or located in a public school [FOR FEDERAL FUNDING PURPOSES. EXCEPT FOR A CHILD WITH A DISABILITY WHO IS

New Text Underlined [DELETED TEXT BRACKETED]

RECEIVING SPECIAL EDUCATION OR RELATED SERVICES UNDER AS 14.30.180 - 14.30.350, PRE-ELEMENTARY STUDENTS MAY NOT BE COUNTED IN A SCHOOL'S AVERAGE DAILY MEMBERSHIP UNDER AS 14.17].

* **Sec. 3.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.065. Prekindergarten program. (a) A school district may provide a prekindergarten program for students who are four or five years of age and who reside in the district if the program is

(1) optional for a student;

(2) supervised by the department under AS 14.07.020(a)(8); and

(3) consistent with regulations adopted by the board under AS 14.07.165.

(b) A student who is enrolled in and attends a prekindergarten program provided by a district shall be counted as a part-time student in the district average daily membership count estimate under AS 14.17.500, except that for the first year of the program the student count estimate used shall be for the current fiscal year.

* **Sec. 4.** AS 14.03.080 is amended by adding a new subsection to read:

(g) A child who is four or five years of age on or before September 1 following the beginning of the school year and who is under school age may enter a public school prekindergarten program.

* **Sec. 5.** 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 **and district prekindergarten programs** 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.

* **Sec. 6.** AS 14.07.020(c) is amended to read:

(c) In this section, "pre-elementary school" means a school for children [AGES] three through five years **of age,** if the school's primary function is

educational**, and a prekindergarten program for children four or five years of age that is provided by a school district**.

* **Sec. 7.** 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) regulations for the implementation of a prekindergarten program by a school district using the model curriculum developed by the department under AS 14.07.030(13).

* **Sec. 8.** AS 14.17.905(a) is amended to read:

(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, except as provided in (c) of this section, a prekindergarten program provided by a school district for students four and five years of age**; 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.

* **Sec. 9.** AS 14.17.905 is amended by adding a new subsection to read:

(c) A school district may not include in the average daily membership of a school students who are four or five years of age if the students are enrolled in a program that receives funding other than funding under this chapter.

* **Sec. 10.** This Act takes effect July 1, 2013.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **SB6**
() Publish Date

Identifier (file name): SB006-EED-ESS-2-25-11
Title "An Act relating to providing a prekindergarten program within a school district; and providing for an effective date."
Sponsor Senators Davis and French
Requester Senate Education

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							
Commodities							
Capital Outlay							
Grants	83,651.9						
Miscellaneous							
TOTAL OPERATING	**83,651.9**	**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	83,651.9						
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**83,651.9**	**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 Elizabeth Nudelman, Director
Division School Finance
Approved by Mike Hanley
Commissioner

Phone 465-8679
Date/Time 2/25/11 4:30 PM
Date 2/25/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. SB6

Analysis

This bill defines elementary schools as kindergarten through grade eight and a prekindergarten program for students four and five years of age. The prekindergarten program must be optional.

This bill will allow districts to receive prekindergarten funding through the foundation formula provided the students meet the age requirement of four and five years of age before September 1 following the beginning of the school year, and are not funded by another source.

This fiscal note general fund appropriation was calculated by taking the most recent kindergarten enrollment , to represent a kindergarten cohort, and multiplying by the FY2012 projected average state aid per student.

Future eligibility for space allocations and capital improvment projects through the department's facilities programs are not analyzed in this fiscal note.

Alaska State Legislature

Please enter into the record my testimony to the Senate Education Comm.
COMMITTEE NAME

committee on SB6, dated 3/30/11.
BILL / SUBJECT TODAY'S DATE

I want to thank all of you for your on-going efforts to build a comprehensive early education program for Alaska. As you know, the current research on the importance of early learning (birth to 5) is compelling. We must take advantage of these early years to build strong, healthy brains if we want to have children who succeed in school and become young adults ready to work, to contribute to our economy and to engage in our democratic process.

The Title I preschool pilot project is a good start, but does not begin to address the needs of all our young children. I strongly believe that there should be high quality preschool for 3 and 4 year olds in all communities, and it must be available to ALL children, not just the so-called disadvantaged or "at risk".

I also urge you to look at developing a diverse delivery system for such programs. All the funding should not be placed only in the hands of public schools. I appreciate the good work done in public schools, but in some communities, it might be appropriate to have preschools as part of child care centers, or to provide supplemental funding so the local Head Start can accept more children (not restricted to the Federal income guidelines).

One of the reasons Head Start and Even Start programs do so well is because of the addition of home visiting staff who can connect families to resources, help parents learn life skills, strengthen parenting skills, provide support to assist in cases of domestic violence ...in short, helping families develop the protective factors that will allow them to flourish. So, I urge you to commit to including the cost of having home-school liaison staff, or developing collaborations between pre-schools to other local programs such as Parents as Teachers or Healthy Families that can provide that component.

Thank you for your attention,

Signed: Lolita Bracke Lolita Bracke
TESTIFIER (Signed, PRINTED NAME)
Kachemak Kids Early Learning Center
REPRESENTING
PO Box 2508 Homer, AK 99603
ADDRESS
2990694
PHONE NO.



St. Mary's School District
P.O. Box 9
St. Mary's, AK 99658

Phone (907) 438-2411
Fax (907) 433-2735

DeWayne Bahnsen, Principal

David Herbert, Superintendent

Senator Joe Thomas
State Capitol Room 514

Dear Senator Thomas:
This letter is being written in support of funding a voluntary four year old, half day, preschool program for the State of Alaska. Early childhood education is one of the most important investments the State of Alaska can make for the children of the state. Not every family in the state has access to the resources required to provide their children with the needed educational material or the instructional abilities required to teach early childhood education.

Currently, the children of St. Mary's have access to programs such as early head start from ages zero to three, however, there is no program for students once they turn four years of age. The St. Mary's School District feels that it is imperative we offer a voluntary half day program to the four year old students in our community. Offering students a half day preschool program allows students to overcome separation anxiety, learn how to socially interact in a school setting, develop some of the basic academic skills needed to be successful in school, and become accustomed to the structure required to learn. In addition, the parents of the students become involved in helping their child to learn at an earlier age and it provides an avenue for the district to give parents resources and guidance on how to help their children learn at an earlier age.

There are many districts throughout the state which can demonstrate that students are coming into their kindergarten programs one to two years behind. By providing a voluntary half day, four year old preschool program funded by the State of Alaska the state would be helping to ensure that students enter kindergarten at grade level. There is a tremendous amount of evidence that demonstrates if a child enters kindergarten below grade level that chances are that student will remain below grade level throughout their educational years.

The St. Mary's School District is very proud of the fact that we have made AYP and that we have a 90% graduation rate. These successes are related in part to the fact that we offer a half day four year old preschool program. The District is very concerned that without some sort of funding for the preschool program that the program may no longer be affordable. The district makes every effort to be accountable to the state for all funds received by producing students who can demonstrate that they are proficient on the state standards based assessments in reading, writing, and math. Although we continue to strive for excellence and we are not yet where we want to be, we have been producing students who are proficient and we have been making AYP.

Funding a half day voluntary four year old preschool program would help many districts throughout the state produce students who are proficient on the state standards based assessments and would be one of the wisest investments the state could make in the field of education.

Respectfully,

David Herbert

Thomas Obermeyer

From: Thomas Obermeyer
Sent: Monday, February 07, 2011 9:34 AM
To: Edra Morledge; Murray Richmond
Subject: SB 6 - Sectional and request for fiscal notes
Attachments: SB 6 Sectional Summary 27-LS0058M.pdf

Dear Edra and Murray,

Attached is the sectional summary for SB 6, 27-LS0058\M.

Have you requested or received fiscal note(s) for SB 6? The Anchorage Daily News reported statewide cost numbers for the bill in an AP article over the weekend.

Please forward to me all fiscal notes on Senator Davis's bills when you receive them so we are better prepared for (S)EDC hearings.

Thank you for your consideration. Have a great week.

Tom

Thomas S. Obermeyer, MO Atty, M.B.A.
Office of Senator Bettye Davis, Chair
Alaska State Senate Health & Social Services Committee
State Capitol Rm 30
Anchorage, Alaska 99501
907-465-3762Direct
907-465-3822 Office
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Thomas_Obermeyer@legis.state.ak.us

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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 4, 2011

SUBJECT: Sectional Summary of SB 6 (Work Order No. 27-LS0058\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. Amends the description of an elementary school to include a prekindergarten program provided by a district.

Section 2. Establishes standards for a school district to provide an optional prekindergarten program.

Section 3. Amends the school age to include four or five year olds who attend a district prekindergarten program.

Section 4. Amends the current definition of "pre-elementary school" to include a prekindergarten program provided by a district.

Section 5. Adds a duty of the Board of Education and Early Development to adopt regulations for the implementation of a district prekindergarten program.

Section 6. Amends the determination of the number of schools in a district to include prekindergarten students for state funding purposes.

Section 7. Provides an exception to state funding of prekindergarten students for students four or five years of age who are enrolled in an alternatively funded preschool program at the school.

JMM:ljw
11-071.ljw

Thomas Obermeyer

From: Thomas Obermeyer
Sent: Monday, February 07, 2011 10:58 AM
To: Edra Morledge; Murray Richmond
Attachments: SB 6 -Docs- Memo-LegLegl - Expl.Sec.6,7.pdf

Dear Edra and Murray,

Attached is a memo I requested to clarify the effect of sections 6 and 7 of SB 6, 27-LS0058\M. You may wish to include it in the hearing package behind the sectional summary.

Tom

Thomas S. Obermeyer, MO Atty, M.B.A.
Office of Senator Bettye Davis, Chair
Alaska State Senate Health & Social Services Committee
State Capitol Rm 30
Anchorage, Alaska 99501
907-465-3762Direct
907-465-3822 Office
907-465-3756 Fax
800-770-3822 Toll Free
Thomas_Obermeyer@legis.state.ak.us

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

MEMORANDUM February 7, 2011

SUBJECT: Explanation of secs. 6 and 7 (SB 6)
(Work Order No. 27-LS0058\M)

TO: Senator Bettye Davis
Attn: Tom Obermeyer

FROM: Jean M. Mischel
Legislative Counsel

You have asked about the effect of secs. 6 and 7 in the above bill. Those sections amend AS 14.17.905, pertaining to facilities constituting a school, by including prekindergarten students in the student count for school size purposes. A school size factor is applied under the funding formula under AS 14.17.450. For communities with an average daily membership of at least 101 but not more than 425, only one elementary school and one secondary school may be counted, but the size of the elementary school is affected by public prekindergarten students under sec. 6. That section clarifies the age of students who should be counted as elementary school students to include 4 and 5 year olds who are prekindergarten students at a district school. Since the smaller and larger districts do not differentiate between elementary and secondary students, the same change is not necessary, but the prekindergarten students are also counted in the average daily membership. Sec. 7 provides that no district, of whatever size, may include 4 or 5 year olds in the average daily membership count if the program in which the child is enrolled receives funding that is not provided for in the funding formula for the school under that section.

The context of bill sections 6 and 7 makes them more clear. In each section of the statutes where a description of a public elementary or pre-elementary school appears, the bill amends the description to include the optional district-based prekindergarten program students. Although the bill does not explicitly state that the students will be included in the average daily membership count (consistent with the structure of AS 14.17), if the prekindergarten students are enrolled in a public school, they are counted as such unless they are funded by another source. In other words, if the prekindergarten student is enrolled in a public school district program, by implication, the student is counted along with all other enrolled students. If the program is half day, then the 4 and 5 year olds will be counted as part-time students.

If I may be of further assistance, please advise.

JMM:ljw
11-073.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)
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Senator Bettye Davis

Senate Bill 6 27-LS0058

"An Act relating to providing a prekindergarten program within a school district; and providing for an effective date."

SPONSOR STATEMENT

Pre-K programs are growing in popularity across the country. Developmental research, neuroscience, and program evaluations have found that a child's experiences from birth to age five shape the brain's architecture and influence later life outcomes. SB 6 provides for a prekindergarten (Pre-K) program within Alaska school districts for students four and five years of age. Parents are not required to enroll their children in a Pre-K program. School districts are not required to initiate Pre-K programs but they must be supported in funding and development if they do. Students who are enrolled in a prekindergarten program will be counted in the "average daily membership" count for foundation formula funding.

Early education programs are one of the best public investments available to states. Over 40 states and the District of Columbia offer state-funded prekindergarten, and at least 17 states have provided funding supplements to Head Start. Early childhood policies vary from state to state, as well as program options, such as private child care, preschools, federally funded Head Start, and state prekindergarten programs. State leaders are responding to the realities of today's working families, federal and state policy pressures, and demands of the No Child Left Behind Act. More women with young children are in the workforce than in previous decades, and many children spend full workday hours in the care of others. For every dollar invested in Pre-K, there is estimated a $4 to $9 return to society in higher graduation and employment rates, higher earnings, less crime, less need for special education services, less use of public welfare systems, and better health.

Alaska not only has the benefit of building on a long history of successful early education programs for the last decade, but it now has the experience and results of the Alaska Pilot Pre-kindergarten Project (AP3) funded by the Legislature in 2009. Year One of the Pilot Pre-K Project found high numbers of children exceeding expected growth. While there is still extremely high need for the majority of children coming to the Pilot Pre-K Project behind typically-developing peers, this program shows what can be done with unprecedented levels of cooperation, coordination, and collaboration between Head Start programs and school districts which helped in alignment, transition, common planning and training. SB 6 expands on the $2 million start up funding in the Pilot Prekindergarten Project in an effort to make prekindergarten a reality and available all Alaska children statewide.



NCSL REPORT
Early Care & Education

2008 Pre-K Legislative Update

May 2008

Preschool Expansions | Preschool Age Requirement | Other Preschool Program Components | Quality | Teachers | Community-based Providers |Assessment | Transportation | Governance, Councils and Studies | Movement in Non-PreK States | Other |

During the 2008 legislative session, at least 32 states and the District of Columbia introduced over 150 pieces of legislation on preschool, including bills to expand eligibility, increase or decrease funding, promote higher quality, support teachers, and establish early learning councils. This document provides an overview of proposed state legislation in these areas. Some state legislatures have completed their sessions and a few enacted bill examples are provided in this update.

At least eleven state legislatures— Alabama, Iowa, Florida, Tennessee, Kansas, Michigan, Missouri, Massachusetts, North Carolina, South Carolina and Virginia—are currently considering appropriation bills for preschool. Most of these are governor driven with some states considering significant funding increases even with budget deficits. At least two states have proposed changing their funding structure allocations for preschool. **Illinois** lawmakers proposed a bill that would increase the set-aside amount of the Early Childhood Block Grant from 11 percent to at least 20 percent by 2014 used to fund programs for children birth to age 3, depending on sufficient funding for grants to existing preschool programs. A **Missouri** bill would increase the annual allocation of gaming revenues to the Veteran's Commission and decrease the allocation to the Early Childhood Development, Education and Care Fund, which funds Missouri's pre-k program.

Also, there was legislative activity in states that currently do not have state-funded preschool programs. Seven state legislatures— Alaska, Idaho, Mississippi, New Hampshire, Rhode Island, South Dakota and Utah— proposed bills that focused on establishing statewide preschool programs, standards, and taskforces. To date, three state legislatures— Alaska, New Hampshire and Rhode Island—still have bills that are currently pending. A bill overview of these seven states' progress on pre-k is provided later in the document.

Preschool Expansions

Legislators in at least 12 states — California, Colorado, Georgia, Illinois, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Missouri, New York, Tennessee—and the District of Columbia proposed bills to expand their current state preschool programs. **Kentucky, Louisiana, Minnesota, Tennessee** and the **District of Columbia** proposed establishing universal preschool for 4-year-olds and **Georgia** proposed a bill to expand pre-k to all 3-year-olds. **Kentucky** and **Minnesota** also proposed bills establishing an at-risk preschool program for 3- and 4-year-olds. A **Kentucky** bill would establish a trust fund to allot grants to provide collaborative community-based preschool to serve low-income children living at 200 percent of FPL. **Illinois** lawmakers proposed removing certain provisions that limit funding distribution so that the state may achieve the goal of preschool for all. **Colorado's** school finance bill proposed an increase of 300 preschool spaces to bring its statewide total to 20,160 to be funded by a freeze on property tax mill levies. **Maryland** lawmakers proposed two bills that would expand eligibility to children of military families.

A **Missouri** bill would establish a pilot preschool plus grant program to serve up to 10,000 children with high-quality early childhood education services in school districts with at last 30 percent free or reduced lunch population. A **California** bill specifies that preschool is available to 3-and 4-year-olds and consolidates the funding for pre-k. **New York** lawmakers proposed a bill that would allow the commissioner to grant a waiver to certain school districts to expand grants to certain programs to fund full-day pre-k. A **Minnesota** bill would establish a Preschool through 3rd grade community grant program and would appropriate $5 million for the imitative. **Michigan** lawmakers passed a bill to allocate $99.6 million for school readiness, preschool and parent program grants to enable eligible districts to develop or expand preschool and parenting education programs. The bill is currently awaiting the governor's signature.

Preschool Age Requirement

Three states legislatures—Illinois, Iowa, and Tennessee—proposed changing preschool age requirements. **Iowa** lawmakers proposed that any child who is 4 years old on or before September 15 can enroll in preschool. A **Tennessee** bill changes the date from

September 30 to September 1 of which children must reach age 4 to enter preschool. **Illinois** legislators proposed allowing a child who has attended preschool and who will be 5-years-old by December 31 (currently September 1) to be allowed to attend school.

Other Preschool Program Components

A **Florida** bill proposed revising the number of preschool instructional hours from 540 to 720 hours for private preschool providers to be considered a full-time equivalent student in the voluntary pre-k program. **Colorado** lawmakers proposed a pre-k alignment bill, which would require preschool students to have a numerical identifier that would follow the child through the state's P-16 system. **Florida** legislators proposed a few bills that provide legislative intent to revise laws relating to pre-k through 12th grade and also proposed a bill for an amendment to the state constitution relating to preschool through 12th grade education.

Quality

State legislatures proposed bills on preschool quality, including quality rating systems (QRS), teacher quality improvements and supports. **Florida** lawmakers proposed two bills that would establish the Florida's Sunshine State Star QRS requirement for early learning programs including those participating in the voluntary pre-k program.

Professional Development

A **Florida** bill would establish a pilot program to enhance the quality of pre-k and provide education requirements for teachers. A **California** bill would require a system of professional development for prekindergarten teachers and would require the state to develop teaching competencies. An **Iowa** bill would appropriate $750,000 for implementation of a statewide professional development system to support the statewide 4-year-old preschool program. Another Iowa bill proposes if funding is made available for a professional development system that it be implemented by the state's department of education.

Teachers

State legislatures are examining ways to promote better teacher quality through training, certification and degree requirements for early education teachers. In recent years, some state lawmakers have proposed and enacted bills to increase teacher requirements while other legislatures have proposed or enacted bills to relax requirements. A **Florida** bill would require that pre-k classes by the 2010-11 school year have at least one pre-k instructor who holds an associate or bachelor's degree. **Vermont's** bill would require by 2011 all school district prekindergarten teachers be licensed. The bill also would require the commissioner of education and the commissioner of children and families examine the availability of sufficiently higher trained pre-k teachers. **Minnesota** lawmakers proposed a bill that would require preschool instructors to complete a reading instruction competence assessment before being granted an initial teaching license. **Oklahoma's** bill would require teacher early childhood certification be approved by the Oklahoma Commission for Teacher Preparation. **New Jersey** legislators proposed a bill that would require certification of new teachers hired by licensed child care centers that provide preschool classes in Abbott districts. A **Florida** bill would allow preschool teachers to be allowed to access Florida's retirement system benefits.

Maine enacted legislation that requires the rules established by the state board of education be amended before being approved to establish eligibility for an endorsement of a teacher employed during a certain period of time in a prekindergarten to 3rd grade program. **Tennessee** enacted legislation that directs the state to survey local school districts with preschool programs to determine if all employment rights for K-12 teachers apply to preschool teachers and report the findings to the legislature.

Community-based Providers

Four state legislatures—Missouri, New Jersey, Pennsylvania, and Vermont—proposed legislation on community-based providers. **Pennsylvania's** bill would allow center or family child care settings that have met or exceed a 3-star standard under the Keystone Stars quality rating system to be eligible for Pre-k Counts funding. **Vermont** lawmakers proposed authorizing school districts that do not yet participate in the STARS programs to be granted a 3-star eligibility if the program is in good regulatory standing. The bill also requires the department of children and families and education to approve rules for the STARS program for public and private providers. A **Missouri** bill would require the state to provide fully subsidized preschool at licensed child facilities that employ highly qualified teachers for children residing in a school district classified as unaccredited or provisionally accredited by the state board of education. **New Jersey's** bill would require the state to monitor twice a year contacts with private preschool providers in Abbott districts.

Assessment

Washington lawmakers proposed a bill that would require the state and Thrive by Five to make recommendations regarding the implementation of a statewide kindergarten entry assessment. **Florida** legislators proposed a bill that would have required private pre-k providers and public schools to conduct certain assessments of the progress of students enrolled in the voluntary pre-k program.

Transportation

Lawmakers in four states—Iowa, Illinois, Maine and New York—proposed legislation addressing transportation of preschool students. **New York's** bill would define "bus" to include preschool programs. **Illinois'** bill proposes to change the reimbursement for preschool transportation. **Iowa** lawmakers proposed a bill that would allow community empowerment areas to offer preschool transportation without approval of all the school districts. **Maine** enacted legislation requiring school districts to provide transportation to preschool

students.

Governance, Councils and Studies

Legislators in two states—Kansas and Connecticut—are considering governance bills. The **Kansas** bill transfers the prekindergarten pilot program from the Department of Social Services and the Children's Cabinet to the State Board of Education. **Connecticut's** bill proposes to add new members to the early childhood education cabinet.

At least six states legislatures —California, Hawaii, Iowa, Minnesota, New Hampshire and New Jersey—are considering bills that would establish a council, commission or partnership to examine early learning. **Hawaii** lawmakers are considering two bills to create an Early Learning Council. **California** legislators introduced legislation to create a preschool advisory council. A **New Hampshire** bill would establish a commission to study the feasibility of creating a preschool program. **Minnesota** lawmakers proposed three bills to create a P-20 Partnership and **New Jersey** proposed to create a P-20 Council. The **Iowa** legislature established a state committee on research an development of preschool through 12th grade. The governor signed the bill and is based on the prek-12 feasibility study committee created in 2007.

Five state legislatures—California, Georgia, Mississippi, Oklahoma and Tennessee—proposed bills to create a task force or conduct a study to examine preschool. **Mississippi** lawmakers proposed three bills establishing a task force to study universal pre-k. **California** legislators proposed a preschool quality commission to examine standards for programs educating 3-and 4-year-olds, including examining a quality rating system (QRS). **Oklahoma's** proposed legislation requires the Oklahoma Partnership for School Readiness Board to conduct an assessment of existing pre-k programs for effectiveness and accessibility. A **Tennessee** bill directs the state department of education to report on the costs associated with its preschool programs. **Georgia** passed a measure creating a House study committee on Georgia's pre-k program.

Movement in Non-Prekindergarten States

During the 2008 legislative session, seven states without state-funded preschool programs—Alaska, Idaho, Mississippi, New Hampshire, Rhode Island, South Dakota and Utah—proposed bills that focused on preschool.

Alaska lawmakers introduced two prekindergarten bills. One bill would allow the state board of education to adopt regulations to provide early education programs. Another bill, which is currently awaiting the governor's signature, allows school districts to provide pre-elementary and Head Start programs. Alaska's governor also proposed additional funding for the state early childhood education initiatives. **New Hampshire** legislators proposed legislation to establish a commission to study the feasibility of creating a preschool program. **Utah's** proposed bill would create a pilot project using a home-based educational technology program to develop school readiness skills of preschool children. **Utah** lawmakers enacted a bill that appropriates state funds for Head Start for the first time. The **Idaho** legislature considered two bills on pre-k, including a bill to establish a state funded community-based preschool program for at-risk 4-year-olds. Idaho maintained its Head Start supplement with TANF funds at the same level of FY 2007. **South Dakota's** proposed legislation would establish standards for pre-k programs and certified personnel. Lawmakers also proposed a bill that would allow pre-k programs in public schools and funds through the state aid education formula for preschoolers in accredited pre-k programs. **Rhode Island's** bill proposes a preschool program for at-risk 3-and 4-year-olds in communities with low performing schools.

Lawmakers in **Mississippi** introduced a total of seven bills in both houses on prekindergarten, which all failed. One bill would have established a pilot pre-k program eighteen counties that meet certain criteria. Three of the bills proposed would have created a task force to study universal pre-k. Three bills proposed appropriated funding to fund the Early Learning Collaborative Act of 2007, which set up a professional development system for early childhood caregivers and teachers. At the end of the session, legislators appropriated $3 million to support the governor's request to provide financial incentives for preschools to increase their educational content.

Other

- Hawaii lawmakers proposed a bill that would require qualified preschool teachers and aides for its junior kindergarten program. Minnesota proposed funding for voluntary full-day kindergarten.
- A New Jersey bill would continue the property tax exemption for portions of tax exempt building for preschool.
- California legislators proposed a bill that would require the creation and funding of a preschool pilot program to develop and demonstrate methods for preschool information transfer to public schools.
- A New Mexico bill would provide for an education data warehouse to serve pre-k through post-graduate education.

- A Minnesota bill would make changes to the prekindergarten exploratory projects and the involvement of the Minnesota Early Learning Foundation.

This document contains proposed and a few examples of enacted legislation from January 1, 2008 to April 21, 2008. The author used a variety of sources including state legislative websites and State Net, a legislative tracking database, for bill searches. Bills in carry-over states were highlighted when there was movement on the bill in 2008. This analysis is intended to provide examples of significant legislation in each state and does not include bills with technical changes. Please contact Julie Poppe at julie.poppe@ncsl.org for more information.

adn.com
Anchorage Daily News

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Alaska prekindergarten project gets high marks

(02/05/11 15:57:49)

An experimental prekindergarten project has produced good results, shining a light on a need for more attention to developmental education, education specialists told state lawmakers.

The education department delivered a report this week on the pilot project that focuses on Alaska Native households at or below the poverty level in six regions of the state, the Fairbanks Daily News-Miner reported. The pupils were 4-year-olds and some 5-year-olds.

Program director Cyndy Curran said more than 70 percent of the 345 students improved their vocabulary levels as expected or performed better during the first year.

But vocabulary tests suggested almost three-quarters of those students entered the pilot program lagging behind their peers nationally, the department said.

The program, which costs $2 million annually, is in its second year.

Gov. Sean Parnell's proposed budget included another $2 million to continue the program, Curran told the House Finance Committee's education subcommittee on Thursday.

Rep. Tammie Wilson, a North Pole Republican who is chairwoman of the subcommittee, asked Curran's office for more information to help lawmakers weigh the project's performance. She said the department estimated a statewide prekindergarten program, similar in function to the pilot project, would cost $130 million.

"Those are big numbers," she said.

The newspaper reported that in the Yukon-Koyukuk district, the project opened new preschool classrooms in Minto, where administrators worked closely with the Tanana Chiefs Conference Head Start program, and Allakaket, where teachers incorporated Athabaskan language immersion into programming.

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Press Release

COMMISSIONER'S OFFICE

FOR IMMEDIATE RELEASE
July 22, 2009

Six school districts will pilot preschool programs with state grants

JUNEAU -- Six Alaska school districts have been awarded state grants to pilot preschool programs over the next school year, Alaska Education Commissioner Larry LeDoux announced today.

The grants, ranging from $150,000 to $380,000 each, will allow the recipients to serve approximately 330 children and their families in half-day programs during the school year. The pilot program was proposed by the Palin administration and funded at $2 million by the legislature this past session.

"The pilot's purpose is not to establish whether preschool is beneficial for children. We already know it does help prepare children to start kindergarten ready to learn," LeDoux said. "Rather, the pilot will allow school districts to create preschool programs that incorporate Alaska's early learning guidelines in ways that are tailored to their communities."

Improving families' voluntary access to affordable, high-quality early care and education programs is one of the actions recommended in the Alaska Education Plan, created by educators and members of the public at a summit in November 2008. The education plan also recommends that Alaska's public education system be aligned from preschool to postsecondary, so that students are prepared to transition to the next level of education and eventually the work force.

Aside from operating in-school programs, the grant recipients are expected to form partnerships that will strengthen current early learning providers in their communities, and to provide guidance to families that choose to care for their young children at home. The grant also requires the recipients to use specific assessment tools to evaluate the children.

The following school districts received grants:
Anchorage, two classrooms serving 32 children $167,684.
Bering Strait, four classrooms serving 62 children, $362,828.

Nome, two classrooms serving 50 children, $219,539.
Juneau, two classrooms serving 40 children, $201,073.
Lower Kuskokwim, two classrooms serving 40 students, $337,732.
Yukon Koyukuk, seven classrooms serving 39 students, $325,445.

In addition, the department will use the remaining $385,699 of the legislative appropriation to support early learning in chronically underperforming school districts, affecting up to seven additional communities and 100 additional children.

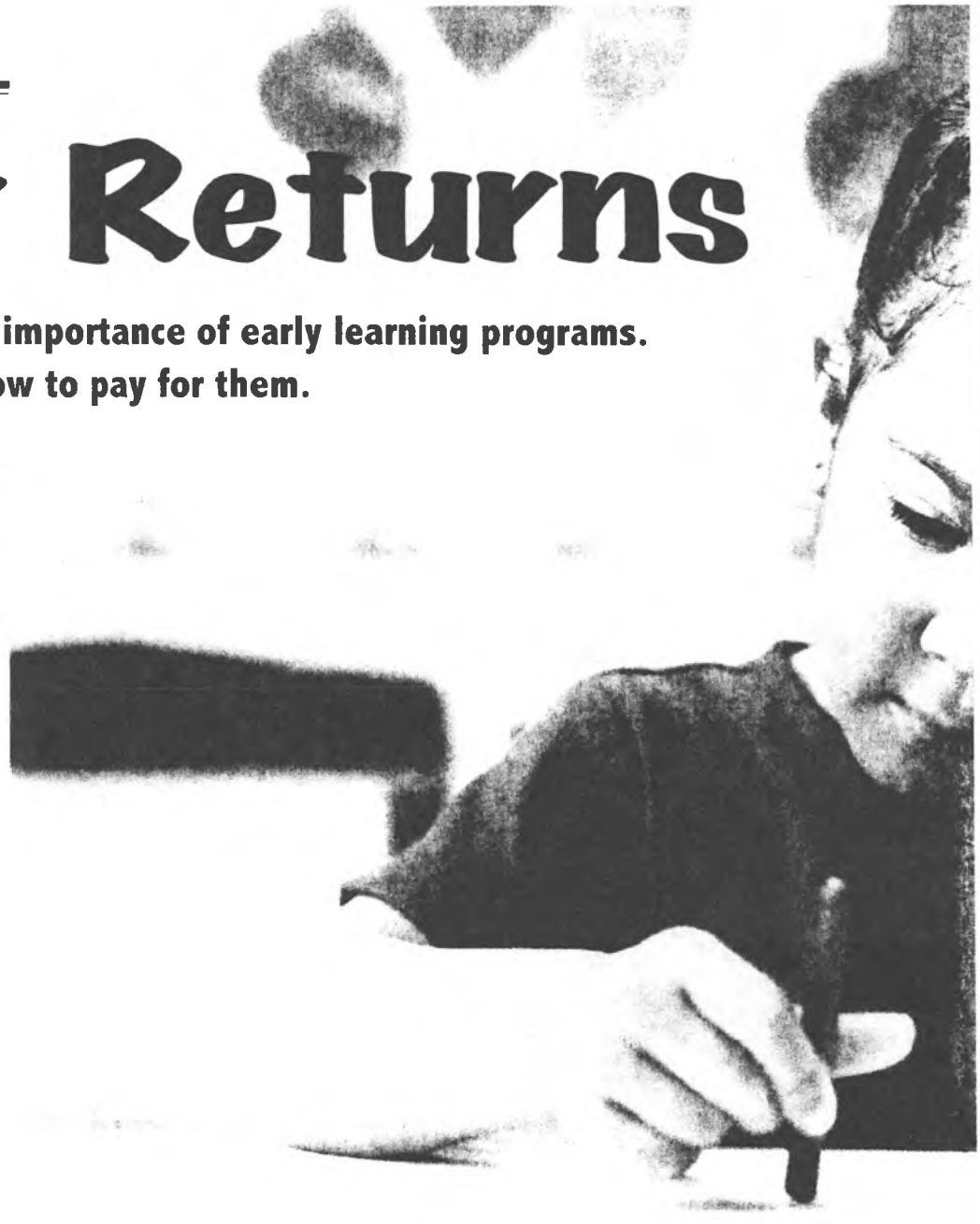
For more information: Paul Sugar, early childhood program manager, 907-465-4862, paul.sugar@alaska.gov.

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Early Returns

Lawmakers are sold on the importance of early learning programs. Now they're figuring out how to pay for them.

BY JULIE POPPE



Early education programs that prepare children for kindergarten may be the single most important thing that helps them graduate from high school, stay out of trouble with the law and hold good jobs later in life.

Even though the poor economy has restricted the money available for these early programs, state lawmakers have increased funding for pre-K in the last several years. But as states try to cope with shrinking revenues—a situation expected to last at least a couple of more years—they will find it more difficult to do so.

Steve Barnett, a national researcher and economist with the National Institute for Early Education Research, argues that pre-K is an investment in the future. "When states cut pre-K, they increase the future costs of state and local government and decrease future tax revenues, so families get hurt now and in the future," he says. Cuts in state pre-K budgets now come at "just the time when parents have less ability to pay for such programs themselves."

Research shows pre-K improves kids' lives in the short and long term. High-quality preschool programs help promote a child's intellect, build strong social and emotional skills, and boost motivation.

Illinois Representative Roger Eddy, a school superintendent, started pre-K in his district more than 20 years ago. He has seen first-hand the benefits of preschool, but knows cuts are sometimes necessary. "So far," he says, "budget cuts are not trimming [preschool] classrooms."

Some 80 percent of all 4-year-olds attend a preschool program, with about half in public programs and the other half in private, according to the National Institute for Early Education Research. More than 1 million 3- and 4-year-olds attended state-funded pre-K programs in 2008.

Julie Poppe covers pre-K issues for NCSL.

HOLDING ONTO FUNDING

Maybe the most surprising thing about pre-K is that, for the most part, it has not been on the chopping block. According to a recent Pew Center on the States report, overall state pre-K funding in fiscal year 2010 increased by more than $64 million. A legislative fiscal survey by the National Conference of State Legislatures also showed lawmakers increased support for early care and education programs in the previous fiscal year even as budget gaps emerged.



REPRESENTATIVE ROGER EDDY ILLINOIS

Forty states and the District of Columbia currently provide a total of $5.3 billion in state funding for pre-K programs. Twenty-three states and D.C. increased pre-K investments for FY 2010. Alaska and Rhode Island—states that have not previously invested money in pre-K—started pilot programs. Alabama increased funding by $19 million, New Jersey increased funding by 10 percent, and Texas lawmakers authorized a $25 million



increase over two years and pushed for quality improvements. And amid large budget shortfalls, Pennsylvania and Tennessee were able to keep preschool funding stable.

Some state lawmakers last year faced big proposed cuts, however. Illinois, a leader over the years in pre-K support, cut funding, along with nine other states—Connecticut, Louisiana, Massachusetts, Michigan, New York, North Carolina, Ohio, South Carolina and Washington.

Illinois Representative Elizabeth Coulson was relieved pre-K funding was cut by only 10 percent compared to the proposed 50 percent cut, and that the cuts were made to administrative costs, not services to children. "In a bad budget year," she says, "Illinois lawmakers were able to enact a capital budget bill and provide construction dollars for preschool facilities, with no or limited decreases to services."



REPRESENTATIVE ELIZABETH COULSON ILLINOIS

GETTING CREATIVE

A little creativity goes a long way as state policymakers look for ways to pay for early childhood education.

Maryland and New Jersey have used money provided under Title I of the federal Elementary and Secondary Education Act. A recent Pew Center on the States report, in fact, recommends state and local policymakers consider new money under the act that was made available through the federal stimulus act.

Decision makers, including school superintendents, may not be aware that Title I can be used for preschool. This flexible funding stream allows districts to subcontract with Head Start and child care programs that meet certain standards to provide services. The U.S. Department of Education issued guidelines for using the money in 2004 and again in September 2009.

In Maryland, 24 school districts use the money for pre-K. The Montgomery County Public Schools used $900,000 from Title I last year to extend 13 Head Start preschool classes from half day to full day for a small group of children. The results are encouraging. These students made strong gains in reading and some gains in math, according to a recent study by the district. It is now using the federal stimulus money and in-kind contributions from Head Start to expand another 21 classrooms to full time. Money also is being used to provide instructional materials and professional development for early education teachers.

"Pre-K is a better use of time and a wiser expenditure of money" than remediation, says Jerry Weast, schools superintendent in Montgomery County, Md. He says he's confident that his district's pre-K programs are setting the foundation for academic, social and emotional skills, and the life-long desire for kids to learn.

FEDERAL FUNDS FILL GAPS

In April 2009, the U.S. Department of Health and Human Services announced it would provide $100 million in federal stimulus money to states to establish State Advisory Councils on Early Childhood Education and Care, which were mandated by the federal Head Start Act of 2007.

The federal mandate and stimulus money for each state to create an advisory council is an opportunity for legislators to get involved in early childhood policy in their state and address the needs of their youngest citizens. The councils will coordinate existing early childhood efforts among federally and state-funded programs and agencies.

States with early childhood advisory councils that pre-date the Head Start Act also can apply to receive stimulus money. Twenty-one states started early childhood leadership bodies before the federal model was mandated.

Seventeen states included legislators in council membership. Shortly after the federal act went into effect, Massachusetts and Minnesota passed legislation to create councils and both included legislators, though the federal law does not require it.

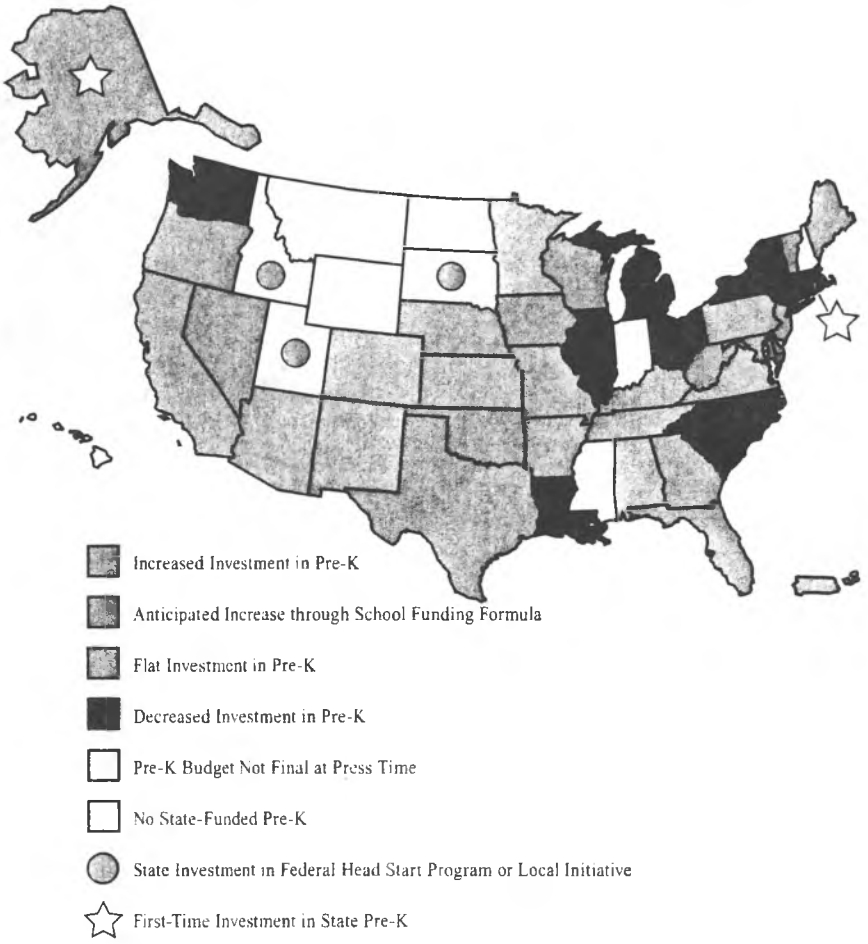
Minnesota Representative Nora Slawik, member of the governor's Early Childhood Advisory Council, says the council has been working hard to secure the ARRA funds for strategic planning purposes. "Having this money will fill in some of the gaps in the early childhood system and allow us to move forward together more strategically," says Slawik.



REPRESENTATIVE NORA SLAWIK MINNESOTA

LEGISLATIVE ACTION ON PRE-K BUDGETS IN FY 2010

In 15 states, lawmakers increased pre-K funding, including two with first-time investments. Nine states and the District of Columbia anticipate increases through their school funding formulas. Six states funded their programs at 2009 levels. Another 10 legislatures decreased pre-K investments. Overall, state pre-K funding increased by a projected $64 million.



Source: Votes Count: Legislative Action on Pre-K Fiscal Year 2010, 2009, Pew Center on the States.

EXPANDING IN TEXAS

During the mid-1980s, Texas began a state-funded early education program for children considered at risk—poor and homeless kids, and those for whom English was a second language. In 2006 and 2007, the state added children of military families and children in foster care. With 18 active military installations and nearly 40 percent of children of active duty military personnel under age 6, Texas lawmakers thought it was important to support the educational needs of these youngsters.

Senator Judith Zaffirini, chair of the higher education committee, believes that success for students in college begins as early as preschool. "We need to look at this as a continuum. The solution to reducing the dropout rate or kids not making it to college is in early childhood education," she says.

Representative Diane Patrick introduced a bill in 2009 aimed at creating a new grant program to provide money to school districts that want to offer full-day programs. "We can't afford dropouts and incarceration, and we can't afford for citizens to not be productive. We need to get kids off to the right start," says Patrick.



SENATOR JUDITH ZAFFIRINI TEXAS



REPRESENTATIVE DIANE PATRICK

The bill received bipartisan support from both Texas chambers—Zaffirini co-sponsored the bill in the Senate—and passed with two-thirds of the votes. The governor vetoed the bill, however, saying fewer children would be served if the bill were enacted because it targeted full-day programs. The Legislature was able to add $25 million to the existing pre-K grant program, bringing the funding total to more than $100 million for FY 2011.

"The bill was focused on higher quality standards, such as certified early childhood teachers, standardized curriculum, evaluation, collaborative partnerships with private providers, and increased funding to local districts to pay for the actual cost," says Patrick.

It also would have set the child-to-staff ratio at 1:11, close to the national benchmark of 1:10. "I think the bill would have raised the level of importance of quality of preschool," she says. She intends to address the issue again in 2011 when the legislature holds its next session.

RHODE ISLAND QUALITY

Rhode Island lawmakers faced a $500 million budget gap while crafting their 2010 budget, which is on top of the $449 million gap they closed in 2009. The state is facing more budget cuts for FY 2011, revenue estimates are dire, and nearly 16 percent of the state's 248,000 kids live in poverty.

Even so, the General Assembly is providing $700,000 for pilot programs in a variety of settings in seven school districts. Two of these new pprograms also use Title I stimulus money to help pay for pre-K. Pilot classrooms must adhere to high standards, with all pre-K teachers holding a B.A. with a state certification in early childhood education, and other national benchmarks, including smaller classrooms and fewer children per teacher.

Some in the state see early learning as the "little engine that could" moving another



SENATE PRESIDENT TERESA PAIVA WEED RHODE ISLAND

inch forward even in tough economic times because of legislative, business and community support and advocacy.

Rhode Island Senate President Teresa Paiva Weed has made sure early care and education programs hire certified instructors who have the appropriate skills to deal with young children. She sponsored a bill to create a quality improvement and rating system in 2007, and then sponsored a pre-K bill to explore policy and funding options in 2008. Both were enacted.

"During this serious fiscal situation, I am optimistic that the pre-K pilots will prove their value," says Paiva Weed.

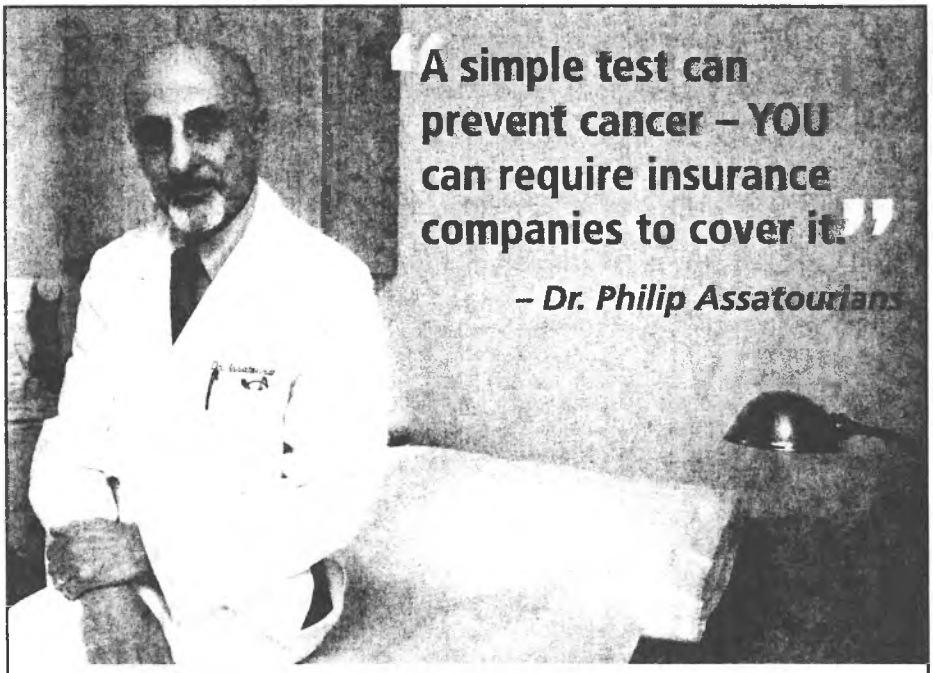
The state is using stimulus money for child care and Head Start, too. Close to $700,000 in stimulus money will pay for better quality infant and toddler care, training for early childhood teachers, financial incentives for providers to meet higher standards, and scholarships for teachers to pursue advanced degrees.

"We have learned to use a combination of strategies to increase quality and access," says Paiva Weed. "Together, they will have a positive impact on a range of social, health and educational outcomes."

Lawmakers are bracing themselves for prolonged fiscal difficulties as revenues decline and federal stimulus money runs out. And while legislators may be less likely to cut programs they have worked hard to expand in recent years, it's going to be a tough year for pre-K.

Illinois' Eddy sums up the difficult position in which many legislators find themselves. "Preschool is definitely among the priorities," he says. "But when property values are down, pension costs are up, Medicaid costs are up and revenue doesn't rebound in our state, this raises some tough questions."

CHECK OUT pending federal legislation that could have a huge effect on funding for preschool education at www.ncsl.org/magazine.



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May 2008

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During the 2008 legislative session, at least 32 states and the District of Columbia introduced over 150 pieces of legislation on preschool, including bills to expand eligibility, increase or decrease funding, promote higher quality, support teachers, and establish early learning councils. This document provides an overview of proposed state legislation in these areas. Some state legislatures have completed their sessions and a few enacted bill examples are provided in this update.

At least eleven state legislatures— Alabama, Iowa, Florida, Tennessee, Kansas, Michigan, Missouri, Massachusetts, North Carolina, South Carolina and Virginia—are currently considering appropriation bills for preschool. Most of these are governor driven with some states considering significant funding increases even with budget deficits. At least two states have proposed changing their funding structure allocations for preschool. **Illinois** lawmakers proposed a bill that would increase the set-aside amount of the Early Childhood Block Grant from 11 percent to at least 20 percent by 2014 used to fund programs for children birth to age 3, depending on sufficient funding for grants to existing preschool programs. A **Missouri** bill would increase the annual allocation of gaming revenues to the Veteran's Commission and decrease the allocation to the Early Childhood Development, Education and Care Fund, which funds Missouri's pre-k program.

Also, there was legislative activity in states that currently do not have state-funded preschool programs. Seven state legislatures— Alaska, Idaho, Mississippi, New Hampshire, Rhode Island, South Dakota and Utah— proposed bills that focused on establishing statewide preschool programs, standards, and taskforces. To date, three state legislatures— Alaska, New Hampshire and Rhode Island—still have bills that are currently pending. A bill overview of these seven states' progress on pre-k is provided later in the document.

Preschool Expansions

Legislators in at least 12 states — California, Colorado, Georgia, Illinois, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Missouri, New York, Tennessee—and the District of Columbia proposed bills to expand their current state preschool programs. **Kentucky, Louisiana, Minnesota, Tennessee** and the **District of Columbia** proposed establishing universal preschool for 4-year-olds and **Georgia** proposed a bill to expand pre-k to all 3-year-olds. **Kentucky** and **Minnesota** also proposed bills establishing an at-risk preschool program for 3- and 4-year-olds. A **Kentucky** bill would establish a trust fund to allot grants to provide collaborative community-based preschool to serve low-income children living at 200 percent of FPL. **Illinois** lawmakers proposed removing certain provisions that limit funding distribution so that the state may achieve the goal of preschool for all. **Colorado's** school finance bill proposed an increase of 300 preschool spaces to bring its statewide total to 20,160 to be funded by a freeze on property tax mill levies. **Maryland** lawmakers proposed two bills that would expand eligibility to children of military families.

A **Missouri** bill would establish a pilot preschool plus grant program to serve up to 10,000 children with high-quality early childhood education services in school districts with at last 30 percent free or reduced lunch population. A **California** bill specifies that preschool is available to 3-and 4-year-olds and consolidates the funding for pre-k. **New York** lawmakers proposed a bill that would allow the commissioner to grant a waiver to certain school districts to expand grants to certain programs to fund full-day pre-k. A **Minnesota** bill would establish a Preschool through 3rd grade community grant program and would appropriate $5 million for the imitative. **Michigan** lawmakers passed a bill to allocate $99.6 million for school readiness, preschool and parent program grants to enable eligible districts to develop or expand preschool and parenting education programs. The bill is currently awaiting the governor's signature.

Preschool Age Requirement

Three states legislatures—Illinois, Iowa, and Tennessee—proposed changing preschool age requirements. **Iowa** lawmakers proposed that any child who is 4 years old on or before September 15 can enroll in preschool. A **Tennessee** bill changes the date from

September 30 to September 1 of which children must reach age 4 to enter preschool. **Illinois** legislators proposed allowing a child who has attended preschool and who will be 5-years-old by December 31 (currently September 1) to be allowed to attend school.

Other Preschool Program Components

A **Florida** bill proposed revising the number of preschool instructional hours from 540 to 720 hours for private preschool providers to be considered a full-time equivalent student in the voluntary pre-k program. **Colorado** lawmakers proposed a pre-k alignment bill, which would require preschool students to have a numerical identifier that would follow the child through the state's P-16 system. **Florida** legislators proposed a few bills that provide legislative intent to revise laws relating to pre-k through 12th grade and also proposed a bill for an amendment to the state constitution relating to preschool through 12th grade education.

Quality

State legislatures proposed bills on preschool quality, including quality rating systems (QRS), teacher quality improvements and supports. **Florida** lawmakers proposed two bills that would establish the Florida's Sunshine State Star QRS requirement for early learning programs including those participating in the voluntary pre-k program.

Professional Development

A **Florida** bill would establish a pilot program to enhance the quality of pre-k and provide education requirements for teachers. A **California** bill would require a system of professional development for prekindergarten teachers and would require the state to develop teaching competencies. An **Iowa** bill would appropriate $750,000 for implementation of a statewide professional development system to support the statewide 4-year-old preschool program. Another Iowa bill proposes if funding is made available for a professional development system that it be implemented by the state's department of education.

Teachers

State legislatures are examining ways to promote better teacher quality through training, certification and degree requirements for early education teachers. In recent years, some state lawmakers have proposed and enacted bills to increase teacher requirements while other legislatures have proposed or enacted bills to relax requirements. A **Florida** bill would require that pre-k classes by the 2010-11 school year have at least one pre-k instructor who holds an associate or bachelor's degree. **Vermont's** bill would require by 2011 all school district prekindergarten teachers be licensed. The bill also would require the commissioner of education and the commissioner of children and families examine the availability of sufficiently higher trained pre-k teachers. **Minnesota** lawmakers proposed a bill that would require preschool instructors to complete a reading instruction competence assessment before being granted an initial teaching license. **Oklahoma's** bill would require teacher early childhood certification be approved by the Oklahoma Commission for Teacher Preparation. **New Jersey** legislators proposed a bill that would require certification of new teachers hired by licensed child care centers that provide preschool classes in Abbott districts. A **Florida** bill would allow preschool teachers to be allowed to access Florida's retirement system benefits.

Maine enacted legislation that requires the rules established by the state board of education be amended before being approved to establish eligibility for an endorsement of a teacher employed during a certain period of time in a prekindergarten to 3rd grade program. **Tennessee** enacted legislation that directs the state to survey local school districts with preschool programs to determine if all employment rights for K-12 teachers apply to preschool teachers and report the findings to the legislature.

Community-based Providers

Four state legislatures—Missouri, New Jersey, Pennsylvania, and Vermont—proposed legislation on community-based providers. **Pennsylvania's** bill would allow center or family child care settings that have met or exceed a 3-star standard under the Keystone Stars quality rating system to be eligible for Pre-k Counts funding. **Vermont** lawmakers proposed authorizing school districts that do not yet participate in the STARS programs to be granted a 3-star eligibility if the program is in good regulatory standing. The bill also requires the department of children and families and education to approve rules for the STARS program for public and private providers. A **Missouri** bill would require the state to provide fully subsidized preschool at licensed child facilities that employ highly qualified teachers for children residing in a school district classified as unaccredited or provisionally accredited by the state board of education. **New Jersey's** bill would require the state to monitor twice a year contacts with private preschool providers in Abbott districts.

Assessment

Washington lawmakers proposed a bill that would require the state and Thrive by Five to make recommendations regarding the implementation of a statewide kindergarten entry assessment. **Florida** legislators proposed a bill that would have required private pre-k providers and public schools to conduct certain assessments of the progress of students enrolled in the voluntary pre-k program.

Transportation

Lawmakers in four states—Iowa, Illinois, Maine and New York—proposed legislation addressing transportation of preschool students. **New York's** bill would define "bus" to include preschool programs. **Illinois'** bill proposes to change the reimbursement for preschool transportation. **Iowa** lawmakers proposed a bill that would allow community empowerment areas to offer preschool transportation without approval of all the school districts. **Maine** enacted legislation requiring school districts to provide transportation to preschool

students.

Governance, Councils and Studies

Legislators in two states—Kansas and Connecticut—are considering governance bills. The **Kansas** bill transfers the prekindergarten pilot program from the Department of Social Services and the Children's Cabinet to the State Board of Education. **Connecticut's** bill proposes to add new members to the early childhood education cabinet.

At least six states legislatures —California, Hawaii, Iowa, Minnesota, New Hampshire and New Jersey—are considering bills that would establish a council, commission or partnership to examine early learning. **Hawaii** lawmakers are considering two bills to create an Early Learning Council. **California** legislators introduced legislation to create a preschool advisory council. A **New Hampshire** bill would establish a commission to study the feasibility of creating a preschool program. **Minnesota** lawmakers proposed three bills to create a P-20 Partnership and **New Jersey** proposed to create a P-20 Council. The **Iowa** legislature established a state committee on research an development of preschool through 12th grade. The governor signed the bill and is based on the prek-12 feasibility study committee created in 2007.

Five state legislatures—California, Georgia, Mississippi, Oklahoma and Tennessee—proposed bills to create a task force or conduct a study to examine preschool. **Mississippi** lawmakers proposed three bills establishing a task force to study universal pre-k. **California** legislators proposed a preschool quality commission to examine standards for programs educating 3-and 4-year-olds, including examining a quality rating system (QRS). **Oklahoma's** proposed legislation requires the Oklahoma Partnership for School Readiness Board to conduct an assessment of existing pre-k programs for effectiveness and accessibility. A **Tennessee** bill directs the state department of education to report on the costs associated with its preschool programs. **Georgia** passed a measure creating a House study committee on Georgia's pre-k program.

Movement in Non-Prekindergarten States

During the 2008 legislative session, seven states without state-funded preschool programs—Alaska, Idaho, Mississippi, New Hampshire, Rhode Island, South Dakota and Utah—proposed bills that focused on preschool.

Alaska lawmakers introduced two prekindergarten bills. One bill would allow the state board of education to adopt regulations to provide early education programs. Another bill, which is currently awaiting the governor's signature, allows school districts to provide pre-elementary and Head Start programs. Alaska's governor also proposed additional funding for the state early childhood education initiatives. **New Hampshire** legislators proposed legislation to establish a commission to study the feasibility of creating a preschool program. **Utah's** proposed bill would create a pilot project using a home-based educational technology program to develop school readiness skills of preschool children. **Utah** lawmakers enacted a bill that appropriates state funds for Head Start for the first time. The **Idaho** legislature considered two bills on pre-k, including a bill to establish a state funded community-based preschool program for at-risk 4-year-olds. Idaho maintained its Head Start supplement with TANF funds at the same level of FY 2007. **South Dakota's** proposed legislation would establish standards for pre-k programs and certified personnel. Lawmakers also proposed a bill that would allow pre-k programs in public schools and funds through the state aid education formula for preschoolers in accredited pre-k programs. **Rhode Island's** bill proposes a preschool program for at-risk 3-and 4-year-olds in communities with low performing schools.

Lawmakers in **Mississippi** introduced a total of seven bills in both houses on prekindergarten, which all failed. One bill would have established a pilot pre-k program eighteen counties that meet certain criteria. Three of the bills proposed would have created a task force to study universal pre-k. Three bills proposed appropriated funding to fund the Early Learning Collaborative Act of 2007, which set up a professional development system for early childhood caregivers and teachers. At the end of the session, legislators appropriated $3 million to support the governor's request to provide financial incentives for preschools to increase their educational content.

Other

- Hawaii lawmakers proposed a bill that would require qualified preschool teachers and aides for its junior kindergarten program. Minnesota proposed funding for voluntary full-day kindergarten.
- A New Jersey bill would continue the property tax exemption for portions of tax exempt building for preschool.
- California legislators proposed a bill that would require the creation and funding of a preschool pilot program to develop and demonstrate methods for preschool information transfer to public schools.
- A New Mexico bill would provide for an education data warehouse to serve pre-k through post-graduate education.
- A Minnesota bill would make changes to the prekindergarten exploratory projects and the involvement of the Minnesota Early Learning Foundation.

This document contains proposed and a few examples of enacted legislation from January 1, 2008 to April 21, 2008. The author used a variety of sources including state legislative websites and State Net, a legislative tracking database, for bill searches. Bills in carry-over states were highlighted when there was movement on the bill in 2008. This analysis is intended to provide examples of significant legislation in each state and does not include bills with technical changes. Please contact Julie Poppe at julie.poppe@ncsl.org for more information.

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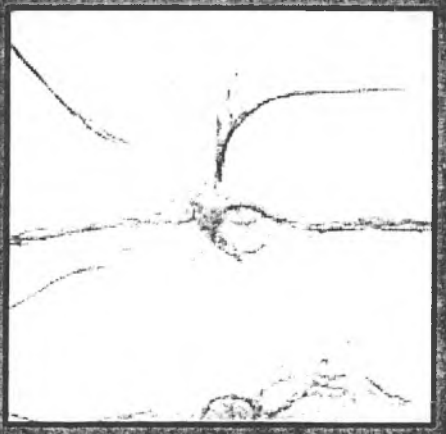
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The Science of Early Childhood Development

Closing the Gap Between What We Know and What We Do









National Scientific Council
Center on the Developing Child at Harvard University
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- Environmental protection policies need continuous updating and enforcement if they are to succeed in reducing prenatal and early childhood exposures to substances that have clearly documented toxic effects on the immature brain. These include mercury in fish, lead in soil, and organophosphates in insecticides, among many others.
- The fact that fetal exposure to alcohol is the leading preventable cause of mental retardation in the United States directs our attention to the need for new and creative efforts to reduce alcohol consumption during pregnancy.

Concept 3: The interactive influences of genes and experience literally shape the architecture of the developing brain, and the active ingredient is the "serve and return" nature of children's engagement in relationships with their parents and other caregivers in their family or community.

The architecture of the brain is composed of highly integrated sets of neural circuits (i.e., connections among brain cells) that are "wired" under the continuous and mutual influences of both genetics and environment. Genes determine when specific brain circuits are formed and individual experiences then shape how that formation unfolds. This developmental process is fueled by a self-initiated, inborn drive toward competence that is an essential characteristic of human nature. Appropriate sensory input (e.g., through hearing and vision) and stable, responsive relationships build healthy brain architecture that provides a strong foundation for lifelong learning, behavior, and health. The most important relationships begin in the family but often also involve other adults who play important roles in the lives of young children, including providers of early care and education.

What scientists refer to as interaction, mutuality, and reciprocity can be understood as comparable to the process of "serve and return" in games such as tennis and volleyball. In early childhood development, serve and return happens when young children naturally reach out for interaction through babbling, facial expressions, words, gestures, and cries, and adults respond by getting in sync and doing the same kind of vocalizing and gesturing back at them, and the process continues back and forth. Another important aspect of the serve and return notion of interaction is that it works best when it is embedded in an ongoing relationship between a child and an adult who is responsive to the child's own unique individuality. Decades of research tell us that mutually rewarding interactions are essential prerequisites for the development of healthy brain circuits and increasingly complex skills.

Implications for Policy and Practice

- Healthy communities foster the development of healthy children through the informal support that families provide for each other. When parents are inexperienced in child-rearing or overwhelmed by economic insecurity or threatening community conditions, effective parent education and family support programs can help them sustain the kinds of growth-promoting experiences that build child competence and shape healthy brain architecture. When informal supports and community programs are not sufficient, professional assistance can make an important difference in preventing the formation of faulty brain circuits and the developmental problems that follow. However, professionals with appropriate expertise are relatively limited in number, and their availability will require significant investment in specialized training,

particularly in the domains of maternal and early childhood mental health.

- Business executives, civic leaders, and government officials at all levels should work together to develop better private sector and public policies to provide parents with more viable choices about how to balance their work and parenting responsibilities after the birth of a baby or adoption of a child. During early infancy, when parent-child bonding and emerging attachments are so important, there is a pressing need to strike a better balance between options that support parents to care for their babies at home and those that provide affordable, quality child care for parents who return to work or attend school. This also calls our attention to the need for a more child-oriented perspective on the implications of mandated employment for mothers of very young children who receive welfare support.

Increasingly complex skills build on the more basic, foundational capabilities that precede them.

- The important influence of positive relationships in shaping the architecture of the developing brain indicates that all of society would benefit from better trained personnel in early child care settings, as well as reduced staff turnover rates which currently undermine the relationships that young children have with the adults who provide much of their daily care. Policy makers should examine the potential impact of alternative strategies for increasing the retention of qualified staff, such as competitive salaries and benefits, opportunities for career advancement linked to additional education, and greater respect for their work as a valued profession. Promising initiatives can be modeled after the successful investments made by the U.S. Department of Defense, which has a very high quality system of early care and education.

Concept 4: Both brain architecture and developing abilities are built "from the bottom up," with simple circuits and skills providing the scaffolding for more advanced circuits and skills over time.

Brain circuits that process basic information are wired earlier than those that process more complex information. Higher level circuits build on lower level circuits, and adaptation at higher levels is more difficult if lower level circuits were not wired properly. Parallel to the construction of brain circuits, increasingly complex skills build on the more basic, foundational capabilities that precede them. For example, the ability to understand and then say the names of objects depends upon earlier development of the capacity to differentiate and reproduce the sounds of one's native language. And the circuits that underlie the ability to put words together to speak in phrases form a foundation for the subsequent mastery of reading a written sentence in a book. Stated in simple terms, circuits build on circuits and skill begets skill.



Implications for Policy and Practice

- Policy makers should consider increasing the availability of parent education and family support programs that have been demonstrated to be effective. These services should begin soon after birth for mothers and fathers with limited education to help them create a home environment that provides the kind of rich language exposure, positive social interactions, and early literacy experiences that increase the probability that their child will enter school with the skills needed to succeed. When children are born under significantly adverse circumstances, immediate intervention is warranted, including prenatal support services where feasible. Effective programs can be provided through voluntary associations, community-based organizations, and employer-sponsored initiatives, as well as through government-funded services. Evidence-based supports that are provided earlier rather than later will have the greatest impact, as they help establish healthy brain architecture during the period when lower-level circuits are being constructed (even before birth), thereby creating a strong foundation on which higher-level skills can be built.

Emotional well-being, social competence, and cognitive abilities together are the bricks and mortar that comprise the foundation of human development.

- To help children with developmental impairments master the adaptive skills needed to realize their full potential, outreach efforts should be increased to enroll all eligible children in early intervention programs. When positive changes in development are promoted through interventions at a young age, they help build a sturdier foundation for the later achievement of higher level abilities. This underscores the urgent need to identify sensory impairments as soon after birth as possible, so that corrective devices (e.g., hearing aids and eyeglasses) as well as appropriate habilitative services can be provided during the time that basic brain architecture is being established.



Concept 5: Cognitive, emotional, and social capabilities are inextricably intertwined throughout the life course.

The brain is a highly integrated organ and its multiple functions operate in a richly coordinated fashion. Emotional well-being and social competence provide a strong foundation for emerging cognitive abilities, and together they are the bricks and mortar that comprise the foundation of human development. Thus, oral language acquisition depends not only on adequate hearing, the ability to differentiate sounds, and the capacity to link meaning to specific words, but also on the ability to concentrate, pay attention, and engage in meaningful social interaction. Furthermore, the emotional health, social skills, and cognitive-linguistic capacities that emerge in the early years are all important prerequisites for success in school and later in the workplace and community. Brain architecture and the immune system also interact as they mature, which influences all domains of development and health.

Implications for Policy and Practice

- When parents, informal community supports, and professionally staffed early childhood care and education programs all pay attention to young children's emotional and social needs as well as to their mastery of literacy and cognitive skills, they have maximum impact on the development of sturdy brain architecture.

Conversely, preschool policies and programs that place disproportionate emphasis on didactic approaches to academic skills are less likely to prepare young children to succeed in school than experiences that embed the promotion of literacy and numeracy in a rich environment of age-appropriate social interaction. The science of early childhood and early brain development clearly indicates that state and local officials should support the implementation of both child care standards and preschool curricula that promote a balanced and developmentally appropriate approach to the "whole child."

- Parents, child care providers, and early educators who are seeking help to manage problematic behavior in young children warrant serious attention. With increasing numbers of children being expelled from preschool programs and/or treated with drugs, greater investments are needed to confront the serious shortage of professionals who are qualified to address the behavioral and mental health needs of infants, toddlers, and preschoolers. Expanded opportunities for professional training, stronger incentives for clinicians to work with young children and their parents, and the promotion of consulting relationships among early childhood mental health experts, child care providers, and preschool teachers would provide important first steps toward closing the gap between what we know and what we do to deal with difficult behavior and prevent more serious mental health problems in the earliest years of life.



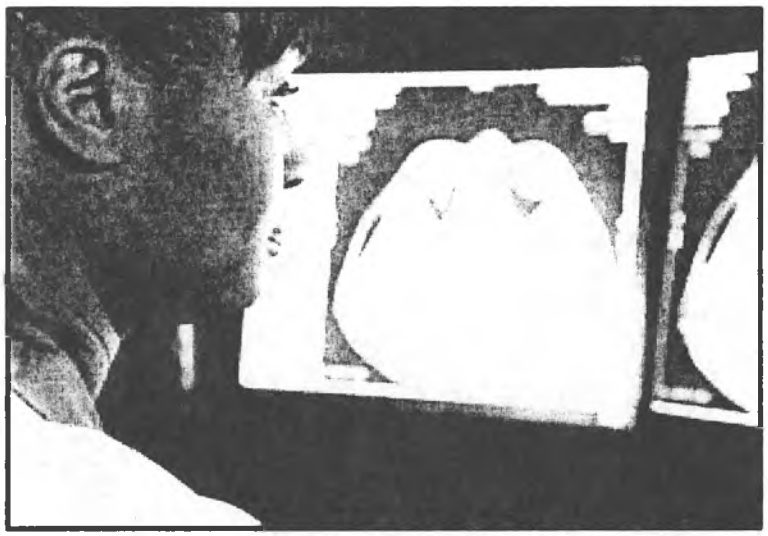
Concept 6: Toxic stress in early childhood is associated with persistent effects on the nervous system and stress hormone systems that can damage developing brain architecture and lead to lifelong problems in learning, behavior, and both physical and mental health.

Activation of the body's stress management systems produces a variety of physiological reactions. These include an increase in heart rate, rise in blood pressure, and elevated levels of stress hormones (e.g., cortisol) and proteins associated with inflammation (e.g., cytokines). Such responses prepare the body to deal with threat (i.e., "fight or flight") and are essential to survival. Healthy development depends on the capacity of these systems to ramp up rapidly in the face of stress as well as their ability to return to baseline when the threat has been mastered. When these physiological responses remain activated at high levels over a significant period of time, they can have adverse effects. Most prominent among these are the consequences of persistently elevated cortisol levels, which can literally be toxic to developing brain architecture.

The experience of stress in early childhood can be either growth-promoting or seriously damaging, depending on the intensity and duration of the experience, individual differences in children's physiological responsiveness to stress, and the extent to which a supportive adult is available to provide individualized support to help the child deal with adversity. This can be understood within the context of three different kinds of stress, which lead to different outcomes.

- The first, called **positive stress**, is associated with moderate, short-lived physiological responses, such as brief increases in heart rate and blood pressure or mild elevations in cortisol or cytokine levels. Precipitants include a wide variety of normal early childhood experiences, such as the challenges of meeting new people, dealing with frustration, mastering separation, getting an immunization, and coping with adult limit-setting or discipline. Positive stress is an important and necessary aspect of healthy

development that occurs in the context of stable and supportive relationships, which help to bring levels of cortisol and other stress hormones back within a normal range and assist the child to develop a sense of mastery and self control.



- The second kind of stress experience, called **tolerable stress,** is associated with physiological responses that could disrupt brain architecture, but are relieved by supportive relationships that facilitate adaptive coping and thereby restore heart rate and stress hormone levels to their baseline. Precipitants include significant threats, such as the death or serious illness of a loved one, a frightening injury, parent divorce, a natural disaster (such as Hurricane Katrina), or an act of terrorism (such as 9-11). These kinds of experiences could have long term consequences but they are tolerable when they occur in a time-limited period in which supportive adults protect the child by reducing the stressful experience, thereby giving the brain an opportunity to recover from the potentially damaging effects of an overactive stress management system.
- The third and most threatening kind of stress experience, called **toxic stress,** is associated with strong and prolonged activation of the body's stress management systems in the absence of the buffering protection of adult support. Precipitants include extreme poverty in conjunction with continuous family chaos, recurrent physical or emotional abuse, chronic neglect, severe and enduring maternal depression, persistent parental substance abuse, or repeated exposure to violence in the community or within the family. The essential feature of toxic stress is the absence of consistent, supportive relationships to help the child cope and thereby bring the physiological response to threat back to baseline. In such circumstances, persistent elevations of stress hormones and altered levels of key brain chemicals produce an internal physiological state that disrupts the architecture of the developing brain and can lead to difficulties in learning, memory, and self-regulation. Continuous stimulation of the stress response system also can affect the immune system and other metabolic regulatory mechanisms, leading to a permanently lower threshold for their activation throughout life. As a result, children who experience toxic stress in early childhood may develop a lifetime of greater susceptibility to stress-related physical illnesses (such as cardiovascular disease, hypertension, and diabetes) as well as mental health problems (such as depression, anxiety disorders, and substance abuse). They also are more likely to exhibit health-damaging behaviors and adult lifestyles that undermine well-being.

Stress in early childhood can be either growth-promoting or seriously damaging.

Implications for Policy and Practice

- Policy makers who administer early intervention programs should update their eligibility criteria, based on new brain research, and actively enroll infants and toddlers who are experiencing toxic stress for either preventive or therapeutic services, as needed. Two groups of children and families already known to public agencies are prime candidates for assessment. The first (which is currently mandated for referral by new federal legislation) includes all young children referred to the child welfare department for evaluation of suspected abuse or neglect. When circumstances require removal of a child from his or her home, it is especially critical that policies be in place and implemented consistently to make sure that the

establishment of a nurturing relationship with a new primary caregiver is given the highest priority. The second group that warrants closer attention is young children of mothers supported by welfare who have reached their time limits for public assistance and are unable to secure stable employment. Effective developmental intervention for both groups will require expanded access to child and adult mental health services, which are already burdened by demands that far exceed their capacity.

The essential feature of toxic stress is the absence of consistent, supportive relationships to help the child cope.

- Greater attention should be directed toward maternal depression, not only because it is a common adult mental health problem but also because it is a threat to the health and well-being of a young child. The prevention of developmental impairments in children of depressed mothers requires prompt diagnosis and specialized treatment of both the mother and the mother-child relationship. These findings direct our attention to the need for early detection of maternal depression in pediatric offices and in all programs that serve very young children, as well as the need for expanded clinical services that focus on the mother and child together.
- When accessible and affordable mental health services are available, they put a preventive system in place that catches children before they fall. Programs that target vulnerable young children within a family-centered model can be particularly effective, but the current gap between the supply and demand for skilled personnel requires a major investment in professional development. The costs of increased training and expanded services in early childhood mental health are substantial, but the money "saved" by not treating emotional problems in early childhood is likely to be modest in comparison to the greater long-term costs of serious adult mental illness and/or criminal behavior.



- Generally speaking, policies that focus on the delivery of evidence-based services for the most vulnerable young children will achieve greater financial return than services for children at lesser risk. To this end, issues of quality and cost must be viewed in the context of what a program is expected to do. Programs for families coping with severe depression, substance abuse, or violence must be staffed by skilled clinicians who require higher compensation and smaller case loads than basic supportive services for inexperienced mothers. When program resources match the needs of the children and families they are set up to serve, they can be very effective. When services are asked to address needs that are beyond their capacity to meet, they are likely to have little impact and are therefore too expensive, despite their low cost.

Concept 7: Creating the right conditions for early childhood development

is likely to be more effective and less costly than addressing problems at a later age.



As the maturing brain becomes more specialized to assume more complex functions, it is less capable of reorganizing and adapting to new or unexpected challenges. Once a circuit is "wired," it stabilizes with age, making it increasingly difficult to alter. Scientists use the term "plasticity" to refer to the capacity of the brain to change. Plasticity is maximal in early childhood and decreases with age. Although "windows of opportunity" for skill development and behavioral adaptation remain open for many years, trying to change behavior or build new skills on a foundation of brain circuits that were not wired properly when they were first formed requires more work and is more "expensive." For the brain, this means that greater amounts of physiological energy are needed to compensate for circuits that do not perform in an expected fashion. For society, this means that remedial education, clinical treatment, and other professional interventions are more costly than the provision of nurturing, protective relationships and appropriate learning experiences earlier in life. Stated simply, getting things right the first time is more efficient and ultimately more effective than trying to fix them later.

Implications for Policy and Practice

- These findings direct our attention to the importance of informal family support and formal preventive services (when needed) for vulnerable children before they exhibit significant problems in behavior or development. When policy makers assure that all young children who are at high risk for poor outcomes are enrolled in high quality programs whose effectiveness has been documented, the returns are far greater than those achieved when only a subgroup of eligible children are served. At the same time, the extent to which some early concerns may be self-correcting maturational delays underscores the need to avoid premature labelling of vulnerable children and families who could benefit from early assistance.
- The basic principles of neuroscience and the process of human skill formation indicate that early intervention for the most vulnerable children will generate the greatest payback. Although the large number of children and families who could benefit from additional assistance will require significant increases in funding, extensive research indicates that investment in high quality interventions will generate substantial future returns through increased taxes paid by more productive adults and significant reductions in public expenditures for special education, grade retention, welfare assistance, and incarceration. Stated simply, the largest returns will be realized from effective services for the neediest children and families well before they enter school.

Getting things right the first time is more efficient and ultimately more effective than trying to fix them later.

- Research indicates that policy makers can achieve greater return on investments in early childhood education for children from families with low incomes and limited parent education than from remedial programs for adults with limited workforce skills. In fact, long-term studies show that model programs for three- and four-year-olds living in poverty can produce benefit-cost ratios as high as 17:1 and annualized internal rates of return of 18% over 35 years, with most of the benefits from these investments accruing to

the general public. While it is not realistic to assume that all scaled-up early childhood programs will provide such handsome returns, it is likely that benefit-cost ratios still will be considerably greater than 1:1.

- The essence of quality in early childhood services is embodied in the expertise, skills, and relationship-building capacities of their staff. The striking imbalance between the supply and demand for well-trained personnel in the field today indicates that substantial investments in training, recruiting, compensating, and retaining a high quality workforce must be a top priority for society.

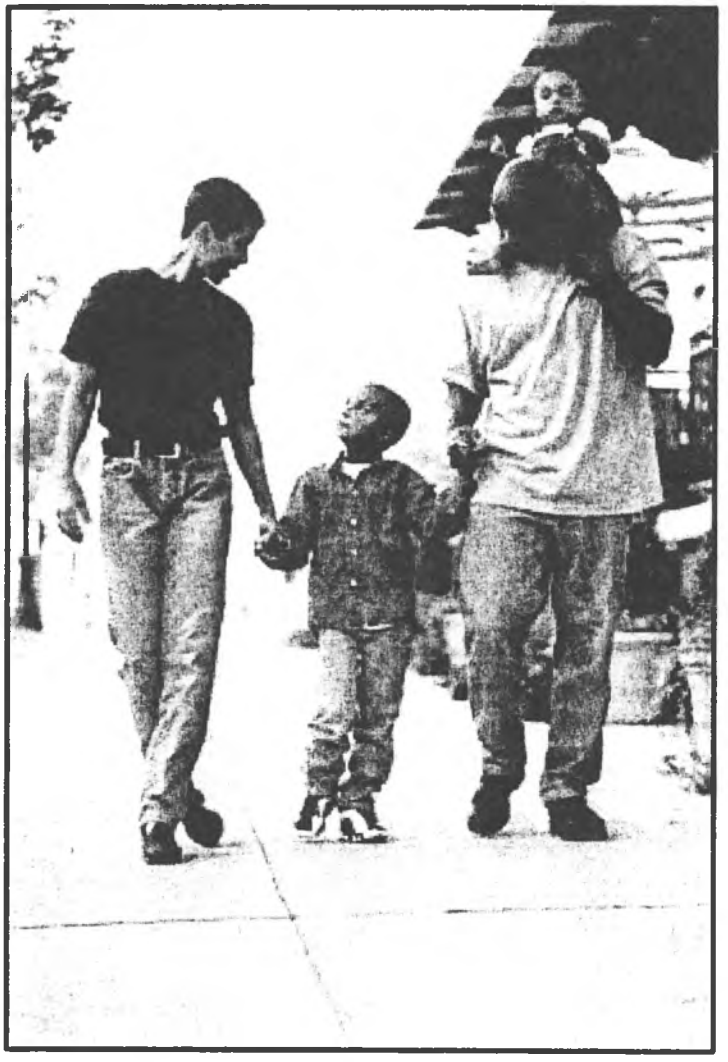
Responsible investments in services for young children and their families focus on benefits relative to cost. Inexpensive services that do not meet quality standards are a waste of money. Stated simply, sound policies seek maximum value rather than minimal cost.

Concluding Thoughts

Decades of rigorous science and centuries of common sense all converge on the core principles articulated in this paper. Within this context, the time has come to begin to close the gap between what we know (from systematic scientific inquiry across a broad range of disciplines) and what we do (through both public and private sector policies and practices) to promote the healthy development of all young children.

The need to address significant inequalities in opportunity, beginning in the earliest years of life, is both a fundamental moral responsibility and a critical investment in our nation's social and economic future. As such, it is a compelling task that calls for broad, bipartisan collaboration. And yet, debate in the policy arena often highlights ideological differences and value conflicts more than it seeks common interest. In this context, the science of early childhood development can provide a values-neutral framework for informing choices among alternative priorities and for building consensus around a shared plan of action. The well-being of our nation's children and the security of our collective future would be well-served by such wise choices and concerted commitment.

It is in this spirit that we, as scientists, offer this paper as a way to share what we know about how brain architecture is constructed and competence is built over time, beginning in the earliest years of life. We trust that the content of this document will inform the important work of citizens and policy makers to support families and communities in promoting the healthy development of young children, just as it will serve as a foundation on which the next generation of scientific knowledge will be built.



Selected Backround Readings

From the National Academy of Sciences

National Research Council and Institute of Medicine: *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Committee on Integrating the Science of Early Childhood Development, Shonkoff J., Phillips D. (eds.). Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC, National Academy Press. 2000.

From the National Scientific Council on the Developing Child

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Young Children Develop in an Environment of Relationships. (2004)
National Scientific Council on the Developing Child, Working Paper No.1
http://developingchild.net/pubs/wp-abstracts/wp1.html

Children's Emotional Development is Built into the Architecture of their Brain. (2004)
National Scientific Council on the Developing Child, Working Paper No. 2
http://developingchild.net/pubs/wp-abstracts/wp2.html

Excessive Stress Disrupts the Architecture of the Developing Brain. (2005)
National Scientific Council on the Developing Child, Working Paper No. 3
http://developingchild.net/pubs/wp-abstracts/wp3.html

Early Exposure to Toxic Substances Damages Brain Architecture. (2006)
National Scientific Council on the Developing Child, Working Paper No. 4
http://developingchild.net/pubs/wp-abstracts/wp4.html



National Scientific Council on the Developing Child



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Executive Summary

The future of any society depends on its ability to foster the health and well-being of the next generation. Stated simply, today's children will become tomorrow's citizens, workers, and parents. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk.



Two recent developments have stimulated growing public discussion about the right balance between individual and shared responsibility for that strong foundation. The first is the explosion of research in neurobiology that clarifies the extent to which the interaction between genetics and early experience literally shapes brain architecture. The second is the increasingly recognized need for a highly skilled workforce and healthy adult population to confront the growing challenges of global economic competition and the rising costs of Social Security, Medicare, and Medicaid for the aging baby boomers.

In an effort to identify those aspects of development that are accepted broadly by the scientific community, the National Scientific Council, based at the Center on the Developing Child at Harvard University, brought together several of the nation's leading neuroscientists, developmental psychologists, pediatricians, and economists. This document presents their critical review of the existing literatures in their fields and a consensus about what we now know about development in the early childhood years. The objective of the Council is to move beyond the public's fascination with "the latest study" and focus on the cumulative knowledge of decades of research that has been subjected to rigorous and continuous peer review. The goal of this document is to help the public and its policy makers understand the core principles of that body of work that are now sufficiently accepted across the scientific community to warrant public action.

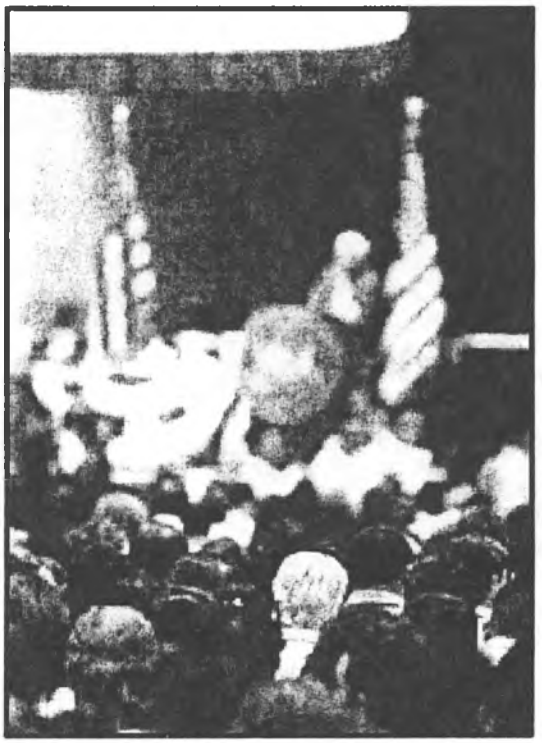
It is our hope and belief that better public understanding of the rapidly growing science of early childhood and early brain development can provide a powerful impetus for the design and implementation of policies and programs that could make a significant difference in the lives of all children. Without that understanding, investments that could generate significant returns for all of society stand the risk of being rejected or undermined. Thus, there is a compelling need for scientists to share with the public and its representatives an objective basis for choosing wisely among competing demands on limited resources.

This paper is designed to provide a framework within which this complex challenge can be addressed most effectively. Its goal is to promote an understanding of the basic science of early childhood development, including its underlying neurobiology, to inform both public and private sector investment in young children and their families. To this end, the paper presents a set of core developmental concepts that have emerged from decades of rigorous research in neurobiology, developmental psychology, and the economics of human capital formation, and considers their implications for a range of issues in policy and practice.

Core Concepts of Development

- Child development is a foundation for community development and economic development, as capable children become the foundation of a prosperous and sustainable society.
- Brains are built over time.
- The interactive influences of genes and experience literally shape the architecture of the developing brain, and the active ingredient is the "serve and return" nature of children's engagement in relationships with their parents and other caregivers in their family or community.

- Both brain architecture and developing abilities are built "from the bottom up," with simple circuits and skills providing the scaffolding for more advanced circuits and skills over time.
- Toxic stress in early childhood is associated with persistent effects on the nervous system and stress hormone systems that can damage developing brain architecture and lead to lifelong problems in learning, behavior, and both physical and mental health.
- Creating the right conditions for early childhood development is likely to be more effective and less costly than addressing problems at a later age.



Implications for Policy and Practice

- Policy initiatives that promote supportive relationships and rich learning opportunities for young children create a strong foundation for higher school achievement followed by greater productivity in the workplace and solid citizenship in the community.
- Substantial progress toward this goal can be achieved by assuring growth-promoting experiences both at home and in community-based settings, through a range of parent education, family support, early care and education, preschool, and intervention services.
- When parents, informal community programs, and professionally staffed early childhood services pay attention to young children's emotional and social needs, as well as to their mastery of literacy and cognitive skills, they have maximum impact on the development of sturdy brain architecture and preparation for success in school.
- When basic health and early childhood programs monitor the development of all children, problems that require attention can be identified in a timely fashion and intervention can be provided.
- The basic principles of neuroscience and the technology of human skill formation indicate that later remediation for highly vulnerable children will produce less favorable outcomes and cost more than appropriate intervention at a younger age.
- The essence of quality in early childhood services is embodied in the expertise and skills of the staff and in their capacity to build positive relationships with young children. The striking shortage of well-trained personnel in the field today indicates that substantial investments in training, recruiting, compensating, and retaining a high quality workforce must be a top priority.
- Responsible investments in services for young children and their families focus on benefits relative to cost. Inexpensive services that do not meet quality standards are a waste of money. Stated simply, sound policies seek maximum value rather than minimal cost.

The need to address significant inequalities in opportunity, beginning in the earliest years of life, is both a fundamental moral responsibility and a critical investment in our nation's social and economic future. Thus, the time has come to close the gap between what we know (from systematic scientific inquiry across a broad range of disciplines) and what we do (through both public and private sector policies and practices) to promote the healthy development of all young children. The science of early childhood development can provide a powerful framework for informing sound choices among alternative priorities and for building consensus around a shared plan of action. The well-being of our nation's children and the security of its future would be well-served by such wise choices and concerted commitment.

The Science of Early Childhood Development

The future of any society depends on its ability to foster the health and well-being of the next generation. Stated simply, today's children will become tomorrow's citizens, workers, and parents. When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk.



Science has a lot to offer about how we as a community can use our collective resources most effectively and efficiently to build that strong foundation. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we do not make wise investments in the earliest years, we will all pay the considerable costs of greater numbers of school-aged children who need special education and more adults who are under-employable, unemployable, or incarcerated.

Two recent developments have stimulated growing public discussion about the right balance between individual and shared responsibility for child well-being. The first is the explosion of research in neuroscience and other developmental sciences that highlights the extent to which the interaction between genetics and early experience creates either a sturdy or weak foundation for all the learning, behavior, and health that follow. The second is the increasingly recognized need for a highly skilled workforce and healthy adult population to confront the growing challenges of global economic competition and the rising costs of Social Security, Medicare, and Medicaid for the aging baby boomers.

Most policy makers who face decisions among competing actions lack both the time and means to secure sound scientific advice about which investments offer the greatest potential value and what program elements are critical to their effectiveness. Those same policy makers must explain their decisions to business executives and civic leaders who hold a wide range of beliefs about child-rearing and developmental influences. Without better public understanding of the science of early childhood and brain development, policies and programs that could make a significant difference in the lives of children and all of society stand the risk of being rejected or undermined. Thus, there is a compelling need to educate the public and its representatives about how to choose wisely among competing demands.

When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship.

For some, the most important decisions focus on the allocation of resources among alternative approaches defined by need (e.g., universal versus targeted investments) or age (e.g., pre-K for four-year-olds versus parent support programs beginning at birth). Others move quickly to questions about the relative merits of different program models. Some are interested primarily in the results of benefit-cost analyses. Others view the reduction of inequalities in opportunity



as a moral imperative. All are united in the responsibility to assure that limited resources are invested wisely.

Regardless of the questions, it is essential that the answers be grounded in accurate scientific knowledge where it is available and sound professional judgment when it is needed. This is particularly important in the face of inevitable debates over alternative interpretations of the mountains of program evaluation data generated in a policy environment characterized by ideological differences about the means and ends of raising young children.

In October 2000, the Institute of Medicine and National Research Council of the National Academy of Sciences released a report entitled *From Neurons to Neighborhoods: The Science of Early Childhood Development.* The final paragraph of that 588-page report presented a compelling challenge:

The charge to this committee was to blend the knowledge and insights of a broad range of disciplines to generate an integrated science of early childhood development. The charge to society is to blend the skepticism of a scientist, the passion of an advocate, the pragmatism of a policy maker, the creativity of a practitioner, and the devotion of a parent—and to use existing knowledge to ensure both a decent quality of life for all of our children and a promising future for the nation.

This paper is designed to provide a framework within which this complex charge can be addressed most effectively. Its goal is to promote an understanding of the basic science of early childhood development, including its underlying neurobiology, to inform both public and private sector investment in young children and their families. To this end, the paper presents a set of core developmental concepts that have emerged from decades of rigorous research in neuroscience, developmental psychology, and the economics of human capital formation—and that have survived a rigorous process of debate among the members of the National Scientific Council on the Developing Child about what science can tell us about brain architecture and the foundations of learning, behavior, and health.

Core Concepts of Development

Concept 1: Child development is a foundation for community development and economic development, as capable children become the foundation of a prosperous and sustainable society.

The early development of cognitive skills, emotional well-being, social competence, and sound physical and mental health builds a strong foundation for success well into the adult years. Beyond their short-term importance for positive school achievement, these abilities are critical prerequisites for economic productivity and responsible citizenship throughout life. All aspects of adult human capital, from work force skills to cooperative and lawful behavior, build on capacities that are developed during childhood, beginning at birth.

Implications for Policy and Practice

- Policy initiatives that promote supportive relationships and rich learning opportunities for young children create a strong foundation for higher school achievement followed by greater productivity in the workplace and solid citizenship in the community throughout the adult years. Thus, current calls for greater emphasis on early literacy must not diminish the importance of attention to other essential capacities,

such as initiative, self-confidence, and persistence in learning, as well as the ability to work cooperatively and resolve conflict with peers—all of which are core characteristics of students in a successful school, citizens in a healthy community, and the workforce of a prosperous nation.

- All of society would benefit from a coordinated effort to reduce significant inequalities in the skills of young children at school entry. Substantial progress toward this goal can be achieved by assuring high quality early learning experiences both at home and in community-based settings, through a range of parent education, family support, early care and education, preschool, and intervention services.

All aspects of adult human capital, from work force skills to cooperative and lawful behavior, build on capacities that are developed during childhood, beginning at birth.

- This calls for a long-term investment by all segments of society—including the business community, private philanthropy, both faith-based and secular voluntary organizations, professional associations, and government at all levels—to work together to strengthen families, educate mothers and fathers, and provide professional assistance for those young children and their parents who need help. In fact, the future vitality of the institutions that each these sectors represent will depend on the wisdom of their investment, as today's children either take up society's important work and roles as adults or are ill-prepared and unable to do so.
- Effective early childhood policies and practices will not eliminate all social and economic inequalities. However, when successful interventions are followed by continuing investments throughout the childhood years, they increase the odds that many more children will grow up to be adults who contribute positively to their communities and raise healthy and competent children themselves, while many fewer will end up on public assistance or in jail.

Concept 2: Brains are built over time.

The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood. Like the construction of a home, the building process begins with laying the foundation, framing the rooms, and wiring the electrical system in a predictable sequence, and it continues with the incorporation of distinctive features that reflect increasing individuality over time. Brain architecture is built over a succession of "sensitive periods," each of which is associated with the formation of specific circuits that are associated with specific abilities. The development of increasingly complex skills and their underlying circuits builds on the circuits and skills that were formed earlier. Through this process, early experiences create a foundation for lifelong learning, behavior, and both physical and mental health. A strong foundation in the early years increases the probability of positive outcomes and a weak foundation increases the odds of later difficulties.



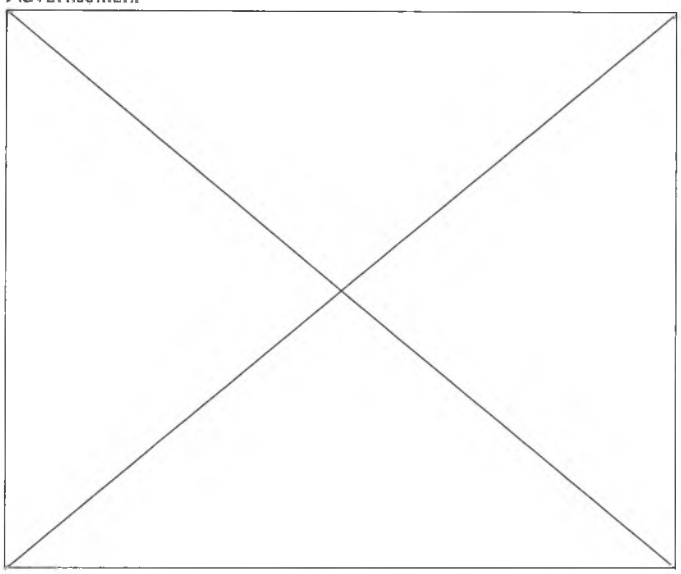
Implications for Policy and Practice

- When systems are put in place to monitor the development of all children continuously over time, problems that require attention can be identified early and appropriate responses can be made. This can be accomplished by appropriately trained physicians, nurse practitioners, or developmental specialists within the context of regular health care, as well as through the ongoing observations of skilled providers of early care and education. Fully meeting this goal requires prenatal care for all pregnant women and sustained access to a consistent source of primary health care for all children.

The Washington Post

How teacher development could revolutionize our schools

Advertisement



By Bill Gates
Monday, February 28, 2011;

As the nation's governors gather in Washington for their annual meeting, they are grappling with more than state budget deficits. They're confronting deep education deficits as well.

Over the past four decades, the per-student cost of running our K-12 schools has more than doubled, while our student achievement has remained virtually flat. Meanwhile, other countries have raced ahead. The same pattern holds for higher education. Spending has climbed, but our percentage of college graduates has dropped compared with other countries.

To build a dynamic 21st-century economy and offer every American a high-quality education, we need to flip the curve. For more than 30 years, spending has risen while performance stayed relatively flat. Now we need to raise performance without spending a lot more.

When you need more achievement for less money, you have to change the way you spend. This year, the governors are launching "Complete to Compete," a program to help colleges get more value for the money they spend. It will develop metrics to show which colleges graduate more students for less money, so we can see what works and what doesn't.

In K-12, we know more about what works.

We know that of all the variables under a school's control, the single most decisive factor in student achievement is excellent teaching. It is astonishing what great teachers can do for their students.

Yet compared with the countries that outperform us in education, we do very little to measure, develop and reward excellent teaching. We have been expecting teachers to be effective without giving them feedback and training.

To flip the curve, we have to identify great teachers, find out what makes them so effective and transfer those skills to others so more students can enjoy top teachers and high achievement.

To this end, our foundation is working with nearly 3,000 teachers in seven urban school districts to develop fair and reliable measures of teacher effectiveness that are tied to gains in student achievement. Research teams are analyzing videos of more than 13,000 lessons - focusing on classes that showed big student gains so it can be understood how the teachers did it. At the same time, teachers are watching their own videos to see what they need to do to improve their practice.

Our goal is a new approach to development and evaluation that teachers endorse and that helps all teachers improve.

The value of measuring effectiveness is clear when you compare teachers to members of other professions - farmers, engineers, computer programmers, even athletes. These professionals are more advanced than their predecessors - because they have clear indicators of excellence, their success depends on performance and they eagerly learn from the best.

The same advances haven't been made in teaching because we haven't built a system to measure and promote excellence. Instead, we have poured money into proxies, things we hoped would have an impact on student achievement. The United States spends $50 billion a year on automatic salary increases based on teacher seniority. It's reasonable to suppose that teachers who have served longer are more effective, but the evidence says that's not true. After the first few years, seniority seems to have no effect on student achievement.

Another standard feature of school budgets is a bump in pay for advanced degrees. Such raises have almost no impact on achievement, but every year they cost $15 billion that would help students more if spent in other ways.

Perhaps the most expensive assumption embedded in school budgets - and one of the most unchallenged - is the view that reducing class size is the best way to improve student achievement. This belief has driven school budget increases for more than 50 years. U.S. schools have almost twice as many teachers per student as they did in 1960, yet achievement is roughly the same.

What should policymakers do? One approach is to get more students in front of top teachers by identifying the top 25 percent of teachers and asking them to take on four or five more students. Part of the savings could then be used to give the top teachers a raise. (In a 2008 survey funded by the Gates Foundation, 83 percent of teachers said they would be happy to teach more students for more pay.) The rest of the savings could go toward improving teacher support and evaluation systems, to help more teachers become great.

Compared with other countries, America has spent more and achieved less. If there's any good news in that, it's that we've had a chance to see what works and what doesn't. That sets the stage for a big change that everyone knows we need: building exceptional teacher personnel systems that identify great teaching, reward it and help every teacher get better.

It's the thing we've been missing, and it can turn our schools around.

The writer is co-chair of the Bill and Melinda Gates Foundation.

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The Alaska Pilot Pre-Kindergarten Project (AP3)

Project Evaluation – Year One



Alaska Department of Education & Early Development

January 3, 2011

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Executive Summary

Over the past few decades, participation in preschool programs has become much more common, and public support for these programs has grown dramatically. Child development research, neuroscience, and program evaluations demonstrate that the experiences a child has between birth and age five shape the developing brain's architecture and directly influence later life outcomes, including economic stability, work productivity, and mental health. Positive early childhood experiences also improve developmental and school readiness outcomes, increase K - 12 achievement, and contribute to higher rates of high school graduation.

Positive early childhood learning experiences contribute to the following:

29% higher high school graduation rates

20% higher college attendance

70% lower crime incidence

20% lower welfare dependence

Early childhood policies vary across states, as well as across program options, such as private child care, preschools, Head Start, and state pre – kindergarten. Policy makers face key questions about the value of preschool education, whom it should serve, and which program designs are the best to meet our state's needs.

In addition to its primary purpose of providing project evaluation information on the Alaska Pilot Pre-Kindergarten Project (AP3), this document provides a brief review of some of the last decade's early childhood education initiatives in Alaska, as well as a description of grantee and site selection for this project. An outline of each grantee's approach to the project and the partnerships they have formed to provide for its success is included.

- 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.

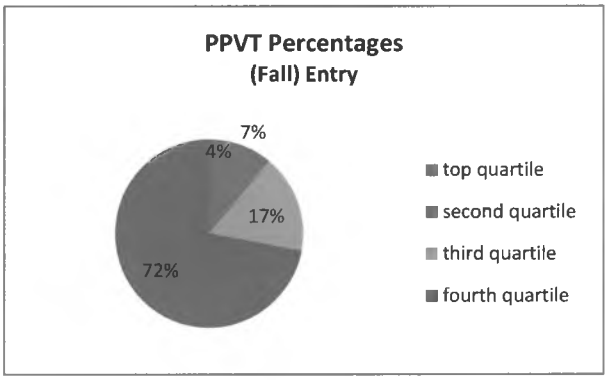
- The Lower Kuskokwim School District (LKSD) provided services to children in one school-based classroom in Bethel.
- In Nome, the program ran two classrooms: one in the Nome Preschool (a private entity) and the other a Kawerak Head Start. Both are run jointly with the Nome Public Schools.
- Yukon-Koyukuk 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.

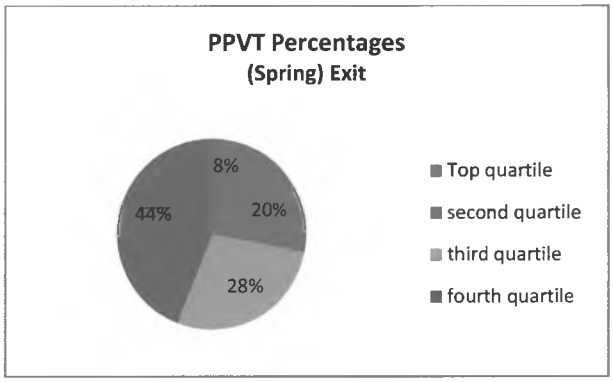
While the majority of this document evaluates the child outcome data from the first year of the Alaska Pilot Pre-Kindergarten Project, it also provides information on programmatic outcomes from each grantee, Department of Education and Early Development outcomes, State outcomes, and conclusions concerning what we have learned so far through this project.

Results: State Aggregate

PPVT Child Outcomes

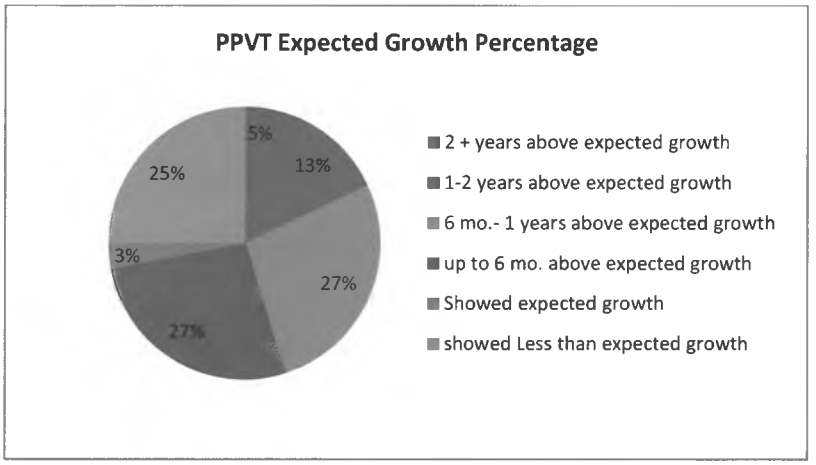
The Peabody Picture Voacabulary Test (PPVT) provides information on vocabulary and receptive language development.





The 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 by the end of the year compared to same age peers nationally. 17% of the children have moved from the bottom 2 quartiles to the top two, almost tripling the percentage of children at or above the 51st percentile. 28% of the children have moved out of the bottom quartile.

The PPVT data in terms of Age Equivalence shows a greater depth of growth of the students' vocabulary. The Age Equivalence data shows information on the children's, and the programs', success in closing gaps in vocabulary development.



The chart illustrates children's actual growth compared to the expected growth for the time between assessments.

72% of students have shown above-expected growth.

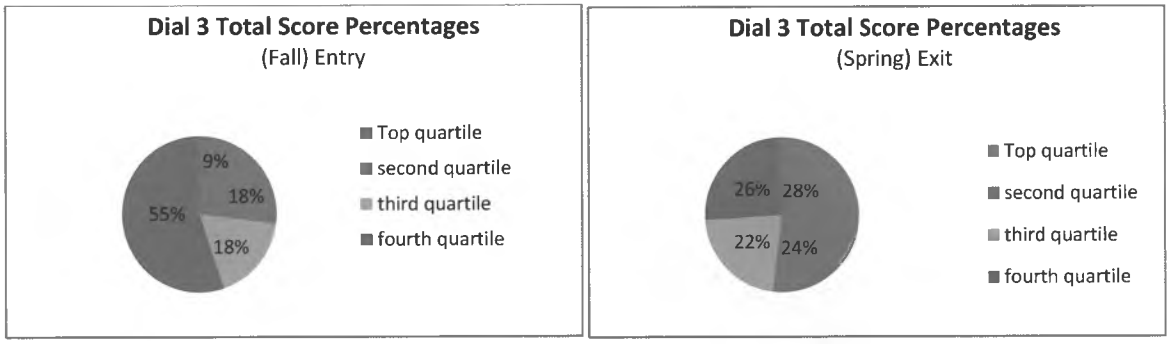
DIAL – 3 State Aggregate Results

The Developmental Indicators for the Assessment of Learning (DIAL -3) provides information on three areas of development in relation to school readiness:

1. Motor Development
2. Concept Development
3. Language Development

A total score based on the scores in all three areas is also given. Dial - 3 data shows how children compare to their peers nationally in terms of percentile.

Total Score Fall & Spring DIAL - 3



The charts above 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.

28% of the children are now in the top quartile, more than tripling the percentage of children at or above the 76th percentile.

29% of the children have moved out of the bottom quartile. Over half of the children who started the program in the bottom quartile have moved up.

Results: State Aggregate

ECERS – R Program Outcomes

The Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) is designed for use in classroom-based early childhood care and education programs aged two to six years. It is organized into the seven scales below:

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

Each program is scored on a seven-point scale, with benchmarks established for 1 = Inadequate, 3 = Minimal, 5 = Good, and 7 = Excellent. Programs that pass some of the items that are part of the benchmark for a 3, but not all of them, are scored a 2 on that subscale. Similarly programs that fall between good and excellent are scored a 6.

These scores represent significant programmatic growth. The AP3 programs began the year above minimal and ended approaching good (almost a full point of improvement in less than a year's time).

Project Results Year-One

Year-one data has shown an extremely high need, with the majority of the children coming to the program behind typically-developing peers. High numbers of children in the program have exceeded expected growth, and there has been significant or higher program growth. The data, coupled with the observations, facilitation, and training provided by the Department as well as anecdotal information from the field, leads to the following conclusions:

- The data shows a significant 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. It will be important to see the growth they have accomplished continue through kindergarten, first and second grade so that all our children will have closed the gaps by their third grade assessments.

- Unprecedented levels of cooperation, coordination, and collaboration between Head Start programs and school districts are leading to improved alignment, transition and common planning & training.

While this is a large first step, there is still much more that can be accomplished.

- Year 2 will seek continuous improvement in both child and program outcomes. Child outcome focus will be placed on the children's language and concept development. Program development, beyond the needs expressed in the ECERS data, will also focus on cross-system connections looking to:

    1. Strengthen alignment with and transition to Kindergarten and K-12;
    2. Improve outreach to communities and the programs that serve young children under four years of age;
    3. Share what is working for programs in the AP3 with each other and with other early childhood programs: and
    4. Seek continuation of funding to expand Alaska's AP3 with a focus on both providing for un-served populations and developing better partnerships with a larger number of school districts and/or early childhood programs and systems.

At the state system level we will seek improvement in two directions:

- Within EED to improve integration of early childhood across existing structures:
  1. Teaching and Learning Support;
  2. Assessment;
  3. State System of Support;
  4. Libraries, Archives, and Museums;

- Across departments to:
  1. avoid duplication of services;
  2. integrate data and information on early childhood;
  3. conduct state-wide needs assessments;
  4. assess the capacity and need for professional development.

EED will continue to work to provide support, training, and technical assistance and facilitation to aid program improvement in any and all areas needed.

Introduction

A Brief History of Early Childhood Initiatives in Alaska

In 2001, the Departments of Education & Early Development and Health & Social Services published "Building Blocks" to guide Alaska's initiative looking at the challenges facing young children and their families in Alaska and developing a framework to help address those challenges. After securing a federal grant, the state established the System for Early Education Development (SEED), the main focus of which was to develop a pathway to credentialing for staff working with children in early care and education settings. The Career Ladder that was created is reviewed and revised regularly and continues to serve the early care and education workforce. SEED also funded assistance to existing early childhood systems to improve the quality of service provided to children and families. Through SEED, Alaska's Head Start programs increased the number of teaching staff with Associate of Arts Degrees from 13% to just fewer than 40%. Additionally, Head Starts and childcare increased the number of staff members receiving CDA Certificates.

With the creation of No Child Left Behind and Good Start Grow Smart at the Federal level in 2002, Alaska began its efforts to define the state's expectations concerning the development of young children from birth to kindergarten entry. Gathering Alaskans from around the state to look across all domains of development, EED developed Early Learning Guidelines for the State of Alaska. These guidelines are still in use and are required for all pre-elementary programs in the state that receive state or federal funding. Training is available and being provided around the state on their use in early care and education centers and classrooms, as well as with community groups. Additionally, parent activity booklets have been developed in multiple languages based on the guidelines.

In 2003, EED received a federal grant for the Alaska Community Preschool Project (ACPP). EED provided funding to school districts and encouraged partnerships with existing early childhood care and education providers. This funding allowed districts to choose to work alone or to partner to effect quality improvement in both the district and partner programs. Specific curricula, approaches, and training were required in this project.

Starting in 2004, the Alaska Department of Health & Social Services received a federal grant to support the development of a state Early Childhood Comprehensive Systems plan. The Inter-departmental Early Childhood Coordination Council worked to put the plan together covering the required areas of Medical Home & Health, Mental Health and Social Emotional Development, Early Care and Learning, and Family Support and Parenting Education. The plan was published in 2006 and has been disseminated to the early care and learning field and is available on the Web through the Department of Health & Social Services.

In 2005, the *Alaska Ready to Read, Ready to Learn Task Force* was created. This task force was the beginning of a public/private partnership for Alaska's early childhood investment. The task force focused on developing recommendations for early childhood in the home, out of the home in early care and education settings, and on looking ahead to long-term sustainability for investment from private, nonprofit, foundation, and government sources.

As the task force completed its work, the public/private partnership began the implementation phase as "Best Beginnings," working to mobilize people and resources to ensure all Alaska children begin school ready to succeed. Using funds from businesses, foundations, nonprofits, government, and individuals, Best Beginnings provides supports for parents as a child's first teacher, advocates for high quality affordable and accessible child care and early learning programs for all families who want them, and works to make early learning a priority for Alaskans. Best Beginnings has also partnered with EED on the development of the parent activity booklets.

In 2008 & 2009, the state funded expansion grants for Head Start. This initiative was focused on utilizing the existing infrastructure of Alaska Head Start programs to maximize the number of eligible families and children served in our federally recognized Head Start programs.

Alaska Pilot Pre-Kindergarten Project (AP3)

In April of 2009, the Alaska Legislature provided EED with $2,000,000.00 in General Funds for a pilot pre-kindergarten project. EED focused on how the entrance of a new and large player like state-funded school districts coming into the early care and learning field could create a sea of change that would raise the tide of early childhood quality for all boats. The application process was built on the lessons learned in the ACPP model and 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.

Selection of AP3 Grantees and Sites

Requests for Applications (RFAs) were sent to all Alaska school districts in late April of 2009. Twenty-four districts submitted letters of intent to EED in early May. Twelve of those districts submitted full applications in late May. In early June a five-person review team comprised of Department staff, University of Alaska staff, and Best Beginnings staff with early childhood backgrounds read, scored, deliberated and debated the merits of the applications. After setting aside $300,000.00 for use with Intervention districts (as stated in the RFA), EED negotiated amounts with the top six scoring districts to enable the top half of the applicants to receive grant

awards. The lists of interested districts, those who submitted applications, and those funded are below.

Intent to Apply Forms Received

1. Alaska Gateway Borough School District
2. Anchorage School District
3. Annette Island School District
4. Bering Strait School District
5. Chatham School District
6. Cordova School District
7. Denali Borough School District
8. Galena City School District
9. Juneau School District
10. Ketchikan Gateway Borough School District
11. Kodiak Island Borough School District
12. Lower Kuskokwim School District
13. Matanuska-Susitna Borough School District
14. Nome Public Schools
15. North Slope Borough School District
16. Northwest Arctic Borough School District
17. Pribilof School District
18. Southeast Island School District
19. Southwest Region School District
20. St. Mary's School District
21. Valdez City Schools
22. Wrangell City Schools
23. Yukon Flats School District
24. Yukon-Koyukuk School District

RFA's Received and Funded

1. Anchorage School District
2. Bering Strait School District
3. Juneau School District
4. Lower Kuskokwim School District
5. Nome Public School
6. Yukon-Koyukuk School District

RFA's Received but not Funded

1. Alaska Gateway Borough
2. Galena City School
3. Ketchikan Gateway Borough
4. Kodiak Island Borough
5. Northwest Arctic Borough
6. Valdez City School

Each district outlined the specific sites, partnerships, and approaches in its application. Fifteen classrooms were supported in this initial pilot project under these grantees. EED initially projected serving approximately 300 children. However the actual number served under these grantees was 200. Additionally EED served 145 students in two intervention districts as described on page 50 of this report for a total of 345 students served. While there was a large diversity of populations served across the AP3, the main groups of children served were Alaska Native children and/or children near, at, or below poverty level. There were a variety of ethnicities represented as well as children with special needs.

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 and KCI in a school district setting. They worked to measurably and significantly reduce the student achievement gap at two Title I elementary schools, Creekside Park and Willow Crest, by collaborating to provide a high quality, comprehensive pre-kindergarten program for 32 children and their families. ASD and KCI bring complementary funding sources and expertise to the project that creates a higher quality pre-school program than either organization could develop independently. The AP3 project met federal Head Start Performance standards and increased school readiness, as defined by Alaska's Early Learning Guidelines (ELG), for children most at risk for school failure.

Bering Strait School District (BSSD) partnered with three educational agencies: BSSD, Kawerak, Inc. Head Start, and RurAL CAP Head Start. All four BSSD programs are housed in Head Start settings and are jointly provided by the district and either of the two Head Start programs. Building upon existing partnerships with both Head Start Programs through this project, BSSD provided ECE teachers for the Head Start programs in four rural villages. The Head Start programs, which met federal standards, implemented the Success for All Curiosity Corner curriculum and other components that supported the Alaska Early Learning Guidelines. The ECE teachers in Gambell, Shishmaref, St. Michael, and Stebbins worked with the Head Start staff in educating the preschool children. They acted as role models of effective teaching practices, and, together with the Head Starts, they provided and shared in on-going professional development for all staff.

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. Tlingit and Haida Head Start is the only center-based preschool provider in Juneau serving low socioeconomic children and families. The project includes two Title I elementary school sites — Gastineau Elementary, where JSD added a full time certified teacher with strong ECE background, and Glacier Valley Elementary School, where the program matches the model at Gastineau Elementary and 20 additional Head Start eligible children were served by opening a preschool there.

Lower Kuskokwim School District (LKSD) provided services to children in one school-based classroom in Bethel. All children and parents had access to a parent resource center, parent meetings, and trainings. The preschool staff was qualified to work with children of this age. In addition they received training, support, and curriculum resources to meet the academic, social, emotional, cognitive, health, safety, and cultural needs of the children. The program blended what is known about brain development and child development with holding traditional child rearing practices with respect, all to the end of meeting each child's needs for safe, healthy, meaningful individual development, as well as, social and kindergarten readiness.

Nome ran two classrooms -- one in the Nome Preschool (a private entity) and the other a Kawerak Head Start. Both are run jointly with NPS. The program's two certified teachers worked with families with eligible children, particularly those who might not otherwise have considered sending their children to preschool. Using comprehensive assessments, the ECE teachers screened applicants to select the children at the highest risk of school failure. In collaboration with existing staff, the certified ECE teachers used supplemental intervention techniques and materials when focusing specifically on the targeted students in small groups. Parent support and involvement, regular home visits, open-door policies, and monthly family nights were key components of the program. They used ongoing assessment across developmental domains and adjusted instruction accordingly.

Yukon-Koyukuk School District (YKSD) provided the widest range of models within one partnership in the form of two new preschool classrooms -- one by itself in Allakaket (building in one additional hour of Athabascan language immersion daily as requested by the community), and 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 providing materials and common assessments to the existing federal Head Start programs. Together YKSD and TCC Head Start worked to implement a comprehensive Pre-K program that integrated activities across the five domains of the Alaska Early Learning Guidelines.

Location & Description of AP3 Programs



Determining Project Outcomes

The AP3 project was designed to effect positive development on a number of levels. Positive outcomes in the areas listed below will demonstrate success. The stronger the growth, the greater the success.

1. Child Outcomes
    - On nationally recognized assessments
    - Through observation
2. Program Outcomes
    - On nationally recognized assessments
    - On the use of the data gathered to drive decision-making for both the children and the program
    - On the level of collaboration between partners
    - On the types of change in how both systems operate
3. EED Outcomes
    - The level of outreach, facilitation, training, and technical assistance provided to grant recipients and their partners
    - The sharing and dissemination of information to AP3 programs, among AP3 programs, with the early childhood field, with the board, and across EED
    - The level of integration of early childhood in the systems and structures of EED
4. State Outcomes
    - The sharing and dissemination of information with the Governor's Office, the Legislature, other state Departments, and the public
    - The level of integration of early childhood in other state structures and systems

Determining Child Outcomes

The child outcome data for the AP3 sites have been generated through the use of the two following instruments: The Peabody Picture Vocabulary Test and the Developmental Indicators for the Assessment of Learning. General information, reliability, and validity data as reported in the literature about all instruments follows.

Peabody Picture Vocabulary Test Third Edition (PPVT)

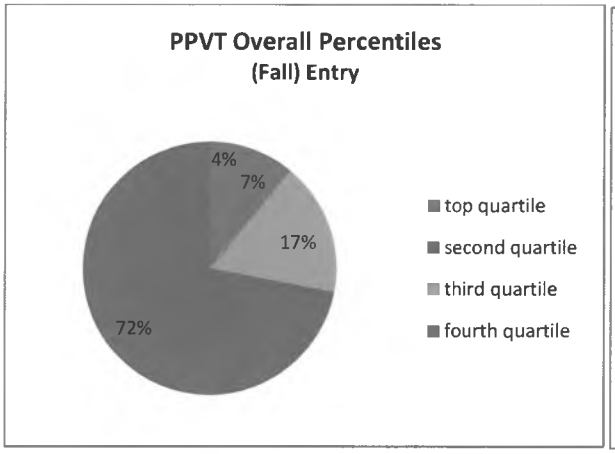
The PPVT is a norm-referenced test designed to assess children's scholastic aptitude in terms of verbal ability from age 2 years 6 months, to age 7 years and 4 months. The PPVT is an English language assessment that has been in use with large numbers of early childhood settings for many

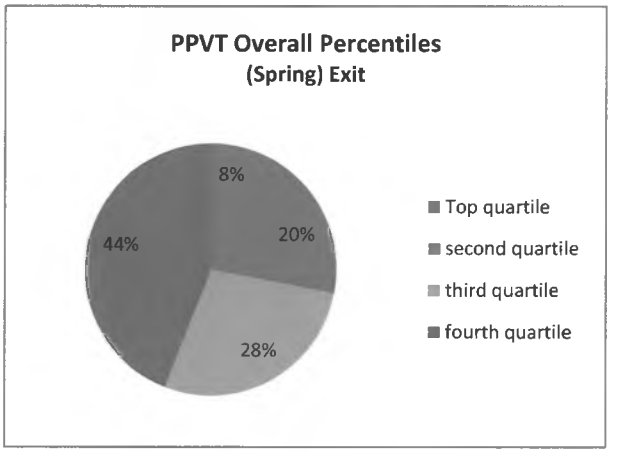
years. It is known for its correlation to later school success. This assessment allows for national comparison and for growth model use in a pre and post methodology.

State Aggregate

PPVT Child Outcomes

The PPVT provides information on vocabulary and receptive language development.



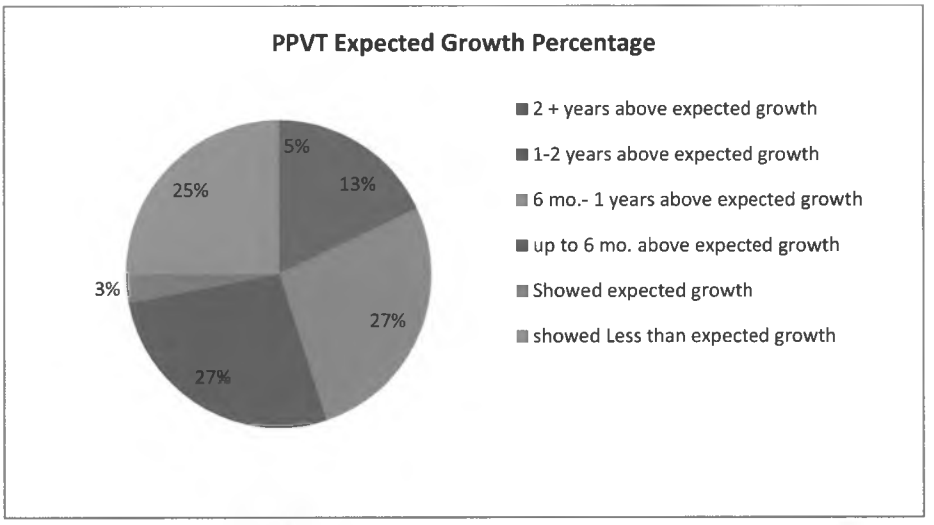


The charts illustrate the large numbers of children entering the AP3 program significantly below their same age peers nationally and the numbers of children showing significant improvement in percentile ranking compared to same age peers nationally.

17% of the children have moved from the bottom 2 quartiles to the top two, almost tripling the percentage of children at or above the 51st percentile.

28% of the children have moved out of the bottom quartile.

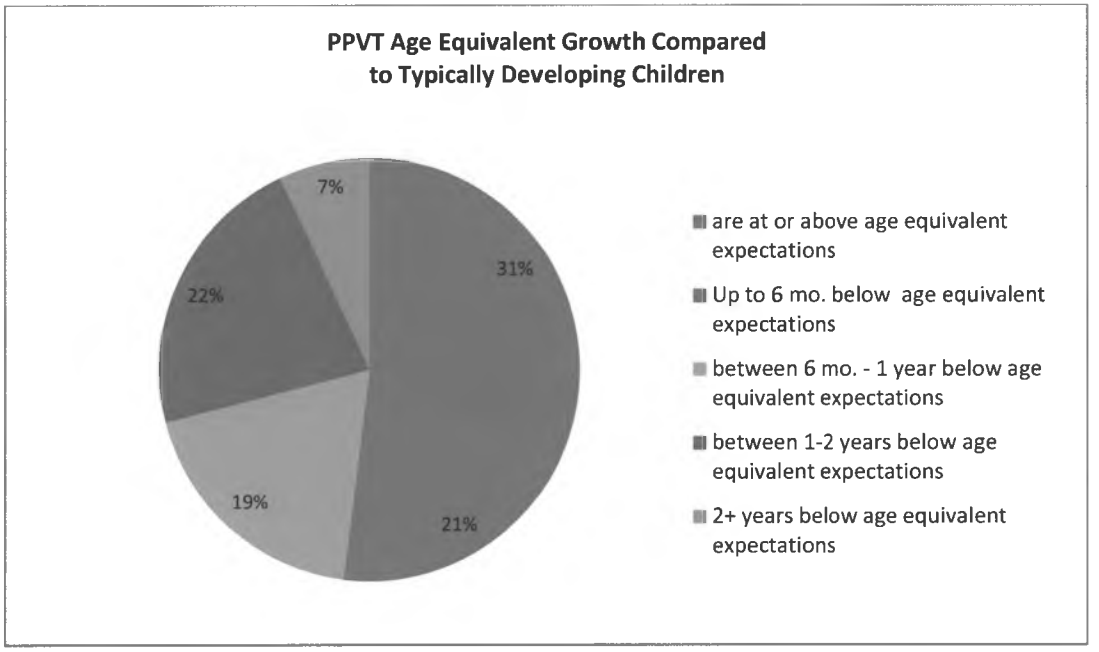
In terms of Age Equivalence, the PPVT data shows greater depth of growth of the students' vocabulary. The Age Equivalence data shows information on the children's (and the programs' success) in closing gaps in vocabulary development.



The chart above illustrates children's actual growth compared to the expected growth for the time between assessments.

72% of students have shown above-expected growth.

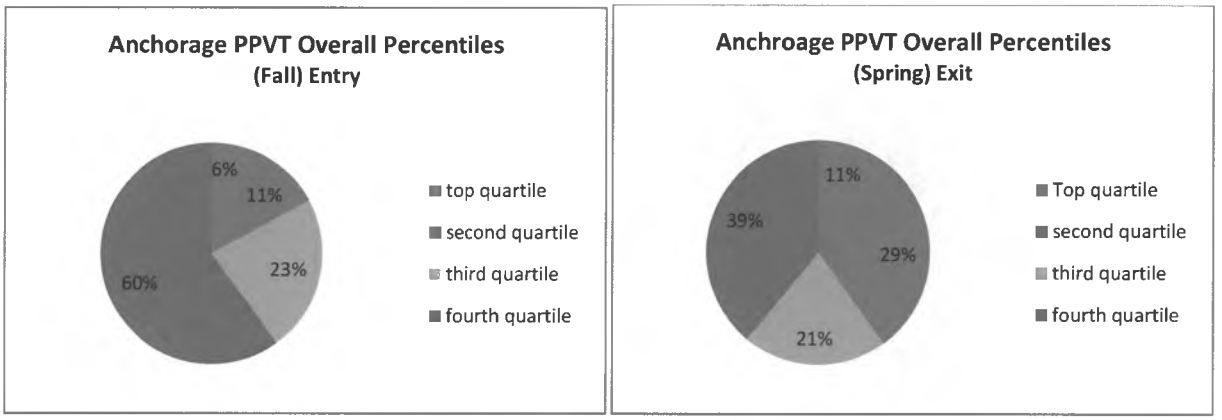
Additional pre and post PPVT analysis:



This final analysis illustrates the students' growth in relation to an age-equivalent typically-developing child on a national level.

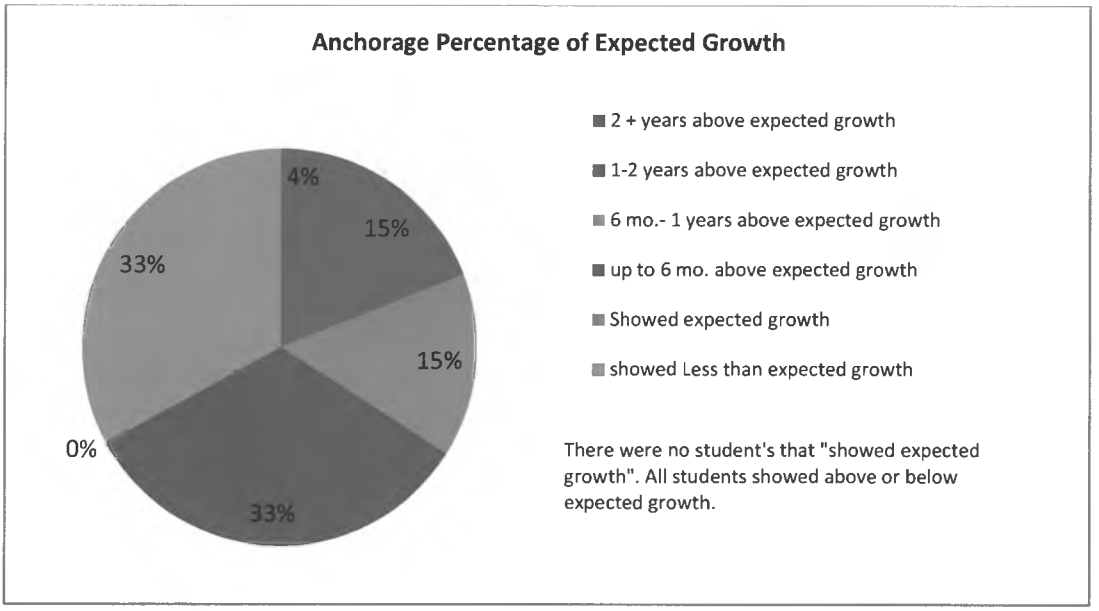
PPVT Results by District

Anchorage School District



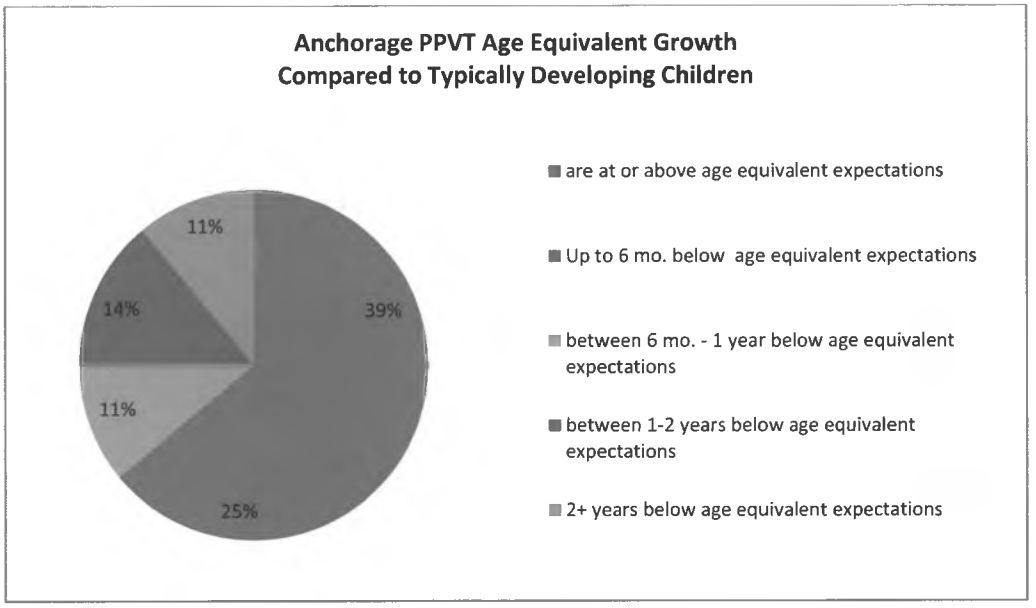
23% of the children have moved from the bottom 2 quartiles to the top two.

Age Equivalence data below shows information on the children's (and the programs' success) in closing gaps in development.

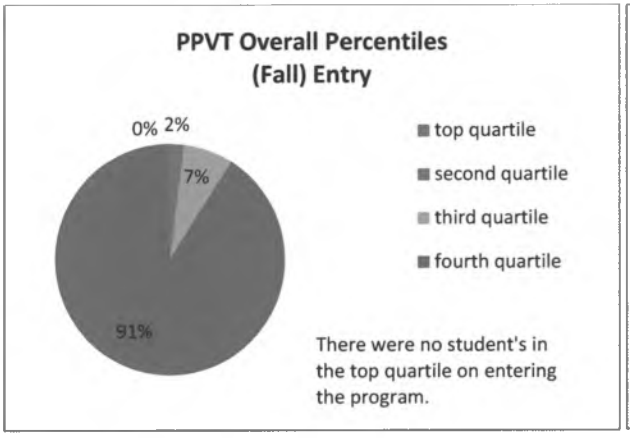


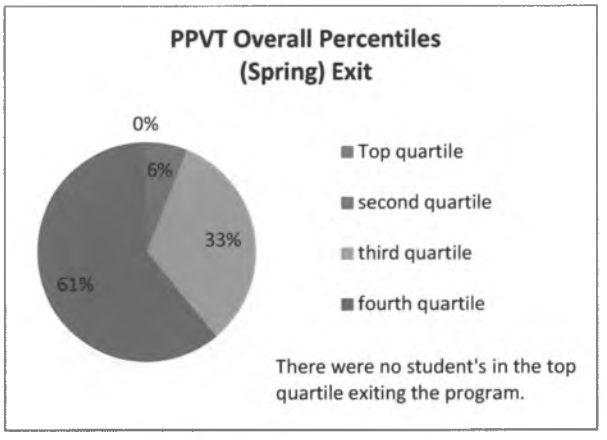
67% of the ASD four year olds showed above expected gains (more months of growth in vocabulary than months in between the pre and post tests).

One final analysis shows the students' growth in relation to an age-equivalent, typically developing child on a national level.



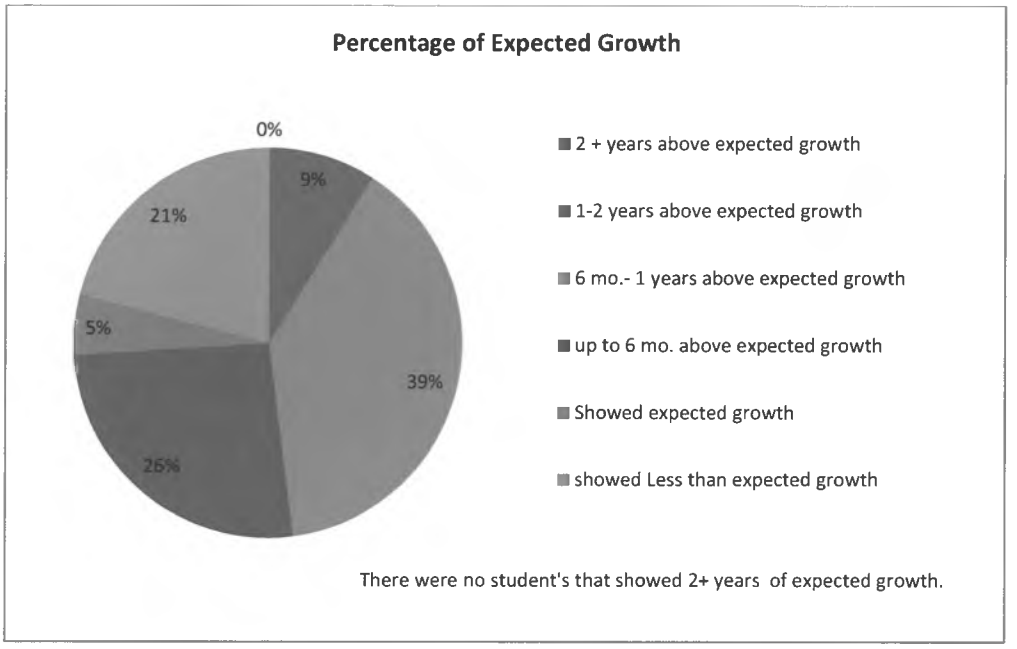
Bering Straits School District



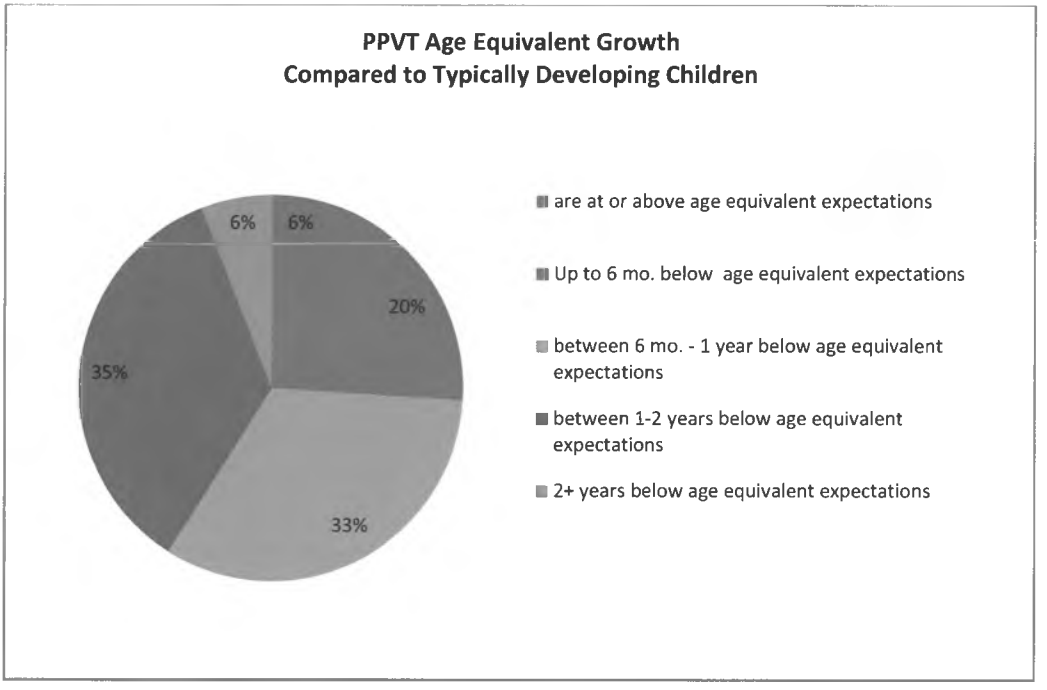


4% of the children have moved from the bottom 2 quartiles to the top two.
31% of the children have moved up from the bottom quartile.

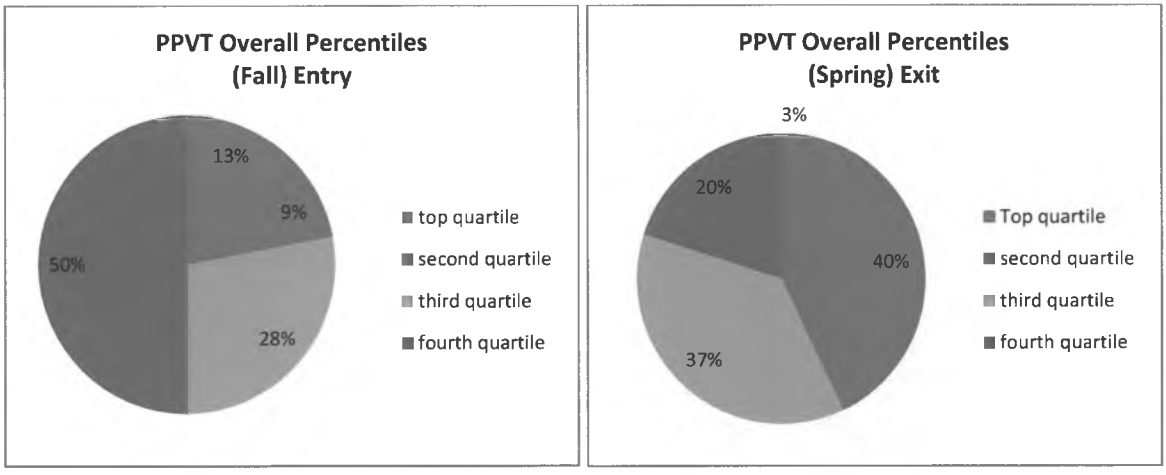
Age Equivalence data shows information on the children's (and the programs' success) in closing gaps in development.



One final analysis looks to show the students' growth in relation to an age-equivalent typically developing child on a national level.

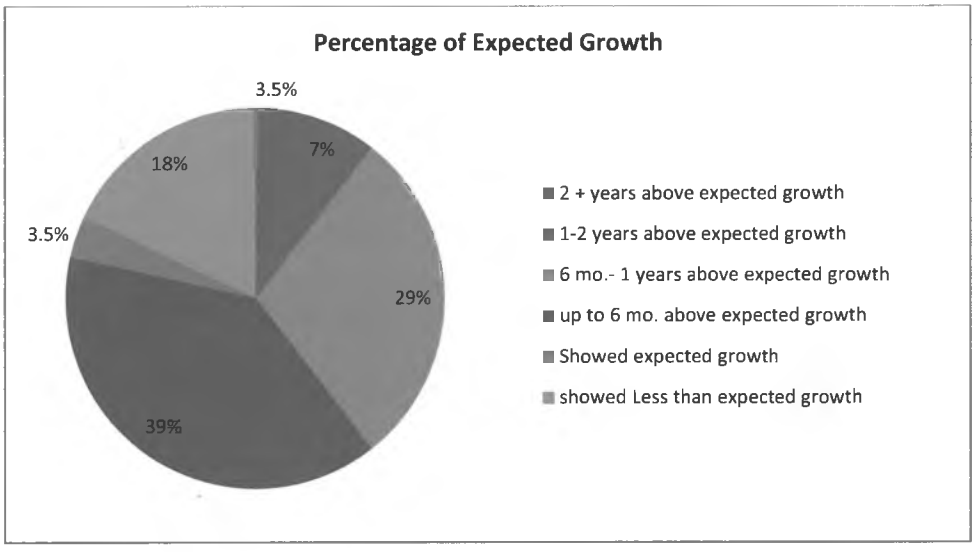


Juneau School District

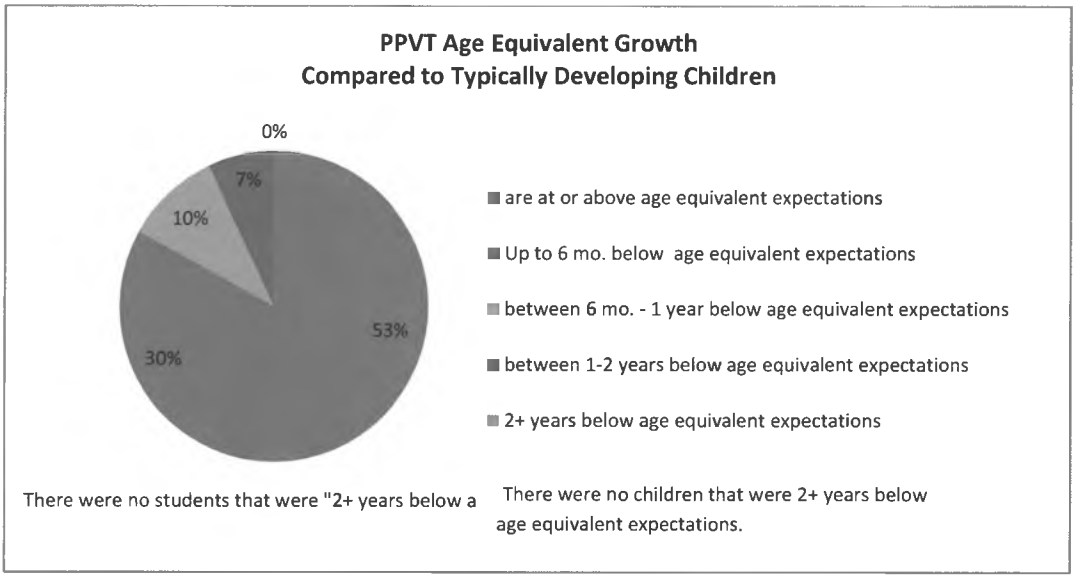


21% of the children have moved from the bottom 2 quartiles to the top two.
30% of the children have moved up from the bottom quartile.

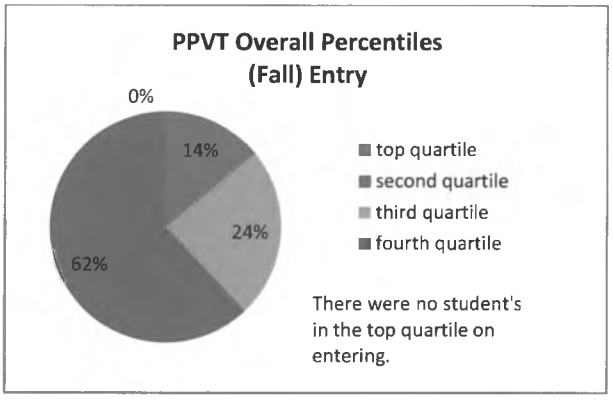
Age Equivalence data shows information on the children's (and the programs' success) in closing gaps in development.

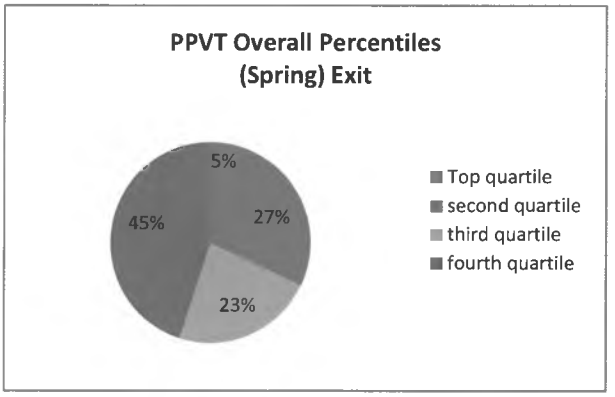


One final analysis shows the students' growth in relation to an age-equivalent typically developing child on a national level.



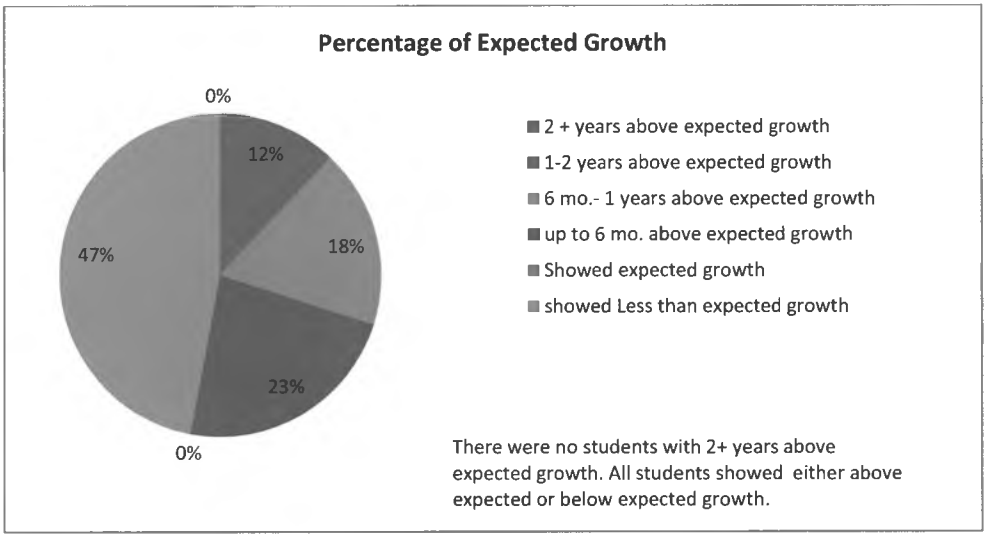
Lower Kuskokwim School District



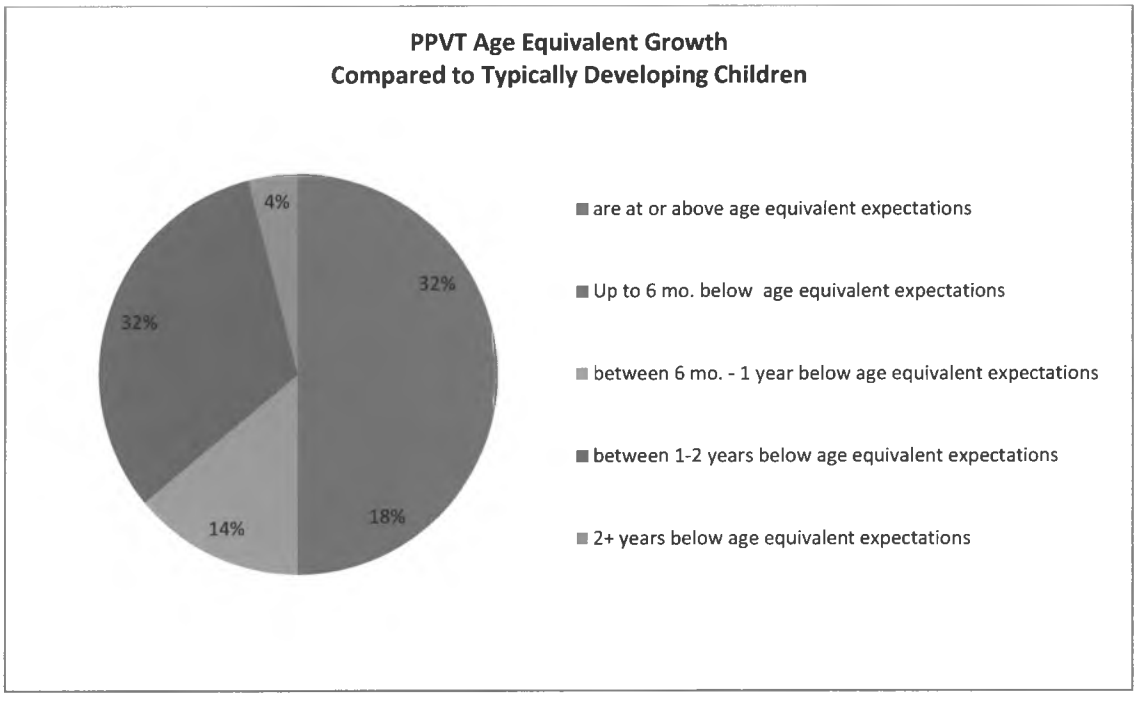


18% of the children have moved from the bottom 2 quartiles to the top two.
17% of the children have moved up from the bottom quartile.

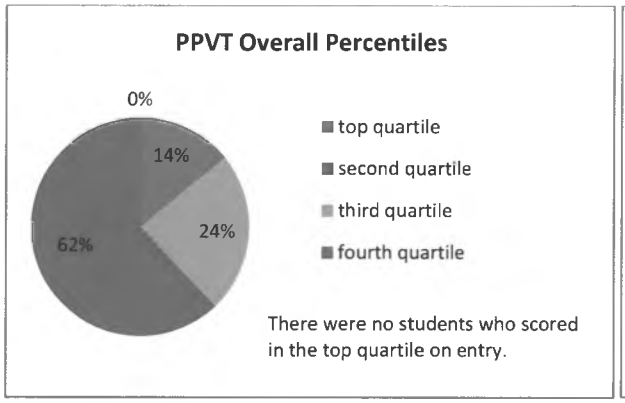
Age Equivalence data shows us information on the children's (and the programs' success) in closing gaps in development.

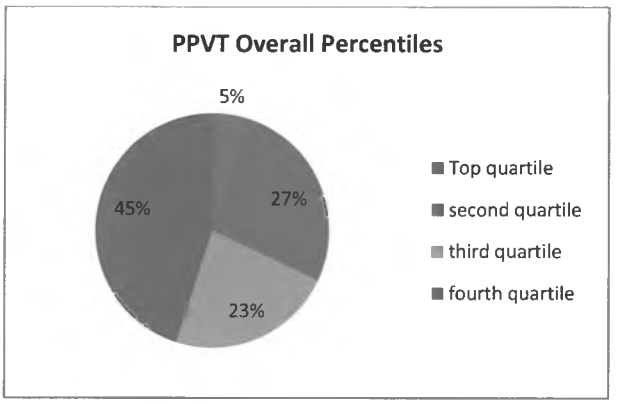


One final analysis shows the students' growth in relation to an age-equivalent typically developing child on a national level.



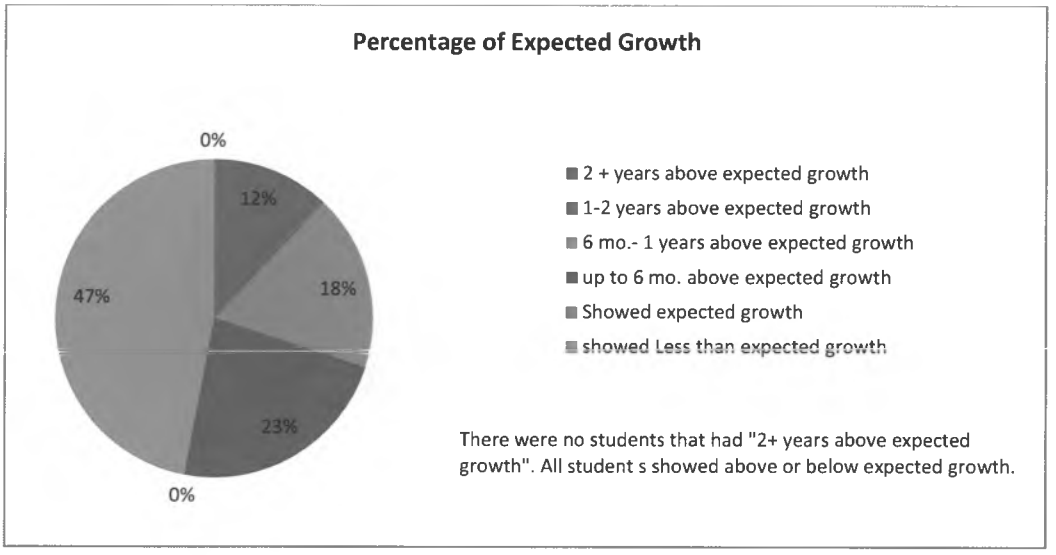
Nome Public Schools



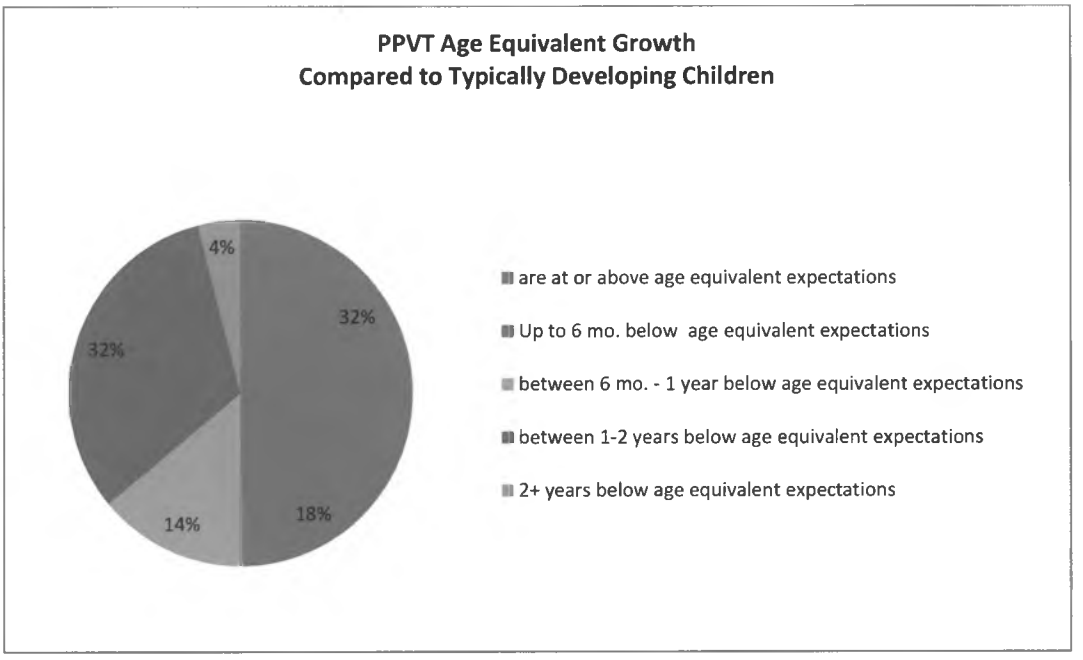


18% of the children have moved from the bottom 2 quartiles to the top two.
17% of the children have moved up from the bottom quartile.

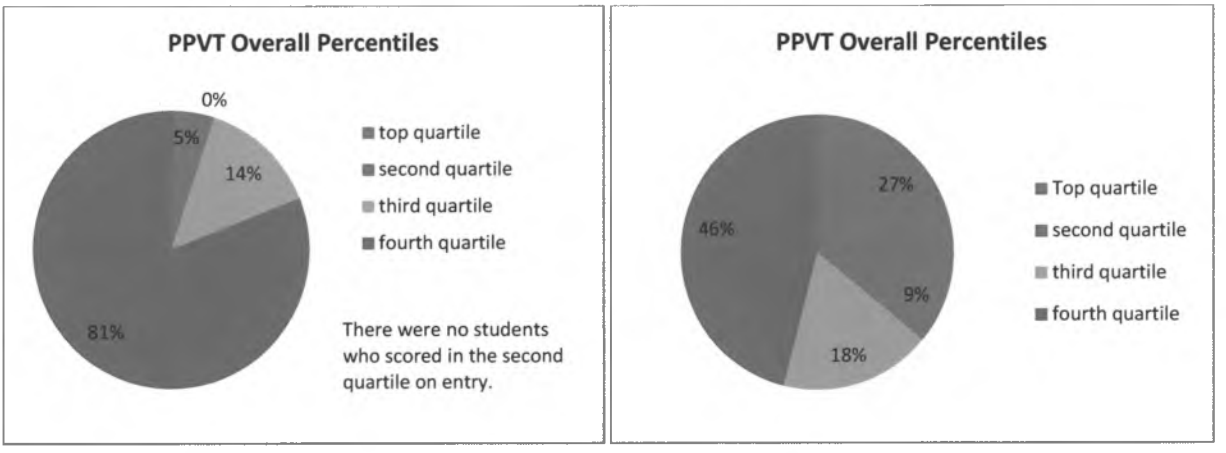
Age Equivalence data shows us information on the children's (and the programs' success) in closing gaps in development.



One final analysis shows the students' growth in relation to an age-equivalent typically developing child on a national level.

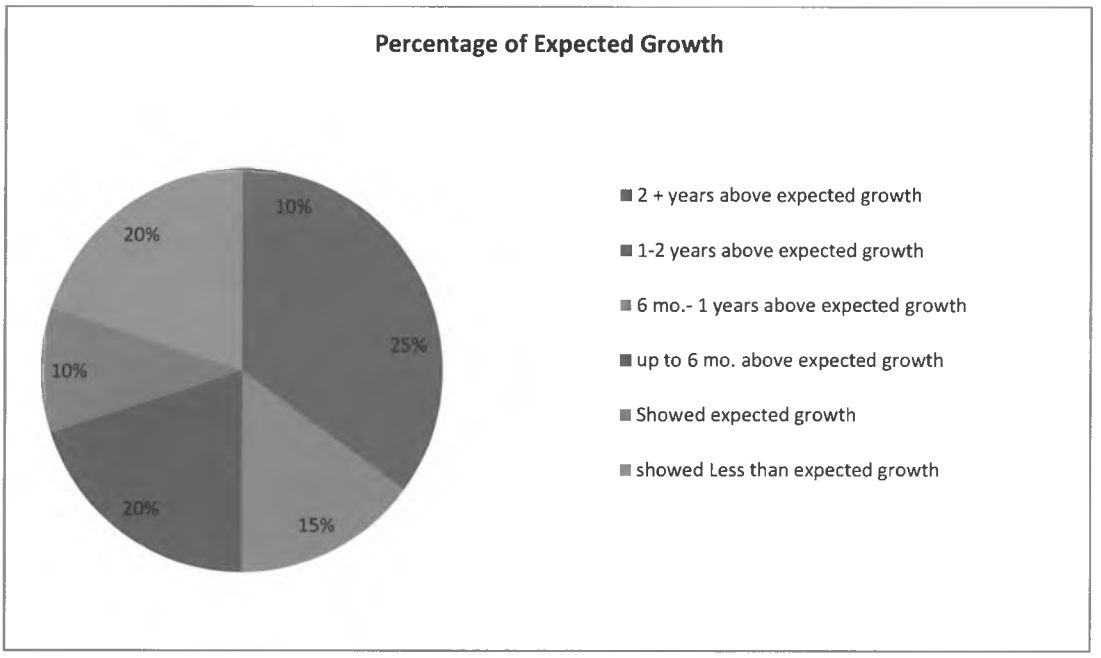


Yukon Koyukuk School District

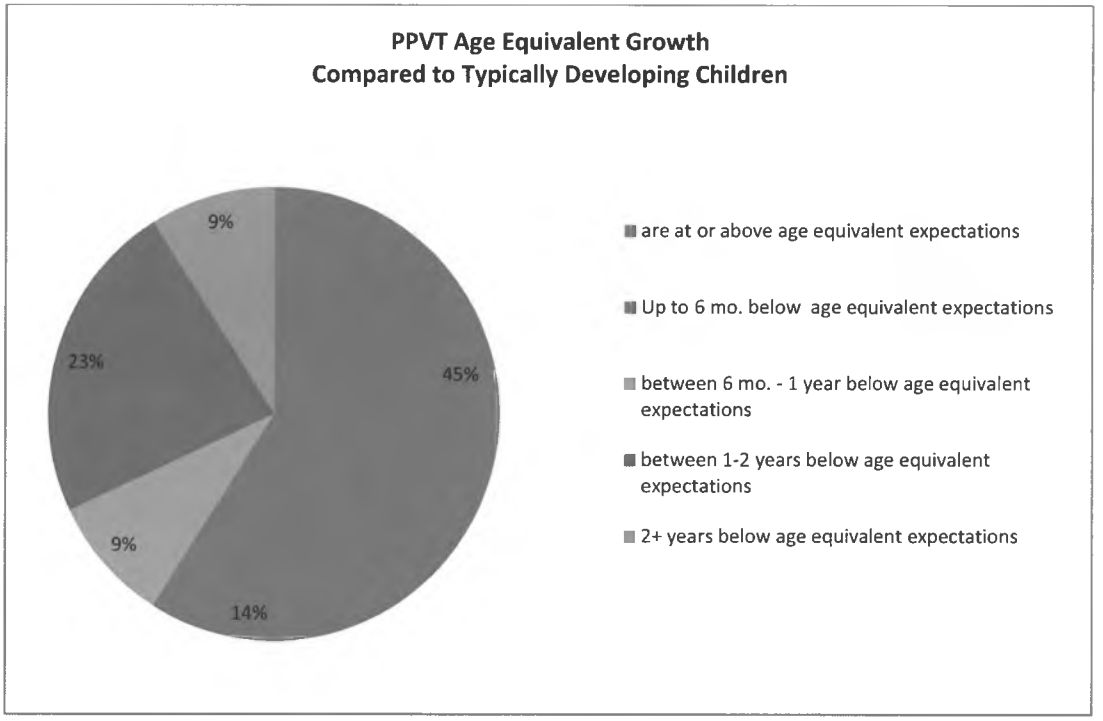


31% of the children have moved from the bottom 2 quartiles to the top two.
35% of the children have moved up from the bottom quartile.

Age Equivalence data shows us information on the children's (and the programs' success) in closing gaps in development.



One final analysis shows the students' growth in relation to an age equivalent typically developing child on a national level.



Developmental Indicators for the Assessment of Learning Third Edition (DIAL-3)

The DIAL-3 is a screening tool of cognitive developmental delays in children who are of ages 3 years, 0 months, to 6 years 11 months. Its three subtests are designed to assess developmental skills that are relevant foundations for academic learning, including the following: the *Motor* skills subtest measuring skills that are relevant for learning to write, the *Concepts* subtest measuring skills that they deemed relevant for learning arithmetic, and the *Language* subtest they considered relevant for learning to read. This assessment in a pre- and post-methodology allows us to focus on prerequisite skills needed for later successful academic achievement.

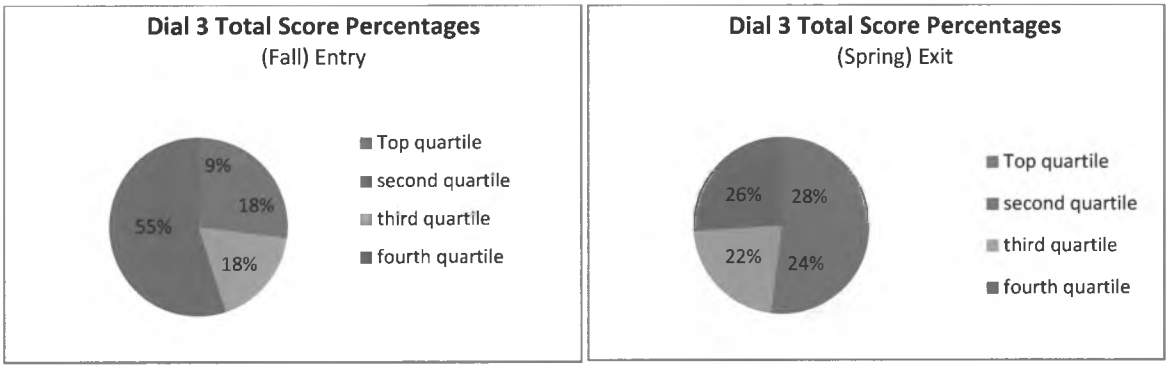
DIAL – 3 State Aggregate Results

The DIAL -3 provides information on three areas of development in relation to school readiness:

1. Motor Development
2. Concept Development
3. Language Development

A total score based on the scores in all three areas is also given. When we look at the Dial - 3 data in terms of percentile, we can see how children compare to their peers nationally.

Total Score Fall & Spring DIAL - 3

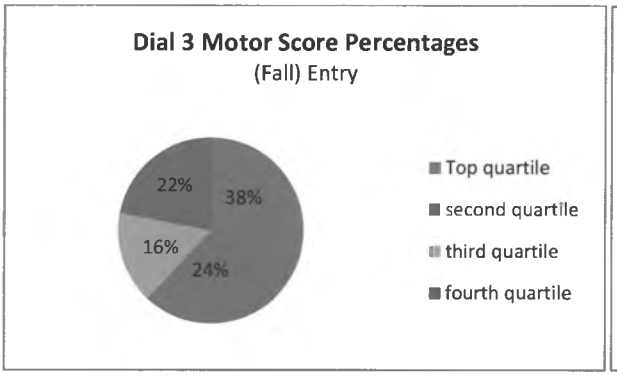


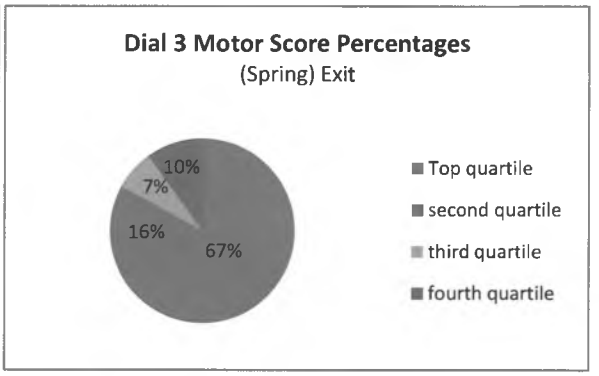
The charts above illustrate the large numbers of children entering the AP3 program significantly below their same age peers nationally and the numbers of children showing significant improvement in percentile ranking compared to same age peers nationally.

28% of the children are now in the top quartile, more than tripling the percentage of children at or above the 76th percentile.

29% of the children have moved out of the bottom quartile (over half of the children who started the program in the bottom quartile have moved up).

Motor Development Score Fall & Spring DIAL - 3



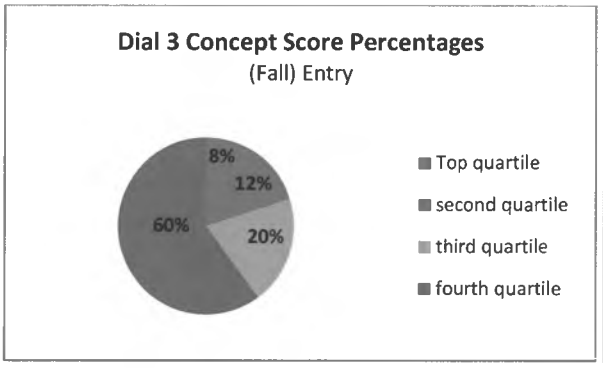


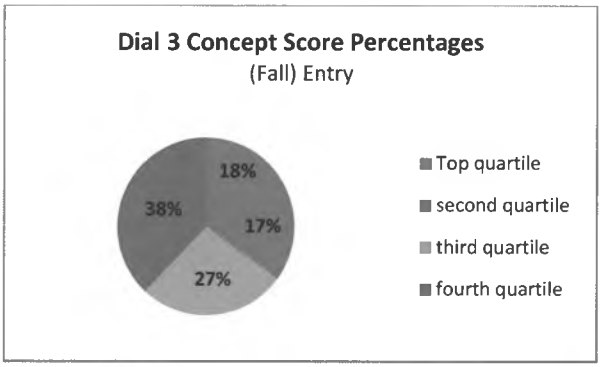
The charts above illustrate the placement of children entering the AP3 program compared to their same age peers nationally in motor development and the improvement of children in the AP3 program.

62% of AP3 children are entering the program in the top two quartiles.
83% of AP3 children are finishing the program in the top two quartiles.

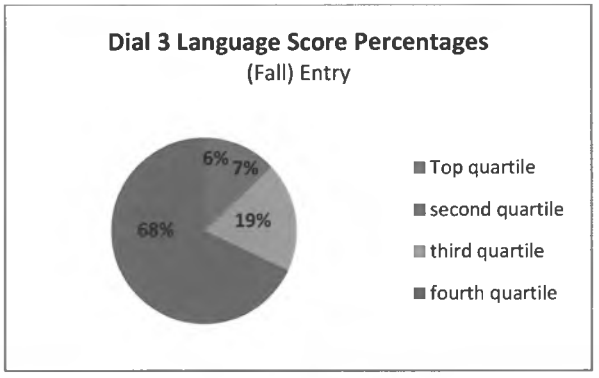
Concept & Language Development Scores Fall & Spring DIAL - 3

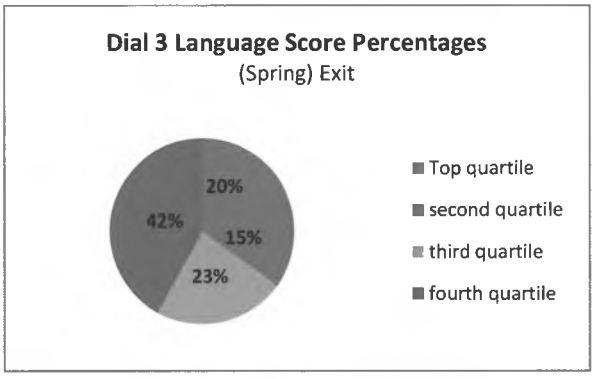
The next sets of charts show the large numbers of children entering the AP3 program significantly below their same age peers nationally in both concept and language development, and the improvement of children participating in the AP3 program.





80% of our AP3 children are entering the program in the bottom two quartiles
35% of our AP3 children are finishing the program in the top two quartiles.
15% have moved from the bottom two quartiles to the top two.



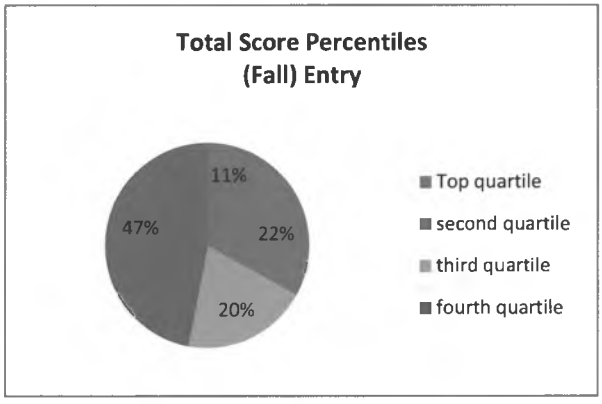


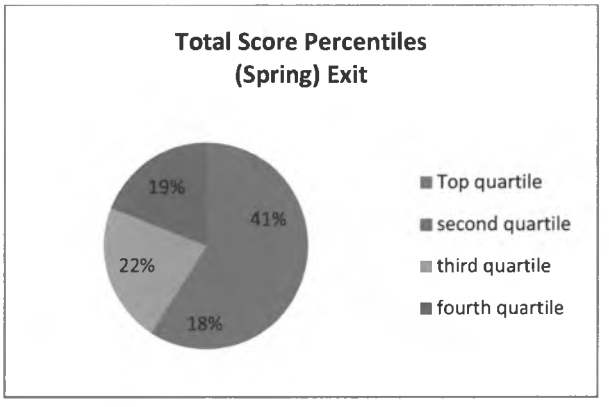
87% of AP3 children are entering the program in the bottom two quartiles.
35% of AP3 children are finishing the program in the top two quartiles.
22% have moved from the bottom two quartiles to the top two.

Dial - 3 Results by District

Anchorage School District

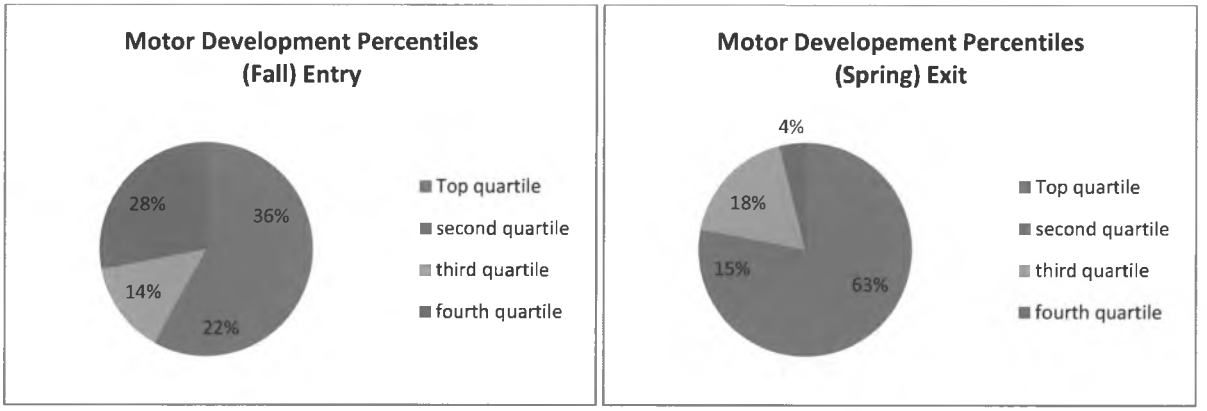
Total Score Fall & Spring DIAL - 3





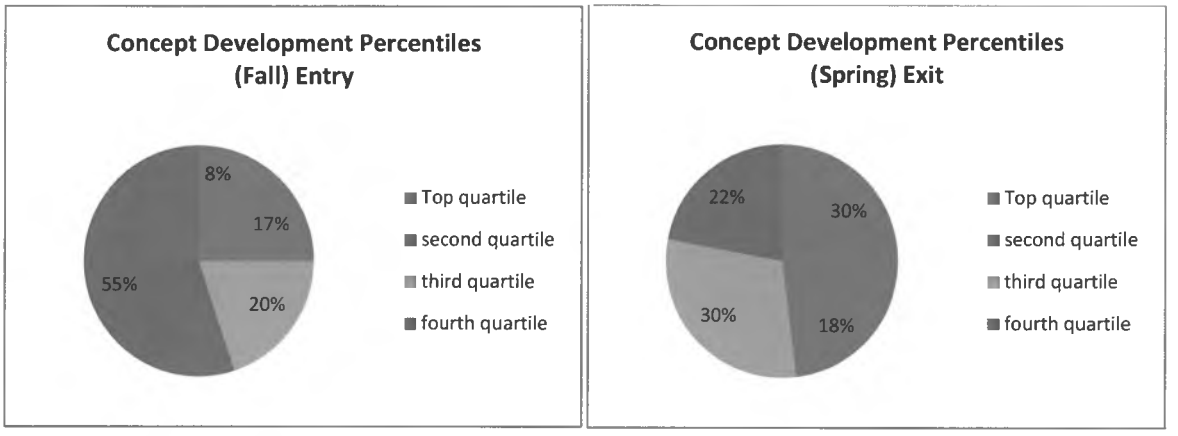
In total score, 30% of the children moved into the top quartile. This means 41% of all children ended the year scoring at or above the 76th percentile. Additionally 28% of the children who started the year in the bottom quartile have moved up, leaving only 19% of the children ending the year at or below the 25th percentile.

Motor Development Score Fall & Spring DIAL - 3



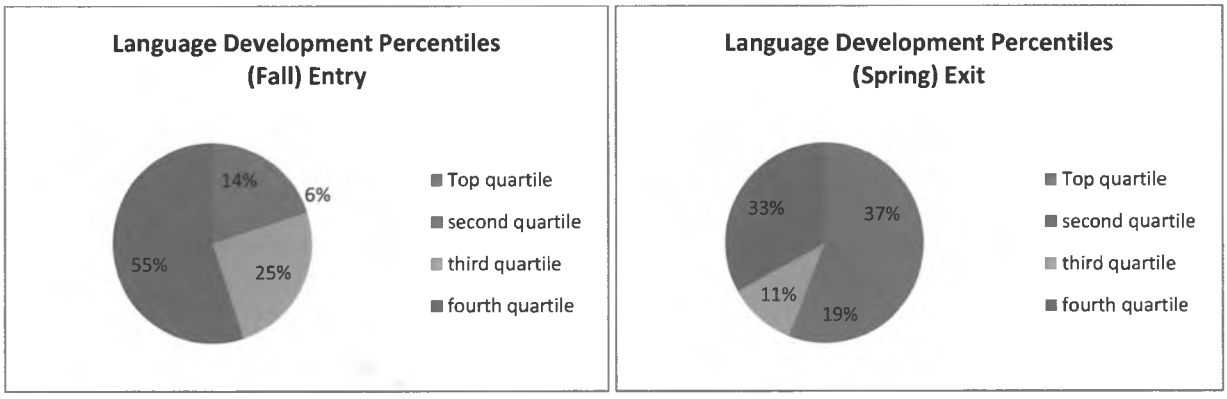
Growth in motor development was substantial, with 63% of the children ending the year at or above the 76th percentile. Whereas 28% began the year in the bottom quartile, only 4% ended the year there.

Concept Development Score Fall & Spring DIAL - 3



Concept development showed 22% of the children moving up into the top quartile and 33% moving out of the bottom quartile. The Anchorage School District showed the highest performance of all the grantees in this area of the DIAL-3.

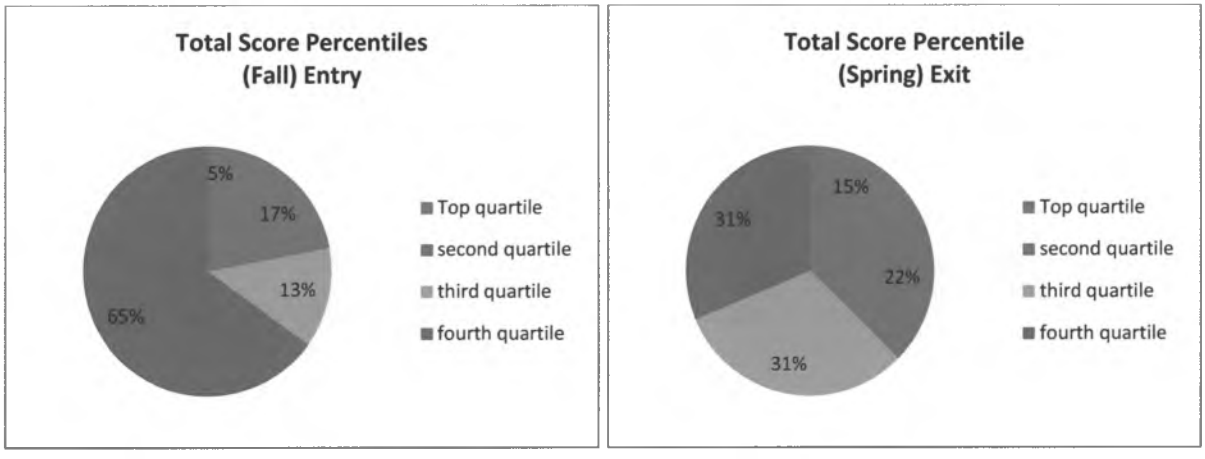
Language Development Score Fall & Spring DIAL - 3



As for language development, 37% of the children ended the year at or above the 76th percentile. That showed 23% of the children moving up to the top quartile throughout the year. At the same time, 22% of the children advanced out of the bottom quartile, leaving 33% of the children still scoring at or below the 25th percentile.

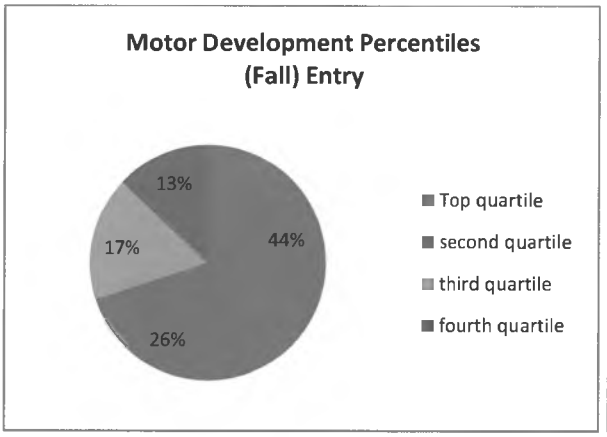
Bering Straits School District

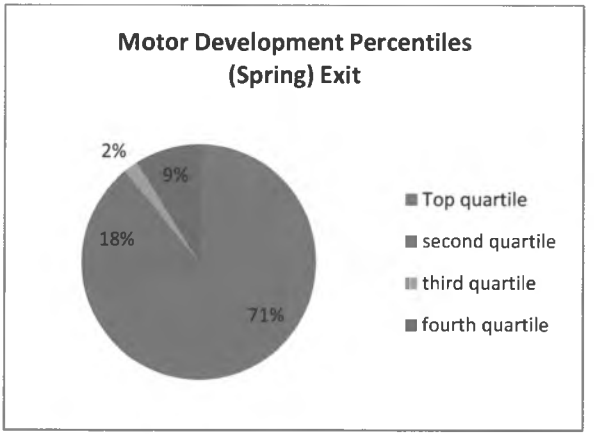
Total Score Fall & Spring DIAL - 3



The total score showed 10% of the students moving into the top quartile, with 15% ending the year at or above the 76th percentile ranking. 34% of the children moved out of the bottom quartile by the end of the school year.

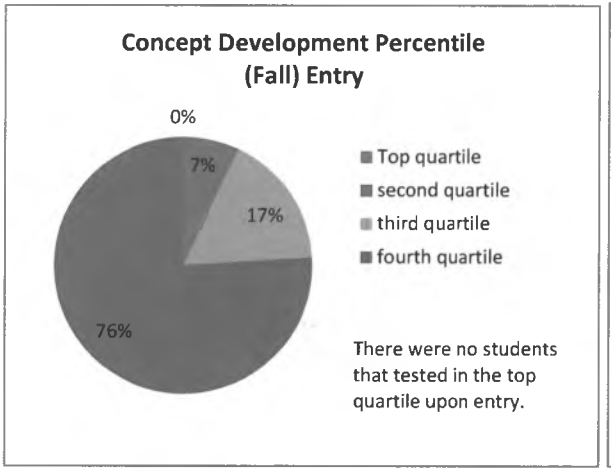
Motor Development Score Fall & Spring DIAL - 3

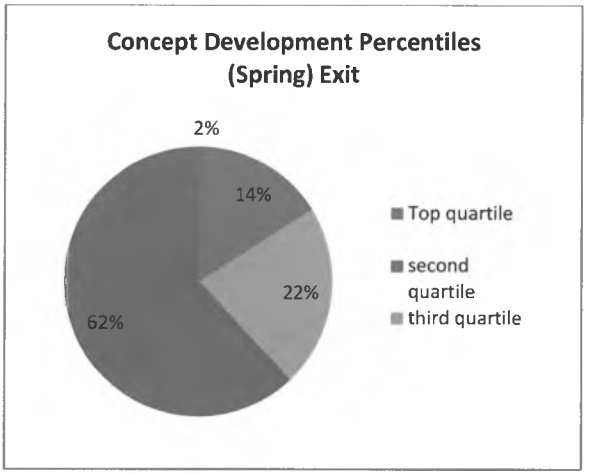




The children in BSSD showed the strongest performance in the area of motor development. 71% of their children ended the school year in the 76th percentile or above. 88% ended the year in the top two quartiles.

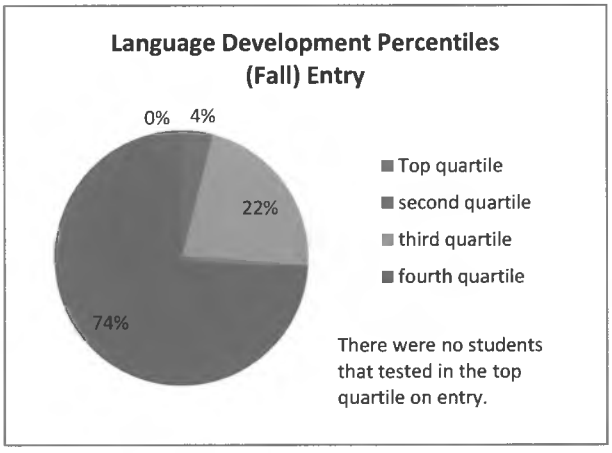
Concept Development Score Fall & Spring DIAL - 3

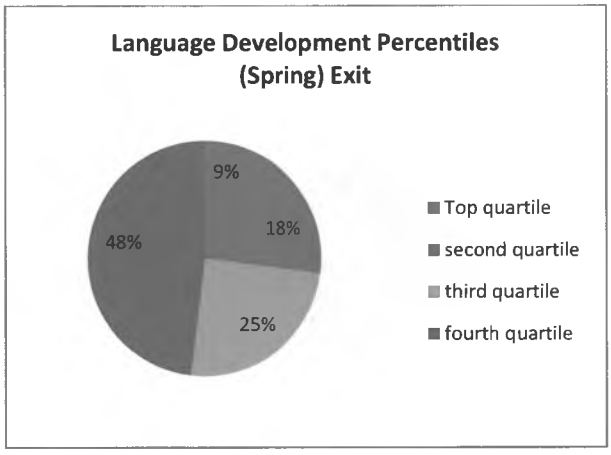




In concept development, 76% of the incoming four year olds scored in the lowest quartile. There were no students in the top quartile. By spring 14% of the children left the bottom quartile and the number of children in the top two quartiles more than doubled.

Language Development Score Fall & Spring DIAL - 3

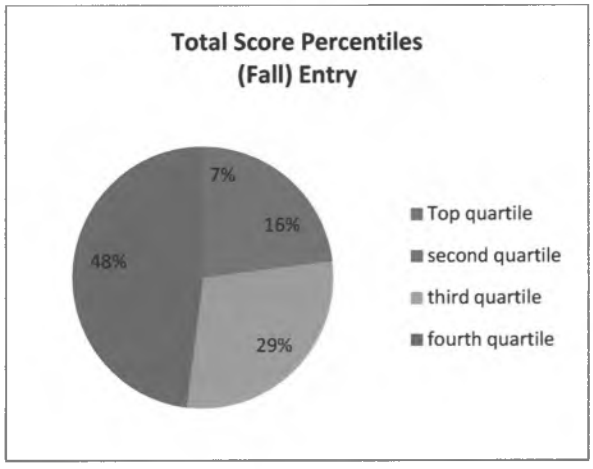


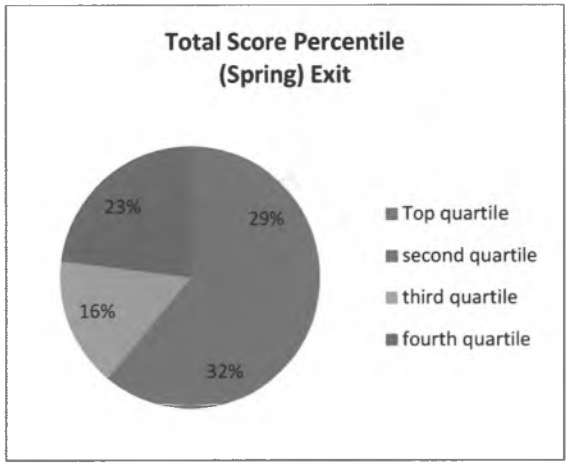


74% of the BSSD students began the year at or below the 25th quartile in language development. Again there were no children in the top quartile. At year's end, 26% of the preschoolers left the bottom quartile, 14% joined the second quartile, and 9% scored at or above the 76th percentile.

Juneau School District

Total Score Fall & Spring DIAL - 3

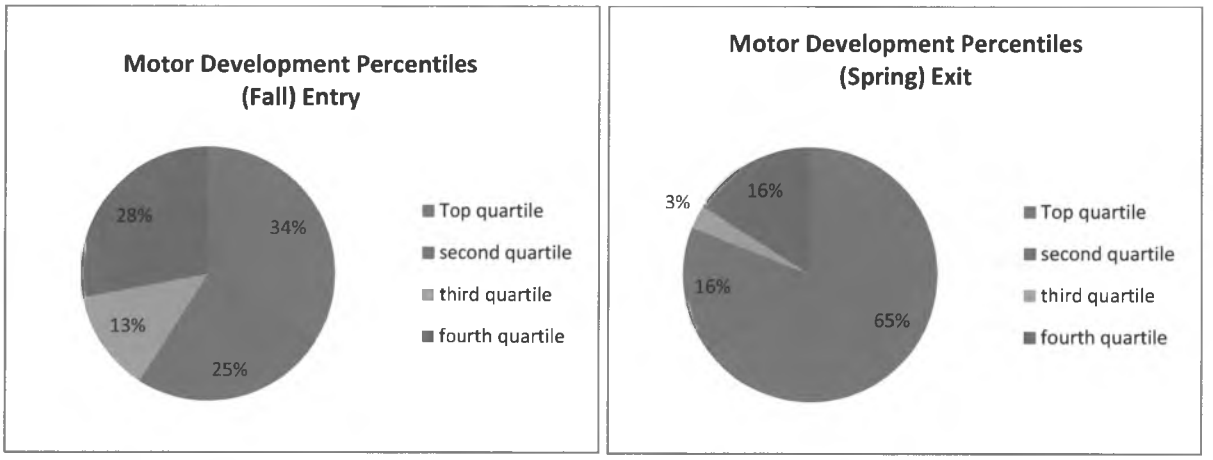




In the fall, 77% of Juneau's preschoolers were in the bottom two quartiles on their total score, with 48% scoring at or below the 25th quartile. 7% scored in the top quartile. The post

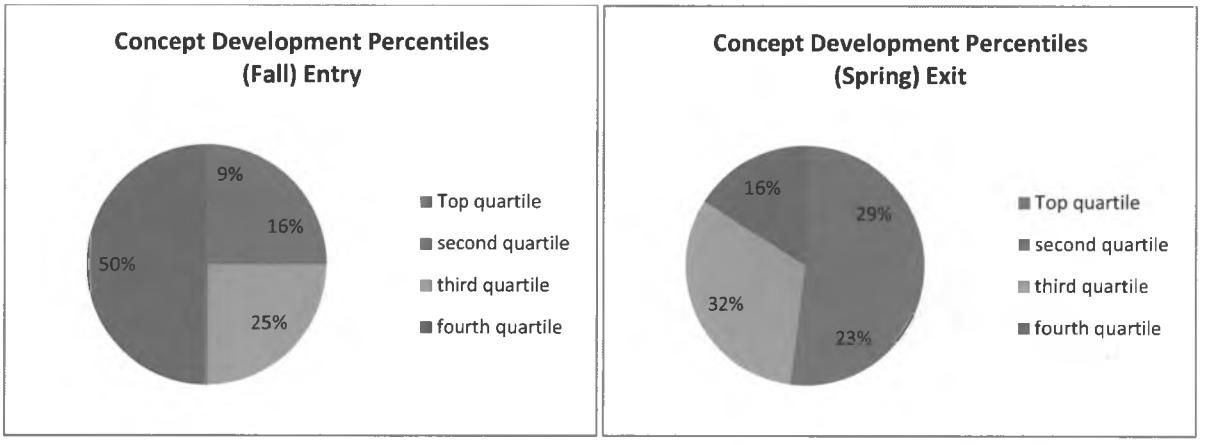
assessment showed 25% of the JSD children moved up from the bottom quartile and an additional 22% moved into the top quartile

Motor Development Score Fall & Spring DIAL - 3



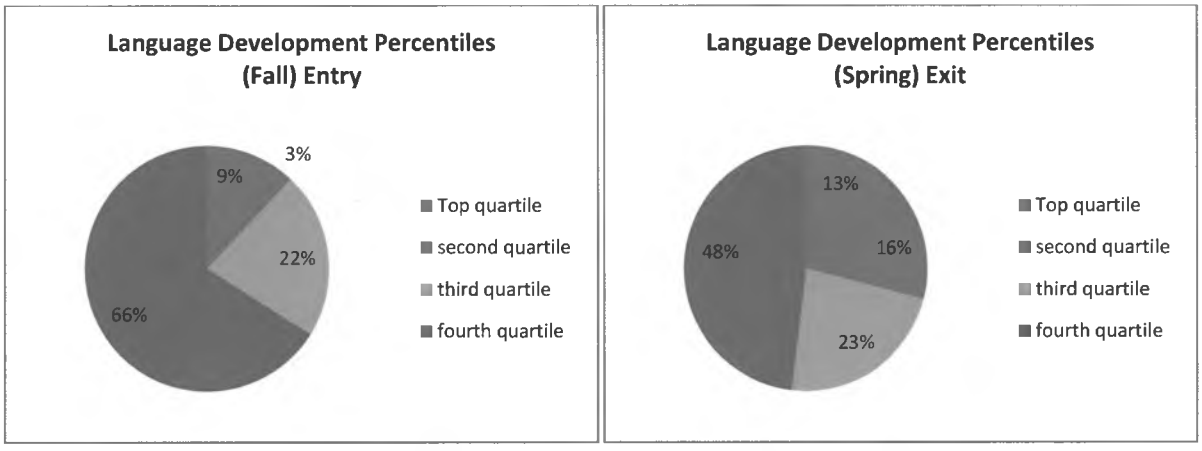
In motor development, 34% of the children started the year in the top quartile with 28% scoring at or below the 25th percentile. The post assessment showed 12% had moved out of the bottom quartile and an additional 31% moved into the top quartile.

Concept Development Score Fall & Spring DIAL - 3



As for concept development, 9% of the preschoolers began the fall in the top quartile. 75% of the students were in the bottom two quartiles with half of the children scoring at or below the 25th percentile. By spring, 34% of the preschoolers moved out of the bottom quartile and another 20% had joined the top quartile.

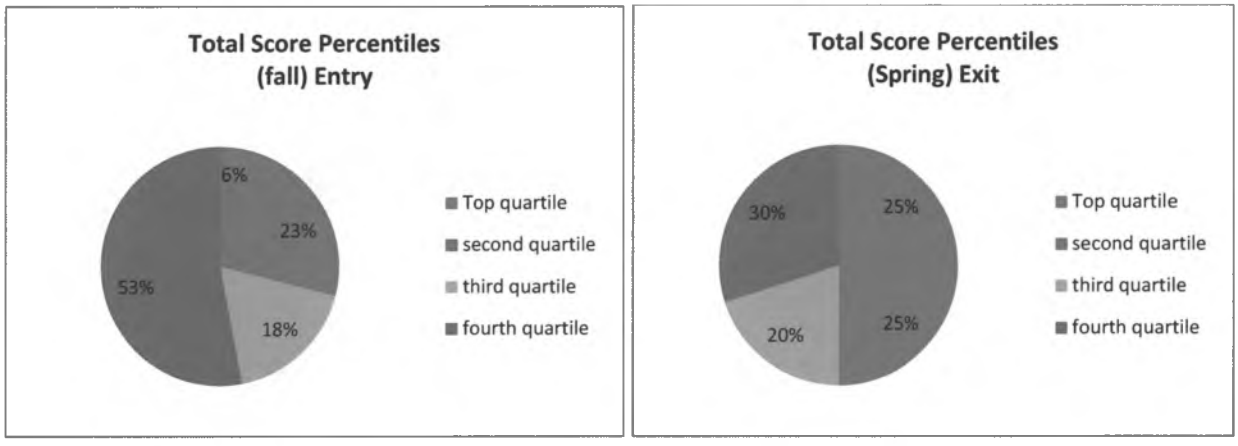
Language Development Score Fall & Spring DIAL - 3



In language development, 66% of the children performed in the bottom quartile on the fall pre-assessment with an additional 22% scoring between the 26th and 50th percentile. 12% scored in the top two quartiles. At year end 18% had left the bottom quartile. An additional 17% moved from the bottom two quartiles into the top two quartiles.

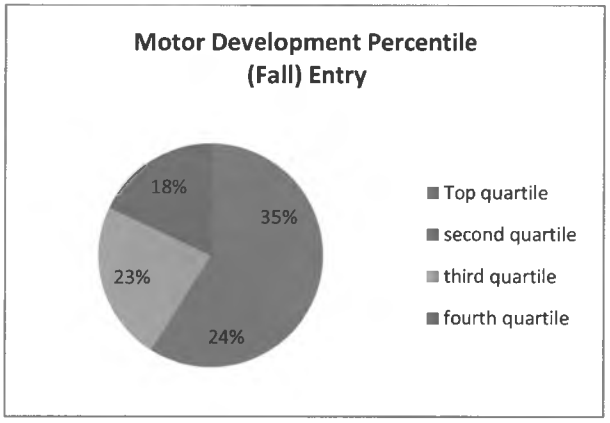
Lower Kuskokwim School District

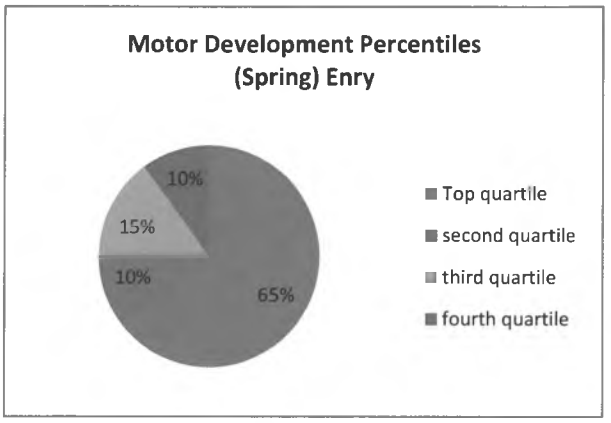
Total Score Fall & Spring DIAL - 3



In total score 53% of LKSD's AP3 students began the year in the bottom quartile, with 6% in the top quartile. The spring DIAL – 3 assessment showed 23% of the children moved out of the bottom quartile. 19% joined the top quartile, scoring at or above the 76th percentile.

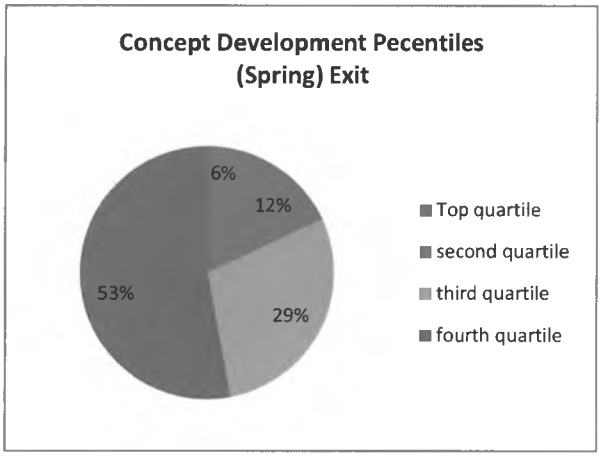
Motor Development Score Fall & Spring DIAL - 3

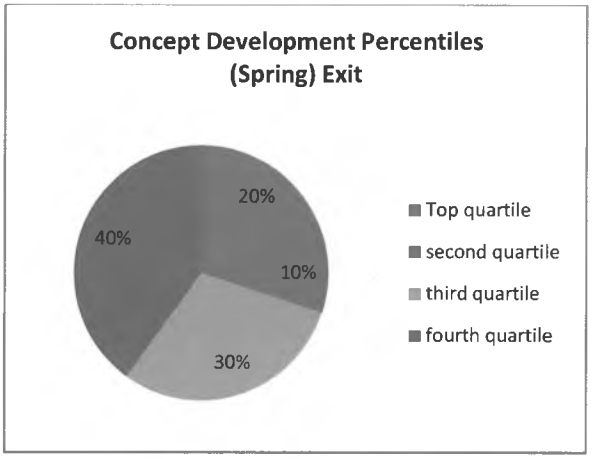




As in most of the AP3 programs, motor development was a strong point for the children in LKSD. They started the year with 35% of the children in the top quartile and only 18% in the bottom. At the closure of the first year of the program, another 30% joined the top quartile, scoring at least in the 76th percentile or higher. An additional 8% left the bottom quartile.

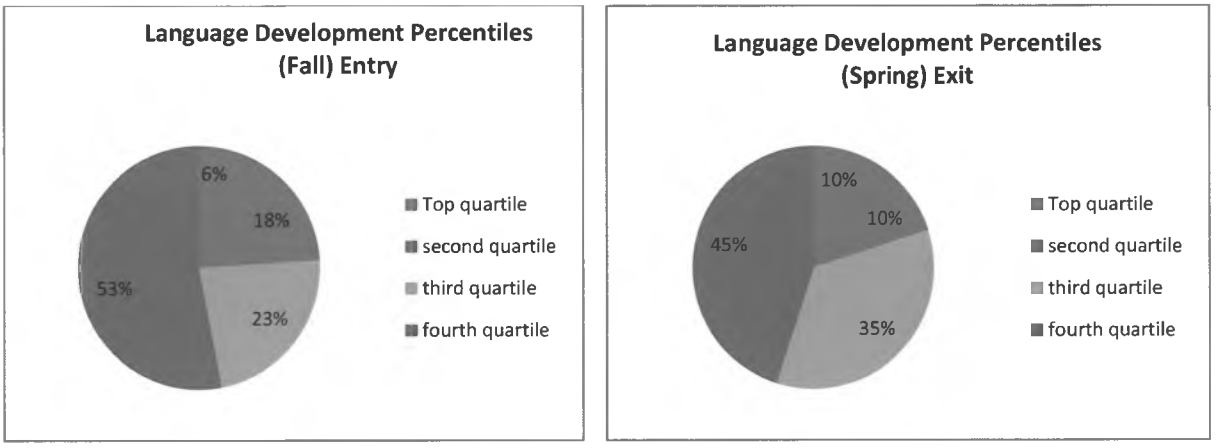
Concept Development Score Fall & Spring DIAL - 3





The scores in concept development showed 82% of the students in the bottom two quartiles to start the school year; 53% were at or below the 25th percentile. Only 6% scored in the top quartile. 13% ended the year moving up and out of the bottom quartile. An additional 14% joined the top quartile.

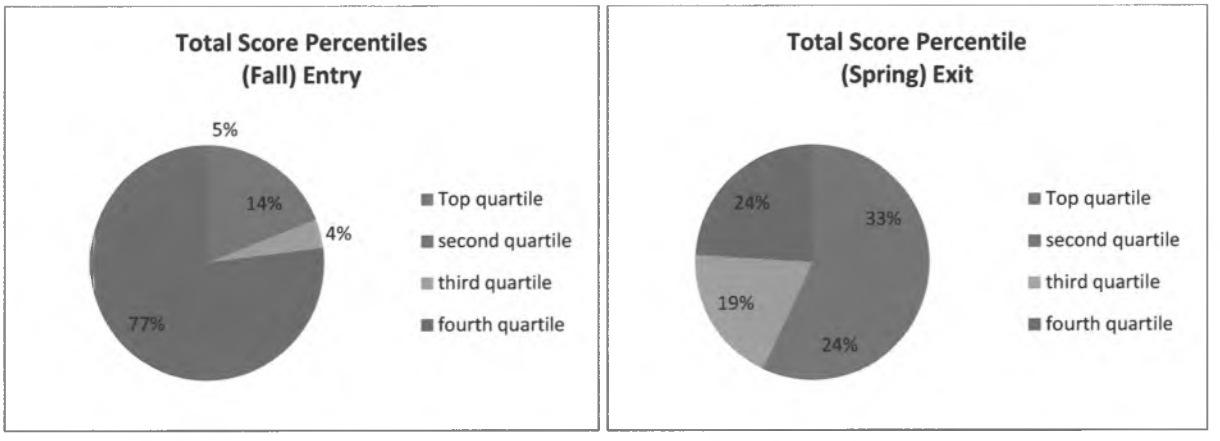
Language Development Score Fall & Spring DIAL - 3



Language development scores showed 53% of the preschoolers started the year at or below the 25th percentile with 6% in the top quartile. At year's end 8% left the bottom quartile and 4% moved into the top quartile.

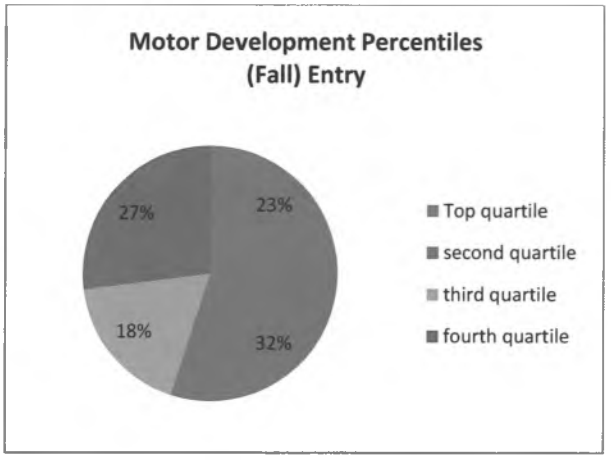
Nome Public Schools

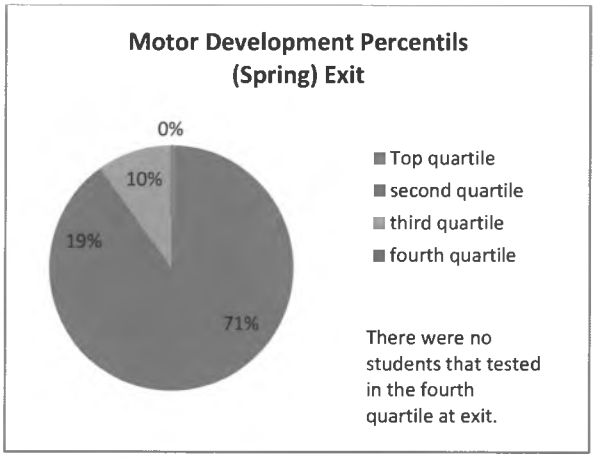
Total Score Fall & Spring DIAL - 3



The Nome DIAL – 3 total score saw 77% of the children start the school year in the bottom quartile with 19% in the top two quartiles, 5% of which scored at or above the 76th percentile. By the spring assessment, 53% of the preschoolers moved up and out of the bottom quartile. 28% joined the top quartile, while 10% moved into the second quartile, and an additional 15% scored between the 26th and 50th percentiles.

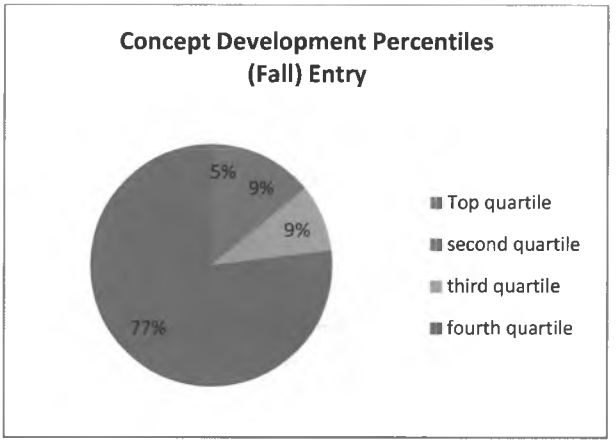
Motor Development Score Fall & Spring DIAL - 3

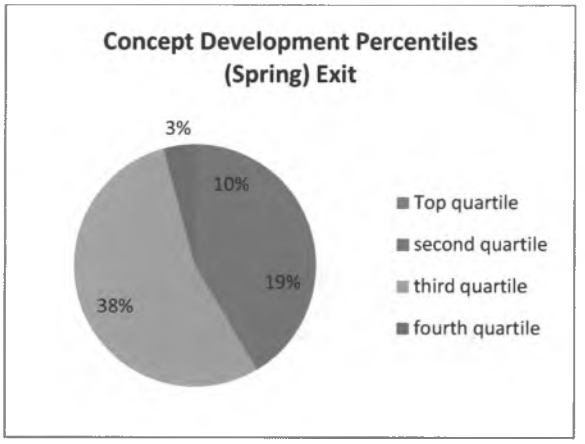




In the fall, the motor development scores showed a fairly even distribution with 23% scoring at or above the 76th percentile and 27% performing in the bottom quartile. At the end of the year, an additional 48% joined the children in the top quartile. None of the Nome AP3 students ended the year in the bottom quartile.

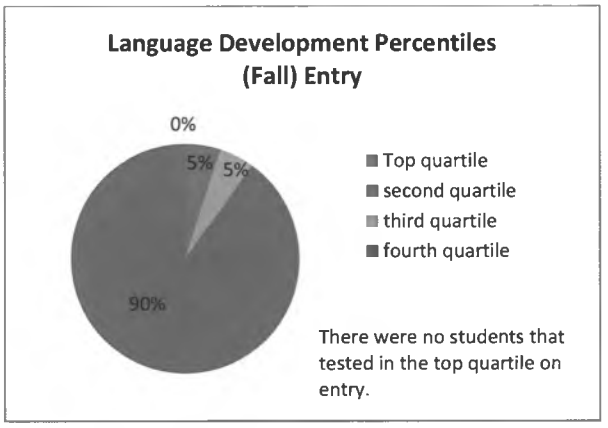
Concept Development Score Fall & Spring DIAL - 3

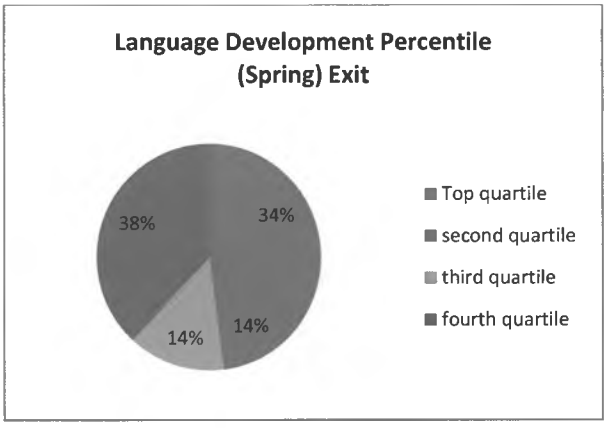




The pre-assessment in concept development showed 77% of the children performing at or below the 25th percentile and 5% in the top quartile. After the spring post-assessment, 44% of the students left the bottom quartile. An additional 5% joined the top quartile, with another 10% scoring between the 51st and 75th percentile.

Language Development Score Fall & Spring DIAL - 3

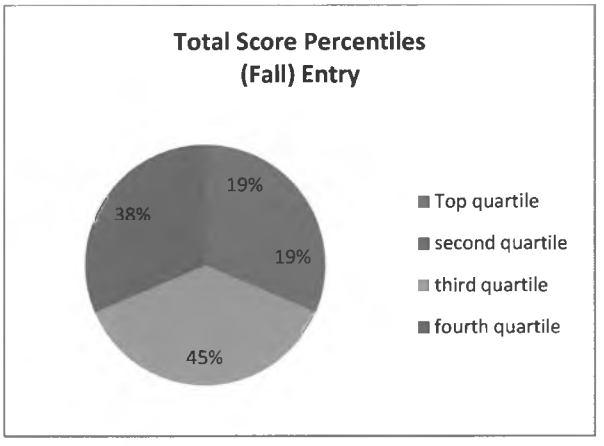


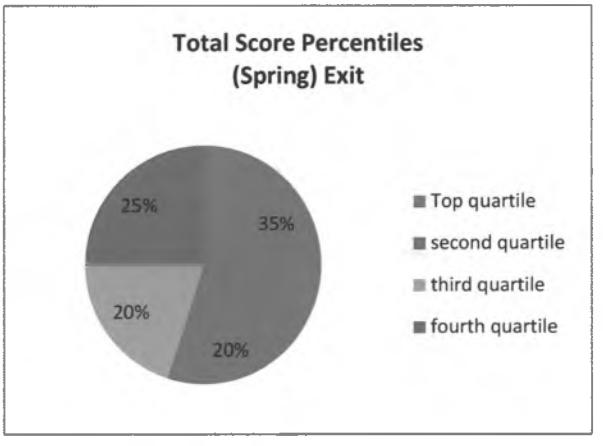


As for language development, 90% of the children began the year at or below the 25th percentile. There were no children performing in the highest quartile. By the end of the year, 52% of the Nome students had moved out of the bottom quartile. 34% entered the top quartile, while 9% joined each of the middle two quartiles.

Yukon Koyukuk School District

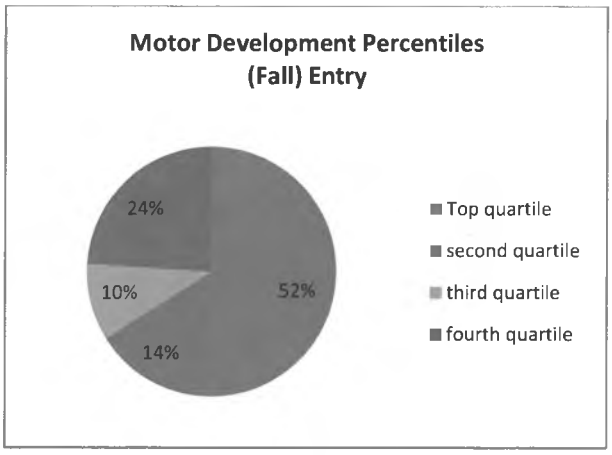
Total Score Fall & Spring DIAL - 3

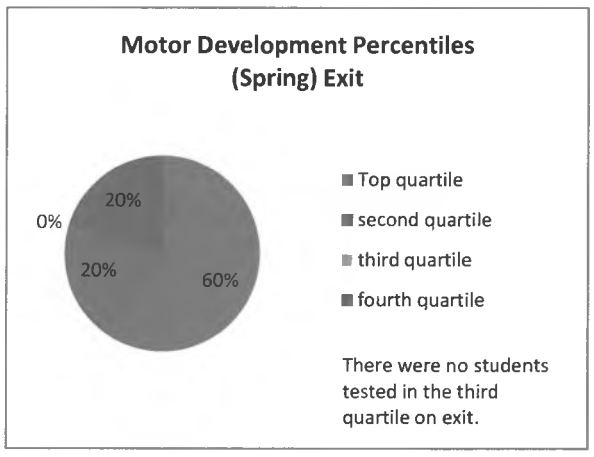




Upon completion of the fall DIAL – 3 assessment, 19% of the YKSD children scored in the top quartile in total score, with 38% scoring at or below the 25th percentile. After the spring assessment, another 16% of the AP3 students joined the top quartile, while 13% left the bottom quartile.

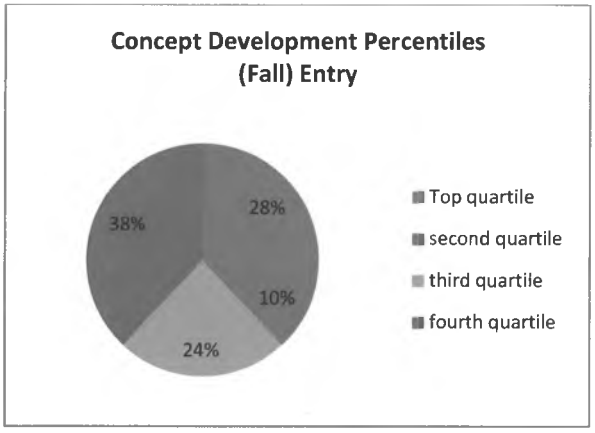
Motor Development Score Fall & Spring DIAL - 3

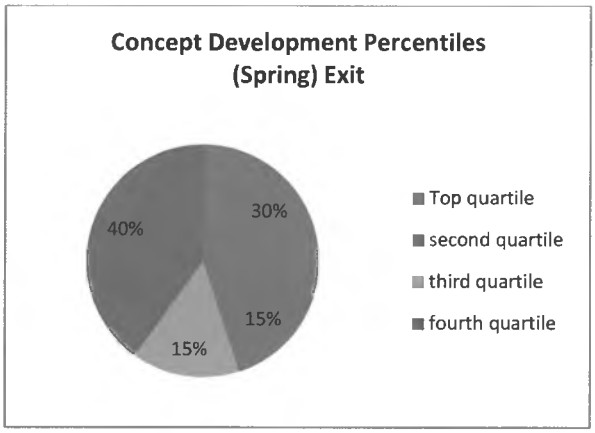




As for motor development, 52% of the children began the year scoring at or above the 76th percentile and 24% began in the bottom quartile. By the year's end, 4% of the students left the bottom quartile and an additional 8% joined the top quartile.

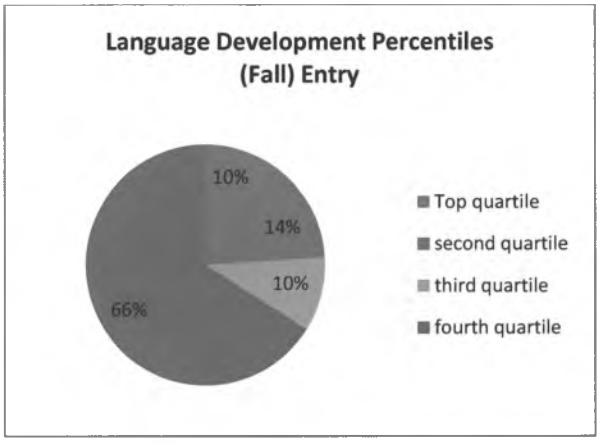
Concept Development Score Fall & Spring DIAL - 3

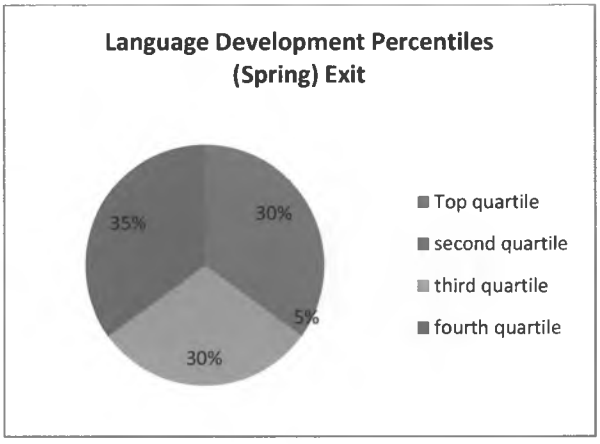




Regarding concept development the YKSD preschoolers started the year with 28% of their children in the top quartile and 38% performing at or below the 25th percentile. At the end of the year, 7% moved from the bottom two quartiles into the top two quartiles.

Language Development Score Fall & Spring DIAL - 3





As school began for the YKSD AP3 program, 66% of the children performed in the bottom quartile in language development. 10% were at the top with scores at or above the 76th percentile. School's end saw 31% of the children move out of the bottom quartile, with an additional 20% of the children joining the top quartile.

Determining Program Outcomes

Early Childhood Environment Rating Scale-Revised Edition (ECERS-R)

The Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) is a 43- item scale designed for use in classroom-based early childhood care and education programs aged two to six years. It is organized into seven scales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff. Each scale has additional subscales, with multiple items that must be passed to receive a given score. Each subscale is scored on a seven-point scale, with benchmarks established for 1 = Inadequate, 3 = Minimal, 5 = Good, and 7 = Excellent. Programs that pass some of the items that are part of the benchmark for a 3, but not all of them, are scored a 2 on that subscale. Similarly programs that fall between good and excellent are scored a 6.

Why is the ECERS - R a Valuable tool?

The ECERS-R was developed at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. It was designed for use in preschool, kindergarten, and childcare classrooms serving children two and a half through five years of age. It is widely used across a variety of early childhood programs and across the country as a program quality assessment instrument. It can be used by directors for program improvement and staff supervision, by teaching staff for self- assessment, and by agency staff, or other over-site entities staff, for monitoring. The tool has a long history of research demonstrating that quality as measured by the ECERS has good predictive validity and a well-established reliability that makes it particularly useful for research and program evaluation.

Results: State Aggregate. District. & Site ECERS – R Program Outcomes

The Early Childhood Environment Rating Scale-Revised Edition (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.

The following chart shows the 43 subscales used to determine the 7-point scales found in the ECERS-R.

Space and Furnishings	Personal Care Routines
1. Indoor space	1. Greeting/departing
2. Furniture for routine care, play and learning	2. Meals/snacks
3. Furnishings for relaxation and comfort	3. Nap/rest
4. Room arrangement for play	4. Toileting/diapering
5. Space for privacy	5. Health practices
6. Child-related display	6. Safety practices
7. Space for gross motor play	
8. Gross motor equipment	**Activities**
	1. Fine motor
Language-Reasoning	2. Art
1. Books and pictures	3. Music/movement
2. Encouraging children to communicate	4. Blocks
3. Using language to de develop reasoning skills	5. Sand/water
4. Informal use of language	6. Dramatic play
	7. Nature/science
Interaction	8. Math/number
1. Supervision of gross motor activities	9. Use of TV, video, and/or computers
2. General supervision of children (other than gross motor)	10. Promoting acceptance of diversity
3. Discipline	
4. Staff-child interactions	**Program Structure**
5. Interactions among children	1. Schedule
	2. Free play
Parents and staff	3. Group time
1. Provisions for parents	4. Provisions for children with disabilities
2. Provisions for personal needs of staff	
3. Provisions for professional needs of staff	
4. Staff interaction and cooperation	
5. Supervision and evaluation of staff	
6. Opportunities for professional growth	

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

These scores represent significant programmatic growth. The AP3 programs began the year above minimal and ended approaching good (almost a full point of improvement in less than a year's time). Our goal will be to continue improvement to 5 or above in year two.

District & Site Results
ECERS – R Program Outcomes

Anchorage School District

Anchorage School District	Fall	Spring
Overall Score:	4.56	4.72
Space and Furnishings	3.63	3.82
Personal Care Routines	2.8	2.2
Language-Reasoning	4.88	5.75
Activities	4	4.52
Interaction	5.9	4.7
Program Structure	4.75	5.54
Parents and Staff	6.67	7

Site: Creekside Elm.	Fall	Spring	Site: Willow Crest Elm.	Fall	Spring
Overall Score:	4.32	4.40	**Overall Score:**	4.80	5.03
Space and Furnishings	3.13	3.50	Space and Furnishings	4.13	4.13
Personal Care Routines	2.80	2.0	Personal Care Routines	2.80	2.40
Language-Reasoning	5.00	4.50	Language-Reasoning	4.75	7.00
Activities	3.67	4.60	Activities	4.33	4.44
Interaction	6.00	4.00	Interaction	5.80	5.40
Program Structure	4.25	4.75	Program Structure	5.25	6.33
Parents and Staff	6.33	7.00	Parents and Staff	7.00	7.00

These scores represent significant programmatic growth. The Anchorage AP3 programs began the year working towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Year one showed high growth in Language and Reasoning, Activities, and Program Structure with the highest score possible received in Parents and Staff.

The goal for year two will be to continue improvement to 5 or above on the overall measure, with a focus on continued growth especially in Personal Care Routines, Interactions, and Space and Furnishings.

Bering Strait School District

Bering Strait School District	Fall	Spring
Overall Score:	3.76	4.24
Space and Furnishings	3.19	3.56
Personal Care Routines	2.8	3.15
Language-Reasoning	3.88	5.25
Activities	2.97	4.01
Interaction	4.35	3.9
Program Structure	4.5	4.06
Parents and Staff	5.42	6.08

Site: Brevig Mission	Fall	Spring	Site: Savoonga	Fall	Spring
Overall Score:	4.12	5.29	**Overall Score:**	4.00	4.62
Space and Furnishings	4.00	4.75	Space and Furnishings	3.00	4.25
Personal Care Routines	3.40	4.40	Personal Care Routines	2.80	3.60
Language-Reasoning	3.50	5.50	Language-Reasoning	4.25	5.75
Activities	2.67	4.22	Activities	3.00	4.70
Interaction	5.60	6.40	Interaction	3.80	2.60
Program Structure	5.50	5.75	Program Structure	6.25	4.50
Parents and Staff	5.33	7.00	Parents and Staff	6.33	6.83
Site: Shishmaref	**Fall**	**Spring**	**Site: Stebbins**	**Fall**	**Spring**
Overall Score:	3.74	3.54	**Overall Score:**	3.18	3.50
Space and Furnishings	3.38	2.00	Space and Furnishings	2.38	3.25
Personal Care Routines	2.40	2.20	Personal Care Routines	2.60	2.40
Language-Reasoning	4.00	4.50	Language-Reasoning	3.75	5.25
Activities	3.10	3.10	Activities	3.11	4.00
Interaction	4.60	4.80	Interaction	3.40	1.80
Program Structure	4.25	3.33	Program Structure	2.00	2.67
Parents and Staff	5.17	5.83	Parents and Staff	4.83	4.67

These scores represent significant programmatic growth. The Bering Strait AP3 programs began the year working to move from a minimal rating towards an overall rating of good (5) and showed growth in the seven individual areas assessed on the ECERS.

Their highest levels of growth came in Language and Reasoning, Activities (both with gains of more than a full point on the seven point scale), and Parents and Staff.

The goal for year two will be to continue improvement to 5 on the overall measure, with a focus on continued growth especially in Interactions, Program Structure, and Personal Care Routines.

Juneau School District

Juneau School District	Fall	Spring
Overall Score:	2.91	5.4
Space and Furnishings	2.75	5
Personal Care Routines	1.8	3.4
Language-Reasoning	3.38	6.25
Activities	3.06	4.23
Interaction	2.1	7
Program Structure	2.54	6.38
Parents and Staff	4.34	6.5

Site: Gastineau Elm.	Fall	Spring	Site: Glacier Valley Elm.	Fall	Spring
Overall Score:	2.83	5.12	**Overall Score:**	2.98	5.57
Space and Furnishings	2.50	5.00	Space and Furnishings	3.00	5.00
Personal Care Routines	1.80	3.80	Personal Care Routines	1.80	3.00
Language-Reasoning	3.50	6.25	Language-Reasoning	3.25	6.25
Activities	3.00	3.56	Activities	3.11	4.90
Interaction	1.60	7.00	Interaction	2.60	7.00
Program Structure	2.75	5.75	Program Structure	2.33	7.00
Parents and Staff	4.50	6.00	Parents and Staff	4.17	7.00

These scores represent highly significant programmatic growth. The Juneau AP3 programs began the year working to move from below a minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Not only did they show growth in all areas, but they achieved outstanding levels of growth (more than two points of growth on the seven point scale) in Space and Furnishing, Language and Reasoning, Interaction, Program Structure, Parents and Staff and in the Overall scale. Personal Care Routines and Activities both showed gains of more than a full point on the seven point scale.

The goal for year two will be to continue improvement from the good rating on the overall measure towards a rating of excellent. We will focus on continued growth especially in Personal Care Routines, and Activities.

Lower Kuskokwim School District

Site: Mikelnguut Elitnaurviat	Fall	Spring
Overall Score:	3.17	5.38
Space and Furnishings	2.25	4.50
Personal Care Routines	1.20	2.60
Language-Reasoning	4.50	6.00
Activities	3.10	5.90
Interaction	3.60	5.80
Program Structure	2.33	6.50
Parents and Staff	5.33	6.50

There is only one classroom in the LKSD AP3 project.

These scores represent highly significant programmatic growth. The LKSD AP3 program began the year working to move from a minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Not only did they show growth in all areas, but they achieved an incredible level of growth in Program Structure of over four points on a seven point scale. They also achieved outstanding levels of growth (more than two points of growth on the seven point scale) in Space and Furnishing, Activities, Interaction, and in the Overall scale. Personal Care Routines, Language and Reasoning, and Parents and Staff all showed gains of more than a full point on the seven point scale.

The goal for year two will be to continue improvement from the good rating on the overall measure towards a rating of excellent. We will focus on continued growth especially in Personal Care Routines, and Space and Furnishings.

Nome Public Schools

Nome Public Schools	Fall	Spring
Overall Score:	3.52	5.09
Space and Furnishings	3.13	4.57
Personal Care Routines	3.2	3.5
Language-Reasoning	4.5	5.5
Activities	2.22	4.5
Interaction	4.7	6.2
Program Structure	4.04	6
Parents and Staff	2.67	6.25

Site: Nome Preschool	Fall	Spring	Site: Kawerak Head Start	Fall	Spring
Overall Score:	3.95	4.60	**Overall Score:**	3.09	5.57
Space and Furnishings	2.88	3.13	Space and Furnishings	3.38	6.00
Personal Care Routines	5.00	3.60	Personal Care Routines	1.40	3.40
Language-Reasoning	4.75	6.25	Language-Reasoning	4.25	4.75
Activities	2.33	4.10	Activities	2.11	4.90
Interaction	5.60	6.20	Interaction	3.80	6.20
Program Structure	3.33	5.00	Program Structure	4.75	7.00
Parents and Staff	5.33	5.50	Parents and Staff	N/A	7.00

These scores represent highly significant programmatic growth. The Nome AP3 programs began the year working to move from a minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Not only did they show growth in all areas, but they achieved an incredible level of growth in Parents and Staff of over three points on a seven point scale. They also achieved outstanding levels of growth (more than two points of growth on the seven point scale) in Activities. Overall, Space and Furnishing, Language and Reasoning, Interaction, and Program Structure all showed gains of a full point or more on the seven point scale.

Our goal for year two will be to continue improvement from the good rating on the overall measure towards a rating of excellent. We will focus on continued growth especially in Personal Care Routines, Activities, and Space and Furnishings.

Yukon Koyukuk School District

Yukon Koyukuk School District	Fall	Spring
Overall Score:	4.05	4.45
Space and Furnishings	3	3.94
Personal Care Routines	2.9	4.15
Language-Reasoning	4	4.88
Activities	3.48	4.12
Interaction	5.45	3.7
Program Structure	5.17	5.6
Parents and Staff	5.46	5.42

Community: Allakaket	Fall	Spring	Community: Huslia	Fall	Spring
Overall Score:	3.31	3.24	**Overall Score:**	4.68	5.39
Space and Furnishings	2.63	2.13	Space and Furnishings	2.75	4.50
Personal Care Routines	2.60	2.60	Personal Care Routines	2.40	5.80
Language-Reasoning	3.75	2.75	Language-Reasoning	5.00	5.00
Activities	2.80	2.33	Activities	5.11	4.89
Interaction	4.60	5.00	Interaction	5.20	5.60
Program Structure	3.75	4.25	Program Structure	6.75	6.75
Parents and Staff	4.00	4.83	Parents and Staff	6.50	6.17
Community: Kaltag	**Fall**	**Spring**	**Community: Minto**	**Fall**	**Spring**
Overall Score:	3.32	4.39	**Overall Score:**	4.90	4.76
Space and Furnishings	1.88	3.75	Space and Furnishings	4.75	5.38
Personal Care Routines	2.20	3.60	Personal Care Routines	4.40	4.60
Language-Reasoning	2.25	5.25	Language-Reasoning	5.00	6.50
Activities	1.89	4.44	Activities	4.10	4.80
Interaction	5.20	1.80	Interaction	6.80	2.40
Program Structure	5.50	6.50	Program Structure	4.67	5.00
Parents and Staff	6.00	6.00	Parents and Staff	5.33	4.67

These scores represent significant programmatic growth. The YKSD AP3 programs began the year working to move from an above minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Year one showed significant growth of over one point on the seven point scale in Personal Care Routines, and near one point growth in Space and Furnishing, Language and Reasoning, and Activities.

The goal for year two will be to continue improvement to 5 or above on the overall measure, with a focus on Interactions, Parents and Staff, and Space and Furnishing.

EED Outcomes

EED Outcomes

Increase the level of outreach, facilitation, training and technical assistance provided to grant recipients and their partners:

- Letters, E-mails, and phone calls were made to announce the availability of funds for the project.
- Multiple audio conferences and technical assistance were provided throughout the application process.
- Training was provided prior to fall start-up by EED. Districts and their partners were supported in specific curriculum training and for program and site specific training. Additional training and onsite technical assistance was offered and provided by the department.
- EED provided assessment materials, forms, and technical assistance for data gathering and reporting.
- EED provided face to face and distance delivered facilitation for any issues needing collaborative decision making, such as system development, partnership enhancement, common policy development, and classroom interactions and activities

Expand the sharing and dissemination of information to AP3 programs, among AP3 programs, with the early childhood field, with the State Board, and across EED:

- To and among AP3 programs: Training and technical assistance, ongoing feedback on the specific requested issues, data reporting, shared information on common issues, data driven programmatic information, and shared successful partnership approaches.
- The Early Childhood field: Multiple presentations, updates, and audio conferences at meetings, conferences, and trainings around the state.
- The State Board received updates and pre- and a post-data report.
- There has been close collaboration among EED staff, Head Start, Special Education, Pre-Elementary Approval, the State System of Support, The Director of Teaching & Learning Support, the Deputy Commissioner, and the Commissioner.

Increase the level of integration of early childhood within the systems and structures of EED:

- The main areas of integration have been around facilitation, training and technical assistance, and materials creation and dissemination.

- To a lesser extent there has been integration of data collection and reporting.

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. Approximately 90 students in Lower Yukon School District and 55 students in Yupiit School District have been served.

Lower Yukon 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, a community with no existing early learning program and outreach to the department for involvement in communication, coordination, collaboration, transition and alignment with Head Start and other community entities in targeted communities.

Teleconference calls and face to face meetings were held with district leadership and staff to outline the needs of the district for improving community connections, and for support they would like provided to all early learning programs in order to close the 18 month to two year gap they find in many incoming kindergarteners These meetings were followed by a joint community training with parents, school district and Head Start staff provided in Mountain Village and Hooper Bay. Topics covered were parent involvement, school readiness and transition to Kindergarten, as well as early brain and language development. Community meetings also focused on school connections to Head Start and other community programs, and outreach to provide early learning services to un-served children.

Additionally the department provided Lower Yukon School District with training and technical assistance on site for district staff in preparation for initial discussions with Rural Cap and AVCP Head Start. Issues of curriculum, assessment, interventions, training, and outreach to parents were discussed, as well as clarifying the districts expectations for transition to Kindergarten. District and Head Start Administration held discussions in early October, 2010, with face to face joint training to follow later in the school year. The topics for training and scheduling for regular on site meetings is determined jointly by the District and the Head Start programs.

Yupiit School District

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. Shared training and coursework for professional development for all program staff is being developed. An Early Childhood Leadership Team with local representatives from early learning programs was created and joint outreach to local councils is ongoing.

YSD implemented a summer skill enhancement program with the children transitioning into the school in the fall. A face to face meeting was held last spring with district leadership (including a board member), AVCP & RurAL CAP Head Start leadership, and EED. Kindergarten entry data was reviewed; transition and alignment efforts were discussed along with community needs and common issues. Schedules for on-going audio conferences were set around topics of Head Start data sharing, defining school readiness, and shared in-service and pre-service planning.

In FY11 the Yupiit School District continued discussions with Rural Cap Head Start, and AVCP Head Start. They have been holding weekly planning & training meetings with local staff, and hold regular meetings with local early childhood leadership teams in each community. The Department provided training on the use of the Early Learning Guidelines, and helping parents understand their involvement in assessing the progress of their young children.

State Outcomes

Increase the sharing and dissemination of information with the Governor's Office, the Legislature, other state departments, and the public:

- Updates to the Governor's Office and legislative requests, presentations to legislative committees and sub-committees, and a report to the public.

Expand the level of integration of early childhood in other state structures and systems:

- Introduction and expansion of the use of the unique identifier for preschool (first with the AP3 and now with Alaska Head Start programs).
- Interdepartmental work on a comprehensive set of early childhood indicators.
- Expanding the cadre of inter-rater reliable ECERS – R observers, gaining data and experience in the costs and processes of the baseline program data for use across all early childhood programs and systems in the state.
- Additional data towards a statewide needs assessment (24 school districts have stated a need for quality Early Childhood Programs in their service areas).

What We Have Learned

Year one data has shown an extremely high need, with the majority of the children coming to the program behind typically-developing peers. High numbers of children in the program have exceeded expected growth, and there has been significant or higher program growth. The data, coupled with the observations, facilitation, and training provided by EED as well as anecdotal information from the field, have led to the following conclusions:

- The data shows a significant 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 growth they have accomplished needs to continue through kindergarten, first and second grade so that all our children will have closed the gaps by their third grade assessments.

- An unprecedented level of cooperation, coordination, and collaboration between Head Start programs and school districts is leading to improved alignment, transition and common planning & training.

    1. ASD and JSD and their partners have shown high levels of system integration through shared policy development, shared recruitment, training, decision-making, budgeting (beyond the funding and scope of the AP3 program), community outreach, and integration of community based services.
    2. BSSD, NPS, and their partners have created a multi-system block of early childhood programs using common training, curriculum, and community outreach
    3. YKSD and TCC have shared trainings, some joint staffing, community outreach, and coordination of community based services.
    4. LKSD is a stand-alone program provided by the district.

While this is a large first step there is still much more that can be accomplished.

- Year 2 will seek continuous improvement in both child and program outcomes. Child outcome focus will be placed on the children's language and concept development. Program development, beyond the needs expressed in the ECERS data, will also focus on cross system connections looking to accomplish the following:

    1. Strengthen alignment with and transition to kindergarten and K-12;

    2. Improve outreach to communities and the programs that serve young children under four years of age;

    3. Share what is working for programs in the AP3 with each other and with other early childhood programs.

a. JSD & Tlingit & Haida: focus on the social/emotional development domain and connections to local support systems as well as whole staff involvement in the use of the ECERS data and processes.

b. BSSD, NPS, Kawerak, & RurAL CAP: curricular alignment with common training on curriculum use, Head Start requirements and systems, and state training on the uses of the Early Learning Guidelines leading to a common approach on a regional level.

c. ASD and Kids Corps Inc.: extensive coordination between the partners and across the other district early childhood programs, direct contacts with all of the departments in ASD leading to more comprehensive and higher quality programs for both entities, increased expectations for quality comprehensive services from this project into and across the other early childhood programs throughout the district, use of a comprehensive screening tool that looks across all domains in all the ASD & KCI preschool classrooms, a greater understanding of the requirements for both programs, greater staff recognition of the value of families and greater teacher interaction with families in more meaningful ways through the incorporation of the Strengthening Families Initiative model.

d. LKSD: system involvement in the ECERS processes and its use in decision-making, including budgetary decisions.

e. YKSD & TCC: coordination between programs, strengthening connections with the departments within YKSD and Head Start, bringing a health fair for young children and their families to Minto (screenings for kids and health information for parents), and the development of an extended day Athabascan immersion program for the AP3 classroom in Allakaket.

4. Seek continuation of funding to expand Alaska's AP3 with a focus on both providing for un-served populations and developing better partnerships with a larger number of school districts and early childhood programs and systems.

At the state system level we will seek improvement in two directions:

- Within EED to improve integration of early childhood across existing structures:
  1. Teaching and Learning Support;
  2. Assessment;
  3. State System of Support;
  4. Libraries, Archives, and Museums;

- Across departments to:
  1. avoid duplication of services;
  2. integrate data and information on early childhood;
  3. conduct state-wide needs assessments;

4. assess the capacity and need for professional development.

EED will continue to work to provide support, training and technical assistance and facilitation to aid program improvement in any and all areas needed.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
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Deliveries to: 129 6th St., Rm. 329

MEMORANDUM April 5, 2011

SUBJECT: Changes from version "B" to version "I" (CSSB 6( )
(Work Order No. 27-LS0058/I))

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 for a summary of the changes from CSSB 6( ), draft version "B" to draft version "I". Draft version "I" changes the age for a student enrolled in a public pre-kindergarten program from four and five years of age to four years of age. This version also expressly provides for inclusion of the prekindergarten students in the student count, without providing for an exception for the first year of the program to allow for an estimated count, and changes the inclusion from a "part-time" student to "not more than a half-time student".

If I may be of further assistance, please advise.

JMM:plm
11-223.plm

27-LS0058\I
Mischel
4/5/11

CS FOR SENATE BILL NO. 6( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): SENATORS DAVIS AND FRENCH

A BILL

FOR AN ACT ENTITLED

"An Act relating to prekindergarten programs within a school district; relating to pre-elementary students and pre-elementary schools; and providing for an effective date."

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

*** Section 1.** AS 14.03.060(a) is amended to read:

(a) Except as provided in (e) of this section, an elementary school consists of grades kindergarten through grade eight or any appropriate combination of grades within this range**, and a prekindergarten program provided by a school district for students four years of age**.

*** Sec. 2.** AS 14.03.060(e) is amended to read:

(e) In addition to the grades enumerated in (a) of this section, an elementary school consists of a **prekindergarten** [PRE-ELEMENTARY] program supervised by the department under AS 14.07.020(a)(8), operated by the department as a head start program under AS 14.38.010, or located in a public school [FOR FEDERAL FUNDING PURPOSES. EXCEPT FOR A CHILD WITH A DISABILITY WHO IS

RECEIVING SPECIAL EDUCATION OR RELATED SERVICES UNDER AS 14.30.180 - 14.30.350, PRE-ELEMENTARY STUDENTS MAY NOT BE COUNTED IN A SCHOOL'S AVERAGE DAILY MEMBERSHIP UNDER AS 14.17].

*** Sec. 3.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.065. Prekindergarten program. (a) A school district may provide a prekindergarten program for students who are four years of age and who reside in the district if the program is

(1) optional for a student;

(2) supervised by the department under AS 14.07.020(a)(8); and

(3) consistent with regulations adopted by the board under AS 14.07.165.

(b) A student who is enrolled in and attends a prekindergarten program provided by a district shall be counted as not more than a half-time student in the district average daily membership count estimate under AS 14.17.500.

*** Sec. 4.** AS 14.03.080 is amended by adding a new subsection to read:

(g) A child who is four years of age on or before September 1 following the beginning of the school year and who is under school age may enter a public school prekindergarten program.

*** Sec. 5.** 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 **and district prekindergarten programs** 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.

*** Sec. 6.** AS 14.07.020(c) is amended to read:

(c) In this section, "pre-elementary school" means a school for children [AGES] three through five years **of age,** if the school's primary function is educational**, and a prekindergarten program for children four years of age that is**

provided by a school district.

* **Sec. 7.** 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) regulations for the implementation of a prekindergarten program by a school district using the model curriculum developed by the department under AS 14.07.030(13).

* **Sec. 8.** AS 14.17.905(a) is amended to read:

(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, except as provided in (c) of this section, a prekindergarten program provided by a school district for students four years of age**; 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.

* **Sec. 9.** AS 14.17.905 is amended by adding a new subsection to read:

(c) A school district may not include in the average daily membership of a school students who are four years of age if the students are enrolled in a program that receives funding other than funding under this chapter.

* **Sec. 10.** This Act takes effect July 1, 2013.

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **SB006**
Fiscal Note Number
Publish Date

Identifier (file name) SB006-EED-ESS-2-24-12
Title "An Act relating to providing a prekindergarten program within a school district; and providing for an effective date."
Sponsor Senator Davis and French
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	83,651.9	83,651.9	83,651.9	83,651.9	83,651.9
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**83,651.9**	**83,651.9**	**83,651.9**	**83,651.9**	**83,651.9**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	0.0	0.0	83,651.9	83,651.9	83,651.9	83,651.9	83,651.9
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**83,651.9**	**83,651.9**	**83,651.9**	**83,651.9**	**83,651.9**

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 at the request of Legislative Finance Division

Prepared by Elizabeth Nudelman, Director
Division School Finance & Facilities
Approved by Mike Hanley
Commissioner

Phone 465-8679
Date/Time 2/24/12 1:00 PM
Date 2/24/2012

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. SB006

Analysis

This bill defines elementary schools as kindergarten through grade eight and a prekindergarten program for students four and five years of age. The prekindergarten program must be optional.

This bill will allow districts to receive prekindergarten funding through the foundation formula provided the students meet the age requirement of four and five years of age before September 1 following the beginning of the school year, and are not funded by another source.

This fiscal note general fund appropriation was calculated by taking the most recent kindergarten enrollment , to represent a kindergarten cohort, and multiplying by the FY2012 projected average state aid per student.

Future eligibility for space allocations and capital improvement projects through the department's facilities programs are not analyzed in this fiscal note.

CS FOR SENATE BILL NO. 6(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATORS DAVIS AND FRENCH, Olson, Kookesh, Ellis

A BILL

FOR AN ACT ENTITLED

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(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;

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(c) A school district may not include in the average daily membership of a school students who are four years of age if the students are enrolled in a program that receives state funding other than funding under this chapter.

* **Sec. 10.** This Act takes effect July 1, 2013.

27-LS0058\I.1
Kirsch/Mischel
2/28/12

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: CSSB 6( ), Draft Version "I"

Page 6, line 9, following "receives":

Insert "state"

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/19/11

FURTHER: Finance

Date of 5-Day Notice: 2/24/11
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 2/29/12

Education Committee considered SENATE BILL NO. 6

SB 6-PREKINDERGARTEN SCHOOL PROGRAMS/PLANS

"An Act relating to providing a prekindergarten program within a school district; and providing for an effective date."

and recommends:

[✓] be **replaced** with **CS** SB 6 (EDC) *[ ] Same Title [✓] New Title*

[ ] adopt **previous CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____ Letter of Intent

[ ] further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED	✓			1
Fiscal Info Forthcoming				

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	French	✓			
	DAVIS	✓			
	STEVENS			X	
CO-CHAIR:	Thomas	✓			
CO-CHAIR:	Meyer			X	

SB

8

<TARGET><BILL>SB 8</BILL><SUBJECT>SB 8</SUBJECT><COMM>SEDC27</COMM></TARGET>

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

Monday, February 28, 2011
8:00 a.m. – 9:00 a.m.
Beltz Committee Room

1. SB 8 – Student Questionnaires & Surveys
2. SB 6 – Pre-Kindergarten School Programs/Plans
3. UA Chancellors' Presentation

Bills previously heard or scheduled

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

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 schoo
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 distri
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 pa
the active consent is not needed for them. The growing burden on the schools to obtain these
is 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

SB

9

<TARGET><BILL>SB 9</BILL><SUBJECT>SB
9</SUBJECT><COMM>SEDC27</COMM></TARGET>

Thomas Obermeyer

From: Thomas Obermeyer
Sent: Tuesday, February 15, 2011 7:47 PM
To: Edra Morledge; Murray Richmond
Cc: Sen. Joe Thomas; Sen. Kevin Meyer
Subject: SB 9 - Addtional documents for hearing package regarding improvement in graduation rates with increase in school age to 18
Attachments: SB 9 Docs-NCSL email summary 2-15-2011.pdf; SB 9 Docs-Bldg.Grad.Nation 11-2011.pdf; SB 9 Docs-NCSL TaskForce-Path.Grad.1-2011.pdf; SB 9 Docs - MD Task Force -Incr.sch. age 18.pdf; SB 9 Docs-ADN-Legis.-sch.age to 18 2-15-11.pdf

Edra and Murray,

In part to answer Senator Thomas's question, I have attached information excised from larger and complete documents I received and reviewed today from NCSL. I can forward the complete documents if you wish. But they run close to 200 pages. I also have placed paper copies to each of you in interoffice mail.

While close to half the states have increased the compulsory school age to 17 or 18 and 13 states last year introduced legislation to do this, most of the data indicates that increasing the school age alone will not improve graduation rates and reduce dropouts. It becomes clear, however, that increasing the school age raises the **standard** expected of high school students, i.e., staying in school long enough to graduate. By increasing the school age coupled with programs and curriculum to help kids graduate, the savings in "social transfer costs" from avoiding prisons, heath and social service costs, and the opportunity costs of lost income and productivity over a lifetime are more than offset by the $14.8 million fiscal note which is about 1% of the state's school budget of $1.3 billion. I might add that this fiscal note is pretty rough, multiplying 1406 dropouts between ages 16 and 18 last year by an average $10,565 per student in the FY12 Foundation Formula.

If you think (S)EDC will hear the bill Monday, February 21 for sure, please confirm by email as soon as possible.

Tom

Thomas S. Obermeyer, MO Atty, M.B.A.
Office of Senator Bettye Davis, Chair
Alaska State Senate Health & Social Services Committee
State Capitol Rm 30
Anchorage, Alaska 99501
907-465-3762Direct
907-465-3822 Office
907-465-3756 Fax
800-770-3822 Toll Free
Thomas_Obermeyer@legis.state.ak.us

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Thomas Obermeyer

From: Sunny Deye [sunny.deye@ncsl.org]
Sent: Tuesday, February 15, 2011 11:57 AM
To: Thomas Obermeyer
Subject: (ding, final answer) - grad rates for 6 states that recently raised compulsory school age
Attachments: gradnation.pdf

Tom, I think the most reliable research – to your question – was conducted recently by the Grad Nation researchers (report attached) –
p. 46:
Of the 6 states that increased the compulsory school age between 2002 and 2008, two states (Illinois and South Dakota) experienced increases in their graduation rates. Only Nevada experienced a decline.
6 states: Illinois, Indiana, Nebraska, Nevada, New Hampshire, and South Dakota
(Michigan increased in 2009 - not included here)

Perhaps bringing copies of that report to the committee will satisfactorily answer the question. These are very well respected researchers.
What else can I do to help?
Sunny

From: Sunny Deye [mailto:sunny.deye@ncsl.org]
Sent: Tuesday, February 15, 2011 11:41 AM
To: 'Thomas Obermeyer'
Subject: research - compulsory school age

Tom,
Attached are the two reports referred to in the NCSL Dropout task force report. Especially, see p. 46 of the Building a Grad Nation report:

Increasing Compulsory School Age Requirements

In our previous research, students identified "too much freedom" as a key factor that enabled them to drop out of high school, and poor attendance is a strong predictor of dropping out.[36] Most states originally enacted compulsory school attendance laws between 1870 and 1910, a time when fewer than 10 percent of 17-year-olds graduated from high school, due in large part to the fact that a high school education was not a prerequisite to participating in the mainstream workforce.[37] Over the last year, extensive research has been conducted at the state level that highlights the growing gap between the areas where states are experiencing job growth and the educational levels of their populations.[38] Students required to attend high school for an additional year experience a 12 percent increase in earnings. These students are also less likely to report being unemployed, having health problems, being depressed, and working in lower-skilled jobs. They are also more likely to report higher levels of satisfaction with their lives overall.[39] Many states have responded to these issues by raising the compulsory school age to send the message to students that graduating from high school is absolutely essential.

Since 2002, 12 states have raised the compulsory school age from 16 to 17 or 18.[40] Currently, 21 states have a compulsory school age of 18 and 32 states have a compulsory school age of 17 or 18.[41] In some states that have a compulsory school attendance age of 17, like Tennessee and West Virginia,

students must remain in school until they are 18 to keep their driver's license.

A 1991 MIT and Harvard study shows that raising the compulsory school age acts as a constraint on dropping out.[42] **Of the 6 states that increased the compulsory school age between 2002 and 2008, two states (Illinois and South Dakota) experienced increases in their graduation rates. Only Nevada experienced a decline.**

Despite broad movement on raising the compulsory school age, this movement has not been uniformly embraced within the states. Over the last year alone, 13 states have introduced legislation to raise their compulsory school age to 17 or 18 that has stalled or died in committee.[43] Among the states that were unsuccessful in raising the compulsory school age, opposition from home school educators, parents, students, local businesses, and advocacy groups; an inability to determine if an increase in graduation and attendance rates or decrease in dropout rates can be attributed to increasing the compulsory school age; and the fiscal estimate were cited as critical barriers.[44] In some states where officials cited raising the compulsory school age law as a key tool to set clear expectations at the state level and to drive anti-truancy efforts locally, they also indicated that they feared in some cases parents were home schooling their children to get around the compulsory school age and to enable them to enter the workforce full time at an earlier age.

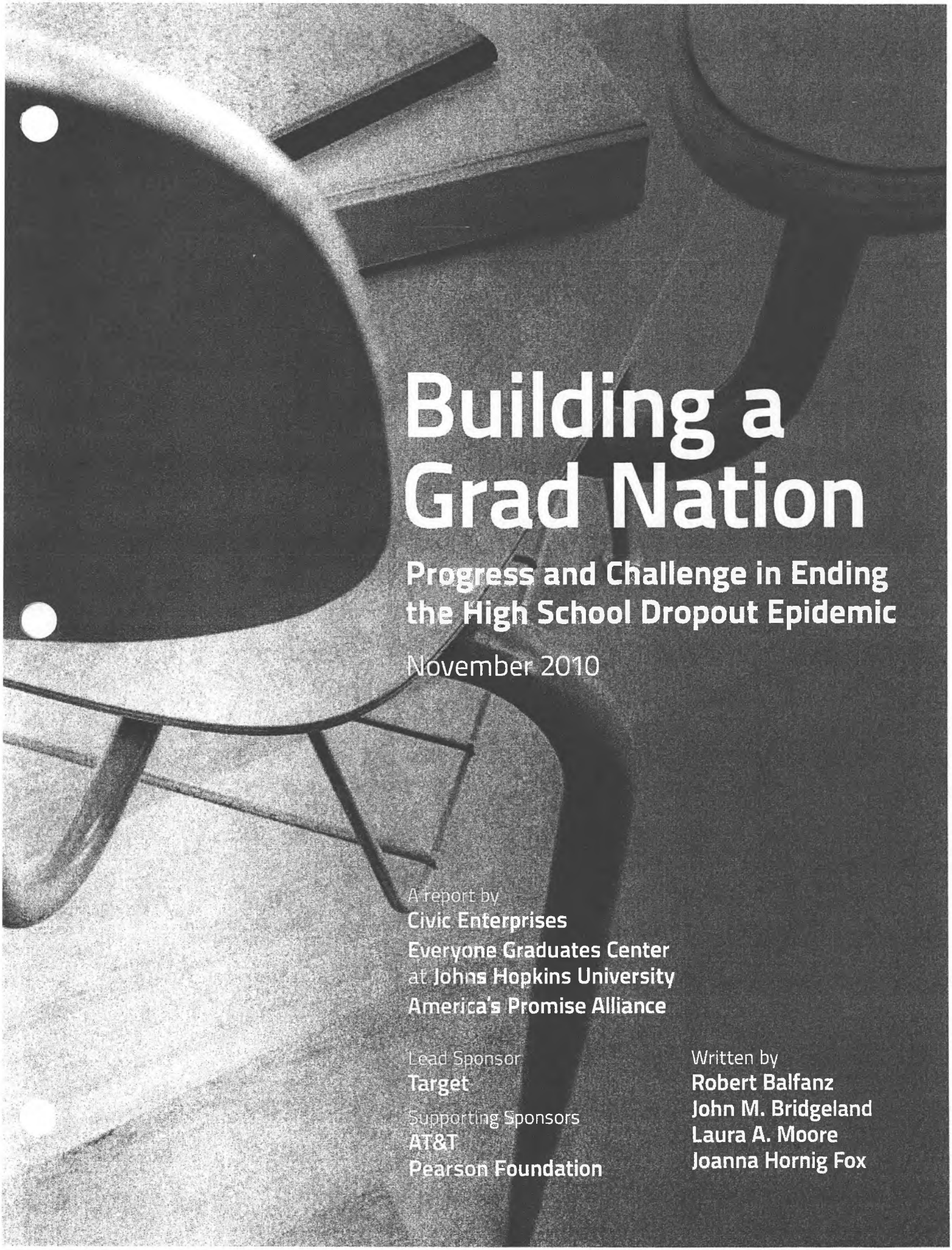
36 Bridgeland, J. M., Dilulio, J.J., & K. B. Morison (2006). The Silent Epidemic: Perspectives of High School Dropouts. Civic Enterprises and Peter D. Hart Research Associates. For the Bill and Melinda Gates Foundation.
37 U.S. Bureau of the Census (2002). Mini-historical statistics: Education summary — enrollment. Accessed at: www.census.gov/statab/hist/HS-20.pdf.
38 Georgetown University Center on Education and the Workforce (2009). Jobs and Education Requirements Through 2018. Washington, D.C.: Georgetown University Center on Education and the Workforce.
39 Oreopoulos, P. (2003) Do Dropouts Dropout Too Soon? International Evidence From Changes in School-Leaving Laws. National Bureau of Education Research Working Paper No. 10155.
40 One state, Minnesota, has lowered its compulsory school age from 18 to 16. Data compiled by the Education Commission of the States.
41 Ibid.
42 Angrist, J.D. & A.B. Krueger (1991). Does Compulsory School Attendance Affect Schooling and Earnings? The Quarterly Journal of Economics, 106(4): 979-1014.
43 Home School Legal Defense Association statistics.
44 See: Maryland State Department of Education (2007). Attending to Learn: The Implications of Raising the Compulsory Age for School Attendance. Final report of the Task Force to Study Raising the Compulsory Public School Attendance Age to 18. Submitted to the Maryland General Assembly and Governor.

Also attached is a Spring 2009 pub I just discovered – it analyzes state data on grad rates /dropout rates for states that have set the compulsory school age to 18. It's a really useful overview of the issue – but it concludes that there's not enough evidence to focus on age 18 as a policy over other dropout prevention efforts.
But – interestingly, it does not compare grad rates from when the policy took effect through now. Also, the data they refer to is 2004-05 NCES data.

Also attached is the final report of the Maryland task on compulsory school age of 18. It recommends raising the age and has lots of useful arguments and data.

I am trying to compile information about grad rates in the 20 states that have set their age to 18; but it's a big job and I'm not sure I can complete it in time for you – the thing is, I need to figure out when each state's compulsory ed age took effect; then look at grad rates from that year to 2006-07 (latest year data is available from NCES) – and I don't know if I can do that all by tomorrow – I'll try!

Sunny



Building a Grad Nation

Progress and Challenge in Ending the High School Dropout Epidemic

November 2010

A report by
Civic Enterprises
Everyone Graduates Center
at Johns Hopkins University
America's Promise Alliance

Lead Sponsor
Target

Supporting Sponsors
AT&T
Pearson Foundation

Written by
Robert Balfanz
John M. Bridgeland
Laura A. Moore
Joanna Hornig Fox

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Setting Clear and High Academic and Graduation Standards

Increasing Compulsory School Age Requirements

In our previous research, students identified "too much freedom" as a key factor that enabled them to drop out of high school, and poor attendance is a strong predictor of dropping out.[36] Most states originally enacted compulsory school attendance laws between 1870 and 1910, a time when fewer than 10 percent of 17-year-olds graduated from high school, due in large part to the fact that a high school education was not a prerequisite to participating in the mainstream workforce.[37] Over the last year, extensive research has been conducted at the state level that highlights the growing gap between the areas where states are experiencing job growth and the educational levels of their populations.[38] Students required to attend high school for an additional year experience a 12 percent increase in earnings. These students are also less likely to report being unemployed, having health problems, being depressed, and working in lower-skilled jobs. They are also more likely to report higher levels of satisfaction with their lives overall.[39] Many states have responded to these issues by raising the compulsory school age to send the message to students that graduating from high school is absolutely essential.

Since 2002, 12 states have raised the compulsory school age from 16 to 17 or 18.[40] Currently, 21 states have a compulsory school age of 18 and 32 states have a compulsory school age of 17 or 18.[41] In some states that have a compulsory school attendance age of 17, like Tennessee and West Virginia, students must remain in school until they are 18 to keep their driver's license.

A 1991 MIT and Harvard study shows that raising the compulsory school age acts as a constraint on dropping out.[42] Of the 6 states that increased the compulsory school age between 2002 and 2008, two states (Illinois and South Dakota) experienced increases in their graduation rates. Only Nevada experienced a decline.

Despite broad movement on raising the compulsory school age, this movement has not been uniformly embraced within the states. Over the last year alone, 13 states have introduced legislation to raise their compulsory school age to 17 or 18 that has stalled or died in committee.[43] Among the states that were unsuccessful in raising the compulsory school age, opposition from home school educators, parents, students, local businesses, and advocacy groups; an inability to determine if an increase in graduation and attendance rates or decrease in dropout rates can be attributed to increasing the compulsory school age; and the fiscal estimate were cited as critical barriers.[44] In some states where officials cited raising the compulsory school age law as a key tool to set clear expectations at the state level and to drive anti-truancy efforts locally, they also indicated that they feared in some cases parents were home schooling their children to get around the compulsory school age and to enable them to enter the workforce full time at an earlier age.

Combating Chronic Absenteeism

In the past few years, there has been growing awareness that communities with low graduation rates often have very high rates of chronic absenteeism from the early elementary grades forward. Recently, a number of communities have begun to organize to establish the norm that every student should be in school every day. Both Baltimore and New York City have launched joint efforts involving the school system and city agencies to create multi-pronged efforts to provide the range of supports needed to get more students to attend school on a regular basis. In addition, a new national effort called Attendance Counts has launched a website to spread best practices.[45] The federal government and most states and districts, however, do not track or report chronic absenteeism (commonly defined as missing a month or more of school) at the school or district level, instead focusing on aggregate attendance that can often mask serious chronic absenteeism challenges.

36 Bridgeland, J. M., Dilulio, J.J., & K. B. Morison (2006). The Silent Epidemic: Perspectives of High School Dropouts. Civic Enterprises and Peter D. Hart Research Associates. For the Bill and Melinda Gates Foundation.

37 U.S. Bureau of the Census (2002). Mini-historical statistics: Education summary — enrollment. Accessed at: www.census.gov/statab/hist/HS-20.pdf.

38 Georgetown University Center on Education and the Workforce (2009). Jobs and Education Requirements Through 2018. Washington, D.C.: Georgetown University Center on Education and the Workforce.

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44 See: Maryland State Department of Education (2007). Attending to Learn: The Implications of Raising the Compulsory Age for School Attendance. Final report of the Task Force to Study Raising the Compulsory Public School Attendance Age to 18. Submitted to the Maryland General Assembly and Governor.

45 www.attendancecounts.org

A Path to Graduation for Every Child

State Legislative Roles and Responsibilities

A Report of the NCSL Task Force on School Dropout Prevention and Recovery

By Sunny Deyé

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January 2011

3. Task Force Recommendations

The state legislature plays a critical role in raising public awareness about the dropout problem; setting expectations for schools and districts and holding them accountable; and providing the data infrastructure to help schools and districts identify and support struggling students. The following recommendations identify how legislators can be most effective in dropout prevention and recovery efforts.

Create and sustain urgency to improve high school graduation rates

Legislatures can make it a state priority to improve high school graduation rates. Legislatures cannot do this alone, however. We must help organize and participate in powerful partnerships among key stakeholders, including legislators, governors, superintendents, state boards of education, educators, community-based organizations, parents, and business leaders. These stakeholders each play a critical role in developing the many options and solutions necessary to help all kids navigate a path to graduation and beyond.

Creating or participating in a statewide task force, advisory board, commission, office or other entity that can take a long-term view of the state dropout problem indicates bipartisan support, brings statewide visibility to the dropout problem, and raises awareness among the media and constituents. When legislators establish or participate in such a process, we send the message that improving dropout rates is a state legislative priority and that stakeholders have allies in the legislature who can codify their efforts in statute.

States need to set ambitious goals for improving high school graduation rates, and legislatures are well-positioned to ensure that state goals are understood by the public; that progress is accounted for and recognized; and that incentives and resources are available to help schools and districts meet state goals. Publicizing the goal and state progress will help inform citizens, parents and students about the costs and consequences of dropping out, and the many options available to keep kids on the path to graduation.

Task Force Recommendations

- Create and sustain urgency to improve high school graduation rates.
- Insist on high expectations and a rigorous curriculum for all students.
- Provide options and pathways to engage all students.
- Put excellent teachers, principals, and other caring adults in schools.
- Identify and support struggling students.
- Develop dropout recovery programs to reengage out-of-school youth.
- Build capacity to transform or replace low graduation-rate high schools.
- Conduct policy audits, eliminate counterproductive policies and provide incentives for collaboration.
- Hold schools and districts accountable for improving high school graduation rates.

4. Call to Action

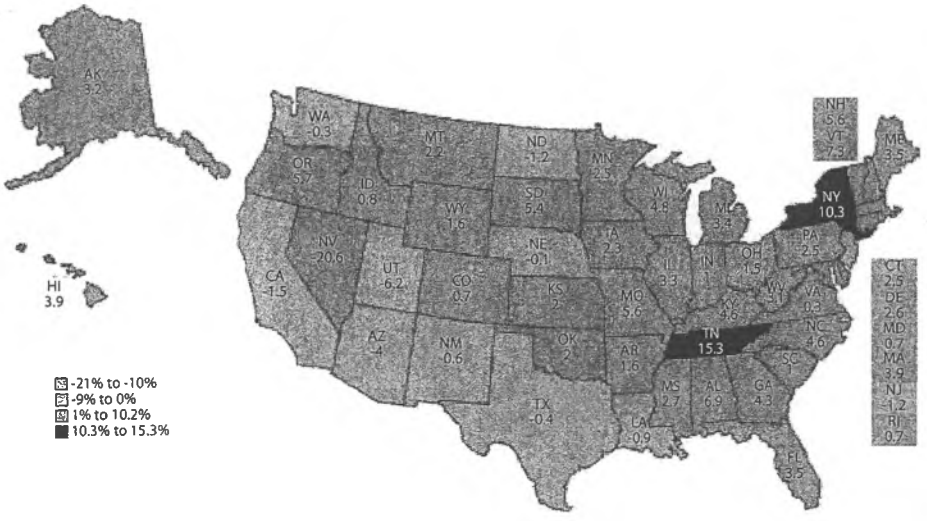
The costs of dropping out are high—to the student; to the states; and to the nation. For students who do not earn their high school diploma, the future is grim. We no longer live in a society where high school dropouts can earn a living wage. Not only do dropouts see a significant decrease in earning power and workforce opportunities, but they also are far more likely to spend their lives periodically unemployed, on government assistance, or cycling in and out of the prison system.[39] Each high school dropout is a loss to our states and communities through costs to society, diminished quality of life, and—most importantly—loss of productive, engaged citizens.

The current economic crisis offers an opportunity to act. The economic downturn has wreaked havoc on state budgets, forcing difficult choices and driving important conversations about state economic priorities, responsibilities and accountability. The current crisis in state budgets is expected to continue for several more years. It provides an opportunity to pare duplicate services; hold agencies accountable for improving results; and find new ways to collaborate, share information, and ensure that state policy environments provide incentives for improving high school graduation rates.

State legislators must be leaders in dropout prevention and recovery and set the expectation that all students will successfully graduate from high school ready for success in college, careers and life. The time is now—we cannot wait until the current economic crisis subsides. We must take advantage of this opportunity to reexamine our expectations, policies and processes to ensure that schools and districts have every incentive and opportunity to help kids navigate a path to graduation and beyond.

This is our responsibility and thus our call to action: We must ensure that graduating every child means graduating every child. The clock is ticking for our children, our states and our nation.

ɟure 7. Percentage Change in Graduation Rates, 2001-2002 to 2007-2008, by State



Note: Data for South Carolina from 2006-2007; 2007-2008 data not available.
Source: U.S. Department of Education National Center for Education Statistics, *Trends in High School Dropout and Completion Rates in the United States: 1972–2008 Compendium Report* (December 2010): Chris Chapman, National Center for Education Statistics; Jennifer Laird, MPR Associates Inc.; Angelina KewalRamani, Education Statistics Services Institute American Institutes for Research.



States Making Great Gains

The education recommendations, policy guidelines and legislation that state lawmakers have put in place during the past decade are playing a vital role in decreasing the number of students who drop out of high school in Tennessee and Alabama.

A new report shows positive signs that states are making progress in reducing the number of students who drop out of high school. The report—released in November 2010 by the America's Promise Alliance, Civic Enterprises and Johns Hopkins University's Everyone Graduates Center—highlights successful case studies in Tennessee and Alabama. It acknowledges the role of state legislators in creating policy environments that have helped increase high school graduation rates, including strong leadership with clear graduation rate goals; collaboration among many sectors that is guided by data; commitment to innovation and continuous improvement; technical assistance for evidence-based solutions; and high expectations, better policies and more support for students.

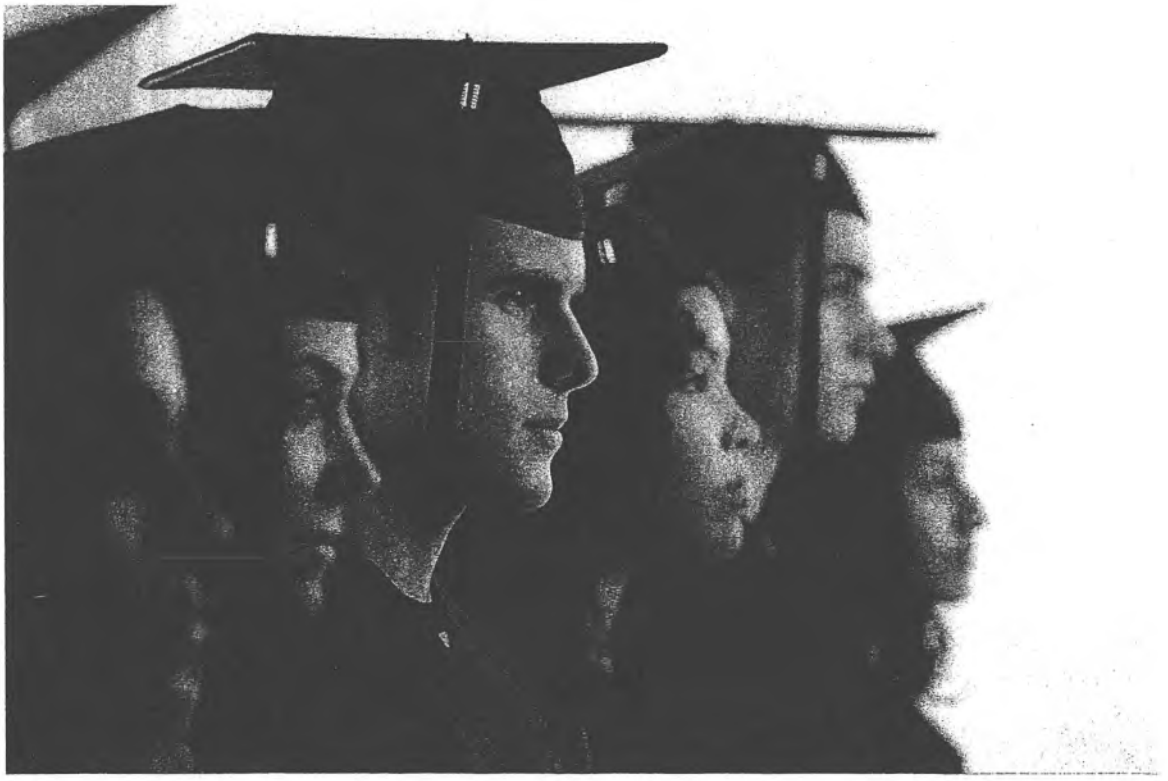
Tennessee: From 2002 to 2008, Tennessee led the nation in increasing its high school graduation rate from just under 60 percent to 75 percent. Researchers credit a statewide approach that included collaboration and coordination among stakeholders; setting clear and high statewide expectations; effectively using data to improve teaching and learning; and improving technical assistance to struggling schools.

Alabama: Between 2002 and 2008, Alabama's high school graduation rate increased from 62 percent to 69 percent. Researchers credit leadership from state policymakers that made dropout prevention and increased graduation rates a statewide priority; set clear and high statewide expectations and standards for students; built capacity for comprehensive school improvement, including state-sponsored professional development and training; and provided intensive supports to students to finish high school.

Source: Robert Balfanz, John M. Bridgeland, Laura A. Moore and Joanna Hornig Fox, *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic* (Washington, D.C.: Civic Enterprises, Everyone Graduates Center at Johns Hopkins University and America's Promise Alliance, November 2010); http://www.every1graduates.org/gradnation.html.

Attending to Learn
The Implications of Raising the Compulsory Age for School Attendance

Final Report of the Task Force to Study Raising the Compulsory Public School Attendance Age to 18
Submitted to the Maryland General Assembly and Governor
December 1, 2007



Attending to Learn: The Implications of Raising the Compulsory Age for School Attendance

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Recommendations

The Task Force believes that Maryland must do more to engage children and keep them in school. However, the Task Force agrees that in isolation, a change in the compulsory attendance age will not reduce the dropout rate. The reality is a policy change can require students to attend school, but it can't make them learn. Whether the students benefit from being in school depends largely upon the programs and support they receive there. Accordingly, the Task Force supports the implementation of these recommendations, and the engagement of students at an earlier age, in order to address the needs of children at risk of dropping out of school. In the context of strengthened, expanded supports for the students who would be affected, students who would otherwise drop out, would, of their own volition, choose to remain in school and earn a diploma. Thereby, addressing the issue of legally mandating students to remain in school would become unnecessary.

Recommendation One

Establish a statewide initiative that will:

a) Be flexible while maintaining a consistent approach to meeting the needs of 16- to - 18 year old dropouts and potential dropouts, regardless of where they live or attended school;

b) Expand the data collection work on existing dropout-prevention and re-entry programs that has been done, and design and implement a program to analyze the effectiveness of these dropout-prevention programs;

c) Establish pilot model programs based on proven or promising approaches, and evaluate their success prior to statewide implementation. (Consideration should be given to geographic location, size, and diversity of school systems.);

d) Provide an infrastructure (people, organization, time of day, location, resources, community and family involvement), and identify reallocation of funding and new funding that guarantee effective interagency services and assure increased numbers of students will stay in school and graduate; and,

e) Examine articulation and funding agreements and formulas among agencies and institutions to determine which of these enhance students' opportunities and which serve as barriers.

efforts; provide professional development; and allocate the resources, both financial and otherwise, to ensure that all Maryland students maximize their educational potential.

Rationale

If the compulsory attendance age is raised, Maryland will immediately need to put in place a system of supports and services for students who under the previous requirement would have dropped out, and for those young adults who have already dropped out but will be required to return to school. A statewide framework must be built to accommodate these students; this multi-faceted recommendation can serve as the blueprint.

Before Maryland puts dropout prevention and intervention programs and practices in place, devoting staff, resources, and time, we must know that these programs and practices will be effective.

Task Force research on current practices and programs included collecting data from school systems on existing programs. Members analyzed the evidence shared by districts, and examined the findings of national longitudinal dropout studies. This process revealed weaknesses in data collected on programs across the state. Task Force findings in this area included the following:

- There is a significant discrepancy among districts in what is identified as an alternative education or dropout-prevention program.
- The data evaluating these programs are inconsistent.
- It is difficult, if not impossible, to compare the costs per student of these programs.

Better data collection is essential to confirming programs' success before statewide implementation. It is also essential for reasons of accountability. Although there are programs that address at-risk students, there have been limited studies done on the effectiveness of these programs. This lack of robust data has inhibited the Task Force from making more specific recommendations regarding the designs of ideal dropout-prevention and re-entry programs. Scant data has also constrained this Task Force's analysis of the need for alternative programming, the additional years to educate students, and the associated costs. Before moving forward with costly initiatives, it is imperative that evidence-based decisions be made that support both the need for change, as well as the justification for funding.

A review of promising practices in other states indicated a significant expense (around $200 million dollars per year) to simply raise the compulsory age requirement to 18 under the present school environment and current instructional delivery systems. The additional expenses associated with truly alternative programs—over and above the school systems' commitment to the typical child served—should be based on research that has taken place in Maryland, with Maryland children, ideally in multiple settings. The analysis of these pilot programs would then

inform further discussion of the fiscal support needed for an alternative program to meet the needs of Maryland's students, teachers, businesses, and families.

Recommendation Two

Support and promote the awarding of a High School Diploma by Assessment as a valid credential, and work with the federal government to remove any disincentives for recognizing a high school diploma earned by passing the national GED Tests.

Rationale

The traditional route to the diploma must remain the preferred pathway. However, Maryland must acknowledge that the traditional, four-year high school experience is an unrealistic expectation for some children. Alternatives, including the awarding of a High School Diploma by Assessment through the GED Tests, must be provided, supported, and promoted. Maryland must support and promote alternative pathways for those students for whom it is appropriate. Certainly, these pathways should not be promoted to every child at risk of dropping out.

INCREASE ACCESS TO GED INSTRUCTION AND TESTING

GED instructional programs should be more effectively publicized and more widely available. Schools should be encouraged to distribute accurate information about local GED instructional programs, including the cost of testing, both to students who have already dropped out of school and to students at risk of dropping out. Students also need to know that a High School Diploma by Assessment is a valid credential to enter Maryland community colleges. They also need to know that without a college degree their future income potential is limited compared to that of a college graduate. One opportunity for providing this information is the exit interview that COMAR requires of all students who withdraw from Maryland public schools. In order to implement this recommendation, instructional programs and testing services would need to be expanded. For example, demand for GED instruction exceeds current capacity.

IMPLEMENT THE "GED OPTION" PROGRAM

Maryland students wishing to attempt the GED Tests must first drop out of school to conform to the American Council on Education (ACE) requirement. ACE does offer an alternative for targeted students who remain in school. The GED Option program targets students who are able to complete high school requirements, but who, for a variety of circumstances, are behind in the credits needed to graduate with their class. With the GED Option, the student remains enrolled and attends high school for at least 15 hours of instruction per week. This

instruction includes not only GED preparation, but also workforce development skills and/or career and technology education. As the GED Tests are a valid method of earning a diploma, Maryland should consider implementing the GED Option program, which has been adopted in 11 states, including New York and Virginia. To implement a similar GED Option in Maryland, the State Board of Education would need to amend COMAR to recognize the GED Option program as an approved pathway leading to a Maryland high school diploma.

REMOVE DISINCENTIVES

The GED Tests are a valid route to the diploma and should be promoted as such, regardless of how the federal government categorizes GED Tests under No Child Left Behind (NCLB). Currently, NCLB requires Maryland to count its graduates with a High School Diploma by Assessment as dropouts. As a result, these students negatively affect the school, school system, and state graduation rates, which are used in the determination of Adequate Yearly Progress. There is much at stake here for schools and school systems. Those not making Adequate Yearly Progress are subject to a series of escalating consequences that include corrective actions and complete restructuring of the school or school system. It is easy to see why a school or school system might not promote the GED program as positively or as often as it should. This is a damaging disincentive to meeting students' needs, and it must be eliminated. This Task Force urges the Maryland Congressional delegation to work with the Congress and the President to amend No Child Left Behind to allow students who earn a GED to be counted as high school graduates. Implementing this recommendation would increase Maryland's high school graduates by five percent (based on FY 2006 data).

CHOOSE DIPLOMA PATHS INDIVIDUALLY

Identifying the GED Tests as the most appropriate path for a student to earn a diploma must be done with careful consideration for each student. However, the GED Tests are not appropriate or attainable for every child. Some students, including some English Language Learners and some students with special needs, would not be successful on the GED Tests. Together, parents, school personnel, and the student must review the student's skills, needs, and future goals against all of the diploma routes and choose the best one for the student.

Recommendation Three

Create multiple pathways to the Maryland High School Diploma for students with disabilities and English Language Learners. These diploma pathways should include these options: work study beginning in grade 9; a five-year high school program; and instruction at times outside of the traditional school schedule.

Rationale

Raising the compulsory attendance age alone will not produce more high school graduates. Indeed, whether the compulsory attendance age is raised or not, other actions and new alternatives to help students complete a path to graduation are needed. Particularly in need of alternatives to traditional high school programs are students with disabilities and students with little or no English language skills, referred to as English Language Learners.

Flexible, alternative routes to the Maryland High School Diploma will provide these students additional opportunities to be successful. Allowing five-year high school programs, for example, will allow more time for remediation for students having difficulty passing the High School Assessments. The additional time may also be used to meet the requirements for a Maryland High School Diploma. Another consideration in creating these diploma pathways is the age of English Language Learners at the time of enrollment. For example, an English Language Learner may enroll in high school at age 17 speaking no English. To be successful, some students may need to be enrolled for a period of time past age 18.

An alternative route to the Maryland High School Diploma that offers instruction outside of the traditional school schedule is also essential. It is not unusual for some families to place obligations (e.g., working to support the family or supervising siblings) on students that make it difficult for the students to fully participate in school. A flexible schedule with opportunities for learning in the evening, on the weekend, or during the summer would allow these students to attend school while still fulfilling their familial responsibilities.

Based on student feedback on a Maryland school district survey (Cecil County Public Schools, 2007), a five-year high school program could address the special needs of students at risk by providing:

- Additional help in academic subjects;
- Work-study opportunities that can be built into student schedules beginning at an earlier age; and,
- Additional time to meet graduation requirements, including the High School Assessments.

Alternate formats and creative solutions for instruction may enable students to complete their education. For example, school schedules may use part-time day classes; combine part-time day classes with night school; and/or include work study and technical post-secondary education.

Recommendation Four

The State Board of Education must adopt a definition of alternative education that addresses different modes of instruction and appropriate strategies for current dropouts and for children and young adults at risk of dropping out.

Rationale

Unlike several other states, Maryland has no formal definition of alternative education. This omission must be addressed promptly. Adopting a formal definition in state regulations is necessary: to ensure that alternative education programs deliver instruction that meets content standards; to offer appropriate, targeted courses that enable students to reintegrate into a comprehensive school when ready; to address individual learning styles of students; and generally to meet standards for education as set forth by the Maryland State Board of Education. The Task Force must emphasize that flexible schedules should be considered for these programs to meet the needs of students with personal obligations such as job responsibilities and other family obligations.

A review of the literature and current practices for alternative education programs across the nation revealed common types of program locations and common elements of quality practice and programming, summarized below.

Alternative Education Program Locations

- Separate room or teacher within a comprehensive high school where additional services are provided
- School within a comprehensive high school
- Separate facility

(Source: State of Wisconsin, Department of Public Instruction)

Elements of Quality Practice and Programming

- Low student/teacher ratio
- Accredited
- Authority to grant credentials (High School Diplomas or GED)

- Credit recovery (allowing students the opportunity to make up credits that were lost due to failure)
- Certified teachers
- Flexible scheduling
- Strong relationships with the district office and other high schools
- Private funding and/or public-private partnerships

(Source: State of Wisconsin, Department of Public Instruction)

To support students, alternative education models need to offer a range of services and instruction, including anger management; small group instruction; some individualized instruction; computerized, self-paced instruction; guidance services; and study skills. Strong, consistent and persistent support services are critical to students' success.

In crafting a regulatory definition for alternative programs, the State Board of Education should consider the aforementioned program locations, elements of quality practice and programming, and range of services and instruction. Also important to the process is encouraging and considering the input of stakeholders, such as local school systems, higher education, community organizations, experts in alternative programs, parents, and students.

During the process of developing the alternative program definition, the State Board of Education and/or Maryland State Department of Education should also work to change perceptions of alternative programs. Too often, alternative education programs carry a reputation in their respective communities as programs for "bad kids." This view must be changed as an alternative program infrastructure is put into place. While these programs do serve some students with behavioral problems, they also serve many other students who do not have behavior issues but do require an alternative educational setting in order to be successful. Alternative programs have great potential for helping children achieve success; communities must understand this so they can get involved with and support the school and its students.

Recommendation Five

Should the compulsory age of attendance be raised to 18, Maryland should provide the adequate financial support to raise the age of compulsory attendance to age 18.

Rationale

This Task Force has identified many, but not all, of the costs that would be associated with an increase in the compulsory attendance age. Raising the compulsory attendance age can be done responsibly and effectively only by providing the resources necessary to engage all students at a young age and keep them engaged until they successfully complete high school.

While it is not the job of this Task Force to identify specific funding sources necessary to support an increase in the compulsory attendance age, or otherwise implement these recommendations, students will not benefit from an unfunded mandate. The subcommittee recognized that much more than an infusion of money would be necessary to effect this legislated change should it come to fruition. Preparation time would need to be built into the implementation date to allow systems to hire and professionally develop additional teachers, build additional classrooms, purchase and outfit relocatable classrooms, order needed textbooks and supplies, redraw school boundaries, analyze transportation needs, account for the special needs of the physically and educationally disabled students returning or remaining, and include the appropriate amount of money in the local school boards' funding requests to the local political jurisdictions in time to meet all of the deadlines for adequate consideration in the budgetary process. Public-private partnerships may need to be explored as the State and local school systems attempt to marshal sufficient resources to implement any changes to the compulsory age of attendance.

Recommendation Six

Appoint a group to study Maryland's existing truancy courts, examine their structure, assess their effectiveness, and, if appropriate, make a recommendation for expanding truancy courts statewide.

Rationale

Currently, Maryland lacks an established system of support and consequences for frequently truant students. And while Maryland has established consequences for parents/guardians, they are rarely enforced. Without enforcement in place, the compulsory attendance law is insignificant, and raising the compulsory attendance age will have little or no influence on keeping students in school. Therefore, the State should consider a truancy court system in each county to instill hope, improve student attendance, enhance achievement, and reduce delinquent behavior through a proactive partnership of schools, courts, and families.

Truancy courts currently exist in several Maryland counties, but data on their effectiveness is not known. Truancy courts have been used with strong success in several states, including North Carolina, where a newly developed truancy court has successfully transformed truant elementary and middle school students in two counties into perfect or nearly perfect attendance students. According to Judge Richard Chaney of Durham, North Carolina, only one student failed to graduate high school out of the students who regularly came into his courtroom. In St. Louis County, Missouri, a three-year evaluation of the truancy court showed 60 percent of students significantly improved their attendance rates, reducing absences by an average of 44

percent (St. Louis County Truancy Court, 2005). Additionally, in Ingham County, Michigan, approximately 63 percent of the 600 students referred to truancy court in the first two years have improved their attendance (Burton, 2003). Dramatic successes have also been found in Delaware. In 2003, 55 percent of the 739 students with cases closed achieved overall compliance with the truancy court; 94 percent of the students achieving full compliance remained in school at the end of the year; 70 percent of all students were still in school at the end of the year; and, 66 percent of all 2002 students involved with the truancy court continued to remain in school more than a year later (State of Delaware Justice of the Peace Court, 2003).

Should truancy courts be established, Maryland should consider a system whereby each truancy court works closely with the local State's Attorneys office, Sheriff's department, Department of Social Services, local leaders, and local boards of education to ensure compliance with compulsory attendance laws.

A statewide truancy court system should consider targeting students who were absent between 10 and 30 times. One judge, volunteer or appointed, per court could handle truancy cases once a week before or after school. The truancy judge would review a student's attendance, behavior, and academic performance. After an accumulation of multiple absences, the student would be placed on probation. If there is no improvement, the student might face community service, juvenile detention, or parental supervision in school.

The court would also intervene with issues underlying a student's truancy, including depression and drug and/or alcohol abuse, and make the appropriate referrals and placements.

Suggestions for keeping students in school through the truancy court system include transportation assistance; parent participation; counseling; parenting classes; support groups; and positive reinforcement, such as praise for small accomplishments and rewards for attendance and compliance with the truancy system.

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Anchorage Daily News

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Legislation would raise high school dropout age to 18

State educators say 16 is too young to make vital decision.

By LISA DEMER
ldemer@adn.com
(02/15/11 07:48:07)

JUNEAU -- Some are so far behind they can't see a way to the finish. Some feel bullied at school and are scared to go. Some stay home to take care of younger siblings while parents work.

Struggling Alaska students drop out in astonishing numbers, and the state allows it once they turn 16.

A bill now in the state Senate aims to raise the age that kids must be in school. Senate Bill 9 had its first hearing Monday. A similar bill died in the last Legislature.

Both were sponsored by Sen. Bettye Davis, an Anchorage Democrat and retired social worker.

The bill would require kids to start school by age 6 and stay in through age 17. Current law says kids must attend from age 7 through 15. The change for younger children is a formality, Davis said. Young children already are starting by age 5 or 6 to attend kindergarten.

The problem is at the other end. Too many quit at age 16 or 17, not anticipating the lost opportunities that may result.

"It's not a magic bullet to heal all the ills that we have, but it's one of the tools in the toolbox that we need," Davis said in Monday's hearing before the Senate Education Committee.

Legislators, teachers and school district leaders have long been frustrated by Alaska's high dropout rates. Davis says she wants to raise the school attendance age as part of larger reforms that do more to motivate rather than alienate students on the edge.

LONG A PRIORITY

Many educators love the idea, but some parents have been skeptical, worried that troubled students forced to stay in school will only disrupt classes for others.

Davis said students who don't fit into the regular classrooms could be reached in other ways, by hands-on vocational classes or through an alternative school. Serious troublemakers could be suspended or expelled.

Raising the school attendance age has been a legislative priority of the Anchorage School District for years, said Superintendent Carol Comeau.

"No. 1, we think it's too young for a kid to make a decision that is that potentially life changing at 16," Comeau said. Some teens quit school thinking they'll join the military, but the Army generally requires a regular high school diploma, or a G.E.D. with college credits, said Capt. Francisco Jaume, commander of the recruiting company for the Army in Alaska.

"That's a real misconception," he said.

Those who get in with a G.E.D. are limited to the most basic Army jobs, such as infantry positions, he said.

HIGHER AGES IN MOST STATES

Alaska attendance age dates to territorial days when many students quit after eighth grade and fewer jobs required a high school diploma, Davis's office said.

Twenty states require students to attend school until they turn 18 and 11 more set the cutoff age at 17. Alaska is among 19 states that let students quit on their 16th birthday.

Laury Scandling, assistant superintendent of the Juneau School District, has spent years teaching in or overseeing programs to reach kids at risk of dropping out. She told legislators that she has always refused to sign dropout papers for a teen wanting to quit. The state shouldn't make it easy for kids to quit, she said.

The Association of Alaska School Boards backs the bill, too, said executive director Carl Rose.

But would this make a difference? Sen. Hollis French, D-Anchorage, asked.

The educators said it would.

Students aren't dropping out because standards are too high, Scandling said. They leave because they aren't connected to school, because they feel invisible, because the curriculum isn't relevant. Anchorage is trying to address that with graduation coaches, who identify students at risk of dropping out and work with a team to keep them in, Comeau said.

Gov. Sean Parnell hasn't taken a position on the bill but generally prefers incentives, such as the scholarship program he backed last year, rather than mandates, his spokeswoman said. In the last school year, about 1,400 Alaska students between the ages of 16 and 18 dropped out, according to the state Department of Education. It would cost nearly $15 million a year to keep them in school, the department says.

Maybe, says Davis. But dropouts already cost society, she said. If more money is spent on educating the students, she said, fewer will be absorbed by prisons and social services.

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Senator_Bettye_Davis@legis.state.ak.us
http://www.akdemocrats.org

Office of Senator Bettye Davis

January 31, 2011

Senator Meyer, Senator Thomas Co-Chairs, Senate Education Committee

RE: Request for Hearing for SB 9, 27-LS0085\M - "An Act relating to compulsory school attendance; and relating to the crime of contributing to the delinquency of a minor.

Dear Senators Meyer and Thomas:

Senator Davis respectfully requests a hearing on SB 9 before the Senate Education Committee.

Included in this hearing package are:

1. Sponsor Statement
2. Current version of SB 9, 27-LS0085\M.
3. Sectional Summary (requested and to be provided under separate cover).
4. Additional Documents
    - "Compulsory School age Requirements" – Education Commission of the States
    - "Compulsory Education" NCSL 2009
    - " Graduation Rates in Alaska and Dropout Information" - EED 11/09/2010
    - "Employment Provisions in Compulsory School Attendance"- US Dept Labor
    - "NEA's 12 Point Plan to Reduce Dropout Rate" 2009
    - "High School Dropout: Stats" National High School Center 2007
    - Letters supporting increasing school age in previous SB 102, 26th Legislature
    - *Boston Globe* 10/212/09 "Law urged to make teens stay in school."

Please plan on in-person and teleconference testimony.

Please do not schedule this bill February 21-24. Call if you have any questions.

Sincerely,

Thomas S. Obermeyer
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MEMORANDUM January 31, 2011

SUBJECT: Sectional Summary of SB 9 (Work Order No. 27-LS0085\M)

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. Raises the age from 16 to 18 for the crime of contributing to the delinquency of a minor for repeated absences from school.

Section 2. Raises the compulsory school age from 16 to 18.

Section 3. Amends an exception to the compulsory school attendance age to provide for graduation for a secondary school.

JMM:ljw
11-057.ljw

Alaska State Legislature

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Senator Bettye Davis

SB 9 27-LS0085 "An Act relating to compulsory school attendance; and relating to the crime of contributing to the delinquency of a minor."

SPONSOR STATEMENT

This bill changes the Alaska compulsory school attendance ages from 7-16 to 6-18. At the same time it necessarily amends the criminal statute of contributing to the delinquency of a minor from the maximum age 16 to 18. The legislative intent of this bill is to require all students to start school earlier when their brains are growing and developing at a dramatic rate from birth to age 7 and to stay in school long enough to graduate. This bill allows earlier identification of children with learning disabilities and more time to take successful corrective action. This bill will not preclude parents from homeschooling children, or using charter or alternative schools, or any other of the twelve enumerated exceptions to compulsory education under AS 14.30.010(b), including completion of grade 12 or graduation from a secondary school before age 18.

The Alaska compulsory school age statute is out of date with modern educational practice and thinking. The law has not changed since territorial days when few children attended school beyond 8th grade or bothered to graduate, because most jobs did not require much education. The majority of Alaskan students today are already in school by age six and many by the minimum age five. Head Start and prekindergarten programs are growing in popularity. The state already funds a pilot pre-kindergarten program and SB 6 this year proposes funding such a program statewide.

In 1852 Massachusetts became the first state to pass compulsory school attendance laws, and by 1918 all states required children to receive an education. Today every state and territory requires children to enroll in public or private education or to be home-schooled. Thirty-two states require students to begin their education by age 6 or 5 and to remain in school until 16 or older. Twenty-four states and American Samoa set the minimum at age 6, and eight states and the District of Columbia, Puerto Rico and the Virgin Islands set the minimum at age 5. All children are required to continue their education into their high school years, with twenty states setting the compulsory cutoff age at age 18; eleven at age 17; and nineteen states including Alaska and the Virgin Islands at age 16.

By increasing the school attendance age to 18, this bill should discourage earlier dropouts and reduce juvenile crime, teen pregnancy and other at risk behaviors. Studies have found that students without a diploma earn less than 75% of those with a diploma; they are more likely to live in poverty, go to jail, and have health problems.

The Alaska Department of Education and Early Development reported 8,245 students or 67.7% graduated in 2010 while 3,186 dropped out. The graduation rate of Alaska Native students was 55.4%, a group which experienced twice the dropout rate of all students. These rates remain well below the national average. The National Education Association's first priority two years ago in its "12-Point Action Plan for Reducing the School Dropout Rat" was to "*mandate high school graduation or equivalency as compulsory for everyone below the age of 21.*" It reported:

"Just as we established compulsory attendance to the age of 16 or 17 in the beginning of the 20th century, it is appropriate and critical to eradicate the idea of 'dropping out' before achieving a diploma. To compete in the 21st century, all of our citizens, at minimum, need a high school education."

Opponents to increasing compulsory school age who are concerned about forcing students to be in the classroom against their will argue that these students may become disruptive and require more time and expense on behavior and truancy problems. This bill, however, is directed at more than just "seat time." It is to become part of a larger plan to motivate rather than to punish or ignore students. It aims to help students stay in school long enough to graduate and go on to college or better-paying jobs. Students will want to come to school, stay in school, and graduate, if academic problems are identified early and they helped long before they dropout. For those students who want to work or are not as academically inclined, school districts are encouraged to continue accredited alternative schools and work-study programs to help students earn credits toward a diploma if they must work at the same time. Coupled with early efforts to retain, train, and graduate, this bill can bring hope and success to thousands of Alaskan students who otherwise might not stay in school long enough to graduate or develop to the best of their potential.

StateNotes

Attendance

Education Commission of the States • 700 Broadway, Suite 810 • Denver, CO 80203-3442 • 303.299.3600 • Fax: 303.296.8332 • www.ecs.org

Compulsory School Age Requirements

Updated by Melodye Bush

Last Updated June 2010

Summary

Compulsory school attendance refers to the minimum and maximum age required by each state in which a student must be enrolled in and attending public school or some equivalent education program defined by the law.

The vast majority of states include an added clause providing for pupils to be released from compulsory attendance requirements upon graduation of high school, regardless of their age.

Arizona, **Vermont** and **Wyoming** all exempt children from compulsory attendance requirements upon completion of the 10th grade.

Five states – Virginia, South Dakota, Nevada, Maryland **and** Connecticut **– allow the minimum compulsory age to be extended by at least one year if the parent(s) obtain a waiver from their assigned school.**

Nearly half of all states allow children ranging from age 14 to 18 to be exempt from the compulsory attendance requirement if they meet one or more of the following stipulations: are employed, have a physical or mental condition that makes the child's attendance infeasible, have passed the 8th-grade level, have their parents' permission, have the permission of the district court or the local school board, meet the requirements for an exit interview, or have arranged alternative education such as vocational or technical school. Endnotes are provided for Indiana, Louisiana, Massachusetts and Virginia as examples of such legislation.

Part I: Age Ranges

Minimum compulsory age and corresponding number of states:

- Age 5: 8 states and the District of Columbia, Puerto Rico and Virgin Islands
- Age 6: 24 states and American Samoa
- Age 7: 16 states
- Age 8: 2 states

Maximum compulsory age and corresponding number of states:

- Age 16: 19 states and the Virgin Islands
- Age 17: 11 states
- Age 18: 20 states and the District of Columbia, American Samoa, and Puerto Rico

State/Territory	Requirement	Citation
(Shaded line indicates change)		
Alabama	7-17	ALA. CODE § 16-28-3
Alaska	7-16	ALASKA STAT. 14.30.010
Arizona	6-16 or completion of grade 10	ARIZ. REV. STAT. § 15-802, §15-802-D-2
Arkansas[1]	5-17	ARK. STAT. ANN. § 6-18-201
California	6-18	CAL. EDUC. CODE § 48200
Colorado	6-17	COLO. REV. STAT. § 22-33-104
Connecticut[2]	5-18	CONN. GEN. STAT. § 10-184
Delaware	5-16	14 DEL. CODE ANN. §2702
District of Columbia	5-18	D.C. CODE ANN. § 38-202
Florida	6-16	FLA. STAT. § 1003.21
Georgia	6-16	GA. CODE ANN. § 20-2-690.1
Hawaii	6-18	HAW. REV. STAT. § 302A-1132
Idaho	7-16	IDAHO CODE § 33-202
Illinois	7-17	105 ILL. COMP. STAT. ANN. 5/26-1
Indiana[3]	7-18	IND. CODE ANN. § 20-33-2-6; § 22-33-2-9(B)
Iowa	6-16	IOWA CODE §299.1A
Kansas	7-18	KAN. STAT. ANN. § 72-1111
Kentucky	6-16	KY. REV. STAT. ANN. § 159.010
Louisiana[4]	7-18	LA. REV. STAT. ANN. § 17:221
Maine	7-17	ME. REV. STAT. ANN. § TIT. 20A, § 3271
Maryland	5-16	MD. CODE ANN., EDUC. § 7-301
Massachusetts[5]	6-16	MASS. REGS. CODE TIT. 603. § 8.02 MASS. GEN. LAWS ANN. CH. 76 § 1
Michigan	6-18	MICH. STAT. ANN. § 380.1561
Minnesota	7-16	MINN. STAT. § 120A.22
Mississippi	6-17	MISS. CODE ANN. § 37-13-91
Missouri	7-17	MO. REV. STAT. § 167.031
Montana[6]	7-16	MONT. CODE ANN. § 20-5-102
Nebraska	6-18	NEB. REV. STAT. ANN. § 79-201
Nevada	7-18	NEV. REV. STAT. ANN. § 392.040
New Hampshire[7]	6-18 (effective 7/01/09)	N.H. REV. STAT. ANN. § 193.1
New Jersey	6-16	N.J. REV. STAT. §18A:38-25
New Mexico	5-18	N.M. STAT. ANN. § 22-8-2; § 22-12-2; § 22-8-2 m(3)
New York[8]	6-16	N.Y. EDUC. LAW § 3205
North Carolina	7-16	N.C. GEN. STAT. § 115C-378
North Dakota	7-16	N.D. CENT. CODE § 15.1-20-01
Ohio	6-18	OHIO REV. CODE ANN. § 3321.01
Oklahoma	5-18	70 OKLA. STAT. TIT, 70, § 10-105
Oregon	7-18	OR. REV. STAT. § 339.010
Pennsylvania	8-17	PA. STAT. ANN. § 13-1326
Rhode Island	6-16	R.I. GEN. LAWS § 16-19-1
South Carolina[9]	5-17	S.C. CODE ANN. § 59-65-10
South Dakota	6-18 (effective 7/01/09)	S.D. CODIFIED LAWS § 13-27-1
Tennessee[10]	6-17	TENN. CODE ANN. § 49-6-3001 (C)(1)
Texas[11]	6-18	TEX. EDUC. CODE ANN. § 25.085
Utah	6-18	UTAH CODE ANN. § 53A-11-101
Vermont	6-16 or completion of grade 10	VT. STAT. ANN. TIT. 16 § 1121
Virginia[12]	5-18	VA. CODE ANN. § 22.1-254
Washington	8-18	WASH. REV. CODE § 28A.225.010
West Virginia	6-17	W. VA. CODE § 18-8-1
Wisconsin	6-18	WIS. STAT. § 118.15
Wyoming	7-16 or completion of grade 10	WYO. STAT. ANN. § 21-4-102

State/Territory	Requirement	Citation
(Shaded line indicates change)		
Am. Samoa	6-18	ASCA 16-3-16.0302
Puerto Rico	5-18	3 P.R. LAWS ANN. § 143B
Virgin Islands	5-16	V.I. CODE ANN. TIT. 17, § 82

Notes:

[1] Arkansas: "Any parent, guardian, or other person residing within the state and having custody or charge of any child may elect for the child not to attend kindergarten if the child will not be age six on September 15 of that particular school year."

[2] Connecticut: "The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

[3] Indiana: An individual is required to stay in school until he or she: graduates; is between 16 and 18 and meets the requirements for an exit interview; or reaches at least 18 years of age. Withdrawal before 18 requires parent/guardian's and principal's written permission.

[4] Louisiana: "A child between the ages of seventeen and eighteen may withdraw from school prior to graduation if both the following circumstances exist: (a) The written consent of his parents, tutor, or legal guardian. (b) An exit interview is conducted where the student and his parent, tutor, or legal guardian provide written acknowledgment that withdrawal from school shall likely reduce the student's future earning potential and increase the student's likelihood of being unemployed in the future. During such exit interview, a student who is withdrawing from school shall be given information that has been prepared and supplied by the Louisiana Workforce Commission regarding available training and employment opportunity programs, provided such information is available."

[5] Massachusetts: "Every child between the minimum and maximum ages established for school attendance by the board of education, except a child between fourteen and sixteen who meets the requirements for the completion of the sixth grade of the public school as established by said board and who holds a permit for employment in private domestic service or service on a farm, under section eighty-six of chapter one hundred and forty-nine, and is regularly employed thereunder for at least six hours per day, or a child between fourteen and sixteen who meets said requirements and has the written permission of the superintendent of schools of the town where he resides to engage in non-wage-earning employment at home, or a child over fourteen who holds a permit for employment in a cooperating employment, as provided in said section eighty-six, shall, subject to section fifteen, attend a public day school in said town, or some other day school approved by the school committee, during the number of days required by the board of education in each school year, unless the child attends school in another town, for said number of days, under sections six to twelve, inclusive, or attends an experimental school project established under an experimental school plan, as provided in section one G of chapter fifteen, but such attendance shall not be required of a child whose physical or mental condition is such as to render attendance inexpedient or impracticable subject to the provisions of section three of chapter seventy-one B or of a child granted an employment permit by the superintendent of schools when such superintendent determines that the welfare of such child will be better served through the granting of such permit, or of a child who is being otherwise instructed in a manner approved in advance by the superintendent or the school committee."

[6] Montana: requires that a child shall remain in school until the latter of either the child's 16th birthday or the date of completion of the work of the eighth grade.

[7] New Hampshire: The superintendent, may grant waivers upon proof that the pupil is 16 years of age or older and has an alternative learning plan for obtaining either a high school diploma or its equivalent. This law takes effect July 1st, 2009.

[8] New York: Both New York City and Buffalo require minors to attend school from the age of 6 until the age of 17. Each district in the state is authorized to require minors between 16 and 17 who are not employed to attend school. The board of education of the Syracuse city school district is authorized to require minors who are five years of age on or before December first to attend kindergarten instruction.

[9] South Carolina: In South Carolina, kindergarten is mandatory. However, state statutes permit parental waiver for kindergarten at age five.

[10] Tennessee: "A parent or guardian who believes that such parent's or guardian's child is not ready to attend school at the designated age of mandatory attendance may make application to the principal of the public school which the child would attend for a one semester or one year deferral in required attendance.

[11] Texas: School districts may require persons who voluntarily enroll in school or voluntarily attend school after their 18th birthday to attend school until the end of the school year.
[12] Virginia: "For a student who is at least 16 years of age, there shall be a meeting of the student, the student's parents, and the principal or his designee of the school in which the student is enrolled in which an individual student alternative education plan shall be developed in conformity with guidelines prescribed by the Board..."

Part II: Statutory Excerpts

Alabama – "Every child between the ages of **7** and **16** . . . ."

Alaska – "Every child between **7** and **16** years of age . . . ."

American Samoa – " . . . the age of **six** through **eighteen** . . . ."

Arizona – "Every child between the ages of **6** and **16** years . . ." or " . . . has completed the high school course of study necessary for completion of grade ten as prescribed by the State Board of Education . . ."

Arkansas – ". . . age **5** through **17** years on or before September 15th of that year...."

California – "Each person between the ages of **6** and **18** . . . ."

Colorado – "Every child who has attained the age of **6** years on or before August 1st of each year and is under the age of **17** years . . . ."

Connecticut – ". . . a child **five** years of age and over and under **eighteen** years of age . . ."

Delaware – ". . . a child between **5** years of age and **16** years of age . . . ."

District of Columbia – ". . . a minor who has reached the age of **5** years or will become **5** years of age on or before December 31st of the current school year . . . until the minor reaches the age of **18** years."

Florida – "All children who have attained the age of **6** years or who will have attained the age of **6** years by February 1 of any school year or who are older than **6** years of age but who have not attained the age of **16** years . . . ."

Georgia – ". . . between their **sixth** and **sixteenth** birthdays . . . ."

Hawaii – ". . . all children who will have arrived at the age of **6** years, and who will not have arrived at the age of **18** years, by January 1 of any school year . . . ."

Idaho – ". . . any child resident in this state who has attained the age of **7** years at the time of commencement of school in his district, but **not the age of 16** years . . . ."

Illinois - ". . . any child between the ages of **7** and **17** years . . . ."

Indiana – ". . . the individual becomes **7** years of age until . . . reaches at least **16** years of age but who is less than **18** years of age and the requirements under subsection (j) concerning an exit interview are met enabling the individual to withdraw from school before graduation; or . . . the individual reaches at least **18** years of age . . . ."

Iowa – "A child who has reached the age of **6** and is under **16** years of age by September 15 . . . ."

Kansas – ". . . any child who has reached the age of **7** years and is under the age of **18** years . . . ."

Kentucky – ". . . any child between the ages of **6** and **16** . . . A child's age is between **6** and **16** when the child has reached his **6**th birthday and has not passed his **16**th birthday. . . ."

Louisiana – ". . . from that child's **seventh** birthday until his **eighteenth** birthday . . . ."

Maine – "Persons . . . who are at **7** and under **17** years of age . . . ."

Maryland – ". . . each child who . . . is **5** years old or older and under **16** . . . ."

Massachusetts – "Each child must attend school beginning in September of the calendar year in which he or she attains the age of **six**." (Language for the maximum age found in MASS. GEN. LAWS ANN. 76 § 1.)

Michigan – ". . . a child from the age of **6** to the child's **16**th birthday . . . ."

Minnesota – ". . . every child between **7** and **16** years of age...A parent may withdraw a child under the age of 7 from enrollment at any time."

Mississippi – ". . . a child who has attained or will attain the age of **6** years on or before September 1 of the calendar year and who has not attained the age of **17** years on or before September 1 of the calendar year...and any child who has attained or will attain the age of 5 years on or before September 1st and has enrolled in a full-day public school program."

Missouri – ". . . a child between the ages of **7** and the compulsory attendance age for the district...Any parent, guardian or other person who enrolls a child between the ages of 5-7 years in a public school program of academic instruction shall cause such a child to attend the academic program on a regular basis." The school board of a metropolitan school district ". . .may adopt a resolution to establish a compulsory attendance age of **17** to take effect no later than the school year next following the school year during which the resolution is adopted." In all other cases, compulsory attendance shall mean "Seventeen years of age or having successfully completed sixteen credits towards high school graduation. The school board of a metropolitan school district for which the compulsory attendance age is 17 years may adopt a resolution to lower the compulsory attendance age to sixteen years; provided that such resolution shall take effect no earlier than the school year next following the school year during which the resolution is adopted. "

Montana – ". . . any child who is **7** years of age or older prior to the first day of school in any school fiscal year . . . until . . . the child's **16**th birthday . . . ."

Nebraska – ". . . a child is of mandatory attendance age if the child (i) will reach **six** years of age prior to January 1 of the then-current school year. . . .and (iii) **has not reached eighteen** years of age."

Nevada – ". . . any child between the ages of **7** and **18** years..."

New Hampshire – ". . . any child at least **6** years of age and under **18** years of age . . . ."

New Jersey – ". . . a child between the ages of **6** and **16** years . . . ."

New Mexico – ". . . *is at least five years of age prior to 12:01 a.m. on September 1 of the school year;* . . . until the school age-person is at least 18 years of age unless that person has graduated from high school or received a general educational development certificate."

New York – ". . . each minor from **6** to **16** years of age . . . ."

North Carolina – ". . . a child between the ages of **7** and **16** years . . . ."

North Dakota – ". . . child of an age of **7** years to **16** years. . ..and if a person enrolls a child of age 6 in a public school, the person shall ensure that the child is in attendance for the entire school year."

Ohio – "A child between **6** and **18** years of age is 'of compulsory age'..."

Oklahoma – ". . . a child who is over the age of **5** years, and under the age of **18** years . . . ."

Oregon – ". . . all children between the ages of **7** and **18** years who has not completed the 12th grade. . ."

Pennsylvania – ". . . not be later than at the age of **8** years, until the age of **17** years."

Puerto Rico – ". . . all children between the ages of five (**5**) and eighteen (**18**) . . . ."

Rhode Island – "Every child who has completed or will have completed **6** years of life on or before September 1st of any school year and has not completed **16** years of life . . . ."

South Carolina – ". . . the child or ward is **5** years of age before September first until the child or ward attains his **17**th birthday . . . ."

South Dakota – ". . . a child who is **6** years old by the first day of September and who has not exceeded the age of 18..."

Tennessee – ". . . any child or children between **six** years of age and **seventeen** years of age. . . ."

Texas – ". . . a child who is at least **6** years of age . . . and who has completed the academic year in which the child's **18**th birthday occurred . . . ."

Utah – ". . . a minor between **6** and **18** years of age . . . ."

Vermont – ". . . a child between the ages of **six** and **16** years . . ." or " . . . has completed tenth grade . . . " or " . . . is excused by the superintendent or a majority of the school directors . . . ."

Virgin Islands – "All children shall commence their school education . . . in the calendar year in which they reach their **5**th birthday . . . until the expiration of the school year nearest their **16**th birthday . . . ."

Virginia – ". . . any child who will have reached the **fifth** birthday on or before September 30 of any school year and who has not passed the **eighteenth** birthday . . . ."

Washington – ". . . any child **8** years of age and under **18** years of age . . . ."

West Virginia – "Compulsory school attendance shall begin with the school year in which the **6**th birthday is reached prior to the first day of September of such year . . . and continue to the **16**th birthday."

Wisconsin – ". . . a child who is between the ages of **6** and **18** years old . . . ."

Wyoming – " . . . a child . . . whose **7**th birthday falls on or before September 15 of any year and who has not attained his **16**th birthday . . ." or " . . . completed the tenth grade . . . . "

Recent updates to this ECS StateNote have been made by Melodye Bush, Kyle Zinth, and Michael Colasanti.

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Equipping Education Leaders, Advancing Ideas



Education Program

Compulsory Education

Overview

Legislation & Laws

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Overview

More than 150 years have passed since Horace Mann helped Massachusetts establish a statewide system of education that eventually led to the requirement that all children attend public school. In 1852, Massachusetts became the first state to pass compulsory school attendance laws, and by 1918, all states required children to receive an education.

Compulsory Education Requirements

Today, every state and territory requires children to enroll in public or private education or to be home-schooled. More than half—32 states—require students to begin their education by age 6. Some states' set their age requirements as low as age 5 and as high as age 8. All children are required to continue their education into their high school years, with 26 states setting the cutoff age at 16. The remaining states require students to stay in school through age 17 or 18.

Compulsory education laws vary greatly from state to state. While some states use a student's date of birth to determine the beginning and ending dates for compulsory education, other states require a student to begin school if he or she will turn 6 during the school year and require a student to remain in school until completion of the school year in which he or she turns 17. Four states—Arizona, Montana, Vermont and Wyoming—require students to remain in school through a specified grade. Most states allow parents to petition their local school board or principal for a waiver of these requirements under certain circumstances, such as enrollment in a vocational education program or an institution of higher education or early completion of required coursework.

Kindergarten Enrollment

States and territories also set a minimum age for children to enroll in kindergarten, which is typically one or two years earlier than the compulsory education age. Every state or territory with a policy on this issue has established age 5 as the minimum age. However, six states—Colorado, Massachusetts, New Hampshire, New Jersey, New York and Pennsylvania—leave this decision up to local education agencies. In addition to the age requirement, each state also sets a date by which students must have attained the specified age in order to attend kindergarten. The cutoff dates range from August 1 in Indiana and Missouri to Jan. 1 in Connecticut and Vermont.

The School Age Debate

School attendance ages are often controversial. Many early childhood experts argue that if policymakers establish early cutoff dates for kindergarten, they should also establish aggressive school readiness programs to ensure students' success. Others argue that because there has been an increased emphasis on early childhood development and school readiness, we should continue to challenge children at a younger age. Some experts assert that age may be an arbitrary indicator or measure of a child's ability to succeed in school and should not be used at all. Others point out that when a state considers legislation, such as Nebraska, allowing younger children to enter kindergarten, policymakers must understand that there is likely to be a large increase in the number of children entering kindergarten during the first year of the new policy, thereby straining already tight school district budgets and increasing the need for teachers.

Featured Links

- Education Bill Tracking Database
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- Council of Chief State School Officers
- Education Commission of the States
- Education Week
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Association of State Boards of Education
- National School Boards Association
- National Center for School Engagement
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The age through which students must attend school can also be controversial. To encourage more students to attend institutions of higher education and to decrease dropout rates, juvenile crime and teen pregnancy, some state legislatures have increased the school attendance requirement to age 17 or 18. Opponents are concerned about forcing students to be in the classroom against their will. They say that these students may become disruptive and may require teachers and principals to spend more time and resources disciplining such students for disruptive or violent behavior and truancy. They also point out that there probably will be a greater need for funding, teachers and classrooms for alternative education.

State Action

Many state legislatures continue to debate school attendance policies. During the 2005 legislative session, Indiana changed their kindergarten enrollment date from July 1st to August 1st. During the 2004 legislative session, at least seven states enacted legislation regarding compulsory education. Alaska extended the required school age for a child who is six years of age on or before Sept. 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade. Illinois increased the compulsory school age from 16 to 17 years of age, with certain exceptions. Kansas and Kentucky will both, under specific circumstances, grant exemptions from compulsory attendance. Nebraska changed the mandatory ages for compulsory education beginning in the 2005-06 school year to age of 6 by Jan. 1 of the current school year through the age of 17, with certain exceptions. In New York, local school districts will have the power to require minors from 16 to 17 years of age to attend full time day instruction. Finally, Virginia strengthened the mechanisms for enforcement of the compulsory school attendance law.

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Education Home Page

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Thomas Obermeyer

From: Corazza, Peggy (EED) [peggy.corazza@alaska.gov]
Sent: Tuesday, November 09, 2010 2:45 PM
To: Thomas Obermeyer
Subject: Graduation Rate and Dropout Rate information
Attachments: Graduation Rate Fact Sheet.doc; Dropout Rate Fact Sheet.doc

Thomas,

As promised I have attached the Fact Sheets that we discussed. I find them most helpful for both the historical view and the explanation of the calculation. I hope to have the 2010 Dropout calculation ready next week.

Peggy Corazza
Data Manager
Assessment & Accountability
(907) 465-8418

Graduation Rates in Alaska
Fact Sheet

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.

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. Any student who 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 an individual who:

- receives a certificate of completion;
- receives a certificate of attendance;

The statewide Graduation Count has increased significantly over the last five years.

School Year	Graduation Rate	Graduate Count
2004	62.9%	7,290
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 Alaska Native/American Indian Graduation Rate has shown improvement over the same five year time period:

School Year	Graduation Rate	Graduate Count
2004	46.1%	1,327
2005	43.2%	1,233
2006	45.1%	1,442
2007	51.2%	1,689
2008	48.1%	1,523
2009	55.4%	1,508
2010	55.4%	1,616

Please note that the new Graduation Rate required by the Final Title 1 Regulations under NCLB will use a different calculation. The new Graduation Rate, also known as the Four-Year Adjusted Cohort Rate, will follow an actual group of students across four

years of high school. Alaska will no longer be incorporating prior years' counts of dropouts to calculate the Graduation Rate.

Dropout Rates in Alaska
Fact Sheet

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 the12-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.

The statewide Dropout Rate has decreased as well as the number of dropouts for three consecutive years:

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

The Alaska Native/American Indian Dropout Rate has not reflected the proportionate decrease over the same time period:

School Year	Dropout Rate	Dropout Count (Grades 7-12)
2005	8.2%	1,276
2006	8.4%	1,333
2007	8.3%	1,299
2008	8.5%	1,224
2009	8.5%	1,172

In 2007-2008 Alaska showed a wide range in difference with district by district comparisons of Dropout Rates. Four districts reported 0 dropouts. Two districts reported over 25% Dropout Rates. Both districts with the highest rates, Delta/Greely School District and the Nenana City School District, had a large percentage of dropouts reported in the statewide correspondence schools.

Wage and Hour Division (WHD)

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Employment Related Provisions in State Compulsory School Attendance Laws - January 1, 2009

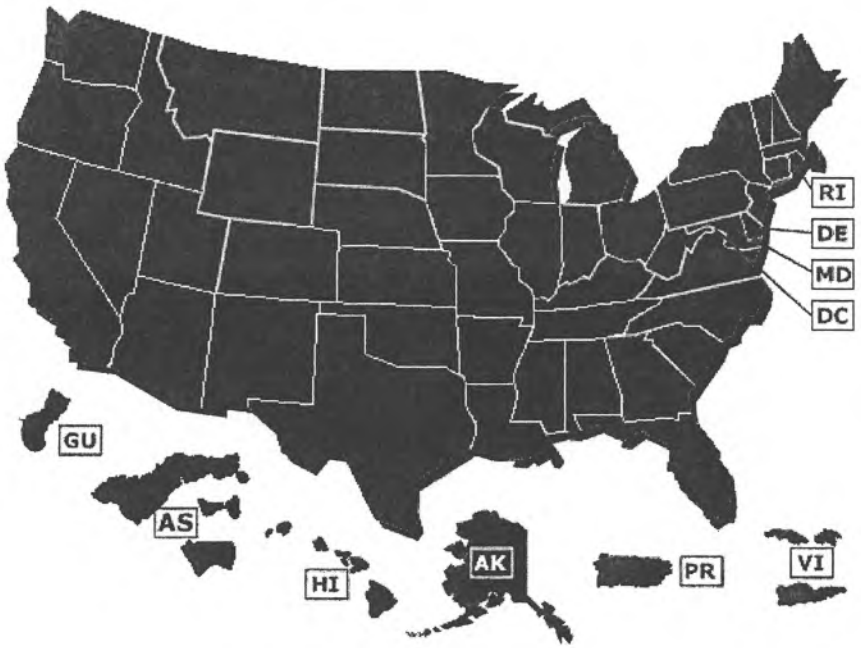


Table of Employment Related Provisions in State Compulsory School Attendance Laws By State

State	Age of Required School Attendance		Exemptions 1/ Employed		High School Graduate
	from	to	Age	Completion of Grade	
Alabama	7	16	legally and regularly employed under child labor law.	---	X
	3	21	permitted for special education students.		
Alaska	7	16	---	---	X
			14 with parental		

Arizona	6	16	consent and gainfully employed.	---	---
Arkansas	5	17 must complete school year.	---	---	X
California	6	18	---	---	X
Colorado	7	16	has current age and school certificate or work permit.	---	X
Connecticut	5	18	16 with parental consent.	---	---
Delaware	5	16	---	---	---
District of Columbia	5	18	children who are age 5 by September 30 are required to be enrolled in kindergarten.	---	---
Florida	6	17	may terminate attended at 16 with parental consent.	---	---
Georgia	6	16	---	---	X
Hawaii	6	18	15	---	X
Idaho	7	16	---	---	---
Illinois	7	17	employed and excused by school official.	---	---
Indiana	7	18	16 with consent of parent and principal. 14 if a parent agrees and State Labor bureau issues a certificate. must go back to school within 5 days of termination of employment for which certificate was issued.	---	X
Iowa	6	16	---	---	X
Kansas	7	18	17 or 16 with parental consent.	---	---
Kentucky	6	16	---	---	X
Louisiana	7	18 or 17 with parental consent.	---	---	X
Maine	7	17	15 or	9	X
Maryland	5	16	---	---	---
Massachusetts	6	16	14	---	---
Michigan	6	16	---	---	---
Minnesota	7	16	---	---	X

Mississippi	6	17	5 years of age if in public kindergarten.	---	---
Missouri	7	16	14	---	---
Montana	7	16 or completion of 8th grade, whichever is later.	---	---	---
Nebraska	7	18	14 and16 with parental consent; special legislation for home schooling.	8 ---	X
Nevada	7	upper age limit has been changed to 18 unless the child has graduated from high school.	14 and excused by board of trustees. 14 if work is necessary for own or parents' support.	8 ---	X
New Hampshire	6	16 presently; however, effective July 2009, upper age limit will change to 18 or the student must have received diploma or qualifies for exception. With passage of NH House Bill 927, all districts are making plans to offer kindergarten.	---	---	---
New Jersey	6	16	---	---	---
New Mexico	5, or 8 if parents and school board agree	effective July 1, 2007, neither school districts or state chartered school districts shall excuse a student from attending school except as provided by law or for parent-authorized medical reasons.	---	---	X
New York	6	17 in cities with 4,500 or more population and union-free school districts, otherwise 16 if approved by local school board.	---	---	X
North Carolina	7	16	---	---	---
North Dakota	7	16	necessary to support of family.	---	X

Ohio	6	18	16 with parents' and superintendents permission.	---	X
Oklahoma	5	18 or 16 if excused by written joint agreement.	---	---	X
Oregon	7	18 or excused by district school board; 16 with consent of school administration and parent; 21 for a child with a disability.	16	---	X
Pennsylvania	8	17	16 if regularly engaged in employment with a certificate. 15 in farm work or domestic service in private home with permit. Or, 14 employed as above if completed elementary school with permit recommended by district superintendent of schools or principal of private school.	---	X
Rhode Island 2	6	18	16 with written parental consent. Dropout Prevention Act of 2007.	---	---
South Carolina	5	17	16 further attendance is determined by court to be disruptive, unproductive or not in best interest of child.	8th grade completed and employment is necessary for maintenance of home.	X
South Dakota	6	16 or completion of 8th grade if member of certain religious organizations. effective July 1, 2009, the upper limit of the compulsory age law changes to	---	---	---

		18.			
Tennessee	6	18th birthday.	---	local exemptions at 17th birthday for discipline problems.	X
Texas	6	18; person 18 years of age may enroll but failure to attend can result in permanent revocation if 5 or more unexcused absences occur in a semester. Students suspected of violating school attendance laws when apprehended must be taken into custody and delivered to their school campus.	---	---	---
Utah	6	18	16 and 8th grade completed. home schooled minors has exempt from attendance.	8th for employment purposes.	X
Vermont	6	16	15 and completed 6th grade and services needed for support of family.	---	---
Virginia	5	18	exempt any pupil with parent's consent along with that of principal or superintendent or a court which believes the minor cannot benefit from education at school.	---	X
Washington	8	18 16 and parent agrees that child should not be required to attend, or child is emancipated, or child has received certificate of competence.	16	---	X and age 16
West Virginia	6	16	---	---	X
Wisconsin	6	18	---	---	X

Wyoming	7	16	---	---	---

1 Nearly all States exempt those whose physical or mental condition precludes attendance. Other exemptions not directly related to employment include those because of distance from school or school transportation; expulsion, suspension or determined to be disruptive; marriage; excused by court or judge; and receiving religious education.

2 The Dropout Prevention Act is a comprehensive program to have all the schools within the state make an attempt to keep students in school. There were no changes to the age limits for school attendance, but the establishment of a state-wide program is a major effort to prevent students from leaving school early - for any reason.

Prepared By:

Office of Performance, Budget, and Departmental Liaison
Wage and Hour Division
Employment Standards Administration
U.S. Department of Labor

This document was last revised in December 2008; unless otherwise stated, the information reflects requirements that were in effect, or would take effect, as of January 1, 2009.

NEA's 12-Point Action Plan for Reducing the School Dropout Rate

To address the nation's school dropout crisis, NEA has developed a 12-point action plan that includes the most promising actions supported by experience and data.

1. Mandate high school graduation or equivalency as compulsory for everyone below the age of 21. Just as we established compulsory attendance to the age of 16 or 17 in the beginning of the 20th century, it is appropriate and critical to eradicate the idea of "dropping out" before achieving a diploma. To compete in the 21st century, all of our citizens, at minimum, need a high school education.

2. Establish high school graduation centers for students 19-21 years old to provide specialized instruction and counseling to all students in this older age group who would be more effectively addressed in classes apart from younger students.

3. Make sure students receive individual attention in safe schools, in smaller learning communities within large schools, in small classes (18 or fewer students), and in programs during the summer, weekends, and before and after school that provide tutoring and build on what students learn during the school day.

4. Expand students' graduation options through creative partnerships with community colleges in career and technical fields and with alternative schools so that students have another way to earn a high school diploma. For students who are incarcerated, tie their release to high school graduation at the end of their sentences.

5. Increase career education and workforce readiness programs in schools so that students see the connection between school and careers after graduation. To ensure that students have the skills they need for these careers, integrate 21st century skills into the curriculum and provide all students with access to 21st century technology.

6. Act early so students do not drop out with high-quality, universal preschool and full-day kindergarten; strong elementary programs that ensure students are doing grade-level work when they enter middle school; and middle school programs that address causes of dropping out that appear in these grades and ensure that students have access to algebra, science, and other courses that serve as the foundation for success in high school and beyond.

7. Involve families in students' learning at school and at home in new and creative ways so that all families-single-parent families, families in poverty, and families in minority communities-can support their children's academic achievement, help their children engage in healthy behaviors, and stay actively involved in their children's education from preschool through high school

graduation.

8. Monitor students' academic progress in school through a variety of measures during the school year that provide a full picture of students' learning and help teachers make sure students do not fall behind academically.

9. Monitor, accurately report, and work to reduce dropout rates by gathering accurate data for key student groups (such as racial, ethnic, and economic), establishing benchmarks in each state for eliminating dropouts, and adopting the standardized reporting method developed by the National Governors Association.

10. Involve the entire community in dropout prevention through family-friendly policies that provide release time for employees to attend parent-teacher conferences; work schedules for high school students that enable them to attend classes on time and be ready to learn; "adopt a school" programs that encourage volunteerism and community-led projects in school; and community-based, real-world learning experiences for students.

11. Make sure educators have the training and resources they need to prevent students from dropping out including professional development focused on the needs of diverse students and students who are at risk of dropping out; up-to-date textbooks and materials, computers, and information technology; and safe modern schools.

12. Make high school graduation a federal priority by calling on Congress and the president to invest $10 billion over the next 10 years to support dropout prevention programs and states who make high school graduation compulsory.

For the Spanish version of this plan, see El Plan de la NEA para Reducir el Abandono de los Estudios.

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National High School Center
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September 2007
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Quick Stats Fact Sheet

High School Dropout: A Quick Stats Fact Sheet

By Maggie Monrad, National High School Center at AIR

Each year almost one-third of public high school students fail to graduate from high school.[1] The high school dropout problem is a crisis for the United States, in part because it impacts not only individuals and their education, but also because the economic and social costs are so dramatic. Globally, the United States ranks seventeenth in high school graduation rates and fourteenth in college graduation rates among developed nations.[2] Domestically, the nation and its communities suffer from a lack of productive workers and higher costs associated with incarceration, health care, and other social services.[3] As the 21st century United States moves towards an increasingly global economy, more individuals are discovering that higher levels of education are critical to their own and their nation's ability to compete and thrive – in fact, about 90 percent of the fastest growing jobs will require some postsecondary education.[4] Understanding the magnitude of the dropout problem and the forces that impact dropout rates is critically important to developing dropout prevention strategies.

Who drops out?

- Secretary of Education Margaret Spellings' testimony to the U.S. House of Representatives Appropriations Subcommittee on Labor, HHS, and Education estimated that approximately one million students drop out every year.[5]
- High school dropouts are more likely to be unemployed, earn lower wages, have higher rates of public assistance, are more likely to be single parents, and have children at a younger age.[6]
- Every school day 7,000 U.S. students leave high school never to return.[7] In 2004, approximately 3.8 million 16- through 24- year olds were not enrolled in high school and had not earned a high school diploma or alternative credential, such as a GED.[8]
- Based on calculations per school day (180 days of school, seven hours each day), one high school student drops out every nine seconds.[9]
- The dropout rate for students with emotional/behavioral disabilities is approximately twice that of general education students.[10]
- Research has confirmed that the lowest-performing readers are most at risk of dropping out of high school. Those achieving in the lowest quartile are 3.5 times more likely to drop out than students in the next highest quarter of academic achievement, and 20 times more likely to drop out than top-performing students.[11]

Race/Ethnicity/Socioeconomic Status

- Male students are consistently eight percent less likely to graduate than female students, and the gap is as large as 14 percent between male and female African-American students.[12]

Quick Stats Fact Sheet

- Among minorities, only about 52 percent of Hispanic students and 56 percent of African-American students will graduate in four years, compared with 78 percent of white students.[13]

- High school students from low-income families (the lowest 20 percent) were six times more likely to drop out than students from higher income families. Ultimately, about one half of all dropouts never receive a high school credential.[14]

Students with Disabilities Aged 14 and Older Who Dropped Out, by Race/Ethnicity

Race/Ethnicity	Percent of Group who Dropped Out
American Indian/Alaska Native	52.2%
Black	44.5%
Hispanic	43.5%
White	33.9%
Asian/Pacific Islander	28.0%

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 2003.These data are for the 50 states, DC, Puerto Rico and the four outlying areas. This is based on a cumulative 12-month count.

Impact: Crime

- Estimates indicate that approximately 30 percent of federal inmates, 40 percent of state prison inmates, and 50 percent of persons on death row are high school non-completers. Moreover, non-completers are 3.5 times more likely than high school completers to be imprisoned at some point during their lifetime .[15]

- Raising the high school completion rate one percent for all men ages 20- through 60- would save the US $1.4 billion annually in crime related costs.[16] Each class of high school dropouts costs the U.S. economy more than $8 billion in incarceration expenses and lost wages *per year.*[17] If the male graduation rate was increased by only five percent, the U.S. could save $7.7 billion a year through reducing crime related costs and increasing earnings.[18]

Impact: Economy

- A single 18-year-old dropout earns $260,000 less over a lifetime and contributes $60,000 less in federal and state income taxes. Combined income and tax losses for one cohort of 18-year-olds who drop out is $192 billion which is 1.6 percent of the GDP.[19] America loses more than $26 billion in federal and state income taxes each year from the 23 million high school dropouts aged 18 to 67.[20]

- Almost 1.3 million students didn't graduate from US high schools in 2004, costing more than $325 billion in lost wages, taxes, and productivity over their lifetimes.[21] The Alliance for Excellent Education has estimated that the more than 12 millions students who will drop out over the next decade will cost the nation $3 trillion dollars.[22]

Unemployment and Earnings for Full-time Wage and Salary Workers Age 25 and Over, by Educational Attainment

Unemployment Rate in 2005 (Percent)	Education Attained	Median Weekly Earnings in 2005 (Dollars)
1.6	Doctoral degree	$1,421
1.1	Professional degree	1,370
2.1	Master's degree	1,129
2.6	Bachelor's degree	937
3.3	Associate degree	699
4.2	Some college, no degree	653
4.7	High-school graduate	583
7.6	Some high-school, no diploma	409

Source: Bureau of Labor Statistics, U. S. Department of Labor. (2006, May). *Occupational employment and wages, May 2005.* Washington: Author. Retrieved April 20, 2007, from http://www.bls.gov/news.release/ocwage.toc.htm

Impact: Personal Income and Employment

- A male high school graduate who works until age 65 will earn, on average, nearly $333,000 more than a dropout; a worker with some college will earn $538,000 more. According to a recent report published by Teachers College at Columbia University, male high school graduates earn up to $322,000 more over the course of their lifetimes than dropouts, while college graduates earn up to $1.3 million more.[23] In total, there is more than $309 billion lost wages over the students' lifetimes.[24]

- In 1964, a high school dropout earned 64 cents for every dollar earned by an individual with at least a high school degree. In 2004, the high school dropout earned only 37 cents for each dollar earned by an individual with more education.[25]

- The median income of high school dropouts aged 18 and over was $12,184 in 2003. By comparison, the median income of those aged 18 and over who completed their education with a high school credential (including GED) was $20,431.[26]

Endnotes

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NEA-ALASKA

Affiliated with the National Education Association

February 20, 2009

Senator Bettye Davis
State of Alaska
State Capital
Juneau, AK 99801-1182

Dear Senator Davis:

NEA-Alaska supports SB 102, a raise in the age of compulsory school attendance to eighteen for Alaska's children. Truancy and dropout rates are too high and we believe every effort should be made to encourage our youth to become as fully educated as possible. Raising the age of mandatory school attendance may serve to keep students in school longer than they now stay. If this bill causes even one child to complete their education it will be worthwhile.

Further, the annual Delegate Assembly of members in January 2009 passed a resolution which states:

> NEA-Alaska believes the Legislature should establish penalties for non-compliance with Alaska's compulsory attendance laws.

It is our belief that a law with no teeth serves little purpose. Alaska's school employees work hard to offer our children opportunities which prepare them for life. We cannot fulfill the promise of a high quality education for Alaska's children if they are not in our classrooms.

Thank you for sponsoring this piece of legislation and the work you do on behalf of Alaska's future.

Respectfully,

Barb Angaiak

Barb Angaiak, President

From: Friedman_Jeff [Friedman_Jeff@asdk12.org]
Sent: Saturday, February 21, 2009 7:16 PM
To: Sen. Kim Elton; Sen. Bettye Davis; Sen. Charlie Huggins; Sen. Donny Olson; Sen. Gary Stevens
Cc: Don Burrell; Thomas Obermeyer; Comeau_Carol; Siegfried_Robin; Sen. Lesil McGuire
Subject: SB 102

Dear Senator Elton and Education Committee Members:

I am writing in support of SB 102, a bill to raise the compulsory age of school attendance.

The Anchorage School Board has consistently supported raising the age of school attendance to 18 years of age or graduation with a high school diploma, which ever comes first. This bill would accomplish that. While raising the school age would not prevent all students from dropping out, it would change the minds of some students. Over the years, we have heard of students whose parents tell them to leave school and get a job because the family needs the money and school is not required once they turn 16. We also hear of students who convince their parents that they should be permitted to stop going to school after they turn 16 because the current law says it is okay.

It is not okay for a 16 or 17 year old to stop going to school if they do not have a diploma. A high school diploma has become too important in today's society. We need to take all reasonable steps to reduce the number of students who leave school before graduating, and this is one of those steps. It is not the entire solution, but it is one piece of the solution.

The second part of this bill addresses procedures to reduce truancy. The Anchorage School Board has not yet had an opportunity to take a position on this issue, but I am confident that the Board would be interested in looking at ways to reduce truancy. I have personally noticed one thing in this portion of the bill that I want to bring to your attention.

The proposed definition of truancy says it is an unexcused absence without the prior knowledge and consent of the parent or guardian. From talking to teachers, it seems that a significant problem is that some parents routinely give their children permission to be absent from school. Because they have permission, they could not be considered truant under this bill. From an educational point of view, I don't think it would matter whether a student misses class with or without parental permission. The problem is missing too many instructional days. I don't know how best to address this, but I thought I would bring it to your attention.

Thank you for your consideration, and I urge you to support raising the compulsory age for school attendance.

Jeff Friedman
Anchorage School Board
1534 D St
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907-742-4699 (home)
friedman_jeff@asdk12.org

From: Comeau_Carol [Comeau_Carol@asdk12.org]
Sent: Thursday, February 19, 2009 10:47 PM
To: Don Burrell; Friedman_Jeff; Roberts_Macon; Peggycowan@jsd.k12.ak.us; fishing@alaska.com; Barb.Angaiak@neaalaska.org; scrawford@aasb.org; crose@aasb.org
Cc: Thomas Obermeyer
Subject: RE: SB 102: RAISE COMP. SCHOOL ATTENDANCE AGE/TRUANCY

Thanks very much, Donald. We will testify, or send in testimony. Carol

Carol Comeau, Superintendent
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK 99504
Phone: 907-742-4312 Fax: 907-742-4318
comeau_carol@asdk12.org
"There can be no keener revelation of a society's soul than the way in which it treats its children."
Nelson Mandela

From: Don Burrell [mailto:Don_Burrell@legis.state.ak.us]
Sent: Thursday, February 19, 2009 6:20 PM
To: Comeau_Carol; Friedman_Jeff; Roberts_Macon; Peggycowan@jsd.k12.ak.us; fishing@alaska.com; Barb.Angaiak@neaalaska.org; scrawford@aasb.org; crose@aasb.org
Cc: Thomas Obermeyer
Subject: SB 102: RAISE COMP. SCHOOL ATTENDANCE AGE/TRUANCY

Good evening.

On behalf of Senator Davis, I am notifying you that Senate Bill 102: Raise Compulsory School Attendance Age/Truancy bill is being heard this Monday morning at 8 am in the Senate Education Committee. We are requesting your testimony in support of this bill, and in addition, hope that you will spread the word to other members of your board or association regarding this bill's first hearing this session in the Senate Education committee on Monday, February 23rd at 8am.

The teleconference number is 1-888-295-4546. If you are unable to testify during the meeting, you can also email your testimony to Senator Davis's email: Senator_Bettye_Davis@legis.state.ak.us.

Thank you.

Don Burrell Jr.
Legislative Aide
Office of Senator Bettye Davis
State Capitol Building, Rm. 30
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boston.com

THIS STORY HAS BEEN FORMATTED FOR EASY PRINTING

Law urged to make teens stay in school

The Boston Globe

By James Vaznis, Globe Staff | October 21, 2009

Massachusetts students would be required to stay in school until age 18 under an ambitious proposal, part of a broader effort to halve the state's high school dropout rate, to be announced today by a special state commission.

With approximately 10,000 Massachusetts students quitting school each year, some as young as 14 years old, commission members say the state can no longer afford to ignore the dropout crisis, especially when striving to develop a more highly educated and skilled workforce.

For more than a decade, the state's dropout rate has remained stagnant. According to the most recent data available, 3.4 percent of students statewide quit school during the 2007-08 academic year, while several urban districts have rates nearly triple that. Under current state law, students can legally drop out by choice at age 16, and students as young as 14 can withdraw from school with permission from the superintendent for medical reasons, employment, or to do nonwage work at home.

If these dropouts never return to receive a diploma, they can become a huge drain on the state's economy. They are less likely to have a job and are far more likely to go to jail or depend on public assistance than residents who have graduated from high school, according to the commission's report, which is being released this afternoon.

"This whole report is a call to action," said Paul Reville, the secretary of education and chairman of the commission, which was created under a 2008 law to develop dropout prevention strategies. "It's critical work. We can ill afford the waste, loss, and tragedy these persistent rates represent."

In the coming months, the Patrick administration plans to put together legislation to raise the compulsory school age, a measure that will be tied to creation of an array of programs aimed at preventing students from dropping out and reaching out to those who have. By April this year, 19 states required students to stay in school until 18, according to the Education Commission of the States. The group includes New Hampshire, where the change took effect this year.

Some strategies recommended by the commission include hiring case managers to make the school experience more personal for these students, creating internships so students clearly see the connection between the classroom and potential careers, and using standardized test scores and other data to gauge, as early as elementary school, whether a student runs the risk of not finishing high school.

Given the state's dire budget predicament, Reville said, gaining the funding needed to push the effort forward could be a challenge. Already, sluggish state revenues have forced a sharp reduction in funding for dropout prevention this year.

But Reville emphasized that fighting for these students is worthwhile. "We are not going to hold back because of a budget crisis and say this problem doesn't exist," he said.

While the commission did not put a pricetag on its proposals, the report pointed out that overall enrollment in alternative education programs at local high schools would more than double, from 4,500 to 12,000, as more students stay in school.

Some members of the Legislature have expressed skepticism in the past about raising the age of school leaving, worried about the cost associated with creating programs for these students or further exacerbating problems that many districts already have with truancy. Those concerns led to passage of the bill that created the commission.

But others in the Legislature strongly support raising the attendance age. Representative Garrett Bradley, Democrat of Hingham, has already filed a bill to raise the maximum attendance age, which will be the subject of a hearing next month.

Reville said he has not examined that legislation yet, but anticipates that it will need to be reworked to encapsulate all the panel's recommendations.

Representative Martha M. Walz, a Boston Democrat who cochairs the Joint Committee on Education, has not yet taken a position on Bradley's bill, but said she was encouraged that the commission had given the age change a favorable recommendation and had suggested other programs and resources that could help these students succeed in school.

"My gut instinct tells me keeping students in school until age 18 is the right way to go if we can address underlying reasons that cause them to drop out and create programs that address their need," Walz said.

Students drop out of school for a wide array of reasons. Some grow frustrated because of consistently poor academic performance in school, particularly those not fluent in English and those who require special education, according to the report. Other students say they don't have time for school because they need to help their families earn income.

The commission also found that some students said they did not stick with school simply because no one seemed to care whether they did.

Compared with the national average, Massachusetts loses a smaller share of students. According to the most recent federal data available, from 2007, the national high school dropout average was 8.7 percent.

But rates in several Massachusetts urban districts often exceed or hover around the national average. In the 2007-08 school year, Lawrence lost 12.9 percent of its students; Fall River, 12.5 percent; Holyoke, 11.6 percent; Springfield, 9.7 percent; and Boston, 7.6 percent.

Reducing dropout rates is one part of the state's strategy to boost the state's high school graduation rate, which for the class of 2008 stood at about 81 percent. Dropouts accounted for about half of the students who did not earn a diploma in four years, while most of the others in that group opted for a fifth year of school.

Each dropout, over his or her lifetime, costs more than $118,000 in government expenditure and other benefits, according to research conducted a few years ago by Northeastern University's Center for Labor Market Studies.

Some districts are already working on reducing dropout rates. Boston opened a "re-engagement center" last month where high school dropouts can receive extra support as they resume their quest for a diploma.

Thomas Scott, executive of the Massachusetts Association of School Superintendents, said that decreasing the dropout rate is a good goal, but that the state needs to put money behind the policy. "You have to invest in this population for them to stay in school," said Scott. ■

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SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/19/11

FURTHER: Judiciary
Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 2/21/11

Education Committee considered SENATE BILL NO. 9

SB 9-RAISE COMP. SCHOOL ATTENDANCE AGE/TRUANCY

"An Act relating to compulsory school attendance; and relating to the crime of contributing to the delinquency of a minor."

and recommends:

[ ] be **replaced** with **CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____Letter of Intent

[ ] further referral to _____Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED	✓			

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	STEVENS	X			
CO-CHAIR:	Thomas	✓			
CO-CHAIR:	Meyer	✓			

SB 10

<TARGET><BILL>SB 10</BILL><SUBJECT>SB 10</SUBJECT><COMM>SEDC27</COMM></TARGET>

Alaska State Legislature

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Senator_Bettye_Davis@legis.state.ak.us
http://www.akdemocrats.org

Office of Senator Bettye Davis

January 31, 2011

Senator Meyer, Senator Thomas Co-Chairs, Senate Education Committee

RE: Request for Hearing for SB 10, 27-LS0086\A - "An Act repealing the secondary student competency examination and related requirements; and providing for an effective date."

Dear Senators Meyer and Thomas:

Senator Davis respectfully requests a hearing on SB 10 before the Senate Education Committee.

Included in this hearing package are:

1. Sponsor Statement
2. Current version of SB 1, 27-LS0086\A.
3. Sectional Summary (requested and to be provided under separate cover).
4. Additional Documents
    - Current Law: AS 14.03.075
    - SB 10 Bullet Points
    - Board of Education Meeting Summary January 13, 2010
    - DEED answer to questions 1/27/2010 (Eddy Jeans)
    - Alaska State Profile HSGQE – Center for Education Policy (CEP)
    - DEED "Out of State HS Exit Exam Guidance (CEP)
    - Letters
    - *Anchorage Daily News* 1/30/10 "Kill high school exit exam . . ."
    - "State High School Exit Exams: Trends. . . ." CEP, November, 2009

Please plan on in-person and teleconference testimony.

Please do not schedule this bill February 21-24. Call if you have any questions.

Sincerely,

Thomas S. Obermeyer
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Senator Bettye Davis

SB 10 27-LS0086

"An Act repealing the secondary student competency examination and related requirements; and providing for an effective date."

Sponsor Statement

This bill repeals the Alaska secondary student competency examination, also known as the High School Graduation Qualifying Exam (HSGQE) or "exit" exam. The HSGQE is the only "high stakes" exam given in grades 10-12 and for continuing students that can prevent a student from graduating after satisfactorily completing all state-required credit hours. Although the HSGQE has been reduced in difficulty closer to 8th and 9th grade levels since it was initiated in 2001 and fully implemented in 2004, failure on the exam has caused some students to dropout, thinking they were incapable of graduating, just as passage on the exam has led some students to drop out thinking they knew enough to leave school without a diploma. The Department of Education and Early Development reported in Spring 2010 that over 1,117 students statewide failed to pass the HSGQE, while 8,526 passed.

It was never clear that the HSGQE would improve performance and measure whether students would be better prepared for college, much less determine conclusively that students were receiving diplomas but lacking basic skills. Alaska arguably does not need the HSGQE, as the state already requires standards based assessments including provisions of the No Child Left Behind Act (NCLB) to determine student progress and competency. To save time and money, beginning in the spring of 2006 sophomores took a test that combined the HSGQE with a standards-based reading and math assessment required by the federal No Child Left Behind Act. Although students took only one exam, some questions counted for one or the other or both exams to satisfy state requirements.

The Board of Education decided to retain the high stakes HSGQE in its January, 2010 meeting. The Department supported this decision, positing that the exit exam is a powerful motivator of higher student performance and should be retained until there is a comparable exam in the school system to replace it. The department also cited the excessive or unnecessary costs and difficulty required to separate the HGQE from the NCLB test in the middle of a multi-year contract. However, it was estimated that after eliminating the exam and renegotiating the contract, the state would save $1.3 million per year.

At best the HSGQE only confirmed and exacerbated poor graduation rates in consistently low performing school districts where the Alaska Superior Court found that the State was violating students' constitutional rights to an education without providing proper assistance and direction (See *Moore, et al. v. State of Alaska*, 3AN04-9756). At worst, many students never returned to school to earn a diploma after failing the HSGQE. If they did return and began preparing with others for the next exit exam, some teachers reported that test preparation detracted from the standard curriculum and promoted "teaching to the test."

The Center on Education Policy (CEP) reported in December, 2009 that 26 states with more than 2/3 of the nations' public high school students still required students to take and pass exit exams to receive a high school diploma. However, 19 of the 26 states now also use the data for assessing the performance of schools and teachers as well as students, and for remediation and assessing alternative pathways to graduation. As more districts continue the trend to replace exit exams with end-of-course exams, the CEP recommends that states address the need for greater rigor in the content of their exams and provide for greater coordination of high school requirements with college preparedness and work readiness demands. While eliminating the HSGQE does not remedy underlying problems in delivering quality education, repealing the HSGQE will encourage more youth to stay in school long enough to get a diploma and either transition into college or obtain a better paying job.

(e) In addition to the grades enumerated in (a) of this section, an elementary school consists of a pre-elementary program supervised by the department under AS 14.07.020(a)(8), operated by the department as a head start program under AS 14.38.010, or located in a public school for federal funding purposes. Except for a child with a disability who is receiving special education or related services under AS 14.30.180 — 14.30.350, pre-elementary students may not be counted in a school's average daily membership under AS 14.17. (§ 1 ch 98 SLA 1966; am §§ 1, 2 ch 117 SLA 2008)

Effect of amendments. — The 2008 amendment, effective October 21, 2008, added "Except as provided in (e) of this section" at the beginning of subsection (a), and added subsection (e).

Collateral references. — Zoning regulations as applied to public elementary and high schools. 74 ALR3d 136.

Sec. 14.03.070. School age. A child who is six years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age. (§ 1 ch 98 SLA 1966; am § 1 ch 1 FSSLA 1987; am § 19 ch 85 SLA 1988; am § 1 ch 101 SLA 2004)

Effect of amendments. — The 2004 amendment, effective July 1, 2004, substituted "on or before September 1" for "before August 15."

Collateral references. — Power of public school authorities to set minimum or maximum age requirements for pupils in absence of specific statutory authority. 78 ALR2d 1021.

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

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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" has the meaning given in AS 14.30.350. (§ 1 ch 58 SLA 1997; am § 2 ch 94 SLA 2001; am § 24 ch 35 SLA 2003)

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".

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.

Sec. 14.03.077. High school diploma for certain veterans. (a) Notwithstanding other provisions of this chapter, the commissioner shall award a high school diploma to a person who

(1) makes application under (b) of this section; if a person is deceased or incapacitated, an immediate family member may apply on behalf of the person;

(2) never received a high school diploma; and

(3) actively served in the United States armed forces or the Alaska Territorial Guard during the period of August 7, 1940, through July 25, 1947, and

(A) died in active service;

(B) was honorably discharged; or

(C) was released from active duty because of a service-related disability.

(b) The commissioner shall provide a form or electronic format for a person to apply under this section. The commissioner may accept an affidavit to support the award if documentation is not readily available from the military or other sources. (§ 1 ch 13 SLA 2001)

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;

Alaska State Legislature

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Senator_Bettye_Davis@legis.state.ak.us
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SB 10 Exit Exam
Bullet Points

- The Exit Exam is the only exam which denies diplomas to hundreds of students each year after 12 years of schooling.
- Even if all credits have been satisfied for graduation, a student failed on the Exit Exam receives a non-remarkable and non-marketable "certificate of achievement," self-confidence, and self-esteem, an discouraging continuing in school.
- Exit exam encourages dropouts both by those who pass think they can drop out of school without earning a diploma, and those who fail and see no future in continued education.
- Exit Exam disadvantages poor and non-white students and English Language Learners who might not have access to high-quality schools.
- Passage rates of Alaska natives and other minorities in Alaska are much lower than whites.
- Delivery of education in Alaska is unique and does not need to follow a national testing model. Roughly half the states primarily in high density population areas covering about 2/3-3/4 of all students have an Exit Exam. Alaska is not high density education with 53 school districts spread over vast areas, and many districts with few students.
- The Exit Exam has been "watered down" over the years and tests roughly 8th grade proficiency in a few subjects.
- The trend is toward End of Course Exams which more accurately test achievement and progress throughout high school years.
- The expense outweighs the benefit – This money could be better spent in other areas of education.

- The Alaska Exit Exam costs $6.5 million through expiration the 7-year contract with Data Recognition Corporation (DRC), an average of $1.5 million per year, $123 per student or about 20% of the $48 million 7 –year contract with DRC.
- Hidden and indirect costs of the Exit Exam have not been adequately calculated by DEED including:
- remediation in the millions of dollars not only to the state, but to individual districts
- teacher and administrator training time and expense
- teaching to the exam while skipping substantive subjects in the curriculum.
- school disruption during Exit Exam
- lost days of instruction and learning while students prepare for and take or retake the exam
- While the long 7-year contract through 2016 with DRC creates a disincentive to eliminate the Exit Exam which has been combined with NCLB, the main rationales offered for keeping the exam include improvement in graduation and dropout rates, waiting for a replacement test, and contemplation of alternative paths to graduation, including WorkKeys (which is an entirely different work-ready assessment).
- The slight improvement in graduation rates touted by DEED since introducing the Exit Exam may have less to do with motivation of individual students on the Exit Exam than renewed emphasis on achievement and assessment per NCLB and other assessment standards.
- Despite a court order that the State in *Moore v. State* is still in violation of Constitutional Due Process and Equal Protection in a number of districts, the Board of Education and the Department determined to retain the Exit Exam in a Board Meeting in January, 2010 while indefinite remediation continues.

STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

SEAN PARNELL, GOVERNOR

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January 22, 2010

The Honorable Kevin Meyer
Co-Chair Senate Education Committee
State Capitol Room 101
Juneau, AK 99801

Dear Senator Meyer:

Enclosed are summaries of the discussions the State Board of Education & Early Development recently held regarding the High School Graduation Qualifying Examination and the age of compulsory attendance. If you have any questions, please call Eddy Jeans at 465-8679.

Sincerely,

Eric Fry

Eric Fry
Public Information Officer

printed on recycled paper

Summary of the State Board of Education & Early Development's discussion on January 13, 2010, of the Alaska High School Graduation Qualifying Exam.

Board members recognized there are serious concerns with the exit exam, but they unanimously supported retaining it for now. It fills a critical role while state and federal accountability systems are in flux. For example, there could be a national assessment in the future. The state will implement WorkKeys next school year. And the Governor's Performance Scholarship, if passed, will require students to take the ACT or WorkKeys.

The exit exam provides a type of accountability that does not exist in the rest of our accountability system precisely because it has high stakes. Students who want a diploma will work hard to pass the exam. Schools will feel pressure from students and parents to help them do so. In fact, a state regulation requires schools to offer extra help to students who have not passed the test after taking it twice.

Although the test is deliberately at a basic level, it nonetheless spurs improvement among our lowest-achieving students.

The test particularly spurs schools to help children with disabilities pass the test. In the past, these students received good grades and diplomas but did not necessarily have even basic skills. The greatest threat to the education of children with disabilities is low expectations by adults.

In a graduation system based only on high school credits, students with a D- average will receive a diploma.

The test provides businesses with assurance that anyone who holds an Alaska high school diploma can read, write and compute at a basic level. Sadly, even that modest goal was not true in the past.

We have seen a dramatic increase in the number of high school graduates since the test was implemented. Even with slightly declining enrollments, we graduated 1,000 more students last year than in 2005.

The exit exam holds the state accountable for ensuring that schools provide students the opportunity to acquire the skills tested on the exit exam. The legislature has provided funding for the Department of Education & Early Development to increase its system of support for struggling schools and districts.

Summary of State Board of Education & Early Development's discussion on January 13, 2010, on raising the compulsory age of attendance from 16 to 18

Board members varied in their opinions. Generally, they concluded that raising the age of attendance from 16 to 18 probably would do no harm but would do little to improve graduation rates.

Many expressed doubts about the value of a law that will not be enforced. They noted it is very bad practice to give teens a rule and not enforce it. They wondered if research that shows the effectiveness of raising the age to 18 was in states that do enforce attendance laws.

Raising the age does not address why students want to leave school, board members said. The Alaska Education Plan and a graduation working group have produced multiple ideas for raising graduation rates.

They felt that focusing on early education would produce better educational results than focusing on students 16 to 18.

Some board members were concerned that students forced to stay in school would disrupt the other students.

Board members said the bill focuses on how many years students spend in school. The high school of the future will be defined by student mastery of subjects, not seat time.

On the positive side, some board members said the law would express society's expectations that students should attend school until they graduate. The law would give parents moral support when they urge their kids to stay in school.

Some felt that if more students are compelled to stay in school, more students will in fact get an education. It gives schools two more years to engage students. And it gives students two more years to mature.

Thomas Obermeyer

From: McCormick, Erik A (EED) [erik.mccormick@alaska.gov]
Sent: Thursday, January 28, 2010 12:25 PM
To: Sen. Bettye Davis; Thomas Obermeyer
Cc: Sen. Bettye Davis; Fry, Eric V (EED); Herman, Marcy J (EED); Jeans, Eddy (EED)
Subject: RE: SB 109 - Repeal of secondary school exit exam - Cost to State of HSGQE since implementation in 2004

Senator Davis & Mr. Obermeyer,

I plan to be in attendance at the SB 109 hearing tomorrow. I have been out of the office this week attending meetings but our staff is working diligently to answer the questions that you have presented.

My responses are in red font below your questions. If we have more information to share prior to the hearing we will not hesitate to send that to you.

Thank you.
Erik

Erik McCormick
Director
Assessment, Accountability &
Information Management
Alaska Dept. of Education &
Early Development

From: Thomas Obermeyer [mailto:Thomas_Obermeyer@legis.state.ak.us]
Sent: Wed 1/27/2010 12:54 PM
To: Jeans, Eddy (EED)
Cc: Davis, Bettye J (LAA); McCormick, Erik A (EED); Fry, Eric V (EED)
Subject: SB 109 - Repeal of secondary school exit exam - Cost to State of HSGQE since implementation in 2004

Eddy Jeans, Division Director,
DEED, Education Support Services
465- 8679

Dear Eddy,

1) **SB 109 sponsored by Senator Davis is being heard on Friday morning, 8:00 a.m. in (S)EDC, Fahrenkamp Room #203. Could you be present?**
2) Senator Davis asks if you could provide her with the cost to date of the secondary school exit exam (HSGQE) since inception and implementation in 2004. It would be ideal if you could pull this information together, or as much information as possible in this short time before the meeting on Friday morning. I know some numbers may be wrapped into the existing 5-year contract with the outside firm for a package of assessments. But clearly that firm in preparing its bid must have identified the HSGQE as a separate expense item before arriving at a final contract offer. The first test as I recall was prepared by McGraw-Hill and funded by Exxon. From memory, the subsequent test cost

$60 per student, and in recent years, without confirmation, has been about $123. But those numbers are predicated on the number of students tested each year and the portion of the contract related to HSGQE before or after blending with NCLB. What we are looking for is the total cost of the HSGQE to the state to date. I will need to be back in the office to research the total costs. We can put this together on Friday but not likely in time for the hearing at 8:00 a.m.

3) What is the cost and expiration date of the current assessment contract with the outside firm?

The current contract that we have with Data Recognition Corporation (DRC) is for $48 million. The contract runs through 2015 with a transition period budgeted in that extends into 2016.

4) Do you have any idea of indirect or hidden costs to Alaska school districts, including requirements for additional teacher training; lost teaching time in certain academic subjects due to a redirected curriculum in teaching to the exam; remediation in preparation for taking the exam the first time, or remediation for students who failed the exam; and lost whole days of lost classroom instruction as schools prepare for and administer these exams.

AKEED does not maintain these costs. The costs would vary greatly across districts. The HSGQE is designed to measure knowledge and skills against Alaska state standards. It can be debated whether redirecting curriculum in support of our standards, which were developed by Alaskan educators, is an expected positive consequence or whether it is considered a negative consequence to teach to our standards.

5) Is there an estimate of the number of days, Department hours, district hours and student hours involved in administering the HSGQE each year?

The Department will be conducting District Test Coordinator training in three weeks. We can certainly collect anecdotal information at that time to get some estimates.

In the Spring all tenth grade students are required to take the combined SBA/HSGQE exam over three days, one for each required subject area. If the HSGQE were to be repealed those 10th grade students would still be participating in the same amount of time as they would still be required to take the SBA. The 11th and 12th grade students that need to retest could miss anywhere from one to six days of instructional time depending on which subjects they still need to pass. Our procedures for the exams are basically the same when administering the SBA and HSGQE. Training involves coverage of both tests so eliminating the HSGQE would have a minimal effect on training of district staff.

6) Has the Department attempted to calculate the opportunity (lost) costs in purchasing and administering the mandatory HSGQE in lieu of dedicating these funds to other needed areas of education? The Department has not attempted to calculate the opportunity costs for the purchasing and the administering the HSGQE.

7) What would it cost to split HSGQE from the existing assessment contract? Is there a penalty or additional costs for pulling HSGQE questions from the blended NCLB exam? Is it cheaper to let the contract run out and repeal the HSGQE after expiration of the

contract? These negotiations would need to take place with our current vendor in order to specifically answer these questions. There will likely not be a cost penalty for splitting the SBA from the HSGQE but there certainly could be a considerable amount of money required to develop enough items to support the SBA at the 10th grade. Test item development is the most expensive process in large-scale assessments. A review would likely need to be conducted for test items to see which existing HSGQE items could continue to be used for the new 10th grade SBA. In effect we would be asking the testing vendor to develop a new test for the tenth grade. It is possible that those expenses could exceed what we currently pay for the HSGQE, at least in the initial year of the proposed change.

8) How many complaints does the Department receive each year about the HSGQE and does it count/catalog/file contacts of support or repeal?

The Department does not keep a catalog file for specifically tracking HSGQE support or criticisms of the exam.

Thank you for your consideration.
Sincerely,

Tom Obermeyer

Thomas Obermeyer
Office of Senator Bettye Davis
907-465-3822
907-465-3762 direct
Thomas S. Obermeyer@legis.state.ak

Alaska

Alaska High School Graduation Qualifying Exam (HSGQE)

Part I: Policy Trends

Type of test	Comprehensive standards-based
Purpose	To meet a state mandate
Major changes in exit exam policy since the 2007-08 school year or any pending changes	A bill to remove the HSGQE as a graduation requirement by July 1, 2011 was presented to the state legislature as SB 109. However, it did not pass both houses of the legislature. The HSGQE is still a graduation requirement.
Status of state's decision regarding the Common Core State Standards and impact of that decision on exit exam policies	The state has opted *not* to adopt either set of Common Core State Standards.
Test used by colleges or universities for undergraduate admission?	No
Year first administered	2000
Year diplomas first withheld	2004 for most students (delayed from 2001)
Subjects tested	Reading, writing, mathematics
Types of questions	Multiple choice, constructed response
Grade first administered	10^{th}
Grade(s) exam aligned to	8^{th}-10^{th}
Number of retakes allowed before end of grade 12	Two per year
Retakes after grade 12	Two per year indefinitely
Does the state have reciprocity with other states?	Transfer students who have passed all subtests of another state's high school graduation exam in reading, English, and mathematics may submit passing scores.

Exit exam used for No Child Left Behind?	As of 2005-06, Alaska no longer uses the HSGQE to meet NCLB high school testing requirements, but instead uses the Grade 10 Standards-Based Assessment.
Same cut score for graduation and NCLB?	Not applicable
Evaluations of state exit exam	The test vendor produces a technical report each year. This technical report is available on request.
State test contractor	Data Recognition Corporation
Does the state provide students with alternate paths to graduation?	No
Alternate paths to graduation specifically for English language learners	No. However, accommodations are available for English language learners. The participation guidelines as well as the list of accommodations available to ELL students is available online at http://www.eed.state.ak.us/tls/assessment/participation_guidelines/ParticipationGuidelinesSept2007.pdf
Alternate paths to graduation specifically for students with disabilities	Students with disabilities who do not pass the High School Graduation Qualifying Examination by their sophomore year may be allowed to take an alternative assessment program, which consists of the modified or non-standardized version of the exam. Students with disabilities may use the HSGQE with modifications with state approval. The non-standardized HSGQE consists of an extensive collection of work that reflects competency in each of the state standards tested in the HSGQE. The modified assessment is scored by the vendor. The state convenes a committee of three from the field for each content area to review the non-standardized assessment. Two out of three approvals determine whether a student who takesthe non-standardized HSGQE meets the state standards. If a student has been ruled not to meet the standards, the modified assessment can be rescored. The non-standardized assessment allows for the student to resubmit additional documentation. Accommodations are available for students with disabilities. The participation guidelines as well as the list of

	accommodations available to students is available online at http://www.eed.state.ak.us/tls/assessment/participation_guidelines/ParticipationGuidelinesSept2007.pdf In the 2008-09 school year, 481 students (24%) took the modified HSGQE, and in the 2009-10 school year, 500 (22%) took the modified exam.
Who makes decisions on whether a student is eligible to use alternate paths?	The individualized education program (IEP) team determines the alternate path for students with disabilities. Alternate paths do not exist for regular education students or students with limited English.
How are students identified as eligible for alternate paths to graduate?	The IEP team will determine whether an alternate path is the appropriate path for a student with disabilities. The IEP team will then apply to the department for approval. Forms are available on the department website: http://www.eed.state.ak.us/tls/assessment
When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the high school exit exams?	As of 2005-06, Alaska no longer uses the HSGQE to meet NCLB high school testing requirements, but instead uses the Grade 10 Standards-Based Assessment. So the HSGQE is not used for calculating AYP. Students receiving regular diplomas on the traditional path are counted the same as students receiving regular diplomas on an alternative path.
How many full-time equivalent staff in the state department of education are involved in implementing alternate paths?	One
Types of assistance the state provides for all districts to raise *initial* pass rates for all students on the high school exit exam	The state offers technical assistance to help: • Teachers administer the exam, which includes online assistance and train-the-trainer workshops; • All teachers prepare students for the exam, which includes online assistance; • Schools implement comprehensive school reform, which includes online assistance and specialist(s) in the state education agency; • Districts improve formative uses of assessment, which includes online assistance and specialist(s) in the state education agency; and • All districts improve the instructional leadership

provided by administrators, which includes field-based specialists.

The state also provides state-developed benchmark/formative assessments and exam preparation materials for students.

Types of assistance or remediation the state provides for all districts to help students who have failed to pass the exit exam

The state does *not* provide assistance or remediation to all districts to help students who have failed to pass the exit exam.

Does the state provide funding for remediation?

Yes. Districts are expected to use funding for mandated remediation.

Are districts mandated by law to provide remediation?

Yes. State regulation mandates a district to provide remediation to a student who has not passed one or more subtests of the state high school graduation qualifying examination after the fall administration of the HSGQE in the student's 11th-grade year.

Remediation must begin no later than the start of the second semester of the student's 11th-grade year and continue as necessary for the student to pass all subtests of the HSGQE. Nothing prevents a district from offering remediation at an earlier time.

Are students required to participate in remediation?

No

Part II: Student Performance

Initial pass rates, 2008-09

Percentage of Students Passing on the First Try in 10th grade, 2008-09

Student Group	Reading	Writing	Math
All students	90%	79%	80%
Caucasian	96%	86%	89%
African American	89%	76%	72%
Hispanic	89%	76%	77%
Asian	89%	81%	78%
Alaska Native/ American Indian	76%	61%	64%
Two or More Races	94%	80%	82%
English language learners	58%	45%	42%

Migrant	80%	66%	71%
Students with disabilities	60%	36%	41%
Free or reduced-price lunch eligible	81%	66%	67%
Passing score (scale of 100-600)	**287**	**304**	**328**

Note: These data were retrieved from the Alaska State Department of Education Web site at http://www.eed.state.ak.us/tls/assessment/results/2009/StatewideHSGQE.pdf on May 25, 2010.

Denominator used to calculate these rates: Number of eligible 10th grade students on first day of testing.

Initial pass rates, 2009-10

Percentage of Students Passing on the First Try in 10th grade, 2009-10

Student Group	Reading	Writing	Math
All students	84%	74%	77%
Caucasian	93%	81%	85%
African American	74%	62%	58%
Hispanic	83%	74%	76%
Asian	79%	77%	80%
Alaska Native/ American Indian	68%	59%	61%
Two or More Races	83%	70%	74%
English language learners	38%	41%	39%
Migrant	78%	70%	71%
Students with disabilities	45%	29%	35%
Free or reduced-price lunch eligible	73%	63%	65%
Passing score (scale of 100-600)	**287**	**304**	**328**

Note: Data provided by the Alaska State Department of Education.

Denominator used to calculate these rates: Number of eligible 10th grade students on first day of testing.

Cumulative pass rates Alaska does not have cumulative pass rates available for 2008-09 or 2009-10 at this time.

State Graduation Rates

Student Group	2008-09	2009-10
All students	68%	NA
White	74%	NA
African American	60%	NA
Latino	64%	NA
Asian	70%	NA
Alaska Native or American Indian	55%	NA
English Language Learners	49%	NA
Students with disabilities	44%	NA
Free or reduced-price lunch eligible	60%	NA

Note: These data were retrieved from the Alaska State Department of Education Web site on May 25, 2010 at http://www.eed.state.ak.us/reportcard/2008-2009/reportcard2008-09.pdf

Current state graduation rate calculation formula for AYP purposes.	Alaska uses the Leaver Rate.

Out of State
High School Exit Exam
Guidance

Not all of the states listed below offer high school exit exams that are equivalent to Alaska's High School Graduation Qualifying Examination (HSGQE). The exams may vary in type of test, subjects tested, grade test first administered, and grade level of alignment. It is important to be cautious when determining if completion of another state's high school exit exam will waive a student from taking the HSGQE. The following guidance is provided for your assistance. Contact the Department of Education & Early Development (EED) directly if you have any questions about approval.

Guidance for Determining Approval:

1. Is the assessment type comprehensive?
2. Does the assessment cover mathematics (not algebra), reading, and writing?
3. Was the applicant attending the high school the year of administration? And, if the assessment administers subjects in different years, was the applicant assessed in all subjects? (See Minnesota)
4. If a state is transitioning to a new assessment type, was the applicant administered a comprehensive assessment?
5. Is the assessment level of alignment at least grade eight?

If the answer is "no" to **any** of these five questions, the applicant is not eligible for a waiver.[1]

The table below is extracted from the Center on Education Policy's (CEP) *State High School Exit Exams: Trends in Test Programs, Alternate Pathways, and Pass Rates* full report released November 2009. The table changes yearly, therefore districts are responsible for monitoring all changes prior to submitting waiver applications to governing bodies for approval.

~~Be sure to read all footnotes included with the table. ~~

In addition to the full report, individual state profiles are available on CEP's Web site at: http://www.cep-dc.org/index.cfm?fuseaction=Page.viewPage&pageId=493&parentID=481

EED Contact: Kari Quinto

[1] Whether New York qualifies for reciprocity with Alaska is pending EED investigation.

welcr

Anchorage School District

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Anchorage, Alaska 99504-3135
(907) 742-4000

February 2, 2009

Mr. Larry LeDoux
Commissioner of Education and Early Development
Department of Education and Early Development
P.O. Box 110500
Juneau, Alaska 99811-0500

Attention: Dottie Knuth
Via FAX (907) 465-4156

cc: Larry

Dear Commissioner LeDoux:

In response to the request for review and public comment on the proposed regulation changes on the timeline for the mandated WorkKeys/WIN assessments and on the Quality Schools application and reports for small districts, the Anchorage School District submits the attached comments.

I appreciate the opportunity to forward our comments as they relate to the proposed changes in Department of Education and Early Development regulations.

My staff and I are available to answer any questions regarding our responses and will forward any additional remarks to the proposed changes, as you deem necessary.

Sincerely,

Carol

Carol Comeau
Superintendent

Attachment

cc: Anchorage School Board
Rhonda Gardner, Assistant Superintendent, Instruction
Laurel Vorachek, Director, Assessment and Evaluation
Jane Berglund, Chief Information Officer

cc: Mark Eddy

SUBJECT: 4 AAC 06.715 Work ready/college ready transitional skills curriculum and benchmark assessments; 4 AAC 06.717 Work ready/college ready transitional skills assessment

The Anchorage School District believes the WorkKeys exam is a quality assessment that provides important information for students and families, educators, employers, and universities about student achievement related to college and work readiness. Further, the WIN curriculum and benchmark assessments provide opportunities for students to advance their studies in and awareness of work related proficiencies.

However, at minimum, the Anchorage School District supports the proposed regulation to delay the mandated use of these assessments by one year. These tools and assessments are available to students and districts ready to access them, and a delay in implementing the mandate doesn't limit a school or district's ability to more forward. The delay would enable districts that have technological or other implementation challenges to continue to work through them to ensure a smooth roll out should the mandate come.

Under the current system of assessment, the Anchorage School District does not believe the WorkKeys/WIN assessments should be mandated. Between the mandated Standards Based Assessments, HSGQE, TerraNova, NAEP, ELPA, Kindergarten Profile, etc., and district-specific formative, benchmark, and progress monitoring assessments that are a critical part of any instructional program, districts do not have the time or resources to invest in another mandated exam.

The Anchorage School District proposes bolder action, however. We propose that the State Board and the Department of Education of Early Development work with the Alaska Legislature and districts to replace the essential skills High School Graduation Qualifying Exam with the much more robust and meaningful WorkKeys Exam at the 10th grade.

The requirement for the HSGQE was created in response to concern that some students were graduating high school without the essential skills necessary to be productive in the world of work. An unintended consequence of that action has been that many students now set their sights too low – only on passing the HSGQE rather than reaching toward even higher levels of proficiency and achievement. Many students question why they should be required to continue high school when they have already passed the exam as 10th graders. Unfortunately, since the exam is essential skills, the students' perception that they have met necessary levels of achievement for life-long success is misguided.

The Anchorage School District believes there is a much better alternative that would provide businesses and universities information they need about the academic preparation of graduated students, that would inspire students to continue their studies rather than end them prematurely, and that would provide students invaluable information about career fields available to them as well as their relative preparation for them. That alternative is WorkKeys.

In addition, WorkKeys is part of the ACT continuum of assessments accessed by many schools and students that includes, among others, the Explore (8th grade), PLAN (10th grade), and ACT (11th and 12th grade). For students and their advisors to be able to plan the student's education over a series of years with information from these exams would be much more valuable than a pass/fail score on the HSGQE. Because of the availability of these exams, we do not believe the WIN assessments need ever be mandated. Rather, we suggest the assessments and very valuable curriculum remain available for those who choose to use them to augment their existing system of assessment.

Because WorkKeys is designed expressly to reflect what businesses expect of entering workers and the ACT is designed expressly to reflect what colleges expect of entering students, the two assessment programs are unique in what they measure and in the scores they report. But there are also commonalities in the expectations for readiness in the two tests.

ACT conducted a statistical concordance between the respective college and workforce training readiness levels in reading and mathematics. They found that the concordance between ACT College Readiness Benchmarks and WorkKeys Level 5 shows that the levels of readiness in reading and mathematics are comparable.

Comparability between WorkKeys Job Profile Level 5 and ACT College Readiness Benchmarks in Reading and Mathematics[4]

WorkKeys Test	WorkKeys Readiness Level	Comparable ACT Score Range and College Readiness Benchmark
Reading for Information	5	19–23 Benchmark = 21
Applied Mathematics	5	18–21 Benchmark = 22

This statistical concordance adds value to the assessment from the perspective of the individual student for course planning and post-secondary guidance. The

student receives information about their readiness to make successful transitions to college and work after high school from one assessment. If a student scores below a 5 in the Reading for Information and/or Applied Mathematics test, it provides critical information in terms of necessary coursework to be completed during the student's remaining time in high school in order to be prepared for first-year college courses. The student also receives information about whether he or she has the skills that businesses expect of entering workers through the WorkKeys Readiness Level. This also provides valuable information in course planning so, if necessary, students can take the coursework to ensure that they have the workforce skills when they graduate from high school. Since it is a national exam, WorkKeys results and certificates are also portable throughout our highly mobile country and mean the same thing regardless of the state in which our students ultimately choose to work or attend post-secondary programs.

The bottom line is that the WorkKeys exam has the potential to inspire and encourage students to higher levels of achievement while providing desired accountability and information for prospective employers and universities, whereas the HSGQE encourages apathy and low expectations. Further, the HSGQE causes significant harm to the small number of students who, largely due to special needs or language acquisition challenges, are unable to pass and are thus denied a diploma.

Rather than artificially set a pass/fail mark on this exam for which such a distinction was never intended, we propose instead that the final scores received by the student, after however many attempts the student makes while in high school to achieve higher scores, be placed on the transcript and the diploma. The diploma could also be printed in such a way that an explanation of those scores is printed on the back of the diploma or transcript to provide that information to prospective employers.

We encourage the State Board of Education and Early Development, along with Alaska legislators, to take this bold step in increasing both the academic expectations and the relevancy of state assessments for Alaska's students.

SUBJECT: 4 AAC 33.310 Applications; 4 AAC 33.320 Grant Awards; 4 AAC 33.330 Reporting Requirements, Regarding Quality School Funding Grants

This regulation does not directly impact the Anchorage School District as our Quality School Grant exceeds $10,000. We have never found the required application and report to be particularly onerous for our district.

Thomas Obermeyer

From: Don Burrell
Sent: Monday, December 28, 2009 1:59 PM
To: Thomas Obermeyer
Subject: FW: Senate Bill RE: High School Qualifying Exam

Don Burrell Jr.
Legislative Aide
Office of Senator Bettye Davis
716 W. 4th Avenue Suite 400
Anchorage, Alaska 99501
P 907-269-0144
F 907-269-0148
don_burrell@legis.state.ak.us

From: Louie Flora
Sent: Monday, December 28, 2009 11:53 AM
To: Don Burrell
Subject: FW: Senate Bill RE: High School Qualifying Exam

Hi Don,

A constituent of Rep. Seaton recently wrote in with concerns about the High School Graduation Qualifying Exam. I told her that I would forward her comment along to the sponsor of SB 109, Senator Davis.

Thanks,

Louie Flora
Staff, Rep. Seaton
(907) 235-2921

From: Alana G [mailto:earthtripping@hotmail.com]
Sent: Monday, December 14, 2009 9:19 AM
To: Rep. Paul Seaton
Cc: Paul Gutzler
Subject: Senate Bill RE: High School Qualifying Exam

Good Morning Rep. Seaton:

I am writing to you about a senate bill for which I don't know the number...109 maybe? It has to do with the High School Graduation Qualifying exam.

I tried to make a comment at the School Board Meeting and was unsuccessful. Fortunately there were other parents there who voiced my concern: that the HSGQE is inappropriate for learning disabled students. At one point a Board Member asked if the test was successful for guiding the IEP meetings toward reading and math skills and what I would have liked to have said was, "Because of the HSGQE we have been forced to focus a good part of our meeting time on accommodations and how we are going to get our student to pass the test instead of how we are going to get him to be successful with other skills required by life!"

I would have loved for my son to have taken personal finance this year, but instead, because he could not pass the math portion of the HSGQE's he had to take Algebra A instead. We are thrilled to say that this week we learned that he passed the quiz and he will be graduating in the spring with his classmates. He is eager to drop math from his life all together and move on. I don't blame him. We are thrilled that he will be able to obtain an entry level postion when he finishes this year at somewhere other than McDonalds.

Another large problem with the HSGQE for students with learning disabilities is the time it takes for the results to be posted. We have had to postpone applying to post graduate programs because of this test and the required diploma that passing this test provides.

As I listened to the testimony given to the school board, one of the things that I was completely flabbergasted with was the level of respect given to different members of the community that were trying to voice their concerns to the board. The meeting started with one of your constituents from Voznesenka telling the board about the problem that the Old Believer Community is having with the HSGQE this year. The test days are falling on the most Holy of weeks for them this year and the students will not be able to take the test without breaking their spiritual customs. This is not only for students at the end of the bay but also for Old Believers throughout the state. This group of students will not be taking the test this year and will have one less chance to pass the test before they can receive a high school diploma.

I happen to know that this woman worked hard on her presentation and even translated her position from Russian to English for the board. They thanked her and moved on. But when a State Senator got on the line to ask the Board not to throw out the HSGQE without having something else in place the board seemed to fawn all over him. "Gosh it's so nice to hear something postitve. Ususally the only people we hear from are the people with problems."

I got the sense that the desires of the Old Believer community have little clout with state government. I can not be sure if it is because of bias or misguided perceptions but it reminds me of the time you sat in the gym at McNeil School with grant money and these villages were all but forgotten...

It sounded that the School Board does not want to get rid of the HSGQE. Even though studies indicate that it has done nothing to improve our educational system. I got the feeling that the only thing that the test was beneficial for was a punitive system that the Board of Education could hang over students heads to force them to read, write and do math, because before it's inception there is nothing the state could do to force these kids to improve their skills.

That is sad reasoning.

I hope that you will consider your vote on this measure to take into account more than the School Boards position. This requirement affects students and their families on such deep levels and affects otherwise hard working kids to the negative. If you would like to hear more about how this test has personally affected our family or the families in the Old Believer community, please feel free to contact me.

Thank you for your time,

Alana Greear
PO Box 2156
Homer, AK 99603
907-235-3227

Hotmail: Powerful Free email with security by Microsoft. Get it now.

North Slope Borough School District

Resolution 2010-10

A RESOLUTION ON THE NORTH SLOPE BOROUGH SCHOOL DISTRICT BOARD OF EDUCATION'S POSITION ON SENATE BILL 224 AND HOUSE BILL 297, 'AN ACT ESTABLISHING THE GOVERNOR'S PERFORMANCE SCHOLARSHIP PROGRAM AND RELATING TO THE PROGRAM; RELATING TO STUDENT RECORDS; MAKING CONFORMING AMENDMENTS; AND PROVIDING FOR AN EFFECTIVE DATE."

WHEREAS, Senate Bill 224 and House Bill 297 establish a merit scholarship program for Alaskan high school graduates, the Governor's Performance Scholarship;

WHEREAS, the scholarship program will require a high school program with four years each of mathematics, science, and language arts and three years of social studies;

WHEREAS, access to college and post-secondary training are critical to students' success in the work force;

WHEREAS, providing an incentive for increased vigor in course load will benefit students future; and

WHERE AS, a needs-based scholarship if it relied on federal definitions of needs such as FAFSA and Free and Reduced Lunch would inaccurately measure need of students living in arctic communities.

NOW, THEREFORE, BE IT RESOLVED, that the North Slope Borough School District Board of Education supports Senate Bill 224 and House Bill 297 with merit based criteria or needs based criteria that accurately reflect needs in arctic Alaska.

Introduced: March 4, 2010

Adopted: March 4, 2010

Eva Kinneeveauk for DE

DEBORAH EDWARDSON, President
Board of Education

EK

EVA KINNEEVEAUK, Clerk
Board of Education

FAX COVER SHEET

KPEA [redacted] KPESA
SCHOOLING THE KENAI

Phone (907) 260-3428

Date: Jan 26, 2010

To Fax Number: ( ) 283-3075

From Fax Number: (907) 260-7824

Person sending fax: LaDawn Druce

Number of pages including cover sheet: 3

Additional Information: ~~SENATE~~ ~~EDUCATION~~ COMMITTEE
Testimony for SB109
Repeal of the HSGQE
Friday Jan 29, 2010 @
8:00am

JAN-27-2010 WED 08:16 AM KENAI LIO FAX NO. 907 283 3075 P. 01
Jan 26 10 06:31p Kenai Penin Educ Assoc 907-260-7824 P. 1

(1)

Good morning, my name is LaDawn Druce. I am currently the president of the Kenai Peninsula Education Association, representing over 600 certified employees of the Kenai Peninsula Borough School District. I could not attend in person today because I am NEA-Alaska's Delegate Assembly in Anchorage. I hold three teaching certificates in the fields of High School English, drama and speech as well as a certificate in school counseling. I have been an educator for over 20 years, and my husband is finishing the first semester of his 38th year of teaching. Needless to say education is important to our family. And I am here today to speak to you as a parent about a member of my family, my oldest son Stephen.

Stephen was a well behaved boy, but always struggled throughout school. I knew we were in for a long road when he called and wanted to come home his first day of kindergarten. We had him tested for special service twice. He never "qualified" and subsequently did not receive the additional services that might have helped. He always did poorly on tests, particularly if they were timed. In high school he knew that he had to go to school every day, turn in all homework, complete any extra credit offered, and pray that tests did not make up 60% or more of any given class.

In high school a gifted and caring school psychologist realized that by today's criteria Stephen would have qualified for special services and a 504 plan was written allowing him accommodations particularly centered around the HSGQE. Math was the subject Stephen struggled in the most. He passed the writing portion of the HSGQE as a sophomore. We began to focus on math knowing the reading would take care of itself. He continued to retake both tests. He passed the math test the fall of his senior year. That was certainly a relief, but we couldn't understand what was going on with the reading test. His scores were all over the map.

Weeks before graduating in 2006 he retook the reading test for the last time. One of the most difficult conversations I have ever had was when the principal of the high school called me and said he had not made the cut score. He was going to get a certificate of completion for high school, not a diploma. He had all the credits and had never failed a class. Having that conversation with our son was

JAN-27-2010 WED 08:17 AM KENAI LIO FAX NO. 907 283 3075 P. 02
Jan 26 10 06:31p Kenai Penin Educ Assoc 907-260-7824 p.2

one of toughest moments as a parent. We reinforced how proud we were of him and he was not a failure, even though his words were "I guess I am really stupid." Stephen had already been accepted to a post – secondary vocational education program in Norman, Oklahoma. He finished a two year course in automotive technology in April of 2008. He was scheduled to be back in AK, a few days before the HSGQE retake. As a side note, after Stephen received a certificate of completion, the cut score on the reading test was lowered by 35 points; he would have passed it 3 of the 5 times he had taken the test with the new score.

When I told him he could retake the reading test, he jumped at the chance. I was in Juneau visiting with Senator Bettye Davis regarding this very bill the morning my son was retaking that test. When his scores came back they were 55 points above the cut off, and 20 points higher than the old cut off score. He received a perfect score in Supporting the Main Idea: Critique Arguments. He finally received his diploma two years after his graduation.

He was employed within 48 hours of returning to Alaska at an Anchorage automotive dealership and has now worked his way up to a service advisor. I object to comments that say "If students cannot pass this test, they must be illiterate." That is not and was not true of my son. He suffered from test anxiety and the higher the stakes, the greater the anxiety.

There are other "Stephens" in this state. Without parental support, they will give up and drop out believing they are stupid. I ask that you thoughtfully consider all of the reasons why the qualifying exam should not be used as a standard for a diploma and support Senate Bill 109.

LaVaun Deuce
1/26/2010

February 10, 2010
Attn: Senate Bill 109: Removal of the Exit Exam Requirement

As high school counselors, we are in support of Senate Bill 109: Removal of the Exit Exam Requirement. We agree that by removing the Exit Exam Requirement, it would remove the risk that a student can be denied a diploma after 12 years of education by one exam. We are in favor of encouraging youth to stay in school long enough to get a diploma and reduce the dropout rate.

We believe that the resources and staff that are utilized in administering the HSGQE are tremendous. Classroom instructional time, staff training, administrative planning, and direct counseling services to students in the personal/social/academic domains have suffered due to the time required to prepare and administer the HSGQE.

The HSGQE favors the left-brained students, who tend to learn by lecture, memorize easier, and don't become confused with the answer choices. Right-brained students don't do as well on these tests in spite of knowing the topic; rather, they see every answer as a possibility under the right conditions. In spite of knowing the information, they are likely to select an incorrect answer.

Finally, we feel that the HSGQE does not truly reflect the knowledge students hold. It does not prepare the students for the real world where they are allowed to use resources, manuals, ask questions, and are not allowed to perform at the 50% percentile.

Thank you for considering our comments.

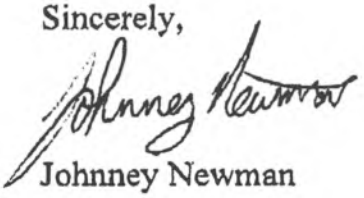
Sincerely,

Margaret Griffin and Micki Dunn
School Counselors, Skyview High School
907-260-2300

2/16/10
Concerning Senate Bill 109

Hi my name is Johnney Newman. I believe that the High School Qualifying exams should be taken. But the test shouldn't determine whether the student could graduate or not. In my situation the test helped me figure out where I stood academically. I think the test should be more like a placement test than a qualifying test. Students should take the test with out having to worry whether there going to pass, because it's a great learning experience that I believe will help student through out high school.

Sincerely,



Johnney Newman

2/15/10

Concerning Senate Bill 109: Repeal Secondary School Exit Exam

I think that the High School Graduation Qualifying Exam should not be required to pass in order to actually receive your diploma from high school. The following reasons will be stated below to explain my point of view on the discussion.

First of all, I think that it puts to much pressure on students, especially seniors, because students are already trying to pass the required classes that they are taking. Along with the finals students have to take just to pass those other six or so classes, is just not right to do. There is already a lot of pressure for students to pass the class and should not have more put on them. If students already pass all of their required classes, then they should be allowed to graduate. For me this will be my third time taking the test. Last year I was just focusing on my regular classes and trying to finish them, I could not properly prepare for the High School Graduating Qualifying, Exam which led to me rushing through it so I could be done with it.

Test anxiety is my second reason why students should not have to take the High School Graduation Qualifying Exam. Being so nervous from testing anxiety can mess up a student's performance during tests. Test Anxiety could lead to failing the test, which would not let that student graduate from high school.

My last reason is that seniors in high school should focus on what they are doing now and in the future, like college or trade schools. They need to start focusing on what they need to do for the future, and not worry about a test.

Sincerely,

Daniel Franklin

Daniel Franklin
Student at Homer Flex High School
4122 Ben Walters Lane
Homer, AK 99603

2/16/2010
Concerning Senate Bill 109: Repeal Secondary School Exit Exam

I think the High School Graduation Qualifying Exam should be required.

The stress of the schoolwork and test preparations should teach the students an important life skill, multitasking. Going between schoolwork and test prep is very stressful, it also provides the experience of managing two very important events so you would be ready for anything.

Sincerely,

Mihael Kuzmin

adn.com
Anchorage Daily News

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Kill high school exit exam, critics tell committee

SENATE: Parents, educators testify that tests devour both class time and resources.

By JEREMY HSIEH
The Associated Press
(01/30/10 03:07:26)

JUNEAU -- A high school exit exam is keeping hundreds of Alaska students from earning diplomas and jobs for which they're otherwise qualified, proponents of repealing the test told a state Senate committee Friday.

Educators and parents from around the state testifying in support of a bill to eliminate the High School Graduation Qualifying Exam said the tests also eat up both classroom time and resources for yet another standardized test.

The exams' only defender to testify was Finance Director Eddy Jeans of the Department of Education and Early Development, who relayed the State Board of Education's position. The board sees the test as a crucial accountability tool and wants it to stay in place until there is an alternative.

"It's the hammer in the system. It's the only hammer in the system," Jeans said.

Alaska students are already subject to standardized tests throughout their public education but those tests are designed to index and track progress or skills. They provide information but don't hold the individual students accountable, Jeans said.

In contrast, the exit exam guarantees that someone with an Alaska high school diploma has at least minimum competency in reading, writing and math, he said. Eliminating it with no alternative would revert an Alaska high school diploma to the equivalent of a certificate of attendance, Jeans said.

Sen. Bettye Davis, the repeal's sponsor, took issue with that assertion. "I can't believe this is the glue that's holding the system together," she said. "We're doing a disservice to our children."

Graduation rates have risen since the exit exam requirement took effect in 2004, from 62.9 percent to 67.5 percent last year, according to the Department of Education. Of the 1,549 Alaska seniors who finished the school year in 2008 but didn't receive a diploma, a third did not pass the exit exam. Other unfulfilled graduation requirements, such as credit counts, kept the rest from graduating.

The exit exam has triggered two significant lawsuits. Noon vs. Alaska led to accommodations for special-needs students during testing. The judge in Moore vs. Alaska concluded that the combination of an inadequate education in chronically underperforming school districts and the high-stakes exit exams was unconstitutional.

"It is fundamentally unfair ... to hold students accountable for failing this exam when some students in the state have not been accorded a meaningful opportunity to learn the material on the exam," Anchorage Superior Court Judge Sharon Gleason wrote in her 2007 opinion. Remedies in

that case are still being addressed.

The Department of Education estimates that eliminating the test would save the state $1.3 million in the first year.

Nationally, 23 states have exit exam policies in place and three more are planning such tests.

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New copy being Prepared 150

MEMORANDUM January 31, 2010 ~~2010~~ 2011

SUBJECT: Sectional Summary of SB 10 (Work Order No. 27-LS0086\A)

TO: Senator Bettye Davis
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. Deletes the high school competency examination reference in the Department of Education and Early Development's annual report to the legislature.

Section 2. Deletes the high school competency examination, waiver of the exam, and the alternate assessment references in the Department of Education and Early Development's annual report to the public on school performance.

Section 3. Deletes the high school competency examination reference in the Department of Education and Early Development's school accountability system.

Section 4. Deletes the high school competency examination reference in the charter school operational requirements.

Section 5. Repeals the high school competency examination requirements.

Section 6. Provides a July 1, 2011, effective date.

JMM:ljw
11-055.ljw

SENATE EDUCATION COMMITTEE

CO-CHAIRMEN:
SENATOR KEVIN MEYER
SENATOR JOE THOMAS

MEMBERS:
SENATOR BETTYE DAVIS
SENATOR CHARLIE HUGGINS
SENATOR GARY STEVENS
SENATOR DONALD OLSON

TO: All Members

FROM: Senator Kevin Meyer, Senator Joe Thomas
Co-Chairs, Senate Education Committee

RE: Hearing: SB-109 Repealing High School Exit Exam

LOCATION: Fahrenkamp Room 203

DATE/TIME: Wednesday, January 29 – 8am

AGENDA

Bills Previously Scheduled & Heard

SB 109 - REPEAL SECONDARY SCHOOL EXIT EXAM

Jomo Stewart, Committee Aide
(907) 465-6874

Murray Richmond, Committee Aide
(907) 465 - 6443

Senate_Education@legis.state.ak.us

Alaska State Legislature

Interim: (May - Dec.)
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Phone: (907) 269-0144
Fax: (907) 269-0148

Session: (Jan. - May)
State Capitol, Suite 30
Juneau, AK 99801-1182
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Toll free: (800) 770-3822

Senator_Bettye_Davis@legis.state.ak.us
http://www.akdemocrats.org

Office of Senator Bettye Davis

January 20, 2010

Senator Meyer, Co-Chair
Senate Education Committee

RE: Request for Hearing for SB 109, 26-LS0527\A

"An Act repealing the secondary student competency examination and related requirements; and providing for an effective date."

Dear Senator Meyer:

Senator Davis respectfully requests a hearing on SB 109 before the Senate Education Committee. SB 109 repeals the High School Graduation Qualifying Exam (HSGQE) or "Exit Exam" which was fully implemented in Alaska in 2004. The efficacy of the HSGQE has been greatly diminished by other assessment requirements of the No Child Left Behind Act and by purchase of the WorkKeys assessment Program by DEED to be implemented for all 11th graders in 2011. In addition, the Center on Education Policy (CEP) in a November, 2009 report (attached) summarizes state trends and progress for the last 8 years to alternative pathways to graduation, end-of-course exams, and increased technical and financial assistance.

There is no uniformity in testing across the country, but the CEP reports two-thirds to three-fourths of students in the country are now affected by exit exams. States are struggling to develop standards and testing systems that are sufficiently demanding but also achievable and fair. The Alaska HSGQE remains a continuing concern for students with disabilities, English language learners (ELLs), and students in rural school districts per *Moore, et al. v. State of Alaska*, 3AN04-9756 (see *infra*). There is considerable concern that we are testing too much, too often, and limiting curriculum and class time by teaching to the test.

The cost of the HSGQE in Alaska has risen to an estimated $123 per student, excluding hidden costs of remediation, lost school time, and teacher training. The HSGQE is currently funded by DEED through a recent contract with an outside firm providing a 5-year package of testing HSGQE with NCLB and other assessments. Separating the tests and costs at this time could be costly and difficult, but repeal of the HSGQE could be accomplished legislatively by simply not withholding diplomas for failure of this high-risk exam.

Included in this hearing package are:

1. Sponsor Statement
2. Current version of SB 109, 26-LS0527\A.
3. Sectional Summary
4. Additional Documentation
5. Anticipated teleconference testimony from the Department of Education & Early Childhood Development, School Districts, state educators, and parents
6. *Note: There is no fiscal note at this time, but numbers separating the costs of the HSGQE from the NCLB contract can be obtained from Eddy Jeans or Eric McCormick in DEED. The separated costs divided by the number of students taking the HSGQE annually should approximate the above estimated cost of $123 per student for the HSGQE.*

Sincerely,

Thomas S. Obermeyer
Legislative Assistant
465-3762
Thomas_Obermeyer@legis.state.ak.us

Alaska State Legislature

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Senator Bettye Davis

SB 109, 26-LS0527\A

"An Act repealing the secondary student competency examination and related requirements; and providing for an effective date."

Sponsor Statement

SB 109 repeals the Alaska secondary student competency examination, also known as the High School Graduation Qualifying Exam (HSGQE) or "Exit" exam. The HSGQE was initiated in 2001 and became fully effective in 2004, following the trend for more assessment in the No Child Left Behind Act of 2001. It was never clear that the Alaska HSGQE would improve performance and measure whether students would be better prepared for college, much less determine conclusively that students were receiving diplomas but lacking basic skills. The HSGQE has become a "high stakes" hurtle that has harmed many students in Alaska while exacerbating a court finding in 2007 that the State was violating students' constitutional rights to an education without providing proper assistance and direction. (See *Moore, et al. v. State of Alaska*, 3AN04-9756).

It may be argued that State does not need the HSGQE, as the State and all school districts already require many assessment tests to determine student progress and competency. At the same time there is a trend away from exit exams. The Center on Education Policy (CEP) report in August, 2008 that most states are moving toward end-of course exams which assess mastery of content of a specific high school course in lieu of exit exams. The current Alaska HSGQE reportedly has been changed by the Board of Education and made less difficult than at inception. As a result, the HSGQE has become somewhat redundant, time-consuming, and expensive to administer. To save time and money, beginning in the spring of 2006 sophomores took a test that combined the HSGQE with a standards-based reading and math assessment required by the federal No Child Left Behind Act. Although students took one only exam, some questions counted for one or the other or both exams to satisfy state requirements. (*See Legislative Research Report 06.233, " History, Results, and cost of the HSGQE," June 28, 2006*). The HSGQE reportedly has detracted from the standard curriculum and has also promoted "teaching to the test."

The Department reported in 2007 that over 1,100 students statewide failed to pass the HSGQE after five opportunities, while 8,524 passed. See *Moore*, supra, exhibit 2514, p. 13 of 58, "Findings of Fact, Conclusions of Law and Order." These numbers excluded all students who had dropped out or transferred to another school before passing. The court in *Moore* determined that the State was violating the substantive due process rights of students by denying high school diplomas to students in chronically underperforming school districts. Students were failing the High School Graduation Qualifying Exam, while the State was failing to provide the oversight, assistance, and direction with clear standards to guide districts attempting to meet content and performance standards. As a result, the court concluded that the Department was ultimately failing to "maintain a system of public schools" as required under the Alaska Constitution, Article VII, Section 1. Finding insufficient proof of compliance with its 2007 court order, the court in *Moore* on February 4, 2009 gave the Department 60 days to establish compliance with its constitutional duties and to file with the court "revised district intervention plans that address and incorporate as appropriate remedial measures related to each of the problem areas identified in these Findings."

Alaska's experience with high school exit exams is not new but widespread. Fearful that hundreds of thousands of students would be left behind by one set of standardized, time-pressured tests in New York, an article appeared in the *New York Times* headed "Albany Legislators Seek to Dilute New, Tougher Graduation Exams." It was stated in the article that "an unusual bipartisan coalition of state lawmakers, whose constituents ranged from inner-city residents to affluent suburbanites, is pushing to scale back new more stringent graduation requirements for nearly all pubic high school students." *New York Times*, May 12, 1999.

The Center on Education Policy (CEP) reported in August, 2008 that in the 2007-2008 school year 23 states required students to take and pass exit exams to receive a high school diploma. Three more states, Arkansas, Maryland, and Oklahoma, will begin withholding diplomas within the next few years, leading to a total of 26 states with such policies by 2012. Additionally, Connecticut, Pennsylvania, and Oregon are considering exit exams, but Oregon and Pennsylvania are opting to use multiple measures. The CEP reported that 68% of the nations' public high school students attend school in the 23 states with such policies. By 2012 approximately 75% of the nation's public high school students will be affected, including 84% of low income students and students of color.

The Center on Education Policy (CEP) recommends more funding should be allocated to research aimed at better understanding the impact of exit exams, considering the vast number of students affected by state-mandated high school exit exams. State governments, the CEP reports, should move immediately to collect and release data on final passage rates on these and the rate of students using alternative paths to graduation. As they implement more end-of-course exams, the CEP recommends that states address the need for greater rigor in the content of their exams and provide for greater coordination of high school requirements with college preparedness and work readiness demands.

While dropping the HSGQE does not remedy underlying problems in delivering quality education in underperforming districts already identified by other assessments, it does remove the risk that a student can be denied a diploma after 12 years of education by one exam. Eliminating the HSGQE may also encourage youth to stay in school long enough to get a diploma and reduce the dropout rate. After complying with court-ordered requirements in *Moore*, and perhaps after experience with other on-going assessments, the Department and the Board of Education may better determine whether an exit exam or HSGQE Exam is in the best interests of the state, recognizing that more states seem to be moving away from exit exams toward end-of-course exams.

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State Capitol
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Deliveries to: 129 6th St., Rm. 329

MEMORANDUM February 27, 2009

SUBJECT: Sectional Summary of SB 109 (Work Order No. 26-LS0527\A)

TO: Senator Bettye Davis
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. Deletes the high school competency examination reference in the Department of Education and Early Development's annual report to the legislature.

Section 2. Deletes the high school competency examination reference in the Department of Education and Early Development's annual report to the public on school performance.

Section 3. Deletes the high school competency examination reference in the Department of Education and Early Development's school accountability system.

Section 4. Deletes the high school competency examination reference in the charter school operational requirements.

Section 5. Repeals the high school competency test requirements.

Section 6. Provides a July 1, 2011, effective date.

JMM:ljw
09-124.ljw

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number:
Bill Version: **SB109**
() Publish Date: 3/13/2009

Identifier (file name): SB109-EED-TLS-03-13-09
Dept. Affected: Education & Early Development
Title "An Act repealing the secondary student competency examination and related requirements; and providing for an effective date."
RDU Teaching & Learning Support
Component School & Student Achievement
Sponsor Senator Bettye Davis
Requester Education, Community and Regional Affairs, Finance
Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2010**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**
Personal Services							
Travel							
Contractual	0.0	0.0	0.0	(1,338.5)	(1,518.2)	(1,574.3)	(1,602.8)
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**(1,338.5)**	**(1,518.2)**	**(1,574.3)**	**(1,602.8)**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	0.0	0.0	0.0	(1,338.5)	(1,518.2)	(1,574.3)	(1,602.8)
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**(1,338.5)**	**(1,518.2)**	**(1,574.3)**	**(1,602.8)**

Estimate of any current year (FY2009) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

This bill would repeal those statutes and language related to secondary students taking the competency examination which was required in order to graduate from high school. [AS 14.03.075 & AS 14.07.165(5)] This would take effect beginning July 1, 2011.

The EED entered into a contract in FY'09 with the test contractor and has 7, one year renewal options.
The actual savings related to this bill will be realized after negotiations have occurred with the test contractor.

Prepared by: Eddy Jeans, Director
Phone 465-8679
Division School Finance
Date/Time 3/13/09 12:00 AM
Approved by: Larry LeDoux, Commissioner
Date 3/13/2009

(Revised 9/10/2008 OMB)

welcr

Anchorage School District

5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
(907) 742-4000

February 2, 2009

Mr. Larry LeDoux
Commissioner of Education and Early Development
Department of Education and Early Development
P.O. Box 110500
Juneau, Alaska 99811-0500

Attention: Dottie Knuth
Via FAX (907) 465-4156

Dear Commissioner LeDoux:

In response to the request for review and public comment on the proposed regulation changes on the timeline for the mandated WorkKeys/WIN assessments and on the Quality Schools application and reports for small districts, the Anchorage School District submits the attached comments.

I appreciate the opportunity to forward our comments as they relate to the proposed changes in Department of Education and Early Development regulations.

My staff and I are available to answer any questions regarding our responses and will forward any additional remarks to the proposed changes, as you deem necessary.

Sincerely,

Carol

Carol Comeau
Superintendent

Attachment

cc: Anchorage School Board
Rhonda Gardner, Assistant Superintendent, Instruction
Laurel Vorachek, Director, Assessment and Evaluation
Jane Berglund, Chief Information Officer

cc: Mail
Eddy

SUBJECT: 4 AAC 06.715 Work ready/college ready transitional skills curriculum and benchmark assessments; 4 AAC 06.717 Work ready/college ready transitional skills assessment

The Anchorage School District believes the WorkKeys exam is a quality assessment that provides important information for students and families, educators, employers, and universities about student achievement related to college and work readiness. Further, the WIN curriculum and benchmark assessments provide opportunities for students to advance their studies in and awareness of work related proficiencies.

However, at minimum, the Anchorage School District supports the proposed regulation to delay the mandated use of these assessments by one year. These tools and assessments are available to students and districts ready to access them, and a delay in implementing the mandate doesn't limit a school or district's ability to more forward. The delay would enable districts that have technological or other implementation challenges to continue to work through them to ensure a smooth roll out should the mandate come.

Under the current system of assessment, the Anchorage School District does not believe the WorkKeys/WIN assessments should be mandated. Between the mandated Standards Based Assessments, HSGQE, TerraNova, NAEP, ELPA, Kindergarten Profile, etc., and district-specific formative, benchmark, and progress monitoring assessments that are a critical part of any instructional program, districts do not have the time or resources to invest in another mandated exam.

The Anchorage School District proposes bolder action, however. We propose that the State Board and the Department of Education of Early Development work with the Alaska Legislature and districts to replace the essential skills High School Graduation Qualifying Exam with the much more robust and meaningful WorkKeys Exam at the 10th grade.

The requirement for the HSGQE was created in response to concern that some students were graduating high school without the essential skills necessary to be productive in the world of work. An unintended consequence of that action has been that many students now set their sights too low – only on passing the HSGQE rather than reaching toward even higher levels of proficiency and achievement. Many students question why they should be required to continue high school when they have already passed the exam as 10th graders. Unfortunately, since the exam is essential skills, the students' perception that they have met necessary levels of achievement for life-long success is misguided.

The Anchorage School District believes there is a much better alternative that would provide businesses and universities information they need about the academic preparation of graduated students, that would inspire students to continue their studies rather than end them prematurely, and that would provide students invaluable information about career fields available to them as well as their relative preparation for them. That alternative is WorkKeys.

In addition, WorkKeys is part of the ACT continuum of assessments accessed by many schools and students that includes, among others, the Explore (8th grade), PLAN (10th grade), and ACT (11th and 12th grade). For students and their advisors to be able to plan the student's education over a series of years with information from these exams would be much more valuable than a pass/fail score on the HSGQE. Because of the availability of these exams, we do not believe the WIN assessments need ever be mandated. Rather, we suggest the assessments and very valuable curriculum remain available for those who choose to use them to augment their existing system of assessment.

Because WorkKeys is designed expressly to reflect what businesses expect of entering workers and the ACT is designed expressly to reflect what colleges expect of entering students, the two assessment programs are unique in what they measure and in the scores they report. But there are also commonalities in the expectations for readiness in the two tests.

ACT conducted a statistical concordance between the respective college and workforce training readiness levels in reading and mathematics. They found that the concordance between ACT College Readiness Benchmarks and WorkKeys Level 5 shows that the levels of readiness in reading and mathematics are comparable.

Comparability between WorkKeys Job Profile Level 5 and ACT College Readiness Benchmarks in Reading and Mathematics[4]

WorkKeys Test	WorkKeys Readiness Level	Comparable ACT Score Range and College Readiness Benchmark
Reading for Information	5	19–23 Benchmark = 21
Applied Mathematics	5	18–21 Benchmark = 22

This statistical concordance adds value to the assessment from the perspective of the individual student for course planning and post-secondary guidance. The

student receives information about their readiness to make successful transitions to college and work after high school from one assessment. If a student scores below a 5 in the Reading for Information and/or Applied Mathematics test, it provides critical information in terms of necessary coursework to be completed during the student's remaining time in high school in order to be prepared for first-year college courses. The student also receives information about whether he or she has the skills that businesses expect of entering workers through the WorkKeys Readiness Level. This also provides valuable information in course planning so, if necessary, students can take the coursework to ensure that they have the workforce skills when they graduate from high school. Since it is a national exam, WorkKeys results and certificates are also portable throughout our highly mobile country and mean the same thing regardless of the state in which our students ultimately choose to work or attend post-secondary programs.

The bottom line is that the WorkKeys exam has the potential to inspire and encourage students to higher levels of achievement while providing desired accountability and information for prospective employers and universities, whereas the HSGQE encourages apathy and low expectations. Further, the HSGQE causes significant harm to the small number of students who, largely due to special needs or language acquisition challenges, are unable to pass and are thus denied a diploma.

Rather than artificially set a pass/fail mark on this exam for which such a distinction was never intended, we propose instead that the final scores received by the student, after however many attempts the student makes while in high school to achieve higher scores, be placed on the transcript and the diploma. The diploma could also be printed in such a way that an explanation of those scores is printed on the back of the diploma or transcript to provide that information to prospective employers.

We encourage the State Board of Education and Early Development, along with Alaska legislators, to take this bold step in increasing both the academic expectations and the relevancy of state assessments for Alaska's students.

SUBJECT: 4 AAC 33.310 Applications; 4 AAC 33.320 Grant Awards; 4 AAC 33.330 Reporting Requirements, Regarding Quality School Funding Grants

This regulation does not directly impact the Anchorage School District as our Quality School Grant exceeds $10,000. We have never found the required application and report to be particularly onerous for our district.

Commissioner Roger Sampson
Department of Education
& Early Development
801 W. Tenth Street, Suite 200
Juneau, Alaska 99801-1894
www.eed.state.ak.us

Date: April 7, 2004

N • E • W • S R • E • L • E • A • S • E

More information Harry Gamble, Information Officer, 465-2851

State Enters Stipulation In Disabilities Class Action Lawsuit

Students with Disabilities Can Get Diplomas in 2004 Without Passing Exit Exam

Attorney General Gregg Renkes and Education Commissioner Roger Sampson announced the filing of a joint stipulation today in U.S. District Court that would allow students with disabilities in the Class of 2004 to get a diploma without passing the state's high school exit exam. The stipulation was based on an agreement by the State of Alaska and the lawyers who filed a class action lawsuit in U.S. District Court.

As many as 500 high school seniors with disabilities have not passed all three parts of the high school exam – reading, writing and math. Under the injunction, the students still need to complete all other state and district graduation requirements. About 800 seniors have disabilities.

The lawsuit was filed March 16 against the State Board of Education & Early Development, two Department of Education & Early Development officials and the Anchorage School District.

"We have stated from the outset that we have concerns any time the State Board and Department of Education & Early Development are implicated in treating students unfairly," said Education Commissioner Roger Sampson. "Our aim is exactly the opposite. We are working to provide a top rate education for each and every child in the state and to help them make a successful transition to life after graduation." Sampson added: "The agreement with the plaintiffs will allow both sides to negotiate in good faith the issues raised in the suit to reach a resolution that is fair for all involved."

Sampson and Attorney General Gregg Renkes said the stipulation will provide time for the State to seek guidance from the Legislature and the State Board of Education regarding options for settling the lawsuit. "We need to know whether the legislature will act on pending legislation affecting this case before we can engage in meaningful settlement negotiations," said Renkes.

The key points of the stipulation are:

- Members of the class action lawsuit include all students who have an Individualized Education Program (IEP) under the federal Individuals with Disabilities Education Act or a Section 504 Plan under the Rehabilitation Act of 1973 and who have taken or who must the high school graduation qualifying exam. About 18,000 students statewide at all grade levels have IEPs.
- The high school exam will not be used to deny a class member a high school diploma in the spring of 2004 if the student has met all other requirements for a diploma.
- The State of Alaska will notify secondary school principals and special education directors about the stipulation. Schools will be required to notify parents, special education teachers and affected students.
- The State of Alaska and the plaintiffs' lawyers will enter into negotiations to try to resolve the issues raised in the lawsuit. The first negotiation is expected to be May 18.
- The State of Alaska and lawyers for the plaintiffs will report to the court progress on the negotiations no later than July 9.

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ASSESSED PERFORMANCE STANDARDS

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION

EDUCATION
& EARLY DEVELOPMENT

READING PERFORMANCE STANDARDS FOR THE HSGQE

R4.1 Apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text.
R4.2 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information.
R4.3 a. Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas. b. Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents.
R4.4 Read and follow multi-step directions to complete complex tasks.
R4.7 Express and support assertions, with evidence from the text or experience, about the effectiveness of a text.
R4.8 Analyze and evaluate themes across a variety of texts, using textual and experiential evidence.

WRITING PERFORMANCE STANDARDS FOR THE HSGQE

W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.
W4.2 Demonstrate understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments.
W4.3 Use the conventions of Standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.
W4.4 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

MATHEMATICS PERFORMANCE STANDARDS FOR THE HSGQE

NOTE: Clarifying comments for the HSGQE are in italics. Some performance standards are not in the full versions found in the Alaska Standards booklet; if certain aspects of a performance standard are not assessed on the HSGQE, they are not included in this document.

Numeration

M1.3.1 Read, write, model, and order real numbers, explaining scientific notation *(read only)*, exponents (*square and cube only*) and percents.
M1.2.2 Use, model, and identify place value positions from 0.001 to 1,000,000.
M1.4.3 Compare and contrast the relationship between various applications of the same operation.
M1.3.3 Translate between equivalent representations of the same number, *including simple exponents*. Select a representation that is appropriate for the situation.
M1.3.4 Describe and model the relationship of fractions to decimals, percents, ratios and proportions.
M1.3.5 Use, explain, and define the rules of divisibility, prime and composite numbers, multiples, and order of operations.
M1.4.5 Recognize, describe, and use properties of the real number system.

Measurement

M2.3.1 Estimate and measure various dimensions to a specified degree of accuracy.
M2.4.2 Estimate and convert measurements between different systems.
M2.2.3 Use a variety of measuring tools; describe the attribute(s) they measure.
M2.3.4 Describe and apply the relationships between dimensions of geometric figures to solve problems using indirect measurement; describe and apply the concepts of rate and scale.
M2.3.5 Apply information about time zones and elapsed time to solve problems.
M2.2.6 Read, write, and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation.

Estimation and Computation

M3.4.1 Use estimation to solve problems and to check the accuracy of solutions; state whether the estimation is greater or less than the exact answer.
M3.3.2 Apply basic operations efficiently and accurately, using estimation to check the reasonableness of results.
M3.4.2 Add and subtract real numbers using powers.
M3.4.3 Multiply and divide real numbers in various forms including powers.
M3.3.5 Convert between equivalent fractions, decimals, percents, and proportions. Convert from exact to decimal representations of irrational numbers.
M3.4.5 Use ratios and proportions to model and solve fraction and percent problems with variables.

Functions and Relationships

M4.3.1 Identify numeric and geometric patterns to find the next term and predict the nth term.
M4.4.2 Create and solve linear equations and inequalities.
M4.4.3 Create and solve simple systems of equations.
M4.3.4 Translate among and use tables of ordered pairs, graphs on coordinate planes, and linear equations as tools to represent and analyze patterns.
M4.3.5 Find the value of a variable by evaluating formulas and algebraic expressions for given values.

Geometry

M5.3.1 Identify, classify, compare, and sketch regular and irregular polygons.
M5.2.2 Compare and contrast plane and solid figures (e.g., circle/sphere, square/cube, triangle/pyramid) using relevant attributes, including the number of vertices, edges, and the number and shape of faces.
M5.3.3 Apply the properties of equality and proportionality to solve problems involving congruent or similar shapes.
M5.3.4 Estimate and determine volume and surface areas of solid figures using manipulatives and formulas; estimate and find circumferences and areas of circles.
M5.2.6 Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid.
M5.2.7 Sketch and identify line segments, midpoints, intersections, parallel, and perpendicular lines.

Statistics/Probability

M6.3.1 Collect, analyze, and display data in a variety of visual displays including frequency distributions, circle graphs, histograms, and scatter plots.
M6.3.2 Interpret and analyze information found in newspapers, magazines, and graphical displays.
M6.3.3 Determine and justify a choice of mean, median, or mode as the best representation of data for a practical situation.
M6.3.4 Make projections based on available data and evaluate whether or not inferences can be made given the parameters of the data.
M6.1.4 Find and record the possibilities of simple probability experiments; explain differences between chance and certainty, giving examples.
M6.2.5 Conduct simple probability experiments using concrete materials and represent the results using fractions and probability.

* Process Skills
(Problem Solving, Communication, Reasoning, Connections)

M8.3.3 Use appropriate vocabulary, symbols, and technology to explain, justify, and defend mathematical solutions.
M7.2.2 Select and apply a variety of strategies including making a table, chart or list, drawing pictures, making a model, and comparing with previous experience to solve problems.
M10.3.1 Apply mathematical skills and processes to science and humanities.
M10.3.2 Apply mathematical skills and processes to situations with peers and community

*Process skills are assessed but not separately reported on individual student reports.

Graduation Rates in Alaska
Fact Sheet

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.

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

- receives a certificate of completion;
- receives a certificate of attendance;

The statewide Graduation Rate has remained relatively consistent over the last five years, however the number of graduates has increased for four consecutive years:

School Year	Graduation Rate	Graduate Count
2004	62.9%	7,270
2005	61.4%	6,905
2006	61.6%	7,361
2007	63.0%	7,666
2008	62.4%	7,796

The Alaska Native/American Indian Graduation Rate has shown improvement over the same five year time period:

School Year	Graduation Rate	Graduate Count
2004	46.1%	1,327
2005	43.2%	1,233
2006	45.1%	1,442
2007	51.2%	1,689
2008	47.8%	1,508

Please note that the new Graduation Rate required by the Final Title 1 Regulations under NCLB will use a different calculation. The new Graduation Rate, also known as the Four-Year Adjusted Cohort Rate, will follow an actual group of students across four years of high school. Alaska will no longer be incorporating prior years' counts of dropouts to calculate the Graduation Rate.

Thomas Obermeyer

From: McCormick, Erik A (EED) [erik.mccormick@alaska.gov]
Sent: Wednesday, March 18, 2009 12:06 PM
To: Thomas Obermeyer
Cc: Jeans, Eddy (EED); Herman, Marcy J (EED)
Subject: SB 109 Hearing 03/16/09
Attachments: Erik McCormick (erik.mccormick@alaska.gov).vcf; HSGQESpring2008Statewide.pdf; Graduation Rate Fact Sheet.doc; 2008 Graduation Rates by Subgroup.xls

Mr. Obermeyer,

Attached are three documents in support of the SB 109 Hearing hearing on Monday, chaired by Senator Davis.

- HSGQESpring2008Statewide.pdf
Spring 2008 HSGQE statewide results showing trend data from the Spring administrations 2006 through 2008. Subgroup information is provided as promised.

- Graduation Rate Fact Sheet.doc
This document provides our regulatory definition and calculation for the current Graduation Rate that we use in Alaska. NCLB requires us to report a graduation rate that measures a percentage of students graduating over a four year period. The document brings to attention that although the statewide Graduation Rate has remained relatively consistent over the last five years, the number of graduates has increased for four consecutive years. This is due largely to the efforts of public school districts to retain those students that may need more than four years to graduate.

- 2008 Graduation Rates by Subgroup.xls
In the hearing I stated that in 2008, there were 1,500 seniors identified as continuing seniors and that did not receive a diploma. Of those 1,500 seniors I stated that 69% of them had passed all three parts of the exam. The 1,500+ seniors were identified in the denominator of the Graduation Rate and represent those seniors that completed the school year but did not receive a diploma.

Please don't hesitate to contact me if you have any questions or concerns.

Thank you.
Erik

Erik McCormick
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Assessment, Accountability &
Information Management
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Early Development
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Graduation Rate

2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
7,855	1,549	1,038	776	693	638	62.6%

= 20% grads

3145 = 40% Grad.

= Grads / Grads continuing. dropouts 9-12

	2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
Male	3833	910	590	413	378	349	59.2%
Female	4022	639	448	363	315	289	66.2%
African American	262	86	49	48	29	36	51.4%
Alaska Native	1453	453	359	254	261	247	48.0%
American Indian	70	11	12	11	14	24	49.3%
Asian/Pac. Islander	575	111	76	52	28	24	66.4%
Caucasian	4742	713	423	336	327	277	69.6%
Hispanic	389	68	65	32	19	26	64.9%
Two or More Races	364	107	54	43	15	4	62.0%
SWD	532	351	109	105	102	58	42.3%
SWOD	7323	1198	929	671	591	580	64.9%
LEP	616	276	150	112	97	93	45.8%
ECON. DIS	1832	650	349	259	233	131	53.0%
AK Nat./Amer. Ind.	1523	464	371	265	275	271	48.1%

SPRING 2008 HSGQE

Total Numbers and Percentages of Students Scoring Above and Below Proficiency

		Grade 10					
Subject	Test Year	Proficient Count	Proficient Percentage	Not Proficient Count	Not Proficient Percentage	Enrollment	Participation Rate[2]
READING	Spring 2006[3]	7,097	73.7%	2,529	26.3%	10,389	92.7%
READING	Spring 2007	8,534	90.9%	857	9.1%	10,040	93.5%
READING	Spring 2008	8,021	85.2%	1,396	14.8%	9,990	94.3%
WRITING	Spring 2006[3]	8,591	89.9%	967	10.1%	10,389	92.0%
WRITING	Spring 2007	7,622	81.2%	1,766	18.8%	10,040	93.5%
WRITING	Spring 2008	7,194	76.3%	2,239	23.7%	9,990	94.4%
MATHEMATICS	Spring 2006[3]	7,395	77.1%	2,201	22.9%	10,389	92.4%
MATHEMATICS	Spring 2007	7,563	80.6%	1,815	19.4%	10,040	93.4%
MATHEMATICS	Spring 2008	7,162	76.3%	2,226	23.7%	9,990	94.0%

[1] Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

[2] Participation rate is calculated by dividing the total count of students tested by the enrollment on the first day of testing.

[3] Proficiency scores were adjusted and these changes are reflected beginning 2007.

Note: 2006 is the first year both a 10th grade SBA and 10th grade HSGQE test was administered. 10th graders' results represent both populations using only the [illegible]estions. The Participation Rate may not include all of these students as some may be 2nd year 10th graders.

STATEWIDE SPRING 2008 HSGQE

GRADE 10

Statewide Results by Ethnicity, Gender, and Groups

READING	Proficient Count	Proficient Percentage	Not Proficient Count	Not Proficient Percentage	Enrollment	Participation Rate
rican American	245	78.8%	66	21.2%	336	92.6%
aska Native/American Indian	1,490	69.1%	665	30.9%	2,317	93.0%
sian/Pacific Islander	531	78.1%	149	21.9%	717	94.8%
aucasian	4,926	93.2%	361	6.8%	5,575	94.8%
spanic	385	79.7%	98	20.3%	516	93.6%
vo or more races	444	88.6%	57	11.4%	526	95.2%
emale	4,090	87.6%	581	12.4%	4,943	94.5%
ale	3,931	82.8%	815	17.2%	5,047	94.0%
sabled	439	47.7%	481	52.3%	1,066	86.3%
on Disabled	7,582	89.2%	915	10.8%	8,924	95.2%
mited English Proficient	553	49.9%	555	50.1%	1,190	93.1%
w Income	2,184	72.6%	825	27.4%	3,306	91.0%
ot Low Income	5,837	91.1%	571	8.9%	6,684	95.9%
igrant	453	74.9%	152	25.1%	635	95.3%
WRITING	**Proficient Count**	**Proficient Percentage**	**Not Proficient Count**	**Not Proficient Percentage**	**Enrollment**	**Participation Rate**
rican American	206	65.6%	108	34.4%	336	93.5%
aska Native/American Indian	1,294	59.9%	867	40.1%	2,317	93.3%
sian/Pacific Islander	496	73.4%	180	26.6%	717	94.3%
aucasian	4,473	84.3%	831	15.7%	5,575	95.1%
spanic	343	71.3%	138	28.7%	516	93.2%
vo or more races	382	76.9%	115	23.1%	526	94.5%
emale	3,974	85.0%	704	15.0%	4,943	94.6%
	3,220	67.7%	1,535	32.3%	5,047	94.2%
	292	31.7%	628	68.3%	1,066	86.3%
on Disabled	6,902	81.1%	1,611	18.9%	8,924	95.4%
mited English Proficient	471	42.5%	636	57.5%	1,190	93.0%
w Income	1,849	61.4%	1,162	38.6%	3,306	91.1%
ot Low Income	5,345	83.2%	1,077	16.8%	6,684	96.1%
grant	402	66.2%	205	33.8%	635	95.6%
MATHEMATICS	**Proficient Count**	**Proficient Percentage**	**Not Proficient Count**	**Not Proficient Percentage**	**Enrollment**	**Participation Rate**
rican American	192	61.1%	122	38.9%	336	93.5%
aska Native/American Indian	1,278	59.6%	866	40.4%	2,317	92.5%
ian/Pacific Islander	515	76.1%	162	23.9%	717	94.4%
aucasian	4,482	84.8%	801	15.2%	5,575	94.8%
spanic	327	68.1%	153	31.9%	516	93.0%
vo or more races	368	75.1%	122	24.9%	526	93.2%
male	3,528	76.0%	1,117	24.0%	4,943	94.0%
ale	3,634	76.6%	1,109	23.4%	5,047	94.0%
sabled	320	35.0%	593	65.0%	1,066	85.6%
n Disabled	6,842	80.7%	1,633	19.3%	8,924	95.0%
nited English Proficient	465	42.2%	636	57.8%	1,190	92.5%
w Income	1,842	61.8%	1,138	38.2%	3,306	90.1%
t Low Income	5,320	83.0%	1,088	17.0%	6,684	95.9%
grant	410	67.7%	196	32.3%	635	95.4%

rcent Proficient and Percent Not Proficient rates only include students that participated in the exams.

rticipation rate is calculated by dividing the total count of students tested by the enrollment on the first day of testing.

2008 is the first year both a 10th grade SBA and 10th grade HSGQE test was administered. 10th graders' results represent both populations using only the HSGQE questions. The Participation clude all of these students as some may be 2nd year 10th graders.

SPRING 2008 HSGQE

Total Numbers and Percentages of Students Scoring Above and Below Proficiency

HSGQE STUDENT RETESTS

		Grade 11			
Subject	Test Year	Proficient Count[1]	Proficient Percentage	Not Proficient Count	Not Proficient Percentage
READING	Spring 2006[2]	863	43.3%	1,129	56.7%
READING	Spring 2007	590	58.6%	416	41.4%
READING	Spring 2008	283	47.2%	316	52.8%
WRITING	Spring 2006[2]	419	62.8%	248	37.2%
WRITING	Spring 2007	380	41.9%	526	58.1%
WRITING	Spring 2008	328	34.9%	613	65.1%
MATHEMATICS	Spring 2006[2]	669	40.7%	976	59.3%
MATHEMATICS	Spring 2007	472	35.4%	860	64.6%
MATHEMATICS	Spring 2008	321	32.0%	682	68.0%

[1] Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

[2] Proficiency scores were adjusted and these changes are reflected beginning 2007.

STATEWIDE SPRING 2008 HSGQE

GRADE 11

Statewide Results by Ethnicity, Gender, and Groups

READING	Proficient Count	Proficient Percentage	Not Proficient Count	Not Proficient Percentage
African American	17	58.6%	12	41.4%
Alaska Native/American Indian	64	29.8%	151	70.2%
Asian/Pacific Islander	17	26.2%	48	73.8%
Caucasian	137	68.8%	62	31.2%
Hispanic	17	39.5%	26	60.5%
Two or more races	10	71.4%	4	28.6%
Female	148	56.7%	113	43.3%
Male	135	39.9%	203	60.1%
Disabled	35	22.0%	124	78.0%
Non Disabled	248	56.4%	192	43.6%
Limited English Proficient	36	20.3%	141	79.7%
Low Income	56	36.8%	96	63.2%
Not Low Income	227	50.8%	220	49.2%
Migrant~	n/a	n/a	n/a	n/a
WRITING	**Proficient Count**	**Proficient Percentage**	**Not Proficient Count**	**Not Proficient Percentage**
African American	23	33.8%	45	66.2%
Alaska Native/American Indian	89	26.3%	250	73.7%
Asian/Pacific Islander	23	31.1%	51	68.9%
Caucasian	141	43.8%	181	56.2%
Hispanic	14	21.9%	50	78.1%
Two or more races	15	42.9%	20	57.1%
Female	148	46.8%	168	53.2%
Male	180	28.8%	445	71.2%
Disabled	53	19.9%	214	80.1%
Non Disabled	275	40.8%	399	59.2%
Limited English Proficient	45	18.6%	197	81.4%
Low Income	68	25.9%	195	74.1%
Not Low Income	260	38.3%	418	61.7%
Migrant~	n/a	n/a	n/a	n/a
MATHEMATICS	**Proficient Count**	**Proficient Percentage**	**Not Proficient Count**	**Not Proficient Percentage**
African American	24	31.2%	53	68.8%
Alaska Native/American Indian	70	20.3%	274	79.7%
Asian/Pacific Islander	25	28.4%	63	71.6%
Caucasian	152	41.6%	213	58.4%
Hispanic	16	27.1%	43	72.9%
Two or more races	13	37.1%	22	62.9%
Female	173	34.4%	330	65.6%
Male	148	29.6%	352	70.4%
Disabled	61	21.3%	226	78.7%
Non Disabled	260	36.3%	456	63.7%
Limited English Proficient	34	14.2%	206	85.8%
Low Income	55	20.3%	216	79.7%
Not Low Income	266	36.3%	466	63.7%
Migrant~	n/a	n/a	n/a	n/a

[1] Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

~ Figure suppressed due to confidentiality standards.

SPRING 2008 HSGQE

Total Numbers and Percentages of Students Scoring Above and Below Proficiency

HSGQE STUDENT RETESTS

		Grade 12			
		Proficient		Not Proficient	
Subject	Test Year	Count	Percentage	Count	Percentage
READING	Spring 2006[2]	389	41.7%	543	58.3%
READING	Spring 2007	200	48.4%	213	51.6%
READING	Spring 2008	134	49.4%	137	50.6%
WRITING	Spring 2006[2]	138	52.3%	126	47.7%
WRITING	Spring 2007	105	34.9%	196	65.1%
WRITING	Spring 2008	213	60.9%	137	39.1%
MATHEMATICS	Spring 2006[2]	339	42.6%	457	57.4%
MATHEMATICS	Spring 2007	215	35.3%	394	64.7%
MATHEMATICS	Spring 2008	152	33.7%	299	66.3%

[1] Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

[2] Proficiency scores were adjusted and these changes are reflected beginning 2007.

STATEWIDE SPRING 2008 HSGQE

GRADE 12

Statewide Results by Ethnicity, Gender, and Groups

READING	Proficient Count	Proficient Percentage[1]	Not Proficient Count	Not Proficient Percentage[1]
African American	4	57.1%	3	42.9%
Alaska Native/American Indian	23	21.9%	82	78.1%
Asian/Pacific Islander	12	33.3%	24	66.7%
Caucasian	64	82.1%	14	17.9%
Hispanic	9	50.0%	9	50.0%
Two or more races	4	50.0%	4	50.0%
Female	70	56.5%	54	43.5%
Male	64	43.5%	83	56.5%
Disabled	10	14.7%	58	85.3%
Non Disabled	124	61.1%	79	38.9%
Limited English Proficient	18	18.8%	78	81.3%
Low Income	18	29.0%	44	71.0%
Not Low Income	116	55.5%	93	44.5%
Migrant~	n/a	n/a	n/a	n/a
WRITING	**Proficient Count**	**Proficient Percentage[1]**	**Not Proficient Count**	**Not Proficient Percentage[1]**
African American	8	57.1%	6	42.9%
Alaska Native/American Indian	64	47.8%	70	52.2%
Asian/Pacific Islander	22	55.0%	18	45.0%
Caucasian	79	73.1%	29	26.9%
Hispanic	16	66.7%	8	33.3%
Two or more races	5	45.5%	6	54.5%
Female	94	73.4%	34	26.6%
Male	119	53.6%	103	46.4%
Disabled	51	45.9%	60	54.1%
Non Disabled	162	67.8%	77	32.2%
Limited English Proficient	49	48.0%	53	52.0%
Low Income	43	49.4%	44	50.6%
Not Low Income	170	64.6%	93	35.4%
Migrant~	n/a	n/a	n/a	n/a
MATHEMATICS	**Proficient Count**	**Proficient Percentage[1]**	**Not Proficient Count**	**Not Proficient Percentage[1]**
African American	11	37.9%	18	62.1%
Alaska Native/American Indian	33	19.2%	139	80.8%
Asian/Pacific Islander	11	23.9%	35	76.1%
Caucasian	65	46.4%	75	53.6%
Hispanic	9	37.5%	15	62.5%
Two or more races	6	28.6%	15	71.4%
Female	82	36.6%	142	63.4%
Male	70	30.8%	157	69.2%
Disabled	18	14.3%	108	85.7%
Non Disabled	134	41.2%	191	58.8%
Limited English Proficient	18	14.4%	107	85.6%
Low Income	23	19.3%	96	80.7%
Not Low Income	129	38.9%	203	61.1%
Migrant~	n/a	n/a	n/a	n/a

[1] Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

~ Figure suppressed due to confidentiality standards.

Moore v. Alaska, decision 6-21-07

RE: HSGQE – Exit Exam

p. 33 # 81. "This reform was a reaction by the legislature to frustration that children were receiving high school diplomas but were lacking in basic skills."

p.34 #83. "State acknowledges that 'children have a property interest in their prospective diploma, and cannot be deprived of that property interest by a test that is unfair to them because they have not had notice of the content of the test.'"

p. 36 #92 'Bering Strait's graduation rate has fallen significantly since 2002-2003, when it was 59.4%. This may be due to the introduction of the exit exam requirement since that date, but also may be due in part to the "Quality Schools" program in place there that allows students additional time to complete their studies past 12th grade."

p. 38 #95 "While the dropout rate may be some indication as to whether an educational program is meeting a student's need, the evidence showed that not all students drop out because of low academic achievement. Family and work commitments, among other reasons, may also be factors."

p.38 #96 "Some students drop out because they are unable to pass the exit exam.

p.56 #164 Mr. Morgan was concerned about the exit exam and the impact may have on students dropping out: "There's so much focus to pass [the exit exam] and I think there's more to life than just passing the exist exam."

p. 56 #165 Mr. Morgan ... had classes in photography, foreign languages and pottery, which have not been available to his children. He also believes there were more teachers. And he remembered that everyone graduated then. Now, he is 'saddened by the kid who [does not] get the diploma but still walks.

p. 72. #226 "Dr. Davis (BSSD) testified that small schools in Alaska should not be expected to offer all of the course available in large schools. Instead, his position is that "we should offer an adequate education."

p. 72. #229 Dr. Davis defines an adequate education as an "education that gives young people the tools to succeed in whatever live they choose." He testified that BSSD students are receiving an adequate education due in part to supplemental activities and education from families. He does not think they meet state standards but they are successful based on their own standards and the improvements they have made.

p. 77. Note: Bering Strait School District has some of the highest paid teachers and highest funding per student (Kuspuk School District: received $21,758 per student in 2005).

p. 79 #246 Dr. Laster testified that "we are in good faith really working to try to get those core competencies to students: reading, writing and math. But it's really important to have an interdisciplinary approach; an approach that respect the community that kids come from, the culture that they come from, that engages them in a way that grabs them and engages them and has them working on stuff that that is rally meaningful to them."

26. No evidence was presented that the State has redirected any district supervisory personnel or any school district appropriations, except that in the 2007-2008 school year, the State required the school districts in which it had intervened to pay for the cost of the district coaches.

III. HSGQE Remediation Plans

27. This Court's June 2007 decision held that because the State had failed to meet its constitutional oversight responsibilities, the State was violating the substantive due process rights of students by deny high school diplomas to students in chronically underperforming school districts who had failed the High School Graduation Qualifying Exam (HSGQE).[24]

28. Following this Court's 2007 decision, the State Board adopted a regulation that requires all school districts to have a HSGQE remediation plan in place for all high school juniors and seniors who had not passed one or more section of the HSGQE.[25] For intervention districts, the regulation provides that the remediation plans must be reviewed and approved by the Commissioner and must "begin no later than the start of the second semester of the students' 11th grade year."[26] Remediation is defined as "additional instruction and study that targets the skills tested on the HSGQE."[27]

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[24] Decision and Order at 191-194.

[25] 4 AAC 06.759.

[26] 4 AAC 06.759(b)(1)(B).

[27] 4 AAC .06.759(f).

29. In December 2007, each of the intervention districts submitted remediation plans to the Department. [Exs. 2548-2552]

30. Of the five intervention districts, the Department has approved one remediation plan -- the plan submitted by the Yupiit School District. [Ex. 2548]

31. The interim Commissioner wrote to each of the four other intervention districts in December 2007 that the district's plan needed further information before Departmental approval would be forthcoming. [Exs. 2549-52] However, there is no indication in the record before this Court that the Department has done any additional follow up on the remediation plans since that time. [Tr. 10/7/08 at 88; *see also* ex. 436]

32. This Court has reviewed each of the remediation plans from the intervention districts. [Exs. 2548-2552] The plans do not appear to require that each student who has failed the exam who is in 11th or 12th grade has an individualized plan that focuses on the student's area(s) of deficiency in an effort to maximize that student's likelihood of passage of the exam. And the plans do not insure that each such student has an assigned professional to monitor that student's progress toward proficiency on the exam. Nor is there any evidence that the Department has taken steps to confirm that the districts actually have the plans in operation for each of these students.

33. The Department presented a detailed analysis of HSGQE results at the evidentiary hearing in June 2008. [Exs. 2514-2522] The analysis focused on how many students in the classes of 2006 and 2007 had passed all three sections of the exam by their senior year. [Tr. 6/10/08 at 39-41] The analysis showed that a substantial majority of students who stay in school are passing the exit exam, including

students in the intervention districts. However, the Department's analysis excluded all those students who had dropped out or transferred to another school before passing all three sections. Superintendents from intervention and plaintiff districts testified that those students who remain in school have the opportunity to learn the material tested on the HSGQE. [*See, e.g.*, tr. 10/21/08 at 147-148] Yet a review of the Department's statistics demonstrates that numerous students throughout the state are unable to pass the exam even after five opportunities. According to the Department's statistics, and excluding all students who have dropped out before they passed the exam, in 2007 over 1,100 students statewide failed to pass the HSGQE exam after five opportunities, while 8,524 students passed. [Ex. 2514 at 8]

IV. Findings Regarding the Components of the District Level Interventions

A. The Northwest Lab Evaluation

34. An evaluation of the State's improvement process prepared by Timothy Speth of the Northwest Regional Educational Laboratory, in partnership with the Alaska Comprehensive Center, was admitted as an exhibit at the October 2008 evidentiary hearing. [Ex. 477][28] The Lab is a federally-funded research institution with a reputation for performing quality research. Both former Commissioner Sampson and Dr. John Davis were on the Lab's Board for many years, and Commissioner LeDoux is currently on the Lab's Board. [Tr. 10/6/08 at 114; 10/8/08 at 71, 129] Dr. Darling-Hammond

[28] Although the report is entitled an evaluation of the "District Improvement Coaches Project," it also addressed other aspects of the district improvement process. [Ex. 477]

thereby negatively impacting the likelihood of prompt and significant improvement in student achievement.

155. The evidence indicated that the Department is currently undertaking some efforts to expand its capacity to provide assistance to the districts. But no evidence was presented that the Department has undertaken any effort to assess its capacity to determine what it would require to effectively assist districts and schools to provide students with a constitutionally adequate education. Yet Eddy Jeans, the Department's legislative liaison, testified that "the legislature gave us a very clear message that when we determine what additional resources we need, we are to come back to them and ask for them." [Tr. 10/7/08 at 46]

CONCLUSIONS OF LAW

1. This Court's June 2007 Decision and Order concluded that the Department was not fulfilling its constitutional oversight responsibility in chronically underperforming districts and schools, and ordered the Department to take adequate remedial measures to establish compliance. The State asks this Court to now find that the deficiencies identified in the June 2007 Order have been cured, and that this Court should accept "the State's system as compliant with the Education Clause."[46] But the Plaintiffs ask this Court to find that the State's current intervention efforts fail to comply with the requirements of the Court's June 2007 Order and that the Department continues to be

[46] State's Proposed Findings of Fact and Conclusions of Law at 53, ¶ 22.

out of compliance with the oversight duties imposed by the Education Clause of the Alaska Constitution."[47]

2. In an order issued near the outset of this case in June 2006, this Court held that under the Education Clause, it is the Court's responsibility "to determine a constitutional floor with respect to educational adequacy, and to determine if that constitutional floor is currently being met."[48]

3. The District Plaintiffs remaining in this action now seek to have this Court expressly hold that the Education Clause establishes a fundamental right to education. But at this juncture, where the issue is the adequacy of the State's oversight of and assistance to chronically underperforming school districts, and no individual student plaintiffs are asserting that they are not being accorded their constitutional right to an education, this Court will instead maintain the "constitutional floor" analysis first set out in this case in June 2006 and determine whether the State's current efforts to comply with the Education Clause are adequate. Stated differently -- has the State now demonstrated that it is fulfilling its constitutional responsibility to "maintain a system of public schools?"[49]

4. Because the State has been ordered to take remedial action to correct an ongoing constitutional breach, it bears the burden of proof on the issue of compliance.

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[47] District Plaintiffs' Proposed Findings of Fact and Conclusions of Law at 54, ¶ 20.

[48] *Order re State's Motion to Establish Standard of Review* at 4, *quoting Campaign for Fiscal Equity, Inc. v. State of New York*, 86 N.Y. 2d 307, 315 (N.Y. 1995).

[49] Alaska Const. Article VII, § 1.

5. The first prong of the June 2007 Order addressed the State's obligation to establish "clear standards" for school districts to retain full local control.[50] Certainly, the Legislature has the authority to delegate its constitutional responsibility to maintain public schools to the Department of Education and Early Development as well as to local school districts.[51] But for the reasons more fully articulated in this Court's June 2007 decision, when making a broad delegation to local school districts of the constitutional responsibility to maintain schools, the State "must establish clear standards" for those districts necessary to retain local control.[52]

6. By clearly describing the boundaries that insure full local control, these standards correspondingly serve to define the threshold that activates the Department's constitutional duty to intervene and provide oversight and assistance to local officials. Clear standards should also reduce the risk of premature and untimely intervention by giving specific and reliable notice to all interested parties of the circumstances that would activate the State's duty to intervene and assist.

7. The State has developed comprehensive desk audit and instructional audit regulations to determine those districts and schools that necessitate State intervention. The District Plaintiffs in this action are not asserting that the State has improperly intervened in certain districts, or that the State should have intervened in other districts. The evidence at the compliance hearings did demonstrate several concerns with the audit process, such as restrictions on the distribution of the narrative audit summaries,

[50] Decision and Order at 189.

[51] Decision and Order at 162-165, 173, ¶ 2.

[52] Decision and Order at 189.

and the lack of clear standards for when an instructional audit will not result in an intervention. But on the current record, this Court agrees with the State with respect to this component of this Court's June 2007 Order, such that any constitutional questions arising from the details of implementing the audit regulations should be asserted by future challenge, and are not directly before this Court at this time. *See State v. Alaska Civil Liberties Union*, 159 P.3d 513, 514-515 (Alaska 2006).[53]

8. For the same reasons, this Court finds that any constitutional questions arising from the implementation of school-level interventions are not now directly before this Court, as to date no such interventions have been undertaken and no party is before this Court at this time asserting a claim of unconstitutionality with respect to those potential school-level interventions.

9. The "clear standards" prong of this Court's June 2007 Decision and Order contains a separate component that is applicable to the intervention districts. The Order also emphasized the need for the State to "insure that each school district has a demonstrated plan to provide children a meaningful opportunity to achieve proficiency in the State's performance standards, and meaningful exposure on the remaining content standards, and insure that the district plan is fully implemented and actually in use in the district classrooms."[54]

10. Although the Department has created a set of content standards, it has not provided clear guidance to school districts as to how much and what kind of exposure to

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[53] Likewise, constitutional questions that might arise from SB 285's provisions concerning the potential redirection of appropriations and redirection of school district personnel are not properly before this Court at this time.

[54] Decision and Order at 189, ¶ 41.

those standards must be given in order to insure that students receive an education that is adequately broad in content, as well as adequately demanding in performance.

11. Without clear standards to guide them in attempting to meet the content standards, the underperforming districts focusing their efforts on meeting performance standards have no way of ensuring that their students have an adequate opportunity to obtain a well-rounded education, and not just an education that builds proficiency in a set of narrow, albeit critical, skills. Likewise, the Department has not articulated any standard that it will apply to determine whether and when its oversight duty requires it to give troubled districts assistance in assuring meaningful exposure to the content standards.

12. For the foregoing reasons, this Court finds that the State has not met its constitutional responsibility to "maintain a system of public schools" with respect to this component of the first prong of the June 2007 Order.

13. The second prong of the June 2007 Order focused on the State's oversight responsibility of chronically underperforming districts, and required the State to provide "considerably more" "oversight," "assistance" and "direction" in "a concerted effort to remedy the situation."[55]

14. Strong and persuasive evidence was presented at the compliance hearing demonstrating that, for a variety of reasons, the State's current district-level interventions have fallen considerably short of complying with this oversight requirement in two basic respects: first, because the remedial measures included in the interventions have not been effectively implemented and have not adequately meet the

[55]Decision and Order at 189.

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.

15. The State's district-level intervention plans provide districts with measurement and assessment tools and some organizational assistance meant to enhance the districts' use of those tools. But the Department underestimated the complexity involved in implementing the use of tools like "Response to Instruction" and AIMSWeb in chronically underperforming districts. As a result, the State has not provided sufficient training and technical support to allow the tools to be effectively and efficiently implemented. Moreover, the State's intervention plans mistakenly assumed that the districts would have the expertise and experience to make appropriate use of the assessment tools after implementation, and as a result did not provide adequate follow up and on-site assistance.

16. The State did not adequately tailor its remedial efforts to the particular needs of the schools and districts in which they were implemented. To the contrary, the Department's only significant effort to assess particularized needs -- its instructional audits -- played no role in the Department's choice of the remedial measures included in its district interventions. Nor did the Department make any systematic effort to monitor and evaluate its intervention efforts so that its remedial measures could be adjusted, refined, and supplemented when information established the need for change.

17. Despite the June 2007 Order's specific mandate of a "concerted effort" to provide "considerably more" assistance in resolving the districts' problems, the State's own

witnesses described the Department's interventions as considerably less. Multiple witnesses described the current intervention components as "somewhat minimalistic," an "initial intervention," a "first step," or a "foundation" for other needed elements. But in chronically underperforming school districts, setting up an initial intervention, then waiting five to seven years as the Department proposes to assess the results is not sufficient to remedy the constitutional violations identified in the June 2007 Order.[56]

18. The State has also failed to adequately address its constitutional responsibility to "insure that its educational standards are being implemented at the local level."[57] Instead, it appears that the State is just beginning to determine the extent to which a curriculum aligned to the State's performance standards is being taught in all the public schools in this state. The State asserts that its approach "to focus the first years of the intervention on changing the delivery of instruction" and then "dealing with the issue of curriculum was based on appropriate professional judgment."[58] But all public schools in this state should be teaching a curriculum that includes (yet certainly should not be limited to) materials aligned with the State's performance standards. The instructional audits of the chronically underperforming districts that the Department undertook in the fall of 2006 -- over two years ago -- clearly demonstrated that was not the case. In these circumstances, an incremental, minimalist initial approach, that is only now beginning to address curriculum, is constitutionally inadequate.

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[56] *See, supra*, Findings at paragraph 141.

[57] Decision and Order at 186.

[58] State's Proposed Findings of Fact and Conclusions of Law at 17, ¶ 22.

19. Positive evidence concerning the interventions has been presented. For example, many of the technical and organizational problems that initially surfaced have been addressed and resolved, collaborative meetings appear to have been quite helpful at many schools, and additional training has been provided. [*See, e.g.*, tr. 10/6/08 at 45-47] Pointing to this progress, the State's expert, Dr. Guthrie, urges that the best thing to do at this juncture is essentially nothing – to wait for several years in order to allow the current remedial measures an opportunity to work. The State echoes this position, urging the Court to conclude that the State is doing enough, that it will continue to assist chronically underperforming schools, and that this action should now be dismissed.

20. A "first step" or "initial intervention" or "somewhat minimalistic" approach may well be the best approach in some settings, as when the Department initiates timely steps to address incipient problems arising well before a district chronically fails. But here, the districts targeted for intervention are districts with chronically underperforming schools -- schools with lengthy histories of failing to overcome the achievement gap for generations of children -- and the Department was ordered to take concerted remedial action because it has violated its constitutional oversight duty by failing to meaningfully intervene before the problems became chronic.

21. The parties do not dispute that the intervention districts face significant hurdles in attempting to correct their students' underperformance, including geographic, cultural, environmental and cultural influences. But the evidence also establishes that there is an array of promising, research-backed remedial measures to address the educational needs of students in these districts which have not yet been successfully implemented.

Such measures could include efforts to build in-house expertise, to increase the level of available teaching capacity, to create meaningful incentives to promote the recruitment and retention of high quality teachers, to provide content specialists, on-site coaches and mentors, targeted educational resources, and more extensive professional development focused on the particularized needs of the intervention districts. They could also include pre-K, curriculum development and alignment, and resources directed at improving student attendance and the school's interface with the local community.

22. Although the State asserted in its closing argument that teaching capacity is a problem for local districts to address, teacher qualifications and training are controlled by the State through the certification process.[59] And the State did not demonstrate an insurmountable conflict between local control/local capacity on the one hand, and State assistance with targeted support on the other hand. The two are complementary, not mutually exclusive: "A more efficient state system operates when the state is able to fulfill its responsibilities well and doesn't leave that to every little local district to try to have to replicate or create because the state hasn't provided some of the foundation that's needed for the districts to be able to proceed effectively." [Tr. 10/9/08 at 65; Dr. Darling-Hammond] And, in any event, "local control does not supersede a child's right to learn." [Tr. 10/8/08 at 185; Dr. John Davis]

23. To date, the State has categorically declined to consider an early-education component such as pre-K in its interventions. In ruling out this option, the State has relied on this Court's holding that the Education Clause does not require pre-K to be included as

[59] AS 14.20.020; 4 AAC 12.200 – 4 AAC 12.900.

an integral part of the system of public education that the Legislature must routinely provide throughout the state.[60] But that ruling was not intended to exempt pre-K from being considered and used as a case-specific measure to remedy a constitutional violation.

24. During the 2008 hearings the State occasionally referred to the problem of children being unprepared to begin school as stemming from problems within the community. These references echoed the report of the State's expert, Dr. Guthrie, who referred to "cultural and community misalignment."[61] But to the extent local conditions create unique educational problems that impair a public school's ability to provide a constitutionally adequate education, then the school district and the Department have a constitutional duty to address the educational aspects of those problems that are amenable to educational solutions. And when a local district lacks the capability to resolve these educational problems on its own, the Department's oversight duty requires it to intervene and provide assistance to the local district in a concerted effort to remedy these problems. This Court finds persuasive the response of a New York court to a similar argument, which "rejects the argument that the state is excused from its constitutional obligations when public school students present with socio-economic deficits."[62] Conditions within a community do not diminish the State's constitutional duty to "maintain a system of public schools open to all children of the State."

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[60] Decision and Order at 177, ¶¶ 11, 12.

[61] Ex. 2584 at 62406-07.

[62] *Campaign For Fiscal Equity v. State*, 719 N.Y.S.2d 475, 516 (Sup. Ct. N.Y. 2001), *aff'd.* 769 N.Y.S.2d 106, 116 (N.Y. 2003).

25. In addition to addressing the Education Clause of Alaska's Constitution, this Court's June 2007 Order held that due process is violated if the State withheld high school diplomas from students in chronically underperforming districts who had not passed the HSGQE but were "not being accorded a meaningful opportunity to acquire proficiency in the very material that is tested on the exam,"[63] when the State had failed to provide adequate oversight and assistance to the district.

26. The State has now required the intervention districts to submit copies of their HSGQE remediation plans to the Department for review. But this Court's expectations were, and are, that in each chronically underperforming school district, the Department would immediately insure that an individualized remedial plan had been developed for each current 11th and 12th grader who has not yet passed the exam, including but not limited to appropriate formative assessments, and that each such student would have a designated professional at the school district (or Department, if necessary) with the responsibility of monitoring that student's remedial plan. In addition, the Department, through on-site visits and follow-up interviews, would insure that such a plan was actually in place for each of the students in chronically underperforming districts who had not yet passed the exam. To date, there is no indication that this has occurred in any of the intervention districts.

27. Based upon all of the evidence presented, this Court finds that the Department, through 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

[63] Decision and Order at 193-194.

adequate; the Education Clause requires considerably more from the State in the way of oversight and assistance to those districts. And yet, while this Court has identified several shortcomings in the above Findings, it may well be that the requisite constitutional floor could be met without all of those deficiencies being fully rectified. Rather, it is the entirety of the deficiencies which together result in this Court's finding that the requisite constitutional floor has not been met at this time.

28. The Court further concludes, however, that the Department has made good faith efforts to achieve compliance with the June 2007 Order and the Education Clause and that the deficiencies in its efforts to date may well stem from uncertainty about the extent of the requirements in the June 2007 Order and the scope of the Department's oversight responsibilities. Moreover, the dedication to school improvement of the many educators in this process -- including the educators and other personnel within the Department and in the school districts -- is well evident and deserving of considerable respect. For these reasons, this Court will accord to the Department an additional opportunity to comply voluntarily with requirements of the Education Clause and this Court's orders, as further directed below.

ORDER

To establish compliance, IT IS ORDERED that the State shall proceed as follows:

A. Prepare and file with this Court a draft of standards that address the State's constitutional responsibility to insure that chronically underperforming school

districts are providing students in those districts with meaningful exposure to the State's content standards.

B. Review, reconsider, and -- after consulting with the districts and giving due considerations to their views -- file with this Court revised district intervention plans that address and incorporate as appropriate remedial measures related to each of the problem areas identified in these Findings. [*See* Findings of Fact, Parts V, A-E and Part VII]

C. File with this Court a plan of action that addresses the concerns identified in these Findings with respect to the adequacy of the remediation plans in the intervention districts for the High School Graduation Qualifying Exam.

Given the Department's continuing non-compliance with its constitutional duty to date, the time that has already been lost in attempting to establish compliance, and the severe consequences to students in the intervention districts caused by continued non-compliance, time is of the essence at this point in the proceedings. Accordingly, the State shall file and serve the materials described above no later than sixty days from the date of distribution of this Order. The State is strongly encouraged to work closely with each of the intervention districts in preparing these materials. The District Plaintiffs are accorded ten days thereafter to file and serve any objections. Additional proceedings shall be scheduled thereafter as warranted.

IT IS SO ORDERED this 4th day of February, 2009.

Sharon Gleason
Sharon L. Gleason
Judge of the Superior Court

I certify that on 2-4-09 a copy of the above was mailed to each of the following at their address of record (list name if not an agency)
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May 12, 1999

Albany Legislators Seek to Dilute New, Tougher Graduation Exams

By RAYMOND HERNANDEZ

An unusual bipartisan coalition of state lawmakers, whose constituents range from inner-city residents to affluent suburbanites, is pushing to scale back new, more stringent graduation requirements for nearly all public high school students.

The lawmakers contend that the new graduation standards are being phased in too quickly, do not accurately measure the overall academic performance of students and could result in increased failure and dropout rates in school districts across the state.

The rising concern in the State Legislature comes as the Board of Regents, the body charged with setting educational policy for the state, and the State Education Commissioner press ahead with new standardized tests that all high school students will eventually have to pass to graduate. Some lawmakers fear that as many as 20 percent of seniors may be unable to pass the tests.

Beginning next year, students will have to pass a more rigorous English Regents exam to earn a high school diploma. In later years, students will have to pass similar standardized tests in four other subjects: math; American history and government; global studies, and science.

It is not clear what action the Legislature might take to scale back the new standards, or whether such a move would have the support of Gov. George E. Pataki, whose aides declined to comment today. But one measure has already been proposed in the Assembly to allow school districts to use alternative standards to the Regents exam for graduation. The Democratic-controlled Assembly and the Republican-led Senate are holding joint hearings on the issue around the state.

Aides to the leaders of both chambers say they have heard widespread concerns that the new graduation requirements may deny diplomas to thousands of students.

That the Senate and the Assembly have found common ground on this issue is remarkable, given that their leaders agree on almost nothing else. To date, both houses have jointly passed only about two dozen pieces of legislation this session, none of them major, and budget talks are still deadlocked almost six weeks past the deadline.

"There's growing concern that relying on one set of standardized, time-pressured tests will leave hundreds of thousands of students behind," said Assemblyman Richard L. Brodsky, a Democrat from Westchester County who proposed legislation to allow alternative standards.

"This issue has resonance that goes well beyond the traditional fault lines that have polarized education debates in the past," Mr. Brodsky added. "It affects every community in the state, whether they are in the inner cities or in the suburbs."

Dean G. Skelos, a Republican from Nassau County who is a deputy majority leader in the State Senate, agreed. "There is really universal and bipartisan concern with what they are doing," he said of the new Regents standards. "We are hopeful that the Board of Regents will get the message that the Legislature is not happy with what they have done."

But in an interview late this afternoon, Richard P. Mills, the State Education Commissioner and one of the architects of the new graduation standards, said any move to relax the standards would rob students of the education they need to compete in the workplace. "The reason we raised the standards was in response to a public outcry that the old standards were too low," he said, adding, "We just have to stay the course and insist that children get the education that they need."

Mr. Mills said the new standards had already raised academic performance. He said 78 percent of high school seniors passed the Regents English exam last year, even though it was not required for graduation. "The standards are working," he said.

The Commissioner is chosen by the Regents, who in turn are appointed by the Legislature.

An aide to Mayor Rudolph W. Giuliani said the Mayor favored the tougher standards. The Regents' plan "restores the value of a high school diploma," said the spokeswoman, Sunny Mindel. "To reverse this would be a terrible step backward in time."

The state first offered the Regents exam in 1879 as a standard for colleges to use in evaluating high school graduates. But until now, students only needed to pass a competency test to graduate, and only a minority -- fewer than 25 percent of graduates in New York City -- have taken diplomas showing they passed the more difficult Regents exams.

Mr. Mills and the Board of Regents have contended that the old two-tiered testing system had created two classes of students: high

achievers, who often go on to college, and low achievers, who lack the skills to function well in the workplace.

But Mr. Mills and the Regents are not just requiring students to pass the Regents exams to graduate. They also say that they are making the exams considerably harder. The new exams are being phased in gradually, beginning this June, when 11th graders will be required to take the two-day, six-hour reading, writing and listening test in English. The class of 2003 will be required to take five subject exams: in math, science, global studies, American history and government, and English.

That has led to widespread concern, if not panic, among parents, teachers and administrators over the prospect of widespread failures.

Lawmakers here are careful to point out that they heartily applaud the Regents' effort to raise the academic performance of students. But they also argue that the tests are just one measure of academic ability, and that many school districts, particularly poor ones, lack the resources to prepare low-achieving students to take the new tests.

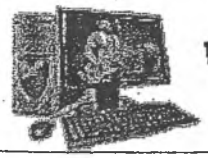
Jeffrion L. Aubrey, a Democratic Assemblyman from Queens, said he was particularly troubled that teachers did not have enough time to review the tests. "How can teachers construct a curriculum or conduct classes around a test they haven't really had a chance to see?" Mr. Aubrey asked. "That's not fair. I would raise the curriculum standard first, without tying it to a test that means as much as this one does."

Steven Sanders, a Democrat from Manhattan who is the chairman of the Assembly's Education Committee, expressed similar concerns. "Are we really prepared in this state to witness perhaps as many as 15 or 20 percent of our high school seniors not to graduate, and then to suffer the very real consequences of what that will mean?" he asked.

Senator Michael A. L. Balboni, a Republican from Nassau County, said he supported the effort to enact higher standards, but questioned the reliance on a single series of tests to determine the academic fate of a high school student.

"This is an example of rushing perhaps in the right direction, but not having all the details worked out ahead of time," he said.

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High school graduation tests have little tie to college, report finds

WASHINGTON (AP) — Many high school graduation tests don't measure whether students are ready for college or work, and some states haven't even made clear what the purpose of their test is, a study finds.

Of the 25 states that have or plan graduation exams, only one, Georgia, says its test ensures students are prepared for higher education or work. Most of the states gear their tests toward 10th or 11th grade learning, and some gauge pre-9th grade skills, according to a study released Wednesday by the Center on Education Policy, a nonprofit research group.

With 20 states now withholding diplomas from students who don't pass tests in English and math, if not other subjects, the common assumption is that the tests measure college readiness, said Keith Gayler, the lead author of the report. That's wrong, he said.

The center found some states had little clarity about the purpose of their tests, which makes the exams harder to explain and defend politically, said director Jack Jennings.

"If they're not clear, then they can't write an exam that's legitimate," Jennings said of state leaders. "We're urging states to re-examine their policies."

High-school graduation now hinges on exit exams for more than half of all public school students, and that number is expected to grow to seven in 10 students by 2009.

Meanwhile, colleges and employers continue to warn that schools are graduating students who cannot communicate, analyze or reason well enough to succeed without remediation. High school exit exams have been promoted as a way to ensure students leave with quality skills.

The graduation exams appear to be encouraging schools to cover more content and to add remedial courses or other help for students at risk of failing the tests, the report said.

But there are drawbacks to the tests, too, it said, such as a narrowing of curriculum and the steering of some students away from a traditional diploma.

The center takes no position on the tests, aiming instead to highlight what's working and what's not as state leaders weigh decisions. For its annual report, the center collected data from the states, reviewed research and convened a national panel on the tests' impacts.

Many state officials said their high schools and colleges have not discussed tying the exit exams to what students need to know in college. Maryland and Washington were exceptions, and several states have moved toward more challenging tests.

With the debate over the exams quieting somewhat, states have a chance to close gaps in achievement for blacks, Hispanics and poor kids, Gayler said. To move right to high school tests that measure college readiness, he said, would yield "so few students passing at this point that the reforms would crumble under their own weight."

Typically, 65% to 85% of students pass their test on their first try. Comparisons between states are inappropriate because tests are different, the report said.

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Thousands of students did not graduate this year because they failed exit tests, but the total number is not available because of appeals and a lack of data tracking, the report said.

Earlier this year, an alliance of education groups called the American Diploma Project warned that high school graduation has lost its meaning. In calling for more rigor, the group said exit exams should be broad enough to test years of high school content, and colleges should use the tests in determining where to place new students.

Few higher education systems do that now. Among the 25 states with current or planned exit exams, only New Mexico, New York and Texas reported that some of their public colleges and universities consider high school exit tests in admitting or placing students.

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Media Advisory

COMMISSIONER'S OFFICE

FOR IMMEDIATE RELEASE
AUGUST 3, 2009

Annual AYP Results to be Announced

The Alaska Department of Education & Early Development on Friday, August 7, in Anchorage will release the school-level results of the No Child Left Behind accountability system. These are the "adequate yearly progress" reports for public schools.

Alaska Education Commissioner Larry LeDoux and Director of Assessment, Accountability & Information Management Erik McCormick will hold a news conference on August 7, starting at 10 a.m., in the Governor's Office conference room at the Atwood Building in Anchorage. It is located at 550 West 7th Ave., Suite 1700.

The news conference also will be available by teleconference. Call 1-800-315-6338. The code is 0707#.

The press packet will be available at www.eed.state.ak.us at 8:30 a.m. on August 7. Copies will be available at the news conference.

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

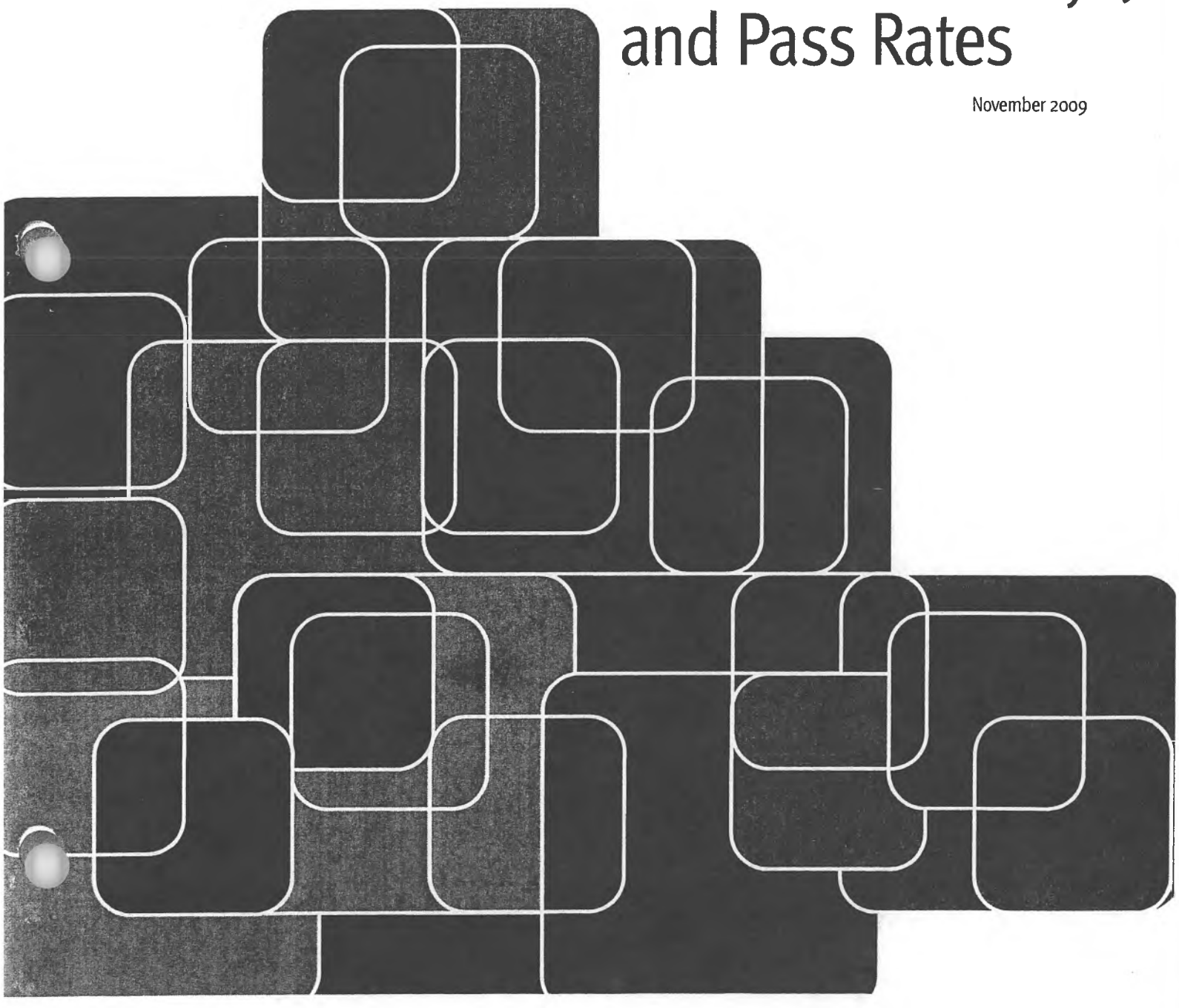
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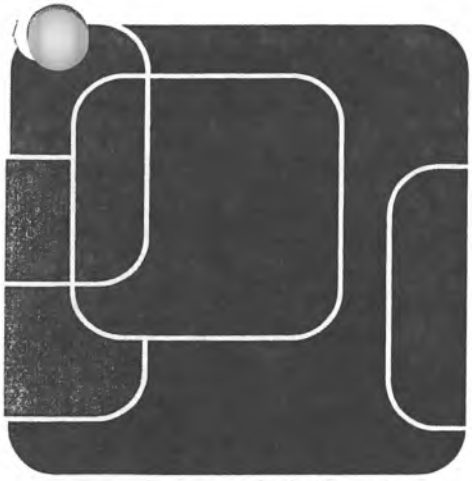
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CENTER ON EDUCATION POLICY CEP

State High School Exit Exams: Trends in Test Programs, Alternate Pathways, and Pass Rates

November 2009





Credits and Acknowledgments

This report was researched and written by Ying Zhang, CEP research associate. Jack Jennings, CEP's president and CEO, co-authored the recommendations and provided advice and guidance. Diane Stark Rentner, CEP's national program director, Nancy Kober and Naomi Chudowsky, CEP consultants, gave helpful comments to the report. Jennifer McMurrer, CEP research associate, assisted in verifying and editing the report and state profiles. Rebecca Barns, CEP consultant, edited the report and the state profiles. Laura Sobchik, CEP intern, assisted in data entry and verification. Jody Peltason, CEP intern, provided general assistance on the report.

The Center on Education Policy extends its deepest gratitude to the officials in the 26 states who responded to our state survey on exit exams, verified the information in the state profiles, and answered other questions about exit exam policies. Without their assistance, this report would not have been possible.

We would also like to thank Keith Gayler, CEP consultant, who helped with the development of the state survey, and three external reviewers who provided insightful comments and suggestions: Dr. David Conley, professor and director, Center for Education Policy Research, University of Oregon; Dr. John Robert Warren, professor, University of Minnesota; and Dr. Lauress Wise, principal scientist, the Human Resources Research Organization (HumRRO).

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Summary

Since 2002, the Center on Education Policy (CEP), an independent nonprofit organization, has been studying state high school exit examinations—tests students must pass to receive a high school diploma. This is our eighth annual report of findings from this comprehensive study, which is based on a survey of all 26 states with current or planned mandatory exit exams, interviews with officials in three states, and other information.

Unlike our past reports that focused mostly on changes that occurred during a single year, this year's report looks across the entire eight years of the study to identify longer-term trends in state policies and student performance. Chapter 1 describes the evolvement of policies governing state exit exams and the features of these exams over the past eight years. This chapter also examines long-term changes in the types and amount of technical assistance and financial support that states provide to school districts, educators, and students. Chapter 2 examines this year's special topic—alternate pathways to graduation that states offer students who are struggling to pass exit exams. Chapter 3 analyzes trends in students' pass rates on exit exams and gaps in pass rates between different subgroups of students.

Key Findings

Several key findings emerged from this year's study of state high school exit exams.

Policy Changes and Changes in Tests

- **Changes in exit exam policies over the past eight years reflect states' struggles to develop standards and testing systems that are sufficiently demanding but also achievable and fair.** Since 2002, the stakes attached to state high school exit exams have risen for students and schools. Sixteen more states have begun withholding diplomas from students based on their exam performance, and the number of states that also use their high school exit exams for accountability under the federal No Child Left Behind Act (NCLB) has risen from 2 to 24. Many states have changed their exams to reflect new academic standards and curricula. Since 2002, most states have increased the number of subjects tested. And several states have shifted from minimum competency exams to comprehensive or end-of-course (EOC) exams aligned to content at a higher grade level.

- **At the same time, states have sought to soften the sting of exit exam mandates by phasing in requirements and allowing for adjustments.** On average, states with exit exam requirements have waited four years between the time their tests were first administered and the time diplomas were first withheld based on test performance. Some states have also taken a gradual approach to introducing new subjects to be tested. All of the exit exam states have modified their requirements to accommodate students with disabilities. In addition, most states have instituted alternate pathways to graduation that a few students utilize. Exit exam policies continue to be controversial, and future changes are likely.

- **Since 2004, states have expanded the purposes of their exit exams to include improving teaching and monitoring school performance, in addition to assessing whether students are well-prepared academically.** In 2004, most states with exit exams reported that the purpose of these tests was to assess whether students have acquired the competencies expected at the high school level; only a limited number of states also reported using the exams for other purposes. By 2009, most states with exit exams reported that they also used these tests to evaluate school and district performance and encourage early identification of students who needed extra instructional support, among other purposes. Eighteen states reported using performance data from exit exams to inform policy decisions, and 9 used the tests to guide instruction. In 2009, 11 states cited improving students' readiness for work and postsecondary education as a purpose of their exit exams, up from just 1 state in 2004.

- **Even though states have made some similar changes in exit exam policies, the key features of exit exams continue to vary greatly across states, as does data collected to gauge exam impact.** Although all of these exams rely mainly on multiple-choice questions, they differ in the subjects tested, testing time, standards to which they are aligned, cut scores, and the use of test results.

- **States have developed exit exam policies using input from peer and external reviews.** This input includes reviews by third-party testing experts, studies of alignment with state standards, special task forces to address particular concerns such as high failure rates, and peer review by the U.S. Department of Education to ensure the exams comply with NCLB requirements.

- **In recent years, many states have increased technical assistance to districts and schools related to exit exams, but many have also dramatically cut funding for remediation programs.** In 2002, only half the states with exit exams required districts to provide remediation services, and just one-third provided students with study guides to the exams; even fewer states provided teachers with instructional resources related to exit exams. By 2009, the scope of technical assistance tied to exit exams had expanded greatly. For example, 19 of the 26 states with exit exams assist schools in identifying and helping struggling students, 18 provide teachers with professional development to raise pass rates on the exams, and 14 provide districts with direct technical assistance for student remediation programs. At the same time, however, states report a significant decline in state funding for remediation.

Alternate Pathways to Graduation

- **Nineteen states of the 26 states offer alternate pathways to graduation for general education students who have difficulty passing the regular exit exam but can demonstrate mastery of high-school-level knowledge in other ways.** Passing an alternative assessment, such as the SAT, and collecting a portfolio assessment of classroom work are the most common alternate pathways that states offer general education students. Four states offer waivers or flexible cut scores that allow students to graduate if they have failed the exit exam but meet other graduation requirements and comply with very specific criteria, such as completing additional courses or scoring within a certain margin of the cut score on an exit exam. Students who graduate through a waiver, however, do not always receive a regular diploma.

- **Twenty-two of the 26 states also offer specific alternate pathways for students with disabilities, but only two states have alternatives for English language learners.** Fourteen states make available alternative assessments, including portfolio assessments or modified standardized tests, as pathways for students with disabilities who are struggling to pass exit exams. Eleven states offer waiver options specifically for students with disabilities. Most states allow English language learners (ELLs) to take exit exams with accommodations, and most offer ELLs the same alternate pathways available to general education students. Idaho and Minnesota offer alternate pathways aimed at ELLs who have been in the country for a limited number of years.

- **States rely heavily on advisory committees to design and implement alternate pathway policies; states also stress the importance of monitoring, training, and communication in implementing these alternatives.** In Maryland, New Jersey, and Washington, the three states where we conducted case study interviews, committees that were broadly representative of stakeholders were involved in the details of designing, implementing, revising, and evaluating state exit exams, including policies for alternate pathways. All three states also faced political challenges in balancing flexibility against rigor and fairness, and technical challenges in developing and implementing alternate pathways with limited state staff. Officials in the three states also emphasized the importance of monitoring the use of alternate pathways, providing training to teachers, and actively communicating with stakeholders about policies concerning alternate pathways.

Trends and Gaps in Exit Exam Pass Rates

- **Improvements in initial pass rates varied across states, although increases in pass rates were greater in mathematics than in reading.** Sixteen of the 26 states had three or more years of consecutive data on the percentages of students who passed exit exams on the first try (the "initial" pass rate). Over three or more years, 8 of these 16 states showed average annual growth in the initial math pass rates of more than 2 percentage points, and four more states made gains that exceeded 1 percentage point. In reading, only three states showed growth in initial pass rates of more than 2 percentage points, and five more states had gains that exceeded 1 percentage point. Initial pass rates decreased slightly in a few states.

- **Five states (Alabama, Arizona, California, Massachusetts, and Texas) reported the data needed to calculate three-year trends in the percentages of students passing exit exams by the end of grade 12 (the "cumulative" pass rate).** Between 2006 and 2008, Alabama, California, and Massachusetts had cumulative pass rates around 95 percent in both reading and mathematics. The cumulative pass rates in Texas have been consistently higher in reading than mathematics, but the difference has become smaller in the past three years. The difference between initial and cumulative pass rates varies from less than 8 percentage points in Massachusetts to more than 20 percentage points in California. Alabama had a gradual decrease in its initial pass rates in reading, but its cumulative pass rate was steady. Arizona also shows a widened difference in both subjects as its cumulative pass rates grow faster than its initial pass rates.

- **Gaps in initial pass rates between subgroups remain large.** Gaps in initial pass rates were evident in all states between Latino and white students, between African American and white students, and between low-income students and the general student population. In most cases, these gaps were wider than 5 percentage points, and in some cases exceeded 30 percentage points.

- **In most states, gaps in initial pass rates have narrowed, but at different paces.** States that have made more progress in narrowing gaps in pass rates are not limited to those with relatively large gaps. Rather, some states with relatively small gaps have made great progress in closing initial pass rate gaps. Other states have made no progress in closing these gaps, but their pass rate gaps have remained relatively narrow since they began withholding diplomas. And some states with relatively large gaps in initial pass rates showed no improvement in narrowing the gaps. There is no clear-cut pattern or explanation for these differences.

Profiles with detailed information about exit exams in individual states can be found on CEP's Web site (www.cep-dc.org). **Table 1** summarizes the major characteristics of exit exams in these 26 states. **Figure 1** displays the 24 states that, as of school year 2008-2009, require students to pass exams to receive a high school diploma.

Table 1 **Major Characteristics of State Exit Exams**

State	Current Exam	Year Diplomas First Withheld Based on Current Exam	Subjects Tested	Type of Test	Grade Level of Alignment	Grade Test First Administered	Prior Exit Exam or Exit Exam Being Phased Out
Alabama	Alabama High School Graduation Exam (AHSGE) 3rd Edition[1]	2001	Reading, language, math, science, social studies	Comprehensive	11th	10th	Alabama High School Graduation Exam (AHSGE) 1st and 2nd Editions
Alaska	Alaska High School Graduation Qualifying Exam (HSGQE)	2004	Reading, writing, math	Comprehensive	8th-10th	10th	None
Arizona	Arizona's Instrument to Measure Standards (AIMS)	2006	Reading, writing, math, science	Comprehensive	10th	10th	None
Arkansas	Arkansas Comprehensive Assessment Program	2010	English II, algebra I	End-of-course	Varies	Varies	None
California	California High School Exit Examination (CAHSEE)	2006	ELA, math	Comprehensive	ELA (through 10th), math (6th - 7th and algebra I)	10th	None
Florida	Florida Comprehensive Assessment Test (FCAT)	2003	Reading and math	Comprehensive	10th	10th	High School Competency Test (HSCT)
Georgia	Georgia High School Graduation Tests (GHSGT)	1994	ELA, writing, math, science, social studies	Comprehensive	9th - 11th	11th	Basic Skills Test
Idaho	Idaho Standards Achievement Test (ISAT)	2006	Reading, language usage, math, and science	Comprehensive	10th	10th	None

continues ➤

State	Current Exam	Year Diplomas First Withheld Based on Current Exam	Subjects Tested	Type of Test	Grade Level of Alignment	Grade Test First Administered	Prior Exit Exam or Exit Exam Being Phased Out
Indiana	Graduation Qualifying Exam (GQE)	2000	ELA, mathematics	Comprehensive	9th, including pre-algebra and algebra I	10th	
	End-of-Course Assessments (ECAs)[1]	2012	Algebra I, Algebra II, Biology I, English III	End-of-course	Varies	Varies	Graduation Qualifying Exam (GQE)
Louisiana	Graduation Exit Examination (GEE)	2003	ELA, math, science, social studies	Comprehensive	9th-12th	10th	Graduation Exit Exam
Maryland	Maryland High School Assessment (HSA)	2009	English 2, algebra/data analysis, biology, government	End-of-course	10th	Varies	Maryland Functional Tests
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	2003	ELA, math, science (2010)	Comprehensive plus end-of-course exams in science (2010)	10th/high school standards	10th; science will vary	None
Minnesota	Graduation Required Assessments for Diploma (GRAD)[1]	2010	Reading, writing, math	Comprehensive	High School Standards	Varies	Basic Skills Test (BST)
Mississippi	Mississippi Subject Area Testing Program (SATP)	2006	English II (with writing component), algebra I, Biology I, U.S. history from 1877	End-of-course	Aligned to course content	Varies	Functional Literacy Examination (FLE)
Nevada	High School Proficiency Examination (HSPE)	2003	Reading, writing, math, science	Comprehensive	9th-12th	10th, writing in 11th	High School Proficiency Examination (earlier version based on 1994 curriculum)
New Jersey	High School Proficiency Assessment (HSPA)	2003	Language arts literacy, math; end-of-course exam in biology (2011)	Comprehensive plus one end-of-course in biology (2011)	11th	11th	High School Proficiency Test[11]

continues ➤

State	Current Exam	Year Diplomas First Withheld Based on Current Exam	Subjects Tested	Type of Test	Grade Level of Alignment	Grade Test First Administered	Prior Exit Exam or Exit Exam Being Phased Out
New Mexico	New Mexico High School Competency Examination (NMHSCE)[1]	1990	Reading, language arts, written composition, math, science, social studies	Minimum competency	8th	10th	New Mexico High School Competency Examination (NMHSCE)
New York	Regents Examinations	2000	ELA, math, science, global history and geography, U.S. history and government	End-of-course	9th-12th	Varies	Regents Competency Tests
North Carolina	North Carolina Competency Tests and Test of Computer Skills[2]	1981 (math/reading) 2001 (computer skills) 2010 (end-of-course exams)	Reading comprehension, math, computer skills; starting 2010, end-of-course exams in algebra I, English I, U.S. history, civics and economics, biology	Comprehensive In 2010, five end-of-course exams	8th; end-of-course exams (course-specific)	8th; end-of-course exams will vary	North Carolina Competency Test and Tests of Computer Skills
Ohio	Ohio Graduation Tests (OGT)	2007	Reading, writing, math, science, social studies	Comprehensive	10th	10th	9th-Grade Proficiency Tests
Oklahoma	Oklahoma End-of-Instruction (EOI) Exams	2012	Algebra I, English II, and two of the five additional subjects (Algebra II, geometry, English III, Biology I, and U.S. history	End-of-course	High school standards	Varies	None
South Carolina	High School Assessment Program (HSAP)	2006	ELA, math, science (2010)	Comprehensive plus end-of-course exams in science (2010)	Through 10th	10th; end-of-course exam will vary	Basic Skills Assessment Program (BSAP)
Tennessee	Gateway Examinations	2005	English I, II, and III, Algebra I and II, geometry, biology I, chemistry, U.S. history, physics (2013)	End-of-course	10th	Varies	Tennessee Competency Test

continues ➤

State	Current Exam	Year Diplomas First Withheld Based on Current Exam	Subjects Tested	Type of Test	Grade Level of Alignment	Grade Test First Administered	Prior Exit Exam or Exit Exam Being Phased Out
Texas	Texas Assessment of Knowledge and Skills (TAKS)[1]	2005	ELA (reading/ writing), math, science, social studies	Comprehensive	Aligned to course content	11th	Texas Assessment of Academic Skills (TAAS)
Virginia	Standards of Learning (SOL)	2004	English (reading/ writing), algebra I, algebra II, geometry, biology, earth science, chemistry, world history to 1500, world history from 1500 to present, Virginia and U.S. history, world geography	End-of-course	Aligned to course content	Varies	Literacy Passport Test
Washington	Washington Assessment of Student Learning (WASL)[1]	2008	Reading, writing, math (2013), science (2013)	Comprehensive plus end-of-course exams	10th	10th	None

Table reads: Alabama currently administers the Alabama High School Graduation Exam (AHSGE), 3rd Edition, for which consequences began for the class of 2001. The exam assesses reading, language, math, science, and social studies, and is considered by the state to be a comprehensive, standards-based exam aligned to 11th grade standards. The current test replaced the Alabama High School Graduation Exam, 1st and 2nd Editions.

[1] Alabama, Indiana, Minnesota, New Mexico, North Carolina, Texas and Washington will transition to new exams. See state profiles, found in the accompanying CD or online, for detailed information.

Note: This year's report uses the term "comprehensive" to refer to exit exams aligned to state standards in several subject areas and generally targeted to the 9th- or 10th-grade level. Previous CEP reports referred to these as "standards-based" exams.

Note: ELA = English language arts.

Source: Center on Education Policy, exit exam survey of state departments of education, August 2009.

Figure 1 **States with Mandatory Exit Exams**

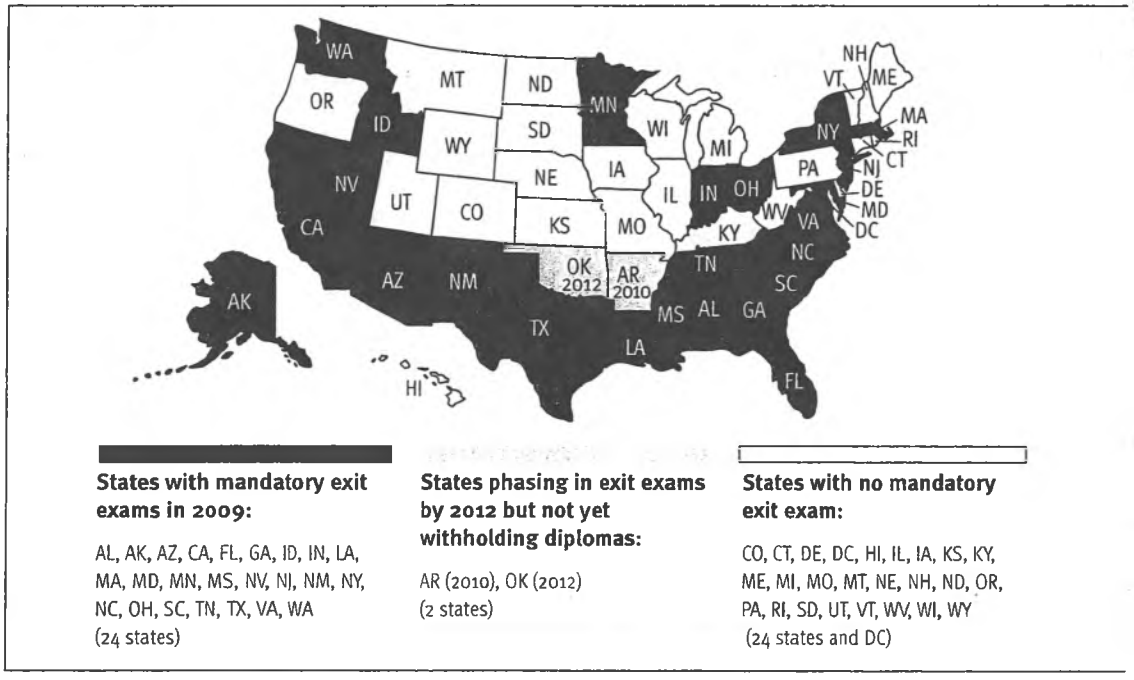


Figure reads: Alabama has a mandatory exit exam and is withholding diplomas from students based on exam performance. Arkansas is phasing in a new mandatory exit exam and plans to begin withholding diplomas based on this exam in 2010. Colorado does not have an exit exam, nor does it plan to implement one.

Source: Center on Education Policy, exit exam survey of state departments of education, August 2009.

Recommendations

In this report we review the development over eight years of state policies affecting high school exit exams, showing both the commonalities and the differences among the states. We also review state policies setting out alternate paths to high school diplomas, and analyze the trends in initial and cumulative pass rates for these exams.

From this work, we have arrived at recommendations both to improve the immediate implementation of state policies in this area and to assist the states in making sounder long-term policies as they seek to ensure that all students are able to earn a diploma.

Immediate Recommendations

- **States should increase funding to ensure that all students are prepared for the exams and are given assistance in preparing for re-takes of the exams if they do not pass on the first try.** In this report we have noted that several states initially provided remediation funds to assist students taking the exams after failing them, and that these states have cut back on this funding. If states want students to pass the exams, they must not only ensure that they are properly prepared for the first try but that they also have access to additional assistance to prepare for re-taking the exams.

- **With alternate pathways, there should be much greater communication to students and their parents about these different ways to secure a diploma.** Although these alternates are always meant to

be for a minority of students, all students should be aware that they can use alternate pathways, especially if they have already passed another qualifying exam or will have great problems taking a standardized multiple-choice exam.

➤ **States need to increase oversight of alternate pathways designed for students with disabilities.** In many states, it is the responsibility of local schools and districts to administer alternate pathways, to decide qualifications for graduation through the pathways, and to keep records of student performance. States have little information about how well the state-designed pathways serve their target student population. Consequently, states are not able to easily apply lessons learned from current policy implementation to inform future decisions.

➤ **States should collect and make public data on cumulative pass rates on these exams.** Trend analyses in this report heavily rely on initial pass rates because cumulative pass rates are not easily accessible in many states. Such information on cumulative pass rates, however, could have been very helpful for the public to understand the effects of these exams.

Long-term Research Recommendations

In Appendix A we summarize recent studies on the effects of these exams. Research is sparse in this area, as shown by the relatively few studies we list; and the findings of these studies are contradictory or at best mixed. Since these exams now affect more than two-thirds of American students, and soon will affect about three-fourths of students (when all the states have carried out their intended policies), much greater attention ought to be paid to understanding the effects of these exams.

Therefore, we recommend that the following questions be addressed comprehensively through research:

- Are these exams helping to prepare students for further education or employment after completion of high school? Since the states vary in their exams, are some state exams better than others in achieving this goal?
- Are students passing these exams in states with these policies better prepared for further education and employment than are students in states without such exam policies? If there are such effects, are they due to demographic factors or to the test policies or to some other factors?
- What impact are these exams having on curriculum, instruction, and student motivation to learn?
- Are students earning diplomas through alternate pathways less well prepared for further education or employment than are students passing the regular exams?
- Are policies requiring passage on these exams for receipt of diplomas leading to higher dropout rates from school?
- How can the rigor of different state exams be examined and publicized to encourage a fuller public understanding of these policies?
- If all or some of the states adopt common academic standards, what is the future for high school exit exam policies?

Study Methods

CEP used the following methods, explained in more detail in this section, to identify issues and collect information for this year's study:

- Conducted a detailed survey of all 26 states with current or planned high school exit exams
- Interviewed officials in Maryland, New Jersey, and Washington State who were familiar with the state high school exit exams
- Reviewed major research conducted by others on exit exams
- Kept abreast of important events related to exit exams

As in previous years of this study, CEP designed and conducted an annual survey of state department of education officials in the 26 states with current or planned exit exams. The survey was piloted with Maryland and was revised further based on comments and suggestions from that state. Respondents were designated by their state's chief state school officer and usually worked in the state assessment department. CEP staff partially filled in the survey, based on information collected and reported in 2008. In February 2009 we asked these designated officials to verify, update, and add information to survey forms for their state. All 26 states responded to our survey.

We used the states' survey responses to develop detailed profiles about exit exams in each of the 26 states, which the state contacts reviewed for accuracy. We also used the survey responses to tally the state exam features, policies, and actions that appear throughout the report. The state profiles are available on CEP's Web site at www.cep-dc.org.

Some states did not answer all the survey questions, often because the data were unavailable or their policies were in flux. (Exam policies are in flux for several reasons, but a main one is that state legislatures are under continuing and significant political pressure to moderate or ameliorate the effects of these exams.) In many states, we followed up with e-mails and phone calls to ensure the information in this report was accurate and up-to-date. However, some statistics or policies will undoubtedly have changed soon after publication because events in this field move quickly.

To further understand how exit exam policies evolve, we conducted open-ended, semi-structured interviews with officials in Maryland, New Jersey, and Washington State. These three states were chosen because of their different designs of alternate pathways, the recent public discussions about their exit exams, and the volatility of high school assessment policies in these states. Interviews were recorded, transcribed, verified by the interviewees, coded, and analyzed for themes.

In addition, we collected state and federal policy documents and reviewed relevant studies that were either published or publicized during the past year. We tracked media coverage of exit exams and searched state and U.S. Department of Education Web sites for exit exam developments and information.

To be included in this study, state exit exams had to meet the following criteria:

1. The state requires students to pass state exit exams to receive a high school diploma, even if the students have completed the necessary course work with satisfactory grades.
2. The exit exams are a state mandate rather than a local option—in other words, the state requires students in all local school districts to pass exit exams, rather than allowing districts to decide for themselves whether to make the exams a condition of graduation.

We have also included states that are phasing in exit exam policies that meet these criteria, referred to in this report as "planned" exit exams. By this we mean that the state has a legislative or state board directive to have a test in place between 2002 and 2012; has already begun developing the tests; and is piloting the tests with students, although diplomas are not yet being withheld.

Chapter 1: Evolution of Exit Exam Policies over the Past Eight Years

Since 2002, the Center on Education Policy (CEP) has been collecting extensive information about high school exit exams, including test characteristics, testing policies related to accountability and state assistance, and student performance on the exams. As the data accumulate, some general trends in exit exam policies have emerged.

This chapter summarizes exit exam policy changes across states over the past eight years (2001-2008 school years). It provides a longitudinal perspective on the evolving nature of state testing policy. In the past, CEP's annual reports focused on the policy changes within a single year. We realize that policy change often involves several years of effort, and an examination of the development of these changes can be instructive to future policy decision making. Unlike the "New Developments" chapters in the previous annual reports, this chapter synthesizes the changes over several years and across states in order to find underlying patterns of policy development. What actions have states taken to improve exit exam policies as they gain experience with the tests? Are there any commonalities in their actions?

The purpose of this report is not to identify the optimal design for high school testing policy. State policies are diverse, and even similar policies may yield divergent outcomes in different contexts. Our goal, therefore, is to acknowledge the diverse policy options and to discuss how each functions in its particular context.

Changes in Exit Exam Policies

For the past eight years, changes in exit exam policies reflect the states' struggles to set high standards and at the same time, make those high standards achievable and fair for schools. Many states have changed their standards and curricula and the way they use exit exams. When implementing the exit exam policies, states have been very careful about the way exit exams are introduced or phased in, making adjustments for students with special needs. In this chapter, we discuss in detail some common actions states have taken to develop exit exam policies, starting with updating standards and test purposes, followed by various phase-in approaches and adjustments for students with special needs. We also look at the role that external and peer review play in shaping policy.

Changes in Standards and Curricula

Many states have changed their high school standards and curriculum in recent years to either meet federal requirements or respond to the public push for high school graduates' readiness for work or postsecondary education. Exit exams have been developed or revised to reflect new standards and curricula and to push the local implementation of these changes.

Changes in standards have inevitably resulted in various changes in exit exams. Alabama, for example, shifted the testing focus from basic skills to 11th-grade state standards in the late '90s as the state set out to pursue higher standards. Arizona introduced new test items in 2005 based on the state's new standards adopted in 2003 for reading and math and in 2004 for writing. North Carolina voted in 2005 to adopt new standards by including requirements for passing additional end-of-course (EOC) exams.[1] Mississippi revised its Algebra I and English II exams in 2007-08 to reflect the state's new curriculum frameworks. Tennessee also reported changes in its high school curriculum in 2008 and the alignment of EOC exams with the new curricula. In 2009, New Jersey approved revised core curriculum standards in six content areas and plans to phase in new graduation requirements to ensure college and work readiness over the next seven years (New Jersey Department of Education, 2009). Colorado, though not currently requiring exit exams, is considering revamping high school assessments in 2010 and changing its diplomas to reflect the new high school standards approved by the state school board and the higher education commission in July 2009 (Brown, 2009). While most changes have been toward increased rigor, some have narrowed the scope of tests. In 2004, California revised the blueprint for its mathematics test by replacing questions with less frequently encountered data display with more frequently encountered data display.

Expanded Purposes of Exit Exams

As accountability for student performance has increased over the years, the purposes of exit exams have expanded to be more relevant to teaching and school monitoring. In 2004, when CEP first began surveying states about the purposes for their exit exams, most states reported that the tests were to assess whether individual students have achieved competencies to be expected at the high school level. Only one state (South Carolina) reported that the purpose of exit exams was to "identify areas in which students need additional support and indicate the academic achievement for schools, districts and the State." By 2009, all states except Alaska and Texas reported using part of the exit exams for federal accountability purposes; nine states use the exams to provide information to guide instruction; eighteen states indicate that they use performance data from high school exit exams to inform policy decisions; and most states reported using exit exams to evaluate school and district performance, encourage early identification of students needing additional instructional support, promote service to minority students, and help schools align curricula with state standards. The expanded use of high school exit exams signifies that exit exams play an increasingly important role in high school accountability.

By 2009, eleven states[2] included readiness for work and postsecondary education as a purpose of their exit exams. (In 2004, only one state, Georgia, indicated that its exit exam was aimed at certifying that students were prepared to enter the work force or college.) However, few external evaluations examine the relationship between student performance on exit exams and performance at work or in college. A study by the Center for Educational Policy Research found that state high school exams were generally at a level of challenge that was not sufficient for test scores to be good measures of student readiness for college (Brown & Conley, 2007). A study by Achieve (2004) also concluded that state exit exams did not adequately measure the necessary knowledge and skills needed for college and the work place.

Phase-in Approaches

States used various types of phase-in approaches to introduce new exit exam policies. The development of exit exams is often shaped by reactions received during early years of implementation; therefore, how exit exams are introduced and phased in sometimes plays an important role in policy formation.

[1] North Carolina fully transitioned to EOC exams in 2009. Please see the state's profile for detailed information.

[2] Arkansas, California, Indiana, Maryland, Minnesota, Nevada, New York, North Carolina, Oklahoma, Texas, and Washington.

Some states phase in exit exam requirements by allowing time between the year tests are first administered and the first year high school diplomas are withheld. Arkansas, for instance, began administering its EOC exams in the 2000-01 school year but will not withhold diplomas until 2010. On average, states start to withhold diplomas four years after the first administration of a new exit exam.

Other states phase in the exit exam policy by gradually increasing the number of subjects tested. English and mathematics are usually the first subjects tested. Though NCLB does not require exit exams for high school graduation, some states, such as Arkansas, Massachusetts, Nevada, and New Jersey, added exit exams in science in recent years to fulfill NCLB requirements for testing science at the high school level. Alabama included social studies as a test subject in 2004; Massachusetts voted in 2006 to test social studies as a required subject in 2012, but the state board voted to waive the requirement in 2009 for the classes of 2012 and 2013 (Valero, 2009).

Idaho exemplifies another phase-in approach that focuses on gradually increasing cut scores and aligning test content to standards at higher grade levels. It began administering the Idaho Standards Achievement Test (ISAT) as an exit exam in 2004. Its phase-in approach allowed the class of 2006 to pass the exam at an 8th-grade proficiency level, the class of 2007 at a 9th-grade level, and the class of 2008 at the full 10th-grade level.

Some states used a phase-in approach to introduce new tests or to transition from old to new tests. For example, Minnesota has been making the transition since 2006 from the Basic Skills Tests (BSTs) to the Graduation Required Assessments for Diploma (GRAD). The GRAD writing test replaced the Basic Skills written composition test in 2007; the GRAD reading tests replaced the Basic Skills reading test in 2008; and the GRAD mathematics test replaced the Basic Skills mathematics test in 2009.[3] Mississippi adopted a similar approach when replacing its Functional Literacy Exams (FLE) with the Mississippi Subject Area Testing Program (SATP).

Adjustment for Special Groups

State exit exams are often under attack for the challenges they present to students with special needs. All states that mandate exit exams have made some modifications to their policy to accommodate students with disabilities. These policy accommodations include alternative assessments, alternative diplomas or certificates, and waivers. In this report, we consider all these modifications to be alternate pathways to graduation. We will discuss the development of alternate pathways in greater detail in Chapter 2.

Input from external and peer review provides important information for the changes described above. Though these different types of review serve distinctively different purposes, both have helped many states establish and consolidate their high school testing systems. While external reviews examine the quality, rigor, and alignment of exit exams with state standards, the peer review from the Department of Education (ED) ensures that exit exams used for NCLB purposes[4] are in compliance with NCLB requirements.

Seventeen states have their exit exams reviewed by a third party, such as testing companies, evaluation specialists, or researchers at local universities. Conducted by specialists or test developers, external reviews report student performance and content alignment and vary widely in study scope and approach (CEP 2006); nevertheless, the review provides empirical evidence for test validity and detailed analysis of student performance. For instance, Virginia conducted an alignment study in which researchers found that the State Standards of Learning (SOLs) for the EOC tests in Algebra I and II and geometry are inconsistent with the cognitive demand of the tests; the EOC reading test emphasizes some SOLs more than others (Abrams & McMillan, 2007). ED recommended in 2007 that the state develop and implement a plan to address the findings of the report.

[3] It is reported in our survey that the state is still administering the BST tests in 2009. The mathematics and reading BSTs are administered as retests until the class of 2009 has graduated and sufficient notice of retirement of the exam has been given.

[4] Of the 26 states, only Alaska and Texas do not use their exit exams for NCLB purposes.

States also organize special task forces and ongoing review by technical advisory committees for advice on specific state concerns. For example, in response to a higher-than-anticipated failure rate on the Graduation Required Assessments for Diploma (GRAD) in late 2008 and early 2009, Minnesota established a legislative task force to review the policy implications of the GRAD and its effect on high school graduation. In 2005, Maryland also established a task force to examine alternative assessment options for special education students and others unlikely to be able to demonstrate their mastery of state standards on the High School Assessments (HSAs), even with continued intervention. As a result, the state approved an alternate pathway to graduation called the Bridge Plan for Academic Validation in November 2007 and administered modified HSAs in 2008.

As 24 of the 26 states use at least part of the exit exams for NCLB accountability, recommendations from the U.S. Department of Education also play an important role in shaping state exit exam policies. The purpose of peer review by ED is to see if the state testing systems are in compliance with NCLB. ED has given full approval to ten[5] of the 26 states through its peer review process. All ten states except Alaska[6] include high school exit exams in the evaluation of state assessment systems.

Another ten states with exit exams earned the status of Full Approval with Recommendations, meaning that the state standards and assessment system meet all statutory and regulatory requirements, but some elements of the system could be improved.[7] Most of the suggestions for improvement concern the use of alternative assessments for special education students and English language learners. For instance, in 2006 ED recommended that Arizona "strengthen its Arizona Instrument to Measure Standards Alternate (AIMS-A), expand the range of accommodations for English language learners and address discrepancies in test participation rates." Another set of recommendations from ED to the states focuses on alignment between tests and standards. Idaho, for instance, was urged by ED in 2006 to conduct an alignment study of Idaho Standards Achievement Tests to examine "the level of success of the State's major revisions and provide a basis for continued improvement." A recommendation was also made to Indiana to "increase the rigor and challenge of the Graduate Qualifying Exam (GQE) in mathematics at grade 10 in terms of alignment to grade-level content standards."

Three states that require exit exams for graduation (Mississippi, Nevada, and New Jersey) have not met the statutory and regulatory requirements of NCLB; they are currently designated as Approval Pending. Specifically pertaining to high school assessment systems, ED recommends that Mississippi and Nevada collect additional evidence for their high school exit exams, since they are used to meet NCLB requirements. In 2007, ED expressed concerns with the alignment of Nevada's High School Proficiency Examination (HSPE) to grade-level content standards. ED also challenged the technical quality of Mississippi's High School Alternative Assessment and its alignment with grade-level content standards.

State-mandated exit exams still face many challenges and are prone to revision. Recently, California's budget crisis has pressured its budget conference committee in 2009 to propose eliminating high school exit exams as a graduation requirement (Mitchell, 2009); the provision was defeated, but California reinstated the exemption for students with disabilities pending development of some alternative form of assessment for these students. Alabama overhauled its graduation exams by replacing its comprehensive high school exit exams with EOC exams and the ACT[8]. Many states are still searching for a valid approach to evaluate the learning of special education students and English language learners. Last but not least, little is known about the connection between passing the high school exit exams and future job and college performance.

[5] Alabama, Alaska, Georgia, Louisiana, Maryland, Massachusetts, Minnesota, Ohio, Oklahoma, and Tennessee.

[6] Alaska uses the Grade 10 Standards-based Assessment for NCLB purposes instead of the Alaska High School Graduation Qualifying Exam.

[7] Decision letters on states' final assessment systems under NCLB can be found at www.ed.gov/admins/lead/account/nclbfinalassess/index.html. All citations in this section are quoted from state letters. All ten states include high school exit exams for peer review. States may use different cut scores for graduation and NCLB purposes.

[8] Information retrieved on September 13, 2009, from www.al.com/news/birminghamnews/metro.ssf?/base/news/1252656964314590.xml&coll=2.

Diversity of Exit Exams

Most of the states in our study were no strangers to state testing before high school assessment was required for federal accountability purposes. Of the 26 states currently or soon to be withholding high school diplomas based on state exit exams, 18 had developed and started administering state tests at the high school level before the enactment of NCLB. Some states had more years of experience in high school testing than others. For example, North Carolina, New York, and Florida administered minimum-competency tests in the 1970s or earlier, while most of the other states started requiring high school testing in the late '90s or right before NCLB.

All 26 states mandated high school exit exams as a way to improve academic rigor and accountability. Since 2002, not only have more states administered high school exit exams, state high school exams have also become increasingly high-stakes for both students and schools. More states began withholding diplomas from individual students and using exit exams for both federal and state accountability at the school level. In 2009, seven states indicated that they use exit exams for both NCLB and additional state accountability purposes.

Exit exams are of three types: 1) minimum-competency tests that measure only a small body of knowledge and skills as defined by the state standards, 2) comprehensive tests that integrate content knowledge in several relevant courses together, or 3) End-of-Course (EOC) tests that gauge student learning at the end of specific courses. CEP (2008) identified a movement toward EOC exams in several states and analyzed the benefits and challenges of using EOC assessments. According to the report, state officials perceived EOC exams as more efficient in assessing content mastery, improving school accountability, and increasing alignment between standards and curriculum. However, because EOC exams involve numerous tests, they tend to present logistical challenges around score reporting and maintenance as well as schedules for tests, remediation, and retests. **Figure 2** illustrates state's use of the three types of exams at different time points.

High school exit exams may be aligned to various grade levels, ranging from 8th to 12th grade. Even if two states test the same subjects, the tests may differ greatly in content and difficulty. In addition to the different test types, the test results are often reported using different achievement levels—advanced/proficient/needs improvement/failing, pass with distinction/pass/low pass, or advanced/mastery/basic/approaching basic/unsatisfactory, to name a few—which reveal varying amounts of information on the level of achievement and the achievement gaps among students.

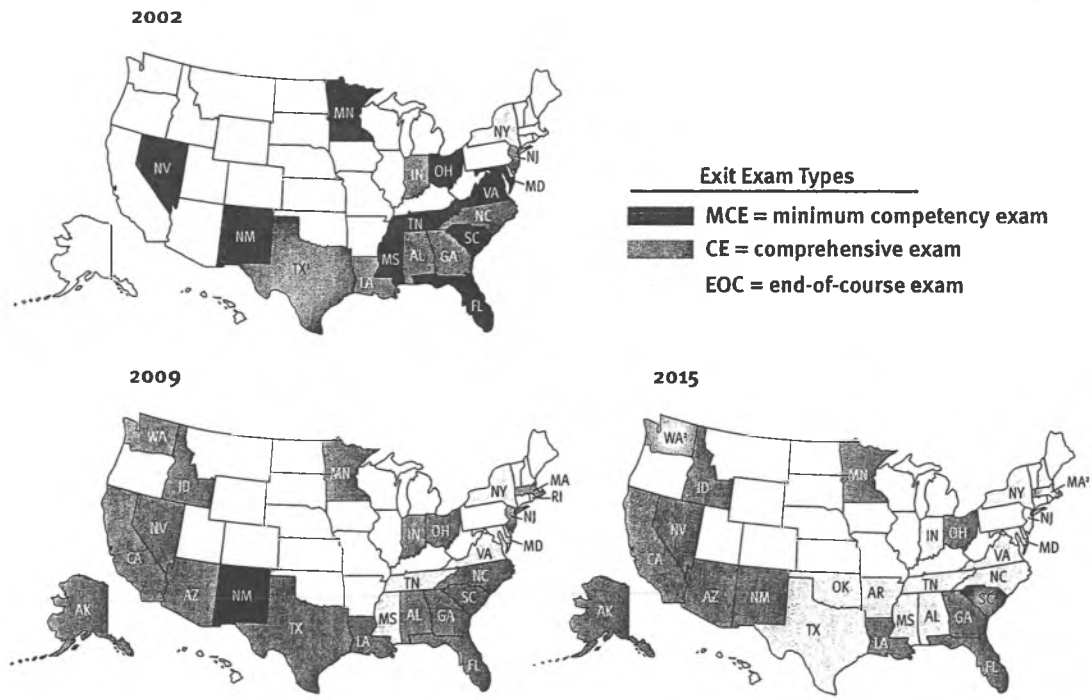
Most of the states require students to pass the exams in certain subject areas with specific cut scores, but some states permit students to graduate without passing every subject. For example, Maryland employs a compensatory scoring system so students may meet the graduation testing requirement by meeting a minimum score on each test (which is lower than the previously set passing score) and achieving a combined passing score. Since May 2008, Alabama has adopted the credit-based endorsement system wherein students are required to take tests in five subject areas, but only need to pass three (reading, mathematics, and one other in science, language, or social studies) to graduate with "diplomas with endorsement."[9] Ohio and Texas also allow students who have passed part of EOC exams to graduate.

The cut scores for passing exit exams are not necessarily the same as the cut scores states use for reporting adequate yearly progress (AYP) under NCLB. As of 2009, of the 24 states that use high school exit exams for NCLB purposes, 14 use the same cut scores for graduation and NCLB proficiency, and 9 use lower cut scores for graduation than for NCLB proficiency.[10] States also differ in terms of which test administration is used for NCLB. The majority of the states use student performance on the first administration of the tests for NCLB accountability purposes, but states such as Nevada, New York, and Tennessee count students' retest performance as well.

[9] A regular diploma requires passage of all five tests. Students earning diplomas with endorsement are counted as graduates for school accountability purposes.

[10] Alaska and Texas do not use high school exit exams to meet NCLB requirements. The cut scores in New Mexico are under consideration.

Figure 2 Types of Exit Exams States are Using or Plan to Use



In 2002 (out of 18 states)	In 2009 (out of 24 states)	By 2015 (out of 26 states)
MCE: FL, MD, MN, MS, NV, NM, OH, SC, TN, VA (10 states)	**MCE:** NM (1 state)	**MCE:** (0 state)
CE: AL, GA, IN, LA, NJ, NC, TX[1] (7 states)	**CE:** AL, AK, AZ, CA, FL, GA, ID, IN, LA, MA, MN, NC, NJ, NV, OH, SC, TX, WA (18 states)	**CE:** AK, AZ, CA, FL, GA, ID, LA, MA[2], MN, NM, NV, OH, SC[2], WA[2] (14 states)
EOC: NY, TX[1](2 states)	**EOC:** MD, MS, NY, TN, VA (5 states)	**EOC:** AL, AR, IN, MA[2], MD, MS, NC, NJ, NY, OK, SC[2], TN, TX, VA, WA[2] (15 states)

Figure reads: In 2002, 10 of the 18 states with fully implemented exit exams, including Florida, used minimum-competency exams, while 7 states, including Alabama, used comprehensive exams, and 2 states, including New York, used end-of-course exams. By 2015, none of the 26 states with mandatory exit exams will use minimum-competency exams, 14 will use comprehensive exams, and 15 will use end-of-course exams. Three states, Massachusetts, South Carolina and Washington will use a combination of comprehensive and end-of-course exams.

[1] In 2002, Texas gave students the option to pass either a CE or an EOC exam.

[2] By 2015, Massachusetts, South Carolina and Washington will require students to pass the comprehensive exams plus end-of-course exams.

Source: Center on Education Policy, exit exam survey of state departments of education, August 2009.

The range of tested subjects has evolved since 2002 and varies widely across states. Some states, such as California, test only English language arts and mathematics, while graduation in states such as Tennessee now depends on tests in as many as ten subjects. Most states have increased the number of tested subjects since 2002. A major drive of the expansion is NCLB's requirement for including science in state assessments by 2007-08. In 2003, 8 of the 23 states with high school exit exams reported science as a tested subject for high school graduation purposes; in 2005, 16 of 25 states reported that they would use the existing science exit exams or develop new science exams to meet NCLB's requirement. As of 2009, 22 of the 26 states have tested or plan to test science in high school, though some states do not withhold diplomas for not passing the science tests.

As states test more subjects, the cost of state testing has become a concern. In 2009, the Massachusetts Board of Elementary and Secondary Education voted to waive the history and social science requirement for a Competency Determination (CD) for the classes of 2013 because of budget constraints (Massachusetts Department of Elementary and Secondary Education, 2009). The tests were scheduled for full operation in fall 2009, but officials expect "the FY2010 budget item pertaining to assessment to be lower than the amount in this year's budget, which would make the transition of the history tests cost-prohibitive." Florida has also cut testing budgets in 2009, citing financial pressures (Valero, 2009).

High school exit exams differ across states with regard to how much time a student has to take a test. Of the 26 states, 13 implemented power tests[11] that attach no time constraints at all. In Nevada, though the tests are timed, students are allowed to use as much time as they need to complete the exam. In other states, the total testing time ranges from 97 minutes (North Carolina's math tests[12]) to 194 minutes (Indiana's English language arts test). Some tests have multiple sessions or allow more time as an accommodation, and may continue for days.

One test design feature that states have in common is the use of multiple-choice test items. All states use multiple-choice questions in their tests, and some, such as Alabama, Idaho, Maryland, and Tennessee, use only multiple choice question items. In addition to multiple-choice items, 19 states include essay writing in their writing or English language arts tests. Of the 26 states, 16 use a combination of constructed-response and multiple-choice questions.

Item format is an important consideration for testing policy because it determines cost, communication of test results, teacher training and, most importantly, classroom instruction that prepares students for tests. As the current economic recession crimps state budgets, some states have pared constructed-response or extended-response test items. In 2008, Washington State Superintendent Randy Dorn defeated longtime school chief Terry Bergeson, an ardent supporter of the Washington Assessment of Student Learning (WASL), with a promise to make high school exams shorter and cheaper with fewer extended-response questions to shorten the turnaround time on test results. Computerized scoring, often used with multiple-choice test items, has also been embraced to save time, money, and staffing for the test administration. In 2005, 18 states reported that they relied on testing contractors to score constructed-response questions.

While designing a high-stakes, mandatory test is difficult, attaching consequences to test results is even more fraught with problems. In 2009, the Minnesota legislature decided to repeal the requirement that students must pass the mathematics test to earn a diploma, in fear of a precipitous drop in graduation rates. The daunting prospect of withholding large numbers of diplomas and the challenge of aligning exams to school curricula and state standards, along with public opposition to high-stake assessments, have led some states, such as Alaska, Arizona, California, and Maryland, to postpone the implementation of high school exit exams. States that have not required exit exams, such as Pennsylvania, have also had heated discussion about whether to do so. In June 2009, Pennsylvania put off developing state-mandated EOC exams because consensus could not be reached. The state board of education proposed a revised plan in July and the review board approved the state exit exams in October (Barnes, 2009; Mauriello, 2009; Hardy, 2009).

[11] In so-called "power tests," enough time is given for test takers to answer as many test items as they can.

[12] This high school competency test was eliminated in 2009.

State Assistance for Local Implementation of Exit Exams

The evolution of state exit exams suggests that, as the state testing systems are institutionalized, exit exams have become a powerful policy lever to influence teaching and learning in high schools. Since 2002, many states have reported increased technical support to districts and schools but decreased financial support for remedial programs.

In 2002, only half of the states required districts to have remediation services, let alone provided support with these services. When we first explored state assistance in 2003, most states delivered their support to schools through professional training, with an emphasis on test content, format, and the interpretation of test results. About one-third of the states (8 out of 25), provided students with study guides to tests, and fewer states provided teachers with resources for classroom instruction.

As of 2009, state assistance tied to exit exams that goes to teachers, schools, and districts has expanded dramatically. Some states have become more actively and directly involved in informing instruction, improving school leadership, and influencing curriculum. Eighteen states provide professional development for teachers that goes beyond test preparation, helping teachers become "more proficient in their content areas" to raise initial pass rates on the exit exams. Nineteen states reported that they provide assistance to schools in terms of helping schools identify and target students for assistance and/or implement comprehensive school reform. At the district level, 15 states reported that they assist districts in using formative assessment and/or improving the instructional leadership. Additionally, 14 states provide direct technical assistance for remediation programs for students who have failed the tests, and 10 states provide funding for remediation as well. A recent example is a special summer program sponsored by the Georgia Department of Education in 2009. The Project Exam Preparation for Science and Social Studies (Project ExPreSS) gives two weeks of intense instruction to students who narrowly missed passing the science and social studies portions of the Georgia High School Graduation Tests. Sixty-eight percent of participating students passed the portion they failed before (Fowler, 2009).

On the other hand, state budget data we collected indicates a significant decline in the amount of state funding for remediation programs. For example, Louisiana reported $3 million funding for remediation for 2001-02 school year, and this budget had dropped to $2,039,284 in 2008-09. South Carolina reported that its 2008-09 budget for remediation programs was at $62 million, half of the amount schools received in 2004-05. In Massachusetts, funding for MCAS remediation was cut from $50 million in fiscal year 2003 to $7.65 million in 2005 and $7.58 million in 2006. CEP's high school exit exam report in 2006 suggested that remediation programs can be effective in improving passing rates if provided with adequate funding and efficient management. The decreasing state funding may diminish the benefits these programs offer to struggling students.

Conclusions

This chapter highlighted changes in high school exit exam policies in four different aspects: the changing standards and curriculum the tests are aligned to, the expanded purposes exit exams are designed for, the different phased-in approaches that introduce exit exam policy changes, and the test adjustments for students with special needs. Feedback on exit exams from external and peer review is an important factor shaping these changes. Despite some common changes in exit exam policies across states, exit exams remain diverse in terms of test features, such as grade levels tests are aligned to, tested subjects, test time, test item format, scoring, and the use of test outcomes. Lastly, in a number of states, provision of technical assistance has been increased for local implementation of exit exam policies, but at the same time, in a number of states financial support for remediation programs has decreased.

Chapter 2: Trends in Alternate Pathways to High School Graduation

The stakes for high school exit examinations are so high for students and schools that states are often pushed to employ additional policies to give more flexibility in determining whether students have met graduation requirements. Many states have responded by providing alternate pathways to graduation that give students options of ways to graduate from high school without passing the state-mandated exit exams. These pathways, usually for students with special needs or those with records of failing the exit exams, may give students additional opportunities to demonstrate their levels of knowledge and skills. The main goal of alternate pathways is to provide appropriate and reasonable options for students without creating loopholes that water down the value of the high school diploma. Therefore, discussions about alternate pathways in many states have centered on test equivalence and integrity as understood by the public to make the exit exam system more resilient.

This chapter provides an overview of the various state policies that offer alternate pathways to graduation. It also describes the challenges associated with alternate paths: adding flexibility to accountability while assuring test fairness and maintaining high standards. The term *alternate pathways* refers to options for students to graduate high school without passing the state-mandated regular exit exams. One design of alternate pathways is the use of *alternative tests* (or alternative assessments in some states) where regular exit exams are substituted by other standardized tests with similar or adapted formats and objectives. For instance, the alternate pathways in Washington State allow students to graduate through alternative assessments, such as SAT and ACT; the state's alternate pathways also include other options for graduation, such as portfolio assessment, grade comparison, and scores on Advanced Placement exams.

Multiple forces have shaped the development of alternate pathway policies. First and foremost is the desire to address the needs of students receiving special education services, English language learners, and other students who do not demonstrate their best performance on standardized tests. Unlike remediation, which seeks to prepare students to pass the exit exams after failure, alternate paths allow students to demonstrate their learning using different measures. Ideally, alternate path policies reflect a broader way of thinking about test validity and fairness to these students that goes beyond standardized tests, though some of them can be logistically and technically cumbersome.

A second motivation behind alternate path policy is the need to address concerns about making valid judgments about student learning based on standardized assessments, particularly for students with achievement around the cut score level. Multiple retake opportunities may ease such concerns, but may not be the most effective way for students to spend their learning time as they repetitively prepare for the same exams. States have adopted various approaches, such as alternative or substitute tests, flexible cut scores, and grade comparison, as explained later in this chapter, to ensure decisions made based on test results take other factors into consideration. Some of the alternate pathways, however, make exit exams more norm-referenced than criteria-referenced tests.

Alternate pathways are sometimes employed to avoid redundancy of testing. One example is the use of Advanced Placement (AP) tests as substitutes for exit exams. Maryland waives the exit exams for students who have earned satisfactory scores on corresponding AP exams[13]. The assumption is that satisfying AP scores provide evidence for students' mastery of a subject; therefore, students should not spend time preparing for the exit exams. Washington State offers a similar AP score option, but it does not relieve students of taking multiple tests. Students are not exempt from taking the state's exit exam, the WASL, but if they fail the WASL, they can still graduate if they have earned satisfactory AP scores. Few students take advantage of the AP score option because it is rare for students who score well on AP tests to fail the WASL in the first place. As other substitute tests, AP exams are not necessarily designed based on state content standards; states that adopt this approach need to verify the comparability of AP and exit exams.

Overall, alternate pathways try to address concerns about test validity and fairness, and at the same time to reach the same or a similar level of rigor as the regular state exit exams. Increasing flexibility without loosening standards is the central goal in designing and implementing alternate pathway policies.

We distinguish alternate pathways for general students from those for students receiving special education services because policies designed for these two student groups address different sets of concerns about standardized testing and are usually managed at different institutional levels in the education system. Alternate pathways for general education students can be categorized into four major types of designs: alternative assessments, portfolio assessments, waivers, and flexible cut scores.

Alternative and Portfolio Assessments for General Education Students

Nineteen[14] of the 26 states with exit exams offer alternate pathways for general education students to graduate without earning passing scores in all tested subjects. **Table 2** summarizes the alternate pathways available to general education students in each of these nineteen states. Compared to previous years, more states were able to provide CEP with detailed information about how general education students use different routes to graduate from high school. For example, some states were able to report the specific number of students using each of the multiple pathways. This will contrast somewhat with the data availability for students with disabilities presented later in the chapter.

All substitute and portfolio assessments reported in Table 2 lead to a regular diploma, which indicates that they are most likely to be accepted as comparable to the substituted exit exams. However, the limited number of students who took substitute and portfolio assessments in most states seems to suggest, among other things, that these tests are not necessarily easier than the regular exit exams.

The most commonly used substitute test is published standardized tests, such as Advanced Placement exams, the PSAT, the ACT, the SAT, the CPT, and International Baccalaureate exams. States that picked the same tests may set different cut scores depending on the grade levels in which the replaced state-mandated exit exams are given.

Six states[15] allow general education students to use substitute tests. Virginia and Washington reported less than 1% of students graduating through this route, while Florida reported 4.5% (about 7,110 students) satisfied the graduation test requirement through substitute tests.

New Jersey developed its own alternative assessments, Performance Assessment Tasks (PATs), which consist of all constructed response questions. As part of the state's Special Review Assessments (SRAs)[16], PATs are

[13] Maryland started withholding diplomas in 2008-09 and was not able to report the percentage of students who graduated using AP scores.

[14] These states are: Arizona, Florida, Georgia, Idaho, Indiana, Maryland, Massachusetts, Mississippi, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Virginia, and Washington.

[15] The six states are Florida, Maryland, New York, North Carolina, Virginia, and Washington.

[16] In 2009 the SRA was renamed the Alternate High School Assessment (AHSA).

Table 2 **Alternate Pathways for General Education Students to Graduate**

	CEP Classification	State Survey Response	Diploma Eligibility	Number and Percentage of All Students Who Graduated Through Alternate Pathways in 2008
AZ	Class performance	Students who completed high school and failed to pass one or more sections of the assessment can augment their scores with points derived from course grades of C or better.	Regular diploma	1,841 students (3%)
FL	Substitute tests	Criteria for alternate paths to graduation are prescribed in Florida law. Sections 1003.428(4)(b) and 1008.22(10), Florida Statutes, provide for the use of concordant scores from "widely used high school achievement tests" (e.g., PSAT, PLAN, ACT, SAT, CPT) in lieu of FCAT scores to satisfy Florida's graduation test requirements in reading and math. The state's Department of Education identifies concordant scores on applicable examinations for this purpose.	Regular diploma;	7,110 students graduated through an alternative assessment (4.5%)
		Students who do not meet the exit exam requirements may be awarded a certificate of completion instead of diploma.	Certificate of completion	9,299 students graduated with Certificate of Completion (as of Feb. 11, 2009)
GA	Waiver	The state has a waiver process that the student's home school. All students are eligible for the waiver, but the waiver request must include documentation of limitations that would account for failing the test.	Certificate of attendance;	83 waivers (July 1, 2007-June 30, 2008)
	Flexible cut scores	A variance process allows an alternate means of demonstrating academic proficiency for students who have not been rendered incapable of passing a section of the GHSGT or the Georgia High School Writing Test (GHSWT). One of the five criteria for eligibility for a variance is obtaining a scale score that falls within one standard error of measurement of the passing score for the relevant section of the tests.	Regular diploma	1,398 variances (July 1, 2007-June 30, 2008)
ID	Class performance	Board rule allows each district to adopt an alternate route that requires courses to be offered to and completed by students. The courses must be valid and reliable and are required to be standards-based at 10th grade. The board reviews these plans and keeps them on file.	Regular diploma	NA
IN	Waiver	Please see the state's profile at eligibility criteria.	Regular diploma	5061 students (8.4%)

continues ➤

Table 2 continued

	CEP Classification	State Survey Response	Diploma Eligibility	Number and Percentage of All Students Who Graduated Through Alternate Pathways in 2008
MD	Substitute tests	Specific Advanced Placement (AP) and International Baccalaureate (IB) course exams are acceptable substitutes for specific HSAs provided students receive the specified MSDE-approved scores on the exams.	Regular diploma;	NA
	Portfolio assessment	The Bridge Plan for Academic Validation allows students who repeatedly fail the HSAs to instead complete assigned projects for the assessments that they are unable to pass.	Regular diploma;	NA
			External high school diploma is available for students who have exited high schools	NA
MA	Portfolio assessment	*MCAS Performance Appeals (portfolio and cohort)* The student must demonstrate through course work that he or she meets or exceeds the English language arts and/or mathematics passing standard of 220 on grade 10 MCAS tests.	Regular diploma	314 students granted appeals
MS	Portfolio assessment	Students who fail a subject area test twice may submit an appeal for a evaluation that relies on other evidence to demonstrate their mastery of the subject.	Regular diploma	Less than 1% of students submitted appeals substitute
NV	Portfolio assessment	Students may pursue the alternate route to demonstrate proficiency for writing and science by submitting work completed during high school to meet the HSPE requirements.	Regular diploma	35 students attempted alternative writing assessment (0.13% of a total student other population of 24,954)
		Students who do not demonstrate proficiency on all portions of the high school proficiency examinations can receive a certificate of attendance.	Certificate of attendance	NA
NJ	Alternative assessment	Students who fail one or both sections of the HSPA may go through a special review assessment (SRA) process that is designed to allow students to be assessed in the state standards through a series of extended performance tasks (i.e., all constructed response) aligned to the state content standards.	Regular diploma	11,513 students (11.5% of graduates)

continues ➤

Table 2 continued

	CEP Classification	State Survey Response	Diploma Eligibility	Number and Percentage of All Students Who Graduated Through Alternate Pathways in 2008
NM	Waiver	The state allows districts to grant waivers of the exam requirement.	Certificate of completion	NA
	Portfolio assessment	In the 2010-11 school year, students will have an opportunity to offer an alternate demonstration of competency through a portfolio of standards- based indicators in any subject area that was not passed on the 11th grade standards-based assessment. (22-13-1.1 NMSA)	Regular diploma	NA
NY	Substitute tests	Students who have completed the course in a subject tested by a Regents Examination may substitute a minimum acceptable score on a department-approved alternative examination (such as the SAT II, Advanced Placement, or International Baccalaureate exam) for a Regents Examination score.	Regular diploma	190 students met English language arts requirements (0.1% of graduates); 21 students met math requirements (0.001% of graduates)
	Flexible cut scores	An appeals process is available to students who have entered 9th grade in September 2005 or later, have passed certain courses to prepare for a Regents Examination, have earned a 65 course average, and whose highest score on the Regents Examination is within three points of the 65 passing score.	Local or regents diploma	NA
NC	Substitute tests	For the list of acceptable alternative assessment, please see the state's profile at www.cep-dc.org.	Regular diploma	NA
		Students who do not receive a regular diploma may be awarded a certificate of achievement.	Certificate of achievement	NA
OH	Waiver	Please see the state's profile at www.cep-dc.org for detailed eligibility criteria.	Regular diploma	379 students (0.3% of graduates)
OK	Substitute tests	Alternate tests approved by the state board of education	Regular diploma	NA
	Portfolio assessment	End-of-course projects approved by the state board of education	Regular diploma	NA

continues ➤

Table 2 **continued**

	CEP Classification	State Survey Response	Diploma Eligibility	Number and Percentage of All Students Who Graduated Through Alternate Pathways in 2008
SC		Students who do not pass the HSAP may receive a certificate of attendance issued by a school district.	Certificate of attendance	NA
		Students may receive a state certificate if they complete all credit requirements but have not passed the exit exams.	State certificate	NA
TN		Students who do not receive a regular diploma because they could not pass the exit exams are eligible to receive a certificate of attendance.	Certificate of attendance	NA
VA	Substitute tests	Students may earn verified credits by taking substitute tests. The substitute tests include the Advanced Placement, International Baccalaureate, SAT II, TOEFL, APIEL, Cambridge International Examination, ACT, and CLEP tests.	Standard diploma, advanced diploma, or a modified standard diploma	Less than 1% of students use the alternative assessments
		Students who do not meet the requirements for a diploma may receive a certificate of program completion, a general achievement diploma or earn a GED.	Certificate of program completion	0.51%
			General achievement diploma	Group below state definition for personally identifiable result
WA	Portfolio assessment	Assembling a collection of classroom-based evidence of a student's learning that includes specified work samples	Regular diploma	0.3% of graduates in reading, 0.1% in writing, and 1.8% in math
	Class performance	Comparing a student's grades in certain classes with the grades of other students who took the same classes and met the standard	Regular diploma	0.02% of graduates in reading, 0.02% in writing, and 0.5% in math
	Substitute tests	Meeting a specific cut score on the SAT, ACT, or PSAT tests. Scoring a 3 higher on select graduates in or Advanced Placement (AP) exams.	Regular diploma	Score on the SAT, ACT, or PSAT tests: 0.3% of reading, 0.1% in writing, and 0.9% in math; Advance Placement (AP) exams: 0% of graduates

Table reads: Florida allows general education students to take substitute tests as alternate pathways to graduate from high school. Students graduating through the substitute tests are eligible for a regular diploma. 7,110 students (approximately 4.5% of graduates in 2007-08 school year) satisfied the graduation test requirement through an alternative assessment (e.g., ACT/SAT). Students may also earn a Certificate of Completion. As of February 11, 2009, the state awarded 9,299 students with Certificates of Completion in 2007-08.

Source: CEP High School Exit Exam Survey, 2002-2009, Center on Education Policy, State Department websites, email and phone inquiries with state department staff.

developed by the state and administered by the schools to students who repeatedly fail exit exams, even after additional instruction. Though the state assigns common cut scores, scoring rubrics, and guidelines, district-appointed SRA panels conduct the actual review and scoring. A greater-than-expected number of students have graduated through the SRAs process in the past few years, which raised state concern about the rigor of local policy implementation[17]. To curb increasing reliance on SRAs in the future, effective in 2009-10 the state will allow no more than 10% of students in a district to use this alternate pathway to graduate unless the district submits a plan that will increase the number of graduates using the HSPA. Though a much higher percentage than in most other states, the 10% threshold is considered fairly conservative, since the state SRA rate is about 11.5%. Over a hundred schools met this 10% threshold in 2008.

General education students in seven states[18] also have the option to graduate through portfolio assessments, where students demonstrate mastery through a collection of work. The portfolio assessment in Maryland, called the Bridge Plan for Academic Validation, assigns project modules to students who repeatedly fail the High School Assessments (HSAs). These modules are designed to address areas where students have not fully demonstrated mastery in their HSA performance. The Collection of Evidence option in Washington State allows students who have failed the WASL in math, reading, or writing to show their skills tested on the WASL through a compilation of classroom work samples. These subject-specific work samples are developed under a teacher's supervision and must follow state guidelines for collection. Massachusetts allows students to request a portfolio assessment if they do not belong to a school cohort (6 students or more) that has taken the same sequence of courses. The portfolio includes work collected during one or more years in a subject area. The state specifies minimum components for English language arts, mathematics, and science and technology/engineering. In 2009, the Oklahoma State Board of Education also approved a policy that allows high school freshmen to demonstrate mastery through an end-of-course project. In all four states, the state departments of education determine if the evidence provided in the portfolio qualifies a student to graduate. Starting in the 2010-11 school year, students in New Mexico will also be able to demonstrate competency through portfolio indicators in subjects they failed to pass on the exit exams.

Waivers and Flexible Cut Scores Used By General Education Students

A more controversial set of alternate pathways excuses students from certain exit exams or allows them to graduate with lower cut scores. Georgia, Indiana, New Mexico, and Ohio offer waivers where students may graduate without passing exit exams if they meet all the other graduation requirements. For the waiver option, the eligibility criteria become particularly important to maintain the rigor of the state testing system, so states often attach specific conditions for using the waiver. In Ohio, for instance, diplomas are given to waived students only when they pass four of the five exit exams and the score on the fifth exam is no more than 10 scale-score points below the cut scores. In 2008, only 379 students (0.3%) in Ohio and 83 students in Georgia earned diplomas using the waiver.

Other states take a similar approach to flexible cut scores. The Georgia Board of Education, for instance, offers a variance process that enables students who failed to pass all exit exams to earn a diploma only if they obtained a scale score that falls within one standard error of measurement of the passing score. Students in New York may also appeal for permission to graduate with a local Regents Diploma if their test scores are within three points of the cut scores.

In contrast to substitute and portfolio assessments, waiver and flexible cut score policies often do not lead students to regular diplomas. In Georgia and New Mexico, for example, students who graduate using waivers earn certificates of completion or attendance rather than regular diplomas, which indicate that students met lower than standard high school criteria. Whether or not an alternate pathway results in regular diplomas is an important consideration in designing alternate pathway policies. It influences not only the

[17] For more information, refer to www.njpsa.org/documents/NJDOE_SRA_Paper.doc

[18] Maryland, Massachusetts, Mississippi, Nevada, New Mexico, Oklahoma, and Washington

calculation of graduation rates that are tracked under state accountability systems, but more importantly a student's opportunity to pursue postsecondary education and a future career.

Of the nineteen states with alternate pathways to general education students, eight offer alternative diplomas for general education students who cannot pass all the exit exams or fully meet the state standards. Florida, Maryland, Nevada, New Mexico, North Carolina, and Virginia offer both alternative diplomas and alternate pathways that lead to a regular diploma; South Carolina and Tennessee provide no alternate pathways to a regular high school diploma but grant certificates of attendance to students who fail the exit exams.

Alternate pathways in some states are designed to tie the exit exams more closely to class performance. In Idaho, for example, seniors who are enrolled in the fall semester and have not passed the exit exams may graduate by completing additional courses. The state reviews the course plans to make sure they are aligned to the 10th-grade standards. Arizona's augmentation policy allows students to add to their exit exam scores with points derived from course grades. Washington State uses a "grade comparison" option, where students who failed the exit exams can earn diplomas if they have a grade-point average equivalent to that of students at the same school who took the same course in mathematics or English and pass the exit exams. This option, however, is limited to students who have a 3.2 cumulative grade point average or higher across all courses.

Alternate pathways impact general education students to varying degrees across states. Some alternate pathways, such as the option to substitute Advance Placement scores in Washington State, are barely used, while other pathways, such as the special review process in New Jersey, are used quite widely. Most states reported that a relatively small proportion of students graduated through alternate pathways, but the actual number of students can be quite significant. In Florida, for example, over 7,000 students graduated through an alternative assessment in the 2007-08 school year, although this number represents less than 5% of the overall graduates.

Alternate Pathways for Students with Disabilities

To meet NCLB requirements, students with disabilities must be included in state assessments, and for most of the 26 states mandating exit exams, the state assessments in high schools are exit exams. The alternate pathways, therefore, are mostly applied for *after* students with disabilities fail the exit exams. The remedial, instead of preventative, nature of alternate pathways also applies to general education students, but it tends to impact a higher percentage of students with disabilities because of the low pass rates with this student subgroup.

Compared to general education students, it is harder to collect information on students with disabilities using alternate pathways to graduation because decisions on students' qualifications for waiver or the designs of alternative assessment are often made at the local level, and states do not usually collect this information[19]. For example, the eligibility for waivers is usually determined by individualized education program (IEP) teams, and many states do not collect data on the number or the percentage of students with disabilities graduating with waivers.

Most states provide particular alternate pathways to students with disabilities in addition to the ones available for general education students. States have different policy designs to address the needs of students with disabilities. In tables 3 and 4 we highlight some of the specific alternate pathways. These pathways include variations of three policy designs, alternative assessments, portfolio assessments and waivers.

Fourteen states offer alternative or portfolio assessment options **(table 3)**. The alternative assessments in most states are tests with modified questions or aligned to modified standards. Some states, such as Alaska, Maryland, Oklahoma and Washington, make both forms available. Compared to waivers, more states allow students with disabilities to graduate with regular diplomas after passing alternative or portfolio assessments.

[19] For example, Arizona, Minnesota, New Mexico, and North Carolina.

Table 3 **Alternate Pathways for Students with Disabilities: Alternative Assessment, Portfolio Assessments and Flexible Cut Scores**

	CEP Classification	State Survey Response	Diploma Eligibility	Number and Percentage of Students with Disabilities Using Alternative Assessments in 2008
AK	Portfolio assessment	The nonstandardized HSGQE consists of an extensive collection of work that reflects competency in each of the state standards tested in the HSGQE.	Regular diploma	NA
	Alternative assessment	The modified HSGQE is the regular exam, but students with disabilities may use modifications with state approval.	Regular diploma	NA
ID	Portfolio assessment	A student with disabilities may appeal for an alternate measure to reach graduation (district proposed or IEP recommended plan to collect evidence)	Regular diploma	NA
MD	Alternative assessment	A modified HSA, known as the "Mod-HSA" is available to students with disabilities whom the IEP team has determined eligible. The Mod-HSA is based on course level content standards and modified academic achievement standards.	Regular diploma	NA
	Alternative assessment	Those students with the most significant cognitive disabilities, for whom the IEP team has determined eligible, will participate in the Alternate Maryland School Assessment (Alt-MSA). The Alt-MSA is a portfolio assessment tailored to each student's unique instructional needs in reading, mathematics, and science.	Maryland High School Certificate of Program Completion	NA
MA	Portfolio assessment	*The MCAS Alternate Assessment (MCAS-Alt) Competency Portfolio* The student must submit a portfolio that demonstrates knowledge and skills at grade-level expectations for a student in grade 10.	Regular diploma	NA
MN	Flexible cut scores	The individualized education program (IEP) team may set a different passing score on the BST.	Regular diploma	NA
	Alternative assessment	The IEP team may also decide an alternate assessment is best for the student and set performance criteria appropriate for the student.	Regular diploma	Writing: 798 test takers (1.2% of total population tested) Reading: 834 test takers (1.3% of total poplulation tested) Math: 881 test takers (1.4% of total population tested)

continues ➤

Table 3 continued

	CEP Classification	State Survey Response	Diploma Eligibility	Number and Percentage of Students with Disabilities Using Alternative Assessments in 2008
MS	Alternative assessment	Students with disabilities pursuing a regular diploma may participate in the High Stakes Alternative Assessment after their initial participation in subject area testing.	Regular diploma	Less than 1% of students with disabilities submitted a substitute evaluation
NJ	Alternative assessment	Students with severe cognitive disabilities take the alternate proficiency assessment (APA)	Regular diploma	548 (0.06%)
NM	Alternative assessment	Ability pathway: Students must take either the NMHSCE or the New Mexico alternate assessment and meet a competency level determined by the IEP team	Regular diploma	NA
	Flexible cut scores	Career readiness pathway: Students must take the NMHSCE and meet a competency level determined by the student's individualized education program (IEP) team	Regular diploma	NA
NY	Alternative assessment	Regents Competency Test	Regular diploma	Math: 3,284 (1.7%); ELA: 2,958 (1.5%)
OH	Alternative assessment	Students with the most significant cognitive disabilities participate in the OGT Alternate Assessment in all five subjects, which consists of a collection of evidence to demonstrate students' performance aligned to extended grade- level standards.	Regular diploma	2,476 participated (11.4%)
OK	Alternative assessment	Assessments are available based on modified academic achievement standards for eligible students with disabilities in Algebra I, English II, Biology I and U.S. History.	Regular diploma	NA
	Portfolio assessment	A portfolio assessment is available only for students with the most significant cognitive disabilities. The portfolio assessment scored against modified grade-level standards.	Regular diploma	NA
	Flexible cut scores	Students who have an IEP in accordance with IDEA may demonstrate mastery of state academic content standards through a modified proficiency score on the state assessment(s) as established by the IEP Team.	Regular diploma	NA
SC	Alternative assessment	Students with serious cognitive impairments who cannot participate in the HSAP with accommodations or modifications may meet the criteria for taking the SC-Alt, an alternate assessment.	Certificate of attendance	NA

continues ➤

Table 3 continued

	CEP Classification	State Survey Response	Diploma Eligibility	Number and Percentage of Students with Disabilities Using Alternative Assessments in 2008
TX	Alternative assessment	TAKS–Modified (TAKS–M), which is based on modified academic achievement standards	Minimum-standard diploma	NA
	Alternative assessment	TAKS–Alternate (TAKS–Alt), which is based on alternate academic achievement standards and designed for students with significant cognitive disabilities.	Minimum-standard diploma	NA
WA	Flexible cut scores	WASL-Basic, in which students take the high school WASL (with or without accommodations) but IEP (individualized education program) teams adjust passing criteria to Level 2-basic proficiency.	Regular diploma	WASL-Basic: 1.0% in reading, 1.0% in writing, and 0.5% in math
	Portfolio Assessment	Washington Alternate Assessment System (WAAS)- Portfolio, in which students unable to take paper-and-pencil tests show their skills and knowledge through a collection of their work.	Regular diploma	WAAS-Portfolio: 0.5% in reading, 0.5% in writing, and 0.5% in math
	Alternative assessment	Developmentally Appropriate WASL (DAW), in which students in grades 11 and 12 only take the WASL (with or without accommodations) at the grade level that best matches their abilities.	Regular diploma	WAAS -DAW: 2.2% in reading, 1.7% in writing, and 2.3% in math

Table reads: Mississippi allows students with disabilities to take an alternative assessment to graduate from high school. Students with disabilites pursuing a regular diploma may participate in the High Stakes Alternative Assessment after their initial participation in subject area testing. Students graduating through the alternative assessment are eligible for a regular diploma. In 2008, less than 1 percent of students with disabilities submitted a substitute evaluation.

Source: CEP High School Exit Exam Survey, 2002-2009, Center on Education Policy, State Department websites, email and phone inquiries with state department staff.

Officials in Washington State revealed in an interview with CEP that portfolio assessments can be costly. The classroom-based evidence option in Washington State, for instance, costs about $600 per collection of student work, while the cost of a standardized WASL exam is about $22 per student.

Twelve of the 26 states have waiver options for students with disabilities so they do not need to earn passing scores on the state exit exams to graduate (**table 4**). As with waivers for general students, some states are very specific about the graduation status that different waiver programs may lead to. Alabama, for instance, has two waivers for students with disabilities that lead to different graduation status. The state waives the requirements for passing exit exams, which results in an occupational diploma upon graduation. The state also allows the local school system to waive one subject area for students with disabilities; with passing scores in the other four areas, students are still able to earn a regular diploma.

Table 4 **Alternate Pathways for Students with Disabilities: Waiver Options and Alternative Diploma**

	CEP Classification	State Survey Response	Diploma Eligibility	Number and Percentage of Students with Disabilities Graduated Through Waiver in 2008
AL	Exempt from passing →	Students with disabilities may receive an Alabama Occupational Diploma, which does not require passing the AHSGE	Occupational diploma	929 (34.9%)
	Exempt from participation in one subject →	The school system may offer students with disabilities a waiver for one subject-area test in the student's major disability	Regular diploma	
AK		If a student does not achieve a proficient score on the HSGQE or the alternative assessment program, the student is eligible to receive a certificate of achievement if all other state and local requirements for graduation have been met.[20]	Certificate of achievement	NA
AZ	Exempt from passing	Students with disabilities may be exempted from having to pass AIMS to graduate from high school. Students with disabilities who are not exempt from passing the exam and who complete high school may qualify for AIMS augmentation.	Regular diploma	NA
AR	Exempt from passing	Students with disabilities may graduate based on their individualized education plan.	Regular diploma	NA
CA	Exempt from passing*	Local waiver request. CAHSEE maybe waived for eligible students with disabilities. Students must be permitted to use any modifications specified in their individualized education program (IEP) or Section 504 Plan. Modifications fundamentally alter what the test measures and can affect the comparability of scores.	Regular diploma	4,230 (11.2%)
FL	Exempt from passing	The FCAT requirement may be waived for students with disabilities who have not achieved a passing score on the exam after two attempts and have met all other requirements.	Regular diploma	3,157 (18%)
GA	Exempt from passing	Students with disabilities may apply for the general waiver.	Certificate of attendance	55 students
		A special education diploma is also available for students with disabilities who complete the requirements of their individualized education program.	Special education diploma	NA

[20] www.eed.state.ak.us/tls/assessment/participation_guidelines/ParticipationGuidelinesSept2007.pdf

continues ➤

Table 4 **continued**

	CEP Classification	State Survey Response	Diploma Eligibility	Number and Percentage of Students with Disabilities Graduated Through Waiver in 2008
MD		For students with disabilities who do not pass the HSA and cannot meet the requirements for a diploma.	Maryland High School Certificate of Program Completion	NA
MS	Exempt from passing	Students with disabilities must participate in subject-area testing for NCLB reporting, but these alternate paths do not require that students pass the subject area tests.	Certificate of completion or an occupational diploma	NA
NJ	Exempt from passing	Some students with disabilities are exempt from passing—but not from taking—the HSPA, based on their individualized education program (IEP). Students who are designated as "IEP-exempt from passing" must take the exempt portions of the test at least once, but their scores will not affect their graduation status.	Regular diploma	NA
NM	Exempt from passing	Standard: Students must meet the district's graduation requirements that apply to all students	Regular diploma	NA
	Exempt from passing	Career Readiness: Students must take the NMHSCE and meet a competency level determined by the student's individualized education program (IEP) team	Regular diploma	NA
	Exempt from passing	Ability: Students must take either the NMHSCE or the New Mexico alternate assessment and meet a competency level determined by the IEP team	Regular diploma	NA
NC	Exempt from passing	Students with disabilities who are following the occupational course of study (OCS) are not required to pass the competency test to receive a diploma. Only certain students with disabilities may participate in OCS, as determined by each student's IEP team.	Regular diploma	NA
	Exempt from participation	An IEP team or section 504 committee may determine that a student with disabilities participating in the college/university, college/technical, or career preparation courses of study will not participate in the competency test.	Graduation certificate	NA

continues ➤

Table 4 continued

	CEP Classification	State Survey Response	Diploma Eligibility	Number and Percentage of Students with Disabilities Graduated Through Waiver in 2008
OH	Exempt form passing	The decision for an exemption is made by the individualized education program (IEP) team on a test-by-test basis because the student has a curriculum that is significantly different in depth and breadth from the general education curriculum.	Regular diploma	NA
SC		Students with or without disabilities who complete all course credit requirements but do not pass the exit examination are eligible for a state certificate.	State certificate	NA
VA		Students with disabilities who do not meet the requirements for a standard or advanced diploma but meet the credit and literacy and numeracy requirements established by the state board of education may receive a modified standard diploma.	modified standard diploma	2,044 (19.53%)
		Students with disabilities who do not meet the requirements for other diplomas but have completed the requirements of their individualized education program (IEP) may receive a special diploma.	special diploma	2,489 (23.79%)

Table reads: Students with disabilities in Alabama may graduate from high school with occupational diplomas without passing the Alabama High School Graduation Exams (AHSGE). In 2008, 929 students with disabilities (34.9% of all graduating student with disabilities) graduated with occupational diplomas. Students with disabilities in Alabama may be exempt from participating in one of the five subjects to graduate from high school with regular diplomas.

*Note: Beginning in the 2009-10 school year, students with disabilities will be exempt from meeting the CAHSEE requirement as a graduation requirement. More information can be found at www.cde.ca.gov/ta/tg/hs/cahseeABx4.asp. For more detailed information on requirements for the local waiver request please contact the California department of education.

Source: CEP High School Exit Exam Survey, 2002-2009, Center on Education Policy, State Department websites, email and phone inquiries with state department staff.

In addition to alternative and portfolio assessments and waivers, some states use lower cut scores for students with disabilities, as in the case of New Mexico's Career Readiness Path, Minnesota's flexible pass scores decided by IEP teams, and Washington's WASL-Basic. Others use modified school curricula, such as North Carolina's Occupational Course of Study program that focuses on post-school employment and independent living. These policy approaches do not hold students with disabilities to the same state standards that are applied to general students, and they lead to a graduation status that may not be comparable to that received by general students who have passed all exit exams.

Comparing tables 3 and 4, we notice some differences between the option of alternative or portfolio assessments and waivers for students with disabilities. As shown in Table 3, three of the four states that reported percentage data, Mississippi, New Jersey, and Washington State, had less than 2.5% of students with disabilities who attempted or graduated through alternative assessment in 2008. In contrast, the three states that reported the percentage data in Table 4 show a much larger student population using waivers to graduate.

Alternate Pathways for English Language Learners

Few states with exit exams offer alternate pathways specifically for ELLs, though many of them allow specific testing accommodations for these students. While most of the states offer ELLs the same alternate pathways offered to general education students, Idaho and Minnesota have policies for students with limited experience in the U.S. education system. ELLs in Idaho may appeal for an alternate measure if they have been in the program for three years or less; if they successfully meet the requirements for this alternate pathway, they will be able to graduate with regular high school diplomas[21]. Minnesota allows districts to exempt ELLs from passing exit exams if they have been in the country for less than four years before graduation.

The Process of Shaping Alternate Path Policy in Three States

To understand the design and implementation of alternate pathways, we interviewed officials working with state high school assessment policies in Maryland, New Jersey, and Washington State. Appendix B explains the rationale for selecting these three states and describes policy background for each state.

The alternate pathway policies in these three states are shaped by recommendations from state advisory committees. The committees in these three states are composed of a broad selection of stakeholders, including representatives from higher education, state and county offices, the business community, advocacy groups, schools, and local education agencies. These committees are involved in the details of designing, implementing, revising, and evaluating the state testing programs. Washington, for example, has multiple advisory committees, and each committee focuses on a particular graduation option in the state testing system. One state official explains the role of advisory committees in Washington as follows:

> *[The committee members] determine if things are running; they will determine the procedural guidelines and recommend to the legislature if things need to be modified. They are our technical advisors in the area... Though the legislature determines whether students are qualified for diplomas, the CAA Option Advisory Committee would determine what strategies we need to take to prove equivalency [of different alternate pathways]. They would recommend to us what procedures are needed and what analyses would be needed to prove [the equivalency].*

Since 2005, Maryland has relied on a special task force to examine alternative options for assessing special student subgroups, such as students with disabilities and English language learners. Since the establishment of its Bridge Plan program, the state's test design group has also worked with teachers to design project modules to ensure the equivalency of its alternate pathways to the regular state exit exams. The advisory committees in New Jersey have been guiding the development of the Special Review Assessment since the 1990s. They help the state education department collect information from the field about the best way to serve students and give advice on policy changes. Recently, the committee has been helping the state respond to criticism of SRA.

Criticisms of alternate pathways policies in these three states have focused on the potential threats alternate pathways pose to the rigor of student testing systems. New Jersey's state department of education issued a report in 2008[22] that revealed its concern regarding the unexpectedly high number of students using the

[21] For more detailed information see adm.idaho.gov/adminrules/rules/idapa08/0203.pdf, p.11.

[22] The report can be found at www.njpsa.org/documents/NJDOE_SRA_Paper.doc.

Special Review Assessment to graduate. This concern has precipitated a series of policy adjustments since the 2008 report. As the SRA heavily relies on districts for appropriate implementation, the state faces the challenge of making sure that the districts take the SRA materials seriously and treat them in a secure and confidential manner. One state official described the state's reliance on local implementation in this way:

> *SRA is locally administered and scored; there is much more latitude and trust invested with local districts. And we try to communicate the validity of diplomas resulting from that path, the validity of results is tied to the credibility of that process. We need them to make sure they take it seriously so that the results can be credible.*

For states such as New Jersey, the monitoring strategy is critical because the implementation of alternate pathways is executed by districts and schools. Maryland has reported some promising monitoring strategies to oversee its Bridge Plan, which is also administered and scored at students' schools. In Maryland, a panel of graders makes recommendations to the local superintendent about students' qualifications for passing, and the state spot-reviews this local decision-making process to ensure that student projects demonstrate sufficient qualifications. The state not only gives specific rubrics for grading but also uses a review system to make sure student projects are graded appropriately and that the objectives of the project module are met as expected.

Maryland and New Jersey also reported providing professional training to strengthen local implementation of alternate pathways. Maryland organizes intensive training and publishes guides to explain the use of rubrics, shows samples of student projects, and specifies goals that need to be met under certain timelines. Similar training was also reported by New Jersey. As New Jersey transitions from comprehensive standardized tests to end-of-course exams, training for SRA will change accordingly. The state is planning to bring teachers together to score anonymous student work in future training sessions. In this way, teachers will be able to see student work in other schools, which may help even out differences in grading.

These strategies, however, do not fully address the challenges posed by locally implemented alternate pathways. All three states experience some degree of technical challenge in designing and developing alternate pathways. In Maryland, the amount of content-specific work involved in developing project modules has created tremendous pressure for state staff:

> *…It's a matter of state belt tightening and this is a whole new set of enormous tasks… of training and developing materials [and] the scoring rubrics. [The projects] require [students] to set up experiments or do significant research; they turn in pretty substantial sets of work … It's a ton of work to make [projects] fresh and different each time, to also make sure that they're rigorous and in-depth enough to be meaningful.*

Washington expressed similar technical challenges when it comes to specifying and communicating learning objectives for math. It has tried to solve the problem by posting sample problems on the state Web site; however, new concerns have ensued regarding the uniqueness of student work:

> *We have a number of high schools in the state where all the submissions from students are essentially the same, and at this point in time we don't necessarily think that that is teachers deliberately trying to cheat, but we think it's teachers, in a misguided sense of what the target is, thinking that, "So here are some math problems. If I can demonstrate that all the kids can do these math problems, then they will have met the criteria, and so, kids, let me teach you how to do these problems."*

Despite the tremendous amount of work and technical challenges, none of the 26 states assigned more than four full-time equivalent staff members to develop, facilitate, and oversee alternate pathways. In some states, alternate pathways are considered local decisions, and no state staff is involved at all. Staffing needs may

vary due to the diverse policies that require different lengths of time for reviewing evidence collected through alternate pathways. The time to review and make a decision on one student document ranges from an hour to a couple of weeks; the appeal process and communication of the results can further increase the work load and lengthen the time needed for implementing alternate pathways. Some states, such as New Jersey, rely on local staff, particularly when alternate pathways are administered by local schools and districts, but it can be difficult sometimes to recruit teachers to score student work.

Conclusions

Alternate pathways to graduation can serve as a way to address limitations of standardized assessments and to balance the state accountability system with a certain amount of flexibility. We see both strengths and weaknesses in the approaches states have taken with their alternate pathway policies. Portfolio assessments, for example, allow students to demonstrate their learning in a sometimes less stressful environment and pushes them to learn what they may not have mastered, but it is hard to gauge how comparable the portfolios are with the exit exams. The same dilemma exists for substitute tests. It is cheaper and more convenient for states to use the ACT or SAT than to develop state alternative assessments from scratch; however, these tests are not designed to reflect state curricula and standards; therefore, we must be cautious about comparing student performance on substitute tests with exit exams.

Other alternate pathway policies, such as flexible cut scores and waiver programs, may be more straightforward to implement with detailed descriptions of state rules and direct state oversight; unfortunately, they face some criticism that they lower graduation standards and reinforce or widen existing achievement gaps. In light of the important roles advisory committees play, officials in New Jersey recommended that states proactively connect with and consult relevant stakeholders in the early stage of developing alternate pathways to graduation so their approach can be scrutinized through multiple perspectives, preventing unnecessary complications for implementation.

As supplemental policies to add flexibility to state-mandated assessment, alternate pathways may prevent high school exit exams from denying many struggling high school students a bright future. We count on the future development of state data systems to learn more about how alternate pathways serve students with disabilities. We also hope to see more empirical evidence on how the provision of alternate pathways impacts student learning in high school, and how various graduation statuses through alternate pathways influence student development after high school.

Chapter 3: Trends and Gaps in Exit Exam Pass Rates

In this chapter we turn to the question of how student performance on exit exams has changed since the exams became mandatory for graduation. We are particularly interested in the degree to which the student pass rate on exit exams has increased and the extent to which the pass rate gap between different subgroups of students has changed. We use the initial pass rates—the percentage of students passing on their first attempt—as a proxy for student performance on the exit exams.

Given the variety of tested subjects and numerous policy changes in the 26 states studied, we focus on the initial pass rates in 16 states because they have reported their test results in our surveys for at least three consecutive years. We chose to focus on reading[23] and mathematics because both subjects are required for federal accountability purposes.[24] We also limit the data to years in which current exit exams were used to withhold diplomas.[25] Table 1 at the beginning of this report shows the years when the states began withholding diplomas based on their exams.

As discussed in Chapter 1, exit exams across states differ greatly in content, question format, and test difficulty levels. Such diversity makes initial pass rates in various states not directly comparable to one another. For instance, difficult test content and low student performance can both contribute to relatively low initial pass rates, but give completely different implications about the state's exit exams. Therefore, we can only compare a state with itself to see if it makes progress from year to year, and we can only do year to year comparisons in states where the exit exam remains unchanged for the years studied. We calculated the average annual growth by dividing the sum of annual changes in the initial pass rates by the number of years for which we had comparable data.[26] States are categorized by their amount of average annual growth.

Following the longitudinal trend analysis, we examine the average annual change in the initial pass rate gaps between various subgroups of students. Initial pass rates of African American and Latino students are compared to those of white students, and students eligible for free or reduced-price lunch are compared to all students. Initial pass rates of subgroups of students are limited to years when current exit exams were used to withhold diplomas. The average annual change in initial pass rate gaps reveals the pace at which such gaps narrowed on the state's exit exams. The faster the pace, the greater changes between subgroups in gaps and the narrower the state's gaps.

In comparing average growth or change in pass rates, we need to be cautious about drawing appropriate conclusions. A higher growth in initial pass rate may indicate a state's progress in student performance over time, but we cannot simply infer that student performance in the state's exit exams is better than that in other states with lower growth rates. We cannot conclude that students perform better in states with a high average annual change in gaps, because exit exams vary across states.

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[23] Reading is called English language arts (ELA) in some states.

[24] Alaska and Texas use high school tests different from exit exams for NCLB.

[25] For more detailed information on the year diplomas were first withheld based on current exit exams, refer to table 1, pp. 5-9.

[26] Years of data vary across states because states first withheld diplomas based on current exit exams beginning in different years.

Initial pass rate is not a flawless measure of student performance. Some states, such as Alabama, allow students to take exit exams before they reach the grade level in which the exams are supposed to be first administered. As a result, the initial rates may include students who have taken tests before reaching the tested grades. Most states do not hold schools accountable for the initial pass rate; therefore, students may not demonstrate their best effort to pass on their first try, which is a limitation of using initial pass rates as a means to measure the outcome of testing policy.

Last but not least, some states show more or less improvement in initial pass rates or gap closing because of a dramatic change (increase or decrease) occurring in one year. Considering that many states started implementing current exit exams only a few years ago, such abrupt and unsustained changes may skew our conclusions about some states' passage rates over time.

On the disk accompanying the printed version of this report and posted on the CEP Web site (www.cep-dc.org) are supplemental figures and tables that provide more detailed state by state information on initial and cumulative pass rates as well as information on the gap in pass rates between different subgroups of students.

Longitudinal Trends in Initial and Cumulative Pass Rates

The 16 states[27] included in the analysis show a wide range of change in initial pass rates over varied periods of time.[28] Some, such as the initial reading pass rate in Florida and Georgia, barely changed, while some, such as the initial math pass rate in Alaska and Nevada, fluctuate more than 10%. Such fluctuation can be either an increase or a decrease in pass rate.

We then took a closer look at the changes in initial pass rates in each subject area. Eleven of the 16 states showed an average annual growth in the proportion of students passing the test in reading and 13 states showed average annual growth in math. For initial pass rates in reading, Alaska and Nevada had an average annual increase of more than 3 percentage points in initial pass rates (**Table 5**). Six states showed average annual gains ranging from 1 to 3 percentage points, while initial pass rates in five states changed slightly over the years studied. The initial pass rates in Alabama, California, and New Mexico showed an average annual decrease of more than 1 percentage point.

In math, Louisiana, Nevada, and Tennessee had average annual increases in initial pass rates of more than 3 percentage points. Nine states showed average annual increases from 1 to 3 percentage points in initial pass rates. Initial pass rates in math decreased in California and slightly decreased in Indiana and New Mexico.

In five states, we also compared the initial and cumulative pass rates on exit exams. (Cumulative pass rates include the percentage of students who passed exit exams by the end of grade 12.) The analysis is limited to five states, due to not enough years of comparable test data or missing data in the other states. Fifteen states provided cumulative pass rate data for 2008, but many of them did not report data for 2006 and/or 2007. Some states report cumulative pass rates by subjects and subgroups; some report only certain subjects; some estimate ranges. Alabama, Arizona, California, Massachusetts, and Texas are included in the cumulative pass rate analysis since they provided both initial and cumulative pass rates from 2006 to 2008 in a consistent form and had relatively few changes in their exit exams and relevant policies.

In reading, cumulative pass rates in Alabama, California, Massachusetts and Texas reached around 95% for the three years we studied. The difference between the initial and cumulative pass rate, however, varied by

[27] Alabama, Alaska, Arizona, California, Florida, Gerogia, Indiana, Louisana, Massachusetts, Nevada, New Jersey, New Mexico, South Carolina, Tennessee, Texas, Virginia.

[28] States began withholding diplomas based on student performance on their current exit exams in different years. Table 1 provides the beginning years we used for calculating annual average changes.

Table 5 **Longitudinal Trends of Initial Pass Rate in Reading and Math**

Reading	Math
States with more than 3 percentage points of average annual gain in initial pass rate	
AK, NV	LA, NV, TN
States with between 2 and 3 percentage points of average annual gain in initial pass rate	
LA	AK, MA, SC, TX, VA
States with between 1 and 2 percentage points of average annual gain in initial pass rate	
AZ, MA, SC, TX, VA	AL, AZ, FL, NJ
States with less than 1 percentage point of average annual gain in initial pass rate	
FL, NJ, TN	GA
States with average annual decrease in initial pass rate	
AL, CA, GA, IN, NM	CA, IN, NM

Table reads: Initial reading pass rates in Alaska and Nevada increased by an average of more than three percentage points annually. Initial math pass rates in Alaska, Massachusetts, South Carolina, Texas, and Virginia increased by an average of more than two but less than three percentage points annually.

Source: CEP High School Exit Exam Survey, 2002-2009, Center on Education Policy.

state. For example, the difference in California's initial pass rate compared to its cumulative pass rate was about 20 percentage points while the difference in Massachusetts was about 5 percentage points. From 2006 to 2008, the difference between the initial and cumulative pass rates in reading remained at 5 to 6 percentage points in Texas, narrowed from 3 to 1 percentage point in Massachusetts, and widened in Alabama, Arizona and California. Arizona, for example, increased its cumulative pass rate by 8 percentage points, from 80% in 2006 to 88% in 2008, while its initial pass rates increased by 2 percentage points, from 71% to 73%.

In mathematics, the cumulative pass rates in Alabama, California and Massachusetts were also about 95% from 2006 to 2008. The average difference between the initial and cumulative pass rates in Massachusetts was greater in mathematics than in reading—about 10 percentage points in math compared to about 5 percentage points in reading. The difference between California's initial and cumulative pass rates in mathematics was about the same as the difference in reading, about twenty percentage points. Cumulative pass rates were consistently lower in math than in reading in Arizona and Texas. From 2006 to 2008, the difference between the initial and cumulative pass rates in mathematics was kept at 10 percentage points in Alabama, narrowed from 8 to 6 percentage points in Massachusetts, and widened in Arizona, California and Texas. For example, both initial and cumulative pass rates increased from 2006 to 2008 in Texas, but the growth in the initial pass rate over the three years was less than the growth in the cumulative pass rates over the same time period. As a result, the difference between initial and cumulative pass rate in Texas widened from 7 percentage points in 2006, to a difference of 9 percentage points in 2007, to an 11 percentage point gap in 2008.

Detailed tables and figures with information on each of the five states' initial and cumulative pass rates on reading and mathematics exit exams can be found on the disk accompanying this report and on the CEP Web site at www.cep-dc.org.

There are many possible reasons for the differences between initial and cumulative pass rates. For example, if the cumulative pass rate reflects a high proportion of students passing the exam, it may indicate that remediation programs are successful and that greater proportions of students are succeeding on subsequent retakes of the test. It could also mean that some students took the exam before they had completed the appropriate courses that would help prepare them for the test. It may also indicate that students who failed to pass the test the first time they took it are increasingly reliant on pursuing additional preparation to help them past the test. Fifteen states[29] indicated in our survey that they currently use the initial pass rate to determine adequate yearly progress (AYP) under NCLB. The initial pass rate weighs more for school accountability than for students who simply care if eventually they graduate. The deviation of school accountability from student accountability may have contributed to students' reliance on remediation and retake opportunities, which in turn increase the cost of exit exams, and schools' reluctance to communicate with students about state policies regarding alternate pathways (CEP, 2009).

The big difference between initial and cumulative pass rates in some states reveals that, of the high school graduates who pass the state exit exams, quite a few rely on additional help beyond teaching in everyday classes. A growing number of states have taken action in recent years by increasing assistance to the improvement of instruction and school leadership, as reported in Chapter 1. However, the persistence of big differences in pass rates in some states highlights the importance of identifying struggling students early and providing them with assistance before they fail the tests.

Gaps in Initial Pass Rates

The gap analysis[30] focuses on three student subgroups: African American and Latino students as well as students eligible for free or reduced-price lunch. At varying rates, most states have narrowed the gaps; however, initial pass rate gaps remain large for these subgroups.

Gaps Between African American and White Students

In 2008, African-American students in all of the 15 states[31] analyzed have a lower initial pass rate than their white peers by 5 to 36 percentage points in reading and by 7 to 40 percentage points in mathematics across states. Looking across the 15 states, the gap in initial pass rates has narrowed annually by an average of 1.1 percentage points in reading and 1.7 percentage points in mathematics.

Table 6 shows that South Carolina, Louisiana, and Nevada narrowed the initial pass rate gaps in reading by an average of more than 3 percentage points every year. Gaps in seven states changed less than 1 percentage point. Annual changes in initial pass rate gaps have fluctuated in Alabama, Indiana, and Florida, but the average changes across years show widened gaps between African American and white students.

For mathematics, gaps in nine states narrowed by more than one percentage point per year. In three of the nine states, Louisiana, Massachusetts, and Tennessee, the gaps have closed by an average of more than three percentage points per year. Initial pass rate gaps between African American and white students in six other states have stalled for the past few years, four (Alabama, Georgia, Indiana and New Jersey) with average annual gap narrowed by less than 1 percentage point, and two (California and Nevada) with slightly widened gaps. Annual gap changes have fluctuated in Nevada since 2004.

[29] Alabama, Arizona, California, Florida, Georgia, Idaho, Indiana, Louisiana, Massachusetts, Mississippi, New Jersey, Ohio, Oklahoma, Tennessee, Washington. www.eed.state.ak.us/tls/assessment/participation_guidelines/ParticipationGuidelinesSept2007.pdf

[30] Only initial pass rates are used to calculate gaps.

[31] This gap analysis is based on data drawn from 15 of the 16 states. New Mexico is not included in this analysis due to missing data for African American students in reading and math.

Table 6 **Initial Pass Rate Gaps Between African American and White Students in Reading and Math**

Reading	Math
States with more than 3 percentage points of average annual gain in narrowing the achievement gap	
LA, NV, SC	LA, MA, TN
States with between 1 and 3 percentage points of average annual gain in narrowing the achievement gap	
AZ, AK, MA, TN, VA	AK, AZ, FL, SC, TX, VA
States with less than 1 percentage point of average annual gain in narrowing the achievement gap	
CA, GA, NJ, TX	AL, GA, IN, NJ
States with less than 1 percentage point of average annual loss in narrowing the achievement gap	
AL, FL, IN	CA, NV

Table reads: Louisiana, Nevada and South Carolina narrowed the initial reading pass rate gaps between African American and white students by an average of more than three percentage points annually. Louisiana, Massachusetts, and Tennessee narrowed the initial math pass rate gaps between African American and white students by an average of more than three percentage points annually.

Source: CEP High School Exit Exam Survey, 2002-2009, Center on Education Policy.

Gaps Between Latino and White Students

In 2008, the initial pass rate gaps between Latino students and their white peers ranged from 6 to 27 percentage points in reading and from 5 to 28 percentage points in mathematics. Across the 15 states[32], the gap has narrowed at an average annual rate of 1.5 percentage points in reading and 1.4 percentage points in mathematics.

Table 7 shows the pace at which the initial pass rate gaps in reading have narrowed in the 15 states. The initial pass rate gap between Latino students and their white peers in South Carolina has narrowed at an average annual rate of 6.7 percentage points since the state began withholding diplomas based on its High School Assessment Program (HSAP) in 2006. Initial pass rate gaps in Massachusetts and Nevada have also narrowed by more than an average of 2 percentage points every year. Both Massachusetts and Nevada have used their current exit exams to withhold diplomas since 2003. Indiana had a slightly widened initial pass rate gap in reading between Latino and white students due to their fluctuating annual gap changes.

For most of the 15 states, the average annual progress toward closing the Latino-white initial pass rate gap is greater in mathematics than reading. Gaps between Latino and white students in twelve states narrowed by more than 1 percentage point per year in mathematics. Massachusetts is closing its gap at an average of 3.2 percentage points per year. Three states showed less than a 1 percentage point change in closing the initial pass rate gap.

[32] This gap analysis is based on data drawn from 15 of the 16 states. New Mexico is not included in this analysis due to missing data for Latino students in reading and math.

Table 7 **Initial Pass Rate Gaps Between Latino and White Students in Reading and Math**

Reading	Math
States with more than 2 percentage points of average annual gain in narrowing the achievement gap	
AK, MA, NV, SC	GA, MA, TX
States with between 1 and 2 percentage points of average annual gain in narrowing the achievement gap	
AZ, GA, TX, VA	AL, AK, AZ, FL, NV, NJ, SC, TN, VA
States with less than 1 percentage point of average annual gain in narrowing the achievement gap	
AL, CA, FL, LA, NJ, TN	CA, IN, LA
States with less than 1 percentage point of average annual loss in narrowing the achievement gap	
IN	

Table reads: Alaska, Massachusetts, Nevada and South Carolina narrowed the initial reading pass rate gaps between Latino and white students by an average of more than two percentage points annually. Georgia, Massachusetts and Texas narrowed the initial math pass rate gaps between Latino and white students by an average of more than two percentage points annually.

Source: CEP High School Exit Exam Survey, 2002-2009, Center on Education Policy.

Gaps Between Students Eligible for Free and Reduced-price Lunch (FRL) and All Students[33]

In 2008, the average annual gap in initial pass rate between FRL and all students ranged from 4 to 18 percentage points in reading and from 5 to 18 percentage points in mathematics. Across the 16 states, the gap narrowed by an average of about 1 percentage point per year in both reading and mathematics. Alaska had an average rate of 4 percentage points in closing the gap in reading per year (**Table 8**). Half of the states have made little progress in closing the gap between FRL students and all students in reading. The gap in Alabama widened between 2003 and 2004 and remained steady since 2006. In mathematics, two states closed the gap by more than 2 percentage points, and all 16 states made some progress.

Conclusions

States have made progress in improving the overall initial pass rate and closing initial pass rate gaps between student subgroups, but that progress has varied across states and subject matter. Eight states increased their average annual initial pass rates for all students in mathematics by more than 2 percentage points compared to three states in reading. Five states showed a decrease in their initial pass rates in reading.

The gaps in initial pass rates between different subgroups of students are narrowing, however, remain daunting in both subjects. The average annual change in initial pass rate gaps is a measure that helps illustrate how well states have addressed achievement gaps in high-stakes exit exams. Initial pass rate gaps in most states narrowed, but at different rates. A few recent studies (See Appendix A) provide empirical evidence about the negative effects that exit exams have had on minority and disadvantaged students. It has become a key con-

[33] We compare this subgroup to all students because many states do not report initial pass rates of students who are not eligible for free and reduced-price lunch.

Table 8 **Initial Pass Rate Gaps Between FRL and All Students in Reading and Math**

Reading	Math
States with more than 2 percentage points of average annual gain in narrowing the achievement gap	
AK, MA, NV, NJ, VA	GA, NJ
States with between 1 and 2 percentage points of average annual gain in narrowing the achievement gap	
AZ, GA, LA	AK, LA, MA, SC, TN, TX
States with less than 1 percentage point of average annual gain in narrowing the achievement gap	
CA, FL, IN, NM, SC, TN, TX	AL, AZ, CA, FL, IN, NV, NM, VA
States with less than 1 percentage point of average annual loss in narrowing the achievement gap	
AL	

Table reads: Alaska, Massachusetts, Nevada, New Jersey, and Virginia narrowed the initial reading pass rate gaps between FRL and all students by an average of more than two percentage points annually. Georgia and New Jersey narrowed the initial math pass rate gaps between FRL and all students by an average of more than two percentage points annually.

Source: CEP High School Exit Exam Survey, 2002-2009, Center on Education Policy.

sideration in the design of effective exit exam policy to mitigate the negative effects of high-stakes assessment on these students.

It would be fallacious to compare the pass rates directly and conclude that exit exams in a state are better simply because it has higher pass rates. Some states, such as Nevada and Arizona, have relatively low initial pass rates but faster average annual growth than some others.

Initial pass rate trends within each state reflect both progress and persistent gaps that need to be addressed more effectively in the future. If the ultimate goal of exit exam policies is to promote achievement of all students, states with initial pass rates that have not improved over time may need to reconsider their exit exam policies, particularly when there is a considerable proportion of students who are failing to pass and who are relying on remediation and re-take opportunities to pass the exams.

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Appendix A: Studies of High School Exit Exams in 2009

A few recent studies have looked at the effects of exit exams on high school graduation and dropout rates (Martorell, 2005; Jacob, 2001; Warren & Edwards, 2005; Ou, 2009). For example, Jacob and Dee's 2009 analysis of the 2000 census data shows that exit exams have a small but statistically significant impact on high school completion; their analysis of Common Core of Data shows that Minnesota's Basic Skills Tests (BST) improved student performance in 9th through 11th grade but increased the dropout rate of 12th graders who, in most cases, have failed the exam repeatedly. Reardon and colleagues (2009) compared district data on student achievement and graduation rates before and after the implementation of the California High School Exit Exam (CAHSEE). They found that the CAHSEE decreases the probability of graduation by 15% for 10th graders in the bottom quartile of achievement. The negative impact is larger on the graduation rate of minority low-achieving students, English language learners, and students eligible for free or reduced-price lunch. We summarize a few recent studies as additional resources for readers.

Warren and colleagues (2008) examined the effect of high school exit exams on labor force status or earnings. They found that the rate of postsecondary schooling was not significantly higher in states that required exit exams than in those that did not. Neither was there a significant difference in employment status and wage between high school graduates in states mandating exit exams and those in states that did not. The authors use data from the 1980-2000 U.S. census and the 1984-2002 outgoing rotation groups of the current population survey.

Ou (2009) analyzed data from the New Jersey High School Proficiency Assessment (HSPA) exam to look at the impact of the state's exit exams on student dropout rates. He found that students who barely fail the exam are more likely to drop out than students who barely pass it, indicating that passage or failure on the exam may sway students with comparable achievement levels toward or away from staying in school. The effect is more pronounced for racial minorities and economically disadvantaged students.

Jacob and Dee (2009) examined the impact of exit exams through analysis of two data sets. Using the 2000 Census Public Use Microdata Sample (2000 PUMS), they found that the presence of exit exams reduced the probability of completing high school among white male students and black students. Their analysis of Common Core of Data (CCD) showed that Minnesota's exit exams reduced the dropout rate in grade 10 and 11 but increased the rate in grade 12, particularly in districts with higher proportions of minority students.

Reardon and colleagues (2009) compared ELA test scores, persistence through 11th and 12th grade, and graduation rates of students who were not subject to exit exams with those of students who were in four large California districts (subject to the CAHSEE). They found that exit exams had modest negative effects or no effects at all on student persistence and achievement, but significant negative effects on graduation rates, particularly for minority students whose scores were in the bottom quartile.

Appendix B: Methods of Study

Multiple sources provide information on the 26 states' exit exams, including CEP's high school exit exam survey in 2009, CEP's annual and special reports on high school exit exams in the past seven years, policy documents from state departments of education, and reports from the U.S. Department of Education.

State profiles in CEP's 2002 report provide baseline information, and policy changes since then have been tabulated by state and year. The 2009 survey was administered from February 2009 to June of 2009 to state officials in the 26 states that mandate high school exit exams. The survey collected information on the features of high school exit exams and alternate pathways policies. All 26 states responded to the survey.

Based on data collected in these profiles, we group policy changes into five areas for analysis: historical policy background, test characteristics, student options, state support, and accountability. Themes of policy changes are identified through inductive coding, where we summarize changes across states and years in each of the five areas and then link these changes to see if common policy trends can be identified. We verify background and update policy status in our survey with designated state contacts, and follow news on high school exit exams—i.e. for this report generally from October 1, 2008 to July 15, 2009.

Selection of Interview States

In addition to the state surveys, CEP staff interviewed state officials in Maryland, New Jersey, and Washington State to examine in greater detail the design and implementation of alternate pathway policy in these states.[34] These three states were selected based on their designs of alternate pathways to graduation, the recent public debate about their high school assessment policy, and the volatility of state policy pertaining to high school exit exams.

Maryland

Beginning in 2009, Maryland requires all students to meet designated cutoff points on state High School Assessments (HSA) to graduate. To earn a high school diploma, students must pass all four grade-level tests in government, biology, English, and Algebra I and earn a combined score of 1602. In the meantime, the state department of education designed and offered an alternate pathway to graduation called the Bridge Plan to Academic Validation.

The Design of Alternate Pathways

The Bridge Plan is an alternative program through which students can earn their diploma if they failed one or more of the HSAs needed to graduate. The program was piloted in summer 2008 and requires students to complete one or more project modules in failed content areas. Students qualify for the Bridge Plan if they:

1. Have passed the HSA related course
2. Have taken the specific HSA or mod-HSA test twice without passing or earning a combined HSA score of 1602
3. Are firmly on the path to completing all other local and state graduation requirements (including attendance), and
4. Have participated in approved assistance

[34] See Appendix C for interview protocols.

After the local school system determines that a student will complete a project, a designated school staff member meets with the student and parent/guardian to design an Academic Validation Project Package. The number of projects required varies from one to seven and is determined based upon the size of the gap between a student's HSA score and the cut score needed to attain proficiency. All projects are linked to the Core Learning Goals and are supposed to be comparable to the HSA. Upon completion, a review panel established by the local school system reviews the project and provides recommendations to the local superintendent, who conducts a final review for approval or refusal of the student's work. If a student's package is refused, written feedback is provided to the student so revised work can be resubmitted at a later date.

Students with disabilities may meet graduation requirements by taking the Modified HSAs (Mod-HSAs), alternative assessments based on the same course content as HSA. They are also eligible to participate in the Bridge Plan, should they fail to meet the standards set for the Mod-HSA.

In December 2008, the Maryland State Board of Education set forth a limited waiver process for seniors who failed to meet the state's new graduation requirements. The waiver is designed for students "who were prevented from fulfilling the HSA requirement because of school system decisions regarding class scheduling, course sequencing, testing, process of interventions, or some other special circumstances."

The school principal may recommend the waiver or the family may request it. Local school systems' superintendents have the authority to either grant or deny the waiver, and the denials may be appealed to the state superintendent.

Maryland refers to a "Parallel Path," meaning that a student may be pursuing more than one pathway at any given time. For example, he or she may be attempting to pass the HSA exam (or Mod-HSA) and completing a Bridge Plan at the same time.

Recent Public Debate

Maryland is the most recent state to impose exit exams as graduation requirements; most of the debate has centered on whether or not there should be such a requirement. Many critics of the exam allege that having a high school exit exam encourages dropouts, a phenomenon that is ultimately detrimental to all involved.

The Bridge Plan is offered to reduce the possibility of misjudgment based solely on HSA requirements. The critics of the plan reflect public concerns over holding all students to the same standards; other critics voiced concern that the requirements of the Bridge Plan seemed unclear.

The Volatility of Policy

Maryland started administering HSAs in 2001. Many parents and students were not convinced that Maryland would enforce the HSA graduation requirement. As the school year progressed and people began to realize that the state was not going to back off the policy, they became concerned. In October 2008, the Maryland Board of Education reviewed the policy to require HSA for graduation and upheld its decision.

At the start of the 2008-09 school year, 50% of students with disabilities and 15% of English language learners had passed all four sections of the HSA exam. At the end of May 2009, fewer than 1,500 seniors had not met the HSA requirement.

New Jersey

New Jersey's High School Proficiency Assessment (HSPA) is a comprehensive standards-based test in language arts, mathematics, and science. The class of 2003 was the first required to pass the HSPA to earn a diploma. In 2009, the board of education voted to phase out the HSPA over time in favor of end-of-course assessments.

The Design of Alternate Pathways

Before Maryland passed the Bridge Plan in the 2008 legislature, New Jersey was the only state that allowed an alternate pathway to be administered and scored at the local level. SRA consists of two components, remedial course work and performance assessment tasks (PATs). Currently, teachers score these tests and districts audit the scoring. The test is untimed and is composed of open-ended questions (tasks). If students fail one task, they are given a chance to review and attempt another question. The SRA will be replaced with the Alternate High School Assessment.

Based on their individualized education program, some students with disabilities are exempt from passing—but not from taking—the HSPA. Students designated with "IEP-exempt from passing" will not be affected by their scores for graduation purposes.

Recent Public Debate

In 2007, 14.7% of graduates obtained a diploma through the SRA path. In some districts, more than three-quarters of students took advantage of SRA. The scoring at the local level caused some concern because there was little or no standardization of scoring and it could be highly subjective. The SRA was branded by critics as a loophole to graduation and as a false inflator of the state's high graduation rates. Businesses and higher education groups argued that SRA had devalued the high school diploma as an indicator of readiness for employment or college.

In 2008, the state department of education started requiring that districts in which 10% or more of the graduates need the SRA to attain their diploma submit a report analyzing their SRA student population and describing their plans to reduce their dependence on the SRA. A contracted vendor will distribute performance tasks directly to high schools and organize the process of scoring. These changes will become effective in 2009-10.

The Volatility of Policy

In order to address the massive criticisms of SRA, the board of education voted in 2006 to completely abolish the alternate pathway. In 2009, the board renamed the alternate pathway the Alternative High School Assessment (available in the 2009-10 school year), and amended the assessment in several ways. The timing of the test administration was shortened from over several months to only a few weeks. Also, districts in which 10% or more of high school students are using an alternate assessment to fulfill graduation requirements will be required to submit a plan that will increase the number of students using the HSPA to demonstrate academic achievement. Since New Jersey will be moving toward an end-of-course assessment program, this will also change the alternate pathway that is available to students. The state has yet to release details about this new plan.

Washington

The Washington Assessment of Student Learning (WASL) was first administered in 2003 and diplomas were first withheld in 2008. Students need to pass reading and writing tests and take the mathematics exam to meet graduation requirements.

The Design of Alternate Pathways

By 2008, the state legislature had approved four alternate methods to graduate from high school with a diploma noted as a Certificate of Academic Achievement (CAA):

1. **Collection of Evidence:** Assembling a collection of classroom-based evidence that includes specified work samples demonstrating that they meet grade-level academic standards;
2. **WASL/Grades Comparison:** Comparing a student's grades in certain classes with the grades of other students who took the same classes and met the standard (available only for 12th-grade students);
3. **College admission tests:** Meeting a specific cut score on SAT or ACT tests; or
4. **Advanced Placement (AP):** Scoring a 3 or higher on select AP exams.

For students with disabilities, the state developed several alternate options for graduation:

1. **WASL-Basic:** Students take the high school WASL (with or without accommodations) and IEP teams adjust passing criteria to Level 2 (basic proficiency);
2. **Washington Alternate Assessment System (WAAS) portfolio:** Students unable to take paper-and-pencil tests show their skills and knowledge through a collection of their work;
3. **Developmentally Appropriate WASL (DAW):** Students in grades 11 and 12 only take the WASL (with or without accommodations) at the grade level that best matches their abilities.
4. **Locally Determined Assessments:** 12th grade students who need modified achievement standards can pursue this option.

Recent Public Debate

The WASL has been a high-priority item after the election of a new state superintendent, Randy Dorn. The superintendent announced in January 2009 that WASL would be replaced in the spring of 2010 with tests that are shorter, have more rapidly reported scores, and contain data that will be more useful to teachers and parents. Little has been said about the future of the state's alternate pathway policy.

The Volatility of Policy

The previous superintendent of education, Terry Bergeson, implemented the WASL after much public debate. Bergeson's support of the WASL was the key issue in the 2008 election. The WASL went through many transformations and revisions before it arrived in its final state.

In 2009, Dorn began plans to change the WASL. Within a month of taking office he held a press conference to announce the changes discussed above. The superintendent has proposed several changes to the state assessment system. In spring 2010, the WASL may be replaced with the High School Proficiency Exams (HSPE). These new computerized exams may become mandatory in 2011. In addition to the sweeping changes that Dorn proposed, he also requested that the math and science graduation requirements for 2013 be removed until adequate standards and assessments are designed.

Appendix C: Interview Protocols

Alternate Paths

1. What is your role with the state department of education? (Previous positions, how long at the state department of education, etc.)

2. Please tell me briefly about the history of the state's alternate paths to graduation. How were alternate paths created? For example, through committees, seeking advice from other states, etc.

3. What is the rationale/premise for the design of these alternate paths? For example, to serve a target population (general students, students with disabilities, ELLs, etc.), to collect information to accommodate exit exam results, etc.

4. What strategies has the state adopted to ensure the proper use of these alternate paths? (Equivalence to regular exit exams, implementation oversight, technical training, and consideration of special student groups, etc.)

5. What are some of the challenges the state faces in implementing alternate paths? What has worked well, and what could be improved? In other words, what are the lessons/policy changes that other states could benefit from knowing? What do you think the state should be doing differently?

Impact of Policy Change

1. What are the rationales for policy changes in the past?

2. How have these changes impacted:
   - Organizational structure
   - Partnerships
   - Capacity (staff, finance, technical support)

3. What are some of the challenges the state is facing to implement exit exams?

4. Does the new graduation rate formula have any impact on high school exit exam policy? For example, data collection and reporting, etc. What changes does the state have to make to use the new graduation formula?

5. How do you envision the future development of exit exams in your state?



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SB

43

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43</SUBJECT><COMM>SEDC27</COMM></TARGET>

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January 20, 2011

The Honorable Joe Thomas
Co-Chair, Senate Education Committee
Alaska State Senate
Capitol, Room 514
Juneau, Alaska 99801

Dear Senator Thomas:

This letter serves as request for the Senate Education Committee to hold a hearing on Senate Bill 43 at the committee's earliest convenience. Senate Bill 43 is short-titled "An Act renaming the Alaska performance scholarship and relating to the scholarship and tax credits... "

Senate Bill 43 would rename the Alaska merit scholarship program, removing each reference to that name, and replacing them with Alaska performance scholarship. The bill would also 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 encourages Alaska students to take a rigorous curriculum and earn scholarships for postsecondary and training in Alaska. Such students are more likely to remain in state, contributing their talents to Alaska's economy. Seven out of 10 alumni of the University of Alaska remain in state after graduation. The scholarship provides a strong incentive for families to become involved in their children's education.

If you have any questions or need information, please contact our Legislative Liaison, Marcy Herman at marcy.herman@alaska.gov or at 465-2803. Thank you for your consideration of this request and we look forward to presenting to the committee.

Sincerely,

Les Morse

Les Morse
Acting Commissioner

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SENATE BILL NO. 43

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

Introduced: 1/19/11
Referred: Education, Finance

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; 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."

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 <u>performance</u> [MERIT] scholarship [PROGRAM] established; regulations. (a) The Alaska **<u>performance</u>** [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 **<u>scholarships</u>** [PROGRAM]. The commission shall administer the daily operations of the **<u>scholarships</u>** [PROGRAM] and financing of the **<u>scholarships</u>** [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 **<u>performance</u>** [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 14.43.830, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

sect 7

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:

adds requirements for counseling and time frame

(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 **performance** [MERIT] scholarship [PROGRAM].

*** Sec. 6.** AS 14.43.840, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

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 **scholarships** [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 **scholarships** [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. 7.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.845. Alaska performance scholarship award fund. (a) The Alaska performance scholarship award fund is established. The fund consists of appropriations for Alaska performance scholarship awards under AS 37.14.750 - 37.14.790.

(b) The commission may use money in the fund to pay scholarships to students under AS 14.43.810 - 14.43.849. 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 awarding scholarships under

AS 14.43.810 - 14.43.849.

*** Sec. 8.** AS 14.45.130(a), as amended by sec. 7, ch. 14, SLA 2010, is further 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. 9.** AS 37.14 is amended by adding new sections to read:

Article 8A. Alaska Performance Scholarship Investment Fund.

Sec. 37.14.750. Alaska performance scholarship investment fund established. (a) The Alaska performance scholarship investment fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund; and

(3) income earned on investments of fund assets.

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional contributions that may be made to the fund. The commissioner shall invest the assets of the fund in a manner likely to yield at least a five percent real rate of return over time.

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

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

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall

identify five percent of that amount as available for appropriation by the legislature for appropriation to the Alaska performance scholarship award fund created under AS 14.43.845 from which the Alaska Commission on Postsecondary Education may award scholarships under AS 14.43.810 - 14.43.849. The commissioner shall also report as available for appropriation a running total of amounts previously identified as available for appropriation to the Alaska performance scholarship award fund but not appropriated.

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

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

(2) "fund" means the Alaska performance scholarship investment fund established in AS 37.14.750(a).

*** Sec. 10.** 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

(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) for the Alaska performance scholarship investment fund under AS 37.14.750(a).

*** Sec. 11.** AS 43.20.014(a), as amended by sec. 14, ch. 92, SLA 2010, is further 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 Alaska performance scholarship investment fund under AS 37.14.750(a).

*** Sec. 12.** AS 14.43.849(4), as enacted by sec. 5, ch. 14, SLA 2010, is repealed.

*** Sec. 13.** Section 8, ch. 14, SLA 2010 is amended to read:

TRANSITION: **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:

REVISOR'S INSTRUCTION. The revisor of statutes is instructed to change the

heading of

(1) Article 12 of AS 14.43 from "Alaska Merit Scholarship Program" to "Alaska Performance Scholarship";

(2) AS 14.43.820 from "Alaska merit scholarship program; eligibility" to "Alaska performance scholarship; eligibility".

* **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 proceed to 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.** Section 15 of this Act takes effect immediately under AS 01.10.070(c).

* **Sec. 17.** Section 11 of this Act takes effect January 1, 2014.

* **Sec. 18.** Except as provided in secs. 16 and 17 of this Act, this Act takes effect July 1, 2011.

Alaska State Legislature
Senate Education Committee

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AGENDA

Wednesday, February 2, 2011
8:00 a.m. – 9:00 a.m.
Beltz Committee Room

1. SB 1: Board of Education/Early Development Annual Report
2. SB 43: Alaska Performance Scholarship

Bills Previously Heard

Explain the tax credits

Attach Hist → Income Goes To Capitol Income Fund 200 million

400 million Balance

SB 2 Am 11

Anticipate that the Institutions will. Folks may disagree that education is the 2 Jobs issue. The Governor ok'd the SB 2 - But I would expect that the 2nd yr. we would add N to the Tuition At

Meeting Script – February 2, 2011

CHAIRMAN MEYER

This meeting of the Senate Education Committee is called to order.

Today is Wednesday, February 2, 2011 and the time is _____. In attendance today are:
Co-Chair Thomas, Vice-Chair Davis, Senator Stevens, Senator French, and myself, Co-Chair Meyer. We do have a quorum to conduct business.

Good morning everyone - thank you all for being here. We have 2 items on today's agenda, SB 1 from Senator Davis -- it's our 2nd look at this bill – and SB 43, the administration's Performance Scholarship bill.

We will go ahead and continue discussion on **for SB 1** at this time. This bill proposes to require the *Board of Education/Early Development to prepare an annual report, which describes the efforts made to develop, maintain, and continuously improve a comprehensive quality public school system, and present the report to the legislative education committees.*

Public testimony was closed at our previous meeting.

At the previous meeting, there was discussion on amending the bill to require the Board to "present a report" a more concise descriptor, specifically by inserting the words "*in person*" after "*present*" on line 6.)

Senator Thomas?

SENATOR THOMAS

Mr. Chair, I move that we amend
SB 1, Version \A, Page 1, Line 6 – inserting the words "*in person*" after "*present*" to read:
"...the board shall prepare and present in person to the legislative committees..."

SENATOR MEYER

Is there any objection to the motion? Seeing none the bill is amended.

Are there any questions, comments, discussion from committee members?

{Committee comments}

Any further questions? Seeing none, **Senator Thomas?**

CO-CHAIR THOMAS

Thank you, Mr. Chairman. I move **Senate Bill 1 as amended** from committee with individual recommendations and attached fiscal note.

CHAIRMAN MEYER

Seeing no objection, **SB 1 as amended** is moved from Committee.

AT EASE **(For signatures)**

We are back on the record.

The next item of business before the committee is **SB 43, "Alaska Performance Scholarships."** We will hear a presentation from the administration and hold the bill over until Friday's meeting, when we will hear a presentation on the Legislature's Scholarship Funding Task Force report.

I see we have Eddy Jeans, Diane Barrans and Jerry Burnett in the audience, welcome. So if you're ready, please come forward, put yourself on the record and proceed.

{SB 43 presentation}

Are there any questions, comments, discussion from committee members, **Senator Thomas**?

{Committee questions/comments/discussion}

CHECK TIME – if there is time, continue with public testimony, if not wrap up.

(IF TIME PERMITS)
We will now open it up to public testimony. I see a number of people here with us today in the audience, and I have a list of those who wish to testify via teleconference; let's start with _____.

Please come forward, put yourself on the record, and proceed with your testimony.

{Audience testimony}

Thank you.

Are there any questions, comments, discussion from committee members, **Senator Thomas**?

{Committee questions/comments}

Is there anyone else in the audience wishing to testify?

Online we should have _____, are you there? Please put yourself on the record and proceed.

{Teleconference testimony}

Are there any questions, comments, discussion from committee members, **Senator Thomas**?

Is there anyone else wishing to testify?

Seeing no more questions or comments, I'd like to go ahead and close public testimony.

Are there any questions, comments, discussion from committee members, **Senator Thomas**?

{Committee questions/comments}

At this time I'd like to bring this meeting to a close.

We will hear a presentation from staff who worked on the Legislative Scholarship Funding Task Force over the interim on Friday, February 4th at 8:00 a.m., here in the Beltz Room.

We are adjourned at _____ a.m.

Alaska State Legislature
Senate Education Committee

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AGENDA

Monday, February 7, 2011
8:00 a.m. – 9:00 a.m.
Beltz Committee Room

1. =+ SB 43: Alaska Performance Scholarship

Bills Previously Heard

* First Hearing
= Previously Heard
+ Teleconferenced

Discussion/Possible Amendments to SB 43

I. **Requiring schools to provide academic and career counseling for freshmen**

II. **Requiring schools to provide instruction which allows students to finish their degree or certificate in the agreed time period**

III. **Establishing the AlaskAdvantage/Performance Scholarship fund**

IV. **Allowing Amerada Hess/Alaska Capital Income fund to be deposited into the AlaskAdvantage/Performance scholarship fund**

V. **Pegging money spent on needs based scholarship to money spent on merit scholarship**

VI. **Requesting a report on Distance Delivery**

VII. **Expand education tax credit to include the groups covered in last year's SB 236**

VIII. **Extend sunset date to 1/1/2021**

Testimony/Available for Questions
Jim Johnson, Doyon, Ltd.
Jerry Burnett, Deputy Commissioner, DOR
Mike Hanley, Commissioner, DEED
Eddy Jeans, Education Policy Advisor, DEED
Diane Barrans, Executive Director, ACPE
Elizabeth Nudelman, School Finance Director, DEED

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

SECTIONAL

AMENDMENT A.1 – Education Tax Credits

Section	Change
Page 1, line 4 following "amendments;"	Insert language providing for an effective date – amends sunset date to 1/1/2011
Page 5, following line 8	Allows education tax credit on title insurance; allows education tax credit for insurers
Page 6, line 28 through page 7, line 10	Allows education tax credits for oil or gas producers, property owners, mining operations, fisheries businesses, and floating fisheries businesses
Page 7, following line 11	Extends education tax credit sunset date to 1/1/2021
Page 8, following line 13	Extends education tax credit sunset date to 1/1/2021

AMENDMENT A.2 – Advisory/Counseling Program for Freshmen

SECTION	CHANGE
Page 3, following line 26	Requires an advisory program for freshmen (counseling)

AMENDMENT A.3 – Timely Course Delivery for Timely Graduation

SECTION	CHANGE
Page 3, following line 26	Requires institution to provide courses and credits in expected time-frame

AMENDMENT A.6 – Assessment/Report on Distance Delivery Capabilities

SECTION	CHANGE
Page 4, line 22, following "time"	Requires assessment and report on various distance delivery mechanisms as they pertain to the scholaship

Amendment A.1

The original version of SB 43 extended the education tax credit to corporations only. Amendment A.1 expands the credit to include tax credits for cash contributions to:

- Producers of oil or gas
- Certain Property owners
- Mining operations
- Fisheries and floating fisheries businesses

The tax credit, when extended to the above groups, includes credits on the following tax types:

- Petroleum Production and Property Taxes
- Corporate Income Taxes
- Fisheries Business Taxes
- Fisheries Landing Taxes
- Mining License Taxes
- Insurance Taxes

Background

SB 236 (2010), "An act relating to tax credits for cash contributions by taxpayers that are accepted for certain educational purposes or facilities," increased the amount of credit allowable for contributions as follows:

CREDIT UNDER PREVIOUS LAW	EFFECTIVE 1/1/2011 (SB 236)
50% up to $100,000	50% up to up to $100,000
100% between $100,000 - $200,000	100% between $100,000 and $300,000
	50% for anything over $300,000
Maximum = $150,000	Maximum = $5,000,000

27-GS1893\A.1
Mischel
2/3/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR MEYER

TO: SB 43

Page 1, line 4, following "**amendments;**":

Insert "**providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010;**"

Page 5, following line 8:

Insert a new bill section to read:

"*** Sec. 9.** AS 21.96.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 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, 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) for the Alaska performance scholarship investment fund under AS 37.14.750(a)."

Renumber the following bill sections accordingly.

Page 6, line 28, through page 7, line 10:

Delete all material and insert:

"* **Sec. 12.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas 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, 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) for the Alaska performance scholarship investment fund under AS 37.14.750(a).

* **Sec. 13.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter 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, 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) for the Alaska performance scholarship investment fund under AS 37.14.750(a).

* **Sec. 14.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state 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, 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) for the Alaska performance scholarship investment fund under AS 37.14.750(a).

* **Sec. 15.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business 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, 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) for the Alaska performance scholarship investment fund under

AS 37.14.750(a).

* **Sec. 16.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business 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, 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) for the Alaska performance scholarship investment fund under AS 37.14.750(a)."

Renumber the following bill sections accordingly.

Page 7, following line 11:

Insert a new bill section to read:

"* **Sec. 18.** AS 21.96.070(a)(5); AS 43.20.014(a)(5); AS 43.55.019(a)(5); AS 43.56.018(a)(5); AS 43.65.018(a)(5); AS 43.75.018(a)(5); and AS 43.77.045(a)(5) are repealed January 1, 2021."

Renumber the following bill sections accordingly.

Page 8, following line 13:

Insert a new bill section to read:

"* **Sec. 22.** Section 57, ch. 92, SLA 2010, is amended to read:

Sec. 57. Except as provided in sec. 56 of this Act, this Act takes effect January 1, **2021** [2014]."

Renumber the following bill sections accordingly.

Page 8, line 14:

Delete "Section 15"

Insert "Section 21"

Page 8, line 15:

Delete all material.

Renumber the following bill section accordingly.

Page 8, line 16:

Delete "secs. 16 and 17"

Insert "sec. 23"

Amendment A.2

This amendment follows the recommendation of the Scholarship Funding Task Force to require qualified postsecondary institutions participating in the scholarship program to establish an advisory/counseling program for freshman.

The intention is to provide resources for students to determine which courses they'll need at which times to obtain their credential (degree/certificate) within the expected time frame (Bachelor Degree = 4 years, AA degree = 2 years, etc.).

27-GS1893\A.2
Mischel
2/3/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 3, line 23:

Delete "is"

Insert "[IS]"

Page 3, line 24, following "(A)":

Insert "**is**"

Page 3, line 25:

Delete "and"

Insert "[AND]"

Page 3, line 26:

Following "(B)":

Insert "**is**"

Following "association":

Insert "**and**"

Page 3, following line 26:

Insert new material to read:

"**(C) has an advisory program established for incoming students that provides counseling related to course selection, career choice, and personal challenges;**"

Amendment A.3

This amendment follows the recommendation of the Scholarship Funding Task Force to require qualified postsecondary institutions participating in the scholarship program to provide courses and credits in a timely manner so that a degree or certificate may be obtained within an expected time frame (Bachelor Degree = 4 years, AA degree = 2 years, etc.)

27-GS1893\A.3
Mischel
2/3/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 3, line 23:

Delete "is"

Insert "[IS]"

Page 3, line 24, following "(A)":

Insert "**is**"

Page 3, line 25:

Delete "and"

Insert "[AND]"

Page 3, line 26:

Following "(B)":

Insert "**is**"

Following "association":

Insert "**and**"

Page 3, following line 26:

Insert new material to read:

"**(C) provides courses and credits that will result in the issuance of a degree or certificate available at the institution within a time frame expected for that degree or certificate;**"

Amendment A.6

This amendment follows the recommendation of the Scholarship Funding Task Force for the various entities to share data regarding the capability of the state to deliver distance education. These include:

- DEED
- University
- DOL/Workforce Development

The report shall include an assessment of the following:

- Statewide centralized correspondence study program as it relates to the scholarships
- Internet access capabilities
- Plans to upgrade quality and quantity of distance delivery education
- Availability by district of correspondence courses required for the performance scholarship

27-GS1893\A.6
Mischel
2/4/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 4, line 19:

Delete "and"

Page 4, line 22, following "time":

Insert "**; and**

(4) an assessment of the statewide centralized correspondence study program as it relates to the scholarships, including Internet access capabilities, plans to upgrade the quality and quantity of distance delivery of education, and the availability by district of correspondence courses required for the performance scholarship"

AMENDMENT

OFFERED IN THE SENATE BY SENATOR STEVENS

TO: SB 43

Page 1, line 2:

Delete "**and tax credits applicable to contributions to the scholarship**"

Insert "**; relating to education tax credits**"

Page 1, line 4, following "**amendments;**":

Insert "**providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010;**"

Page 5, following line 8:

Insert a new bill section to read:

"* **Sec. 9.** AS 21.96.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 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;

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(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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government."

Renumber the following bill sections accordingly.

Page 6, line 25:

Delete "**and**"

Page 6, line 27, following "**AS 37.14.750(a)**":

Insert "**; and**

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government"

Page 6, line 28, through page 7, line 10:

Delete all material and insert:

"* **Sec. 12.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas 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, 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;

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*** Sec. 13.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter is allowed a credit against the tax due under this chapter for cash contributions accepted

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(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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 14.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 15.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 16.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business 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, 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**;**

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government."

Renumber the following bill sections accordingly.

Page 7, following line 11:

Insert a new bill section to read:

"*** Sec. 18.** AS 21.96.070(a)(5), 21.96.070(a)(6); AS 43.20.014(a)(5), 43.20.014(a)(6); AS 43.55.019(a)(5), 43.55.019(a)(6); AS 43.56.018(a)(5), 43.56.018(a)(6);

AS 43.65.018(a)(5), 43.65.018(a)(6); AS 43.75.018(a)(5), 43.75.018(a)(6); AS 43.77.045(a)(5), and 43.77.045(a)(6) are repealed January 1, 2021."

Renumber the following bill sections accordingly.

Page 8, following line 13:

Insert a new bill section to read:

"* **Sec. 22.** Section 57, ch. 92, SLA 2010, is amended to read:

Sec. 57. Except as provided in sec. 56 of this Act, this Act takes effect January 1, **2021** [2014]."

Renumber the following bill sections accordingly.

Page 8, line 14:

Delete "Section 15"

Insert "Section 21"

Page 8, line 15:

Delete all material.

Renumber the following bill section accordingly.

Page 8, line 16:

Delete "secs. 16 and 17"

Insert "sec. 23"

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **SB 43**
() Publish Date

Identifier SB 43-EED-ESS-2-1-11
Dept. Affected Education & Early Development
Title An Act renaming the Alaska performance Scholarship and relating to the scholarship and tax credits applicable to...
Appropriation Education Support Services
Allocation Executive Administration
Sponsor Senate Rules
Requester Senate Education
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
Phone 465-2825
Division Executive Administration
Date/Time 2/1/11 1:15 PM
Approved by Les Morse
Date 2/1/2011
Acting Commissioner

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. SB 43

Analysis

This fiscal note is indeterminate to allow the discussion of the Funding and Finance section of the Scholarship Funding Task Force Report. The report recommends that the legislature create, 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: SB 43
(S) Publish Date: 1/19/11

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 2.8 % 2.8 % 3 basis points .028 or .0028

POSITIONS management Fund

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)

FISCAL NOTE #1

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. SB 43

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: SB 43
(S) Publish Date: 1/19/11

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. SB 43

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 STATE LEGISLATURE

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Senator Gary Stevens
President of the Senate

SECTIONAL ANALYSIS
Senate Bill 221

SECTION 1:
Establishes an advisory task force on higher education for the purpose of compiling data and advising the legislature on matters pertaining to college readiness of students who graduate from public secondary schools in Alaska.

It's composed of 13 members representing the Governor, the Alaska Commission on Postsecondary Education, the University of Alaska, the Alaska School Board Association, the National Education Association, Alaskan private colleges or universities, other public (non-UA) postsecondary institutions in Alaska, relevant faculty from around the UA system, and the chairpersons of the respective House and Senate Education Committees.

The respective entity that each task force member represents is expected to pay for their share of the expenses of participating in the task force.

The staff of the legislative members of the task force shall serve as staff for the task force.

The members of the task force shall elect a chair from among its members.

The task force shall compile research and summarize data regarding remediation, retention, and graduation rates in the state. There shall be developed a definition of remediation. The task force shall identify contributing causes for lack of college readiness, and best practices to reduce the need for remediation, and prepare a report to the legislature outlining strategies and recommendations to reduce remediation, improve college readiness, and increase college graduation rates. The report is to be submitted by March 1, 2011.

SECTION 2:
Repeals the act and dissolves the task force on July 1, 2011.

SECTION 3:
Makes the act take effect the day after the governor signs it.

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.

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: CSSB 221(EDC)
(S) Publish Date: 2/1/10

Identifier (file name): SB221-EED-ACPE-01-25-10
Dept. Affected: Education
Title: An Act establishing an advisory task force on higher education in the legislative branch of government;...
RDU: ACPE
Component: Program Administration and Operations
Sponsor: Senator Stevens
Requester: (S)EDC
Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
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 (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

Participation in higher education related working groups, advisory bodies, etc. are within the regular duties of ACPE's executive. As currently drafted, ACPE costs related to quarterly meetings would be diminimus and absorbed within existing budget authority.

Prepared by: Diane Barrans, Executive Director
Phone 907-465-6740
Division: Alaska Commission on Postsecondary Education
Date/Time 1/25/10 9:00 AM
Approved by: Diane Barrans, Executive Director
Date 1/25/2010
Alaska Commission on Postseconary Education

(Revised 11/6/2009 OMB)

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: CSSB 221(EDC)
(S) Publish Date: 2/1/10

Identifier (file name): SB221-LEG-LOB-01-25-10
Dept. Affected: Legislature
Title "An Act establishing an advisory task force on higher education in education in the legislative branch of government;..."
RDU Legislative Operating Budget
Component Legislative Operating Budget
Sponsor Senators Stevens, McGuire
Requester Senate Education Committee
Component Number 796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel	14.0						
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**14.0**	**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	14.0						
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**14.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

SB 221 establishes an Advisory Task Force on Higher Education in the Legislative Branch of government. The Task Force consists of 13 members from various education and government entities. Members serve without compensation but are entitled to per diem and travel expenses. The legislation provides 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 can opt out of participating to avoid payment of per diem and travel expenses. The Legislature has two members on the Task Force, the Chairs of the Senate and House Education Committees.

It is anticipated that the Task Force will hold six meetings. Travel costs for the Legislators and staff are included in this fiscal note for two meetings in Anchorage and two meetings in Fairbanks. The other two meetings will be teleconferenced. The costs for employees of the Education Committee Chairs to staff the Task Force, costs for teleconferencing meetings, and printing the final the report which is due March 1, 2011 will be absorbed within existing budgets.

Prepared by: Karla Schofield, Deputy Director
Phone 465-6626
Division Legislative Affairs Agency
Date/Time 1/25/10 1:43 PM
Approved by: Pamela Varni, Executive Director
Date 1/25/2010
Legislative Affairs Agency

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 3
Bill Version: CSSB 221(EDC)
(S) Publish Date: 2/1/10

Identifier (file name): SB221-EED-ESS-1-22-10
Dept. Affected: Education & Early Development
Title: "An Act establishing an advisory task force on higher education in the legislative branch of government..."
RDU: Education Support Services
Component: Executive Administration
Sponsor: Senators Stevens & McGuire
Requester: Education, Finance
Component Number: 2736

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
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 (FY2010) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

There is no fiscal impact on the Department of Education and Early Development

Prepared by: Eddy Jeans
Phone 465-8679
Division: School Finance
Date/Time 1/22/10 12.00 AM
Approved by: Larry LeDoux
Date 1/22/2010
Commissioner

(Revised 10/13/2009 OMB)

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 4
Bill Version: CSSB 221(EDC)
(S) Publish Date: 3/10/10

Identifier (file name):
Dept. Affected: Legislature
Title: Legislative Task Force on Higher Education
RDU: Legislative Operating Budget
Component: Legislative Operating Budget
Sponsor: Stevens
Requester: Senate Finance Committee
Component Number: 796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
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 (FY2010) cost:

POSITIONS							
Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

SB 221 establishes an Advisory Task Force on Higher Education in the Legislative Branch. The Task Force consists of 13 members from various entities. Members serve without compensation but are entitled to per diem and travel expenses paid from the budget of the agency or institution the member represents. It is anticipated that the Task Force will hold six meetings; two in Anchorage, two in Fairbanks and two via teleconference. The Legislature has two members on the Task Force, the Chairs of the Senate and House Education Committees Travel and support costs for the Legislators and staff will be absorbed within the Legislature's existing budget.

Prepared by: Senate Finance Committee
Co-Chair Bert Stedman
Phone 465-3873
Date/Time 3/5/10 12:50 PM

Approved by:
Date 3/5/2010

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 5
Bill Version: HCS CSSB 221(FIN)
(H) Publish Date: 4/17/10

Identifier (file name): (H)CS(S)CSSB221(FIN)-EED-TLS-4-16-10
Dept. Affected: Education
Title: An Act relating to the AlaskAdvantage education grant program; relating to professional student exchange...
RDU: Teaching & Learning Support
Component: School & Student Achievement
Sponsor: Sen. Stevens
Requester: House Finance
Component Number: 2796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services	87.3		87.3	87.3	87.3	87.3	87.3
Travel							
Contractual							
Supplies	12.7						
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**100.0**	**0.0**	**87.3**	**87.3**	**87.3**	**87.3**	**87.3**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	100.0		87.3	87.3	87.3	87.3	87.3
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**100.0**	**0.0**	**87.3**	**87.3**	**87.3**	**87.3**	**87.3**

Estimate of any current year (FY2010) cost: _____

POSITIONS

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

ANALYSIS: *(Attach a separate page if necessary)*

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

Education Specialist I at $87,306 plus start-up office supplies (computer, etc.) at $12,694 = $100,000

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division: School Finance and Facilities — Date/Time 4/16/2010
Approved by: Larry LeDoux — Date 4/16/2010
Commissioner

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 6
Bill Version: HCS CSSB 221(FIN)
(H) Publish Date: 4/17/10

Identifier (file name): (H)CS(S)CSSB221(FIN)-EED-ACPE-04-16-10
Dept. Affected: Education
Title: An Act relating to the AlaskAdvantage education grant program; relating to professional student exchange...
RDU: ACPE
Component: Program Administration and Operations
Sponsor: Senator Stevens
Requester: (H)FIN
Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual	250.0	250.0					
Supplies							
Equipment							
Land & Structures							
Grants & Claims	400.0	400.0	9,321.9	15,489.3	19,602.0	21,656.6	21,656.6
Miscellaneous	0.0		0.0	0.0	0.0	0.0	0.0
TOTAL OPERATING	**650.0**	**650.0**	**9,321.9**	**15,489.3**	**19,602.0**	**21,656.6**	**21,656.6**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	650.0	650.0	9,321.9	15,489.3	19,602.0	21,656.6	21,656.6
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**650.0**	**650.0**	**9,321.9**	**15,489.3**	**19,602.0**	**21,656.6**	**21,656.6**

Estimate of any current year (FY2010) cost: 0.0

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

Relative to ACPE this bill: 1) establishes an administrative role for the agency relative to managing the Alaska Merit Scholarship program, 2) amends the existing AlaskAdvantage Education Grant program by increasing the annual maximum grant award from $2,000 to $3,000 per recipient, and 3) modifies Alaska's participation in the Western Interstate Commission on Higher Education's (WICHE) Professional Student Exchange Program (PSEP) by setting an annual minimum number of loans to support Alaska participants in the pharmacy, dentistry, and optometry fields of study.

The contractual funds noted above represent the cost of implementation for scholarship management software.

Prepared by: Diane Barrans, Executive Director — Phone 465-6740
Division: Alaska Commission on Postsecondary Education — Date/Time 4/16/2010
Approved by: Diane Barrans, Executive Director — Date 4/16/2010
Alaska Commission on Postsecondary Education

STATE OF ALASKA
2010 LEGISLATIVE SESSION

BILL NO. HCS CSSB 221(FIN)

ANALYSIS CONTINUATION

It is important to note the costs reflected in FY12 and subsequent years represent the administration's best estimate. However, given that the bill also establishes a Task Force, the recommendations of which could substantially alter related program costs, these estimates may be characterized as tentative pending the Task Force reports.

Assumptions:
1) Baseline count of high school graduates (8,008) based on 2009 data.
2) Referenced utilization rate of 28.8% for similarly structured program in WY. While Alaska has lower college-going rates historically than WY, in recent years a higher percentage of students continuing to postsecondary education have attended Alaska institutions.
3) Per student Alaska Merit Scholarship award amount is an average of all award levels.
4) Scholar attrition rate is 25% per year based upon UA five-year graduation rate data.
Participation numbers are assumed to be: Year 1=2,305; Year 2=4,034; Year 3=5,187; Year 4=5,763

In Wyoming, approximately 28.8% of graduates utilize the merit scholarship program.
At the same utilization rate, an estimated 2,305 AK high school grads will earn a scholarship.

Per Education Trust, the graduation rate after 5 years for UAF is 25% and UAA is 16.5%.
The four-year graduation rate is significantly lower.

Cohort: 2,305 students per year

	Participation rates	Number of Students	Average Scholarship	Est. annual cost	Year 1 Est. cost	Year 2 Est. cost	Year 3 Est. cost
Year 1	100%	2,305	$3,567	$ 8,221,935	$8,221.9		
Year 2	75%	1,729	$3,567	$ 6,167,343		$14,389.3	
Year 3	50%	1,153	$3,567	$ 4,112.751			$18,502.0
Year 4	25%	576	$3.567	$ 2.054.592			
Est. merit-based cost (full implementation)		5,763		$20,556,621			

As noted above, pending Task Force examination of the appropriate level of additional needs based aid, funding for the AlaskAdvantage Education Grant is requested at a continuation level relative to the annual average amounts paid out over the past four years--approximately $1.05 million. The FY11 grant funding in the amount of $400,000 will supplement the $620,000 remaining from the FY09 capital budget appropriation of $2.5 million. In FY12 and later years, $1.1 million for program funding is included in the program costs noted herein.

There are no costs anticipated relative to the changes to the PSEP loan program.

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: 7
Bill Version: HCS CSSB 221(FIN)
(H) Publish Date: 4/17/10

Identifier (file name): WD26-LS1309\W-LEG-COU-4-16-10
Dept. Affected: Legislature
Title "An Act relating to the AlaskAdvantage education grant program; establishing the Alaska..."
RDU Legislative Council
Component Council and Subcommittees
Sponsor House Finance Committee
Requester House Finance Committee
Component Number 783

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel	92.0						
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**92.0**	**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	92.0						
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**92.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

WD26-LS1309\W, Sec.10 establishes n 15 member Jt Legislative Higher Education Task Force composed of 10 Legislators, 2 Executive Branch members and 3 public members. It is assumed the Task Force will meet six times with all meetings requiring travel. This fiscal note includes travel funding for the Legislators and public members in the amount of $75.0. Travel costs for Executive Branch members will be absorbed in Executive Branch Budgets. Sec. 11 establishes a 20 member Advisory Task Force on Higher Education and Career Readiness. Members of this Task Force will meet not less than every 3 months. Members of this Task Force serve without compensation but are entitled to per diem and travel expenses paid from the budget of the agency or institution the member represents. Travel for the 4 Legislators on this Task Force and their employees who staff this Task Force is included in this fiscal note in the amount of $ 17.0 for FY11. Costs to teleconference the meetings and to print reports will be absorbed within existing Legislative Budgets.

Prepared by: Karla Schofield, Deputy Director
Phone 465-6626
Division Legislative Affairs Agency
Date/Time 4/16/10 9:09 AM
Approved by: Pamela Varni, Executive Director
Date 4/16/2010
Legislative Affairs Agency

Seaton's changes

1) Adds requirements for
    a. "advisory program established for incoming students that provides counseling"
    b. Provides courses and credits that will result in "the issuance of degree or certificate available…within a time frame expected for that degree or certificate."
2) Establishes AlaskAdvantage education grant and Alaska performance scholarship award INCOME ACCOUNT, which pays out the awards.
3) Deposits proceeds from Amerada Hess into AlaskAdvantage and Alaska Performance funds.
4) AlaskAdvantage and Alaska Performance scholarship fund established
    a. Legislature may deposit up to 15 percent of money received by the state.
    b. Amount appropriated and deposited every year may not exceed
        i. $40,000,000 OR
        ii. An amount that puts the fund at more than $160M
    c. $40,000,000 may be distributed to the ACCOUNT
        i. The lesser of one third of the amount in the FUND or $40M may be deposited into the ACCOUNT
        ii. If fund balance is less than $80M payments may only be made to satisfy previous obligations
        iii. Any amount may be appropriated to the fund notwithstanding the set limits.

Monday discuss Standards

1) Connection of Merit & Needs
2) Ratio of Needs
3) Conference
4) Discuss Dining

Ratio of Student ~~to~~ Merit / Needs

Teacher Certification Bill

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 February 4, 2011

SUBJECT: Dedicated fund issue (SB 43; Work Order No. 27-GS1893\A)

TO: Senator Kevin Meyer
Co-Chair of the Senate Education Committee

FROM: Jean M. Mischel
Legislative Counsel

The structure of the governor's performance scholarship fund set forth in 27-GS1893\A is problematic. It includes income earned on investments of fund assets in the balance of the fund. If that income is not specifically appropriated to the fund by the legislature, its inclusion in the fund may violate the dedicated fund clause.[1] The Alaska Supreme Court recently mentioned this issue in Southeast Alaska Conservation Council v. State, 202 P.3d 1162 (Alaska 2009):

> First, there is a substantial question as to whether appropriating unrestricted funds into the ETF would in itself violate the dedicated funds clause. While the dedicated funds clause is not, of course, violated merely by the fact of an appropriation for a specific purpose, it would be of concern that the income generated by the appropriation would be dedicated. We think that there is sufficient doubt as to the constitutionality of an appropriation made for the purpose of generating dedicated income that the University's suggestion that this might be done cannot justify severance.
>
> . . .

[1] Art. IX, sec. 7 of the Constitution of the State of Alaska provides:

> **SECTION 7. Dedicated Funds**. The proceeds of any state tax or license shall not be dedicated to any special purpose, except as provided in section 15 of this article or when required by the federal government for state participation in federal programs. This provision shall not prohibit the continuance of any dedication for special purposes existing upon the date of ratification of this section by the people of Alaska.

So, although the court has not decided the issue, it has observed that there is "doubt as to the constitutionality of an appropriation made for the purpose of generating dedicated income." Generating dedicated income is precisely what the draft bill appears to anticipate in sec. 37.14.750.

If I may be of further assistance, please advise.

JMM:ljw
11-068.ljw

LEGAL SERVICES

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

MEMORANDUM February 4, 2011

SUBJECT: Amendments to SB 43: Dedicated Funds Issue
(Work Order Nos. 27-GS1893\A.4 and A.7)

TO: Senator Joe Thomas
Co-Chair of the Senate Education Committee

FROM: Jean M. Mischel
Legislative Counsel

The above amendments' attempt to limit the expenditure and appropriation of funds from the performance scholarship award fund created in sec. 7 of the bill raises constitutional issues. Some of these issues raised by the amendments are related to an underlying constitutional issue in the bill itself.

The fund established in the bill may violate the dedicated fund clause.
The structure of the governor's performance scholarship investment fund set forth in sec. 9 of SB 43 is problematic. It includes income earned on investments of fund assets in the balance of the fund. If that income is not specifically appropriated to the fund by the legislature, its inclusion in the fund may violate the dedicated fund clause.[1] The Alaska Supreme Court recently mentioned this issue in Southeast Alaska Conservation Council v. State, 202 P.3d 1162 (Alaska 2009):

> First, there is a substantial question as to whether appropriating unrestricted funds into the [endowment trust fund] would in itself violate the dedicated funds clause. While the dedicated funds clause is not, of course, violated merely by the fact of an appropriation for a specific purpose, it would be of concern that the income generated by the appropriation would be dedicated. We think that there is sufficient doubt as to the constitutionality of an appropriation made for the purpose of

[1] Art. IX, sec. 7 provides:

> **SECTION 7. Dedicated Funds.** The proceeds of any state tax or license shall not be dedicated to any special purpose, except as provided in section 15 of this article or when required by the federal government for state participation in federal programs. This provision shall not prohibit the continuance of any dedication for special purposes existing upon the date of ratification of this section by the people of Alaska.

> generating dedicated income that the University's suggestion that this might be done cannot justify severance.
>
> . . .
>
> Our cases have not specifically addressed whether income earned by an agency from appropriated funds is covered by the dedicated funds clause. A 1982 attorney general opinion considered this question and concluded that such income likely would be covered. The opinion discusses policy reasons that would also apply to appropriating money to dedicated funds:
>
> > A difficulty that arises from the view that the dedicated funds prohibition is not applicable to interest or investment income on separate funds is that it permits steadily increasing amounts of money to be received and used by state departments and agencies without legislative control through the annual budget process. This is precisely the problem posed by the dedication of revenue sources which the drafters sought to avoid. For this reason, while we are not certain about the likely outcome, we doubt that a blanket exception for derivative income would be approved by the courts.
> >
> > . . . . Although not expressly addressed by them, the framers were very much aware of the boom-bust cycle of Alaska's economy. In fact, a driving force behind statehood was the desire of Alaskans themselves to be able to manage the income derived from those brief periods . . . when the state may receive enormous sums of money which are then immediately available for expenditure or placement, by appropriation, into a variety of funds and accounts for various permissible purposes. Depending on the number and size of those funds and accounts, the interest earned on the money placed in them could itself be substantial . . . . [T]he significance of that interest income in properly managing the state's budget leads us to the conclusion that our framers would have considered it to be within the dedicated fund prohibition.

Southeast Alaska Conservation Council v. State, 202 P.3d 1162, 1175 and n. 71 (Alaska 2009), quoting 1982 Op. Alaska Att'y Gen. No. 13 at 16 - 17 (Nov. 26). See also Myers v. Alaska Housing Finance Corporation, 68 P.3d 386, 391 (Alaska 2003) ("the anti-dedication clause would prohibit the legislature from appropriating the tobacco settlement revenue stream for more than the immediately forthcoming fiscal year directly to secure a bond issue"). But see 1982 Op. Alaska Att'y Gen. (Nov. 30) ("[u]ntil the question is

ruled on by the courts, we will defend legislative action dedicating, by general law, derivative income to the funds which 'earned' them").

So, although the court has not decided the issue, it has observed that there is "doubt as to the constitutionality of an appropriation made for the purpose of generating dedicated income." Generating income is precisely what the draft bill appears to anticipate in sec. 37.14.750(a).

Of course, this problem could be remedied with a constitutional amendment establishing the performance scholarship fund as a dedicated fund, or removing the prohibition on dedicated funds altogether. If you choose this approach, then the fund provisions in the bill and the amendments should be made contingent on adoption of the constitutional amendment.

Amendments A.4 and A.7 raise additional constitutional issues.
Amendments A.4 and A.7 purport to limit the ability of the legislature to make future appropriations to the fund, by setting a maximum fund balance of $160,000,000 in amendment A.4 and by requiring a one-third minimum amount for grant appropriations in A.7.[2] Both are contrary to the legislature's appropriation power under art. II, sec. 13 of the state constitution and annual budget process required under art. IX, sec. 12 of the state constitution (see quote from the AG Opinion, above), which are meant to give the legislature the flexibility to deal with budgetary needs on an annual basis as circumstances change. Art. IX, sec. 13 of the state constitution provides:

> No money shall be withdrawn from the treasury except in accordance with appropriations made by law. No obligation for the payment of money shall be incurred except as authorized by law. Unobligated appropriations outstanding at the end of the period of time specified by law shall be void.

Article IX, sec. 12 of the state constitution provides:

> The governor shall submit to the legislature, at a time fixed by law, a budget for the next fiscal year setting forth all proposed expenditures and anticipated income of all departments, offices, and agencies of the State. The governor, at the same time, shall submit a general appropriation bill to authorize the proposed expenditures, and a bill or bills covering recommendations in the budget for new or additional revenues.

---

[2] It is worth noting here that the bill draft at p. 5, l. 22, asserts that "[n]othing in this section creates a dedicated fund." Given this, a court might choose to interpret the statute creating the fund as requiring that interest earned on investments of fund assets be appropriated into the fund at the discretion of the legislature, rather than automatically being incorporated into the fund's balance.

The amendments may violate both of these provisions. The Alaska Supreme Court has recognized that "[o]ne legislature may not bind future legislatures." Mount Juneau Enterprises, Inc. v. City and Borough of Juneau, 923 P.2d 768, 776 (Alaska 1996). Also, as a practical matter, a future legislature could further amend sec. 37.14.750, or perhaps simply ignore its provisions on the theory that an attempt to bind a future legislature is void.

If I may be of further assistance, please advise.

JMM:ljw
11-069.ljw

Enclosure

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 4, 2011

SUBJECT: Amendment to SB 43: capital income fund repeal
(Work Order No. 27-GS1893\A.5)

TO: Senator Joe Thomas
Co-Chair of the Senate Education Committee

FROM: Jean M. Mischel
Legislative Counsel

The enclosed amendment allows the Amerada Hess settlement funds to be deposited directly into a combined education grant and scholarship fund. In doing so, we have repealed the capital income fund (AS 37.05.565) since that was the purpose of that fund, and amended AS 37.13.145(d). We also have repealed the 1992 SLA pertaining to the handling and deposit of the Amerada Hess funds to avoid the possibility, however unlikely, that a court would issue an opinion triggering the repeal of AS 37.13.145(d).

Section 28, ch. 134, SLA 1992 provides:

> AS 37.13.145(d), added by sec. 19 of this Act, is repealed on the day that the revisor of statues certifies to the legislature that the Alaska Supreme Court has made a final determination that, in the absence of AS 43.23.045(c), repealed by sec. 29 of this Act, or AS 37.13.145(d), added by sec. 19 of this Act, no judge or juror is disqualified from serving as judge or juror solely because the judge or juror may qualify to receive a permanent fund dividend.

If I may be of further assistance, please advise.

JMM:ljw
11-070.ljw

Enclosure

27-GS1893\A.4
Mischel
2/3/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 1, lines 2 - 4:

Delete "**establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds;**"

Insert "**relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding; establishing an account and funds for those purposes;**"

Page 3, following line 18:

Insert a new bill section to read:

"*** Sec. 5.** AS 14.43.825(f), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(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.]"

Renumber the following bill sections accordingly.

Page 4, line 24:

Delete "**Sec. 14.43.845.**"

Insert "**Sec. 14.43.915. AlaskAdvantage education grant and**"

Page 4, line 24, following "The":

Insert "AlaskAdvantage education grant and"

Page 4, line 26, following "for":

Insert "AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and"

Page 4, line 28, following "pay":

Insert "grants awarded under AS 14.43.400 - 14.43.420 and"

Page 4, line 31, following "awarding":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 5, following line 1:

Insert new subsections to read:

"(c) The amount appropriated and deposited to the fund may not exceed $160,000,000 to meet the costs of current commitments of the fund.

(d) The commissioner may not award grants or scholarships from the fund to an individual who did not receive a grant or scholarship in the previous fiscal year if

(1) the fund balance on July 1 of each year is less than $80,000,000; or

(2) the amount available for grants awarded under AS 14.43.400 - 14.43.420 on July 1 of each year is less than one-third of the amount available for scholarships awarded under AS 14.43.810 - 14.43.849.

(e) If insufficient funds are appropriated to pay all eligible grants and scholarships, the commission shall divide the available fund balance to provide for not less than one-third of the balance to be paid for grant awards and

(1) if the fund balance is less than $80,000,000, pay grant and scholarship awards on a pro rata basis to individuals who received grants and scholarships in the previous fiscal year;

(2) if the fund balance is $80,000,000 or more but less than $160,000,000, pay all eligible grant and scholarship awards on a pro rata basis."

Page 5, line 10, following "**8A.**":

Insert "**AlaskAdvantage Education Grant and**"

Page 5, line 11, following "**Sec. 37.14.750.**":

Insert "**AlaskAdvantage education grant and**"

Page 5, line 12, following "The":
Insert "AlaskAdvantage education grant and"

Page 6, line 2, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 3:
Delete "AS 14.43.845"
Insert "AS 14.43.915"

Page 6, line 4, following "award":
Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 6, line 6, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 11, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 26, following "**the**":
Insert "**AlaskAdvantage education grant and**"

Page 7, line 9, following "**the**":
Insert "**AlaskAdvantage education grant and**"

Page 8, line 14:
Delete "Section 15"
Insert "Section 16"

Page 8, line 15:

Delete "Section 11"

Insert "Section 12"

Page 8, line 16:

Delete "secs. 16 and 17"

Insert "secs. 17 and 18"

27-GS1893\A.5
Mischel
2/4/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 1, lines 2 - 4:

Delete "**establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds;**"

Insert "**relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding and establishing an account and funds for those purposes; repealing the Alaska capital income fund and a provision relating to the Alaska capital income fund;**"

Page 4, line 24:

Delete "**Sec. 14.43.845.**"

Insert "**Sec. 14.43.915. AlaskAdvantage education grant and**"

Page 4, line 24, following "The":

Insert "AlaskAdvantage education grant and"

Page 4, line 26, following "for":

Insert "AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and"

Page 4, line 28, following "pay":

Insert "grants awarded under AS 14.43.400 - 14.43.420 and"

Page 4, line 31, following "awarding":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 5, following line 8:

Insert new bill sections to read:

"* **Sec. 9.** 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. 10.** 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)]."

Renumber the following bill sections accordingly.

Page 5, line 10, following "**8A.**":

Insert "**AlaskAdvantage Education Grant and**"

Page 5, line 11, following "**Sec. 37.14.750.**":

Insert "**AlaskAdvantage education grant and**"

Page 5, line 12, following "The":

Insert "AlaskAdvantage education grant and"

Page 5, line 15:

Delete "and"

Page 5, line 16, following "assets":

Insert "; and

(4) money deposited to the fund under AS 37.13.145(d)"

Page 6, line 2, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 3:

Delete "AS 14.43.845"

Insert "AS 14.43.915"

Page 6, line 4, following "award":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 6, line 6, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 11, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 26, following "**the**":

Insert "**AlaskAdvantage education grant and**"

Page 7, line 9, following "**the**":

Insert "**AlaskAdvantage education grant and**"

Page 7, line 11:

Delete "is"

Insert "and AS 37.05.565 are"

Page 7, following line 11:

Insert a new bill section to read:

"* **Sec. 15.** Section 28, ch.134, SLA 1992, is repealed."

Renumber the following bill sections accordingly.

Page 8, following line 13:

Insert a new bill section to read:

"* **Sec. 19.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: ALASKA PERFORMANCE SCHOLARSHIP INVESTMENT FUND. The money deposited in the Alaska capital income fund established under AS 37.05.565 shall be transferred to the Alaska performance scholarship investment fund established under AS 37.14.750 on July 1, 2011."

Renumber the following bill sections accordingly.

Page 8, line 14:

Delete "Section 15"

Insert "Section 18"

Page 8, line 15:

Delete "Section 11"

Insert "Section 13"

Page 8, line 16:

Delete "secs. 16 and 17"

Insert "secs. 20 and 21"

27-GS1893\A.7
Mischel
2/4/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 1, lines 2 - 4:

Delete "**establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds;**"

Insert "**relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding, and establishing an account and funds for those purposes;**"

Page 3, following line 18:

Insert a new bill section to read:

"*** Sec. 5.** AS 14.43.825(f), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(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.]"

Renumber the following bill sections accordingly.

Page 4, line 24:

Delete "**Sec. 14.43.845.**"

Insert "**Sec. 14.43.915. AlaskAdvantage education grant and**"

Page 4, line 24, following "The":

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Page 4, line 26, following "for":

Insert "AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and"

Page 4, line 28, following "pay":

Insert "grants awarded under AS 14.43.400 - 14.43.420 and"

Page 4, line 31, following "awarding":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 5, following line 1:

Insert new subsections to read:

"(c) The amount annually appropriated and deposited to the fund for payment of grants awarded under AS 14.43.400 - 14.43.420 may not be less than one-third of the amount available for scholarships awarded under AS 14.43.810 - 14.43.849.

(d) If funds appropriated are insufficient to pay all eligible grants and scholarships, the commission shall divide the available fund balance to provide for not less than one-third of the balance to be paid for grant awards, and shall pay grant and scholarship awards on a pro rata basis to individuals who received grants and scholarships in the previous fiscal year.

(e) If funds appropriated are sufficient to pay all awards to individuals who received grants and loans in the previous fiscal year, but not sufficient to pay awards for all newly eligible individuals in a fiscal year, the commission shall pay awards to newly eligible individuals on a pro rata basis after dividing the available funds to ensure that not less than one-third of the awards are made to grant recipients."

Page 5, line 10, following "**8A.**":

Insert "**AlaskAdvantage Education Grant and**"

Page 5, line 11, following "**Sec. 37.14.750.**":

Insert "**AlaskAdvantage education grant and**"

Page 5, line 12, following "The":
Insert "AlaskAdvantage education grant and"

Page 6, line 2, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 3:
Delete "AS 14.43.845"
Insert "AS 14.43.915"

Page 6, line 4, following "award":
Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 6, line 6, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 11, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 26, following "**the**":
Insert "**AlaskAdvantage education grant and**"

Page 7, line 9, following "**the**":
Insert "**AlaskAdvantage education grant and**"

Page 8, line 14:
Delete "Section 15"
Insert "Section 16"

Page 8, line 15:
Delete "Section 11"

Insert "Section 12"

Page 8, line 16:

Delete "secs. 16 and 17"

Insert "secs. 17 and 18"

Murray

27-GS1893\A.4
Mischel
2 3 11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 1, lines 2 - 4:

Delete "**establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds;**"

Insert "**relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding; establishing an ~~account and~~ funds for those purposes;**"

Page 3, following line 18:

Insert a new bill section to read:

"*** Sec. 5.** AS 14.43.825(f), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(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.]"

Renumber the following bill sections accordingly.

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Delete "**Sec. 14.43.845.**"

Insert "**Sec. 14.43.915. AlaskAdvantage education grant and**"

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Page 4, line 28, following "pay":

Insert "grants awarded under AS 14.43.400 - 14.43.420 and"

Page 4, line 31, following "awarding":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 5, following line 1:

Insert new subsections to read:

"(c) ~~The amount appropriated and deposited to the fund may not exceed $160,000,000 to meet the costs of current commitments of the fund~~.

Future Funding

(d) The commissioner may not award grants or scholarships from the fund to an individual who did not receive a grant or scholarship in the previous fiscal year if

(1) the fund balance on July 1 of each year is less than $80,000,000; or

(2) the amount available for grants awarded under AS 14.43.400 - 14.43.420 on July 1 of each year is less than one-third of the amount available for scholarships awarded under AS 14.43.810 - 14.43.849.

Preserving Needs based

(e) If insufficient funds are appropriated to pay all eligible grants and scholarships, the commission shall divide the available fund balance to provide for not less than one-third of the balance to be paid for grant awards and

(1) if the fund balance is less than $80,000,000, pay grant and scholarship awards on a pro rata basis to individuals who received grants and scholarships in the previous fiscal year;

(2) if the fund balance is $80,000,000 or more but less than $160,000,000, pay all eligible grant and scholarship awards on a pro rata basis."

Page 5, line 10, following "**8A.**":

Insert "**AlaskAdvantage Education Grant and**"

Page 5, line 11, following "**Sec. 37.14.750.**":

Insert "**AlaskAdvantage education grant and**"

Page 5, line 12, following "The":
Insert "AlaskAdvantage education grant and"

Page 6, line 2, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 3:
Delete "AS 14.43.845"
Insert "AS 14.43.915"

Page 6, line 4, following "award":
Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 6, line 6, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 11, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 26, following "**the**":
Insert "**AlaskAdvantage education grant and**"

Page 7, line 9, following "**the**":
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Page 8, line 14:
Delete "Section 15"
Insert "Section 16"

Page 8, line 15:

Delete "Section 11"

Insert "Section 12"

Page 8, line 16:

Delete "secs. 16 and 17"

Insert "secs. 17 and 18"

27-GS1893\A.9
Mischel
2/4/11

AMENDMENT

OFFERED IN THE SENATE

BY SENATOR THOMAS

TO: SB 43

Page 5, line 16, following "assets":

Insert "and appropriated to the fund"

The Fund consists of:

(3) income earned on investments of fund assets and appropriated to the fund.

Amerada HESS Fund:

Balance of the AmHess account = $424,398,972.03 (this will never change under current law, as nothing is added to it anymore)

Prior year transfers (generally sent in the last week of July each year):
6/30/2010 = $0
6/30/2009 = $0
6/30/2008 = $32,962,838.52
6/30/2007 = $42,287,323.53
6/30/2006 = $36,747,608.50

The zero transfer years are due to realized losses in the market crisis. In FY2009 there were $33,343,373.41 in realized losses attributed to the Amerada Hess balance. In FY2010 $20,830,076.96 was realized, and served to decrease ("pay back") that negative balance. Anything greater than $12,513,296.45 (the remaining negative balance) in earnings this year will be transferred to the AK Capital Income Fund in July 2011.

Capital Income Fund transfers from AmHESS:

The balance of the Alaska Capital Income Fund was $221,104,397.49 at 12/31/10.

Alaska Performance Scholarship

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 this fund into the award fund.
3. Finally, the bill permits Alaska tax-payers to make donations into the scholarship investment fund and qualify for an education tax credit.

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 reduce 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 the characteristics of which are 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 and 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 tax-payers with an interest in donating, they are incented to do so through the education tax credit for which the donations would be eligible.

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.

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[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

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	

ALASKA STATE SENATE

Sen. Kevin Meyer
Alaska State Capitol
Juneau, Alaska 99801
Room 103
Phone:907-465-4945
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Sen. Joe Thomas
Alaska State Capitol
Juneau, Alaska 99801
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SENATE EDUCATION COMMITTEE
Senators Kevin Meyer & Joe Thomas, Co-Chairs

February 9, 2011 Meeting
Amendments to Senate Bill 43

Amendment A.5 – concerning using the proceeds from the Amerada Hess Fund for scholarships and Grants

(Supporting documents: Letter from Ginger Blaisdell, Memo from Jean Mischel)

Amendment A.9—making the earnings of the fund subject to appropriation

Amendment A.10—allowing student to attend schools that are nationally accredited, but not regionally

(Supporting Memo)

Amendment A.11—Establishing a ratio between merit scholarships and AlaskAdvantage grants; establishing forward funding; and guaranteeing that cohorts will receive funding for the duration of their college enrollment

Amendment A.12—guaranteeing the fund does not lapse until four years of no appropriations

State of Alaska

Department of Revenue

Administrative Services Division

SEAN PARNELL, GOVERNOR
333 Willoughby Avenue, 11th Floor
P.O. Box 110410
Juneau, Alaska 99811-0405
Phone: (907) 465-2300
Fax: (907) 465-2394

February 4, 2011

Honorable Senator Thomas
State Capitol Room 514
Juneau, AK 99801

Dear Senator Thomas,

You requested the balance and transfer amounts of the Amerada HESS Fund. The Fund is managed by the Alaska Permanent Fund Corporation The interest earnings that are transferred to the Capital Income Fund are managed by the Department of Revenue Treasury Division.

Amerada HESS Fund:
Balance of the AmHess account = $424,398,972.03 (this will never change under current law, as nothing is added to it anymore)

Prior year transfers (generally sent in the last week of July each year):
6/30/2010 = $0
6/30/2009 = $0
6/30/2008 = $32,962,838.52
6/30/2007 = $42,287,323.53
6/30/2006 = $36,747,608.50

The zero transfer years are due to realized losses in the market crisis. In FY2009 there were $33,343,373.41 in realized losses attributed to the Amerada Hess balance. In FY2010 $20,830,076.96 was realized, and served to decrease ("pay back") that negative balance. Anything greater than $12,513,296.45 (the remaining negative balance) in earnings this year will be transferred to the AK Capital Income Fund in July 2011.

Capital Income Fund transfers from AmHESS:
The balance of the Alaska Capital Income Fund was $221,104,397.49 at 12/31/10.

Please feel free to contact me if you have additional questions.

Sincerely,

Ginger Blaisdell
Director, Administrative Services Division

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 4, 2011

SUBJECT: Amendment to SB 43: capital income fund repeal
(Work Order No. 27-GS1893\A.5)

TO: Senator Joe Thomas
Co-Chair of the Senate Education Committee

FROM: Jean M. Mischel
Legislative Counsel

The enclosed amendment allows the Amerada Hess settlement funds to be deposited directly into a combined education grant and scholarship fund. In doing so, we have repealed the capital income fund (AS 37.05.565) since that was the purpose of that fund, and amended AS 37.13.145(d). We also have repealed the 1992 SLA pertaining to the handling and deposit of the Amerada Hess funds to avoid the possibility, however unlikely, that a court would issue an opinion triggering the repeal of AS 37.13.145(d).

Section 28, ch. 134, SLA 1992 provides:

> AS 37.13.145(d), added by sec. 19 of this Act, is repealed on the day that the revisor of statues certifies to the legislature that the Alaska Supreme Court has made a final determination that, in the absence of AS 43.23.045(c), repealed by sec. 29 of this Act, or AS 37.13.145(d), added by sec. 19 of this Act, no judge or juror is disqualified from serving as judge or juror solely because the judge or juror may qualify to receive a permanent fund dividend.

If I may be of further assistance, please advise.

JMM:ljw
11-070.ljw

Enclosure

27-GS1893\A.5
Mischel
2/4/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 1, lines 2 - 4:

Delete "**establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds;**"

Insert "**relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding and establishing an account and funds for those purposes; repealing the Alaska capital income fund and a provision relating to the Alaska capital income fund;**"

Page 4, line 24:

Delete "**Sec. 14.43.845.**"

Insert "**Sec. 14.43.915. AlaskAdvantage education grant and**"

Page 4, line 24, following "The":

Insert "AlaskAdvantage education grant and"

Page 4, line 26, following "for":

Insert "AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and"

Page 4, line 28, following "pay":

Insert "grants awarded under AS 14.43.400 - 14.43.420 and"

Page 4, line 31, following "awarding":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 5, following line 8:

Insert new bill sections to read:

"* **Sec. 9.** 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. 10.** 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)]."

Renumber the following bill sections accordingly.

Page 5, line 10, following "**8A.**":

Insert "**AlaskAdvantage Education Grant and**"

Page 5, line 11, following "**Sec. 37.14.750.**":

Insert "**AlaskAdvantage education grant and**"

Page 5, line 12, following "The":

Insert "AlaskAdvantage education grant and"

Page 5, line 15:

Delete "and"

Page 5, line 16, following "assets":

Insert "; and

(4) money deposited to the fund under AS 37.13.145(d)"

Page 6, line 2, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 3:

Delete "AS 14.43.845"

Insert "AS 14.43.915"

Page 6, line 4, following "award":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 6, line 6, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 11, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 26, following "**the**":

Insert "**AlaskAdvantage education grant and**"

Page 7, line 9, following "**the**":

Insert "**AlaskAdvantage education grant and**"

Page 7, line 11:

Delete "is"

Insert "and AS 37.05.565 are"

Page 7, following line 11:

Insert a new bill section to read:

"* **Sec. 15.** Section 28, ch.134, SLA 1992, is repealed."

Renumber the following bill sections accordingly.

Page 8, following line 13:

Insert a new bill section to read:

"* **Sec. 19.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: ALASKA PERFORMANCE SCHOLARSHIP INVESTMENT FUND. The money deposited in the Alaska capital income fund established under AS 37.05.565 shall be transferred to the Alaska performance scholarship investment fund established under AS 37.14.750 on July 1, 2011."

Renumber the following bill sections accordingly.

Page 8, line 14:

Delete "Section 15"

Insert "Section 18"

Page 8, line 15:

Delete "Section 11"

Insert "Section 13"

Page 8, line 16:

Delete "secs. 16 and 17"

Insert "secs. 20 and 21"

27-GS1893\A.9
Mischel
2/4/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 5, line 16, following "assets":

Insert "and appropriated to the fund"

27-GS1893\A.10
Mischel
2/7/11

AMENDMENT

OFFERED IN THE SENATE

TO: SB 43

Page 3, line 26, following "regional":

Insert "or national"

SB 43

AMENDMENT A.10

This amendment would give students more schooling options by adding to the list of "qualified postsecondary institutions" eligible to receive scholarship funds. Many schools, particularly "non-traditional" schools such as faith-based institutions, technical training schools, flight schools, and salon/beauty schools, cannot receive "regional" accreditation. Instead, such institutions typically pursue other specialized "national" accreditation. They are all officially recognized by the ACPE and are licensed to operate in Alaska. Similarly, such institutions are also recognized federally by the U.S. Dept. of Education and are authorized to receive federal financial aid. This would allow qualifying students who choose to pursue a non-traditional career path to apply their scholarships to a broader swath of legitimate institutions in Alaska.

27-GS1893\A.11
Mischel
2/7/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 1, lines 2 - 4:

Delete "**establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds;**"

Insert "**relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding; establishing an account and funds for those purposes;**"

Page 3, following line 18:

Insert a new bill section to read:

"*** Sec. 5.** AS 14.43.825(f), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(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.]"

Renumber the following bill sections accordingly.

Page 4, line 24:

Delete "**Sec. 14.43.845.**"

Insert "**Sec. 14.43.915. AlaskAdvantage education grant and**"

Page 4, line 24, following "The":

Insert "AlaskAdvantage education grant and"

Page 4, line 26, following "for":

Insert "AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and"

Page 4, line 28, following "pay":

Insert "grants awarded under AS 14.43.400 - 14.43.420 and"

Page 4, line 31, following "awarding":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 5, following line 1:

Insert new subsections to read:

"(c) The amount annually awarded by the commission for payment of grants awarded under AS 14.43.400 - 14.43.420 may not be less than one-third of the amount awarded for scholarships under AS 14.43.810 - 14.43.849. 7 1/3 language

(d) If insufficient funds are appropriated to pay all eligible grants and scholarships, the commissioner shall divide the available fund balance to provide for not less than one-third of the balance to be paid for grant awards and,

(1) if the fund balance on July 1 is less than $80,000,000, pay grant and scholarship awards on a pro rata basis only to eligible individuals who received a grant or scholarship in the previous fiscal year;

(2) if the fund balance on July 1 is $80,000,000 or more, pay eligible grant and scholarship awards to eligible individuals who received a grant or scholarship in the previous fiscal year and pay all other awards on a pro rata basis."

Page 5, line 10, following "**8A.**":

Insert "**AlaskAdvantage Education Grant and**"

If there are insufficient Grant

Page 5, line 11, following "**Sec. 37.14.750.**":

Insert "**AlaskAdvantage education grant and**"

Page 5, line 12, following "The":

Insert "AlaskAdvantage education grant and"

Page 6, line 2, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 3:
Delete "AS 14.43.845"
Insert "AS 14.43.915"

Page 6, line 4, following "award":
Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 6, line 6, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 11, following "the":
Insert "AlaskAdvantage education grant and"

Page 6, line 26, following "**the**":
Insert "**AlaskAdvantage education grant and**"

Page 7, line 9, following "**the**":
Insert "**AlaskAdvantage education grant and**"

Page 8, line 14:
Delete "Section 15"
Insert "Section 16"

Page 8, line 15:
Delete "Section 11"
Insert "Section 12"

Page 8, line 16:

Delete "secs. 16 and 17"

Insert "secs. 17 and 18"

27-GS1893\A.12
Mischel
2/7/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 4, lines 30 - 31:

Delete "Money appropriated to the fund does not lapse."

Page 5, following line 1:

Insert a new subsection to read:

"(c) Money appropriated to the fund does not lapse except after the fourth consecutive fiscal year in which no appropriations have been made to the fund, or all awards have been paid to eligible recipients as provided in this chapter, whichever occurs last."

Senate Education Committee

A.5

Sec. 37.05.565. Alaska capital income fund.

(a) There is established in the general fund the Alaska capital income fund consisting of money deposited to the fund under AS 37.13.145(d) and of appropriations to the fund. The fund shall be invested by the Department of Revenue to yield competitive market rates as provided in AS 37.10.071. Income earned on money in the fund may be appropriated to the fund.

(b) Money may be appropriated from the Alaska capital income fund for any public purpose, including to cover annual debt service and reserves for debt service on bonds authorized by state law. Nothing in this subsection creates a dedicated fund.

A.9

*** Sec. 9.** AS 37.14 is amended by adding new sections to read:
Article 8A. Alaska Performance Scholarship Investment Fund.
Sec. 37.14.750. Alaska performance scholarship investment fund established. (a) The Alaska performance scholarship investment fund is established as a fund of the state. The fund consists of
(1) appropriations to the fund;
(2) donations to the fund; and
(3) income earned on investments of fund assets.

A.11

Establishes GRANT and SCHOLARSHIP fund

Page 1, line 10: issue dealt with later

Page 2, starting line10:

1) C: Establishes a 3:1 relationship between scholarship awards and grants
2) If insufficient funds are available, the relationship still exists
    a. Defines insufficient funds as $80M No new scholarships or grants awarded
    b. If more more than $80M, grants are made on a pro rata basis

The intent is that there enough to pay for freshman cohort to go through four years of college.

A.12

If no grants are or awards are made, the funds are obligated but unused, which is not in the public interest. Suggested by Leg Legal.

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 1, 2011

SUBJECT: Tax credit question (CSHB 104( ))
(Work Order No. 27-GH1893\M)

TO: Representative Paul Seaton
Attn: Katie Koester

FROM: Jean M. Mischel
Legislative Counsel

The changes to the above governor's bill have been made as requested but there is an issue, perhaps unintentional, that exists with the governor's bill as originally drafted pertaining to education tax credits. The bill includes only the income tax credit for corporations under AS 43.20.014 for cash contributions made to the performance scholarship program. Various education tax credits appear in seven other locations in the statute with a combined cap of $5,000,000. See the list in AS 43.20.014(d)(3). If you would like the other education tax credits to include scholarship contributions, let me know.

Also, do you want to repeal sec. 28, ch. 134, SLA 1992, which repeals AS 37.13.145(d), amended in sec. 12 of this Act?

JMM:ljw
11-060.ljw

Enclosure

27-GH1893\M
Mischel
1/31/11

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; 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 14.43.410 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. 3.** AS 14.43.810, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

Sec. 14.43.810. Alaska <u>performance</u> [MERIT] scholarship program established; regulations. (a) The Alaska **<u>performance</u>** [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 **<u>scholarship</u>** program. The commission shall administer the daily operations of the **<u>scholarship</u>** program and financing of the **<u>scholarship</u>** 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. 4.** 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 **<u>performance</u>** [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. 5.** 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. 6.** 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. 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 will 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 and 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. 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.

(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, $15,000,000;

(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 15 of this Act takes effect January 1, 2014.

*** Sec. 23.** Except as provided in secs. 21 and 22 of this Act, this Act takes effect July 1, 2011.

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CS FOR SENATE BILL NO. 43( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): SENATE 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; relating to education tax credits; relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding and establishing an account and funds for those purposes; repealing the Alaska capital income fund and a provision relating to the Alaska capital income fund; making conforming amendments; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; 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), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(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. 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]

Amendment 10

(B) **is** accredited by a regional **or national** accreditation association;

Amendment 2 7/1/12

(C) has an advisory program established for incoming students that provides counseling related to course selection, career choice, and personal challenges; and

Amendment 3 7/1/12

(D) provides courses and credits that will result in the issuance of a degree or certificate available at the institution within a time frame ~~expected~~ (customary) **for that degree or certificate;** ~~established by the commission~~

(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 **performance** [MERIT] scholarship program.

*** Sec. 7.** AS 14.43.840, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

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 **scholarship** 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 **scholarship** 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**; and**

Amendment C **(4) an assessment of the statewide centralized correspondence study program as it relates to the scholarships, including Internet access capabilities, plans to upgrade the quality and quantity of distance delivery of education, and the availability by district of correspondence courses required for the performance scholarship**.

*** 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 fund. (a) The AlaskAdvantage education grant and Alaska performance scholarship award fund is established. The fund consists of appropriations for AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and Alaska performance scholarship awards under AS 37.14.750 - 37.14.790.

and appropriated

(b) The commission may use money in the fund to pay grants awarded under AS 14.43.400 - 14.43.420 and scholarships for students under AS 14.43.810 - 14.43.849. Money appropriated to the fund may be expended without further appropriation. The money in the fund may be expended only in awarding grants under AS 14.43.400 - 14.43.420 and scholarships under AS 14.43.810 - 14.43.849.

Amendment 14 (c) The amount annually ~~awarded by~~ available to the commission for payment of grants awarded under AS 14.43.400 - 14.43.420 may not be less than one-third of the amount ~~awarded~~ available for scholarships under AS 14.43.810 - 14.43.849, except to the extent that the total amount necessary to pay all eligible grant applicants in a fiscal year is less than that amount.

(d) If insufficient funds are appropriated to pay all eligible grants and scholarships, the commission shall allocate one-third of the balance of the fund established under this section for payment of grant awards based on the highest to lowest financial need and, if the balance of the fund established under AS 37.14.750 on July 1 is

(1) less than $80,000,000, pay only

(A) grants as provided in this subsection; and

(B) eligible previously obligated scholarship awards; the awards may be made on a pro rata basis if necessary;

(2) $80,000,000 or more, pay

(A) grants as provided in this subsection;

(B) eligible previously obligated scholarship awards; and

(C) all other scholarship awards on a pro rata basis to be paid out within four years.

Amendment 12

(e) Money appropriated to the fund does not lapse except after the fourth consecutive fiscal year in which no appropriations have been made to the fund, or all awards have been paid to eligible recipients as provided in this chapter, whichever occurs last.

*** Sec. 9.** AS 14.45.130(a), as amended by sec. 7, ch. 14, SLA 2010, is further 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 21.96.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

Amendment 8 **(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government**.

*** 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:

Amendment 5 (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 investment fund (AS 37.14.750)** [ALASKA CAPITAL INCOME FUND (AS 37.05.565)].

* **Sec. 13.** AS 37.14 is amended by adding new sections to read:

Article 8A. AlaskAdvantage Education Grant and Alaska Performance Scholarship Investment Fund.

Sec. 37.14.750. AlaskAdvantage education grant and Alaska performance scholarship investment fund established. (a) The AlaskAdvantage education grant and Alaska performance scholarship investment fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund;

Amendment 9 (3) income earned on investments of fund assets and appropriated to the fund; and

Amendment 5 (4) money deposited to the fund under AS 37.13.145(d).

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional contributions that may be made to the fund. The commissioner shall invest the assets of the fund in a manner likely to yield at least a five percent real rate of return over

time.

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

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

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall identify five percent of that amount as available for appropriation by the legislature for appropriation to the AlaskAdvantage education grant and Alaska performance scholarship award fund created under AS 14.43.915 from which the Alaska Commission on Postsecondary Education may award grants under AS 14.43.400 - 14.43.420 and scholarships under AS 14.43.810 - 14.43.849. The commissioner shall also report as available for appropriation a running total of amounts previously identified as available for appropriation to the AlaskAdvantage education grant and Alaska performance scholarship award fund but not appropriated.

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

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

(2) "fund" means the AlaskAdvantage education grant and Alaska performance scholarship investment fund established in AS 37.14.750(a).

* **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

(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;

(5) for the AlaskAdvantage education grant and Alaska performance scholarship investment fund under AS 37.14.750(a); and

Amendment 8 **(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government**.

* **Sec. 15.** AS 43.55.019(a) is amended to read:

Amendment 1 (a) A producer of oil or gas 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 16.** AS 43.56.018(a) is amended to read:

Amendment 1 (a) The owner of property taxable under this chapter 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, 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**;**

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 17.** AS 43.65.018(a) is amended to read:

Amendment 1 (a) A person engaged in the business of mining in the state 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 18.** AS 43.75.018(a) is amended to read:

Amendment 1 (a) A person engaged in a fisheries business 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 19.** AS 43.77.045(a) is amended to read:

Amendment 1 (a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business 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, 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**;**

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 20.** Section 8, ch. 14, SLA 2010, is amended to read:

TRANSITION: **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. 21.** AS 37.05.565 is repealed.

* **Sec. 22.** AS 21.96.070(a)(5), 21.96.070(a)(6); AS 43.20.014(a)(5), 43.20.014(a)(6); AS 43.55.019(a)(5), 43.55.019(a)(6); AS 43.56.018(a)(5), 43.56.018(a)(6); AS 43.65.018(a)(5), 43.65.018(a)(6); AS 43.75.018(a)(5), 43.75.018(a)(6); AS 43.77.045(a)(5), and 43.77.045(a)(6) are repealed January 1, 2021.

* **Sec. 23.** Section 28, ch. 134, SLA 1992, is repealed.

* **Sec. 24.** 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 INVESTMENT FUND. 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 investment fund established under AS 37.14.750 on July 1, 2011.

* **Sec. 25.** 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. 26.** 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 heading of

(1) Article 12 of AS 14.43 from "Alaska Merit Scholarship Program" to "Alaska Performance Scholarship";

(2) AS 14.43.820 from "Alaska merit scholarship program; eligibility" to "Alaska performance scholarship; eligibility".

* **Sec. 27.** Section 57, ch. 92, SLA 2010, is amended to read:

Sec. 57. Except as provided in sec. 56 of this Act, this Act takes effect January 1, **2021** [2014].

* **Sec. 28.** Section 24 of this Act takes effect immediately under AS 01.10.070(c).

* **Sec. 29.** Except as provided in sec. 28 of this Act, this Act takes effect July 1, 2011.

CSSB 43 \M

Adopted	Short Description	Where in CS
A1	Allowing Tax Credits	Page 7, Lines 3,4; Page 9, Line 26; page 10, Line 14; Page 11, Line 2; Page 11, Line 21; Page 12, Line 9; Page 11, Lines 28,29
A2	Requiring Advising Program	Page 4, Lines 3-5
A3	Requiring Graduation in Timely Manner	Page 4, Lines 6-8
A5	Amerada Hess	Page 8, Lines 6-14
A6	Distance Delivery Report	Page 5, Lines 5-9
A8	Expanding Tax Credits to Sea Life Center	Page 7, Lines 5-8; Page 9, Line 26; page 10, Line 14; Page 11, Line 2; Page 11, Line 21; Page 12, Line 9; Page 11, Lines 28,29
A9	Appropriating Interest to the Fund	Page 8, Lines 25-26
A10	Allowing Nationally Accredited Institutions	Page 4, Line 1
A12	Four-year Lapse Period	Page 6, Lines 10-13
A14	Funding Ratio and Wind Down Provisions	Page 5, Line 22 - Page 6 Line 9

Amendments 4 and 7 were subsumed into Amendment 11, which was revised before presentation as amendments 13, and presented as Amendment 14.

Section 8 (Amendment 14)

If the commission were to pay to $9M in performance scholarships, then they would need to appropriate at least $3M in AlaskAdvantage grants, (unless all applicants for AlaskAdvantage requested less than $3M in total).

For example, $9M divided by 3 equals $3M

$12M divided by 3 equals $4M

27-GS1893\A.13
Mischel
2/9/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 1, lines 2 - 4:

Delete "**establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds;**"

Insert "**relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding; establishing an account and funds for those purposes;**"

Page 3, following line 18:

Insert a new bill section to read:

"*** Sec. 5.** AS 14.43.825(f), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(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.]"

Renumber the following bill sections accordingly.

Page 4, line 24:

Delete "**Sec. 14.43.845.**"

Insert "**Sec. 14.43.915. AlaskAdvantage education grant and**"

Page 4, line 24, following "The":

Insert "AlaskAdvantage education grant and"

Page 4, line 26, following "for":

Insert "AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and"

Page 4, line 28, following "pay":

Insert "grants awarded under AS 14.43.400 - 14.43.420 and"

Page 4, line 31, following "awarding":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 5, following line 1:

Insert new subsections to read:

"(c) The amount annually [awarded by] the commission for payment of grants awarded under AS 14.43.400 - 14.43.420 may not be less than one-third of the amount (awarded) for scholarships under AS 14.43.810 - 14.43.849, except to the extent the amount ~~requested by and paid for~~ eligible grant applicants in a fiscal year is insufficient to meet that requirement.

(d) If insufficient funds are appropriated to pay all eligible grants and scholarships, the commission shall ~~divide the~~ balance of the fund established under this section to ~~provide for not less than one-third of the balance~~ to be paid for grant awards ~~on a pro rata basis~~ and, if the balance of the fund established under AS 37.14.750 on July 1 is

(1) less than $80,000,000, pay only

(A) grants as provided in this subsection; and

(B) eligible previously obligated scholarship awards, on a pro rata basis;

(2) $80,000,000 or more, pay

(A) grants as provided in this subsection;

(B) eligible previously obligated scholarship awards; and

(C) all other scholarship awards on a pro rata basis."

Page 5, line 10, following "**8A.**":

Insert "**AlaskAdvantage Education Grant and**"

Page 5, line 11, following "**Sec. 37.14.750.**":

Insert "**AlaskAdvantage education grant and**"

Page 5, line 12, following "The":

Insert "AlaskAdvantage education grant and"

Page 6, line 2, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 3:

Delete "AS 14.43.845"

Insert "AS 14.43.915"

Page 6, line 4, following "award":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 6, line 6, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 11, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 26, following "**the**":

Insert "**AlaskAdvantage education grant and**"

Page 7, line 9, following "**the**":

Insert "**AlaskAdvantage education grant and**"

Page 8, line 14:

Delete "Section 15"

Insert "Section 16"

Page 8, line 15:

Delete "Section 11"

Insert "Section 12"

Page 8, line 16:

Delete "secs. 16 and 17"

Insert "secs. 17 and 18"

27-GS1893\A.14
Mischel
2/10/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR THOMAS

TO: SB 43

Page 1, lines 2 - 4:

Delete "**establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds;**"

Insert "**relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding; establishing an account and funds for those purposes;**"

Page 3, following line 18:

Insert a new bill section to read:

"*** Sec. 5.** AS 14.43.825(f), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(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.]"

Renumber the following bill sections accordingly.

Page 4, line 24:

Delete "**Sec. 14.43.845.**"

Insert "**Sec. 14.43.915. AlaskAdvantage education grant and**"

Following "The":

Insert "AlaskAdvantage education grant and"

Page 4, line 26, following "for":

Insert "AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and"

Page 4, line 28, following "pay":

Insert "grants awarded under AS 14.43.400 - 14.43.420 and"

Page 4, line 31, following "awarding":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 5, following line 1:

Insert new subsections to read:

"(c) The amount annually awarded by the commission for payment of grants awarded under AS 14.43.400 - 14.43.420 may not be less than one-third of the amount awarded for scholarships under AS 14.43.810 - 14.43.849, except to the extent that the total amount necessary to pay all eligible grant applicants in a fiscal year is less than that amount.

(d) If insufficient funds are appropriated to pay all eligible grants and scholarships, the commission shall allocate one-third of the balance of the fund established under this section for payment of grant awards based on the highest to lowest financial need and, if the balance of the fund established under AS 37.14.750 on July 1 is

(1) less than $80,000,000, pay only

(A) grants as provided in this subsection; and

(B) eligible previously obligated scholarship awards; the awards may be made on a pro rata basis if necessary;

(2) $80,000,000 or more, pay

(A) grants as provided in this subsection;

(B) eligible previously obligated scholarship awards; and

(C) all other scholarship awards on a pro rata basis to be paid out within four years."

Page 5, line 10, following "**8A.**":

Insert "**AlaskAdvantage Education Grant and**"

Page 5, line 11, following "**Sec. 37.14.750.**":

Insert "**AlaskAdvantage education grant and**"

Page 5, line 12, following "The":

Insert "AlaskAdvantage education grant and"

Page 6, line 2, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 3:

Delete "AS 14.43.845"

Insert "AS 14.43.915"

Page 6, line 4, following "award":

Insert "grants under AS 14.43.400 - 14.43.420 and"

Page 6, line 6, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 11, following "the":

Insert "AlaskAdvantage education grant and"

Page 6, line 26, following "**the**":

Insert "**AlaskAdvantage education grant and**"

Page 7, line 9, following "**the**":

Insert "**AlaskAdvantage education grant and**"

Page 8, line 14:

Delete "Section 15"

Insert "Section 16"

Page 8, line 15:

Delete "Section 11"

Insert "Section 12"

Page 8, line 16:

Delete "secs. 16 and 17"

Insert "secs. 17 and 18"

27-GS1893\M.1
Mischel
2/11/11

AMENDMENT

OFFERED IN THE SENATE BY SENATOR STEVENS

TO: CSSB 43( ), Draft Version "M"

Page 3, line 25, through page 4, line 18:

Delete all material and insert:

"* **Sec. 6.** AS 14.43.830, as enacted by sec. 5, ch. 14, SLA 2010, is repealed and reenacted to read:

Sec. 14.43.830. Qualified postsecondary institution. (a) A university, college, or career and technical school that is physically located in the state is a qualified postsecondary institution for purposes of awarding an Alaska performance scholarship if the institution

(1) is either

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

(B) 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;

(2) is accredited by a regional or national accreditation association;

(3) has an advisory program established for incoming students that provides counseling related to course selection, career choice, and personal challenges; and

(4) provides courses and credits that will result in the issuance of a degree or certificate available at the institution within a time frame customary for that degree or certificate.

(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 scholarship program."

LEGAL SERVICES

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

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

MEMORANDUM February 11, 2011

SUBJECT: Ambiguities and constitutional questions (CSSB 43(EDC))
(Work Order No. 27-GS1893\B)

TO: Senator Joe Thomas
Senator Kevin Meyer
Co-Chairs of the Senate Education Committee

FROM: Jean M. Mischel
Legislative Counsel

The above-referenced CS is enclosed with the changes requested by the committee. However, the substitution of the word "available" for "award" made by the committee at the request of the director of postsecondary education pertaining to the awarding of grants and scholarships on a ratio of 1:3 to AS 14.43.915(c) creates both an ambiguity and possible unlawful dedication or expenditure of funds. The substitution alters the effect of subsection (c), which was intended to limit the award of funds by the Postsecondary Education Commission to the ratio provided except when the eligible grant application amounts didn't meet the ratio. Instead, the substitution now appears to direct the commissioner of revenue or some unnamed entity to make the funds available to the postsecondary education commission in that ratio. If that is the new intent, the substituted language appears in the wrong fund, the award fund accessible to the commission for expenditure under AS 14.43.915, rather than the investment fund from which award funds become "available" and appropriated under AS 37.14.760.

In addition to the problems created by using the ambiguous term "available," the dedication issue is compounded in sec. 12 of this bill by the request to move the automatic annual deposits of the income generated by the Amerada Hess principal to the grant and scholarship award fund from which the postsecondary education commission makes expenditures.[1] The dedicated fund issue was the subject of a prior opinion. It is also unclear to me how the money appropriated from the investment fund established in sec. 13 of the bill and the money automatically deposited from sec. 12 will be handled by the postsecondary education commission for purposes of awarding grants and scholarships or by the legislature for purposes of making an annual appropriation. The bill as originally structured avoided the dedication of the Amerada Hess income deposits by requiring an appropriation from the investment fund into the award fund. As

[1] Note that the change in sec. 12 required conforming changes to AS 14.43.915 in sec. 8 and AS 37.14.750(a) in sec. 13.

proposed, the CS would unconstitutionally dedicate the funds for awarding grants and scholarships and allow the Amerada Hess income to be spent without ever being appropriated. Although I have attempted to require an additional appropriation within the award fund to authorize expenditures from the deposited amounts (page 5, line 21), I am skeptical that this will work at all or that the constitutional prohibition on dedicated funds is avoided. The legislature should instead annually appropriate the deposited money from the investment fund as provided for in the previous CS.

There are two other problems with this CS that occurred as a result of the Amerada Hess income diversion in the amendment that in retrospect should be addressed by the education or the finance committee before transmittal to the second house. The revisor has concluded that since the Alaska capital income fund established under AS 37.05.565 and repealed by the CS has "other appropriations" authorized as sources to the fund, the bill may, as currently drafted, suffer from a single subject problem. The Alaska capital income fund was not established to fund education. We recommend, then, retaining the Alaska capital income fund while diverting the Amerada Hess income stream and amending, not repealing, AS 37.05.565. That would also necessitate a title change from "repealing the Alaska capital income fund" to "amending funding for" that fund.

The last issue has to do with the date of the transfer of the Alaska capital income fund balance in sec. 24. In order to avoid the possibility of a sweep to the reserve fund, the date of the transfer should occur on June 30 rather than on July 1 and sec. 25 should be given an immediate or retroactive effective date. That can, of course, be addressed in the finance committee if you prefer.

If I may be of further assistance, please advise.

JMM:ljw
11-095.ljw

Enclosure

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Our view: Higher ed

Lawmakers should find way to fund merit, needs program

(02/09/11 19:39:12)

This is no time to lose ground.

Alaska has made some tremendous progress in building its university system in the last dozen years, not least with the UA Scholars Program that offers $11,000 scholarships to all students who finish in the top 10 percent of their high-school graduating classes.

Ask the vast majority of students, and they'll tell you that's real money.

But here's the kicker. When the scholars program began in 1999, its $10,800 covered four years of tuition, books and fees at a UA campus. Today, the $11,000 barely covers two years.

That's why efforts from Juneau to create a more comprehensive Alaska scholarship program have been welcome in the last several years. Both lawmakers like Sen. Johnny Ellis and Gov. Sean Parnell have proposed programs that reward achievement -- make higher grades, receive more aid.

Lawmakers are likely to add a needs-based element, as other states have. The idea is to reward hard work while recognizing that some students need more help than others. And the purpose is simple: Give any student who qualifies for college or other post-secondary education and training the chance to get that education.

This is an investment in Alaska's future, a chance to keep more of Alaska's young talent working at home, and a way to lighten the student-loan burden that puts so many students deep in debt from the get-go of their working lives. Alaska has enriched its campuses in recent years. Alaska still lags behind the rest of the country in help for its students.

How to pay for it? The governor has suggested a $400 million endowment that would cover scholarships from earnings. Lacking that, he'd like an $8.2 million appropriation to get the program started this year.

Legislators are caught between wariness of setting up such a large endowment when Alaska's fiscal future looks uncertain, and a desire not to have to revisit funding for the program every year.

The wariness is understandable. But fiscal uncertainty is a fact of Alaska life -- neither the price of oil nor the volume in our pipeline nor the prospects for a gas line are writ in anything like stone.

At the same time, our need for an educated work force with a wide range of talents and skills is a certainty.

This is an investment Alaska should make. And an endowment is a good idea -- whether from a royalty oil settlement fund or current surplus, and in what amount, lawmakers can work out.

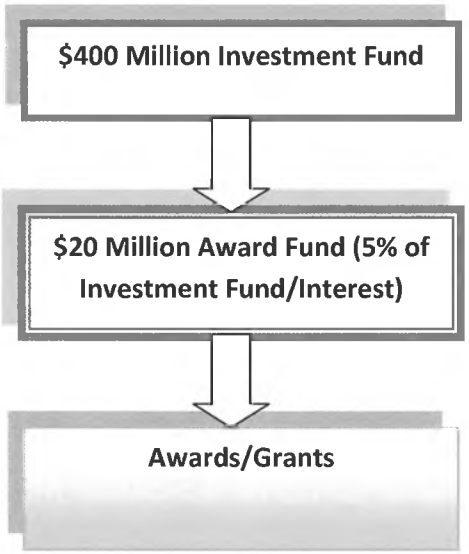
Alaska has a framework for a good program. But the program won't send anyone to school without the money.

BOTTOM LINE: Merit and needs scholarships are a solid investment in a smarter, more prosperous Alaska.

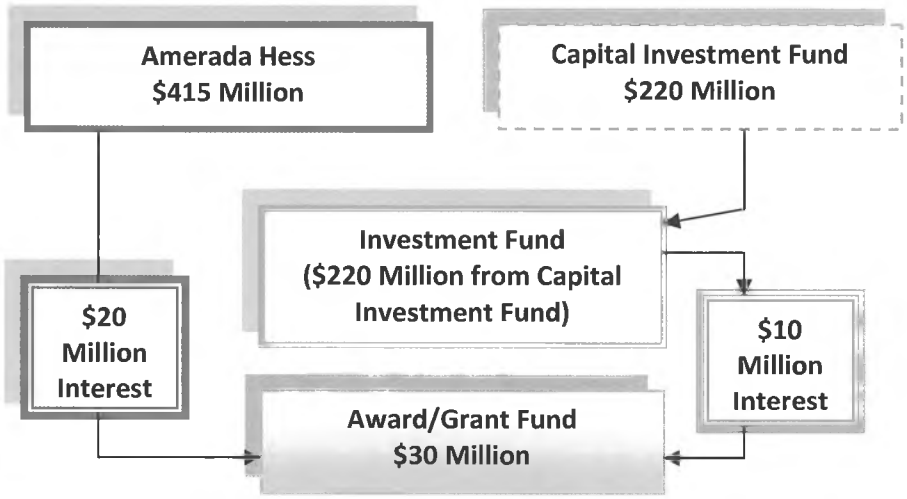
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GOVERNOR'S BILL -- SB 43



COMMITTEE SUBSTITUTE -- CSSB43



27-GS1893\I
Mischel
2/11/11

CS FOR SENATE BILL NO. 43( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): SENATE 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; relating to education tax credits; relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding and establishing an account and funds for those purposes; amending funding for the Alaska capital income fund; making conforming amendments; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; 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), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(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. 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 **or national** 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 will result in the issuance of a degree or certificate available at the institution within a time frame customary for that degree or certificate;

(2) a career and technical school program physically located in the state that

(A) is accredited by a regional or national accreditation association; and

(B) 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 14.43.840, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

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 **scholarship** 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 **scholarship** 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**; and**

(4) an assessment of the statewide centralized correspondence study program as it relates to the scholarships, including Internet access capabilities, plans to upgrade the quality and quantity of distance delivery of education, and the availability by district of correspondence courses required for the performance scholarship.

*** 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 fund. (a) The AlaskAdvantage education grant and Alaska performance scholarship award fund is established. The fund consists of

(1) appropriations for AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and Alaska performance scholarship awards under AS 37.14.750 - 37.14.790;

(2) money appropriated to the fund under AS 37.13.145(d); and

(3) income earned on the fund and appropriated to the fund.

(b) The commission may use money in the fund appropriated to pay grants awarded under AS 14.43.400 - 14.43.420 and scholarships for students under AS 14.43.810 - 14.43.849. Money appropriated to the fund may be expended without further appropriation. The money in the fund may be expended only in awarding grants under AS 14.43.400 - 14.43.420 and scholarships under AS 14.43.810 - 14.43.849.

(c) The amount annually awarded to the commission for payment of grants awarded under AS 14.43.400 - 14.43.420 may not be less than one-third of the amount awarded for scholarships under AS 14.43.810 - 14.43.849, except to the extent that the total amount necessary to pay all eligible grant applicants in a fiscal year is less than

that amount.

(d) If insufficient funds are appropriated to pay all eligible grants and scholarships, the commission shall allocate one-third of the balance of the fund established under this section for payment of grant awards based on the highest to lowest financial need and, if the balance of the fund established under AS 37.14.750 on July 1 is

(1) less than $80,000,000, pay only

(A) grants as provided in this subsection; and

(B) eligible previously obligated scholarship awards; the awards may be made on a pro rata basis if necessary;

(2) $80,000,000 or more, pay

(A) grants as provided in this subsection;

(B) eligible previously obligated scholarship awards; and

(C) all other scholarship awards on a pro rata basis to be paid out within four years.

(e) Money appropriated to the fund does not lapse except after the fourth consecutive fiscal year in which no appropriations have been made to the fund, or all awards have been paid to eligible recipients as provided in this chapter, whichever occurs last.

*** Sec. 9.** AS 14.45.130(a), as amended by sec. 7, ch. 14, SLA 2010, is further 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 21.96.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 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, 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**;**

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 11.** AS 37.05.565(a) is amended to read:

(a) There is established in the general fund the Alaska capital income fund consisting [OF MONEY DEPOSITED TO THE FUND UNDER AS 37.13.145(d) AND] of appropriations to the fund. The fund shall be invested by the Department of Revenue to yield competitive market rates as provided in AS 37.10.071. Income earned on money in the fund may be appropriated to the fund.

* **Sec. 12.** 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), **the AlaskAdvantage education grant and Alaska performance scholarship investment fund (AS 37.14.750),** and the 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. 13.** 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 **may** [SHALL] be annually **appropriated to** [DEPOSITED INTO] the **AlaskAdvantage education grant and Alaska performance scholarship award fund (AS 14.43.915). Nothing in this subsection creates a dedicated fund** [ALASKA CAPITAL INCOME FUND (AS 37.05.565)].

*** Sec. 14.** AS 37.14 is amended by adding new sections to read:

Article 8A. AlaskAdvantage Education Grant and Alaska Performance Scholarship Investment Fund.

Sec. 37.14.750. AlaskAdvantage education grant and Alaska performance scholarship investment fund established. (a) The AlaskAdvantage education grant and Alaska performance scholarship investment fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund; and

(3) income earned on investments of fund assets and appropriated to the fund.

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional contributions that may be made to the fund. The commissioner shall invest the assets of the fund in a manner likely to yield at least a five percent real rate of return over time.

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

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

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall identify five percent of that amount as available for appropriation by the legislature for appropriation to the AlaskAdvantage education grant and Alaska performance scholarship award fund created under AS 14.43.915 from which the Alaska Commission on Postsecondary Education may award grants under AS 14.43.400 - 14.43.420 and scholarships under AS 14.43.810 - 14.43.849. The commissioner shall also report as available for appropriation a running total of amounts previously identified as available for appropriation to the AlaskAdvantage education grant and Alaska performance scholarship award fund but not appropriated.

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

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

(2) "fund" means the AlaskAdvantage education grant and Alaska performance scholarship investment fund established in AS 37.14.750(a).

*** Sec. 15.** 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

(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**;**

(5) for the AlaskAdvantage education grant and Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 16.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 17.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 18.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state 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, 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**;**

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 19.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 20.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 21.** Section 8, ch. 14, SLA 2010, is amended to read:

TRANSITION: **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. 22.** AS 21.96.070(a)(5), 21.96.070(a)(6); AS 43.20.014(a)(5), 43.20.014(a)(6); AS 43.55.019(a)(5), 43.55.019(a)(6); AS 43.56.018(a)(5), 43.56.018(a)(6); AS 43.65.018(a)(5), 43.65.018(a)(6); AS 43.75.018(a)(5), 43.75.018(a)(6); AS 43.77.045(a)(5), and 43.77.045(a)(6) are repealed January 1, 2021.

* **Sec. 23.** Section 28, ch. 134, SLA 1992, is repealed.

* **Sec. 24.** 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 INVESTMENT FUND. (a) The unobligated balance of the Alaska capital income fund established under AS 37.05.565 shall be transferred to the AlaskAdvantage education grant and Alaska performance scholarship investment fund established under AS 37.14.750 on June 30, 2011.

(b) Notwithstanding the required calculation to be made by the commissioner of revenue under AS 37.14.760, enacted by sec. 14 of this Act, for fiscal years 2013 and 2014, as soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the AlaskAdvantage education grant and Alaska performance scholarship investment fund established under AS 37.14.750, enacted by sec. 14 of this Act, for the immediately preceding fiscal year and identify five percent of that amount

as available for appropriation by the legislature to the AlaskAdvantage education grant and Alaska performance scholarship award fund created under AS 14.43.915.

*** Sec. 25.** 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. 26.** 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 heading of

(1) Article 12 of AS 14.43 from "Alaska Merit Scholarship Program" to "Alaska Performance Scholarship";

(2) AS 14.43.820 from "Alaska merit scholarship program; eligibility" to "Alaska performance scholarship; eligibility."

*** Sec. 27.** Section 57, ch. 92, SLA 2010, is amended to read:

Sec. 57. Except as provided in sec. 56 of this Act, this Act takes effect January 1, **2021** [2014].

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

RETROACTIVITY. If sec. 24(a) of this Act takes effect after June 30, 2011, sec. 24(a) of this Act is retroactive to June 30, 2011.

*** Sec. 29.** Sections 24, 25, and 28 of this Act take effect immediately under AS 01.10.070(c).

*** Sec. 30.** AS 14.43.830(a)(1)(C) and (D), added by sec. 6 of this Act, take effect July 1, 2012.

*** Sec. 31.** Except as provided in secs. 29 and 30 of this Act, this Act takes effect July 1, 2011.

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AMENDMENT

OFFERED IN THE SENATE BY SENATOR STEVENS

TO: CSSB 43( ), Draft Version "M"

Page 3, line 25, through page 4, line 21

Delete all material and insert:

"* **Sec. 6.** AS 14.43.830, as enacted by sec. 5, ch. 14, SLA 2010, is repealed and reenacted to read:

Sec. 14.43.830. Qualified postsecondary institution. (a) A university, college, or career and technical school that is physically located in the state is a qualified postsecondary institution for purposes of awarding an Alaska performance scholarship if the institution

(1) is either

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

(B) 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;

(2) is accredited by a regional or national accreditation association;

(3) has an advisory program established for incoming students that provides counseling related to course selection, career choice, and personal challenges; and

(4) provides courses and credits that will result in the issuance of a degree or certificate available at the institution within a time frame customary for that degree or certificate.

(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 scholarship program."

CS FOR SENATE BILL NO. 43(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE 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; relating to education tax credits; relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding and establishing an account and funds for those purposes; amending funding for the Alaska capital income fund; making conforming amendments; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; 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 <u>performance</u> [MERIT] scholarship program established; regulations. (a) The Alaska <u>**performance**</u> [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 <u>**scholarship**</u> program. The commission shall administer the daily operations of the <u>**scholarship**</u> program and financing of the <u>**scholarship**</u> 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 <u>**performance**</u> [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), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(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. 6.** AS 14.43.830, as enacted by sec. 5, ch. 14, SLA 2010, is repealed and reenacted to read:

Sec. 14.43.830. Qualified postsecondary institution. (a) A university, college, or career and technical school that is physically located in the state is a qualified postsecondary institution for purposes of awarding an Alaska performance scholarship if the institution

(1) is either

(A) a college or university that is

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

(ii) accredited by a regional or national accreditation association; or

(B) 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;

(2) has an advisory program established for incoming students that provides counseling related to course selection and career choice; and

(3) provides courses and credits that will result in the issuance of a degree or certificate available at the institution within a period of time customary for that degree or certificate.

(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 scholarship program.

*** Sec. 7.** AS 14.43.840, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

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 **scholarship** 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 **scholarship** 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**; and**

(4) an assessment of the statewide centralized correspondence study program as it relates to the scholarships, including Internet access capabilities, plans to upgrade the quality and quantity of distance delivery of education, and the availability by district of correspondence courses required for the performance scholarship.

*** 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 fund. (a) The AlaskAdvantage education grant and Alaska performance scholarship award fund is established. The fund consists of

(1) appropriations for AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and Alaska performance scholarship awards under AS 14.43.810 - 14.43.849;

(2) appropriations from the AlaskAdvantage education grant and Alaska performance scholarship investment fund under AS 37.14.750 - 37.14.790;

(3) money appropriated to the fund under AS 37.13.145(d); and

(4) income earned on the fund and appropriated to the fund.

(b) The commission may use money in the fund appropriated to pay grants awarded under AS 14.43.400 - 14.43.420 and scholarships for students under AS 14.43.810 - 14.43.849. Money appropriated to the fund may be expended without further appropriation. The money in the fund may be expended only in awarding grants under AS 14.43.400 - 14.43.420 and scholarships under AS 14.43.810 - 14.43.849.

(c) The amount annually available to the commission for payment of grants awarded under AS 14.43.400 - 14.43.420 may not be less than one-third of the amount awarded for scholarships under AS 14.43.810 - 14.43.849, except to the extent that the total amount necessary to pay all eligible grant applicants in a fiscal year is less than

that amount.

(d) If insufficient funds are appropriated to pay all eligible grants and scholarships, the commission shall allocate one-third of the balance of the fund established under this section for payment of grant awards based on the highest to lowest financial need and, if the balance of the fund established under AS 37.14.750 on July 1 is

(1) less than $80,000,000, pay only

(A) grants as provided in this subsection; and

(B) eligible previously obligated scholarship awards; the awards may be made on a pro rata basis if necessary;

(2) $80,000,000 or more, pay

(A) grants as provided in this subsection;

(B) eligible previously obligated scholarship awards; and

(C) all other scholarship awards on a pro rata basis to be paid out within four years.

(e) Money appropriated to the fund does not lapse except after the fourth consecutive fiscal year in which no appropriations have been made to the fund, or all awards have been paid to eligible recipients as provided in this chapter, whichever occurs last.

*** Sec. 9.** AS 14.45.130(a), as amended by sec. 7, ch. 14, SLA 2010, is further 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 21.96.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 11.** AS 37.05.565(a) is amended to read:

(a) There is established in the general fund the Alaska capital income fund consisting [OF MONEY DEPOSITED TO THE FUND UNDER AS 37.13.145(d) AND] of appropriations to the fund. The fund shall be invested by the Department of Revenue to yield competitive market rates as provided in AS 37.10.071. Income earned on money in the fund may be appropriated to the fund.

*** Sec. 12.** 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), **the AlaskAdvantage education grant and Alaska performance scholarship investment fund (AS 37.14.750),** and the 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. 13.** 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 **may** [SHALL] be annually **appropriated to** [DEPOSITED INTO] the **AlaskAdvantage education grant and Alaska performance scholarship award fund (AS 14.43.915). Nothing in this subsection creates a dedicated fund** [ALASKA CAPITAL INCOME FUND (AS 37.05.565)].

* **Sec. 14.** AS 37.14 is amended by adding new sections to read:

Article 8A. AlaskAdvantage Education Grant and Alaska Performance Scholarship Investment Fund.

Sec. 37.14.750. AlaskAdvantage education grant and Alaska performance scholarship investment fund established. (a) The AlaskAdvantage education grant and Alaska performance scholarship investment fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund; and

(3) income earned on investments of fund assets and appropriated to the fund.

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional contributions that may be made to the fund. The commissioner shall invest the assets of the fund in a manner likely to yield at least a five percent real rate of return over time.

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

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

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall identify five percent of that amount as available for appropriation by the legislature for appropriation to the AlaskAdvantage education grant and Alaska performance scholarship award fund created under AS 14.43.915 from which the Alaska Commission on Postsecondary Education may award grants under AS 14.43.400 - 14.43.420 and scholarships under AS 14.43.810 - 14.43.849. The commissioner shall also report as available for appropriation a running total of amounts previously identified as available for appropriation to the AlaskAdvantage education grant and Alaska performance scholarship award fund but not appropriated.

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

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

(2) "fund" means the AlaskAdvantage education grant and Alaska performance scholarship investment fund established in AS 37.14.750(a).

*** Sec. 15.** 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

(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**;**

(5) for the AlaskAdvantage education grant and Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 16.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 17.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 18.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state 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, 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**;**

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 19.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 20.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 21.** Section 8, ch. 14, SLA 2010, is amended to read:

TRANSITION: **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. 22.** AS 21.96.070(a)(5), 21.96.070(a)(6); AS 43.20.014(a)(5), 43.20.014(a)(6); AS 43.55.019(a)(5), 43.55.019(a)(6); AS 43.56.018(a)(5), 43.56.018(a)(6); AS 43.65.018(a)(5), 43.65.018(a)(6); AS 43.75.018(a)(5), 43.75.018(a)(6); AS 43.77.045(a)(5), and 43.77.045(a)(6) are repealed January 1, 2021.

* **Sec. 23.** Section 28, ch. 134, SLA 1992, is repealed.

* **Sec. 24.** 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 INVESTMENT FUND. (a) The unobligated balance of the Alaska capital income fund established under AS 37.05.565 shall be transferred to the AlaskAdvantage education grant and Alaska performance scholarship investment fund established under AS 37.14.750 on June 30, 2011.

(b) Notwithstanding the required calculation to be made by the commissioner of revenue under AS 37.14.760, enacted by sec. 14 of this Act, for fiscal years 2013 and 2014, as soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the AlaskAdvantage education grant and Alaska performance scholarship investment fund established under AS 37.14.750, enacted by sec. 14 of this Act, for the immediately preceding fiscal year and identify five percent of that amount

as available for appropriation by the legislature to the AlaskAdvantage education grant and Alaska performance scholarship award fund created under AS 14.43.915.

* **Sec. 25.** 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. 26.** 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 heading of

(1) Article 12 of AS 14.43 from "Alaska Merit Scholarship Program" to "Alaska Performance Scholarship";

(2) AS 14.43.820 from "Alaska merit scholarship program; eligibility" to "Alaska performance scholarship; eligibility."

* **Sec. 27.** Section 57, ch. 92, SLA 2010, is amended to read:

Sec. 57. Except as provided in sec. 56 of this Act, this Act takes effect January 1, **2021** [2014].

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

RETROACTIVITY. If sec. 24(a) of this Act takes effect after June 30, 2011, sec. 24(a) of this Act is retroactive to June 30, 2011.

* **Sec. 29.** Sections 24, 25, and 28 of this Act take effect immediately under AS 01.10.070(c).

* **Sec. 30.** AS 14.43.830(a)(2) and (3) take effect July 1, 2012.

* **Sec. 31.** Except as provided in secs. 29 and 30 of this Act, this Act takes effect July 1, 2011.

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CS FOR SENATE BILL NO. 43( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): SENATE 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; relating to education tax credits; relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding and establishing an account and funds for those purposes; amending funding for the Alaska capital income fund; making conforming amendments; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; 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), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(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. 6.** AS 14.43.830, as enacted by sec. 5, ch. 14, SLA 2010, is repealed and reenacted to read:

Sec. 14.43.830. Qualified postsecondary institution. (a) A university, college, or career and technical school that is physically located in the state is a qualified postsecondary institution for purposes of awarding an Alaska performance scholarship if the institution

(1) is either

(A) a college or university that is

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

(ii) accredited by a regional or national accreditation association; or

(B) 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;

(2) has an advisory program established for incoming students that provides counseling related to course selection and career choice; and

(3) provides courses and credits that will result in the issuance of a degree or certificate available at the institution within a period of time customary for that degree or certificate.

(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 scholarship program.

* **Sec. 7.** AS 14.43.840, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

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 **scholarship** 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 **scholarship** 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**; and**

(4) an assessment of the statewide centralized correspondence study program as it relates to the scholarships, including Internet access capabilities, plans to upgrade the quality and quantity of distance delivery of education, and the availability by district of correspondence courses required for the performance scholarship.

*** 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 fund. (a) The AlaskAdvantage education grant and Alaska performance scholarship award fund is established. The fund consists of

(1) appropriations for AlaskAdvantage education grant awards under AS 14.43.400 - 14.43.420 and Alaska performance scholarship awards under AS 14.43.810 - 14.43.849;

(2) appropriations from the AlaskAdvantage education grant and Alaska performance scholarship investment fund under AS 37.14.750 - 37.14.790;

(3) money appropriated to the fund under AS 37.13.145(d); and

(4) income earned on the fund and appropriated to the fund.

(b) The commission may use money in the fund appropriated to pay grants awarded under AS 14.43.400 - 14.43.420 and scholarships for students under AS 14.43.810 - 14.43.849. Money appropriated to the fund may be expended without further appropriation. The money in the fund may be expended only in awarding grants under AS 14.43.400 - 14.43.420 and scholarships under AS 14.43.810 - 14.43.849.

(c) The amount annually available to the commission for payment of grants awarded under AS 14.43.400 - 14.43.420 may not be less than one-third of the amount awarded for scholarships under AS 14.43.810 - 14.43.849, except to the extent that the total amount necessary to pay all eligible grant applicants in a fiscal year is less than

that amount.

(d) If insufficient funds are appropriated to pay all eligible grants and scholarships, the commission shall allocate one-third of the balance of the fund established under this section for payment of grant awards based on the highest to lowest financial need and, if the balance of the fund established under AS 37.14.750 on July 1 is

(1) less than $80,000,000, pay only

(A) grants as provided in this subsection; and

(B) eligible previously obligated scholarship awards; the awards may be made on a pro rata basis if necessary;

(2) $80,000,000 or more, pay

(A) grants as provided in this subsection;

(B) eligible previously obligated scholarship awards; and

(C) all other scholarship awards on a pro rata basis to be paid out within four years.

(e) Money appropriated to the fund does not lapse except after the fourth consecutive fiscal year in which no appropriations have been made to the fund, or all awards have been paid to eligible recipients as provided in this chapter, whichever occurs last.

*** Sec. 9.** AS 14.45.130(a), as amended by sec. 7, ch. 14, SLA 2010, is further 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 21.96.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 11.** AS 37.05.565(a) is amended to read:

(a) There is established in the general fund the Alaska capital income fund consisting [OF MONEY DEPOSITED TO THE FUND UNDER AS 37.13.145(d) AND] of appropriations to the fund. The fund shall be invested by the Department of Revenue to yield competitive market rates as provided in AS 37.10.071. Income earned on money in the fund may be appropriated to the fund.

*** Sec. 12.** 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), **the AlaskAdvantage education grant and Alaska performance scholarship investment fund (AS 37.14.750),** and the 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. 13.** 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 **may** [SHALL] be annually **appropriated to** [DEPOSITED INTO] the **AlaskAdvantage education grant and Alaska performance scholarship award fund (AS 14.43.915). Nothing in this subsection creates a dedicated fund** [ALASKA CAPITAL INCOME FUND (AS 37.05.565)].

* **Sec. 14.** AS 37.14 is amended by adding new sections to read:

Article 8A. AlaskAdvantage Education Grant and Alaska Performance Scholarship Investment Fund.

Sec. 37.14.750. AlaskAdvantage education grant and Alaska performance scholarship investment fund established. (a) The AlaskAdvantage education grant and Alaska performance scholarship investment fund is established as a fund of the state. The fund consists of

(1) appropriations to the fund;

(2) donations to the fund; and

(3) income earned on investments of fund assets and appropriated to the fund.

(b) The commissioner of revenue shall manage the fund with the goal that the purchasing power of the fund will not diminish over time without regard to additional contributions that may be made to the fund. The commissioner shall invest the assets of the fund in a manner likely to yield at least a five percent real rate of return over time.

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

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

Sec. 37.14.760. Use of fund. As soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the fund for the immediately preceding three fiscal years. The commissioner shall identify five percent of that amount as available for appropriation by the legislature for appropriation to the AlaskAdvantage education grant and Alaska performance scholarship award fund created under AS 14.43.915 from which the Alaska Commission on Postsecondary Education may award grants under AS 14.43.400 - 14.43.420 and scholarships under AS 14.43.810 - 14.43.849. The commissioner shall also report as available for appropriation a running total of amounts previously identified as available for appropriation to the AlaskAdvantage education grant and Alaska performance scholarship award fund but not appropriated.

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

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

(2) "fund" means the AlaskAdvantage education grant and Alaska performance scholarship investment fund established in AS 37.14.750(a).

* **Sec. 15.** 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

(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;

(5) for the AlaskAdvantage education grant and Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 16.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 17.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 18.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 19.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 20.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business 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, 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;

(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 21.** Section 8, ch. 14, SLA 2010, is amended to read:

TRANSITION: **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. 22.** AS 21.96.070(a)(5), 21.96.070(a)(6); AS 43.20.014(a)(5), 43.20.014(a)(6); AS 43.55.019(a)(5), 43.55.019(a)(6); AS 43.56.018(a)(5), 43.56.018(a)(6); AS 43.65.018(a)(5), 43.65.018(a)(6); AS 43.75.018(a)(5), 43.75.018(a)(6); AS 43.77.045(a)(5), and 43.77.045(a)(6) are repealed January 1, 2021.

* **Sec. 23.** Section 28, ch. 134, SLA 1992, is repealed.

* **Sec. 24.** 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 INVESTMENT FUND. (a) The unobligated balance of the Alaska capital income fund established under AS 37.05.565 shall be transferred to the AlaskAdvantage education grant and Alaska performance scholarship investment fund established under AS 37.14.750 on June 30, 2011.

(b) Notwithstanding the required calculation to be made by the commissioner of revenue under AS 37.14.760, enacted by sec. 14 of this Act, for fiscal years 2013 and 2014, as soon as practicable after July 1 of each year, the commissioner of revenue shall determine the average month-end market value of the AlaskAdvantage education grant and Alaska performance scholarship investment fund established under AS 37.14.750, enacted by sec. 14 of this Act, for the immediately preceding fiscal year and identify five percent of that amount

as available for appropriation by the legislature to the AlaskAdvantage education grant and Alaska performance scholarship award fund created under AS 14.43.915.

* **Sec. 25.** 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. 26.** 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 heading of

(1) Article 12 of AS 14.43 from "Alaska Merit Scholarship Program" to "Alaska Performance Scholarship";

(2) AS 14.43.820 from "Alaska merit scholarship program; eligibility" to "Alaska performance scholarship; eligibility."

* **Sec. 27.** Section 57, ch. 92, SLA 2010, is amended to read:

Sec. 57. Except as provided in sec. 56 of this Act, this Act takes effect January 1, **2021** [2014].

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

RETROACTIVITY. If sec. 24(a) of this Act takes effect after June 30, 2011, sec. 24(a) of this Act is retroactive to June 30, 2011.

* **Sec. 29.** Sections 24, 25, and 28 of this Act take effect immediately under AS 01.10.070(c).

* **Sec. 30.** AS 14.43.830(a)(2) and (3) take effect July 1, 2012.

* **Sec. 31.** Except as provided in secs. 29 and 30 of this Act, this Act takes effect July 1, 2011.

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

27-GH1893\I
Mischel
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.

	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**	**FY11**	**FY12**	**FY12**
5									**GOV**	**House**	**Senate**	**CC**
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**

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

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.

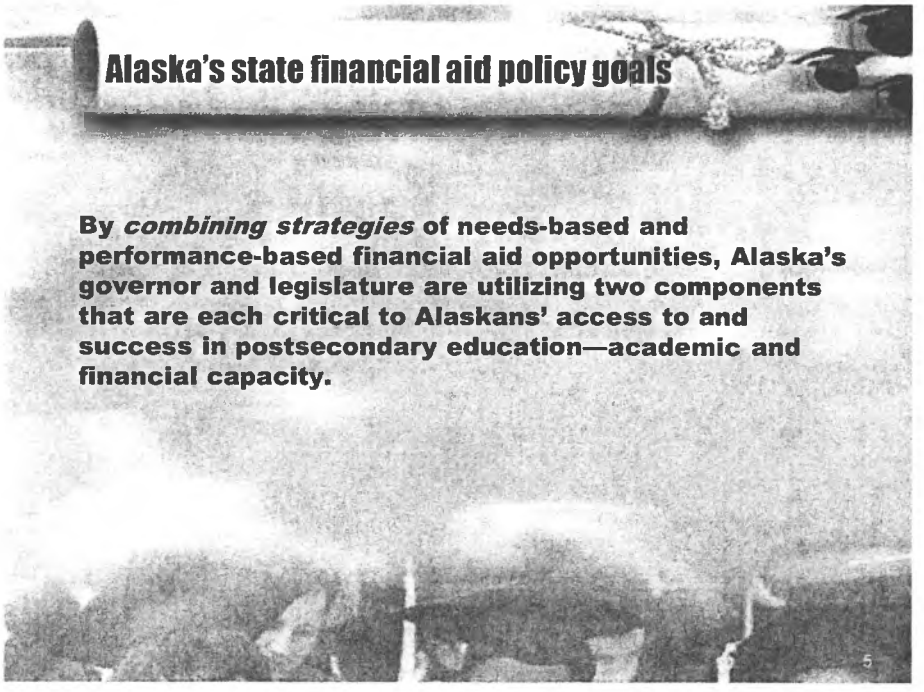
However, the statute that created the Scholarship (SB 221) used the AlaskAdvantage education grant program – an existing, stand alone program which, as a function of historic funding levels, had only been able to provide grants to those students demonstrating the highest level of financial need based 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***.

Attachment 8



2010 Legislative models

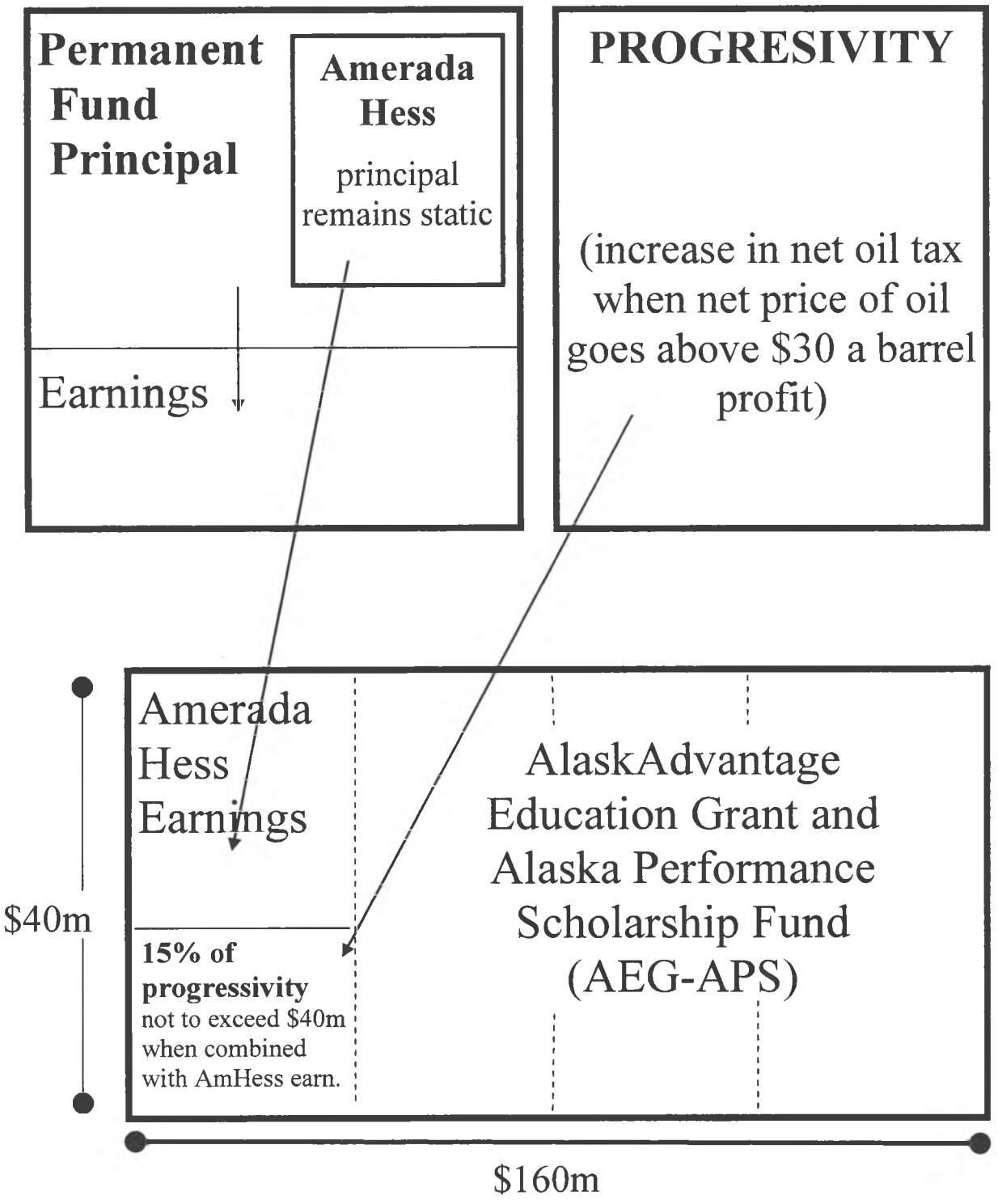
HB297(EDC)/SB224(EDC) entitled scholarship recipients to an additional 50% of unmet cost of attendance (COA) > $2,000

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

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

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.



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

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>

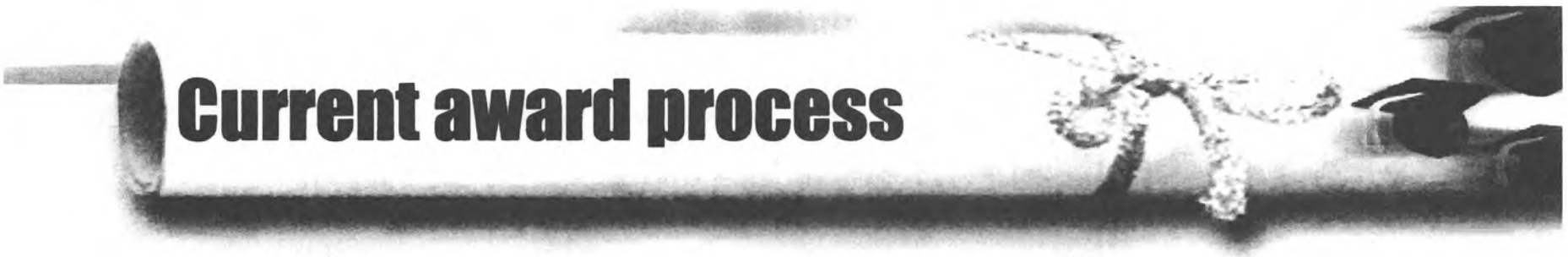
– Other non-loan aid

– 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



SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/19/11

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 2/16/11

Education Committee considered SENATE BILL NO. 43

SB 43 ALASKA PERFORMANCE SCHOLARSHIPS

"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."

and recommends:

[✓] be **replaced** with **CS** SB 43 (EDC) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ SCS/CS- Forthcoming _____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____ Letter of Intent

[ ] further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
REV			✓	
REV	✓			

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	DAVIS	X			
	French	X			
CO-CHAIR:	Meyer	✓			
CO-CHAIR:	Thomas	✓			

Amerada Hess Royalty Oil Dispute and Settlement

FY 06 Capital Projects Financing

The Administration proposes to use the earnings from the Amerada Hess settlement to pay the debt service on bonds to be issued by Alaska Housing Finance Corporation. The estimated $30 million in annual interest earnings from the settlement is expected to support a $343 million bond package. The proposal is to use these bond proceeds to fund capital projects that range from road construction to deferred maintenance to a new University science building.

In addition to the legislation necessary to authorize sale of the bonds, other legislation will be introduced to create the "Legacy Capital Fund" into which the earnings of the Amerada Hess principal will be transferred and accumulate until they are appropriated.

The following is background regarding the Amerada Hess settlement.

Settlement's History

The fight with North Slope oil producers started in 1977, almost as soon as oil began to flow through the Trans-Alaska pipeline. That year the state filed a lawsuit accusing oil companies of undervaluing their oil and gas and thus denying the state the full value of its 12.5% royalty share. In 1989, the state filed claims against 15 companies for $902 million. The dispute became known as the Amerada Hess case, named after the first company listed alphabetically in the lawsuit.[1]

Royalty oil is the state's ownership share of the crude coming out of the ground. The state takes its royalty share in two ways: in-kind, which is sold to Railbelt refineries and a Fairbanks electrical utility; and in value, which is sold back to the producers and priced at the wellhead net of transportation costs. The problem came in figuring out how to value the royalty oil. The state claimed that the companies used "bookkeeping fictions and intracorporate transactions" to under value the oil at market and overstate transportation costs, which combined to artificially lower

[1] The Amerada Hess company was actually a very minor player in the case and settled out of court with the state in 1989 for $319,000.

the wellhead value.[2] The production at issue occurred between 1977 and 1986 from the Kuparuk River and Prudhoe Bay oilfields.

The case became the longest running legal battle between the state and North Slope producers, lasting 18 years. One issue that came up early in the course of the litigation was that since 25% of royalty payments are dedicated to the Permanent Fund, earnings from settlement payments would eventually trickle into annual dividends paid out to Alaska residents. This issue was first raised in 1987 when three oil company defendants filed a lawsuit in federal district court to enjoin the Amerada Hess case from proceeding to trial in any court in Alaska. They claimed they could not receive a fair trial in Alaska because every judge and juror had a financial interest in the outcome of the case by reason of their respective annual Permanent Fund Dividends, which would be increased by any earnings derived from damages awarded to the state in Amerada Hess.3

In June 1988, the federal district court dismissed the action, ruling that the due process issue must be addressed in the state court before being asserted in the federal court. The companies appealed. In 1989, the Ninth Circuit Court of Appeals encouraged the parties to seek a legislative solution. Governor Cowper immediately introduced corrective legislation. This was ultimately passed into law (Ch 38, SLA 1989) in May 1989. Codified as AS 43.23.045 (b) Dividend Fund, it provided that:

> *income earned on money awarded after trial in State v. Amerada Hess, et al, 1JU-77-847 Civ. (Superior Court, First Judicial District) shall be treated in the same manner as the Alaska permanent fund except that it is not available for distribution to the (dividend) fund, and shall be annually deposited into the principal of the Alaska permanent fund.*

Independently, in April of the same year the Ninth Circuit affirmed the district court's disposition, requiring the oil companies to raise the issue of disqualification in state Superior Court. The companies sought review by the U.S. Supreme Court but their petition was denied.

In October 1990, the companies filed a motion to disqualify the Alaska courts. In March 1991, Judge Carpeneti ruled that AS 43.23.045(b) removes most, but not all, of the sources of revenue flowing to the

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[2] "State Settles Oil Fight - $100 Million Ends 18-Year Battle," Ralph Thomas, *Anchorage Daily News*, April 7, 1995.

[3] Transmittal from Governor Hickel for SB 213, March 18, 1991.

Permanent Fund dividend that created the bias. He also found that the statute failed to prevent additional monies from going to the dividend fund as a result of the so-called Amerada Hess price adjustment clauses in royalty-in-kind (RIK) contracts. He agreed with claims by the oil companies that if the state prevailed, it would result in a $300 million judgement against refineries and the Fairbanks utility for in-kind purchases. Part of any judgement then would flow to the Permanent Fund and increase Permanent Fund Dividends (by $81 over the next 15 years).

According to Judge Carpeneti, this failure to deal with RIK recoveries would require the Alaska court to disqualify itself. The result was another piece of legislation introduced by Governor Hickel in March of 1991 that became part of a more comprehensive rewrite of Permanent Fund statutes (19 Ch 134 SLA 1992) that included repealing AS 43.23.045(b) above. A new section was added to AS 37.13.145 Disposition of Income statute:

> *(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 judgement, 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 to the dividend fund, and shall be annually deposited to the principal of the Alaska permanent fund.*

One final note on the legal history: 19 Ch. 134 SLA 1992 contained a conditional repealer stating that if the Alaska Supreme Court made a final determination that "no judge or juror is disqualified from serving as a judge or juror solely because the judge or juror may qualify to receive a permanent fund dividend," subsection (d) would be repealed, i.e., earnings on the Amerada Hess principal would be added into the annual dividend calculation.

Eventually, almost all of the state's claims were settled out of court. The final piece fell into place in 1995, when the state settled an assortment of gas royalty claims against three companies—BP, Exxon, and Mobil—for the last $100 million of about $1 billion in total settlements. Altogether the state spent nearly $100 million in building its legal case. Over the course of the litigation, the share of settlements deposited into the Permanent Fund totaled $194.1 million. Realized earnings on the Amerada Hess settlement money since the first deposit in FY 92 have added another $230.3 million to the settlement principal, which totaled $424.4 million at the end of FY 04.

Amerada Hess as a subset of the Permanent Fund Principal

The Amerada Hess portion of Permanent Fund principal is tracked separately in accounting records solely because its earnings cannot be included in the dividend calculation as previously discussed. Otherwise it is invested and managed exactly like the rest of the Permanent Fund. Realized earnings are deposited into the principal of the Permanent Fund, with the amount of realized earnings for inflation proofing accounted for separately. The inflation proofing piece is primarily informational to show how much the Amerada Hess earnings contributes to overall inflation proofing of the Amerada Hess portion of principal of the Permanent Fund.

Amerada Hess Settlement

	Principal			Realized Earnings (over inflation)			Inflation-proofing			
	Beginning	Contributions	Ending	Beginning	Additions	Ending	Beginning	Additions	Ending	Total Settlement Principal
FY 1992	Inception	82,099,000	**82,099,000**	0	0	**0**	0	2,005,000	**2,005,000**	**84,104,000**
FY 1993	82,099,000	16,411,000	**98,510,000**	0	4,641,000	**4,641,000**	2,005,000	4,541,000	**6,546,000**	**109,697,000**
FY 1994	98,510,000	13,213,000	**111,723,000**	4,641,000	5,620,000	**10,261,000**	6,546,000	3,615,000	**10,161,000**	**132,145,000**
FY 1995	111,723,000	61,717,000	**173,440,000**	10,261,000	6,145,000	**16,406,000**	10,161,000	5,060,000	**15,221,000**	**205,067,000**
FY 1996	173,440,000	2,860,000	**176,300,000**	16,406,000	18,441,000	**34,847,000**	15,221,000	5,864,000	**21,085,000**	**232,232,000**
FY 1997	176,300,000	7,847,000	**184,147,000**	34,847,000	21,377,000	**56,224,000**	21,085,000	7,058,000	**28,143,000**	**268,514,000**
FY 1998	184,147,000	24,622,000	**208,769,000**	56,224,000	31,254,000	**87,478,000**	28,143,000	6,853,000	**34,996,000**	**331,243,000**
FY 1999	208,769,000	0	**208,769,000**	87,478,000	36,086,000	**123,564,000**	34,996,000	5,102,000	**40,098,000**	**372,431,000**
FY 2000	208,769,000	6,886,000	**215,655,000**	123,564,000	30,331,000	**153,895,000**	40,098,000	8,307,000	**48,405,000**	**417,955,000**
FY 2001	215,655,000	13,587,000	**229,242,000**	153,895,000	7,687,000	**161,582,000**	48,405,000	14,543,000	**62,948,000**	**453,772,000**
FY 2002	229,242,000	(35,159,000)	**194,083,000**	161,582,000	(23,384,000)	**138,198,000**	62,948,000	(5,154,000)	**62,112,000**	**394,393,000**
FY 2002	194,083,000	0	**194,083,000**	138,198,000	0	**138,198,000**	62,112,000	4,318,000	**62,112,000**	**394,393,000**
FY 2003	194,083,000	0	**194,083,000**	138,198,000	0	**138,198,000**	62,112,000	6,160,000	**68,272,000**	**400,553,000**
FY 2004	194,083,000	0	**194,083,000**	138,198,000	14,713,000	**152,911,000**	68,272,000	9,133,000	**77,405,000**	**424,399,000**
	Total	**194,083,000**		***Total***	**152,911,000**		***Total***	**77,405,000**		

Note: FY2002 reductions are the result of an audit correction of an over deposit of settlement principal and related earnings.

Source: Alaska Permanent Fund, 12/15/2004

Legacy Capital Fund's Ability to Support Capital Projects

ASSUMPTIONS

Realized Return on AMHESS	7.00%
Realized Return on LCF	7.00%

Cumulative Capital Project Amount	**$343,000,000**

Year	Fiscal Year Project Amount *	Cumulative Balance in Legacy Capital Fund	Fiscal Year Debt Payments	Year Realized Return Posted 6/30	Net increase (Decrease) for Fiscal Year	LCF coverage on Debt Service	Year Cumulative Balance in
2004							
2005		0	0	29,707,930	29,707,930		29,707,930
2006	100,000,000	29,707,930	0	29,707,930	31,787,485		61,495,415
2007	110,000,000	61,495,415	8,730,000	29,707,930	24,671,509	7.0	86,166,924
2008	75,000,000	86,166,924	18,333,000	29,707,930	16,123,305	4.7	102,290,229
2009	58,000,000	102,290,229	24,918,000	29,707,930	10,205,986	4.1	112,496,215
2010		112,496,215	30,010,400	29,707,930	5,471,537	3.7	117,967,752
2011		117,967,752	30,010,400	29,707,930	5,854,545	3.9	123,822,297
2012		123,822,297	30,010,400	29,707,930	6,264,363	4.1	130,086,659
2013		130,086,659	30,010,400	29,707,930	6,702,868	4.3	136,789,527
2014		136,789,527	30,010,400	29,707,930	7,172,069	4.6	143,961,596
2015		143,961,596	30,010,400	29,707,930	7,674,114	4.8	151,635,710
2016		151,635,710	30,010,400	29,707,930	8,211,302	5.1	159,847,012
2017		159,847,012	30,010,400	29,707,930	8,786,093	5.3	168,633,105
2018		168,633,105	30,010,400	29,707,930	9,401,119	5.6	178,034,224
2019		178,034,224	30,010,400	29,707,930	10,059,198	5.9	188,093,422
2020		188,093,422	30,010,400	29,707,930	10,763,342	6.3	198,856,763
2021		198,856,763	30,010,400	29,707,930	11,516,775	6.6	210,373,539
2022		210,373,539	30,010,400	29,707,930	12,322,950	7.0	222,696,488
2023		222,696,488	30,010,400	29,707,930	13,185,556	7.4	235,882,044
2024		235,882,044	30,010,400	29,707,930	14,108,545	7.9	249,990,590
2025		249,990,590	30,010,400	29,707,930	15,096,143	8.3	265,086,733
2026		265,086,733	30,010,400	29,707,930	16,152,873	8.8	281,239,606
2027		281,239,606	21,280,400	29,707,930	26,624,674	13.2	307,864,281
2028		307,864,281	11,677,400	29,707,930	38,763,612	26.4	346,627,892
2029		346,627,892	5,092,400	29,707,930	48,523,014	68.1	395,150,907

* 20 year term 5.06 and 6.06 TIC

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
3. Designating Revenues from Specific, External Sources
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

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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
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 - 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

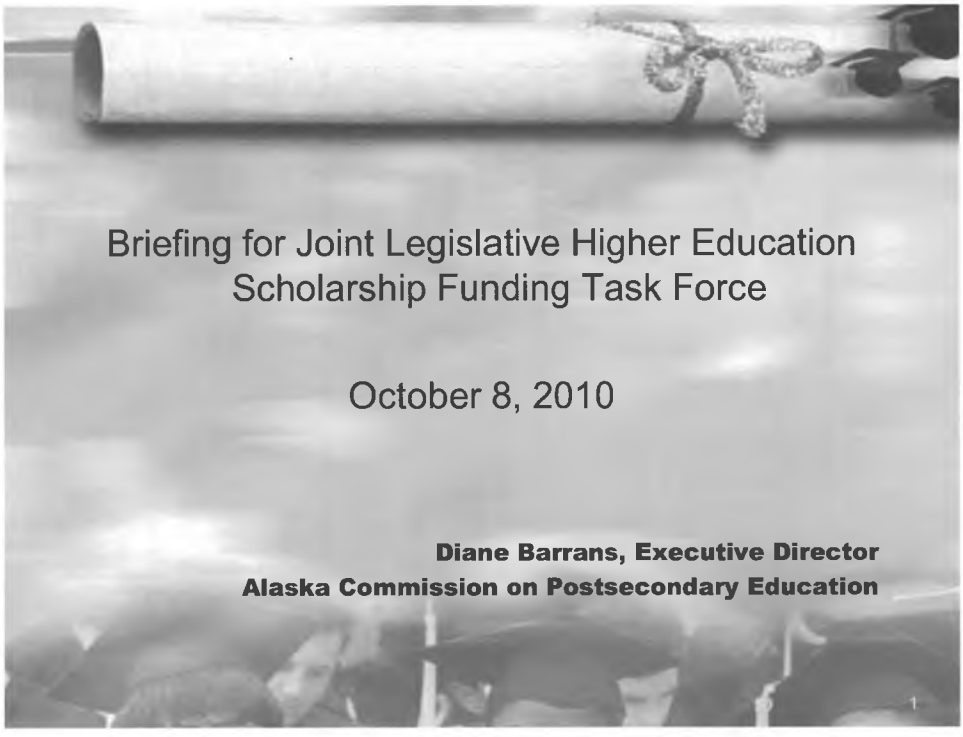
According to Education Trust, the average graduation rate for 5 year graduation for UAF is 25% and UAA is 16.5%.
The four year graduation rate is significantly lower.

	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

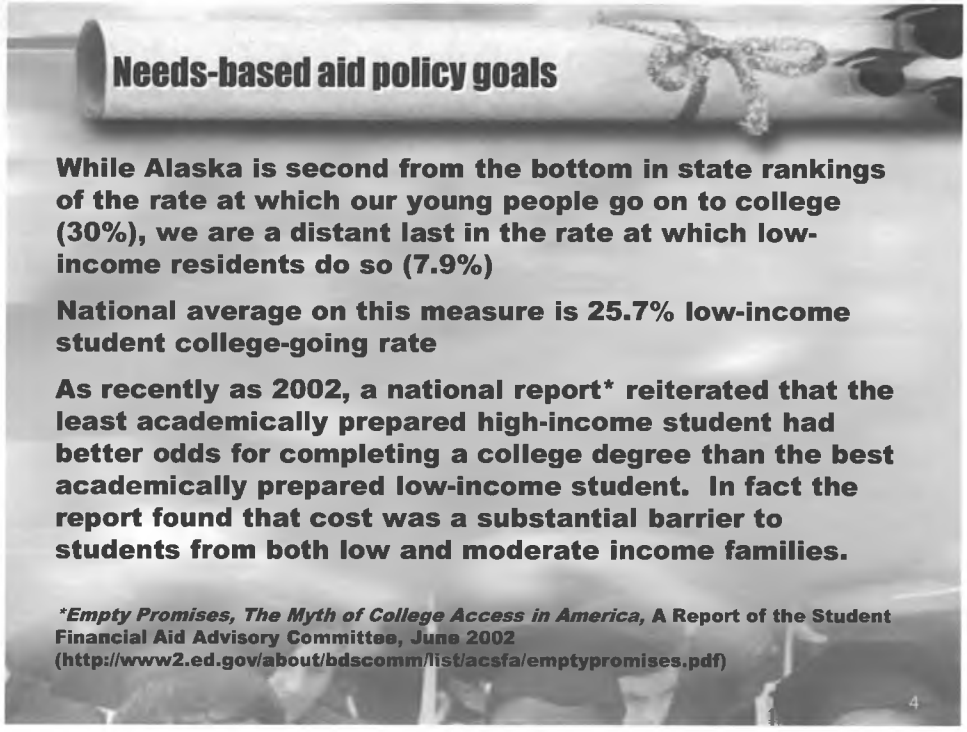
ACPE Needs-Based Assistance Presentation:



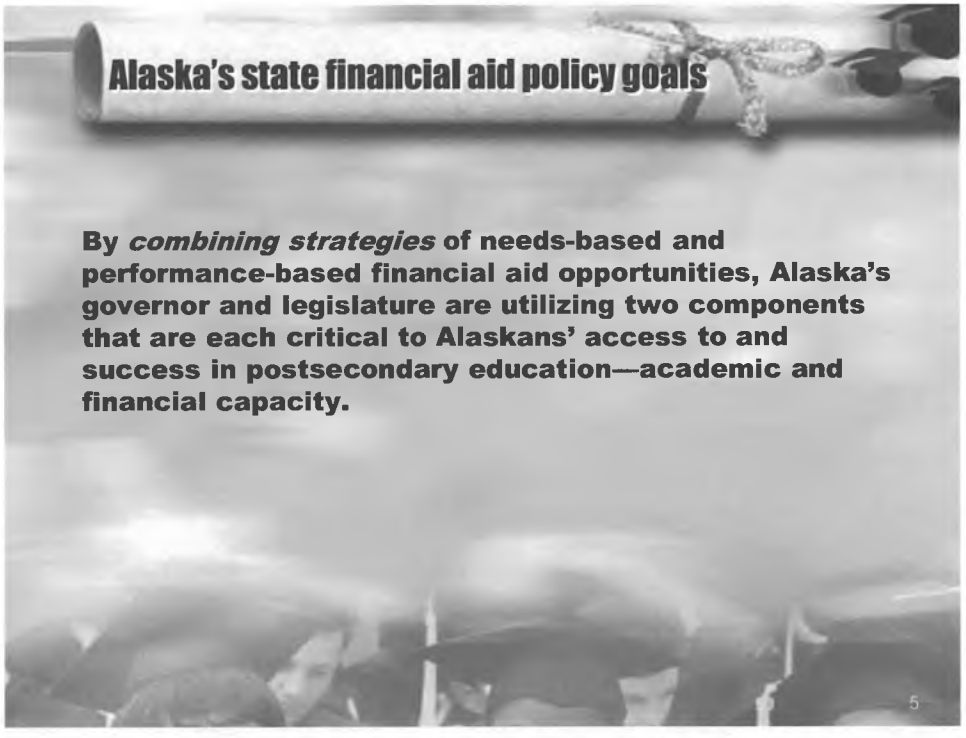


Attachment 8





Attachment 8



2010 Legislative models

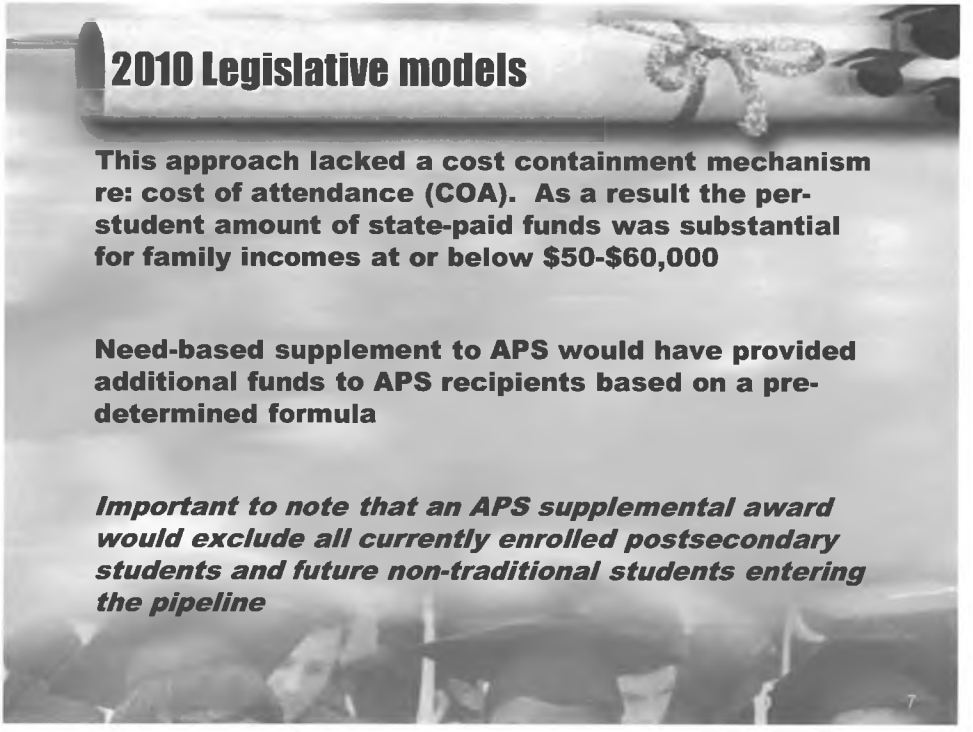
HB297(EDC)/SB224(EDC) entitled scholarship recipients to an additional 50% of unmet cost of attendance (COA) > $2,000

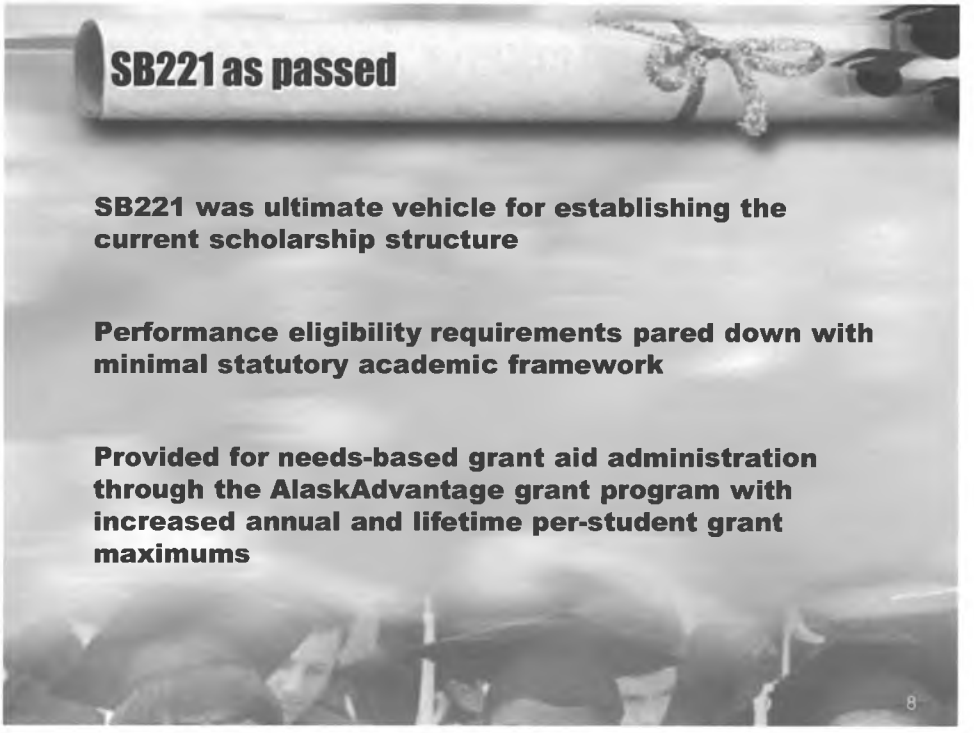
B-level Award Distribution by Family Income Level

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

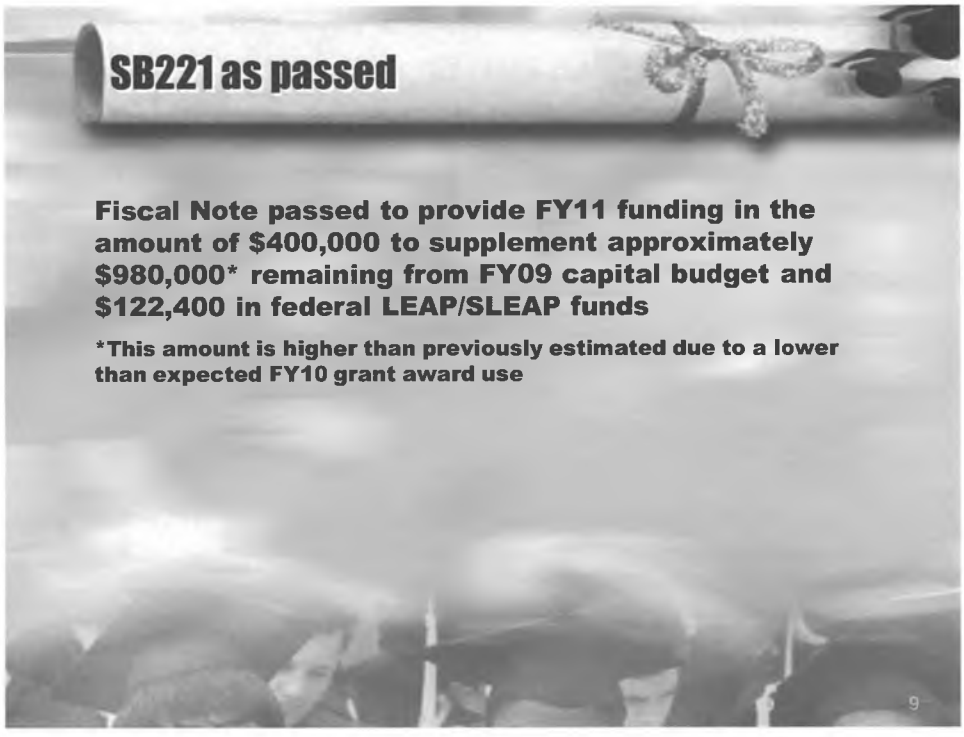
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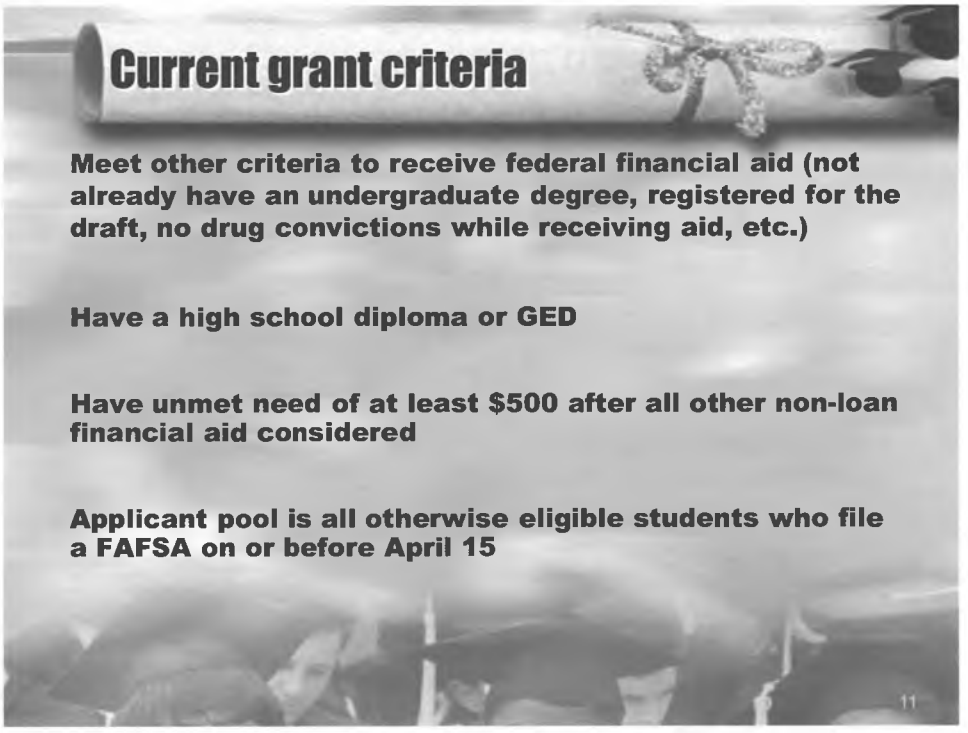


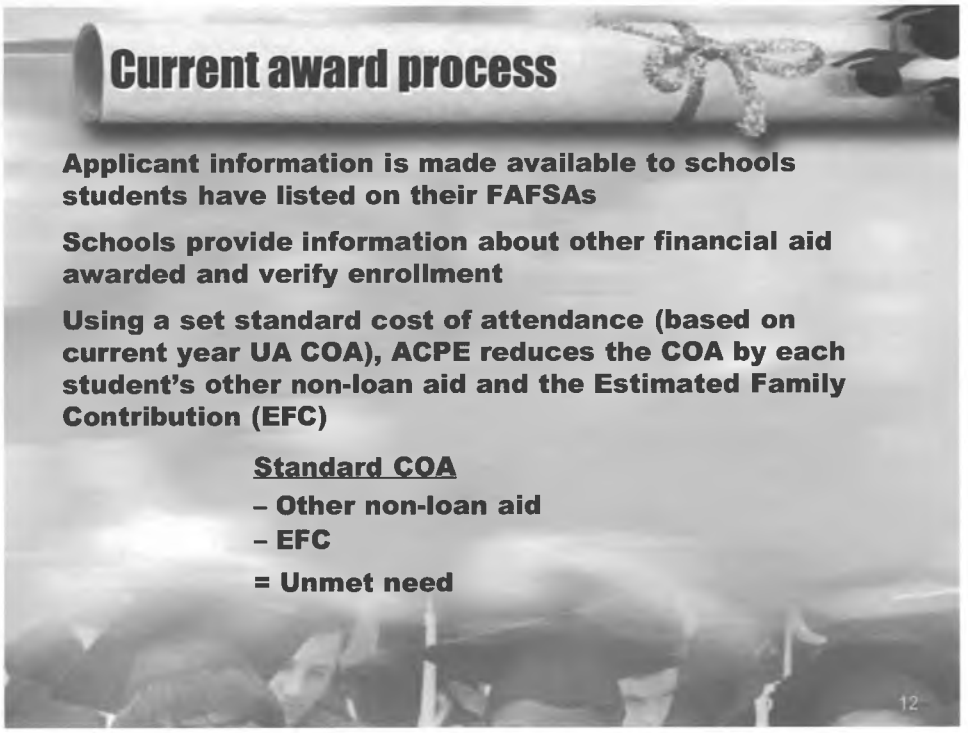
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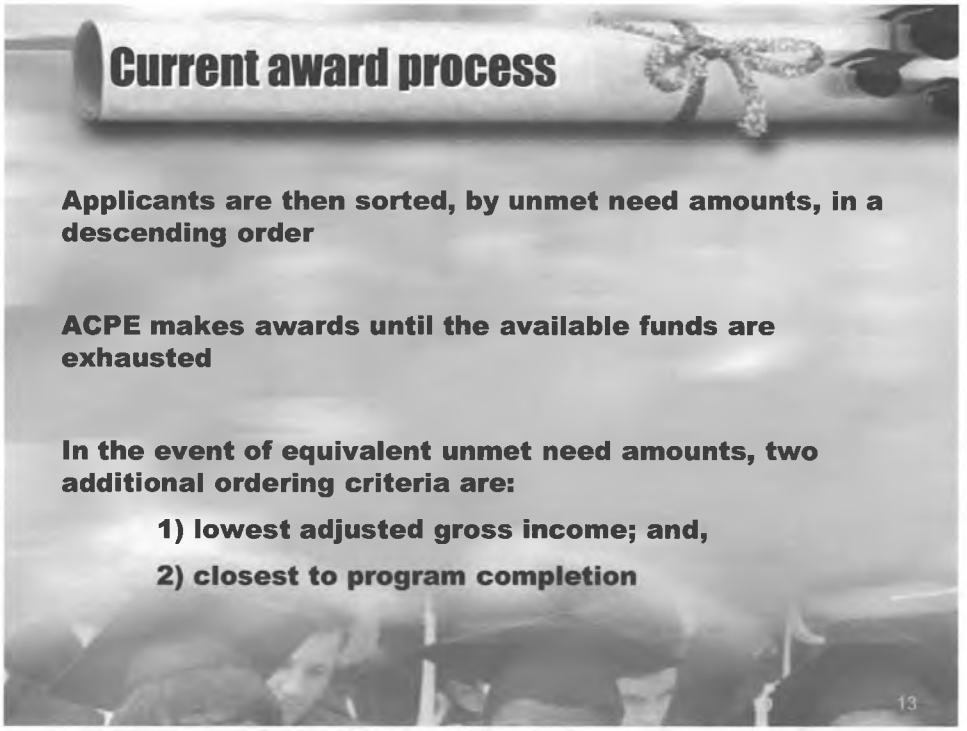


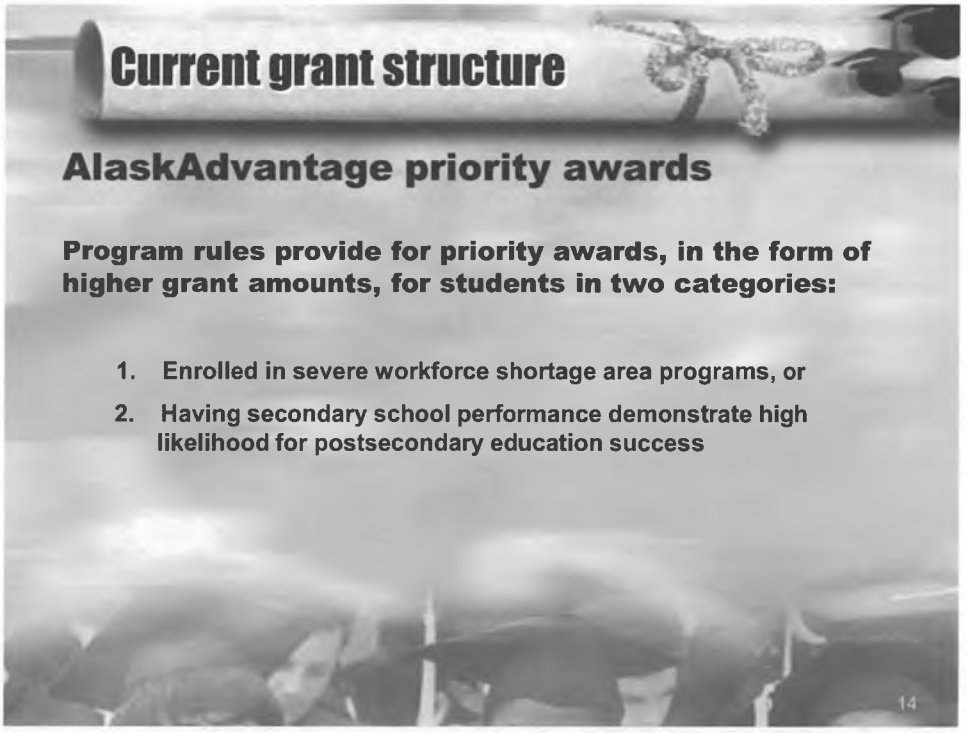
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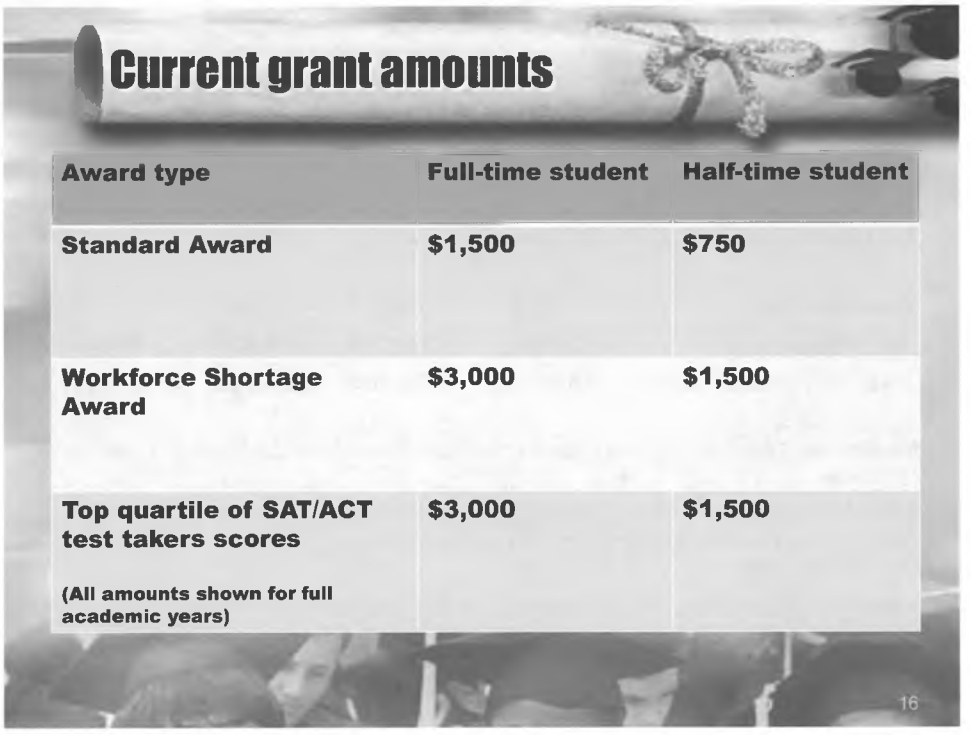
Attachment 8





Attachment 8





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

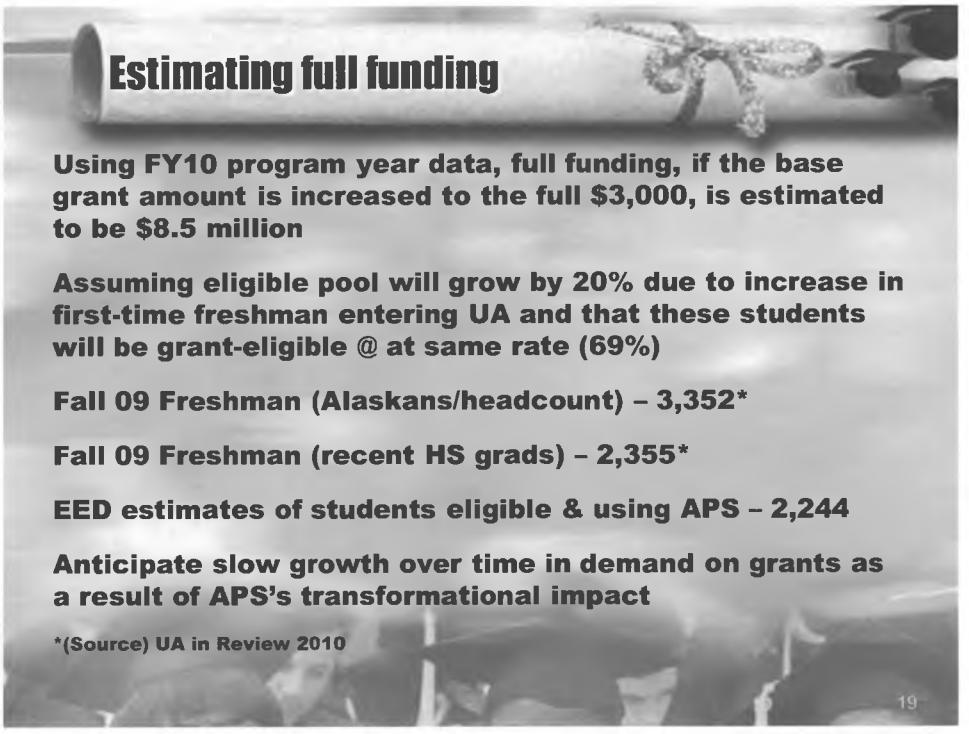
Awarded – the portion of the population with unmet need in excess of $14,000

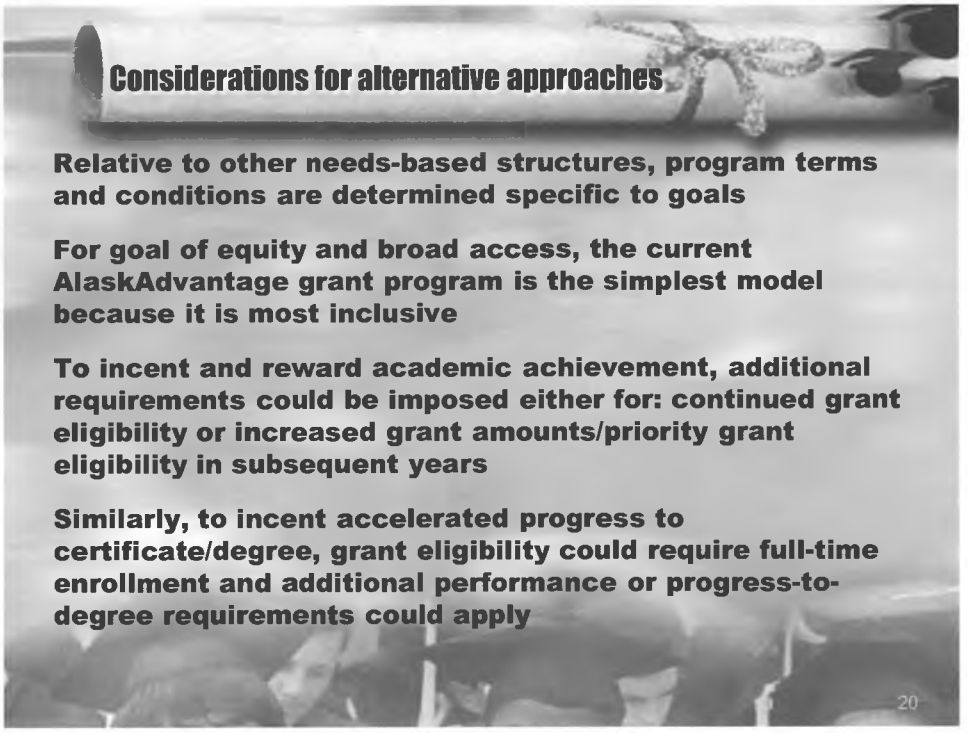
Certified & disbursed – enrolled and eligible as certified by school officials

AGI – adjusted gross income

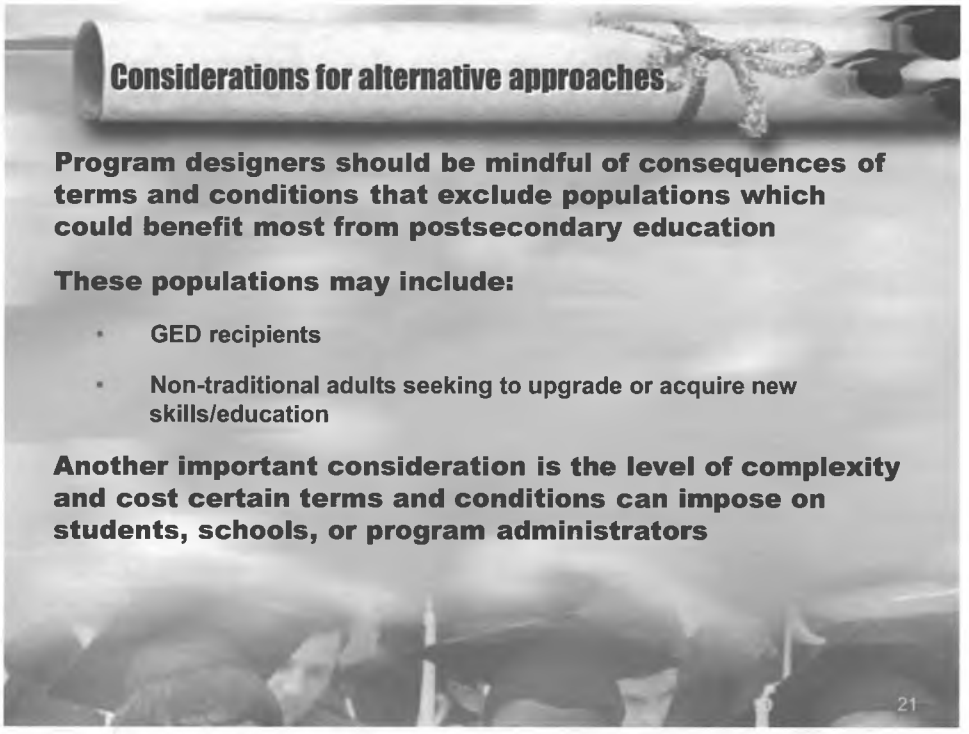
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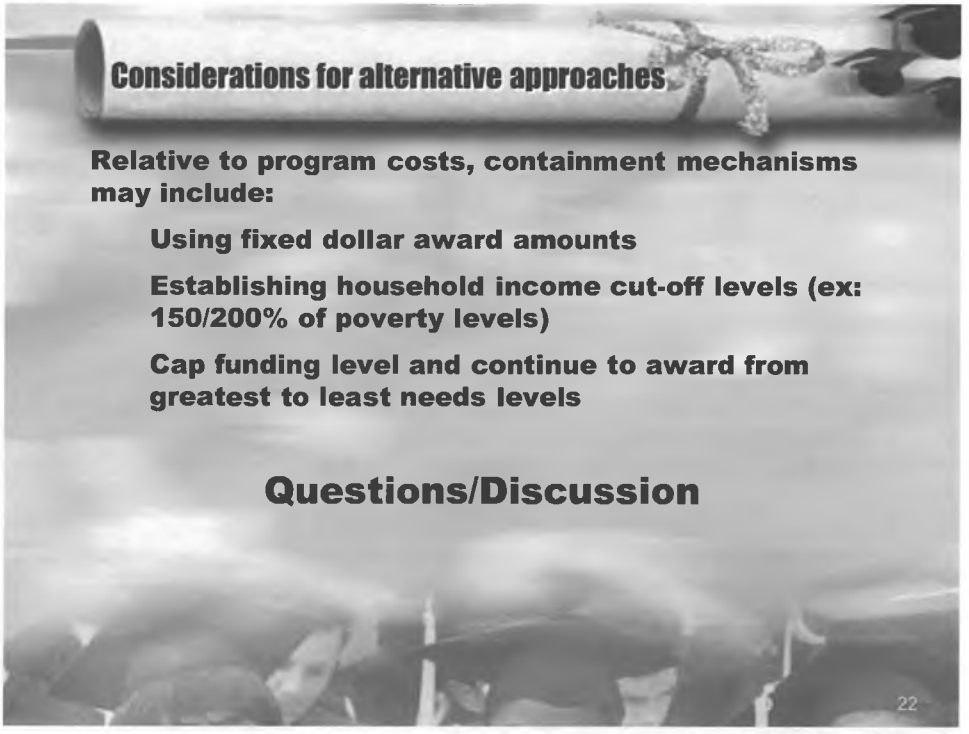
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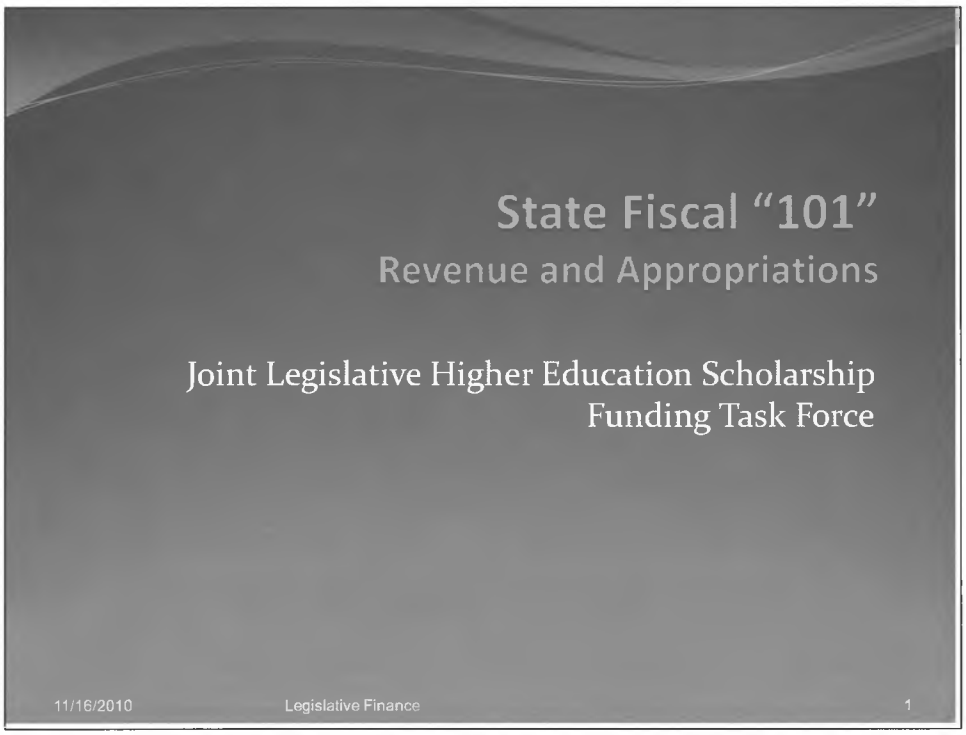
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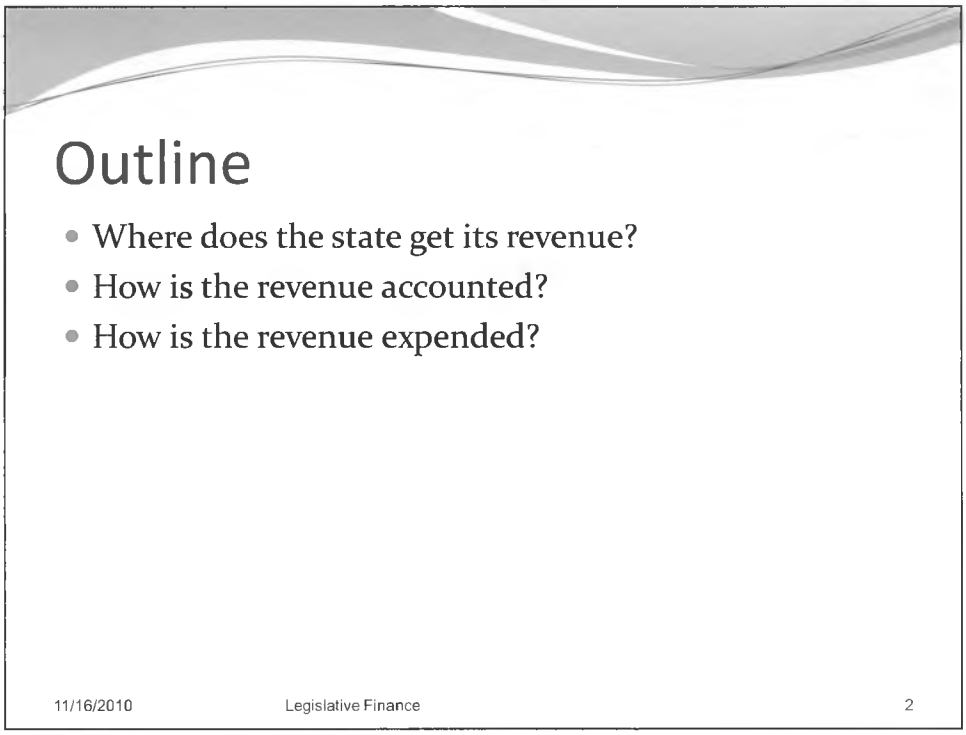




Attachment 9

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

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Investment Income

- GF Earnings (relatively new)
- CBR
- Permanent Fund

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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

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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

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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"

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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

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Attachment 9

The Question?

- The levels of discretion play a large role in budgeting and financing programs
- What level is best?
- Example's:
  - PCE – statutory endowment
  - Revenue Sharing – rolling type plan
  - Pay as you go – most state programs

Questions?

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

L *New Text Underlined [DELETED TEXT BRACKETED]*

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.

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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

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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."

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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."

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)

SENATE EDUCATION COMMITTEE

NUMBER	TITLE	SPONSOR	ST
SB 1	BD OF ED./EARLY DEVELOPMENT ANNUAL REPORT	DAVIS	(S)
SB 3	FUNDING FOR SCHOOL MEALS	WIELECHOWSKI, ELLIS	(S)
SB 6	PREKINDERGARTEN SCHOOL PROGRAMS/PLANS	DAVIS, FRENCH	(S)
SB 8	STUDENT QUESTIONNAIRES AND SURVEYS	DAVIS	(S)
SB 9	RAISE COMP. SCHOOL ATTENDANCE AGE/TRUANCY	DAVIS	(S)
SB 10	REPEAL SECONDARY SCHOOL EXIT EXAM	DAVIS	(S)
SB 43	ALASKA PERFORMANCE SCHOLARSHIPS	RLS/GOV	(S)
SB 54	P-16 EDUCATION COUNCIL	DAVIS	(S)
SB 73	EDUC. FUNDING: BASIC/SPEC NEEDS/TRANSPORT	DAVIS	(S)
BEST BEGINNINGS EARLY	LEARNING JOINT S/H MEETING (BILL MILLETT)		
HIGHER EDUCATION AND	CAREER READINESS TASK FORCE REPORT		
STATE BOARD OF ED	ESTHER COX		
BOARD OF REGENTS			
PTA - PAULA PAWLOWSKI	(AFTER 2/16/11)		
UA BOARD OF REGENTS	CONFIRMATION HEARINGS		
	JYOTSNA "JO" HECKMAN - FAIRBANKS		
	APPT: 2/7/2011 EXP: 2/3/2019		
	MICHAEL K. POWERS - FAIRBANKS		
	APPT: 2/7/2011 EXP: 2/3/2019		

	REQUEST FOR HEARING/PRESENTATION RECEIVED
	SCHEDULED FOR HEARING
	PASSED OUT OF SEDC

SB

56

<TARGET><BILL>SB 56</BILL><SUBJECT>SB
56</SUBJECT><COMM>SEDC27</COMM></TARGET>

SENATE EDUCATION COMMITTEE

CO-CHAIRMEN:
SENATOR KEVIN MEYER
SENATOR JOE THOMAS

MEMBERS:
SENATOR BETTYE DAVIS
SENATOR CHARLIE HUGGINS
SENATOR GARY STEVENS
SENATOR DONALD OLSON

TO: All Members

FROM: Senator Kevin Meyer, Senator Joe Thomas
Co-Chairs, Senate Education Committee

RE: Hearing: SB 56/SB 206 University Capital Appropriations

LOCATION: BELTZ 105 (TSBldg)

DATE/TIME: Wednesday, February 10 – 8am

AGENDA

SB 56 - **"An Act making a special appropriation for a life sciences innovation and learning facility at the University of Alaska Fairbanks; and providing for an effective date."**

SB 206 **"An Act making special appropriations for new engineering buildings for the University of Alaska in Anchorage and Fairbanks."**

Bills Previously Scheduled & Heard

Jomo Stewart, Committee Aide
(907) 465-6874

Murray Richmond, Committee Aide
(907) 465 - 6443

Senate_Education@legis.state.ak.us

ALASKA STATE LEGISLATURE

SENATOR JOE THOMAS

Sponsor Statement Senate Bill 56

"An Act making a special appropriation for a life sciences innovation and learning facility at the University of Alaska Fairbanks; and providing for an effective date."

SB 56 is an appropriation bill for the proposed Life Sciences Innovation and Learning Facility at the University of Alaska Fairbanks. This project is the University of Alaska's only request for new facility funding in this year's capital budget.

In a world where technological changes are increasing at an exponential rate, it is imperative to have an educational infrastructure which keeps Alaska competitive worldwide. The University of Alaska Fairbanks has a unique opportunity to solidify its place as world leader in life sciences through the addition of the UAF Life Sciences Innovation and Learning Facility.

This building is an investment in the University of Alaska, in the economy of Alaska, and in the future of Alaska.

Conditions in current life sciences laboratories and classrooms are cramped and limited. The proposed 110,000 square foot building will provide new research and teaching facilities that will house existing and new projects, serving the needs of future generations of teachers, researchers and students.

The economic impact of this facility will extend far beyond the campus of UAF. Research is a growth industry in Alaska. Every state general fund dollar invested in research at UAF generates $5.80 in outside funding resources. Each research dollar brought in from federal sources generates $1.70 in direct and indirect economic activity in communities across Alaska.

The direct expenditure on the building construction will generate another $48 million in the local economy in indirect and induced spending. Those benefits will extend to Southcentral Alaska through port and transportation activities and other construction-related jobs.

This project will benefit all of Alaska in other ways. The research done at the Life Sciences facility will improve the quality of life for Alaskans. The Center for Alaska Native Health Research is studying diabetes and obesity rates that are skyrocketing in rural Alaska. There will be an internationally renowned group of researchers studying infectious diseases - many of which could severely impact Alaska's people and

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

environment - and toxicants which may be transmitted through commercial, sport and subsistence harvest in Alaska. The Alaska Basic Neuroscience Program is currently conducting groundbreaking research in Sudden Infant Death Syndrome, a critical research area for Alaskans, whose children suffer SIDS at a rate 2.5 times the national average. Other revolutionary health research that would be housed at the Life Sciences building involves the study of hibernation, where understanding the science behind Alaska's hibernating animals could be utilized to treat and heal those who suffer paralysis or other nerve damage.

The Life Sciences Innovation and Learning Facility will be a positive asset for education, economic activity, and the general well-being of Alaskans.

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

SPONSOR SUBSTITUTE FOR SENATE BILL NO. 56

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY SENATOR THOMAS

Introduced: 2/9/09
Referred: Education, Finance

Funding Information:	**General Fund**	**$ 82,200,000**
	Other Funds	**-0-**
	Total	**$ 82,200,000**

A BILL

FOR AN ACT ENTITLED

"An Act making a special appropriation for a life sciences innovation and learning facility at the University of Alaska Fairbanks; and providing for an effective date."

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

*** Section 1.** The sum of $82,200,000 is appropriated from the general fund to the University of Alaska for the design and construction of, and utilities and equipment for, a life sciences innovation and learning facility at the University of Alaska Fairbanks.

*** Sec. 2.** The appropriation made by this Act is for a capital project and lapses under AS 37.25.020.

*** Sec. 3.** This Act takes effect July 1, 2009.

Witness List for SB 56

Brian Rogers, Chancellor, University of Alaska Fairbanks (in person)

Brian Barnes, Director, Institute of Arctic Biology (via offnet teleconference)

Cord Brundage, Biology Graduate student (just got accepted to Vet School) (with Brian Barnes)

Gail Phillips, President, UAF Alumni Association (via offnet teleconference)

Pending - **Bert Boyer**, The Center for Alaska Native Health Research (via offnet teleconference)

SB 206 - List of planned testimony- In order

In person-

1) Grant Baker, Chair, Mechanical and Electrical Engineering

Online-

2) M. Anne Brooks P.E., Brooks & Associates (Ms. Brooks is only available until 8:45)

In person-

3) Dr. Dan White, Director of the Institute of Northern Engineering

4) Rob Lang, Dean of UAA Engineering and recent past President of APDC (Alaska Professional Design Council)

UNIVERSITY of ALASKA

Faculty Alliance

Dr. Jonathan Dehn, Chair
President, UAF Faculty Senate
Associate Research Professor
Geophysical Institute 108G
Fairbanks AK 99775
Phone: 907-474-6499
Fax: 907-796-7290
jdehn@gi.alaska.edu

MOTION SUPPORTING UAF LIFE SCIENCES CLASSROOM AND LAB FACILITY

"Whereas the Faculty Alliance has in the past supported capital projects that promote the university's mission of teaching and research, and

Whereas, the greatest need for facilities to carry out the university's missions in the FY11 budget is the UAF Life Sciences Classroom and Laboratory Facility, and

Whereas enrollments across the University of Alaska are likely to grow as more students from Alaska's high schools remain in state for college through new scholarship programs, the need for classroom space will become critical,

Therefore, be it resolved that the Faculty Alliance supports the UAF Life Sciences Classroom and Lab facility as the highest priority in the FY11 capital budget.

This action is effective November 27, 2009."

Motion passed unanimously

FAIRBANKS BUILDING & CONSTRUCTION TRADES COUNCIL

RESOLUTION No 2009 – 03

A RESOLUTION REQUESTING THE UNIVERSITY BOARD OF REGENTS TO MAKE THE UNIVERSITY OF ALASKA LIFE SCIENCES FACILITY THE ONLY CAPITAL PROJECT FOR THE FISCAL 2011 STATE BUDGET REQUEST

WHEREAS, the Fairbanks Building and Construction Trades Council is made up of 15 craft unions who represent nearly 5000 tradesman and tradeswomen; and

WHEREAS, the Fairbanks Building and Construction Trades Council has been a chartered member of the American Federation of Labor and Congress of Industrial Organizations since 1961; and

WHEREAS, the Fairbanks Building and Construction Trades recognize the value in education, and that value is enhanced by learning and researching in updated facilities and using the most current technologies; and

WHEREAS, UAF's biology facilities date back to the 1960s, and renovations have not been adequate to accommodate the 25% enrollment increase in biology and wildlife students over the past decade; and

WHEREAS, the project scope includes 37,200 square feet of academic space and 50,000 square feet of research space enabling UAF to address a shortage of instructional classrooms and research lab space, which in turn will also provide space to attract and retain talented research scientist; and

WHEREAS, the estimated cost of construction of $102.8 million will create a substantial benefit to construction industry businesses and craftsman in the way of 300 plus jobs over a four year period.

NOW, THEREFORE, BE IT RESOLVED:

The Fairbanks Building and Construction Trades Council respectfully urges the University Board of Regents to make the University of Alaska Life Sciences Facility the only capital project in the 2011 State budget request.

PASSED AND APPROVED THIS 28th DAY OF October, 2009

Jay Quakenbush
President

Banner Health
Denali Center
Fairbanks Memorial Hospital

1650 Cowles Street
Fairbanks, AK 99701
Phone 907-452-8181
Fax 907-458-5324
www.fmhdc.com

RESOLUTION

WHEREAS,

The demand for qualified health care professionals continues to increase and the University of Alaska Fairbanks (UAF) has assisted Fairbanks Memorial Hospital & Denali Center (FMHDC) in educating Alaskans for many positions at FMHDC. UAF has identified the Life Sciences Building project are critical to the growth and development of these programs. State-of-the-art facilities are necessary to attract and keep the best researchers and students.

UAF is the most important single resource for the expansion of educational programs of vital interest to the Fairbanks community and Fairbanks Memorial Hospital. FMHDC relies heavily on the continued excellence of UAF to train and equip many of our health care professionals. Indeed, there has been a long-standing and mutually productive relationship between UAF and FMHDC for 35 years.

THEREFORE, BE IT RESOLVED

Fairbanks Memorial Hospital and Denali Center strongly supports the construction of a new Life Sciences Building on the UAF campus. A new Life Sciences Building is good for UAF; is good for Fairbanks and is good for the State of Alaska. Fairbanks Memorial Hospital & Denali Center fully supports the UA Board of Regents request for full funding of the Life Sciences Building.

Copies of this resolution shall be sent to the Honorable Governor Sean Parnell, Alaska Interior Delegations, and the UA Board of Regents.

Mike Powers
CEO, FMH/DC

Jim Lynch
CFO, FMH

Karl Sanford
Assoc. Admin of Cardiology and Therapies, FMH/DC

John Cotter
Assoc. Admin of Professional Services, FMH/DC

Jon Lundquist
Assoc. Admin of Plant Operations, FMH/DC

Dan Whitlow
CHRO, FMH/DC

Shelby Nelson
Assoc. Admin of Communications and Planning

Carl Kegley
IT Systems Director, FMH/DC

Juneau & Vicinity Building and Construction Trades Council, Inc.
813 West 12th St.
Juneau, AK 99801
Phone (907) 586-3050
Fax (907) 586-9614

Affiliates: *BRICKLAYERS LOCAL 1, CARPENTERS LOCAL 2247, CEMENT MASONS/PLASTERERS LOCAL 867, ELECTRICAL WORKERS (IBEW) LOCAL 1547, HEAT/FROST INSULATORS & ASBESTOS WORKERS LOCAL 97, IRONWORKERS LOCAL 751, LABORERS LOCAL 942, OPERATING ENGINEERS LOCAL 302, PAINTERS LOCAL 1959, PLUMBERS/PIPEFITTERS LOCAL 262, SHEETMETAL WORKERS LOCAL 23, SPRINKLER FITTERS LOCAL 669, TEAMSTERS LOCAL 959*

1-21-2010

We the 13 trade unions comprising the Juneau and Vicinity Building and Construction Trades Council would like to heartily express our support of full funding for the proposed University of Alaska Life Sciences Innovation and Learning Facility on the Fairbanks campus. It may seem somewhat strange that we would be supporting a project in Fairbanks, but in reality we too are concerned about the entire Alaska economy and want all regions to flourish, not just our own.

We recognize the importance and value of education, and that learning and researching in updated facilities using the most current technologies would be a definite enhancement to our collegians and our University system. The current facilities are nearly forty years old, and the renovations that have been done there over the years don't adequately address what we understand to be a 25% increase in enrollment in biology and wildlife studies over the past decade.

This project would encompass about 37,000 square feet of academic space and 50,000 square feet of research space allowing the University of Alaska Fairbanks to address the current shortage of classrooms and research lab space. This would also go a good distance towards attracting and retaining talented and well-paid research scientists to the community.

This facility would be an economic boon to Fairbanks as well, in that the estimated $102.8 million project would provide a substantial benefit to the construction industry businesses and the nearly three hundred workers constructing it over the estimated four year period.

Mike Notar
President
586-3050
813 W. 12th St.
Juneau, AK 99801

By: Nadine Winters
Introduced: 09/10/09
Adopted: 09/10/09

FAIRBANKS NORTH STAR BOROUGH

RESOLUTION NO. 2009-29

A RESOLUTION SUPPORTING FUNDING FOR THE UNIVERSITY OF ALASKA LIFE SCIENCES INNOVATION AND TEACHING FACILITY

WHEREAS, the Fairbanks North Star Borough Assembly recognizes the importance of the future economic impact the Life Sciences Innovation and Learning Facility at the University of Alaska Fairbanks (UAF), both in research dollars and educational opportunities; and

WHEREAS, the Assembly has supported this project in past years through passage of Resolution No. 2007-08 and 2008-44; and

WHEREAS, the facility will provide the necessary infrastructure for teaching and research in the biological sciences disciplines to attract and retain students, as well as an opportunity to increase research revenues; and

WHEREAS, it will provide much needed space for educational training needs in biomedicine, ecosystem and global change science, biology, population genetics, Alaska Native health, toxicology, environmental physiology, virology and neurosciences; and

WHEREAS, this facility will provide jobs for Alaskans. In the short term, construction of the building will inject approximately $174 million into the economy in direct and indirect economic output and $81 million in labor income, and provide employment to an average of 385 workers over a four-year construction period; and

WHEREAS, in the long term, the facility will provide long-term employment for many Alaskans. In FY07, 2,392 jobs were supported by university research spending; . Each $1 million in state general fund appropriations for university research resulted in 121 jobs and $4.7 million in payroll within the state; and

WHEREAS, life science research is a high-value growth industry in Alaska, attracting increased research revenue and creating jobs. The capacity for increasing research dollars can only be increased with adequate facilities to support the research; and

WHEREAS, the research done in this facility will address public health issues in Alaska, such as heart attacks, stroke, Parkinson's disease, and sudden infant death syndrome to name a few.

NOW, THEREFORE, BE IT RESOLVED, that the Assembly of the Fairbanks North Star Borough urges the University of Alaska Board of Regents to pursue legislative funding of this important and vital infrastructure for the benefit of the state and its residents.

BE IT FURTHER RESOLVED, that a copy of this resolution shall be sent to the University of Alaska Board of Regents and the the Alaska Interior Delegation.

PASSED AND APPROVED THIS 10th DAY OF SEPTEMBER 2009.

Nadine Winters
Presiding Officer

ATTEST:

Mona Lisa Drexler, MMC
Municipal Borough Clerk

Ayes: Brown, Beck, Musick, Sattley, Stringer, Hopkins, Wilson, Winters
Noes: None
Excused: Blanchard II

FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

DRAFT RESOLUTION 2010-06:

SUPPORT FOR THE UA LIFE SCIENCES CLASSROOM AND LAB FACILITY

WHEREAS, building a strong research program increases the intellectual capital available in the state to help train residents to solve Alaskan issues, and impacts the quality of life in the state and beyond, and

WHEREAS, this facility will provide the necessary infrastructure to prepare our students for careers in biomedicine, ecosystem and global change science, biology, population genetics, Alaska Native health, toxicology, environmental physiology, virology, and neurosciences, and

WHEREAS, the University of Alaska is committed to meeting the workforce needs of Alaska public schools, and focusing on efforts to maximize resources and increase collaborations, and has an array of programs and activities designed to support teacher recruitment and retention of K-12 educators, and

WHEREAS, the University has made K-12 outreach and bridging programs a priority to complement high school to college bridging opportunities, offering over 120 programs dedicated to college preparation, professional development and teacher recruitment and retention, and

WHEREAS, the Life Sciences Classroom and Lab Facility will complement high school science education and provide modern, consolidated classrooms and integrated laboratories essential for teaching and research in the biological sciences disciplines at a post-secondary level, and

WHEREAS, Alaska students depend on the quality of education they receive from elementary through post-secondary opportunities.

NOW THEREFORE, BE IT RESOLVED, the Fairbanks North Star Borough Board of Education recognizes the importance of future long-term educational impacts of this facility, and strongly urges the Governor and the Alaska State Legislature to support funding the UA Life Sciences Classroom and Lab Facility in FY11 to provide the necessary infrastructure to benefit Alaska and its citizens.

Passed and approved: November 17, 2009

Leslie Hajdukovich
Leslie Hajdukovich, President
Board of Education

ATTEST:

Sharon Tuttle
Sharon Tuttle
Secretary to the Board

Fairbanks North Star Borough School District

SUPPORTING THE UNIVERSITY OF ALASKA LIFE SCIENCES PROJECT

The Greater Fairbanks Chamber of Commerce endorses the University of Alaska Board of Regents FY11 capital funding request for the Life Sciences Classroom and Lab project as it benefits all communities in the state of Alaska in the following ways:

• **LIFE-SCIENCE RESEARCH BENEFITS ALASKANS:** Life sciences research is aimed at benefiting Alaska's people and communities. Potential discoveries related to diabetes, food safety and nutrition, SIDS, avian flu, and therapies that may help victims of stroke, heart attack and traumatic brain injury, are just a few examples of the hundreds of research projects currently underway with potential statewide benefits. This facility will provide the necessary infrastructure for integrated research and teaching focusing on biomedicine, ecosystem and global change science, evolutionary biology, population genetics, Alaska Native health, toxicology, environmental physiology, virology and neurosciences.

• **RESEARCH IS A HIGH-VALUE GROWTH INDUSTRY FOR ALASKA**: Life sciences research is a high-value growth industry, and the facility is essential to capitalize on this growth. Externally funded life sciences research expenditures at UAF is $20 million per year, with potential for much more if adequate research space is available, allowing for continued growth (+30 percent in 5 years) in externally-funded research.

• **LIFE SCIENCE RESEARCH INCREASES THE VALUE OF EDUCATION:** Additional research increases the value of student education. The new facility will allow positive interaction among life sciences faculty and students, with hands-on research adding value to the student experience, and in turn, engaging more Alaska students in science and health care related careers.

• **MORE ALASKAN GRADUATES SERVING ALASKA:** A new facility will help attract and retain more Alaskan students and it will have a positive impact on creating **Alaskan graduates for Alaskan jobs**. UAF life sciences graduates tend to stay in Alaska and already fill many important professional positions throughout the state in business, government and health care.

• **THIS IS AN EXCELLENT RETURN ON INVESTMENT OF ALASKA'S PUBLIC DOLLARS:** Every $1 in state general fund money invested in research at the University of Alaska yields $5.80 in research funding attracted from out-of-state sources. In essence, life sciences research functions as a basic industry – mining, tourism, seafood and oil – all attracting revenue and good jobs into Alaska, stimulating economic growth. Just the construction of the facility will inject over $174 million into the Alaska economy, and provide over 370 jobs per year over the course of the four-year construction schedule.

• **GREAT POTENTIAL FOR ADDITIONAL ALASKA ECONOMIC GROWTH:** Continuing economic growth from research will benefit the Alaska. Economic benefits of research include increasing employment, payroll, and expenditure impacts; construction activity impacts; and substantial indirect cost recovery revenue from research programs. Total Life Sciences capacity-building federal grant funding over a period of the past 10 years totals over $95 million, with $17.7 million pending and the potential for increased funding once the facility is completed. For every dollar spent on university research in Alaska, an additional $.70 is generated in economic activity - multiplied by the number of researchers studying Alaskan life-science issues, this can amount to tens of millions of dollars annually.

Action Required for the Position: The Greater Fairbanks Chamber of Commerce recognizes the importance of research, as well as the economic impact and educational opportunities this Life Sciences Project will bring to all Alaskans, and urges the Alaska State Legislature and the Governor to fully support funding of this vital facility.

Position Sponsor Information:
The Greater Fairbanks Chamber of Commerce is the sponsor of this position.

Alaska State Chamber of Commerce
2010 Position

The University of Alaska Life Sciences Project

The Alaska State Chamber of Commerce endorses the University of Alaska Board of Regents FY11 capital-funding request for the Life Sciences Classroom and Lab Facility. This will be the only new construction project on the Board of Regents request.

The Alaska State Chamber of Commerce recognizes the importance of research, as well as the economic impact and educational opportunities this Life Sciences Project will bring to all Alaskans, and urges the Alaska State Legislature and the Governor to fully support funding of this vital facility.

Contributions of UAF Life Sciences Research to the State of Alaska

In Support of Funding for the UAF Life Sciences Innovation and Learning Facility

Prepared for:
University of Alaska Fairbanks

Prepared by:



Juneau • Anchorage

February 2009

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Executive Summary

The purpose of this study is to demonstrate the economic, social, and cultural benefits to Alaskans of the life sciences programs at the University of Alaska Fairbanks. The Life Sciences Innovation and Learning Facility is the number one new capital project priority for the University of Alaska system. This study highlights the important contributions of UAF life sciences research and the critical need for the new facility.

Critical Need for a New Life Sciences Facility

The Life Sciences Innovation and Learning Facility is designed to meet the critical need for updated classrooms and provide research space allowing for UAF's continued growth in its successful life sciences research programs. It will be difficult for UAF to expand life sciences research grant revenues without new facilities. Currently, there is insufficient space in modern facilities to attract and retain top researchers.

The new facility will feature 37,000 square feet of academic space, including approximately 40 classrooms with computer and lab capabilities, and a lecture hall capable of seating 80 students. The research space, at 50,000 square feet, will provide 18 research labs and 10 support labs.

The UAF Life Sciences Innovation and Learning Facility is a scaled-down version of the Biological Sciences Facility (BIOS). Total cost for the new 87,000-square-foot research and teaching facility is $102.82 million. UAF has committed to non-General Fund support for 20 percent of the new facility. The FY10 University of Alaska capital budget requests state General Funds of $82.2 million and provides non-General Fund support from UAF totaling $20.6 million for the new Life Sciences facility.

Benefits to Alaska of a New Life Sciences Innovation and Learning Facility

- **STIMULATES A HIGH-VALUE GROWTH INDUSTRY FOR ALASKA: Life sciences research is a high-value growth industry, and the facility is essential to capitalize on this growth. Externally funded life sciences research expenditures at UAF is $20 million with potential for much more if adequate research space is available.** The new facility is essential for UAF to attract and retain top researchers, and allows for continued growth (+30 percent in 5 years) in externally funded research.

- **EXCELLENT RETURN ON INVESTMENT OF ALASKA'S PUBLIC DOLLARS: Every $1 in General Fund money invested in research at the University of Alaska yields $6 in research funding attracted from out-of-state sources.** In essence, life sciences research functions as a basic industry – just as do mining, tourism, seafood and oil – attracting revenue and good jobs into Alaska, stimulating economic growth. The new facility will stimulate research revenue growth and increase Alaska's funding leverage even further.

- **INCREASES THE VALUE OF ALASKA EDUCATION: Additional research increases the value of student education**. The new facility will allow positive interaction among life sciences faculty and students, with research adding value to the student experience, and in turn, engaging more Alaska students in science and health care related careers.

- **ADDITIONAL RESEARCH PROGRAM GROWTH: Critical mass is essential for attracting the best researchers and tens of millions of dollars in additional research funding**. The University of Alaska competes with other universities for research funding and the best researchers. A competitive facility will help attract top researchers who will intern attract additional researchers.

- **ADDITIONAL ALASKA ECONOMIC GROWTH: Continuing economic growth from research will benefit the overall University of Alaska system and Alaska as a whole.** Economic benefits of research include increasing employment, payroll, and expenditure impacts; construction activity impacts; and substantial indirect cost recovery revenue from research programs ($26 million in FY 2007) that accrues to the overall University of Alaska system.

- **MORE ALASKAN GRADUATES SERVING ALASKA: The facility will have a positive impact on creating Alaskan graduates for Alaskan jobs.** UAF life sciences graduates tend to stay in Alaska and already fill many important professional positions throughout the state in business, government and health care. A new facility will help attract and retain more Alaskan students.

- **RESEARCH BENEFITS ARE FOR ALASKANS: Increased contributions of life sciences research benefit the lives of all Alaskans.** Life sciences research is aimed at benefiting Alaska's people and communities. Potential discoveries related to diabetes, food safety and nutrition, SIDS, avian flu, and therapies that may help victims of stroke, heart attack and traumatic brain injury, are just a few examples of the hundreds of research projects currently underway at UAF with potential statewide benefits.

Below are highlights and key points from this study. The body of the document provides greater detail on the impacts and benefits of the life sciences program at UAF.

Importance of Research at UAF

- The majority of UA research (more than 90 percent as measured by research expenditures) takes place at UAF. UAF research expenditures of funding from external sources was approximately $113 million in FY07, up 30 percent from FY02.

- UAF received 424 grants and managed more than 1,446 grants in FY07.

- Indirect cost recovery (ICR) is an important revenue source for UA. Of the $30.9 million in ICR revenue in FY07, $26 million (85 percent) was generated by research at UAF. If UAF research grants stagnate or decline, so will ICR, which would negatively impact UAF and the entire UA system.

- The federal government, through agencies such as the National Institutes of Health, National Science Foundation and Department of Defense, funded the majority (88 percent) of research at UAF in FY07.

UAF Research Funding

- UAF was successful in acquiring federally funded life sciences research capacity-building grants worth $95 million for 2000 to 2014 with an additional $17.7 million pending.

- As a result of the research capacity created at UAF, they have been able to acquire competitive life sciences grants worth an additional $29 million.
- For every $1 of State-funded research UAF received, UAF was able to leverage an additional $5.80 from external funding sources.
- Even though UAF has been historically successful in leveraging state funding, strong General Fund support is still needed to provide the infrastructure (including facilities and human resources) that will allow UAF to be competitive for future grants. General Fund support is used by the university for recruitment, salaries, offices, laboratories, and equipment to build capacity.

Research at UAF

One area of research where UAF has become particularly strong is life sciences. Almost all UAF life sciences research and teaching takes place in two units, the Institute of Arctic Biology (IAB) and Idea Network of Biomedical Research Excellence (INBRE). There are many research programs within these two units that are important and beneficial to Alaskans.

The largest component of UAF life sciences research and academics is contained within the IAB. IAB currently supports roughly 150 ongoing research projects, and IAB faculty (through the Department of Wildlife and Biology in the College of Natural Sciences and Math) are responsible for all academic delivery for classes in life sciences.

INBRE studies organisms that cause diseases in Alaska and toxic substances in our environment. INBRE also has a mission of outreach and support for students (high school and college) who show interest in life sciences research. Combined, IAB and INBRE have approximately 150 faculty, staff and graduate student assistants at UAF. IAB and INBRE had combined research expenditures of nearly $22 million[1]. The majority of expenditures were for wages and benefits, commodities, services and equipment at UAF.

Life sciences research at UAF is ultimately about people, especially Alaskans. Some of the major life sciences programs and projects beneficial to Alaskans under IAB and INBRE are described below.

Monitoring Toxicants and Disease in Alaska

UAF researcher Todd O'Hara is studying contaminants and infectious disease in the Arctic. Infectious agents and toxicants can be easily transmitted through commercial, sport and subsistence harvest in Alaska. INBRE toxicology projects study animals that are at the top of the food chain such as Arctic fox, polar bear and Stellar sea lions, and numerous subsistence foods.

What effect do toxicants have on animals and people? If diets change because of changing environmental conditions, will these animals be exposed to new or higher levels of toxicants and/or infectious agents? If so, how will this affect their health, as well as the health of Alaskans who rely on fish and game for food?

[1] The majority of INBRE expenditures were at UAF but INBRE also supports research at UAA and UAS.

Another of O'Hara's roles is to study and understand how infectious diseases are present in Alaska and how they can be transmitted to the public via handling and consumption of fish and wildlife. For example, there have been periodic outbreaks of rabies in Arctic foxes on the North Slope; this is potentially hazardous to North Slope residents and oil field workers. The better these outbreaks are understood, the better the public can be educated about the associated risks, and measures that can be taken to avoid contact with these diseases.

Center for Alaska Native Health Research (CANHR)

CANHR's mission is "to build and increase research capacity that will contribute knowledge to improve Alaska Native health." The primary focus of this research center is on obesity and its relationship to diabetes and cardiovascular disease among Alaskan Natives. CANHR seeks new knowledge through research that can ultimately be applied to understand, reduce and prevent health disparities in Alaska's Native communities. CAHNR partners with the Yukon-Kuskokwim Health Corporation and communities in Southwest Alaska, using a collaborative approach that incorporates local knowledge and culture into the process of scientific investigation. Following are two of CANHR's current projects.

UAF Research into Contaminants and Nutrients in Alaskan Subsistence Foods

This CANHR project is also headed by researcher Todd O'Hara. It takes the "under the microscope" work of INBRE and utilizes it to the study of how nutrients and toxicants (such as mercury, PCB's DDT, lead, arsenic and many other pesticides) directly affect Alaskans. As these toxicants work their way up the food chain, they can eventually impact human health.

UAF laboratories measure toxicants in subsistence foods such as salmon, seals, and reindeer and go beyond the lab to study how their consumption affects humans. The project also measures nutrient levels in these traditional foods. Contaminant and nutrient levels in foods that are dried, smoked, baked or rendered may change, becoming more or less concentrated. Certain preservation methods can neutralize toxicants and/or impact the nutrients available. This research is very relevant to the health of all Alaskans who consume fish and game. From an economic standpoint, Alaska needs to be vigilant in protecting the pristine image of our valuable commercial marine resources. Scientists are also learning new things about the nutritional benefits of eating fish, an important message for the state's commercial fishing industry.

Alaska Basic Neuroscience Program (ABNP)

ABNP strives to expand and stimulate basic neuroscience research (scientific study of the nervous system) with a focus on protection of the nervous system, including the brain, from disease such as stroke or physical injury. ABNP scientists also study sudden infant death syndrome (SIDS), a particular risk for Alaska infants, by studying how breathing is controlled.

UAF Sudden Infant Death Syndrome Research

SIDS is the leading cause of death in the US for infants one month to one year old. The national rate of SIDS deaths is about 0.7 (less than one) per 1,000 births. Caucasian babies born in Alaska die of SIDS at more than twice the national rate (1.6 per 1,000), and babies born to Alaska Natives die of SIDS at more than five times the national average at 3.6 per 1,000 births. SIDS is an Alaskan problem.

A look at occupational death rates helps to put Alaska SIDS death rates in perspective. In the 1990s, Alaska workers had a death rate of 0.22 per 1,000. The Alaska rate is five times that of the overall US work-related fatality rate. When you compare the Alaska worker death rate with SIDS death rates for approximately the same period, SIDS mortality among Caucasians in Alaska was seven times higher and 16 times higher among Alaska Natives than worker deaths. By far, the most dangerous occupation in Alaska is being an infant. ABNP researcher Mike Harris and his team are working to reduce vulnerability by looking at genetics, biology and behavior in Alaskan babies.

Another UAF SIDS-related research project is led by Barb Taylor and her team. They are looking at the potential effects of exposure to alcohol and nicotine on infants and unborn babies as risk factors in SIDS vulnerability. Other UAF SIDS research is trying to determine if alcohol and nicotine exposure affects the central nervous system and carbon dioxide transfer.

Hibernation Science

The Center for Molecular and Genetic Studies of Hibernation monitors Alaskan animals like the arctic ground squirrel and black bear. These hibernators spend each winter in a state in which their need for food and water is reduced to zero for six to eight months at a time. During hibernation, these animals are also resistant to harm from low blood pressure and the minimal availability of oxygen and blood sugar. Ground squirrels actually spend part of their time in hibernation with their body temperature below freezing with no ill effect.

If researchers can determine how the mechanisms that allow hibernating animals to slow body function work, there is potential for new therapies and drugs that, when administered to humans, would slow body function (including the onset of damage) and could allow first responders to stabilize patients with life-threatening conditions.

This research could lead to increasing the time that sick and injured patients have to get to a critical care facility, increasing their chances of recovery. This could be especially important in Alaska where many residents are injured in remote vehicle, ATV and snow machine accidents, or work in remote locations in the timber, fishing, oil, gas and mining industries and are hours or even days away from a critical care facility. The US Army has been financially supportive of this cutting edge research at UAF because of the potential for stabilizing seriously injured soldiers prior to treatment.

Bird Flu Research

According to the Center for Disease Control and Prevention, "The highly pathogenic avian influenza A H5N1 animal outbreak in Asia, Europe, the Near East, and Africa is not expected to diminish significantly in the short term. It is likely that H5N1 virus infections among domestic poultry have become endemic in certain areas and that sporadic human infections resulting from direct contact with infected poultry and/or wild birds will continue to occur. So far, the spread of H5N1 virus from person-to-person has been very rare, limited and unsustained. However, this epizootic (transferrable from animals to humans) continues to pose an important public health threat."[2]

[2] Center for Disease Control and Prevention website 2/6/2009. http://www.cdc.gov/flu/avian/outbreaks/

UAF researcher Jon Runstadler and his team have been researching biological mechanisms in birds (mostly ducks). How are the viruses transferred among birds? How are they transferred to humans? What are the risks to human health in Alaska?

The migration routes of many species of ducks cross paths where Alaska and Asia meet over the Bering Sea. There is potential for Asian ducks to spread H5N1 bird flu to Alaska and other parts of North America. If the highly pathogenic H5N1 were to occur in Alaska, there could be serious implications for the health of Alaskans.

Because of the capacity built by INBRE, Runstadler's team was able to acquire RO1 grant funding for the Center for Rapid Influenza Surveillance and Research (CRISAR). This five-year, $3.8 million, NIH-funded RO1 grant is a joint UAF, UCLA and UC Davis research project. The research involves surveillance and monitoring of birds in the US, Russia, Japan, China and Southeast Asia to see were there may be a potential threat of an outbreak of bird flu. The study looks at how the virus is carried and transferred as birds migrate around the Pacific Rim. CRISAR is an excellent example of how place-based research has been enhanced by the research capacity built through INBRE. CRISAR allows UAF to use its traditional strengths in wildlife biology to benefit people both inside and outside of Alaska.

Life Sciences Academic Program

Some of the benefits of investment in UA research are quantifiable; however, many benefits are less readily valued. How do we quantify the results of research spending that excites a young Alaskan student to pursue an academic career in a science or health-related field, who then returns to her home community and increases the quality of life for those she serves? UAF research, in close coordination with academic programs, allows many Alaskans opportunities to pursue science or health-related education that not only lead to better income and increased quality of life for their household, but also provides benefits to many other Alaskans and their communities.

Enrollment

- With nearly 500 degree-seeking students, the UAF biology and wildlife program is one of the largest degree programs in the entire UA system. This includes enrollment of over 300 life sciences graduate students. Compared to other programs, UAF life sciences programs, particularly biology, have seen the greatest increases in enrollments at UAF in recent years.

Quality Faculty

- Academic delivery in life sciences at UAF is provided by some of the best researchers in their fields. In order to attract and retain these top instructors, UAF academic facilities need to be on par with other institutions.

- If top researchers can be attracted to UAF, they not only bring their research skills but also increase the number and quality of classes that can be offered at UAF. Additionally, the availability of high-quality research options provides critical hands-on experiences where students can apply their academics.

Alaskan Graduates

- Producing graduates with the skills needed by businesses, government and other agencies in Alaska is a crucial contribution of UA to the state's economy. UA graduates also contribute to the Alaskan economy at a higher level than non-graduates (on average, university graduates earn substantially more over their lifetime than non-graduates).

- UAF educates Alaskans who will be making policy decisions for Alaskans. UAF graduates have worked for local, state and federal agencies such as schools, Alaska Department of Fish and Game, National Park Service, US Forest Service and US Fish and Wildlife. Many of these positions have direct influence on issues that affect all Alaskans.

- Alaskan graduates tend to live and work in Alaska, helping the economy grow and serving state residents. Nearly two-thirds of UAF graduates (from 1989 to 2006) were still living in the state of Alaska in 2006. Rural Alaskan graduates have an even higher likelihood of staying in the state after graduation.

- As of 2005, nearly three-quarters of UAF graduates still living in Alaska worked in a field related to their UAF education. This high retention rate is an important element in creating economic growth within the state.

The Economic Impact of Life Sciences Research

Impacts of Construction

The following construction impacts for the new Life Sciences Learning and Innovation Facility were estimated based on a 2006 McDowell Group study of the construction impacts of the BIOS facility. Cost estimates were adjusted for the difference between the $105 million BIOS facility in 2006 and the $102.8 million Life Sciences Innovation and Learning Facility.

- **There will be a substantial amount of short-term employment and economic activity related to the construction of a new Life Sciences Facility in Fairbanks** as well as in other areas of the state. Estimated statewide output associated with facility construction would be substantial, at about $170 million in total economic output (direct, indirect and induced) that includes $80 million in labor income, and annual average employment of 370 workers (in construction and other sectors of the economy) over a four-year construction period for the new facility. A total of nearly $145 million ($102.8 million for construction, plus $42 million in indirect and induced spending) would enter the Fairbanks economy.

- **The economic effects of this project would benefit other areas of the state, primarily Anchorage, Mat-Su and the Kenai Peninsula.** Total economic output for the Southcentral region of the state from the facility project would be about $20 million with total direct and indirect annual average employment of about 50, and total payroll of about $8 million. The majority of these benefits would occur in the Anchorage area.

Impacts of a Research Team

- **A new Life Sciences Facility at UAF could generate $1 million to $3 million in new wages and benefits.** Adding new space, and the resulting space made available by intercampus moves, could result in an increase in new research-related wages and benefits in the range of $1 million to $3 million at UAF. In addition to these wages and benefits, there would be increases in direct spending for goods and services. Indirect and induced impacts would have further positive effects on Alaska's economy.

- **On average, a research team at UAF is worth $850,000 to $1 million per year in economic activity for the state.** According the economic modeling system IMPLAN, for every dollar spent on university research in Alaska there is additional economic activity of $0.70.[3] Multiplying the average range of $500,000 to $600,000 in grants acquired per year, per researcher, by the 1.7 multiplier results in a range of $850,000 to $1 million in economic activity for the state, per research team. Twelve research teams at UAF represents approximately $10.2 million to $12 million in economic activity for the state.

[3] Minnesota IMPLAN Group, *IMPLAN Professional Version2*. 2006: Stillwater, MN

Importance of Research at UA

The three primary missions of the University of Alaska are instruction, research and public service. Research at UA plays a key role in expanding and diversifying the state's economy, protecting the health of Alaskans and their environment, and strengthening state agencies and institutions. The extensive economic benefits of UA research programs were documented in a 2007 study by the Institute of Social and Economic Research (ISER).[4]

- In 2006, 2,392 jobs were supported by university research spending, including 1,292 direct jobs and 1,100 indirect jobs.
- The combined direct and indirect payroll for jobs generated by university research was $92 million in 2006.
- Direct and indirect university research generated $125 million in sales throughout Alaska in 2006 (including procurement, business sales, and employee spending).
- In 2006, each $1 million in General Fund appropriations for UA research resulted in 121jobs and $4.7 million in payroll within the state.
- Because non-General Fund research revenue comes mostly from outside Alaska, the University's research programs (like mainstream industries) bring new dollars into the state.

In addition to the economic benefits, research at UA is an important component in the delivery of academic and service programs that are valuable to Alaskans. Building a strong research program also increases the intellectual capital available in the state to help train residents to solve Alaskan problems, increasing the quality of life in the state.

UA is the primary source of research and development in the state of Alaska. In most states, private industry conducts a majority of research and development efforts. The majority of UA research (more than 90 percent as measured by research expenditures) takes place at UAF.

Even though UAF is a small school on a national scale, it has been very successful in research and development. UAF conducts research that is relevant to human health and climate change in Alaska, translating into solutions for problems unique to our environment.[5]

Alaska's proximity to the Arctic has allowed UAF researchers an advantage in competing for grants. While UAF is a small school and does not have the same level of facilities and equipment as some of the largest institutions, "place-based research" has allowed them to be competitive on a national scale.

[4] Goldsmith, S., *University of Alaska research: an economic enterprise.* 2007, Institute of Social and Economic Research: Anchorage, Alaska.
[5] Maddox, David C., *Environmental Scan for the University of Alaska's Research Enterprise,* 2006.

Measuring UAF Research

Two measures that gauge the scale of research at UAF are the volume of restricted revenue generated by grants and actual research expenditures. Reviewing the volume of grant awards shows the level of success that a university has had in obtaining funding for specific research projects. Some portions of research grant dollars are reallocated through indirect cost recovery (ICR) to fund other campus and system-wide activities. Looking at actual research expenditures allows a more focused view of research program impacts.

Note: Unless otherwise stated, all figures in this document are for FY07.

Grant Awards

The UA system received 694 new grants and managed 2,136 ongoing grants.[6] New grants totaled $237.5 million systemwide. During the year, UAF received 424 of all new grants and managed 1,446 of all ongoing grants. In comparison, UAA received 217 new grant awards and managed 546 ongoing grants.

New grants totaled $237.5 million system wide of which approximately $200 million (83 percent) were at UAF.

Research Expenditures

UAF research expenditures from externally sponsored funding sources totaled about $113 million in FY07, up 30 percent from FY02. (This does not include $22.8 million in State General Fund support.) The majority of UA research (more than 90 percent as measured in research expenditures) takes place at UAF.

Research Expenditures by Major Academic Unit, FY02 to FY07

MAU	FY02 ($millions)	FY07 ($millions)	% Change FY02 – FY07
UAF	$87.2	$113.0	+30%
UAA	9.1	10.3	+13
UAS	0.8	1.2	+42
Total	**$97.1**	**$124.5**	**+28%**

Note: Figures are in millions and have been rounded; they include indirect cost recovery distributed to each MAU (Major Academic Unit).
Source: UA in Review 2008.

Indirect Cost Recovery

Indirect cost recovery (ICR) is an important revenue source for UA. Of the $30.9 million in ICR revenue, $26 million (85 percent) was generated by research at UAF. ICR is revenue captured from federal and other

[6] 2008 UA in Review, UA Statewide Planning and Budget, http://www.alaska.edu/swbir/ir/ua-in-review/

restricted grants that reimburses the University for related administrative, facility, and other support costs. ICR is charged to the grant source as a percentage, up to 42 percent of the grant amount.

UAF Indirect Cost Recovery Distribution, FY02 to FY07

	FY02 ($millions)	FY07 ($millions)	% Change FY02 – FY07
ICR distributed back to originating unit	$10.3	$14.0	+36%
ICR distributed to other UAF departments	5.9	8.9	+50
ICR distributed to UA Statewide MAU	2.4	3.3	+38
Total ICR	**$18.6**	**$26.2**	**+41%**

Note: Figures are in millions and have been rounded.
Source: UA Banner Finance.

Total UAF-generated ICR has increased by 41 percent from FY02 and has become an increasingly important revenue source for maintaining UA facilities and administrative functions.

Slightly more than half (about $14 million) of ICR collected from UAF research went directly to augment the research program or unit that brought in that revenue (the originating unit), while 34 percent ($8.9 million) was distributed to other areas of UAF, such as the library, administrative services and building maintenance. The remaining 13 percent ($3.3 million) was distributed to the UA Statewide MAU.[7] The Statewide MAU provides services such as accounting, legal, human resource and information technology services to UA system-wide.

ICR has been the revenue source for much of the construction of new research space in the last decade, including the West Ridge Research Building, UAF Museum research space, Institute of Arctic Research Center, Lena Point facility, and the BiRD Building.

The $3.3 million distributed to the Statewide MAU represented approximately 6 percent of its revenues. The $8.9 million distributed to other UAF departments accounted for about 2.5 percent of UAF revenues. If the level of UAF research were to stagnate or decline, the effect could have serious implications for university operations.

[7] UA has four major administrative units (MAU's): UAA, UAF, UAS and Statewide.

Funding for UAF Research

Overall, externally funded (non-General Funds) research at UAF increased by 30 percent from FY02 to FY07. The federal government, through agencies such as the National Institutes of Health, National Science Foundation and Department of Defense, funded the majority (88 percent) of research at UAF. Other sources of funding included Native Corporations, non-profit organizations, private businesses and other universities, which accounted for about 11 percent of research revenue. State General Fund support increased slightly from about $1.4 million to $1.5 million and accounted for about 1 percent of total research revenue at UAF.

The majority of growth (in dollars) was due to federal funding, while funding from sources such as Native Corporations, non-profit organizations, private businesses and other universities increased at the highest rate (46 percent) over the period. Examples of state agencies include the Department of Natural Resources and the Department of Health and Social Services.

UAF Externally Funded Research Expenditures by Sponsor, FY02 to FY07

	FY02 ($millions)	FY07 ($millions)	% of Expend. FY07	% Change FY02 – FY07
Federal	$77.6	$99.4	88%	+28%
Other	8.2	12.0	11	+46
State agencies	1.4	1.5	1	+6
Total	**$87.2**	**$113**	**100%**	**+30%**

Note: Figures are in millions and have been rounded. Figures include ICR expenditures.
Source: UA in Review 2008.

Leverage

One measure of the productivity of a research program is to compare the value of external funding leveraged by university General Funds. For every dollar of state-funds for research in FY07, UAF was able to leverage an additional $5.80 from external funding sources. UAF has been fortunate to receive multiple capacity-building grants over the last six to eight years. The State must capitalize on this opportunity.

Strong General Fund support is still needed to build the infrastructure (including facilities and human resources) so that UAF has the capacity to be competitive for new grants. Such funds will be used for recruitment, salaries, offices, laboratories, and equipment to build capacity.

The expectation of top UAF researchers is that they will eventually bring in significant grant funding to support their own salaries, staff and equipment, as well as contribute to the university as a whole.

Building Research Capacity

Since 2000, UAF has made a concentrated effort to build capacity for life sciences research. Since that time UAF has received a series of grants designed to increase capacity in basic and applied research. These grants are for limited periods of time (some can be renewed for a second or third phase) but are not long-term sources of funding for research. The purpose of the grants is to build capacity among research programs so that they can conduct research that is capable of receiving funding on a nationally competitive basis.

Most research at UAF is funded by either the National Institute of Health (NIH) or the National Science Foundation (NSF).

NIH Funding

In addition to capacity-building grants, NIH RO1 grants are made to support specific projects to be performed by an investigator in an area representing the investigator's competencies, and to meet the mission of the NIH. One intent of the capacity-building grants is to increase the number of RO1 awards to Alaska which is currently at or near the bottom of all states in NIH-funded RO1 research grants.

NIH RO1 grants are awarded to the top 10 to 15 percent of applicants. Even Harvard University researchers have a success rate of only about 50 percent when applying for NIH grants.

In addition to the merits of an individual proposal, NIH looks at several critical components of a proposed research project:

- Research must be relevant to health issues on a national level.
- NIH panels look for strong scientists with quality degrees, a pattern of excellent work, public speaking, published work, and previous receipt of grant funding.
- Laboratory facilities and equipment must be up to date.
- Research programs need a strong intellectual community (a critical mass of students, graduates and other researchers) for support.

NSF Funding

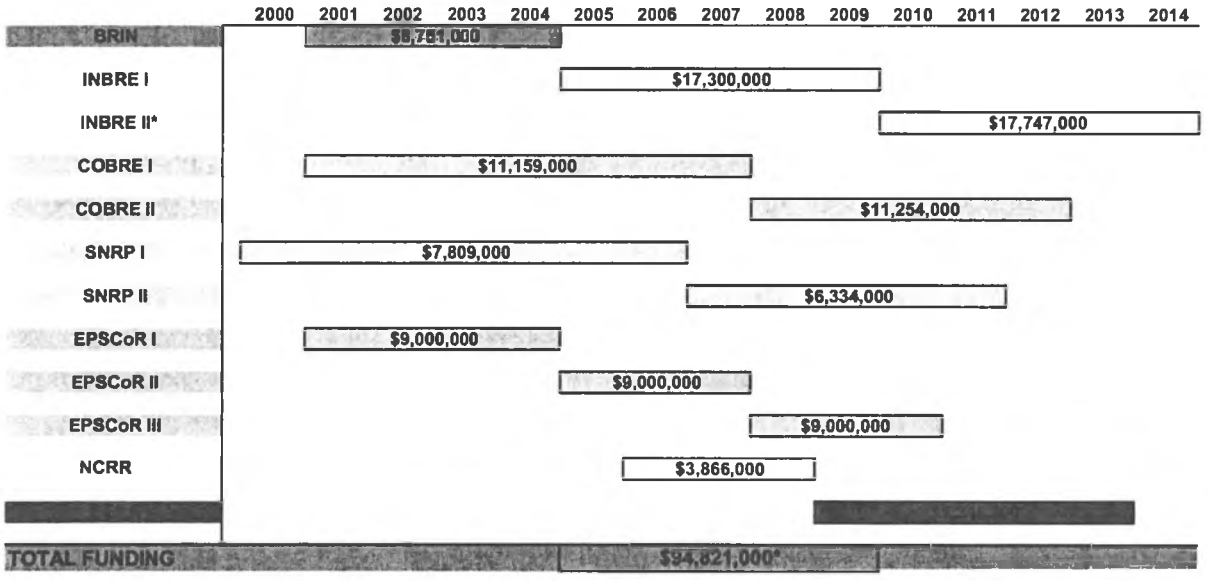
The National Science Foundation (NSF) is an independent federal agency that promotes science to advance national health, prosperity, welfare and national defense. NSF funds about $6 billion worth of research through term-limited grants. NSF currently issues about 10,000 new awards per year, with an average project duration of three years. Research proposals must be judged the most promising by a rigorous and objective merit-review system. Most of these awards go to individuals or small groups of investigators. Others provide funding for research centers, instruments and facilities that allow scientists, engineers and students to work at the outermost frontiers of knowledge.

"NSF's goals—discovery, learning, research infrastructure and stewardship—provide an integrated strategy to: advance the frontiers of knowledge; cultivate a world-class; broadly inclusive science and engineering workforce and expand the scientific literacy of all citizens; build the nation's research capability through investments in advanced instrumentation and facilities, and support excellence in science and engineering research and education through a capable and responsive organization. NSF's mission includes support for science and engineering education, from pre-K through graduate school and beyond. The research is thoroughly integrated with education to help ensure that there will always be skilled people available to work in new and emerging scientific, engineering and technological fields, and capable teachers to educate the next generation."[8]

The challenge at UAF is to create and maintain a research program that has a critical mass of top researchers, facilities and intellectual strength. To meet these criteria, a research program must have very strong support from the University of Alaska and from the State. In order to meet NIH and NSF qualifications and the goals of UAF, proposed research needs to be relevant not only on a national level, but also relevant within the state.

The table below shows federal funding for capacity-building grants received by UA. Almost all funding shown in the table was for research conducted at UAF. The exceptions are INBRE which has program components at UAA and UAS, and EPSCoR which provides programs statewide. Following the table are brief descriptions of these capacity-building grants. To date approximately $95 million has been received and an additional $17.7 for INBRE II is pending.

Life Sciences Capacity-Building Federal Grant Funding



*Note: INBRE II is not included in this total but the expectation is that this grant will be awarded.

[8] National Science Foundation website 2/8/2009 http://www.nsf.gov/index.jsp

INBRE/BRIN

The Idea Network of Biomedical Research Excellence (INBRE) is a national program of grants from National Institutes of Health designed to increase capacity for high quality research. INBRE provides grants for research institutes like UAF that have strong programs and the potential to be increasingly competitive with top researchers from other states for NIH RO1 grants. After the grant period ends, the program is expected to be at a level where its researchers can be nationally competitive. UAF received its first NIH capacity-building grant (then called BRIN) for 2001 to 2004. The first INBRE grant was for 2004 to 2009. INBRE at UAF is in the process of being renewed and is likely to be funded for 2009 through 2013. More details about INBRE projects will be presented in the UAF Life Sciences Research Programs section of this report. INBRE funds research at UAF, UAA and UAS.

COBRE

The Center of Biomedical Research Excellence (COBRE) is an NIH-funded program to build research capacity in specially designated areas. The COBRE program promotes the initiation and development or expansion of unique, innovative state-of-the-art biomedical and behavioral research centers at institutions. COBRE funds basic and applied research. The objectives of COBRE are to strengthen institutions' biomedical research infrastructure and to enhance the ability of investigators to compete independently for NIH individual research grants.[9] COBRE funds Center for Alaska Native Health Research at UAF.

SNRP

Specialized Neuroscience Research Programs (SNRP) program is designed to strengthen research capabilities of faculty, students, and fellows at minority institutions by supporting the development and/or the enhancement of ongoing, basic and clinical neuroscience research projects and programs. SNRP funds the Alaska Basic Neuroscience Program.

SNRP grants are intended "to enhance the research capacity of a group of academic institutions that historically have not been major participants in NIH [neuroscience] programs specifically." An important long-term goal has been to foster the capability of minority institutions to compete successfully within the NIH peer review process for research grants. SNRP grants were designed to achieve the following programmatic goals:

- To assist in infrastructure development leading to well established, state-of-the-art neuroscience research programs.
- To foster innovative and effective partnerships and collaborations between minority institutions and established neuroscience laboratories at federal and non-federal research institutions.
- To create, support, and maintain a stimulating academic and intellectual milieu to inspire and prepare students and fellows to pursue research centers in neuroscience. [10]

[9] National Institutes of Health website 2/8/09 http://grants.nih.gov/grants/guide/pa-files/PAR-09-079.html#SectionI

[10] National Institutes of Health, Specialized Center Cooperatives Agreement Programs website http://snrp.nih.gov/about_SNRP/about.htm

- To provide support to develop and sustain competitively funded neuroscience research projects and programs.

EPSCoR

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a National Science Foundation university-based grant program that is designed to develop states' research capabilities; increase student participation in science, math and engineering; increase the coordinated efforts between states and their universities; and to ultimately increase economic development. EPSCoR creates partnerships with states and universities to spark interest in research and build capacity among researchers. Alaska EPSCoR began in 2000 and partners with UA and the State of Alaska. Alaska EPSCoR is in its third phase (2007-2010). Each phase has granted about $4 million annually for EPSCoR with three-quarters coming from NSF and one-quarter coming from the State of Alaska (through UA) as matching funds. EPSCoR is a statewide program with a mandate to increase student participation in all areas of the state, including UA's major and remote campuses.

SEPA

Science Education Partnership Awards (SEPA) are NIH-funded, with the goal of increasing biomedical research education in Alaska middle and high schools. The grant is part of an estimated $17 million awarded by NIH to fund 16 Science Education Partnership Awards across the country.

UAF's award will provide support for the Biomedical Partnership for Research Education Pipeline in Alaska, or Alaska BioPREP, to be administrated by INBRE. According to INBRE Director George Happ, "This program blends the talents and facilities of local school teachers and health providers with those of UAF to create venues where secondary school students can pose biological and biomedical questions, find answers using molecular approaches, and gain appreciation of the importance of modem science to the practice of medicine and health policy in their daily lives."

An immediate aim of the project will be to keep students in high school through graduation by ensuring that their high school science courses are focused, challenging and relevant. The BioPREP partnership group includes school districts, teachers, researchers, science education groups and Alaska Teacher Placement. Through the partnership, university researchers provide the technical expertise, teachers provide the instructional expertise, and health care providers and community members supply practical applications and encouragement for the students.

"Hands-on investigations, individual mentoring relationships, community involvement, and incentives such as travel and scholarships all improve student enthusiasm and retention in school, and all are part of BioPREP," explained Sue Hills, outreach director of Alaska INBRE. "With the skills the students learn in BioPREP, they can jump right into undergraduate research programs or lab assistant positions when they get to college."

NCRR

The National Center for Research Resources (NCRR) was funded by NIH. Funds are granted to expand, remodel and renovate research and animal facilities.

A $3.87 million NCRR grant was used to help complete construction of the Biological Research and Diagnostic Facility (known as the BiRD building).

Capacity-Building Success at UAF

Overall, UAF research has been increasingly successful at winning competitive grants. As a result of the research capacity built by BRIN/INBRE, COBRE and SNRP, UA has been able to acquire competitive life sciences grants totaling approximately $29 million dollars.

One example of how capacity-building grants can lead to success with competitive grants is the Center for Rapid Influenza Surveillance and Research (CRISAR) project. This $3.8 million NIH-funded RO1 grant is a joint effort between UAF, UCLA and UC Davis. The 5-year competitive grant was awarded to UAF in 2007 as a result of the capacity built from INBRE funding. The research involves surveillance and monitoring of birds in the US, Russia, Japan, China and Southeast Asia to identify were there may be a potential threat of an outbreak of bird flu. The study looks at how the virus is carried and transferred. According to principal investigator Jon Runstadler, "Our proximity to the birds and the research capacity that we have built from INBRE allowed us to be successful in securing this competitive research proposal for UAF." Runstadler's team works with Mark Lindberg, a UAF wildlife biologist and expert on the life-cycle of ducks in Alaska. His understanding of migration patterns also allows researchers to know when and where to intercept wild birds so that they can be monitored for various strains of avian flu.

CRISAR is an excellent example of how place-based research has been enhanced by the research capacity built through INBRE. CRISAR allows UAF to use its traditional strengths in wildlife biology to benefit people both inside and outside of Alaska.

There are many similar examples of research success at UAF. The next section will provide an overview of the primary life sciences programs at UAF.

UAF Life Sciences Research Programs

One area of research where UAF has become particularly strong is life sciences. Almost all UAF life sciences research and takes place within Institute of Arctic Biology (IAB) or Idea Network of Biomedical Excellence (INBRE).

Institute of Arctic Biology

The largest component of UAF life sciences research and academics is contained within the IAB. IAB currently supports about 150 ongoing research projects, and IAB faculty (through the Department of Wildlife and Biology in the College of Natural Sciences and Math) teach all of the classes for undergraduate majors in biology; teach components of chemistry and biochemistry; and provide support for graduate and post-graduate education and research in biology, molecular biology, wildlife biology, physiology, genetics, and ecology.

IAB had total research expenditures of $20.1 million, up 78 percent from $11.3 million in FY02.[11] The majority (61 percent) of expenditures were for wages and benefits. Nearly one-third (30 percent) of expenditures were for commodities, services and equipment. The remaining 9 percent was spent on travel, land and buildings, student aid and miscellaneous items.

The total number of faculty, staff and graduate students involved in research at IAB was 134. There were 57 faculty and 77 staff and graduate positions (held by either post doctoral researchers, graduate researchers or undergraduate students).

IAB Faculty and Staff, 2007

	# of Faculty and Staff
IAB	105
AK Coop Fish/Wildlife Research Unit	24
Toolik Field Station	5
Total Staff	**134**

Major IAB Programs

Basic and applied research conducted at UAF has significant economic impact and quality of life benefits for Alaskans. Major research programs include the Toolik Field Station, Robert White Large Animal Research Station, Center for Alaska Native Health Research, Alaska Basic Neuroscience Program, Center for Molecular and Genetic Studies of Hibernation, Alaska Geobotany Center, the Resilience and Adaption Program, and Bonanza Creek Long-Term Ecological Research Program. Following are brief discussions of what these programs do and how they are relevant to Alaskans.

[11] Source: UA Unit Profile-UAF IAB. These figures do not include indirect cost recovery.

TOOLIK FIELD STATION (TFS)

IAB maintains the Toolik Field Station (TFS). TFS is a national and international Arctic climate change research center, primarily sponsored by the NSF. The facility is located 158 miles north of the Arctic Circle along the Dalton Highway. TFS has been operating for 30 years and is on the forefront of research on climate change that is gathered by over 300 scientists and students each year. Work at TFS will pay a key role in providing current and historic data that will help researchers, agencies, and industry to understand environmental changes in Arctic land and water based environments. Research based at TFS has been widely published in more than 225 journal articles (including *Nature* and *Science*), and portions of 47 books. The facility provides hands on research opportunities for under graduates, graduates and Alaska high school students.

ROBERT WHITE LARGE ANIMAL RESEARCH STATION (LARS)

LARS was created in 1979 and allows scientists and students hands-on opportunities to work with musk oxen, caribou and reindeer to better understand the nutritional, physiological and behavioral systems of these unique northern animals. The facility also provides educational opportunities for the general public and Alaskan schoolchildren from grade school through high school.

Basic and applied research conducted at UAF has significant economic impact and quality of life benefits for Alaskans. Major research programs include the Center for Alaska Native Health Research, Alaska Basic Neuroscience Program, Center for Molecular and Genetic studies of Hibernation, Alaska Geobotany Center, the Resilience and Adaption Program and Bonanza Creek Long-Term Ecological Research Program. Following are brief discussions of what these programs do and how they are relevant to Alaskans.

Monitoring Toxicants and Disease in Alaska

UAF researcher Todd O'Hara is studying contaminants and infectious disease in the Arctic. Infectious agents and toxicants can be easily transmitted through commercial, sport and subsistence harvest in Alaska. INBRE toxicology projects study animals that are at the top of the food chain such as arctic fox, polar bear and Stellar sea lions, and numerous subsistence foods.

What effect do toxicants have on animals and people? If diets change because of changing environmental conditions, will these animals be exposed to new or higher levels of toxicants and/or infectious agents? If so, how will this affect their health, as well as the health of Alaskans who rely on fish and game for food?

Another of O'Hara's roles is to study and understand how infectious diseases are present in Alaska and how they can be transmitted to the public via handling and consumption of fish and wildlife. For example, there have been periodic outbreaks of rabies in Arctic foxes on the North Slope; this is potentially hazardous to North Slope residents and oil field workers. The better these outbreaks are understood, the better the public can be educated about the associated risks, and measures that can be taken to avoid contact with these diseases.

CENTER FOR ALASKA NATIVE HEALTH RESEARCH (CANHR)

CANHR's mission is "to build and increase research capacity that will contribute knowledge to improve Alaska Native health." CANHR has been funded by two, 5-year, $11 million capacity-building grants (COBRE I and II). The center began operations in 2001 and was again funded in 2007. The primary focus of research at the center is obesity and its relationship to diabetes and cardiovascular disease among Alaska Natives. CANHR seeks new knowledge through basic and applied research that can ultimately be applied to understand, reduce and prevent health disparities in Alaska's Native communities.

CAHNR partners with the Yukon-Kuskokwim Health Corporation and communities in Southwest Alaska, and uses a collaborative approach that incorporates local knowledge and culture into the process of scientific investigation. By working closely with community members, local residents become part of the research process and can help to guide research and facilitate results that are culturally appropriate.

CANHR travels to communities with a team of three to four including researchers, nurses, technicians and other support staff. CANHR makes significant research expenditures in rural Alaska on travel, rent, food, fuel and supplies. They employ local workers to assist on projects as much as possible.

The following projects are an example of how CAHNR research can result in a better quality of life for Alaskans.

UAF Research into Contaminants and Nutrients in Alaska Subsistence Foods

Todd O'Hara is a UAF researcher that conducts studies for both INBRE and CANHR. His INBRE research involves microbial agents (human and wildlife diseases that can be transferred between the two) and toxicants, while his CANHR projects focus on the study of nutrients and toxicants related to human health issues that directly affect Alaskans. All of the toxicants that O'Hara studies as part of his INBRE projects end up in the food chain, such as mercury, PCB's, DDT, lead, arsenic and many other pesticides. As these toxicants work their way up the food chain, they are easily transmitted to humans through commercial, sport and subsistence harvest in Alaska, and can eventually impact human health.

UAF laboratories measure toxicants in subsistence foods such as salmon, seals, and reindeer and study how their use affects humans. This research project also measures nutrient levels in these traditional foods. O'Hara and his CANHR team study the effects that preparation methods can have on concentrations of toxicants and nutrients in food from these Alaskan animals. Contaminant and nutrient levels in foods that are dried, smoked, baked or rendered may change, becoming more or less concentrated. CANHR scientists measure levels of these contaminants to see how various preservation techniques may affect toxicity and critical nutrients. Certain preservation methods can neutralize toxicants and/or impact the nutrients available. This research is very relevant to the health of all Alaskans who consume fish and game.

From an economic standpoint, Alaska needs to be vigilant in protecting the pristine image of our valuable commercial marine resources. For example, the level of contaminants in some fish from around the world has made news in recent years. Alaska needs to be watchful that our species are not caught up in negative publicity. While there may be concerns about contaminants in farm-raised salmon, wild Alaskan salmon are

low in contaminants. Just as important, spreading the message about the nutritional value of Alaskan fish is good for Alaska and the state's economy.

UAF Research into Measuring Alaskan Subsistence Diets

Bert Boyer is a researcher with CANHR studying how diet interacts with genes to predispose people, particularly Yup'ik Eskimos, to obesity. He suspected that the Yup'ik diet, rich in polyunsaturated fatty acids found in salmon and marine mammals, might protect them from diabetes but was frustrated by the difficulty in quantifying what Yukon-Kuskokwim Delta Yup'iks were eating regularly through self-reported diet surveys and questionnaires.

He shared his concern with Diane O'Brien, a new faculty member at UAF who was not yet a part of CANHR. She suggested it is possible to measure PUFAs indirectly by using isotopic signatures that are unique to fish and marine mammals and found in human blood, fingernails or hair. Such analyses are fairly cheap, easy to do and very accurate. That idea resonated with Boyer, and testing her assumption became part of the CANHR II study. She has since proven that these cheap, easily measured markers are highly accurate proxies for polyunsaturated fatty acids in the diet in a study to be published in March.

O'Brien's isotopic work is important on two fronts. First, it will help CANHR researchers understand the relationships between a changing diet and obesity in Alaska Natives, which is a growing public health problem for Alaska; and secondly, it will develop better methods for any researcher who needs diet assessments for a wide range of medical issues."

Alaska Basic Neuroscience Program

The Alaska Basic Neuroscience Program (ABNP) strives to expand and stimulate basic neuroscience research (scientific study of the nervous system) with a focus on protection of the nervous system, including the brain, from disease such as stroke or physical injury. ABNP scientists also study sudden infant death syndrome (SIDS), a particular risk for Alaska infants, by studying how breathing is controlled.

ABNP is supported by an NIH capacity-building grant from the Specialized Neuroscience Research Program (SNRP). The first NIH $7.8 million grant was for 2000 to 2006, and the current grant (2006 to 2011) is for $6.3 million. Other program supporters include National Institute of Mental Health (NIMH) and National Center for Research Resources (NCRR). The following projects are an example of how ABNP research can result in a better quality of life for Alaskans.

UAF Sudden Infant Death Syndrome (SIDS) Research

SIDS is a leading cause of death in the US for infants one month to one year old. The national rate of SIDS deaths is about 0.6 (less than one) per 1,000 births. Alaskan babies born in the Caucasian population die of SIDS at more than twice the national rate (1.6 per 1,000), and babies born to Alaska Natives die of SIDS at more than five times the national average at 3.6 per 1,000 births.

In order to put Alaska SIDS death rates in perspective, consider a comparison with some of the most dangerous occupations in the world. Alaska is seen as a dangerous place to work. Commercial logging, commercial fishing and flying are considered by most as high risk occupations. For the 1990's Alaska workers

had a death rate of .22 per 1,000 (less than one-quarter person per 1,000). When you compare this death rate with the incidence of SIDs for approximately the same period, rates of SIDS death among Caucasians in Alaska were seven times higher than rates of worker deaths, and 16 time higher among Alaska Natives. By far, the most dangerous occupation in Alaska is being an infant. It is a dangerous place to be born and researchers don't know why. SIDS research done outside the state of Alaska will not address why Alaskan rates are so much higher than the national average. Alaskans need to take ownership of this problem. ABNP researcher Michael Harris and his team are working to understand vulnerability by looking at genetics, biology and behavior, with a goal to prevent the occurrence of SIDS in Alaskan babies.

A normal response in babies is to wake up when breathing is hindered, for example from sleeping on their stomach. The sequence is to wake up, move their head and enhance breathing (three separate reflexes.) If any one of the reflexes does not work, a relatively common occurrence, sleeping with a face in the bedding, can become a life threatening situation. One theory is that a serotonin deficiency may lead to greater vulnerability to SIDS by disrupting reflexes such as these. UAF researcher Michael Harris and his team want to know if there is anything about serotonin that can be linked to important reflex functions. They are conducting basic research at the molecular level. If a connection can be made between serotonin dysfunction and vulnerability to SIDS, then pharmacological solutions can be developed.

In order to understand how SIDS works, researchers must first identify not only the causes of increased vulnerability, but also the symptoms associated with vulnerability. If researchers can understand such symptoms then they can more readily identify which infants may be vulnerable. If simple screening tools can be developed to indentify infants at risk of SIDS ahead of time this would help save lives and facilitate further research. For example, if doctors or parents knew a particular infant had symptoms that indicated vulnerability to SIDS, in cases such as failed reflexes, steps could be taken to supplement the reflex or avoid the potentially life threatening situations. This would lead to fewer deaths. One of ABNP's current projects involves trying to develop a non-invasive screening tool that could help predict vulnerability for SIDS. The results of this research could help save lives and reduce the number of Alaskan infants that die of SIDS.

Another UAF SIDS related research project is lead by Barbara Taylor and her team. They are looking at the effects of exposure to alcohol and nicotine in animal models, that can explain why exposure to these substances in infants and unborn babies are risk factor contributing to SIDS vulnerability. Their research is trying to determine if alcohol and nicotine exposure affects the central nervous system and sensitivity to low oxygen or carbon dioxide. Basic animal research shows that exposure does have an impact. Once you have determined that there is an impact you investigate at a cellular level to understand the problem and then find solutions.

Center for Molecular and Genetic Studies of Hibernation

Scientists at the Center for Molecular and Genetic Studies of Hibernation investigate the molecular and genetic basis of hibernation in mammals, focusing on development of potential new therapies and drugs to protect and treat victims of stroke, heart attack, and severe trauma. The project has been funded by the National Science Foundation and the United States Army Medical Research and Materiel Command since 2005. Grant and non-restricted spending for this program is about $5 million to date.

Hibernation Science

Alaskan animals, like the arctic ground squirrel and black bear, spend each winter in a state of hibernation during which their need for food and water is reduced to zero for six to eight months at a time. During hibernation, these animals are also resistant to harm from low blood pressure and the minimal availability of oxygen and blood sugar. Ground squirrels actually spend part of their time in hibernation with their body temperature below freezing with no ill effect.

UAF researchers Brian Barnes, Kelly Drew and their team are trying to develop an understanding of the molecular and biochemical mechanisms that slow body function and protect hibernators, which could lead to the development of new drugs that lessen the harm from stroke, heart attack and injuries such as gunshot and head trauma.

Over 160,000 people die of stroke each year in the US (an age-adjusted rate of about 47 people per 100,000; in Alaska the age-adjusted rate for stroke is even higher, at 53 per 100,000).[12] In 2004, 858 Alaskans died from either heart disease or a stoke.[13] Essential for patient recovery from these dangerous events is to stabilize them as quickly as possible, until advanced medical care is available. If researchers can determine how mechanisms that allow hibernating animals to slow body function work, there is potential for new therapies and drugs that, when administered to humans, would quickly slow body function (including the onset of damage) and could allow first responders to stabilize patients with life-threatening conditions.

This research could lead to increasing the time that sick and injured patients have to get to a critical care facility, increasing their chances of recovery. This could be especially important in Alaska where many residents are injured in remote vehicle, ATV and snow machine accidents, or work in remote locations in the timber, fishing, oil, gas and mining industries and are hours or even days away from a critical care facility. The US Army has been financially supportive of this cutting edge research at UAF because of the potential for stabilizing seriously injured soldiers.

This type of research is an excellent example of place-based research that has significant potential to benefit Alaska and the nation. UAF's northern Alaska location and proximity to ground squirrels and bears allows researchers to study and closely monitor the animals while attempting to unlock the biological keys to slowing body functions.

BONANZA CREEK LONG-TERM ECOLOGICAL RESEARCH PROGRAM

Bonanza Creek Research focuses on improving prediction and understanding of the long-term consequences of changing climate and disturbances such as fire, insects, pathogen outbreaks, and permafrost thaw in Alaska's boreal forests.

The boreal forest is considered the second largest terrestrial ecosystem in the world, after tropical forests. The boreal forest comprises one of the world's largest carbon reservoirs. Changes or disturbances in the volume and distribution of coniferous versus deciduous boreal forests are known to affect regional and global climate.

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[12] Center for Disease Control (CDC) National Center for Health Statistics and National Vital Statistics Reports

[13] The Burden of Heart Disease and Stroke in Alaska: *Mortality, Morbidity, and Risk Factors* http://www.hss.state.ak.us/dph/chronic/chp/pubs/burden_july06.pdf

The program's objectives are to study factors like fires, melting permafrost and insects that might result in serious changes in the Arctic environment and to identify human and environmental factors that may reduce stresses on ecosystem structure and function that could otherwise lead to serious changes. For example, as the Arctic climate changes (warms), forests are more susceptible and less resistant to insect and pathogen attack. Research is conducted at two main sites: the Bonanza Creek Experimental Forest and Caribou-Poker Creeks Research Watershed.

Changes in the Arctic could have serious implications for Alaskans who rely upon animals and plants for food, soil stability (for houses, roads), water patterns and filtering (streams, rivers, wells), forest productivity (timber), and for recreational opportunities (skiing, snowmachining, camping, hunting, fishing).

Information gathered at Bonanza Creek is used by agencies such as the Alaska Fire Service and the Alaska Department of Fish and Game. For example, the Alaska Department of Fish and Game may use background data from Bonanza Creek to better understand how moose and caribou populations may be affected in fire-damaged areas in order to meet population and harvest goals.

The Bureau of Land Management Alaska Fire Service (AFS) located at Fort Wainwright, Alaska, provides fire suppression services for all Department of the Interior and Native Corporation lands in Alaska. In addition to fire suppression, AFS has other statewide responsibilities, including interpretation of fire management policy. AFS operates on an interagency basis; cooperators include the Bureau of Land Management, State of Alaska Department of Natural Resources, USDA Forest Service, National Park Service, Bureau of Indian Affairs, U.S. Fish and Wildlife Service, and the U.S. Military in Alaska.[14]

The Bonanza Creek Program has received $2.6 million to date from the National Science Foundation and supports 25 large scale research projects. In addition to principal investigator Terry Chapin and co-principal investigators Roger Ruess and David McGuire, the program is staffed by 23 senior investigators, 57 affiliated scientists, 16 master's degree students, ten Ph.D. students, one post-doctoral research associate, one data manager, one site manager, and eight technicians.

Resilience and Adaption Program

The Resilience and Adaptation Program (RAP) explores the links among cultural, economic, and ecological conditions of Alaska and the North, and provides training that prepares scholars, policy-makers, and managers to address issues of sustainability. Alaska and the Circumpolar North are appropriate places to train researchers in the dynamics of social-ecological systems because of climatic, cultural and socio-economic change. This program places special emphasis on training Alaska Native Ph.D.s who are needed as university faculty, researchers, educators, and community leaders.

Students work with UAF faculty on a broad range of interdisciplinary research projects at community, regional, and circumpolar levels. RAP offers master's and Ph.D. degrees in Biology and Wildlife, Anthropology, Resource Economics, Natural Resource Management, Northern Studies, and Interdisciplinary Studies.

RAP has received nearly $1.3 million to date from the National Science Foundation's Integrative Graduate Education and Research Traineeship Program.

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[14] Alaska Fire Service website 2/10/2009 http://fire.ak.blm.gov/afs/

Alaska Geobotany Center

The Alaska Geobotany Center (AGC) is dedicated to understanding northern ecosystems through the use of geographic information systems (GIS), remote sensing, field experiments, and cooperative team research projects. AGC documents changes in vegetation across the circumpolar Arctic and is a critical component to the understanding of permafrost, carbon reserves, water systems, wildlife populations, and the ability of humans, plants, and animals to live in the Arctic. Researchers examine landscape patterns including vegetation, snow ecology, and the disturbance and recovery of plants. This information is used by resource managers, land-use planners, ecosystem scientists, and government land agencies. These mapping resources are valuable to wildlife biologists, fire managers and timber managers in Alaska.

AGC projects collectively known as "Greening of the Arctic" include:

- **Arctic Systems Science**: Addresses the question of how vegetation of the Arctic has responded to climate change.
- **Land Cover and Land Use Change**: Addresses how the decline in Arctic sea ice will affect, and is affected by, the greening of vegetation in the Arctic.
- **Arctic Geobotanical Atlas**: Education and outreach component comprised of a Web-based, multi-scale collection of geobotanical maps and related data.
- **North American Arctic Transect**: Creates baseline information on Arctic vegetation.
- **Circumpolar Arctic Vegetation Map**: International project that mapped the vegetation and associated characteristics of the circumpolar region using a common base map.

The ACG has $755,534 in current funding from NASA and is expected to confirm receipt of approximately $950,000 in additional NASA funding in the first quarter of 2009.

Idea Network of Biomedical Research Excellence (INBRE)

Another major life sciences unit at UAF is INBRE. INBRE is supported by a national program of capacity-building grants from the National Institute of Health designed to increase capacity for high quality research. INBRE uses expertise in biology to investigate organisms that cause disease and toxic substances in the environment. INBRE operates independently from the Institute of Arctic Biology.

An additional mission of INBRE is outreach and support for students (high school and college) who show interest in life sciences research.

INBRE receives approximately $3.5 million in annual grant revenue with approximately $1.8 million in research expenditures (not including ICR contributions). Wages and benefits made up the greatest portion of expenditures (39 percent). Additionally, significant expenditures were made for commodities, contract services and equipment (32 percent). Travel expenditures accounted for 13 percent of INBRE's research expenses.

INBRE supports research at UAF, UAA and UAS. There are a total of approximately eight faculty and graduate students and four and a half staff positions.

INBRE Faculty and Staff, 2007

	# of Faculty	# of Grad Students	# of Staff
UAF	4	6	4
UAA*	3	2	0.5
UAS	1	0	0
Total INBRE staff	**8**	**8**	**4.5**

*The staff position is less than one full-time equivalent.

The following projects highlight the valuable contributions INBRE research is making to the state of Alaska.

UAF Bird Flu Research

To better understand avian flu research at UAF, following is a brief summary of the current status of avian flu. According to the Center for Disease Control and Prevention,

> *Avian influenza is an infection caused by avian (bird) influenza (flu) viruses. These influenza viruses occur naturally among birds. Wild birds worldwide carry the viruses in their intestines, but usually do not get sick from them. However, avian influenza is very contagious among birds and can make some domesticated birds, including chickens, ducks, and turkeys, very sick and kill them.*
>
> *Usually, avian influenza virus refers to influenza A viruses found chiefly in birds, but infections with these viruses can occur in humans. The risk from avian influenza is generally low for most people because the viruses do not usually infect humans. However, confirmed cases of human infection from several subtypes of avian influenza infection have been reported since 1997. Most cases of avian influenza infection in humans have resulted from contact with infected poultry (e.g., domesticated chicken, ducks, and turkeys) or surfaces contaminated with secretions/excretions from infected birds. The spread of avian influenza viruses from one ill person to another has been reported very rarely, and has been limited. However, (A) viruses are constantly changing, and they might adapt over time to infect and spread among humans.*
>
> *Influenza A H5N1 is an influenza A virus subtype that occurs mainly in birds, is highly contagious among birds, and can be deadly to them. H5N1 virus does not usually infect people, but infections have occurred in humans. Most recently, outbreaks of highly pathogenic avian influenza A (H5N1) among poultry have been associated with illness and death in humans in Asia, Africa, Europe, the Pacific, and the Near East. In the United States, from 1997 to 2005, there were 16 outbreaks of low pathogenic avian influenza A viruses (H5 and H7 subtype) and one outbreak of highly pathogenic avian influenza A (H5N2) in poultry.*
>
> *The highly pathogenic avian influenza A H5N1 animal outbreak in Asia, Europe, the Near East, and Africa is not expected to diminish significantly in the short term. It is likely that H5N1 virus infections among domestic poultry have become endemic in certain areas and that sporadic human infections resulting from direct contact with infected poultry and/or wild birds will continue to occur. So far, the spread of H5N1 virus from person-to-person has been very rare, limited and unsustained. However, this epizootic (transferrable from animals to humans) continues to pose an important public health threat.*[15]

[15] Center for Disease Control and Prevention website 2/6/2009. http://www.cdc.gov/flu/avian/outbreaks/

UAF researcher Jon Runstadler and his team have been researching biological mechanisms in birds (mostly ducks). How are the viruses transferred among birds? How are they transferred to humans? What are the risks to human health in Alaska?

The migration routes of many species of ducks cross paths where Alaska and Asia meet over the Bering Sea. There is potential for Asian ducks to spread H5N1 bird flu to Alaska and other parts of North America. If the highly pathogenic H5N1 were to occur in Alaska, there could be serious implications for the health of Alaskans.

The ability to work with Mark Lindberg, a UAF wildlife biologist specializing in ducks, facilitates Rundstadler's work because Lindberg has intimate knowledge of the life-cycle of ducks in Alaska. His knowledge of migration patterns also allows researchers to know when and where to intercept wild birds so that they can be monitored for various strains of avian flu.

Because of the capacity built by INBRE, Runstadler's team was able to acquire an NIH RO1 grant for the Center for Rapid Influenza Surveillance and Research (CRISAR). Awarded in 2007, this five-year, $3.8 million grant is a joint UAF, UCLA and UC Davis research project. This competitively funded research is a result of the capacity that was built from INBRE funding. The research involves surveillance and monitoring of birds in the US, Russia, Japan, China and Southeast Asia to see were there may be a potential threat of an outbreak of bird flu. The study looks at how the virus is carried and transferred as birds migrate around the Pacific Rim.

Monitoring Toxicants and Disease in Alaskan

UAF researcher Todd O'Hara and his team are studying contaminants, and infectious disease in the Arctic. What affect do they have on animals and people? Infectious agents and toxicants can be easily transmitted through commercial, sport and subsistence harvest in Alaska. O'Hara and his team study toxicants that can end up in the food chain, such as mercury, PCB's DDT, lead, and other pesticides. These contaminants can work their way up the food chain and eventually impact human and wildlife health. INBRE toxicology projects study animals that are at the top of the food chain such as arctic fox, polar bear and Stellar sea lions, and numerous subsistence foods.

INBRE investigator O'Hara has reported on how climate change may affect the distribution and accumulation of toxicants and infectious agents. There have been changes in the Arctic climate, and researchers are monitoring how changes may affect what Alaskan fish and animals eat. If diets change because of changing environmental conditions, will these animals be exposed to new or higher levels of toxicants and/or infectious agents? If so, how will this affect their health as well as the health of Alaskans who rely on fish and game for food?

Another of O'Hara's roles is to study and understand how infectious diseases are present in Alaska, and how they can be transmitted to the public via handling and consumption of fish and wildlife. For example, there have been periodic outbreaks of rabies in Arctic foxes on the North Slope; this is potentially hazardous to North Slope residents and oil field workers. When INBRE monitoring efforts find potentially harmful diseases such as rabies, they are reported to state epidemiology officials and the Center for Disease Control (CDC) via the appropriate management agencies (such as the Alaska Department of Fish and Game). The better these

outbreaks are understood, the better the public can be educated about the associated dangers, and the measures that can be taken to avoid contact with the diseases.

INBRE Outreach Sparks Excitement about Science

According to INBRE outreach coordinator Sue Hills, their goal is to get students (especially Alaskans) in the "pipeline" that leads to careers in health and science. The earlier they can get students involved in science the greater the potential that students will go on to study science and to make a career in science or health related fields. There is an acute shortage of qualified health care workers and scientists in Alaska. Students who have been involved in the program stay in school, and a high percentage have gone on to college, many in science and health. Many have returned to Alaska.

According to Hills, "if UAF can help get students interested in science and health care early on and provide them with some of the tools that will help them continue their education, we feel we can have a positive impact on filling health care and other science-related positions in Alaska with Alaskans."

INBRE has several programs designed to engage students in the sciences.

Alaska Rural Research Partnership (ARRP)

ARRP involves Alaskan high school students in scientific research in their own villages and encourages them to consider science and health care careers. The goal is to bring meaningful, hands-on science to rural schools using modern molecular biology. ARRP students study genetics of the animals that Native and rural children eat. Students are encouraged to graduate high school and go on to college (hopefully pursuing careers in the sciences).

Nearly 60 students, at six sites, from 11 villages, have been involved in ARRP. The students have looked at genes in caribou, reindeer, whales, and salmon. Students have also determined gender in humpback whales, investigated soil bacteria and parasites using genetics.

ARRP loans about $10,000 worth of lab equipment to each partner school, and provides chemical supplies, genetics training for teachers and students, and technical support. The school supplies students, teachers, and a small lab area. Students work during free periods or before or after regular school hours. ARRP sets up a complete genetics lab in the schools with equipment similar to what you would find in a UAF lab, such as a centrifuge (used to isolate DNA samples), a thermal cycler, a PCR (polymerase chain reaction) machine, pipettes, racks and other equipment. Students participate in either the Alaska Science Symposium or the Alaska State Science Fair. The presentations give them experience in critical thinking, scientific writing, and public speaking. Students have competed in local, regional and even national science fairs. Each student completing the project is awarded up to $1,500 as a scholarship to the college of their choice.

ARRP has been very successful. Of the approximately 115 ARRP students, most are Alaska Native. All participants have gone on to graduate from high school. Seventy-five percent of those graduates went on to attend college. To date, most have either graduated from college, or they are still attending school. Many of them are in science and health-related fields.

Alaska Summer Research Academy (ASRA)

The course was started in 2004 by a nurse at Fairbanks Memorial Hospital (FMH) in response to the serious shortage of nurses in Alaska. UAF and FMH teamed up in 2007. During two-week modules, students are exposed to several areas of health care services including handling traumas, x-rays, pharmacy, and operating room procedures. Learning about health care fields gives them an opportunity to think about careers in specific areas while they are still in high school and have time to adequately prepare academically for these challenging careers. The program has created a great deal of excitement; in 2008 there were more applications than spots available. ASRSA is a life-changing experience for many students.

The hospital is going to track students after they graduate high school (the first group graduated in 2008) to see if they continue in health and science-related careers. The hope is that some of them will take health care and science jobs in Alaska when they finish their education and help reduce the significant need for health care professionals in the State. ASRA is currently offered at four schools and will be adding four more schools each year, for the next five years.

Rural Alaska Honors Institute (RAHI)

RAHI was started in 1982. The program brings honors level students from rural communities, as well as Alaska Native honors students from semi-urban areas, to the UAF campus for six weeks. The focus is on math, English, and various science classes. Students who graduate earn between seven and 11 college credits.

RAHI II the Next Step started in 2007 with about a half-dozen students. RAHI students are introduced to more hands-on laboratory techniques, and they participate in real research side-by-side with top UAF scientists. The students take part in top-level experiments. They work with the same high-tech, expensive equipment that graduate students, PhD candidates and the researchers do. Students also earn college credits for their work.

UAF Student Support

Many undergraduate students are not sure if they want to go into a science or health-related degree program. INBRE helps them gain exposure to science in the labs. This helps them understand why they are taking calculus, chemistry, etc. They become comfortable with faculty and staff, and with basic lab procedures. The hands-on lab work and their personal contact makes them feel more comfortable when they are deciding whether to pursue science beyond the undergraduate level. INBRE also helps UAF students interested in medicine apply for the University of Washington's WWAMI program which is administrated through UAA. There are 20 scholarships available and nearly 100 UAF students who apply annually.

WWAMI is a partnership between the University of Washington School Of Medicine and the states of Wyoming, Alaska, Montana, and Idaho. The WWAMI program's purpose is to provide access to publicly-supported medical education across the five-state region. Each of the participating states designates a specific number of medical school seats. These are supported through a combination of appropriated State funds and student tuition which cover the full cost of medical education. The tuition paid by students in Wyoming, Alaska, Montana and Idaho is the same as that paid by Washington state residents. This allows for publicly supported medical education in states where no freestanding medical school exists.

Outcomes of the program at the University of Washington School of Medicine and WWAMI indicate that, over 30 years, 61 percent of graduating students stay within the five-state area to practice. Over the past 20 years, nearly 50 percent of graduating students have chosen to pursue careers in primary care. This is particularly important since 35 percent of the population in the WWAMI region lives in rural, generally underserved areas. Upon graduation, an estimated 20 percent of WWAMI graduates will practice in Health Professional Shortage Areas (HPSAs) following graduate medical education.[16]

[16] University of Washington Medicine website 2/7/2009 http://uwmedicine.washington.edu/Education/WWAMI/

Life Sciences Academic Programs

Life Sciences Programs

Through the Department of Wildlife and Biology in the College of Natural Sciences and Math UAF offers undergraduate and graduate programs in biology, botany, wildlife biology, chemistry, biochemistry, molecular chemistry, environmental chemistry, fisheries, marine biology, ocean fisheries, natural resources and agricultural sciences. A wide range of classes are offered in life sciences including: ecology, conservation biology, and environmental sciences; wildlife biology; zoology, animal physiology and animal behavior; plant biology; marine biology; cell and molecular biology; and genetics and evolutionary biology. There are a substantial number of students not pursuing a life sciences degree who enroll in Life Sciences courses for other reasons, including fulfillment of Core curriculum requirements.

This wide range of programs offers exceptional opportunities for Alaskans to engage in education that could lead to careers with policy-making agencies that are essential to our state such as the Alaska Department of Fish and Game, US Fish and Wildlife Service and the Nation Park Service.

When top researchers are attracted to UAF, they not only bring their research skills but also increase the number and quality of classes that can be offered at UAF. Additionally, the availability of high-quality research options provides critical hands-on experience for students to apply their academics. UAF must have high quality facilities for research and teaching to attract the best scientists to the campus. One example is Karsten Hueffer and assistant professor of microbiology. Hueffer came to UAF as a part of INBRE's capacity-building grants. Since arriving at UAF, Hueffer has added one class in infectious disease and another in virology. The availability of specific classes like these, taught by skilled scientists, benefits a range of students from those in pre-health to those looking for careers in research.

Enrollment

Total enrollment in UAF life sciences classes is nearly 1,200 students. UAF life sciences programs, most specifically biology, have seen the greatest increase in enrollments at UAF in recent years.

- With nearly 500 degree-seeking students, UAF biology and wildlife programs are among the largest degree programs in the entire UA system.
- The largest undergraduate enrollment increases at UAF have been in biology and wildlife, with an increase of 25 percent from 303 to 380 over a ten-year period (1998 to 2007). Total undergraduate enrollment in life sciences increased by 8 percent, from 473 to 513.
- There were just over 300 graduate students enrolled in life sciences programs. The largest increase over the ten-year period was in biology and wildlife, with a 48 percent increase from 76 to 119 enrollments.
- Undergraduate enrollment in biological sciences increased by 26 percent, from 217 in 1998 to 275 in 2007. Graduate enrollment in biological sciences increased by 170 percent, from 20 in 1998 to 54 in 2007.

Alaskan Graduates Benefit Alaska

Producing workers who have the skills needed by Alaskan businesses, government and agencies is a crucial contribution of UA to the economy of Alaska. In addition to providing the skills and services needed by the state, UA graduates also contribute to the Alaskan economy at a higher level than non-graduates (on average, university graduates earn substantially more over their lifetime than non-graduates).

Alaskan graduates tend to live and work in Alaska, helping the economy grow, and serving state residents. While there has not been a specific study of UAF life sciences program graduates, there are several indicators of the value these graduates offer to the state of Alaska and its residents.

A McDowell Group study of UA graduates[17] showed that in 2006, two-thirds of UAF graduates (from 1989 to 2006) were still living in the state of Alaska, and 54 percent were known to be working in the state. (Note: Employment information was based on private sector, state and local government employment. Graduates working for the federal government or the self employed were not counted. Therefore, it is likely that more than 54 percent are working in Alaska.) Rural Alaskan graduates have an even higher likelihood of staying in the state after graduation.

As of 2005, nearly three-quarters (73 percent) of the UAF graduates still living in Alaska worked in a field related to their UAF education. This high retention rate is an important element in creating economic growth within the state.

UAF Graduate Careers

The tables on the following pages show a sample of some of the agencies and businesses where UAF life sciences program graduates have been employed. The tables of employers and positions were compiled informally in October 2008 by UAF faculty for UAF masters and PhD graduates. The tables do not represent all UAF graduates, undergraduates or transfers. While not complete, the tables show the variety of important positions that UAF life sciences graduates have filled. Many of these positions have direct influence on issues that affect all Alaskans.

[17] McDowell Group, *The Economic Impacts of University of Alaska, 2007 Update* pg 53.

It is of particular importance to Alaskans that decision-makers in areas such wildlife biology and fisheries understand Alaska and our unique environment. It is clearly preferable to have a UAF graduate making decisions about how and when Alaskans are able to harvest moose or salmon, rather than a biologist trained in the lower 48.

UAF Graduate Careers in Alaska

Employer	Position
ABR Environmental Research Services, Fairbanks	Senior wildlife biologist
Alaska Biological Research	Biological technician
Alaska Center for Coastal Studies, Homer	Director of Programs
Alaska Department of Fish and Game, Anchorage	Area wildlife biologist, assistant area biologist, wildlife biologist, research biologist, fisheries biologist, non-game biologist, statistician, wildlife technician
Alaska Department of Natural Resources, Fairbanks	Natural resource specialist
Alaska Sea Life Center	Research biologist
Fairbanks Christian School	Science teacher
Fairbanks North Star Borough School District	Develop curricula on invasive plants
Flint Hills, Fairbanks	Chemical technician
Hart-Crowser, Inc., Anchorage	Wildlife biologist
Juneau School District	K-12 Teacher
National Park Service, Gates of the Arctic	Research biologist
National Park Service, Denali	Ecologist
National Park Service, Glacier Bay	Research scientist
National Park Service, Wrangell-St. Elias	Biological science technician
Nature Conservancy, Anchorage	Biologist
North Pacific Halibut Commission	Research biologist, analyst,
Petersburg High School	Biology teacher
Providence Hospital	Resident, family medicine
Scenarios Network for Alaska Planning (SNAP)	Network coordinator
School of Fisheries and Ocean Sciences, UAF, Fairbanks	Assistant professor of Marine Mammalogy
US Bureau of Land Management, Glennallen	Wildlife biologist
US Fish and Wildlife Service, Anchorage and Tetlin	Wildlife biologist
US Fish and Wildlife Service, Environmental Contaminants, Fairbanks	Biologist
US Fish and Wildlife Service, Migratory Bird Management, Anchorage	Pilot-biologist
US Forest Service	Research technician, staff scientist
US Forest Service, Petersburg	Botanist
US Forest Service, Yakutat	District forester
US Geological Survey, Alaska Science Center, Anchorage	Research biologist, wildlife biologist, research geneticist

Many UAF life sciences graduates hold key positions in national and international organizations, agencies and schools such as those listed below.

UAF Graduate Careers Outside Alaska

Employer	Position
Ducks Unlimited	Biologist
Middlebury College	Affiliate Faculty
National Park Service	Research Technician, data manager
National Park Service, Painted Rocks, Michigan	Research Biologist
NOAA, National Marine Fisheries Service, CA	Analysis Specialist
Olympics National Park	Staff Scientist
Sierra Nevada Aquatic Research Laboratory, CA	Aquatic Biologist
State University of New York (SUNY) Syracuse	Assistant Professor
Syracuse University, New York	Assistant Professor
University of Oklahoma	Affiliate Assistant Professor
University of Puerto Rico	Assistant Professor
Utah Department of Natural Resources, Provo, UT	Endangered Species Specialist
Yukon Flats NWR	Biologist
Yukon Government	Caribou Biologist
Yukon River Intertribal Watershed Council	Water-quality Monitoring Technician
Yukon River Intertribal Watershed Council	Science, Research, and Mapping Technician
Zymogenetics, Inc., WA	Scientist

Benefits of a New UAF Life Sciences Building

Research Space

There is a current lack of space for researchers at UAF, and many of the facilities are not comparable to high quality labs at competing universities. High-quality research facilities (labs and equipment) are required to attract the caliber of researchers needed to enhance and expand current UAF programs. A new life sciences building will greatly increase UAF's ability to attract high-quality researchers. Adding these talented researchers will also facilitate additional staff positions for post graduates, post doctorates and lab technicians.

Academics

At UAF there is a serious need for modern classrooms that are appropriate for teaching modern science in fields such as marine biology, cell and molecular biology, and genetics. Most of the current science class rooms and laboratories were built in the 1960s. Some Alaska high schools like West Valley and Barrow have newer lab facilities for teaching than those currently available at UAF.

The Need for a New Life Sciences Facility

BIOS

The original solution to the academic and research space problem at UAF was the Biological Sciences Facility (BIOS). The BIOS facility was originally proposed in FY08 with a total square footage of 110,000 square feet. The plan called for 40,000 square feet of teaching space and 70,000 square feet of research space. The cost of the facility in FY08 was $105 million. The $105 million capital budget request was not funded by the legislature in FY08. In FY09, inflation had increased the cost of the facility to $113 million. The $113 million request was not approved in FY09.

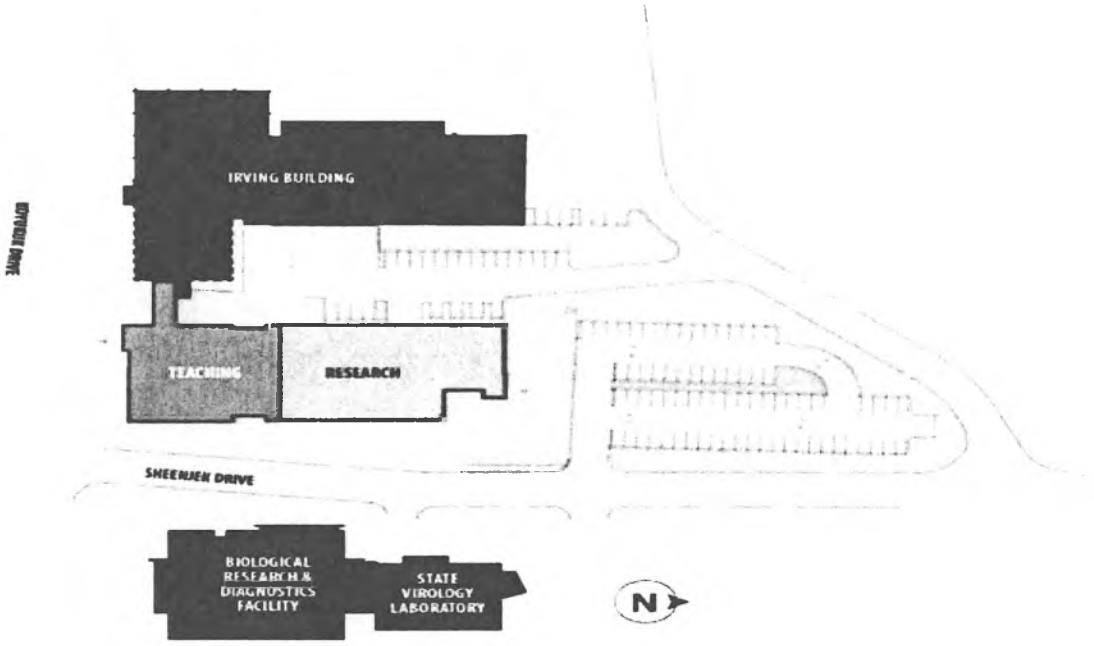
UAF Life Sciences Innovation and Learning Facility

The Life Sciences facility is the UA Board of Regents' number one new capital priority for the UA system. Because of the desperate and immediate need for a new life sciences facility, the UAF project team felt that in order to increase the likelihood of funding for a building, the facility plan should be redesigned to reduce the overall cost, and additional funding should be provided by UAF. The new facility was named the UAF Life Sciences Innovation and Learning Facility and scaled down from 110,000 to 87,000 square feet. The total cost of the new project is $102.8 million. UAF committed to non-General Fund support for 20 percent of the new facility. The FY10 capital budget requests General Funds of $82.2 million with non-General Fund support from UAF of $20.6 million for the Life Sciences facility.

The Life Sciences Innovation and Learning facility is designed to meet the critical need for updated classrooms (both instructional space and lab space) and provide much-needed space that will allow UAF's research programs to continue to grow. The facility will feature 37,000 square feet of academic space, including

approximately 40 classrooms with computer and lab capabilities and a lecture hall capable of seating 80 students. The research space, at 50,000 square feet, will provide 18 research labs and 10 support labs. Additionally, there will be lab space for 12 primary investigators, 36 graduate students and 12 post doctoral researchers.

Life sciences Innovation and Learning Facility Proposed Location



The facility is designed to be constructed in two phases. (The preferred solution is to complete the entire facility in one phase, but it can be completed in two phases if necessary.) The research portion would be constructed first. This would allow for continued growth in research revenues that are critical to UAF and the entire UA system while additional funding is sought to complete the academic portion of the building.

Interaction

As UAF works to transition from their life sciences capacity-building grant programs to seek more competitive grants, they must develop a critical mass of qualified researchers. If additional top-notch scientists can be attracted to UAF, they will in turn attract high quality research staff and students. This critical mass is important to create an atmosphere that enhances teaching and research, and stimulates intellectual growth among faculty and students. It is critical to get Alaskan students excited about research in science and health-related subjects because it will make them much more likely to stay in Alaska.

Because UAF is a small campus with exceptional scientists, undergraduates have the opportunity to work closely with them. Undergraduates actively participate in research at UAF, and their work has even been published alongside top researchers. Students usually do not find these types of opportunities on larger campuses.

Currently biology and other life sciences classes are spread all over campus (mostly away from the building where research is conducted), making logistics difficult for students and faculty – especially when there is a need for laboratory access. New classrooms, all located in the new life sciences building with close proximity to labs and faculty offices, would allow more students to come in contact with research and possibly spark an interest in a life sciences or health-related carrier.

If the new Life Sciences building is completed and UAF is able to attract new high-level research scientists to the campus, these researchers would also teach, increasing the level of academic delivery. This would bring new areas of expertise to the UAF program and build even more capacity for future research. Currently, UAF has to look outside to find top researchers to fill these high-level positions. As life sciences research and academic programs move forward with high-level teaching input from these new researchers, UAF hopes to grow more of their own future researchers.

Proximity to State Virology Lab and BiRD Building

The new Life Sciences facility will be located in the heart of the UAF research campus, on the West Ridge across Sheenjek Drive from the new Alaska State Public Health Virology lab and the Biological Research and Diagnostic facility (known as the BiRD building). Both facilities are heavily used by life sciences researchers. All three facilities would be interconnected. The Life Sciences building would be connected by an underground walkway with the State Public Health Virology lab; the BiRD building is adjacent to the virology lab.

Alaska State Public Health Virology Laboratory

The new $35.5 million Alaska State Public Health Laboratory opened in early 2009 on the UAF campus. The facility provides important routine testing for HIV, hepatitis rabies, rubella, mumps, herpes, rabies, influenza as well as testing for other potentially serious threats to public health such as SARS infections, avian flu, West Nile Virus infections, and norovirus infections. Virus detection services are provided to private and public health care providers throughout the state. The lab also monitors and reports incidents of the outbreaks of disease to national, state and local authorities, and e-mails a weekly report of recent virus disease activity to physicians, nurses, and other interested individuals around the state.

While the Alaska State Public Health Virology lab provides identification and monitoring serves that contribute to public health, to date they have not been tasked with studying what they find. Locating the new Life Sciences facility in close proximity to the Alaska State Public Health Virology lab will allow for close coordination of the virology labs' monitoring function and the high-level research functions available at UAF.

According to Dr. Bernd Jilly, Chief, Alaska State Public Health Laboratories, locating the new state lab on the UAF campus near scientists who conduct basic and applied research was extremely important. The state does not currently have a clinical virologist. They are trying to create a senior virologist position that will be co-funded by the state and UAF. By combining resources with UAF, they will enhance their ability to attract a top quality scientist. This position would run the lab, teach classes at UAF and do basic virology research.

The virology lab will be able to more closely monitor what diseases are present in the state. For example, flu strains start in China, then move east through Alaska, the US and on to Europe. If strains can be identified early, therapies can be developed in time to help prevent serious health problems in other parts of the

country and the world. Another issue of concern is norovirus. Over the last few years, bouts of norvirus have taken place in Southeast Alaska. Likely transferred from cruise ship passengers, the illness can lead to dehydration from loss of body fluids. If outbreaks can be quickly identified, the number of infected people can be reduced. By having a high-level virology scientist available, the state can likely reduce the incidence of illness in Alaska, resulting in less days of missed school and work (which can have a negative economic impact on the state).

Additionally, the state wants to develop a Level III laboratory where potentially dangerous microbes (such as rabies) can be safely studied. UAF currently has the researcher capability but not the laboratory capability to study level II microbes.

BiRD Building

Locating the new Life Sciences facility in close proximity to the BiRD building provides researchers with direct access to this state-of-the-art animal facility. The BiRD facility meets the specific needs of modern researchers by providing them with modern tools for their research. Close proximity allows researchers to better coordinate acquisition of lab animals such as rats and mice without exposure to inclement weather and potential contamination.

Economic Impacts of Life Sciences

Construction Impacts

There will be a substantial level of short-term employment and economic activity in Fairbanks and in other areas of the state related to the construction of the Life Sciences facility.

The original BIOS facility was estimated to cost $105 million[2]. The new Life Sciences facility is proposed to cost about $102.8 million. McDowell Group made slight adjustments to the BIOS impacts estimates to reflect the slightly lower Life Sciences facility cost. This resulted in an estimated $170 million in total economic output (direct, indirect and induced) that includes $80 million in labor income, and annual average employment of 370 workers (in construction and other sectors of the economy) over a four-year construction period for the new facility. A total of nearly $145 million ($102.8 million for construction, plus $42 million in indirect and induced spending) would enter the Fairbanks economy.

The economic effects of this project would benefit other areas of the state, primarily Anchorage, Mat-Su and the Kenai Peninsula. To a large degree, Anchorage is the commercial hub for all of Alaska. Construction companies, engineering firms, wholesalers and retailers, and many other types of businesses are headquartered in Anchorage. Further, large volumes of freight destined for the Interior move through the Port of Anchorage. With half of Alaska's population, the Anchorage area (in combination with the Matanuska-Susitna Borough and Kenai Peninsula Borough) is home to a large pool of skilled construction labor. Because of this, construction activity in the Interior stimulates economic activity in Southcentral Alaska.

[2] The Economic Impact of the University of Fairbanks Biosciences Facility (BIOS) McDowell Group, 2006

Total economic output (direct, indirect and induced) for the Southcentral region of the state from construction of the new Life Sciences facility would be nearly $20 million, with total annual average employment of about 50, and total payroll of about $8 million. The vast majority of these benefits would occur in the Anchorage area.

Research Spending

The new Life Sciences building will also facilitate long-term employment and spending in Alaska. The most significant UAF direct research expenditures are for wages and benefits. Other expenditures include items such as contracted services, equipment, commodities, travel, and student aid, and are purchased within the state. While UAF research spending has the greatest impact in Fairbanks and the vicinity, a significant amount of UAF research spending takes place in Southcentral Alaska. According to the McDowell Group,[18] one-third of all UAF spending takes place in the Anchorage and Mat-Su areas.

The Economic Value of Researchers

One way to estimate the economic value of a researcher to the state is to take an average of the research revenue a top-level researcher is expected to bring and look at the multiplier effect. According the economic modeling system IMPLAN, for every dollar spent on university research in Alaska, there is additional economic activity worth $0.70. [19] On average, an experienced top-level researcher would be expected to bring in annual grants worth between $300,000 and $1 million to fund research (including a portion of their salary and benefits, and the salaries and benefits of a research team).

Multiplying the average range of $500,000 to $600,000 in grants acquired per year, per researcher, by the 1.7 IMPLAN multiplier used for university research in Alaska[20] results in a range of $850,000 to $1.2 million in economic activity for the state, per researcher. Therefore, 12 research positions at UAF represents approximately $10.2 million to $12 million in economic activity for the state.

In general, the largest portion of research expenditures are for wages and benefits. Looking at just the value of wages and benefits generated by a research team provides another measure of a researcher's economic value. There is variability in the size of team that a researcher is able to assemble. Factors that can shape the content of a research team include total funding, subject matter, and availability of lab space. Currently, an average research team at IAB consists of one researcher, one graduate student and one or two technicians. Wages and benefits paid to research teams are in the range of $350,000 to $400,000 annually. For the purpose of this example we will use an average of $375,000 per team. The current facility plan has room for 12 primary investigators, as well as 36 graduate students and 12 post doctoral researchers. A dozen research teams worth an average of $375,000 in wages and benefits would result in approximately $4.5 million in direct wages and benefits.

A realistic scenario when the new facility is built will be movement of eight to ten current researchers (who need an updated facility) to the new building and the addition of two to four new researchers. As researchers move from their current space into the new facility, the space they vacate will be rehabilitated and used by

[18] McDowell Group, *The Economic Impacts of University of Alaska, 2007 Update*
[19] Minnesota IMPLAN Group, *IMPLAN Professional Version2.* 2006: Stillwater, MN
[20] Ibid

other researchers (also increasing their potential to acquire new grants). It seems reasonable to assume that, based on a facility with space for 12 researchers plus the resulting space made available by intercampus moves, UAF could see an increase in new research-related wages and benefits in the range of about $1 million to $3 million annually. In addition to these wages and benefits, there would be increases in direct spending for goods and services. Indirect and induced impacts would have further positive effects on the Alaskan economy.

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 2/9/09

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 2/10/10

Education Committee considered SPONSOR SUBSTITUTE FOR SENATE BILL NO. 56

SB 56 APPROP: LIFE SCIENCES FACILITY AT UAF

"An Act making a special appropriation for a life sciences innovation and learning facility at the University of Alaska Fairbanks; and providing for an effective date."

and recommends:

[ ] be **replaced** with [ ] **SCS** or [ ] **CS** _____ (_____)

[ ] adopt **previous** [ ] **SCS** or [ ] **CS** _____ (_____)

[ ] attached amendment(s)

[ ] adopt _____Letter of Intent

[ ] further referral to _____Committee

SENATE BILL:
[ ] Same Title
[ ] New Title

HOUSE BILL:
[ ] Same Title
[ ] Technical Title Change
[ ] New Title w/ SCR #_____

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#

[√] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	OLSON			✓	
	STEVENS	X			
	Meyer			✓	
	Huggins			✓	
	DAVIS	X			
CHAIR:	Thomas	✓			

WASHINGTON RESEARCH COUNCIL Economic Profile

November 2009

WASHINGTON LIFE SCIENCES ECONOMIC IMPACT STUDY

ACKNOWLEDGEMENTS

Washington Research Council has produced this report with funding from We Work for Health. The results of this analysis are the sole responsibility of the Washington Research Council, a nonprofit organization committed to objective analysis of economic and public policy issues in Washington State.

The life sciences have been a rapidly growing part of the world economy as major scientific advances in the past few decades have opened the promise of substantial improvements in health, agriculture, energy and the overall quality of life. These advances have provided cures for diseases and mitigations of a wide range of disabilities common in the industrialized world. They also hold the promise of alleviating widespread suffering and death in developing countries where infectious diseases and poor health infrastructure are common. Agricultural advances have improved crop yields and created promising new sources of renewable energy.

Significant parts of this exciting activity are happening in Washington. Important scientific discoveries are being made by both start-up and established bio-pharmaceutical companies that are turning their innovations into useful products and services. The state's research universities and not-for-profit institutions contribute immensely to the scientific exploration and innovation taking place in the field. And in a short period of time, the state has become a major center for global health, leading efforts to eradicate disease and improve the lives of billions of people.

All of this activity, which has been growing quietly for decades, adds up to an important part of the state's economy. But because it involves a diffuse group of organizations without clearly delineated markets, it is difficult to recognize. Although the life sciences may not meet the exact definition of a "cluster," this group of enterprises and institutions certainly contains many of the characteristics of a self-sustaining activity around which economic development strategies can be built. Hence, we will refer in this report to the "life sciences industry."

This industry is important not only because of its size, but also because of its potential for growth. As societies become wealthier they tend to consume healthcare services at higher rates, and science and technology keep providing new products and services that have value to consumers. The new emphasis on global health increases the need for products and services aimed at developing countries, and the push for reducing carbon emissions is leading to a gold rush for renewable biofuels.

Measuring the life sciences industry is a challenge. The data normally used to undertake economic impact analysis simply does not exist for it. Activities in the life sciences cut across various industry and employment classifications, making it difficult to quantify the industry. Therefore, this report will use a combination of quantitative methods to indicate the economic impact of the life sciences, and qualitative descriptions to show the ways in which these industries shape the economy now and how they will grow in the future.

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THE LIFE SCIENCES INDUSTRY AND WASHINGTON'S ECONOMY

The life sciences industry forms an important and growing segment of Washington's economic base – that is, enterprises that bring in money from out of state and export value to the rest of the nation and the world. The earnings of the economic base are what allow us to import consumer products, such as cars or appliances or clothing, that are made elsewhere. Dollars earned by those working in industries that make up the economic base circulate within the state to create jobs in retail, construction and other local services.

Life Sciences Profile

Name:	Amgen
Location:	R&D facility in Seattle. Manufacturing facility in Bothell.
Year founded:	1980.
Structure:	Public corporation
Employees:	~900 in Washington; 16,000 worldwide .
Annual sales:	2008: $15 billion

Business. Amgen is the largest biotechnology company in the world and the largest commercial biotechnology company in Washington state.

Patients suffering from the greatest unmet medical needs are Amgen's first priority. Amgen therapeutics have changed the practice of medicine, helping millions of people around the world in the fight against cancer, kidney disease, rheumatoid arthritis, and other serious illnesses. Approximately 90 percent of the new molecules that Amgen is bringing into the clinic target pathways that have never been previously addressed in humans.

The company has facilities around the world, and its Seattle campus is the largest R&D site outside of its headquarters. Amgen's hundreds of Seattle-based scientist are dedicated to developing novel approaches to treating cancer and inflammatory disease.

Growth potential. A pioneer in biotechnology, Amgen will celebrate 30 years of helping patients in 2010. Amgen currently has eight marketed products, and 50+ molecules in development from late discovery research through phase 3. The company is pursuing programs in bone, cardiovascular disease, inflammation, metabolic disorders, nephrology, neurosciences, oncology and hematology; with nearly 300 active studies and more than 45,000 patients enrolled in Amgen clinical trials in more than 50 countries.

The analysis in this report conservatively estimates that the various segments of the life sciences industry directly employ over 22,000 people in the state. Those jobs may support as many as 55,000 additional jobs throughout the state's economy. This puts life sciences on par with the state's computer and electronics products manufacturing industries

But unlike electronic products, or other familiar industries such as aerospace, food products, software or tourism, life sciences is not an easy industry to grasp in the mind's eye. When we think of a sector of the economic base, we typically think of industries that are dominated by the private sector, such as aerospace or software, or are totally public sector, such as the military. The life sciences, by contrast, comprises private sector firms, not-for-profit research organizations, and public universities and laboratories. The work of the life sciences can move fluidly among these organizations, beginning, say, with a privately funded discovery in a university laboratory, which moves to a non-profit laboratory for further refinement, and then to a private firm for commercialization.

Making things even more complicated is that key personnel also move fluidly among the institutions. Researchers may be on the faculty at a university, hold a fellowship at a research institute, and also have a stake in a for-profit firm. Individuals can shift among these sectors as new opportunities arise.

Perhaps the best way to view the life sciences is to think of it mostly as the creation of knowledge and intellectual property. While the state does have employment in the production of products and services pro-

vided directly to the healthcare, agriculture or energy industries, the bulk of the output of the life science industry in the state is scientific discovery and the translation of discovery into the design and engineering of useful products. This means that the most important policy direction for enhancing the industry in the state is one that promotes innovation, protects intellectual property, and enhances the ability of the industry to attract and retain its most important "capital" assets, its people and the tools they need to do their work.

Life Sciences Profile

Name:	Spiration, Inc.
Location:	Redmond
Year founded:	1999
Structure:	Private corporation
Employees:	45
Annual revenue:	N/A

Business. Spiration has developed a device, the IBV Valve System, that is implanted in lungs to prevent air from getting to damaged areas of the lung. The product is intended mostly for use with patients with emphysema, redirecting airflow to healthier areas of the lungs where it can be processed. It can also be used seal lungs following surgery.

The IBV valve system has been approved for use in Europe for all applications. It received a Humanitarian Device Exemption from the FDA, allowing the device to be used on a limited basis for patients having had lung surgery. The device is still under clinical trials in the U.S. and Canada for general use.

Growth potential. Emphysema is the most common form of lung disease in the U.S., and one of the most common causes of death overall. There are no cures for the disease, and the treatments currently available can only slow progression of the disease and relieve symptoms. Around 2 million Americans suffer from the disease, although it is not clear how many of those would be at a stage where Spiration's products would be applicable. But according to company literature, The IBV Valve is the only device of its type in use today. So, once approved, the device could have wide applicability.

On this last point, one thing is critical: size. Agglomeration economics suggests that the larger the pool of people doing similar work, the more productive those people will be. Concentrations of people lead to the sharing of ideas and perspectives, and maximizes the likelihood that individuals will find the best place to use their talents. Furthermore, a large industry presence decreases risk for individuals by increasing the possibilities for employment should they need to leave their current job. Areas with larger industry concentrations tend to be more attractive place to pursue a career. We can think of the life sciences industry as increasing in quality and vitality exponentially with size. Thus, the discussion below about Washington's success along various metrics with respect to other states is not about bragging rights but about the viability of the industry.

Describing the life sciences industry

The components of the life sciences industry can be categorized in many ways. We will describe the industry in four categories, based roughly on the output or end user of the technologies being developed and sold. While there is some overlap among them, these groupings tend to be the ones within which organizations collaborate and within which individuals move throughout their careers.

Biopharmaceuticals. This category of organization works to develop and sell drugs aimed at curing or mitigating a wide range of disorders, particularly those of concern in industrialized societies. Much of the research that forms the basis for these products begins in privately funded research facilities owned and operated by the bio-pharmaceutical industry, in university laboratories, or in organizations such as the Fred Hutchinson Cancer Research Center in Seattle. Individual for-profit firms, often labeled "biotechnology" companies, can begin with discoveries from universities or laboratories, or with their own proprietary discoveries. But whatever the origins and path of the

technology, the final goal is a pharmaceutical product that gains FDA approval and has a promising market share.

The challenge in the biopharmaceutical business is that capital requirements are extremely high, along with the risk of failure. Investors must put up huge amounts of cash to fund research and clinical trials, always aware that the promised breakthrough may never arrive or that the product may be rejected by regulators. When a firm does achieve success, the outcome is frequently to sell the successful product, or the entire firm, to a large pharmaceutical manufacturer that undertakes production, marketing and distribution.

Life Sciences Profile

Name:	IsoRay Medical
Location:	Richland
Year founded:	1998
Structure:	Public Corporation
Employees:	37
Annual revenue:	'07 –'08: $7.1 million; '08 –'09: $5.4 million

Business. IsoRay Medical was founded to produce therapeutic medical isotopes and associated devices for treatment of solid tumor cancers. Its current sales are based on brachytherapy seeds for the treatment of prostate cancer. The company's major breakthrough was in developing a method of using cesium-131 isotopes which, according to company literature "are expected to decrease radiation exposure to the patient and reduce the severity and duration of side effects, while treating cancer cells as effectively, if not more so, than Iodine-125 or Palladium-103."

The firm expects to expand beyond treatment of prostate cancer and develop treatments for breast, liver, lung and pancreatic cancers. The product has been cleared for these treatments.

IsoRay obtains its radioactive materials from laboratories in the United States, and, increasingly, from laboratories in Russia. Its 15,000 square foot manufacturing facility is located in the Applied Process Engineering Laboratory, an incubator facility in Richland operated by Energy Northwest.

Growth potential. IsoRay believes that its cesium based product has the potential to become the leading seed therapy choice among clinicians. The cancers treated by IsoRay products will occur in hundreds of thousands of patients in the U.S. alone, and the firm still has relatively low market penetration for these treatments. If it can expand beyond the relatively small number of treatment facilities currently using its products, IsoRay has the potential to significantly expand production and sales.

Thus, although the state has seen its share of breakthroughs in biopharmaceuticals, it has not seen many large firms grow out of those. A pattern has emerged 30 years after the first biotech companies formed: the state's formidable talents and resources for research and development of pharmaceuticals support a robust and valuable research industry, but the state's lack of competitiveness as a manufacturing site inhibits the growth of large production and distribution facilities. From an economic development perspective this is a good-news, bad-news story. The good news is that the state continues to attract highly skilled researchers who are paid well and boost the state's average wages. The bad news is that manufacturing jobs do not follow.

Medical devices. This sector produces hardware and its accompanying software, as well as implanted devices, for use in medical diagnostics and treatment. This industry pre-dates the emergence of biopharmaceuticals in the state, with several firms growing out of technologies developed at the University of Washington in the 1970s. In particular, medical ultrasound was developed at the UW, and several firms have spun that technology out into large imaging companies.

The medical device companies face many of the same capital and regulatory hurdles that the biopharmaceutical firms do, but approvals can be shorter, especially for diagnostic equipment. FDA approval for therapeutic and implanted devices, however, can be quite complex and expensive. Manufacturing of medical devices is very complex and costly, as these devices must meet exacting standards.

There is continuing national and global consolidation in the medical device field, and medical device firms are frequently acquired once they

become successful. If the target of the acquisition is simply intellectual property, an acquired firm may lose its presence in the state. But many firms have been acquired by large multi-nationals and kept their state presence. Manufacturing operations, however, can be vulnerable to outsourcing or inter-firm consolidation.

Global health. This collection of organizations cuts across both the biopharmaceutical and medical device categories, but also includes groups that address the management and delivery of health services. Global health efforts operate at several levels. First are efforts to develop new products to prevent and treat diseases that are common in developing countries but that have been given little attention by Western pharmaceutical companies. Second is to promote the distribution of existing medications and vaccines in areas that need them, with the goal that no one should die of a disease that we already know how to cure. Third concerns the development of healthcare infrastructure in developing countries.

As one might imagine, much of the activity in global health is carried out by universities and non-profit research institutions. Washington has seen a significant expansion in such organizations, and is thought by many to be second only to Geneva in its concentration of global health assets. But with the need to produce large quantities of healthcare products destined for developing countries, there are also private firms now targeting those markets. The scale of global health efforts, however, tends to favor large, established firms rather than small start-ups. With the leadership of the Gates Foundation, the World Health Organization and other agencies, the perception that there is no money to be made in global health is changing rapidly.

In a 2007 study, "Economic Impact Assessment of Global Health on Washington State's Economy," an interdisciplinary team at the University of Washington found that global health activities aimed at developing countries produced over $700 million in direct economic activity in the state in 2005. This activity produced 3,650 direct jobs and 10,470 additional jobs throughout the economy. The study found that global health activities at the University of Washington and Washington State University are worth about $130 million per year.

Life Sciences Profile

Name:	Seattle Genetics
Location:	Bothell
Year founded:	1998
Structure:	Public corporation
Employees:	260
Annual revenue:	2007: $22 million; 2008: $35 million

Business. Seattle Genetics describes itself as "a clinical stage biotechnology company advancing a broad product pipeline of antibody-based therapies." Its technology is aimed at treating cancers and autoimmune diseases, and currently has a number of products in the pipeline.

Seattle Genetics' lead product, SGN-35, is currently in pivotal trials with patients experiencing recurring Hodgkins Lymphoma. Three other products for treatment of cancer and autoimmune disorders are also in clinical trials. Even though it has no products on the market currently, the firm does receive revenue from large pharmaceutical firms that partner with Seattle Genetics in the use of its proprietary antibody-drug conjugate (ADC) technology.

The firm has a long term strategy of leveraging its ADC technology and continuing to move new discoveries into the approval pipeline. This is a capital intensive business: in 2008, Seattle Genetics spent $111 million on research and development, and another $16 million on operations, while bringing in $41 million.

Growth potential. The cancers that are the target of Seattle Genetics' initial products affect tens of thousands of people in the United States alone each year. Although initial remission rates have been climbing, substantial numbers of patients have recurrences that would be treated by these products.

Key to the firm's strategy is to maintain an active research program that continually looks for new products and technologies that can feed into the pipeline for eventual clinical trials. Its most recent SEC filings indicate that the firm has six products in various stages of testing, in addition to SGN-35. Seattle Genetics also has six active collaborative agreements with other biopharmaceutical firms for use of its ADC technology.

Agriculture, energy and environment. The life sciences do not stop with medicine. The state has active research and industries in plant and animal sciences to improve agriculture, and, increasingly to develop sustainable biofuels. The state's two research universities are heavily involved in these areas, as is the Pacific Northwest National Laboratory in Richland.

Life Sciences Profile

Name:	Signature Genomics
Location:	Spokane
Year founded:	2003
Structure:	Private LLC
Employees:	107
Annual revenue:	N/A

Business. Signature Genomics Laboratories provides diagnostic testing for a wide range of disorders in its "state-of-the-art array-based comparative genomic hybridization (array CGH) diagnostic laboratory." The firm's testing services are based on proprietary technology embedded in its SignatureChipWG, SignatureChipOS, and Signature PrenatalChip.

Signature Genomics was formed in partnership with Pathology Associates Medical Laboratories and Sacred Heart Medical Center in Spokane. The laboratory began offering testing services directly to clinicians in2004, one year after opening the firm. The laboratory in Spokane accepts direct shipments of samples. Over 30,000 cases have been processed.

Growth potential. In just a few years Signature Genomics grew from three employees to over 100, offering its services nationally. Diagnostic testing is a competitive business, but Signature Genomics growth attests to the strength of its proprietary technology, and future growth will depend on keeping that technology current.

The nation's first attempts to radically increase the use of biofuels – ethanol and bio-diesel – did not turn out well, due to the unsustainability of the stream of feedstocks. Researchers and entrepreneurs are in a race to find ways to create feedstocks that do not compete with food sources, do not use excessive resources, and do not, themselves, result in high output of carbon during production.

This is an intensely competitive business right now, with scientists and engineers around the world looking for ways to extract fuel from various plants and algae, and it is likely that only a few technologies will emerge as winners. So, unlike biomedical industries, where there are thousands of disorders in need of attention, there are just a handful of fuels that need renewable substitutes. The risk for these businesses is very high, but given the amount of fuel that needs to be created, the corresponding rewards are very tempting.

What about healthcare? The delivery of healthcare services—hospitals, clinics, doctors, laboratories—is not included in the definition of life sciences for purposes of this report (we do count research performed at some medical institutions in the state, as specifically delineated by those institutions). The reason for omitting healthcare itself is that the vast majority of healthcare services performed in the state are consumed by residents of the state, and therefore do no constitute part of the state's economic base. It is true that patients do come to Washington from other states and nations to receive specialized care, but those exported services are not measured in any systematic way.

Very little of the output of Washington's life sciences industries is offered at the retail level. The industries, firms and organizations described in this report are in the business of scientific discovery and the translation of that discovery into useful products and services that can be "wholesaled" to healthcare and other "retailers" around the world. Often, the underlying goal of start up firms in the life sciences is to develop valuable intellectual property that can be sold, rather than to develop a viable long term business.

DIVERSE SOURCES OF REVENUE

Describing the life sciences industry is further complicated by the unusual ways in which money flows into the state to the industry: it is often quite different from other parts of the economic base. We can easily imagine money flowing into Washington to purchase aircraft or geoducks, or to pay fees for architectural services or for a hotel stay. We can also imagine money flowing in for payroll at military bases. Large parts of the life sciences industry, however, do not bring dollars into the state in traditional ways – but the dollars are just as green. Sources of revenue for the life sciences industry include:

Internal company funds. Many life sciences firms in Washington are branches of national or global firms, either under their own name or their parent company name. The research and development operations of these firms in Washington are funded by internal operating funds of the parent firm. For example, Amgen's R&D facility in Seattle is one of just four in the nation, with its payroll and operating costs paid for by revenues generated though Amgen's global sales of pharmaceutical products. Amgen reports that in 2008 it spent over $3 billion companywide on R&D, or about one third of its operating expense.

Venture Capital. Research and development activities that take place within private firms with an eye toward commercial products are funded mostly with venture capital. While the state does have a robust venture capital community that attracts investors from within the state, most venture funding still comes from out of state, and most of the investors in those funds are not from Washington. In many respects, the investors in these venture funds are paying firms in the life sciences industry of the state to produce intellectual property that will eventually be sold at a large profit.

Figure 1
Venture capital in Washington

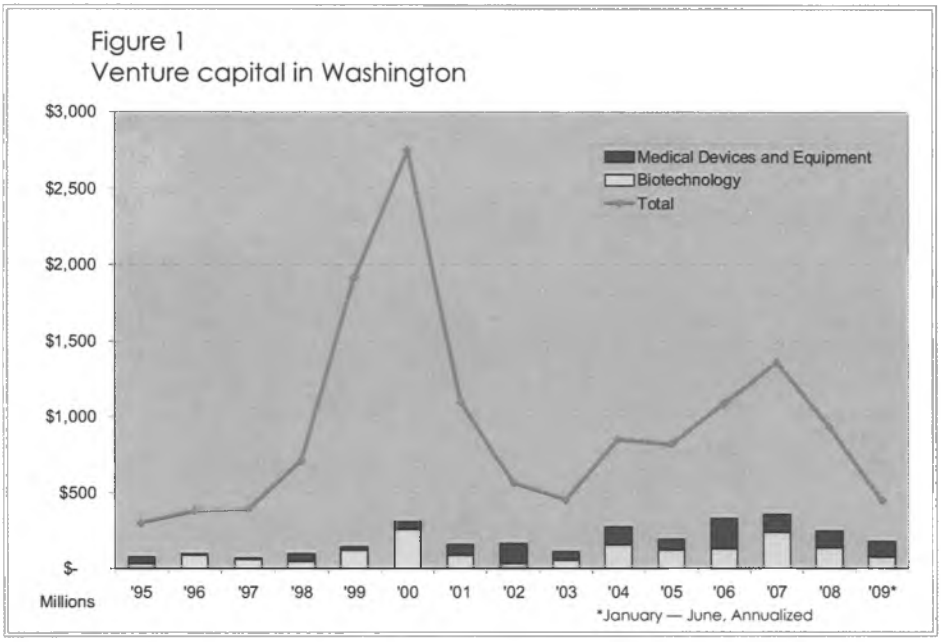


Figure 1 shows venture capital placements in Washington since 1995. The bars show funds going to life sciences, firms, both biotechnology and medical equipment. The line shows the trend in total venture capital investments in the state, reflecting the very high rate of investment during the dot-com boom of 2000. Investments in the life sciences have been more steady, if not as spectacular. Investments in the life sciences now account for about 40 percent of venture capital invested in the state. Figure 2 shows the venture capital deals in the life sciences in Washington that were placed in the second quarter of 2009. In that quarter, three times as much funding went into biotechnology firms as went into medical devices.

Federal research grants. The state's two research universities, the Pacific Northwest National Laboratory, the Fred Hutchinson Cancer Research Center and other non-profit research centers attract billions of dol-

Figure 2
2nd Quarter 2009 VC Deals in Washington

Biotechnology firms	Location	Product	Stage	Amount
Calistoga Pharmaceuticals	Seattle	Treatment of Cancer and inflammatory diseases	Early stage	$15 million
Immune Design Corporation	Seattle	Vaccine development	Early stage	$1.7 million
NanoString Technologies	Seattle	Bar coding system for single molecules	Expansion	$14 million
XOR! Corp.	Seattle	Platform for antibody discovery	Start up	$2.1 million
Medical device firms				
EndoGastric Solutions	Redmond	Device to treat gastro esophageal reflux disease	Later stage	$3.8 million
Generic Medical Devices	Gig Harbor	Production of medical devices	Expansion	$5 million
Pathway Medical Technologies	Kirkland	Devices for treatment of arterial disease	Later stage	$2.3 million

Source: PricewaterhouseCoopers

Figure 2
Largest Washington recipients of funding from the National Instutes of Health

	FY 2007	FY 2008	Total 2007-2008
University of Washington	448,379,740	394,928,665	843,308,405
Fred Hutchinson Cancer Research Center	227,438,213	218,711,483	446,149,696
Children's Hospital And Regional Medical Ctr	15,187,100	22,704,592	37,891,692
Washington State University	18,557,867	16,878,535	35,436,402
Center for Health Studies	16,789,559	18,353,195	35,142,754
Seattle Biomedical Research Institute	17,920,044	9,832,725	27,752,769
Battelle Pacific Northwest Laboratories	11,619,361	16,105,920	27,725,281
Institute for Systems Biology	11,055,471	7,816,623	18,872,094
Benaroya Research Institute At Virginia Mason	8,786,320	7,401,877	16,188,197
Decode Biostructures	3,908,215	3,853,482	7,761,697
Seattle Institute for Biomedical & Clinical Research	3,285,843	3,569,505	6,855,348
Program for Appropriate Technology in Health (PATH)	3,947,675	2,542,638	6,490,313
Puget Sound Blood Center	3,105,525	2,693,252	5,798,777
Axio Research, LLC	4,554,322	416,474	4,970,796
Talaria, Inc.	1,680,004	3,165,222	4,845,226
Pacific Northwest Research Institute	2,191,934	2,215,371	4,407,305
Infectious Disease Research Institute	1,352,157	2,295,697	3,647,854
Swedish Medical Center, First Hill	1,146,511	1,700,489	2,847,000
Behavioral Tech Research, Inc.	514,246	1,974,912	2,489,158
Geneva Foundation	1,171,119	1,170,346	2,341,465
Syntrix Biosystems, Inc.	1,569,056	657,348	2,226,404
Firsthand Technology, Inc.	-	2,090,845	2,090,845
Vpdiagnostics, Inc.	991,848	1,028,641	2,020,489

Source: National Institutes of Health

Figure 3
Ten largest NIH grants in Washington in 2008

Organization Name	Project Title	Award
Fred Hutchinson Cancer Research Center	Leadership Group for a Global HIV Vaccine Clinical Trials Network	$26,907,84 6
Fred Hutchinson Cancer Research Center	HVTN Laboratory Program	$15,927,91 8
Fred Hutchinson Cancer Research Center	Leadership for HIV/AIDS Clinical Trials Networks; HIV Vaccine Trials Network	$14,380,61 7
University of Washington	National Primate Research Center	$12,480,37 3
University of Washington	The WWAMI RCE for Biodefense and Emerging ID	$11,401,04 7
Fred Hutchinson Cancer Research Center	Cancer Center Support Grant (Comprehensive)	$9,979,93 2
University of Washington	Institute for Translational Health Science (UL1)	$9,919,95 4
Fred Hutchinson Cancer Research Center	Leadership for HIV/AIDS Clinical Trials Networks; Microbicide Trials Network	$7,116,10 0
Fred Hutchinson Cancer Research Center	Leadership for HIV/AIDS Clinical Trials Networks; HIV Prevention Trials Network	$6,867,62 0
University of Washington	EMS Network Data Coordinating Center	$5,008,79 6

Source: National Institutes of Health

lars in research funding for the life sciences. Most of these grants are competitive, so in many respects, these institutions compete for customers like any service business.

The federal government has long made a commitment to basic research that is not directed at solving any particular problem. Thus, much of what is discovered is not tied to any product or immediately usable outcome, but simply advances knowledge in certain areas. We can think of the state's life sciences research capacity as an industry in itself, rather than as simply a stop on the path toward commercialization.

The vast majority of federal research funding for the life sciences comes through the National Institutes of Health (NIH). In 2008, NIH awarded 1621 separate grants in Washington, totaling $761 million, for an average grant of $470,000. Figure 3 shows the recipients of NIH funding in Washington that received at least $2 million during 2007 and 2008. Figure 4 provides brief descriptions of the top ten grants awarded in 2008.

Foundation grants. The research organizations that receive federal grants also receive grants from private foundations. The largest of these,

Figure 3
Major Washington recipients of Gates Foundation grants in 2007

	Grants	Total funds
Program for Appropriate Technology in Health	25	90,150,712
University of Washington	9	35,253,851
Seattle Biomedical Research Institute	5	12,784,754
Infectious Disease Research Institute	2	12,110,881
Fred Hutchinson Cancer Research Center	3	5,550,276

Source: Bill and Melinda Gates Foundation

Life Sciences Profile

Name:	Pacific Northwest National Laboratory (PNNL)
Location:	Richland
Year founded:	Current contract with Battelle signed in 1965
Structure:	Owned by U.S. Department of Energy. Operated by Battelle.
Employees:	4,600 (all scientific areas)
Annual volume:	$880 million

Services. PNNL is one of ten laboratories owned by the U.S. Department of Energy (DOE). Its mission is to conduct basic research for the department, as well as other federal agencies and private entities. The laboratory is operated by the Battelle Memorial Institute, which operates three other national laboratories.

As would be expected by its ownership, PNNL has a heavy concentration in research on energy, and within this concentration, the lab does extensive work in the area of sustainable biofuels. Current projects include efforts to convert biomass into usable substitutes for gasoline and diesel fuel. PNNL also has an extensive practice in environmental remediation and protection.

PNNL's biological sciences division has a staff of 200 and receives substantial funding from both DOE and NIH.

The laboratory's size and scope make it a natural partner for researchers across the Northwest. Recently, a partnership between PNNL and Washington State University resulted in the opening of the new Bioproducts, Sciences, and Engineering Laboratory, a 57,000-square-foot, $24.8 million facility in Richland.

Growth potential. Because of its diverse funding sources it is difficult to estimate the growth potential for PNNL. It did see 20 percent growth in volume between 2005 and 2008, so the institution is clearly meeting the needs of its federal and private sponsors. In the life sciences, the new partnership with WSU should yield significant growth results in the coming years as that facility hits its stride.

the Gates Foundation, is located in the state, but because its assets are largely held outside the state and it operates on a global basis, its grants are not the same as other money that circulates within the state. Figure 3 shows the five largest recipients of Gates Foundation grants for the life sciences in Washington. At over $150 million in grants for these five institutions alone in 2007, the Gates Foundation is clearly a major influence on the region's life sciences industry.

Licensing and partnership revenue. Most life sciences start up firms are built around proprietary technology that is used to produce innovative pharmaceutical or agricultural products. These new technologies are often of great interest to larger firms elsewhere in the country that see the applicability to their own products. Some of the state's life sciences firms engage in licensing agreements or develop partnerships with out-of-state firms through which they collect fees for the use of their proprietary technology.

Product and service sales. The most basic form of revenue generation in the economy is often the least available source for life sciences companies in Washington. The state has never had a significant presence of pharmaceutical manufacturing firms, so the production, marketing and sales operations that generate direct revenue for these products and services do not occur very much in the state. The state does still have a significant number of manufacturers of medical devices, so revenue from sales of those products will flow into the state.

Life sciences employment in Washington

An economic impact analysis of an industry generally begins with the employment in that industry, and uses an economic model to determine how many additional jobs are generated by the export activity of the industry. The additional employment generated by the industry comes from two sources. "Indirect" employment is generated through purchases made by the industry in the local economy, such as supplies, utilities, financial and legal services. "Induced" employment is generated by the spending of households who are employed either directly or indirectly in the industry. The combination of the three employment sources

– direct, indirect, induced – yields a "multiplier" which, when applied to the direct employment, yields the total employment created by the industry.

Life Sciences Profile

Name:	Seattle Biomedical Research Institute (SBRI)
Location:	Seattle
Year founded:	1976
Structure:	501-c-3 Not-for-profit corporation
Employees:	250
Annual budget:	$40 million

Services. SBRI is an independent research organization that concentrates on finding ways to eliminate infectious diseases, especially those prevalent in developing countries. While infectious disease is not a primary cause of death in industrialized countries, it is by far the leading cause of death in Africa and parts of Asia, and, in all, is the leading cause of death in the world.

SBRI is currently addressing the "unholy trinity" of malaria, HIV/AIDS, and tuberculosis, as well as lesser-known diseases such as African Sleeping Sickness and Leishmaniasis. The institute conducts basic research at its Seattle facility and its field laboratory in Tanzania, often partnering with researchers around the world. The institute is also involved with the development and testing of vaccines.

SBRI began as a small independent research organization, but soon developed strong ties with the University of Washington School of Public Health and Community Medicine. Today, most of the senior research staff at SBRI also hold professorships at the UW, many in the new Department of Global Health.

Growth potential. SBRI is one of the world's leading research institutions in a field that has seen rapid and accelerating growth. It already has a close partnership with the Gates Foundation, the leader in private funding of global health research, and has successfully partnered with organizations around the world. Furthermore, its headquarters is in the center of what may be the second largest global health cluster in the world. All signs point toward continued growth for SBRI

There are two basic ways to collect employment data. The first is to use administrative records that capture data as part of compliance with employment law. The most commonly used employment data is collected through unemployment insurance programs, and measures all individuals who are covered under the program. "Covered employment statistics" are quite accurate in terms of the count of individuals, but are only as useful as the categories into which the employees are placed. This report uses covered employment data, supplemented by other sources. Covered employment data was also used in recent national studies of the life sciences conducted by Battelle (2008) and Archstone Consulting (2009).

The second way to collect employment data is to survey the universe of employers. This method was used in a 2002 study of Washington's biotechnology and medical device industry (Chase 2002), which used employment numbers from a survey by Lifesciences.com. Similarly, the Community Attributes study of biomedical devices (2008) and the UW study of global health (2007) used survey data.. This method is more transparent than using administrative records, but is accurate only to the extent that the surveyor correctly identifies the universe of employers and that these employers respond to the (voluntary) survey. The Lifesciences.com survey has not been updated since 2005.

For purposes of this report, the covered employment data from the Washington State Department of Employment Security (ESD) has some problems, stemming from the categorization available in the North American Industrial Classification System (NAICS). ESD uses NAICS codes for detail on employment in the medical device and pharmaceutical manufacturing sectors, and for the past two years ESD has used a new NAICS code called "biotechnology." But the rest of the private sector life sciences research employment, including most of the employees of the state's non-profit research institutions, are included in a broad NAICS category called "research and development in the physical, engineering, and life sciences." To address this shortcoming, we employ a methodology used by Battelle. For its 2008 State Biosci-

ences Initiatives report, Battelle estimated that 43 percent of those working in the larger five-digit NAICS category (which includes biotechnology) do their work in the life sciences. (In similar studies, the Milken Institute simply ignores the larger NAICS R&D category and only uses the biotechnology category begun in 2007.)

ESD data does not break out two important life sciences employers. Researchers who are on the faculty or staff of a university are listed under "education" and no attempt is made to break them out by research focus. Finally, researchers who work in a hospital are categorized under healthcare. For these categories not broken out in ESD data we use various estimating methods.

Employment impacts of the life sciences are determined as follows:

Manufacturing. The NAICS system provides detailed data on employment in manufacturing operations of all kinds. Figure 8 shows employment in ten categories of manufacturing related to the life sciences, for a 2008 total of 8,930 jobs. The largest of these, electromedical devices, covers the state's substantial industry in medical imaging devices.

Private sector research and development. This category will consist mostly of not-for-profit research institutions, along with some for-profit firms that are strictly engaged in research (as opposed to doing research associated directly with the manufacture of a product or provision of a service). ESD provides two NAICS codes for R&D. The first, 541711, is the category created two years ago to break out R&D in "biotechnology" specifically. ESD reports that in 2008, 2,679 people worked in that category at an average annual wage of $87,482.

The second NAICS code for R&D, 541712, contains all other scientific work in "engineering, physical and life sciences." So, life sciences research work that is not specifically associated with the molecular manipulations that usually define biotechnology, will be found in this category, along with all other kinds of research that have little or nothing to do with life sciences. To find the life sciences component, we revert back to NAICS 54171, which includes both 541711 and 541712. ESD reports that in Washington in 2008, 18,271 people worked in all of NAICS 54171, so, applying Battelle's ratio, we can estimate that 8,039 worked in the life sciences. Then, subtracting the 2,679 people who worked in biotechnology (541711), we arrive at an estimate that 5,360 people worked in non-biotech life sciences R&D.

Figure 6
2007 R&D expenditures in the life sciences at universities and colleges

	All life sciences	Agricultural sciences	Biological sciences	Medical sciences	Other life sciences
University of Washington	513,821	13,479	85,218	405,409	9,715
Washington State University	129,984	60,532	57,728	6,164	5,560
Western Washington University	1,963	0	1,963	0	0
Eastern Washington University	334	0	334	0	0
University of Puget Sound	251	0	231	0	20
Heritage University	210	0	190	20	0
Central Washington University	185	0	185	0	0
Pacific Lutheran University	121	0	121	0	0
Evergreen State College	65	0	65	0	0
Seattle University	63	0	0	0	63
Seattle Pacific University	56	0	32	12	12
Total	647,053	74,011	146,067	411,605	15,370

Thousands of current dollars

Source: National Science Foundation

Figure 7
Research at medical institutions

	Total 2008 research funding
Children's Hospital And Regional Medical Center	36,977,801
Benaroya Research Institute At Virginia Mason	24,543,000
Puget Sound Blood Center	5,600,654
Swedish Medical Center, First Hill	2,439,000
Tacoma General Hospital	691,655
Seattle-King County Public Health Dept	456,240
Total	70,708,350

Sources: NIH, institutions

University faculty and staff. ESD reports none of the state's R&D employment within the public sector, so all university faculty and staff who are working in R&D in the life sciences will appear in the larger "education" category (we assume that faculty and staff at private universities do as well). To estimate the number of jobs attributable to life sciences R&D, we begin with the total value of R&D activity at the state's institutions of higher education. Figure 6 shows that in 2007 the state's higher education institutions performed $647 million worth of life sciences research. Using the ratio of spending to employment from some large institutions we estimate that every $1 million in research spending produces 7.5 jobs (ECONorthwest 2009). Thus, life sciences R&D spending at the state's higher education institutions results in approximately 4,850 jobs.

Figure 8
2008 Employment in the life sciences in Washington

Sector of the life sciences industry	NAICS Code	Employment	Average Annual Wage
Medicinal and Botanical Manufacturing	325411	317	$39,162
Pharmaceutical preparation manufacturing	325412	1,166	$92,520
In-Vitro Diagnostic Substance Manufacturing	325413	429	$60,792
Biological Product (except Diagnostic) Manufacturing	325414	578	$59,782
Electromedical and electrotherapeutic apparatus manufacturing	334510	3,619	$92,088
Analytical laboratory instrument manufacturing	334516	508	$97,977
Surgical and medical instrument manufacturing	339112	454	$71,883
Surgical appliance and supplies manufacturing	339113	1,387	$40,089
Dental Equipment and Supplies Manufacturing	339115	117	$34,082
Ophthalmic Goods Manufacturing	339116	355	$34,699
Research and development in biotechnology	541711	2,679	$87,482
Estimate of research and development in life sciences	541712	5,360	N/A
Estimate of university faculty and staff working in life sciences	N/A	4,850	N/A
Estimate of hospital staff in research activities	N/A	530	N/A
Estimated total direct life sciences employment		22,349	

Sources: Washington State Department of Employment Security, National Science Foundation

Hospitals and institutions. Six medical institutions in the state received grants from the NIH in 2008. Further research finds that these hospitals had additional sources of research funding, with the total shown in Figure 7. Using the same ratio of spending to jobs that we used for university research, we can conclude that hospital research generated about 530 direct jobs in the state.

Figure 9
Major industries in Washington

	2008 Employment
Transportation equipment manufacturing	94,973
Agriculture	63,445
Food and beverage manufacturing	38,240
Computer and electronic product manufacturing	22,366
Life sciences	**22,349**
Fabricated Metal Product Manufacturing	19,867
Wood products manufacturing	16,708
Mineral and primary metal manufacturing	15,951
Chemical and plastics manufacturing	15,626
Machinery Manufacturing	15,198
Paper products manufacturing	10,418

Source: Washington State Department of Employment Security

Figure 8 summarizes employment in the life sciences in Washington, based on data from ESD and estimates from other sources. A base of over 22,000 jobs makes the life sciences industry an important part of the state's economy. Figure 9 shows 2008 employment for the life sciences in Washington along with employment in other major industries that contribute importantly to the economic base of the state. Life sciences has surpassed basic industries such as wood products and paper products, replacing employment as those industries have matured.

ESTIMATING THE ECONOMIC IMPACT OF THE LIFE SCIENCES IN WASHINGTON

With reasonable estimates of life sciences employment in the state we can estimate the additional jobs that are produced in the economy as a result of spending by life sciences institutions and firms, and the spending of households. We use a model constructed for the Research Council by Regional Economic Models Inc. (the WRC-REMI model) to derive the multipliers for the various sectors. The REMI model provides multipliers for each of the NAICS codes except the new biotechnology code. We have only one multiplier to use for all of the R&D in the sciences.

Figure 10-a shows the results of applying the multipliers to the employment estimates. We can estimate that the direct employment in the life sciences results in nearly 55,000 additional jobs throughout the state, for a total economic impact of 77,000 jobs. It is worth noting that the 2002 study of the state's biotechnology and medical device industries arrived at a combined multiplier of 3.23, which is very close to the average multiplier of 3.44 derived by dividing the total employment impact by the total direct jobs identified in this study. Figure 10-b shows the impact of these jobs on the state's GDP and personal income.

THE LIFE SCIENCES INDUSTRY AROUND THE STATE

The life sciences industry tends to respond to clustering effects, with the largest concentrations of firms and institutions near the University of Washington. Activity is, however, spread around many other areas of the state. Figure 11, based on employment data from the Puget Sound

Figure 10-a
2008 Economic impact of the life sciences in Washington: Employment

Sector of the life sciences industry	Direct Employment	Multiplier*	Indirect/induced employment	Total employment impact
Pharmaceutical and medicine manufacturing	2,490	5.41	10,981	13,471
Electromedical and electrotherapeutic apparatus manufacturing	3,619	4.06	11,073	14,692
Analytical laboratory instrument manufacturing	508	5.00	2,032	2,540
Surgical and medical instrument manufacturing	454	3.14	971	1,425
Surgical appliance and supplies manufacturing	1,387	2.63	2,261	3,649
Dental Equipment and Supplies Manufacturing	117	2.62	190	307
Ophthalmic Goods Manufacturing	355	2.13	401	756
Research and development in life sciences (including biotechnology)	8,039	3.08	16,721	24,760
Estimate of university faculty and staff working in life sciences	4,850	3.08	10,088	14,938
Estimate of hospital staff in research activities	530	3.08	1,102	1,632
Total	22,349	3.44	54,570	76,919

*Multipliers derived from WRC/REMI model; totals less than sums of industry effects due to adjustment for intraindustry impacts

Sources: Washington State Department of Employment Security, National Science Foundation

Figure 10-b
2008 Economic impact of the life sciences in Washington: GDP and personal income

Sector of the life sciences industry	Direct Employment	GDP (2000$, millions)	Personal Income (Current$, millions)
Pharmaceutical and medicine manufacturing	2,490	$1,105	$991
Electromedical and electrotherapeutic apparatus manufacturing	3,619	$1,283	$892
Analytical laboratory instrument manufacturing	508	$199	$135
Surgical and medical instrument manufacturing	454	$118	$83
Surgical appliance and supplies manufacturing	1,387	$301	$179
Dental Equipment and Supplies Manufacturing	117	$24	$14
Ophthalmic Goods Manufacturing	355	$55	$337
Research and development in life sciences (including biotechnology)	8,039	$1,629	$1,683
Estimate of university faculty and staff working in life sciences	4,850	$983	$1,015
Estimate of hospital staff in research activities	530	$107	$111
Total	22,349	$5,712	$5,353

Impacts derived from WRC/REMI model; totals less than sums of industry effects due to adjustment for intraindustry impacts

Regional Council and ESD, shows the distribution of employment in the readily identifiable segments of the life sciences industry in the Puget Sound region and elsewhere in the state. (Data suppression—not providing data that could lead to disclosure of proprietary information about firms – makes it difficult to calculate employment distribution at a finer grain than this.)

Figure 11
Life sciences employment in Washington

	Biotech R&D + Biopharma Manufacturing	Medical Device Manufacturing
Total Employment	4,951	5,293
Seattle	46.5%	6.8%
I-90 & I-405 corridors	18.4%	66.8%
Balance of Puget Sound region	11.9%	6.4%
Balance of state	23.2%	20.0%

Source: Puget Sound Regional Council, ESD

Figure 12 shows the distribution of life sciences businesses and institutions in cities around the state. Figure 13 shows the distribution of grants from the NIH around the state. Both figures indicate that, while most firms want to be near the major research institutions and laboratories, researchers can locate themselves well outside these centers.

ECONOMIC DRIVERS OF THE LIFE SCIENCES INDUSTRY

Washington has among the strongest life sciences industries in the nation, relative to its size. According to a 2008 study by Battelle, on a per capita basis, Washington ranks sixth among the states in research funding from the National Institutes of Health, eighth in biosciences employment, sixth in the awarding of biosciences degrees and seventh in placement of biosciences venture capital. The states that consistently ranked higher than Washington in these per capita measures were Massachusetts, Maryland and Connecticut.

But how can we ensure that the state remains strong in the life sciences? The Battelle study lists a number of key "success factors of biosciences industry growth." Among them are:

Engaged research institutions with active leadership. The report states that "without major research stature, reputation and standing within given fields, no region can succeed with a biosciences-driven strategy for its economic growth." Washington certainly has excellent research institutions, with its two major research universities and non-profit institutes.

Available risk capital covering all stages of the business cycle. Washington consistently ranks among the top states in the placement of venture capital funding. In addition to the Battelle ranking of seventh in the placement of biosciences venture capital, the Milken institute ranks Washington third in overall per capita venture capital placement. A persistent concern in the state, however, has been the reliance on venture funds from out of state: of the 60 venture capital firms that completed at least five financing deals in the second quarter of 2009, only two were from Washington. Another concern has been the challenge of finding "angel" capital for very early stages of firms.

Workforce and talent pool. The pool of talent that feeds the life sciences industry requires specialized training that is not widely available. Washington's universities graduate individuals in these fields, but not

Figure 12
Numbers of firms and non-profit organizations by city, 2009

	Biotech/ pharma	Medical Device	Non-Profit Research
Arlington		3	
Auburn	1	4	
Bainbridge Island	2		
Battle Ground	1		
Bellevue	8	13	1
Bellingham	3	4	
Black Diamond		2	
Boistfort		1	
Bothell	20	15	
Burien		1	
Burlington		1	
Camas		1	
Carnation		1	
Centralia		1	
Chehalis		1	
Eastsound		1	
Edmonds			1
Enumclaw		1	
Everett	2	9	
Federal Way	1		
Ferndale		2	
Gig Harbor		2	
Glacier		1	
Goldenadle		1	
Issaquah		2	
Kenmore	1		
Kennewick	1	2	
Kent	1	8	1
Kirkland	3	3	
Lacey	2	1	
Lakewood	1		
Leland		1	
Liberty Lake		1	
Longview		1	
Lynnwood	1	3	
Marysville		1	

	Biotech/ pharma	Medical Device	Non-Profit Research
Mercer Island		1	
Mount Vernon		1	
Mountlake Terrace		2	
Mukilteo	1	3	
North Bend	1		
Port Gamble		1	
Port Ludlow		1	
Port Orchard		1	
Poulsbo		6	
Pullman	4	1	
Puyallup		2	
Redmond	17	18	
Renton		2	1
Richland	1	3	1
Sammamish	2		
Seattle	87	37	18
Sedro Woolley		1	
Sequim		1	1
Shoreline	1		
Silverdale		2	
Snoqualmie	1	1	
Spokane	5	7	4
Spokane Valley		3	
Stanwood	1		
Sumas		2	
Sumner		1	
Tacoma	1	2	
Tukwila		1	
University Place		1	
Valleyford	1		
Vancouver	2	7	
Vashon	1	1	
Washougal		1	
Wenatchee		1	
Woodinville	1	5	
Yakima		1	
Total	175	205	28

Sources: biotech/pharma and nonprofit research, Lifesciences.com; medical device, Canon Communications

Figure 13
NIH grants in Washington by city

	2007	2008
Seattle	778,580,373	710,548,701
Bellevue	2,048,599	1,764,612
Bothell	2,222,036	1,719,983
Kirkland	822,374	937,751
Redmond	968,104	99,431
Auburn	1,569,056	657,348
Bainbridge Island	3,908,215	3,853,482
Burien	39,150	-
Edmonds	-	100,000
Gig Harbor	756,989	739,555
Kenmore	558,673	628,910
Lakewood	1,171,119	1,170,346
Maple Valley	299,916	268,590
Mountlake Terrace	198,167	803,348
Newcastle	50,932	60,249
Shoreline	100,000	-
Stanwood	100,000	6,000
Tacoma	1,068,994	1,081,975
Vashon	-	520,467
Bellingham	779,906	354,989
Ellensburg	65,459	70,909
Friday Harbor	871,788	-
Granger	-	32,400
Olympia	99,928	939,960
Pullman	18,557,867	16,878,535
Richland	12,237,855	16,777,365
Sequim	500,000	500,000
Spokane	329,871	517,631
Vancouver	1,271,897	368,510
Woodinville	105,213	-
Total	829,282,481	761,401,047

Source: National Institutes of Health

nearly enough to meet the needs of the state's life sciences industry. A glance through the backgrounds of the leading scientists in the state's research institutions and biotech firms indicates that we import the majority of the talent working in the life sciences in the state.

There is perhaps no more important factor for the future of Washington's life sciences industry that our ability to attract and retain top scientific and technical talent from around the world. While Washington is an attractive place to live, we do need to be mindful that we are competing with states such as Massachusetts, California and New Jersey that offer outstanding career prospects for talented scientists and engineers. While impressive, Washington's life sciences industry does not yet offer as many career paths for scientists such that they will move to the state confident that if their current employment ends they will be able to find new employment easily.

Stable and supportive business, tax and regulatory policies. In the past decade Washington has made some progress in becoming friendly to technology businesses, but barriers do remain. The state's tax breaks for R&D equipment are favorable for start-up businesses building or expanding laboratory space and a sales and use tax deferral for life sciences manufacturing. The state also offers a B&O tax credit for a portion R&D expenses for firms that for the most part are still in the unprofitable start-up phase. However, employment taxes in the state are among the highest in the country, which can be a burden for labor-intensive research. Life sciences businesses may be concerned about the stability of the state's tax regime, given the regular calls to eliminate tax preferences such as the B&O tax credit.

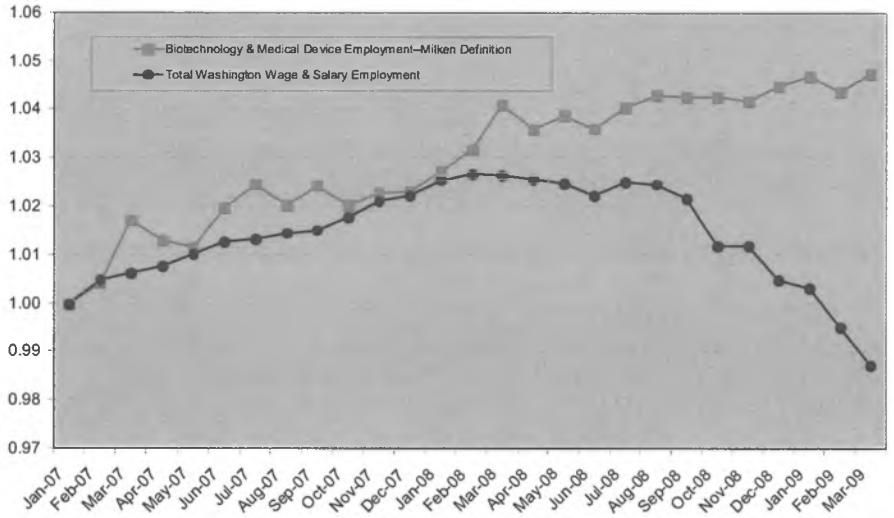
Patience and a long term perspective. The Battelle report notes that such well-known life sciences centers as Route 128 in Massachusetts and North Carolina's Research Triangle took decades to develop. Similarly, Washington's life sciences industry has built slowly over decades. The University of Washington built its research and medical capacity over many years. The Fred Hutchinson Cancer Research Center has been steadily growing since the 1970s. The Seattle Biomedical Research Institute began as a three-person laboratory in Issaquah in the 1970s and now employs hundreds of people in its Seattle and Tanzania laboratories.

In some ways, the necessity of this report, documenting the life sciences industry, is a testament to its almost unnoticed growth. While individual institutions have executed growth strategies, and county-level economic development organizations have promoted the life sciences, the industry has grown largely without any high profile, long term strategic actions on the part of government.

Although not mentioned specifically in the Battelle report, another critical factor in the growth of the life sciences industry is the presence of support services. Of particular interest is the legal and accounting ser-

vices required for investors and for intellectual property protection. The steady growth of a range of technology-based businesses has been accompanied by strong growth in the state's related services sector.

Figure 14
Growth in life sciences employment versus total employment



Recent Performance

Figure 14, which is based on a relatively conservative measurement of life sciences employment in the state (the estimating method used by the Milken Institute, as discussed above, which excludes non-biotech life sciences R&D, universities and hospital R&D), shows that in the past two years, while general employment in the state has fallen, employment in the life sciences has expanded. Since this chart shows just employment in private for-profit businesses, many of which are in the research phase, this trend indicates the optimism with which the financial community views the life sciences. Investors are willing to stick with their bets on the future of the life sciences.

Conclusion

The life sciences industry has grown to be an important part of Washington's economy. In employment it has passed many of the traditional resource based industries on which the state's economy was founded, and is in the same range of importance as some of the new, technology-based industries of the state. It is, however, difficult to recognize the importance of the life sciences industry because it is comprised of a diffuse array of organizations and firms, its "product" consists of everything from scientific papers to surgical instruments, and its "revenue" comes from all manner of public and private sources. Describing the life sciences industry is not as easy as describing the production and sale of lumber.

The growth of the life sciences industry is good news for the state. Demand for the products and services generated by the industry will continue to grow rapidly, in three principal areas: domestic healthcare, global health and sustainable biofuels. The state's life sciences industry has a good position in the first of these, is the national leader in the second, and has promise in the third.

The economic potential of the life sciences has, of course, not gone unnoticed in the rest of the country and the world. The competition for talent and investment capital is intense, and in spite of its excellent assets, Washington is still not among the top regions for the life sciences, but perhaps near the top of the second tier. Massachusetts, with its complex of leading universities, the San Francisco Bay area, with its universities and huge technology industry base, and New Jersey, with its large phar-

maceutical industry, all have larger life sciences industries than Washington.

Washington has developed its niches in the areas of research and development and global health, and will not likely be a major area for manufacturing of pharmaceutical products. These are, however, very valuable and lucrative niches which depend primarily on one input: talent. Washington may not have the largest life sciences industry in the nation, but it still competes at the highest level to attract and retain the best scientific and technical minds in the world. The future of Washington's life sciences industry will continue to be tied to the quality of talent in the state.

There are many complex factors that determine success in the life sciences industry, but none more important than ensuring that the state's universities, research institutions and businesses have the highly skilled people they need working in an environment that encourages innovation.

APPENDIX: ABOUT THE WRC-REMI MODEL

The Washington Research Council uses a model of the Washington State economy constructed especially for WRC by Regional Economic Models, Inc. Because it allows supply and demand to respond to changes in prices and wages, and permits substitution among factors of production, the WRC-REMI model is more elaborate than the standard input-output models commonly employed to estimate regional economic impacts (Treyz 1993).

The core of the standard input-output model is a catalog of interindustry purchases for the region in a base year, arrayed in an input/output matrix. The model assumes that as a specific industry's production increases or decreases, its purchases from the region's other industries will change proportionately. Likewise, the industry's employment will change by the same proportion that its output changes.

Based on these assumptions, the model traces the cascading effects as one industry's increase in output stimulates an increase in the output of other industries (and its own). These effects are distilled in multipliers that measure how a change in the demand for the output of one industry will affect the total output of the local economy, or how a change in the employment of one industry will affect the total output of the local economy (Chase, Bork, and Conway 1993).

But the standard input-output model is incomplete. It fails to model the numerous capacity constraints within the economy, the processes that set prices for goods and services and the responses of consumers and producers to changes in these prices. In the input-output model, industry and labor supply are perfectly elastic—so prices and wage rates do not matter.

Prices and wages do matter in the WRC-REMI model. The model divides the state into two subregions: the four central Puget Sound counties (King, Kitsap, Pierce, and Snohomish) and the balance of the state. There are 53 industrial sectors within each subregion. Within each subregion the model tracks interindustry transactions, much as an input output model would.

Unlike an input-output model, however, the WRC-REMI model incorporates a number of significant behavioral responses to changes in prices and costs: The wage rate depends on the supply and demand for labor, migration and labor force participation rates respond to changes in wage rates, and consumer purchases of specific goods and services respond to changes in relative prices and personal income. In addition, producers substitute among production factors in response to changes in relative factor costs, market shares respond to changes in regional production costs, and investment rises in response to increases in output.

This report uses version PI $^{+}$ 1.0.114 of the WRC-REMI model.

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print

Clear vision

02.03.10 - 01:37 am

Competition between University of Alaska campuses for state construction money is nothing new or surprising, but legislators this year have something new and surprising to consider: The unanimous support of the UA Board of Regents for a single project.

The competition was on full display last week in Juneau with the comments of Eagle River Rep. Bill Stoltze, who characterized investment in the Fairbanks campus as an imbalanced anachronism.

This view contrasts with that of the regents and the university's president.

With regard to the alleged imbalance, President Mark Hamilton noted that four-fifths of construction spending during his dozen years at the helm has gone to Anchorage.

After an extensive review and discussion in the fall of 2009, the board decided that the highest construction priority for the university system this year is the proposed life sciences building at the Fairbanks campus. To emphasize the point, the board shed mention of all other projects in its annual budget request.

Gov. Sean Parnell agreed with the board and placed funding for the building in the budget he proposed to the Legislature.

This money would not prop up a failing anachronism; it would support a thriving, modern research and teaching program.

The UA Fairbanks life sciences program is succeeding despite relatively ancient facilities. To continue this success, though, those facilities need an update.

The university regents understand this. They understand this despite their geographical origins. The 11-member board has just three regents from Fairbanks, one of them a student. Five regents are from Anchorage, yet every one of them endorsed the board's recommendation.

These regents saw what legislators are also capable of seeing: The moment has come to invest in a new life sciences building, not for Fairbanks but for the entire state of Alaska.

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SB 83

<TARGET><BILL>SB 83</BILL><SUBJECT>SB 83</SUBJECT><COMM>SEDC27</COMM></TARGET>

ALASKA STATE SENATE

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SENATE EDUCATION COMMITTEE

Senators Kevin Meyer & Joe Thomas, Co-Chairs

Senator Steadman:

The Senate Education Committee respectfully requests a hearing on SB 83 before the Senate Finance Committee.

SB 83 provides incentives for teachers to become nationally certified by a national educational certification board. (While not named in statute, the National Board for Professional Teaching Standards would be the certifying body.) National certification is a rigorous, classroom oriented process which will increase the efficacy of Alaska's teachers.

Under SB 83 teachers who are nationally certified will receive a $1,000 annual stipend for the ten-year period of their certification. Teachers who work in low income, low performance areas would receive a $1,500 annual stipend for certification.

To further encourage teachers to become nationally certified, SB 83 establishes a no-interest, three-year loan of $2,500 to pay for the certification process. Teachers from low income, low performing areas would receive a $1,000 stipend and a $1,500 loan to pay certification expenses. These loans would cover most of the cost incurred to become certified.

The bill packet includes:

1) A Sponsor statement
2) Current version of the bill (Version D)
3) Fiscal note from the Department of Education and Early Development
4) Back up information concerning the National Board of Professional Teaching Standards, including areas of certification, basis information concerning the process, their five core propositions, and their convictions on what teachers should know.

We would appreciate a hearing on this bill at your earliest convenience.

Sincerely,

Senator Joe Thomas
Co-Chair, Senate Education Committee

Senator Kevin Meyer
Co-Chair, Senate Education Committee

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.

27-LS0425\D
Mischel
2/16/11

CS FOR SENATE BILL NO. 83(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act providing for payment and loan incentives to public school teachers for national board certification."

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

* **Section 1.** AS 14.20 is amended by adding a new section to article 3 to read:

Sec. 14.20.225. Incentive and stipend payments for national board certification. (a) A school district or the department, as applicable, shall, in January of each year, pay an incentive payment of $1,000 to each teacher who is employed by the district or the department and who holds a current and valid national board certification.

(b) In addition to the incentive payment provided in (a) of this section, for a teacher who is employed by a district to teach in a school that is located in a high poverty attendance area and that has received a low performance rating, as determined by the department, a school district shall,

(1) if the teacher holds a current and valid national board certification,

annually pay a supplemental incentive payment of $500; or

(2) if a teacher is not national board certified, pay the national certification board an amount that is not more than $1,000 to be used toward national certification of the teacher for the period in which the teacher is actively seeking national board certification.

(c) The department shall provide sufficient funding, subject to appropriation and in addition to the state aid received under AS 14.17, to a school district to make national board certification incentive payments as provided in this section. The department may establish a form and procedure to be used by a school district to request teacher incentive and stipend payments, including proof of actively pursuing national board certification.

(d) Nothing in this section prohibits a district or the department from providing additional monetary incentives to a teacher.

(e) In this section,

(1) "district" has the meaning given in AS 14.17.990;

(2) "national board certification" means individual achievement of national professional teaching standards as certified by a nationally recognized board.

*** Sec. 2.** AS 14.43 is amended by adding new sections to read:

Article 9A. National Board Teacher Certification Loan Program.

Sec. 14.43.550. Program established. The national board teacher certification loan program is established to provide an incentive for teachers employed by a public school district in the state or a school operated by the department to pursue certification of professional teaching standards by a nationally recognized board.

Sec. 14.43.555. Administration and eligibility. (a) The national board teacher certification loan program shall be administered by the commission in accordance with regulations adopted by the commission. The commission shall

(1) provide on behalf of eligible teachers loan awards of a lump sum of $2,500 for each teacher, to be repaid over three years at zero percent interest;

(2) allocate the loan awards available for national board teacher certification annually to the department for loans on behalf of teachers employed by the department who teach in a public school and to the school district for loans to

teachers employed by the district;

(3) develop and distribute to the department and to the districts an application form for teacher certification loans under this section.

(b) A teacher is eligible to receive the benefit of a national board teacher certification loan if the teacher is currently

(1) employed by the department or a public school district and teaches students who are in grades kindergarten through 12;

(2) actively pursuing national certification of professional teaching standards awarded by a nationally recognized board; and

(3) signs an agreement provided by the commission to secure repayment of the loan within three years.

(c) For a loan awarded under this section, the commission shall

(1) make payments to the national teacher certification board on behalf of an eligible teacher;

(2) establish conditions for repayment;

(3) provide for penalties for default; and

(4) pro rate the amount of the award if insufficient funding is available to provide awards on behalf of all eligible teachers in a fiscal year.

(d) In making loans under this section, the commission shall apply the standards used by the department under AS 14.20.225(c) for determining what constitutes actively pursuing national certification.

Sec. 14.43.590. Definitions. In AS 14.43.550 - 14.43.590,

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

(2) "district" has the meaning given in AS 14.17.990.

27-LS0425\I
Mischel
2/14/11

CS FOR SENATE BILL NO. 83(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

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Sec. 14.20.225. Incentive and stipend payments for national board certification. (a) A school district or the department, as applicable, shall in January of each year pay an incentive payment of $1,000 to each teacher who is employed by the district or the department and who holds a current and valid national board certification.

(b) In addition to the incentive payment provided in (a) of this section, for a teacher who is employed by a district to teach in a school that is located in a high poverty attendance area and that has received a low performance rating, as determined by the department, a school district shall,

(1) if the teacher holds a current and valid national board certification.

annually pay a supplemental incentive payment of $500; or

(2) if a teacher is not national board certified, pay the national certification board an amount that is not more than $1,000 to be used toward national certification of the teacher for the period in which the teacher is actively seeking national board certification.

(c) The department shall provide sufficient funding, subject to appropriation and in addition to the state aid received under AS 14.17, to a school district to make national board certification incentive payments as provided in this section. The department may establish a form and procedure to be used by a school district to request teacher incentive and stipend payments, including proof of actively pursuing national board certification.

(d) In this section,

(1) "district" has the meaning given in AS 14.17.990;

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*** Sec. 2.** AS 14.43 is amended by adding new sections to read:

Article 9A. National Board Teacher Certification Loan Program.

Sec. 14.43.550. Program established. The national board teacher certification loan program is established to provide an incentive for teachers employed by a public school district in the state or a school operated by the department to pursue certification of professional teaching standards by a nationally recognized board.

Sec. 14.43.555. Administration and eligibility. (a) The national board teacher certification loan program shall be administered by the commission in accordance with regulations adopted by the commission. The commission shall

(1) provide on behalf of eligible teachers loan awards of a lump sum of $2,500 for each teacher, to be repaid over three years at zero percent interest;

(2) allocate the loan awards available for national board teacher certification annually to the department for loans on behalf of teachers employed by the department who teach in a public school and to the school district for loans to teachers employed by the district;

(3) develop and distribute to the department and to the districts an

application form for teacher certification loans under this section.

(b) A teacher is eligible to receive the benefit of a national board teacher certification loan if the teacher is currently

(1) employed by the department or a public school district and teaches students who are in grades kindergarten through 12;

(2) actively pursuing national certification of professional teaching standards awarded by a nationally recognized board; and

(3) signs an agreement provided by the commission to secure repayment of the loan within three years.

(c) For a loan awarded under this section, the commission shall

(1) make payments to the national teacher certification board on behalf of an eligible teacher;

(2) establish conditions for repayment;

(3) provide for penalties for default; and

(4) pro rate the amount of the award if insufficient funding is available to provide awards on behalf of all eligible teachers in a fiscal year.

(d) In making loans under this section, the commission shall apply the standards used by the department under AS 14.20.225(c) for determining what constitutes actively pursuing national certification.

Sec. 14.43.590. Definitions. In AS 14.43.550 - 14.43.590,

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

(2) "district" has the meaning given in AS 14.17.990.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **SB83**
() Publish Date

Identifier (file name) SB83-EED-TLS-2-11-11
Title "An Act providing for payment and loan incentives to public..."
Sponsor Senate Education Committee
Requester Senate Education Committee

Dept. Affected EED
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.

	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	285.0		316.5	348.0	379.5	411.0	442.0
Miscellaneous							
TOTAL OPERATING	**285.0**	**0.0**	**316.5**	**348.0**	**379.5**	**411.0**	**442.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	285.0		316.5	348.0	379.5	411.0	442.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**285.0**	**0.0**	**316.5**	**348.0**	**379.5**	**411.0**	**442.0**

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 and Learning Support
Approved by Mike Hanley
Commissioner

Phone 465-2857
Date/Time 2/11/11 2:47 PM
Date 2/11/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. SB83

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 base count is currently 120 plus an additional 21 teachers anticipated for FY12. The maximum incentive provided under this legislation if all teachers qualified for both incentives would be 141 teachers X $1,500 = $211,500. 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 FY17.

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.

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+)

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.

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.

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8/2002

Notes for SB 83 Presentation

1) Educated dog story
    a. Transition to the tough job of teaching.
    b. We don't want trained teachers

2) SB 83—offers incentives to teachers to become board certified.
    a. **Section 1**
        i. $1,000 a year for teachers who hold valid, current national certification
            1. If from a high poverty low performing area
                a. An additional $500
                b. $1,000 to be used toward getting certified
    b. Section 2
        i. Interest free loan of $2,500 to cover most of the costs of getting certified
            1. Allocate money to the department and districts
            2. Develop an application process
            3. Defines who is eligible
                a. Employed by department or district
                b. Actively pursuing accreditation
                c. Signs a loan agreement
                d. Loans made directly to organization
                e. Penalties for default
                f. Pro rate loans if not enough available

3) National Board for Professional Teaching Standards
    a. THE recognized national certification board
    b. 25 different areas for certification
    c. Very rigorous process

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Mischel
2/14/11

CS FOR SENATE BILL NO. 83(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act providing for payment and loan incentives to public school teachers for national board certification."

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

*** Section 1.** AS 14.20 is amended by adding a new section to article 3 to read:

Sec. 14.20.225. Incentive and stipend payments for national board certification. (a) A school district or the department, as applicable, shall in January of each year pay an incentive payment of $1,000 to each teacher who is employed by the district or the department and who holds a current and valid national board certification.

(b) In addition to the incentive payment provided in (a) of this section, for a teacher who is employed by a district to teach in a school that is located in a high poverty attendance area and that has received a low performance rating, as determined by the department, a school district shall,

(1) if the teacher holds a current and valid national board certification,

annually pay a supplemental incentive payment of $500; or

(2) if a teacher is not national board certified, pay the national certification board an amount that is not more than $1,000 to be used toward national certification of the teacher for the period in which the teacher is actively seeking national board certification. $350 to retake sections

(c) The department shall provide sufficient funding, subject to appropriation and in addition to the state aid received under AS 14.17, to a school district to make national board certification incentive payments as provided in this section. The department may establish a form and procedure to be used by a school district to request teacher incentive and stipend payments, including proof of actively pursuing national board certification. $20,000 - paid directly to Board

(d) In this section,

1) Addendum to what districts provide.

(1) "district" has the meaning given in AS 14.17.990;

(2) "national board certification" means individual achievement of national professional teaching standards as certified by a nationally recognized board.

*** Sec. 2.** AS 14.43 is amended by adding new sections to read:

Article 9A. National Board Teacher Certification Loan Program.

Sec. 14.43.550. Program established. The national board teacher certification loan program is established to provide an incentive for teachers employed by a public school district in the state or a school operated by the department to pursue certification of professional teaching standards by a nationally recognized board.

Sec. 14.43.555. Administration and eligibility. (a) The national board teacher certification loan program shall be administered by the commission in accordance with regulations adopted by the commission. The commission shall

quarterly

(1) provide on behalf of eligible teachers loan awards of a lump sum of $2,500 for each teacher, to be repaid over three years at zero percent interest;

(2) allocate the loan awards available for national board teacher certification annually to the department for loans on behalf of teachers employed by the department who teach in a public school and to the school district for loans to teachers employed by the district;

(3) develop and distribute to the department and to the districts an

27-LS0425\M
Mischel
2/1/11

SENATE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATOR THOMAS

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act providing for payment and loan incentives to public school teachers for national board certification."

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

*** Section 1.** AS 14.20 is amended by adding a new section to article 3 to read:

Sec. 14.20.225. Incentive and stipend payments for national board certification. (a) A school district or the department, as applicable, shall in January of each year pay an incentive payment of $1,000 to each teacher who is employed by the district or the department and who holds a current and valid national board certification.

(b) In addition to the incentive payment provided in (a) of this section, for a teacher who is employed by a district to teach in a school that is located in a high poverty attendance area and that has received a low performance rating, as determined by the department, a school district shall,

(1) if the teacher holds a valid national board certification, annually

pay a supplemental incentive payment of $500; or

(2) if a teacher is not national board certified, annually pay the national certification board an amount that is not more than $1,000 to be used toward national certification of the teacher for the period in which the teacher is actively seeking national board certification.

(c) The department shall provide sufficient funding, subject to appropriation and in addition to the state aid received under AS 14.17, to a school district to make national board certification incentive payments as provided in this section. The department may establish a form and procedure to be used by a school district to request teacher incentive and stipend payments, including proof of actively pursuing national board certification.

(d) In this section,

(1) "district" has the meaning given in AS 14.17.990;

(2) "national board certification" means individual achievement of national professional teaching standards as certified by a nationally recognized board.

* **Sec. 2.** AS 14.43 is amended by adding new sections to read:

Article 9A. National Board Teacher Certification Loan Program.

Sec. 14.43.550. Program established. The national board teacher certification loan program is established to provide an incentive for teachers employed by a public school district in the state or a school operated by the department to pursue certification of professional teaching standards by a nationally recognized board.

Sec. 14.43.555. Administration and eligibility. (a) The national board teacher certification loan program shall be administered by the commission in accordance with regulations adopted by the commission. The commission shall

(1) provide on behalf of eligible teachers loan awards of a lump sum of $2,500 for each teacher, to be repaid over three years at zero percent interest;

(2) allocate the loan awards available for national board teacher certification annually to the department for loans on behalf of teachers employed by the department who teach in a public school and to the school district for loans to teachers employed by the district;

(3) develop and distribute to the department and to the districts an

application form for teacher certification loans under this section.

(b) A teacher is eligible to receive the benefit of a national board teacher certification loan if the teacher is currently

(1) employed by the department or a public school district and teaches students who are in grades kindergarten through 12;

(2) actively pursuing national certification of professional teaching standards awarded by a nationally recognized board; and

(3) signs an agreement provided by the commission to secure repayment of the loan within three years.

(c) For a loan awarded under this section, the commission shall

(1) make quarterly payments to the national teacher certification board on behalf of an eligible teacher;

(2) establish conditions for repayment;

(3) provide for penalties for default; and

(4) pro rate the amount of the award if insufficient funding is available to provide awards on behalf of all eligible teachers in a fiscal year.

(d) In making loans under this section, the commission shall apply the standards used by the department under AS 14.20.225(c) for determining what constitutes actively pursuing national certification.

Sec. 14.43.590. Definitions. In AS 14.43.550 - 14.43.590,

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

(2) "district" has the meaning given in AS 14.17.990.

Notes - SB 83

Key comments, questions or points have been put in bold and italics. The other info in each paragraph provides additional information related to the bolded comment or question.

We recommend focusing only on National Board Certification (NBC) from the National Board for Professional Teaching Standards (NBPTS) at this point. The language in this bill seems based on information from NBPTS. For instance, the cost of certification is $2565, and this bill references loans of $2500.

NBPTS offers a wide variety of certificate areas in many different age ranges. http://www.nbpts.org/become_a_candidate/available_certificates1/fields_of_certification

Related to this, in section 14.43.555, item 3(b)(1) – ***I would like to see the statement that eligible teacher teach in grade K-12 be amended to, at a minimum include preschool.*** The age range for exceptional needs is birth-21+. The statement currently in the bill would deny funding to teacher currently working in our Special Education preschool classes. It may also deny funding to those working in the ACT/ACE program for our older special education students.

We would like to see this stipend come directly from the department. Some school districts such as Anchorage, Fairbanks, and Mat-Su, already have incentives in place for teachers who hold NBC from NBPTS. Anchorage pays a $2000 annual addendum. Fairbanks places teachers who earn NBC in the last column of their salary schedule (not sure if I have the correct wording here). I don't know what will happen with Mat-Su's next negotiated agreement, but they were paying a $2000 annual increase for the life of the certification. If districts are required to pay only a $1000 annual stipend, could this negatively impact some NBCTs who already received more than $1000 annually? The majority of Alaska's NBCTs are in Anchorage, Fairbanks and Mat-Su, perhaps partly due to the financial incentives. Also, having the money come directly from the department seems to give the impression that the state of Alaska values this certification and wants to encourage educators to pursue NBC. In states where the stipend/addendum has come directly from the state department, numbers of NBCTs started to skyrocket. Though I don't know how all the behind the scenes stuff works in terms of logistics, it seems less complicated not to make the districts the middleman for dispersing payment.

In the Anchorage School District, a stipend does not count toward retirement, but an addendum does. ***Would this be paid as an addendum so it could be counted toward retirement?***

Line 2 on page 2 mentions an annual payment of 'no more than $1000' for teachers actively pursuing certification. Some teachers achieve NBC after one year, but teachers have up to three years to certify. If a teacher doesn't achieve after three years, he/she would need to begin the process again in order to certify. The initial cost of certification is currently $2565. If a teacher doesn't certify after one year, he/she may retake one or

more sections. It costs about $350 to retake one component, and many candidates retake more than one section. If no more than $1000 was paid annually while a teacher was pursuing certification, could the 'no more than $1000' be used toward retake fees? A teacher doing retakes would be actively pursuing certification. ***This section may need to be more specific…. $1000 paid toward the cost of 'initial certification' and 'no more than $1000 annually for teachers retaking one or more components.'***

Currently, NBPTS allocates federal monies to each state in the form of subsidies. Each state determines how to distribute the subsidies. Alaska typically gets about 10 of these subsidies. ***Would this subsidy money be absorbed into the incentive program?*** If a teacher gets $1000 paid to NBPTS based on the language in this bill, would he/she still be eligible for a state subsidy? (We have a lot of concerns regarding the way the subsidy money is distributed. We'd like to see that changed, but we don't want to see it go away.) I hope the $1000 payment toward certification wouldn't replace the federal subsidies that are currently given to a limited number of candidates. If this was the case, it would exclude all teachers who didn't teach in a high poverty/low performing area. Though I understand the reasoning for giving incentive to teachers in high poverty attendance areas with a low performance rating, I think it is important for all teachers to have an opportunity to receive assistance paying for NBC. All students benefit from quality teaching!

NBPTS application window and fee schedule:
--Apply between 1/1/11 and 12/31/11. Pay $565 at the time of application. The remaining $2000 is due 1/31/12. ***Quarterly payments from the state to NBPTS (on behalf of the teacher) would be difficult.*** For instance, if a teacher applied on 12/31/11, they would only have one month to pay the remaining $2000 to NBPTS.
--Teachers who do not achieve NBC after one year, may retake one or more sections for $350 each.

27-LS0339\A
Mischel
12/22/10

SENATE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATOR THOMAS

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to the legal age for attending school; and providing for an effective date."

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

*** Section 1.** AS 14.30.010(a) is amended to read:

(a) Every child between **six** [SEVEN] and 16 years of age shall attend school at the public school in the district in which the child resides during each school term. Every parent, guardian or other person having the responsibility for or control of a child between **six** [SEVEN] and 16 years of age shall maintain the child in attendance at a public school in the district in which the child resides during the entire school term, except as provided in (b) of this section.

*** Sec. 2.** AS 14.30.010(c) is repealed.

*** Sec. 3.** This Act takes effect July 1, 2011.

SENATE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act providing for payment and loan incentives to public school teachers for national board certification."

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

*** Section 1.** AS 14.20 is amended by adding a new section to article 3 to read:

Sec. 14.20.225. Incentive and stipend payments for national board certification. (a) A school district or the department, as applicable, shall in January of each year pay an incentive payment of $1,000 to each teacher who is employed by the district or the department and who holds a current and valid national board certification.

(b) In addition to the incentive payment provided in (a) of this section, for a teacher who is employed by a district to teach in a school that is located in a high poverty attendance area and that has received a low performance rating, as determined by the department, a school district shall,

(1) if the teacher holds a current and valid national board certification,

annually pay a supplemental incentive payment of $500; or

(2) if a teacher is not national board certified, annually pay the national certification board an amount that is not more than $1,000 to be used toward national certification of the teacher for the period in which the teacher is actively seeking national board certification.

(c) The department shall provide sufficient funding, subject to appropriation and in addition to the state aid received under AS 14.17, to a school district to make national board certification incentive payments as provided in this section. The department may establish a form and procedure to be used by a school district to request teacher incentive and stipend payments, including proof of actively pursuing national board certification.

(d) In this section,

(1) "district" has the meaning given in AS 14.17.990;

(2) "national board certification" means individual achievement of national professional teaching standards as certified by a nationally recognized board.

* **Sec. 2.** AS 14.43 is amended by adding new sections to read:

Article 9A. National Board Teacher Certification Loan Program.

Sec. 14.43.550. Program established. The national board teacher certification loan program is established to provide an incentive for teachers employed by a public school district in the state or a school operated by the department to pursue certification of professional teaching standards by a nationally recognized board.

Sec. 14.43.555. Administration and eligibility. (a) The national board teacher certification loan program shall be administered by the commission in accordance with regulations adopted by the commission. The commission shall

(1) provide on behalf of eligible teachers loan awards of a lump sum of $2,500 for each teacher, to be repaid over three years at zero percent interest;

(2) allocate the loan awards available for national board teacher certification annually to the department for loans on behalf of teachers employed by the department who teach in a public school and to the school district for loans to teachers employed by the district;

(3) develop and distribute to the department and to the districts an

application form for teacher certification loans under this section.

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(3) signs an agreement provided by the commission to secure repayment of the loan within three years.

(c) For a loan awarded under this section, the commission shall

(1) make quarterly payments to the national teacher certification board on behalf of an eligible teacher;

(2) establish conditions for repayment;

(3) provide for penalties for default; and

(4) pro rate the amount of the award if insufficient funding is available to provide awards on behalf of all eligible teachers in a fiscal year.

(d) In making loans under this section, the commission shall apply the standards used by the department under AS 14.20.225(c) for determining what constitutes actively pursuing national certification.

Sec. 14.43.590. Definitions. In AS 14.43.550 - 14.43.590,

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

(2) "district" has the meaning given in AS 14.17.990.

PRINTER'S NO. 1709

THE GENERAL ASSEMBLY OF PENNSYLVANIA

SENATE BILL

No. 1252 Session of 2010

INTRODUCED BY DINNIMAN, PICCOLA, FONTANA, COSTA, ERICKSON, O'PAKE, MUSTO, FARNESE AND STACK, FEBRUARY 26, 2010

REFERRED TO EDUCATION, FEBRUARY 26, 2010

AN ACT

Amending the act of March 10, 1949 (P.L.30, No.14), entitled "An act relating to the public school system, including certain provisions applicable as well to private and parochial schools; amending, revising, consolidating and changing the laws relating thereto," providing for payment of fees associated with certification by the National Board for Professional Teaching Standards.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. The act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, is amended by adding an article to read:

ARTICLE XI-B

CERTIFICATION OF TEACHERS BY THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

Section 1101-B. Definitions.

The following words and phrases when used in this article shall have the meanings given to them in this section unless the context clearly indicates otherwise:

"Department." The Department of Education of the

Commonwealth.

"Eligible teacher." A teacher who:

(1) Is a current Pennsylvania resident.

(2) Currently holds a valid Pennsylvania teaching certification in good standing.

(3) Has completed three full years of teaching or school counseling in a Pennsylvania public school.

(4) Holds a current, full-time teaching or school counseling position in a Pennsylvania public school.

(5) Has not previously received Commonwealth funds for participating in any certification area of the NBPTS program.

(6) Has not repaid any Commonwealth funds previously received for the NBPTS certification process.

(7) Has not received a waiver of repayment from the Department of Education.

"National Board for Professional Teaching Standards" or "NBPTS." The independent, nonprofit organization established in 1987 to establish high standards for teachers' knowledge and performance and for development and operation of a national voluntary system to assess and certify teachers who meet those standards.

"Public school." A school operated by a school district, intermediate unit, charter school, cyber charter school or an area vocational-technical school.

Section 1102-B. Program.

(a) Establishment.--A program to help defray the cost to teachers of becoming certified by the National Board for Professional Teaching Standards is established.

(b) Goal.--It is the goal of the Commonwealth to provide opportunities and incentives for excellent teachers and to

retain them in the teaching profession. To attain this goal, the Commonwealth shall support the efforts of teachers to achieve national certification by providing reimbursement in accordance with section 1103-B to public schools for substitute fees associated with teachers participating in the certification process and paying the assessment fee for teachers who seek to attain national certification from the National Board for Professional Teaching Standards.

Section 1103-B. Payment of fees.

To the extent funds are available, the Commonwealth shall do all of the following:

(1) Pay all or a portion of the cost of NBPTS assessment fees on behalf of an eligible teacher to become NBPTS certified or recertified.

(2) Reimburse school districts for substitute fees for each day the eligible teacher participates in preparation for NBPTS certification, up to three days.

Section 1104-B. Priority.

(a) Schools in school improvement or corrective action.--Eligible teachers who teach in schools identified by the department as in school improvement or corrective action shall receive first priority for payment of assessment fees under this article. The eligible teachers' districts shall also receive first priority for substitute fees reimbursement.

(b) Other priority.--Eligible teachers who teach early childhood education, mathematics or science at the middle or secondary level or who teach special education or foreign languages shall receive second priority for payment of assessment fees under this article. The eligible teachers' districts shall also receive second priority for substitute fees

reimbursement.

Section 1105-B. Duties of eligible teachers.

(a) Completion of process.--An eligible teacher on whose behalf the assessment fee is paid shall agree to complete the certification process or be subject to repayment as set forth in section 1106-B(a).

(b) Three-year commitment.--An eligible teacher on whose behalf the assessment fee is paid and who receives NBPTS certification shall, in addition to the requirement under subsection (a), agree to serve as a teacher or administrator in a Pennsylvania public school for a period of at least three years or be subject to repayment as set forth in section 1106-B(b). Eligible teachers who receive priority under section 1104-B and who receive NBPTS certification shall teach in that priority class for the three-year commitment period. If an eligible teacher receives priority under section 1104-B(a) and the school is removed from improvement or corrective action during the three-year commitment period, service in the same school or in another school identified by the department as in school improvement or corrective action shall continue to fulfill the requirements of this subsection.

Section 1106-B. Repayment.

(a) Failure to complete the certification process.--When an eligible teacher for whom the Commonwealth has paid the assessment fee fails to complete the certification process, the teacher shall reimburse the Commonwealth for the amount of the assessment fee. A candidate who completes the certification process but is denied NBPTS certification shall not be subject to repayment pursuant to this subsection.

(b) Failure to continue teaching.--When an eligible teacher

for whom the Commonwealth has paid the assessment fee fails to meet the requirements of section 1105-B(b), the teacher shall reimburse the Commonwealth for the amount of the assessment fee. The teacher shall certify to the department each year that the teacher is in compliance with section 1105-B(b).

(c) Waiver of repayment.--Upon the application of the eligible teacher, the department shall waive the repayment requirement if the department finds that the teacher was unable to complete the process or meet the requirements of section 1105-B(b) for teaching in a priority class or school identified by the department as in school improvement or corrective action due to administrative action on the part of the school district or area vocational-technical school for other than causes enumerated in section 1122, or continue teaching due to illness of the teacher, the death or catastrophic illness of a member of the teacher's immediate family, or parental leave to care for a newborn or newly adopted child and may waive the repayment requirement due to other extraordinary circumstances.

Section 1107-B. Duties of department.

(a) Guidelines.--The department shall develop guidelines necessary for the implementation of this article.

(b) Technical assistance.--To the extent funds are available, the department shall provide technical assistance to NBPTS applicants. The department may contract with one or more institutions of higher education or intermediate units in order to provide technical assistance.

Section 2. This act shall take effect immediately.

27-LS0425\D
Mischel
2/16/11

CS FOR SENATE BILL NO. 83(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

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(b) In addition to the incentive payment provided in (a) of this section, for a teacher who is employed by a district to teach in a school that is located in a high poverty attendance area and that has received a low performance rating, as determined by the department, a school district shall,

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(d) Nothing in this section prohibits a district or the department from providing additional monetary incentives to a teacher.

(e) In this section,

(1) "district" has the meaning given in AS 14.17.990;

(2) "national board certification" means individual achievement of national professional teaching standards as certified by a nationally recognized board.

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SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 2/4/11

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 2/21/11

Education Committee considered SENATE BILL NO. 83

SB 83-TEACHER BOARD CERTIFICATION INCENTIVES

"An Act providing for payment and loan incentives to public school teachers for national board certification."

and recommends:

[√] be **replaced** with **CS** SB 83 (EDC) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ SCS/CS- Forthcoming ____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____ Letter of Intent

[ ] further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED	✓			
EED			✓	

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	Report			X	
CO-CHAIR:	Thomas	✓			
CO-CHAIR:	Meyer	✓			

CS FOR SENATE BILL NO. 83(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

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New Text Underlined [DELETED TEXT BRACKETED]

annually pay a supplemental incentive payment of $500; or

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27-LS0425\I
Mischel
2/14/11

CS FOR SENATE BILL NO. 83(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

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

* **Section 1.** AS 14.20 is amended by adding a new section to article 3 to read:

Sec. 14.20.225. Incentive and stipend payments for national board certification. (a) A school district or the department, as applicable, shall in January of each year pay an incentive payment of $1,000 to each teacher who is employed by the district or the department and who holds a current and valid national board certification.

(b) In addition to the incentive payment provided in (a) of this section, for a teacher who is employed by a district to teach in a school that is located in a high poverty attendance area and that has received a low performance rating, as determined by the department, a school district shall,

(1) if the teacher holds a current and valid national board certification,

annually pay a supplemental incentive payment of $500; or

(2) if a teacher is not national board certified, pay the national certification board an amount that is not more than $1,000 to be used toward national certification of the teacher for the period in which the teacher is actively seeking national board certification. $350 to retake sections

(c) The department shall provide sufficient funding, subject to appropriation and in addition to the state aid received under AS 14.17, to a school district to make national board certification incentive payments as provided in this section. The department may establish a form and procedure to be used by a school district to request teacher incentive and stipend payments, including proof of actively pursuing national board certification. $20,000 - paid directly to Board

(d) In this section,

1) Addendum to what districts provide.

(1) "district" has the meaning given in AS 14.17.990;

(2) "national board certification" means individual achievement of national professional teaching standards as certified by a nationally recognized board.

* **Sec. 2.** AS 14.43 is amended by adding new sections to read:

Article 9A. National Board Teacher Certification Loan Program.

Sec. 14.43.550. Program established. The national board teacher certification loan program is established to provide an incentive for teachers employed by a public school district in the state or a school operated by the department to pursue certification of professional teaching standards by a nationally recognized board.

Sec. 14.43.555. Administration and eligibility. (a) The national board teacher certification loan program shall be administered by the commission in accordance with regulations adopted by the commission. The commission shall

quarterly)

(1) provide on behalf of eligible teachers loan awards of a lump sum of $2,500 for each teacher, to be repaid over three years at zero percent interest;

(2) allocate the loan awards available for national board teacher certification annually to the department for loans on behalf of teachers employed by the department who teach in a public school and to the school district for loans to teachers employed by the district;

(3) develop and distribute to the department and to the districts an

application form for teacher certification loans under this section.

(b) A teacher is eligible to receive the benefit of a national board teacher certification loan if the teacher is currently

(1) employed by the department or a public school district and teaches students who are in grades kindergarten through 12;

(2) actively pursuing national certification of professional teaching standards awarded by a nationally recognized board; and

(3) signs an agreement provided by the commission to secure repayment of the loan within three years.

(c) For a loan awarded under this section, the commission shall

(1) make payments to the national teacher certification board on behalf of an eligible teacher;

(2) establish conditions for repayment;

(3) provide for penalties for default; and

(4) pro rate the amount of the award if insufficient funding is available to provide awards on behalf of all eligible teachers in a fiscal year.

(d) In making loans under this section, the commission shall apply the standards used by the department under AS 14.20.225(c) for determining what constitutes actively pursuing national certification.

Sec. 14.43.590. Definitions. In AS 14.43.550 - 14.43.590,

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

(2) "district" has the meaning given in AS 14.17.990.

National Board for Professional Teaching Standards

From Wikipedia, the free encyclopedia

The **National Board for Professional Teaching Standards** (NBPTS) is a nonpartisan, nonprofit organization dedicated to promoting excellence in education. Founded in 1987, NBPTS improves teaching and student learning by enhancing overall educator effectiveness and recognizing and rewarding highly accomplished educators who meet high and rigorous standards. NBPTS develops and maintains advanced standards for educators and offers a national, voluntary assessment, National Board Certification, based on the NBPTS Standards. As of December 2010, more than 91,000 educators have become National Board Certified Teachers in the United States. The NBPTS headquarters is located in Arlington, Va.[1]

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- 2 History
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Mission

The mission of the National Board for Professional Teaching Standards 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[2]
- 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.

History

NBPTS was formed in response to a 1986 report issued by the Task Force on Teaching as a Profession, a group funded by the Carnegie Forum on Education. The report, entitled *A Nation Prepared: Teachers for*

the 21st Century, called for the creation of a board to "define what teachers should know and be able to do" and to "support the creation of a rigorous, valid assessment to see that certified teachers do meet these standards." The founding president of NBPTS was James A. Kelly, and the original chair of the board of directors was the Honorable James B. Hunt Jr., former governor of North Carolina.

Standards

NBPTS Standards are based on the Five Core Propositions[3] — the foundation of what all accomplished teachers should know and be able to do — and provide a reference that helps educators link teaching standards to teaching practice. NBPTS publishes standards of "accomplished teaching" for 25 subject areas and developmental levels for pre-K through 12th grade. These standards were developed and validated by representative councils of master teachers, disciplinary organizations and other education experts.

National Board Certification

National Board Certification is advanced professional certification based on the NBPTS standards. There are 25 different certificates available. The assessment for National Board Certification consists of a multimedia teaching portfolio that is used to evaluate pedagogy and student outcomes, and a three-hour assessment center examination.[4]

The assessment fee is $2500; however, financial support is available, and many candidates pay less than half that amount themselves.[5]

School counseling is one of the advanced professional certificates available by NBPTS. *The School Counselor's Study Guide to Credentialing Exams*, published by Routledge, is the only study guide currently on the market that is based on the ASCA School Counselor Competencies, CACREP Standards, NBCC NCSCE content requirements, and the NCATE and NBPTS Standards. The study guide prepares users for the NCSCE, Praxis II School Counseling Specialty Exam, NBPTS School Counseling national certification exam, Comprehensive School Counselor Education program exams, and State certification exams for professional school counseling. Highlights of the text include: case scenarios, guided reflections, end of chapter and full-length practice tests with justifications for correct and incorrect responses, and a foreword written by the ASCA President for 2012-2013. The author of the study guide is Dr. Rita Schellenberg, an associate professor and director of the school counseling program for Liberty University. Dr. Schellenberg has over a decade of experience as a licensed professional school counselor in public schools at both the elementary and secondary levels and is also a Licensed Professional Counselor (LPC) with a Ph.D. in Counselor Education and Supervision. Her national credentials include National Certified School Counselor (NCSC), National Certified School Counselor (NCSC), Distance Credentialed Counselor (DCC), and Approved Clinical Supervisor (ACS). More information about the credentialing exam study guide can be found at www.thenewschoolcounselor.com.

Take One!

Take One! provides a standards-based approach for improving teaching practice and links student learning to effective instruction. Teachers prepare and submit one pre-selected video portfolio entry from

any of the current certificate areas of National Board Certification. A teacher can later transfer the score if he or she pursues National Board candidacy.[6]

National Board Certification for Principals

To create a consistently reliable process to develop, recognize and retain effective principals, the National Board for Professional Teaching Standards (NBPTS) has announced an initiative to develop National Board Certification for Principals. National Board Certification for Principals, the first national certification program focused on principals, is also the first phase of an expanded umbrella program, National Board Certification for Educational Leaders, which builds on the National Board's highly successful program, National Board Certification for teachers and school counselors. National Board Certification for Educational Leaders not only creates standards and an assessment process for principals, it also lays the groundwork for a new educator-leadership initiative for assistant principals, teachers and other school-based educators who positively impact the culture of learning in schools.[7]

Research

Since its founding, NBPTS has become one of the most researched areas of education. Research has reviewed the impact of National Board Certification on student performance,[8] the quality of teaching by National Board Certified Teachers in the classroom, and the influence of the process on teacher retention. Most, but not all of the research, is positive.[9]

In 2008, the United States National Research Council a division of the National Academies published a report stating that "Students taught by NBPTS-certified teachers make greater gains on achievement tests than students taught by teachers who are not board-certified."[10]

Publications

All 25 of the NBPTS Standards are published and available on the internet.[11] NBPTS also has a number of published resources about National Board Certification.[12]

In 2010, NBPTS released *Accomplished Teachers, Institutional Perspectives*,[13] a publication that provides perspectives from a wide range of policymakers, administrators and practitioners on the value and utility of the National Board for Professional Teaching Standards. In describing their various experiences working with NBPTS, the authors challenge the nation's Pre K-12 and post secondary education system and state/local governing bodies—as well as the National Board itself—to expand the linkage between the NBPTS standards and assessment process and teacher preparation, program accreditation and state licensure.[14]

References

Schellenberg

1. ^ About NBPTS (http://www.nbpts.org/about_us/) . Retrieved 12/16/09.
2. ^ What Accomplished Teachers Should Know and be Able to Do (http://www.nbpts.org/UserFiles

/File/what_teachers.pdf)
3. ^ Five Core Propositions (http://www.nbpts.org/about_us/mission_and_history/the_five_core_propositio)
4. ^ Guide to National Board Certification (http://www.nbpts.org/userfiles /File/2008_Guide_Web_PDF_final.pdf) . Retrieved 2/25/08.
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6. ^ Take One! (http://www.nbpts.org/takeone) . Retrieved 1/6/10.
7. ^ National Board Certification for Principals (http://www.nbpts.org/principals) . Retrieved 1/15/10.
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9. ^ National Board Certification Research Guide (http://www.nbpts.org/index.cfm?t=downloader.cfm&id=669) . Retrieved 2/27/08.
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11. ^ NBPTS Standards by Certificate Area (http://www.nbpts.org/the_standards/standards_by_cert)
12. ^ NBPTS Resources (http://www.nbpts.org/resources/publications)
13. ^ Accomplished Teachers, Institutional Perspectives (http://www.nbpts.org/products_and_services/books /accomplished_teachers)
14. ^ Accomplished Teachers, Institutional Perspectives (http://www.nbpts.org/products_and_services/books /accomplished_teachers) . Retrieved 5/11/10.

External links

- National Board for Professional Teaching Standards (http://www.nbpts.org)
- Take One! (http://www.nbpts.org/takeone)
- National Board Certification for Principals (http://www.nbpts.org/principals)
- NBCTLink (http://www.nbctlink.org)
- Official NBPTS Facebook Page (http://www.new.facebook.com/pages/National-Board-for-Professional-Teaching-Standards/74881915050?ref=share)
- Official NBPTS Twitter News Feed (http://twitter.com/nbpts)
- National Education Association (http://www.nea.org)
- American Federation of Teachers (http://www.aft.org)
- Center for Teaching Quality (http://www.teachingquality.org)
- Center on Education Policy (http://www.cep-dc.org/)
- National Indian Education Association (http://www.niea.org/profile/partnerships.php)
- Cultivating Performance (http://www.thenewschoolcounselor.com)

Retrieved from "http://en.wikipedia.org /w/index.php?title=National_Board_for_Professional_Teaching_Standards&oldid=469543877"

Categories: Educational organizations based in the United States

Hidden categories: Articles containing potentially dated statements from December 2010

All articles containing potentially dated statements

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ALASKA

Amount available per provider:

Alaska pays the educational costs that are not covered by tuition; the 2006-07 scholarship amount for Alaska WWAMI students was $21,822.

WWAMI participants must return to Alaska upon completion of the program. A participant who does not return to the state and become employed in the medical field for which the support was provided must repay the financial support plus interest. In accordance with state statute governing the WWAMI program, the financial support to be repaid is equal to 50 percent of the amount the state pays to UWSOM on behalf of the participant, plus interest.

The participant who successfully completes the graduate education program for which the financial support was provided and is employed within Alaska in a qualifying medical residency program or other qualifying professional medical practice and who is otherwise qualified shall have the outstanding principal* and accrued interest forgiven and considered a grant in accordance with the following percentages:

1. For employment in rural** areas of the state, up to three years of employment at 33⅓ percent for each year;
2. For employment in areas of the state that do not qualify under the program definition as rural, up to five years of employment at 20 percent for each year.

Participants who initially practice medicine in a rural community will receive their first forgiveness of 33⅓ percent of the loan after their first year of practice. If the participant should then choose to move to a non-rural community and practice medicine, he or she will then receive forgiveness benefits of 20 percent of the remaining loan amount for each year they practice medicine until the balance of the loan is forgiven. The same is true for a participant who practices medicine in a non-rural community and receives forgiveness of 20 percent of the loan and then moves to a rural community to practice medicine. The subsequent forgiveness will be for 33⅓ percent of the remaining loan balance until the loan balance is forgiven.

Forgiveness Benefit	Forgiveness % for all rural practice	Forgiveness % for 2 years of rural practice	Forgiveness % for 1 year of rural practice	Forgiveness % for all non-rural practice
1	33⅓%	33⅓%	33⅓%	20%
2	66⅔%	66⅔%	53⅓%	40%
3	100%	86⅔%	73⅓%	60%
4		100%	93⅓%	80%
5			100%	100%

Match requirements:

None.

Eligibility requirements/preferences:

Students of allopathic medicine/M.D. graduates of the WWAMI program who practice in rural Alaska.

State UF = 20% p9. Line 62. 2mil
2,964,800
70 - 90 = in loans = forgiveness.

ALASKA

Program Results:

Numbers/types placed:

The State of Alaska recently doubled the number of new medical (M.D.) students to be admitted to the program. Beginning with the entry class of 2007, 20 Alaska residents will be admitted into the program each year.

** No amount due and payable prior to the participant entering deferment or forgiveness-qualifying employment is subject to forgiveness.*

*** "Rural" is defined in Alaska law as a community with a population of 7,500 or less that is not connected by road or rail to Anchorage or Fairbanks or with a population of 3,500 or less that is connected by road or rail to Anchorage or Fairbanks.*

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LEGISLATION

AK H.B. 16, 25TH LEGISLATURE, FIRST SESSION, HOUSE BILL 16: Introduced January 5, 2007.

Relates to the repayment provisions for medical education and postsecondary degree program participants.

WICHE

ALASKA

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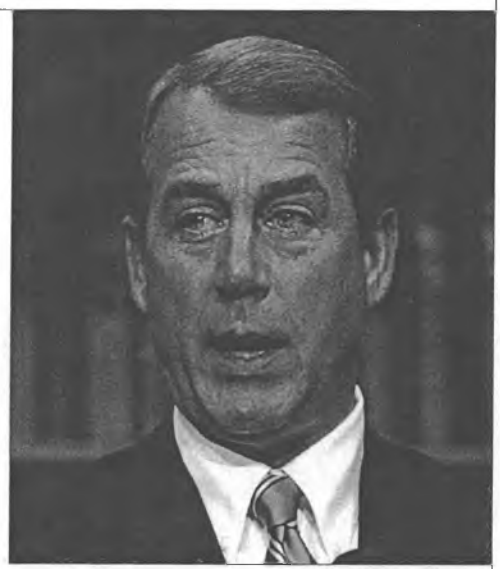
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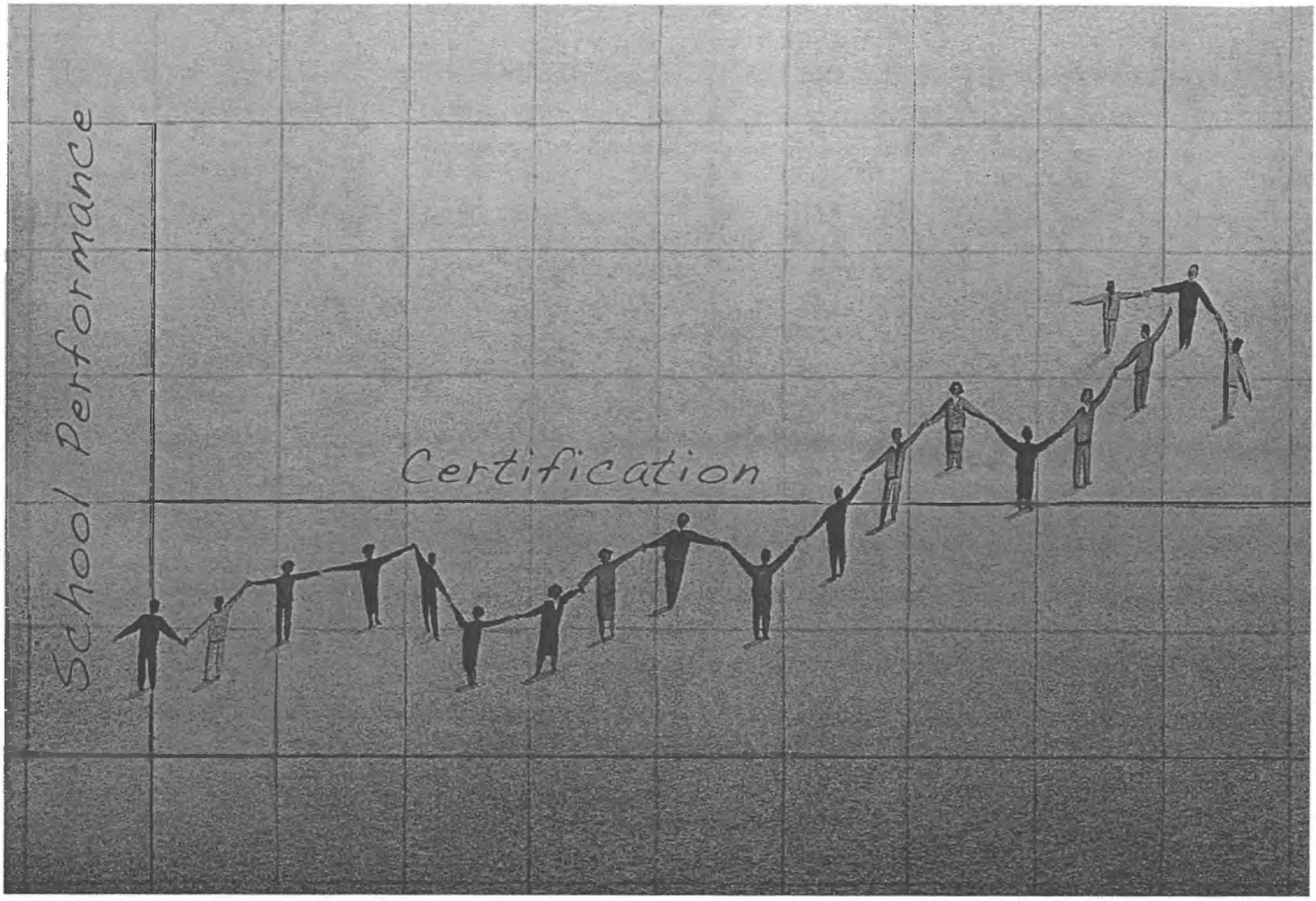
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COVER: U.S. HOUSE SPEAKER JOHN BOEHNER. AP PHOTO/SUSAN WALSH



ANOTHER TOOL FOR SCHOOL REFORM



BY MICHELLE EXSTROM

One of the great challenges facing state lawmakers is balancing cuts to education budgets with the need to close the achievement gap and turn around low-performing schools.

One popular approach—legislators in 30 states and the District of Columbia have signed on—is supporting National Board for Professional Teaching Standards certification for teachers. The voluntary program, which is based on advanced teaching standards and a rigorous assessment process, has been around since 1987. Recently, however, more policymakers, teachers and school leaders are recognizing its promise and potential for addressing challenges in today's classrooms.

"Reforming education requires a multi-faceted approach that includes school leadership, community involvement, safe campuses, rigorous curricula and common core standards," says Hawaii Representative Roy Takumi. "It also requires highly effective classroom teachers, and national board certification is one way to achieve this goal."



REPRESENTATIVE ROY TAKUMI HAWAII

More than 91,000 teachers are certified by the board, or a little less than 3 percent of all public school teachers. California, Florida, North Carolina, South Carolina and Washington are the states with the most certified teachers.

These board certifications are being used as a turn-around strategy to improve teaching and learning in low-performing schools. Struggling districts and schools from California to Maryland and Arizona to Illinois are supporting their top teachers through the certification process and hiring board-certified teachers when possible to fill vacant positions. These teachers have met high standards through study, expert evaluation, self-assessment, a subject knowledge test and peer review. Education experts believe these teachers will improve student learning and become leaders in their schools.

Schools districts are finding this strategy makes a difference.

Michelle Exstrom tracks teaching quality issues for NCSL.

Students taught by certified teachers make higher gains on achievement tests than those taught by non-certified teachers, and the certified teachers also stay longer in the classroom than their non-certified peers, according to a report by the National Research Council of the National Academies.

A REFORM TOOL

The board-certification approach also has become central to discussions on how best to define and evaluate effective teaching. Since many states are grappling with implementing educational reform legislation passed in 2010 and federal Race to the Top awards, some top researchers say the key elements used for board certification should become criteria in a new teacher evaluation system. The board's standards have defined the highest level of teacher certification for years and can now be adapted in state policy. In fact, many states included board certification as a key component of their Race to the Top application.

Certification can take from one to three years, and involves a fee of $2,500, plus a $65 processing charge. The certificate is valid for 10 years and can be renewed. The national board certification program is considered more rigorous than existing state programs required to receive a license or certification to teach pre-K-12 classes. It requires the applicant to be familiar with all the standards in the area where they teach, to take assessment tests to show their expertise in the subject matter, and to evaluate their own teaching as part of preparing a portfolio required for certification.

The key role for lawmakers is to provide financial support for certification. Twenty states offer assistance with application fees, and many offer financial incentives for completion. Mississippi, for example, offers a $6,000 annual salary increase to teachers during during which they are board certified. North Carolina offers a 12 percent premium on base salaries for the life of the certificate. States such as Illinois, New Mexico and Ohio require board certification to achieve the highest level of state licensure, sometimes known as the mastery level, which provides for a higher salary.

The decision to provide state-funded support for certification, however, doesn't come easily. While most states still offer some type of fee support or financial incentives, others are cutting back, including California, Colorado, Florida, Idaho, Illinois, Maine, Michigan, Missouri, Oklahoma and South Carolina.

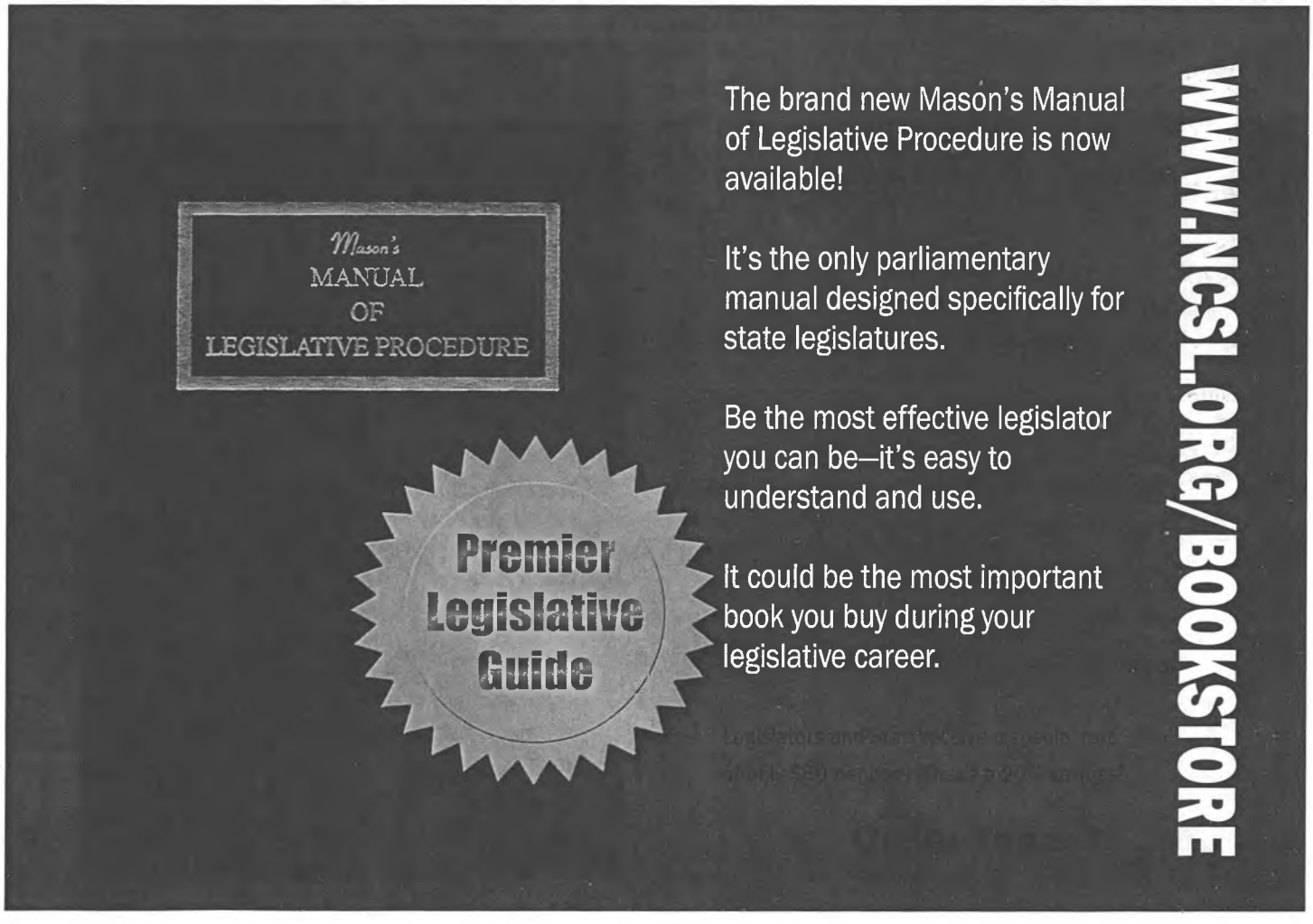


SENATOR JOHN GOEDDE IDAHO

"In the last budget year, the Legislature opted to withhold the stipend for National Board certification," says Idaho Senator John Goedde. "But in the school reform bills before us, we have included national board certification as one of the criteria for leadership awards as part of an individualized compensation package for educators in Idaho."

SL ONLINE

Check out more on teacher certification at www.ncsl.org/magazine.



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, Commissioner — Date: 12/5/2011

(Revised 8/17/2011 OMB)

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)
Fiscal Note Number: 3
(S) Publish Date: 2/3/12

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

Prepared by: Diane Barrans, Executive Director — Phone: 465-6740
Division: Alaska Commission on Postsecondary Education — Date/Time: 12/14/11 3:30 PM
Approved by: Diane Barrans, Executive Director — Date: 12/14/2011
Alaska Commission on Postsecondary Education

(Revised 11/28/2011 OMB)

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.

SB

84

(FILE 1)

<TARGET><BILL>SB 84</BILL><SUBJECT>SB 84 (FILE 1)</SUBJECT><COMM>SEDC27</COMM></TARGET>

ALASKA STATE SENATE

Sen. Kevin Meyer
Alaska State Capitol
Juneau, Alaska 99801
Room 103

Phone: 907-465-4945
Fax: 907-465-3476

Sen. Joe Thomas
Alaska State Capitol
Juneau, Alaska 99801
Room 514

Phone: 907-465-2327
Fax: 907-465-5241

SENATE EDUCATION COMMITTEE
Senators Kevin Meyer & Joe Thomas, Co-Chairs

North to the Future
Education and Vocational Training Act
FACT SHEET

The Senate Education Committee, under the leadership of Senators Joe Thomas (D-Fairbanks) and Kevin Meyer (R-Anchorage), will be sponsoring the *North to the Future* Education and Vocational Training Act, a school funding bill that **increases the Base Student Allocation (BSA) over the next three years** and establishes a separate Vocational Education funding stream for high school students.

The BSA is currently $5680 per student (subject to geographical and school size factors), and has increased by $100 increments (a rate of less than 2% per year) from FY09-FY11. The Education Committee proposal will continue with similar, modest increases in the next three fiscal years (FY12-FY14).

The committee also proposes to **create a High School Vocational Education Allocation**. This will be an on-going allocation, designed to give high schools the ability to provide consistent vocational education programs that train Alaska's students for Alaska's jobs.

The proposed bill will not alter in any way the existing Special Needs Funding Factor for special education, bilingual education, gifted and talented programs or vocational education programs currently existing in state statute and available to all grade levels. The proposed High School Vocational Education Allocation would instead result in new funding to strengthen career and technical education for students in grades 9-12.

It is the intent of the committee chairmen to introduce the *North to the Future* Education and Vocational Training Act during the week of January 31, 2011.

For more information on the *North to the Future* Education and Vocational Training Act contact Education Committee Aide Murray Richmond in the Office of Senator Joe Thomas at 907-465-2327 or at murray.richmond@legis.state.ak.us or Edra Morledge at 907-465-4945 (edra.morledge@legis.state.ak.us) .

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number: 3
Bill Version: **CSSB 84(FIN)**
(S) Publish Date: 4/6/11

Identifier (file name)
Title: "An Act relating to funding for high school vocational and

Dept. Affected: DEED
Appropriation: K-12 Support
Allocation: AK Challenge Youth Academy

Sponsor: Senate Finance Committee
Requester: Senate Finance Committee

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	168.7						
Miscellaneous							
TOTAL OPERATING	**168.7**						
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	168.7						
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**168.7**						

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: Darwin Peterson, Senate Finance Committee staff
Phone: 465-3873
Date/Time: 4/6/11 8:24 AM

Senator Bert Stedman, Co-Chair Senate Finance Committee
Senator Lyman Hoffman, Co-Chair Senate Finance Committee
Date: 4/6/2011

(Revised 1/27/2011 OMB)

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSSB 84(FIN)

Analysis

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number: 4
Bill Version: **CSSB 84(FIN)**
(S) Publish Date: 4/6/11

Identifier (file name)
Title: "An Act relating to funding for high school vocational and
Sponsor: Senate Finance Committee
Requester: Senate Finance Committee

Dept. Affected: DEED
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							
Commodities							
Capital Outlay							
Grants	38,434.0						
Miscellaneous							
TOTAL OPERATING	**38,434.0**						
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	38,434.0						
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**38,434.0**						

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: Darwin Peterson, Senate Finance Committee staff
Phone: 465-3873
Date/Time: 4/6/11 8:17 AM

Senator Bert Stedman, Co-Chair Senate Finance Committee
Senator Lyman Hoffman, Co-Chair Senate Finance Committee
Date: 4/6/2011

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSSB 84(FIN)

Analysis

School Finance schedule attached

Department of Education & Early Development
Prepared 3/4/2011

Prepared by School Finance

Fiscal Note #4
Bill Version: CSSB 84(FIN)

School District	1.01 factor for Voc-Ed	$110 BSA Increase to $5,790	FY2012: Total State Aid Entitlement
Alaska Gateway	66,984	142,899	209,883
Aleutian Region	13,158	28,562	41,720
Aleutians East Borough	63,055	124,416	187,471
Anchorage	3,576,006	8,110,967	11,686,973
Annette Island	36,113	73,344	109,457
Bering Strait	352,640	713,603	1,066,243
Bristol Bay Borough	26,373	55,689	82,062
Chatham	28,878	57,804	86,682
Chugach	7,909	27,252	35,161
Copper River	65,391	137,821	203,212
Cordova	40,214	82,709	122,923
Craig	36,000	107,735	143,735
Delta/Greely	87,490	206,105	293,595
Denali Borough	37,480	115,539	153,019
Dillingham	59,693	131,130	190,823
Fairbanks N. Star Borough	1,171,952	2,855,016	4,026,968
Galena	40,156	377,577	417,733
Haines Borough	35,030	80,695	115,725
Hoonah	17,942	40,710	58,652
Hydaburg	9,797	21,971	31,768
Iditarod Area	51,606	112,646	164,252
Juneau Borough	440,358	1,035,715	1,476,073
Kake	13,043	28,292	41,335
Kashunamiut	49,385	103,466	152,851
Kenai Peninsula Borough	831,389	1,876,908	2,708,297
Ketchikan Gateway Borou	206,709	440,315	647,024
Klawock	19,024	44,279	63,303
Kodiak Island Borough	267,827	568,629	836,456
Kuspuk	73,421	146,081	219,502
Lake & Peninsula Borough	92,902	186,374	279,276
Lower Kuskokwim	672,583	1,396,217	2,068,800
Lower Yukon	373,316	749,566	1,122,882
Mat-Su Borough	1,315,264	3,116,080	4,431,344
Nenana	28,651	137,960	166,611
Nome	87,833	179,373	267,206
North Slope Borough	261,787	523,527	785,314
Northwest Arctic Borough	318,406	648,176	966,582
Pelican	2,362	4,613	6,975
Petersburg	57,188	131,532	188,720
Pribilof	19,310	37,610	56,920
Saint Mary's	29,334	62,954	92,288
Sitka Borough	124,572	294,719	419,291
Skagway	9,683	18,900	28,583
Southeast Island	41,124	87,569	128,693
Southwest Region	119,956	244,039	363,995
Tanana	9,454	19,914	29,368
Unalaska	54,341	108,803	163,144
Valdez	69,036	147,561	216,597
Wrangell	35,600	88,225	123,825
Yakutat	17,088	33,374	50,462
Yukon Flats	73,421	151,779	225,200
Yukon/Koyukuk	69,262	236,751	306,013
Yupiit	86,180	175,228	261,408
Mt. Edgecumbe High Schc	37,823	73,751	111,574
TOTAL	11,731,499	26,702,470	38,433,969

27-LS0465\M
Mischel
1/28/11

SENATE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATOR THOMAS

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to funding for vocational education as a component of special needs funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

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

*** Section 1.** 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 ~~**combined**~~ special needs **factor** [FACTOR] set out in AS 14.17.420(a)(1) **and (3)**;

and the high school vocational education factor

(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.

*** 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 funding and may be eligible for intensive services funding as follows: and high school vocational education funding

(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, a district is eligible for high school vocational education ~~supplemental special needs~~ funding for ~~direct~~ vocational education instruction

for each student who is enrolled in grades nine through 12 ~~on the last day of the count period~~ as determined by the department; a supplemental special needs funding factor of 1.025 shall be applied as set out in AS 14.17.410(b)(1); in this paragraph, "direct vocational education instruction" excludes costs associated with

(A) administrative expenses; and

(B) instruction in general literacy, mathematics, and job readiness skills.

*** 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 combined special needs factors [FACTOR] in AS 14.17.420(a)(1) and (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.

*** Sec. 4.** AS 14.17.470 is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is $5,790 [$5,680].

*** Sec. 5.** AS 14.17.470, as amended by sec. 4 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is $5,905 [$5,790].

*** Sec. 6.** AS 14.17.470, as amended by secs. 4 and 5 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is $6,025 [$5,905].

*** Sec. 7.** Section 4 of this Act takes effect July 1, 2011.

*** Sec. 8.** Section 5 of this Act takes effect July 1, 2012.

*** Sec. 9.** Section 6 of this Act takes effect July 1, 2013.

Senator Joe Thomas

Fax

To:	LAA Legal ATT: Jean Mischel	**From:**	Murray Richmond
Fax:	465-2029	**Pages:**	4
Phone:	465-6443	**Date:**	2/3/11
Re:	27-LS0465\M and LS0425\M	**cc:**	

x **Urgent** ☐ **For Review** ☐ **Please Comment** ☐ **Please Reply** ☐ **Please Recycle**

- **Comments:** Jean,

We found out that the department can get data needed to get a high school voc ed factor, and so…we are back to your first version, with some minor changes. Also, this is an Education Committee Bill, as is 27-LS0425\M the act providing for payment and loan incentives to public teachers for certification.

Can we get finals of both of these bills. We would love to be able to drop these bills this afternoon. Sorry for the rush. Is there any way you can get it to us by 3:30?

And do you need us to return the other two finals you sent of these bills?

27-LS0465\M
Mischel
1/28/11

SENATE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATOR THOMAS

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to funding for High school vocational education as a component of ~~special needs~~ funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

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

*** Section 1.** 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 ~~combined~~ special needs **factors** [FACTOR] set out in AS 14.17.420(a)(1) **and (3)**; and the vocational (high school) educational factor as set out in 14.17.420?

(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.

*** 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 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, a district is eligible for ~~supplemental special needs~~ funding for ~~direct~~ vocational education instruction

high school vocational education

as determined by the department.

for each student who is enrolled in grades nine through 12 ~~on the last day of the count period;~~ a high school vocational education ~~supplemental special needs~~ funding factor of 1.025 shall be applied as set out in AS 14.17.410(b)(1); in this paragraph, "~~direct~~ vocational education instruction" excludes costs associated with

(A) administrative expenses; and

(B) instruction in general literacy, mathematics, and job readiness skills.

*** 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 **combined** special needs **factors** [FACTOR] in AS 14.17.420(a)(1) **and (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.

*** Sec. 4.** AS 14.17.470 is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,790** [$5,680].

*** Sec. 5.** AS 14.17.470, as amended by sec. 4 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,905** [$5,790].

*** Sec. 6.** AS 14.17.470, as amended by secs. 4 and 5 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$6,025** [$5,905].

*** Sec. 7.** Section 4 of this Act takes effect July 1, 2011.

*** Sec. 8.** Section 5 of this Act takes effect July 1, 2012.

*** Sec. 9.** Section 6 of this Act takes effect July 1, 2013.

Senator Joe Thomas

Fax

To:	Legal Services Att: Jean Mischel	**From:**	Sen. Joe Thomas
Fax:	465-2029	**Pages:**	5
Phone:	465-6443	**Date:**	2/2/11
Re:	Work Order 27-LS0465\M	**cc:**	

x **Urgent** ☐ **For Review** ☐ **Please Comment** ☐ **Please Reply** ☐ **Please Recycle**

- **Comments:** Jean, we would like to introduce this as soon as possible. Call if you have questions.

Murray

27-LS0465\M
Mischel
1/28/11

SENATE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATOR THOMAS

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to funding for vocational education ~~as a component of special needs funding~~ for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

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

*** Section 1.** 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 ~~combined~~ special needs **factors** [FACTOR] set out in AS 14.17.420(a)(1)~~ and (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.

*** 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 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;

See p. 6 — **(3) in addition to the special needs and intensive services funding available under (1) and (2) of this subsection, a district is eligible for supplemental special needs funding for direct vocational education instruction**

for each student who is enrolled in grades nine through 12 on the last day of the count period; a supplemental special needs funding factor of 1.025 shall be applied as set out in AS 14.17.410(b)(1); in this paragraph, "direct vocational education instruction" excludes costs associated with

(A) administrative expenses; and

(B) instruction in general literacy, mathematics, and job readiness skills.

*** 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 **combined** special needs **factors** [FACTOR] in AS 14.17.420(a)(1) **and (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.

*** Sec. 4.** AS 14.17.470 is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,790** [$5,680].

*** Sec. 5.** AS 14.17.470, as amended by sec. 4 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,905** [$5,790].

*** Sec. 6.** AS 14.17.470, as amended by secs. 4 and 5 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$6,025** [$5,905].

*** Sec. 7.** Section 4 of this Act takes effect July 1, 2011.

*** Sec. 8.** Section 5 of this Act takes effect July 1, 2012.

*** Sec. 9.** Section 6 of this Act takes effect July 1, 2013.

Page five, to be inserted AS 14.17.420(a)(3)

In addition to the special needs and intensive services funding available under (1) and (2) of this subsection, a district is eligible for high school vocational education funding for the students who are enrolled in grades nine through 12 as determined by the department; high school vocational education funding is equal to the number of high school students in the district as determined by the department multiplied by 1.025; in this paragraph, "high school vocational education" excludes costs associated with

(A) Administrative expenses; and

(B) instruction in general literacy, mathematics, and job readiness skills.

In addition to the special needs and intensive services funding available under (1) and (2) of this subsection, a district is eligible for high school vocational education funding for the students who are enrolled in grades nine through 12 as determined by the department; high school vocational education funding is equal to the number of high school students in the district as determined by the department multiplied by 1.25; in this paragraph, "high school vocational education" excludes costs associated with

(A) Administrative expenses; and

(B) instruction in general literacy, mathematics, and job readiness skills.

27-LS0465\M
Mischel
1/28/11

SENATE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY SENATOR THOMAS

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to funding for vocational education ~~as a component of special needs~~ funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

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

*** Section 1.** 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 **combined** special needs **factors** [FACTOR] set out in AS 14.17.420(a)(1) **and (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.

*** Sec. 2.** AS 14.17.420(a) is amended to read:

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(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, a district is eligible for supplemental special needs funding for [direct] vocational education instruction

for each student who is enrolled in grades nine through 12 on the last day of the count period; a supplemental special needs funding factor of 1.025 shall be applied as set out in AS 14.17.410(b)(1); in this paragraph, "direct vocational education instruction" excludes costs associated with

(A) administrative expenses; and

(B) instruction in general literacy, mathematics, and job readiness skills.

*** 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 **combined** special needs **factors** [FACTOR] in AS 14.17.420(a)(1) **and (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.

*** Sec. 4.** AS 14.17.470 is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,790** [$5,680].

*** Sec. 5.** AS 14.17.470, as amended by sec. 4 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,905** [$5,790].

*** Sec. 6.** AS 14.17.470, as amended by secs. 4 and 5 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$6,025** [$5,905].

*** Sec. 7.** Section 4 of this Act takes effect July 1, 2011.

*** Sec. 8.** Section 5 of this Act takes effect July 1, 2012.

*** Sec. 9.** Section 6 of this Act takes effect July 1, 2013.

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SE

Fiscal Note Number: 2
Bill Version: CSHB 317(EDC)
(H) Publish Date: 2/12/10

Identifier (file name): HB317-EED-ESS-2-8-10
Title "An Act increasing the special needs funding and base student Allocation for public schools, and extending the adjustment for student...."
Sponsor House Education Committee
Requester House Education Committee

Dept. Affected: Education & Early Development
RDU K-12 Support
Component Foundation Program
Component Number 141

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2011**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	0.0	0.0	44,984.5	46,048.0	0.0	0.0	0.0
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**44,984.5**	**46,048.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	0.0	0.0	44,984.5	46,048.0	0.0	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**0.0**	**0.0**	**44,984.5**	**46,048.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2010) cost:

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

HB 317 beginning in FY 2012 the following increases will affect the foundation formula:
FY2012 special needs funding factor of 1.20 to 1.215; BSA increase of $125 to $5,805.
FY2013 speical needs funding factor of 1.215 to 1.230; BSA increases of $125 to $5,930.

In addition the Pupil Transportation language has been altered to use only increases to the CPI-U for all urban consumers for the Anchorage metropolitan area rather than changes. If there is a reduction in the CPI-U then the pupil transportation grants will be unaffected.

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division School Finance — Date/Time 2/5/10 12:00 AM
Approved by: Larry LeDoux, Commissioner — Date 2/5/2010

School Districts	FY2012 - SPED add on from 1.20 to 1.215	BSA Increased by $125 to $5805	Total Increase
ALASKA GATEWAY	78,434	149,842	**228,276**
ALEUTIAN REGION	17,942	33,549	**51,491**
ALEUTIANS EAST BOROUGH	81,965	147,355	**229,320**
ANCHORAGE	4,536,807	9,333,439	**13,870,246**
ANNETTE ISLAND	45,283	85,420	**130,703**
BERING STRAIT	443,434	814,281	**1,257,715**
BRISTOL BAY BOROUGH	32,467	60,961	**93,428**
CHATHAM	37,024	71,302	**108,326**
CHUGACH	10,205	29,832	**40,037**
COPPER RIVER	86,181	167,151	**253,332**
CORDOVA CITY	53,372	102,944	**156,316**
CRAIG CITY	45,626	127,419	**173,045**
DELTA/GREELY	112,895	233,650	**346,545**
DENALI BOROUGH	45,910	104,881	**150,791**
DILLINGHAM CITY	72,567	137,263	**209,830**
FAIRBANKS NORTH STAR BOROUGH	1,486,828	3,258,327	**4,745,155**
GALENA CITY	45,283	420,530	**465,813**
HAINES BOROUGH	43,575	91,794	**135,369**
HOONAH CITY	22,499	44,843	**67,342**
HYDABURG CITY	13,498	25,605	**39,103**
IDITAROD AREA	59,921	116,523	**176,444**
JUNEAU BOROUGH	538,955	1,149,286	**1,688,241**
KAKE CITY	16,975	35,082	**52,057**
KASHUNAMIUT	60,605	114,175	**174,780**
KENAI PENINSULA BOROUGH	1,017,761	2,048,173	**3,065,934**
KETCHIKAN GATEWAY BOROUGH	263,270	510,320	**773,590**
KLAWOCK CITY	23,125	46,023	**69,148**
KODIAK ISLAND BOROUGH	334,184	645,286	**979,470**
KUSPUK	93,984	170,306	**264,290**
LAKE AND PENINSULA BOROUGH	122,579	222,763	**345,342**
LOWER KUSKOKWIM	829,736	1,565,831	**2,395,567**
LOWER YUKON	457,047	836,830	**1,293,877**
MATANUSKA-SUSITNA BOROUGH	1,596,132	3,438,192	**5,034,324**
NENANA CITY	35,998	145,235	**181,233**
NOME CITY	112,041	209,939	**321,980**
NORTH SLOPE BOROUGH	332,532	605,738	**938,270**
NORTHWEST ARCTIC BOROUGH	409,713	767,229	**1,176,942**
PELICAN CITY	2,979	5,254	**8,233**
PETERSBURG CITY	75,699	154,032	**229,731**
PRIBILOF	24,664	43,904	**68,568**
SAINT MARY'S	37,708	71,875	**109,583**
SITKA BOROUGH	157,722	335,881	**493,603**
SKAGWAY CITY	14,126	28,318	**42,444**
SOUTHEAST ISLAND	52,174	98,173	**150,347**
SOUTHWEST REGION	154,019	288,323	**442,342**
TANANA	12,701	24,167	**36,868**
UNALASKA CITY	67,897	122,313	**190,210**
VALDEZ CITY	85,497	166,644	**252,141**
WRANGELL PUBLIC	44,998	96,338	**141,336**
YAKUTAT	21,303	37,929	**59,232**
YUKON FLATS	93,529	174,288	**267,817**
YUKON/KOYUKUK	87,946	276,157	**364,103**
YUPIIT	108,850	198,283	**307,133**
Mt. Edgecumbe	49,384	87,704	**137,088**
TOTAL	**14,707,549**	**30,276,902**	**44,984,451**

G:\DistSup\$11Foundation\FiscalNotes\HB317\[HB317_SF_$125BSA_FY12&13_SPED1.215&1.23_2-5-10UPDATE.xlsx]FY12 Proj. Funding Increase

School Districts	FY2012 - SPED add on from 1.215 to 1.230	FY2013 - BSA Increased by $125 to $5930	Total Increase
ALASKA GATEWAY	82,076	154,917	**236,993**
ALEUTIAN REGION	18,569	34,333	**52,902**
ALEUTIANS EAST BOROUGH	86,849	154,609	**241,458**
ANCHORAGE	4,636,310	9,432,999	**14,069,309**
ANNETTE ISLAND	47,732	88,928	**136,660**
BERING STRAIT	466,961	848,296	**1,315,257**
BRISTOL BAY BOROUGH	33,762	62,760	**96,522**
CHATHAM	39,234	74,616	**113,850**
CHUGACH	10,636	30,381	**41,017**
COPPER RIVER	89,178	170,951	**260,129**
CORDOVA CITY	55,299	105,535	**160,834**
CRAIG CITY	47,500	130,013	**177,513**
DELTA/GREELY	116,827	238,780	**355,607**
DENALI BOROUGH	46,918	105,888	**152,806**
DILLINGHAM CITY	74,684	139,833	**214,517**
FAIRBANKS NORTH STAR BOROUGH	1,523,705	3,298,479	**4,822,184**
GALENA CITY	46,394	421,701	**468,095**
HAINES BOROUGH	45,462	94,353	**139,815**
HOONAH CITY	23,750	46,619	**70,369**
HYDABURG CITY	14,261	26,735	**40,996**
IDITAROD AREA	62,809	120,654	**183,463**
JUNEAU BOROUGH	558,584	1,174,857	**1,733,441**
KAKE CITY	18,045	36,655	**54,700**
KASHUNAMIUT	62,983	117,421	**180,404**
KENAI PENINSULA BOROUGH	1,058,083	2,102,329	**3,160,412**
KETCHIKAN GATEWAY BOROUGH	274,227	525,175	**799,402**
KLAWOCK CITY	24,332	47,649	**71,981**
KODIAK ISLAND BOROUGH	347,689	663,544	**1,011,233**
KUSPUK	98,083	175,957	**274,040**
LAKE AND PENINSULA BOROUGH	128,702	231,476	**360,178**
LOWER KUSKOKWIM	858,249	1,602,213	**2,460,462**
LOWER YUKON	480,523	870,503	**1,351,026**
MATANUSKA-SUSITNA BOROUGH	1,640,416	3,489,417	**5,129,833**
NENANA CITY	36,964	146,366	**183,330**
NOME CITY	115,605	214,362	**329,967**
NORTH SLOPE BOROUGH	346,640	624,963	**971,603**
NORTHWEST ARCTIC BOROUGH	426,854	790,650	**1,217,504**
PELICAN CITY	3,044	5,396	**8,440**
PETERSBURG CITY	79,224	158,944	**238,168**
PRIBILOF	25,729	45,358	**71,087**
SAINT MARY'S	39,350	74,151	**113,501**
SITKA BOROUGH	164,210	344,665	**508,875**
SKAGWAY CITY	14,437	28,692	**43,129**
SOUTHEAST ISLAND	54,659	101,650	**156,309**
SOUTHWEST REGION	160,369	297,063	**457,432**
TANANA	13,214	24,928	**38,142**
UNALASKA CITY	70,491	125,784	**196,275**
VALDEZ CITY	87,897	169,446	**257,343**
WRANGELL PUBLIC	46,742	98,672	**145,414**
YAKUTAT	22,527	39,662	**62,189**
YUKON FLATS	98,142	180,912	**279,054**
YUKON/KOYUKUK	91,855	281,612	**373,467**
YUPIIT	113,218	204,258	**317,476**
Mt. Edgecumbe	51,400	90,451	**141,851**
TOTAL	**15,181,403**	**30,866,561**	**46,047,964**

G:\DistSup\$11Foundation\FiscalNotes\HB317\[HB317_SF_$125BSA_FY12&13_SPED1.215&1.23_2-5-10UPDATE.xlsx]FY13 Proj. Funding Increase

FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: HB 273
(H) Publish Date: 1/24/08

Identifier (file name): HB273-EED-ESS-01-18-08
Dept. Affected: Education & Early Development
Title: An Act relating to school funding, the based student allocation, district cost factors, and the adjustments for...
RDU: K-12 Support
Component: Foundation Program
Sponsor: Representative Hawker
Requester: Joint Legislative Education Funding Task Force
Component Number: 141

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2009**	**FY 2009**	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	112,496.4	0.0	56,491.6	57,712.5	12,901.0	12,075.0	
Miscellaneous							
TOTAL OPERATING	**112,496.4**	**0.0**	**56,491.6**	**57,712.5**	**12,901.0**	**12,075.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES ( )							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	112,496.4	0.0	56,491.6	57,712.5	12,901.0	12,075.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**112,496.4**	**0.0**	**56,491.6**	**57,712.5**	**12,901.0**	**12,075.0**	**0.0**

Estimate of any current year (FY2008) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

This bill would set the district cost factors in FY09 at 50% of the ISER increase over the original cost factors and implement the remaining 50% over the next 4 years; offers 9x the Base Student Allocation (BSA) for intensives plus it will increase it to 11x the BSA in FY10 and 13x the BSA in FY11; provide a hold harmless provision for those districts whose School Size adjusted ADM has decreased by more than 5% over the prior year; and increase the BSA by $100 for FY09 to $5,480, FY10 to $5,580, & FY11 to $5,680.

The Legislature funded 50% of ISER in FY08 outside the formula for approximately $50million and the School Improvement Grant for approximately $20million. If the $70million provided in FY08 is taken into consideration, then the actual increase in FY09 over FY08 is approximately $42million.

The GF capitalizes on the Public Education Fund (PEF). **BASED ON FY09 PROJECTED ADM**

Prepared by: Eddy Jeans, Director — Phone 465-8679
Division: School Finance — Date/Time 1/18/08 12:00 AM
Approved by: Barbara Thompson, Interim Commissioner — Date 1/18/2008
Education & Early Development

Department of Education and Early Development
Prepared 1/18/08
Foundation Funding 5 year Proposal

HB 273

Prepared by School Finance
Fiscal Note No. 2

School Districts	50% ISER Implemented	BSA increase by $100 to $5,480	Intensive Multiplier from x5 to x9	5% reduction in School Size Adjustment Hold Harmless	YEAR 1 FY2009 funding
ALASKA GATEWAY	596,366	113,123	129,120	-	**838,609**
ALEUTIAN REGION	78,404	26,202	-	-	**104,606**
ALEUTIANS EAST BOROUGH	900,215	100,271	-	-	**1,000,486**
ANCHORAGE	0	6,983,032	17,904,640	-	**24,887,672**
ANNETTE ISLAND	425,420	57,390	21,520	-	**504,330**
BERING STRAIT	4,145,639	589,180	430,400	-	**5,165,219**
BRISTOL BAY BOROUGH	190,478	46,578	43,040	-	**280,096**
CHATHAM	432,435	51,220	86,080	-	**569,735**
CHUGACH	96,157	38,056	-	-	**134,213**
COPPER RIVER	364,445	131,496	193,680	-	**689,621**
CORDOVA CITY	239,798	80,423	129,120	-	**449,341**
CRAIG CITY	303,255	105,434	215,200	-	**623,889**
DELTA/GREELY	484,884	187,840	150,640	-	**823,364**
DENALI BOROUGH	26,872	96,054	64,560	-	**187,486**
DILLINGHAM CITY	197,709	111,559	172,160	-	**481,428**
FAIRBANKS NORTH STAR BOROUGH	1,624,033	2,265,608	6,176,240	-	**10,065,881**
GALENA CITY	49,968	337,704	-	-	**387,672**
HAINES BOROUGH	277,679	67,805	172,160	-	**517,644**
HOONAH CITY	230,517	34,073	86,080	61,029	**411,699**
HYDABURG CITY	168,840	19,289	-	-	**188,129**
IDITAROD AREA	489,741	88,044	-	-	**577,785**
JUNEAU BOROUGH	2,512,971	844,226	2,926,720	-	**6,283,917**
KAKE CITY	201,162	23,138	43,040	150,278	**417,618**
KASHUNAMIUT	350,470	90,362	129,120	-	**569,952**
KENAI PENINSULA BOROUGH	5,592,144	1,497,259	1,936,800	-	**9,026,203**
KETCHIKAN GATEWAY BOROUGH	1,514,550	376,286	430,400	-	**2,321,236**
KLAWOCK CITY	205,425	33,583	64,560	-	**303,568**
KODIAK ISLAND BOROUGH	2,044,545	490,291	581,040	-	**3,115,876**
KUSPUK	683,673	135,581	43,040	-	**862,294**
LAKE AND PENINSULA BOROUGH	1,060,692	161,945	43,040	-	**1,265,677**
LOWER KUSKOKWIM	3,290,913	1,175,026	1,355,760	-	**5,821,699**
LOWER YUKON	4,246,059	625,032	301,280	-	**5,172,371**
MATANUSKA-SUSITNA BOROUGH	3,303,917	2,450,573	4,863,520	-	**10,618,010**
NENANA CITY	71,984	101,892	64,560	-	**238,436**
NOME CITY	412,471	163,737	64,560	-	**640,768**
NORTH SLOPE BOROUGH	2,095,213	452,486	193,680	-	**2,741,379**
NORTHWEST ARCTIC BOROUGH	2,500,614	588,294	430,400	-	**3,519,308**
PELICAN CITY	24,120	6,577	-	-	**30,697**
PETERSBURG CITY	597,662	112,660	258,240	-	**968,562**
PRIBILOF	161,232	34,170	-	-	**195,402**
SAINT MARY'S	257,389	53,609	43,040	-	**354,038**
SITKA BOROUGH	1,030,205	249,106	774,720	-	**2,054,031**
SKAGWAY CITY	16,026	24,202	64,560	140,890	**245,678**
SOUTHEAST ISLAND	345,128	60,682	64,560	-	**470,370**
SOUTHWEST REGION	934,857	210,911	129,120	-	**1,274,888**
TANANA	90,222	20,711	43,040	-	**153,973**
UNALASKA CITY	345,289	89,503	43,040	-	**477,832**
VALDEZ CITY	225,823	131,981	172,160	-	**529,964**
WRANGELL PUBLIC	248,325	63,930	43,040	-	**355,295**
YAKUTAT	211,686	26,347	-	128,694	**366,727**
YUKON FLATS	811,558	127,931	21,520	-	**961,009**
YUKON/KOYUKUK	659,714	213,398	172,160	-	**1,045,272**
YUPIIT	642,556	151,448	43,040	-	**837,044**
Mt. Edgecumbe	305,090	63,350	-	-	**368,440**
TOTAL	**48,316,540**	**22,380,608**	**41,318,400**	**480,891**	**112,496,439**

School Districts	1/4 increase of remaining 50% ISER	BSA increase by $100 to $5,580	Intensive Mulitiplier from x9 to x11	YEAR 2 FY2010 funding
ALASKA GATEWAY	151,855	117,086	65,760	**334,701**
ALEUTIAN REGION	20,390	26,573	-	**46,963**
ALEUTIANS EAST BOROUGH	229,239	104,442	-	**333,681**
ANCHORAGE	0	7,149,432	9,118,720	**16,268,152**
ANNETTE ISLAND	108,382	59,562	10,960	**178,904**
BERING STRAIT	1,051,110	612,305	219,200	**1,882,615**
BRISTOL BAY BOROUGH	48,476	47,860	21,920	**118,256**
CHATHAM	110,031	54,022	43,840	**207,893**
CHUGACH	24,238	38,497	-	**62,735**
COPPER RIVER	95,411	135,032	98,640	**329,083**
CORDOVA CITY	60,127	82,717	65,760	**208,604**
CRAIG CITY	78,813	108,868	109,600	**297,281**
DELTA/GREELY	123,441	191,486	76,720	**391,647**
DENALI BOROUGH	8,244	96,804	32,880	**137,928**
DILLINGHAM CITY	52,542	114,115	87,680	**254,337**
FAIRBANKS NORTH STAR BOROUGH	413,520	2,330,532	3,145,520	**5,889,572**
GALENA CITY	13,959	337,958	-	**351,917**
HAINES BOROUGH	70,623	70,690	87,680	**228,993**
HOONAH CITY	61,225	37,303	43,840	**142,368**
HYDABURG CITY	43,309	20,077	-	**63,386**
IDITAROD AREA	124,704	90,313	-	**215,017**
JUNEAU BOROUGH	658,091	883,400	1,490,560	**3,032,051**
KAKE CITY	59,028	27,987	21,920	**108,935**
KASHUNAMIUT	90,134	93,202	65,760	**249,096**
KENAI PENINSULA BOROUGH	1,423,959	1,541,168	986,400	**3,951,527**
KETCHIKAN GATEWAY BOROUGH	381,147	387,221	219,200	**987,568**
KLAWOCK CITY	52,653	35,141	32,880	**120,674**
KODIAK ISLAND BOROUGH	531,243	505,357	295,920	**1,332,520**
KUSPUK	176,366	139,190	21,920	**337,476**
LAKE AND PENINSULA BOROUGH	272,547	167,304	21,920	**461,771**
LOWER KUSKOKWIM	857,431	1,203,227	690,480	**2,751,138**
LOWER YUKON	1,081,173	647,504	153,440	**1,882,117**
MATANUSKA-SUSITNA BOROUGH	897,387	2,512,101	2,476,960	**5,886,448**
NENANA CITY	19,455	102,846	32,880	**155,181**
NOME CITY	108,161	166,305	32,880	**307,346**
NORTH SLOPE BOROUGH	533,551	463,994	98,640	**1,096,185**
NORTHWEST ARCTIC BOROUGH	632,040	603,794	219,200	**1,455,034**
PELICAN CITY	6,266	6,691	-	**12,957**
PETERSBURG CITY	154,657	117,874	131,520	**404,051**
PRIBILOF	41,110	34,918	-	**76,028**
SAINT MARY'S	65,073	55,193	21,920	**142,186**
SITKA BOROUGH	267,655	261,176	394,560	**923,391**
SKAGWAY CITY	4,561	27,533	32,880	**64,974**
SOUTHEAST ISLAND	87,826	62,880	32,880	**183,586**
SOUTHWEST REGION	239,790	216,474	65,760	**522,024**
TANANA	22,753	21,525	21,920	**66,198**
UNALASKA CITY	89,751	91,536	21,920	**203,207**
VALDEZ CITY	60,511	134,682	87,680	**282,873**
WRANGELL PUBLIC	63,259	65,481	21,920	**150,660**
YAKUTAT	59,961	30,240	-	**90,201**
YUKON FLATS	206,705	131,892	10,960	**349,557**
YUKON/KOYUKUK	169,057	218,074	87,680	**474,811**
YUPIIT	164,880	154,848	21,920	**341,648**
Mt. Edgecumbe	79,307	64,793	-	**144,100**
TOTAL	**12,447,127**	**23,001,225**	**21,043,200**	**56,491,552**

School Districts	1/4 increase of remaining 50% ISER	BSA increase by $100 to $5,680	Intensive Multiplier from x11 to x13	YEAR 3 FY2011 funding
ALASKA GATEWAY	154,617	121,049	66,960	**342,626**
ALEUTIAN REGION	20,761	26,944	-	**47,705**
ALEUTIANS EAST BOROUGH	233,353	108,612	-	**341,965**
ANCHORAGE	0	7,315,832	9,285,120	**16,600,952**
ANNETTE ISLAND	110,241	61,732	11,160	**183,133**
BERING STRAIT	1,070,291	635,431	223,200	**1,928,922**
BRISTOL BAY BOROUGH	49,357	49,142	22,320	**120,819**
CHATHAM	112,143	56,826	44,640	**213,609**
CHUGACH	24,733	38,939	-	**63,672**
COPPER RIVER	97,202	138,569	100,440	**336,211**
CORDOVA CITY	61,276	85,012	66,960	**213,248**
CRAIG CITY	80,247	112,302	111,600	**304,149**
DELTA/GREELY	125,686	195,132	78,120	**398,938**
DENALI BOROUGH	8,282	97,552	33,480	**139,314**
DILLINGHAM CITY	53,442	116,670	89,280	**259,392**
FAIRBANKS NORTH STAR BOROUGH	421,043	2,395,456	3,202,920	**6,019,419**
GALENA CITY	14,103	338,210	-	**352,313**
HAINES BOROUGH	71,965	73,576	89,280	**234,821**
HOONAH CITY	62,396	39,218	44,640	**146,254**
HYDABURG CITY	44,209	20,867	-	**65,076**
IDITAROD AREA	126,974	92,582	-	**219,556**
JUNEAU BOROUGH	670,121	922,575	1,517,760	**3,110,456**
KAKE CITY	60,101	29,461	22,320	**111,882**
KASHUNAMIUT	91,662	96,040	66,960	**254,662**
KENAI PENINSULA BOROUGH	1,449,923	1,585,078	1,004,400	**4,039,401**
KETCHIKAN GATEWAY BOROUGH	388,083	398,156	223,200	**1,009,439**
KLAWOCK CITY	53,665	36,700	33,480	**123,845**
KODIAK ISLAND BOROUGH	540,854	520,422	301,320	**1,362,596**
KUSPUK	179,520	142,798	22,320	**344,638**
LAKE AND PENINSULA BOROUGH	277,561	172,664	22,320	**472,545**
LOWER KUSKOKWIM	873,031	1,231,428	703,080	**2,807,539**
LOWER YUKON	1,100,845	669,976	156,240	**1,927,061**
MATANUSKA-SUSITNA BOROUGH	913,658	2,573,628	2,522,160	**6,009,446**
NENANA CITY	19,754	103,799	33,480	**157,033**
NOME CITY	110,185	168,874	33,480	**312,539**
NORTH SLOPE BOROUGH	543,204	475,501	100,440	**1,119,145**
NORTHWEST ARCTIC BOROUGH	643,540	619,294	223,200	**1,486,034**
PELICAN CITY	6,379	6,805	-	**13,184**
PETERSBURG CITY	157,471	123,088	133,920	**414,479**
PRIBILOF	41,746	35,664	-	**77,410**
SAINT MARY'S	66,201	56,776	22,320	**145,297**
SITKA BOROUGH	272,525	273,246	401,760	**947,531**
SKAGWAY CITY	4,702	28,217	33,480	**66,399**
SOUTHEAST ISLAND	89,536	65,080	33,480	**188,096**
SOUTHWEST REGION	244,209	222,038	66,960	**533,207**
TANANA	23,223	22,340	22,320	**67,883**
UNALASKA CITY	91,326	93,568	22,320	**207,214**
VALDEZ CITY	61,667	137,384	89,280	**288,331**
WRANGELL PUBLIC	64,410	67,032	22,320	**153,762**
YAKUTAT	61,109	31,332	-	**92,441**
YUKON FLATS	210,353	135,851	11,160	**357,364**
YUKON/KOYUKUK	172,133	222,750	89,280	**484,163**
YUPIIT	167,880	158,248	22,320	**348,448**
Mt. Edgecumbe	80,695	66,235	-	**146,930**
TOTAL	**12,673,593**	**23,611,701**	**21,427,200**	**57,712,494**

School Districts	YEAR 4 - FY2012 1/4 increase of remaining 50% ISER
ALASKA GATEWAY	157,381
ALEUTIAN REGION	21,075
ALEUTIANS EAST BOROUGH	237,579
ANCHORAGE	0
ANNETTE ISLAND	112,325
BERING STRAIT	1,089,473
BRISTOL BAY BOROUGH	50,295
CHATHAM	114,148
CHUGACH	25,063
COPPER RIVER	98,883
CORDOVA CITY	62,314
CRAIG CITY	81,681
DELTA/GREELY	127,989
DENALI BOROUGH	8,544
DILLINGHAM CITY	54,511
FAIRBANKS NORTH STAR BOROUGH	428,567
GALENA CITY	14,410
HAINES BOROUGH	73,307
HOONAH CITY	63,397
HYDABURG CITY	44,941
IDITAROD AREA	129,242
JUNEAU BOROUGH	682,153
KAKE CITY	61,232
KASHUNAMIUT	93,300
KENAI PENINSULA BOROUGH	1,475,778
KETCHIKAN GATEWAY BOROUGH	395,018
KLAWOCK CITY	54,567
KODIAK ISLAND BOROUGH	550,574
KUSPUK	182,841
LAKE AND PENINSULA BOROUGH	282,522
LOWER KUSKOKWIM	888,634
LOWER YUKON	1,120,517
MATANUSKA-SUSITNA BOROUGH	930,101
NENANA CITY	20,163
NOME CITY	112,098
NORTH SLOPE BOROUGH	552,967
NORTHWEST ARCTIC BOROUGH	655,097
PELICAN CITY	6,493
PETERSBURG CITY	160,286
PRIBILOF	42,607
SAINT MARY'S	67,498
SITKA BOROUGH	277,453
SKAGWAY CITY	4,727
SOUTHEAST ISLAND	91,021
SOUTHWEST REGION	248,630
TANANA	23,639
UNALASKA CITY	93,073
VALDEZ CITY	62,771
WRANGELL PUBLIC	65,504
YAKUTAT	62,143
YUKON FLATS	214,170
YUKON/KOYUKUK	175,095
YUPIIT	170,994
Mt. Edgecumbe	82,192
TOTAL	**12,900,983**

School Districts	YEAR 5 - FY2013 1/4 increase of remaining 50% ISER
ALASKA GATEWAY	153,222
ALEUTIAN REGION	18,684
ALEUTIANS EAST BOROUGH	237,523
ANCHORAGE	0
ANNETTE ISLAND	109,534
BERING STRAIT	1,089,360
BRISTOL BAY BOROUGH	50,239
CHATHAM	114,090
CHUGACH	26,201
COPPER RIVER	88,003
CORDOVA CITY	66,016
CRAIG CITY	75,187
DELTA/GREELY	120,413
DENALI BOROUGH	0
DILLINGHAM CITY	45,397
FAIRBANKS NORTH STAR BOROUGH	321,482
GALENA CITY	7,177
HAINES BOROUGH	73,251
HOONAH CITY	63,453
HYDABURG CITY	42,492
IDITAROD AREA	129,185
JUNEAU BOROUGH	606,282
KAKE CITY	62,314
KASHUNAMIUT	90,054
KENAI PENINSULA BOROUGH	1,405,488
KETCHIKAN GATEWAY BOROUGH	413,814
KLAWOCK CITY	51,549
KODIAK ISLAND BOROUGH	506,489
KUSPUK	173,216
LAKE AND PENINSULA BOROUGH	272,155
LOWER KUSKOKWIM	807,864
LOWER YUKON	1,099,385
MATANUSKA-SUSITNA BOROUGH	697,531
NENANA CITY	15,664
NOME CITY	92,388
NORTH SLOPE BOROUGH	537,590
NORTHWEST ARCTIC BOROUGH	674,349
PELICAN CITY	5,696
PETERSBURG CITY	149,918
PRIBILOF	42,548
SAINT MARY'S	67,383
SITKA BOROUGH	244,073
SKAGWAY CITY	3,532
SOUTHEAST ISLAND	88,460
SOUTHWEST REGION	240,998
TANANA	24,265
UNALASKA CITY	85,496
VALDEZ CITY	43,859
WRANGELL PUBLIC	62,200
YAKUTAT	60,776
YUKON FLATS	214,112
YUKON/KOYUKUK	166,835
YUPIIT	165,526
Mt. Edgecumbe	72,284
TOTAL	**12,075,002**

Catherine Reardon

From: Catherine Reardon
Sent: Wednesday, January 26, 2011 9:01 PM
To: Joe Hardenbrook; Murray Richmond
Subject: Please read re education bill drafting

Dear Murray and Joe,
I have given some thought to the way the new 2.5% for high school voc-ed can be referenced in the existing school funding formula, so the student count adjustment is made at the beginning of the calculation and is, therefore, subject to the school size and district cost factor adjustments.

In addition to the language creating the high school voc-ed factor of 1.025 (which I offered in my first email below,) I believe we will need an amendment to AS 14.17.410 (the existing statute that says how the number of real students is manipulated to reach the final number that is multiplied by the BSA)

I suggest that AS 14.17.410(b)(1)(A) be amended to read, "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 as modified by application of the vocational education factor to the students enrolled in grades nine through twelve in each school

Of course, the Legal Services drafter will not accept my language as written, but it may be helpful to communicate an approach that we think works, rather than waiting to see what voluminous language they send us at 4:30 pm ☺

Joe – Murray and I discussed two other things related to the bill this evening:

1) We may discover that districts do not report to the department the grade levels of the students in the October count, and that it would be difficult/costly to require them to do so for the purposes of calculating how many are in high school. For example, it may be more complicated than it seems to decide if a student is in 9th grade vs. 8th grade during the month of October...although I would think No Child Left Behind data would require determining who is in high school. If the department says this is a problem that would trigger a large fiscal note, we will have to develop another method. For example, we might have to multiply the entire student enrollment (K-12) by a smaller factor (1%?), but only allow the money to be spent on high school students.

2) Given the need for department feedback on our method and our cost estimates, as well as discussion with Stevens and approval of the final draft by Meyers, it is probably unrealistic to plan to submit a final version to the Senate Secretary this Friday afternoon.

3) I suggest producing a 1-page sheet that describes the legislation conceptually and announcing that a Senate Education Committee bill will be introduced next week. Ideally, the conceptual description would be given to members of the Committee during the Friday morning meeting, and then distributed to the school board association Friday afternoon. If Thomas and Meyer's issue a press release Friday, we are somewhat protected from having our thunder stolen by another legislator dropping in a BSA bill Friday or Monday (a rep. or a Senate minority member or Weilechowski, for example.)

   Distributing the conceptual page Friday morning would prevent Committee members from being caught unprepared if their local school board members ask what they think about the Thomas/Meyer proposal during visits Monday, and will allow the school boards to lobby in support as they travel through the building. The school board association work sessions take place on Saturday, so it would be ideal if they could discuss our legislation then. Since no one will have a bill draft, the focus will be on the concepts (BSA increase and high school voc-ed multiplier) rather than the wording details. This big picture focus will be more comfortable for Joe Thomas, will be easier for school boards and superintendents to get behind quickly, and will protect us from being undercut by discussion of department technical issues or identification of error.

Finally, regarding co-sponsors Joe: am I correct that committee bills cannot have co-primes? Can they have regular cosponsors at the time of introduction?

Thanks for reading!
--Catherine

From: Catherine Reardon
Sent: Wednesday, January 26, 2011 7:17 PM
To: Murray Richmond; Joe Hardenbrook
Subject: definition of vocational education

I did not spot a definition of "vocational education " in the statutes. There may be a definition in regulation. Legal Services can do a quick search to answer that question.

Since the new 2.5% vocational education money will be provided only for students in grades 9-12, I think this new "vocational education factor" of 1.025 will have to be set out in its own paragraph of AS 14.17.420(a).

I suggest the following approximate language, which I modeled after the wording in AS 14.17.420(a)(2):
"(3) in addition to the special needs and intensive **services** funding for which a district is eligible under (1) and (2) of this subsection, a district is eligible for vocational education funding for each student enrolled in grades 9-12 during the count period; a vocational education funding factor of 1.025 shall be applied as set out in AS 14.17.410(b)(1). The funding provided by this paragraph shall be used by school districts only for direct vocational education instruction, supplies and equipment and shall not be used for administrative costs or instruction in general literacy, mathematics, or job-readiness skills."

--Catherine

Murray,
This is a correction.
I wrote "intensive needs"
in my original email.
-Catherine

School Funding Legislation Plan

School Board Meeting

1) Maintain the Base Student Allocation at workable levels.
   a. Increase the Base Student Allocation by **$110** ***[$26M]*** on July 1, 2011, by **$115** *[$27.5M]* on July 1, 2012, and by **$120** *[$29M]* on July 1, 2013.
   b. Around a **two percent increase** per year.
   c. Helps districts keep up with rising costs of operation
   d. It is by no means certain that a BSA increase will pass.
      i. A lot of legislators who don't yet accept that the BSA must increase modestly every year to provide a stable educational program. *It is your job to contact your legislators and push for this*
      ii. School districts must convince legislators **that predictable annual increases are fiscally responsible** because they result in less waste and more efficiency than the previous unpredictable pattern.
   e. The BSA is currently $5,680 and the total cost of school funding in the Governor's FY12 budget is $1.13 billion

2) Create high school Vocational Education fund for students in grades 9-12
   a. **Would not change** the definition or funding of the existing special needs factor for current Special Needs, Gifted and Talented, current Voc Ed programs or Bi-lingual education.
   b. The legislation would establish 2.5% specifically for high school vocational education similar to current special education funding
   c. Vocational Education money tends to get used special education, because it is the in the same fund.
   d. To be given to districts and used for High School Voc Ed.

4) Education Committee wants to hear different **ways to deliver education in Alaska** during this session. What are you doing that works? Want to know what works, and let districts use what will best serve them, combining, structuring and synchronizing existing programs,

    a. Teacher preparedness—Teachers able to identify problems, especially in younger years and implement plans for remediation
        i. Encourage national teacher certification
    b. Counselors to help guide students, especially in career decisions
    c. Early Education; different options for early childhood education including public/private partnerships.
        i. Parents as Teachers
        ii. Best Beginnings
        iii. Headstart
        iv. Traditional classroom Pre-K program

5) We are interesting in hearing what works in your communities. Help us adapt different strategies to provide the best education for our children.

BASE Student Allocation FY 1999 – FY 2011

3% average annual BSA increase in 12 years from July 1, 1998 to June 30, 2010

Year	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY99-FY11
BSA	4,010	4,010	4,010	4,010	4,010	4,169	4,576	4,919	5,380	5,380	5,480	5,580	5,680	----
$ Change	----	0	0	0	0	159	407	343	461	0	100	100	100	1,670
% Change	----	0	0	0	0	3.96%	9.76%	7.49%	9.37%	0	1.85%	1.82%	1.79%	36.04%
Anchorage Cost of Living Increase	1.0%	1.7%	2.8%	1.9%	2.7%	2.6%	3.1%	3.2%	2.2%	4.6%	1.2%	1.8%	----	28.8%

2.4% average annual Anchorage COL increase in 12 years from January 1, 1999 – December 31, 2010 (US Bureau of Labor Statistics)

BSA Increase

- Not necessarily and increase; helps them keep even with rising cost
- We estimate that increasing the BSA by $110, $115 and $120 would result in incremental increases of approximately $24, $24.5 and $25 Million in FY11-FY13.
- (In 2009 the $100 increase in the BSA cost $23,611,701)
- Represents a 1.94%, 1.99%, and 2.03% increase in the BSA over the next three years.
- Less than what the Fairbanks and Anchorage schools are asking.

High School Vocational Education

- We estimate the 2.5% increase for high school voc-ed would cost $9.5 million.
    - Based on the assumption that one third of state education funding (or $377 million) goes to high school students, and 2.5 percent of $377 million is $9,425,000.
- The specific amount generated for each district is subject to the same cost adjustments as the current Base Student Allocation.
- Vocation Education is more expensive than regular classroom instruction
- Vocational Education money tends to get used special education, because it is the in the same fund.

Intend to introduce Bill the week of January 31.

School Funding Legislation Plan

School Board Meeting

1) **Maintain the Base Student Allocation** at workable levels.
   a. Increase the Base Student Allocation by $110 on July 1, 2011, by $115 on July 1, 2012, and by $120 on July 1, 2013. — increase
   b. **Around a two percent per year**.
   c. Helps districts keep up with rising costs of operation;
   d. It is by no means certain that a BSA increase will pass.
      i. A lot of legislators who don't yet accept that the BSA must increase modestly every year to provide a stable educational program. — It's your job to convince them.
      ii. School districts must convince legislators that predictable annual increases are fiscally responsible because they result in less waste and more efficiency than the previous unpredictable pattern. Contact your legislator
   e. The BSA is currently $5,680 and the total cost of school funding in the Governor's FY12 budget is $1.13 billion

2) Create high school Vocational Education fund for students in grades 9-12
   a. The legislation would establish 2.5% specifically for high school vocational education similar to current special education funding
   b. Vocational Education money tends to get used special education, because it is the in the same fund. detention or funds detention or funds
   c. Would not change the existing special needs factor.
   d. To be given to districts and used for High School Voc Ed.

3) Education Committee wants to hear different **ways to deliver education in Alaska** during this session. What are you doing that works?
   a. Teacher preparedness—Teachers able to identify problems, especially in younger years and implement plans for remediation
      i. Encourage national teacher certification
   b. Counselors to help guide students, especially in career decisions
   c. Early Education; different options for early childhood education
   d. ~~Want to know what works, and let districts use what will best serve them~~
      i. Parents as Teachers
      ii. Best Beginnings
      iii. Headstart
      iv. Traditional classroom Pre-K program

Combine, strengthening, synchronizing programs w/ existing programs public/private partnerships.

4) We are interesting in hearing what works in your communities. Adapt different strategies to provide best education for our children.

let districts use programs that best serve.

School Funding Legislation Plan
School Board Meeting

1) **Maintain the Base Student Allocation** at workable levels.
    a. **around a two percent per year**.
    b. Helps districts **keep up with rising costs** of operation;
    c. The BSA is currently $5,680 and the total cost of school funding in the Governor's FY12 budget is $1.13 billion
    d. **It is by no means certain that a BSA increase will pass.**
        i. A lot of legislators who **don't yet accept** that the BSA must **increase modestly every year** to provide a stable educational program.
        ii. School districts must convince legislators that **predictable annual increases** are fiscally responsible because they result in **less waste and more efficiency** than the previous unpredictable pattern.

2) Create **high school Vocational Education** fund for students in grades 9-12
    a. The legislation would establish **block funding** for high school vocational education **similar to current special education funding**
    b. **Would not change** the existing special needs factor.
    c. Vocational Education money tends to get used special education, because it is the in the same fund.
    d. To be given to districts and used for High School Voc Ed.

3) Education Committee wants to hear different **ways to deliver education in Alaska** during this session. What are you doing that works?

Specifically we are interested in:

    a. **Teacher preparedness**—Teachers able to identify problems, especially in younger years and implement plans for remediation
        i. Encourage **national teacher certification**
    b. **Counselors** to help guide students, especially in career decisions
    c. **Early Education; different options** for early childhood education
    d) parents as teachers
    e) Virtual education & curriculum that as many experts indicate open the mind to learning

5825 - 5960 - 6085

$145 in FY 12 = 2.55%
$135 in FY 13 = 2.32%
$125 in FY 14 = 2.10%

5805 - 5940 - 6085

$125 in FY 12 = 2.20%
$135 in FY 13 = 2.33%
$145 in FY 14 = 2.44%

ASSOCIATION OF ALASKA SCHOOL BOARDS

Position Statement on Education Issues in the 27th Alaska Legislature

The Alaska Advisory Task Force on Higher Education and Career Readiness is conducting an honest appraisal of our public education system. AASB believes that our priorities are particularly relevant to the conversation and goals of the Task Force.

The focus of the Task Force centers around the cost and challenges of remediation and the rates of post secondary completion. be they university or career technical preparation. One of the fundamental questions to be examined is whether remediation is most effective and appropriate in the 13th year, or is it more effectively addressed at the earliest identification of deficiency, the 3rd grade benchmark. Research indicates that 3rd grade is where instruction and curriculum steepen and that children who are not grade level proficient in reading, writing and math will begin to experience the learning gap. Correcting this deficiency at the earliest point of identification is less costly, more effective and will assist students throughout their k-12 experience.

Research shows that 40 percent of children entering kindergarten are not prepared. How can the state enhance a rich learning environment for all children to close this gap?

Early Childhood Development: The state can assist in providing a rich learning environment for all children through community based early childhood efforts at a fraction of the cost and without expanding state government.
Talking Points:

- Young Alaskans can use all help available, especially from parents and families, in preparing for a successful start to elementary school.
- AASB requests a state investment in community- and school-based early development programs, including Head Start, Parents as Teachers and Best Beginnings.

Innovation for Student Success: AASB believes that schools should teach students in ways that engage them in their own learning.
Talking Points:

- Focused instructional strategies and professional development can provide early remediation to help students get to where they need to go.
- Alaska should support programs of merit, including distance learning, extended learning and early remediation.
- Distance learning must provide opportunities for all kids.
- The AASB Consortium for Digital Learning is a proven program now operating in 100 schools statewide.

Career and Technical Education: We should train Alaskans for Alaska jobs.
Talking Points:

- Many K-12 schools have facilities that can be the backbone of a revitalized system of career and technical education.
- The existing partnership between the University, EED and the Department of Labor & Workforce Development should be strengthened.
- Barriers to offering CTE as part of a school's core curriculum should be eliminated.

Funding: A vision without funding is an illusion.
Talking Points:

- AASB supports forward funding of K-12 education, including a multi-year increase to the Base Student Allocation.
- The 20 percent block grant is insufficient to cover special education, bilingual and cultural, and vocational education.

January 2011

111 West 9th Street, Juneau, AK 99801

☎ (907) 586-1083 (907) 586-2995 aasb@aasb.org http://www.aasb.org

School Funding Legislation Plan

1) **Maintain the Base Student Allocation** at workable levels.
    a. **around a two percent per year**.
    b. Helps districts keep up with rising costs of operation;
    c. The BSA is currently $5,680 and the total cost of school funding in the Governor's FY12 budget is $1.13 billion

high school voc-ed The legislature will cost

2) Create formula funding for students in grades 9-12 students by 2.5% specifically for high school vocational education similar to current special education funding
    a. Vocational Education money tends to get used special education, because it is the in the same fund.
    b. Would not change the existing special needs factor.
    c. ~~To~~ be given to districts and used for High School Voc Ed.

3) Education Committee will be spending time looking at **better ways to deliver education in Alaska** during the session.
    a. Teacher preparedness—Teachers able to identify problems, especially in younger years and implement plans for remediation
        i. Encourage teacher certification
    b. Counselors to help guide students, especially in career decisions
    c. Early Education; different options for early childhood education
    d. Want to know what works, and let districts use what will best serve them
        i. Parents as Teachers
        ii. Best Beginnings
        iii. Headstart
        iv. Traditional classroom Pre-K program
4) We are interesting in hearing what works in your communities. Adapt different strategies to provide best education for our children.

School Funding Legislation Plan

1) Increase the Base Student Allocation by $110 on July 1, 2011, by $115 on July 1, 2012, and by $120 on July 1, 2013. This represent less around a two percent increase per year.
2) Increase formula funding for students in grades 9-12 students by 2.5% specifically for high school vocational education.
3) Education Committee will be spending time looking at better ways to deliver education in Alaska during the session.

BSA Increase

- The BSA is currently $5,680 and the total cost of school funding in the Governor's FY12 budget is $1.13 billion.
- Not necessarily and increase; helps them keep even with rising cost of operation
- We estimate that increasing the BSA by $110, $115 and $120 would result in incremental increases of approximately $24, $24.5 and $25 Million in FY11-FY13.
- (In 2009 the $100 increase in the BSA cost $23,611,701)
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- The specific amount generated for each district is subject to the same cost adjustments as the current Base Student Allocation.
- Vocation Education is more expensive than regular classroom instruction
- Vocational Education money tends to get used special education, because it is the in the same fund.

Intend to introduce Bill the week of January 31.

27-LS0465\O
Mischel
4/14/11

HOUSE CS FOR CS FOR SENATE BILL NO. 84(FIN)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE FINANCE COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act amending the funding for statewide residential educational programs; relating to funding for high school vocational and technical instruction as a component of funding for public schools; relating to education tax credits; creating a pilot project in the Iditarod Area School District; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; and providing for an effective date."

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

* **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 January 1, 2005, for reimbursement of costs incurred by the district in operating the program under regulations adopted by the department.

* **Sec. 2.** 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;

(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. 3.** 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** 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.

* **Sec. 4.** 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 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.

* **Sec. 5.** AS 21.96.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 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, 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 **or an annual intercollegiate sports tournament** by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association**; and**

(5) for Alaska Native cultural or heritage programs and educational support, including mentoring and tutoring, provided by a nonprofit agency for public school staff and for students who are in grades kindergarten through 12 in the state.

* **Sec. 6.** 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

(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 **or an annual intercollegiate sports tournament** by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association**; and**

(5) for Alaska Native cultural or heritage programs and educational support, including mentoring and tutoring, provided by a nonprofit agency for public school staff and for students who are in grades kindergarten through 12 in the state.

* **Sec. 7.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas 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, 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 **or an annual intercollegiate sports tournament** by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association**; and**

(5) for Alaska Native cultural or heritage programs and educational support, including mentoring and tutoring, provided by a nonprofit agency for public school staff and for students who are in grades kindergarten through 12 in the state.

* **Sec. 8.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter 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, 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 **or an annual intercollegiate sports tournament** by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association**; and**

(5) for Alaska Native cultural or heritage programs and educational support, including mentoring and tutoring, provided by a nonprofit agency for public school staff and for students who are in grades kindergarten through 12 in the state.

*** Sec. 9.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state 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, 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 **or an annual intercollegiate sports tournament** by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association**; and**

(5) for Alaska Native cultural or heritage programs and educational support, including mentoring and tutoring, provided by a nonprofit agency for public school staff and for students who are in grades kindergarten through 12 in the state.

*** Sec. 10.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business 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, 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 **or an annual intercollegiate sports tournament** by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association**; and**

(5) for Alaska Native cultural or heritage programs and educational support, including mentoring and tutoring, provided by a nonprofit agency for public school staff and for students who are in grades kindergarten through 12 in the state.

*** Sec. 11.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business 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, 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 **or an annual intercollegiate sports tournament** by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association**; and**

(5) for Alaska Native cultural or heritage programs and educational support, including mentoring and tutoring, provided by a nonprofit

agency for public school staff and for students who are in grades kindergarten through 12 in the state.

* **Sec. 12.** The uncodified law of the State of Alaska is amended by adding a new section to read:

IDITAROD AREA SCHOOL DISTRICT; PILOT PROJECT. (a) The regional school board for the Iditarod Area School District shall establish a pilot project for the purpose of developing and implementing culturally relevant and theme-based curriculum materials and strategies for students who are enrolled in the district in grades kindergarten through 12. The materials and strategies developed under this section shall be made available to other school districts in the state on request.

(b) The legislature may appropriate not more than $1,500,000 to the Iditarod Area School District to carry out the pilot project established in (a) of this section.

(c) The Iditarod Area School District regional school board shall provide data and information developed under this section in an annual report to the legislature and shall cooperate with and provide information requested by a joint legislative task force established for the purpose of evaluating and implementing theme-based curriculum in the state.

(d) The pilot project established under this section shall terminate on June 30, 2014.

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

STATEWIDE RESIDENTIAL EDUCATIONAL PROGRAMS; ROOM AND BOARD STIPEND. (a) Notwithstanding the amounts established in AS 14.16.200(b)(2), for the fiscal years ending June 30, 2012, and June 30, 2013, a district may claim room and board expenses for reimbursement under AS 14.16.200(a) as a per-pupil monthly stipend for a period of not more than 10 months in the following maximum amounts:

(1) for the Southeast Region (Region I), $820;

(2) for the Southcentral Region (Region II), $800;

(3) for the Interior Region (Region III), $968;

(4) for the Southwest Region (Region IV), $1,006;

(5) for the Northern Remote Region (Region V), $1,184.

(b) In this section, "district" has the meaning given in AS 14.17.990.

* **Sec. 14.** AS 21.96.070(a)(4), 21.96.070(a)(5); AS 43.20.014(a)(4), 43.20.014(a)(5);

AS 43.55.019(a)(4), 43.55.019(a)(5); AS 43.56.018(a)(4), 43.56.018(a)(5); AS 43.65.018(a)(4), 43.65.018(a)(5); AS 43.75.018(a)(4), 43.75.018(a)(5); AS 43.77.045(a)(4), 43.77.045(a)(5) are repealed January 1, 2021.

* **Sec. 15.** Section 57, ch. 92, SLA 2010, is amended to read:

Sec. 57. Except as provided in sec. 56 of this Act, this Act takes effect January 1, **2021** [2014].

* **Sec. 16.** This Act takes effect July 1, 2011.

The senate companion was dismantled.

— Draft —

by Catherine 4/4/11

CSSB 97 (FIN): An Act authorizing additional appropriations for public education and for community revenue sharing based on the price of Alaska North Slope crude oil, and adjusting the formula for payments to communities; and providing for an effective date."

Sponsored by Senate Finance
Passed Senate 19/1 on April 1 (nay was Sen. Coghill)
Referred to House Education, then C&RA, then Finance

This bill establishes a system for additional money to be distributed to schools through the existing school funding formula, and to communities through the existing revenue sharing system.

After the end of each fiscal year, (during July-August) the Division of Legislative Finance will calculate how much surplus there was and how much of it will be distributed to school districts and communities. The division will determine:

1. **How much was appropriated from the General Fund for the fiscal year that just ended**. The total will include capital, operating and supplemental appropriations, but will not include deposits into the statutory budget reserve or the appropriations for these additional education and revenue sharing payments.

2. **Given oil production figures for the fiscal year that just ended and the existing tax system, the average price of ANS oil that would have generated the amount of GF revenue needed to fund the above GF appropriations**. This price will be rounded to the nearest whole dollar and then $2 will be added to cover a margin of error and provide the money to pay the additional education and revenue sharing money.

3. **The difference between the oil price that would have produced the necessary GF, and the actual average ANS price.** If the actual average oil price was high enough to produce a surplus, then additional money will be distributed. The amount of additional money will be $5 million for each dollar the actual price exceeded the price needed to cover the year's appropriations (the price in #2 above.)

The additional money will be distributed to school districts and communities when the above calculations have been completed, probably in September or October.

(Comments or corrections, Garry?)

Sponsored by: Mayor Isaacson
Introduced and Passed: April 18, 2011

CITY OF NORTH POLE

RESOLUTION 11-14

A RESOLUTION OF THE CITY OF NORTH POLE IN SUPPORT OF SENATE BILL 84 ESTABLISHING INCREMENTAL THREE-YEAR INCREASES IN THE BASE STUDENT ALLOCATION AND SETS ASIDE FUNDS FOR HIGH SCHOOL VOCATIONAL EDUCATION

WHEREAS, the City of North Pole places great value on public education and recognizes the powerful relationship between public schools and community and economic development, and

WHEREAS, the historic compact between the business community and public schools is based on high expectations for student achievement and workforce preparedness, and

WHEREAS, the mission of the Fairbanks North Star Borough School District is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society; and

WHEREAS, without a funding commitment from the legislature in advance, problems arise from the misalignment of the legislative session and the school district budget cycle since the school district must submit a balanced budget to the Borough Assembly by April 1 of each year (before the legislative session is over); and

WHEREAS, educators, employers, and government officials agree schools must prepare students to transition from public education to a career pathway or higher education; and

WHEREAS, a lack of categorical funding for vocational (career and technical) education inhibits the school district's ability to provide a dynamic and meaningful career and technical education to its large and diverse student population; and

WHEREAS, SB 84 has broad support from both parties in that it passed 18-0 from Senate Finance.

NOW, THEREFORE, BE IT RESOLVED, that the North Pole City Council urges the legislature to pass Senate Bill 84, which provides an increase to the Base Student Allocation for Fiscal Years 2012 through 2014, and establishes categorical funding for career and technical education for grades 9-12, thereby sustaining and growing Alaska's investment in education.

Sponsored by: Mayor Isaacson
Introduced and Passed: April 18, 2011

PASSED AND APPROVED by a duly constituted quorum of the North Pole City Council on the 18th day of April, 2011.

Douglas W. Isaacson, Mayor

ATTEST:

Kathryn M. Weber, MMC, City Clerk

ALASKA STATE SENATE

Sen. Kevin Meyer
Alaska State Capitol
Juneau, Alaska 99801
Room 103

Phone: 907-465-4945
Fax: 907-465-3476

Sen. Joe Thomas
Alaska State Capitol
Juneau, Alaska 99801
Room 514

Phone: 907-465-2327
Fax: 907-465-5241

SENATE EDUCATION COMMITTEE

Senators Kevin Meyer & Joe Thomas, Co-Chairs

Dear Senator Stedman:

The Senate Education Committee respectfully requests a hearing on SB 84 before the Senate Finance Committee.

SB 84 provides stable and predictable school funding, so districts can concentrate on improving educational outcomes rather than managing volatile budgets. In 2007, the legislature passed legislation raising the BSA $100 per year for three years, ending with FY11. SB 84 follows that responsible precedent, increasing the BSA by approximately 2% each of the next three years. This helps districts maintain current programs in the face of rising costs.

SB 84 also builds into the school funding formula a 1% Career and Technical Education factor, to assist districts in providing vocational education to their high school students. In recent years, school districts have told us they had to reduce their vocational education programs in order to direct funds to mandated programs. The career and technical education funding will be subject to the same school-size and district cost modifications as other school funding.

This hearing request includes:

1) A Sponsor statement
2) Current version of the bill (Version D)
3) Fiscal notes from the Department of Education and Early Development
4) Support letters from a variety of people around the state.

We would appreciate a hearing on this bill at your earliest convenience.

Sincerely,

Senator Joe Thomas
Co-Chair, Senate Education Committee

Senator Kevin Meyer
Co-Chair, Senate Education Committee

Crawford

OFFERED IN: The House Finance Committee #1

TO: CSSB 84(FIN)

OFFERED BY:

Insert a new section to read:

AS 14.17.470 is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,790** [$5,680].

FISCAL NOTE
DRAFT

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version CSSB084
() Publish Date

Identifier (file name):SB084CS-EED-ESS-4-14-11
Dept. Affected Fund Transfer
Title "An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; "
Appropriation Designated Savings (UGF)
Allocation Public Education Fund
Sponsor Senate Education Committee
Requester House Finance Committee
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							
Commodities							
Capital Outlay							
Grants	11,731.5		11,731.5	11,731.5	11,731.5	11,731.5	11,731.5
Miscellaneous							
TOTAL OPERATING	**11,731.5**	**0.0**	**11,731.5**	**11,731.5**	**11,731.5**	**11,731.5**	**11,731.5**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	11,731.5		11,731.5	11,731.5	11,731.5	11,731.5	11,731.5
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (Interagency Receipt)							
TOTAL	**11,731.5**	**0.0**	**11,731.5**	**11,731.5**	**11,731.5**	**11,731.5**	**11,731.5**

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 portion of House Finance CS removes the Base Student Allocation increase. There are now two additional fiscal notes associated with the House Finance CS which include a grant to the Iditarod School District for theme-based education; and a two-year increase for Boarding Home Grants/Stipends.

Prepared by Elizabeth Nudelman, Director
Phone 465-8679
Division School Finance
Date/Time 4/14/11 6:20 PM
Approved by Mike Hanley, Commissioner
Date 4/14/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE
DRAFT

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSSB084

Analysis

This bill would create a high school vocational education factor adjustment of 1.01 in the foundation formula. The adjustment follows the special needs factor adjustment of 1.20, and would generate state funding in the amount of approximately $11.7 million. These funds are intended to assist districts in providing vocational and technical instruction for students enrolled in grades nine through 12.

FISCAL NOTE
DRAFT

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version CSSB084
() Publish Date

Identifier (file name):SB084CS-EED-TLS-4-14-11
Dept. Affected EED
Title "An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; "
Appropriation Teaching & Learning Support
Allocation Student & School Achievement
Sponsor Senate Education Committee
Requester House Finance 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	500.0		500.0	500.0	0.0	0.0	0.0
Miscellaneous							
TOTAL OPERATING	**500.0**	**0.0**	**500.0**	**500.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	500.0		500.0	500.0	0.0	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (Interagency Receipt)							
TOTAL	**500.0**	**0.0**	**500.0**	**500.0**	**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)

House Finance CS adds theme based learning program development for Iditarod School district not to exceed $1,500,000 over three years FY2012 - FY2014 ($500,000 each for three years).

Prepared by Elizabeth Nudelman, Director
Phone 465-8679
Division School Finance
Date/Time 4/14/11 5:30 PM
Approved by Mike Hanley, Commissioner
Date 4/14/2011

(Revised 1/27/2011 OMB)

DRAFT

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSSB084

Analysis

This bill would create a high school vocational education factor adjustment of 1.01 in the foundation formula. The adjustment follows the special needs factor adjustment of 1.20, and would generate state funding in the amount of approximately $11.7 million. These funds are intended to assist districts in providing vocational and technical instruction for students enrolled in grades nine through 12.

In addition there is an increase to the base student allocation of $110 amending it from $5,680 to $5,790 for FY2012.

FISCAL NOTE
DRAFT

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version CSSB084
() Publish Date

Identifier (file name):SB084CS-EED-K12-4-14-11
Dept. Affected EED
Title "An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; "
Appropriation K-12 Support
Allocation Boarding Home Grants
Sponsor Senate Education Committee
Requester House Finance Committee
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 (Interagency Receipt)							
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
Phone 465-8679
Division School Finance
Date/Time 4/14/11 5:20 PM
Approved by Mike Hanley, Commissioner
Date 4/14/2011

(Revised 1/27/2011 OMB)

DRAFT

FISCAL NOTE
DRAFT

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSSB084

Analysis

The House Finance CS increases residential boarding home stipends at 14.600.200(b)(2) by doubling the existing amounts for two years in FY2012 and FY2013 ($1,640,000 is an additional amount each year).

FISCAL NOTE
DRAFT

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version: CSSB084
() Publish Date

Identifier (file name): SB084CS-EED-ESS-4-14-11
Dept. Affected: Fund Transfer
Title: "An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; "
Appropriation: Designated Savings (UGF)
Allocation: Public Education Fund
Sponsor: Senate Education Committee
Requester: House Finance Committee
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							
Commodities							
Capital Outlay							
Grants	38,434.0		38,434.0	38,434.0	38,434.0	38,434.0	38,434.0
Miscellaneous							
TOTAL OPERATING	~~38,434.0~~ 1167	**0.0**	**38,434.0**	**38,434.0**	**38,434.0**	**38,434.0**	**38,434.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	38,434.0		38,434.0	38,434.0	38,434.0	38,434.0	38,434.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (Interagency Receipt)							
TOTAL	**38,434.0**	**0.0**	**38,434.0**	**38,434.0**	**38,434.0**	**38,434.0**	**38,434.0**

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 portion of House Finance CS remains unchanged. There are now two additional fiscal notes associated with the House Finance CS which include a grant to the Iditarod School District for theme-based education; and a two-year increase for Boarding Home Grants/Stipends.

Prepared by: Elizabeth Nudelman, Director — Phone: 465-8679
Division: School Finance — Date/Time: 4/14/11 5:40 PM
Approved by: Mike Hanley, Commissioner — Date: 4/14/2011

(Revised 1/27/2011 OMB)

DRAFT

FISCAL NOTE
DRAFT

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSSB084

Analysis

This bill would create a high school vocational education factor adjustment of 1.01 in the foundation formula. The adjustment follows the special needs factor adjustment of 1.20, and would generate state funding in the amount of approximately $11.7 million. These funds are intended to assist districts in providing vocational and technical instruction for students enrolled in grades nine through 12.

In addition there is an increase to the base student allocation of $110 amending it from $5,680 to $5,790 for FY2012.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version CSSB084
() Publish Date

Identifier (file name): SB084CS-EED-ACYA-4-13-11
Title "An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; ..."
Sponsor Senate Education Committee
Requester Senate Finance 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	168.7		168.7	168.7	168.7	168.7	168.7
Miscellaneous							
TOTAL OPERATING	**168.7**	**0.0**	**168.7**	**168.7**	**168.7**	**168.7**	**168.7**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	168.7		168.7	168.7	168.7	168.7	168.7
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**168.7**	**0.0**	**168.7**	**168.7**	**168.7**	**168.7**	**168.7**

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)

Legislative Finance requested we carry the FY2012 increase forward to the out year of FY2013-FY2017.

Prepared by Elizabeth Nudelman, Director
Division School Finance
Approved by Mike Hanley, Commissioner

Phone 465-8679
Date/Time 4/13/11 5:00 PM
Date 4/13/2011

(Revised 1/27/2011 OMB)

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSSB084

Analysis

The Alaska Challenge Youth Academy would see an increase of $110 to the current base student allocation of $5,680 to $5,790 for FY2012.

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**

CSSB 84 - FY2012	
194 x $5790 x 7 =	7,862,820
292 x $5790 x 60% =	1,014,408
less $2,700,000	(2,700,000)
TOTAL $	**6,177,228**

FY12 Est. change over FY12 F $	**168,652**

Section 1 – This is the section that outlines the funding formula.

Page 2, Line 4; establishes vocational education factor as a multiplier in the funding formula.

1) Add the adjusted ADMs of each school district (which includes the school size factor and district cost factor.
2) Multiply that by the special needs factor (1.20) (which includes money for special, vocational, bilingual and gifted and talented education.)
3) **Multiply by the high school vocational education factor (1.01)**

Section 2 – Establishes and defines the various funding available to school districts

Page 3, Line 19,

Adds "high school vocational and technical instruction funding" to the funds that school districts are eligible to receive.

Page 3, Line 30 – Page 4, Line 8

Defines the high school vocational and technical education fund

1) Available to use for students in grades 9-12
2) Is a funding factor of 1.01
3) Excludes funding for administrative expenses and general literacy, math, and basic job readiness skills.

Section 3—allows state boarding schools to receive the vocational education factor per their funding formula.

Why ~~special~~ Voc Ed.

Vocational education

1) capital intensive - if auto mech. - need can, weildy = weild.

[REFER TO CHART]

2) specialized instruction.

Quote from Sitka School Board member Thomas Conley: *Though we in the educational community have always been somewhat leery of categorical funding, we recognize that dollars going into the 20% Block Grant for Special ED, ESL, Gifted and Talented, & Vocational ED are being siphoned off almost exclusively by Special ED due to federal mandates and leaving Vocational Education seriously short funded;*

A 2003 Cornell study showed that:

A) *Giving students the option of choosing career-technical courses in high school will help retain some students in high school, raise the high school graduation rate and induce some to continue their occupational preparation in college.*

B) *Students who start preparing for an occupation in high school are more successful in the labor market both in the short and long run. They are more likely to find a job, more likely to enter the occupation of their choice and they end up earning more.*

We know we need to improve our graduation rate, this can be a key element in that process.

Following sections refer to the Base Student Allocation.

Section 4 sets the Base Student Allocation at $5,790, an increase of $110, or less than 2 percent.
Section 7 sets the effective date at July 1, 2011 (FY12).

Section 5 sets the Base Student Allocation at $5,905, an increase of $115, or less than 2 percent.
Section 8 sets the effective date for July 1, 2012 (FY13)

Section 6 sets the Base Student Allocation at $6,025 an increase of $120, a shade more than 2%.
Section 9 sets the effective date at 2013 (FY14)

One time BSA—Rising fuel costs,
Also Insurance costs, water costs,
Adding it to the BSA lets districts know this is reliable funding.

for many, most districts if not

2 budgets = 1. with increase in BSA
2. with no increase in BSA — Both budgets involved cuts not increases.

On the one hand this sends a clear message to the school districts—this is what you have to work with. This is what you get. This allows them to do longer term planning, and allocate funds, knowing what they will have for the next three years. This gives them the opportunity to do fiscally responsible planning.

Not throwing money =

On the other hand, this sends a clear message to the districts—this is what you have to work with. You will work within these budget parameters.

I have heard people say in the last few days that schools need to prove they are doing a better job. Some of them are doing a better—much better. Alaska schools have problems, but Alaska schools are also graduating many bright, promising, well-educated students. There are drop outs, but there are also students who go on to success in college and career.

ALASKA STATE SENATE

Sen. Kevin Meyer
Alaska State Capitol
Juneau, Alaska 99801
Room 103

Phone: 907-465-4945
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Sen. Joe Thomas
Alaska State Capitol
Juneau, Alaska 99801
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SENATE EDUCATION COMMITTEE
Senators Kevin Meyer & Joe Thomas, Co-Chairs

Senate Bill 84
Vocational Education Factor

As proposed in SB 84, the vocational education factor is an addition to the current funding formula. It is calculated after the Adjusted Average Daily Membership and District Cost factor come into play.

Current Formula

Step 1	Adjust the ADM for school size
Step 1a	Review the Hold Harmless eligibility (in case of a greater than 5% decrease in ADM)
Step 2	Apply District Cost Factor
Step 3	Apply Special Needs, Vocational Education, Gifted and Talented and Bilingual Ed factors (1.20)
Step 4	Add Intensive Services Counts 5NS x .0134 ADM
Step 5	Add Correspondence Students Counts 90% of full count

Under SB 84

Step 1	Adjust the ADM for school size
Step 1a	Review the Hold Harmless eligibility (in case of a greater than 5% decrease in ADM)
Step 2	Apply District Cost Factor
Step 3	Apply Special Needs, Vocational Education, Gifted and Talented and Bilingual Ed factors (1.20)
Step 4	**Apply Vocational Education Factor (1.01)**
Step 5	Add Intensive Services Counts
Step 6	Add Correspondence Students Counts

27-LS0465\E
Mischel
3/31/11

FIN

CS FOR SENATE BILL NO. 84(FIN)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE FINANCE COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; relating to education tax credits; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; and providing for an effective date."

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

*** Section 1.** 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;

New Text Underlined [DELETED TEXT BRACKETED]

(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.

*** 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** 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.

*** 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 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.

*** Sec. 4.** AS 21.96.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 5.** 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

(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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 6.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 7.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 8.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 9.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 10.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 11.** AS 21.96.070(a)(5), AS 43.20.014(a)(5), AS 43.55.019(a)(5), AS 43.56.018(a)(5), AS 43.65.018(a)(5), AS 43.75.018(a)(5), and AS 43.77.045(a)(5) are repealed January 1, 2021.

* **Sec. 12.** Section 57, ch. 92, SLA 2010, is amended to read:

Sec. 57. Except as provided in sec. 56 of this Act, this Act takes effect January 1, **2021** [2014].

* **Sec. 13.** This Act takes effect July 1, 2011.

27-LS0465\T
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4/5/11

CS FOR SENATE BILL NO. 84(FIN)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE FINANCE COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; relating to the base student allocation; relating to education tax credits; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; and providing for an effective date."

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

* **Section 1.** 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;

(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. 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** 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.

* **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 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.

* **Sec. 4.** AS 14.17.470 is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,790** [$5,680].

* **Sec. 5.** AS 21.96.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 6.** 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

(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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 7.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 8.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 9.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 10.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business 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, 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) for education, research, rehabilitation, and facilities by an

institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 11.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business 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, 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) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

* **Sec. 12.** AS 21.96.070(a)(5), AS 43.20.014(a)(5), AS 43.55.019(a)(5), AS 43.56.018(a)(5), AS 43.65.018(a)(5), AS 43.75.018(a)(5), and AS 43.77.045(a)(5) are repealed January 1, 2021.

* **Sec. 13.** Section 57, ch. 92, SLA 2010, is amended to read:

Sec. 57. Except as provided in sec. 56 of this Act, this Act takes effect January 1, **2021** [2014].

* **Sec. 14.** This Act takes effect July 1, 2011.

Department of Education & Early Development
Prepared 3/4/2011

Prepared by School Finance

Fiscal Note #1
Bill No. CSSB 84(FIN) ver. T

School District	1.01 factor for Voc-Ed	$110 BSA Increase to $5,790	FY2012: Total State Aid Entitlement
Alaska Gateway	66,984	142,899	**209,883**
Aleutian Region	13,158	28,562	**41,720**
Aleutians East Borough	63,055	124,416	**187,471**
Anchorage	3,576,006	8,110,967	**11,686,973**
Annette Island	36,113	73,344	**109,457**
Bering Strait	352,640	713,603	**1,066,243**
Bristol Bay Borough	26,373	55,689	**82,062**
Chatham	28,878	57,804	**86,682**
Chugach	7,909	27,252	**35,161**
Copper River	65,391	137,821	**203,212**
Cordova	40,214	82,709	**122,923**
Craig	36,000	107,735	**143,735**
Delta/Greely	87,490	206,105	**293,595**
Denali Borough	37,480	115,539	**153,019**
Dillingham	59,693	131,130	**190,823**
Fairbanks N. Star Borough	1,171,952	2,855,016	**4,026,968**
Galena	40,156	377,577	**417,733**
Haines Borough	35,030	80,695	**115,725**
Hoonah	17,942	40,710	**58,652**
Hydaburg	9,797	21,971	**31,768**
Iditarod Area	51,606	112,646	**164,252**
Juneau Borough	440,358	1,035,715	**1,476,073**
Kake	13,043	28,292	**41,335**
Kashunamiut	49,385	103,466	**152,851**
Kenai Peninsula Borough	831,389	1,876,908	**2,708,297**
Ketchikan Gateway Borou	206,709	440,315	**647,024**
Klawock	19,024	44,279	**63,303**
Kodiak Island Borough	267,827	568,629	**836,456**
Kuspuk	73,421	146,081	**219,502**
Lake & Peninsula Borough	92,902	186,374	**279,276**
Lower Kuskokwim	672,583	1,396,217	**2,068,800**
Lower Yukon	373,316	749,566	**1,122,882**
Mat-Su Borough	1,315,264	3,116,080	**4,431,344**
Nenana	28,651	137,960	**166,611**
Nome	87,833	179,373	**267,206**
North Slope Borough	261,787	523,527	**785,314**
Northwest Arctic Borough	318,406	648,176	**966,582**
Pelican	2,362	4,613	**6,975**
Petersburg	57,188	131,532	**188,720**
Pribilof	19,310	37,610	**56,920**
Saint Mary's	29,334	62,954	**92,288**
Sitka Borough	124,572	294,719	**419,291**
Skagway	9,683	18,900	**28,583**
Southeast Island	41,124	87,569	**128,693**
Southwest Region	119,956	244,039	**363,995**
Tanana	9,454	19,914	**29,368**
Unalaska	54,341	108,803	**163,144**
Valdez	69,036	147,561	**216,597**
Wrangell	35,600	88,225	**123,825**
Yakutat	17,088	33,374	**50,462**
Yukon Flats	73,421	151,779	**225,200**
Yukon/Koyukuk	69,262	236,751	**306,013**
Yupiit	86,180	175,228	**261,408**
Mt. Edgecumbe High Schc	37,823	73,751	**111,574**
TOTAL	11,731,499	26,702,470	38,433,969

Alaska State Legislature

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

Official Business

CONCUR

April 17, 2011

MESSAGE TO THE SENATE

OFFICE OF THE SECRETARY
Date: April 17, 2011

Mister President:

TO: Sen. Thomas Sponsor
RE: Message from the House

The House passed:

CS FOR SENATE BILL NO. 84(FIN)
"An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; relating to the base student allocation; relating to education tax credits; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; and providing for an effective date."
SB 84-VOC ED & BASIC FUNDING/TAX CREDITS

with the following amendment(s),

HOUSE CS FOR CS FOR SENATE BILL NO. 84(FIN) am H
"An Act amending the funding for statewide residential educational programs; relating to funding for high school vocational and technical instruction as a component of funding for public schools; relating to education tax credits; creating a pilot project in the Iditarod Area School District; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; and providing for an effective date."
SB 84-VOC ED & BASIC FUNDING/TAX CREDITS
(Title change resolution HCR 16)

and it is returned for consideration.

Suzi Lowell
Suzi Lowell, Chief Clerk

Adopted Floor Amendment(s) Attached.

Engrossment has been waived in accordance with Uniform Rule 43(b).
Certified Amendment(s) Attached.

27-LS0465\O.3
Mischel
4/15/11

AMENDMENT #4

OFFERED IN THE HOUSE BY REPRESENTATIVE KERTTULA

TO: HCS CSSB 84(FIN)

Page 5, line 13:

Delete "**and**"

Page 5, line 17, following "**state**":

Insert "**; and**

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government"

Page 5, line 31:

Delete "**and**"

Page 6, line 4, following "**state**":

Insert "**; and**

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government"

Page 6, line 18:

Delete "**and**"

CERTIFIED AMENDMENT
Chief Clerk of the House

Page 6, line 22, following "**state**":

Insert "**; and**

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government"

Page 7, line 5:

Delete "**and**"

Page 7, line 9, following "**state**":

Insert "**; and**

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government"

Page 7, line 23:

Delete "**and**"

Page 7, line 27, following "**state**":

Insert "**; and**

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government"

Page 8, line 10:

Delete "**and**"

CERTIFIED AMENDMENT
Chief Clerk of the House

Page 8, line 14, following "**state**":

Insert "**; and**

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government"

Page 8, line 29:

Delete "**and**"

Page 9, line 2, following "**state**":

Insert "**; and**

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government"

Page 9, line 31, through page 10, line 3:

Delete all material and insert:

"* **Sec. 12.** AS 21.96.070(a)(4), 21.96.070(a)(5), 21.96.070(a)(6); AS 43.20.014(a)(4), 43.20.014(a)(5), 43.20.014(a)(6); AS 43.55.019(a)(4), 43.55.019(a)(5), 43.55.019(a)(6); AS 43.56.018(a)(4), 43.56.018(a)(5), 43.56.018(a)(6); AS 43.65.018(a)(4), 43.65.018(a)(5), 43.65.018(a)(6); AS 43.75.018(a)(4), 43.75.018(a)(5), 43.75.018(a)(6); AS 43.77.045(a)(4), 43.77.045(a)(5), and 43.77.045(a)(6) are repealed January 1, 2021."

CERTIFIED AMENDMENT
Chief Clerk of the House

HOUSE CS FOR CS FOR SENATE BILL NO. 84(FIN) am H

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE FINANCE COMMITTEE

Amended: 4/17/11
Offered: 4/15/11

Sponsor(s): SENATE EDUCATION COMMITTEE

Engrossment has been waived in accordance with Uniform Rule 43(b)

Certified amendment(s) attached

A BILL

FOR AN ACT ENTITLED

"An Act amending the funding for statewide residential educational programs; relating to funding for high school vocational and technical instruction as a component of funding for public schools; relating to education tax credits; creating a pilot project in the Iditarod Area School District; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; and providing for an effective date."

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

* **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 January 1, 2005, for reimbursement of costs incurred by the district in operating the program under regulations adopted by the department.

* **Sec. 2.** AS 14.17.410(b) is amended to read:

H

Alaska SeaLife Center
windows to the sea

April 15, 2011

The Honorable Beth Kerttula
House Minority Leader
Alaska State House
State Capitol
Juneau, AK 99801

Re: HCS CSSB 84 (FIN)

Dear Representative Kerttula,

We understand that language has been removed from SB 84 that would allow tax credits for contributions to the Alaska SeaLife Center. The Center is an educational and research organization with legitimate reasons to be included in the existing line up-of tax credit allowances for private investment in education in our state. Please let us encourage you to restore that language.

Although the Alaska SeaLife Center is situated in Seward, Alaska, we serve over 3,000 K-12 students statewide, particularly in the Kenai Peninsula, Mat-Su, and Anchorage areas, through our overnight Nocturne program or day visits. Additionally, we connect with over 7,000 K-12 students through distance education, many of these from Alaska.

We also foster the educational development of, on average, 25 college and postgraduate level interns annually in numerous biological sciences fields. Many of our interns go on to serve Alaska as veterinarians, scientists, and educators.

We host 4 full-time faculty and a varying number of graduate students from the University of Alaska Fairbanks School of Fisheries and Ocean Sciences who conduct cutting edge research on marine mammals and sea birds using state-of-the-art facilities unmatched elsewhere in the state. Tax credits will enable industry partners such as BP to collaborate with Center scientists to invest in research programs which benefit their sector.

The Alaska SeaLife Center is owned by the City of Seward and operated by a non-profit organization. We annually seek financial assistance in the form of state and federal grants. Including the language in the Senate version of CSSB 84 (FIN) would add private industry to our list of potential revenue sources. These tax credits will enable the Center to develop the critical infrastructure and programs necessary to sustain its role as the leading non-profit marine research and education facility in Alaska. Please give us this important tool to attract investment in our worthwhile educational, scientific, and rehabilitative mission, which has statewide impact.

Sincerely,

Ian M. Dutton, Ph.D.
President and CEO

Tara Riemer Jones, Ph.D.
Chief Operating Officer

301 Railway Avenue • P.O. Box 1329 • Seward, Alaska 99664
Phone (907) 224-6300 • Fax (907) 224-6320
www.alaskasealife.org

Alaska State Legislature

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

Official Business

CONCUR

April 16, 2011

OFFICE OF THE SECRETARY
Date: April 17, 2011

MESSAGE TO THE SENATE

TO: Sen. Thomas Sponsor
RE: Message from the House

Mister President:

The House passed:

CS FOR SENATE BILL NO. 84(FIN)
"An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; relating to the base student allocation; relating to education tax credits; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; and providing for an effective date."
SB 84-VOC ED & BASIC FUNDING/TAX CREDITS

with the following amendment(s),

HOUSE CS FOR CS FOR SENATE BILL NO. 84(FIN)
"An Act amending the funding for statewide residential educational programs; relating to funding for high school vocational and technical instruction as a component of funding for public schools; relating to education tax credits; creating a pilot project in the Iditarod Area School District; providing for an effective date by amending the effective date in sec. 57, ch. 92, SLA 2010; and providing for an effective date."
SB 84-VOC ED & BASIC FUNDING/TAX CREDITS
(Title change resolution HCR 16)

and it is returned for consideration.

Suzi Lowell, Chief Clerk

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 2/4/11

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 3/21/11

Education Committee considered SENATE BILL NO. 84

SB 84-VOC ED FUNDING/BASE STUDENT ALLOCATION

"An Act relating to funding for high school vocational education as a component of funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

and recommends:

[✓] be **replaced** with **CS** SB 84 (EDC) *[✓] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ SCS/CS- Forthcoming _____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____Letter of Intent

[ ] further referral to _____Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED	✓			
EED	✓			

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	DAVIS	X			
	French	X			
CO-CHAIR:	Thomas	✓			
CO-CHAIR:	Meyer	—			

ALASKA STATE SENATE

Sen. Kevin Meyer
Alaska State Capitol
Juneau, Alaska 99801
Room 103

Phone: 907-465-4945
Fax: 907-465-3476

Sen. Joe Thomas
Alaska State Capitol
Juneau, Alaska 99801
Room 514

Phone: 907-465-2327
Fax: 907-465-5241

SENATE EDUCATION COMMITTEE

Senators Kevin Meyer & Joe Thomas, Co-Chairs

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.

In our country we have accepted a daunting challenge—to provide a quality education to every single child in our nation. For Alaska this is an especially daunting task. The immensity of the state combined with the small scale of many communities poses challenges no other state faces, especially in the economic arena.

In 2008 the 25th Legislature saw fit to pass an annual $100 increase to the Base Student Allocation for three consecutive years to ensure stable and adequate funding of education. 2011 is the last of that three-year cycle. The legislature also revisited and increased funding for intensive needs special education, and incorporated new district cost factors to provide equitable funding across the state. The foresight of the Legislature on these two issues is commendable, and should be emulated by future legislatures.

To that end we are introducing SB 84, which establishes incremental three-year increases in the BSA and sets aside funds for high school vocational education. This additional annual amount added to the BSA allows schools to keep up with the rising cost of educating our children. The incremental increases represent less than two percent a year, which is below the current inflation rate.

This bill also sends a clear message to the school districts—this is the amount they will have to work with for the next three years. It allows them to act in fiscally responsible ways by giving them financial parameters for the next three years.

SB 84 also establishes a vocational education factor in the school funding formula. Currently vocational education is combined with bilingual, gifted and talented and special education. Legal mandates require districts to offer certain special education programs, and often those required programs take a huge amount of money, leaving little left over for vocational education.

Throwing money at the educational issues in our will not solve our problems, but neither will allowing inflation to erode two to three percent of funding every year.

SB 84 is a moderate and responsible piece of legislation designed to provide funding, stability and predictability so school districts can concentrate on the essential work of improving educational outcomes.

We urge you to support this important bill.

27-LS0465\D
Mischel
2/28/11

CS FOR SENATE BILL NO. 84(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

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

* **Section 1.** 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;

(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. 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** 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.

* **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 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.

* **Sec. 4.** AS 14.17.470 is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,790** [$5,680].

* **Sec. 5.** AS 14.17.470, as amended by sec. 4 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,905** [$5,790].

* **Sec. 6.** AS 14.17.470, as amended by secs. 4 and 5 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$6,025** [$5,905].

* **Sec. 7.** Sections 1 - 4 of this Act take effect July 1, 2011.

* **Sec. 8.** Section 5 of this Act takes effect July 1, 2012.

* **Sec. 9.** Section 6 of this Act takes effect July 1, 2013.

BASE Student Allocation FY 1999 – FY 2011

2.45% average annual BSA increase in 12 years from July 1, 1998 to June 30, 2010

Year	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY99-FY11
BSA	4,010	4,010	4,010	4,010	4,010	4,169	4,576	4,919	5,380	5,380	5,480	5,580	5,680	----
$ Change	----	0	0	0	0	159	407	343	461	0	100	100	100	1,670
% Change	----	0	0	0	0	3.96%	9.76%	7.49%	9.37%	0	1.85%	1.82%	1.79%	29.4%
Anchorage Cost of Living Increase	1.0%	1.7%	2.8%	1.9%	2.7%	2.6%	3.1%	3.2%	2.2%	4.6%	1.2%	1.8%	----	28.8%

2.4% average annual Anchorage COL increase in 12 years from January 1, 1999 – December 31, 2010 (US Bureau of Labor Statistics)

SB 97

$2 x (amount oil is over $89 pb. on July 1)

1) Doesn't help with long term planning
2) Not all increased funding is due to cost of oil
3) Increased funding needed to implement programs to ~~reduce~~ increase graduation rates.
4) If oil drops, no increase in funding.
   If oil skyrockets, more money than can responsibly be used.
5) ~~Doesn't~~ Does not affect long-term planning

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version: CSSB84
() Publish Date

Identifier (file name): SB084CS-EED-ACYA-3-4-2011
Title: "An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; ..."
Sponsor: Senate Education Committee
Requester: Senate 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	168.7	168.7	176.3	184.0			
Miscellaneous							
TOTAL OPERATING	**168.7**	**168.7**	**176.3**	**184.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	168.7	168.7	176.3	184.0			
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**168.7**	**168.7**	**176.3**	**184.0**	**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: Elizabeth Nudelman, Director — Phone: 465-8679
Division: School Finance — Date/Time: 3/4/11 3:00 PM
Approved by: Mike Hanley, Commissioner — Date: 3/4/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSSB84

Analysis

The Alaska Challenge Youth Academy would see an increase to the current base student allocation of $5,680 over the next three fiscal years as follows:
FY2012: increase of $110 to $5,790
FY2013: increase of $115 to $5,905
FY2014: increase of $120 to $6,025

ALASKA MILITARY YOUTH ACADEMY

SB 84 - FY2012	
194 x $5790 x 7 =	7,862,820
292 x $5790 x 60% =	1,014,408
less $2,700,000	(2,700,000)
TOTAL $	**6,177,228**

CSSB 84 - FY2013	
194 x $5905 x 7 =	8,018,990
292 x $5905 x 60% =	1,034,556
less $2,700,000	(2,700,000)
TOTAL $	**6,353,546**

FY13 Est. change over FY12	**$**	**176,318**

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**

CSSB 84 - FY2012	
194 x $5790 x 7 =	7,862,820
292 x $5790 x 60% =	1,014,408
less $2,700,000	(2,700,000)
TOTAL $	**6,177,228**

FY12 Est. change over FY12 F $	**168,652**

ALASKA MILITARY YOUTH ACADEMY

SB 84 - FY2013	
194 x $5905 x 7 =	8,018,990
292 x $5905 x 60% =	1,034,556
less $2,700,000	(2,700,000)
TOTAL $	**6,353,546**

CSSB 84 - FY2014	
194 x $6025 x 7 =	8,181,950
292 x $6025 x 60% =	1,055,580
less $2,700,000	(2,700,000)
TOTAL $	**6,537,530**

FY14 Est. change over FY13	**$**	**183,984**

Section 1 – This is the section that outlines the funding formula.

Page 2, Line 4; establishes vocational education factor as a multiplier in the funding formula.

1) Add the adjusted ADMs of each school district (which includes the school size factor and district cost factor.
2) Multiply that by the special needs factor (1.20) (which includes money for special, vocational, bilingual and gifted and talented education.)
3) **Multiply by the high school vocational education factor (1.01)**

AADM x SNFF x VTEFF
AADM x 1.20 x 1.01

Section 2 – Establishes and defines the various funding available to school districts

Page 3, Line 19,

Adds "high school vocational and technical instruction funding" to the funds that school districts are eligible to receive.

Page 3, Line 30 – Page 4, Line 8

Defines the high school vocational and technical education fund

1) Available to use for students in grades 9-12
2) Is a funding factor of 1.01
3) Excludes funding for administrative expenses and general literacy, math, and basic job readiness skills.

Section 3 – Provides high school vocational education funding factor for state boarding schools

Sections 4-9 – Establish the base student allocation over the next three years

1) As of July 1, 2011, the base student allocation is $5,790, an increase of $110 (1.94%)
2) As of July 1, 2012, the base student allocation is $5,905, an increase of $115 (1.99%)
3) As of July 1, 2013, the base student allocation is $6,025, an increase of $120 (2.03%)

27-LS0465\D
Mischel
2/28/11

CS FOR SENATE BILL NO. 84(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

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

*** Section 1.** 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;

(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. 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** 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.

*** 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 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.

*** Sec. 4.** AS 14.17.470 is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,790** [$5,680].

*** Sec. 5.** AS 14.17.470, as amended by sec. 4 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,905** [$5,790].

*** Sec. 6.** AS 14.17.470, as amended by secs. 4 and 5 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$6,025** [$5,905].

*** Sec. 7.** Sections 1 - 4 of this Act take effect July 1, 2011.

* **Sec. 8.** Section 5 of this Act takes effect July 1, 2012.

* **Sec. 9.** Section 6 of this Act takes effect July 1, 2013.

CS FOR SENATE BILL NO. 84(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

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

* **Section 1.** 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;

(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. 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** 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.

*** 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 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.

*** Sec. 4.** AS 14.17.470 is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,790** [$5,680].

*** Sec. 5.** AS 14.17.470, as amended by sec. 4 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$5,905** [$5,790].

*** Sec. 6.** AS 14.17.470, as amended by secs. 4 and 5 of this Act, is amended to read:

Sec. 14.17.470. Base student allocation. The base student allocation is **$6,025** [$5,905].

*** Sec. 7.** Sections 1 - 4 of this Act take effect July 1, 2011.

* **Sec. 8.** Section 5 of this Act takes effect July 1, 2012.

* **Sec. 9.** Section 6 of this Act takes effect July 1, 2013.

The rational for the vocational and technical education fund

To guide money toward high school vocational education. (CTE)

Quote from Sitka School Board member Thomas Conley: *Though we in the educational community have always been somewhat leery of categorical funding, we recognize that dollars going into the 20% Block Grant for Special ED, ESL, Gifted and Talented, & Vocational ED are being siphoned off almost exclusively by Special ED due to federal mandates and leaving Vocational Education seriously short funded;*

There are a lot of people leery of categorical funding, including people from the department. However it is not the intent of this bill to mandate the department to chase down how specific money is being used. It is the intent to establish usage for this money, and to provide it to the districts to use for vocational education.

The rational for an increase in the BSA

Base student allocation
The JLETF recognizes that *school districts are better able to plan and budget their programs when the amount of their student funding is known and predictable.*

This is from the report of the September 1, 2007 Joint Legislative Education Task Force, Chaired by Representative Mike Hawker.

Your packets include 22 letters of support from school districts, school board members, teachers, and parents and I have received an additional six more this weekend, for a total of 28 letters of support. These letters are from communities that range in size from Anchorage to Kuspuk.

The increase amounts to around 2 percent a year, which is less than the rise in the cost of living for Anchorage.

But most important, it lets schools make fiscally responsible budgets over the next three years. Many of them are well into budget process. If they know what they will be getting, they can be working on reliable budgets based on accurate figures.

In 2007 the legislature had the foresight to provide schools with the resources they needed to make responsible financial decisions. This bill allows the 27th Legislature to do the same.

The fiscal note has been prepared, and is ready to be presented. If you have any questions that I can answer, I will be glad to.

BASE Student Allocation FY 1999 – FY 2011

2.45% average annual BSA increase in 12 years from July 1, 1998 to June 30, 2010

Year	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY99-FY11
BSA	4,010	4,010	4,010	4,010	4,010	4,169	4,576	4,919	5,380	5,380	5,480	5,580	5,680	----
$ Change	----	0	0	0	0	159	407	343	461	0	100	100	100	1,670
% Change	----	0	0	0	0	3.96%	9.76%	7.49%	9.37%	0	1.85%	1.82%	1.79%	29.4%
Anchorage Cost of Living Increase	1.0%	1.7%	2.8%	1.9%	2.7%	2.6%	3.1%	3.2%	2.2%	4.6%	1.2%	1.8%	----	28.8%

2.4% average annual Anchorage COL increase in 12 years from January 1, 1999 – December 31, 2010 (US Bureau of Labor Statistics)

SB 84

(FILE 2)

LETTERS

OF

SUPPORT

<TARGET><BILL>SB 84</BILL><SUBJECT>SB 84 (FILE 2) LETTERS OF SUPPORT</SUBJECT><COMM>SEDC27</COMM></TARGET>

105 Cascade Creek Road
Sitka, Alaska 99835
February 27, 2011

The Honorable Joe Thomas
Alaska Senate
Co-Chair Senate Education
State Capitol, Room 514
Juneau, Alaska 99801

Dear Senator Thomas

I am writing to urge endorsement of SB 84 by the Education Committee and its forwarding to Finance and eventually the Senate floor. Like virtually all Alaska School Districts we in Sitka are facing major budget shortfalls this year. On a budget of just under $17 million, needed to simply maintain the present program, we are facing a deficit of $1.3 million. Without relief we are facing significant layoffs of teachers and significant increases in pupil-teacher ratios and possible deletion of whole academic programs. SB 84 by increasing the BSA by $110 for FY 2011-12 will help though not solve the problem especially when coupled with the proposal to create categorical funding for Vocational Education. Though we in the educational community have always been somewhat leery of categorical funding, we recognize that dollars going into the 20% Block Grant for Special ED, ESL, Gifted & Talented, & Vocational ED are being siphoned off almost exclusively by Special ED due to federal mandates and leaving Vocational Education seriously short funded; this at a time when it time when its importance is being increasingly recognized.

Thank you to you personally and the committee as a whole for introducing the legislation. It has our strong support.

Sincerely,

Thomas L. Conley

Thomas L. Conley, MD, FAAP
Sitka School Board Member

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

February 25, 2011

Senator Joe Thomas
State Capital Room 514
Juneau, AK 99801

Dear Senator Thomas:

On behalf of the Board of Education and Administration of the Klawock City School District, I would like to express our support for SB 84.

The passage of SB 84 would address three major concerns of our school district namely increasing the BSA, forward funding, and funding for vocational education.

As a small rural school district we are especially vulnerable to rising "fixed" costs. We are particularly concerned about the cost of energy. We have been recently told by our supplier to expect significant increases in the cost of heating fuel, propane, and gasoline. Clearly world events have a direct impact on our energy budget. In addition, insurance costs continue to increase. We realize that Klawock is not unique in this situation. However, due to the size of our budget (generally less than $3 million) we have an especially difficult time absorbing these costs.

SB 84 also affords us the opportunity to do a better job of sound financial planning. Knowing the Base Student Allocation for the next three years provides school districts with needed information to strategically plan programs, budgets, and staffing, providing for a more efficiently run school district.

For years the Klawock City School District has struggled to keep a quality vocational education program alive. Fortunately due to dedicated staff, creative funding, and the commitment of the Board of Education, our students have been able to enjoy an excellent, though small program. SB 84 provides us with the opportunity to expand our program by increasing course offerings while staying committed to excellence.

SB 84 is an excellent piece of legislation that will decrease the financial burden caused by rising prices, allow for better planning of programs and resources, and allow students opportunities to participate in quality vocational education programs that will help them transition from secondary school to post-secondary training and the Alaska workforce. Therefore, we fully support SB 84.

Sincerely,

Richard E. Carlson
Superintendent



Unalaska City School District

Senator Joe Thomas
State Capitol Room 103
Juneau, AK 99801

February 22, 2011

Dear Senator Thomas,

I am writing on behalf of the Unalaska City School District (UCSD) Board of Education in support of Senate Bill 84. SB 84 provides a modest increase to the Base Student Allocation (BSA) for each of the next three fiscal years and funding for a separate grant program within the foundation formula for high school vocational education. This bill allows school districts to plan their budgets and programs for at least the next three years with greater certainty.

Knowing the education funding outlook for the next three years will enable UCSD to plan for the implementation of additional high school courses needed to meet the eligibility requirements for the Governor's Alaska Performance Scholarship (APS) program. Specifically, the District seeks to hire an additional high school teacher so that students have access to the rigorous core curriculum required for eligibility for the APS.

The vocational education funding component of SB 84 will enable UCSD to build capacity within its Career and Technical Education programs. UCSD would utilize the additional vocational education funding to upgrade equipment, technology, and shop and classroom facilities. The District would expand its Tech Prep Program to include career paths other than welding, which is the only Tech Prep program presently offered through a partnership with UAF.

Like many school districts throughout the state, UCSD is faced with significant budgetary challenges due to rapidly rising health insurance and utilities costs. The increases to education funding proposed in SB 84 would allow UCSD to meet these rising costs and implement programs that fulfill the Governor and legislature's mandates to keep students in school, provide rigorous curriculum, and prepare students to enter Alaska's workforce.

Sincerely,

John P. Conwell

John P. Conwell, Superintendent

Cc: Senator Lyman Hoffman
Representative Bryce Edgmon
AASB

P.O. Box 570, Unalaska, Alaska 99685 • (907) 581-3151 • Fax (907) 581-3152 • www.ucsd.net
John P. Conwell, Superintendent • Glenn Cole, Principal • Lorrie D. Scoles, Principal

Southwest Region School District

P.O. Box 90
574 Kenny Wren Road
Dillingham, AK 99576

(907) 842-5287 • Phone
(907) 842-5428 • Fax

Aleknagik

Clark's Point

Ekwok

Koliganek

Manokotak

New Stuyahok

Togiak

Twin Hills

February 22, 2011

Senator Joe Thomas
State Capitol Room 514
Juneau AK, 99801
Sen.Joe.Thomas@legis.state.ak.us

Dear Senator Thomas,

Southwest Region School District (SWRS)D, as well as other school districts across the State, is in need of a funding mechanism that allows for a proactive approach to annual budgeting, as well as one that provides adequate funding to meet the needs necessary to educate each of our 634 students. Thank you for your sponsorship of Senate Bill 84 that will raise the Base Student Allocation (BSA) gradually over the next three years. SWRSD also concurs with the Bill's effort to establish a separate grant program within the foundation formula to provide support of high school vocational education.

By creating a forward funding mechanism, SWRSD is able to anticipate future budget allocations during the budget planning process. As with any process that requires stakeholder input, the knowledge of the actual amount of the BSA allows the District to more accurately anticipate its revenues so that each community may provide comment on a more complete proposed budget. This also allows staffing patterns to be set well before the recruitment and selection process so that personnel resources may be more accurately identified.

The additional funds that are provided in SB84 will help to cover the continually rising costs of insurance and energy. As these non-instructional items' costs continue to rise, our instructional program is impacted either through shortages in staff or the reduction in teaching materials in the classroom.

Thank you for your attention in this matter.

Sincerely yours,

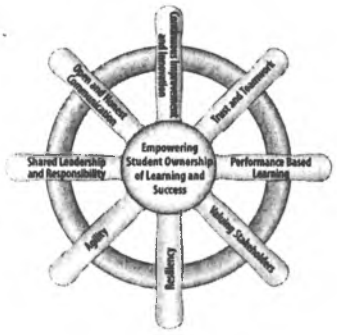
Lee Ann Andrew
Director of Administrative Services

Jack Foster
Superintendent

Kay Andrews
School Board President

djp

Cc: Senator Lyman Hoffman, Representative Bryce Edgmon, SWRS School Board, AASB-Carl Rose



Chugach School District

9312 Vanguard Drive, Suite 100
Anchorage, AK 99507-5355
(907) 522-7400 Phone
(907) 522-3399 Fax
chugachschools.com

The Honorable Joe Thomas
State Senate
Capitol Building, Room 103
Juneau, AK 99801

February 24, 2011

Dear Senator Thomas,

I am writing in your support for your important education-funding proposal, Senate Bill 84. I would encourage action on this important legislation raising the BSA from the current $5,680 per student to $5,790 in July 2011, and then to $5,905 in 2012 and to $6,025 in 2013. The increases will be affordable to the state and important to the quality and stability of public education. It will help stabilize the ability of school districts to plan for the future rather then guessing from year to year.

I also support the portion of Senate Bill 84 that proposes the state fund a separate grant program within the foundation formula for high school vocational education. This is an investment that will help keep students in school and be prepared for Alaska jobs upon graduation from high school.

Sincerely,

Charlene Arneson, President
Chugach School District Board of Education

CC: Senator Joe Thomas, co-chair, Education Committee

Anchorage School District

5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
(907) 742-4000

SCHOOL BOARD

John Steiner
President

Crystal Kennedy
Vice President

Kathleen Plunkett
Treasurer

Jeannie Mackie
Clerk

Jeff Friedman

Pat Higgins

Don Smith

SUPERINTENDENT

Carol Comeau

February 23, 2011

Senator Kevin Meyer
Majority Leader
State Capitol, Room 103
Juneau, AK 99801

Senator Joe Thomas
State Capitol, Room 514
Juneau, AK 99801

Dear Senators Meyer and Thomas:

On behalf of the Anchorage School District, I want to thank you for co-sponsoring Senate Bill 84. This legislation would insure that the Anchorage School District, and all other districts in the State, would be able to plan responsibly for the next three years, and would allow us to make much needed improvements to our Career and Technical/Vocational Education Programs. I applaud your leadership on this important issue.

The past three years of advance planning for education has allowed the Anchorage School District to advance their efforts in meeting our goal of graduating more of our high school students with a diploma, and reducing the drop-out rate. The efforts of the Joint Education Funding Task Force (JEFTF), chaired by Representative Mike Hawker and Senator Bert Stedman, have made a significant difference in our ability to plan ahead and we are grateful to the legislature and the governor for successful implementation of the three-year forward funding. Even with those significant increases, the Anchorage School District still had a $12 million budget gap in the general fund to maintain current programs, pay for negotiated salary and benefit increases, pay for increased utility and fuel costs. The gap was NOT necessitated by our use of the ARRA (federal stimulus funds), but rather the ongoing general fund costs.

We still have a long way to go to insure that our students are college and/or career ready when they leave the Anchorage School District. We are very appreciative of the legislature's strong support for increases to the Base Student Allocation (BSA), the Intensive Needs Factor, and to pupil transportation. We are also supportive of the phased-in Area Cost Differential for all districts, even though Anchorage does not receive any funding under this part of the education formula. The increases to the Intensive Needs factor has allowed the ASD to use our general fund resources for non-special education students and programs for the first time; we are very grateful for that as many of our over 900+ Intensive Needs students require extra-ordinary services to meet the requirements of their Individual Educational Plans (IEP's).

We support Senate Bill 84's three year increases to the BSA as a way to assist districts in meeting the costs of inflation, fuel and energy cost increases, and to

Anchorage School District

5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
(907) 742-4000

SCHOOL BOARD

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Kathleen Plunkett
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Clerk

Jeff Friedman

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Don Smith

SUPERINTENDENT

Carol Comeau

allow us to retain important programs and staff who are key to increasing our graduation rate over time. We believe the proposed increases are reasonable for the State of Alaska in support of quality education. We know that we must increase the rigor of our course offerings in order to meet the challenges of the Alaska Performance Scholarship; we have a graduation task force reviewing our requirements and soliciting input in where to make needed changes. The additional funding will allow us to retain our effective teachers while keeping class sizes reasonable so our students receive quality education.

The Anchorage School District is also increasing our Career and Technical/Vocational Education offerings in order to better meet the needs of our non-college going student population. We have made great strides in this area at all of our comprehensive high schools, as well as at the King Career Center. We have strong partnerships with Alaska General Contractors, Alaska Works, and CITC at our Construction Academy at the King Career Center. We have incorporated upgrades to our high schools and middle schools in order to offer more CTE courses at home schools, as well as the King Career Center in our upcoming school bond election. Having additional funding to support the necessary teacher positions and the professional development required will go a long way to meeting the needs of our students in this vital area of 21st century education so all of our students are eligible for the Alaska Performance Scholarship for either college and/or career and technical training.

Again, I thank you for your leadership in bringing Senate Bill 84 forward. I urge the Senate Education Committee to hold hearings on the legislation and move it forward to Senate Finance and then hopefully to the floor for a vote of the Senate. At that point, I hope that a similar bill will have worked its way through the House for passage and eventual reconciliation in a joint conference committee.

Please do not hesitate to contact me at comeau_carol@asdk12.org or 907-742-4312.

Sincerely yours,

Carol Comeau

Carol Comeau
Superintendent

cc School Board members
Anchorage legislators
Governor Sean Parnell
Commissioner of DEED, Mike Hanley
Bruce Johnson, Executive Director, ACSA
Carl Rose, Executive Director, AASB

Murray Richmond

From: Sen. Joe Thomas
Sent: Saturday, February 26, 2011 12:22 PM
To: Murray Richmond
Subject: FW: Support for SB 84

From: Sammy Crawford [mailto:scrawfor@alaska.net]
Sent: Friday, February 25, 2011 2:42 PM
To: Sen. Joe Thomas
Cc: Dave Jones
Subject: Support for SB 84

Subject: Support for SB 84

Dear Senator Thomas,
I want to offer my strong support for Senate Bill 84, an important education funding proposal. This legislation would make a huge different to our district for the following reasons:
1. It allows us to plan three years in advance, 2. it allows us to hire and retain the best teachers with certain funding, 3. it will allow us to keep programmatic staffing including our interventionists who work with children to make sure they meet the benchmarks by third grade, and 4. would allow us to continue our vocational ed programs and add to our successful construction academies.
Our district, the Kenai Peninsula Borough, has worked diligently to cut unnecessary costs. We have an energy incentive plan at each school in the district where students and staff work to decrease energy costs. We have rebid our copy contract to reduce paper copy costs. We took a tough look at our budget and eliminated unnecessary budgeted funds from several different areas. We still have no full time librarians in any of our 44 schools as a result of cost cutting measures in the past several years.
Our district is currently looking at a deficit of $3.5 million for next year - about 42 teachers.
We really appreciate your sponsorship of SB 84.
Sincerely.
Sammy Crawford
Kenai Peninsula Borough School Board

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, February 24, 2011 8:23 AM
To: Murray Richmond
Subject: FW: Support for SB84

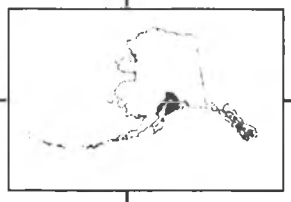
-----Original Message-----
From: William Mcleod [mailto:wmcleod@dlgsd.org]
Sent: Wednesday, February 23, 2011 4:07 PM
To: Sen. Joe Thomas
Cc: Rep. Bryce Edgmon; Sen. Lyman Hoffman; dcsd@dlgsd.org
Subject: Support for SB84

Honorable Sen. Joe Thomas,

As superintendent of DCSD, I am asking for your support to increase the funding for Alaskan schools. As an educator I sincerely appreciate the past funding efforts from our state legislature and hope you continue to assist us. I know you are aware of the ever increasing costs in locations like Dillingham for such items as fuel for energy, rising insurance costs, the need to offer competitive compensation to attract and retain rural teachers, and things as simple as the cost of a loaf of bread. More importantly is the need we have to improve the academic performance of our kids. As a district faced with not meeting AYP, being a level 5 designated school, and recognizing we need to do a better job of meeting the SBA's of the Alaska standards we have begun major initiatives for improvement. We are moving to a standards based instructional program implementing research based best practices for our district. This year we have implemented the DEED recommended model for a universal screening assessment-Measured Academic Performance program, Response to Intervention, curriculum alignment to ensure we are teaching the AK Standards in all assessed areas, and volunteered as one of 16 school district participating in the new school improvement process known by the acronym of STEPP. One result of our efforts has been the identification that we need an additional reading specialist to help our teachers and kids with interventions for success. Without some increase in funding we will not be able to make even this modest effort to help our staff and kids. We are showing gains in our students using the processes I have noted and feel confident that your investment in the kids of Dillingham will not be wasted. We are showing positive results and with a little more help we can move our students ever closer to meeting the standards of Alaska.

Respectfully,

Bill McLeod,
Superintendent of Schools DCSD



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

March 1, 2011

Senator Kevin Meyer
Alaska State Senate
State Capitol Building
Room 103
Juneau, Alaska 99801-1182

Senator Joe Thomas
Alaska State Senate
State Capitol Building
Room 514
Juneau, Alaska 99801-1182

Dear Senator Meyer and Senator Thomas,

I am writing on behalf of the Kenai Peninsula Borough School District (KPBSD) to comment on Senate Bill 84; thank you for your part in sponsoring this legislation. The KPBSD strongly supports passage of this bill and encourages the legislature to give it priority status so that it is considered well before the end of the legislative session. Our urgency for this consideration is due to the timing of our issuance of contracts.

KPBSD prides itself on being fiscally prudent and financially efficient. During the state's previous education fiscal plan that increased the Base Student Allocation (BSA) by $100 each year, we made significant improvements to our students' learning opportunities. We used this new money to expand our vocational offerings, add interventionists to help our struggling students and increase the number of counselors to help students from dropping out. We are preparing a brochure that highlights the positive effect of our improvements; I will share this with you when I am Juneau next week.

KPBSD's FY12 budget is based on rolling forward our existing level of service. With the BSA at its current level and our borough's contribution holding steady, we expect that our FY12 revenue will be 3.5 million dollars less than our budgeted expenditures. The proposed increase to the BSA that is included in SB84 will approximately cut this deficit in half.

I look forward to sharing the mentioned brochure with you and thank you for considering this encouragement to pass SB84.

Sincerely,

Steve Atwater, Ph.D.
Superintendent

cc: Kenai Peninsula Legislative Delegation

Sen. Joe Thomas

From: Tana Wood [ftwood@wildak.net]
Sent: Thursday, February 24, 2011 12:07 PM
To: Sen. Joe Thomas
Cc: aasb@aasb.org
Subject: SB84

Thank you for your support of education and the future of Alaska kids. As President of Delta Greely School Board, REAA #15, I urge passage of **SB84**. Not only will it provide much needed stability for planning and development purposes, it addresses the much needed support of High School vocational education. As we watch the dramatically increasing oil prices and other basic costs of operating a school, an increased BSA with the 3 year formula could not come at a more critical time. We strongly support this very vital legislation.

Thank you!
Tana Wood

Sen. Joe Thomas

From: Doris Robbins [drobbins@gci.net]
Sent: Sunday, February 20, 2011 11:22 PM
To: Sen. Joe Thomas
Cc: Sen. Bettye Davis
Subject: SB 84 VOC ED FUNDING/BASE STUDENT ALLOCATION

RE: Senate Bill 84 VOC ED FUNDING/BASE STUDENT ALLOCATION

Senator Thomas,

Thank you for supporting adequate funding for education. Cutting funding should not be a reaction when student performance does not instantly jump the next year after adequate funding is made available. Because there was more funding last year does not make up for all the compounded lack of resources over the years.

Children are not like cars: You can't pour more "gasoline" in one year and have that jumpstart the stalled vehicle. These little human "vehicles" have to have years of fertilizer, watering and proper pruning which builds on each year until the "plant" is mature and bears fruit.

It is not so different from plants that start out healthy and are later neglected. It is even better if you start working with "the little plants" at a very early start just after they can stand, say at about 3 or 4 years. Even if you give them a good first start, they will wither when you withhold adequate support (funds). They may never completely pull out of their withering just because you invest more dollars one year. They may instead forever bear the marks of neglect.

Look at the little stunted trees along the windswept areas of highway. You can see some that struggled to get through a hard period and survived and some have fallen. Think also of the trees in areas where they always had good growing in a rich soil and protected area. They stand proud and tall. That is not so different from our school children.

Please make sure the education funding level stays at the highest level possible. Also make sure that all children have the kind of education that meets their needs.

A good portion of children need to have Vocational Education. In fact, I am one who believes that all children need to have broad exposure to all kinds of learning. All children need to know how to do basic vocational and home economics skills that will aid them in taking care of themselves and their homes in the future. Some will discover that is an area where they do their best work and others will have some very useful skills that they will find handy all their lives.

Sincerely,

Doris Robbins

1281 Overhill Dr.
Fairbanks AK 99709-6753
(907) 374-0597

Sen. Joe Thomas

From: Kennedy_Crystal [Kennedy_Crystal@asdk12.org]
Sent: Friday, March 04, 2011 1:38 PM
To: Sen. Kevin Meyer; Sen. Joe Thomas
Cc: crose@aasb.org; jreeves@aasb.org
Subject: Support for SB84

Dear Chairman Meyer and Chairman Thomas,

Thank you very much for your introduction of SB 84. As the Vice President of the Anchorage School Board and the President of the Association of Alaska School Boards, I can testify to the fact that the increases to the BSA in SB84 will be of great benefit to the Anchorage School District as well as the other school districts in our state.

This week the Anchorage School Board passed a Six Year Fiscal Plan. Two projections in the plan show that if revenues to our district remain status quo or are increased by $100 to the BSA and by one and a half percent from our local tax base, the Anchorage School District will have a $54 - $101 million gap within six years in order to continue to deliver the services to our students that we currently do. Please keep in mind that Anchorage does not benefit from any implementation of the Cost Differential factor but must rely on an increase to the BSA for any relief to the effects of inflation on our educational programs.

Both from the perspective of the Anchorage School District and that of the Association of Alaska School Boards, the addition in SB 84 of targeted funding for vocational programs would be well received. The Association of Alaska School Boards has a resolution crafted and supported by our membership that promotes separate funding outside of the block grant that can be specifically focused on technical/ vocational improvements in our districts. Over the past few years the Anchorage School District has made significant strides in providing greater technical/vocational opportunities to our students and many districts are making similar efforts geared toward helping our students become more prepared for careers and post-secondary education. It is important to continue to improve and expand in our vocational offerings in all of Alaska's school districts and this bill will be very valuable toward that end.

The Anchorage School District has a graduation rate of 70% and has a drop out rate that has been under the 4% mark for the past several years. We have worked diligently to make those improvements and will continue to do so. Passage of SB 84 with the increases to the BSA and the vocational funding program will go a long way toward helping us meet those educational goals and allow our students to be more successful.

Thank you again!

Crystal Kennedy

Crystal Kennedy
Anchorage School Board member
907-696-2624

Alaska Association of School Business Officials (ALASBO)
3145 Pioneer Avenue
Juneau, AK 99801
907-500-9086
alasbo@gci.net

February 21, 2011

Alaska State Senate Education Committee
The Honorable Joe Thomas and the Honorable Kevin Meyer, Co-Chairs

Senators,

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 **SB 84 – Base Student Allocation Increase and High School Vocational Education Funding.**

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

Juneau School District 10014 Crazy Horse Drive Juneau, AK 99801

The Honorable Kevin Meyer
State Senate
Alaska State Capitol, Room 103
Juneau Alaska 99801.1128

The Honorable Joseph Thomas
State Senate
Alaska State Capitol, Room 514
Juneau, Alaska 99801-1182

7 March 2011

Dear Senator Meyer and Senator Thomas:

On behalf of Alaska's fifth largest school district, we thank you for sponsoring Senate Bill 84, Vocational Education Funding/Increasing Base Student Allocation (BSA).

I understand that some legislators are reluctant to increase the BSA due to frustration that increases have not resulted in improvements to student learning. The Juneau School District is frustrated that progress is slower than desired, but we are proud of the results achieved so far:

- Reading proficiency of students rose from 83.1% to 84.7% between 2009 and 2010
- Math proficiency of students rose from 71.1% to 73.9 %, between 2009 and 2010 reversing a declining trend over the past several years.
- In 2010 six of the seven elementary schools, including all Title 1 elementary schools, met Adequate Yearly Progress (AYP) under "No Child Left Behind". The percent of AYP targets achieved in 2010 increased to 94% up from 93% in 2009. Those schools that have yet to meet AYP are precariously close in all but a few hard to serve student populations.
- The Juneau School District achieved $1 million is cost savings in 30 months after forming a strategic alliance with Energy Education, a national energy conservation company. The district received an *Energy Excellence Award* and four schools have received *Energy Star* ratings for their progress in energy conservation.

Recent increases in the BSA have helped the Juneau School District toward its goal of creating a local education system that ensures all students possess skills to compete in the world labor market. Steps the Juneau School District are taking to improve our local educational system include:

- Increasing the number of instructional school days by one day in each of three years.
- Requiring a one-hour early release of students every other Monday so teachers may assess student data and collaborate on ways to improve teaching to specific student needs.
- Implementing a common formative assessment (Measuring Academic Progress) in which all of our students take a one-hour nationally-normed computerized test three times a year. Results are available the next day (not the next school year) so teachers may assess student performance and take immediate steps to improve teaching to that student.
- Examining our graduation requirements and looking to increase the number of credits required as well as the rigor of course offerings to be sure our student graduate with mastery of core subjects and a well-rounded array of classes.
- Investing in teacher training for a nationally renowned program called AVID (Advancement Via Individual Determination) which is designed to provide often overlooked talented and minority students with the skills and abilities to succeed with their studies.

- Implementing a zero-tolerance substance abuse policy of random drug testing, voluntary for all students and mandatory for all students engaged in state sanctioned school sponsored activities.
- We are in the third year of a five year plan to build high school programs in which students connect their core academic subjects with possible post-secondary plans in Alaska and in global markets.

The final point above is the perfect segue to the second part of your bill, which would provide schools with a specific funding algorithm for career and technical education (formerly known as vocational education). Current Federal Carl Perkins funds amount to less than $80.0 in Juneau and come with so many strings that it takes creativity and fortitude to use them wisely to build our career and technical options that are being aligned with Alaska jobs. Funds provided by this legislation would help ensure we have a sufficient number of teachers trained to deliver curricula resulting in real-world endorsements that make our students more marketable beyond high school. I have attached a copy of the career options we are building in our district to give you a good idea of the structure we are creating.

In closing, the increase to the BSA proposed in this bill would enable us to progress more quickly in our efforts to redesign teaching and learning to help our students leave our schools poised and prepared to enter the world ready to contribute. Our goal is that students leave our district with less need for remedial university course work (thus saving limited postsecondary dollars for higher level classes), and possessing the skills to enter an apprenticeship, the military or the world of work with the skills employers demand to be competitive in our world economy. Our job is to help them master those skills and make those connections.

Thank you for sponsoring this bill and recognizing that budget certainty enables our district to operate effectively and efficiently, while providing our employees with the knowledge that they will be employed next year. This enables them to focus on teaching as opposed to looking, or wondering if they should be looking, for a new job, and this enables us to continue to structure our operations to successfully prepare our students.

Sincerely,

Sally Saddler

Sally Saddler, President

Andi Story

Andi Story, Vice-President

CC: Sean Parnell, Governor

The Honorable Dennis Egan, Senator

The Honorable Beth Kerttula, Representative

The Honorable Cathy Munoz, Representative

The Honorable Mike Hanley, Commissioner, Department of Education and Early Development

Carl Rose, Alaska Association of School Boards

Juneau School District
"Next Generations"
High School Structure for Post-Secondary Success

Juneau's two comprehensive high schools are comprised of smaller learning communities* for freshman to build a strong foundation to move into classes organized by career pathways. ** Pathways align with Alaska career clusters. After the freshman year, students may select a pathway, which is a series of classes that offer a career endorsement. **

Juneau Douglas High School Learning Communities

Freshmen Learning Community 1
Freshmen Learning Community 2

ACE-Architecture, Auto, Construction, Engineering Learning Community pathways and endorsements *Students are engaged in hands-on learning including the design and construction of a house or industry internships. The Engineering Pathway has adopted the national pre-engineering program, Project Lead the Way, with a full sequence of courses. Students can earn up to 24 credits through dual credit opportunities with UAS that lead to postsecondary and apprenticeship programs.*

- Architecture Pathway and Endorsement
- Auto Mechanics Pathway and Endorsement
- Construction Pathway and Endorsement
- Engineering Pathway and Endorsement

Athletics, Recreation and Medicine Learning Community pathways and endorsements
Students prepare for pathways into high demand health occupations and gain skills supporting healthy living and lifelong fitness. Students can earn certifications in ETT, EMT, First Aide and CPR, Lifeguarding, Water Safety, and apply their skills in community- based experiences. Students can earn up to 16 UAS credits that lead to postsecondary programs by completing courses in these pathways.

- Health Sciences Pathway and Endorsement
- Fitness and Recreation Pathway and Endorsement

Business and Communications Learning Community pathways and endorsements
The Business and Communications Pathways and Endorsements prepare students with skills for high growth occupations in finance, business, and media communications. Students gain hands-on media training in writing and video production courses. Desktop publishing and web design courses are aligned with digital arts to prepare students with skills for working in graphic design. Students can earn 6 UAS credits for Accounting I and II.

- Finance Pathway and Endorsement
- Marketing Pathway and Endorsement
- Graphic Design Pathway and Endorsement
- Media Communications Pathway and Endorsement

Humanities Learning Community pathways and endorsements
Humanities offer broad-based experiences that require students to earn credits from nearly every department including two years of a foreign language. Literature, history and philosophy are connected with communication and cultural studies, and linguistics. Fine Arts endorsements provide students with opportunities to engage fully in the arts world and express themselves in visual and performance venues.

- Instrumental Pathway and Endorsement

- Theater Pathway and Endorsement
- Visual Arts Pathway and Endorsement
- Vocal Performance Pathway and Endorsement
- Humanities Pathway and Endorsement

Thunder Mountain High School Learning Communities

Blue/Freshmen Learning Community
Silver/Freshmen Learning Community

10-12th grade: Exploration and Discovery Learning Community pathways and endorsements
The Exploration and Discovery Learning Community applies math, science and technology courses to explore local environments and issues that affect people and the environment. Pathways connect students with Juneau's natural resources through courses that engage students in scientific research, apply math and science skills in engineering technology courses, and build specialized skills for health-care related occupations.

- Health Care Pathway and Endorsement
- Marine and Environmental Sciences Pathway and Endorsements
  - Marine and Environmental Sciences Endorsement
  - Outdoor Education Endorsement
- Science, Technology, Engineering, and Math -STEM Pathway and Endorsement

10-12th grade: Global Studies Learning Community pathways and endorsements
The Global Studies Learning Community focuses on the arts and humanities to build awareness and understanding of cultural influences that shape our world. Pathways connect students with workplace skills in the business and hospitality industry, focus skills in the fine arts including state of the art technology and design skills through digital animation, and engage in opportunities to explore occupations in government, law and education.

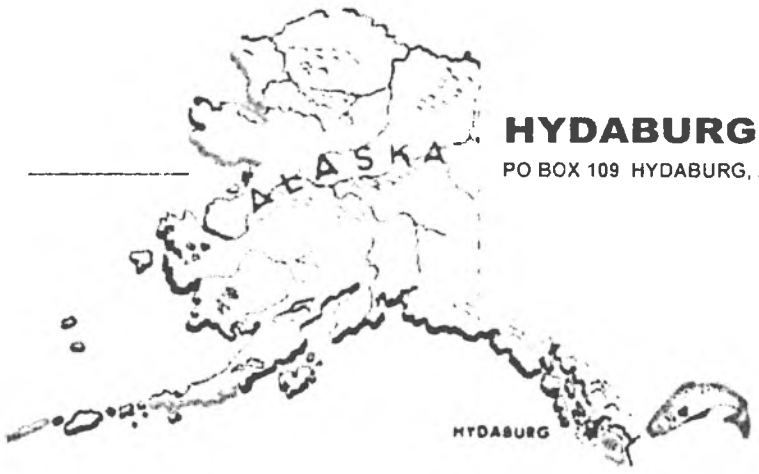
- Business and Hospitality Pathways and Endorsements
  - Culinary Arts Endorsement
  - Entrepreneurship Endorsement
- Fine Arts Pathways and Endorsements
  - Digital Communications Endorsement
  - Performance Arts Endorsement
  - Visual Arts Endorsement
- Leadership, Law and Education Pathway and Endorsement

***Learning community**: an academic grouping with a focus that usually will consist of three or four teachers who share the same students. All students will be part of a learning community, whether it's a ninth grade team or a pathway area.*

- *Students choose at least one learning community pathway (can shift each year) with guidance and advisement*

****Pathways and endorsements:** An emphasis in an area of study (linked to one of the 16 national "career clusters") that requires a minimum of 3.0 credits in that specialty. The endorsement would appear on a student's transcript.*
Honors endorsement is available to any student

- ***Heritage Honors at TMHS** is available to any student who has an interest in Alaska and Native Studies*



HYDABURG CITY SCHOOL DISTRICT
PO BOX 109 HYDABURG, AK 99922 PHONE 907-285-3491 FAX 907-285-3391

March 10, 2011

Co-Chairs and Members
Senate Education Committee

Re: SB 84

Dear Co-Chairs and Members:

Hydaburg City School District supports SB 84 which provides a vocational education factor and incrementally increases the BSA.

The present block grant, which is intended to cover special education, bilingual/bicultural education, and vocational education is insufficient. Vocational education often involves specialized equipment and classes are often small for the sake of safety. This proposed recognition of the cost and importance of vocational education is welcomed.

The proposed increases in the BSA are critical to school districts' ability to maintain programs in the face of rising costs and, in many cases, declining enrollment.

Thank you for your consideration.

Respectfully,

B. A. Weinberg, CEO
HYDABURG CITY SCHOOL DISTRICT

Edra Morledge

From: Josh Applebee
Sent: Thursday, March 10, 2011 4:25 PM
To: Edra Morledge
Subject: FW: SB 84 Increased education funding

EDUC

-----Original Message-----
From: Cheek_Lori [mailto:Cheek_Lori@asdk12.org]
Sent: Thursday, March 10, 2011 4:12 PM
To: Sen. Kevin Meyer
Subject: SB 84 Increased education funding

Dear Senator Meyer,

I am the principal of Ptarmigan Elementary in Anchorage. Please support SB 84 and increased funding for education. My school has 460 students. 100% of our students qualify for free and reduced lunch. Few of our parents are politically active, so as a representative of this community I am speaking up and asking to help our kids.

Ptarmigan has benefited over the years from State and Federal funds. We need your support to continue providing a quality program and to meet the needs of our students.

Thank you for your consideration,
Lori Cheek
Principal

Edra Morledge

From: Josh Applebee
Sent: Thursday, March 10, 2011 4:30 PM
To: Edra Morledge
Subject: FW: SB 84

EDUC

-----Original Message-----
From: Brad Allen [mailto:ballen@kuspuk.org]
Sent: Thursday, March 10, 2011 4:28 PM
To: Sen. Kevin Meyer
Subject: SB 84

Senator Meyer;
I am writing to ask for your support of Senate Bill 84 to help increase the Base Student Allocation and to help fund career-technical education.
With the increases felt across Alaska to school districts due to increased costs of materials and shipping/freight as well as the increased cost to keep schools open, the action of increasing the BSA is incredibly important to help districts do their job of educating kids. The funding to help provide students a quality education is paramount to the success of our young people to help guide Alaska into the next generation - and that is why this bill is so crucial to help districts' accomplish this task.
It also begins to address the long overlooked issue of career-technical education and the funding for these types of programs. While it is certainly the schools job to educate our young people, we are also tasked with helping them to be ready for employment and career options when they are ready to leave our instructional care. Having funding to help not only provide this critical component is essential but to help give all of our students the opportunity to be exposed to these resources is part of the solution to helping Alaska have a ready to hire work force - or go to college or whatever post-secondary training an individual would like to ascend to. While all district's face issues in providing these items, as a REAA, I can speak first hand about why these career readiness and vocational education programs are important to our students - they provide relative employability skills that can be readily used whether you are in bush Alaska or downtown Anchorage.
I encourage you to help make SB 84 an reality for the youth of Alaska. This piece of legislation has the opportunity to make real opportunities to our youth.
Thank you for your consideration in this matter, Respectfully, Brad Allen - Superintendent, Kuspuk School District

Alaska State Legislature

Please enter into the record my testimony to the Senate Education committee name

Committee on Education bill # / subject, dated March 7, 2011 public hearing date

I wish to offer my strong support for SB 84. The increase to the base for the next three years will allow our district to plan well in advance, it will allow us to keep the very best teachers with certain funding - instead of spring layoffs - and this would allow us to keep our interventionists - those who work to bring our youngest students up to grade level in reading + math by third grade this is proven to be effective and the "biggest bang for the buck".
We are currently looking at a deficit of $3.5 million for next year — about 42 teachers + administrators.

Signed: Sammy Crawford
Testifier

Kenai Peninsula School District
Representing (optional)

144 N. Binkley Soldotna
Address

907-283-9271
Phone number

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, March 11, 2011 9:18 AM
To: Murray Richmond
Subject: FW: Please support SB 84

-----Original Message-----
From: Sara Irwin-Goudreau [mailto:sgoudreau@valdez.cc]
Sent: Friday, March 11, 2011 8:54 AM
To: Sen. Joe Thomas
Subject: Please support SB 84

Thanking you in advance for your support of bill - SB 84

Sara Irwin Goudreau
Career Counselor
Valdez High School

Dear Education Committee,

As a parent of a Juneau high school student, who has also raised two other older children in the Juneau community, I urge support of SB84. It is very saddening to see our education system faced with choosing which of the important student programs it provides to cut funding for. Our students need support and guidance in order to lead healthy, productive lives, and cutting back on what they receive at school is a step in the wrong direction during these times of rampant substance abuse and delinquent behaviors.

I also tutor students preparing to take their GED examination, and hold a masters degree in social work. I am very much an advocate for career tech programs in our schools, at a much higher level than they are presently provided. Many students don't intend to pursue a college degree following high school, and there is nothing wrong with this. In fact, there is a lot right about it - college is not for everybody. We need plumbers, electricians, and other people in the trades - why is it that their preparation at the high school level is so much less valued than that of the college -bound student? Instead we have countless students who are not motivated to finish high school because it doesn't give them what they need - preparation to support themselves at a decent wage after they graduate. They end up dropping out,and with low-paying jobs, thus continuing the viscious cycle of poverty, and often the associated substance abuse and other societal problems that can be associated with people living difficult lives.

Please support SB84, thus increasing the BSA and also providing some additional funding for our career tech programs.

Sincerely,
Ellen Pavitt, parent of Juneau high school students

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, March 07, 2011 1:32 PM
To: Murray Richmond
Subject: FW: SB 84

From: Jean Trainor [mailto:jtrainor@apea-aft.org]
Sent: Monday, March 07, 2011 1:25 PM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Thomas, I support SB 84 to increase the base student allocation. I hope you do, too!
Respectfully, Jean Trainor

Jean Trainor
APEA/AFT
Field Representative
825 College Rd.
Fairbanks, AK 99701
phone: 456-5412
jtrainor@apea-aft.org

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, March 07, 2011 10:04 AM
To: Murray Richmond
Subject: FW: Senate Bill 84

-----Original Message-----
From: Barbara Thurston [mailto:schoolboard@thurstons.us]
Sent: Monday, March 07, 2011 7:30 AM
To: Sen. Kevin Meyer; Sen. Joe Thomas; Senator Bettye Davis@legis.state.ak; Sen. Hollis French; Sen. Gary Stevens
Cc: Governor@gov.state.ak.us; Sen. Dennis Egan; Rep. Beth Kerttula; Rep. Cathy Munoz; schoolboard@ci.juneau.ak.us
Subject: Senate Bill 84

As a long-time Alaska resident, parent of two school-aged students, and member of the Juneau school board, I urge you to support Senate Bill 84, which increases the base student allocation, and provides additional funding for vocational and career tech classes.

The single most important thing we can do to assure a successful future for our children and the State of Alaska is to make sure all of our students graduate from high school with the skills they need to succeed in college or the workforce. Like school districts around the state, the Juneau School District has been changing the way we do things in order to achieve this goal. A few examples:

-- We are increasing the number of career tech classes offered, and coordinating with the university to assure the quality of these courses and allow high school students to receive university credit for taking them.

-- We are increasing the type and number of advanced level classes offered at our middle and high schools, to allow more students to be well prepared for college.

--We are providing literacy support for students who have fallen behind, to enable them to catch up with their classmates as quickly as possible.

-- We are implementing the AVID program, which targets students in the academic "middle", helping them to prepare for college, and realize that college really is a viable option for them.

The district has been successful in adopting these approaches within the current budget, and plans to continue to do so, however, it is extremely difficult to maintain programs at a time that budgets are being cut. While it's true that "throwing money at a problem" is generally not enough to fix that problem, it is similarly true that cutting funding makes it even more difficult to make improvements.

Leaving the BSA unchanged is not "flat funding", it is an effective funding decrease for schools -- higher energy and personnel costs, among other things, mean that the same amount of funding will cover less next year than it does this year. The increase in the BSA included in SB84 and the additional funding for vocational education will go a long way toward offsetting those built-in cost increases and enable us to make the changes that are needed for our students and our state.

I urge you to support SB 84. Feel free to contact me if you have any questions.

Barbara Thurston
789-2991

HAINES BOROUGH SCHOOLS

P.O. Box 1289

Haines, Alaska 99827

March 30, 2011

Senator Joe Thomas
Alaska State Senate
Alaska State Capitol
Juneau, AK 99801-1182

Dear Senator Thomas:

Continued increases to the BSA that allow districts to contend with the increasing cost of goods and services are vital. Energy costs are skyrocketing along with the cost of health care. Keeping vocational education classes and other classes that students are interested in our schedule keeps them coming to school. This helps reduce the dropout rate, which though low, at less than 10% in Haines, still needs to improve. These costs are worth funding.

Forward funding is also of extreme importance. It is cost-effective. It reduces uncertainty and helps us to more quickly and efficiently budget. This allows us to spend more time focusing on ways to improve our students' education. It was one of the essential recommendations to come out of the work of the bipartisan task force on education back in 2007 and should be sustained.

Right now **SB 84** appears the best vehicle for maintaining necessary funding increases and forward funding. It also addresses vocational education. **The Haines Borough School Board has passed a resolution supporting this bill.** This bill is in Senate Finance and we hope it will quickly get on the schedule and be kept moving forward. If there is another way of accomplishing the same or similar result, we'd be supportive as well. We hope that we have your active support and that you will exert whatever efforts you can. We will continue to follow the movement of this bill (or any other effort) and will be available to provide additional testimony as needed.

We thank you again for your time and for your service to the needs of our school district and other districts across the State.

Thank you,

Michael Byer, Superintendent

Superintendent's Office
Phone (907) 766-6725
Fax (907) 766-6794

K-12 School Office
Phone (907) 766-6700
Fax (907) 766-6791

HAINES BOROUGH SCHOOLS
P.O. Box 1289
Haines, Alaska 99827-1289

March 11, 2011

Senator Kevin Meyer
Majority Leader
State Capitol, Room 103
Juneau, AK 99801

Senator Joe Thomas
State Capitol, Room 514
Juneau, AK
99801

Dear Senators Meyer and Thomas:

Thank you for coauthoring SB84. The provisions of this bill would insure our school district's ability to continue building our capacity to provide a higher quality and more relevant education for our students. The recommendations of the Joint Education Funding Task Force (JEFTF) that met in 2007 and were incorporated into law made a huge contribution to our ability to do our jobs. We have had three years in which we've been able to more accurately budget. Consequently, we spend more time dealing with educational issues rather then trying to anticipate different funding scenarios. This has been huge for us. We have been able to work our strategic plan. We've focused on improving our reading and math curriculum and instruction. We've added additions to our Career and Technical/Vocational Education program. We've improved services to our "high needs" students.

We know that keeping kids in school so they don't drop-out, but continue through and graduate, includes several crucial factors. First they need to have high quality, highly skilled teachers who care about them. Second, they need a strong core curriculum. Third, they need immediate and effective interventions to help them catch-up and keep-up when they are behind. And forth, they need options and relevance in their classes. All these things help them connect to school and experience the success they need that will result in their graduating.

With the rising cost of energy and the consequent increase in goods and services, being able to continue our efforts for our children depends on the provisions SB84 encompasses. We thank you for leading the way in addressing the important issues we face and offering what we feel is a good solution that will allow us to continue our important work in partnership with the legislature, our local government and our immediate community.

Thank you,

Michael Byer
Superintendent, Haines Borough School District

HAINES BOROUGH SCHOOLS

P.O. Box 1289

Haines, Alaska 99827

A Resolution Supporting the Passage of Senate Bill No. 84 Submitted by the Senate Education Committee on 2/4/11

"An Act relating to funding for high school vocational education as a component of funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

Whereas, The Alaska Legislature in 2008 passed HB 273 that put into effect the recommendations of its own Joint Legislative Education Funding Task Force that were based on a reasoned and deliberate discussion of important issues to public education in the state; and

Whereas, these recommendations included 1) forward funding of districts with yearly additions to the BSA, 2) funding the actual costs of "intensive needs students," 3) providing a "hold harmless" provision for districts with dramatic enrollment decreases, and 4) implementation of the "District Cost Factor;" and

Whereas, this legislative support has greatly assisted districts to do early forward planning and provide better educational services to students; and

Whereas, the need for forward funding, vocational education and the other provisions within HB 273 continues on; and

Whereas, Senate Bill No. 84 addresses these important concerns and continues the crucial support already begun by the legislature for the next three years; and

Whereas, flat funding will cause reductions in educational services and further constrain our district's capacity to meet the diverse needs of all students, each of whom are essential for Alaska's future;

THEREFORE BE IT RESOLVED, we respectfully request that Senate Bill No. 84 be passed by the Alaska State Legislature and signed into law by Governor Sean Parnell.

PASSED AND APPROVED this 16th day of March 2011.

HAINES BOROUGH SCHOOL BOARD

Carol Kelly

Carol Kelly, President

Brian Clay
Sean Cone
Nelle Jurgeleit-Greene

Anne Marie Palmieri
Sarah Swinton
Stacie Turner

Royal Henderson, Student Representative

Michael Byer, Superintendent

Superintendent's Office
Phone (907) 766-6725
Fax (907) 766-6794

K-12 School Office
Phone (907) 766-6700
Fax (907) 766-6791

SB 84 → Voc Ed / Base Student Allocation

TITLE CHANGE

1. Delete "increasing the base student allocation used in the public school funding formula;"
2. Add language "relating to education tax credits;"

NEW SECTION ON EDUCATION TAX CREDITS

From CSSB 43, Sec. 10, Sec. 15-20, Sec. 27

*** Sec. 10.** AS 21.96.070(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under AS 21.09.210 or AS 21.66.110 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, 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;

~~(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and~~

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 15.** 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

(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;

~~(5) for the AlaskAdvantage education grant and Alaska performance scholarship investment fund under AS 37.14.750(a); and~~

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 16.** AS 43.55.019(a) is amended to read:

(a) A producer of oil or gas 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, 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;

~~(5) for the Alaska performance scholarship investment fund under~~

AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 17.** AS 43.56.018(a) is amended to read:

(a) The owner of property taxable under this chapter 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, 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;

~~(5) for the Alaska performance scholarship investment fund under AS 37.14.750(a); and~~

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 18.** AS 43.65.018(a) is amended to read:

(a) A person engaged in the business of mining in the state 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, 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;

~~(5) for the Alaska performance scholarship investment fund under~~ **AS 37.14.750(a); and**

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 19.** AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business 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, 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;

~~(5) for the Alaska performance scholarship investment fund under~~

AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 20.** AS 43.77.045(a) is amended to read:

(a) In addition to the credit allowed under AS 43.77.040, a person engaged in a floating fisheries business 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, 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;

~~(5) for the Alaska performance scholarship investment fund under~~

AS 37.14.750(a); and

(6) for education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government.

*** Sec. 22.** ~~AS 21.96.070(a)(5)~~, 21.96.070(a)(6); ~~AS 43.20.014(a)(5)~~, 43.20.014(a)(6); ~~AS 43.55.019(a)(5)~~, 43.55.019(a)(6); ~~AS 43.56.018(a)(5)~~, 43.56.018(a)(6); ~~AS 43.65.018(a)(5)~~, 43.65.018(a)(6); ~~AS 43.75.018(a)(5)~~, 43.75.018(a)(6); ~~AS 43.77.045(a)(5)~~, and 43.77.045(a)(6) are repealed January 1, 2021.

OR – Without the Sealife Center language:

Sec. 27. Section 57, ch. 92, SLA 2010, is amended to read:

Sec. 57. Except as provided in sec. 56 of this Act, this Act takes effect January 1, 2021 [2014].

My name is Tami Seekins. I have three children who attend schools in the Fairbanks School District. I'm speaking today in support of SB 84. As a parent of children who are currently attending school in the Fairbanks District, I believe that it is important that this legislature demonstrate that that they value education. Our children are this state's future. Our children are no longer competing with other kids from other states - they are competing with kids globally. As a state we need to say that we value education, we understand that if we are to be competitive and move our state forward, we need to have an highly educated workforce that wants to remain in Alaska. We do that by putting our resources where it is needed the most, AND will have the highest pay off in the future. Our schools need to be able to plan financially to the best of their abilities to offer the most that they can. If you were to ask me, I would say that this bill is the first step of what really needs to happen. I don't actually believe that this bill goes far enough.

We live in a fast pace world, our children need to know more and more in order to be productive members of society and we are charged with helping them become successful, productive Alaskans. SB84 will begin the steps to allow school districts to meet that charge. We cannot sit by and continue to let other states and other countries pass us by.

By passing this bill, you will be help sustain and grow Alaska's future. By your action to support this bill, you will indicate that you value education; you will indicate that the future of Alaska is important; and you will indicate that you understand the importance of a well educated and trained workforce. It is long range thinking - but it is one that will have a high pay off for Alaska.

I want to close by saying that I believe the Fairbanks School District is doing a good job. My oldest son is a sophomore at West Valley. This spring, at the end of his sophomore year he will have earned 12 credits through UAF from classes that he has taken at West Valley. The teachers and staff care about his education and they working hard to develop classes and opportunities that will ensure that he will be successful and help him get ahead . He wants to attend UAF to study engineering. He wants to stay in Alaska. This is what it is all about and this is why I support SB 84

Tami Seekins 3/21/11

To: Senate Education
Fr: Tami Seekins 455-7433

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, March 14, 2011 1:45 PM
To: Murray Richmond
Subject: FW: SB 84 and CSSB 84

-----Original Message-----
From: Steiner_John [mailto:Steiner_John@asdk12.org]
Sent: Monday, March 14, 2011 1:41 PM
To: Sen. Kevin Meyer; Sen. Johnny Ellis; Sen. Joe Thomas; Sen. Bettye Davis; Sen. Hollis French; Sen. Gary Stevens
Cc: School Board; Bruce Johnson (bjohnson@alaskaacsa.org); crose@aasb.org
Subject: RE: SB 84 and CSSB 84

Dear Co-Chairs Meyer and Thomas and Senate Education Committee members:

I attended this morning's Education Committee meeting off-site by call-in, but you were apparently not made aware that I was on the line waiting to testify in support of SB 84--really CSSB 84. There was much excellent testimony, and your packet included input from the Anchorage School District and our board vice-president, Crystal Kennedy. Superintendent Comeau has also sent an email just this morning. Although the Anchorage School Board has not taken a formal position on this specific bill, we have strongly endorsed the changes it would make.

A number of points, however, bear emphasis:

1. Doing nothing would not "flat-fund" education, it would allow education funding to erode. So long as the BSA is stated in nominal dollars and inflation continues to exist, to leave the BSA unchanged would be a real-dollar decrease in education funding.
2. Even CSSB 84 would not really increase education funding; it would merely--or perhaps not quite--maintain education funding. With inflation estimated at 2.5%, SB 84's 2% adjustments would only mitigate real-dollar erosion.
3. The Anchorage School District has embarked on value-based budgeting to use our limited resources where they will produce the greatest results for student achievement, graduation rates and drop-out reduction, while preparing students for success in life. Budgeting for the coming year, we faced a nearly $20 million shortfall, due to the erosion described above, and receiving no cost-differential adjustment like other districts. That will be partly mitigated by one last year of supplemental federal funds, but we still had to make substantial cuts, saving some critical services and activities only by increasing class size and digging deep into fund balance reserves. The projected FY 2013 shortfall is nearly $30 million, and it gets much worse further in the future, without at least the erosion mitigation of CSSB 84.
4. Having to budget and plan devoid of real information as to future funding is a horrendous waste of time and energy, imposing needless trauma on the community and school staff. Three-year running erosion-mitigation would allow us to focus more on program rather than just on money.
5. Increasing Career Technical and Vocational Education is a central theme of the Anchorage School Board, with strong community support. We expect resounding approval of a bond for improvements to CTVE facility capacity in high schools across the District, but operating budget constraints will limit our ability to serve this need. The increased block grant increment for that purpose would help make school more relevant and useful for more students, and be a sound investment in Alaska's workforce, enhancing our human capital and helping to stem the export of local jobs.

Finally, but perhaps most importantly, because SB 84 and CSSB 84 are committee bills, you may already know all of this and be ready to pass the bill on with favorable recommendations. But it is not nearly enough just to pass the bill out of committee. Last session, a similar bill died in House Rules. Though none of your individual names may be on this bill, I ask each of you to commit jointly to making it your flagship bill. Press it on through the Senate; shepherd it through the House. Let your colleagues in both chambers, as well as the Governor, know that what this bill would do is a must-have for Alaska's future.

I thank you for this opportunity to provide input on this very important bill and look forward to thanking and congratulating you when I come to Juneau later this month.

John Steiner
Anchorage School Board President

From: Comeau_Carol
Sent: Monday, March 14, 2011 11:18 AM
To: Kevin Meyer (Senator_Kevin_Meyer@legis.state.ak.us); Johnny Ellis (Senator_Johnny_Ellis@legis.state.ak.us); Senator Joe Thomas (Senator_Joe_Thomas@legis.state.ak.us); Senator_Bettye_Davis@legis.state.ak.us; Hollis French; Gary Stevens (Senator_Gary_Stevens@legis.state.ak.us)
Cc: School Board; Bruce Johnson (bjohnson@alaskaacsa.org)
Subject: SB 84 and CSSB 84

I was unable to testify on SB 84 and CSSB 84 this morning due to an emergency death of one of our staff over the weekend. I did want to comment on this important proposed legislation.

First, and foremost, I want to thank all of you for your long-time support for public education; our students, staff, and families have truly benefitted from the past three years of increased funding in the Base Student Allocation, the Intensive Needs factor, and in Pupil Transportation. The increased funding has allowed us to fully pay for our over 900 Intensive Needs students from the increased funding, and not to have to divert other general education funding to provide these required intensive services. In addition, it has allowed us to keep up with the inflationary costs of education. By knowing our funding levels for three years, we were able to more effectively plan to our instructional programs and student needs, as well as negotiate reasonable collective bargaining agreements.

I urge you to support either SB 84 or CSSB 84 with the three years of incremental increases to the Base Student Allocation as well as the increase of a specific factor for career and technical education. For too long, our funding in the block grant which assists us with our bilingual eduation, special needs, gifted, and career and techical/vocational education funding has been used up with the needs of our bilingual (English Language Learners) and special needs students with little left to enhance our career and technical education. Our school board has prioritized career and technical education for the past three years, and we are seeing significant increases in student interest and participation in these courses. We have elements of C and TE in all three bond propositions on our April 5 ballot. We have added C and TE opportunities in our after school and summer school programs due to student interest. We believe that more funding in this vital area will assist us in providing more classes for our students, and thus increasing the graduation rate, and decreasing the drop out rate.

Again, we urge you to support SB 84 or the CSSB 84 in this legislative session. It will make a significant difference in the quality of education for our students.

Thank you,
Carol Comeau
Superintendent

NORTH SLOPE BOROUGH SCHOOL DISTRICT

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Atqasuk Eagles Tinmiaqpat
Meade River School
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Barrow High School
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Kiita Learning Community
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Harold Kaveolook School
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Tikigaq Harpooners
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Kali Qavviich
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FAX (907) 833-2315

Alak Huskies
Alak School
P.O. Box 10
Wainwright, Alaska 99782
(907) 763-2541
FAX (907) 763-2565

March 14, 2011

The Honorable Joe Thomas
Co-chairman, Senate Education Committee
State Capitol, Room 514
Juneau, Alaska 99801

Dear Senator Thomas:

We are writing this morning to express our strong support for Senate Bill 84, and our deep appreciation for your sponsorship of this effort. It is especially important to structure education funding so that Districts can make financial plans with some reasonable sense of the near term, and the three year funding used in the bill gives us the necessary financial parameters for that purpose.

In order to cover inflation and increases to pay in contractual obligations NSBSD would need $500 increase in BSA, which we realize we won't get, but we need some increase and support $110. We have made prudent cuts in our budgets – 17 positions were cut last year alone – but inflationary pressures in salaries, benefits, energy, utilities and logistics are driving our costs up.

Since 75% of District costs are for labor (certified and classified), any pay increase or benefits increase that must be absorbed results in deep cuts on other costs (which are only 25%) or cuts in positions. Over time, this is a prescription to starve the engine (people) that drives improvement.

Specifically for our District, the FY2012 Base Budget requires an additional $2,476,551 in revenue to sustain the District's current efforts – that is with no increase in positions or programs. Using current adjusted ADM of 4737.67, the proposed $110 increase to the BSA contained in SB84 would provide $521,143 of that shortfall, or 21%. Beyond the base budget, the District has identified an additional $1,993,867 in unmet needs, which will have to met by offsetting cuts or done without.

Thus, the funding increases proposed in SB84 are welcome and necessary, and are a prudent portion of what is needed to move education in Alaska forward.

Before closing, we wanted to provide a short summary of NSBSD progress on SBA's last year to note that we are using our appropriations to good effect, as follows:

1. We recognize our need to continue to focus on increasing student achievement and that our current achievement level is not good enough. We are improving

and need funding to continue do so. We need to do more, not less and need the resources to do so. The challenges our students face are enormous, and money invested in education

2. Six of eleven schools made AYP, which is an imperfect measure but nonetheless an indicator.

3. Reading scores increased 7.2% district-wide, with double-digit gains in grades 3, 4, 5 and 8. The percent proficient in grades 7, 8 and 9 are the highest since SBA testing began

4. Writing scores are essentially flat (0.2% decline), so we need to put emphasis there as we have recently put on reading.

5. In math scores, we saw an overall gain of 5.9%.

6. Six-year trend line in both language arts and math indicates district is now on a growth path.

In closing, we again wish to express our appreciation for your leadership in education, and our strong support for the three year commitments to education funding contained in SB84.

Sincerely,

Peggy Cowan,
Superintendent

Sh/h/executive/supt./peggy/letters/FY11/11-371, SB84 Ltr of Support

Box 169 Barrow, Alaska 99723 (907) 852-5311 Fax (907) 852-9503

JEDC Juneau Economic Development Council

JEDC.org
612 West Willoughby Ave.
Suite A
Juneau, AK 99801
Phone 907-523-2300
Fax 907-463-3929

March 15, 2011

The Honorable Joe Thomas
Alaska Senate
State Capitol Room 514
Juneau AK, 99801

The Honorable Kevin Meyer
Alaska Senate
State Capitol Room 103
Juneau AK, 99801

Ref: SB 84, "An Act relating to funding for high school vocational education as a component of funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

Dear Senators Meyer and Thomas:

The Juneau Economic Development Council (JEDC) applauds the Legislature's commitment to Alaska's K-12 public schools. JEDC is home to a statewide K-12 Science Technology, Engineering and Mathematics (STEM) initiative, working to increase student interest and competencies in STEM fields. With funding from the U.S. Department of Defense, the STEM program has directly benefited over 5,000 students, 323 teachers, in 23 school districts over the last four years.

We support the Senate Education Committee's proposal to increase the Base Student Allocation (BSA) within the Foundation formula and urge the Committee to increase the BSA to keep pace with inflation and meet those costs that are beyond a District's direct control – such as rising fuel oil prices. Erosion of schools' purchasing power is counter-productive, and highly unlikely to move schools faster towards the success we all hope for.

JEDC also supports attention to and increase in funding for vocational education, which we understand encompasses STEM courses as well as more traditional vocational education course options.

STEM skills reflect the changing job requirements in our increasingly global and technology-driven economy. These skills are required not only for professional sector jobs, but also, increasingly, infused in and required for mid-level occupations. The Alaska Department of Labor predicts that by 2018 there will be over 8,000 job openings in STEM-related jobs in Alaska (2,700 new STEM jobs and 5,400 more openings as workers retire). Jobs within health occupations add even more jobs to this total.

These jobs require the ability to apply math and science skills in a real world context. Unfortunately, Alaska high school graduates are often ill prepared for the caliber of work required in colleges and technical schools to access these jobs. For example, of the Alaskan students taking the ACT test in 2010,

- Only 47% were prepared for college level math; and
- Only 31% met college-ready benchmarks in science.

In short, vocational education, including STEM programs that include a robust hands-on element and links to real world challenges, opportunities and jobs, are increasingly important to our state's economic health.

We encourage the Committee to expand funding for vocational education into the middle school grades. The middle school years are pivotal in shaping a young person's attitudes towards jobs, future possibilities and their place in the world. Through JEDC's STEM initiative it is clear that for many students, STEM projects such as FIRST robotics and SeaPerch underwater ROV "build" are often a student's first introduction to building, tinkering, designing, redesigning, and messing around with science, technology, engineering and mathematics. It is important there be more hands-on, vocational and STEM opportunities for students in the middle school years.

Thank you for your thoughtful consideration and ongoing work on behalf of the students of Alaska.

Sincerely,

Kurt Fredriksson
Board Chair

Brian Holst
Executive Director

RESOLUTION of the Board of Directors in support of State of Alaska Senate Bill 84
"An Act relating to funding for high school vocational education as a component of funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

Resolution 04-11

WHEREAS, U.S. jobs that demand technical training are growing five times faster than those requiring no technical training. *(National Math & Science Initiative)*

WHEREAS, by 2018, it is projected that 90% of U.S. occupations will require either a bachelor's degree or a combination of college-level technical courses and employer sponsored technical training. *(US Bureau of Labor Statistics)*

WHEREAS, since 2007, JEDC has developed a robust STEM program to support STEM education in 23 school districts across the State which includes teacher professional development, providing an array of summer and after-school enrichment programs, developing and subsidizing the cost of over 750 classroom science kits.

WHEREAS, providing designated funding for vocational education, which has a strong connection to STEM curriculum will further advance JEDC's objectives in the area of workforce development.

WHEREAS, forward funding increases in the per-student base level appropriation will assist school districts across the state to develop sound fiscal plans in an era of rapidly rising costs.

WHEREAS, Senate Bill 84 provides an increase to the per-student base level appropriation for education and provides funding for vocational education.

WHEREAS, Senate Bill 84 is a legislative priority for many school districts across the state, large and small, rural and urban.

NOW, THEREFORE, BE IT RESOLVED THAT:

On this 15th day of Marcy 2011, the Board of Directors of the Juneau Economic Development Council hereby authorizes JEDC to issue appropriate letters of support for Senate Bill 84.

Board President

3-17-2011
Date

Board Secretary

3-17-2011
Date



WRANGELL PUBLIC SCHOOLS
DISTRICT OFFICE

P.O. BOX 2319
WRANGELL, ALASKA 99929
Telephone (907) 874-2347
Fax # (907) 874-3137

GATEWAY TO THE STIKINE

April 1, 2011

Honorable Senator Joe Thomas
State Capitol
Juneau, AK. 99801

Dear Senator Thomas:

I am writing in support of Senate Bill 84, which would increase the Base Student Allocation for K-12 education and provide additional funds for vocational and career education. Base Student Allocation increases and an increase in support for high school vocational and career education classes are crucial for districts to "maintain" programs. Our health insurance, liability insurance, salaries, energy costs increase annually. This amount will not keep up with all of our inflationary costs. However, if we can at least stay close to inflation the cuts we have to make will be easier.

Also being forward funded is the only common sense way to run the state's business. With tenured teacher contracts rolling over in March, for a district not to know how much money it will have is extremely dangerous.

I also appreciate your insight for Alaska's worker preparation. We should be training our own people to take the jobs that are available in state. Adding a dedicated amount to the Vocational allotment is a good thing.

Without this additional money we will be forced to cut programs and services. I strongly support both parts of this bill and thank you for leadership in proposing it.

Sincerely yours,

Woody Wilson

Larry "Woody" Wilson
Superintendent

ASHNHA

Alaska State Hospital and Nursing Home Association

ASHNHA APSCI

2010-2011 Executive Committee

Chairman
Pat Branco
Ketchikan General Hospital

Chair Elect
Bruce Lamoureux
Providence Alaska Health System

Sec/Treasurer
Annie Holt
Alaska Regional Hospital

Immediate Past Chair
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Millie Duncan
Wildflower Court

Tribal Delegate
Frank Sutton
Mt Edgecumbe SEARHC

Small Hospital
Don Rush
Kodiak Island Medical Center

ASHNHA
Karen Perdue
President & CEO

April 7, 2011

Representative Alan Dick
Chair, House Education Committee
Alaska State Capital, Room 104
Juneau, AK 99811

Dear Representative Dick:

The Alaska State Hospital and Nursing Home Association (ASHNHA) would like to express our support for Senate Bill 84, relating to funding for high school vocational and technical instruction as a component of funding for public schools.

Alaska is facing a critical shortage of health care workers. Efforts to develop a cadre of qualified, capable and trained Alaskans are fundamental to addressing the growing needs of the health care industry. In 2010 the Alaska Workforce Investment Board, the UA Department of Regents, and the Board of Education endorsed a statewide Career and Technical Education Plan as a blueprint for assuring articulation among the major players in delivering education to young Alaskans as they enter a career pathway. This plan needs resources dedicated on a local level to ensure that the state is "growing our own" for entry into these high-demand occupations.

The health care industry is Alaska's fastest growing job market; Alaska's health care employment increased 46% between 2000 and 2009, far outpacing the 13% average of other industries. Entry-level positions in health care are often the gateway to professional careers. Dedicated and designated resources for Career and Technical Education (CTE) are critical to exposing young people to health careers and help ensure that they have the skills to enter the workforce and develop the capacity achieve the certificates, training, education, and clinical experiences necessary to succeed. Without the specific funding provided in this legislation to advance CTE, Alaska will continue to see increased numbers of non-resident hires.

Thank you again for hearing this legislation and please let me know if ASHNHA can supply any additional information to you or the committee.

Sincerely,

Karen Perdue
CEO/President

Cc: Senator Kevin Meyer, Co-Chair Senate Education Committee
Senator Joe Thomas, Co-Chair Senate Education Committee

943 West 6th Avenue•Anchorage, AK • 99501 ★ 907 646-1444

BASE Student Allocation FY 1999 – FY 2011

2.45% average annual BSA increase in 12 years from July 1, 1998 to June 30, 2010

Year	~~1998~~ Calendar Year	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	Calendar Year 1998-2010 FY99-FY11
BSA	3940	4,010	4,010	4,010	4,010	4,010	4,169	4,576	4,919	5,380	5,380	5,480	5,580	5,680	----
$ Change	$70		0	0	0	0	159	407	343	461	0	100	100	100	~~1,670~~ $1,740
% Change	----		0	0	0	0	3.96%	9.76%	7.49%	9.37%	0	1.85%	1.82%	1.79%	~~29.4%~~ 44.2%
Anchorage Cost of Living Increase		1.0%	1.7%	2.8%	1.9%	2.7%	2.6%	3.1%	3.2%	2.2%	4.6%	1.2%	1.8%	----	~~28.8%~~ 32.8%

2.4% average annual Anchorage COL increase in 12 years from January 1, 1999 – December 31, 2010 (US Bureau of Labor Statistics)

Consumer Price Index

195.144
146.9
482.44

% of change = 32.8%

[Department of Labor / Research and Analysis Division]

Department of Labor and Workforce Development
Research & Analysis Section
1111 W. 8th St.
Juneau, AK 99801

Phone: 907.465.4500 Fax: 907.465.4506
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Related Links

- Inflation/Deflation Calculators
- How index change is calculated
- Cost of living in Alaska (pdf)

Consumer Price Index (CPI)

Consumer Price Index for Anchorage Municipality & U.S.
Not Seasonally Adjusted
All Items - All.1 Urban Consumers
(CPI-U) 1960-Present

	1st Half (Jan-Jun)				2nd Half (Jul-Dec)				Annual			
	Anchorage		U.S.		Anchorage		U.S.		Anchorage		U.S.	
Year	Average	Percent Change From Same Half Previous Year	Average	Percent Change From Same Half Previous Year	Average	Percent Change From Same Half Previous Year	Average	Percent Change From Same Half Previous Year	Average	Percent Change From Same Half Previous Year	Average	Percent Change From Same Half Previous Year
2010	194.834	2.5	217.535	2.1	195.455	1.0	218.576	1.2	195.144	1.8	218.056	1.6
2009	190.032	1.3	213.139	-0.6	193.456	1.1	215.935	-0.1	191.744	1.2	214.537	-0.4
2008	187.659	4.6	214.429	4.2	191.335	4.5	216.177	3.4	189.497	4.6	215.303	3.8
2007	179.394	1.5	205.709	2.5	183.08	2.9	208.976	3.1	181.237	2.2	207.342	2.8
2006	176.7	4.2	200.6	3.8	177.9	2.2	202.6	2.6	177.3	3.2	201.6	3.2
2005	169.6	2.4	193.2	3.0	174.1	3.8	197.4	3.8	171.8	3.1	195.3	3.4
2004	165.6	2.8	187.6	2.3	167.8	2.4	190.2	3.0	166.7	2.6	188.9	2.7
2003	161.1	2.3	183.3	2.5	163.9	3.1	184.6	2.0	162.5	2.7	184.0	2.3
2002	157.5	2.0	178.9	1.3	159.0	1.9	180.9	1.9	158.2	1.9	179.9	1.6
2001	154.4	2.9	176.6	3.4	156.0	2.7	177.5	2.2	155.2	2.8	177.1	2.8
2000	150.0	0.9	170.8	3.3	151.9	2.4	173.6	3.5	150.9	1.7	172.2	3.4
1999	148.6	1.3	165.4	1.9	148.3	0.9	167.8	2.5	148.4	1.0	166.6	2.2
1998	146.7	1.8	162.3	1.5	147.0	1.1	163.7	1.6	146.9	1.5	163.0	1.6
1997	144.1	1.6	159.9	2.6	145.4	1.2	161.2	2.1	144.8	1.5	160.5	2.3
1996	141.8	2.6	155.8	2.8	143.7	3.0	157.9	3.1	142.7	2.7	156.9	3.0
1995	138.2	2.9	151.5	3.0	139.5	2.7	153.2	2.6	138.9	2.9	152.4	2.8
1994	134.3	2.1	147.2	2.4	135.8	2.3	149.3	2.8	135.0	2.1	148.2	2.6
1993	131.5	3.3	143.7	3.2	132.8	2.9	145.3	2.8	132.2	3.1	144.5	3.0
1992	127.3	3.2	139.2	3	129.1	3.5	141.4	3.1	128.2	3.4	140.3	3.0
1991	123.3	5.5	135.2	5.1	124.7	3.6	137.2	3.5	124.0	4.6	136.2	4.2
1990	116.9	5.4	128.7	4.9	120.4	7.0	132.6	5.8	118.6	6.2	130.7	5.4
1989	110.9	2.3	122.7	5.1	112.5	3.3	125.3	4.7	111.7	2.9	124.0	4.8
1988	108.4	0.1	116.8	3.9	108.9	0.7	119.7	4.2	108.6	0.4	118.3	4.1
1987	108.3	0.0	112.4	3.0	108.1	0.7	114.9	4.4	108.2	0.4	113.6	3.6
1986	108.3	3.4	109.1	2.3	107.4	0.5	110.1	1.5	107.8	1.9	109.6	1.9
1985	104.7	1.9	106.6	3.6	106.9	2.9	108.5	3.4	105.8	2.4	107.6	3.6
1984	102.7		102.9		103.9		104.9		103.3	4.1	103.9	4.3
1983									99.2	1.8	99.6	3.2
1982									97.4	5.4	96.5	6.2
1981									92.4	8.1	90.9	10.3
1980									85.5	10.2	82.4	13.5
1979									77.6	10.5	72.6	11.3
1978									70.2	7.0	65.2	7.6
1977									65.6	6.7	60.6	6.5
1976									61.5	7.7	56.9	5.8
1975									57.1	13.7	53.8	9.1
1974									50.2	10.8	49.3	11.0
1973									45.3	4.4	44.4	6.2
1972									43.4	2.6	41.8	3.2
1971									42.3	2.9	40.5	4.4

Jan - June
July - Dec

[Department of Labor / Research and Analysis Division]

Department of Labor and Workforce Development
Research & Analysis Section
1111 W. 8th St.
Juneau, AK 99801

Phone: 907.465.4500 Fax: 907.465.4506
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Related Links

- Consumer Price Index
- Inflation/Deflation Calculators
- Cost of Living in Alaska

Consumer Price Index - Calculating Index Changes

Movements of the indexes from one period to another are usually expressed as percent changes rather than changes in index points because index point changes are affected by the level of the index in relation to its base period while percent changes are not. This example illustrates the computation of index points and percent changes.

Step 1:

Calculating the index point change:

CPI- Anchorage 2010	195.144
Less CPI for previous period- Anchorage 2009	-191.744
Equals index point change	3.4

Step 2:

Calculating the percent change:

Index point difference Divided by the previous index (Anchorage 2009)	3.4 / 191.744 = 0.01773
Results multiplied by 100	0.01773 * 100 = 1.773
Percent change (Anchorage CPI 2010)	1.8 (rounded 1.773 to 1.8)

P.O. Box 115501
Juneau, AK 99811-4506

Wrangell	1.000
Yakutat	1.046
Yukon Flats	1.668
Yukon/Koyukuk	1.502
Yupiit	1.469.

(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.

Sec. 14.17.470. Base student allocation. The base student allocation is $3,940.

Sec. 14.17.480. Quality school funding. (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.

Sec. 14.17.490. Supplementary public school funding floor. (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 Community and Regional

Valdez City Schools

Valdez City School District
Post Office Box 398
Valdez, AK, 99686

March 10, 2011

Senator Joe Thomas
Mail Stop 3100
State Capitol, Room 514
Juneau, AK, 99801

Re: Support of Senate Bill 84

Dear Senator Thomas:

On behalf of the Valdez City School District Administration, Board of Education, and Staff Members we wish to thank you for your sponsorship of Senate Bill 84. This funding is helpful to our school district in many ways: 1. It allows us to strategically plan for the next three years; 2. It allows the continuation of many new and innovative programs for students; 3. It allows the VCSD to consider the expansion of current highly desired programs.

Over the last few years the VCSD has worked hard to expand and create additional learning opportunities for students. We currently have many programs that are unique to Valdez and we would like to be able to expand on those successes. We have forged a very strong collaboration with Prince William Sound Community College and we are able to offer many concurrent enrollment options for our students. We also are working together with industry professionals to not only prepare our students for college, but also prepare them of the workplace upon graduation.

The VCSD strongly supports Senate Bill 84 and we encourage swift passage to allow us to plan for the future.

Thank you,

Jacob Jensen, Superintendent
Valdez City School District

Daniel Walker, President
Valdez Board of Education

Murray Richmond

From: Ty Mase [tmase@lpsd.com]
Sent: Monday, March 14, 2011 7:32 AM
To: Sen. Kevin Meyer; Sen. Joe Thomas; Sen. Bettye Davis; Sen. Hollis French; Sen. Gary Stevens
Subject: SB 84
Attachments: 0clip_image002.png; 0clip_image004.png

[Image]

THE

LAKE AND PENINSULA

SCHOOL DISTRICT

101 Jensen Drive

P.O. Box 498

King Salmon, Alaska 99613

Phone (907) 246-4280 / Fax (907) 246-4473

[Image]

March 11, 2011

Alaska State Senate Education Committee

The Honorable Joe Thomas and the Honorable Kevin Meyer, Co-Chairs

Senators,

On behalf of the Lake and Peninsula School District I am writing in support of Senate Bill 84 – Base Allocation Increase and High School Vocational Education Funding. The multi-year increases applied during the past several years were very helpful in our strategic planning process. SB 84 proposes a similar multi-year plan.

Along with the ability to plan ahead financially, SB 84 also gives districts much needed funding increases that allow us to better respond to rising costs. In the past several years LPSD has experienced dramatic increases in medical insurance and utility costs. The yearly increase to the base allocation formula allows us to respond to such increases without cutting educational programs.

While the rest of the country is cutting teachers and educational systems are faltering, this is a positive step for Alaska. A sustainable, stronger education system is sure to be the result. On behalf of my Board and School District, I urge your support for multi-year funding of schools.

Sincerely,

Ty Mase
Superintendent

Ty Mase, Superintendent
Lake and Peninsula Borough School District P.O. Box 498 King Salmon, AK 99613
(907) 246-4280
(907) 246-4473 -fax

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Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, March 14, 2011 11:36 AM
To: Murray Richmond
Subject: FW: SB 84 and CSSB 84

Importance: High

From: Comeau_Carol [mailto:Comeau_Carol@asdk12.org]
Sent: Monday, March 14, 2011 11:19 AM
To: Sen. Kevin Meyer; Sen. Johnny Ellis; Sen. Joe Thomas; Sen. Bettye Davis; Sen. Hollis French; Sen. Gary Stevens
Cc: School Board; Bruce Johnson (bjohnson@alaskaacsa.org)
Subject: SB 84 and CSSB 84
Importance: High

Dear Senators Meyer and Thomas and Senate Education Committee members:
I was unable to testify on SB 84 and CSSB 84 this morning due to an emergency death of one of our staff over the weekend. I did want to comment on this important proposed legislation.

First, and foremost, I want to thank all of you for your long-time support for public education; our students, staff, and families have truly benefitted from the past three years of increased funding in the Base Student Allocation, the Intensive Needs factor, and in Pupil Transportation. The increased funding has allowed us to fully pay for our over 900 Intensive Needs students from the increased funding, and not to have to divert other general education funding to provide these required intensive services. In addition, it has allowed us to keep up with the inflationary costs of education. By knowing our funding levels for three years, we were able to more effectively plan to our instructional programs and student needs, as well as negotiate reasonable collective bargaining agreements.

I urge you to support either SB 84 or CSSB 84 with the three years of incremental increases to the Base Student Allocation as well as the increase of a specific factor for career and technical education. For too long, our funding in the block grant which assists us with our bilingual eduation, special needs, gifted, and career and techical/vocational education funding has been used up with the needs of our bilingual (English Language Learners) and special needs students with little left to enhance our career and technical education. Our school board has prioritized career and technical education for the past three years, and we are seeing significant increases in student interest and participation in these courses. We have elements of C and TE in all three bond propositions on our April 5 ballot. We have added C and TE opportunities in our after school and summer school programs due to student interest. We believe that more funding in this vital area will assist us in providing more classes for our students, and thus increasing the graduation rate, and decreasing the drop out rate.

Again, we urge you to support SB 84 or the CSSB 84 in this legislative session. It will make a significant difference in the quality of education for our students.

Thank you,
Carol Comeau
Superintendent

GREATER FAIRBANKS CHAMBER OF COMMERCE

Interior Alaska – The "Place" To Do Business

100 Cushman St., Suite 102 | Fairbanks, Alaska 99701-4665
ph (907) 452-1105 | fax (907) 456-6968 | www.FairbanksChamber.org

Introduced By: Education Committee
Date Introduced: April 4, 2011
Date Passed: April 4, 2011
Date Transmitted: April 5, 2011

RESOLUTION 11-0404A
A RESOLUTION BY THE GREATER FAIRBANKS CHAMBER OF COMMERCE IN SUPPORT OF SENATE BILL 84: ESTABLISHING INCREMENTAL THREE-YEAR INCREASES IN THE BASE STUDENT ALLOCATION AND SETS ASIDE FUNDS FOR HIGH SCHOOL VOCATIONAL EDUCATION

WHEREAS, the Greater Fairbanks Chamber of Commerce places great value on public education and recognizes the powerful relationship between public schools and community and economic development; and

WHEREAS, the historic compact between the business community and public schools is based on high expectations for student achievement and workforce preparedness; and

WHEREAS, the mission of the Fairbanks North Star Borough School District is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society; and

WHEREAS, without a funding commitment from the legislature in advance, problems arise from the misalignment of the legislative session and the school district budget cycle since the school district must submit a balanced budget to the Borough Assembly by April 1 of each year (before the legislative session is over); and

WHEREAS, educators, employers and government officials agree schools must prepare students to transition from public education to a career pathway or higher education; and

WHEREAS, a lack of categorical funding for vocational (career and technical) education inhibits the school district's ability to provide a dynamic and meaningful career and technical education to its large and diverse student population; and

NOW, THEREFORE, BE IT RESOLVED that the Greater Fairbanks Chamber of Commerce urges the legislature to pass Senate Bill 84, which provides an increase to the Base Student Allocation for Fiscal Years 2012 through 2014, and establishes categorical funding for career and technical education for grades 9-12, thereby sustaining and growing Alaska's investment in education; and

INVESTORS

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

PLATINUM
Alyeska Pipeline Service Co.
Carlson Center
Doyon, Limited
Fred Meyer Stores
Golden Heart Utilities
Mt. McKinley Bank
Wells Fargo Bank Alaska

GOLD
Birchwood Homes
Denali State Bank
Design Alaska
Doyon Utilities LLC
First National Bank Alaska
GCI
Kinross-Fort Knox Mine
MAC Federal Credit Union
Northrim Bank
Sumitomo Metal Mining Pogo LLC
Usibelli Coal Mine

SILVER
ACS
Alaska Airlines
Alaska Railroad
Alaska USA
AT&T
Denali – The Alaska Gas Pipeline
Everts Air Cargo, Everts Air AK
Exclusive Paving/Univ. Redi-Mix
Fairbanks Natural Gas
Flowline Alaska
Fountainhead Development
General Teamsters Local 959
GVEA
Hale & Associates, Inc.
JL Properties, Inc.
Key Bank
Personnel Plus
Spirit of Alaska FCU
Tanana Valley Clinic
TDL Professional Staffing
The Boeing Co.
TOTE
WAL-MART Stores, Inc.
Yukon Title Company

BE IT FURTHER RESOLVED that copies of this resolution shall be distributed to:

Governor Sean Parnell, State of Alaska
Lt. Governor Mead Treadwell, State of Alaska
Alaska State Legislature
Mike Nizich, Chief of Staff, Gov. Parnell
Randy Ruaro, Deputy Chief of Staff, Gov. Parnell
Karen Rehfeld, OMB Director
Heather Brakes, Legislative Director, Gov. Parnell
Commissioner Click Bishop, Dept. of Labor & Workforce Development
Commissioner Michael Hanley, Dept. of Education and Early Childhood Development
Superintendant Dr. Pete Lewis, Fairbanks North Star Borough School District
Mayor Luke Hopkins, Fairbanks North Star Borough
Fairbanks North Star Borough Assembly
Mayor Jerry Cleworth, City of Fairbanks
Fairbanks City Council
Mayor Doug Isaacson, City of North Pole
North Pole City Council
General Membership of the Greater Fairbanks Chamber of Commerce
Alaska State Chamber of Commerce

GREATER FAIRBANKS CHAMBER OF COMMERCE

Board of Directors, Chair

Lisa Herbert
Executive Director

Kurt Newman
Education Committee, Chair

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, March 11, 2011 3:45 PM
To: Murray Richmond
Subject: FW: SB 84

-----Original Message-----
From: Lucas_Frances [mailto:lucas_frances@asdk12.org]
Sent: Friday, March 11, 2011 3:30 PM
To: Sen. Kevin Meyer; Sen. Joe Thomas; Sen. Bettye Davis; Sen. Hollis French; Sen. Gary Stevens
Subject: SB 84

Dear Senators,

I am sending you this email in support of Senate Bill 84. As a middle school business education and CTE teacher, I can tell you firsthand how important CTE is to education. I have witnessed students who had little interest in school come "alive" in their first computer, home ec and applied tech classes. CTE encourages lifelong learning by applying hands-on CTE concepts to real world examples. Students learn about career options and discover they have many choices.

I hope you will support Career and Tech Education programs with SB 84.

With much gratitude,

Frances Lucas

Frances Lucas
Best Practices Coordinator-CTE
Romig Middle School
2500 Minnesota Drive
Anchorage, AK 99503
PH: 907-742-5285
FX: 907-742-5252

Murray Richmond

From: Sen. Joe Thomas
Sent: Saturday, March 12, 2011 1:50 PM
To: Murray Richmond
Subject: FW: SB 84

-----Original Message-----
From: Friedman_Jeff [mailto:Friedman_Jeff@asdk12.org]
Sent: Saturday, March 12, 2011 12:41 PM
To: Sen. Kevin Meyer; Sen. Joe Thomas
Cc: Sen. Hollis French; Sen. Bettye Davis; Sen. Gary Stevens; Comeau_Carol; Kennedy_Crystal
Subject: SB 84

Dear Co-Chairs Thomas and Meyer, and Committee Members:

I am writing to express my support for SB 84 and for CSSB 84.

During my eight years on the Anchorage School Board, I have seen a lot of growth in the district's efforts to enhance career training in both professional and non-professional job skill areas. The added vocational and technical instruction funding will allow us to continue those efforts without reducing funding for other vital programs.

I also appreciate the planned increases in the BSA. Inflation chips away at our funding every year. The increases provided for in SB 84 and CSSB 84 will help us maintain our purchasing power. Equally important in my view, knowing for three years what our funding will be lets us plan in advance.

With increased funding comes increased responsibilities and I know the ASD will not shy away from those responsibilities. Over the last eight years, we have made large gains in our graduation rate, seen large decreases in our drop out rate, and made progress in our test scores. All of this while seeing a large influx of students who don't speak English, come from low income families, or who transfer in and out of the district repeatedly. In addition, the wars in Iraq and Afghanistan put stress on our many military families, which makes teaching their children more of a challenge. Just to maintain test scores and graduation rates while teaching increasing numbers of harder to teach students is a huge accomplishment. The credit for that goes to our many dedicated employees, as well as to the Legislature's recognition that financial support, while not THE solution, is certainly a necessary element to providing the solution.

I would appreciate your support for either SB 84 or CSSB 84.

Jeff Friedman
Anchorage School Board
1534 D Street
Anchorage, AK 99501

Murray Richmond

From: Mary DeSpain [timnmary@ak.net]
Sent: Sunday, March 13, 2011 1:01 PM
To: Sen. Kevin Meyer; Sen. Joe Thomas; Sen. Bettye Davis; Sen. Hollis French
Subject: hearing for SB 84

Dear Senators,

I have become aware that there is funding in question regarding monies that could be used to help the funding of future opportunities for Career and Technology class for students in the state of Alaska.
As a parent of two students in high school and in Junior High I would absolutely encourage you to pass the Senate Bill that would bring more money to continue and add to the education in high school students. I believe there are more students who are interested in hands-on classes and having those opportunities keeps them interested in school, interested in attending school which then creates less dropout rates. I have one son who has taken multiple classes from the King Career Center and every semester those classes have been his favorite classes. He's received excellent grades in all those classes and I believe part of the reason for that is because it's more hands-on and he's been able to choose classes in areas he's interested in. My son is graduating early and as a result of attending Technology Classes he's made a decision on what he wants his further education to be and what career field he plans on building his future on.
My daughter has started high school and wants the hands-on classes so much that she's chosen to attend the after school sessions that are offered at King Career Center and as a 9th grader has even said she believes she's going to go into this field as a career. These classes have a HUGE impact on our kids.

Please consider passing the funding. More students needs these opportunities.

Sincerely,
Mary DeSpain
Parent of three in the ASD

Murray Richmond

From: Mary DeSpain [timnmary@ak.net]
Sent: Sunday, March 13, 2011 3:24 PM
To: Sen. Kevin Meyer; Sen. Joe Thomas; Sen. Bettye Davis; Sen. Hollis French; Sen. Gary Stevens
Subject: SB 84

Dear Senators,

I heard that Monday morning a bill was being voted on regarding putting more money towards Career and Technology education. As a freshman in the Anchorage School District I just wanted to tell you that I hope you'll spend the money on these types of classes. I have already started taking a class on Photography at The King Career Center and I enjoy in very much. I'm taking this class not only for the credit but also for the learning. It is allowing me to be able to tell if I will want to be a photographer when I grow up or if there is something else I'm wanting to be.
I would love to see more of these types of classes provided at my school as well.
*****~~~~Kelsey~~~~*****

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, March 15, 2011 4:54 PM
To: Murray Richmond
Subject: FW: SB 84 CTE support!

-----Original Message-----
From: Neel_Julye [mailto:Neel_Julye@asdk12.org]
Sent: Sunday, March 13, 2011 9:35 AM
To: Sen. Joe Thomas
Subject: SB 84 CTE support!

Dear Senator Thomas,

My name is Julye Neel and I am the Principal at Hanshew Middle School in Anchorage. I've learned that the Senate Education Committee is preparing to take public testimony on SB 84 increasing the Base Student Allocation and funding for vocational/career and technical-education. I'm so pleased to hear that.

This funding would support the work of educators with students through expanded CTE programs such as programs that currently exist successfully at Hanshew and our local Service Hgh School. Currently, Hanshew offers Applied Technology, directly preparing students for high school and the construction trades, Family Consumer Science directly preparing middle school students for Service High's Pro Start program, Business Education that prepares students for business courses such as accounting and marketing at the high school. We working on offering a course next year that prepares students for Service High's Bio Medical Academy. This purpose and goal would be to prepare students for the many career opportunities in the health field.

The increase in funding will support professional development for educators so that we can continue to support student and community interest. I believe that the CTE programs are relevant to students and their future more than ever before.

Thank you for your time and consideration. Please consider this an invitation to visit our school and learn more about the opportunities we are currently providing for students.

Sincerely,
Julye Neel
Hanshew Principal
Hanshew Middle School
Home of the HAWKS!

907-267-0203

Murray Richmond

From: Roach_Wade [Roach_Wade@asdk12.org]
Sent: Sunday, March 13, 2011 2:35 PM
To: Sen. Joe Thomas
Subject: SB 84 CTE Education Update

Dear Senator Thomas,

I am very involved in Alaska FIRST programs. I have seen the positive impact on students participating in these programs and their decisions to pursue STEM fields for future careers. Students that are interested in STEM fields such as engineering can advance their education by taking CTE courses in high school that would be supported by the increased funding outlined in this bill. Please move SB84 through committee and give it a positive recommendation.

Thank you.
-Wade Roach
FIRST Robotics Team 568
Nerds of the North

Murray Richmond

From: Liebner_Sue [Liebner_Sue@asdk12.org]
Sent: Sunday, March 13, 2011 8:45 PM
To: Sen. Joe Thomas
Subject: Support SB 84

Dear Senator Thomas,
Please support SB 84 in order for us to continue to do our jobs educating our children.

Thank you for your work on the Education Committee.

Sue Liebner
Principal of College Gate Elementary
Anchorage School District

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, March 15, 2011 4:54 PM
To: Murray Richmond
Subject: FW: SB 84-BSA increase is needed for improvement to education

-----Original Message-----
From: Shelagh Sands [mailto:shelaghsands@gmail.com]
Sent: Sunday, March 13, 2011 10:51 AM
To: Sen. Gary Stevens; Sen. Hollis French; Sen. Bettye Davis; Sen. Joe Thomas; Sen. Kevin Meyer
Subject: SB 84-BSA increase is needed for improvement to education

Dear Senate Education Committee,

I am a parent of three children in Juneau. One is in college at Dartmouth College and two are in high school. I am also the President of the Arts For Kids board, which has tirelessly fought to keep the arts education in place in the Juneau School District. Our non-profit was instrumental in getting an elementary art program into our school district, after 25 years of having no elementary art across our district.

In looking at our school district, I see success. My son has gone to a very competitive college from Juneau Douglas Highschool. My children are doing well at this school also. This is because the parents, businesses and legislators have also fought tirelessly to keep funding education with inflation considered and cost of fuel considered.

To say that an increase in education money is not showing higher graduation rates, so why fund more money is foolhardy.

Our state must keep up with inflation rates and the rising cost of fuel alone, let alone the cost of drug counselors, high school counselors, art, physical fitness, and the four main core area of study,

If the legislators choose not to do this, then you will pay for incarceration rates, and adults that do not function in this society that is changing at a overwhelming rate. We want our kids to run the government in the future and we must continue to fund them to have this happen. Schools are continuing to look at ways to get test scores up. But you cannot go on test scores and graduation rates alone. You must look at the students that have succeeded and ask yourself why??? I feel it is because the legislature has continued to forward fund education, so our rates of success are not going down.

Simply put, you can feed a kid fruits and vegetables, which cost more than an unhealthy diet of cheerios and Mcdonalds. It simply cost alot to keep up with technology, abuse in the families, fitness and serving our children, that encompasses educating the whole child.

Please see that an increase to our district will keep all the programs that make a child happy and succeed. If this BSA is not increased our district will lose an art elementary specialist that services 2,000 children. This program alone is amazingly sucessful and creates learning with both sides of the brain. I could send lots of info that proves this. We will also loose a high school counselor. My son would never have made it to Dartmouth without a counselor that had time to help him in his high school carreer, but also help him get through the rigorous college application process. We will also loose our elementary EL program. You may think "oh, these smart kids will do fine without this," but studies show

that kids drop out of school that do not have their needs met with EL. These kids are considered special education because they have many needs to survive making it to adult life. I have raised three of these kids, and they have developed in a positive way due to this program.

Please make the right choice and forward fund education. We should have the best schools in the nation; since we don't, we need to let the educators try and still find success with a population base that is so diverse and facing so many issues.

Thank you for your work on this and continued effort on the part of our citizens.

Whenever I write to people I say that I am representing 200 voices because most people are afraid to contact the legislators. The average person on the street thinks that there voice is not heard and actually not worthwhile. They don't see that it matters. I have listened to 200 voices on my own that have relayed what I have said to you in this email.

Sincerely

Shelagh Sands a concerned parent.

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, March 11, 2011 5:06 PM
To: Murray Richmond
Subject: FW: SB 84 +

From: Denise Caposey [mailto:dcaposey@skagwayschool.org]
Sent: Thursday, March 10, 2011 7:55 PM
To: Sen. Joe Thomas; Sen. Kevin Meyer; Sen. Joe Thomas; Sen. Bettye Davis; Sen. Hollis French; Sen. Gary Stevens
Cc: Denise Caposey
Subject: SB 84 +

Please support school funding on SB 84 and any other bill that seeks to support public education in Alaskan schools. Schools are not being adequately funded. The communities are strangled by caps and poorly calculated funding formulas that do not take into account the needs of small schools.

Dear Senators,

Thank you for your attention to this urgent matter.

I don't know if you are aware of what dire straights Alaska's small schools are in. School budgets are in crisis all over the state. I don't think schools should attempt to balance their budgets at the expense of teachers and programs. The teaching staffs have been hit particularly hard as programs are eliminated and positions cut. Many districts are experiencing a wage freeze. This has been happening for up to three years already in some districts. Imagine being a teacher in an outlying village and not getting a cost of living increase each year. We're in Alaska, where we pay the highest fuel prices in the nation! Please look into the current budget crisis for your districts who are, or soon will be, negotiating teachers' contracts.

I repeat for emphasis- Alaska's teachers should not be responsible for balancing budgets and finding money to run mandated programs in Alaska's schools. I did not enter the teaching profession to be a fundraiser. I am a professional and I expect that my priority and focus should be my students. Its costs more to live here. Professionals like me will not be able to sustain living and working in Alaska with the added burden of having to subsidize our schools.

Support SB 84 and any other bill that seeks to increase state contributions to public schools. You do your job and I'll do mine.

Sincerely,

Denise Caposey, Elementary School Teacher

Skagway, Alaska

Murray Richmond

From: Sen. Joe Thomas
Sent: Saturday, March 12, 2011 10:44 AM
To: Murray Richmond
Subject: FW: SB 84

From: Debbie Collins [mailto:dcollins@cordovasd.org]
Sent: Friday, March 11, 2011 7:42 PM
To: Sen. Joe Thomas
Subject: SB 84

Please support increased funding for SB 84. I am employed by the Cordova School District and more importantly a community member. I see teachers and others work hard to support our children in academics and skills for life. With increased funding we can see smaller class sizes, which to me means children are not falling through the cracks, more small group instruction. Please help us give our best to our children. We want to do everything we can to ensure the best for our children.... and they are all our children, in Cordova, and in Alaska.
I realize that increased funding does not always ensure our children will receive a better education, but money is needed to build and maintain a strong program like we are proud to have in Cordova.
Thank you,
Debbie Collins

Cordova

Murray Richmond

From: Sen. Joe Thomas
Sent: Saturday, March 12, 2011 1:50 PM
To: Murray Richmond
Subject: FW: Senate Bill 84...vitally important to CTE needs in our state!

From: Pam Collins [mailto:mpcollins@acsalaska.net]
Sent: Saturday, March 12, 2011 12:21 PM
To: Sen. Gary Stevens; Sen. John Coghill; Sen. Kevin Meyer; Senator_Charlie_Higgins@legis.state.ak.us; Sen. Bettye Davis; Sen. Fred Dyson; Sen. Dennis Egan; Senator_Johnny.Ellis@legis.state.ak.us; Sen. Hollis French; Sen. Cathy Giessel; Sen. Lyman Hoffman; Senator_.Lesil_McGuire@legis.state.ak.us; Sen. Joe Thomas; Sen. Albert Kookesh; Sen. Linda Menard; Sen. Donny Olson; Senator_Joe.Paskvan@legis.state.ak.us; Sen. Bert Stedman; Senator_Thomas.Wagner@legis.state.ak.us; Sen. Bill Wielechowski
Cc: Maker Julie; rios_rick@asdk12.org; comeau_carol@asdk12.org
Subject: Senate Bill 84...vitally important to CTE needs in our state!

Re: Senate Bill 84 "An Act relating to funding for high school vocational education as a component of funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

A few weeks ago my colleague, Leslie Moore and I met with many of you to discuss a number of issues, including this CTE initiative and forward, full funding, with a cap on core class (English, math, science, social studies) size of 27-28 students. We are grateful for your time and willingness to listen to our concerns, since testing and graduation rates are the main focus of our state.

Legislators, the need for the passage of this legislation has not gone away, and we support this new 2011 CTE initiative, Senate Bill 84. We are so grateful to Senator Joe Thomas and Senator Kevin Meyers and their staffs for introducing this much delayed and much needed CTE funding proposal. SB 84 assures that Legislative funds as provided in the education funding formula will be spent on secondary CTE programs.

As a middle school Career Guide, I see the daily importance in our school for 'hope', when students learn more about career options, they never thought attainable or knew anything about. Learning about these early in their school environment, opens doors. Through yearly Career Fairs, guest speakers from businesses and organizations, talks by community leaders, work with School Business Partnerships and available apprenticeships, our secondary students are given the tools to research their passions and seek out meaningful elective courses.

PLEASE don't let This bill stall in committee, like HB 317 last year. Senators, we need you to take action now. It is vitally important that the hearings be scheduled and that Senate Bill 84 be passed.

Gratefully,
Mrs. Pam Collins
Mother of three successful college graduates and 50 year Alaskan resident

CORDOVA SCHOOL DISTRICT

PO Box 1330 * 675 Second Street
Cordova, Alaska 99574
(907) 424-3265 * FAX (907) 424-3271

Cordova Jr/Sr High School
(907) 424-3266
FAX (907) 424-5215

Mt. Eccles Elementary
(907) 424-3236
FAX (907) 424-3117

March 12, 2011

Dear Senate Education Committee Members,

I am writing to encourage your committee to support SB 84, as it maintains critical support for Alaska's educational system. At a time when much of the legislature is fighting the lawsuits brought on by underfunded education, it is gratifying to see the efforts brought forward by SB 84. While the expectation of NCLB establishes unprecedented increases during its final years, it simply does not make sense to reduce support of Alaska's Schools and children.

SB 84 also complements the needs for vocational education...as "not everyone goes to college" hold true for a growing number of students. As the Governor campaigns for Alaska's Oil Resources/Pipeline, let's not forget the need to supply the necessary workers required to make these projects successful. SB84 brings a balance to the necessary support for Alaska's educational needs.

A review of data provided by EED will show substantial growth in schools across Alaska. Continued support brought forward by SB 84 will ensure uninterrupted progress for all of Alaska's children.

Thank you for your continued support of Alaska's most valuable resource.

Sincerely,

Jim Hyppard

Superintendent of Schools
Cordova School District

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, March 15, 2011 11:29 AM
To: Murray Richmond
Subject: FW: Support for SB 84

From: Wendy Jacobsen [mailto:wjacobsen@cordovasd.org]
Sent: Tuesday, March 15, 2011 9:29 AM
To: Sen. Kevin Meyer; Sen. Joe Thomas
Subject: Support for SB 84

Senator Meyer and Senator Thomas,

Thank you for taking the time to consider support for SB 84. As a secondary special education teacher, I urge you to support SB 84. Often times the students I work with thrive in vocational educational programs and having specific funding for such programs would ensure that students who don't always thrive in traditional classes, can feel success and build employability skills through vocational education programs. I also urge you to support the increase in base allocation for student funding. Being able to anticipate student allocations for the next few years, will help administrators in the budget process. Please continue to support districts throughout Alaska by providing the funding that we need to continue to build and maintain successful programs for our students.

Thank You,
Wendy Jacobsen
Cordova

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 17, 2011 7:14 AM
To: Murray Richmond
Subject: FW: SB84 K-12 funding

From: Anne Kilkenny [mailto:annekilkenny@hotmail.com]
Sent: Wednesday, March 16, 2011 10:14 PM
To: Sen. Fred Dyson; Sen. Linda Menard; Sen. Kevin Meyer; Sen. Donny Olson; Sen. Dennis Egan; Sen. Joe Paskvan; Sen. Bettye Davis; Sen. Johnny Ellis; Sen. Hollis French; Sen. Lyman Hoffman; Sen. Charlie Huggins; Sen. Albert Kookesh; Sen. Bert Stedman; Sen. Gary Stevens; Sen. Cathy Giessel; Sen. Tom Wagoner; Sen. Bill Wielechowski; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. John Coghill
Subject: SB84 K-12 funding

Senators,

I support SB84 but think that it needs to be amended to provide increases in the BSA of $170, 175 and 180 in FY2012, 13, and 14.

My reasons are:
1) The increase you are proposing doesn't even cover the increase the MatSu Borough District has incurred in health insurance expense this year.
2) Our schools need to do a better job of educating students in order to be competitive on the world market. You can't expect better performance without better funding.
3) The increase you are proposing (1.9%) is less than the 10 yr average for inflation of 2.8%. With the price of oil going up, expenses will increase, especially for rural districts which are disproportionately impacted by increases in the cost of diesel and transportation expenses.
4) We can afford it. House Finance passed a budget with a 5.2% increase in spending. A 5.2% increase in the BSA would be $295. Certainly, under those circumstances we can afford a 3% increase for k-12 education.
5) Due to borough ordinance which confiscates 50% of the year-end fund balance of the MSB School District, the MatSu Boro SD has no reserves into which it can dip to cover budget shortfalls.
6) If you can consider giving TWO BILLION DOLLARS to the oil companies with nothing in return, you can give $50 million more to our children who will be supporting more seniors than any other generation of Americans.
7) This is starvation funding. Our children deserve more than a 1.9% increase.
8) Without an increase the MatSu Boro Sch Distr will have to lay off about 35 teachers and class sizes will go up 4 to 6 students.

Thank you for consideration of my concerns,
Anne Kilkenny

Anne Kilkenny
P. O. Box 870163
Wasilla, Alaska USA
99687-0163

907-376-6225

Live Simply. Love Generously. Care Deeply. Speak Kindly. Leave the rest to God.

SEA LEVEL B & B

Jean L. Ellis
P.O. Box 1068
913 N. Nordic Drive
Petersburg, Alaska 99833
(907) 772-3240
jrellis@gci.net

March 17, 2011

Senator Joe Thomas
Co-Chair Senate Education Committee
Alaska State Legislature

Dear Senator Thomas,

I am writing in support of SB 84 Vocational Education Funding / Base Student Allocation. We in Petersburg have been experiencing declining student enrollment. Our school has stepped up to the challenge and is reducing staff and making fiscally sound changes to our program.

However two items that continue to increase are heating fuel costs and health insurance costs. Through contract negotiations we have significantly increased the medical deductible which lowered our insurance costs however they are increasing again for next year and continue to be a large portion of our budget. Our elementary school (Stedman Elementary) built in the late 60's has single pane windows and uninsulated walls. It is on the DEED CIP list however energy needs receive a low ranking under the current system so it remains far down the list. The high heating fuel costs are hitting us hard.

We are currently projecting a budget shortfall for 2012 of $177,000. An increase to the Base Student Allocation as proposed in SB 84 would not eliminate our shortfall but would be a significant help. Forward funding is extremely beneficial as it allows the School District to make decisions on staffing (job or no job) and programs in a timely manner.

The Vocational Education Funding portion of SB 84 is particularly important. In Petersburg we need more electricians, plumbers, cooks, welders, and the list goes on. We are shortchanging our community and our students by not offering more training in the vocational trades.

Petersburg is a great school with a very low drop out rate, high graduation rate, and high rate of students passing the HSGQE. However funding continues to be a real challenge, passage of SB 84 would greatly benefit our school district and community.

Thanks,

Jean L. Ellis

Jean L. Ellis, President
Petersburg School Board

SEA LEVEL B & B

Jean L. Ellis
P.O. Box 1068
913 N. Nordic Drive
Petersburg, Alaska 99833
(907) 772-3240
jrellis@gci.net

April 5, 2011

Senator Joe Thomas
Senate Finance Committee
Alaska State Legislature

Dear Senator Thomas,

I am writing in support of SB 84 Vocational Education Funding / Base Student Allocation. The Vocational Education Funding portion of SB 84 is particularly important. In Petersburg we need more electricians, plumbers, cooks, welders, and the list goes on. We are shortchanging our community and our students by not offering more training in the vocational trades. However to increase our vocational offerings we need additional on-going money that we can count on not one time funding.

Health insurance costs are skyrocketing. We just received notice from Aetna that our health insurance costs may increase by as much as 66.5% for next year. Through contract negotiations we have significantly increased the medical deductible which lowered our insurance costs for this fiscal year. This increase in Health Insurance costs is going to be very hard on our district as this will mean an increased expense of almost $500,000.

Prior to the notice from Aetna we were projecting a budget shortfall for 2012 of $177,000 if we add the $500,000 for increased insurance costs that would bring shortfall to $677,000. Obviously we are now facing some very tough choices. Any assistance you could provide through SB 84 would be greatly appreciated.

Our elementary school (Stedman Elementary) built in the late 60's has single pane windows and un-insulated walls. It is on the DEED Major Maintenance list however energy needs receive a low ranking under the current system so it remains far down the list. The high heating fuel costs are hitting us hard.

Petersburg is a great school with a very low drop out rate, high graduation rate, and high rate of students passing the HSGQE. However funding continues to be a real challenge, passage of SB 84 would greatly benefit our school district and community.

Thanks,

Jean L. Ellis

Jean L. Ellis, President
Petersburg School Board

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, February 24, 2011 8:22 AM
To: Murray Richmond
Subject: FW: Letter of Support for Senate Bill 84
Attachments: SB84 Support from Anchorage School Dist..pdf

From: Olson_Robin [mailto:Olson_Robin@asdk12.org]
Sent: Wednesday, February 23, 2011 5:48 PM
To: Sen. Kevin Meyer; Sen. Joe Thomas
Cc: School Board; 'sean.parnell@alaska.gov'; 'mike.hanley@alaska.gov'; 'bjohnson@alaskaacsa.org'; 'crose@aasb.org'
Subject: Letter of Support for Senate Bill 84

Good afternoon Senator Meyer and Senator Thomas,
Please find attached Superintendent Carol Comeau's letter in support of Senate Bill 84. It is also below for your convenience:

Dear Senators Meyer and Thomas:

On behalf of the Anchorage School District, I want to thank you for co-sponsoring Senate Bill 84. This legislation would insure that the Anchorage School District, and all other districts in the State, would be able to plan responsibly for the next three years, and would allow us to make much needed improvements to our Career and Technical/Vocational Education Programs. I applaud your leadership on this important issue.

The past three years of advance planning for education has allowed the Anchorage School District to advance their efforts in meeting our goal of graduating more of our high school students with a diploma, and reducing the drop-out rate. The efforts of the Joint Education Funding Task Force (JEFTF), chaired by Representative Mike Hawker and Senator Bert Stedman, have made a significant difference in our ability to plan ahead and we are grateful to the legislature and the governor for successful implementation of the three-year forward funding. Even with those significant increases, the Anchorage School District still had a $12 million budget gap in the general fund to maintain current programs, pay for negotiated salary and benefit increases, pay for increased utility and fuel costs. The gap was NOT necessitated by our use of the ARRA (federal stimulus funds), but rather the ongoing general fund costs.

We still have a long way to go to insure that our students are college and/or career ready when they leave the Anchorage School District. We are very appreciative of the legislature's strong support for increases to the Base Student Allocation (BSA), the Intensive Needs Factor, and to pupil transportation. We are also supportive of the phased-in Area Cost Differential for all districts, even though Anchorage does not receive any funding under this part of the education formula. The increases to the Intensive Needs factor has allowed the ASD to use our general fund resources for non-special education students and programs for the first time; we are very grateful for that as many of our over 900+ Intensive Needs students require extra-ordinary services to meet the requirements of their Individual Educational Plans (IEP's).

We support Senate Bill 84's three year increases to the BSA as a way to assist districts in meeting the costs of inflation, fuel and energy cost increases, and to allow us to retain important programs and staff who are key to increasing our graduation rate over time. We believe the proposed increases are reasonable for the State of Alaska in support of quality education. We know that we must increase the rigor of our course offerings in order to meet the challenges of the Alaska Performance Scholarship; we have a graduation task force

reviewing our requirements and soliciting input in where to make needed changes. The additional funding will allow us to retain our effective teachers while keeping class sizes reasonable so our students receive quality education.

The Anchorage School District is also increasing our Career and Technical/Vocational Education offerings in order to better meet the needs of our non-college going student population. We have made great strides in this area at all of our comprehensive high schools, as well as at the King Career Center. We have strong partnerships with Alaska General Contractors, Alaska Works, and CITC at our Construction Academy at the King Career Center. We have incorporated upgrades to our high schools and middle schools in order to offer more CTE courses at home schools, as well as the King Career Center in our upcoming school bond election. Having additional funding to support the necessary teacher positions and the professional development required will go a long way to meeting the needs of our students in this vital area of 21st century education so all of our students are eligible for the Alaska Performance Scholarship for either college and/or career and technical training.

Again, I thank you for your leadership in bringing Senate Bill 84 forward. I urge the Senate Education Committee to hold hearings on the legislation and move it forward to Senate Finance and then hopefully to the floor for a vote of the Senate. At that point, I hope that a similar bill will have worked its way through the House for passage and eventual reconciliation in a joint conference committee.

Please do not hesitate to contact me at comeau_carol@asdk12.org or 907-742-4312.

Sincerely yours,

Carol Comeau
Superintendent

cc School Board members
Anchorage legislators
Governor Sean Parnell
Commissioner of DEED, Mike Hanley
Bruce Johnson, Executive Director, ACSA
Carl Rose, Executive Director, AASB

Robin Olson
Executive Assistant to the Superintendent
Anchorage School District
5530 E. Northern Lights Blvd
Anchorage, AK 99504
(907) 742-4312 FAX (907) 742-4318
olson_robin@asdk12.org

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 1:13 PM
To: Murray Richmond
Subject: FW: School Funding

From: Comeau_Carol [mailto:Comeau_Carol@asdk12.org]
Sent: Thursday, March 31, 2011 12:26 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Donny Olson; Sen. Dennis Egan; Representataive Charisse Millett; Rep. Pete Petersen; Rep. Anna Fairclough; Rep. Berta Gardner; Rep. Bill Stoltze; Rep. Bob Lynn; Rep. Chris Tuck; Rep. Craig Johnson; Rep. Dan Saddler; Rep. Lance Pruitt; Rep. Les Gara; Rep. Lindsey Holmes; Rep. Max Gruenberg; Rep. Mia Costello; Rep. Mike Doogan; Rep. Mike Hawker; Rep. Sharon Cissna; Sen. Bettye Davis; Sen. Bill Wielechowski; Sen. Cathy Giessel; Sen. Charlie Huggins; Sen. Fred Dyson; Sen. Hollis French; Sen. Johnny Ellis; Sen. Kevin Meyer; Sen. Lesil McGuire
Cc: School Board; Carl F.N. Rose; Bruce Johnson (bjohnson@alaskaacsa.org)
Subject: School Funding

To All Anchorage Legislators and members of Senate Finance:
Thank you to many of you for meeting with us when we were in Juneau earlier in the week. I want to thank you for your time, and for your past support for increasing the Base Student Allocation, the Intensive Needs funding, pupil transportation, and for all districts except Anchorage, the Area Cost Differential. Your long-time support for debt reimbursement has been a huge benefit for our taxpayers, and I do hope our voters approve our three ballot propositions on Tuesday.

I am hoping that you will carefully consider the importance of increasing the BSA and CTE funding in Senate Bill 84. This piece of legislation would allow us to keep up with inflation and to increase our CTE offerings. We are hoping to be able to reinstate some of our $12 million in cuts for our 2011-2012 budget that passed the Anchorage Assembly on Tuesday night;we based our budget on not increasing the BSA. Senate Bill 84 would allow some of our cuts to be reinstated. In addition, we applaud the thought behind SB 97, sponsored by Senator Hoffman. As you all know, increasing energy costs are impacting our educational offerings at a time we are trying to increase graduation rates and reducing our drop out rates. We are definitely losing ground if we receive no increases in either the BSA or SB 97 for the 2011-2012 school year.

I hope you will give careful consideration to an increase in public school funding. Thank you very much.
Carol Comeau
Superintendent
Anchorage School District

Murray Richmond

From: Nancy lehnhart [lehnhart@gci.net]
Sent: Sunday, March 13, 2011 3:10 PM
To: Sen. Joe Thomas; Sen. Bettye Davis; Sen. Hollis French; Sen. Gary Stevens; Sen. Kevin Meyer
Subject: education funding

Dear Senate Education Committee members,

I am writing to urge you to ensure that districts around the state are given resources to do the important work of educating Alaska's kids.
Increased funding for K12 education is important every year to keep up with rising costs, as you know. Please make sure that, with the resources we have in our state, we are not stripping our schools and reducing what students need to succeed. I can't think of anything more important.

Thank you for making sure the student base allocation keeps up with rising costs by adding at least $100 per student per year, knowing that any more would add additional programing and resources that would make an even bigger difference for many of our students. As a parent of children in our schools, I feel that it would be drastically harmful to have larger class sizes and less individual and small group help for students who are struggling. Also, when districts have to make cuts, often the programs to go are programs like the arts which often are the key to learning for many students. Please keep our schools healthy.

I really appreciate your thoughtful service,

Nancy Lehnhart
15975 Glacier Hwy
Juneau, AK 99801

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 11:59 AM
To: Murray Richmond
Subject: FW: SB 84

-----Original Message-----
From: Erin Mitchell [mailto:erin_mitchell@jsd.k12.ak.us]
Sent: Thursday, March 31, 2011 11:16 AM
To: Sen. Joe Thomas
Cc: Erin Mitchell
Subject: SB 84

Dear Senators and Represenatives,
As an educator for the past sixteen years in the Juneau School District, I strongly urge your support in passing Senate Bill 84. It directly benefits all of our children.
Thank you for your time!
Sincerely,
Erin Mitchell
4th Grade Teacher
Auke Bay Elementary

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 11:59 AM
To: Murray Richmond
Subject: FW: Please increase education funding!

From: Dick Monkman [mailto:rdm@gci.net]
Sent: Thursday, March 31, 2011 10:35 AM
To: rdm@gci.net
Subject: Please increase education funding!

Dear Senator:

As a parent of two students (11th and 7th grades), and as a member of our local high school's site council, I write to encourage your support for increased education funding in this year's budget. In particular, please support SB 84, which would increase the base student allocation amount by (almost) enough to keep up with inflation.

The Legislature's support for education over the last few years has been greatly appreciated and has made a difference in our children's education. By all measures, Alaska's educational system needs improvement – and your help has started to make those improvements. But it takes time, and adequate funding, to achieve educational goals. The momentum is going in the right direction. Please keep it up by supporting SB 84 and an increased education budget!

Thanks
Richard Monkman
957 Gold Belt Ave.
Juneau, AK 99801

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 11:59 AM
To: Murray Richmond
Subject: FW: SB 97 and SB 84

-----Original Message-----
From: Kennedy_Crystal [mailto:Kennedy_Crystal@asdk12.org]
Sent: Thursday, March 31, 2011 11:36 AM
To: Sen. Joe Thomas
Subject: SB 97 and SB 84

Dear Senator Thomas,

I noticed the attention that SB 97 has recently gotten and I have grave concerns that this bill might be considered as the one avenue to providing any additional funding for K-12 schools for their 2011-12 budgets. SB 97 does not provide for any increase or any inflationary adjustment for this year's budget (2011-12). Many districts had to develop a reduced services budget for the next school year and SB 97 will not even come into effect until July 2012 which is after the deadline for budget development of our 2012-13 school year. That two year gap will force us to reduce the 2012-13 budget at even greater levels than we did for next year. And there is absolutely no way to speculate, let alone guarantee, what the price of oil will be in July 2012 so there is no certainty of any additional funding getting to the school districts through this mechanism. SB 97 cannot be the only way to address school funding this year but certainly could be a compliment to SB 84 should any additional resources actually materialize from this bill.

Only SB 84 provides for a guaranteed nominal adjustment in the BSA for school funding and continues that trend for the next three years.
SB 84 will allow districts to build budgets on known funding levels. Though it will be a nominal increase lower than current inflationary rates it will at least be an increase that will help to mitigate devastating cuts to our educational programs and services. Keep in mind that Anchorage does not benefit from any cost differential adjustment but relies on an adjustment to the BSA for any funding increases.

Please support SB 84. Our Alaska school districts need it.
Thank you!

Crystal Kennedy
Anchorage School Board, Vice President
Association of Alaska School Boards, President
907-696-2624

Dear Alaska Representatives and Senators:

My name is Rick Rios. I am the Coordinator for Career and Technology Education for the Anchorage School District. I also am past chairperson of Alaska Vocational and Technical Education Providers (VTEP), having served for over six years.

Thank you for your service and for this opportunity. I especially want to thank Senator Kevin Meyer of Anchorage and Senator Joe Thomas of Fairbanks, and their staffs, for their forward thinking and vision that resulted in Senate Bill 84, which supports vocational education for all Alaskans.

Please continue to advance Senate Bill 84 and persuade your colleagues in the Senate and House to pass it.

Nationally, vocational education programs were abandoned and disassembled during the 1980s and 1990s. During that era, skilled workforce education was ignored in place of federal special education mandates and college-driven admissions. This has resulted in the low graduation rates and high dropout rates of disenfranchised and misguided students. Because of other mandates and the cost of programs, CTE course became elective add-ons rather than relevant requirements. Now, the ability to revive and restore the infrastructure for CTE is beyond the capacity of local districts. This current situation is unsatisfactory and needs new vision for a smarter, engaged and relevant workforce to benefit Alaska's and America's future.

The vocational skills of the last century have changed. Skill sets and training tracks no longer serve 21st century workers. Initiatives such as Science, Technology, Engineering, and Math, better known as STEM, are now merging both academics and application into new models of learning. Career and Technical Education (CTE) is the application component. Problem-solving, processing, innovation and creative design are the worker's tools for the today and the future. Even our military is rejecting our high school graduates as unfit for service. The military not only needs a tough fighting force, but more importantly, it needs a better thinking and innovative force.

Career and Technical Education is slowly but steadily making this transformation. It starts in middle school and continues to employment with exploration and pathway education. It includes new engineering technology literacy skills in every career area.

This is a monumental task facing a program that was abandoned more than twenty years ago. In some districts, CTE classes consist of only a few elective options to serve the students who desperately need them and thrive on them. In many rural Alaskan communities, CTE courses are completely non-existent.

The Anchorage School District has seen a recent rise in graduation rates with the addition of CTE courses in after-hour, after-school programs, which we were able to offer using special grant funds.

This summer we are offering a Summer Career Camp with 24 intensive and enrichment CTE classes serving 600 students. This is not enough when you consider we have 15,000 students. The Anchorage School Board and the Anchorage Municipal Assembly recognize the need for more CTE and they are doing something about it. Welcome home to the sound of radio campaign ads! This is the time when we hear the ring of messages that are important to all of us. You are well experienced in the process. But this is the first time I have ever heard School Bond announcements promoting and promising a better workforce and employment, as well as college, for our students.

Anchorage is providing a general school bond this spring to advance CTE opportunities with new innovative middle and high school academies in construction, health and engineering.

We are providing new middle school career guides to help students align their interests and talents with career targets, college, work, and future contributions as citizens.

We are developing new plans for our graduation requirements. We are fighting to keep students in school for all the right reasons: to learn, to train, to prepare, and to provide and contribute to the community. These are the credentials of an Alaska High School diploma.

However, none of these urgent and essential initiatives will meet the immediate need for teachers, counselors, and classes. Remodeled facilities and new graduation requirements will not provide the teachers and programs need to fill the classrooms with students. More classes will need to be offered in extended day and extended school opportunities.

While Anchorage has some capacity to make a few of these difficult changes, rural Alaska does not. Senate Bill 84 provides equitable funding for all districts, without a competitive grant processes that deflects funding from classrooms and teachers into administrative and clerical sumps.

Now is the time to drill down to the core bedrock of workforce development. The pillars are in the minds and hearts of our next generation. The work has begun as the CTE foundation forms have been constructed. Now, I urge you to pour some concrete into them and establish a solid foundation for the future of Alaska, our students. Pass and fund Senate Bill 84 this year.

Thank you

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 11:59 AM
To: Murray Richmond
Subject: FW: HB 84

-----Original Message-----
From: Janet Capito [mailto:janet_capito@jsd.k12.ak.us]
Sent: Thursday, March 31, 2011 10:16 AM
To: Sen. Lyman Hoffman; Sen. Bert Stedman; Sen. Donny Olson; Sen. Dennis Egan; Sen. Joe Thomas; Sen. Johnny Ellis; Sen. Lesil McGuire; Rep. Bill Stoltze; Rep. Anna Fairclough; Rep. Bill Thomas; Rep. Mia Costello; Rep. Bryce Edgmon; Rep. Mike Hawker; Rep. Reggie Joule; Rep. Tammie Wilson; Rep. Mike Doogan; Rep. Les Gara; Rep. David Guttenberg; Rep. Mike Chenault; Governor@gov.state.ak.us
Subject: HB 84

Hello,
I support Senate Bill 84 whole heartedly for many reasons. I work in the Juneau School District and see how hard the teachers work teaching the kids. They deserve more support than they are getting.
I hope you all saw the editorial page in the Juneau Empire on Wednesday where the cartoon asked "Which underperformer is getting addition U.S. aid?" The picture showed a student and a Libyan rebel.
Please support our schools and our under performing students.
Thank you for your time.
Janet Capito, RN

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 1:56 PM
To: Murray Richmond
Subject: FW: SB 84 - Support for Increasing the BSA

From: Mike and Andi Story [mailto:andimike@ak.net]
Sent: Thursday, March 31, 2011 1:48 PM
To: Sen. Lesil McGuire; Sen. Johnny Ellis; Sen. Joe Thomas; Sen. Dennis Egan; Sen. Donny Olson; Sen. Bert Stedman; Sen. Lyman Hoffman
Cc: Carl Rose; Sen. Kevin Meyer; Sen. Gary Stevens; Rep. Cathy Munoz; Rep. Beth Kerttula; Rep. Mike Chenault; Rep. David Guttenberg; Rep. Les Gara; Rep. Mike Doogan; Rep. Tammie Wilson; Rep. Reggie Joule; Rep. Mike Hawker; Rep. Bryce Edgmon; Rep. Mia Costello; Rep. Bill Thomas; Rep. Anna Fairclough; Ellen Pavitt; Sarah Palin; Rep. Bill Stoltze
Subject: SB 84 - Support for Increasing the BSA

Dear Senate Finance Committee,

My name is Andi Story, I am a parent, 24 year resident of Alaska, and a member of the Juneau School Board. Many parents count on the Legislature and School Board members working together to provide for a sound educational system, K - 12. Let us not forget the work of the Legislative Task Force under the leadership of Representative Hawker, in prior years to providing for a stable funding picture for Alaska's school children. Many parents will not even be aware of the less resources to schools, until their children show up in school this fall.

I am writing to advocate for SB 84 to be approved by Senate Finance and moved in the legislative process, so it can come before the whole legislative body and be passed in this session. This bill provides for a three year adjustment in the BSA, and an increase for career and technical education for Alaska's high schools. The testimony in Senate Education committee was compelling for this bill. Juneau parent, Ellen Pavitt (also co-owner of Pavitt Health and Fitness in Juneau) wrote, "Many students don't intend to pursue a college degree following high school, and there is nothing wrong with this. In fact, there is a lot right with it . .. we need plumbers, electricians, and other people in the trades - why is it that their preparation at the high school level is so much less valued then that of the college bound student?"

Many commented on the importance of a multi-year funding plan for the BSA. It provides for certainty in instructional and budget planning and not the uncertainty of cuts to programs and services. As a Board member I can attest that we are working to maximize services to students in the classroom. I can attest that our Board and Board's across the state are implementing services that top performing districts are using. Whatever the career path of students; technical, military, college, work, School Board are working toward providing high standards and supportive climates for all students, Kindergarten thru 12th grade.

Please provide a stable funding picture that allows for BSA adjustment for increased costs. Please hear and approve SB 84 You have an opportunity to make an immediate difference in class size and services for students with the passage of this bill.

Sincerely,

Andi Story
789 - 4292
12069 Cross Street
Juneau, Alaska 99801

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 5:26 PM
To: Murray Richmond
Subject: FW: Support school funding, Senate Bill 84

-----Original Message-----
From: Amy Kesten [mailto:amy_kesten@jsd.k12.ak.us]
Sent: Thursday, March 31, 2011 4:00 PM
To: Sen. Lyman Hoffman; Sen. Bert Stedman; Sen. Donny Olson; Sen. Dennis Egan; Sen. Joe Thomas; Sen. Johnny Ellis; Sen. Lesil McGuire
Cc: Amy Kesten
Subject: Fwd: Support school funding, Senate Bill 84

>>> Dear Alaska Senators:
I have lived and taught in Juneau since 1989. Two of my children attend the JSD.
There is no way that we can possibly do our jobs without an increase in funding. Please, please, please support Senate Bill 84.
The increases that the bill proposes will help all of us to make a difference in education.
Without the bill's passing, next year will be a disaster.
I normally look at life in a very positive way, and I want to support you in your jobs.
Please support me in my job and pass Senate Bill 84.

Sincerely,
Amy Kesten, Gastineau School Special Education Teacher

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, March 07, 2011 1:32 PM
To: Murray Richmond
Subject: FW: SB 84

From: Jean Trainor [mailto:jtrainor@apea-aft.org]
Sent: Monday, March 07, 2011 1:25 PM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Thomas, I support SB 84 to increase the base student allocation. I hope you do, too!
Respectfully, Jean Trainor

Jean Trainor
APEA/AFT
Field Representative
825 College Rd.
Fairbanks, AK 99701
phone: 456-5412
jtrainor@apea-aft.org

Murray Richmond

From: Ellen Pavitt [ellen@gopavitt.com]
Sent: Thursday, March 10, 2011 7:15 AM
To: Murray Richmond
Subject: Re: POM

Thank you for your response, Mr Richmond. Here is something for you to include in the packet:

As a parent of a Juneau high school student, who has also raised two other older children in the Juneau community, I urge support of SB84. It is very saddening to see our education system faced with choosing which of the important student programs it provides to cut funding for. Our students need support and guidance in order to lead healthy, productive lives, and cutting back on what they receive at school is a step in the wrong direction during these times of rampant substance abuse and delinquent behaviors.

I also tutor students preparing to take their GED examination, and hold a masters degree in social work. I am very much an advocate for career tech programs in our schools, at a much higher level than they are presently provided. Many students don't intend to pursue a college degree following high school, and there is nothing wrong with this. In fact, there is a lot right about it - college is not for everybody. We need plumbers, electricians, and other people in the trades - why is it that their preparation at the high school level is so much less valued than that of the college -bound student? Instead we have countless students who are not motivated to finish high school because it doesn't give them what they need - preparation to support themselves at a decent wage after they graduate. They end up dropping out,and with low-paying jobs, thus continuing the viscious cycle of poverty, and often the associated substance abuse and other societal problems that can be associated with people living difficult lives.

Please support SB84, thus increasing the BSA and also providing some additional funding for our career tech programs.

Sincerely,
Ellen Pavitt, parent of Juneau high school students

On Mon, Mar 7, 2011 at 9:57 AM, Murray Richmond <Murray_Richmond@legis.state.ak.us> wrote:

Ms. Pavitt,

Thank you for your POM supporting SB 84. I would like to include it the packet of materials we send out to senators. Would you mind resending it as an email, and supplying your affiliation (and "parent of student" is a very good affiliation).

Again, thank you for supporting SB 84.

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 10, 2011 4:52 PM
To: Murray Richmond
Subject: FW: SB 84

-----Original Message-----
From: Brad Allen [mailto:ballen@kuspuk.org]
Sent: Thursday, March 10, 2011 4:29 PM
To: Sen. Joe Thomas
Subject: SB 84

Senator Thomas;
I am writing to ask for your support of Senate Bill 84 to help increase the Base Student Allocation and to help fund career-technical education.
With the increases felt across Alaska to school districts due to increased costs of materials and shipping/freight as well as the increased cost to keep schools open, the action of increasing the BSA is incredibly important to help districts do their job of educating kids. The funding to help provide students a quality education is paramount to the success of our young people to help guide Alaska into the next generation - and that is why this bill is so crucial to help districts' accomplish this task.
It also begins to address the long overlooked issue of career-technical education and the funding for these types of programs. While it is certainly the schools job to educate our young people, we are also tasked with helping them to be ready for employment and career options when they are ready to leave our instructional care. Having funding to help not only provide this critical component is essential but to help give all of our students the opportunity to be exposed to these resources is part of the solution to helping Alaska have a ready to hire work force - or go to college or whatever post-secondary training an individual would like to ascend to. While all district's face issues in providing these items, as a REAA, I can speak first hand about why these career readiness and vocational education programs are important to our students - they provide relative employability skills that can be readily used whether you are in bush Alaska or downtown Anchorage.
I encourage you to help make SB 84 an reality for the youth of Alaska. This piece of legislation has the opportunity to make real opportunities to our youth.
Thank you for your consideration in this matter, Respectfully, Brad Allen - Superintendent, Kuspuk School District

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, March 11, 2011 9:18 AM
To: Murray Richmond
Subject: FW: Please support SB 84

-----Original Message-----
From: Sara Irwin-Goudreau [mailto:sgoudreau@valdez.cc]
Sent: Friday, March 11, 2011 8:54 AM
To: Sen. Joe Thomas
Subject: Please support SB 84

Thanking you in advance for your support of bill - SB 84

Sara Irwin Goudreau
Career Counselor
Valdez High School

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 17, 2011 5:36 PM
To: Murray Richmond
Subject: FW: Support SB 84
Attachments: letter SB 84.doc

From: Jean Ellis [mailto:jrellis@gci.net]
Sent: Thursday, March 17, 2011 2:10 PM
To: Sen. Joe Thomas
Subject: Support SB 84

Senator Thomas, The attached letter is in support of SB 84 Vocational Education Funding / Base Student Allocation. Thanks, Jean, Petersburg

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, March 18, 2011 1:44 PM
To: Murray Richmond
Subject: FW: Support for SB 84

From: James Schwartz [mailto:schwartz.jp.lf@gmail.com]
Sent: Friday, March 18, 2011 1:30 PM
To: Sen. Joe Thomas
Subject: Support for SB 84

Dear Senator Thomas,

I am writing you in support for SB 84. I am a Petersburg school board member and I taught here for 27 years. Our school district will be cutting or not replacing several certified and classified positions and one administrative position next year. Our health insurance company has advised us to plan for a 10% increase amounting to $130,000. Fuel costs will increase $60,000 next year. Our business manager has projected even with our planned cuts a $177,000 deficit in our budget for next year. This budget was based on "flat funding" from State appropriations. Of course, flat funding means significant reduced funding as a result of rising inflation. The increases detailed in SB 84 represent less than a 2% increase each year for schools. In light of the extraordinary budget surplus seen this year and the surplus projected next year it seems reasonable to pass SB 84. Please support SB 84 and voice your influence with other members of the legislature for their support. It will make a huge positive difference for our school district. Thank you for the work you do for Alaska.

Sincerely,
Jim Schwartz
Petersburg School Board member

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, March 21, 2011 8:23 AM
To: Murray Richmond
Subject: FW: support SB 84

This woman is also a constituent. Can we get a letter back to her detailing all the boss's awesome work on this bill?

From: Martha Tomeo [mailto:marthatomeo@gmail.com]
Sent: Saturday, March 19, 2011 10:36 PM
To: Sen. Joe Thomas
Subject: support SB 84

Dear Senator Thomas,

I am writing to encourage you to support Senate Bill 84, in particular to increase the Base Student Allocation used in the formula for state funding of public education. Our school district budget in the Denali Borough is tighter each year, while student numbers are relatively stable and costs are increasing. SB 84 will increase the Base Student Allocation incrementally in the next three fiscal years, providing needed funds. Please support Alaska's students and our schools, particularly in rural Alaska, by increasing the Base Student Allocation and passing SB84. This legislation will bring positive support for our Denali Borough students, and schools statewide. A vote for SB84 is an investment in Alaska's future.

Thank you for your consideration.

Sincerely,
Martha Tomeo
Denali Park, Alaska

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, March 21, 2011 8:26 AM
To: Murray Richmond
Subject: FW: Senate Bill 84

Also a constituent – can you contact to get first name and mailing address?

Thanks! Be sure to save letters going out to constituents into the "Constituent" folder under "Correspondence" with the name of the person included in the title.

Thanks!

From: T Graham [mailto:blueticee@gmail.com]
Sent: Sunday, March 20, 2011 8:06 AM
To: Sen. Kevin Meyer; Sen. Joe Thomas; Sen. Bettye Davis; Sen. Hollis French; Sen. Gary Stevens
Subject: Senate Bill 84

Dear Senator;

I am writing to encourage you to support Senate Bill 84, in particular to increase the Base Student Allocation used in the formula for state funding of public education. Our school district budget in the Denali Borough is tighter each year, while student numbers are relatively stable and costs are increasing. SB 84 will increase the Base Student Allocation incrementally in the next three fiscal years, providing needed funds. Please support Alaska's students and our schools, particularly in rural Alaska, by increasing the Base Student Allocation and passing SB84. This legislation will bring positive support for our Denali Borough students, and schools statewide. A vote for SB84 is an investment in Alaska's future.

Thank you for your consideration.

Sincerely,

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, March 21, 2011 8:28 AM
To: Murray Richmond
Subject: FW: Denali Borough Schools

Another constituent...

From: Dana Morningstar [mailto:dana_mo@yahoo.com]
Sent: Sunday, March 20, 2011 4:02 PM
To: Sen. Joe Thomas
Subject: Denali Borough Schools

Dear Senator Thomas,

I am writing to encourage you to support Senate Bill 84, in particular to increase the Base Student Allocation used in the formula for state funding of public education. Our school district budget in the Denali Borough is tighter each year, while student numbers are relatively stable and costs are increasing. SB 84 will increase the Base Student Allocation incrementally in the next three fiscal years, providing needed funds. Please support Alaska's students and our schools, particularly in rural Alaska, by increasing the Base Student Allocation and passing SB84. This legislation will bring positive support for our Denali Borough students, and schools statewide. A vote for SB84 is an investment in Alaska's future.

Thank you for your consideration.

Sincerely,
Dana Williams
Cantwell, Alaska

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, March 21, 2011 11:06 AM
To: Murray Richmond
Subject: FW: Senate Bill 84

Another constituent...

From: Stephanie Stickle [mailto:stickle@mtaonline.net]
Sent: Monday, March 21, 2011 9:08 AM
To: Sen. Joe Thomas
Subject: Senate Bill 84

Dear Senator Thomas,

I am writing to encourage you to support Senate Bill 84, in particular to increase the Base Student Allocation used in the formula for state funding of public education. Our school district budget in the Denali Borough is tighter each year, while student numbers are relatively stable and costs are increasing. SB 84 will increase the Base Student Allocation incrementally in the next three fiscal years, providing needed funds. Please support Alaska's students and our schools, particularly in rural Alaska, by increasing the Base Student Allocation and passing SB84. This legislation will bring positive support for our Denali Borough students, and schools statewide. A vote for SB84 is an investment in Alaska's future.

Thank you for your consideration.
Sincerely,

Stephanie Stickle

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 11:59 AM
To: Murray Richmond
Subject: FW: SB84
Attachments: image001.gif

From: Sherrie Lyon [mailto:SLyon@KPBSD.k12.ak.us]
Sent: Thursday, March 31, 2011 11:51 AM
To: Sen. Joe Thomas
Subject: SB84

Hello,
I am both a school nurse and a grandparent and wish to express support for the above bill. Our children are our future. Please do not vote for SB97. Thank you.

Sherrie Lyon, RN, School Nurse
McNeil Canyon School
Susan B. English School
Port Graham School

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 11:59 AM
To: Murray Richmond
Subject: FW: Please support Senate Bill 84

From: Karen Cleary [mailto:kcleary@aptalaska.net]
Sent: Thursday, March 31, 2011 10:11 AM
To: Sen. Joe Thomas
Subject: Please support Senate Bill 84

Please support Senate Bill 84 which will give our school increases to the Base Student Allocation for K-12 education for 3 years and funding for increased Career and Technical Education opportunities. The school needs to keep pace with inflation, and increased energy and health insurance costs. Our CTE programs provide a pathway to success for the about 80% of HS students who do NOT graduate from a 4-year college program. Please support this bill.

Thank you.

Karen Cleary
Klawock, AK

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 12:00 PM
To: Murray Richmond
Subject: FW: SB 84

From: Michael Byer [mailto:mbyer@hbsd.net]
Sent: Thursday, March 31, 2011 9:55 AM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Thomas,

Continued increases to the BSA that allow districts to contend with the increasing cost of goods and services are vital. Energy costs are skyrocketing along with the cost of health care. Keeping vocational education classes and other classes that students are interested in our schedule keeps them coming to school. This helps reduce the dropout rate, which though low, at less than 10% in Haines, still needs to improve. These costs are worth funding.

Forward funding is also of extreme importance. It is cost-effective. It reduces uncertainty and helps us to more quickly and efficiently budget. This allows us to spend more time focusing on ways to improve our students' education. It was one of the essential recommendations to come out of the work of the bipartisan task force on education back in 2007 and should be sustained.

Right now **SB 84** is the best vehicle for maintaining necessary funding increases and forward funding. It also addresses vocational education. **The Haines Borough School Board has passed a resolution supporting this SB 84.** This bill is in Senate Finance and we hope it will quickly get on the schedule and be kept moving forward. We hope that we have your active support and that you will exert whatever efforts you can. We will continue to follow the movement of this bill and will be available to provide additional testimony as needed.

We thank you again for your time and for your service to the needs of our school district and other districts across the State.

Thank you,

Michael Byer, Superintendent
Haines Borough School District
PO Box 1289
Haines, AK 99827
(907) 766-6725

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 12:00 PM
To: Murray Richmond
Subject: FW: SB 84

-----Original Message-----
From: Eisemann, Jane [mailto:Jane.Eisemann@kodiakschools.org]
Sent: Thursday, March 31, 2011 9:12 AM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Thomas,

As a teacher of vocational education at Kodiak High School, I see first hand the return on vocational investment dollars in Kodiak as well as the state. I fully support the passage of SB 84.

Thanks for all you do!

Sincerely,

Jane Eisemann
Kodiak High School
Natural Resources
Maritime Science and Technology
FFA Advisor

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 12:00 PM
To: Murray Richmond
Subject: FW: Education Funding

From: Janet Reed [mailto:jbirdreed@gmail.com]
Sent: Thursday, March 31, 2011 9:03 AM
To: Sen. Joe Thomas
Subject: Education Funding

Dear Senator Thomas,

I am writing in your support for your important education-funding proposal, Senate Bill 84. I would encourage action on this important legislation raising the BSA from the current $5,680 per student to $5,790 in July 2011, and then to $5,905 in 2012 and to $6,025 in 2013. The increases will be affordable to the state and important to the quality and stability of public education. It will help stabilize the ability of school districts to plan for the future rather then guessing from year to year.

I also support the portion of Senate Bill 84 that proposes the state fund a separate grant program within the foundation formula for high school vocational education. This is an investment that will help keep students in school and be prepared for Alaska jobs upon graduation from high school.

Sincerely,

Janet Reed

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, April 04, 2011 11:25 AM
To: Murray Richmond
Subject: FW: SB 84

-----Original Message-----
From: Bob Hutton [mailto:hutton99829@yahoo.com]
Sent: Friday, April 01, 2011 7:12 PM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Thomas:

As a member of the school board of Hoonah City Schools, I urge you to approve increases to the Base Student Allocation and also to career and technical education funding for high schools as reflected in SB 84.
Thank you for your consideration.

Sincerely,

Robert Hutton
P.O. Box 185
Hoonah, AK 99829
hutton99829@yahoo.com

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, April 04, 2011 11:25 AM
To: Murray Richmond
Subject: FW: support education

From: Karyn Janssen [mailto:kjanssen@ptialaska.net]
Sent: Monday, April 04, 2011 11:12 AM
To: Sen. Joe Thomas
Subject: support education

Dear Senator Thomas,

I am not sure of the specifics of Senate Bill 84, but encourage you to support anything that can help keep class sizes down, or helps teachers in classrooms. I think it would be great if more money was designated for only teachers and classroom aides/support staff, and less was for district office positions. I was a teacher and am currently a parent volunteer and active PTA member. I see, and have experienced, first hand how much is put on a teacher's plate. I also know that tutoring programs continue to need funding, but I believe money would be better spent on aides in the classrooms assisting teachers with those that need more help. I see students pulled out multiple times a day by various tutors and aides and feel that the constant disruption to both the students that need the help, and the rest of the class is just more for teachers to have to keep track of, distracting them from teaching- and students from learning.

Our children are the future of Alaska. Please support them by supporting funding for the employment of teachers and support staff that work directly with the students.

Thank you for taking the time to read this letter.

Sincerely,

Karine Janssen Chingliak, Fairbanks mom

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, April 04, 2011 11:23 AM
To: Murray Richmond
Subject: FW: Support for SB84

From: Lee Ann Andrew [mailto:landrew@swrsd.org]
Sent: Monday, April 04, 2011 10:33 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: Support for SB84

Members of the Senate Finance Committee;

I would like to express my support for SB84 on behalf of Southwest Region School District and as a parent of a student of Dillingham City School District.

Currently Southwest Region School District has built a budget the on FY11 foundation amount which has caused us to be conservative on our programs that are offered to the students. If we knew we were getting an increase in foundation we could either add a reading specialist at our largest site or we could properly budget for our science curriculum review and possible adoption of a new program. As it stands we cut a regular classroom teacher for the reading specialist and do not have the science curriculum review in the budget. Our classroom sizes will be increased to a point that may be detrimental to our current academic program but we had to make the choice. If we knew we could finance the science curriculum review and adoption we could be gearing up now so that we will be farther along in the fall and possibly finalize the decision in one year. With forward funding we would know if we had the funding for budget items such as these and could maximize our educational program each year as opposed to holding back and jumping when we find out funding is available. The sooner we know the actual funding the better chance we have of hiring an additional top notch teacher and we can move forward with the process for reviewing, adopting and implementing a new science curriculum. Our state dollars could be spent much more efficiently if the foundation amount is known up front during the budget development process.

Thank you for your consideration on SB84.

Lee Ann Andrew
Parent and
Director of Administrative Services – Southwest Region School District
907-842-8207

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, April 04, 2011 10:16 AM
To: Murray Richmond
Subject: FW: SB 84

-----Original Message-----
From: Watkins, Bill [mailto:Bill.Watkins@kodiakschools.org]
Sent: Monday, April 04, 2011 9:41 AM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Thomas,
Below is a written statement I prepared for members of our community in Kodiak, Alaska. We are encouraging our Senate to do what's best for youth in Alaska - please support SB 84.
Sincerely,

Bill Watkins
KHS Principal and Parent

Without SB 84 moving forward, KIBSD staff and programs are in Jeopardy.
The senate finance will be hearing SB 84 on Wednesday, April 6th. SB 84 is a bill that increases the base student allocation in an attempt to keep up with inflation and ensures consistent funding for vocational education. Another bill (SB 97) will provide school district and municipal energy relief when the price of oil is above $89.00 per barrel. While SB 97 is potentially helpful, it does not provide additional funds until FY 13, nearly two years from now! SB 97 does not offer a guarantee that funds would ever be appropriated given the required trigger price of $89.00 per barrel for Alaska crude oil. A few Senators are trying to convince the public that SB 84 is dead and they are now focusing on SB 97 as the solution for education funding. SB 84 is not dead! But the Senate Finance committee needs to hear from their constituents that without SB 84, education programs (especially vocational, the arts, music and physical education programs) are in jeopardy.
Do we really want our children's educational funding to be tied to the unpredictability of the oil market? SB 97 gives us no consistent formula for funding education from year to year. It is a great solution for high-energy costs and when available in FY 2013 would be a welcome tool to assist school districts and communities with high-energy costs. SB 97 will not solve our current dilemma of being forced to lay off teachers, administrators and cut programs with the additional funding from SB 84. Without SB 84, the pressure is put on the back of our local communities to increase funding - which means a direct burden on the local taxpayer. KHS has the potential of losing teaching and administrative positions and when staffing is cut we see a direct negative impact on programs. Districts cannot afford to cut Core (Math, English, Science and Social Studies) programs with the requirements for meeting adequate yearly progress (AYP). Instead, districts will be forced to cut the programs that make practical connections to physical, intellectual, emotional and social needs of every child we serve. These programs are our vocational classes, art classes, music classes and physical education classes. SB 84 allows consistent funding to support the existing staff and programs. SB 97 would not allow any additional funding for 2 years and only if the price of oil is above $89.00 per barrel. Again, do we really want our children's educational funding to be tied to the unpredictability of the oil market? One year we have it, the next year we don't?

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, April 04, 2011 10:15 AM
To: Murray Richmond
Subject: FW: Support Education

From: karine chingliak [mailto:kchingliak@hotmail.com]
Sent: Monday, April 04, 2011 9:18 AM
To: Sen. Joe Thomas; david_guttenberg@legis.state.ak.us; joe_paskvan@legis.state.ak.us; scott_kawasaki@legis.state.ak.us; steve_thompson@legis.state.ak.us; tammie_wilson@legis.state.ak.us; eric_feige@legis.state.ak.us; bob_miller@legis.state.ak.us; john_coghill@legis.state.ak.us
Subject: Support Education

I am not sure of the specifics of Senate Bill 84, but encourage you to support anything that can help keep class sizes down, or helps teachers in classrooms. I think it would be great if more money was designated for only teachers and classroom aides/support staff, and less was for district office positions. I was a teacher and am currently a parent volunteer and active PTA member. I see, and have experienced, first hand how much is put on a teacher's plate. I also know that tutoring programs continue to need funding, but I believe money would be better spent on aides in the classrooms assisting teachers with those that need more help. I see students pulled out multiple times a day by various tutors and aides and feel that the constant disruption to both the students that need the help and the rest of the class. Plus, all of the pull- outs for so many students is just more for teachers to have to keep track of, distracting them from teaching- and students from learning.

Our children are the future of Alaska. Please support them by supporting funding for the employment of teachers and support staff that work directly with the students.

Thank you for taking the time to read this letter.

Sincerely,

Karine Janssen Chingliak, Fairbanks mom

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, April 04, 2011 10:15 AM
To: Murray Richmond
Subject: FW: SB 84

From: Putt Clark [mailto:clark.putt@gmail.com]
Sent: Monday, April 04, 2011 8:57 AM
To: Sen. Joe Thomas; Rep. David Guttenberg; Sen. Joe Paskvan; Rep. Scott Kawasaki; Rep. Steve Thompson; Rep. Tammie Wilson; Rep. Eric Feige; Rep. Bob Miller; Sen. John Coghill
Subject: SB 84

Please support Senate Bill 84. As other funding for schools decreases, class sizes increase. Larger classes mean there are more students who are sitting on the fence and will fail to learn with out the funding programs provided by SB 84. Math and reading tutoring is hugely successful, and is fundamental.

The vocational and technical training funding in this Bill are also vital to certain students' futures. They keep kids in school and provide a trained workforce for Alaska's future.

PLEASE support Senate Bill 84!

Thanks you,

Putt Clark
Fairbanks

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, April 04, 2011 9:53 AM
To: Murray Richmond
Subject: FW: SB 84

From: ehhilts@gmail.com [mailto:ehhilts@gmail.com] **On Behalf Of** Sunni Hilts
Sent: Sunday, April 03, 2011 6:36 PM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Thomas,

Thank you for your continuing work for the children of the State of Alaska. I believe that their safety, health, education and future should be our top priority. So I applaud the discussion that is beginning to take place.

As we have worked with those involved in the legislation regarding education, we have attempted to be responsive to specific questions and requests. We have seriously taken your stated concerns to our local school districts to provide more and better data showing the results of your financial commitment. We brought that information to you. We have been careful to use Stimulus funds and any other one time money in a way that did not create ongoing need for support. We documented that. We have shown the improvement in our administration when we had the ability to plan ahead because of forward funding. We have explained the need for more and continued funding for career tech programs, documenting our use of those stimulus funds for equipment, technology and training.

Now it is the time to pass legislation. Our support for SB 84 is unequivocal. It is a vehicle that provides the minimum increase to maintain our programs across the state. It gives us forward funding which is one of our greatest needs and it provides for Career Tech monies, which we do not currently receive. Please consider getting this bill passed out as quickly as possible.

Thank you,

Sunni Hilts
Board of Education

Murray Richmond

From: Kris Benson [kbenson722@gci.net]
Sent: Saturday, April 02, 2011 1:09 PM
To: Sen. Lyman Hoffman; Sen. Bert Stedman; Sen. Donny Olson; Sen. Joe Thomas; Sen. Johnny Ellis; Sen. Lesil McGuire
Cc: Sen. Dennis Egan
Subject: SB84

Dear Senate Finance Committee Members:

Please pass SB 84 for education funding. Even if this bill passes, with an increase in the BSA, our schools in Juneau will be cutting numerous important teaching and support positions and programs. I hate to imagine the depth of cuts if the bill doesn't pass.

I would like to see Alaskans be able to be proud of our public schools some day. Without the planned increase in BSA, our schools will degrade further from the current evidence of funding shortfalls.

Kris Benson
145 Behrends Ave.
Juneau, AK 99801

Murray Richmond

From: Tom Conley [prophet@ptialaska.net]
Sent: Saturday, April 02, 2011 10:21 AM
To: Sen. Joe Thomas
Subject: SB84 & SB97

Dear Senator Thomas-Thank you and the committee for the work on SB97 providing supplemental funds to schools and municipalities pegged to the fluctuating price of oil. It will be particularly beneficial to bush/rural communities where the price of heating and transportation fuel is so ruinous and an impediment to providing other routine services.

I am also delighted that the committee has decided to hear SB84 on April 6. For all of the state's schools this is critical legislation as it proposes to enact a three year schedule of modest increases to the Base Student Allocation and provide categorical funding for career and technical education (VocEd) in our high schools. With inflation, the need to ready students for the technological demands of our future workplaces, and rising insurance and other expenses we need the increased funding to keep our heads above water. The three year cycle of forward funding also permits more rational planning and budgeting. Importantly the targeted career and technical funding gives us the wherewithal to address this sadly neglected area of curriculum and begin the training the majority of our students will need for Alaska's future jobs.

As adjournment rapidly approaches, I would urge that SB84 get speedy attention so that it can get to the Senate floor and have time for consideration by the House.

Tom Conley
Sitka School Board

Murray Richmond

From: Robert Thomason [rft@me.com]
Sent: Friday, April 01, 2011 5:57 PM
To: Sen. Joe Thomas
Subject: SB 84 Support

Dear Senator Thomas,

Thank you for your concern and interest in doing what is best for students and schools across the state of Alaska. As a small rural school district, Petersburg City School District is especially vulnerable to rising fixed costs (insurance rates, fuel oil, electricity, gasoline). Each additional dollar devoted to heating fuel is one less dollar available for education. As an example, the cost of fuel oil has increased from $2.69 in March 2010 to $3.37 in March 2011.

SB 84, while not completely "filling the gap" is certainly better than flat funding for the coming year. This bill will allow districts to plan for the future through the forward funding mechanism and it will allow district to infuse valuable but underfunded vocational education programs.

I support SB 84 because it is needed, it is responsible, and the kids of Alaska need stable, functional schools.

Sincerely,

Robert Thomason
Petersburg, Alaska

Murray Richmond

From: Pete Lewis [pete.lewis@k12northstar.org]
Sent: Friday, April 01, 2011 3:39 PM
To: Sen. Joe Thomas
Subject: Senate Bill 84

Senator Joe Thomas,

Please ensure the future of Alaska. Funding for public education does just that. Currently SB 84 calls for an increase in the BSA of $110, $115 and $120 over a three year period. It also contains a provision that provides funding for vocational education (CTE) that is vital to sustaining and enhancing programs that deliver job-ready graduates. Your support of this legislation is critical to our future.

With or without a surplus I would be advocating for an increase in the BSA. However, with a current surplus of over $2.5 billion dollars, funding SB 84 with a fiscal note of $37 million (1.5% of the surplus) is logical and a moral imperative. Failure to fund an increase of the BSA (SB84) will mean additional cuts of over 2.6 million dollars to the Fairbanks North Star Borough School District. A loss of $2.6 million will dramatically impact what we do each and every day for students.

Thank you for your consideration.

Respectfully,

Pete Lewis, Superintendent

Murray Richmond

From: John Conwell [jconwell@UCSD.net]
Sent: Friday, April 01, 2011 3:05 PM
Cc: John Conwell; Bruce Johnson; aasb@aasb.org; Dan Masoni; magnusen@akwisp.com; Sonia Handforth-Kome; Tammy Pound (AASB); Tammy Pound (local); Tonya Miller
Subject: In Support of SB 84
Attachments: AJC Article.docx; SB84 Letter of Support.pdf; SB84 UCSD Letter of Support.pdf

Dear Senator,

Attached please find two letters written in support of Senate Bill 84 and a recent article from the Alaska Journal of Commerce.

Sincerely,

John P. Conwell
Superintendent
Unalaska City School District
P.O. Box 570
Unalaska, AK 99685
Office: 907-581-3151 Fax: 581-3152 Mobile: 359-3151
jconwell@ucsd.net www.ucsd.net

"To Provide an Exemplary Education"

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Unalaska City School District

Senate Finance Committee
Juneau, AK 99801

March 31, 2011

Dear Senate Finance Committee Members:

I am writing to urge you to support Senate Bill 84. SB 84 provides a modest increase to the Base Student Allocation (BSA) for each of the next three fiscal years and funding within the foundation formula for vocational education. Similar to the forward funding bill passed in 2007 at the recommendation of the Joint Legislative Education Funding Task Force, this bill enables school districts to plan their budgets and programs for at least the next three years with greater certainty.

Knowing the education funding outlook for the next three years will enable our District to plan more precise budgets and eliminate some of the uncertainty of fluctuating health care and energy costs. Further, our District hopes to implement the additional high school courses needed to meet the eligibility requirements for the Governor's Alaska Performance Scholarship (APS) program.

The vocational education funding component of SB 84 will enable UCSD to build capacity within its Career and Technical Education programs. UCSD would utilize the additional vocational education funding to upgrade equipment, technology, and shop and classroom facilities. The District hopes to expand its Tech Prep Program to include career paths in addition to welding, which is presently offered at UCSD through a partnership with UAF.

With North Slope oil at $118.44 per barrel today, the State of Alaska is in a position to appropriately fund its K-12 public education programs. As the father of two school-age children, and as a school district administrator responsible for the education of many more children, I implore you to invest in Alaska's children and pass Senate Bill 84.

Sincerely,

John P. Conwell

John P. Conwell, Superintendent

Cc: Representative Bryce Edgmon
AASB

P.O. Box 570, Unalaska, Alaska 99685 • (907) 581-3151 • Fax (907) 581-3152 • www.ucsd.net
John P. Conwell, Superintendent • Glenn Cole, Principal • Lorrie D. Scoles, Principal

Murray Richmond

From: Cindy Reilly [creilly@yksd.com]
Sent: Friday, April 01, 2011 2:50 PM
To: Sen. Albert Kookesh
Cc: Sen. Gary Stevens; Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Subject: In Support of SB84
Attachments: image001.jpg

Senator Kookesh, Senator Stevens, Senator Stedman, Senator Hoffman, Senator Thomas, Senator McGuire, Senator Egan, Senator Olson and Senator Ellis:

I am writing in support of SB84, the education funding bill which relates to funding high school vocational education as a component of funding and increasing the base student allocation used in the public school funding formula. 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.

I am very excited about the addition of vocational education funding as part of the foundation formula. YKSD has been analyzing student data looking particularly close at what happens to our graduates. In one study, we found that nearly three quarters of our 2009 graduates had not begun "real life" choosing instead to hang out at home in their village. Our school board and Superintendent Boyd has been moving us toward more voc ed in our schools for the purpose of making sure our graduates have practical and usable skills when they leave high school, realizing that many of them have no aspirations for post-secondary education. Our villages will be stronger and better places with skilled laborers in them to upgrade infrastructure. We have been able to provide intensive 2 week academies in the villages over the past few years in the areas of construction and welding. Next year, we hope to add a health care academy and to join with Kuspuk School District in their "Kick Ash" Firefighting Academy. Knowing we have the funding support from the State would certainly make attaining these goals easier.

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 SB84. 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
(907)374-9410

Murray Richmond

From: Kristina M. Brophy [kristina.brophy@k12northstar.org]
Sent: Friday, April 01, 2011 1:50 PM
To: Sen. Joe Thomas; Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Dennis Egan; Sen. Lesil McGuire; Sen. Johnny Ellis; Sen. Donny Olson
Subject: SB 84

Dear Senators Thomas, Stedman, Hoffman, Egan, McGuire, Ellis, and Olson,

Alaska's future lies in the hands of our children. The decisions you make regarding SB 84 will impact our children's ability to receive a good education and make Alaska even greater than it is today. Whether college bound or pursuing a career in the trades after high school, each student deserves our support. In order for us to do our good work for the benefit of Alaska's students, I cannot emphasize enough the importance of a multi year funding plan for the BSA and an increase in career and technical education in Alaska's high schools.

In Fairbanks, the budget we forwarded to the Assembly includes a $100 increase to the BSA. This was not a random decision, but based on avoiding a climate of uncertainty and fear for district staff and the community prior to knowing conclusively what the legislature's decision would be regarding education funding. Currently, our budget includes cuts to technology, the curriculum, middle school math tutors, and graduation success coaches. Without the $100 increase to the BSA, we will face an additional 2.6 million dollars in cuts. Knowing the increase to the BSA for the past three years has been extremely helpful as we conscientiously developed a reasonable budget. I am hopeful that you will once again support a three-year schedule of increases to the BSA.

Thank you for your consideration and for all you do for the citizens, and students, of this great State of Alaska!

Kristina Brophy

Davis-Ramoth Memorial School

April 1, 2011

Senate Finance Committee Members
Alaska State Legislature

Dear Senators Stedman and Hoffman and the entire Senate Finance Committee:

I am writing to you on behalf of Davis-Ramoth Memorial School of the Northwest Arctic Borough School District located in Selawik, and asking you to make education a funding priority. Our Selawik school community includes parents and concerned community members who recognize the vital role of public education and the need to maintain its core purpose. We are very aware of the painful choices that must be made as you go through the budget process and we ask that you consider the long-term repercussions of depriving our children of an adequate education.

The State of Alaska has the responsibility of funding school districts adequately and this has never been more urgent than the present time with needed support for increased Base Student Allocation, Career Tech programs and the higher level of service required to reach federally mandated AYP requirements in rural villages. Because of the State's budget difficulties, your committee is considering not providing the funding needed to cover many required costs, instead opting to defer funding with the passage of the School District and Municipal Energy Relief bill providing for future relief. SB84 provides for additional funding over 3-years that will assist districts in addressing increasing costs and will help to invigorate vocational/career tech. The alternative, SB97, is a good solution for high energy costs and when the money becomes available in Fy13 would be a welcome tool to assist school districts and communities with high energy costs. 2013 is a lengthy amount of time to wait for needed funding causing the following detrimental issues:

- By not providing full funding you are depleting our school of critical classroom resources, including the loss of three certified teachers.
- Anything less than full funding places additional financial burdens on our school.
- The lack of priority placed on fully funding our schools for the costs incurred in implementing vital programs, including physical education and alternative education, suggests that the programs themselves are not of a high priority, giving reason to the argument that Alaska's legislature needs to review and sustain only the critical programs that it can afford to fund on an annual basis.

Davis-Ramoth Memorial School has a diverse membership that is united by support for maintaining full educational funding. We all have different positions on common issues but are united in the belief that during an economic crisis our State Leaders should make Education a priority. We want the following solutions considered:

- All unfunded programs should be immediately suspended and reviewed for their relevance.
- All programs deemed irrelevant or with duplicity shall be immediately eliminated

P.O. Box 119 Selawik, Alaska 99770 Phone: 907-484-2142 Fax: 907-484-2127
E-Mail: ecampbell@nwarctic.org Web: www.nwarctic.org

- The Legislature should adopt SB84 to fully fund current education programs.
- Education programs deemed necessary shall be prioritized and only fully funded programs will be required by the State Department of Education.
- School districts may continue to expect full funding via the State on State required programs for costs incurred.
- The Legislature should increase funding and staffing levels.

We are all feeling the strain and making tremendous sacrifices. We need you, our Elected Leaders, to publicly acknowledge that you understand the current situation and are committed to working together in finding solutions. We want you to take a leadership role in finding and implementing real results. This will require personal sacrifices that may reach into your comfort zones; just remember it is for the betterment of our State. This is your time to be our children's hero and make the hard decisions that will ultimately end Alaska's economic decline and start us back on the road to prosperity.

We appreciate your attention in this matter and look forward to your response.

Sincerely,

Eddie R. Campbell, Jr., Ed. D.
Principal

Murray Richmond

From: Lon Garrison [Lon_Garrison@nsraa.org]
Sent: Friday, April 01, 2011 12:50 PM
To: Sen. Lyman Hoffman; Sen. Bert Stedman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Dennis Egan; Sen. Johnny Ellis
Cc: crose@aasb.org; Crystal Kennedy; prophet@ptialaska.net; smallfry@ptialaska.net; Mollie Kabler; pookc@mail.ssd.k12.ak.us; bradshaws@mail.ssd.k12.ak.us; Mike and Andi Story
Subject: Support for SB84 from Lon Garrison, Sitka School Board President

Members of the Senate Finance Committee,

As a member of the Sitka School Board and a parent of a child in the Sitka school district I am imploring you to support increased education funding by supporting **SB84**. This is the only bill the legislature has put forward that continues the good work accomplished by the Education Funding Task Force begun in the summer of 2007. For the past three years, school boards have had the ability to budget knowing what the state would be contributing and knowing that the increases included in that package provided funds that helped to address increasing costs. Now as FY2012 approaches, we find ourselves right back where we had hoped we would not be: what can we expect from the state? Is there a plan? SB 84 continues that plan with moderate increases in the BSA over three years that barely keep up with the rate of inflation. We need to be able to know in advance what our funding picture looks like in order to plan appropriately. We are in jeopardy of eliminating programs such as extracurricular activities, music, art and so on if we cannot keep up with escalating costs. We may not even be able to provide the rigor of coursework the Governor is so keen on demanding for the Alaska Performance Scholarships, a program put forward as a way to motivate students to do better. Fewer resources mean fewer choices.

School districts and school boards face a variety of challenges in our constitutionally mandated charge to educate all of Alaska's children no matter who they are, where they come from, and whether they are prepared to learn. In Sitka it is a responsibility we take seriously and with zeal because we know **it is the right thing to do**. This is the essence of a free public education.

SB84 also provides funding that is intended to go directly to career and technical education(CTE) (voc-ed as we used to call it) as a block grant and we enthusiastically support this. In Sitka, we have maintained an excellent CTE curriculum that can readily use these funds and potentially expand its offerings. We know that upwards of 80% of our students may not choose a college path of post secondary education. This gives us the opportunity to continue or better yet, improve what we offer those students. Alaska will need these graduates to eventually fill the many skilled trades positions that are crucial to our economy and success.

On Sunday March 27th, I listened to Karen Rehfeld, Budget Director for the Parnell administration tell those of us attending the AASB legislative fly-in that the state is likely to receive nearly $2 billion in excess revenue for FY2011 and another $2 billion in excess revenue in FY2012. So there is a good chance the state could see an additional $4 billion in the next 2 years. The current fiscal note for SB84 is just over $95 million dollars for all three years combined! **Only 2.3% of the projected surplus**! I can't buy the argument we cannot afford this. We cannot afford to miss the opportunity to invest in our future each and every year, one student at a time!

Senators, let me be plain, to not support passage of SB84 is wrong. Please, explain to me how not doing this helps Sitka? How this won't helps kids in this state and how this is not good for your constituents? Senators, you are in a critically important position as a leadership committee and we look to your leadership at this moment. The senate has been the only body in this session to show leadership and forethought regarding education. Please don't let us down. I have appreciated your measured and what I considered thoughtful

approach to our state budget. The state has work to do and education is one of the cornerstones of its constitutional responsibilities. Why can you not help but be compelled to continue that good work?

Respectfully yours,

Lon Garrison
President, Sitka School Board
Work: 747-6850
Cell: 738-9093

Murray Richmond

From: Watkins, Bill [Bill.Watkins@kodiakschools.org]
Sent: Friday, April 01, 2011 12:46 PM
To: Sen. Joe Thomas
Subject: SB 84

April 1, 2011

Dear Senator Thomas,

As both a parent and a school administrator, and a resident of Alaska for 47 years, I see the youth of Alaska as our most important resource. I ask you to please support SB 84 to provide a long-term solution for maintaining and sustaining quality education programs in our great state.

While SB 97 may provide a short-term solution in FY 13 if the price of oil is more than $89.00 a barrel, it is a very risky solution. We all know that oil prices are volatile and unpredictable, and for that reason our children's educational funding should not be dependent on the price of oil, which is affected by many international issues outside of our control.

Currently, school districts are doing everything they can to provide students with a "whole" education, one that includes Career and Technical Studies (Vocational) the arts, and music. To sustain quality CTE, Art, Music and Physical Education programs, districts must have a consistent funding formula. Connecting funding to the price of oil will allow districts to fund CTE, Music, Arts and Physical Educationwhen the price of oil is above $89.00 a barrel. However, when the price of oil decreases below $89.00 per barrel thefirst programs to be cut will be CTE, Music, arts and physical education.

SB 84 provides for additional funding over 3-years that will assist all districts in addressing ever increasing inflationary costs and help invigorate vocational/career tech education. SB 97 is also a good solution for high-energy costs and when it's available in 2013 would assist school districts and communities with high-energy costs. Without SB 84, we would not have any consistency in the delivery of CTE, Music, Art and Physical Education programs.

On another note, I have heard legislators speak to the need for districts to cut administration as a solution for balancing the budget. As a high school principal providing oversight for 800 students, please know that I wear many other hats. I am also the director of two alternative programs, I manage over $500,000 in grants that support these programs, and I am the CTE director and the director of secondary education. I am one administrator taking on the responsibilities of three full-time administrators. Most of my administrative colleagues in Alaska take on many more responsibilities than just providing leadership and supervision for one school or one program.

Without SB 84, our district will be forced to cut seven teaching positions and two administrative positions. In addition, with fewer teachers and administrators I will need to eliminate vocational/CTE choices from the Master Schedule.

For the sake of Alaska Youth please support SB 84

Sincerely,

Bill Watkins
KHS Principal
907 942 3171

Murray Richmond

From: scrawfor@alaska.net
Sent: Friday, April 01, 2011 12:22 PM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Thomas,
Please consider supporting SB 84 for the Senate and moving on to the House. Our kids need this 3 year funding guarantee and voc tech training. Our kids and grandkids don't wait for the price of oil to settle but need these funds now.
Thank you.
Sincerely,
Lorraine Crawford
Kenai

Murray Richmond

From: Sally McLaughlin [tsmclaughlin@hughes.net]
Sent: Friday, April 01, 2011 12:15 PM
To: Sen. Lyman Hoffman; Sen. Joe Thomas; senator.lesil.mcguire@legis.ak.us; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: Senate Bill 84

Dear Senators;

I am writing to ask for your support for SB 84. Our district is presently cutting teachers, considering classified staff reductions and non-replacement of retiring teachers to cope with the proposed flat funding for next year.

Our district has made academic improvements in our students' performance based on last year's SBA test results. At least one of our struggling schools has made AYP for two years in a row for the first time. The potential for losing ground is very high if our staffing is reduced due to flat funding; reduced class sizes equate to better test results. Given the recent state budget projections of 2.5 to 3.0 billion in increased state revenue due to higher oil prices, the logic for holding the line is less logical. We realize there are always competing interests for the existing funds, but K-12 public education serves our future by helping prepare our current students for taking our place as they grow up and take their rightful place in our wonderful state. Please do not let them down.

Here are some to the reasons to support SB 84:

- Alaska is receiving a strong financial return from high oil prices and it is appropriate to invest more in Alaska's future through K-12 education.

- The tremendous benefits that districts, teachers, support staff, families and students enjoyed with our recent three-year forward funding package that allowed for more precise budget planning and eliminated much of the upheaval that occurs with staff layoffs and program reductions.

- SB84 provides for additional funding over 3-years that will assist all districts in addressing ever increasing inflationary costs and help invigorate vocational/career tech.

- SB97 is a good solution for high energy costs and when available in Fy13 would be a welcome tool to assist school districts and communities with high energy costs.

Thank you for your consideration on this very important piece of legislation. I appreciate your efforts to put children first!

Sally McLaughlin
President, Chatham Regional School Board
Gustavus, AK

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, April 01, 2011 10:07 AM
To: Murray Richmond
Subject: FW: SB84
Attachments: image003.jpg

From: Kathy Gearhart [mailto:kgearhart@crsd.k12.ak.us]
Sent: Friday, April 01, 2011 9:57 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: SB84

Dear Senators,

Thank you for your hard work in Juneau to ensure the well-being of this great State.

I would like to share my thoughts with you on SB84. I have worked for Copper River School District for seven years now and the budget has always been a worrisome affair for the coming school year. With the continuing increase in energy costs, pay increases, and health benefits our district has had to continue to make budget cuts to balance each year. As you know, the education of our children is so important to the future of our country. SB84 would allow all school districts to plan for that future in a more efficient and effective way.

As Alaska benefits from the high cost of oil, please consider SB97 as well to help school districts deal with the rising cost of energy.

Sincerely,

Providing a Quality Education in a Rural Environment
Copper River
School District

Kathy Gearhart
Superintendent/Board Secretary
P.O. Box 108
Glennallen, Alaska 99588
(907) 822-3234 ext. 223
Fax (907) 822-3949

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, April 01, 2011 9:46 AM
To: Murray Richmond
Subject: FW: SB 84

From: Leslie Evenden [mailto:dldmevenden@hotmail.com]
Sent: Friday, April 01, 2011 9:35 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Subject: SB 84

Dear Senator,
I am writing in support of Senate Bill 84. This bill is critical for our schools to be able to plan and guarantee a level of funding that they can count on.
I am the mother of two children in the Haines School District and appreciate you support of this important legislation.
Sincerely.
Leslie Evenden
PO Box 244
Haines, Alaska 99827

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, April 01, 2011 9:46 AM
To: Murray Richmond
Subject: FW: No on SB 97; Yes on SB 84

From: Lynnette Dihle [mailto:dihles@gci.net]
Sent: Friday, April 01, 2011 9:29 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis; Governor@gov.state.ak.us; Rep. Beth Kerttula; Rep. Cathy Munoz
Subject: No on SB 97; Yes on SB 84

Dear Govenor, Senate Finance Committee and Juneau Legislators,

Thank you for your work and dedication.

We came to Alaska in 1975, two years after we were married. We are parents of Alaskan adult children, and grandparents of 3 local children. We have worked in the field of education as teachers, and counselors in the schools, and community since 1978. We do not like wasting money. We understand what quality education is and much of what it takes to get there. We basically understand the fiscal challenges of our country and state.

We **SUPPORT SB 84**. We **DO NOT** SUPPORT SB 97. It is too little, if at all, and late. We urge you to be the legislative leaders of our wonderful state of Alaska that views children as our most valuable resource.

Thank you again.

Sincerely,

Lynnette and Nils Dihle
2454 Engineers Cutoff (since 1978)
Juneau, Alaska 99801

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, April 01, 2011 9:27 AM
To: Murray Richmond
Subject: FW: SB84

From: William Mcleod [mailto:wmcleod@dlgsd.org]
Sent: Friday, April 01, 2011 9:23 AM
To: Sen. Lyman Hoffman; Sen. Bert Stedman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Senartor.Donny.Olson@legis.state.ak.us; Senator.Johnny.Ellis@legis.state.ak.us; Sen. Gary Stevens
Cc: dcsd@dlgsd.org; Kimberly Williams; Deon Lopez; Izetta Chambers; Bernina Venua; Kyle Belleque; Alice Ruby; Keggie
Subject: SB84

Hello Senators,

On behalf of Dillingham City School District I want to thank each of you for your previous support of education funding. I am sure you have received many correspondence regarding the reasons for approving SB84 and continuing support for educational funding. Our district is one that has struggled with student achievement, limited resources, and many demands on our limited resources. That being said we are in the process of implementing significant instructional changes that are based on the Alaska Standards, current research, and best practices. We are starting to see significant improvement such as **increasing our graduation rate from around 50% for several previous years to 70% last year. Student improvement is increasing with our current initiatives** and we expect this years annual assessments to reflect this. We initially forecast our FY12 budget on a modest increase to the student base allocation of $100 which included two new staff positions (a reading specialist and a K-2 instructional aide) that we know is needed to help our struggling learners. We focused these positions on our youngest kids (k, 1, & 2) knowing if we do more to help them get up to grade level proficiency by the 3rd grade they will have a much higher opportunity for academic success. The reality of removing this modest increase from the budget we submitted to the City of Dillingham has been the reduction of these needed positions. I am asking each of you to support a modest increases for education funding in SB84 and thus significantly helping DCSD meet the needs our kids.

Respectfully,

William (Bill) McLeod,
Superintendent DCSD

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, April 01, 2011 9:18 AM
To: Murray Richmond
Subject: FW: Senate Bill 84

From: Scott Butterfield [mailto:sbutterfield@chathamsd.org]
Sent: Friday, April 01, 2011 9:11 AM
To: Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: Senate Bill 84

Dear Senators;

I am writing to seek your support for SB 84. Our district is presently cutting two teachers, not rehiring one other retiring teacher and is also looking at classified hour reductions or layoffs to cope with the proposed flat funding for next year.

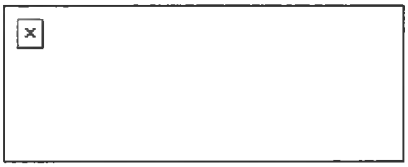
Our district has made academic improvements in our students' performance based on last year's SBA test results. Angoon has made AYP for two straight years where it never made AYP before. This is no small achievement! The potential for losing ground is present if our staffing is reduced due to flat funding. Given the recent state budget projections of 2.5 to 3.0 billion in increased state revenue, due to higher oil prices, the logic for holding the line is less logical. We realize there are always competing interests for the existing funds, but K-12 public education serves our future by helping prepare our current students for taking our place as they grow up and take their rightful place in our wonderful state. Please do not let them down.

Here are some to the reasons to support SB 84:

- Alaska is receiving a strong financial return from high oil prices and it is appropriate to invest more in Alaska's future through K-12 education.
- The tremendous benefits that districts, teachers, support staff, families and students enjoyed with our recent three-year forward funding package that allowed for more precise budget planning and eliminated much of the upheaval that occurs with staff layoffs and program reductions.
- SB84 provides for additional funding over 3-years that will assist all districts in addressing ever increasing inflationary costs and help invigorate vocational/career tech.
- SB97 is a good solution for high energy costs and when available in Fy13 would be a welcome tool to assist school districts and communities with high energy costs.

Thank you for your consideration on this very important piece of legislation.

Thank You,



Scott Butterfield, Ph.D.
Superintendent of Schools
Chatham School District
907-788-3302 ext. 3112

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, April 01, 2011 9:14 AM
To: Murray Richmond
Subject: FW: Support for Senate Bill 84

-----Original Message-----
From: Mary Davis [mailto:mdavis@cordovasd.org]
Sent: Friday, April 01, 2011 8:46 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Donny Olson; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: Support for Senate Bill 84

This email is to encourage your support for Senate Bill 84. This 3 year forward funding would allow districts to plan their budgets more precisely.
It would help to invigorate our vocational education programs which haven't been funded sufficiently in the past. Districts have faced increase energy costs and have had to cut staff in order to meet these costs. Our district has had to cut teachers at all levels due to budget cuts. We have had the support of the community to renovate our grade school, but due to these cuts, we can't afford to hire a maintenance person to keep the building well-maintained.

Please consider supporting this bill as a critical investment in our children's future.

Mary Davis
Mt. Eccles Elementary School

January 14, 2011

Alaska Legislature Education Committee Chairs
Senator Joe Thomas / Senator Kevin Meyer
Representative Alan Dick
State Capitol
Juneau, AK 99801-1182

Senators Thomas and Meyer, 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

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, April 01, 2011 8:14 AM
To: Murray Richmond
Subject: FW: School Funding

-----Original Message-----
From: Ex_Steve [mailto:Ex_Steve@asdk12.org]
Sent: Thursday, March 31, 2011 10:09 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Donny Olson; Sen. Dennis Egan; Representataive Charisse Millett; Rep. Pete Petersen; Rep. Anna Fairclough; Rep. Berta Gardner; Rep. Bill Stoltze; Rep. Bob Lynn; Rep. Chris Tuck; Rep. Craig Johnson; Rep. Dan Saddler; Rep. Lance Pruitt; Rep. Les Gara; Rep. Lindsey Holmes; Rep. Max Gruenberg; Rep. Mia Costello; Rep. Mike Doogan; Rep. Mike Hawker; Rep. Sharon Cissna; Sen. Bettye Davis; Sen. Bill Wielechowski; Sen. Cathy Giessel; Sen. Charlie Huggins; Sen. Fred Dyson; Sen. Hollis French; Sen. Johnny Ellis; Sen. Kevin Meyer; Sen. Lesil McGuire
Cc: School Board; Carl F.N. Rose; bjohnson@alaskaacsa.org; Comeau_Carol
Subject: School Funding

Elected officials,
Having seen Anchorage Superintendent Comeau's email to you, please also accept my thanks for your long-time efforts in support of our community and state through funding of education. As a 30 year Eagle River resident, with a special needs son who was provided excellent educational opportunities in ASD, and as uncle to seven nephews and nieces (all current ASD students or graduates), I have directly experienced the difference your efforts and those of your predecessors have made for our community.

My urging your support of Senate Bills 84 and 97 is motivated by my strong interest in our community, and is informed by 28 years of teaching and administrative work with ASD. I'm retiring this June, and expect to live in this area the rest of my life. Although my professional life will no longer be directly impacted by K-12 funding decisions, the quality of the place I call home clearly will diminish if the cuts our current FY12 budget reflect go into effect. It is no secret that education is the smartest investment we can make for the future of our community in a highly competitive global economy. Your actions now in support of increased school funding would make a substantial difference in the return on our current investment.

The ASD Board, superintendent and her leadership team have worked incredibly hard to minimize negative impacts to nearly 50,000 students in making those cuts. Nonetheless, there remains vital work the current budget cannot support. As the curriculum coordinator responsible for K-12 social studies, I can assure you that our students and teachers need more support than is possible with available resources. Like others in the curriculum department, I consistently seek and frequently obtain grant funding to strengthen that situation. ARRA (federal stimulus) funding the past two years made possible some critically needed curriculum support. The current budget cannot provide for other curriculum work that is long overdue. Those projects directly impact students and teachers, because they involve updating instructional materials and providing professional development.

Your passage of Senate Bills 84 and 97 would allow ASD leadership to seriously consider such projects through budget prioritization. I know they will act in the best interest of our students in that process, investing in what is perceived as most urgently needed. Thanks in advance for your serious consideration of this legislation.

Sincerely, Steve Ex

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, April 01, 2011 8:13 AM
To: Murray Richmond
Subject: FW: Support Senate Bill 84

From: Shelagh Sands [mailto:shelaghsands@gmail.com]
Sent: Thursday, March 31, 2011 9:39 PM
To: Sen. Joe Thomas; Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Subject: Support Senate Bill 84

Dear Senators,

I am a parent of three children, two who are in the Juneau School District, one who is at Dartmouth and made it there from the same district. I am begging you to support Senate Bill 84. Our schools cannot cut another million dollars from there budget. We will lose our Elementary Art position, who services over 1200 kids. We will lose a highschool counselor that serves 400 hundred kids, plus many more programs and teachers.

I am the President of the Arts For Kids board. I have worked diligently to place and fund the Elementary Art Program that exists in our schools. Before this is had been 25 years since we had elementary art throughout our district. Kids need to have things like art to stay in school. It has been documented that art increases math and science scores.

Please relize that if you don't keep kids in school they cost the government more later in life. It is wise to fund our children now and keep forward funding education.

I look forward to hearing from you and hope you see the future for our children by supporting this bill to raise SBA.

Shelagh Sands

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:11 PM
To: Murray Richmond
Subject: CONSTITUENT - Funding for Education, Senate Bill No. 84
Attachments: What I Learned at School - NYTimes.pdf

From: Art Gelvin [mailto:amgelvin@acsalaska.net]
Sent: Monday, April 04, 2011 11:13 PM
To: Sen. Joe Thomas
Subject: Funding for Education, Senate Bill No. 84

Dear Senator Thomas:

Recently, a friend shared an article with me that was posted on the New York Times website, which caused me to want to share it with my friends and it is something that I'd like to share with you. If you have a few minutes, please read this article, and maybe reflect on who was the most influential teacher in your education.

Funding for schools is of the utmost importance and any increase in school funding will help our schools. I see many classrooms that are overcrowded; my daughter is currently in a fourth grade class with 32 students. Schools are holding fundraisers and collecting aluminum cans to buy construction paper and basic supplies. Teachers' are spending money out of their own pockets for educational tools that the District won't or can't supply. There is a lack of resources to help those kids with emotional and physical needs, especially when dealing with a deployed parent, who is away for a year in Iraq or Afghanistan.

I urge you to support Senate Bill No. 84. The increase that is within the bill allows the school district's funding to keep pace with inflation and maybe the increased cost of utilities. I urge you to keep increasing the funding for education. Our teachers' work hard with the resources that they have, they are not the "glorified baby sitters" as some would view them, but are caring people who want to make a difference.

Regards,

Arthur (Art) Gelvin
PO Box 83588
Fairbanks, AK 99708

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March 30, 2011

What I Learned at School

By MARIE MYUNG-OK LEE

Providence, R.I.

THE tumult over state budgets and collective bargaining rights for public employees has spilled over into resentment toward public school teachers, who are increasingly derided as "glorified baby sitters" whose pay exceeds the value of the work they do.

But how exactly do we measure the value of a teacher?

As a writer, I often receive feedback from readers I have never met. But the other day, I received a most unexpected message in response to one of my essays:

"I am so proud of you and all you have accomplished. I shared your opinion from The L.A. Times with my family and reminisced about you as my student at Hibbing High School."

It was signed Margaret Leibfried, who was my English teacher — a teacher who appeared at a critical juncture in my life and helped me believe that I could become a writer.

Thirty years ago, in Hibbing, a town in northern Minnesota that is home to the world's largest open-pit iron mine, I entered high school as a bookish introvert made all the more shy because I was the school's only nonwhite student. I always felt in danger of being swept away by a sea of statuesque blond athletes. By 10th grade, I'd developed a Quasimodo-like posture and crabwise walk, hoping to escape being teased as a "brain" or a "chink," and then finding being ignored almost equally painful. I spent a lot of time alone, reading and scribbling stories.

Ms. Leibfried taught American literature and composition grammar, which involved the usual — memorizing vocabulary and diagramming sentences — but also, thrillingly, reading novels.

Thrilling to me, that is. Many of my classmates expressed disdain for novels because they were "not real." For once, I didn't care what they thought. Ms. Leibfried seemed to notice

my interest in both reading and writing, and she took the time to draw me out; she even offered reading suggestions, like one of her favorite novels, "The Bell Jar."

That year's big project was a book report, to be read aloud to the class. However, Ms. Leibfried took me aside and suggested I do something "a little different." Instead of a report, I was to pick a passage from a book, memorize it and recite it in front of the class.

While I longed for the safety and routine of the report, I was curious how this new assignment might work out. By then obsessed with "The Bell Jar," I chose a passage that I thought showed off the protagonist's growing depression as well as Sylvia Plath's sly humor.

The morning of the presentations, I remember my palms sweating so badly as I walked to the front of the class that I held my hands cupped in prayer formation, so I wouldn't wipe them on my shirt.

> I saw the days of the year stretching ahead like a series of bright, white boxes, and separating one box from another was sleep, like a black shade. Only for me, the long perspective of shades that set off one box from the next had suddenly snapped up, and I could see day after day glaring ahead of me like a white, broad, infinitely desolate avenue.
>
> It seemed silly to wash one day when I would only have to wash again the next.
>
> It made me tired just to think of it.
>
> I wanted to do everything once and for all and be through with it.
>
> Dr. Gordon twiddled a silver pencil. "Your mother tells me you are upset."

I finished and, to my surprise, the class broke out in applause. "As a writer and a good reader, Marie has picked out a particularly sensitive piece of prose and delivered it beautifully," Ms. Leibfried said, beaming. I felt, maybe for the first time, confident.

Ms. Leibfried was followed the next year by Mrs. Borman, quiet, elderly and almost as shy as I was. She surprised everyone when she excused me from her grammar class, saying my time would be spent more productively writing in the library. I took the work seriously, and on a whim submitted an essay I'd come up with to Seventeen Magazine. When they published it, it was big news for the high school — it was even announced on the P.A. system. Mrs. Borman wasn't mentioned, nor did she ever take any credit; in her mind she

was just doing her job.

I can now appreciate how much courage it must have taken for those teachers to let me deviate so broadly from the lesson plan. With today's pressure on teachers to "teach to the test," I wonder if any would or could take the time to coax out the potential in a single, shy student.

If we want to understand how much teachers are worth, we should remember how much we were formed by our own schooldays. Good teaching helps make productive and fully realized adults — a result that won't show up in each semester's test scores and statistics.

That's easy to forget, as budget battles rage and teacher performance is viewed through the cold metrics of the balance sheet. While the love of literature and confidence I gained from Ms. Leibfried's class shaped my career and my life, after only four short years at Hibbing High School, she was laid off because of budget cuts, and never taught again.

Marie Myung-Ok Lee, the author of the novel "Somebody's Daughter," teaches writing at Brown.



WRANGELL PUBLIC SCHOOLS
DISTRICT OFFICE

GATEWAY TO THE STIKINE

P.O. BOX 2319
WRANGELL, ALASKA 99929
Telephone (907) 874-2347
Fax # (907) 874-3137

April 1, 2011

Honorable Senator Joe Thomas
State Capitol
Juneau, AK. 99801

Dear Senator Thomas:

I am writing in support of Senate Bill 84, which would increase the Base Student Allocation for K-12 education and provide additional funds for vocational and career education. Base Student Allocation increases and an increase in support for high school vocational and career education classes are crucial for districts to "maintain" programs. Our health insurance, liability insurance, salaries, energy costs increase annually. This amount will not keep up with all of our inflationary costs. However, if we can at least stay close to inflation the cuts we have to make will be easier.

Also being forward funded is the only common sense way to run the state's business. With tenured teacher contracts rolling over in March, for a district not to know how much money it will have is extremely dangerous.

I also appreciate your insight for Alaska's worker preparation. We should be training our own people to take the jobs that are available in state. Adding a dedicated amount to the Vocational allotment is a good thing.

Without this additional money we will be forced to cut programs and services. I strongly support both parts of this bill and thank you for leadership in proposing it.

Sincerely yours,

Woody Wilson

Larry "Woody" Wilson
Superintendent

Murray Richmond

From: AASSP [aassp@alaskaprincipal.org]
Sent: Sunday, March 13, 2011 9:39 PM
To: Sen. Joe Thomas
Subject: Support for SB84 - increasing the Base Student Allocation and funding for vocational/career and technical-education

ATTN:
Sen. Joe Thomas
Senate Education Co-Chair

Dear Senator Thomas:

I understand that the Senate Education Committee will be hearing testimony on Monday, March 14, 2011 on SB 84, VOC ED FUNDING/BASE STUDENT ALLOCATION.

The Alaska Association of Secondary School Principals supports this bill as it provides for a new multi-year funding formula with annual increases in the base student allocation, and additional funds that support career and technical education. SB84 will be beneficial, as it will allow the continuation of the recommendations that were part of the 2007 Joint Legislative Education Task Force. The multi-year funding has been extremely helpful for district and school planning for instruction and avoiding layoffs due to funding uncertainty.

With the current three year funding plan ending this school year, without the passage of SB84, schools and school districts will be facing renewed funding uncertainty. Faced with the certainty of greater fuel costs in 2011-12, increases in health insurance, food service, transportation and other costs, districts require funding certainty to make wise budget decisions that reduce the impact of cuts to instructional programs and reduce the disruption caused by lay-offs that are avoidable with funding certainty.

SB84 is a reasonable bill that will ensure no ground is lost in the progress districts have made over the past three years to offer a rigorous core curriculum. The provision in this bill would also allow districts to offer a vibrant career and technical education curriculum; something industry leaders have said is a priority if Alaska is to have a qualified workforce and a diverse economy. SB 84 will be very important in furthering the implementation of the state Career and Technical Education Plan

The Alaska Association of Secondary School Principals supports SB84 and appreciates your efforts to move this bill forward.

Sincerely,

Andre' Layral, M. Ed
Executive Director
Alaska Association of Secondary School Principals
P.O. Box 83530
Fairbanks, AK 99708

Office: 907-458-8880
FAX: 907-458-8889
Email: aassp@alaskaprincipal.org
Web Page www.alaskaprincipal.org

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:08 PM
To: Murray Richmond
Subject: FW: AASSP supports CSSB84

From: AASSP [mailto:aassp@alaskaprincipal.org]
Sent: Monday, April 04, 2011 9:08 PM
To: Sen. Joe Thomas
Subject: AASSP supports CSSB84

ATTN:
Sen. Joe Thomas
Senate Finance Committee

Dear Senator Thomas:

I understand the Senate Finance Committee will be allowing testimony on Wednesday, April 6, 2011 on CSSSB 84, a bill introduced by the Senate Education Committee that provides for a new multi-year funding formula with annual increases in the base student allocation (BSA). The provision in this bill would also allow districts to offer a vibrant career and technical education curriculum; something industry leaders have said is a priority if Alaska is to have a qualified workforce and a diverse economy. SB 84 will be very important in furthering the implementation of the state Career and Technical Education Plan

The Alaska Association of Secondary School Principals supports SB84 as written. We support this bill because it will allow the continuation of the recommendations that were part of the 2007 Joint Legislative Education Task Force. The prior funding plan included annual increases in the BSA. This was extremely helpful for district and school planning for instruction and helped schools avoid unnecessary layoffs and disruption due to funding uncertainty each spring.

AASSP acknowledges that SB 97 appears to be attractive as it would provide relief to school districts when oil prices are anticipated to be high. However, SB 97 does not provide schools with the the needed multi-year funding predictability in the BSA or predictable vocational funding that would allow districts to plan, implement and evaluate expanded vocational/CTE programs.

SB84 provides schools with certainty each year that the previous funding plan provided in annual defined BSA increases to keep pace with inflation for health insurance, food service, transportation and other costs. This certainty would ensure wise school district budget decisions that reduce the impact of cuts to instructional programs and reduce the disruption caused by lay-offs that are avoidable with funding certainty.

SB84 is a reasonable bill that will ensure no ground is lost in the progress districts have made over the past three years to offer a rigorous core curriculum. The Alaska Association of Secondary School

Principals supports SB84 and appreciates your efforts to move this bill forward so that schools can continue progress made the past three years.

Sincerely,

Andre' Layral
Executive Director
Alaska Association of Secondary School Principals
P.O. Box 83530
Fairbanks, AK 99708

Office: 907-458-8880
FAX: 907-458-8889
Email: aassp@alaskaprincipal.org
Web Page www.alaskaprincipal.org

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:08 PM
To: Murray Richmond
Subject: FW: Support education

From: luke dihle [mailto:lukeolaf@yahoo.com]
Sent: Monday, April 04, 2011 9:07 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Subject: Support education

I'm a lifelong Alaskan who loves this great state I work, play and raise a family in. I have one child in the JSD and two more that will be in JSD soon. I'm writing to state my support of education. With all the recent talk about cutting billions of dollars from unconscionably rich oil companies it greatly saddens me that in the same breath we would not adequately fund education for the children of Alaska. I hope your conscious leads you when considering this issue.

Luke Dihle

April 4, 2011

Honorable Senator Joe Thomas
Senate Finance Committee

Senator Thomas,

I am a concerned parent of two students in the Anchorage School System.

I understand you are involved in an important piece of legislation, School Funding Bill SB84; that would provide a modest increase in the base student allocation for the next three fiscal years.

I would like to ask you to consider the importance of strong educational system and vote to ensure proper funding is included in SB84 when it is voted on during the current session.

I understand there are other bills in consideration; however, I don't believe they provide a solid funding that ensures our schools have the resources they need to provide for our children.

I appreciate your consideration and hope I can count on your vote in this important matter.

Sincerely,

Edward M. Faith
5270 Heritage Heights Drive
Anchorage, AK 99516

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:06 PM
To: Murray Richmond
Subject: FW: Senate Bill 84

-----Original Message-----
From: Christian Martens, Heather [mailto:Heather.ChristianMartens@kodiakschools.org]
Sent: Monday, April 04, 2011 7:48 PM
To: Sen. Joe Thomas
Subject: Senate Bill 84

Dear Senator Thomas:

I am a Special Education Director in Kodiak, AK. Many students receiving Special Education services have very limited career options with coursework which prepare them only for college. As public education in most states moved from a balanced pre collegiate/vocational curriculum, Alaska remained a strong advocate for vocational training. Students in Kodiak have enjoyed several strong vocational programs. However, those programs are overtaxed. Kodiak High School offers many vocational programs during zero hour (before school.) All students do not have access to zero hour due to lack of transportation or family commitments. An improved funding stream is needed to develop additional programs outside our outstanding welding, shipbuilding, automotive, and culinary arts programs. An improved funding stream is also needed to create increased opportunities in our established programs.

Kodiak Island Borough School District is a fiscally responsible district. We squeeze all the instruction possible out of our BSA. With an increase in the BSA, we can continue to support instruction which will help our students meet the rigorous and increasing targets set by our state.

Thank you for your time,
Heather Christian Martens, PhD
Special Services Administrator
Kodiak Island Borough School District

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:06 PM
To: Murray Richmond
Subject: FW: SB 84 and I need you to read this

From: Sherry L. Blizzard [mailto:sherry.blizzard@k12northstar.org]
Sent: Monday, April 04, 2011 7:03 PM
To: Sen. Joe Thomas; Rep. David Guttenberg; Sen. Joe Paskvan; Rep. Scott Kawasaki; Rep. Steve Thompson; Rep. Tammie Wilson; Rep. Eric Feige; Rep. Bob Miller; Sen. John Coghill
Subject: SB 84 and I need you to read this

The increase in the base student allocation in the last few years has helped our school district fund programs that are making huge differences in our children's lives. Math is the best example I can give. In my school there are a number of students who fail to learn when class sizes are too large. Every day I see 5-6 different at-risk students going to math tutoring class at 8:30 a.m.--their own time! They WOULD NOT be passing a math class without this one-on-one instruction.

. We will go backwards if this allocation does not keep up with inflation. Understand that every child is unique, they do not learn new concepts in a one mold-fits-all concept.

. Kids are Alaska's future. We should fund programs that are making all the difference in our children's lives now, and in the future.

. Vocational and technical training are critical to Alaska's future. These programs not only keep kids in school, they also provide a trained workforce for our economy and support business. If vocational and technical training is not funded, individuals will suffer, and Alaska's economy will suffer. Every year I am asked to write a letter of recommendation for a student who wants to be admitted to a school to learn auto mechanics, or nursing. Not every student wishes to pursue college, we need to keep the appropriate curriculum open for them to succeed.

. Please support Senate Bill 84.

Sincerely,

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:04 PM
To: Murray Richmond
Subject: FW: SB84

From: moorelori@lycos.com [mailto:moorelori@lycos.com]
Sent: Monday, April 04, 2011 5:27 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: SB84

Dear Senator,

I am a resident of Noatak, AK in the Northwest Arctic Borough and I am urging you to support the passage of SB84. Without the funding that comes with this bill, crucial teaching positions will be cut in the high school and our children will have very few class selections. The teachers have been working to improve our children's achievement and test scores have started rising. With the loss of teaching positions, our children will lose ground. Again, I ask you to please support SB84!

Sincerely,

Lori Moore

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:04 PM
To: Murray Richmond
Subject: FW: Support SB84

From: Robert J. Kirk [mailto:rkirk@maniilaq.org]
Sent: Monday, April 04, 2011 4:34 PM
To: Senator.Bert.Steadman@legis.state.ak.us; Senator.Lyman.Hoffman@legis.state.ak.us; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: Support SB84

Senators,
I would like to communicate my support to fund SB84. With 2 Children in the Noatak School, I would like to see them have the best opportunity to learn in my hometown. Increased funding would allow them to receive more time with a teacher that may otherwise not be able to return to teach. Increasing the load on teachers would reduce their opportunity to receive quality learning. I am sending this urgent message on behalf of many constituents who are unable to voice their concerns over the potential to lose teachers in our community.

Respectfully,

Robert J. Kirk

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:04 PM
To: Murray Richmond
Subject: FW: Support for SB 84

From: mike6154488802@gmail.com [mailto:mike6154488802@gmail.com] **On Behalf Of** Mike Brawner
Sent: Monday, April 04, 2011 4:15 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Subject: Support for SB 84

Thank you for your support of education and the future of Alaska's kids! I urge your support of SB 84. This bill provides much needed stability for planning and the program development process and it addresses the much-needed support of high school vocational education. As I observe the dramatically increasing oil prices and other basic costs of operating a school district, an increase Base Student Allocation (BSA) with a 3-year formula could not come at a more critical time.

I strongly support this very vital legislation.

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:03 PM
To: Murray Richmond
Subject: FW: Senate Bill 84

From: Reed, Bob [mailto:Bob.Reed@kodiakschools.org]
Sent: Monday, April 04, 2011 4:02 PM
To: Sen. Joe Thomas
Subject: Senate Bill 84

To Senator Thomas:

Please be sure to support Senate 84. We need a multi-year increase to the base student allocation from the state.

Thanks.

Bob Reed

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:03 PM
To: Murray Richmond
Subject: FW: SB84

From: Dwight Taylor [mailto:taylor46@acsalaska.net]
Sent: Monday, April 04, 2011 3:46 PM
To: Sen. Joe Thomas
Subject: SB84

Thanks you for your work on our behalf in the state legislature. Please pass SB84. Restore the $110 funding increase and always forward fund education. Our children are the states most important resource

Dwight Taylor
Anchorage, Alaska 99507

"The only place success comes before work is in the dictionary." (Vince Lombardi)
"You get the best out of others when you give the best of yourself" (Harry Firestone)

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:03 PM
To: Murray Richmond
Subject: FW: Senate Bill 84

-----Original Message-----
From: Langfitt, Diane [mailto:Diane.Langfitt@kodiakschools.org]
Sent: Monday, April 04, 2011 3:39 PM
To: Sen. Bert Stedman; Senator.Lyman.Hoffman@leis.state.ak.us; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Johnny Ellis
Subject: Senate Bill 84

I am from Kodiak and I urge your support for Senate Bill 84. Adequate funding for education should be one of the top priorities of the state legislature. Thank you for all of the work you do on behalf of the youth of Alaska.

Diane Langfitt

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:03 PM
To: Murray Richmond
Subject: FW: Support of Senate Bill 84

-----Original Message-----
From: Jones, Kristin [mailto:Kristin.Jones@kodiakschools.org]
Sent: Monday, April 04, 2011 3:33 PM
To: Sen. Joe Thomas
Subject: Support of Senate Bill 84

I'm Kris Jones I would like to ask that you support Senate Bill 84. Thank You.

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:03 PM
To: Murray Richmond
Subject: FW: support for SB84

-----Original Message-----
From: Dorner, Kimberlee [mailto:Kimberlee.Dorner@kodiakschools.org]
Sent: Monday, April 04, 2011 3:17 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Subject: support for SB84

My name is Kim Dorner and I would like to express my support of raising the base student allocation for public schools. This is an important legislative issue that deserves your consideration. As you know, any 'one shot' monies (while better than nothing) don't help us invest in sustainable programming to improve our schools. One time monies don't help us increase funding available for salary increases (which we need to stay competitive and retain and recruit quality educators to a state). Funding that doesn't allow school districts the local control that they need to make improvements over time is not very helpful. At a time when education is under the gun to raise standards, have 100% of our students proficient, and keep up with federal and state mandates; it is impossible for us to move forward if we are not given increases that allow us to expand programs to meet student needs.

The costs go up- just like they do for every government program annually. Yet, the dollars we have to make it all happen remain the same. It doesn't add up and I believe students suffer and programs get cut so that we can barely keep our heads above water. I am aware that there is a limited amount of money and that we need to be fiscally responsible as a state but really if it's a problem- then I will gladly pay a state income tax or you can have my dividend but PLEASE we have to be able to meet our students where they are to give them the best hope for the future that they can have. We've cut it all- right here at home. There is less art, music, PE, theater, vocational programs, social studies, science, health now then there was 15 years ago and that is just SAD. You can't ask us to do MORE for kids on less money annually because a dollar 10 years ago was worth more than today.

I am an educator in Kodiak because I want to invest in my community and I want to raise my children in the place I call home but they deserve a better than 'average' education and since when are we striving for 'average?" I want the BEST. I am willing to pay for the BEST, and I want to work for the BEST.

Ok- thank you for all of your hard work and commitment to Alaska's schools.

Kim Dorner

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 1:03 PM
To: Murray Richmond
Subject: FW: base allocation

From: Doug Dorner [mailto:dougdorner@hotmail.com]
Sent: Monday, April 04, 2011 3:16 PM
To: Sen. Joe Thomas
Subject: base allocation

Hi,

I would like to express my support for raising the base allocation given to schools per student. I've heard that in lieu of this you are considering a one time payment. I do not accept this as a solution. One time moneys can not replace the base allocation. It can not give the stability and foundation to build long lasting and meaningful programs.

Please fight for the future of education in Alaska, please support increasing the base student allocation.

Thanks,
Doug Dorner
907-486-5407

Catherine Reardon

From: rjsnoatak@inutek.net
Sent: Tuesday, April 05, 2011 10:25 AM
To: senator.donny.olson@lesgis.state.ak.us; sentator.bert.stedman@legis.state.as.us; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: Our community implores your help

Senators, Donny, Bert, Lyman, Joe, Lesil, Dennis, Johnny, and Gary:

Please read these 3 short paragraphs that I've written following a Alaska School Council meeting just yesterday and incorporate them into the bigger picture of our great State's need for educational support and the passing of SB84. When it gets to paragraph 3, I am practically in tears and despair as I contemplate the struggle that our community(ies) face with an enormous imbalance of resources to unmet need. We need YOUR help.

Tina, Please include these comments from the community concerns of the ASC Napaaqtugmiut School meeting held on April 4, 2011.

As a parent when I went to the school at the end of the school day I was approached by 2 community members that said a School Board meeting was in progress that regarded 2 teachers being cut. I assumed one to be Jr.
High teacher Darlene Campbell who had spoken of taking a sabbatical and was told the other was Timm Nelson, Jr. High/High School teacher. Seeing that the library was quite full including students, I was prompted to take part since I knew that our students and staff needed help, not "cuts". I had volunteered and subbed for the school this year and last year did school practicums, with any less help our children would have little chance of meeting adequate progress goals and in my opinion actually recieve less than adequate education.

2 things I heard were quite appalling to me: 1, that Timm Nelson had received only this morning an e-mail from the NWABSD that said he was being offered either a volunteer transfer to Buckland or to accept an involuntary transfer if he wished to remain in the district. The appalling/shocking part of this news was he had only 24 hours in which to respond; I am sure there are many reasons and other sides we might not be privy to know, but where is the courtesy in this? Timm is highly involved in our students and community lives. He is well accepted and just now getting to a point of where after a couple of years of learning can make a tremendous impact; longevity and less turnover is proven to be a key factor in being able to reach a population effectively.

The other detriment to this happening, is it appears that "ok...Darlene Campbell is leaving, so let's not fill that position". Losing one junior high teacher could be bad enough and is unacceptable but cut another one who also happens to teach high school would leave only 1 teacher to cover our entire junior high population and only 2 teachers to cover all of the high school. 3 teachers in a village of 500+ to adequately instruct all of our jr high/senior high students? We want our kids to be ready and succeed in college? We want our kids to grab a hold of professions and role model success for future generations? I'm sorry, but 3 teachers do not have the resources, time or expertise in areas to give adequate education to our most valuable resource.

Please accept my comments as a desperate outreach and attempt to right what could be a possible and terrible wrong. Thank you.

Robert Sheldon
Parent and community member
PO Box 77
Noatak, AK 99761
907-485-2297

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:12 PM
To: Murray Richmond
Subject: FW: SB 84
Attachments: REVISEDDear Lesgislators docx 110326.docx

From: Rios_Rick [mailto:Rios_Rick@asdk12.org]
Sent: Tuesday, April 05, 2011 8:06 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Dennis Egan; Sen. Johnny Ellis; Sen. Lesil McGuire; Sen. Donny Olson
Cc: CTE_coordinators@list.state.ak.us; Comeau_Carol; Dave Rees <daverees@gci.net> (daverees@gci.net)
Subject: SB 84

Dear Senators

Please recommend, approve, and pass SB 84 in 2011. For more than ten years Alaska vocational education and training providers have diligently pursued the ability to educate and prepare students for the world of work, by re-establishing and renewing vocational education programs that were abandoned in the 80's and 90's. Finally the right Bill, SB84, has reached the Capital. It is on the porch steps of your committee today. It has a State of Alaska CTE Plan to follow, unanimous Alaskan community support, and sustainable funding to make performance measurable in three years. Don't let the Juneau legislative process deny what Alaska wants, needs and is willing to sacrifice for. Pass Senate Bill 84 this year!

Attached is a presentation given to the joint House/Senate Anchorage Caucus earlier this month.

Sincerely,

Rick Rios
Coodinator – Career & Technical Education
Anchorage School District
2650 East Northern Lights
Anchorage Alaska, 99508
(907) 742-8942 fax. 742-8978

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:13 PM
To: Murray Richmond
Subject: FW: Constituents in Noatak

From: Robert J. Kirk [mailto:rkirk@maniilaq.org]
Sent: Tuesday, April 05, 2011 8:22 AM
To: Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Bert Stedman; Sen. Dennis Egan; Sen. Donny Olson; Sen. Gary Stevens; Sen. Johnny Ellis; Sen. Lyman Hoffman
Subject: Constituents in Noatak

Senators,
Please consider SB84 for increased funding. We are asking that the senate please give the education system the funds needed to allow our schools to operate at levels that give our children the opportunity to obtain a quality education in our communities. Our communities need the quality education to grow our children. I ask again, with many of our parents voices, urging you to increase the funding needed.

Robert J. Kirk

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:13 PM
To: Murray Richmond
Subject: FW: SB 84

-----Original Message-----
From: Sally Spieker and Jeff Slaughter [mailto:spieker@ptialaska.net]
Sent: Tuesday, April 05, 2011 8:31 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Dennis Egan; Sen. Lesil McGuire; Sen. Donny Olson
Subject: SB 84

Good Morning,

Please support SB 84. Alaska needs long-term funding to support career, technical and vocational education (CTE). All students need the services provided by CTE and schools need the assurance that funding will be available to provide these services.

Our expectation as a society is that individuals will work to provide revenue to support their families. CTE helps students explore, develop career pathways, and develop skills for work. It is for all students, including those who will develop skills to go directly into the workforce, those who will seek short-term training after high school, those who complete an apprenticeship, and those who go to college.

Families, businesses, and students will benefit from direct support through legislation. If you or your staff are interested in success stories, please let me know.

Thank you for your time and attention.

Sally Spieker Slaughter
Anchorage

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:14 PM
To: Murray Richmond
Subject: FW: Request to support SB 84

From: Michelle Zenger [mailto:MZenger@hecla-mining.com]
Sent: Tuesday, April 05, 2011 8:42 AM
To: Sen. Joe Thomas
Subject: Request to support SB 84

4/5/11 8:35am

The Honorable Joe Thomas
Senator_Joe_Thomas@legis.state.ak.us

Dear Senator:

As a member of the Alaska Workforce Investment Board (AWIB) as well as a concerned Alaskan, I am seeking your support of SB 84 as it designed to:

- Increase the base student allocation (BSA) for the next school year
- Specify the BSA increases for the next three years
- Add additional funds for Career and Technical Education

Last year the AWIB passed a resolution in support of the Alaska Career and Technical Education (CTE) Plan (Resolution #10-03). SB 84 has the intent of providing funding for CTE as well as allowing school districts to better manage the planning process by providing specificity about the next three years BSA.

Although the proposed substitute SB 97 would most likely increase education funding in the short term; as a community revenue sharing allocation tied to oil price (revenues), there is no predictability for the future. It also does not directly support CTE as there are no directions for spending the funds.

To sum up, the predictability and direction for the funding in SB84 makes more sense than a one time or short term influx of money with no guidelines for spending attached.

Thank you for your time and consideration. I hope you choose to support SB 84.

Regards,
Michelle M. Zenger
Alaska Workforce Investment Board – Vice Chair (Business & Industry seat)
Juneau/Alaska resident

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:14 PM
To: Murray Richmond
Subject: FW:

From: Randy Hughey [mailto:hugheyr@mail.ssd.k12.ak.us]
Sent: Tuesday, April 05, 2011 8:32 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Dennis Egan; Sen. Johnny Ellis; Sen. Lesil McGuire; Sen. Donny Olson
Subject:

Dear Senators

The time has come for SB 84. For decades vocational programs in Alaska have languished, underfunded, and undervalued. Having taught in the state for 28 years in three communities I have witnessed the steady decline of vocational education. Lets change that pattern.

I urge you to support this bill.

Sincerely,
Randy Hughey
Sitka High School

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:14 PM
To: Murray Richmond
Subject: FW: SB 84 - please help it get approved

From: Jennifer Mannix [mailto:jenak05@hotmail.com]
Sent: Tuesday, April 05, 2011 8:57 AM
To: Sen. Lyman Hoffman; Sen. Bert Stedman; Sen. Donny Olson; Sen. Dennis Egan; Sen. Joe Thomas; Sen. Johnny Ellis; Sen. Lesil McGuire
Subject: SB 84 - please help it get approved

Good morning,

My name is Jennifer Mannix. I live in Juneau, and I have a 9-year-old daughter in the 4th grade at Glacier Valley Elementary School.

I am writing to ask that the Senat Finance Committee do what it needs to do to recommend approval of SB 84 and forward the bill to the floor for a vote. I strongly believe that as far as education is concerned, the more support the better. The increase in funding of the base student allocation, as well as increased support for vocational and technical ed programs at the high school level are important steps in that direction.

Thank you in advance for your support of education! And thank you, in general, for your time and efforts serving in the Legislature.

Sincerely,

Jennifer Mannix
8496A Thunder Mountain Rd.
Juneau, AK 99801

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:16 PM
To: Murray Richmond
Subject: FW: SB 84, FFA Funding

-----Original Message-----
From: Eisemann, Jane [mailto:Jane.Eisemann@kodiakschools.org]
Sent: Tuesday, April 05, 2011 9:26 AM
To: Sen. Joe Thomas
Subject: SB 84, FFA Funding

Dear Senator Thomas,

As an educator for the past 20 years in the community of Kodiak, I URGE you to please support the passing of SB 84. The State of Alaska needs SOLID/PREDICTABLE funding for our educational programs. Funding that is not influenced by the rise and fall of oil prices.

On another note, I believe there has been a request to fund a State FFA Coordinator for the sum of $50,000.00. I hope you will support that budget request as well. I am the FFA Advisor at Kodiak High School and have first hand knowledge of the benefits that leadership, agricultural and natural resource education brings to our state. It is a VERY WORTHY investment that brings huge dividends to our state as we prepare our youth to take over the stewardship of our vast resources.

Thank you for your efforts and all you do for the State of Alaska.

Sincerely,

Jane Eisemann
Kodiak High School
Maritime Science and Technology
Natural Resources
FFA Advisor

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:16 PM
To: Murray Richmond
Subject: FW: SB84

From: Jackie Smith [mailto:unaqsiq_wtk@yahoo.com]
Sent: Tuesday, April 05, 2011 9:39 AM
To: Sen. Joe Thomas
Subject: SB84

My name is Jackie Smith. I live in Rural Alaska. I have a child who is in Jr High. I am a concerned parent.

I am asking you to please pass SB84.

Alaska is receiving a strong financial return from high oil prices and it is appropriate to invest more in Alaska's future through K-12 education.

The tremendous benefits that districts, teachers, support staff, families and students enjoyed with our recent three-year forward funding package that allowed for more precise budget planning and eliminated much of the upheaval that occurs with staff layoffs and program reductions.

SB 84 provides additional funding over 3-years that will assist all districts in addressing ever increasing inflationary costs and help invigorate vocational/career tech.

SB97 is a good solution for high energy costs and when available in FY13 would be a welcome tool to assist school districts and communities with high energy costs.

The cost of living in Rural Alaska is outrageous. We are paying $8.99 for gas & heating fuel in Noatak. When we get our next load of fuel our cost is going up. We will be paying over $10 a gallon for gas & heating fuel. They are going to cut 2 teacher positions in our school next year. They are both Jr High teachers. Like I said I have a child who is in 7th grade. Next year they are going to be 36 students in Jr. High and one teacher. I don't see how my Son will get the adequate education he needs to enter high school.

Thanks for your consideration,

Jackie Smith
Noatak, AK

April 5, 2011
Senate President Stevens and Finance Committee Members:

As the principal of Service High School in Anchorage, and I write to encourage the passage of essential K-12 education bills, SB 84 and SB 97. Both pieces of legislation, in their original forms, will help offset inflation and enable school districts across the Alaska to continue at least three key practices that serve Alaska's children well:

1. Early hiring of teachers. The Anchorage School District hires approximately 70 percent of its teachers from Outside. With forward funding, and the ability to offer competitive but reasonable compensation packages, we have been able to successfully compete for the best teachers in our nation. Alaska, just as it does for the oil industry, needs to be an attractive option for professional educators in which to invest.

2. Re-emphasis on Career, Technical, and Vocational Education. Designated funding for C&TE, rather than block grant funding that needs to be spread thinly, will allow us to capture more students whose acumen and interest lies in the vocational fields. Concentration on college readiness will continue, but through the vocational programs both current and in development, we will be able to accelerate more students' readiness to learn by offering them increased relevant curricula. The result will be a more prepared workforce.

3. Extended school day and school year. With the sharp increase in public education students coming from economically disadvantaged families (see ASD Profile of Performance, p.9: http://www.asdk12.org/depts/assess_eval/POP/0910/POP_0910_District.pdf) the need is greater than ever to extend the school day and year. Non-traditional, C&TE (again), and remedial programs are essential to meet the needs of this often underprepared population. The modest increase in the BSA in SB 84 will help provide resources to continue our programs that extend beyond the regular school day.

After regular school hours, Service High School currently offers carpentry, Certified Nursing Assistant, Personal Care Assistant, physical education, and credit recovery classes. We scramble for dollars to fund teachers, materials, and transportation – all necessary to sustain the programs. Keeping students here at school after hours engaged in learning has been a huge benefit. Finding resources to sustain these programs has been a challenge.

Passage of SB 84 and SB 97 will help offset inflation and allow districts in Alaska to continue to meet the needs of our changing public school population. I urge you to act in support of both bills.

Most Respectfully,

Lou Pondolfino
Principal
Robert Service High School
742-8123

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:18 PM
To: Murray Richmond
Subject: FW: Our community implores your help

-----Original Message-----
From: rjsnoatak@inutek.net [mailto:rjsnoatak@inutek.net]
Sent: Tuesday, April 05, 2011 10:25 AM
To: senator.donny.olson@legis.state.ak.us; sentator.bert.stedman@legis.state.as.us; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: Our community implores your help

Senators, Donny, Bert, Lyman, Joe, Lesil, Dennis, Johnny, and Gary:

Please read these 3 short paragraphs that I've written following a Alaska School Council meeting just yesterday and incorporate them into the bigger picture of our great State's need for educational support and the passing of SB84. When it gets to paragraph 3, I am practically in tears and despair as I contemplate the struggle that our community(ies) face with an enormous imbalance of resources to unmet need. We need YOUR help.

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High teacher Darlene Campbell who had spoken of taking a sabbatical and was told the other was Timm Nelson, Jr. High/High School teacher. Seeing that the library was quite full including students, I was prompted to take part since I knew that our students and staff needed help, not "cuts". I had volunteered and subbed for the school this year and last year did school practicums, with any less help our children would have little chance of meeting adequate progress goals and in my opinion actually recieve less than adequate education.

2 things I heard were quite appalling to me: 1, that Timm Nelson had received only this morning an e-mail from the NWABSD that said he was being offered either a volunteer transfer to Buckland or to accept an involuntary transfer if he wished to remain in the district. The appalling/shocking part of this news was he had only 24 hours in which to respond; I am sure there are many reasons and other sides we might not be privy to know, but where is the courtesy in this? Timm is highly involved in our students and community lives. He is well accepted and just now getting to a point of where after a couple of years of learning can make a tremendous impact; longevity and less turnover is proven to be a key factor in being able to reach a population effectively.

The other detriment to this happening, is it appears that "ok...Darlene Campbell is leaving, so let's not fill that position". Losing one junior high teacher could be bad enough and is unacceptable but cut another one who also happens to teach high school would leave only 1 teacher to cover our entire junior high population and only 2 teachers to cover all of the high school. 3 teachers in a village of 500+ to adequately instruct all of our jr

high/senior high students? We want our kids to be ready and succeed in college? We want our kids to grab a hold of professions and role model success for future generations? I'm sorry, but 3 teachers do not have the resources, time or expertise in areas to give adequate education to our most valuable resource.

Please accept my comments as a desperate outreach and attempt to right what could be a possible and terrible wrong. Thank you.

Robert Sheldon
Parent and community member
PO Box 77
Noatak, AK 99761
907-485-2297

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:19 PM
To: Murray Richmond
Subject: FW: HB 84

From: Kathleen Galau [mailto:eowynsister@gmail.com]
Sent: Tuesday, April 05, 2011 10:53 AM
To: Rep. Bill Stoltze; Rep. Anna Fairclough; Rep. Bill Thomas; Rep. Mia Costello; Rep. Bryce Edgmon; Rep. Mike Hawker; Rep. Reggie Joule; Rep. Tammie Wilson; Rep. Mike Doogan; Rep. Les Gara; Rep. David Guttenberg; Rep. Mike Chenault; Sen. Lyman Hoffman; Sen. Bert Stedman; Sen. Donny Olson; Sen. Dennis Egan; Sen. Joe Thomas; Sen. Johnny Ellis; Sen. Lesil McGuire; Governor@gov.state.ak.us
Subject: HB 84

I am writing to urge you to support HB 84. It does three very important things:
1) Increases the base student allocation (BSA) by $110 for the next school year
2) Specifies the BSA increases for the next three years (very helpful for planning purposes)
3) Adds additional funds for Career Tech and Vocational education (1% of the BSA each year)
Our schools already face cuts due to the loss of stimulus funds. The SBA increases covers the cost of inflation in wages and materials. Textbooks cost at least $100 each and schools must supply them. Students must have heat and electricity, which are both expensive in this state and with the current state of affairs those costs will outstrip inflation. Without the increase this year, pupil to teacher ratios will need to be increased. Our schools also need dedicated career and vocational funds to create sustainable programs to meet the diverse needs of Alaska.

Thank you for your time.
Sincerely,
Kathleen Iler Galau
3845 Melrose St
Juneau AK 99801
907.789.1740
--
Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect.
Chief Seattle Suqwamish (1786-1866)

Your life is an occasion. Rise up to it.
Mr. Magorium (1764-2007)

Hpril 4, 2011

I am a parent of a 6th grader who will be going into Junior high next school year. We just found one that there might only be 1 (one) teacher for about 35 students. That is not right! We need help in finding for our school to Keep our Junior High Teacher. We can't afford to lose another teacher. Please find a way to help the students and teachers to get educated.

Thank You
Tina Mills, Parent

~~April 4, 2011~~
April 4, 2011

I will be in the 7th grade next year. We just found out there will be only 1 junior high teacher for 35 students. When I was in 6th grade ~~we~~ had 22 students and everybody didn't cooperate. Some students were always going to the office because everybody talked alot. Please help us find funding to keep our other junior high teacher.

Thank you,
Davidann Mills

Message Tue, Apr 05, 2011 9:52 AM

From: [redacted] rjsnoatak@inutek.net

To: [redacted] **Tina Mills**

Subject: April 4 ASC mtg

Please include these comments from the community concerns of the ASC Napaaqtugmiut School meeting held on April 4, 2011.

As a parent when I went to the school at the end of the school day I was approached by 2 community members that said a School Board meeting was in progress that regarded 2 teachers being cut. I assumed one to be Jr. High teacher Darlene Campbell who had spoken of taking a sabbatical and was told the other was Timm Nelson, Jr. High/High School teacher. Seeing that the library was quite full including students, I was prompted to take part since I knew that our students and staff needed help, not "cuts". I had volunteered and subbed for the school this year and last year did school practicums, with any less help our children would have little chance of meeting adequate progress goals and in my opinion actually recieve less than adequate education.

2 things I heard were quite appalling to me: 1, that Timm Nelson had received only this morning an e-mail from the NWABSD that said he was being offered either a volunteer transfer to Buckland or to accept an involuntary transfer if he wished to remain in the district. The appalling/shocking part of this news was he had only 24 hours in which to respond; I am sure there are many reasons and other sides we might not be privy to know, but where is the courtesy in this? Timm is highly involved in our students and community lives. He is well accepted and just now getting to a point of where after a couple of years of learning can make a tremendous impact; longevity and less turnover is proven to be a key factor in being able to reach a population effectively.

The other detriment to this happening, is it appears that "ok...Darlene Campbell is leaving, so let's not fill that position". Losing one junior high teacher could be bad enough and is unacceptable but cut another one who also happens to teach high school would leave only 1 teacher to cover our entire junior high population and only 2 teachers to cover all of the high school. 3 teachers in a village of 500+ to adequately instruct all of our jr high/senior high students? We want our kids to be ready and succeed in college? We want our kids to grab a hold of professions and role model success for future generations? I'm sorry, but 3 teachers do not have the resources, time or expertise in areas to give adequate education to our most valuable resource.

Please accept my comments as a desperate outreach and attempt to right what could be a possible and terrible wrong. Thank you.

Robert Sheldon
Parent and community member
PO Box 77
Noatak, AK 99761
907-485-2297

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:21 PM
To: Murray Richmond
Subject: CONSTITUENT: support SB 84

From: Jayne E. Naze [mailto:jayne.naze@k12northstar.org]
Sent: Tuesday, April 05, 2011 11:11 AM
To: Sen. Joe Thomas
Subject: support SB 84

Dear Senator Thomas,

I write to you as a voting resident of Alaska and educator of our future adult citizens. Our state is not in a budget deficit and currently proposed budget cuts impacting education are severe and uncalled for. SB 84 is about kids. Reasonable class sizes (25-30) and critical tutoring programs are at stake and so is the student drop out rate. Programs that support transition to high school, like the 9th grade teaming program, have influenced a lowered drop-out rate in our local high schools. Programs like these and many more which foster student success hang in the balance. I implore you to continue to be an advocate for our youth and their future. Please support Senate Bill 84.

Thank you,

Jayne Naze
P.O. Box 80101
Fairbanks, AK 99708

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:21 PM
To: Murray Richmond
Subject: FW: SB 84

From: Tommy Thompson [mailto:thompsot@jsd.k12.ak.us]
Sent: Tuesday, April 05, 2011 11:11 AM
To: Sen. Joe Thomas
Subject: SB 84

Tommy Thompson
Juneau, Alaska 99803
Supporting SB 84 and Increased Education Funding
Dear Senator Thomas:

I am a 47 year resident of Southeast Alaska and have worked in the fisheries industry and in the education field. My grandfathers came to Alaska in the early 1900's and had successful careers in the fish business and the medical field.

Knut Thompson in Petersburg and Dr. Joe Rude in Juneau were both men who worked in private practice and held SE Alaska and their communities in highest regard. Both of them also knew how important education was for their own children and for developing and sustaining an informed, involved, and contributing citizenry.

I am a father of two students in the Juneau School District and I know first hand from the district budget meetings that flat funding for our district means the loss of important programs and jobs. Already the district has cut funding for needed high school counselors and extended learning programs (to name just two) that are detrimental to the education of our children. Further cuts, due to flat funding, will erode our programs and what we can offer to our students even more so.

Investment. It is a choice. I believe supporting, encouraging, and funding our educational system to fullest extent is an investment we can't ignore. My children's teachers have been fantastic, caring, involved, and empowering. Flat funding education, I believe, sends a message from the legislature to the public NOT that you are tightening your belts, but that you don't believe investment in our children is worth it.

Please increase the student allocation in Alaska and continue to support our very diverse state that has so many kids from so many places depending on you.

I appreciate all the work you do, and I hope you make the right choice regarding education.

Sincerely,

Tommy Thompson
PO Box 32820
Juneau, Alaska
99803
tjomsland13@yahoo.com
thompsot@jsd.k12.ak.us
907-723-4752
--

523-1579 JDHS Math
http://www.jsd.k12.ak.us/~thompsot/

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:23 PM
To: Murray Richmond
Subject: FW: Pass SB84

From: S.E.AK. Career Consortium [mailto:edu@ak.net]
Sent: Tuesday, April 05, 2011 12:59 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Dennis Egan; Sen. Johnny Ellis; Sen. Lesil McGuire; Sen. Donny Olson
Subject: Pass SB84

Dear Senators

PLEASE pass SB 84 Today! I have put in decades of work toward better preparing our youth to live, WORK and succeed in Alaska. Our best economic driver is the young adults today! We absolutely must provide the early training in career awareness and industry skills in order for youth to see how they fit into the Alaskan economy. Without this, we will continue high non-Alaskan employment rates. In construction alone, 21% of the workforce DO NOT live here. What a drain on our economy- millions of dollars leaving our state every month! Career & vocational education are the key to our economy! This is much more than funding for schools - this is Alaska's future! Thank you. Karen Martinsen

Karen Martinsen, Director
Sitka Education Consortium
S.E. Alaska Career Consortium SEACC
P.O. Box 58
Sitka Alaska 99835
907 966 1355 work
907 966-1353 FAX
907 738 6999 cell NEW

"There ain't no rules around here. We're trying to accomplish something" Thomas Edison

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:25 PM
To: Murray Richmond
Subject: FW: SB94

From: stan vanamburg [mailto:kvan6@hotmail.com]
Sent: Tuesday, April 05, 2011 1:09 PM
To: senator.donny.olson@legis.state.as.us
Cc: Sen. Bert Stedman; senator.lyman.hoffman@legis.state.as.us; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Johnny Ellis; senator.gary.sstevens@legis.state.ak.us
Subject: SB94

I am concerned parent and community member of Noatak. Just yesterday I was informed of major teacher cuts across our school district. My heart goes out to these young people who want to have the opportunity to better their lives with education and training options after high school. If our district if forced to cut teaching positions, it will great impact the quality of education our children will have. teachers are already overworked and going the extra mile to help students be successful, cutting more teacher positions would be detrimental to their education.
With that being said, I am requesting that you support the Base student allocation. Our schools and teacher need this support and our children and students deserve the benefits of having a chance at the best possible education. I want to help provide that for them. I trust you do as well.

Doris Van Amburg

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 2:48 PM
To: Murray Richmond
Subject: FW: funding for education

-----Original Message-----
From: Dillard, Bonnie [mailto:Bonnie.Dillard@kodiakschools.org]
Sent: Tuesday, April 05, 2011 9:43 AM
To: Sen. Joe Thomas
Subject: funding for education

Senator Thomas,

I am writing to urge you to support Senate Bill 84. In order to provide for our children, our richest resource, we MUST increase funding for education. The future of Alaska, of the world, depends on young people having access to QUALITY education.

Thank you for your time,
Bonnie Dillard
Kodiak, Alaska

Southeast Conference

April 5, 2011

Alaska State Legislature
State Capitol Building
Juneau Alaska 99811

RE: Support for SB 84 "An Act relating to funding for high school vocational and technical instruction as a component of funding for public schools; increasing the base student allocation used in the public school funding formula; and providing for an effective date."

Dear Legislator;

Southeast Conference is an organization that promotes workforce development and encourages entrepreneurial success and resource development for Southeast Alaska. Because of these goals we fully support SB84.

SB84 is the most promising of the school funding bills currently before the legislature. It does three things that we feel are very important:

- Increases the base student allocation (BSA) by $110 for the next school year.
- Specifies the BSA increases for the next three years which is very helpful for planning purposes. BSA increase allows school districts the opportunity to plan better for future years and budget more wisely.
- Adds security as well as additional funds for Career Technical and Vocational education. (1% of the BSA each year) This component will offer school districts more security to further develop the options that are so desperately needed for our region and around the state. There are significant advantages to the increase in funding for Career Tech, but the security in having a "permanent" increase is invaluable to our students -- a one-time or short term influx of money is not enough to allow districts to develop viable career tech programs.

Southeast Conference is a regional, nonprofit corporation that advances the collective interest of the people, communities and businesses in Southeast Alaska. Members include municipalities, native corporations and village councils, regional and local businesses, civic organizations and individuals throughout the region. Our goal is to support policies that promote strong economies, healthy communities, and a quality environment for Southeast Alaska. We are the State-designated Alaska Regional Development Organization (ARDOR), the federally-designated Economic Development District (EDD), and the federally designated Resource Conservation and Development Council for Southeast Alaska. Each of these designations requires Southeast Conference to take an active role in regional resource management and economic development planning.

We thank you for your service to our state and strongly encourage you to support SB84. Our state is in a precarious situation, our population is aging and our young people are not prepared to continue the resource development that is so important to our future success. It is imperative we give them the education and training they need. SB84 will put us another step closer to this goal.

Sincerely,

Shelly Wright

Shelly Wright

P.O. Box 21989 612 W. Willoughby Avenue, Suite B, Juneau Alaska 99802

(907) 523-4350 (907) 463-5670 Fax info@seconference.org

www.seconference.org

Executive Director

Letter sent via email to:
Senate Finance:
Senator_Lyman_Hoffman@legis.state.ak.us
Senator_Bert_Stedman@legis.state.ak.us
Senator_Donald_Olson@legis.state.ak.us
Senator_Dennis_Egan@legis.state.ak.us
Senator_Joe_Thomas@legis.state.ak.us
Senator_Johnny_Ellis@legis.state.ak.us
Senator_Lesil_McGuire@legis.state.ak.us

House Finance:
Representative_Bill_Stoltze@legis.state.ak.us
Representative_Anna_Fairclough@legis.state.ak.us
Representative_Bill_Thomas@legis.state.ak.us
Representative_Mia_Costello@legis.state.ak.us
Representative_Bryce_Edgmon@legis.state.ak.us
Representative_Mike_Hawker@legis.state.ak.us
Representative_Reggie_Joule@legis.state.ak.us
Representative_Tammie_Wilson@legis.state.ak.us
Representative_Mike_Doogan@legis.state.ak.us
Representative_Les_Gara@legis.state.ak.us
Representative_David_Guttenberg@legis.state.ak.us
Representative_Mike_Chenault@legis.state.ak.us

Governor@gov.state.ak.us

Joe Hardenbrook

From: Rachel Sherman [kellyriver12@yahoo.com]
Sent: Tuesday, April 05, 2011 5:41 PM
To: Sen. Joe Thomas
Cc: Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Johnny Ellis
Subject: SB84

As a parent,community member, and substitute teacher for Noatak School I strongly support the passing og SB84.We do need more staff here in order for our children to achieve whatever goal they want to pursue. Thank you Rachel Sherman Box 33 Noatak, Alaska 99761

Joe Hardenbrook

From: Gordon Wrobel [gordonwrobel@mac.com]
Sent: Tuesday, April 05, 2011 6:19 PM
To: Sen. Joe Thomas
Subject: SB 84

Honorable Senator Thomas:

I am writing in support of SB 84. This bill provides essential funding to create permanent funding for Career Tech and Vocational education. Making this funding permanent will provide educators with the ability to engage a long term planning process. This will result in the creation of new and innovative educational opportunities that will keep Alaska competitive.

This bill will also support a more effective budgeting process for elementary and secondary education. By raising the base student allocation districts will be able to temper the anticipated cuts and retain key staff and programs.

I encourage you to support passage of SB 84.

Gordon Wrobel, Ph.D.
Elfin Cove
907-321-1009

Joe Hardenbrook

From: neici becerra [neicibecerra@yahoo.com]
Sent: Tuesday, April 05, 2011 6:22 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Subject: Current Session

My name is Neici Becerra and I am from Kodiak. I feel that it is critical that you push for House Bill 143 or Senate Bill 84 to increase the base student allocation. I believe this is an investment in our future and I believe that it is critical that funding be increased during this session to support the continuation of current programing in our schools.

I hope you will fight to see an increase for our public schools during this legislative session!

Please consider my opinion.

Thank you for your time,

Neici Becerra

Joe Hardenbrook

From: Janet Reed [jbirdreed@gmail.com]
Sent: Tuesday, April 05, 2011 7:20 PM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Hoffman,

I am writing in support of SB84. Due to high returns from oil profits, the increase in education funding should be affordable and should be a priority to our state. Forward funding only makes sense. It allows schools to do sensible future planning that avoids staff layoffs and limiting program offerings for our students, including the vocational education that is so important to our state's workforce. While SB 97 will be a help offset rising energy costs when it's available in 2013, it will not offset those increasing costs that our schools are experiencing now.

Thank you,

Janet Reed

Valdez, AK

Joe Hardenbrook

From: Wall, Kristie [Kristie.Wall@kodiakschools.org]
Sent: Tuesday, April 05, 2011 8:33 PM
To: Sen. Joe Thomas
Subject: Senate Bill 84

Dear Senator Thomas,
My name is Kristie Wall. I'm writing from Kodiak, asking you to support Senate Bill 84. Our school district has started several promising instructional improvement initiatives-- Forward funding is a crucial component to being able to see the full benefits these program changes.
Thank you for your thoughtful consideration, Kristie

Joe Hardenbrook

From: Ruth [cottagesonmonastery@alaska.net]
Sent: Tuesday, April 05, 2011 8:39 PM
To: Sen. Joe Thomas
Subject: Support SB84

Senator Thomas -
I am a local business woman who also has a daughter graduating from high school this year. I am writing to ask you to support SB84. It is vital for our school systems to have this increase in the Base Student Allocation for the next few years. Plus the additional support for vocational education where it is also much needed and well used for our young adults in giving them a solid base starting out. We all need to keep on track in supporting the education of our children instead of cutbacks that will cripple vital programs.
Please support this bill.
Thank you,
Ruth Ann Stough
Cottages on Monastery
Sitka

Joe Hardenbrook

From: Heather Mildon [northernheather@yahoo.com]
Sent: Tuesday, April 05, 2011 8:57 PM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Thomas,

I write to urge your support of SB 84, which will increase the base student allocation and includes a high school vocational/technical education funding factor, and a tax credit for businesses contributing to educational institutions.

It is vitally important that Alaska's schools realize an increase in the BSA in order to continue serving our students in a manner that furthers their learning and development. In Anchorage, this additional funding will allow us to recommend restoration of programs with demonstrated effectiveness that have been cut due to funding limitations in our recently approved budget for 2011-12, programs our students need.

Thank you for your consideration,
Heather Mildon

Anchorage

Joe Hardenbrook

From: Annette Freymueller [alaskapt@hotmail.com]
Sent: Tuesday, April 05, 2011 9:12 PM
To: Sen. Joe Thomas; Rep. David Guttenberg; Sen. Joe Paskvan; Rep. Scott Kawasaki; Rep. Steve Thompson; Rep. Tammie Wilson; Rep. Eric Feige; Rep. Bob Miller; Sen. John Coghill
Cc: nharun@mosquitonet.com; 91-Liz Styer
Subject: Please vote FOR SB#84

Imagine the following editorial cartoon:

A bunch of fat, corporate oil men with $1 billion spilling out of their pockets,

Stomping over a bunch of school children with signs that say, "We only wanted an extra $20 million."

With legislators in the background saying, "Because that's how we decided to vote."

PLEASE, invest in our school children. Money spent on education will save in the long run. By cutting spending in education, you will see an even *higher* drop-out rate, and, for those who graduate, higher numbers of children with poor preparedness for jobs.

The increase in the base student allocation in the last few years has helped our school district fund programs that are making a huge difference in our kids lives. Students fail to learn when class sizes are too large, and it becomes classroom management, rather than a learning environment.
Schools, like any financial structure, will go backwards if this allocation does not keep up with inflation.

Kids are Alaska's future. We should fund programs that are making all the difference in our children's lives NOW and in the future.

Vocational and technical training are critical to Alaska's future. These programs not only keep kids in school, they also provide a trained
workforce for our economy and support business. If vocational and technical training is not funded, individuals will suffer and Alaska's
economy will suffer.

Annette Freymueller
1258 Viewpointe Dr.
Fairbanks, AK 99709
907 479 3550

It's not what you look at that matters, it's what you see.
Henry David Thoreau

Joe Hardenbrook

From: Ed Hays [hays6780257@yahoo.com]
Sent: Tuesday, April 05, 2011 9:38 PM
To: Sen. Joe Thomas
Subject: Please pass SB84 this year.

Dear Senator Thomas,

Please recommend, approve, and pass SB 84 in 2011. As an Alaskan vocational educator, I know that we work hard to prepare students for the world of work. In our school we have re-established vocational education programs that were abandoned in the 80's and 90's. This looks like the right bill to provide sustainable funding and to make performance measurable in three years. It also provides a State of Alaska CTE Plan to follow.

Pass Senate Bill 84 this year!

Thank you.

Ed Hays
CTE Teacher
Haines High School
Haines, Alaska

Joe Hardenbrook

From: Lori Holcomb [lholcomb@mtaonline.net]
Sent: Tuesday, April 05, 2011 9:40 PM
To: Sen. Joe Thomas
Subject: SB84, SB97

Senator Thomas,

I would like to thank you for your work on the Senate Finance Committee and ask for your continued support of SB84 and SB97.
I am a teacher in the Mat-Su School District as well as a parent. It is budget time and we are feeling the impacts of possible cuts throughout our district.
This causes a tremendous amount of anxiety each year and anything we can do to make the budgeting process more consistent and stable the more people will be able to focus on their jobs as they relate to students, instead of worrying about what to do when cuts are made.

Again I thank you for your work. I am grateful for the forethought of the people who created SB84 and SB97. I would like to see these two bills move forward to the full senate.

Lori Holcomb

Joe Hardenbrook

From: Buchinger, Michael [Michael.Buchinger@kodiakschools.org]
Sent: Tuesday, April 05, 2011 9:54 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Subject: Senate Bill 84

Hi Senators,
My name is Mike Buchinger and I'm emailing from Kodiak, Alaska. I am asking for all of your support of Senate Bill 84.
Thank you for your time.

Mike Buchinger

Joe Hardenbrook

From: PATRICIA-JOHN GEORGE [prgeorge@gci.net]
Sent: Tuesday, April 05, 2011 9:55 PM
To: Sen. Joe Thomas
Subject: SB84

I would like to ask that you support and pass out of committee SB84. The additional funding is needed to support vital programs that will be cut from school district budgets. I recently testified at the Juneau School Board meeting for the need to reinstate the literacy coaches at the middle and high school levels. Many teachers who have been coached testified to the quality of the program and the benefit of having on going professional development. This program and the vocational education funds are vital if we are going to meet the needs of all students as well as increase the high school graduation rate.

Thank you for all your work to support literacy for all Alaskans.

Patty George, 3328 Fritz Cove Road, Juneau, AK 99801

Joe Hardenbrook

From: Bridget Kauffman [ak.bridget@gmail.com]
Sent: Tuesday, April 05, 2011 10:16 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Subject: SB84

Please support Senate Bill 84. The cost of education has continued to increase and the money available does not meet all of the needs of the educators and the students. Fees for classes and programs continue to increase. Fees for extracurricular activities increase as well. Students and athletes rely increasingly on donations from businesses in the community and fundraising (garage sales, door to door collection of change, raffles) to meet the financial needs of the various programs. How many of you must work 2 - 3 jobs and engage in fundraising so children can attend and participate in school programs or pay your own salaries? Many programs all students should have access to have become programs for students of well to do families. Education is less and less for all people and only for those students of families who can afford to pay the additional fees. These last few years have presented may financial challenges for myself, my family, and others Sitka families. No children should be excluded from opportunities for financial reasons. I have received school fee bills stamped with a message stating if the school fees are not paid by graduation my children will not be able to graduate. This month we have been asked to pay $115.00 per child so they can attend music fest in Ketchikan. We have 2 children attending. I asked for a scholarship and was then asked to chaperon. Chaperoning will cost me 5 days of wages. Neither of my employment situations offer paid vacation time. Soccer fees are $250.00 paid this month as well. How many more fees will be asked of parents? How many more programs will be cut or substantially reduced? How many more positions will be cut? Please support Senate Bill 84. If we want our children to succeed they need to be offered a quality education. If we want people to want to move to Alaska we need to offer a quality education. If we want to keep people here we need to offer a quality education. Our schools need funding they can count on, not funding that fluctuates with the flow of oil. Please increase funding for the education of our children and for the future of this state and our country. Two foreign exchange students sat at our dinner table this weekend and said they are just getting dumber the longer they are here. I have heard this from several exchange students and from students who have moved here from the Lower 48. The education we offer our children in the state of Alaska must keep pace with the education offered to students from the Lower 48 and around the world. We cannot afford to teach to the lowest common denominator any longer. Thank you for your time. Bridget Kauffman

Joe Hardenbrook

From: Rob Goldberg [artstudioalaska@yahoo.com]
Sent: Tuesday, April 05, 2011 11:00 PM
To: Sen. Joe Thomas
Subject: SB 84

Dear Senator Thomas,

I hope you will support SB 84. Funding for our schools is so important for our future.

My wife and I adopted two boys from Bulgaria. The school here in Haines has done an incredible job with our kids. Starting with English as a Second Language classes and moving on through remedial and special ed, the teachers and staff have given our kids a future they would not have had. Our older son will graduate this May, and will go to UAS Juneau next year to major in computer science.

Please don't shortchange our kids' futures. Please support SB 84. Thank you.

Sincerely,

Rob Goldberg and Donna Catotti
Catotti and Goldberg Art Studio
PO Box 1154 Haines, AK 99827 USA
907-766-2707
artstudioalaska.com

Joe Hardenbrook

From: Friedman_Jeff [Friedman_Jeff@asdk12.org]
Sent: Tuesday, April 05, 2011 11:01 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Cc: Comeau_Carol; Olson_Robin; Steiner_John; Kennedy_Crystal; Carl Rose; Sen. Hollis French
Subject: SB 84

Dear Co Chairs and Members of the Senate Finance Committee

I am writing again to urge your support for SB 84. I understand that a revised version will be considered by Senate Finance tomorrow. Any of the versions of SB 84 that have been under consideration would provide important benefits to districts throughout the state. While I prefer some aspects of some versions more than other versions, I am thankful for the support to Alaska's children that each of these versions would provide.

Jeff Friedman
Anchorage School Board
1534 D Street
Anchorage, AK 99501
907-742-4699 (Home)

Joe Hardenbrook

From: Ruth Baumgartner [boogbomb1@gci.net]
Sent: Wednesday, April 06, 2011 6:48 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Cc: Rep. Beth Kerttula; Rep. Cathy Munoz
Subject: Education Funding

Dear Senate Finance Committee Members:

I am writing in support of increasing per pupil spending for the 2011 - 2012 school year. With this additional funding, our students at Mendenhall River Community School in Juneau will continue to be provided smaller class sizes, extra support (both extended learning and lower achieving) and most of the services being offered presently.

I understand there are concerns being voiced in the legislature about achievement levels throughout the state. Teaching is not an easy task when you have a varied group of backgrounds, academic, social and emotional needs enter your classroom each and every day. I know as an educator, I strive to provide my students with an educational experience that meets their needs and addresses the standards set forth by the state. This becomes extremely difficult when services are being cut all around you and you are unable, as one individual, to provide support to all children or to have collegial support to do so because the specialists are no longer in your building due to budget cuts based on the per pupil allotment.

I invite each of you as well as all your colleagues to come visit our school (meeting AYP) and those throughout the state to see what transpires throughout the course of a day needless to say the year. You will see the devotion, dedication, focus on learning and all out desire to provide environments (though varied) that support each child's individual needs to succeed not only academically, but socially and emotionally. I strongly encourage and ask that you support the increase in per pupil spending and to work with the Department of Education and Early Development to continue to help those failing districts and schools to support the concerns being voiced by your colleagues.

Again, I ask you to show your support of education in Alaska by providing an increase in per pupil spending this year. This money supports Alaska's future and allows the teachers, like myself, to continue the job of educating students to our best ability

Thank you for your time and consideration.

Sincerely,

Ruth Baumgartner

Teacher, Mendenhall River Community School, Juneau

Joe Hardenbrook

From: King, Sami [Sami.King@kodiakschools.org]
Sent: Wednesday, April 06, 2011 6:51 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Subject: education funding

Good Morning,

It is always interesting and depressing to me when our legislators gather and bash our education system and teachers. They proceed to put more requirements on educators, talk about how we are failing as teachers, and then turn around and expect us to be even better with more work and less funding. If you were continually bashed like that, what would you do? You have a huge voice- why not use it for good? There are some absolutely amazing things happening across this state educationally. Yet, the majority of legislators looks at faulty statistics and has no idea how the educational process works. How many legislators have any experience in education? Have any of you been a teacher? Do you know what it is like to come to work every day and give all that you have to your students? At the end of the day, teachers return home spent and exhausted only to turn on the television and hear that they are lazy or that those who can't, teach. Words and attitudes like this do nothing for education. It does not help the teachers and more importantly, it does not help the students. I beg of you to think before you bash the people who have given their life to the kids of this state. Give teachers the respect that they deserve, I am certain that they have earned it.

Before assuming that all the statistics you read are true, it would behoove you to take a closer look at them. When you look at drop out numbers in the state, do you really know how they are determined? I do. The dropout rate in this state is nowhere near what legislators are claiming it is. If you were to track students when they transfer schools, you will have a moreaccurate number. Please remember that Alaska is a transient state. It is very common to find that a student will begin high school in Kodiak and change schools partway through their high school career because their parents are transferred. The student has not dropped out but rather is transferring to Sitka High School; however this is recorded as a dropout according to faulty statistical methods. This is just one case where legislators have taken a random number and used it to bash our educational system without fully understanding how the number was obtained. Can teachers do better? Yes, teachers can always improve and are constantly looking at ways to improve how students are educated. I ask you to listen to what the teachers are doing, listen to what they need, and listen to what works and what does not work. Legislators are not there, legislators are not doing the teaching. Please stop making judgments without having a full understanding of what is really happening. I beg of you- talk to teachers! As a teacher of 14 years, I can tell you that every morning when I get up for work, I am excited to be a teacher. I am so happy to know that I get to work with bright and excited students. Not all of these students will go to college but because of all the teachers who have spent countless hours working withthem, they will be a productive member of some lucky community. We are proud of the products we are delivering and we are improving those products year after year. Cutting funding is not the way to do it. It is extremely difficult to continue educating the students with the same level of enthusiasm and devotion when more is required of teachers but we are given less funding with which to do it with. Respect the profession. Teachers help to mold the future and we love our jobs.

http://www.washingtonpost.com/blogs/answer-sheet/post/darling-hammond-us-vs-highest-achieving-nations-in-education/2011/03/22/ABkNeaCB_blog.html

Please do the right thing and put solid funding for education in place. Do not rely on a dying oil industry to fund the future of the state. Take a stand and do the right thing.

Thank you for your time,
Sami King

Joe Hardenbrook

From: Comeau_Carol [Comeau_Carol@asdk12.org]
Sent: Wednesday, April 06, 2011 8:23 AM
To: Sen. Joe Thomas; Sen. Bert Stedman; Sen. Johnny Ellis; Sen. Lyman Hoffman; Sen. Dennis Egan; Sen. Donny Olson; Sen. Lesil McGuire
Cc: Sen. Kevin Meyer; School Board; Bruce Johnson (bjohnson@alaskaacsa.org); Carl F.N. Rose; Sen. Gary Stevens
Subject: Senate Bill 84

Dear Members of the Senate Finance Committee:
Once again, I want to thank you for your past support for funding education. We have been able to make major strides forward because of the past three years of education funding increases in the BSA and for Intensive Needs students. We are very excited about the possibility of an increase to the BSA and to Career and Technical Education in Senate Bill 84. The Anchorage voters clearly supported our Career and Technical Education bond yesterday, and we are hoping that an increase to the C and TE funding in SB 84 will allow us to enhance our C and TE program. We firmly believe that will lead to a higher graduation rate, and lower drop out rate, for our students.
I realize that there are many issues surrounding education funding, and I hope that some increase to the BSA and C and TE is possible for school year 2011-2012 and beyond.
Thank you all for your service and consideration.
Carol Comeau
Superintendent
Anchorage School District

Joe Hardenbrook

From: Kito_John [Kito_John@asdk12.org]
Sent: Wednesday, April 06, 2011 8:00 AM
To: Sen. Bert Stedman; Sen. Dennis Egan; Sen. Donny Olson; Sen. Lyman Hoffman; Representataive Charisse Millett; Rep. Pete Petersen; Rep. Anna Fairclough; Rep. Berta Gardner; Rep. Bill Stoltze; Rep. Bob Lynn; Rep. Chris Tuck; Rep. Craig Johnson; Rep. Dan Saddler; Rep. Lance Pruitt; Rep. Les Gara; Rep. Lindsey Holmes; Rep. Max Gruenberg; Rep. Mia Costello; Rep. Mike Doogan; Rep. Mike Hawker; Rep. Sharon Cissna; Sen. Bettye Davis; Sen. Bill Wielechowski; Sen. Cathy Giessel; Sen. Charlie Huggins; Sen. Fred Dyson; Sen. Hollis French; Sen. Joe Thomas; Sen. Johnny Ellis; Sen. Kevin Meyer; Sen. Lesil McGuire
Subject: School Funding

Importance: High

To All Anchorage Legislators and members of Senate Finance:

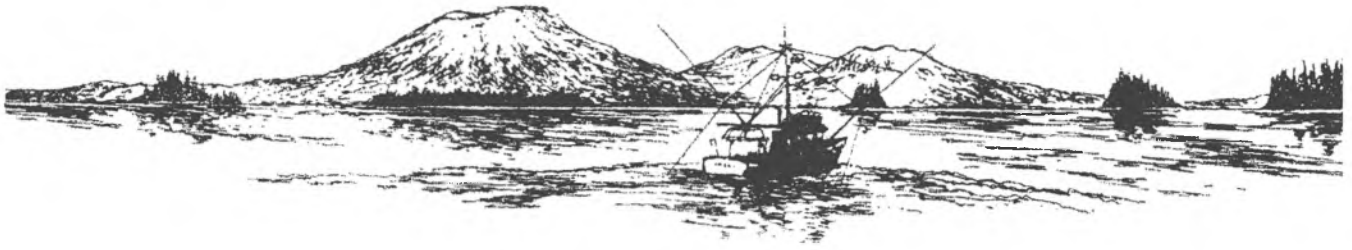
Good morning, I would like to thank you all for what you have done in previous years to support Education in Alaska. I have been working in education and with students for many years and find that there I have a need to ask for your support to continue what we have been successful in doing, educating the children of the Great State of Alaska.
Please consider the importance of increasing the BSA and CTE funding in the current Senate Bill 84. This piece of legislation would allow our city to keep up with inflation and to increase CTE offerings. I thank you for your careful consideration to an increase in public school funding. John Kito

John Kito, National Distinguished Principal William Tyson School
2801 Richmond Ave.
Anchorage, AK 99508
742-8000 School 742-8008 Fax

SITKA SCHOOL DISTRICT

www.ssd.k12.ak.us

300 Kostrometinoff
Sitka, Alaska 99835
Phone: (907) 747-8622
Fax: (907) 966-1260



RESOLUTION OF THE SITKA SCHOOL BOARD OF EDUCATION

Resolution No. 2011-01

SUPPORT FOR THE PASSAGE OF SENATE BILL 84

The Sitka School Board resolves to urge the 27th Legislature to pass Senate Bill 84 which provides for a three year funding increase to the base student allocation and incorporates a 1% block grant to be used for career and technical education within school districts.

Passed Unanimously and Approved on April5, 2011

Lon Garrison, President

"Educating Today's Children to Become Tomorrow's Leaders"

PDF created with pdfFactory trial version www.pdffactory.com

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:34 PM
To: Murray Richmond
Subject: FW: SUPPORT SENATE BILL 84

From: Kristen M. Gallo [mailto:kristen.olive@k12northstar.org]
Sent: Wednesday, April 06, 2011 10:33 AM
To: Sen. Joe Thomas; Rep. David Guttenberg; Sen. Joe Paskvan; Rep. Scott Kawasaki; Rep. Steve Thompson; Rep. Tammie Wilson; Rep. Eric Feige; Rep. Bob Miller; Sen. John Coghill
Subject: SUPPORT SENATE BILL 84

Dear Senators and Representatives,

Please consider supporting Senate Bill 84. I am a Special Education Teacher in the State of Alaska. I have seen the benefit of the math tutoring first hand. I also see a need to support Vocational and Technical Programs and promote them in the schools.

I work in a math class with a math tutor, and have had the math tutor in my Study Hall. Students have difficulty and anxiety about math and it makes an amazing difference with student performance and confidence to have 1:1 support in the math area. Students who have difficulty also go and work with our Math Tutor before school. These students come in on their own time to be better learners and master math content. Students want to do well and learn, it is our responsibility as community members and educators to create those opportunities for all students.

Technical and Vocational training are critical to Alaska's future. It is important that we have well-educated, and skilled workers that will stay and work in Alaska. I have personally written letter's of recommendation for students that are excited to apply to the high school vocational and technical program. We need to give students a wide variety of options for their future.

If we do not continue to fund tutoring and vocational programs and have the ability to keep class sizes smaller, our Alaskan community will suffer. Let us support a strong community by educating our students to the best of our ability, by giving them the confidence and the options to let them be all they can be in their lives.

Please Support Senate Bill 84, thank you for your time.

Sincerely,

Kristen Olive

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:34 PM
To: Murray Richmond
Subject: CONSTITUENT - FW: ALASKA PERFORMANCE SCHOLARSHIPS and SB84

From: Roland K. Ginnaty [mailto:roland.ginnaty@k12northstar.org]
Sent: Wednesday, April 06, 2011 10:41 AM
To: Sen. Joe Thomas; Rep. David Guttenberg; Sen. Joe Paskvan; Rep. Scott Kawasaki; Rep. Steve Thompson; Rep. Tammie Wilson; Rep. Eric Feige; Rep. Bob Miller; Sen. John Coghill
Subject: ALASKA PERFORMANCE SCHOLARSHIPS and SB84

Dear Sirs and MS,

I am concerned that if the Senate does not fund the **ALASKA PERFORMANCE SCHOLARSHIPS** that a lot of our most talented Seniors will leave the state to go to school outside and not return.

The Alaska Scholars Scholarship for the top 10% is awarded and not used by most of those that receive them because they are heavily recruited by schools outside. Those that are only a few grade points below the top 10%, even those with 4.00GPA, are left without the same options to go to school in state, funded by the state.

What we are effectively doing is exporting our future.

I also would like to say I do Support SB84.

The increase in the base student allocation in the last few years has helped our school district fund programs that are making huge differences in our children's lives. Math is the best example I can give. In my school there are a number of students who fail to learn when class sizes are too large. Every day I see 5-6 different at-risk students going to math tutoring class at 8:30 a.m.--their own time! They WOULD NOT be passing a math class without this one-on-one instruction.

. We will go backwards if this allocation does not keep up with
inflation. Understand that every child is unique, they do not learn new concepts in a one mold-fits-all concept.

. Kids are Alaska's future. We should fund programs that

are making
all the difference in our children's lives now, and in the future.

. Vocational and technical training are critical to Alaska's future.
These programs not only keep kids in school, they also provide a trained
workforce for our economy and support business. If vocational and technical
training is not funded, individuals will suffer, and Alaska's economy will
suffer. Every year I am asked to write a letter of recommendation for a student who wants to be admitted to a school to learn auto mechanics, or nursing. Not every student wishes to pursue college, we need to keep the appropriate curriculum open for them to succeed.

. Please support Senate Bill 84.

Sincerely,

Roland Ginnaty

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:35 PM
To: Murray Richmond
Subject: FW: SB 84 support

-----Original Message-----
From: Mrs. Andriesen [mailto:landriesen@hbsd.net]
Sent: Wednesday, April 06, 2011 10:46 AM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: SB 84 support

Dear Senators,

I am writing in support of SB84. I believe it is important to do forward funding for schools so they can plan their budget in advance. Schools need adequate funding in order to operate all their programs. Our school in Haines is down to a bare bones operating budget. If our district takes cuts in the form of increasing costs, we would have to cut major programs or grade level teachers.

It is important to put our resources into educating our future.

Thank you for listening to me,
Lisa Andriesen
Haines, Alaska

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:35 PM
To: Murray Richmond
Subject: FW: Increasing Student Allocations

-----Original Message-----
From: March, Fran [mailto:Fran.March@kodiakschools.org]
Sent: Wednesday, April 06, 2011 10:51 AM
To: Sen. Joe Thomas
Subject: Increasing Student Allocations

Dear Senator,

Thank you for considering increasing the student allocation for Alaskan students. As you know, many students struggle to gain the academic skills needed to compete in the job market. There are many reasons why; but I will speak about two in my letter.

Increasing student achievement must be a team effort. When I attended college, one of the theorists I studied was Maslow. Maslow said that before students can learn, they must have their primary needs met and feel safe. This is referred to as "Maslow's Hierarchy". Students coming to school from safe environments where they are well fed, provided adequate clothing to keep warm, and given encouragement to "do your best" goes along way to support student growth. Educators, legislators, health and welfare providers need to come together so we can all raise a child to meet their potential. It is a community effort. Big Brothers Big Sisters has come to Kodiak through the and I am thankful we have a program like this to help us "raise" our kids. This effort came through the efforts of the Kodiak Area Native Association as well as with people at the Child Abuse Prevention Summit. They are coordinating efforts with other agencies in our community. This is an excellent example of team work. This involves a system that works together efficiently to serve the needs of all. Legislative funding needs to encourage agencies working together.

We need dedicated educators who are well trained to work with a variety of cultures and in a variety of settings. We need to be competitive with other states in drawing the best teachers to Alaska. We need to grow our own Alaskan teachers who already understand the critical needs of our communities. This does mean adequate salaries, health compensation, and housing for teachers in communities around our state. It means on-going training so our teachers can reaffirm skills or learn new skills. Teachers do make a difference in a young person's life because they work with them daily not only to improve academic skills, but to help nurture a child in becoming a productive citizen. We need the best teachers in front of our students who are willing to work together to increase student achievement so all Alaskan's will be productive in the work place.

Education is expensive, but the results of a good education can make our state a strong competitive environment. Good teachers and administrators are worth every cent. As I reading teacher, I have had students come into my program four to five years behind. Within two years I have caught them up to their peers or advanced them beyond their peers in the area of reading. I have improved my skill through continued training and on-going education. I am

dedicated to our students. I have worked in this profession for over 30 years and am passionate about student achievement. Other less veteran teachers are coming into the profession with no less passion, but will continue to need ongoing training and support to meet the needs of every student. We need to attract the best educators to this profession.

Thanks,

Fran Yates-March

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:35 PM
To: Murray Richmond
Subject: FW: support for SB84

From: Howard and Noelle Carbone [mailto:carbone@mtaonline.net]
Sent: Wednesday, April 06, 2011 10:52 AM
To: Sen. Joe Thomas
Subject: support for SB84

Dear Senator Thomas,

I am writing regarding SB84 to strive for more consistent school funding. This bill is so important for the quality of education in our state and I respectfully urge you to support the passage of this bill. I am a parent and PTA board member at Talkeetna Elementary. Our school is doing so much with so little resources, and as it is budget time again our small school is facing yet more cuts its teaching staff. I am deeply concerned that the school will not be able to function as it is suppose to in the face of more cuts. We need investment in education to ensure that our children have the smallest class size possible. With so much focus on oil and gas issues, we tend to forget that our greatest resource is our children. Alaska can afford to to this for our children and should be proud to do so.

As a small rural school our community has very few resources to tap into when school funds are cut. We are already doing a lot with a little. I am so proud and constantly impressed with our teachers as I see how dedicated they are to our children. Please put education funding as a high priority.

I thank you for the work you do, as I know this is a busy and hectic time for you.

Thank you for the opportunity to comment.

Sincerely,

Noelle Carbone
907-733-1237

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:36 PM
To: Murray Richmond
Subject: FW: Pass SB 84

-----Original Message-----
From: Cisco-Robyn Ramos [mailto:ramos@gci.net]
Sent: Wednesday, April 06, 2011 11:16 AM
Cc: Sen. Dennis Egan; Rep. Beth Kerttula; Rep. Cathy Munoz
Subject: Pass SB 84

Thanks for moving this out of Senate Finance. I hope it will have continued success in the House.

The entire state will benefit from this bill passing.

Thank you,
Robyn Ramos
parent of two students in the Juneau School Disctrict

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:37 PM
To: Murray Richmond
Subject: CONSTITUENT - FW: Please support SB 84

From: Cheryl Cameron [mailto:cheryl.cameron@gmail.com]
Sent: Wednesday, April 06, 2011 11:52 AM
To: Sen. Joe Thomas; Sen. Joe Paskvan; Sen. John Coghill
Subject: Please support SB 84

Dear Senators,

I am writing to ask you to support Senate Bill 84, which aids school funding in keeping up with inflation. It's unconscionable to have our school districts with budget shortfalls while the State now projects a 3.4 billion dollar surplus. Our schools really do ensure the future of Alaska, and our childrens' education should not be vulnerable because of political machinations.

Increasing the base student allocation does valuable things for our children and our community. The math and reading tutors are fantastic resources, and smaller class sizes benefit every child. Last year my child was in a kindergarten class that was 31 children during the part of the day when afternoon and morning kids were together. It was way too many children - not just for the teacher to teach, but even for the classroom's square footage. This year she is in a class of 20-24 first graders, and there is an enormous difference! Smaller class sizes should be our priority, not larger! With approximately half of entering UA students needing remedial math and reading, I'm dumbfounded about why we would want to not better fund our elemenatary, middle, and secondary school programs.

Thank you for your work representing us in Juneau - please support SB 84.

Cheryl Cameron
Fairbanks

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:59 PM
To: Murray Richmond
Subject: FW: SB84

From: Heather Lende [mailto:hlende@aptalaska.net]
Sent: Wednesday, April 06, 2011 1:57 PM
To: Sen. Lesil McGuire
Cc: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis; Sen. Gary Stevens
Subject: SB84

Dear Senator McGuire and honorable senators,

Funding Alaska's public schools well is the best investment the senate can make in our state's future. All five of my children attended the Haines School, two are college graduates, one will graduate from the University of Colorado in May and two are enrolled at UAA. All of them make Alaska home or plan to after graduation. I have a granddaughter who is a few years away from kindergarten and a big reason her parents live in Haines is because of the school. Our community supports it as much as we are able through property tax, sales tax, donations, volunteers, and booster clubs. Please make sure the state contributes at least as well. I'd hate to see young families leave Alaska for better opportunities for their children. This is a wonderful place to live and work, and for many Alaskans, especially in rural areas, the only option for education remains the public school system. Weak schools lead to unstable communities. You don't have to be a college grad to know stable communities make for a stronger Alaska socially and economically. I trust you'll agree with me and the Haines school board and support SB 84.

Thank you,

Heather Lende

http://heatherlende.com/
http://www.facebook.com/heatherlende

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:59 PM
To: Murray Richmond
Subject: CONSTITUENT - FW: Please support Senate Bill 84

From: Duncan Marriott [mailto:duncan.marriott@gmail.com]
Sent: Wednesday, April 06, 2011 1:25 PM
To: Rep. David Guttenberg; Rep. Eric Feige; Rep. Scott Kawasaki; Rep. Steve Thompson; Rep. Tammie Wilson; Sen. Joe Paskvan; Sen. Joe Thomas; Sen. John Coghill; Rep. Bob Miller
Subject: Please support Senate Bill 84

Dear Senators,

I am writing to ask you to support Senate Bill 84, which aids school funding in keeping up with inflation.

In a very fundamental way, the economic future of Alaskan communities rests entirely on the skills we teach our children today. The future innovators and leaders of Alaska are today working hard to learn how to read, how to add, how to understand science. The world will judge Alaska by measuring our student's skills and abilities as they take over from us.

Which of them should we not teach?

As inflation acts to reduce the real per-student investment we provide to our schools, to which child should we say "Sorry, we can't afford to teach you how to read well"? As we stash billions of dollars from the budget surplus into savings accounts, to which parent should we say "We could help you prepare your child for college, but we think it is better to put the money in the bank instead"? As oil companies can find fewer and fewer qualified Alaskans to fill their "highly skilled, highly paid" jobs, forcing them to hire people from outside who will bring their salaries back to their home state, should we really say "yeah, but look at how big our surplus was!" ?

Our children are our future. Our schools require more funding to meet current educational needs, not less. The money we spend on education will come back to us many times over in ecconomic growth.

Thank you for all your hard work, and for being my voice in Juneau. Please support Senate Bill 84

Duncan Marriott
Fairbanks

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:37 PM
To: Murray Richmond
Subject: CONSTITUENT - FW: Please support SB 84

From: Cheryl Cameron [mailto:cheryl.cameron@gmail.com]
Sent: Wednesday, April 06, 2011 11:52 AM
To: Sen. Joe Thomas; Sen. Joe Paskvan; Sen. John Coghill
Subject: Please support SB 84

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Thank you for your work representing us in Juneau - please support SB 84.

Cheryl Cameron
Fairbanks

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, April 06, 2011 1:36 PM
To: Murray Richmond
Subject: FW: Pass SB 84

-----Original Message-----
From: Cisco-Robyn Ramos [mailto:ramos@gci.net]
Sent: Wednesday, April 06, 2011 11:16 AM
Cc: Sen. Dennis Egan; Rep. Beth Kerttula; Rep. Cathy Munoz
Subject: Pass SB 84

Thanks for moving this out of Senate Finance. I hope it will have continued success in the House.

The entire state will benefit from this bill passing.

Thank you,
Robyn Ramos
parent of two students in the Juneau School Disctrict

Joe Hardenbrook

From: Mike Andrews [mike.andrews@alaskaworks.org]
Sent: Monday, March 14, 2011 7:45 AM
To: Sen. Kevin Meyer; Sen. Joe Thomas; Sen. Bettye Davis; Sen. Hollis French; Sen. Gary Stevens
Subject: Support SB 84

Sen. Kevin Meyer, co-chair, Sen. Joe Thomas, co-chair, Sen. Bettye Davis, Sen. Hollis French, Sen. Gary Stevens.

Members of the Senate Education Committee. I am writing to express my support for CS Senate Bill 84, and act related to funding High School vocational and technical instruction. SB 84 is the right investment at the right time. Providing School Districts funds for high school vocational and technical education will increase high school completion rates and prepare more students for success in future education, work and career training.

Mike Andrews, Director, Alaska Works Partnership
1413 Hyder Street, Anchorage, Ak 99501

March 14, 2011

Senator Joe Thomas
Member Education Committee

Alaska State Senate

RE: Letter of Support for SB84 for use in the legislative committee process

Dear Senator:

Laborers' Local 341 representing over 2,000 Alaskan workers, strongly supports passage of SB 84. Our public schools are the foundation of our nation's greatness. The small annual increases to the base student allocation (BSA), included in SB 84, are essential to maintain a basic level of K-12 education for Alaska's children. We additionally fully support the statutory changes contained in SB 84 regarding vocational instruction funding.

An excellent K-12 education system is essential to economic development of all kinds and a crucial element to ensure a strong state economy. Good schools attract employers and improve employment opportunities. Funding for Alaska's K-12 schools has barely kept pace with inflation over the past 12 years. Adequate funding is an essential component of a good K-12 education system. Without the BSA increases included in SB 84, our real value school funding will decline significantly as inflation rises over the next several years. Providing K-12 education is a constitutional duty of the State of Alaska.

> **Article 7 - Health, Education and Welfare**
> § 1. Public Education
> The legislature shall by general law establish and maintain a system of public schools open to all children of the State . . .

Education funding should accordingly be prioritized not to decrease in real value. In fact, we support a real increase in state education funding, but SB 84 is a good first step.

Serving on the Alaska Workforce Development Investment Board, the AGIA Steering Committee, and as an active member of many civic organizations, I can confidently say that there is overwhelming public support for increasing vocational education opportunities in our high schools. Unfortunately, the structure of the current school funding formula is inhibiting improvements to vocational education. We strongly support the revisions proposed by SB 84 to create a separate "high school vocational and technical instruction" funding component within the formula. This is an absolutely necessary first step toward addressing the growing demand for vocational training.

We request the support of all Alaskan legislators and executive branch officials toward the passage of SB 84.

Sincerely,

A.J. "Joey" Merrick II
Business Manager/Secretary Treasurer
Laborers' Local 341

Superintends - Building, Teachers, Bus, meals, Principal, Asst. Princ. Lighting
CFO's. text books, lab equipment, Gym & Rec equipment, secretary paper Art Supplies
technology, Janitors, counselors, heat, desks, chairs, library books, substitute teachers.
Fire systems, PA system
Insurance

Student A

Gifted Talented
music

6-12 teachers

University Classes

School Newspaper

Acca Deca

Student B

Basketball

ski team

6-12 teachers

ROTC

Science Fair

Language Labs

Student C

remedial programs

Public safety

Reduced meal

Detention costs

IEP costs

Murray Richmond

From: Carey_Dan [Carey_Dan@asdk12.org]
Sent: Friday, March 11, 2011 10:28 AM
To: Sen. Joe Thomas
Subject: SB84

Please support SB84.

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 3:30 PM
To: Murray Richmond
Subject: FW: Support Senate Bill 84 to increase funding for education

---

From: ruth_beattie [mailto:ruth_beattie@isd.k12.ak.us]
Sent: Tuesday, April 05, 2011 3:05 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Cc: Sen. Dennis Egan; Rep. Beth Kerttula; Rep. Cathy Munoz; Governor@gov.state.ak.us
Subject: Support Senate Bill 84 to increase funding for education

Support Senate Bill 84 to increase funding for education

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, April 05, 2011 3:33 PM
To: Murray Richmond
Subject: FW: Support Senate Bill 84 to increase funding for education

-----Original Message-----
From: Ruth Case [mailto:kanshari_fern@yahoo.com]
Sent: Tuesday, April 05, 2011 3:08 PM
To: Sen. Bert Stedman; Sen. Lyman Hoffman; Sen. Joe Thomas; Sen. Lesil McGuire; Sen. Dennis Egan; Sen. Donny Olson; Sen. Johnny Ellis
Cc: Sen. Dennis Egan; Rep. Beth Kerttula; Rep. Cathy Munoz; Governor@gov.state.ak.us
Subject: Support Senate Bill 84 to increase funding for education

Support Senate Bill 84 to increase funding for education

Alaska State Legislature

Senator Meyer, Co-Chair
State Capitol, Room 103
Juneau, Alaska 99801-1182
(907) 465-4945
Senator_Kevin_Meyer@legis.state.ak.us

Senator Thomas, Co-Chair
State Capitol, Room 514
Juneau, Alaska 99801-1182
(907) 465-2327
Senator_Joe_Thomas@legis.state.ak.us

SENATE EDUCATION COMMITTEE

April 4, 2011

Commissioner Hanley, Co-Chair
Commissioner Streur, Co-Chair
Alaska Early Childhood Coordinating Council
Alaska Department of Education
& Early Development
PO Box 110500
Juneau, AK 99811-0500

Commissioners Hanley and Streur:

On behalf of the Senate Education Committee, co-chair Senator Thomas and I would like to thank the Department for the presentation Director Curran gave on Friday, April 1. The data provided on Alaska's pre-kindergarten pilot program was very thorough and informative. We are glad to see the program has had such positive results.

Over the interim, co-chair Thomas and I will continue the committee's work on studying pre-kindergarten programs in the state. The recently formed Early Childhood Coordinating Council is of particular interest to us, and we welcome any opportunity to participate in council meetings or events. We would also like to request periodic updates on the work being conducted, and hope to have regular communication with council members for the purpose of information sharing.

With that in mind, we would appreciate notification of your ECCC meeting schedule when it is developed and would appreciate an opportunity to meet in September and November to keep our committee apprised of the ECCC progress and to lend any assistance deemed helpful.

Best Regards,

Senator Kevin Meyer, Co-Chair
Senate Education Committee

Senator Joe Thomas, Co-Chair
Senate Education Committee

Joe Hardenbrook

From: John.Alcantra@neaalaska.org
Sent: Thursday, March 31, 2011 5:11 PM
To: Sen. Joe Thomas
Cc: Willie.Anderson@neaalaska.org
Subject: TRS - Daniel Walsh question

Dear Senator Thomas,

I have worked with my staff colleague Willie Anderson (NEA-Alaska since 1987) to research the question you presented me last week via a Daniel Walsh. This questions deals with NEA-Alaska service for the union and how that can be attributed to retirement.

During the SB 141 fight in 2005 they did bring up and drive a nail into the coffin to no longer have service for NEA-Alaska be TRS able. We did not really protest because this was clean up language that had been on the books since I believe 1974 but inactive since the early 80's. The last grandfathered NEA-Alaska employee (Jim Alter) retired in 2000.

Our locals with full time release presidents (Anchorage, Fairbanks, Mat-Su, Kenai) are able to stay in the system because they are still considered employees of the school district and their salary is reimbursed by the local. When one becomes NEA-Alaska President an agreement must be reached with the local school district where the President comes from (Currently Lower Kuskokwim – Barb Angaiak) and NEA-Alaska. I believe Bill Bjork -Fairbanks and Rich Kornberg-Anchorage and others before them (and my time) were under this agreement

The statute that was repealed was **AS 14.25.045** in 2007.

I have not heard of a TRS audit attempting deny NEA members years for *Past NEA Employment time*. I can't imagine this type of attempt passing legal and constitutional muster, but I am not an attorney.

If you wish for me to do more research or to have further discussions please let me know. I will return to Juneau on April 3 and will be in Juneau until April 19. My cell is 354-3765 and my number in Juneau is 907-586-3090 Ext: 328.

Thanks for all that you do for NEA-Alaska members!

John Alcantra
NEA-Alaska
Government Relations
907-263-8547 (direct)
907-274-0551 (fax)

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, March 31, 2011 5:29 PM
To: Murray Richmond
Subject: FW: Please support Senate Bill 84

From: The Murphy family [mailto:sitkakids@yahoo.com]
Sent: Thursday, March 31, 2011 5:02 PM
To: Sen. Joe Thomas
Subject: Please support Senate Bill 84

Dear Senator Thomas,

Please support Senate Bill 84 that would increase the BSA (not SB 97).

I have 3 children in the Sitka School District & I myself attended Sitka's schools from kindergarten through 12th grade. The lack of funding is quite evident in the lack of programs that I benefited from versus what is available to my children.

All of Alaska's schools need more money to better serve our students.

Sincerely,
Richelle Murphy

SB 107

<TARGET><BILL>SB 107</BILL><SUBJECT>SB 107</SUBJECT><COMM>SEDC27</COMM></TARGET>

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 3/21/11

Date of 5-Day Notice: 3/31/11
(in accordance with Uniform Rule 23)

FURTHER: Finance

DATE TURNED IN TO OFFICE: 4/8/11

Education Committee considered SENATE BILL NO. 107

SB 107-APPROP: UNIV. ENGINEERING BUILDINGS

"An Act making special appropriations for new engineering buildings for the University of Alaska in Anchorage and Fairbanks."

and recommends:

[ ] be **replaced** with **CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____Letter of Intent

[ ] further referral to _____Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[X] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
Betty D Davis	DAVIS	X			
	French	X			
CO-CHAIR: Joe Thomas	Thomas	✓			
CO-CHAIR: Kelly Meyer	Meyer	✓			

Rules Committee
•
Senate Finance Committee
•
Health & Social Services Committee
•
Community & Regional Affairs Committee
•
World Trade Special Committee
•

ALASKA STATE LEGISLATURE

While in Session
State Capitol, Rm. 119
Juneau, AK 99801
(907) 465-3704
Fax (907) 465-2529
•
While in Anchorage
716 W. 4th Ave, Ste. 500
Anchorage, AK 99501
(907) 269-0169
Fax (907) 269-0172

SENATOR JOHNNY ELLIS
RULES COMMITTEE CHAIR

MEMORANDUM

DATE: **March 25, 2011**

TO: **Senator Kevin Meyer, Senator Joe Thomas**
Co-Chairs, Senate Education Committee

FROM: **Senator Johnny Ellis**

RE: **Hearing Request for Senate Bill 107 – An Act making special appropriations for new engineering buildings for the University of Alaska in Anchorage and Fairbanks.**

I am respectfully requesting that SB 107 be scheduled for a hearing in the Senate Education Committee at your earliest convenience.

SB 107 offers an important opportunity to invest in Alaska's development and progress by supporting new engineering facilities at the University of Alaska Anchorage and University of Alaska Fairbanks.

Included in this packet:

- A current version of SB 107 27-LS0462\M
- Sponsor Statement
- Letters of support
- Supporting Material

Other back up will be provided soon.

Thank you.

Senator Johnny Ellis, State Capitol, Rm. 119, Juneau, AK 99801, Phone: (907) 465-3704, Fax: (907) 465-2529, email: Senator.Johnny.Ellis@akleg.gov

Rules Committee
•
Senate Finance Committee
•
Health & Social Services Committee
•
Community & Regional Affairs Committee
•
World Trade Special Committee
•
Committee on Committees

ALASKA STATE LEGISLATURE

While in Session
State Capitol, Rm. 119
Juneau, AK 99801
(907) 465-3704
Fax: (907) 465-2529
•
While in Anchorage
716 W. 4th Ave, Rm. 500
Anchorage, AK 99501
(907) 269-0169
Fax: (907) 269-0172

SENATOR JOHNNY ELLIS
RULES COMMITTEE CHAIR

SPONSOR STATEMENT – SENATE BILL 107

SB 107 – An Act making special appropriations for new engineering buildings for the University of Alaska in Anchorage and Fairbanks.

SB 107 will keep engineers living and working within our state by appropriating $50 million for the design and construction of new engineering facilities at the University of Alaska Fairbanks and $75 million for the design and construction of new engineering facilities at the University of Alaska Anchorage.

Alaska faces a shortage of qualified engineers and some companies are resorting to sending Alaska's engineering design work outside. Shortages are especially apparent for surveyors and electrical, mechanical, mining and petroleum engineers:

- Many of the engineers working in Alaska now are not Alaska residents, up to 35% in some fields
- Only 18% of engineers working in Alaska have degrees from an Alaska institution
- Alaska is nearly last in the US for graduating engineers

To respond to the state's need, the University of Alaska Board of Regents set a priority to double annual engineering graduates by 2014, to 200 per year. UA baccalaureate engineering majors have grown significantly, nearly doubling from just over 500 in FY03 to more than 1000 in FY10. UA engineering programs are succeeding at recruiting and training more engineers, but are facing daunting shortages of lab and classroom space.

The space shortages UA engineering programs face are severe. Engineering programs across the country offer on average 120 gross square feet (GSF) per student. UAA's program currently has access to only one-third the average at 44 (GSF). The recent UA funded UA Engineering Plan by consultant Ira Fink and Associates details the additional space needs at each of the UAA and UAF campuses. The recommendation was a minimum of 74,968 (GSF) is needed at UAA and 43,058 (GSF) at UAF.

More engineering resources are a critical component of economic development and growing our own Alaskan workforce. Engineers and surveyors play key roles in the planning, design and management of any resource development, construction or development projects. For Alaska to move forward and keep our promise to develop our resources, we will need "Alaska Grown" engineers.

University of Alaska
UA Engineering Plan 2010

DRAFT REPORT (Presented to Regents February 17-18, 2011)
January 24, 2011 (Draft E1)
By UA hired consultant, Ira Fink and Associates, Inc.
See http://www.alaska.edu/bor/agendas/2011/feb17_18/110217rel01.pdf
Extracted Text

Page ES-9

• **Degree Increases:** Based on historical enrollments and projections in the Engineering Plan 2010, baccalaureate engineering degrees are expected to increase to 103 by spring 2014 at UAA and to 99 by spring 2014 at UAF. The Regents' target of 200 undergraduate baccalaureate degrees being awarded at the University of Alaska should be reached in spring 2014.

Page ES-11

• **UAA Engineering Space Needs Projection:** For projection purposes, space needs were projected for both campuses at 1,676 asf per faculty based on a benchmark analysis of ten other schools and colleges of engineering. Based on this benchmark, the UAA School of Engineering should have 64,526 asf (107,543 gross square feet) of space. With its current existing space of 15,309 square feet, and the ability to gain back 4,278 square feet used for other programs in the UAA Engineering Building, the current space deficit for engineering at UAA is 44,939 asf, or about 74,898 gross square feet. Registrar-assigned classroom space used by UAA would add another 2,194 asf (3,657 gross square feet). The total space needs deficit is 78,555 gross square feet.

• **UAF Engineering Space Needs Projection:** At UAF, the 43.5 faculty at 1,676 asf per faculty would lead to a current space need of 72,906 asf. Deducting the current CEM space of 47,071 square feet leaves a CEM space deficit of 25,835 asf, or about 43,058 gross square feet. With the addition of Registrar-assigned classroom space of 6,730 square feet, the total UAF CEM space needs is 32,565 asf, or about 54,275 gross square feet.

Pages R-3 to R-4

RECOMMENDATIONS

1. Bachelor of Science Degrees: UAA and UAF should maintain a minimum of graduating 200 undergraduate trained engineers annually.

2. New Facilities: UAA and UAF should begin detailed facility programming and conceptual design for new engineering buildings on their campuses.

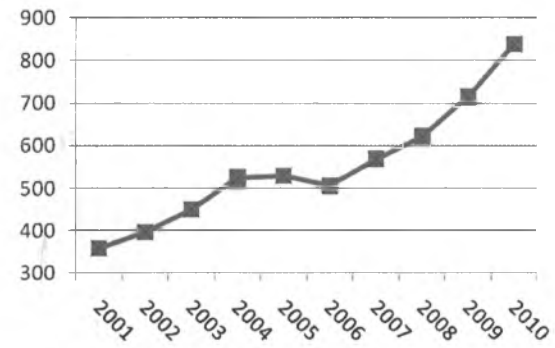
A major challenge to the UAA and UAF programs is the inadequacy of space devoted to engineering in general and engineering teaching laboratories in particular. As the photographs in this report indicate, the engineering laboratories themselves are cramped and full. Providing adequate space for hands-on learning, for the ability to set up and maintain projects, and for the opportunity to be in the laboratory in off hours, constitute opportunities that cannot be had at present because of the lack of space.

This study calculates the space deficit at UAA SOE to total 44,939 assignable square feet (asf) (74,898 gross square feet). This is in addition to the existing School of Engineering space, which totals 15,309 asf (25,515 gsf) plus an additional 4,278 asf (7,130 gsf) from space in the UAA Engineering Building that is currently assigned to the College of Health and Social Welfare for the WWAMI medical program.

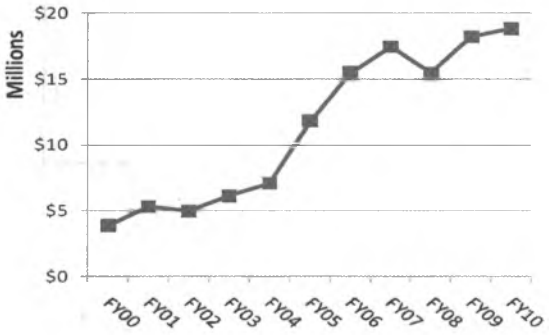
At UAF, the CEM space deficit is computed to be 25,835 asf (43,058 gsf). This is in addition to the 47,071 asf (78,452 gsf) of existing CEM space and 6,730 asf (11,217 gsf) of Registrar-assigned classrooms.

UAF College of Engineering and Mines
Update and Briefing - April 2011

CEM Student Enrollment



INE Research Funding



UAF Engineering Space Projection

Total UAF Engineering Space Need (43.5 UAF Faculty × 1,676 asf/Faculty)	72,906 asf	=	121,510 gross square feet
Existing CEM Space	− 47,071	=	− 78,452
CEM Space Deficit	25,835 asf	=	43,058 gross square feet
Plus Registrar-Assigned Classroom Space	+ 6,920	=	+ 11,533
Total Net Additional UAF CEM Space Needs	32,755 asf	=	54,591 gross square feet
$18 Million Research Income/$200 per sf	90,000 gsf		
GSF to ASF Conversion at 0.60	54,000 asf		
Existing INE Space	35,040 asf		
INE Space Deficit	18,960 asf	=	31,600 gross square feet

Source: Ira Fink and Associates, Inc.

Teaching Need

Research Need

College of Engineering and Mines & Institute of Northern Engineering

The College of Engineering and Mines (CEM) is growing fast, extending its ability to serve Alaska. CEM, formed in 2004, incorporated the resource-based and traditional engineering programs along with the Institute of Northern Engineering (INE - UAF's engineering research arm) into one strong unit.

Program Growth

- In 2006 UA President Hamilton announced the goal of doubling the graduation rate of engineers. CEM is well on the way to achieving that goal with a 70% increase in enrollment since 2006.
- The UAF computer science program joined CEM in 2010.

Research Accomplishments

- INE research funding is on a growth trend toward $24M over the next few years after starting at $6M when the college was formed in 2004.
- The newly formed Alaska Center for Energy and Power is addressing State needs for energy through applied research and testing.

Facilities Needs

- **The recently completed UA Engineering Plan 2010 identified an additional 86,200 gross square feet of additional engineering space needs at the UAF campus in order to accommodate current teaching and research activities.**
- FY10 funding for engineering facilities planning is being used to carry out programming and planning for the new UAF engineering building. The RFP for planning and design services has been issued and proposals are due back mid-April.

Student Success

- The NASA-funded Student Rocket Project launched its fifth sounding rocket from Poker Flat Research Range in January 2009.
- The UAF ASCE Steel Bridge Team just won the 2011 Northwest Regional Title and will be attending Nationals later this spring.
- UAF's team entered the 2011 Society of Automotive Engineers Clean Snowmobile Challenge and won 1st place in the design competition, unseating U of Wisconsin (first place title winner three years in a row).
- For the last two years, CEM students from the UAF Microgravity project have won flight time on NASA's zero-G aircraft. They are now scheduled to launch a "CubeSAT" in 2013 as part of a NASA-funded program.

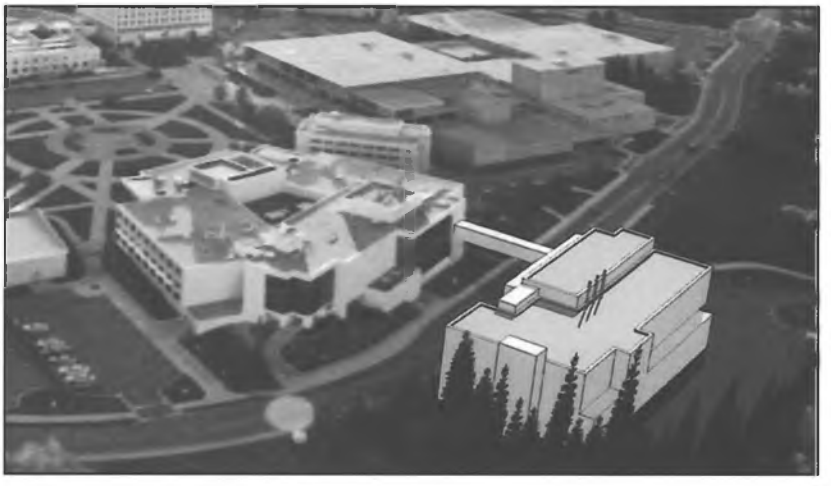


SRP-5 is launched from Poker Flat, Jan 2009



UAF to launch its own "CubeSAT" in 2013 as part of a NASA program

Proposed Duckering Building Expansion



AS&T

Established 1980

Alaska Science & Technology
P.O. Box 100400
Anchorage, AK U.S.A. 99510-0400

907.562.2482
fax 907.561.2482
akscitec@alaska.net

March 23, 2011

Senator Johnny Ellis
Alaska Senate
State Capitol Room 119
Juneau, AK 99801

Forwarded by email

Dear Senator Ellis:

Funding is urgently needed for a new engineering building at the University of Alaska Anchorage.

Ballooning School of Engineering enrollments have created a space crisis. If funding was available today, the time consuming process of design, procurement, and construction would not allow a new building to be occupied for upwards of 10 years. Enrollments have tripled in the last 10 years. The word **crisis** is well justified.

The UAA School of Engineering (SOE) provides direct ready access to an engineering education for the more than 50 percent of Alaska's population located in Anchorage and Mat-Su. It also draws from the entire state. Enrollments will continue to grow, if faculty and facilities keep pace to accommodate them.

Beginning about 1998, a concentrated seven-year effort resulted in accredited programs in computer, electrical, and mechanical engineering. Prior to 2005, it was necessary to leave the area to obtain this type of higher education. High School graduates and working residents seeking continuing education are only beginning to recognize and take advantage of the new programs. Enrollment demands must be served.

Unfortunately, the UA 2010 Engineering Report initiated by Regents in response to this dramatic enrollment growth is only marginally competent. UAA needs 140,000 sq.ft. of additional engineering classroom and laboratory space by 2015, which is greatly understated in the Report. This is another example of typical regional politics, which have compromised development at UAA since the beginning.

At the UAA SOE, laboratory equipment is now rotated in and out of storage to meet multi-disciplinary class schedules. This compromising handicap is no way to operate a school of engineering. Accreditation is at risk. Hiring and retention of high quality faculty will suffer. Enrollments may have to be capped.

I have helped to push development of higher education in Anchorage and Southcentral Alaska, since Anchorage Community College only existed in evenings at West High School and on Elmendorf Air Force Base. Since the late '90s, my efforts have been focused upon providing local access to contemporary engineering educations. I have a unique perspective about this from long-time engagement as a physical scientist and engineer, and also as a senior official in the Alaska Section of the Institute of Electrical and Electronics Engineers (IEEE). It is extremely important to meet the public demand for higher education where it exists.

If we don't provide ready local access, the majority of our youth seeking an engineering education will attend universities Outside. After graduation, they seek nearby employment and get married, resulting in a lost resource to Alaska. Our youths are one natural resource we cannot afford to keep shipping Outside. Home-grown Alaskan engineering graduates provide a stable workforce that does not constantly transfer in and out of the state. Important economic factors are involved.

A stable engineering workforce contributes to the existing economy, and importantly to a developing economy. There is a need to move away from an economy almost totally based on extraction of natural resources. Resident engineers can also establish new industries based on innovative products. Ready access to a public higher education is necessary to bring this about. The key word is Access!

I am well connected from past service on a number of internal UAA bodies dating to 1980, including Chair of the Chancellor's Advisory Council and founder of the SOE Advisory Board. However at the present time I am not a member of an internal body, which provides latitude to independently represent the public's best interest. My background offers insight about current and future university program needs, and also the legislative process. I am aware of the internal push for funding.

I know you have strongly supported UAA in the past, and unfortunately the UA Administration is only now beginning to utilize $2M of your prior $10M appropriation for additional engineering planning at UAA and UAF. Again, regional politics are at work, and UA President Gamble's unwise Fisher Report is going to greatly complicate matters. Over the many years, this has been highly frustrating.

While contacting you I have felt a need to re-establish credibility, because it has been some time since I've worked directly with the Legislature on university matters. This was ongoing in earlier years. I will be happy to serve as a resource for coordination and in-depth information, on or off the radar. Please support the urgent need to fund a new engineering building at UAA.

Sincerely,

Robert L. Baldwin

/s/ Robert L. (Bob) Baldwin
Managing Principal

From: Fred Millen [mailto:fmillen@uskh.com]
Sent: Friday, February 05, 2010 8:59 AM
To: Sen. Johnny Ellis
Subject: UAA Facility and Funding

Dear Senator Ellis,

It has come to my attention that you submitted legislation that would fund new facilities and infrastructure at the University of Alaska. As a Director of Human Resources at USKH, Inc I often recruit and hire engineers from various disciplines. Too many times I have had to hire individuals from outside of Alaska due to a void in the local applicant pool. An investment in UAA would help remedy this and allow my company and other local firms the opportunity to hire locally and provide graduates with opportunities here in our great state.

Thank you for introducing the legislation. It is my sincere hope that it gains the needed support.

Regards,

Fred S. Millen, SPHR
Director of Human Resources

USKH
SHARED VISION. UNIFIED APPROACH

2515 A St.
Anchorage, AK 99503
t: 907.276.4245
f: 907.343.5217
www.uskh.com

Please consider the environment before printing.

From: Mikal Hendee [mailto:mkhengineering@gmail.com]
Sent: Monday, March 28, 2011 10:21 AM
To: Sen. Johnny Ellis
Subject: Re: Seeking your support for Engineering Facilities - SB107

Dear Senator Ellis,
I am writing to let you know I am in full support of Senate Bill SB107 to fund the construction of new engineering buildings at UAF and UAA. As a 15-year engineer working in Alaska, I have watched the market for engineers increase over the years. The current engineering facilities at UAF and UAA are inadequate to support the demand for engineering graduates in this state.
Thank you for your sponsorship of this bill.
Sincerely,
Mike Hendee

Mike Hendee, P.E.
MKH Engineering
8050 Queen Victoria Drive
Anchorage, AK 99518
907-244-3807
mkhengineering@gmail.com

University of Alaska
UA Engineering Plan 2010

DRAFT REPORT (Presented to Regents February 17-18, 2011)
January 24, 2011 (Draft E1)
By UA hired consultant, Ira Fink and Associates, Inc.
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Pages R-3 to R-4

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. . . . .

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Alaska Professional Design Council PO Box 100515 Anchorage AK 99510-0515

LEGISLATIVE LIAISON COMMITTEE
2011 POSITION STATEMENT

MEMBER SOCIETIES

Alaska Society of Professional Engineers

Alaska Society of Professional Land Surveyors

American Congress on Surveying & Mapping Alaska Section

American Institute of Architects Alaska Chapter

American Society of Civil Engineers Alaska Section

American Society of Landscape Architects Alaska Chapter

American Council of Engineering Companies of Alaska

Professional Engineers in Private Practice Alaska Chapter

American Society of Interior Designers

Structural Engineers Association of Alaska

The Alaska Professional Design Council (APDC) is a consortium of professional societies representing architects, engineers, land surveyors, landscape architects and other design professionals. Our member organizations have a combined membership of over 1,500 and represent approximately 5,000 licensed professionals. APDC addresses issues of concern to the various design professions through workshops, seminars, ad-hoc committees, standing committees, and governmental task forces. APDC also receives sustaining member support from 30 Architectural and Engineering firms throughout the State of Alaska.

One component of APDC activity is the Legislative Liaison Committee (LLC). The LLC is a standing committee that has been actively involved in legislation affecting the design community since the 1970's (actually predating APDC).

APDC works very closely with the Architects, Engineers, and Land Surveyors (AELS) Board to further the interests of the regulated design professions in keeping with the protection of the health, safety and welfare of the public. APDC generally supports the efforts of the AELS Board.

The following is a discussion of the primary issues of concern to APDC and our membership this legislative session:

Expand QBS to cover all recipients of state funds (APDC, ACEC) – The State of Alaska currently requires that designers on state funded public works projects be selected using a Qualifications Based Selection (QBS) criteria. This methodology results in the best qualified designer being selected for public projects. Political subdivisions of the state also design and construct public projects, and some of those entities attempt to utilize design fee, or cost as a component of the selection process. Due to the complex nature of design projects, APDC and ACEC strongly believe that it is in the public's interest to utilize QBS for all public projects, and are therefore working to extend the state requirement to use QBS on public works projects to political subdivisions receiving state funding for public works projects.

Specialty contractor exemption provision modification (AELS Board issue) – The AELS Board has expressed a concern that some work is being designed and installed without the appropriate oversight of a registered design professional. The Board is considering legislation that is intended to insure that the work completed by a specialty contractor under the exemption that exists in statute, is appropriately designed, and has the appropriate level of design professional involvement.

Alaska Professional Design Council
PO Box 100515
Anchorage AK 99510-0515

Support a state funded transportation program (APDC) – Alaska's essential transportation infrastructure is highly dependent on federal funding. In order to insure that Alaskans will have a safe, secure transportation system, it is vitally important for the state to implement a stable state funded transportation infrastructure program.

Support capital funding for deferred maintenance and repair of the state's public infrastructure (APDC) – APDC supports state funding for funding of capital projects that decrease the level of deferred maintenance and contribute to the repair of public facilities.

University of Alaska Design Programs and Funding (APDC) – APDC supports state funding for education in the engineering, surveying programs at the University of Alaska. Alaska faces a serious shortage of design professionals, especially in anticipation of major projects that may be occurring in the near future such as a gas line and other such projects. This is an issue of national proportion as evidenced by national professional organizations and major US engineering companies repeatedly emphasizing the declining number of engineering and design profession graduates nationwide. In order to keep the labor supply up with the demand, the University of Alaska system should be graduating about 200 entry level engineers each year. Currently, the University is producing roughly have of that demand. The University of Alaska system has had recent success in recruitment through programs such as the Alaska Native Science and Engineering Program [ANSEP], and the Bachelor of Science in Engineering [BSE] program. The University also has developed an increased number of pathways into engineering programs from all UA campuses. There has been a surge of lower division enrollment in the UA engineering programs, and this trend is expected to continue. The University also has a growing Geomatics (Surveying) program that needs additional support. The program has had to turn away applicants in recent years due to lack of space. There is also an interest in developing a School of Architecture in Alaska, and increasing technical support program offerings such as drafting, construction technology, and project management. While no specific proposal for a School of Architecture exists, APDC supports ongoing discussions between architects and University officials regarding establishment of an architectural program that can respond to growing demand in Alaska.

A steady supply of engineers, architects, surveyors and related design professionals into the Alaska workforce will have a multiplying effect on economic development in the State. This requires an increased investment in the UA design programs, and a look to the future for development of new programs.

During the last session of the State Legislature funds were provided for the University of Alaska to accomplish a Planning Study and Design for engineering facilities at the Fairbanks and Anchorage campuses. With the engineering planning study concluding and the designs for the two facilities about to begin, construction funding is the next step to assure that funds are available for continuous of our much needed investment into future.

Convert Landscape Architect position on AELS Board from non-voting, to full voting member (ASLA) – The Alaska Society of Landscape Architects supports the conversion of the current non-voting position on the AELS Board to full voting status. The current position requires a significant commitment of time and energy for the individual appointed to the position, but provides no ability to impact the decisions of the AELS Board.

Richard S. Armstrong, PE, LLC
Mechanical/Electrical Engineer

3700 Bon face Parkway A
Anchorage AK 99504

Phone 907-222-3000
Fax 907-222-3001
Cell 907-229-0331
Email darmstrong@rsa-ak.com

March 31, 2011

Senator Bettye Davis
State Capitol Room 30
Juneau, Ak 99801

Re: SB 107: UAA Engineering Building

Dear Senator Davis:

I have been on the University of Alaska Anchorage School of Engineering Advisory Board since its inception. Since our involvement, we have seen engineering enrollments increase exponentially at UAF, especially in the mechanical and electrical engineering areas since the introduction of the BSE program in engineering. The program has attracted so many students that the classrooms and labs are totally overwhelmed, and not adequate to properly provide the instruction needed for the program.

I understand that you are a champion of education, so I urge you to support SB 107 which addresses appropriation of $75 million for the design and construction of a new engineering building at the UAA campus, in addition to $50 million for engineering facilities at the UAF campus.

The building will enable many of our students to get their engineering education right here in Anchorage, so they do not have to move elsewhere, or abandon their desire to become engineers. Additionally, the graduates of the engineering programs at UAA will fill open jobs that are presently going to out of state engineers because there are not enough people to fill the engineering positions.

Thank you in advance for your support of this essential bill.

Very truly yours,

Richard S. Armstrong, P.E.

Cc: Senator Johnny Ellis

March 9, 2011

Senator Kevin Meyer
State Capitol Room 103
Juneau, AK 99801

RE: Support for UAA and UAF Engineering Facilities Construction Funding

Honorable Senator Meyer,

I am writing you today to request your support in meeting the critical needs for engineering related professionals in Alaska. As you may be aware, there is a tremendous demand for engineering professionals not only in our state, but nationwide. As a resource development state, Alaska must recognize the vital role that engineers, architects, surveyors and construction managers play in the development of our state. With many high profile Alaska projects planned for the future, combined with the critical need to address vital infrastructure upgrades throughout the state, the demands on our professional industry are so great that we must often look outside of the state to find professional and technical resources needed to perform the work.

I am proud to state that I am a lifelong Alaskan, having been born, raised and educated in Alaska. I earned my civil engineering degree from UAF and my MBA degree from UAA, and I have been working on engineering projects in Alaska for well over 30 years. As I advanced in my engineering and management career, I recognized the value that graduates from either UAF or UAA engineering programs had over other out-of-state graduates. Many of the projects that I have been involved with are rural in nature since I am Inupiaq from Barrow, Alaska and I have worked for Alaska Native Corporations or the North Slope Borough throughout my career. Graduates from either UAF or UAA have a fundamental understanding of the challenges of working in a rural community, whether it has to do with awareness of Alaska Native cultures, environmental extremes, permafrost or logistical challenges in construction.

Unfortunately, the University of Alaska (UA) is not meeting the current or projected needs of our engineering industry. A recent study was commissioned by the UA to look at the overall UA engineering program and it made the recommendation that both the UAA and UAF engineering programs require additional facilities to meet the demands of industry. I have heard that a Bill may be introduced soon for supporting the construction of engineering facilities at both UAA and UAF. I strongly support this effort and as one of your constituents, I would request your assistance by co-sponsoring this proposed Bill and supporting it too.

Respectfully,

Richard S. Reich

Richard S. Reich, P.E.
8310 Barnett Drive
Anchorage, AK 99518
Email: Richard.Reich@UICUMIAQ.com
Phone: (907) 273-1808

-----Original Message-----
From: John.Aho@CH2M.com [mailto:John.Aho@CH2M.com]
Sent: Monday, April 04, 2011 9:48 AM
To: Sen. Johnny Ellis
Subject:

Senator Ellis:

As a life-long Alaskan and having practiced engineering in the State for 40 years I wish express my support for SB107 and thank you, again, for your efforts in this area. The facilities are long overdue-the situation is critical.

Dr. John L. Aho

6771 Lauden Circle
Anchorage, AK 99502-3973

April 2, 2011

Senator Lesil McGuire
State Capitol, Room 125
Juneau, AK 99801-1182

RE: In support of construction of University of Alaska Engineering facilities:

Dear Senator McGuire:

I have been involved with the history of this particular project for many years now, first through my actions on the Board of the Alaska Chapter of the American Institute of Architects, and now also as a member of the Alaska Professional Design Council and the UAA School of Engineering Advisory Board.

I encourage you to support legislation for building funds for new Engineering facilities at ***BOTH*** UAA and UAF. Construction funds are needed almost immediately since lack of space and adequate technology in existing spaces is making it hard for students to graduate in a timely fashion, even threatening the accreditation of the UAA program. The existing buildings at both UAA and UAF are more than 30 years old, are under sized, and do not contain appropriate laboratories for undergraduate programs.

The UA Board of Regents recognized the need for expanding engineering education in the state and set objectives for the programs in 2007. This included the annual graduation of 200 undergraduate trained engineers, 20 baccalaureate construction manager graduates and 40-60 certificate and construction technology graduates by 2012. The UA Engineering Report 2010 prepared by Ira Fink and Associates cites industry demand for 200 Bachelor of Science engineering graduates per year by 2014. In the past five years both programs together have graduated between 50 and 100 students each year. It will take both programs to meet industry need.

Enrollment in the newly accredited UAA programs (accredited in 2009) has sky rocketed from under 10 in 2004 to over 70 in 2010. There are currently almost 200 seniors with engineering majors trying to graduate, but they can't get the courses they need. The Fink report found that 75,000 square feet of building are needed at UAA to meet current enrollment requirements for accreditation, and 54,000 square feet for the UAF program. This is to meet current need, not some projection of future growth.

Alaska is a developing state, with a large demand for engineers and other design and construction professionals to build the infrastructure and access the state's resources. Student and industry demand exists for the programs. Please support this growth industry through funding education facilities to meet the need, facilities adequate to the task, meeting national standards for accreditation, student and faculty retention.

Sincerely,

Catherine Call, AIA

Sent by fax: 907.465.6592

Cc: Senator Ellis
by fax 907 465.2529

From: Mikal Hendee [mailto:mkhengineering@gmail.com]
Sent: Monday, March 28, 2011 10:21 AM
To: Sen. Johnny Ellis
Subject: Re: Seeking your support for Engineering Facilities - SB107

Dear Senator Ellis,
I am writing to let you know I am in full support of Senate Bill SB107 to fund the construction of new engineering buildings at UAF and UAA. As a 15-year engineer working in Alaska, I have watched the market for engineers increase over the years. The current engineering facilities at UAF and UAA are inadequate to support the demand for engineering graduates in this state.
Thank you for your sponsorship of this bill.
Sincerely,
Mike Hendee

Mike Hendee, P.E.
MKH Engineering
8050 Queen Victoria Drive
Anchorage, AK 99518
907-244-3807
mkhengineering@gmail.com

From: Fred Millen [mailto:fmillen@uskh.com]
Sent: Friday, February 05, 2010 8:59 AM
To: Sen. Johnny Ellis
Subject: UAA Facility and Funding

Dear Senator Ellis,

It has come to my attention that you submitted legislation that would fund new facilities and infrastructure at the University of Alaska. As a Director of Human Resources at USKH, Inc I often recruit and hire engineers from various disciplines. Too many times I have had to hire individuals from outside of Alaska due to a void in the local applicant pool. An investment in UAA would help remedy this and allow my company and other local firms the opportunity to hire locally and provide graduates with opportunities here in our great state.

Thank you for introducing the legislation. It is my sincere hope that it gains the needed support

Regards,

Fred S. Millen, SPHR
Director of Human Resources

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907 562.2482
fax 907.561.2482
akscitec@alaska.net

March 23, 2011

Senator Johnny Ellis
Alaska Senate
State Capitol Room 119
Juneau, AK 99801

Forwarded by email

Dear Senator Ellis:

Funding is urgently needed for a new engineering building at the University of Alaska Anchorage.

Ballooning School of Engineering enrollments have created a space crisis. If funding was available today, the time consuming process of design, procurement, and construction would not allow a new building to be occupied for upwards of 10 years. Enrollments have tripled in the last 10 years. The word **crisis** is well justified.

The UAA School of Engineering (SOE) provides direct ready access to an engineering education for the more than 50 percent of Alaska's population located in Anchorage and Mat-Su. It also draws from the entire state. Enrollments will continue to grow, if faculty and facilities keep pace to accommodate them.

Beginning about 1998, a concentrated seven-year effort resulted in accredited programs in computer, electrical, and mechanical engineering. Prior to 2005, it was necessary to leave the area to obtain this type of higher education. High School graduates and working residents seeking continuing education are only beginning to recognize and take advantage of the new programs. Enrollment demands must be served.

Unfortunately, the UA 2010 Engineering Report initiated by Regents in response to this dramatic enrollment growth is only marginally competent. UAA needs 140,000 sq.ft. of additional engineering classroom and laboratory space by 2015, which is greatly understated in the Report. This is another example of typical regional politics, which have compromised development at UAA since the beginning.

At the UAA SOE, laboratory equipment is now rotated in and out of storage to meet multi-disciplinary class schedules. This compromising handicap is no way to operate a school of engineering. Accreditation is at risk. Hiring and retention of high quality faculty will suffer. Enrollments may have to be capped.

I have helped to push development of higher education in Anchorage and Southcentral Alaska, since Anchorage Community College only existed in evenings at West High School and on Elmendorf Air Force Base. Since the late '90s, my efforts have been focused upon providing local access to contemporary engineering educations. I have a unique perspective about this from long-time engagement as a physical scientist and engineer, and also as a senior official in the Alaska Section of the Institute of Electrical and Electronics Engineers (IEEE). It is extremely important to meet the public demand for higher education where it exists.

If we don't provide ready local access, the majority of our youth seeking an engineering education will attend universities Outside. After graduation, they seek nearby employment and get married, resulting in a lost resource to Alaska. Our youths are one natural resource we cannot afford to keep shipping Outside. Home-grown Alaskan engineering graduates provide a stable workforce that does not constantly transfer in and out of the state. Important economic factors are involved.

A stable engineering workforce contributes to the existing economy, and importantly to a developing economy. There is a need to move away from an economy almost totally based on extraction of natural resources. Resident engineers can also establish new industries based on innovative products. Ready access to a public higher education is necessary to bring this about. The key word is Access!

I am well connected from past service on a number of internal UAA bodies dating to 1980, including Chair of the Chancellor's Advisory Council and founder of the SOE Advisory Board. However at the present time I am not a member of an internal body, which provides latitude to independently represent the public's best interest. My background offers insight about current and future university program needs, and also the legislative process. I am aware of the internal push for funding.

I know you have strongly supported UAA in the past, and unfortunately the UA Administration is only now beginning to utilize $2M of your prior $10M appropriation for additional engineering planning at UAA and UAF. Again, regional politics are at work, and UA President Gamble's unwise Fisher Report is going to greatly complicate matters. Over the many years, this has been highly frustrating.

While contacting you I have felt a need to re-establish credibility, because it has been some time since I've worked directly with the Legislature on university matters. This was ongoing in earlier years. I will be happy to serve as a resource for coordination and in-depth information, on or off the radar. Please support the urgent need to fund a new engineering building at UAA.

Sincerely,

Robert L. Baldwin

/s/ Robert L. (Bob) Baldwin
Managing Principal

From: Ben Walker [mailto:benjamin.walker.ieee@gmail.com]
Sent: Monday, April 04, 2011 11:36 AM
To: Sen. Lesil McGuire
Cc: Sen. Johnny Ellis
Subject: Support for SB107: Engineering Building at UAA

Hello Senator Lesil McGuire. I am a resident in the Sand Lake Area and a student at UAA in the School of Engineering. I ask that you support this bill. After 4 years it is very clear that we need better facilities for engineering education.
There is a lack of proper lab space and insufficient/inappropriate classrooms available. For example, having a programming course in a room without computers to learn/practice on.

Thank you for your consideration.

Ben Walker

Joe Hardenbrook

From: Michael Golub [migolub@alaska.edu]
Sent: Wednesday, April 06, 2011 10:00 AM
To: Sen. Joe Thomas
Subject: SB107 engineering building yesterday

Please share my comments with others on the committee...

We recently competed in this competition:
http://www.newsminer.com/view/full_story/12475090/article-Fairbanks-engineering-students-compete-in-12th-Annual-Clean-Snowmobile-Challenge?

We could not work on the snow machine in our current UAF Engineering Building due to not having adequate work space and there is no space that meets current fire codes for vehicles.

Currently we have to do this work off-campus with team member's private garages.

Compared with other schools at this competition we are embarrassed to have this lack of support.

As the story illustrates we finished 8th out of eleven teams. If we had a convenient and dedicated work space I promise you we would have done much better.

I believe it is important to compete and do well in these academic competitions because it inexpensively adds value to the UAF diploma.

This would be direct consequence in funding an engineering building in Fairbanks.

--
Michael Golub
University Alaska Fairbanks

Support new
UA Engineering Buildings
SB107

Economic Stimulus and Powerhouse for Alaska

April 2011

Alaska Department of Labor
February 2011 - Economic Trends

Engineering graduates important to Alaska's Future



http://labor.alaska.gov/trends/feb11.pdf#cover

Alaska Business Monthly
February 2011

ENGINEERING
SPECIAL SECTION

On the Front Lines:
Engineers Critical to Alaska's Development
Huge potential for local graduates

By Vanessa Orr

In a state as underdeveloped as Alaska, the need for engineers is crucial. From developing natural resources to building infrastructure to creating communications systems that link remote villages, the jobs that engineers perform are required to move Alaska forward.

"Only one and a half percent of the state is fully developed, and it is critical that engineers be on the front lines of that process," explains Architects, Engineers and Land Surveyors Board Chair Richard Heieren, PS, RCH Surveys, Ltd. "There is a big push for the continued creation of infrastructure to develop our natural resources, and telecommunications are critical because we have so many isolated communities. Whether you are talking about electrical engineers, civil engineers or environmental engineers, they are all critical in the whole process."

To this end, universities within the state are working to educate the next generation of engineers. And the State's Architects, Engineers and Land Surveyors Board, which licenses all engineers within the state, is considering changing its licensing structure to add to the number of branches of engineering for which it provides examinations.

"Alaska presently licenses six branches of engineering: chemical, civil, electrical, mechanical, mining and petroleum, and three of the branches are comprised of several disciplines," explained Richard V. Jones, executive administrator, Architects, Engineers and Land Surveyors Board. "The board is considering going to a general license structure, which would add all of the branches of engineering that the National Council of Examiners for Engineers and Surveyors (NCEES) has an examination for. There would then be a total of 16 branches licensed by Alaska." This idea is currently out for public comment.

The State currently licenses engineers in civil engineering, which includes construction, geotechnical, structural, transportation, water resources and environmental; electrical engineering, which includes control systems, computer, electrical and electronics and power; and mechanical engineering, which includes HVAC and refrigeration, mechanical systems



Left: Richard Heieren, PS RCH Surveys Ltd., Chairman of Architects, Engineers and Land Surveyors Board

Engineers are Critical to Alaska's Development

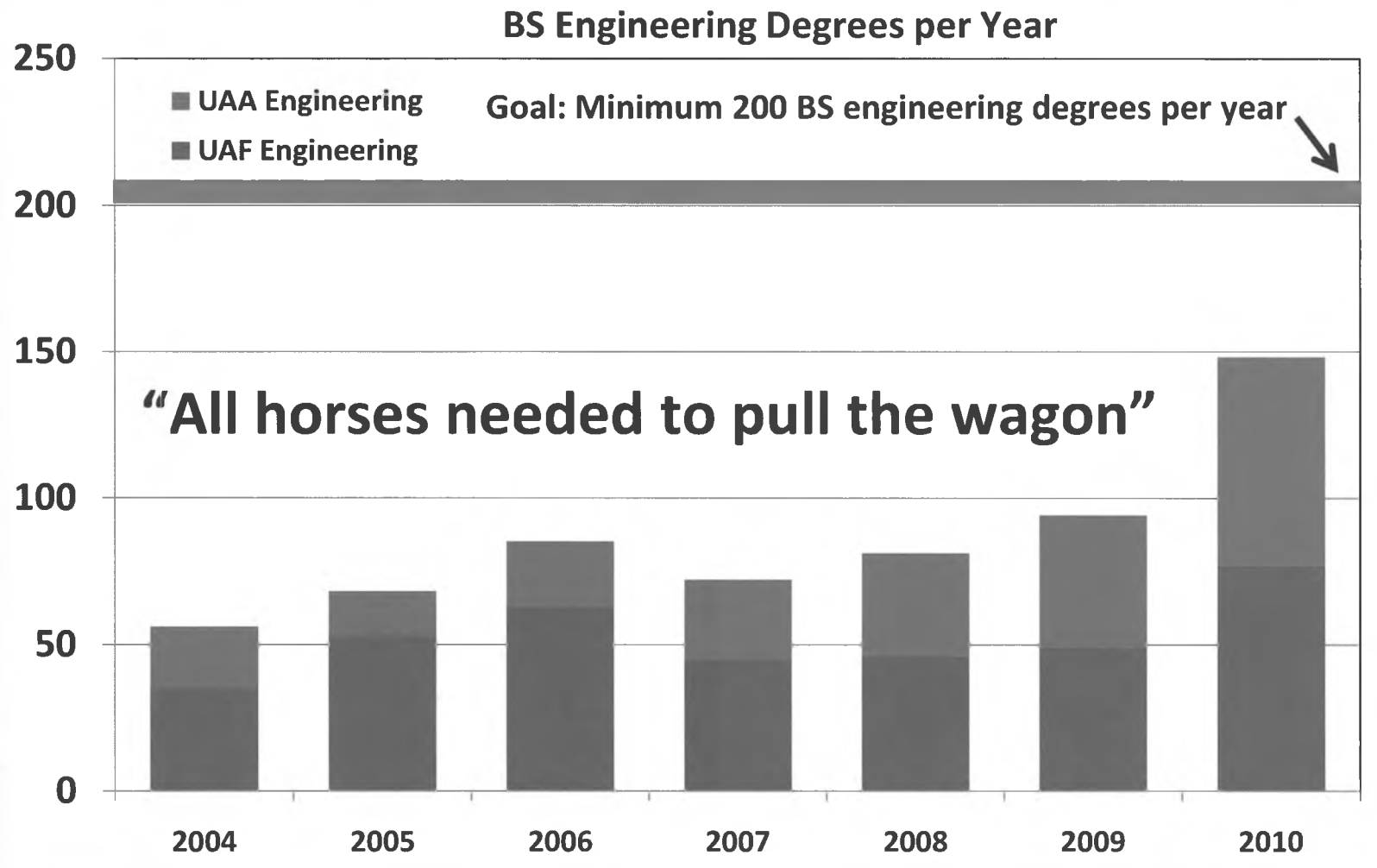
http://engraccred.uaa.alaska.edu/Engineering_Alaska_Business_Monthly_Feb_2011.pdf

SB 107 – Economic Engine for Alaska

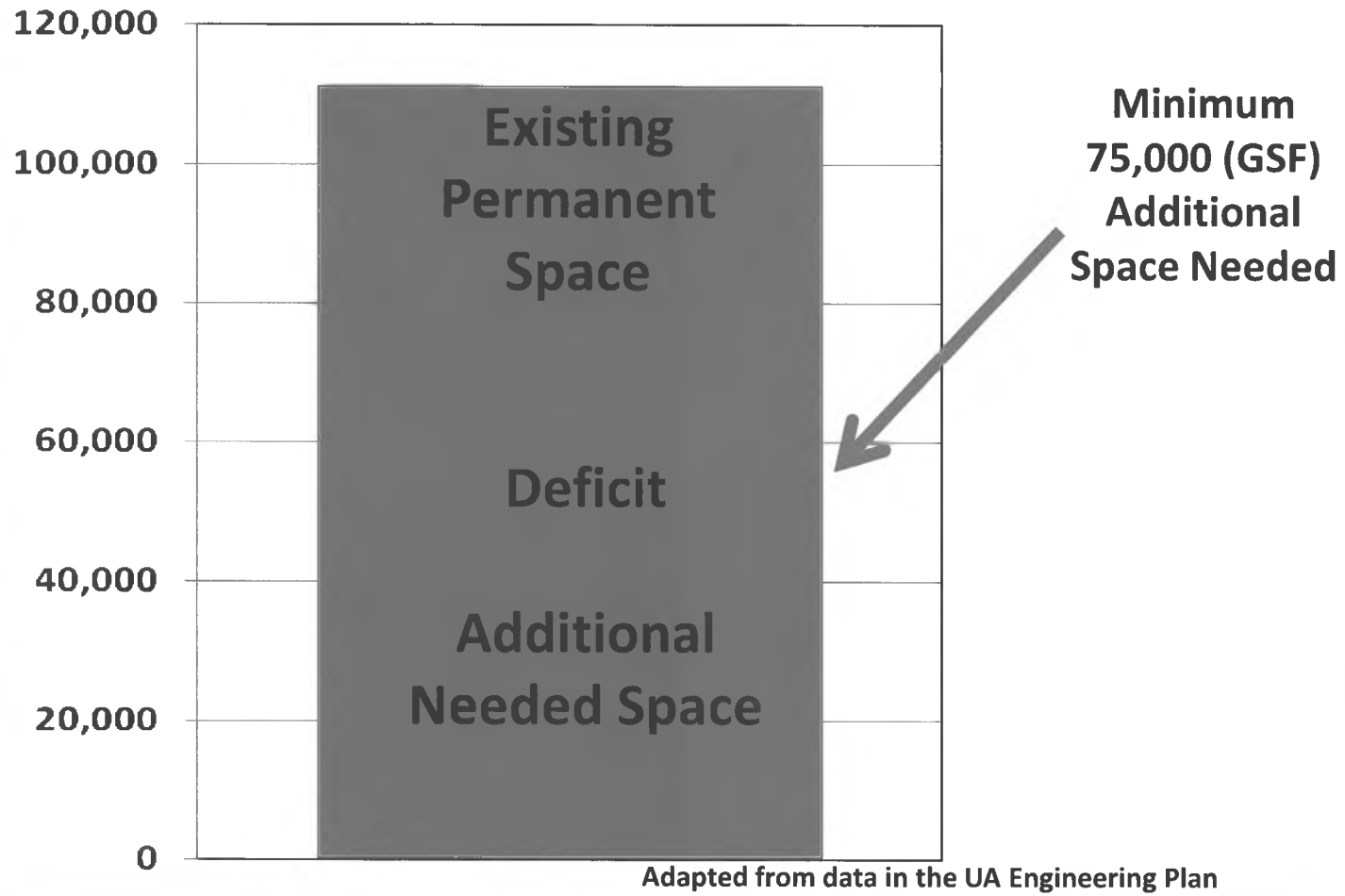
- SB 107 – Supports funding for new UA Engineering Buildings
- An *additional* minimum of 75,000 Gross Square Feet (GSF) building needed immediately at UAA & 43,000 GSF at UAF (UA Engineering Plan - approved by Board of Regents)
- UA Engineering Plan is to double the number of engineering graduates per year for UA system

UA Engineering Plan - http://www.alaska.edu/facilities/

Both UAA and UAF Engineering Programs needed to meet Demand



UAA Engineering Space Shortage



Adapted from data in the UA Engineering Plan

Summary

- Engineering is an Economic Engine for Alaska
- Need to "Grow Our Own" engineering workforce that keeps jobs in Alaska
- An Alaskan grown workforce attracts & keeps projects from leaving Alaska

University of Alaska Engineering Plan 2010

Ira Fink and Associates, Inc.

University Planning Consultants, Berkeley

February 17, 2011

Regents Engineering Initiative

primary goal

"by 2012, UAA and UAF will produce 200 undergraduate trained engineers annually"

UA engineering enrollment

increased dramatically since 2006

UAA from 606 to 949 total students

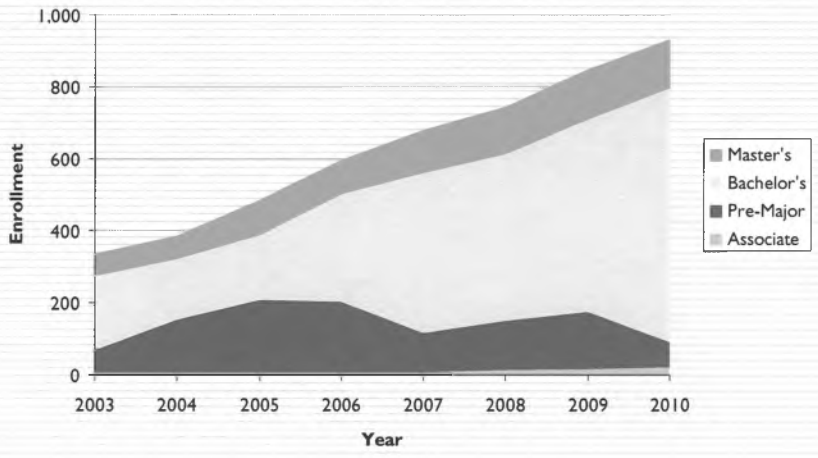
UAF from 506 to 748 total students

almost all freshman are from Alaska

nearly as many transfers as freshmen

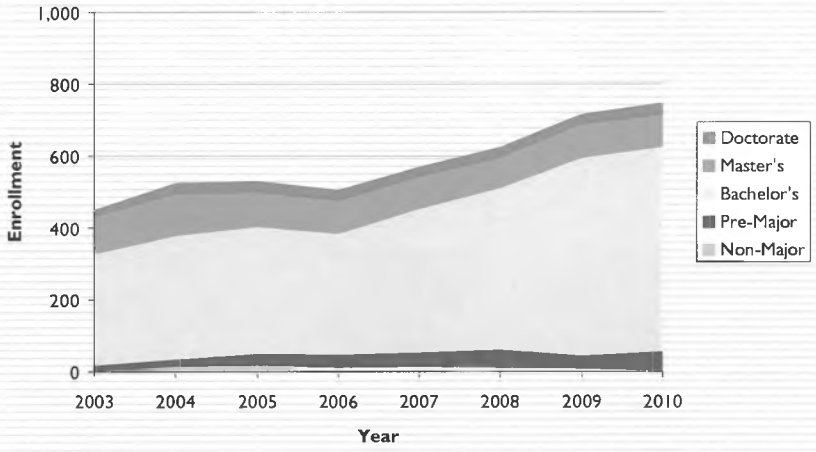
Ira Fink and Associates, Inc., University Planning Consultants, Berkeley, California

UAA engineering enrollment



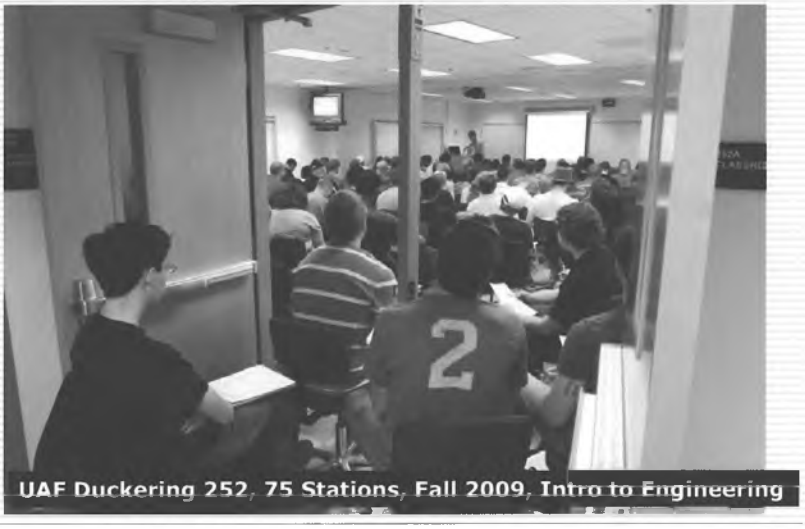
Ira Fink and Associates, Inc., University Planning Consultants, Berkeley, California

UAF engineering enrollment



Ira Fink and Associates, Inc., University Planning Consultants, Berkeley, California

UAF engineering classroom



Ira Fink and Associates, Inc., University Planning Consultants, Berkeley, California

Alaska Engineering Academies Plan – Overview v1

What is the Alaska Engineering Academies Plan?
Alaska Engineering Academies Plan is a comprehensive mechanism for improving STEM (Science, Technology, Engineering, and Math) performance in high schools across Alaska. It focuses on empowering students to become engineers. However, the pathway to engineering is built upon learning science, technology, and math. So, it is an effective plan for improving student performance in all STEM fields. Also, the PLAN is an excellent mechanism for better preparing students for entering the workforce particularly in areas dependent upon having solid skills in STEM. The Plan includes a procedure for implementing Engineering Academies in secondary schools throughout Alaska in rural and urban areas.

Why are Engineering Academies important?
Engineering is one of the unique professions directly tied to generating economic income. Every construction project for new developmental or infrastructure support depends upon engineers. Thus, it is important to the future of Alaska to keep engineering jobs in the State. It is also important to produce enough home grown engineers to keep entire projects from leaving the State and attract new projects to the State. Increasing the number of students taking STEM courses and improving performance in STEM areas is important to the future of Alaska and our students. A major goal is to improve the competiveness of Alaska and to improve and diversify its ability to compete in the world marketplace.

How was the Engineering Academies Plan created?
The Alaska Engineering Academies Plan resulted from a Memorandum of Understanding agreement titled "Alaska Secondary Engineering Academies" signed on November 17, 2009 by the Alaska Department of Education and Early Development, Alaska Department of Labor and Workforce Development, the Chancellors of UAA, UAF, and UAS, and industry (represented by APICC-Alaska Process Industry Career Consortium). A working group comprised of many representatives including from all signing groups, and from K12 schools districts and programs, developed the Plan over a period of more than a year.

What is an Engineering Academy?
An Engineering Academy is a group of teachers within a school, usually around four or five, that teach a curriculum with an engineering focus. Specific engineering courses are taught each year in grades 9 through 12 that are outcomes based with a high level of quality control. One national model used successfully in Alaska is the Project Lead the Way (PLTW) program. As its name suggests, students learn and apply technical skills to design and construct projects.

How do Engineering Academies attract students to STEM areas and enhance performance?
Obtaining college credit is a major incentive for high school students to take more math and science. Because of the high level of quality control, the engineering courses can be articulated to count for college credit courses for an engineering degree. Often, the engineering courses can be bundled with other courses, such as math and physics, that is then articulated for college credit. Thus, the Engineering Academy becomes a wonderful mechanism for encouraging student to enter STEM areas and empowers them to perform better. In addition to engineering and math, an Engineering Academy can include technical writing course which enables students to write professional communications as well as effective prepare resumes.

What are the Components of an Engineering Academy?
The desired components of an Engineering Academy are listed Table 9 in the Plan (also see below). A few of key elements are the following: 1) attracts students to engineering and other STEM fields, 2) enhances student performance in STEM areas, 3) open to all students, 4) includes current teachers-empowers not replace, 5) provides specialized teacher training, 6) develops capacity for turnkey-operation expandable and adoptable in rural and urban areas, 7) offers a sequence of high quality controlled courses which address state and national standards, 8) articulates standardized courses which are eligible for college credit or transferable between high schools, 9) uses model which is cost efficient per student, and 10) monitors progress toward outcomes based with procedures for national standardized testing and measurement of performance.

What is an example high School course sequence for an Engineering Academy?

9th Grade		10th Grade		11th Grade		12th Grade	
Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
English 9	English 9	English 10	English 10	English 11	English 11	English 12	English 12
Integrated Science or Biology	Integrated Science or Biology	Biology or Chemistry	Biology or Chemistry	Chemistry or Physics	Chemistry or Physics	Physics or Advanced Science	Physics or Advanced Science
World History	World History	U.S. History	U.S. History	AK Studies	Economics	U.S. Government	Elective Social Studies
Algebra I or Geometry or Algebra II	Algebra I or Geometry or Algebra II	Geometry or Algebra II or PreCalculus	Geometry or Algebra II or PreCalculus	Algebra II or PreCalculus or Calculus	Algebra II or PreCalculus or Calculus	PreCalculus or Calculus	PreCalculus or Calculus
Physical Ed	Physical Ed	Physical Ed	Lifetime Personal Fitness	Elective / Technical Writing	Elective / Technical Writing	Elective	Elective
Principles of Engineering*		**Introduction to Engineering Design***		**Digital Electronics***		**Civil Engineering and Architecture or Computer Integrated Manufacturing***	

*Project Lead the Way (PLTW) designed course (see www.PLTW.org)

What are the desired components and characteristics of an Engineering Academy?

Desired components and characteristics of an Engineering Academy (as derived from literature review, national academies model and experience of Engineering Academies Working Group)
Attracts & Empowers Students
Attracts students to enter engineering and other STEM fields
Enhances student performance in STEM Areas
Availability
Available to all students regardless of race or financial status
Work with existing educational structure and teachers - empowerment of teachers, not replacement
Can be implemented in rural and urban areas
Quality Controlled
Curricula include standards, learning outcomes, sequence and schedule, problems, projects, integrated activities, assessments, and support
Quality controlled to enable articulation for college credit
National standards for quality control and assessment testing
Adoptability & Expandability
Adoptability - can be adopted by schools with a clear pathway for how to proceed
Expandable: can increase student capacity to accommodate large numbers
Summer Camps: adoptable and applicable model for summer camps
Collaborative integration with existing programs: Offered full year and multi-year for middle and high schools with tracks dovetail with current class offerings
Scalable - can be expanded to large number of participating students and teachers in a cost efficient manner
Cost efficient per student compared with other programs i.e. best bang for the buck
Curricula include standards, learning outcomes, sequence and schedule, problems, projects, integrated activities, assessments, and support
Turnkey type program that is comprehensive with a quick implementation ability and support for smooth and efficient operation
Transferability: Quality control in place to enable tranferability of credit from other states to Alaska or between high schools within Alaska
Sufficient number of courses to span across several years of curriculum in a continuous and coordinated manner so that implementation is uninterrupted throughout high school and with ability to span across middle school and reach K6 schools
Measurable Outcomes
Measureable outcomes: Improved GPA, higher performance in STEM areas than non-academy students, higher probability to enter STEM employment fields than non-academy students, higher probability to enter STEM degree programs than non-academy students
National Standardized testing & Assessment
Teacher and Counselor Participation & Training
Teachers receive comprehensive training from a partner university
Training gives teachers full proficiency regardless of previous experience
Professional Development updates for teachers assessible repository of information and references.
Counselor conferences to provide high school guidance counselors with a clear understanding of the program and how it fits within a student's scholastic/academic career path
Integrates teachers and counselors as part of the Academy
Support Network
Affiliated with State and/or National Organization with access to information, support, sourcing, and purchasing
Affiliated with a university degree program
Involvement and participation of teachers and counselors

For additional information, see the APICC web site at
http://www.apicc.org/servlet/content/alaska_engineering_academies.html

Construction and Environmental Issues | Oil and Gas Lease Sales

Alaska Business MONTHLY

February 2011

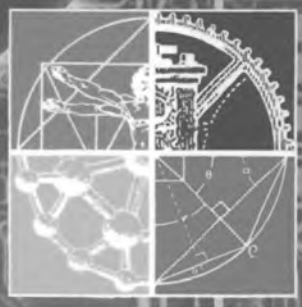
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ENGINEERS WEEK® 2011

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On the Front Lines:

Engineers Critical to Alaska's Development

Huge potential for local graduates

By Vanessa Orr

In a state as underdeveloped as Alaska, the need for engineers is crucial. From developing natural resources to building infrastructure to creating communications systems that link remote villages, the jobs that engineers perform are required to move Alaska forward.

"Only one and a half percent of the state is fully developed, and it is critical that engineers be on the front lines of that process," explains Architects, Engineers and Land Surveyors Board Chair Richard Heieren, PS, RCH Surveys, Ltd. "There is a big push for the continued creation of infrastructure to develop our natural resources, and telecommunications are critical because we have so many isolated communities. Whether you are talking about electrical engineers, civil engineers or environmental engineers, they are all critical in the whole process."



Photo courtesy of Richard Heieren

To this end, universities within the state are working to educate the next generation of engineers. And the State's Architects, Engineers and Land Surveyors Board, which licenses all engineers within the state, is considering changing its licensing structure to add to the number of branches of engineering for which it provides examinations.

"Alaska presently licenses six branches of engineering: chemical, civil, electrical, mechanical, mining and petroleum, and three of the branches are comprised of several disciplines," explained Richard V. Jones, executive administrator, Architects, Engineers and Land Surveyors Board. "The board is considering going to a general license structure, which would add all of the branches of engineering that the National Council of Examiners for Engineers and Surveyors (NCEES) has an examination for. There would then be a total of 16 branches licensed by Alaska." This idea is currently out for public comment.

The State currently licenses engineers in civil engineering, which includes construction, geotechnical, structural, transportation, water resources and environmental; electrical engineering, which includes control systems, computer, electrical and electronics and power; and mechanical engineering, which includes HVAC and refrigeration, mechanical systems

Left: Richard Heieren, PS RCH Surveys Ltd., Chairman of Architects, Engineers and Land Surveyors Board

and materials, and thermal and fluids systems. It also licenses chemical, mining and petroleum engineers.

If a general licensing structure is approved, the board will begin licensing engineers in 10 other branches including agriculture; architectural; control systems; environmental; fire protection; industrial; metallurgical and material; naval architecture; marine, nuclear and petroleum; and structural.

Engineering as a Career

As the need for engineers in a variety of disciplines continues to grow, so does the need for students interested in an engineering career. Fortunately, that number continues to increase. "Schools that provide engineering and surveying programs are seeing enrollments increase, which is very promising," said Heieren. "And for every engineer who gets through the system here in Alaska, there's another engineer outside the state who wants to move to Alaska. I'd estimate that half of the engineers currently working in the state are from Alaska, and half have come from Outside."

Students looking for a career in the field don't have to look very far. The University of Alaska Anchorage (UAA), for example, offers both undergraduate and graduate programs in the field. "On the undergraduate level, we offer degrees in civil, electrical, mechanical, computer systems and geometrics," explained Rob Lang, Ph.D., PE, dean and professor of civil engineering at UAA. "On the graduate level, we offer master's programs in civil engineering, Arctic engineering, engineering management and project management."

According to Lang, the university's civil engineering program concentrates on basic infrastructure needs such as roads, bridges, buildings, water treatment and wastewater treatment. Its electrical engineering degree focuses on power generation and transmission, and its mechanical engineering degree focuses mainly on HVAC systems for Alaska.

"The computer systems degree concentrates on software programming with an emphasis on hardware utilized, and the geomatics program focuses on land surveying on a broad scale from property boundaries to construction

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Photo courtesy of UAA

Rob Lang, Ph.D., PE
Dean and Professor of Civil Engineering
University of Alaska Anchorage

surveys to route alignment surveys," explained Lang. "Being able to create and interpret maps utilizing satellite and aerial photography is very important in Alaska, where there is such a large expanse of area to cover."

One program relatively unique to Alaska is Arctic engineering, which focuses on how to design and build in specific conditions of the Arctic environment, such as frozen ground, snow loads, ice loads and Arctic utilities.

In addition to graduate Arctic engineering and civil engineering degrees, UAA also offers an engineering management degree that teaches students how to manage large engineering projects. "This has become increasingly important as more multinational engineering companies begin working in Alaska," said Lang. "Engineers increasingly find themselves working on teams and on projects that span across states."

The school's popular project management degree focuses on the design, execution and tracking of individual projects such as gas pipelines or power plants, which have a finite beginning and end. "Students learn how to muster all of the available resources and control costs and schedules on an individual project," said Lang.

Since expanding its engineering programs five years ago to include electrical, mechanical and computer systems degrees, UAA has seen a huge spike in enrollment, going from 450 students in 2002 to close to 1,000 now. About half of its students come straight out of high school, and half are nontraditional students who have already been out in the work force. Through the Alaska Native Science & Engineering program (ANSEP), a longitudinal model that works with students from the time they are in middle school all the way through to a Ph.D., more than 100 students from villages throughout the state are enrolled at the university in engineering and science programs.

Approximately 90 percent of its engineering students are from Alaska, and a high percentage stay in the state to work.

"In Alaska, there is a continuous backlog of projects and a great demand for people with technical skills," said Lang. "When you compare Alaska with other states, there is still so much development of basic infrastructure that needs to happen. In Juneau, there are no roads that lead out, and there are a number of cities in that same situation. In some areas, the amount of bandwidth available for Internet connections is very limited, and many of the villages still need access to clean water and sanitation. These are perennial problems that have challenged Alaska from statehood and even before, and they are not tackled easily."

Becoming an Engineer in Alaska

To become an engineer in Alaska, all applicants must be approved by the Architects, Engineers and Land Surveyors Board, who review applications at quarterly meetings in February, May, August and November. Applicants can apply by examination or, if they're already licensed in another jurisdiction, by commity for reciprocity.

"The board compares how they were licensed in the other jurisdiction to our regulations at the time they obtained licensure in the other jurisdiction," explained Jones. "If they are equal to or exceed our requirements, we issue them a license; if not, we let them know what they need to do to meet our requirements." All applicants must also pass a board-approved Arctic engineering course, which covers the extreme conditions in Alaska and dealing with permafrost.

To qualify by examination, applicants need to pass the NCEES Fundamentals of Engineering (FE) examination and the NCEES Principles and Practice of Engineering (PE) examination for the branch in which they want to be licensed. Once the FE is passed, the applicant is considered an engineer in training (EIT).

"Once the EIT has accrued the required experience under a licensed engineer, he or she can apply for the PE exam," explained Jones. "The amount of experience required depends on the amount of education the applicant has. With a Bachelor of Science, it would be four or five years, depending on the degree. A Master of Science would take a year off of the required experience."

To date, approximately 5,400 engineers have been licensed by the board and more are expected to join the ranks as the need for qualified engineers continues to grow. "I would anticipate that the gas line could create quite a few jobs, and I feel that there's about a 50/50 chance that it's going to happen," said Heieren. "If we're lucky, it will happen in the next 10 years, though it could be 20 years.

"There are actually other things happening across the state that will have a bigger impact," he continued. "Right now, one of our biggest problems is energy needs; it's ironic that we are the richest energy state in the U.S., but the per capita expenses are also the greatest for individuals. Engineers and surveyors have a huge role to play in the state's infrastructure, and since housing prices have dropped, there's a need for residential development. There also been a positive upswing in military spending, which will help sustain jobs."

As Alaska continues to grow, so does the opportunity for those who seek a career in the engineering field. "As an engineer or surveyor in Alaska, you have the ability to do little better than in other states and to make decent money," said Heieren. "There's such huge potential here, but it can't be realized without engineers."

Alaska Universities Engineer the Economy

Statewide entrepreneurship programs foster change



Photo courtesy of College of Business & Public Policy at UAA

Dean of the College of Business & Public Policy at the University of Alaska Anchorage Elisha R. "Bear" Baker IV welcomed and introduced a presentation by Hong Kong Commissioner, Donald Tong, "Hong Kong: A Destination & Gateway to China for the U.S." last September.

By Heidi Bohi

As big oil saddles up and starts making its way into the sunset, leaving Alaska with memories of "back in the day," the state is learning a painful lesson on the importance of what happens when there is a lack of economic diversification.

The University of Alaska system is investing in developing a statewide entrepreneurship program, with hopes that it will become a critical contributor to part of the solution. Efforts ranging from business plan competitions to adding curriculum that teaches an entrepreneurial way of thinking are being promoted so the public and private sectors can start to see how they can cooperatively develop opportunities in business ventures that may lead to the development of new industries, marketplaces and sectors.

About two years ago, an informal group of faculty from all three major campuses began meeting to talk about how the university could better apply its resources to foster economic and business development in Alaska. Last spring, it became an official statewide economic development work force that started by inventorying the university's activities in economics and business development.

50-Year Plan

Elisha R "Bear" Baker, dean of the College of Business and Public Policy at the University of Alaska Anchorage (UAA) said, "First, even within the university system, we had to get people talking to each other. In many cases, people don't know what others are doing." Efforts such as the business plan competition and the Arctic-innovation competition were a way to link the various campuses.

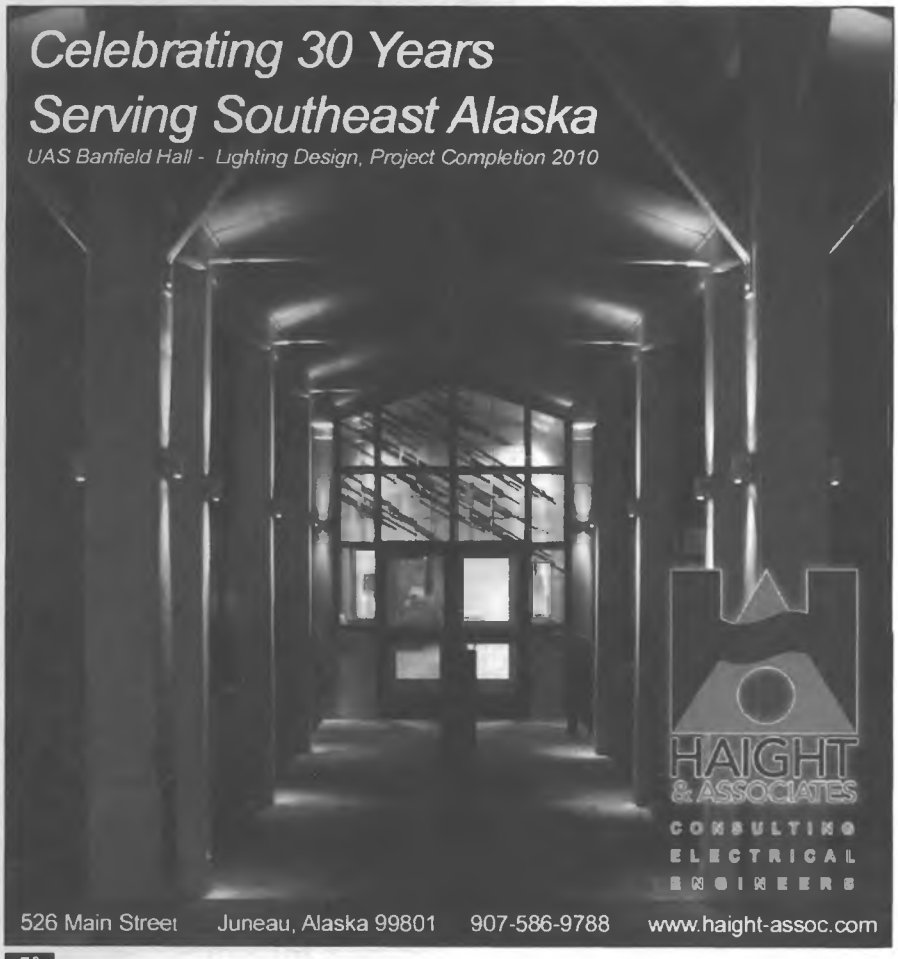
But economic development takes time, especially in a state that is relatively young, geographically isolated, has no manufacturing, a small population base, and has been dependent on mostly the petroleum industry and federal government for most of its existence. While university faculty and staff remain optimistic about the long-term possibilities, the reality is that measurable results will take decades to realize.

"It is a problem of generations," says Jim Collins, University of Alaska Fairbanks director of entrepreneurship. "It's not something that will be solved in 10 years and it will not happen by waving a governmental wand. It will happen by creating a context in which private individuals invest on their own." He estimates it could take 25 to 50 years to develop an alternate economic base equal in scale to the oil industry.

In the meantime, he adds, if in the next decade the university can point to a handful of firms the university's efforts helped start or grow, then that will be a measure of success.

Some progress has been made to make the business community aware of the university's $123 million research effort, which Collins says, most people are not aware of, resulting in valuable research "that ends up in binders stuck on shelves and never transitions into the private sector." In the past year, though, local entrepreneurs have started paying attention to what faculty is doing and in a few cases decided to invest in the university's efforts to grow and diversify the economy.





Academic Exercises

In one case, an investor who learned about the university's work in the mining industry, invested in a sizeable chunk of land that the State's geological data and UAF's satellite imaging resources suggest may have valuable mineral deposits. This is a classic case of how public and private resources resulted in an entrepreneurial venture.

The Alaska Peony Growers Association also is working with the Alaska Division of Agriculture and the university to gather research data and information to help develop international markets for peonies and expand Alaska's agricultural export industry. Peonies bloom at a time when they are not available elsewhere and, because of the state's geographical location, allows fresh flowers to be quickly air-freighted to U.S., European and Asian markets. Currently, peony growers are working with the university and its land grant mission to see if the idea is feasible.

All three campuses of the university are, in varying degrees, starting to implement entrepreneurship efforts on their respective campuses. Rick Wolk, assistant professor of marketing and entrepreneurship at the University of Alaska Southeast (UAS), teaches classes in this discipline and is involved in the annual system-wide business plan competition, which is entering its 11th year. The idea behind the program is to give students the chance to practice being an entrepreneur and make mistakes when there is no money on the table, while also helping them decide if they have the entrepreneurial spirit, Wolk says. Although some of the ideas in the competition lead to the development of actual businesses, to date most of them have simply been academic exercises.

Entrepreneurial Thinking

Matthew McDaniel and Krag Johnsen were part of a team that entered the business plan competition in 2001 as MBA students at Alaska Pacific University (APU). Their idea was to develop a distribution channel for selling Alaska Native arts and crafts so more of the profits stayed with the artist, creating more wealth in rural communities. At the time, developing a website to do this was considered an innovative way

to broker the artwork. The business model also included a way to supervise production and collect raw materials in the communities such as baleen, bone, fur and ivory.

Local investors expressed interest and Johnsen believes there still might be potential for the idea, but nothing ever happened with the business venture as he and the other participants were launching successful careers at the time and have since started families, making the risk factor that goes with being an entrepreneur less appealing.

Still, McDaniel and Johnsen agree, the competition left both of them with an entrepreneurial mindset they have used in previous and current professional capacities. McDaniel is finance director for the Pebble Partnership and Johnsen is rural broadband development director for GCI.

"We need to keep creating an environment where new business start ups can happen in Alaska and we're not just relying on the oil industry," Johnsen says, adding that GCI, today the third-largest employer in the state, was started in 1979 by Ron Duncan and a few others who were committed to increasing competition in Alaska's telephone business. Today Alaskans are benefiting from greater service, lower costs and the statewide jobs created by the company born from entrepreneurial thinking.

Both Johnsen and McDaniel continue to support efforts like these by donating money and participating as judges. "What I loved about the experience was we created something out of nothing," McDaniel says. "As I moved on in my career, the experience was a big light bulb for me. It got me to the point where I thought of every single angle and could answer investors' questions before they had them, which is useful for a business start-up or a transition."

Angel Investors Needed

As part of his role teaching entrepreneurship at the UAA campus, Al Hermann is working on several entrepreneurship programs within the College of Business and Public Policy, including establishing Alaska Angel Investors, an angel-investing group that assists companies in their efforts to start doing business in Alaska, which is the only state without an Angel Network.

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Photo courtesy of Grant Baker

Grant Baker
Associate Dean
School of Engineering
University of Alaska Anchorage

The group recently completed the funding of Bare Distillery, the first of six to 12 companies the network expects to fund in the next two years as it grows the number of angel investors to about 70 people who are current or former entrepreneurs. Typically, these individuals invest between $25,000 and $250,000 into a business with hopes of making a return on their money, or simply because they are interested in the project, Hermann says. To qualify, "angels" need to have between $200,000 and $1 million in assets.

In the case of Bare Distillery, started by two Alaskans, the product line will be spirits that are made with 100 percent Alaska water and other ingredients. Although the project started about three years ago, by the time the company was ready to start producing it had run out of money and needed $400,000 to go into operations. The Small Business Administration referred them to the Angel Network and currently the company is in product development and final marketing stages and expects spirits to be on the shelves by April. There will be a board of directors and an advisory board, Hermann says, and investors are hoping to make back five to seven times their investment within a five-year timeframe.

Innovation, Support, Marketing

Entrepreneurial efforts rely on three components to be successful: innovation, which can come from any program within the university although perhaps most often from engineering, science and agricultural programs, which develop ideas for commercialization; private industry support; and the School of Business, which heads up marketing efforts. One of the newest additions to advance the university's entrepreneurship efforts is through UAA's Engineering Department, which recently completed the Rapid Prototype and Manufacturing (RPM) Lab at its School of Engineering. The lab includes computers, scanners, milling machines, a laser engraver and other manufacturing equipment, allowing students to build prototypes of surgical instruments, personalized joint replacements, model aircraft and vehicles, buildings, bridges and pipelines.

A special 3D printer also allows students to take computer-aided drawings to create 3D prototypes using the latest technology available for civil, computer, electrical or mechanical engineering assignments. The lab reduces the amount of time required to design and manufacture a new, patentable prototype from weeks or months to hours, says Grant Baker, associate dean of the School of Engineering. At the same time, the multiplier effect is very significant in terms of the economic impact: there is about five support staff for every engineer working on a project. Several designs show great potential for being patented and marketed and are in the process of being advanced through the university system, he says. A robotic hand, operated by remote control, can be used during surgery and other processes, and can also be used as a prosthetic. Also in the health care industry is a nonintrusive sensor used in dentistry to measure gum thickness. Rather than using a probe to measure pockets that may indicate periodontal disease, a sensor is run along the gum line. A spinal rod bender is another invention in the industry. Titanium rods are typically used to treat ailments such as curvature of the spine, by bending them to fit the patient's back during surgery. The university's invention is a one-handed device that allows physicians to bend the rod with one hand instead of two.

Alaska Research Potential

Engineering plays a critical role in the university's entrepreneurship efforts because prototypes that are patented through the school and marketed may be profitable for both the student and the university, while also adding prestige to the campus, Grant Baker says. In general, research is big business for higher learning institutions and Anchorage is especially well situated for these opportunities with about 100 companies and agencies within just a few miles of the university, allowing academics and industry to work in tandem. This is critical in advancing entrepreneurial efforts because receiving federal funding is contingent on also having partnerships with private industry in areas ranging from technology, to health care and alternative energy.



Photo by Grant Baker

UAA Mechanical Engineering student Andrew Cochran and the Baja competition vehicle entered into 2010 National Baja design competition shown at the biannual UAA Engineering Design Competition.

Currently, UAA alone brings in about $15 million a year in research funds. "There is no reason we cannot bloom that to $200 million a year from federal government and industry," he says, adding that the government has billions of dollars in research funding available. "Alaska's portion has been small, which is why there is such big potential."

Although the entrepreneurship efforts at the university are just beginning, Grant Baker says faculty and administration in the Engineering Department and the College of Business and Public Policy are committed to developing projects-based curriculum that apply theory to help develop projects that create an environment of innovation similar to a think tank.

"Although they are not massive projects, they all need engineers, which keeps a lot of high paying jobs and projects in the state," Grant Baker says.



ALASKA ECONOMIC TRENDS

FEBRUARY 2011

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& WORKFORCE DEVELOPMENT

Governor Sean Parnell
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The aurora borealis shimmers over Bear Lake near Eielson Air Force Base. Photo by Joshua Strang

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STEM occupations help grow Alaska's economy



By Commissioner Click Bishop

This month's Trends focuses on STEM occupations — those requiring specialized skills in science, technology, engineering, and math. The list is varied, from surveyors to engineers and auditors to computer programmers.

STEM jobs generate products and services that have become part of our everyday lives, such as airplanes, smart phones, CT scans, and — especially convenient in Alaska — remote starters for your favorite auto.

Workers in STEM jobs require more formal education — 75 percent require a bachelor's degree or higher. But STEM workers are also among the highest paid, averaging $73,000 a year while non-STEM workers average about $45,000.

In 2008, almost 25,000 of Alaska's nearly 322,000 jobs were STEM-related jobs. The Alaska Department of Labor and Workforce Development predicts that by 2018, we'll see more than 2,700 new STEM jobs and nearly 5,400 more openings as workers retire or change occupations.

Alaska Performance Scholarship

One way we're preparing Alaskans to fill these 8,000-plus projected vacancies is through an Alaska Performance Scholarship. This new program, approved by the Alaska Legislature, would invest in Alaska's students who are attending in-state university or vocational programs. Gov. Parnell has proposed a sustainable funding mechanism for the scholarship program based on recommendations from the Legislature's Joint Higher Education Scholarship Funding Task Force.

"The Alaska Performance Scholarship will lead to increased academic rigor in our high schools as students earn these scholarships," Parnell has said. "The scholarship helps a variety of students — those who seek career and technical training as well as university-level studies — to realize their dreams through their own hard work."

The graduating class of 2011 will be the first eligible for this opportunity.

Alaska Education Tax Credit

The Alaska Legislature expanded the Alaska Education Tax Credit to include more institutions and also for capital projects. The credit provides tax incentives and rewards for businesses that make contributions for vocational courses, programs, and facilities, including those offered at AVTEC: Alaska's Institute of Technology, the University of Alaska, some of Alaska's regional training centers, and Alaska's K-12 schools.

Companies that pay corporate, fisheries business, fisheries landing, insurance premium/title insurance premium, mining license, oil and gas production, and transportation or oil and gas property taxes are eligible.

Donors can receive a credit equal to 50 percent of contributions up to $100,000, and an additional 100 percent for donations between $100,000 and $300,000. Cash donations greater than $300,000 and up to $10 million earn tax credits of 50 percent, with a maximum Alaska state tax credit of $5 million.

In addition to the state tax credit, businesses may qualify for federal tax savings by making charitable cash donations. Business representatives should contact their tax consultants to determine the tax credit benefit of any donation.

Unemployment benefits

Also in this issue is a report on Alaska's unemployment insurance program. More than 63,000 claimants in 2009 received about $130 million in federal and state benefits, which were directly injected into Alaska's economy. This doesn't include the "trickle-down" effect of those dollars in our economy. The U.S. Department of Labor estimates that every dollar paid in UI benefits generates an additional 60 cents of local economic activity.

By ERIK STIMPFLE, Research Analyst; and TODD MOSHER, Economist

Science, Tech, Engineering, and Math

Knowledge-based workers in Alaska



Science and engineering are embedded into the fabric of our lives, from improving everyday activities to developing our economy.

Even during the coldest winter days, we remain warm in comfortably heated buildings and connected to the outside world by television, Internet, and cell phones. Science and technology operate behind the scenes, quietly and efficiently providing most of the comforts of modern living.

This article focuses on the state's scientists, engineers, surveyors, mathematicians, computer programmers, architects, and other workers who need highly specialized skills to do their jobs. These science, technology, engineering, and math occupations are collectively referred to as STEM occupations.

STEM workers' contributions to Alaska's economy are numerous. Geologists search for mineral deposits, and environmental scientists obtain permits before a new mine can operate. In the fishing industry, biologists research ways to raise king crab in hatcheries and determine how many salmon can be harvested each year while ensuring their return in the years ahead. These are just a few examples of STEM activities; science and technology are everywhere in Alaska's industries.

1 STEM Occupations

Categories and 2008 Alaska employment numbers

ARCHITECTS, SURVEYORS, AND CARTOGRAPHERS (1,554)	
Architects, Except Landscape and Naval (321)	Landscape Architects (<50)
Architectural and Civil Drafters (236)	Mechanical Drafters (<50)
Cartographers and Photogrammetrists (82)	Surveying and Mapping Technicians (187)
Drafters, All Other (154)	Surveyors (464)
Electrical and Electronics Drafters (53)	
BUSINESS AND FINANCE (4,212)	
Accountants and Auditors (1,860)	Financial Analysts (244)
Budget Analysts (226)	Financial Specialists, All Other (1,470)
Cost Estimators (138)	Logisticians (257)
Credit Analysts (<50)	
COMPUTER AND MATH SCIENCE (4,385)	
Actuaries (<50)	Database Administrators (121)
Computer and Information Scientists, Research (58)	Mathematical Scientists, All Other (<50)
Computer Programmers (680)	Mathematical Technicians (<50)
Computer Software Engineers, Applications (326)	Mathematicians (<50)
Computer Software Engineers, Systems Software (290)	Network and Computer Systems Administrators (541)
Computer Specialists, All Other (375)	Network Systems and Data Communications Analysts (191)
Computer Support Specialists (1,124)	Operations Research Analysts (139)
Computer Systems Analysts (465)	Statisticians (58)
ENGINEERS (6,145)	
Aerospace Engineering and Operations Technicians (<50)	Engineers, All Other (1,223)
Aerospace Engineers (71)	Environmental Engineering Technicians (249)
Agricultural Engineers (<50)	Environmental Engineers (247)
Biomedical Engineers (<50)	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors (226)
Chemical Engineers (<50)	Industrial Engineering Technicians (94)
Civil Engineering Technicians (449)	Industrial Engineers (83)
Civil Engineers (700)	Marine Engineers and Naval Architects (<50)
Computer Hardware Engineers (74)	Materials Engineers (<50)
Electrical and Electronic Engineering Technicians (310)	Mechanical Engineering Technicians (<50)
Electrical Engineers (282)	Mechanical Engineers (288)
Electro-Mechanical Technicians (100)	Mining and Geological Engineers, Including Mining Safety Engineers (150)
Electronics Engineers, Except Computer (234)	Nuclear Engineers (0)
Engineering Technicians, Except Drafters, All Other (678)	Petroleum Engineers (482)
LIFE AND PHYSICAL SCIENTISTS (4,739)	
Agricultural and Food Science Technicians (<50)	Foresters (*)
Animal Scientists (<50)	Geological and Petroleum Technicians (616)
Astronomers (<50)	Geoscientists, Except Hydrologists and Geographers (331)
Atmospheric and Space Scientists (86)	Hydrologists (<50)
Biochemists and Biophysicists (<50)	Life Scientists, All Other (<50)
Biological Scientists, All Other (194)	Life, Physical, and Social Science Technicians, All Other (327)
Biological Technicians (480)	
Forest and Conservation Technicians (*)	

(continued on the next page)

Defining the STEM workforce

Describing Alaska's STEM workforce is a challenge. There is no accepted national list of STEM occupations, and definitions vary depending on the source and the purpose of the research.

For this article, the Research and Analysis section of the Alaska Department of Labor and Workforce Development created a working definition for STEM occupations as a contribution to the ongoing discussion.

For an explanation of our criteria, refer to the methodology on page 12. Based on these criteria, we identified 135 STEM positions, 132 of which had employment in Alaska in 2008. (See Exhibit 1.)

We organized STEM occupations into eight broad categories: business and finance; computer and math science; architects, surveyors, and cartographers; engineers; social scientists; life and physical scientists; and postsecondary teachers. STEM occupations that did not fit into any of these categories were grouped into "all other."

Forecasted STEM openings

In 2008, Alaska had roughly 24,441 STEM-related jobs, and this number is projected to increase to 27,174 by 2018. (See Exhibit 2.)

An estimated 2,748 new STEM-related positions will be created during the forecast period, and an additional 5,376 will open as workers retire, change occupations, or leave the labor force. All together, more than 8,100 projected STEM openings will need to be filled.

In 2008, the highest STEM employment was in engineering, life and physical sciences, and computer and math science, in that order. (See Exhibits 2 and 3.) Occupations in these categories, as well as in business and finance, are each expected to generate more than 1,000 openings by 2018, and taken together will account for over 77 percent of STEM openings. Engineering-related occupations are expected to produce slightly more than 2,000 openings — the highest of any category.

STEM Occupations (continued) 1

Alaska, 2008

LIFE AND PHYSICAL SCIENTISTS (continued)	
Chemical Technicians (141)	Materials Scientists (<50)
Chemists (112)	Medical Scientists, Except Epidemiologists (<50)
Conservation Scientists (210)	Microbiologists (<50)
Environmental Science and Protection Technicians, Including Health (189)	Nuclear Technicians (0)
Environmental Scientists and Specialists, Including Health (595)	Physical Scientists, All Other (126)
Epidemiologists (<50)	Physicists (<50)
Food Scientists and Technologists (<50)	Soil and Plant Scientists (<50)
Forensic Science Technicians (<50)	Zoologists and Wildlife Biologists (635)

POSTSECONDARY TEACHERS (834)[1]	
Agricultural Sciences Teachers (*)	Engineering Teachers (*)
Anthropology and Archeology Teachers (*)	Environmental Science Teachers (*)
Architecture Teachers (*)	Forestry and Conservation Science Teachers (*)
Atmospheric, Earth, Marine, and Space Sciences (*)	Geography Teachers (*)
Biological Science Teachers (*)	Mathematical Science Teachers (*)
Chemistry Teachers (*)	Physics Teachers (*)
Computer Science Teachers (*)	Sociology Teachers (*)
Economics Teachers (*)	

SOCIAL SCIENTISTS (478)	
Anthropologists and Archeologists (<50)	Social Science Research Assistants (<50)
Economists (70)	Sociologists (<50)
Geographers (<50)	Survey Researchers (75)
Industrial-Organizational Psychologists (0)	Urban and Regional Planners (220)
Market Research Analysts (<50)	

ALL OTHER (2,094)	
Audio and Video Equipment Technicians (144)	Film and Video Editors (<50)
Audio-Visual Collections Specialists (<50)	Fire Inspectors and Investigators (<50)
Broadcast Technicians (75)	Graphic Designers (172)
Chemical Plant and System Operators (<50)	Multimedia Artists and Animators (<50)
Commercial and Industrial Designers (<50)	Museum Technicians and Conservators (53)
Computer and Information Systems Managers (397)	Natural Sciences Managers (264)
Construction and Building Inspectors (234)	Numerical Tool and Process Control Programmers (<50)
Desktop Publishers (<50)	Sales Engineers (<50)
Embalmers (<50)	Sound Engineering Technicians (<50)
Engineering Managers (426)	Statistical Assistants (54)
Farm, Ranch, and Other Agricultural Managers (<50)	Traffic Technicians (<50)
Farmers and Ranchers (<50)	

[1]There are no employment estimates for individual postsecondary teachers.
An asterisk (*) indicates suppressed data.
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Help wanted: Seeking skilled workers

Over the next ten years, STEM workers will be in demand for a range of occupations. Exhibit 4 lists the STEM occupations forecasted to generate the most job openings from growth and replacements.[1] Accountants and auditors top the list with about 580 total openings. STEM postsecondary teachers

[1]Growth openings are equal to the positive change in employment (i.e., new jobs). Replacement openings are vacancies left by workers who choose another occupation or exit the workforce.

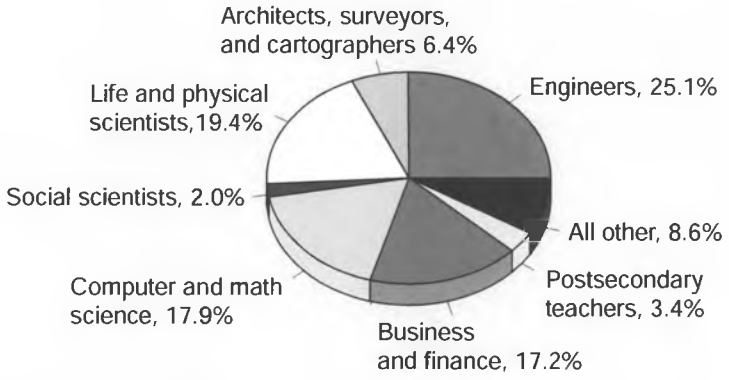
2 Projected STEM Employment by Category
Alaska, 2008 to 2018

	Employment			Openings, 2008 to 2018		
Occupational Categories	2008	2018	Percent change	Growth[1]	Replacement[2]	Total
Business and Finance	4,212	4,681	11.1%	469	763	1,232
Computer and Math Science	4,385	4,945	12.8%	560	607	1,167
Architects, Surveyors, and Cartographers	1,554	1,757	13.1%	203	520	723
Engineers	6,145	6,755	9.9%	610	1,430	2,040
Social Scientists	478	537	12.3%	59	160	219
Life and Physical Scientists	4,739	5,273	11.3%	535	1,244	1,779
Postsecondary Teachers	834	959	15.0%	125	208	333
All Other[2]	2,094	2,267	8.3%	187	444	631
Total for All STEM:	24,441	27,174	11.2%	2,748	5,376	8,124

[1]Growth openings are equal to the positive change in employment (i.e., new jobs).
[2]Replacement openings are vacancies left by workers who choose another occupation or exit the workforce.
Note: Data for individual occupations are at: http://labor.alaska.gov/research/occs/alaskaoccs/OccList.htm.
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

3 Makeup of STEM Employment[1]
Alaska, 2008

Total STEM Employment: 24,441



[1]Excludes self-employed workers, private household workers, most agricultural workers, fishermen, and others not covered by the state's unemployment insurance program.
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

are next, with estimated job vacancies of 300-plus.

Engineering-related occupations accounted for eight of the 30 occupations on the list. Civil and petroleum engineers are expected to generate more than 200 openings each, and both professions pay excellent annual wages. Openings for civil engineering technicians may exceed 160 positions, and these workers often train to become fully licensed engineers.

Seven computer science-related occupations made the list, and taken together they account for more than 1,000 job openings. Of this group, computer support specialists topped the list at more than 260 potential openings.

Education is essential

An estimated 95 percent of STEM workers need more than a high school diploma for their positions, compared to just 47 percent of non-STEM workers.[2] About 75 percent of STEM workers need a bachelor's or graduate degree, compared to only 20 percent of non-STEM workers. (See Exhibit 5.)

College degrees that prepare workers for STEM occupations require more math and science courses, and preparation for those classes begins in grade school.

Because an educated workforce is fundamental to STEM jobs, emphasis at the national level is on improving math and science education for students in kindergarten through 12th grade. This push includes getting kids interested in math and science careers as well as maximizing teacher and student performance.

Americans have known for some time that our high

[2]Based on O*NET surveys of occupation incumbent workers, applied to Alaska 2008 employment estimates.

school students lag behind other countries in math and science. Every three years, the Program for International Student Assessment reports test scores in math and science for 15-year-olds, and the 2009 results are not much different from previous years. In math, students in 17 of 33 countries performed better than Americans, and in science, 12 of 33 countries outranked the U.S.

One encouraging sign for Alaska is that more high school students are taking STEM-related courses at the University of Alaska. These dually enrolled students receive high school and college credits for attending college classes.

Between 2002 and 2010, the number of dually enrolled students in STEM-related classes increased from 35 to 417.[3] In 2010, there were 203 students enrolled in math and 101 students taking engineering technology courses. The remainder were enrolled in a variety of STEM-related disciplines such as computer science, biology, biomedical science, physical science, and natural resource management.

STEM jobs pay well

The average annual wage for STEM workers is $73,251 — almost $28,000 higher than for non-STEM workers. As in most professions, STEM occupations that require a higher level of education typically have more earning power.

Workers in STEM occupations earn higher average wages than their non-STEM counterparts at every level of education. (See Exhibit 6.) The difference is greatest at the lower levels of education attainment, where STEM-related technical certificates apparently trump general associate degrees and other certificates.

The wage gap between STEM and non-STEM occupations diminishes with higher levels of education. Still, on average, STEM jobs requir-

[3] Source: University of Alaska, Statewide Planning and Institutional Research

Highest Projected STEM Occupation Openings 4

Alaska, 2008 to 2018

Occupation	2008 Employment	Growth Openings[1]	Replacement Openings[2]	Total Openings
Accountants and Auditors	1,860	225	356	581
STEM Postsecondary Teachers	834	125	208	333
Zoologists and Wildlife Biologists	635	70	213	283
Computer Support Specialists	1,124	136	132	268
Surveyors	464	68	198	266
Geological and Petroleum Technicians	616	67	157	224
Petroleum Engineers	482	50	172	222
Civil Engineers	700	100	114	214
Environmental Scientists and Specialists, Including Health	595	82	107	189
Computer Programmers	680	15	154	169
Civil Engineering Technicians	449	63	104	167
Biological Technicians	480	60	79	139
Computer Systems Analysts	465	75	57	132
Network and Computer Systems Administrators	541	69	59	128
Engineering Managers	426	36	83	119
Urban and Regional Planners	220	27	86	113
Computer Software Engineers, Applications	326	64	48	112
Surveying and Mapping Technicians	187	28	83	111
Computer and Information Systems Managers	397	35	74	109
Computer Software Engineers, Systems Software	290	60	43	103
Mechanical Engineers	288	17	83	100
Geoscientists, Except Hydrologists/ Geographers	331	39	60	99
Architectural and Civil Drafters	236	24	72	96
Environmental Engineering Technicians	249	40	52	92
Mining and Geological Engineers, Including Mining Safety Engineers	150	30	62	92
Architects, Except Landscape and Naval	321	49	37	86
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	226	20	66	86
Electrical and Electronic Engineering Technicians	310	15	67	82
Conservation Scientists	210	21	61	82
Construction and Building Inspectors	234	26	53	79

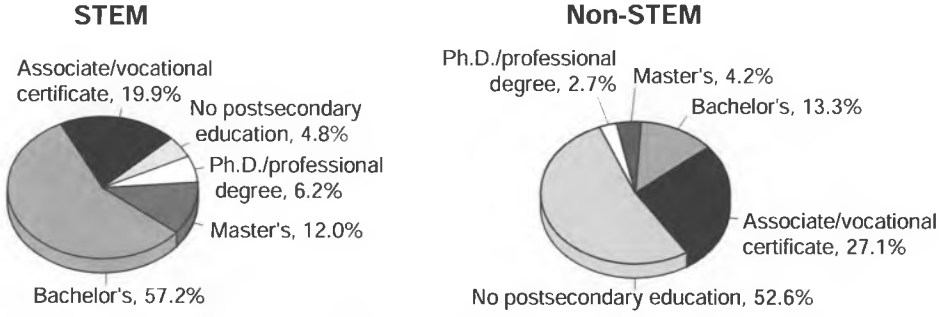
Note: Excludes residual ("all other") occupations.

[1]Growth openings are equal to the positive change in employment (i.e., new jobs).

[2]Replacement openings are vacancies left by workers who choose another occupation or exit the workforce.

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

5 Required Education Levels[1]
Alaska, 2008



[1]Based on required education data from O*NET database, weighted by employment.
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

6 Average Earnings by Education Level
All Alaska jobs, 2009

Education Level	STEM	Non-STEM	Difference
Associate degree, certificate, or some college	$63,192	$49,059	28.8%
Bachelor's degree	$75,499	$62,732	20.4%
Master's degree	$79,733	$70,731	12.7%
Doctorate or professional degree	$86,052	$82,751	4.0%

Note: Based on O*NET required education data and an employment weighted average of May 2009 OES wage estimates. Excludes residual ("all other") occupations.
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

7 Ten Highest-Paying STEM Jobs
Alaska, 2009

Occupation	Annual Wages
Petroleum Engineers	$154,500
Chemical Engineers	$125,820
Engineering Managers	$118,440
Materials Engineers	$108,180
Geoscientists, Except Hydrologists and Geographers	$104,410
Electrical Engineers	$100,250
Industrial Engineers	$98,790
Mechanical Engineers	$98,790
Mining and Geological Engineers, Including Mining Safety Engineers	$95,200
Natural Sciences Managers	$92,340

Note: Based on May 2009 OES wage estimates.
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

ing a bachelor's degree pay 20 percent more than those in non-STEM categories, and those needing a master's degree pay 13 percent more.

As a group, STEM postsecondary teachers had the highest wages, with an average salary of about $92,000. (See Exhibit 8.)

For individual occupations, petroleum engineers top the list with average earnings of $154,500, and eight of the ten highest paying occupations are engineering-related. (See Exhibit 7.)

Engineers typically earn a bachelor's degree and spend several years gaining on-the-job experience before they can take an exam to become fully licensed and start earning top-dollar wages.

An aging STEM workforce

There are relatively few young STEM workers. In 2008, only about 9 percent were under the age of 25 (see Exhibit 9), compared to 20 percent of non-STEM workers. This is likely because it takes time to obtain the necessary postsecondary education or training for STEM employment.

Alaska's STEM workforce is aging, and replacements will be needed as these workers retire. About 41 percent of Alaska's STEM workers were ages 45 to 64 in 2008, and many of these workers will retire in the near future. It will be a challenge to replace them, because these workers typically have many years of experience, education, knowledge, and skills built up over a career. However, the large number of aging workers also means continued opportunities for younger workers just starting their careers, provided they have the required education and training.

Most STEM workers are men

STEM workers in Alaska are predominately male, a long-time trend that mirrors the rest of the nation. Business and finance was the only category with significantly more women than men. (See Exhibit 10.) Social sciences had an almost even split of males and females. But in nearly every other category, there were significantly more men.

Engineering had the highest difference, with four males to every female.

However, data from the National Science Foundation suggest that the number of women choosing STEM careers is on the rise. Women made up 27 percent of the nation's science and engineering workforce in 2007, compared to only 12 percent in 1980.[4]

Despite the apparent gender gap in science and engineering, Alaska's women are closing the gap in some individual occupations.

Eight of the top 15 STEM occupations with the highest percentage of females require a background in science. (See Exhibit 11.) Four of those are in the environmental sciences. Conservation scientists are 52 percent female, followed by environmental technicians (48 percent), environmental scientists (47 percent), and environmental engineers (36 percent). In contrast, only 20 percent of engineers overall are women.

Finding qualified workers

Employers who can't find workers locally have to look outside the state. In 2008, about 16 percent of workers in STEM-related jobs were nonresidents, compared to 20 percent nonresidency for non-STEM positions.

Finding qualified Alaska residents is a challenge for employers in a variety of industries. Because most STEM workers need a bachelor's degree or higher, short-term training programs are less likely to provide a quick fix for any worker shortages.

Among STEM occupations, the life and physical sciences category had the highest percentage of nonresidents; about 23 percent of its workers were from outside the state. However, rates for individual occupations can vary widely.

For residency information for specific occupations, refer to the Alaska Occupations Web site, which provides data on more than 500 occupations.[5]

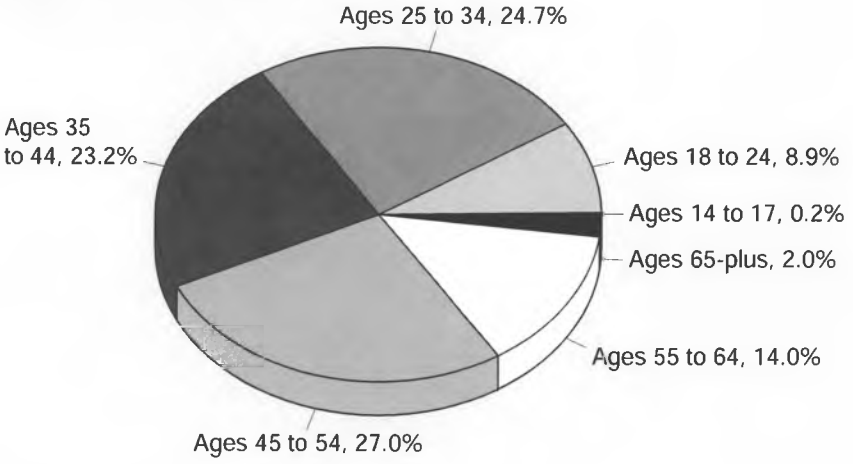
[4]Source: The National Science Foundation's Science and Engineering Indicators 2010 Report
[5]See http://labor.alaska.gov/research/occs/alaskaoccs/home.htm.

Average Wages by Category 8
All Alaska jobs, 2009

Occupational Category	STEM Wages	Non-STEM Wages
Postsecondary Teachers	$91,968	$71,259
Engineers	$89,053	*
Architects, Surveyors, and Cartographers	$69,335	*
Computer and Math Science	$66,853	*
Business and Finance	$65,046	$63,390
Life and Physical Scientists	$62,895	*
Social Scientists	$61,503	$70,863
All Other[1]	$78,266	$44,790

[1]For a list of occupations see Exhibit 1.
*All occupations in this category are STEM.
Note: Based on an employment weighted average of May 2009 OES wage estimates.
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

9 Age of STEM Workers
Alaska, 2008



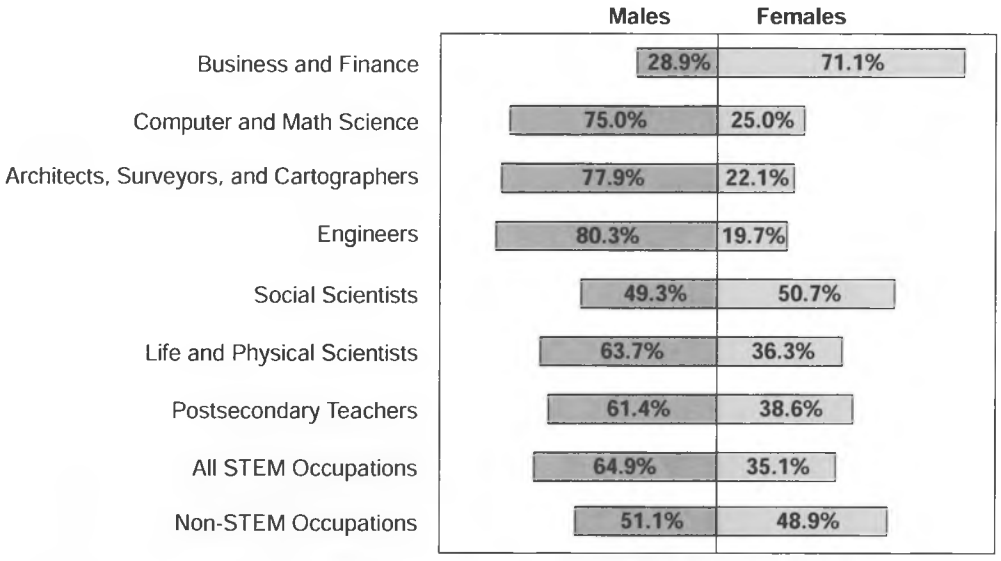
Note: Based on 2008 Alaska Permanent Fund Dividend data.
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

The national push for STEM

In 2007, Congress passed the America Competes Act, with the goals of promoting scientific research and development and helping the U.S. stay competitive. The act was partly in response to a 2007 federal report titled "Rising Above the Gathering Storm."

The report concluded that although the United

10 Gender Makeup of STEM Categories
Alaska, 2009



Note: Based on 2008 Alaska Permanent Fund Dividend data.
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

11 Highest Percentages of Women
Alaska STEM jobs, 2008

Occupation	Percent female
Budget Analysts	77.9%
Accountants and Auditors	72.7%
Graphic Designers	57.9%
Financial Analysts	54.7%
Conservation Scientists	51.7%
Environmental Science and Protection Technicians, Including Health	47.5%
Environmental Scientists and Specialists, Including Health	47.1%
Urban and Regional Planners	45.6%
Operations Research Analysts	45.5%
Natural Sciences Managers	44.2%
Biological Technicians	42.7%
Chemists	41.6%
STEM Postsecondary Teachers	38.6%
Environmental Engineers	35.5%
Database Administrators	35.4%

Note: Only includes occupations with 100 or more jobs. Excludes residual ("all other") occupations. Gender percentages are based on 2008 Alaska Permanent Fund Dividend data.
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

States was still among the world's leaders in scientific research, discovery, and innovation, it was in danger of losing its global technological edge.

The act increased funding for scientific research and development, promoted STEM-related education, and extended tax credits for companies engaged in scientific research.

In late December of 2010, the America Competes Act was reauthorized with bipartisan support and was signed into law on Jan. 4. The act includes research and development tax credits for private companies and more than $40 billion in funding for the National Science Foundation, the Department of Energy, and the National Institute of Standards and Technology.

The America Competes Act is just one example of U.S. efforts to promote STEM-related education. One of the largest is led by a nonprofit group called Change the Equation. This umbrella organization's 110 corporate partners have pledged millions of dollars worth of funding and in-kind contributions to promote STEM-related education.

Research dollars for Alaska

It is difficult to obtain data on the research expenditures of private companies, but information on government funding awarded to the University of Alaska is quantifiable and a good example of how these dollars filter into the state economy.

In 2009, the National Science Foundation awarded $40.5 million for research and $162.2 million for major research equipment to the University of Alaska Fairbanks.[6] Most of the equipment funding was for the construction of a new research vessel, the R/V Sikuliaq, which is scheduled to begin operations in 2014 and will port in Seward.

UAF will operate the 254-foot, $123 million ship, which will be owned by the National Science Foundation and is under construction in Marinette, Wisc. Scientists from Alaska and

[6]Source: The National Science Foundation's Budget Internet Information System, http://dellweb.bfa.nsf.gov/

around the world will have a new platform to study climate change, sea ice, fisheries, and sub-sea volcanic activity.

Research resembles an industry

Scott Goldsmith, an economics professor at the University of Alaska Anchorage, has studied the benefits of scientific research and development conducted by the university. He wrote that research is an economic enterprise comparable to mining, seafood, timber, or oil and gas.[7] Research brings money into Alaska and creates jobs.

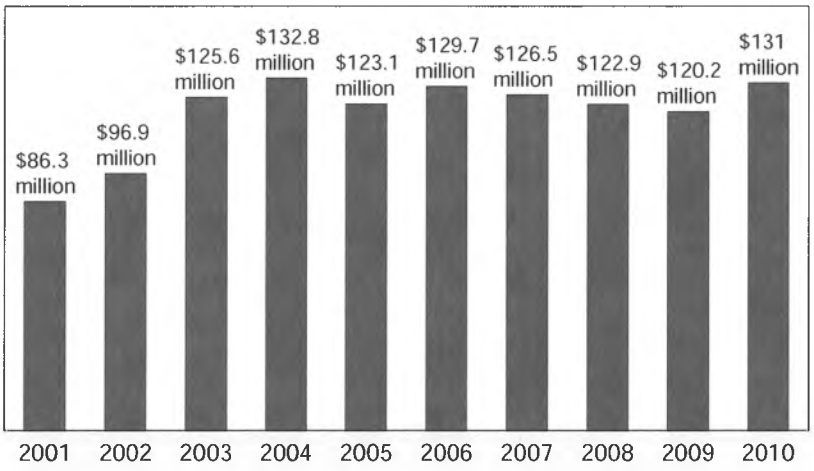
Goldsmith estimated that in 2006, university research money helped fund $52.6 million in payroll — or 1,292 jobs — within the university and an additional 1,100 jobs in Alaska's private sector, or $39.5 million in wages. Research expenditures have increased since these 2006 data.

Research dollars support more than just science. During fiscal year 2010, the University of Alaska spent $131 million on research-related activities. (See Exhibit 12.) These expenditures include wages for employees and the purchase of goods and services from local businesses. The university spends additional money when building new science labs, which provides jobs for construction workers.

Most of the university's research budget comes from nonstate funds. According to the University of Alaska in Review 2010 Report, the university system leveraged $5.70 in external funding for every dollar of state funding provided during fiscal year 2009.

A large portion of that funding came from the federal government, but private grants and donations also contributed significantly. During FY 2009, the federal government provided roughly 86 percent of the funding for UA research; private, local, and other sources funded 12 percent; and 2 percent came from state government.[8]

University Research Expenditures **12**
U of A, fiscal years 2001 to 2010



Note: Includes activities directly related to scientific and academic research, including capital expenditures.
Source: University of Alaska Statewide Planning and Institutional Research

STEM for Alaska's future

The contributions that engineers, scientists, and other STEM workers make to the state are multifaceted, as they solve problems and bolster the economy throughout Alaska's industries. As we move into the future, we need an educated and highly skilled STEM workforce to provide solutions for short-term and long-term challenges of life in Alaska.

[7]Source: Scott Goldsmith, "University of Alaska Research: An Economic Enterprise," UAA Institute of Social and Economic Research, http://iser.uaa.alaska.edu/Publications/ua_econent.pdf
[8]Percentages are based on data from Table 5.07 of the University of Alaska in Review 2010 Report.

SB 120

<TARGET><BILL>SB 120</BILL><SUBJECT>SB 120</SUBJECT><COMM>SEDC27</COMM></TARGET>

Alaska State Legislature

Senator Hollis French

SB 120 – 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 lays the foundation for success in school and in life.

SB 120, 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 program as an education option for families with children ages 0-5.

SB 120:

- 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 types of education. Parents as Teachers helps build a community of learning, and assists in early detecting of learning 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 SB 120, the Alaska Parents as Teachers Act.

Alaska State Legislature

Senator Hollis French

Sectional Analysis for SB 120
(27-LS0788\A)
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) requires school districts to offer space if needed and available in local facilities.

Subsection (c) directs the Department of Education and Early Development to develop local partnerships to implement Parents as Teachers.

Subsection (d) directs the Department to report on the program's effectiveness and participation rates on or before January 15, 2014.

Subsection (e) adds a 3-year sunset clause, to terminate the program on July 1, 2014.

Alaska State Legislature

Senator Hollis French

Sampling of Letters of Support for Alaska Parents as Teachers Act (SB 120)

- Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse
- Best Beginnings – statewide coordination
- Chugach School District – serving Chugach, Kuspuk, Bering Straits,Lake and Peninsula School Districts
- Association of Alaska School Boards
- Central Council Tlingit and Haida Indian Tribes of Alaska
- Thread, Alaska's Childcare Resource and Referral Network
- The Alaska State Development Network, Alaska Council of School Administrators
- Association for the Education of Young Children – statewide services
- Parents As Teachers – statewide services
- Dr. Norm Eck, Superintendant, Northwest Arctic Borough School District
- Southwest Region School District
- Emmonak Tribal Council
- Asa'carsarmiut Tribal Council – Mountain Village
- City of Mountain Village
- City of Napaskiak
- Z. John Williams School – Napaskiak
- Napaskiak Head Start
- Upstream Learning – Glennallen
- SeaView Community Services – Seward
- Kenny Lake School – Copper Center
- Native Village of Tanacross / Tanacross Village Council
- Tok Parents as Teachers
- Tukurngailnguq School – Stebbins
- Hydaburg Cooperative Association
- Kake City School District
- Hydaburg City School
- Emmonak School
- ThrivAlaska – Fairbanks
- Klawock School District
- Chevak Company Corporation

- Chevak Traditional Council
- Partnerships for Families and Children – Juneau
- Association for the Education of Young Children – Southeast Alaska
- Communities in Schools – Juneau
- Numerous families from Alaskan communities, including:

Anchorage	Kenny Lake	Marshall	Haines
Glennallen	Seward	Stebbins	Hydaburg
Kodiak	Mountain Village	Homer	Napaskaiak
Alakanuk	Tanacross	Hoonah	
Chevak	Tok	Emmonak	

Alaska State Legislature

Senator Hollis French

SB 120 – Alaska Parents as Teachers Act
List of Potential Witnesses

- Debi Baldwin, RurAL CAP
- Lynne Osheim, Director, Parents as Teachers, Hoonah
- Dr. Norm Eck, Superintendant, Northwest Arctic Borough School District
- Ric Davidge – Chairman, AK VET Foundation, Inc.

Parents as Teachers Alaska

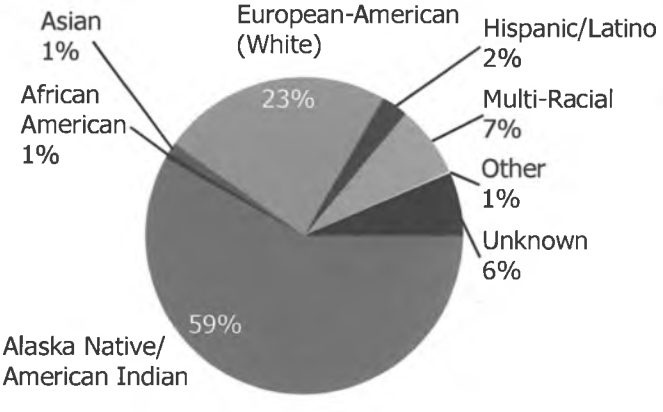
2010 FACT SHEET

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

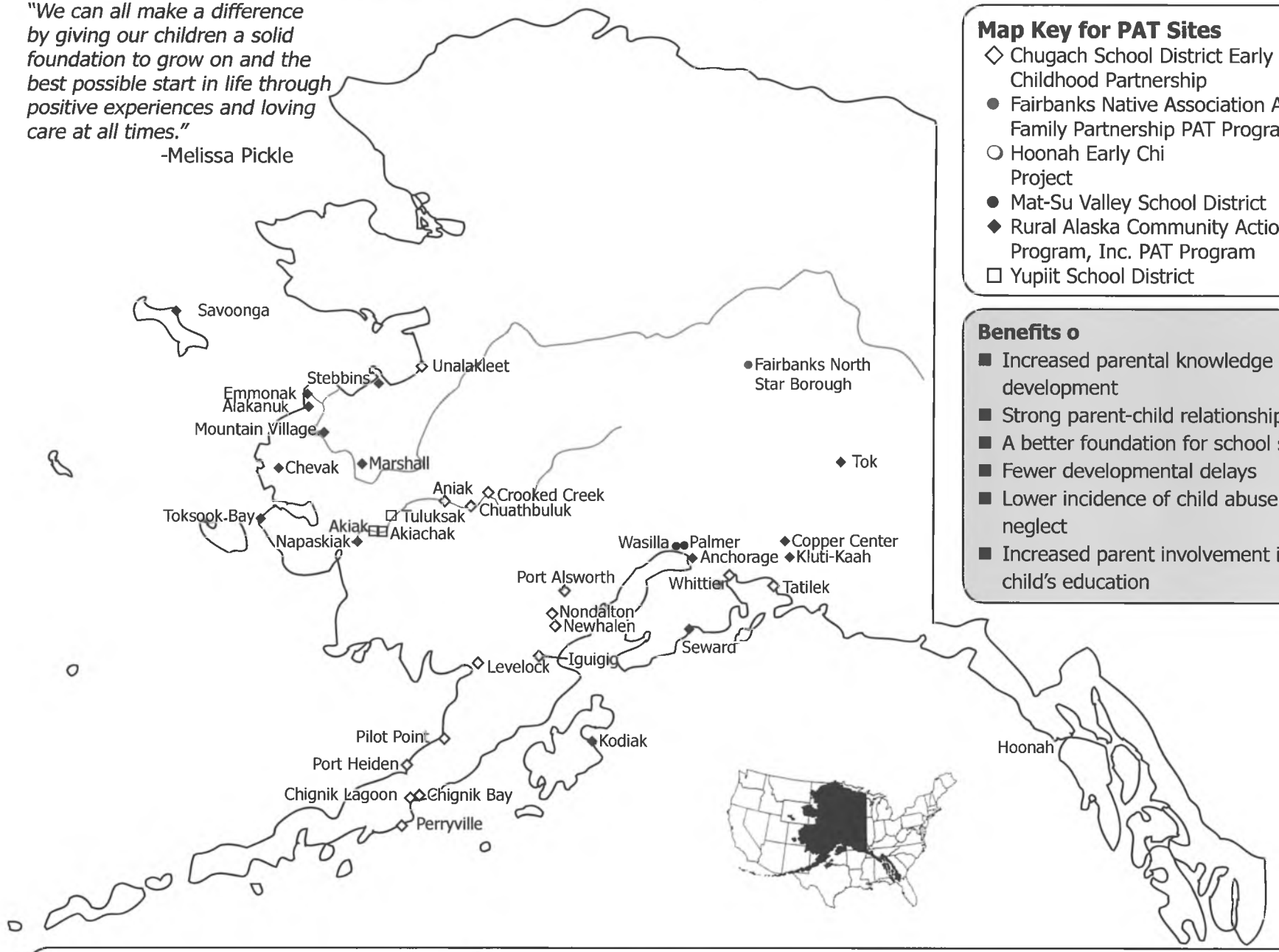
This information is provided by the PAT Alaska State Office. The PAT Alaska State Office is located within the Child Development Division of the Rural Alaska Community Action Program, Inc. and funded through the Alaska Parent Information and Resource Center. The role of the State Office is to plan and 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 Chi Project
- ● Mat-Su Valley School District
- ◆ Rural Alaska Community Action Program, Inc. PAT Program
- ☐ Yupiit School District

Benefits o

- 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

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™

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 (SB 120) is good for Alaska's military families

Passing SB 120 will greatly help our military families with the sacrifice and stress they face with frequent moves and deployment.

SB 120 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.)

Investing in Alaska's Young Children



Alaska Early Care and Learning: Public Policy Priorities for 2011

A coalition of early childhood experts and leading organizations with representation across the state agree on these next steps to move toward healthy children ready to succeed in school, and toward a healthy workforce and economy in our state. Young children do best when they are served by a statewide early childhood system that empowers families, links service providers, and engages communities on behalf of young children. These priorities are recommendations articulated in no particular order, to build a comprehensive approach in our early care and learning system.

Innovation, Accountability, and Statewide Coordination

Alaska needs effective programs that are implemented well, evaluated regularly, and improved continually.

Action for FY12	Background
Support local community efforts to address early care and learning priorities through Best Beginnings.	**Best Beginnings Local Partnerships:** Through Best Beginnings, increase support for community-based early childhood partnerships. With support from Best Beginnings, early childhood partnerships in 11 communities are working to improve coordination of programs and services, and promote better use of resources. All young children have the same basic needs. But their needs can be met in different ways, depending on a community's values, resources, interests, and culture. People in a community are in the best position to identify what children in their town or region need and how to fill the gaps. Funding for Best Beginnings leverages funding from the private sector and helps support the public-private partnership working to create and sustain a comprehensive statewide early childhood system.

Early Literacy and Family Engagement

Helping parents establish and maintain healthy, strong bonds with their children right from the start is an effective and cost-efficient way to reduce later costs such as unemployment, corrections, and remedial education.

Action for FY12	Background
Fund Home Visiting through Parents As Teachers (PAT)	**Home Visiting:** Fund statewide coordination and increase access to Parents As Teachers (PAT). PAT is an established home visiting program in communities throughout Alaska. Families involved in PAT programs increase their knowledge of child development, improve parenting practices, promote early literacy experiences, provide early detection of developmental delays and health issues, and increase children's school readiness and success.
Increase enrollment of eligible children in the Imagination Library (IL)	**Best Beginnings: Imagination Library Early Literacy and Family Engagement:** Through Best Beginnings, increase statewide support for Imagination Library, which mails a new book each month to Alaska children from birth to age 5. Best Beginnings leverages public and private dollars to match locally-generated funds and provide technical assistance to local Imagination Libraries. Research shows children who begin school without some basic literacy skills by the time they enter school are three to four times more likely to drop out in later years. Evaluation of this program in Alaska says children are read to more and are more enthusiastic about books and reading.

continued...

Access to Quality Early Care and Learning Programs

Over 62% of children under age 6 in Alaska (43,000) have all the adults in the workforce, yet there are only spaces for 18,357 in recognized child care programs. Over half of children are in unknown care.

Action for FY12	Background
Reinstate thread ROOTS Awards (Retaining Our Outstanding Teachers)	**Professional Development and Retention of Early Educators**: Provide funding to **thread**, Alaska's Child Care Resource and Referral Network, to reinstate the ROOTS (Retaining Our Outstanding Teachers) Awards to recognize and incentivize people working in licensed child care programs with credentials in early education. Teachers and caregivers are the leading indicator of quality in early childhood programs. It is difficult for individuals working full-time and earning low wages to afford the cost of education. In addition, due to low wages and lack of recognition, the teacher turnover rate in Alaska in early care and education programs is approximately 46%. By providing these incentives, the early care and education field would be able to recruit and retain a more qualified and stable workforce.
Increase thread support for parents seeking child care for children with special needs through the AK IN! program	**Inclusion of Children with special needs in child care:** Fund **thread**, to increase support for parents seeking child care for children with special needs, and to increase the ability of child care programs to offer appropriate services through the existing Alaska IN! program. Accommodations are assessed to qualify for a supplement to child care assistance rates. Additional funding is needed to provide case management, on-site consultation, and to provide supplements for children served by the Office of Children's Services, who are currently not covered under the program.
Increase State of Alaska Investment in Head Start	**Head Start:** Head Start programs in Alaska have a long and successful history of providing at-risk children and families the tools and support necessary to promote school readiness. Programs operate in communities across the state and face various challenges. Rural and remote programs typically encounter challenges with facility upkeep and increased operational costs, programs in more populated areas cannot keep up with growing waiting lists and the need for increased services, and all programs struggle to meet unfunded federal professional development mandates and deadlines. By increasing investment in Head Start we will continue to make progress in decreasing waiting lists and increasing school readiness efforts.

Access to Health Care

Action for FY12	Background
Increase income eligibility guidelines for Denali Kid Care	**Denali Kid Care (DKC):** Increase the income eligibility guidelines for DKC from 175% to a minimum of 200% of Alaska's federal poverty level (FPL). This change would restore eligibility to 1,300 children. Children with access to preventative health care and developmental screenings have better outcomes for health and learning abilities throughout their lives.

"Early childhood education is the driver of better outcomes and returns in secondary and higher education, health and economic development."
-James Heckman, Nobel Laureate Economist, University of Chicago

Alaska AEYC — www.akaeyc.org

BEST BEGINNINGS
Alaska's Early Childhood Investment — www.bestbeginningsalaska.org

Alaska Head Start Association — Parents · Staff · Directors · Friends — Support Brings Success — www.akheadstart.org

AILPA — www.threadalaska.org

thread

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

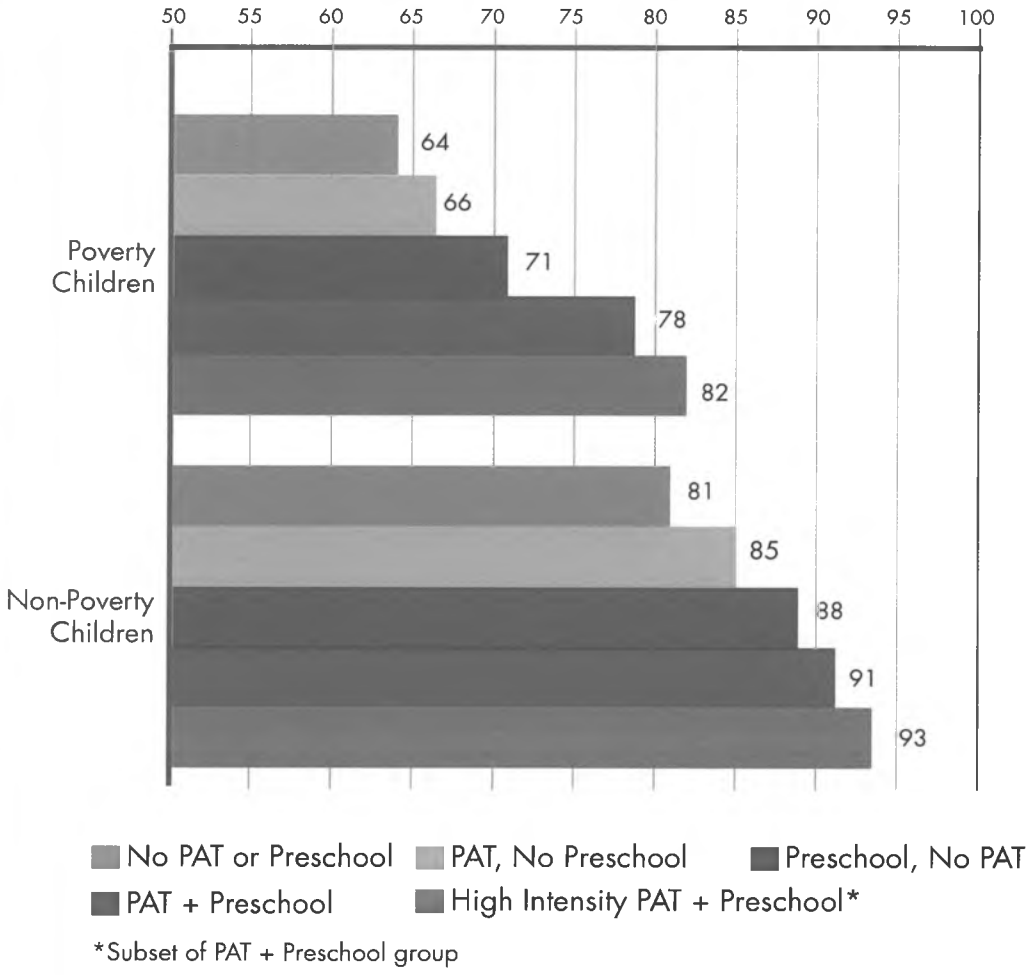
Children's preparation for kindergarten was assessed by their kindergarten teachers using a 65-item School Entry Profile. The School Entry Profile reflects areas of performance and skills appropriate to kindergarten entry that are observable within the first six to eight weeks of school. Teachers used 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.

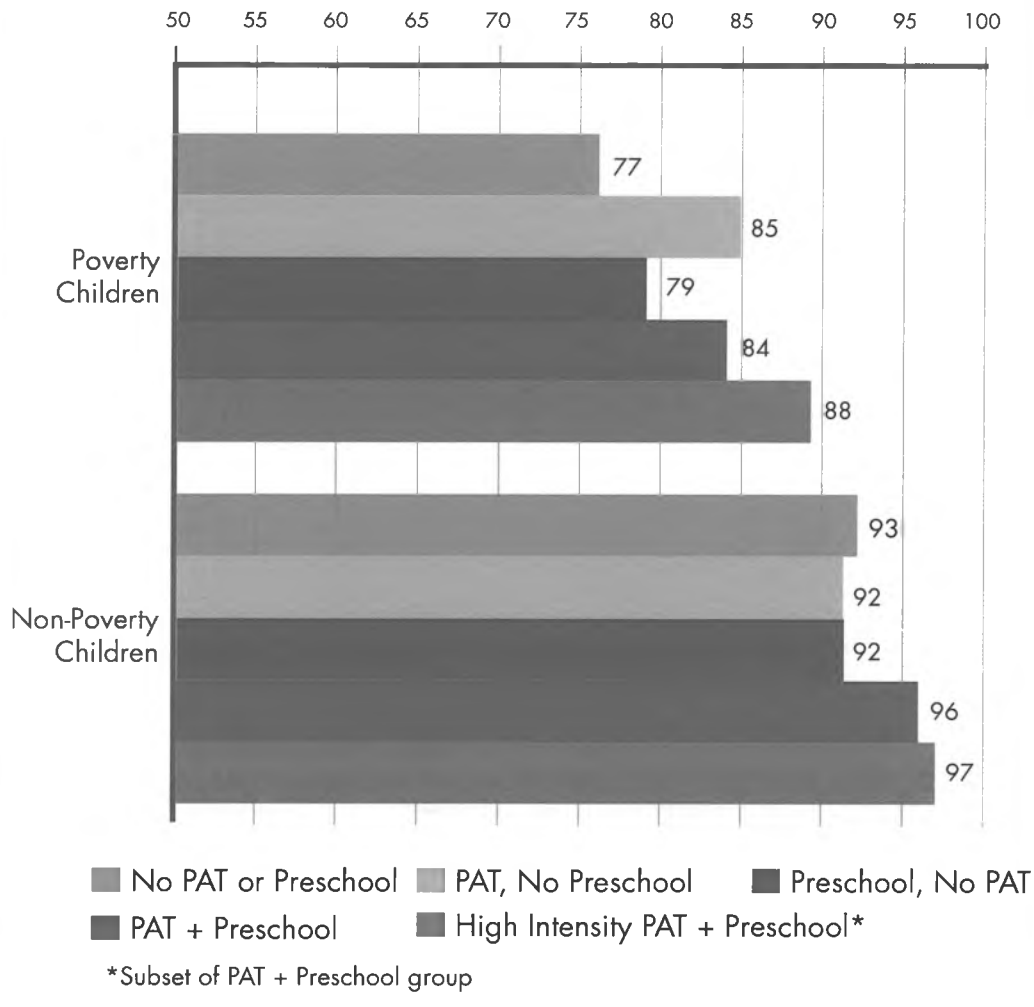
The figures show the impact of Parents as Teachers (PAT) and preschool participation on children's school readiness and later success. For this study, children assessed as "not ready" for kindergarten scored one standard deviation below the average entering kindergartner. Children scoring at the lowest 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 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%).

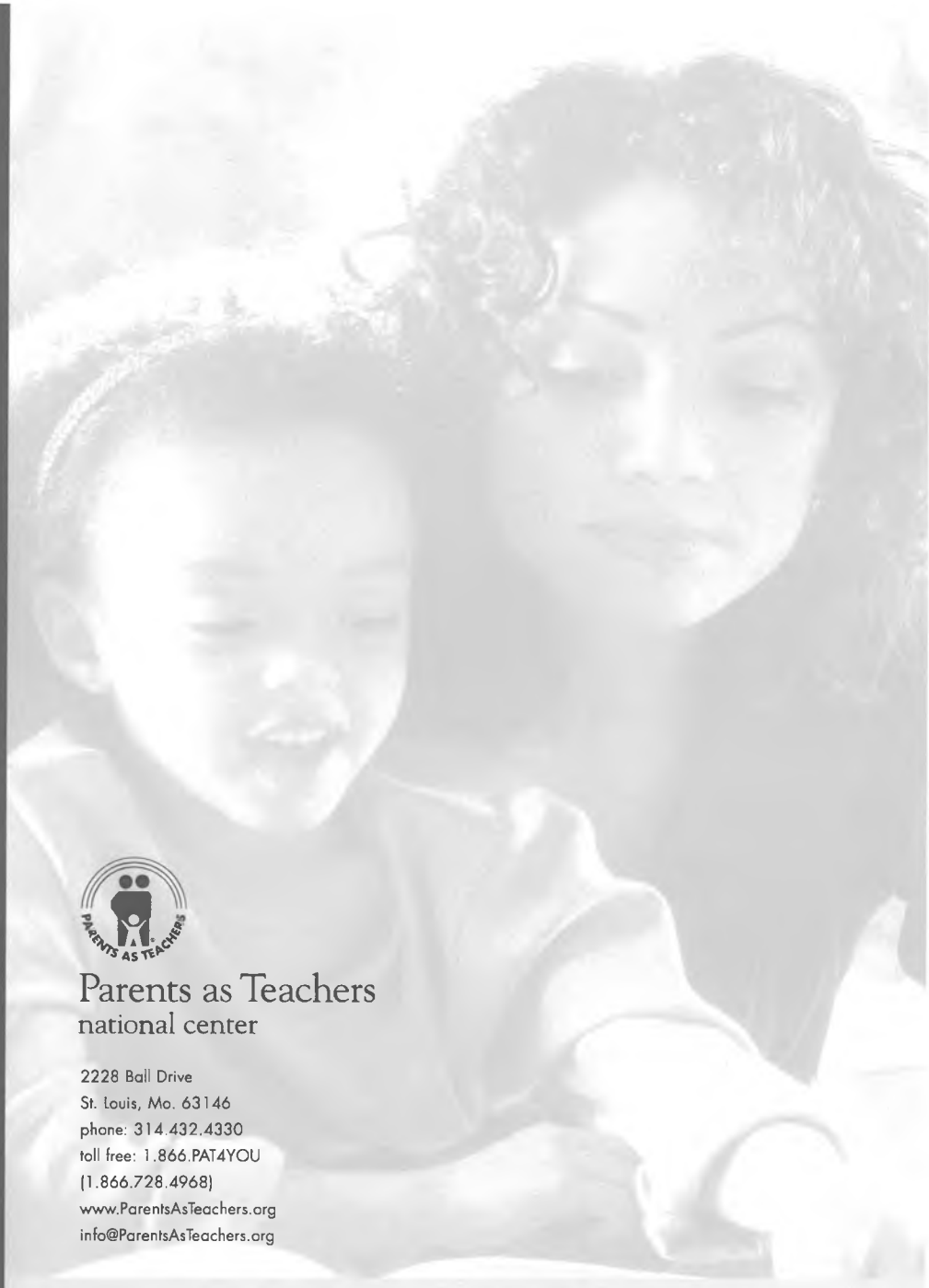
The concept for Parents as Teachers was developed in the 1970s when Missouri educators noted that children were beginning kindergarten with varying levels of learning readiness. With funding from the Missouri Department of Elementary and Secondary Education and the Danforth Foundation, Parents as Teachers 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.

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



Parents as Teachers
national center

2228 Ball Drive
St. Louis, Mo. 63146
phone: 314.432.4330
toll free: 1.866.PAT4YOU
(1.866.728.4968)
www.ParentsAsTeachers.org
info@ParentsAsTeachers.org

Funding

This research was supported by a grant to Parents as Teachers National Center from the Ewing Marion Kauffman Foundation. We thank the Missouri Department of Elementary and Secondary Education for authorizing the study and providing the services of the Offices of Social and Economic Data Analysis to match the School Entry files with the MAP files.

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.

Meeting Script – Wednesday, February 29 – SB 6, SB 120

CHAIRMAN THOMAS

The Senate Education Committee meeting is called to order.

Today is Wednesday, February 29th, and the time is 8:00 a.m. In attendance are:

- Co-Chair Meyer
- Vice-Chair Davis
- Senator Stevens
- Senator French
- and myself, Senator Thomas.

We have a quorum to conduct business.

Welcome, everyone. First, is there any business to come before the committee before we begin? Seeing none…we'll go ahead and get started.

We have two items of business before us today; SB 6, a Pre-K bill sponsored by Senator Davis and Senator French. We heard this bill on Monday, and still have some questions regarding the fiscal note and any impact the bill might have on the Moore settlement.

On Monday we moved to adopt the CS, and I objected for the purposes of discussion. In order for us to get an updated fiscal note, the committee must adopt the CS. This does not mean we are moving it out of committee [yet]. But in order to get updated fiscal information, we have to adopt the Committee Substitute.

At this time I will remove my objection to adopting Committee Substitute for SB 6, version 27-LS0058\I.

Is there any further objection? Seeing none, Committee Substitute for SB 6, version 27-LS0058\I, is adopted.

SENATOR THOMAS: First we will take up an amendment, suggested to us by the department. My aide will pass out the amendment to the members. Do we have a motion to adopt the amendment? Senator Meyer?

SENATOR MEYER: I move that we adopt the Amendment to the Committee Substitute for SB 6, version 27-LS0058\I.

SENATOR THOMAS: I object for purposes of discussion. I will call on Deputy Commissioner Morse to come up and explain the amendment.

{DEPUTY COMMISSIONER MORSE PRESENTS THE AMENDMENT}

SENATOR THOMAS: I remove my objection, Are there any other objections? Seeing none, the amendment to the Committee Substitute for SB 6, version 27-LS0058\I is adopted.

We also had some questions as to how SB 6 might affect the Moore settlement. Deputy Commissioner Morse, would you please come up, put yourself on the record, and tell us about how SB 6 relates to the Moore settlement and give us any information you might have about the fiscal note.

{QUESTIONS}

SENATOR THOMAS: We also had a question from Senator Stevens about data from the crime summit and the economic savings from Pre-K education. I understand Senator French has some more information for us. Senator French?

{SENATOR FRENCH}

Are there any more questions about the bill? If not, then Senator Meyer, would you like to make a motion?

SENATOR MEYER: Mr. Chair, I will make a motion that we move the Committee Substitute for Senate Bill 6, version 27-LS0058\I, as amended, to the next committee of referral, with individual recommendations and forthcoming fiscal note.

SENATOR THOMAS: Seeing no objection, the bill passes.
Our next order of business is SB 120, **Senator French's** Parents As Teachers bill. This bill was introduced by Senator French at the end of the last session. Since then, there have been some changes to the bill, and we will be looking at a Committee Substitute. Senator Meyer?

SENATOR MEYER: Mr. Chair, I move that we adopt the Committee Substitute for Senate Bill 120, version 27-LS0788\M.

SENATOR THOMAS: I object for the purposes of discussion. Senator French, we turn the meeting over to you. Will you and your assistant Lila Hobbes please introduce the bill.

{SENATOR FRENCH AND LILA PRESENT THE BILL}

Thank you. Are there any questions for Ms. Hobbes or Senator French?

{QUESTIONS}

SENATOR THOMAS: I understand that you have invited Debbi Baldwin from RuralCap to present testimony for us today. Ms. Baldwin, please come up, and put yourself on the record and commence with your testimony.

{DEBBI BALDWIN}

SENATOR THOMAS: Do we have any questions for Ms. Baldwin? Senator Meyer?

IF TIME ALLOWS: We will now open the bill up to public testimony. (We have some people online, and some here in Juneau.)

Please put yourself on the record by stating your name and your affiliation.

{WHEN TIME RUNS OUT}

Thank you for your testimony. We are at the end of the hour. We will continue hearing public testimony on Friday. I am sorry if we did not get to you today.

IF TIME IS SHORT: We will continue hearing this bill by opening up public testimony on Friday.

Our next meeting will be on Friday, March 2nd at 8:00 a.m., **here in the Beltz Room.** We will finish SB 120 and start hearing SB 197, Excellence in Schools.

With that, if there's nothing else to come before the committee, we are adjourned.

Alaska State Legislature

Senator Hollis French

SB 120 – Early Childhood Education: Parents as Teachers

Sponsor Statement

Education begins at home, and parents are a child's first and most important teachers. Engaging families in understanding the way their child's brain develops and how to create the best possible learning environment for their child is extremely beneficial. Encouraging parental involvement and fostering strong parent-child interactions before a child starts school creates positive outcomes that are long-lasting.

As a home visiting program, Parents as Teachers (PAT) is designed to provide education services to newborns and continue until the child reaches the age of five. The services offered 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 needed. PAT began in Alaska in 1995 when it was first implemented in Hoonah. Now, PAT operates in 47 communities around the state. It is a proven, successful program serving over 900 children in 2011.

Research from both the PAT National Center and state office indicate a multitude of benefits from participation in the program that range from short to long term. By age three, children who have been enrolled in PAT are more advanced in language and problem solving, scoring higher on kindergarten readiness tests. In addition, children who have participated in PAT also score higher on standardized reading, math, and language tests from first through fourth grade. Those students also presented a higher likelihood to graduate from high school. Participants in early childhood programs such as PAT show reduced criminal and delinquent behavior and need for public assistance, while also exhibiting greater employment rates.

Fostering positive learning experiences during the critical years of a child's brain development produces lifelong results. PAT is a voluntary program, empowering parents with the knowledge and resources to help their children develop into capable, successful students. I urge your support of this legislation.

Changes to CSSB 120: Parents as Teachers

Section	SB 120	CSSB 182 (EDC)
1	No Change	No Change
2	(d) On or before January 15, 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 performance of participants and nonparticipants. (e) The program established under this section terminates on July 1, 2014.	(d) On or before January 15, 2015, 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 performance of participants and nonparticipants. (e) The program established under this section terminates on July 1, 2015.

27-LS0788\M
Mischel
2/21/12

CS FOR SENATE BILL NO. 120( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATORS FRENCH, Hoffman, Thomas, Stevens

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; and

(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.

(b) A school district shall, to the extent space is needed and available, provide for the use of a room in a school at no charge to support the program established under this section.

(c) The department may develop and enter into local partnerships to implement the program established under this section.

(d) On or before January 15, 2015, 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 performance of participants and nonparticipants.

(e) The program established under this section terminates on July 1, 2015.

(f) In this section, "department" means the Department of Education and Early Development.

Alaska State Legislature

Senator Hollis French

SB 120 – Early Childhood Education: Parents as Teachers

Sectional Analysis

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) requires school districts to offer space if needed and available in local facilities.

Subsection (c) directs the Department of Education and Early Development to develop local partnerships to implement Parents as Teachers.

Subsection (d) directs the Department to report on the program's effectiveness and participation rates on or before January 15, 2015.

Subsection (e) adds a 3-year sunset clause, to terminate the program on July 1, 2015.

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **SB120**
Fiscal Note Number
Publish Date

Identifier (file name) SB120-EED-TLS-12-7-11
Title "An Act establishing in the Department of Education & Early Development a voluntary parent and early..."
Sponsor Senators French, Hoffman, Thomas, Stevens
Requester Senate 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.

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services	109.8		109.8				
Travel	20.0		20.0				
Services	8.5		8.5				
Commodities	2.5		2.5				
Capital Outlay							
Grants, Benefits	3,760.0		3,760.0				
Miscellaneous							
TOTAL OPERATING	**3,900.8**	**0.0**	**3,900.8**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	3,900.8		3,900.8				
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**3,900.8**	**0.0**	**3,900.8**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time	**1.0**		1				
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 Start up. This fiscal note does not reflect changes beyond the current version of the legislation with an FY14 sunset.

Prepared by Cynthia Curran, Director — Phone 465-2857
Division Teaching & Learning Support — Date/Time 12/7/2011 2:28pm
Approved by Mike Hanley — Date 12/7/2011
Commissioner

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. SB120

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 at the end of FY2014.

Alaska State Legislature

Senator Hollis French

SB 120 – Early Childhood Education: Parents as Teachers

Sampling of Letters of Support

- Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse
- Best Beginnings – statewide coordination
- Chugach School District
- Association of Alaska School Boards
- Central Council Tlingit and Haida Indian Tribes of Alaska
- Thread, Alaska's Childcare Resource and Referral Network
- The Alaska State Development Network, Alaska Council of School Administrators
- Association for the Education of Young Children – statewide services
- Parents As Teachers – statewide services
- Dr. Norm Eck, Superintendant, Northwest Arctic Borough School District
- Southwest Region School District
- Emmonak Tribal Council
- Asa'carsarmiut Tribal Council – Mountain Village
- City of Mountain Village
- City of Napaskiak
- Z. John Williams School – Napaskiak
- Napaskiak Head Start
- Upstream Learning – Glennallen
- SeaView Community Services – Seward
- Kenny Lake School – Copper Center
- Native Village of Tanacross / Tanacross Village Council
- Tok Parents as Teachers
- Tukurngailnguq School – Stebbins
- Hydaburg Cooperative Association
- Kake City School District
- Hydaburg City School
- Emmonak School
- ThrivAlaska – Fairbanks
- Klawock School District

- Chevak Company Corporation
- Chevak Traditional Council
- Partnerships for Families and Children – Juneau
- Association for the Education of Young Children – Southeast Alaska
- Communities in Schools – Juneau
- Numerous families from Alaskan communities, including:

Anchorage	Kenny Lake	Marshall	Haines
Glennallen	Seward	Stebbins	Hydaburg
Kodiak	Mountain Village	Homer	Napaskaiak
Alakanuk	Tanacross	Hoonah	
Chevak	Tok	Emmonak	

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

February 24, 2012

Senator French
Alaska State Legislature
State Capitol Building
Juneau, AK 99801

Dear Senator French:

I'm writing on behalf of the Alaska Staff Development Network, in support of establishing state funding and coordination for Parents As Teachers programs.

The Alaska Staff Development Network provides professional development for more than 4,000 educators across the state annually. One 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 programs such as Parent As Teachers to ensure more children are ready to succeed by the time they enter school.

Sincerely,

J. Kelly Tonsmeire, Director



BEST BEGINNINGS

Alaska's Early Childhood Investment

February 22, 2012

The Honorable Hollis French
State Senate
Alaska State Capitol
Juneau, Alaska 99801

Dear Senator French:

I am pleased to write in support of SB120 currently under consideration.

Best Beginnings' vision is that all Alaska children begin school ready to succeed. While it may seem easy and efficient to develop a one-size-fits-all program, in reality we need a variety of high quality programs and learning experiences for young children in our state.

A large and growing body of research provides increasing evidence of three related tenets: (1) brain growth and development occur at an astonishing pace in young children; (2) nurturing and brain stimulation during those years have a profound impact on how children fare in school; and, (3) a child's readiness for school is a powerful determinant of how he will do later in life.

Parents and other concerned community members are in the best position to identify problems, design solutions, and improve coordination to meet local needs. Personal visiting programs such as Parents as Teachers can be a critical component of a menu of services offered to assist parents in preparing their children to be ready to succeed in school and in life.

Best Beginnings has been working with a variety of partners at the state and local level to develop a comprehensive and integrated early childhood system. There is a definite need for personal visiting in this kind of coordinated system.

Please let me know if I can provide any additional information. Thank you.

Sincerely,

Abbe Hensley

Abbe Hensley
Executive Director

3350 Commercial Drive, Suite 104A • Anchorage, Alaska 99501
t. 907.297.3300 • f. 907.297.3304 • BestBeginningsAlaska.org

Best Beginnings is a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed.

Alaska AEYC

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.

February 15, 2012

Senator French
Alaska State Capitol
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 provide the information, support, and encouragement parents need to increase their knowledge of child development, 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 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.
- 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 Public Policy Chair



The Honorable Hollis French
Alaska State Senate
State Capitol, Room 417
Juneau, AK. 99801

February 15, 2012

Dear Senator French,

AASB members have long 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 Senate Bill 120 and would encourage the Alaska Legislature to enact and fund this important legislation.

Sincerely,

Carl Rose
Executive Director

thread connecting early care & education to alaska

February 15, 2012

Senator French
Alaska State Legislature

Dear Senator French,

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.

With support from Best Beginnings and the Alaska Children's Trust, we are piloting a small program of 20 parents in Juneau this year. The response from participating families has been overwhelmingly positive. It is appreciated by military families, single parents, first time parents, and two parents adjusting to the sometimes stressful job of parenting.

This evidence based program is well suited to delivery through Early Head Start programs, Infant Learning programs, child care programs, and in collaboration with elementary schools. In rural communities it may be the only early learning support available. In larger communities it helps reduce the isolation and connects parents to a positive social support system.

We appreciate your continued support in working toward this highly effective approach to strengthen families and promote kindergarten readiness.

Joy Lyon, M.A.
Executive Director



Southeast Alaska | 3100 Channel Drive, Suite 215, Juneau, AK 99801 | www.threadalaska.org | 907.789.1235 | 888.785.1235

thread connecting early care & education to alaska

February 24, 2012

Dear Senator Hollis French,

I am writing this letter in support of SB 120, which will expand support and resources for the Parents as Teachers home visiting program. This legislation makes it possible for parents and families to receive the necessary supports needed to ensure their child's healthy development. Home visiting programs and support for families with young children addresses a critical need throughout Alaska.

As the Child Care Resource and Referral Network in Alaska, thread works to strengthen early care and education. Specifically, we work with parents to assist them in finding early care and education programs; we provide training to early care and education professionals to help prepare them for their work with children; and we work with the community to develop resources for the industry. This work enables us to keep a pulse on the needs and issues families are facing. Over the past several years we have seen an increase in families' struggling to meet basic needs for their family including necessary resources to support their child's healthy development. Senate Bill 120 would be a positive step toward meeting the needs of young children and ensuring that Alaska's families can find and access the services they need.

Several studies have demonstrated the long-term implications to high quality early learning, including home visiting programming. Specifically, 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. Investment in early childhood and family supports is critical as we now know through brain development research that brain development that occurs in the first six years of life, especially between birth and three years of age, is the most extensive and the most important that occurs in our lifetime. This time in life is when the brain is being developed and hardwired for future learning.

thread supports parents as their child's first and most important teacher. We know parents are the most influential people in their children's lives and that is why we support Senate Bill 120 and investments in Parents as Teachers. If we want to develop a healthy and productive society in our state, we must support parents of young children and invest in them. It is without reservation that I recommend the adoption of Senate Bill 120. Please feel free to contact me if you have further questions or if you would like additional comments. Thank you for considering this important legislation that will help support families and children throughout Alaska.

Sincerely,

Stephanie Berglund

Stephanie Berglund, MSW
CEO of thread, Alaska's Child Care Resource and Referral Network
907-265-3101
sberglund@threadalaska.org

Parents as Teachers Alaska

2011 FACT SHEET

Parents as Teachers State Office

RurAL CAP

AKPIRC
Alaska Parent Information and Resource Center

Parents as Teachers (PAT) is a parent education and family support program serving families throughout pregnancy until their child enters Kindergarten, usually age 5. Families enrolled in PAT programs receive personal visits, parent-child group meetings, screening, and resource referrals.



Destini works on problem solving and fine motor skills in this family activity in Stebbins, Alaska.
Photo by Patricia Henry, Family Visitor

2011 HIGHLIGHTS

Client Services:

- 928 children served
- 738 families served
- 50 prenatal women served
- 25 teen parents served
- 41 communities served
- 6,433 personalized home visits
- 799 children received developmental screenings with 71 found to need further evaluation
- 667 parent-child group meetings
- 274 families linked to other services

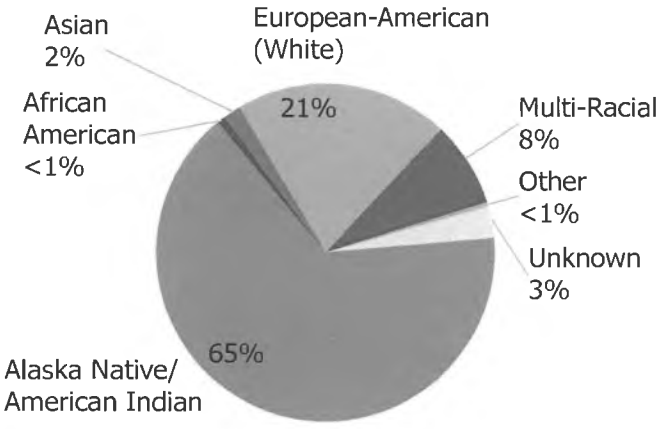
Professional Development:

- Trained and certified 94 Parent Educators in the PAT Foundation Model
- Trained and certified 40 Parent Educators/ Program Administrators in the PAT Model Implementation
- Trained and certified 27 Parent Educators in the 3 Years to Kindergarten Curriculum
- 542 participants from 47 communities attended PAT workshops/training institutes

Percentages of Enrolled Children by Agency/ Organization:

- 50% school districts
- 50% non-profit organizations

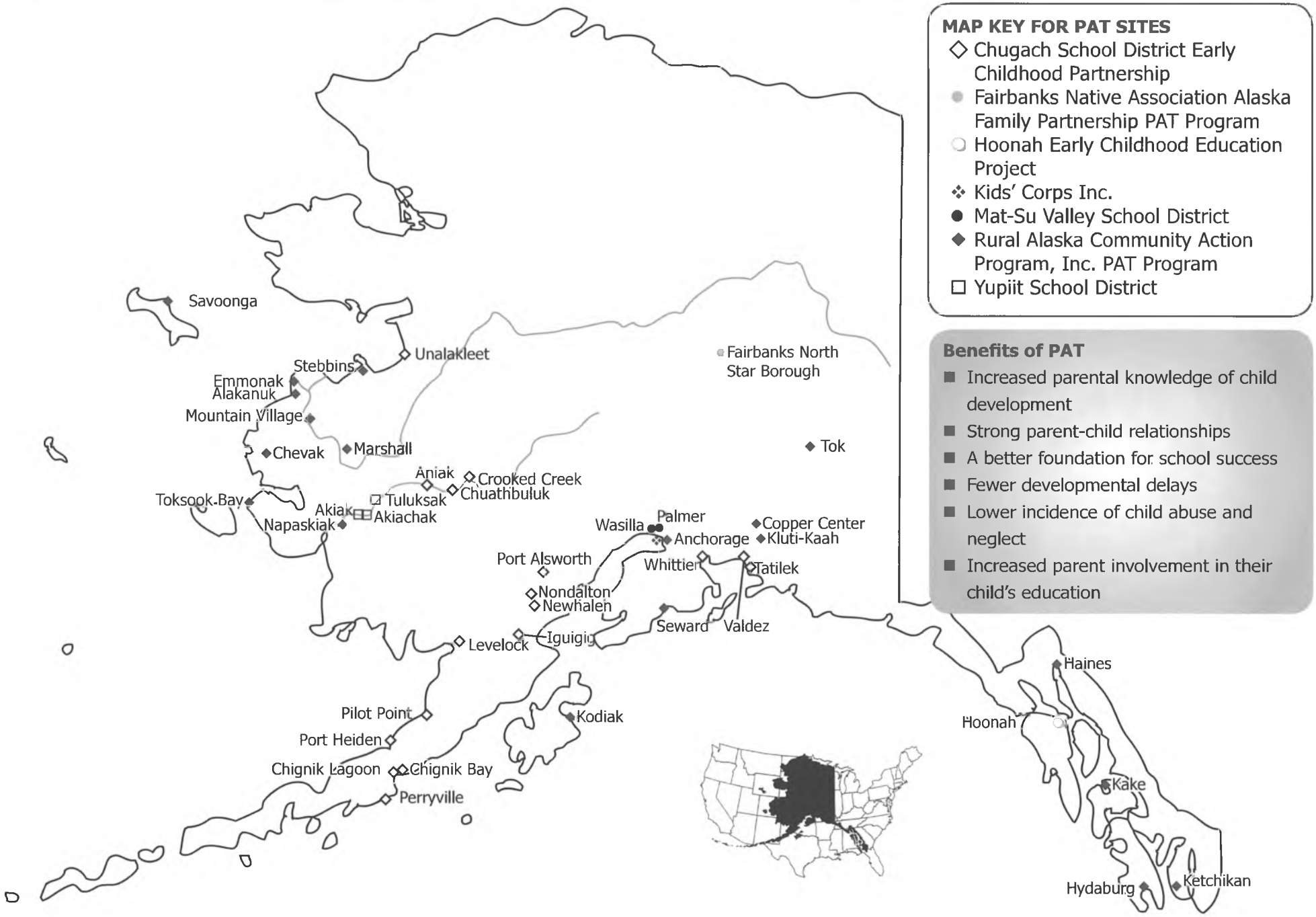
ETHNICITY OF CHILDREN SERVED



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

2011 Parents as Teachers Communities in Alaska



Parents as Teachers
State Office

Parents as Teachers Timeline

1981 – Parents as Teachers begins as a pilot project for first time parents of newborns in Missouri.

1985 – Missouri Legislature provides state funding to implement Parents as Teachers programs in all Missouri school districts.

1995 – Hoonah City School District implements the first Parents as Teachers program in Alaska.

1998 – Fairbanks Native Association begins its Alaska Family Partnership Parents as Teachers program and establishes the first Parents as Teachers Alaska State Office.

1999 – Rural Alaska Community Action Program, Inc. in partnership with the University of Alaska Anchorage establishes the Project Northern Lights/Parents as Teachers program serving 27 families.

2004 – The Parents as Teachers Alaska State Office closes due to lack of funding.

2006 – Rural Alaska Community Action Program, Inc. reestablishes the Parents as Teachers Alaska State Office.

2007 – Seven agencies and school districts operate Parents as Teachers programs serving 818 in 32 communities statewide.

2008 – Ten agencies and school districts operate Parents as Teachers programs serving 963 children in 46 communities statewide.

2009 – Six agencies and school districts operate Parents as Teachers programs serving 948 children in 39 communities statewide.

2010 – The Alaska State Legislature establishes $300,000 for funding Parents as Teachers programs in Alaska. Six agencies and school districts operate Parents as Teachers programs serving 967 children in 42 communities statewide.

2011 – Seven agencies and school districts operate Parents as Teachers programs serving 928 children in 43 communities statewide. One school district's federal funding for Parents as Teachers ends resulting in the discontinuation of Parents as Teachers services in 14 communities. Funding for Parents as Teachers Alaska State Office reduced to 10 hours per week.

2012 – Eight agencies and school districts operate Parents as Teachers programs in 31 communities.

Document created by Rural Alaska Community Action Program, Inc. February, 2012.

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 (SB 120) is good for Alaska's military families

Passing SB 120 will greatly help our military families with the sacrifice and stress they face with frequent moves and deployment.

SB 120 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.)

Parents as Teachers™

FACT SHEET

WHY INVEST IN PARENTS AS TEACHERS?

An evidence-based home visiting approach builds strong families and promotes positive parent-child interaction so children are healthy, safe and ready to learn.

Few investments have the rate of return of early childhood programs. Investing in children, starting with the earliest years, produces significant long-term impacts for individuals and communities.[1] Children who participate in early education programs receive immediate benefits from improved kindergarten readiness and long-term benefits from school success, better employment, and reduced delinquent and criminal behavior.[2]

What experts say: An independent cost-benefit analysis

A 2004 study conducted by the Washington State Institute for Public Policy titled "Benefits and Costs of Prevention and Early Intervention Programs for Youth"[3] found that:

> Parents as Teachers realized an **$800** per child return on investment for communities (**$4,300 in benefits** of the program minus costs over 2.5 years).

> Parents as Teachers had the largest benefit per dollar of cost (**$1.23**) of all reviewed pre-kindergarten education programs for children up to age 3.

The difference

Home visiting is critical to high-quality preschool programs. Parents as Teachers curriculum are often selected by preschool programs as the resource on home visiting to support their early childhood services.

Parents as Teachers is designed to:

1. **Enhance parent knowledge of child development and improve parenting practices.**
   - Most brain development occurs in the first few years of life and parents

(continued)

Every year 4 million children are born in the United States; if each of these children participated in Parents as Teachers, more than $17 billion in benefits could be realized.[12,13]

[1] Cunha, F., Heckman, J., (2007) Conference Presentation., research funded by Partnership for America's Success
[2] Washington State Institute for Public Policy, 2004 report. http://www.wsipp.wa.gov/pub.asp?docid=04-07-3901
[3] Washington State Institute for Public Policy, 2004 Report http://www.wsipp.wa.gov/pub.asp?docid=04-07-3901 and U.S. Census data
[4] Pfannenstiel, J. Lambson, T. and Yarnell, V. (1996). Second Wave Study of the Parents as Teachers Program
[5] Drazen, S.M. & Haust, M. (1994). *Preventing Special Education Costs via Early Intervention.* Paper presented at the Annual Meeting of the American Education Finance Association, Nashville, TN. Savings of over $97,000 was reported for the 1993-1994 school year in a program which served 43 children in Binghamton, NY.
[6] Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement.* Unpublished report prepared for Parents as Teachers National Center. PAT participation related to higher kindergarten readiness for children with special needs. Early identification of special services for minority children helped reduce the minority gap in school-aged special education placement. Since special education costs are more than double that of regular education, PAT services provide considerable educational savings.
[7] U.S. Department of Education Office of Special Education and Rehabilitative Services, A New Era: Revitalizing Special Education for Children and Their Families. Washington, DC, 2002. http://www.ed.gov/inits/commissionsboards/whspecialeducation/ reports/images/Pres_Rep.pdf
[8] Parents as Teachers 09-10 Annual Program Report
[9] Child Welfare Information Gateway, http://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm
[10] Snow, C.E., Burns, M., and Griffin, P., (1998) Preventing reading difficulties in young children
[11] Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement.* Unpublished report prepared for Parents as Teachers National Center. PAT participation related to higher kindergarten readiness for children with special needs. Early identification of special services for minority children helped reduce the minority gap in school-aged special education placement. Since special education costs are more than double that of regular education, PAT services provide considerable educational savings.
[12] U.S. Dept of Education Office of Special Education and Rehabilitative Services, A New Era: Revitalizing Special Education for Children and Their Families. http://www.ed.gov/inits/commissionsboards/whspecialeducation/
[13] Annie E. Casey Foundation, Kids Count 2004 data www.kidscount.org

Our vision is that all children will learn, grow and develop to realize their full potential.

FACT SHEET
(continued)

are the most important influence on children during this critical period.

- Parents who participated in Parents as Teachers were more involved in their child's school, increasing the chances of long-term academic success.[4]

2. **Increase early detection of developmental delays and health issues.**
   - Parents as Teachers detects delays and refers children to appropriate resources for early intervention which results in long-term savings.[5,6]
     - Annual special education costs per student = **$8,080**[7]
     - Annual cost for non-special education student = **$4,394**
   - In the 2009-2010 program year, Parents as Teachers parent educators identified thousands of delays:[8]
     - 3,000 social emotional problems
     - 2,400 vision problems
     - 2,600 physical delays and health problems
     - 3,400 hearing problems
     - 18,000 developmental delays
   - Nearly 10,000 children with developmental delays received access to specialized follow-up services.
3. **Promote safe and healthy relationships to prevent child abuse and neglect.**
   - Children who are safe, healthy and ready to learn are able to achieve success in school. Children who have been abused and neglected have higher rates of juvenile delinquency, teen pregnancy, school failure, alcohol use and psychiatric illness.[9]
   - Parents as Teachers equips families with the information and tools necessary to provide a healthy and safe home using five protective factors to strengthen families: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and children's social and emotional development.
4. **Improve school readiness and school success.**
   - 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 achieve success in life.[10]
   - Parents as Teachers, combined with preschool, narrows the achievement gap between low-income and more affluent students both at kindergarten entry and at third grade.[11]

Our vision is that all children will learn, grow and develop to realize their full potential.

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 4/6/11

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 3/2/12

Education Committee considered SENATE BILL NO. 120

SB 120-EARLY CHILDHOOD ED: PARENTS AS TEACHERS

"An Act establishing in the Department of Education and Early Development a voluntary parent and early childhood education program for pre-elementary aged children."

and recommends:

[ ] be **replaced** with **CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ SCS/CS- Forthcoming _____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____Letter of Intent

[ ] further referral to _____Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
Fiscal Info Forthcoming				

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
B Davis	Davis	✓			
	Stoltz	✓			
	French	✓			
	Meyer	✓			
CHAIR:	Thomas	✓			

CS FOR SENATE BILL NO. 120(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATORS FRENCH, Hoffman, Thomas, Stevens

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;

Book 586 1515 6451

(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; and

(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.

(b) A school district shall, to the extent space is needed and available, provide for the use of a room in a school at no charge to support the program established under this section.

(c) The department may develop and enter into local partnerships to implement the program established under this section.

(d) On or before January 15, 2015, 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 performance of participants and nonparticipants.

(e) The program established under this section terminates on July 1, 2015.

(f) In this section, "department" means the Department of Education and Early Development.

27-LS0788\A.1
Mischel
2/21/12

AMENDMENT

OFFERED IN THE SENATE BY SENATOR FRENCH

TO: SB 120

Page 2, line 19:

Delete "2014"

Insert "2015"

Page 2, line 23:

Delete "2014"

Insert "2015"

Senator Hollis French

Capitol Room 417
465-3892
465-6595 fax

MEMORANDUM

Date: April 15, 2011

To: Senators Meyer & Thomas
Co-Chairs, Senate Education Committee

From: Senator Hollis French HSF

RE: Hearing Request

I respectfully request a hearing for SB 120 – Early Childhood Education: Parents as Teachers. I understand that the Senate Education Committee is no longer hearing bills this session, but I would like to add this bill to the queue for next session.

Included in this packet is a sponsor statement, a copy of the bill, a sectional analysis, sampling of letters of support, a list of potential witnesses, and support material. No audio/visual equipment will be necessary for a bill hearing.

If you have any questions about this legislation, please contact Lila Hobbs in my office at 465-3892.

I appreciate your consideration.



need to be. Being a military family means that we move often and otherwise, might fall through the cracks."



"As a first time mother, I'm finding out that knowledge is power. Having the support and additional information about things to do with him helps me to be a more confident parent.'



"Being first time parents, PAT has really helped us to know what is going on with his development and understand why he's doing stuff. Now we know what is coming next and learn new techniques for helping him. It is nice that the home visits are personalized to our needs and one on one."



"The visits are convenient and comfortable- we don't have to be in a big hurry or rush to be somewhere on time. Also, it can be hard to meet people in Juneau and the Group Connection meetings have been great for meeting other people with young children."



"The visit teaches, reinforces and truthfully, sets aside a time to learn as a parent. Parents are so busy that I can't imagine finding the time to research certain topics. It reinforces it more when someone is coming to the house to learn about your child."



"Parents as Teachers has been a rewarding program for us as first-time parents. It reassures us about the development of our baby and prepares us for what comes next, teaches us ways to interact with the baby that matches her development, and provides a supportive community."



"My first child was in the PAT program when he was a baby and it's neat to see the differences in the program and to learn new techniques."

AEYC-SEA

BEST BEGINNINGS

Alaska's Early Childhood Investment

PARENTS AS TEACHERS

SB 137

<TARGET><BILL>SB 137</BILL><SUBJECT>SB 137</SUBJECT><COMM>SEDC27</COMM></TARGET>

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/17/12

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: _____

Education Committee considered SENATE BILL NO. 137

SB 137-SUICIDE AWARENESS & PREVENTION TRAINING

"An Act requiring suicide awareness and prevention training for certain school personnel."

and recommends:

[ ] be **replaced** with **CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____Letter of Intent

[ ] further referral to _____Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED	✓			

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	Stowell	X			
	DAVIS	X			
CO-CHAIR:	Meyer	X			
CO-CHAIR:	Thomas	✓			

Meeting Script – Monday, January 23 – SB 137

CHAIRMAN MEYER

The Senate Education Committee meeting is called to order.

Today is Monday, January 23, and the time is 8:00 a.m. In attendance are:

- Co-Chair Thomas
- Senator Davis
- Senator Stevens
- Senator French
- and myself, Senator Meyer.

We have a quorum to conduct business.

Welcome everyone! This is the first meeting of the Senate Education Committee, for the 2nd Session of the 27th Alaska Legislature.

As a short recap, last session we heard a total of 9 bills -- 8 of which we moved out of committee. We held ONE of the bills, Senator Davis' and Senator French's prekindergarten school programs bill (SB 6). In future hearings this session, we will take up the subject of early childhood education, at which time the committee will have an opportunity to revisit SB 6. Also, we will have a presentation on this subject on Wednesday in a joint hearing with the House Education Committee.

So, with that said, today the committee will hear SENATE BILL 137, Senator Davis' SUICIDE AWARENESS AND PREVENTION bill. Our general practice has been to hear a bill during one meeting, and hold it over and move it out of committee at a following meeting. HOWEVER, this is a pretty straightforward piece of legislation, and so our intention, or HOPE, is to move this bill out today, and on to its next committee of referral.

Senator Davis, would you like to introduce your legislation?

{Senator Davis, she'll request Tom Obermeyer come forward}

Mr. Obermeyer, please put yourself on the record and go ahead with the introduction of SENATE BILL 137.

Are there any comments, questions, discussion amongst committee members?

{Committee Questions}

Any further comments, questions, discussion? Seeing none, we will now open up the meeting for public testimony.

Signed up in the audience we have _____. Do you care to testify on SB 137 today? *(Might be on the list for questions only)*

Please come forward, put yourself on the record and proceed with your testimony.

{Audience Testimony}

Thank you. Are there any questions or comments from committee members? **Senator Thomas**?

{Committee Questions}

Are there any further questions from committee members? Seeing none, we'll go to the folks online; we have _____. Do you care to testify on SB 137?

Please put yourself on the record and proceed.

{Teleconference Testimony}

Thank you. Are there any questions or comments from committee members? **Senator Thomas**?

{Committee Questions}

Thank you. Is there anyone else wishing to testify?

Seeing no one else, we will **close public testimony** and allow the committee an opportunity to discuss the bill.

{Committee Questions/Comments/Discussion}

Is there any other discussion? Comments? Questions?

What is the will of the committee? **Senator Thomas**?

SENATOR THOMAS

Mr. Chair, I move that we move SB 137 from committee with individual recommendations and attached fiscal note.

SENATOR MEYER

Seeing no objection, SB 137 is moved from committee.

Our next meeting will be Wednesday, January 25th at 8:00 a.m., **in room 124 of the Capitol (Ramona Barnes Committee Room).** This is a JOINT MEETING with the HOUSE EDUCATION COMMITTEE. We will be hearing from the **Alaska Early Childhood Coordinating Council**, the group that was formed last year to look at the various early childhood education programs throughout the state, and will be reporting their findings to us. The Senate Committee will adjourn at 9:00 a.m. as usual, *however* we are invited to stay throughout the remainder of the House's committee meeting.

With that, we are adjourned at _____ a.m.

TESTIMONY 1/23/2012

ORGANIZATIONS

- CLARK FLATT, PRESIDENT/CEO/FOUNDER – THE JASON FOUNDATION (TENNISEE)
- ANN SCHAAK *(shack)*, LCSW, JASON FOUNDATION/NORTH STAR BEHAVIORAL HEALTH (ANCHORAGE)
- JAMES BIELA *(bee-ella)*, AMERICAN FOUNDATION FOR SUICIDE PREVENTION (LOWER KUSKOKWIM SD)
- SHARON STRUTZ-NORTON *(struts-norton)*, RN, AK SUICIDE PREVENTION COUNCIL, AMERICAN FOUNDATION FOR SUICIDE PREVENTION (HOMER)
- WILLIAM MARTIN, CHAIRMAN, STATEWIDE SUICIDE PREVENTION COUNCIL
- KATE BURKHART (birk-hart), EXECUTIVE DIRECTOR, STATEWIDE SUICIDE PREVENTION COUNCIL

ADMINISTRATION

- LES MORSE, DEPUTY DIRECTOR, DEPT. OF EDUCATION
- COMMISSIONER HANLEY, DEPT. OF EDUCATION
- ELIZABETH NUDELMAN, FINANCE, DEPT. OF EDUCATION
- DIANE CASTO, DEPT. HEALTH & SOCIAL SERVICES

SB 169

<TARGET><BILL>SB 169</BILL><SUBJECT>SB 169</SUBJECT><COMM>SEDC27</COMM></TARGET>

27-LS1169\B
Mischel
1/27/12

CS FOR SENATE BILL NO. 169( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): THE SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act providing for education funding for distance delivery courses offered by a school district."

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

*** Section 1.** 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)**, the number obtained for distance delivery courses under AS 14.17.422,** 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.

* **Sec. 2.** AS 14.17 is amended by adding a new section to read:

Sec. 14.17.422. Distance delivery funding. (a) As a component of public school funding, a district is eligible for distance delivery funding in the amount obtained by multiplying a factor of 0.5 by the number of students who enroll in one or more courses by distance delivery if

(1) the course is part of the core academic curriculum required for eligibility for a scholarship under AS 14.43.820 and the district did not provide the course at a school in the district;

(2) the district provides the course to the student only by distance delivery; and

(3) an accredited public postsecondary institution located in the state provides the course.

(b) In this section, "distance delivery" means an online course that is taught in a central location and simultaneously relayed by technologic means to one or more distant locations.

ALASKA STATE SENATE

SEN. KEVIN MEYER
Alaska State Capitol
Juneau, Alaska 99801
Room 103
Phone: 907-465-4945
Fax: 907-465-3476



SEN. JOE THOMAS
Alaska State Capitol
Juneau, Alaska 99801
Room 514
Phone: 907-465-2327
Fax: 907-465-5241

SENATE EDUCATION COMMITTEE

Senators Kevin Meyer & Joe Thomas, Co-Chairs

stevens: cost
On site: District pays?
variability for payment

Senate Bill 169

When the Alaska Performance Scholarship was established in 2010, 81 schools and seven districts were not able to offer the courses needed for students to qualify for the scholarship. All were smaller schools in rural districts. Sixty-three schools did not offer the full complement of science courses, and 32 schools did not offer the full complement of math courses. (Sixteen of these overlap, leaving a total of 81.)

Some students in these schools are able to take courses by distance delivery. While distance delivery is not an optimal way to take a math or science course, the quality of offerings is improving. There are a variety of options and styles of coursework available both privately and through the Department of Education and Early Development.

One option is for students to take dual-credit courses. In a dual-credit course, the student receives high school and college credit. When they come to college, they will already have some course credits.

Studies have shown that students who pass dual credit-courses tend to do better in post-secondary education than those with no dual credits. According to one researcher, "dual enrollment fosters more positive attitudes towards earning post-secondary degrees in students who did not previously hold these attitudes; dual enrollment participation greatly improves students' propensity to persist in college; and this persistence in turn improved greatly dual enrollment students' likelihood and odds to graduate from college with bachelor's or graduate level degrees." (*The Impact of Dual and Articulated Credit on College Readiness and Total Credit Hours in Four Selected Community Colleges* by Johyun Kim)

Senate Bill 169 provides funding for students without access to the coursework required for the Alaska Performance Scholarship to take courses from Alaskan post-secondary institutions that offer dual credit programs.

Currently students have to pay full university prices to take dual-credit courses. The least expensive course is $430, but most courses will run between $580 and $870, not including fees which can be up to $500. Often there is a travel component so the student can do labs, which can be as much as $1000. This is prohibitive for many students. SB 169 levels the playing field so that all Alaskan students can compete for the Alaska Performance Scholarship regardless of geography or family financial limitations.

We urge you to support SB 171, and vote for its passage.

Proposed Changes

(1) the course is part of the core academic curriculum required for eligibility for a scholarship under AS 14.43.820;
(2) the district has not provided the required course on site for at least the previous two years to the student; and
(3) no other courses offered on site by the district will satisfy the curriculum requirement;
(4) an accredited public postsecondary institution located in the state provides the course.

(b) In this section, "distance delivery" means an online course that is taught in a central location and simultaneously relayed by technologic means to one or more distant locations.

Murray Richmond

From: Daniel Solie <djsolie@alaska.edu>
Sent: Tuesday, January 31, 2012 2:01 PM
To: Murray Richmond
Cc: Bernice Joseph; Daniel Solie
Subject: Re: Tech Prep and dual HS courses

Murray-
3 credit math class (about 430 tuition)
4 credit science (about 580 tuition) + Lab Fee and Travel if student must go to where lab segment is offered (current model)
my 6 credit course (about 870 tuition) + Lab Fee (kit is approx $500 bus is returned and is reusable) + Travel (either student or lab instructor to school)

NOTE ON TRAVEL: While it is nice to imagine a totally distance delivered model for science courses - that is really not practical for most student learning - generally students come to a central location for a lab intensive (travel and perdeim for a week - figure $1K/ student - less if the students can come to a hub location for the region)
or: our Bush Physics model: we travel out to the schools for a 2 or three days (instructor then works with students in class for a more indepth lab experiment, and then spends much time in other classes as a "scientist in residence" - bringing science out to village schools (roughly $1K/location)

Thanks,
Dan.

On Tue, Jan 31, 2012 at 1:45 PM, Murray Richmond <Murray_Richmond@legis.state.ak.us> wrote:
Real quickly, what would be the cost of a science course through your program?

Murray Richmond
Legislative Aide
Senator Joe Thomas
(907) 465-6443

-----Original Message-----
From: Bernice Joseph [mailto:bmjoseph@alaska.edu]
Sent: Tuesday, January 31, 2012 1:44 PM
To: Daniel Solie
Cc: Murray Richmond
Subject: Re: Tech Prep and dual HS courses

Dan - This is a good outline and I can reference how many dual credit offerings we've had at the rural sites as well as the collaborative teaching model we've developed through the Center for Distance Education with Victor Zinger, math faculty.
Bernice

On Tue, Jan 31, 2012 at 11:11 AM, Daniel Solie <djsolie@alaska.edu> wrote:
> HI Murray - Attached is a brief memo outlining my support. Bernice
> and I haven't had a chance to discuss this document, so I just

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **SB169**
Fiscal Note Number
Publish Date

Identifier (file name) SB169-EED-ESS-1-27-12
Title "An Act providing for education funding for distance delivery courses offered by a school district."
Sponsor Senate Education Committee
Requester Senate Education Committee

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							
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 Elizabeth Nudelman, Director — Phone 465-8679
Division School Finance & Facilities — Date/Time 1/27/12 5:30 PM
Approved by Commissioner Mike Hanley — Date 1/27/2012

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** SB169
2012 LEGISLATIVE SESSION

Analysis

This bill adds an additional funding factor into the Public School Funding (Foundation) formula .

The factor provides funding for eligible high school students that are enrolled in eligible distance delivery courses which are provided through an accredited public postsecondary institution located in the state.

The bill provides additional funding of .50 base student allocation (.50 * $5.680 = $2,840 for fiscal year 2013) when a student enrolls in one or more distance delivery courses if:

the course is part of the core academic curriculum required for eligibility for a scholarship under AS 14.43.820 (Alaska Performance Scholarship;)

the district provides the course to the student only by distance delivery; and

an accredited public postsecondary institution located in the state provides the course.

Based on the bill language the possible enrollment is unknown. The language does not limit eligible students beyond those in grades 9 - 12, enrolled in a course necessary for the scholarship at 14.43.820,where the district provides the course to the student only by distance delivery, and the course is provided by an accredited public postsecondary institution in the state.

Section 1 of this bill amends the foundation formula to generate funding based on counting those students enrolled in eligible courses. The formula would apply a factor of .50 to the eligible distance delivery enrollment and then multiply by the base student allocation (BSA) of $5,680. One student participating in this program would generate $2,840 in funding in FY2013.

Section 2 provides eligibility as follows:

the course must be a part of the core academic curriculum as outlined in the scholarship program under AS 14.43.820.

the district provides the course to the student only by distance delivery; and

an accredited public postsecondary institution located in the state provides the course.

Governor's Performance Scholarship
Math and Science Four Year Course Offerings

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

School Course Offering Counts for Mathematics and Science

339 schools were considered because they enroll high school students.

• Offer less than four years of mathematics		32
○ 2 math courses	16	
○ 3 math courses	16	
• Offer less than four years of science		65
○ 2 science courses	32	
○ 3 science courses	33	

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

Submitted by Daniel Solie, PhD
Assistant Professor,
Interior-Aleutians Campus,
College of Rural and Community Development,
University of Alaska Fairbanks

Support for SB0169A

Rural Student Need and Potential number of Students Impacted:

•Few Small Rural Schools offer math and hard-science courses that successfully prepare students for degree programs in science, technology, engineering or math.

•Without those math and science courses students do not qualify for the AK Merit Scholarship (4 years of math and 3 of science or 3 years of math and 4 of science)

Estimated Potential Pool: A sum of the students who graduated from AK secondary schools with 10 or fewer graduates in 2011 (excluding the Anchorage, Fairbanks, Juneau and Ketchikan districts) gives a rough estimate of the potential number of students impacted. 548 students graduated from AK secondary schools with 10 or fewer graduates in 2011. Roughly 350 graduated from the regions served by UAF CRCD campuses. A subset of these students would potentially need distance delivered courses in their junior and senior years to qualify for the AK Merit based scholarship. (Data used are from http://www.eed.state.ak.us/stats/ 2011 high school graduates by District by school)

UA Dual-Credit Distance Delivery

•Currently, UA (CRCD and others) delivers dual-credit course math and science interactively via internet to rural secondary students in small schools (primarily math and Tech Prep). This could be expanded to accommodate more students.

•No other institution has the instructor and knowledge base, along with the delivery infrastructure to deliver math and science courses via distance to rural villages as effectively.

•However: UA Tuition costs are a barrier for many rural HS students; tuition support for secondary students is currently not consistent across school districts.

•SB0169A addresses tuition need for rural students, as well as providing tuition revenue the university to support expansion of delivery of the needed courses.

Description of a current course that is addressing the need for physical science in small secondary schools (developed and delivered through Interior-Aleutians Campus, CRCD, UAF):

Bush Physics for the 21st Century, (after the Northern colloquial term "*Bush*" meaning wilderness), is aimed at early college and high school students in the remote and often road-less villages of Alaska.

•Introduces the basic physics that explains the natural world with examples familiar to students in modern rural Alaska.

•Cultural and place-based connection.

•Stresses problem solving necessary for success in university science and math

•Direct delivery via Video-conference course content posted on web-based Black-Board™ , lecture videos available for download.

•Tutorial homework sessions using interactive internet classroom e-live™ (interaction is important for success.

•Course bridges semesters: late-start/early-end with a two week spring break to fit varied school schedules.

• 6 credit course translates to one year of high school science.

•Three-part laboratory component to give students a more complete laboratory experience at a distance.

CRCD Campuses: Number of Sections of Tech Prep and High School Dual Credit Courses
FY 2007 - FY 2011

	Fiscal Year					
Campus	2007	2008	2009	2010	2011	Campus Total
Bristol Bay	2	8				10
Chukchi		1				1
Interior-Aleutians	2	4	4	10	14	34
Northwest		2				2
Rural College				2	1	3
UAF CTC	40	35	38	59	70	242
Fiscal Year Total	44	50	42	71	85	292

Source: UA Information Systems Banner SI, semester closing extracts.

Laura Delisle (907) 450-8044
UAF Planning, Analysis, and Institutional Research

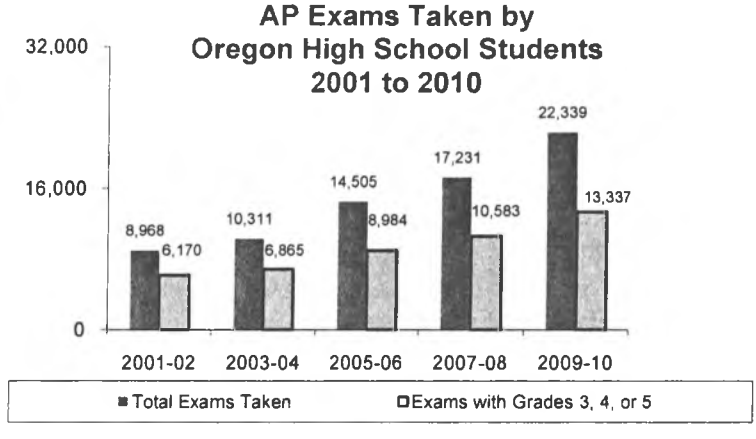
Dual Credit and Other College Prep Coursework for Oregon High School Students

Overview Dual Credit is one of several types of Accelerated Options that Oregon high school students can use to participate in college-level courses and earn college credit. These programs, which serve a wide range of students across Oregon, constitute an effective way to strengthen preparation for college and to ensure that students are work-ready. Accelerated Options increase rates of college entry, academic success in college, and college retention rates, and have the potential to keep Oregon's top performing high school graduates in state.

Accelerated Options Prepare Students for College Oregon secondary and postsecondary institutions jointly share responsibility for the success of Accelerated Options provided in high schools. Offering Dual Credit and other college prep options is part of Oregon's agenda to increase the rigor of the Oregon Diploma and align standards with postsecondary academic requirements. Many college prep options offer some form of **tuition assistance and allow students to affordably start investing in their college education**. As a lower-cost way of getting postsecondary credit, Accelerated Options programs can bring savings in tuition and fees once students enter college as they can start well into their freshman year, or in some cases, even skip freshman year, saving thousands of dollars in tuition.

A 2010 study[1] completed by the Oregon University System showed that **students who participate in Dual Credit programs are more successful in college**. They:

- Have higher college participation rates of 81.4% compared to 72.6% of students who did not participate;
- Continue on to their second year of college at higher rates, 87% for those who took Dual Credit versus 79.9% for those who did not;
- Earn a higher GPA in their freshman year of college of 3.13 versus 2.97 for those who did not participate; and
- Accumulate more college credit by the second year in college of 61.3 credits on average versus 49.8 credits for those who did not participate in Dual Credit.



Source: College Board, State Reports

The study also verified that Dual Credit instruction prepares students for subsequent college coursework just as effectively as college-situated instruction.

A 2010 College Board report shows encouraging news of **increases in AP participation in Oregon.** Between 2007-08 and 2009-10, the number of AP exams taken by Oregon students, including low-income and minority students, increased by almost 30%. The number of examinations with grades of 3, 4, and 5 (5 is the top grade) increased by 26% in that same period.

[1] Dual Credit in Oregon, 2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007-08 with Subsequent Performance in College; OUS, Office of Institutional Research; September 2010

Campuses Active in Accelerated Options Accelerated Options are a common service provided by postsecondary institutions in Oregon and across the country. **All seven OUS institutions offer such opportunities to high school students,** spanning a wide variety of program types, delivered on OUS campuses, at high schools, or through distance education. Three of these types of programs – Dual Credit, Advanced Placement (AP), and International Baccalaureate (IB) – have program specific, statewide standards that are established by national or international academic organizations that define the programs' instructor qualifications and level of the curriculum. These standards ensure the rigor of the courses, which is reinforced for AP and IB courses by the external assessment provided by the AP and IB exams.

OUS and Oregon community colleges have worked to ensure consistency of Dual Credit, AP, and IB across the state. For Dual Credit programs, all 7 OUS institutions and 17 community colleges agreed to adopt the national standards and program approval process; and for both AP and IB, all OUS institutions and community colleges award students the same number of credits for a given score on an AP or IB exam. In addition to the formal Dual Credit, AP, and IB programs, Accelerated Options programs available to Oregon high school students include the Oregon specific Expanded Options program (see sidebar).

Programs Delivered at OUS Campuses A variety of OUS programs allow high school students to take college coursework, along with college students, via distance learning or on an OUS campus. OUS dual credit programs also offer students **college-level courses taught by qualified college- or university-approved high school teachers within high schools**. Most of these programs offer concurrent high school and college credits, reduced tuition rates, and support services such as advising. Examples include:

- **Eastern Oregon University**: Weekend College and Summer Institute Programs provide credit-bearing and early start for high school students
- **Portland State University:** LINK (Leap Into New Knowledge) Program makes it possible for intellectually gifted high school students to attend the University for part-time advanced study.
- **Oregon Institute of Technology:** High School Transition Program allows high school students to get a head start on college studies by taking appropriate 100 and 200 level courses on campus.
- **Oregon State University:** Expanded Options Program (XOP) provides opportunities for high school juniors and seniors to take classes either on-campus or on-line through extended campus.
- **Southern Oregon University:** Early Entry Program, offering concurrent high school and college coursework.
- **University of Oregon**: DuckLink program offering UO courses to area high school students.
- **Western Oregon University:** High School Dual Enrollment program offering concurrent high school and college coursework.

Expanded Options

Expanded Options, established by the 2005 Legislature in Senate Bill 300, increases the likelihood that all students will have access to accelerated academic and professional/technical courses by requiring that high schools offer such opportunities.

Expanded Options provides opportunities for eligible high school students (juniors and seniors) to take postsecondary classes at Oregon public community colleges and universities, paid for by their school district. The program gives priority to academically able students who are at-risk for socio-economic reasons, or who have left school prematurely.

In 2009-10, 10,939 college/university credits were earned under the Expanded Options program, and there was a total tuition cost savings of $942,772*.

*Source: Executive Summary of the Expanded Options Program (ORS Chapter 340) Annual Implementation Report; December 2010, ODE



Frequently Asked Questions about Dual Credit

Updated 4/13/07

1. **What are dual credit courses?** Dual credit courses are college courses that also count toward high school requirements. These courses may be taken at the high school or at a college and are taught by a high school teacher with appropriate credentials or by regular college faculty. The student earns college credit and high school credit for the course. The high school and college work together to determine appropriate high school credit to be awarded upon successful completion of the course.

2. **What is the difference between dual credit and concurrent enrollment?** Concurrent enrollment means that a high school student is enrolled in and taking one or more courses at a college. Dual Credit may be viewed as a form of concurrent enrollment. Students may earn college credit through simple concurrent enrollment, but may only earn high school credit through the dual credit agreement between the high school and college.

3. **Can a student earn high school credit for any college course?** No. It is the responsibility of the institutions entering into a dual credit agreement to ensure the following requirements are met:

   - Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level technical education courses in the current edition of the Workforce Education Course Manual adopted by the Texas Higher Education Coordinating Board (THECB).

   - Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university. Public colleges may not offer remedial or developmental courses for dual credit.

   - Courses offered for dual credit must provide advanced academic instruction that allows for mastery of the Texas Essential Knowledge and Skills for the appropriate high school course and that also goes beyond or into greater depth than those TEKS.

4. **What kind of agreement is required for an institution to offer dual credit courses?** Each high school that offers dual credit must enter into an agreement with the institution of higher education to offer the courses. This agreement must be updated and approved by the governing board of each institution annually. Specific elements of the dual credit partnership must be addressed in the agreement, such as the courses available, student

eligibility criteria, class location, faculty specifications, course curriculum, grading, assessments, and transcription of credit.

5. **Can any student enroll in dual credit courses?** No. Dual credit students must have the approval of the high school principal or other official designated by the school district, must meet the entrance requirements of the participating institution of higher learning, and must be in the 11th or 12th grade or enrolled in an Early College High School. (See http://www.tea.state.tx.us/ed_init/sec/thsp/echs.html.) Additionally, dual credit students must demonstrate college readiness. More information on the details of college readiness requirements and exemptions from specific eligibility requirements can be viewed at http://www.thecb.state.tx.us/Rules/tac3.cfm?Chapter_ID=4&SubChapter=D.

6. **How many dual credit courses may a student take?** High school students may not be enrolled in more than two dual credit courses per semester. Exceptions to this requirement for students with demonstrated outstanding academic performance and capability (as evidenced by grade point average, ACT or SAT scores, or other assessment indicators) may be approved by the principal of the high school and the chief academic officer of the college.

7. **Who teaches and assigns a grade in a dual credit course?** Dual credit teachers must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college. The participating college selects instructors of dual credit courses, and these instructors assign student grades. The method of providing that grade to the high school campus must be stated in the institutional agreement approved annually by both boards.

8. **Where are dual credit courses taught?** Dual credit courses may be taught on the college campus or on the high school campus.

9. **If a student takes dual credit courses on the college campus, does the time count toward a district's Average Daily Attendance (ADA)?** Time spent in dual credit courses counts toward a district's ADA. It is important to note, however, that for a district to receive FSP funding for a student taking a college course, documentation of the agreement between the school and college must be available (2006-07 Student Attendance Accounting Handbook, Section III(5-10)). Also, the student should not be charged tuition or for textbooks required for the course.

10. **Can a course be both a dual credit and an Advanced Placement (AP) course?** Yes, if the course meets the requirements of both. A College Board-approved Advanced Placement (AP) course must adhere to the AP course descriptions and be approved through the AP audit process.

11. **Who pays for the college courses?** Unless enrolled in an Early College High School, the student is responsible for all required college fees and tuition. Some districts choose to pay all or part of the tuition or the college may waive tuition. (See question 9.)

12. **What are the benefits of taking a dual credit course?** The student may earn college credit prior to graduating from high school. Additionally, if the student completes the course with a 3.0 or higher (B), it can be counted as an advanced measure for the

Distinguished Achievement Program (DAP). Students benefit most from earning dual credit for courses that help them meet graduation requirements established by the State Board of Education (SBOE). (See appropriate subchapter of TAC Chapter 74 Graduation Requirements here: http://www.tea.state.tx.us/rules/tac/chapter074/index.html.)

13. **Is a district required to offer dual credit courses?** No. However, legislation passed in 2006 (House Bill 1) includes provisions which require all school districts to implement a program by the fall of 2008 in which students will be able to earn the equivalent of 12 hours of college credit while in high school. These requirements may be met by offering dual credit for college courses, advanced technical courses, Advanced Placement courses, and/or International Baccalaureate courses.

14. **What does HB 1 require of colleges regarding dual credit?** On request, a public institution of higher education in this state shall assist a school district in developing and implementing a program designed to provide students with the opportunity to earn the equivalent of 12 hours of college credit while in high school. Colleges should work with districts to identify and provide opportunities for dual credit courses.

Closing the Education Gap in Math and Science for Rural High School Students with SB0169A

Bernice Joseph, Vice Chancellor for Rural, Community and Native Education

Daniel Solie, Assistant Professor,

College of Rural and Community Development (CRCD), University of Alaska Fairbanks

Rural Student Need and Potential Number of Students Impacted

- Few Small Rural Schools offer math and hard-science courses that successfully prepare students for degree programs in science technology, engineering or math.
- Without those math and science courses students do not qualify for the AK Merit Scholarship (4 years of math and 3 of science or 3 years of math and 4 of science)

- Estimated Potential Pool: 548 students graduated from AK secondary schools with 10 or fewer graduates in 2011 (excluding the Anchorage, Fairbanks, Juneau and Ketchikan districts). Roughly 350 from the UAF CRCD Region. (http://www.eed.state.ak.us/stats/)

UA dual-credit distance delivery:

- Currently, UA (CRCD and others) delivers dual-credit course math and science interactively via internet to rural secondary students in small schools (primarily math and Tech Prep). This could be expanded to accommodate more students.
- No other institution has the instructor and knowledge base, along with the delivery infrastructure to deliver math and science courses via distance to rural villages as effectively.
- However: UA Tuition costs are a barrier for many rural HS students; Tuition support for secondary students is currently not consistent across school districts.
- SB0169 addresses tuition need for rural students, this tuition provides revenue to the university to help support expansion of delivery of the needed courses.

A model for e-Delivery of dual-credit lab science courses to small village schools:



- *Bush Physics for the 21st Century*, (after the Northern colloquial term "*Bush*" meaning wilderness), is aimed at early college and high school students in the remote and often road-less villages of Alaska.
- Introduces the basic physics that explains the natural world with examples familiar to students in modern rural Alaska
- Cultural and place-based connection
- Stresses problem solving necessary for success in university science and math
- Direct delivery via Video-conference course content posted on web-based Black-Board™ , lecture videos available for download.
- Tutorial homework sessions using interactive internet classroom e-live™ (interaction is important for success).
- Course bridges semesters: late-start/early-end with a two week spring break to fit varied school schedules
- 6 credit course translates to one year of high school science
- Three-part laboratory component



Laboratory Component for Bush Physics







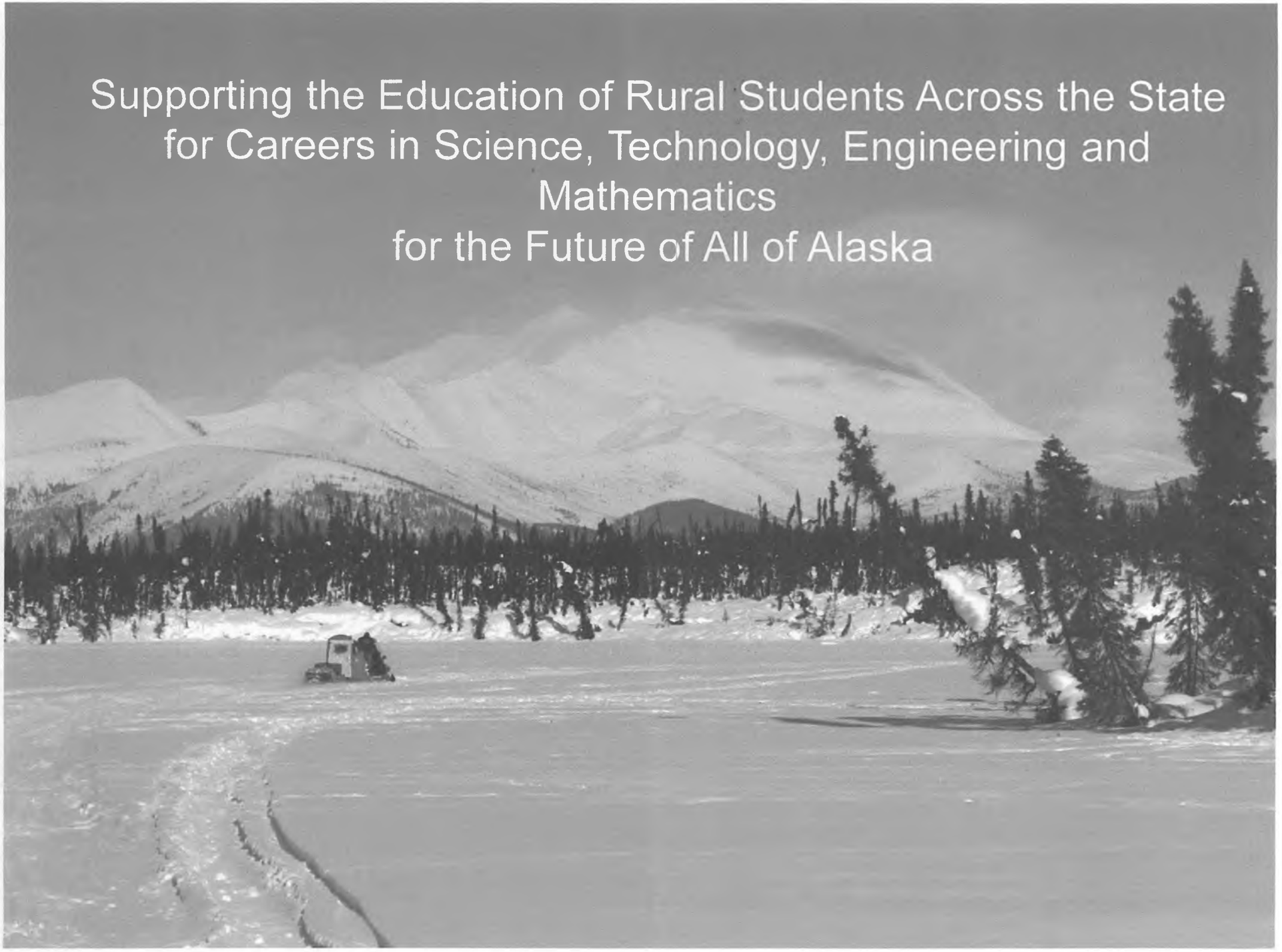
The laboratory segment consists of 3 components:

- 1) A series of weekly lab introductions (Simple hands-on-lab experiment kits are shipped to the students).
- 2) An in-depth experimental session (guided by an instructor or mentor)
- 3) A group collaborative experiment where they coordinate times of sun angle measurements with teams in other villages to determine their latitude.

e-Delivery of Bush Physics for the 21st Century (Delivery locations (2008-2010)



Supporting the Education of Rural Students Across the State for Careers in Science, Technology, Engineering and Mathematics for the Future of All of Alaska



SB 170

<TARGET><BILL>SB 170</BILL><SUBJECT>SB 170</SUBJECT><COMM>SEDC27</COMM></TARGET>

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

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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. Studies show this is when students either start taking school more seriously or start their academic decline. If they want to pursue a specific career, this is the time they need to start thinking about what they need to do to be successful in that occupation.

Ninth grade is the beginning of high school, when they are choosing courses which will affect their readiness for the workforce. The coursework they choose at this time will probably determine whether they are college bound or whether they would need to take in-depth career tech courses.

In eleventh grade they are starting to look ahead to high school graduation, and what will come after commencement. They are putting the finishing touches on their secondary education, and need to know which courses to take to make sure they are prepared for life after high school.

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SB 170

One of the major efforts of our schools is to prepare our children for the workforce. Most of our schools are doing a very good job at this. They offer a wide variety of programs to help kids investigate what kind of jobs they want to do when the graduate. We have heard from many schools about how helpful SB 84 has been.

However not every school offers a comprehensive vocational counseling program. Senate Bill 170 assures that our young people will have the tools they need to make career choices by offering career counseling in the seventh, ninth and eleventh grades.

If a school already has a program in place, it is not affected by this bill. The bill gives guidance to districts that are not offering a comprehensive program.

Focusing kids on their education and potential career is probably more important today than in the past and will be increasingly important going forward. Often times the student's concept or knowledge of an occupation is not well founded or based on accurate knowledge or information of a specific career.

SB 170 starts in seventh grade because that is when students begin to make critical choices. Ninth grade is when they start high school, and if they have an idea of what they want to do, they may need help in choosing the courses they need to be prepared for the work they want to do. By eleventh grade they are thinking about graduation, and what they will be doing after high school.

We don't want our students to miss out on taking the courses they need to succeed in life.

As I said, 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 has indicated in their fiscal note that they already have the resources they need to carry this out.

It is vital that we give our children the tools they need to prepare for their future, and to become a productive member of our workforce. SB 170 provides this for our students.

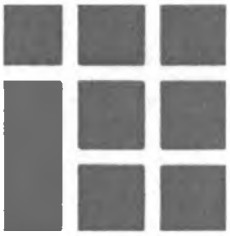
School-Based Career Development: A Synthesis of the Literature

Katherine L. Hughes
and
Melinda Mechur Karp

Institute on Education and the Economy
Teachers College, Columbia University

February 2004







Abstract

The Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 extended support for "career guidance and academic counseling." A wide variety of such interventions are in existence. Since the No Child Left Behind Act of 2001 emphasizes evidence-based education, it is important to examine the research to determine the value of these programs. This synthesis of the research literature, covering meta-analyses and individual studies on comprehensive guidance programs, career courses, counseling interventions and computer-assisted career guidance, finds many benefits to students of career guidance and academic counseling interventions. On a variety of career-related and academic measures, student subjects did have increased outcomes. However, there are also limitations to the interventions and to the research methods studying them. Many of the interventions are short-term, low-dosage activities, with lasting benefits unclear. In addition, much of the research relies on self-reported responses to psychological inventories. Based on the findings of the research review, recommendations are to focus practice and research on middle-school students, and target resources towards ensuring 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, rather than attitudes.

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.

Meeting Script – Wednesday, February 22

CHAIRMAN MEYER

The Senate Education Committee meeting is called to order.

Today is Wednesday, February 22nd, and the time is 8:00 a.m. In attendance are:

- Co-Chair Thomas
- Vice-Chair Davis
- Senator Stevens
- Senator French
- and myself, Senator Meyer.

We do have a quorum to conduct business.

Welcome, everyone. First, is there any business to come before the committee before we get started? Seeing none…we'll go ahead and begin.

First on the agenda today is SENATE BILL 170, *Sponsored by Senator Thomas*, relating to vocational education counseling in schools. We will then hear SENATE BILL 199 *(which I sponsored)*, relating to the vocational education funding factor.

It is our general practice to hold bills over so that committee members have more time to consider them, so we'll hear the two bills today and set them aside.

We'll go ahead and get started on SB 170; Senator Thomas, would you like to speak to the bill? *(He may make some comments, but will ask Murray to present the bill.)*

Mr. Richmond, please join us, put yourself on the record and proceed with your presentation.

{Murray's Presentation}

Thank you.

Are there any questions from committee members?

{Committee Questions/Comments}

Seeing none, we will open public testimony.

Signed up in the audience we have _____. Do you care to testify on SB 170 today? *(Might be on the list for questions only)*

Please come forward, put yourself on the record and proceed with your testimony.

{Audience Testimony}

Thank you. Are there any questions or comments from committee members? **Senator Thomas**?

{Committee Questions/Comments}

Are there any further questions from committee members? Seeing none, we'll go to the folks online; we have _____. Do you care to testify on SB 170?

Please put yourself on the record and proceed.

{Teleconference Testimony}

Thank you. Are there any questions or comments from committee members? **Senator Thomas**?

{Committee Questions/Comments}

Thank you. Is there anyone else who wishes to testify?

Seeing no one else, we will **close public testimony** and allow the committee an opportunity to discuss the bill.

{Committee Questions/Comments/Discussion}

Is there any other discussion? Comments? Questions?

Seeing none, we will set SENATE BILL 170 aside for now.

Next, the committee will hear SB 199, which allows the vocational education funding stream in the BSA to be used for 7th and 8th grade programs, as well as for 9th through 12th grades as it does now. My staff will present the bill, Edra…

{Edra's Presentation}

Thank you.

Are there any questions from committee members?

{Committee Questions/Comments}

Seeing none, we will open public testimony.

Signed up in the audience we have _____. Do you care to testify on SB 199 today? *(Might be on the list for questions only)*

Please come forward, put yourself on the record and proceed with your testimony.

{Audience Testimony}

Thank you. Are there any questions or comments from committee members? **Senator Thomas**?

{Committee Questions/Comments}

Are there any further questions from committee members? Seeing none, we'll go to the folks online; we have _____. Do you care to testify on SB 199?

Please put yourself on the record and proceed.

{Teleconference Testimony}

Thank you. Are there any questions or comments from committee members? **Senator Thomas**?

{Committee Questions/Comments}

Thank you. Is there anyone else wishing to testify?

Seeing no one else, we will **close public testimony** and allow the committee an opportunity to discuss the bill.

{Committee Questions/Comments/Discussion}

Is there any other discussion? Comments? Questions?

Seeing none, we will set SENATE BILL 199 aside for now.

Our next meeting will be Friday, February 24th, at 8:00 a.m., **here in the Beltz room** We will take Senate Bill 182 back up, which is the Pupil Transportation bill.

With that, if there's nothing further to come before the committee, we are adjourned.

2011 Senate Bill 84

"How did you spend the money?"

During the February 4th 2012 CTE state coordinators' workshop, two questions were asked of all participants. "How did your district use the SB84 funds this year, and what would you do if you could also spend the funds 6-12?" The following information and testimonies were collected and listed in the order that they were received.

Kuspuk School District $74,000.00

- Kuspuk used some of the money - have not spent it all - to help purchase materials and supplies for high school students to participate in wood and metal shop programs - wood shop they worked on construction of small sheds, dog houses and other basic carpentry types of projects. In metal shop, they use the materials to manufacture metal framed cargo wagons (welded) that could be pulled behind 4 wheelers for carrying freight, possibly passengers, as well as practicing their welding and metal working skills on repairs to snow machines and 4 wheelers. Items that were manufactured were sold to community members in an attempt to put money back into the program. We have also offered some culinary arts coursework to students where they work on food service and use the materials to fund programs such as a "dinner night out" or selling products at local sporting events - again the money goes back into the system to supplement the cost of the program.

- If the program was allowed to be expanded to ***middle school*** students, we would offer more courses such as this to work down to the middle school aged students in our sites. Being that we are a small district, exclusion of our 7th and 8th grade students from our 9th-12th grade students is difficult due to the secondary settings that we offer versus traditional high school and middle school facility settings. Inclusion of this age group would just make the program more seamless.

- Probably the most important thing would be to get a full time CTE person to instruct these programs in our district. At this point, we utilize personnel with some background and/or interest in these subject areas: wood shop/carpentry, metal shop/welding, culinary arts, etc. We can't afford to staff a person that just does CTE items, the staff we utilize have other core areas that they teach and the CTE offerings are a secondary subject area that they are able to offer instructionally to the district and students.

- The SB84 money was very useful but we all know that there is so much more that we could be doing in this area if we got more than a one-time shot of money that had strings attached (not to be used for administrative purposes and to only be used for 9-12 grades).

Craig City School District $38,567

- Fund used for consumables for the CTE programs (not covered by Perkins grant), partial CTE teacher salary and benefits, CTE professional development travel expenses

- Professional development for ***middle school counselors*** and teachers to help all students create Programs of Study for HS and Postsecondary, so they can focus their energy on preparing for education and training needed to get and keep a job after their education is complete.

Unalaska **$**

- Here in Unalaska we used much of the money to develop Tech Prep programs in Welding, and Computer Aided Drafting (AutoCAD 2012) and the CADD program is updated every year for the next 5 years. We are currently trying to figure out how to create a Carpentry Tech Prep program.

- If new monies were available it would be nice hire another teacher to teach Junior High CTE programs so all the students have the opportunity to experience CTE, as it is now we only see about 25%.

Cordova Public Schools $38,340

- District Business Manager "The money is in the general fund and will be spent on salaries, benefits, and supplies for the vocational technical program."

- Our districts CTE staff have taught and lived in the community of Cordova for many years. We can envision multiple ways in which CTE could grow and evolve in our district thereby better serving our students and community.

Klawock City School District $19.024

- The funds have been used for travel for Staff Development, Supplies and Materials including wood for our construction program, food for our food and nutrition program, and software for computer applications.

- Should SB 84 be expanded to include Middle School we would use the funds to increase opportunities / offerings in Middle School.

Yukon School District $69,262

- The funds were used to enhance our CTE program. The funds were spent on providing intensive sessions in CTE courses for students through partnerships with the local communities, Yukon Flats School District, Kuspuk School District, and Galena City Schools. New CTE courses were developed and are continuing to be developed.

- Career exploration by offering a camp or intensive session to ***allow middle school*** students to do activities to learn about careers they would be good at, they would enjoy and provide job shadow opportunities for these students and guest speakers in their classrooms.

- More options which means more teachers and more money to provide travel opportunities for students to learn more about different careers.

Pelican $

- The district chose to use the funds to purchase consumable materials (wood) for the new CTE course in construction. The students are getting NCCER training.

- Additional funds would be used to support the ***middle school*** students in the construction trades.

Copper River School District $63,332

- How did you spend the funds? Support Personnel

- What would you do if they could expand the use of SB84 funds to include ***middle school students***? Offer more Vocational Education classes and choices.

Sitka $124,000

Support of CTE teaching position what would have been lost without SB84 funds.

Anchorage School District $3,600,068

- More than 2400 student class/course opportunities were provided with more than 60% occupancy in the first semester.
- After-school CTE classes were provided including transportation home from all eight comprehensive high schools.
- Additional high school funding allowed CTE teachers to teach full time in their subject area. CTE teachers no longer must teach outside their content area in order to accommodate the school FTE budget.
- After-school King Career Center exploratory as well as intensive capstone classes are offered during both first and second semester.
- Summer Career Camp is planned for up to 700 students at both KCC and comprehensive high school sites.
- Additional teaching positions were created for Career Engineering and Health Academies at certain highs schools.
- Professional development and training for HQT academic teachers to acquire professional certifications in health, engineering and construction.
-

(Anchorage continued)

- Computer On-line CTE credits and certificates with WorkKeys assessments, and ACT Career Ready 101 tutorials training were offered.
- Materials, equipment and supplies were provided to support the more than 14 new full-time equivalents, FTE, CTE teaching positions.
- New courses and programs developed and offered such as Robotic Engineering, Bio-Tech Research, Bio Med Service School Academy, and Heavy-Equipment Simulation.

Anchorage ***Middle School*** PLCP Program:

- ***Middle school*** career guide program provides students with a Personal Learning and Career Plans PLCP.
- If additional funding was provided to middle schools, Career Guides would be able to continue their mission of providing the above goals and more. If the positions are cut, the possibility that the PLCP's development will flounder or go away is a reality. We are on the cusp of being able to integrate this. At risk students are able to focus on a career and set goals for their future and perhaps prevent dropping out of school.
- Currently there are 10 career guides serving over sixty-thousand 7th & 8th graders. Approximately 80% of all 8th graders enter high school with a PLCP.
- ***Middle School*** Career Guides provide opportunities and resources to help students explore their interests and plan goals for the future. A few of the goals include:
  - Guiding students in writing a Personal Learning and Career Plan (PLCP) which is a state CTE goal.
  - Preparing 8th graders to transition to high school. They review graduation requirements and discuss career goals and how to develop a career pathway throughout high school using the information they developed on the PLCP's.
  - Reinforcing the career clusters as they work with students on their career interests.
  - Supporting classroom instructors with guest speakers and subject related career lessons, career fairs, and parent meetings.

Mat-Su Borough School District $

All expenditures of SB 84 funds were aligned with strategies outlined in three guiding documents for the State of Alaska, Alaska Career and Technical Education Plan, Alaska Health Workforce Plan, and The Alaska Gas Line Inducement Act.

Matanuska Susitna Borough School District Career Technical Education new district- wide programs include:

- New aviation program located at Palmer High School.
- New architectural, technical drafting program located at Colony High School.
- Extended day session, career and technical education course offerings spring semester at several high school sites.
- New process technology program to be located at Career and Technical High School.
- New biomedical sciences program to be located at Houston High School and Career and Technical High School.

Matanuska Susitna Borough School District Career Technical Education program improvements:

- Expansion of welding program at Houston High School.
- Upgrade tools and equipment for welding/construction/woods labs at each high school site.
- Technology upgrades at each comprehensive high school to support all career and technical education programs; as well as, Accuplacer and WorkKeys assessments labs.

Kenai Peninsula School District $840,000

How much SB84 funds did your district or school receive and how did you spend it on CTE initiatives and projects

- Equipment for Poly Com, Distance Education Bridge, Server and Green House Supplies
- After School Academies
- Hiring of "Industry Experts to offer Tech support/advice in the CTE classrooms
- Hiring of "Fractional" CTE staff for one-two hour blocks during school day

(Kenai continued)

- Capital Improvements to update/construct/improve our current CTE facilities
- Supplies for Health, Natural Resources and Transportation pathways
- MOA for Nautical Science class with AVTEC
- Travel/Training for our Type "M" certificated teachers and to assist Economically disadvantaged

What would you do if they could expand the use of SB84 funds to include middle school students?

- Unless we received additional funding we are only using the funds for high school. If we received funds above and beyond our $840,000 yearly allocation, then we would be interested in hiring additional ***middle school*** CTE teachers as exploratory courses for our high school CTE pathways. We would also use funds to update/improve/enhance equipment/supplies for these middle school programs.

Juneau School District $427,000

- Restored programs and expanded CTE course offerings in all high schools including before and after school classes supporting the following career pathways: Health Sciences, Business and Media Arts-Accounting, Desktop Publishing, Video Production, Culinary Arts, Trades-Construction, Mechanics, Natural Resources and STEM-Oceanography, GIS
- Purchased 12 passenger van to transport CTE students to work sites including house build project, business and industry visits
- Purchased instructional materials to support CTE courses and programs

Possible ***middle school*** funding:

- Career exploration including counseling and career pathway skill exploratory and skill building courses

4-Greatest CTE needs:

- Funding for CTE teachers to maintain and build career pathways in this time of deep budget cuts
- Connecting CTE courses to align with APS that provide science/math/LA/SS credit for CTE courses
- Technology upgrades;
- ***Middle school*** exploratory courses
- Career guides

Fairbanks North Star Borough School District $1,600,000

- 4.8 FTE high school teachers in diversified cooperative education, culinary arts, woods, and graphic design/multimedia design.
- ProStart supplies and instructional materials; general culinary arts supplies and equipment; distance delivery equipment.
- ProStart summer training for teachers
- Buses for the Department of Labor Career Expo
- Project Lead the Way Biomedical Sciences supplies
- Welding equipment for Hutchison HS
- We are finalizing a comprehensive equipment replacement plan for the next few years. We anticipate spending all allocated funds this year.
- If we could utilize funds at the ***middle school level*** we would consider positions and equipment to provide exploration and instruction in the areas of woods/construction, computer applications and technology, auto mechanics, and culinary arts.

Southwest Region School District **$119,000**

On what CTE projects did you spend any or all of the funds?

- Upgrade facilities in improve safety, infrastructure, and equipment so vocational education programs could be expanded.

If new SB84 legislation allowed for the use for ***middle school*** students, what would your district do?

- Expand course offerings to ***middle school*** students to better prepare them for the high school curriculum, allowing for further progress in courses of study.

What is your greatest CTE need?

- Continue facility upgrade to ensure the safety of students and expand current programs.
- The development other programs of study in the areas of technology, health care, industry (emphasis on local careers), business, and education.
- Increase staffing to meet to the other courses of study outlined above.

Alaska ACTE

Alaska Association for Career & Technical Education

Preparing Alaskans for Successful Careers

www.actealaska.org

RESOLUTION 11-2
IMPACT OF SB 84

WHEREAS, the Alaska State Legislature provided dedicated funds for CTE in Alaska, and those funds have provided for immediate and positive impact across the State, allowing for extended day offerings with staffing, supplies, and transportation; and

WHEREAS, the current language of SB 84 is exclusive to high school; and

WHEREAS, the teaching and learning of CTE Career Pathways, Personal Learning and Career Plans (PLCP), and other career exploration activities are needed at the middle school or earlier grades.

THEREFORE BE IT RESOLVED that AACTE thank the legislators and other shareholders who supported SB 84 and further encourage the Alaska State Legislature to broaden the use of dedicated funds to include grades 6-12 to continue to build the needed CTE system throughout Alaska.

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/20/12

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 2/22/12

Education Committee considered SENATE BILL NO. 170

SB 170-VOCATIONAL ED. COUNSELING IN SCHOOLS

"An Act requiring vocational education counseling in public schools."

and recommends:

[ ] be **replaced** with **CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____Letter of Intent

[ ] further referral to _____Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED			✓	

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	French	✓			
	DAVIS	X			
				X	
CO-CHAIR:	Meyer	✓			
CO-CHAIR:	Thomas	✓			

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 2/17/12

FURTHER: Labor and Commerce

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 2/22/12

Education Committee considered SENATE BILL NO. 199

SB 199-VOCATIONAL EDUCATION FUNDING FACTOR

"An Act relating to the vocational and technical instruction funding factor for public school funding."

and recommends:

[ ] be **replaced** with **CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____Letter of Intent

[ ] further referral to _____Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

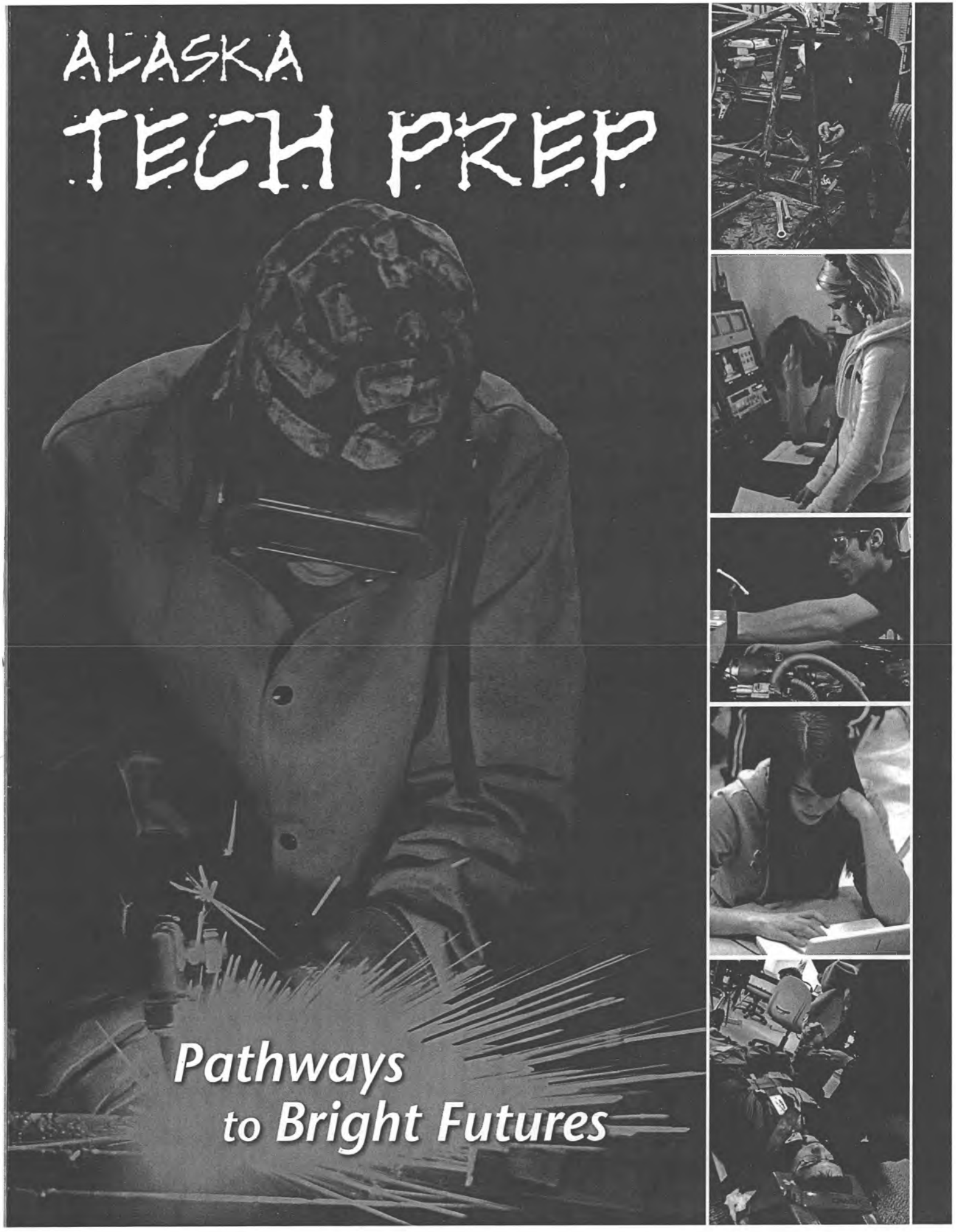
NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED			✓	

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	French	✓			
	DAVIS	X			
	STEVENS			✓	
CO-CHAIR:	Meyer	✓			
CO-CHAIR:	Thomas	✓			

ALASKA TECH PREP



Pathways to Bright Futures

_____'s PLAN OF STUDY

See your counselor to set up your personalized portfolio at AKCIS!

Choose a Career Cluster. For help go to: www.careerclusters.org or take an interest survey at akcis.intocareers.org or www.careerclusters.org/ccinterestsurvey.php.

- ☐ 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

8th Grade	
Semester 1	Semester 2

ANCHORAGE SCHOOL DISTRICT

Credits Required for Graduation

Language Arts . . . . . .4 credits
Social Studies . . . . . .4 credits
Mathematics . . . . . 2.5 credits
Sciences . . . . . .3 credits
Physical Education/ Health Education . . . 1.5 credits
Electives . . . . . 7.5 credits

Total 22.5 credits

See your high school counselor, handbook or the ASD website, www.asdk12.org, for additional requirements.

Anchorage School District
Educating All Students for Success in Life

9th Grade		10th Grade	
Semester 1	Semester 2	Semester 1	Semester 2

Work-Based Learning Opportunities		Career & Technical Student Organizations	Certifications
☐ Apprenticeship	☐ Cooperative Education	☐ _____	☐ _____
☐ Service Learning	☐ Paid/Unpaid Internship	☐ _____	☐ _____
☐ Job Shadowing	☐ School-Based Enterprise	☐ _____	☐ _____

WHAT IS A CAREER PATHWAY? A plan that includes a wide range of occupations that use common skills and knowledge. In Alaska, it includes a six-year plan that is tailored to each student's needs as mapped out in a Plan of Study.

WHAT IS A PLAN OF STUDY? Suggested classes within a career pathway that aligns high school and postsecondary options. This may include college education, apprenticeship, or other training that leads students to an industry-recognized credential or certificate.

PLAN AND ORGANIZE YOUR FUTURE CHECKLIST:

- ☐ Keep your grade reports; know your GPA
- ☐ Print out your Tech Prep college transcripts
- ☐ Gather info from colleges and other training programs
- ☐ Include your best high school work
- ☐ Track community service or volunteer work
- ☐ Take placement tests (Accuplacer, SAT and/or ACT)
- ☐ Apply for college or other training
- ☐ Apply for financial aid at: www.fafsa.ed.gov
- ☐ Figure out school and housing costs
- ☐ Meet with an advisor
- ☐ Register for classes and attend orientation

List potential employment options based on your interests, abilities and/or skills. For help go to www.careerclusters.org. Click on the Resources tab and then Career Clusters Models to find sample career occupations. Other helpful resources can be found at: akcis.intocareers.org or alexsys.labor.state.ak.us.

11th Grade		12th Grade		13th Grade		14th Grade	
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
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

INTERESTED IN AN APPRENTICESHIP?
Research apprenticeship opportunities at:
www.jobs.state.ak.us/apprentice

WHAT IS TECH PREP? In a Tech Prep program, the student begins courses of study in high school and continues in postsecondary, apprenticeship or workforce training programs. Tech Prep is designed to prepare students to enter and succeed in a postsecondary institution or career.

Career Clusters Interest Survey

Name _____

School _____ **Date** _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	**Activities that describe what I like to do:**	**Personal qualities that describe me:**	**School subjects that I like:**	**Total number circled in Box 1**
	1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	

BOX 2	**Activities that describe what I like to do:**	**Personal qualities that describe me:**	**School subjects that I like:**	**Total number circled in Box 2**
	1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/ Technology Education	

BOX 3	**Activities that describe what I like to do:**	**Personal qualities that describe me:**	**School subjects that I like:**	**Total number circled in Box 3**
	1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: *This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.*

BOX 4	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 4
	1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	

BOX 5	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 5
	1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	

BOX 6	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 6
	1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	

BOX 7	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 7
	1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver	1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	

	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 8
BOX 8	1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy.	1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener	1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts	
BOX 9	1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures.	1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger	1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services	Total number circled in Box 9
BOX 10	1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people.	1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgmental	1. Language Arts 2. Psychology/ Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language	Total number circled in Box 10
BOX 11	1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted.	1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate	1. Math 2. Science 3. Computer Tech/ Applications 4. Communications 5. Graphic Design	Total number circled in Box 11
BOX 12	1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior.	1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic	1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder	Total number circled in Box 12

BOX 13	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 13
	1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings.	1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated	1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts	

BOX 14	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 14
	1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money.	1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive	1. Language Arts 2. Math 3. Business Education/ Marketing 4. Economics 5. Computer Applications	

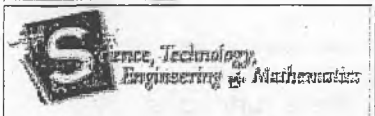
BOX 15	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 15
	1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise.	1. Detail-oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/ Technology Education	

BOX 16	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 16
	1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another.	1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner	1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	

Disclaimer: *Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.*

The 16 Career Clusters

	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
	Careers in designing, planning, managing, building and maintaining the built environment.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
	Planning, managing and providing education and training services, and related learning support services.
	Planning, services for financial and investment planning, banking, insurance, and business financial management.
	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
	Preparing individuals for employment in career pathways that relate to families and human needs.
	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.

	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
	Planning, managing, and performing marketing activities to reach organizational objectives.
	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

FOUR MINUTES FOR YOUR FUTURE (8th grade ILCP) Name_____

Guided Dialogue Prompts for Student-Led Conferences Team_____ Date_____

You will be sharing your 8th grade Individualized Learning and Career Plan (ILCP) with your parents/guardians during Student-Led Conferences third quarter. You will share five items:

A. Who am I?

_____

_____

B. Where am I going?

_____

_____

C. How will I get there?

_____

_____

*If time permits, please discuss other items from your ILCP. We want to honor the conferences time frame and limit your sharing to 3-4 minutes. After that time, you are encouraged to share additional information at home.

Describe your biggest challenge in achieving your dream and an idea (or two) that might help you meet or surpass that challenge.

_____

_____

Please remove this section and turn it into the box in the front office for a prize drawing!

Student Name _____ Team _____

Yes, I have discussed my child's Individualized Learning and Career Plan.

Parent Signature: _____

Comment:

_____

News From Mrs. Gould's CAREER CORNER...

Please join me during Student-Led Conferences for a Parent Presentation on:

Preparing Your 8th Grade Student For High School

For your convenience four sessions will be offered!

Dates: Wednesday, Feb. 16th and Thursday, Feb. 17th
Times: 1:30 – 2:00pm or 4:30 – 5:00pm
Where: Pre-Med Lab/Health Academy

Topics:
- Using the EXPLORE Score Report to inform your choices
- The importance of choosing a career area of preference
- The importance of planning now for high school and beyond
- Freshmen grades and GPA
- Barriers to success

Career Development Tips for Parents of Middle School Students

1. Make a phone call or stop by school and get to know your Middle School Career Guide.
2. Encourage your child to use the library and online resources to gather information. Invite your child to help you do research if you are conducting a job search yourself.
3. Participate in parent involvement activities at your child's school, particularly those relating to career exploration.
4. Have your employer sponsor learning activities at your child's school. For example, ask your employer to agree to present at a Power Lunch Presentation, Career Fair, or After-School-Academy activity.
5. Look for opportunities for your child to volunteer for a charity or a community organization. This will encourage your child to be of service to the community and

to develop interpersonal and organizational skills. The experience will look great on a resume.

6. Make your child aware of the connections between education and careers. Talk about how you apply your own education to your work.

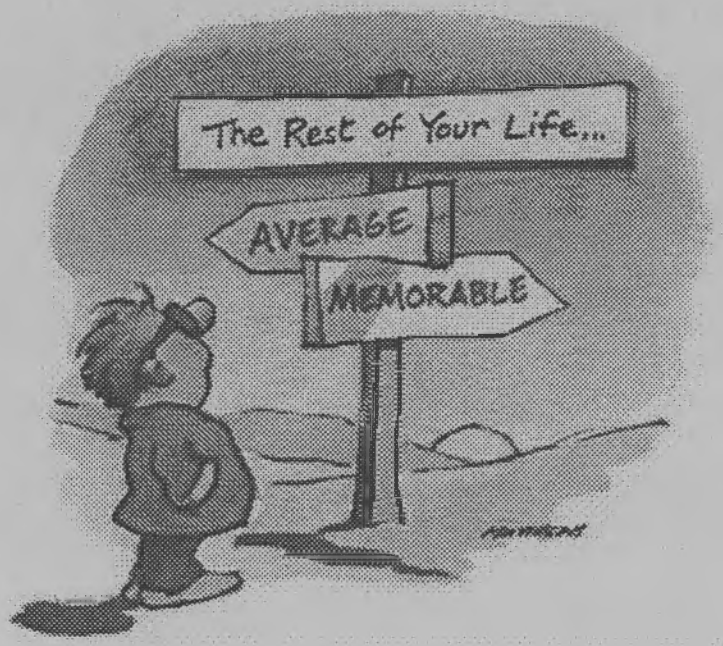
7. Discuss with your child the changing nature of the job market. Discuss the shift toward downsizing and the rise in temporary workers as compared to the past.

8. Encourage your child to find summer and seasonal employment. Evaluate the job application and give feedback on communication skills if an interview is involved.

9. Plan leisure time activities that explore interests, abilities and skills.

10. During vacations, work with your child to explore the occupations and careers that are abundant in the community. Seek out colleges and tour their campuses.

11. Consider allowing your child or other students to shadow you for a day at your work place to help them learn about your job.



If you have questions, comments or concerns please contact:
Jill Gould - CMSS Career Guide
Phone: 742-5153 Email: Gould_Jill@asdk12.org

Career Guide folder at a glance . . . .

Left side of folder . . . .

Career Clusters Interest Inventory (Green Sheet)

Seventh grade students are introduced to the 16 National Career Clusters by taking this activity. They circle activities they like, personal qualities that describe themselves and school subjects they like. Once done, they tally their numbers and find their top 3 career clusters. This begins the exploration into their future.

16 Career Clusters (yellow sheet)

A comprehensive list of the 16 National Career Clusters and a brief summary of careers in each area.

Four Minutes for your Future (blue sheet)

Just one example to help students during their student led conferences. Students organize their thoughts as they present their future plans to a significant adult.

News from Mrs. Gould's Career Corner (pink sheet)

An example of how the Middle School Career Guides get information to parents. It may include upcoming events, parent workshops, or tips to help parents in their career conversations with their students.

Right side of folder . . . .

ASD Middle School Career Guides pamphlet

An overview of what a career guide does and some duties.

ACKIS pamphlet

The Alaska Career Information System is an interactive web-based program. It is a great way for students, staff and parents to explore colleges, careers, create resumes, and create a portfolio to house the work that they do.

8th Grade Personal Learning Career Plan (PLCP)

Once 8th graders take the EXPLORE and review their results, they will think and reflect in the sections labeled: Who am I, Where am I going, and How will I get there? Students now have a 7th grade and 8th grade personal plan to compare and see their growth.

7th Grade Personal Learning Career Plan (PLCP)

Once 7th graders have a grasp of the career clusters they scored highest in, they begin the process of exploring Who am I, Where am I going, and How will I get there. This begins the process of career exploration for them.

College and Career Ready Initiative (blue sheet)

An overview of the EXPLORE assessment and what it involves. Frequently asked questions are answered on the back.

Go EXPLORE

The EXPLORE Assessment is a major tool in our career guide kit. The results are used to...

- Guide students in writing a Personal Learning and Career Plan (PLCP), which will also sharpen their goal setting skills.
- Prepare 8th graders for high school by reviewing requirements, demonstrating readiness for class placement, and showing them how they can facilitate improvements.
- Reinforce the application of Career Clusters as they match their Interest Inventory results to their career choices.
- Explain the World-of-Work Map through which we open doors to related occupations, job descriptions, educational requirements, salary expectations and job growth trends.
- Share intervention information with teaching colleagues in an effort to design an action plan.
- Meet with parents in informal settings such as workshops and Student Led Conferences.
- Invite presenters for luncheons, career days and intensive training in an effort to help students connect with mentors.

Within the school day Career Guides...

- Help each student create a Personal Learning and Career Plan for their future.
- Provide students and teachers with online career resources and other opportunities for exploration.
- Instruct students on the 16 National Career Clusters terminology, identification and synthesis.
- Help to ease the transition to high school for our 8th graders through ILCP lessons and tours.
- Instruct students in the use of portfolios and resumes as part of goal setting.
- Forge connections with School Business Partners.
- Implement the Explore test, with follow-up lessons and interest inventory. Facilitate student/parent dialogue on this topic.
- Support classroom educators with guest speakers and subject related career lessons.
- Facilitate and coordinate career fairs, themed luncheons, intensives and career focused game sessions.
- Organize events designed to promote goal setting related to post secondary education.
- Produce video and radio broadcasts on topics related to college and career readiness.

Beyond the school day Career Guides...

- Bring students to tour the King Career Center, university campuses, high schools, and work sites within their field of interest.
- Host parent workshops on college and career readiness topics.
- Collaborate with teaching colleagues to utilize Explore results.
- Orchestrate mentorships and apprenticeship opportunities whenever possible.
- Take part in Teacher Industry Externships (TIE), OJT collaboration with a variety of careers in the workforce.
- Connect with educators and counselors, at middle and high school levels to discuss student plans.
- Attend conferences dealing with career exploration and readiness.
- Assist our communities with workshops and resources to help students.

I am your...



Career Guides
Enriching the Middle School Experience

Middle school career guides work closely with students, parents, teachers and the community to connect career education to the core curriculum and to each student's life. This helps our students see the relevance of their education for their future. It inspires them to consider the wide variety of career options and helps them to set goals towards their dream.



"With the addition of a career guide on staff, students are more motivated and inspired to set goals, research career resources, and engage in a mentorship to prepare for their future."

—Jeanne Fischer, Principal

Insights & Perspectives

Josh, 8th grade student

"I think I have found something that even I can do! I have so much trouble with school, I didn't think that was ever going to happen to me!"

Alan Bolton, Exxon Mobil, AK

"We had a great time with the kids. It is rewarding for us also to see their interest and questions about what jobs we do. Thanks again for the opportunity to volunteer."

Shannon Gallagher, Assistant Principal

"Having a career guide to collaborate with the administration and provide immediate interventions for struggling students has been an invaluable asset."

Lauren Bradley, 8th grade teacher

"If anyone wants to know what a career guide does; I have 120 students planning on getting to school early tomorrow so they can sign up for 4 of 21 different choices of career seminars—their only complaint is that they can't do more!"

Kim, middle school parent

"Did you know that...
...a police officer's starting pay is over $22 an hour?
...tourism is one of the largest career fields in Alaska?
...you can get paid to guide someone on a hunting trip?
Who knew there were so many jobs in the film business?"
"These are just a few of the comments from my son Eric. He had a great day learning about careers and it opened his eyes to some careers he had no idea were out there."

Malisa Johnson, 8th grade counselor

Career guides introduce a world of career exploration to students who would otherwise not know about their available opportunities.

Anchorage School District
Educating All Students for Success in Life

ASD Middle School
Career Guides

Providing opportunities and resources to help students explore their interests and plan goals for the future.

Aren't sure what you want to do?

Might want to work in healthcare... or business... or possibly law?

- Pick an Occupation Cluster from the AKCIS Index and explore more possibilities than you can imagine.
- Check out these careers and many more. Includes real world interviews with people working at these jobs every day!

Wondering what careers are the best fit for your personal skills and interests?

AKCIS interactive self-assessment tools help you find the perfect match.

Wondering which school is the right one for your major field of study?

Narrow down the options with your personal search criteria:

- AKCIS provides information on more than 4,000 institutions
  - ✓ accredited two- and four-year colleges & universities
  - ✓ technical & vocational schools
- AKCIS describes registered apprenticeship programs
- Search Alaska and nationwide

Aren't sure how to pay for college?

Create a customized list of scholarships & loans matching your:

- educational plans
- abilities
- background

Need a little help on job search skills?

AKCIS tools include:

- tips for completing application forms
- a personal resume generator
- preparation and tips for interviews

To create your own AKCIS portfolio & explore your future, talk with your school counselor or career resource advisor.

Access and update your portfolio online 24/7 from anywhere. Ask your school counselor or career resource advisor for the site username and password.

To locate an AKCIS site near you, check out *www.akcis.org* and click on **list of AKCIS sites** or call the AKCIS Helpline at (877) 269-7974 or 269-6929 in Anchorage.



Your AKCIS site is:

Username _____

Password _____

ALASKA DEPARTMENT OF LABOR
& WORKFORCE DEVELOPMENT

AKCIS is a service to Alaskans made available through a partnership between the Alaska Commission on Postsecondary Education and the Alaska Department of Labor & Workforce Development.

Alaska Commission on Postsecondary Education
800 E. Dimond Blvd, Ste 200, Anchorage, Alaska, 99515-2049
AKadvantage.alaska.gov
(877) 269-7974 Toll Free
269-6929 in Anchorage

Wondering what to do with your life?
Need a little help deciding?



AKCIS gives you the tools

The Alaska Career Information System (AKCIS) is a free, interactive, Web-based education and career planning system designed specifically with you in mind.

www.akcis.org

8th Grade Personal Learning Career Plan

Career Exploration

Navigating toward my future!

Anchorage School District
Educating All Students for Success in Life

Name .....
Date..... Team .....
High School .....
Teacher ..... Period .....

Who am I?

Reflections about me as I plan for my future:

Several interests I have include:

1. .....
2. .....
3. .....

Three words that teachers or adults at my school would use to describe me:

1. .....
2. .....
3. .....

I feel a strong sense of accomplishment when I:

.....

Some things I find challenging:

.....
.....
.....
.....
.....

One thing about school that is going well:

.....
.....

One thing about school I want to improve:

.....
.....

Something more I would like people to know about me: .....

.....

❑ Check here if you did not take the *EXPLORE test.*

About My EXPLORE Report...

Look at the scores on your *EXPLORE Score Report.*

Share your thoughts: .....

.....

.....

ASD High School Graduation Requirements:

Subject	*Credits Required*		*Your Plan*
English (Language Arts)	4	(8 semesters)	_____
Mathematics	2.5	(5 semesters)	_____
Social Studies	4	(8 semesters)	_____
Science	3	(6 semesters)	_____
P.E./Health	1.5	(3 semesters)	1.5
Electives	7.5	(15 semesters)	7.5

What are your thoughts and reactions to the high school graduation requirements as compared to *Your Plans?* Explain how this changes your coursework plan:

.....

.....

.....

College Readiness

Look at *Your Scores* and compare them to the *EXPLORE Benchmark Scores:*

	Your Score	Benchmark	Placement
English		13	
Math		17	
Reading		15	
Science		20	

Are the scores you earned on the *EXPLORE test* a good representation of how you generally perform in school? ___Yes ___No

Explain: .....

.....

.....

For Official Use Only

Where am I going?

Most jobs include tasks that fall into four categories. Read the table below and check two boxes that describe the areas you would most like to work with.

Do you prefer working with:	Check here	Basic work tasks involved with the four categories:
Data		facts, numbers, files and business procedures
Things		machines, tools, living things and materials such as food, wood or metal
Ideas		knowledge, insights, theories and new ways of saying or doing something
People		care, service, leadership, sales

1. Write the *Career Area Preference* you selected on the *EXPLORE test*: .....
2. Do you still agree with that choice? ___ Yes ____No
3. List other jobs you find interesting and would like to learn more about using the *World of Work Map*: .....

.....

.....

.....

How will I get there? Making an action plan!

Take advantage of all courses and activities high school offers that will help you get started on the path to your career goal and dream. Share what you'd like to do in the future with your guidance counselor and plan courses that move you in the right direction. On the lines below identify what you can do in high school to help prepare for the future:

Personal responsibilities:	Academic actions:	Extracurricular activities:
.....	.....	.....
.....	.....	.....
.....	.....	.....

After high school graduation I am considering furthering my education in the following ways:

(Check all that apply)

____ Apprenticeship/On–the–job training
____ Technical/Vocational Training
____ Associate's Degree (1–2 year degree)
____ Bachelor's Degree (4–5 year degree)
____ Advanced degree (Masters Degree or Ph D.)
____ Military (branch) .....
____ I don't know
____ I'd like to meet with a career guide about:

.....

Select an inspirational quote that is meaningful to you and record it on the lines below:

.....

.....

.....

Example: *"Turn your dreams into wishes, your wishes into goals, your goals into reality, and your dreams will come true." –Author unknown*

Name .....

7th Grade Personal Learning Career Plan

Career Compass

MAPPING MY FUTURE

Anchorage School District
Educating All Students for Success in Life

Date .....

Team .....

Teacher/Period .....

Who am I?

About me

Three words that my family and friends would use to describe me: .....

.....

I feel the happiest when I .....

I look up to ..... because .....

Three interests I have: .....

Responsibilities I have (chores, newspaper route, caregiver for a family member): .....

.....

Accomplishments I am proud of (outstanding math student, chess champion, hat trick in hockey, first chair violinist, skateboard tricks): .....

Something else I want people to know about me: .....

.....

About School

Subjects I am interested in: .....

Things about school that are going well: .....

.....

Three academic challenges: .....

Where am I going?

About my future

When I think about my future, I see myself (career) .....

Top three Career Clusters from my career survey: .....

.....

I would like to learn more about the following careers: .....

.....

ASD High School Graduation Requirements:

English – 4 credits (8 semesters)
Math – 2.5 credits (5 semesters)
Social Studies – 4 credits (8 semesters)
Science – 3 credits (6 semesters)
P.E./Health – 1.5 (3 semesters)
Electives – 7.5 credits (15 semesters)

..... I would like to meet with the Career Guide about ..... .

..... I plan to graduate from high school

After high school graduation, I am considering (check all that apply):

..... Apprenticeship/On-the-Job Training
..... Technical/Vocational Training (certification)
..... 1-2 year degree (Associate Degree)
..... 4–5-year degree (Bachelor's Degree)
..... Advanced degree (Master's Degree or Ph.D.)
..... Military (branch)_____
..... I don't know

How will I get there?

About My Plans – These are identified as important in school. Which of these do you need? Rate yourself on a scale of 1–3 with 1 being less and 3 being more.

..... Attend school on time each day
..... Participate in class
..... Complete homework
..... Turn homework in on time
..... Respect yoursef/teachers/others

My to-do list (check all that interest you):

..... Talk about high school graduation requirements with my parent/guardians.
..... Talk about classes and careers with my parents/ guardians, teachers, counselors, and Career Guide.
..... Research career information online.
Resources you can access and things you can do to begin your volunteer resume:
http://www.explorestudent.org
http://akcis.introcareers.org
http://www.careerclusters.org
http://www.careerready101.com

..... Check assignments/grades on Zangle with my parents/guardians.

..... Join a club/sport/or other activity
Check all that you do now, or that you want to do in the future:

Now	Future	
____	____	Lessons (music, swim, dance, etc.)
____	____	Sports
____	____	Volunteer
____	____	Girl/Boy Scouts
____	____	Play/Drama
____	____	After school activity

ANCHORAGE SCHOOL DISTRICT

College and Career Ready Initiative

Helping All Students Prepare for the Future

Eighth-grade students will take the EXPLORE assessment during first quarter of the school year. Middle schools will determine a test date during the fall testing window. For more information contact your middle school Career Guide.

"Who am I?"

Take a realistic look at academic strengths, weaknesses and career-related interests.

"Where am I going?"

Explore educational and career pathways.
Engage in conversations about career possibilities and educational/training pathways.

"How will I get there?"

Career planning is a continuous process. Develop initial high school plans that meet interests and career-related goals. It's not too early to start planning!

Eighth-grade Emphasis:

The importance of students doing their best on the EXPLORE

The EXPLORE results contain information about work-related interests, educational plans, career goals, and academic skills. Teachers, counselors, career guides and parents can use EXPLORE results to help students make plans for high school and their future.

EXPLORE at a Glance

Educational & Career Planning Component (45 minutes)

- Career Interest Inventory – helps students explore personally relevant career options
- Plans & Background Information – gathers information about students' school coursework plans, educational and career plans after high school
- Needs Assessment – collects information about students' perceived needs

English Test
30 minutes – 40 questions
Usage/mechanics and rhetorical skills
(punctuation, grammar and usage, sentence structure, strategy, organization and style)

Reading Test
30 minutes – 30 questions
Prose, fiction, humanities and social studies

Mathematics Test
30 minutes – 30 questions
Pre-algebra, elementary algebra, geometry and statistics/probability

Science Test
30 minutes – 28 questions
Earth/space sciences, life sciences and physical sciences (Format: data representation, research summaries and conflicting viewpoints)

Turn over for frequently asked questions and answers

Frequently Asked Questions About the EXPLORE

Q: *Do the EXPLORE results tell students what type of career they should pursue?*
A: No. The results will indicate the students' self-reported career area preference. It will also encourage students to explore specific career clusters based on student answers on the career interest inventory.

Q: *What does the career interest inventory assess?*
A: The personalized EXPLORE score report (results) encourages students to investigate careers that are consistent with their work-related interests. This information is identified on the World-of-Work Map that identifies career areas based on primary work task interests – data, ideas, people, and things.

Q: *Are the EXPLORE results intended to determine if a student should or should not consider going to college?*
A: Absolutely not. The purpose of this assessment is to identify current academic progress and career-related plans and goals. This will allow students to investigate career possibilities and identify a plan for achieving their post-secondary plans. It is not intended to discourage students from obtaining their educational and career goals.

If results indicate that interests are stronger than skills, students should be encouraged to consider future course-work and/or strategies for improvement. With guidance from parents and school staff, students can map out a plan for obtaining their desired career-related goals.

Q: *Are there additional online resources available to students and parents that provide more information on the EXPLORE assessment and the World-of-Work Map?*
A: Yes. More information can be obtained at www.explorestudent.org. Families are encouraged to investigate the quick link World-of-Work Map at the above website. This can be a helpful tool prior to and after the EXPLORE is administered. The quick link can provide extensive information on career areas, occupations, and specific work-tasks (annual average salary, employment size and growth, entry requirements and related occupations and majors for each career area.

Q: *How can students best prepare for the EXPLORE assessment?*
A: Students are encouraged to answer test questions to their best ability and not rush through the career-interest questions when it is being administered. The personalized EXPLORE score report can only be fully utilized if students answer questions to the best of their ability. In doing so, there is a much better chance that the results can be useful in future educational and career planning.

An important reminder:
Families are encouraged to save all assessment results, including the EXPLORE score report that will be mailed home at the beginning of January. Because career planning is an ongoing process, it will be helpful to retain the paperwork in order to refer to it throughout your child's academic career.

Want to learn more about EXPLORE?
Check out www.explorestudent.org



Anchorage School District
Educating All Students for Success in Life



UAA Community &
Technical College
UNIVERSITY of ALASKA ANCHORAGE

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What's Your Story?

Spring 2011

news for & from alaska's middle schoolers vol.7 no.2



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Personal stories inside!

Inside this issue:

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Alaska Performance Scholarship PG 6

AKCIS PG 7

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Center for Alaska Coastal Studies PG 9

PG 9 Alaska 4-H

PG 8 Seward SeaLife Center

Public safety jobs PG 10

PG 10 Working dogs

PG 11 Public Safety Training Academy

Mears middle school students in the news COVER

AKadvantage.alaska.gov



Alaska Commission on Postsecondary Education
800 East Diamond Blvd., Ste. 200
Anchorage, Alaska 99515

PRSRT STANDARD
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PERMIT #69

I want a job in the earth sciences...





"I love the outdoors."

High School Graduated:
West Anchorage HS, Anchorage, AK

College Graduated:
University of Alaska Fairbanks: B.S. Geography & Environmental Studies

Current College:
University of Alaska Fairbanks

Major:
Chemical Oceanography



KRISTEN SHAKE

"I grew up in Anchorage and Girdwood along with my two younger brothers and sister. I was a pretty rambunctious kid and didn't really enjoy being at school up until the 3rd grade. I had an excellent 3rd grade teacher, Mrs. Hager. I was full of energy all the time, but she was able to spark my interest in learning. I will always be grateful for her guidance because I don't think I would be as successful as I have been thus far in my educational career if it weren't for her."

What do you currently study?

"I am a Chemical Oceanography graduate student with the School of Fisheries and Ocean Sciences at UAF. I really enjoy the fact that I was able to get such a great education relatively near my hometown of Anchorage. My family has been incredibly supportive and without their guidance and help, I don't think I'd be where I am today."

Do you have any advice for students?

"I think students need to ask themselves where they feel happiest. If they feel happy in the classroom, learning about the world around them, then they should pursue that interest. If they feel happy with their dad in the garage fixing up an old car, then they should learn more about fixing cars. Whatever students decide to do, it is important that they incorporate higher learning into their plans. Broadening one's horizons is a key step in becoming an adult."

"A little bit of enthusiasm and curiosity goes a long, long way."

"My childhood was split between growing up in Anchorage and spending time with my family in a small farming town in Austria where I spent most of my time outdoors. In high school, I took my first biology class and loved it. I think even then I realized that there were endless possibilities for travel and adventure for someone interested in biology.

After taking a scientific diving class through the marine science program at UAF, I was hooked on marine biology. Swimming through kelp forests and seeing firsthand how much life we have in our waters was one of the most amazing experiences in my life to that point. Since then, I have photographed leopard seals and penguins in the Antarctic, trawled the Chukchi Sea for benthic invertebrates, and cruised the Bering Sea in a U.S. Coast Guard Icebreaker. My next goal is to travel to the Antarctic again and dive under the massive ice sheets that extend from the glaciers over the ocean."

Who helped you along the way?

"My father influenced me the most, teaching me to work hard and not complain. This has served me well in my field work experiences because when you are out on an expensive and time-limited project, you either work hard or you don't get asked to come out again."

Advice about career training?

"Don't be intimidated by college. Find someone, either a student or a professor, in a field you might be interested in and ask them questions about their work."



High School Graduated:
Robert Service HS, Anchorage, AK

College Graduated:
University of Alaska Fairbanks: B.S. in Biology

Current College:
University of Alaska Fairbanks

Major:
Marine Biology

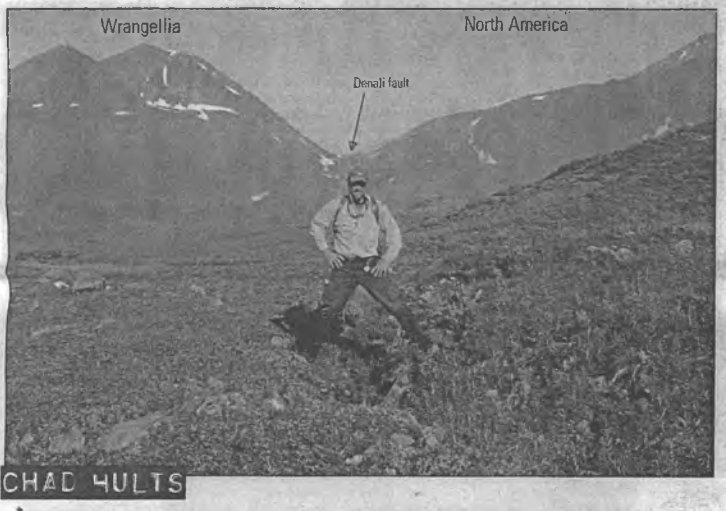






8th Grade, Seward MS, Seward

"The decisions you make add up to your life."



Colleges Graduated:
Shoreline Community College, Seattle, WA: Associate of Art and Sciences

Western Washington University, Bellingham, WA: B.S. and M.S. in Geology

Current Career:
Geologist for US Geological Survey, Anchorage

Photo: East of Paxson along the Denali Fault, Chad is standing on the rupture caused by the November 3, 2002 7.9 magnitude earthquake. This is the line where the edge of North America meets with "exotic" rocks to the south. The fault moved rocks 8 feet horizontally.

"I work as a geologist with the US Geological Survey at the Alaska Science Center. My main duty is to compile a geologic map of Alaska. This effort has been underway for over a decade so the complexity is mind-blowing."

What schooling did you take to enter your career?

"To become a geologist I had to obtain a Bachelor of Science in geology. To become a well-paid geologist I also got a Master of Science in geology. These degrees required many advanced math, physics, and chemistry courses."

What do you like best about your career?

"I have many opportunities to shape my career because the topics available to study are endless. I have freedom to use my imagination to figure out the geology of Alaska. To do my research, I get to hike in the mountains, boat in the ocean, and fly in a helicopter around the state. The office work is intellectually stimulating--literature research, computer analysis, and laboratory work."

Words of wisdom for those about to enter high school?

"Although getting excited about math or English while in middle school or high school is hard to do, these are the tools you will use in any career you choose.

A great man said to me, 'The decisions you make add up to your life.' The decisions you make, whether large or small (when to wake up in the morning, what to wear, whether or not to do your homework), shape your life. If you take control of your decisions you will have control of your quality of life."

Science

Answers to the "why" and "how" of life!

Science is about asking questions and finding out the answers through research and testing, as well as trial and error. Scientists discover truths about the world around us that inspire them to create new technologies and new ways of doing things.

From the invention of the cell phone, to the discovery that DNA can be used to identify crime suspects, science is changing the way we live every day.

Also, three to four years of science in high school will help you qualify for the Alaska Performance Scholarship!

(See page 6.)

I want a career in computer technology...



High School Graduated:
Colony HS, Palmer, AK

Current College:
AVTEC - Alaska Institute of Technology, Seward

Major:
IT - Network Technician

"I was born in Alaska and attended middle and high school in the Matanuska-Susitna Valley where I developed an interest in computers and decided to attend AVTEC."

What did you want to be when you were young?

"When I was younger, I thought I wanted to be a crime scene investigator (CSI). That changed when I got into high school. My aunt, Stephanie, inspired me to pursue a career in computers."

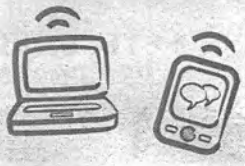
Advice for students?

"If you are not quite sure of what you want to do, go to college and you'll get to experience a little bit of everything. If you know what you want to do, try going to a career school."

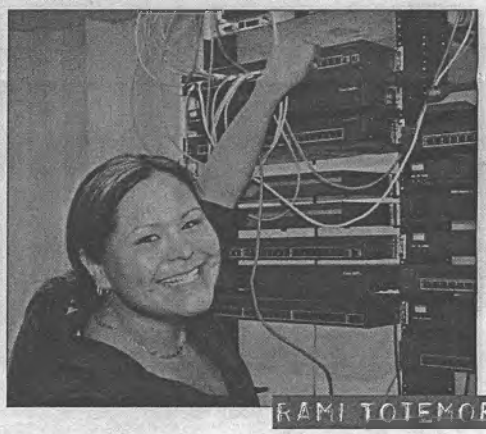


8th Grade, Mears MS, Anchorage





"Education & training after high school is very important!"



High School Graduated:
Tatitlek Communi
School, Tatitlek, A

Current College:
AVTEC - Alaska Institute of Technology, Sewa

Major:
IT - Network Technician



"I grew up in the small secluded village of Tatitlek in the Prince William Sound, where I graduated with a class of five."

What are you studying?

"I am attending the Information Technology training at AVTEC in Seward. The training is eight hours a day, focusing on what I want and need to learn."

How did you end up there?

"I always knew I was going to continue my education after high school, but I did not know what I wanted to do. I attended the University of Alaska Anchorage for three years and took a break by working as an intern at the Chenega Corporation in Anchorage, in the Information Technology Department. One of the employees encouraged me to enhance my training and education at AVTEC."

Do you have any advice for students?

"Just do it! Education and training after high school is very important!"

Sudoku

3			6				2	
	9	7		4		8		6
	2		5		9	1		7
9	8		1		6			5
			4	2			1	9
4				7		3		2
	1		2		3		4	
				5		7		3
	3	5					9	

How to play: Fill in the blank spaces with the numbers 1 - 9. Every row, column and 3 x 3 box must contain all nine digits with no number repeated.

WORD FIND

F	C	O	T	I	A	S	K	P	A	D
G	A	M	E	S	V	Y	E	A	C	A
I	R	L	C	E	G	E	L	L	O	C
F	E	I	H	C	P	G	T	M	M	E
S	E	L	N	A	T	E	I	E	P	K
C	R	M	O	T	P	E	T	R	T	D
H	E	A	L	A	S	K	A	E	E	C
O	A	U	O	D	A	P	T	G	R	O
O	R	N	G	L	P	U	R	S	U	E
L	T	R	Y	K	L	E	A	R	N	Y
T	D	R	A	W	E	S	R	I	W	A

Find these words in any direction:

data
games
career
college
school
seward
tatitlek
degree
palmer
alaska
geek
pursue
chief
learn
any
technology

CHECK OUT AVTEC!

AVTEC (Alaska's Institute of Technology), located in Seward (south of Anchorage on the Kenai Peninsula), is a component of the Alaska Department of Labor and Workforce Development. To learn more about this school and its many programs, visit AVTEC's Web site at www.avtec.edu.



MARIA HERNANDEZ



"During my middle and high school years, I was interested in a lot of different things, like photography and traveling, but I was already a computer geek. While I was in school, I worked for a hospital doing data entry and analysis for a study on children born to drug-addicted mothers. That's when I realized I wanted to learn more about how databases can help analyze information that will impact peoples' lives.

I have a Bachelor's degree in Psychology with a minor in Computer Information Systems. For me, these two degrees combined my interest in working with people with my secret love for computers."

Colleges Graduated:
University of Miami, FL:
B.A. in Psychology, Minors in Computer Information Systems and Photography

University of Pennsylvania, PA:
Master of Social Work

Current Career:
Information Technology (IT) Training Supervisor, Anchorage School District

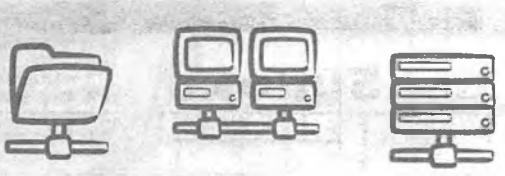
What do you do in your job?

"I am an IT Applications Training Supervisor. My team helps school district staff use computer systems and applications. We also work with the technical staff to make sure that the databases and programs we have are accurate, useful, and are accomplishing their business purpose."

"Technology grows and develops so quickly."

What do you like best about your career?

"Technology grows and develops so quickly--it's exciting that we get to be the first to try out new things and help determine if they would be of benefit to the school district."



DAVID O. BRAND

"Carpe diem! Seize the day!"

High School Graduated:
Chugiak HS, Anchorage, AK

College Graduated:
University of Alaska Anchorage and American InterContinental University: B.S. in Computer Science

Current Career:
CISSP, Chief Information Officer for US Air Force 673 Civil Engineer Group, Anchorage



"I grew up in Anchorage and Eagle River and went to Gruening Middle School and Chugiak High School. I loved all sorts of games, from board games to computer games.

When I was 13, I wanted a computer, so my uncle showed me how to build one. While working for my neighbor's company, I built a computer from the ground up all by myself. I was very proud of that accomplishment. When I started formal training I was the star of the class because I had already gotten my feet wet and wasn't afraid of computers.

Now, I am a Chief Information Officer for the US Air Force, working on Elmendorf Air Force Base. My team can accomplish almost anything. We help users when they have problems, manage how data travels, and are in charge of the large servers that help my organization get its work done. The most difficult thing in my job is explaining to people why we have different levels of security, and that you need to take precautions to keep information safe."

What education and training do you have in IT?

"I have a Bachelor's degree in Computer Science. I am also a Certified Information Systems Security Professional, which is one of the hardest certifications to get in the IT world."

Any advice for Alaska's middle school students?

"Carpe diem! Seize the day! But be responsible in doing it, for every action has a reaction."

Alaska Performance SCHOLARSHIP

Did you know there's a new scholarship for college or career training in the state that any Alaskan can earn by taking challenging classes in high school, earning good grades and test scores?

HOW DO YOU GET IT?

Get started off in high school on the right foot! Plan to follow one of these two pathways to success:

- **Math and Sciences** - Four years of math, four years of English, four years of science, and four years of social studies (one of which can be a world language, fine arts, or cultural heritage).
- **Social Sciences and Language** - Three years of math, four years of English, three years of science, four years of social studies, and two years of the same world language.

Make sure you study hard and earn the highest grade point average (GPA) and test scores you can--the better your results, the larger your scholarship! To learn more about the Alaska Performance Scholarship, go to *APS.alaska.gov*.

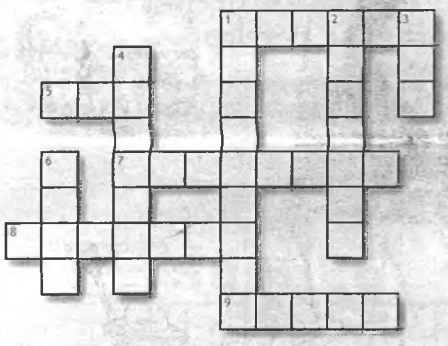








Crossword Puzzle



Across:
1. 49th state
5. Grade Point Average (abbr.)
7. Joshua wants to be a chemical ___.
8. College takes a little ___ and determination.
9. Joseph wants to ___ Tae Kwon Do to blind kids.

Down:
1. Emily wants to be an ___.
2. Rachel wants to work in sports medicine as a doctor or ___.
3. Alaska Pacific Univercity (abbr.)
4. AKCIS is where you can learn about different ___.
6. Manon wants to be a ___ critic.

DO YOU KNOW

which Alaska college campus this is?



Can you picture yourself here?

Answer: Alaska Pacific University in Anchorage

Be the first person in your family to go to college!

Even if no one in your family ever went to college, that doesn't mean that you can't. It takes just one person in a family to act upon that dream and be the example for others to follow. It may seem scary at first, but all it takes is a little courage and determination. Talk to your teachers, counselor or principal about what college is and how to prepare. Ask questions! Find out what you can do now to get ready. Take high school classes that will help prepare you. Did you know there's a new scholarship that rewards taking challenging classes? (See above.) Find out about mentoring or enrichment programs to help you succeed in education during and after high school. Seek role models. Surround yourself with other people who have succeeded and ask how they did it. You may find someone else who was also the first to go to college!









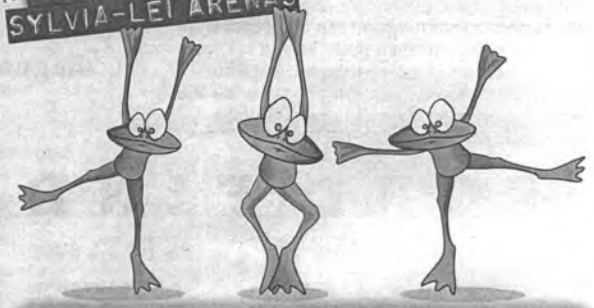














MUSICIAN DOCTOR PLUMBER CARPENTER ACCOUNTANT DESIGNER PROFESSOR

AKCIS

Careers, Careers, Careers....

A great place to learn all about hundreds of different careers. Ask your teacher or counselor if your school has an active Alaska Career Information System (AKCIS) account. AKCIS is free to all Alaska schools! If your teacher or principal needs more information, tell them they can call the AKCIS Helpline (877) 269-7974 or in Anchorage at 269-6929, or by email at *akcis@alaska.gov*.

akcis.org

I want a career working with animals...



LINDSAY WINGERTER, DVM

High School Graduated:
Monroe Catholic High School, Fairbanks, AK

Colleges Graduated:
Montana State University: B.S. in Animal Science

Washington State University: Doctor of Veterinary Medicine

Current Career:
Veterinarian, Alaska Veterinary Clinic, Anchorage

"I was always interested in animals. My first word was 'dog'! I mushed dogs since kindergarten and I raised sheep and goats for 4-H."

What postsecondary education did you take?

"After completing four years of undergraduate study to get a Bachelor of Science in Animal Science, I had four years of intense veterinary medical school."

Tell us about your job.

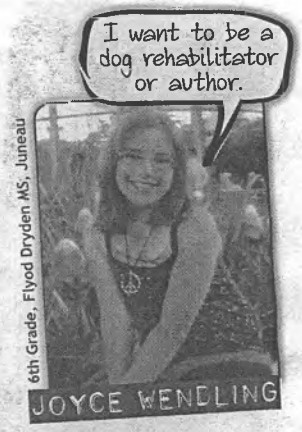
"I love it when I can diagnose, treat and cure diseases--especially since my patients can't talk! And puppy breath is one of my favorite smells.

A big part of my job is teaching and communicating with owners. I love it when I can let people know how best to care for their pets. To be a vet, you need to take lots of science classes, but also develop your people skills. This job is mostly about animal health, but I've never seen a German Shepherd drive himself to the clinic."



8-week-old Louis gets an exam from Dr. Wingerter.

"I love it when I can diagnose, treat and cure diseases."



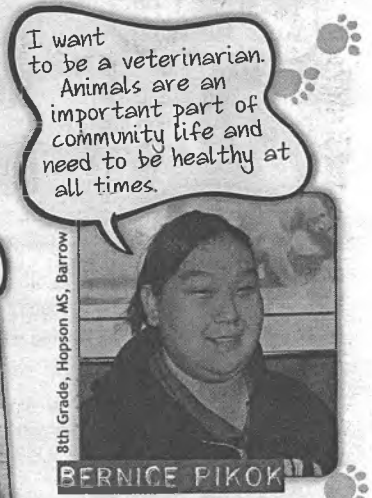
6th Grade, Flyod Dryden MS, Juneau

JOYCE WENDLING



8th Grade, Polaris K-12, Anchorage

JESSICA ADLER



8th Grade, Hopson MS, Barrow

BERNICE PIKOK



7th Grade, Polaris K-12, Anchorage

MADDIE FLORES

WORD FIND

B	L	X	B	H	V	S	C	U	R	E
A	E	S	U	Y	E	X	T	V	E	I
R	A	T	E	N	T	R	U	S	T	S
R	R	A	I	M	E	D	I	C	A	L
O	N	O	U	C	R	O	T	I	L	A
W	R	G	Y	O	I	A	I	E	A	M
P	H	C	P	C	N	E	O	N	S	I
L	L	L	P	E	A	R	N	C	K	N
E	O	U	U	E	R	R	H	E	A	A
H	C	B	P	V	I	D	E	R	L	T
A	R	S	I	O	A	Y	O	U	T	H
E	X	C	H	A	N	G	E	G	Y	O

Find these words in any direction:

medical, tuition, science, alaska, dog, youth, animals, recycle, care, senior, clubs, help, barrow, puppy, exchange, goats, cure, learn, veterinarian



What is the Center for Alaska Coastal Studies?

CACS has been learning and teaching about the marine and coastal ecosystems of beautiful Kachemak Bay, on the Kenai Peninsula, since 1982. The Center holds Junior Naturalist Summer Camp, Alaska Whale Camp, and EcoAdventure Camp each summer.

Learn more about the Center and these summer opportunities for students at www.akcoastalstudies.org.







How long does it take to become a veterinarian?

Veterinary school usually takes four years beyond the bachelor's degree. The fourth year is usually spent in a veterinary clinic, helping to treat animals. There are currently 28 veterinary schools in the United States accredited by the American Veterinary Medical Association (AVMA).





Do you like to help others?

Would you like to learn about another culture?

Want to learn a new skill?

The Alaska 4-H Youth Development Program

4H is a nationwide program where you can work on projects that interest you. Not only can you learn, make new friends and have a lot of fun with 4-H, but 4-H high school seniors are eligible to apply for a scholarship to the University of Alaska which could cover one whole year of tuition!

Through 4-H, you will find special projects, activities, clubs, and even camping opportunities. 4-H gives you the opportunity to meet new friends who share your interests, become more confident through problem solving and overcoming challenges. You can give back to the community through service projects, and gain independence and leadership by making important decisions on your own.

4-H in Alaska currently has programs in Anchorage, Bethel, Fairbanks/Tanana, Kenai Peninsula, and Mat-Su/Copper River areas. If there isn't yet a program near you, or if you want to learn something that isn't currently offered, 4-H can help you start your own project or club. Now is a great time to learn project development and leadership skills that will help you be successful in life.

Current 4-H projects and activities include: training your dog, raising livestock, cooking, sewing, crafts, health & nutrition, gardening, leadership development & public speaking, recycling & sustainability, babysitting & childcare development, civics & governance, career awareness & exploration. 4-H even has a foreign exchange program, and more!





Learn more about Alaska's 4-H: www.alaska4h.org

Alaska SeaLife Center



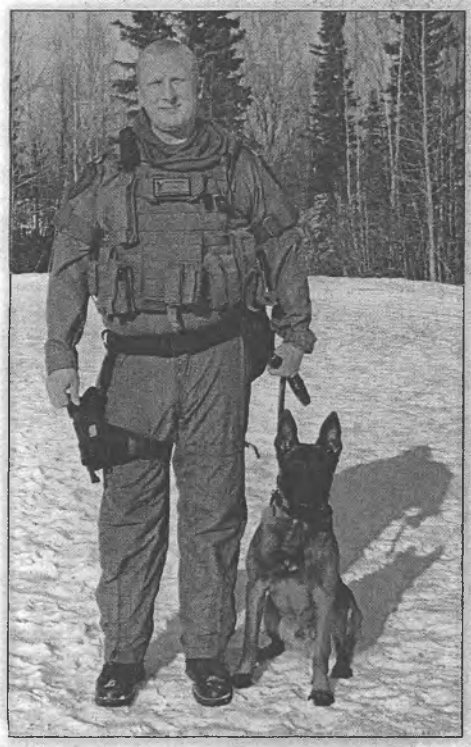
Photo courtesy of the Alaska SeaLife Center

The Alaska SeaLife Center, located on the shores of Resurrection Bay in Seward, is Alaska's only public aquarium and ocean wildlife rescue center. Visitors to this "window on the sea" have close encounters with puffins, octopuses, sea lions and other sealife while peeking over the shoulders of ocean scientists studying Alaska's rich seas and diverse sealife.

Research projects help scientists discover reasons for declining marine animal populations and environmental changes. In the picture above, researcher Jo-Ann Mellish from the Alaska SeaLife Center releases a Steller sea lion after fitting it with high tech tracking devices.

Marine mammal research conducted under NMFS permit no. 881-1668.

I want to work in public safety...



Jason Whetsell in SWAT Gear and Alex

Alex (a one-and-a-half-year-old Belgian Malinois) just recently finished both his patrol training and drug training. He is Jason's third dog. Jason's previous dogs, Bosco and Dutch, are retired and live with Jason and his family, along with Alex.

Jason and his dogs have visited many classrooms, talking about what they do and answering students' questions. If you would like Jason and Alex to visit your classroom, have your teacher contact Jason at: *JWhetsell@muni.org*.

More about APD's canine unit at: *dollarsfordogs.org*.

High School Graduated:
Cordova High School, Cordova, AK

Colleges Graduated:
University of Alaska Anchorage,
Wayland Baptist University, Anchorage

Current Career:
Police K-9 Officer, Municipality of Anchorage

JASON WHETSELL

"I grew up in Cordova, Alaska. I was always interested in firefighting and I enjoyed playing basketball. My postsecondary education was focused on being a firefighter/medic. Once I chose to get into law enforcement, I applied to and attended the police academy."

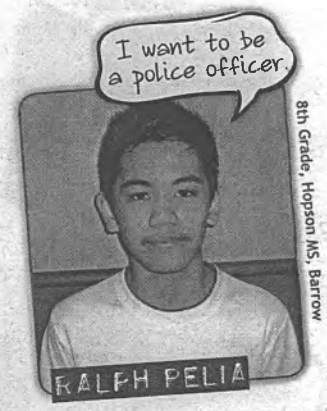
"This is the best job in the world."

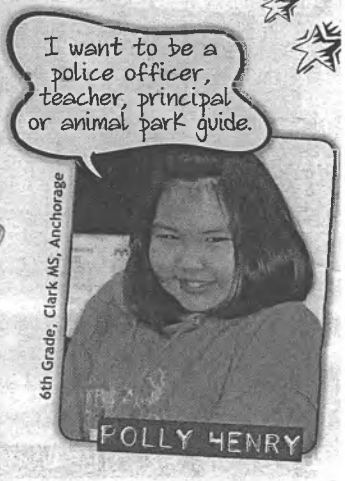
What do you do?

"I am a police officer who handles a canine. I train the dogs and am also on the SWAT team and work as the tactical K-9. We assist other units in the police department in catching bad guys. I feel this is the best job in the world and I wouldn't want to do anything else."

Words of wisdom for those about to enter high school?

"Work hard at everything you do. I became a police officer to get into the K-9 unit. I set that goal for myself, worked hard, and took pride in what I did. That approach made things fun and I had a great time while I worked to get where I am."







Working Dogs

Besides being man's best friend, dogs can play many other important roles in our lives and in some careers.

- ✓ **Service Animals:** trained dogs can help those who are not able to see or hear, or who experience other challenges that dogs can assist with.
- ✓ **Scent Detection:** with their keen sense of smell, dogs are trained to detect bombs or other suspicious substances.
- ✓ **Search & Rescue:** dogs can help find people after natural disasters or during emergencies.
- ✓ **K-9:** dogs can be useful in law enforcement by tracking or taking down suspects, as well as detecting illegal substances.





Public Safety Training Academy

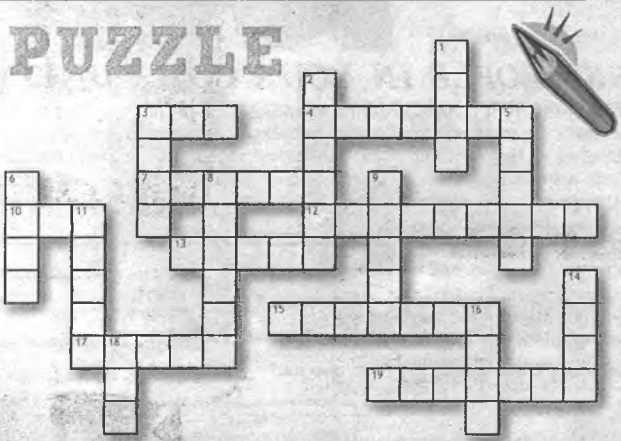
The Alaska Law Enforcement Training Program in Sitka provides specialized classes and practical training for a variety of law enforcement careers, including instruction in criminal investigation, police procedure, laws, and physical skills.

The course meets the requirements of the Alaska Police Standards Council, which certifies officers in Alaska. Students who complete the program also earn 12 credits from the University of Alaska Southeast.

www.dps.state.ak.us/ast/academy

Alaska Department of Public Safety

CROSSWORD PUZZLE



Down

1. Jason is shown in SWAT.___.
2. Joy's current ___ is firefighter.
3. Joy works for the Fairbanks ___ Department.
5. Working dogs have great ___ detection.
6. Jason's current dog's name is ___.
8. ___ & rescue
9. Capt. Kuiper grew up on the ___ Peninsula.
11. Jason says: This is the best job in the ___.
14. Dogs have a ___ sense of smell.
16. Jason and his ___ have visited many classooms.
18. University of Fairbanks (abbr.)

Across

3. Jason's approach made things ___.
4. Working dogs include Service ___.
7. Search & ___ dogs help find people.
10. The Public Safety Training Academy provides training for a variety of ___ enforcement careers.
12. Forrest's major is ___ Management.
13. Capt. Kuiper says they have to be trained in many areas, including ___ rescue.
15. Jason has ___ three dogs.
17. Jason's retired dogs are Bosco and ___.
19. Alex is a ___ Malinois.

CAPTAIN FORREST KUIPER



"I grew up on the Kenai Peninsula and attended Sterling Elementary, Soldotna Middle School and Skyview High School. Like many Alaskans, my interests and hobbies while growing up revolved around the outdoors. I enjoyed skiing, camping, hunting and fishing. I am the Captain of the University Fire Department on the UAF campus and am working towards a Bachelor's of Emergency Management at UAF.

The most rewarding aspect of emergency services for me is the opportunity to help the citizens of the community who are in need. The most challenging aspect is the fact that we have to be knowledgeable and skilled in so many different areas: emergency medical services, firefighting, hazardous materials, vehicle extrication, water rescue, and more."

High School Graduated:
Skyview HS, Soldotna, AK

College Graduated:
University of Alaska Fairbanks:
A.A.S. in Municipal Fire Control & Hazardous Materials Control

Current College:
University of Alaska Fairbanks

Major:
Emergency Management



High School Graduated:
New Horizons High School, Delta Junction, AK

College Graduated:
University of Alaska Fairbanks:
A.A.S. in Municipal Fire Suppression and B.S. in Biological Sciences

Current Career:
Firefighter for Fairbanks Fire Department

JOY MOSER

"I plan to serve Alaskans for many years."

"I was born in Nome and raised in Delta Junction. During my senior year in high school I worked several jobs and volunteered for the Delta Junction Fire Department. I was a UA Scholar and also received two British Petroleum scholarships because of my academic achievements."

How did you get to the career you're in today?

"Initially, I worked for the University Police Department in a student position as a community service officer. While working towards my employment with the University Fire Department (UFD), I volunteered for the Chena-Goldstream Fire and Rescue, a volunteer fire department adjacent to the university. After being hired in 2001, I became a lead medic for the UFD. The experiences I gained prepared me for the challenges and stresses of a fire service career.

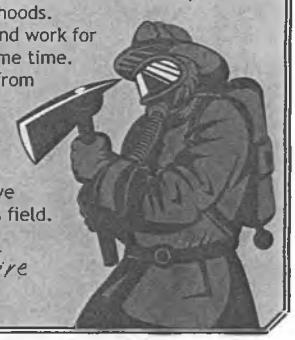
Since graduating, I've become involved as a program assistant at the University of Alaska Fairbanks, and plan to continue teaching and attending college classes as a way of refreshing my skills and giving back to the community to which I owe so much. I plan to serve Alaskans locally for many years."

What advice can you offer to students?

"Actively seek learning experiences throughout the rest of your lives."

Want to learn firefighting or emergency services skills while going to school?

The UAF Fire Department is open to anyone who is interested in getting into emergency services. The student firefighter program serves the UAF campus and surrounding neighborhoods. Students attend college and work for the department at the same time. The experience they get from real world emergency responses, as well as the academic studies at UAF, makes graduates of the program highly competitive in the emergency services field.



www.uaf.edu/fire

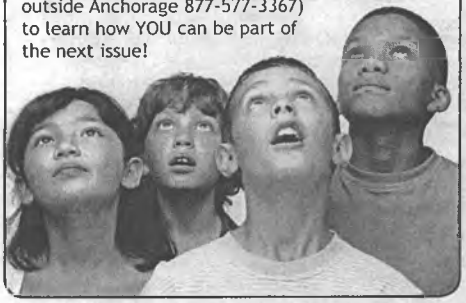
What will your story be?

Have you started writing your own story? You can start by doing the following:

1. Set goals for your future;
2. Learn and work towards those goals; AND,
3. Ask for help from others (parents, friends, teachers, counselors, principals and anyone who you know and trust) who want to support you in reaching your goals.

Your actions and attitude can help you create a satisfying and successful life story.

Interested in sharing your story? Ask your teacher or parent to call 269-7980 (toll-free outside Anchorage 877-577-3367) to learn how YOU can be part of the next issue!





Alaska Commission on Postsecondary Education
Your State Higher Education Agency

The Alaska Commission on Postsecondary Education--funded by the Alaska Student Loan Corporation--promotes access to and success in education and career training beyond high school.

This ***What's your Story?*** Middle School Newspaper, published twice a year, provides encouragement and resources for students about to enter high school.

AKadvantage.alaska.gov



Unsure of What You Want To Be When You Grow Up ???



ASK PEOPLE IN YOUR COMMUNITY!

There are many different careers in our communities. One of the best ways to learn about your options is from people who work in them. That person might be a parent, relative, teacher, or family friend. If you don't know anyone who works in the area that interests you, ask your parents or teachers for some ideas on who you could ask about the work they do.

You can ask:

- What do you do in your career? _____
- What do you like most and least about your job? _____
- What did you do to prepare for your career? _____
- What subjects/activities help prepare for this career? _____
- Is there any other advice you can give me? _____

Ms. Perkins' 8th grade students at Mears Middle School participate in a geocaching unit as part of a P.E. and science collaborative. This course encourages outdoor activity and investigative science. Students learn to use a GPS as they enter and read coordinates. Then, they participate in a 10-station race, competing against each other to find the most geocaches, using clues contained in one to find another. Students also spend time in the computer lab setting up investigative scenarios in which a mock wilderness crime scene is created. Students use their GPS and research skills to find out what happened, like real crime scene investigators.



Pictured: Emily Carey, Rachel Brady, Joshua An, Grant Jurasek, Sierra McNeil, Hattie Little-Burgener

Send us your news!

WHAT ARE MIDDLE SCHOOL STUDENTS DOING IN YOUR AREA?

Maybe there is an exciting summer program or camp in your town. There might be a community service project in which middle school students are actively involved. We'd love to include your news in the fall issue of ***What's Your Story?***

Call us at 269-7980 (Anchorage area) or toll-free at (877) 577-3367 (outside the Anchorage area) and we'll tell you how to share your news and become part of ***What's Your Story?***

SB 171

<TARGET><BILL>SB 171</BILL><SUBJECT>SB 171</SUBJECT><COMM>SEDC27</COMM></TARGET>

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/20/12

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 1/30/12

Education Committee considered SENATE BILL NO. 171

SB 171-INCREASE BASE STUDENT ALLOCATION

"An Act increasing the base student allocation used for public school funding; and providing for an effective date."

and recommends:

[ ] be **replaced** with **CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____Letter of Intent

[ ] further referral to _____Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED	✓			
EED	✓			

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
Betty Davis	DAVIS	✓			
	STEVENS	✓			
CO-CHAIR: Joe Thomas	Thomas	✓			
CO-CHAIR: K. Meyer	Meyer	✓			

ALASKA STATE SENATE

SEN. KEVIN MEYER
Alaska State Capitol
Juneau, Alaska 99801
Room 103
Phone: 907-465-4945
Fax: 907-465-3476

SEN. JOE THOMAS
Alaska State Capitol
Juneau, Alaska 99801
Room 514
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Fax: 907-465-5241

SENATE EDUCATION COMMITTEE

Senators Kevin Meyer & Joe Thomas, Co-Chairs

Senate Bill 171

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.—Article VIII, Section 1 Alaska Constitution

Every Spring school districts around the state have the unenviable task of developing their budgets—sometimes without complete knowledge of the amount of funding they will receive for the next academic year.

SB 171 gives districts the ability to craft responsible and conservative budgets. It establishes a three-year plan of modest increases—lower than the inflation rate—so districts know the financial parameters they must work within as they plan for sustainability. Forcing districts to rely on unpredictable one year bumps in funding undercuts their ability to do long range, responsible financial and programmatic planning.

This provides districts with a three-year financial plan. Districts will know well in advance how to plan for the education of our children, how to staff the schools, and how to maintain fiscal security over time. Instead of working out whom to layoff each spring, they can budget over a longer period of time, knowing how much money they have to work with.

This additional annual amount added to the BSA allows schools to keep up with the rising cost of educating our children. When a student enters a school, we expect they will receive a quality education. They need an environment t conducive to learning—curriculum that meets high standards, a safe, warm building, reliable transportation to and from the facility, and the best teachers possible. Some students have special needs that must be met. If we are going to increase our graduation rates, we must reach out to at risk students.

Failure to increase the Base Student Allocation will lead to lay-offs at school district around the state, program and curriculum reductions, or result in more education costs being borne by local taxpayers.

Because of our unique conditions, delivery of a quality education is more expensive in Alaska than in other states. However, in comparison to other states we are spending less and less to educate our students. In 2009-2010 we ranked 22nd in the nation in per pupil spending. This additional annual amount added to the BSA allows schools to keep up with the rising cost of educating our children. The incremental increases represent less than two percent a year, which is below the current inflation rate.

Alaska must invest in its resources, and the education of our residents is one of the most important investments we can make.

We urge you to support SB 171, and vote for its passage.

Report of the Alaska Council of School Administrators (ACSA) FY13 Funding Review Committee - October 2011

Background
At the August meeting of the Alaska Association of School Administrators (AASA), Education Commissioner Mike Hanley asked district superintendents how much funding would be needed in FY13 to maintain current programs.

AASA/ACSA Executive Director Bruce Johnson suggested a joint project with the Alaska Association of School Business Officials (ALASBO) to study this question. The ALASBO Executive Board appointed the following ALASBO members to work with Bruce Johnson on this committee: Luke Fulp, Kodiak; Chad Stiteler, Anchorage; David Arp, Sitka; Yodean Armour, Klawock; and Amy Lujan, ALASBO Executive Director.

Process
With the help of Education and Early Development staff, budget templates pre-loaded with FY12 information were sent out to each school district, with a request for early estimates of FY13 budget needs. A commitment was made to the confidentiality of district data, due to the preliminary nature of the budget estimates. Using the ALASBO network, data was received directly from 48 of the 54 school districts. Estimates were created for the remaining districts.

Findings
Districts are expecting serious shortfalls in FY13, due to declining federal revenues as well as increased costs.

- health plan costs are expected to increase 7-15%, which is in line with industry estimates
- wage make up 47% of district budgets; many districts have negotiated agreements in place already for FY13; those entering negotiations anticipate modest increases
- energy costs have continued to increase; these higher costs also impact travel and shipping on all goods, from instructional supplies to food for school lunches
- overall expenses are forecast to increase due to inflation, which for the Anchorage CPI has averaged 2.7% since 1990
- the federal program for timber compensation to rural schools and communities (SRSCA) may not be reauthorized; this would reduce funding to schools and municipalities by $18.5 million, hitting 24 district budgets directly in some cases, and/or the ability of municipalities to provide local funding to school districts
- federal ARRA and Education Jobs Bill funding, which provided $35 million in unrestricted funding to be spent in FY12 and FY13, will be exhausted by the first quarter of FY13, resulting in program cuts in FY13 and FY14

State Funding Implications
While it is not expected that state funding can make up for all the reductions in federal funding, it is reasonable to expect that state funding can help districts deal with cost increases and ensure a continued quality educational program. The following estimates of funding needs are provided by this committee for guidance to achieve this goal.

- extending the FY12 grant provided by HB108 ($20 million) is critical to enabling districts to keep up with energy costs, in addition to the BSA increases suggested below
- a $320 BSA increase would enable districts to keep pace with expected cost increases, though it is possible that program cuts would be necessary, due to flat or declining local and federal revenues NOT funded by this BSA calculation
    - a $225 BSA increase would maintain the state's proportionate share of district funding, in relation to local and federal funding; however, program cuts would occur if local and federal revenues are flat or reduced



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
2012-13 SCHOOL YEAR

WHAT BUDGET ESTIMATES GIVE RISE TO THE DISTRICT'S SHORTFALL?

Revenue:	
Loss of state one-time energy funding	$ 2,137,890
Loss of unassigned fund balance [1]	229,820
Shortfall due to loss of revenue/financing sources	$ 2,367,710
Expenditure:	
Increased costs due to adding back in "jobs bill" teachers	$ 2,155,000
Increased costs for curriculum materials purchase	1,484,370
Increased subsidy to Pupil Transportation	1,246,990
Increased utility costs	335,700
Increased support for special education	2,433,170
Increased employee costs	3,852,150
Increased costs in other areas	722,290
Shortfall due to increased costs	$ 12,229,670
Estimated 2012-13 budget shortfall as of January	$ 14,597,380

BUDGET ASSUMPTIONS

- Student enrollments increase slightly and our military student population remains steady.
- The local contribution to education is flat funded, unchanged from the current year.
- The district loses $2.1m in one-time State energy funding provided for in the current year.
- The base student allocation amount (BSA) of $5,680 remains unchanged from the current year.
- The State continues to provide supplemental funding for retirement system contributions and the employer contribution rates remain unchanged from the current year.
- Pupil Transportation will continue to be funded at rates unchanged from the current year.

[1] The district had $ -0- unassigned audited fund balance at June 30, 2011. The district is estimating that with some additional foundation funding in the current year, along with savings from unfilled reserve teaching positions, that we will have $1.85m in fund balance available to supplement next year's budget. This can change depending on the high variability of current utility, health care, and other costs.

print

Funding gap halts drop-out program in Fairbanks schools

by Reba Lean / rlean@newsminer.com
01.23.12 - 12:00 am

FAIRBANKS — A program that paired guidance coaches with struggling students decreased high school dropout rates during the past five years, but the local school district ended the effort last year.

Through the now-defunct program, students at risk of dropping out of school met with "graduation success coaches" to get more engaged in school and earn better grades. The program reduced the dropout rate in grades 7 through 12. It also attempted to increase attendance rates in primary schools, but was not able to do so. About 1,500 students went through the program.

Though there are no longer coaches, a model that was created as part of the program will continue to help identify at-risk students. Teachers then can find support for those students, according to district officials.

The program ended when it ran out of grant funding. In its last year, it was funded through the American Recovery and Reinvestment Act of 2009. In its early years, local funding covered the cost. The last year, the program's most expensive, it cost almost $800,000 to operate, according to district spokesman Bill Bailey.

There were 19 graduation success coaches in the school district, and they were laid off when the program ended in June.

Education Support Staff Association President Chrya Sanderson was a coach with the program. She said she helped students by finding poster board for a science project or a classroom in which to work.

Once students were provided with the resources and her tutoring, they had a better chance at succeeding, she said.

"They want to be in schools because they're doing better," she said.

At the Dec. 6 school board meeting, Kathy Hughes and Heather Rauenhorst from the district's Research and Accountability Department presented a report on the program to the board.

The program began in the district in the 2006-07 school year as the Dropout Prevention Program. Teachers and administrators would refer students to the program to receive help from the coaches.

Ellis Ott, coordinator at the Research and Accountability Department, came up

with a model to identify students who were more likely to drop out. It highlighted students based on attendance rates, grades, out-of-school suspensions and standards-based assessment scores. He was able to group students into high-, medium- and low-risk categories based on the data. Schools were provided with the names of the students and were able to determine who would benefit most from the program.

According to the report, some who were determined as being high-risk students went unserved by the program for several different reasons — they were in alternative schools where there was no coach position, they were new transfer students with little background information, they had scheduling conflicts or their parents refused the services.

Rauenhorst said those who went unserved dropped out at higher rates than those who met with coaches.

Among at-risk seventh to 12th grade students, Graduation Success Program participants had an annual dropout rate of 10.8 percent. A comparison group of unserved, at-risk students had a dropout rate of 21.2 percent.

Since the school year 2004-05, annual overall dropout rates in middle and high schools have decreased from 7.6 percent to 3.9 percent, nearly half.

After the Dec. 6 presentation, school board member Wendy Dominique lamented the loss of the program and its coaches.

"We lost the bulk of the people that got that rate down," she said.

Kristina Brophy, president of the board, told the News-Miner the administration submitted a draft budget to the board that didn't include the program. She said while the secondary schools' dropout rates were reduced, the attendance rates in primary schools didn't change. After reviewing the draft, Brophy said, the board approved the budget without the program.

Sanderson said program proponents appealed to the board to find funding.

"The school board themselves saw the value of the program, but maybe couldn't see how to fund that," she said.

Hughes said the district chose not to keep the Graduation Success Program, in part, because at-risk students still have ways to get help. Counselors, Alaska Native Education tutors and other tutors are available for students, she said.

Contact staff writer Reba Lean at 459-7523.

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Anchorage School District

5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
(907) 742-4000

SCHOOL BOARD

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President

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Don Smith

SUPERINTENDENT

Carol Comeau

September 26, 2011

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

Dear Governor Parnell:

On behalf of the 49,000 students, and over 5500 school district employees, I want to thank you for your support and leadership in support of the Alaska Performance Scholarship and the increased funding for Career and Technical Education in the Base Student Allocation. I believe that all students will benefit from the increased focus on more rigorous academics as well as developing college and career readiness skills.

The voters in Anchorage strongly supported increasing Career and Technical Education opportunities at all of our comprehensive high schools, middle schools, and our alternative schools over the next few years. The additional funding in the BSA for our high school students will truly benefit our students; we hope the additional funding will include middle school students in the future as we know that students in sixth grade forward can truly benefit from exploring of various career pathways.

We have a comprehensive plan to expand learning opportunities for our students in various career pathways that are relevant for 21st century career opportunities. We have tremendous partnerships with both the Department of Labor and Workforce Development and the Department of Education and Early Development as we advance these initiatives. I would be happy to share these increased offerings for our students with you, and/or your staff during this school year when you are in Anchorage. Our administration will be bringing forward a Five Year Comprehensive Career and Technical Education Plan for Anchorage School Board approval in the spring of 2012; our plan will definitely fit under the State's CTE umbrella which has been adopted by the Alaska State Board of Education and Early Development.

Our students and staff have been focusing on increasing the high school graduation rates over the past few years; much progress has been made in the Anchorage School District because of our ability to develop new programs and interventions, to monitor progress more frequently, to use online credit recovery and acceleration options, and by expanding our summer school options. Our four year graduation rate for last years' students was over 72%; for our five year seniors, the rate was 75%. We are

very proud of the fact that, regardless of the time needed, more Anchorage School District students are graduating with a high school diploma, not a GED.

The ability to offer these new programs was as a result of the three-year increases to the Base Student Allocation and the Intensive Needs Funding to the Foundation Formula. Last year, for the first time, the Anchorage School District was able to pay for our Intensive Needs Program with the funding generated from the State and Federal sources, not by diverting funding from our other students programs to pay for mandated services. We are very grateful to the legislature and to you, as governor, for supporting these increases in funding.

Because of our academic progress, I was very disheartened to read in various news reports, that you do not support increasing funding for education in your budget for FY 13 because of the lack of progress by our students. I know that we MUST do better, and we are committed to continuous improvement, but many of our new initiatives that have come about because of increased BSA funding, and the one-time funding for FY12, are in danger of reduction or elimination if we do not receive an increase in the BSA going forward. We have been struggling to plan for continuation of our initiatives, and to maintain some programmatic staff, when our funding is not set until late spring (July 2011 this year). We know that the ability to plan ahead for two and three years assisted all school districts in the past, and I would hope that you could support that kind of progressive funding in your budgetary planning.

In addition, I know that you know, we must support children and families in our various communities. I have been an active participant of the United Way's Anchorage United for Youth Leadership Team since its inception. We have adopted an ambitious aspirational goal of attaining a 90% graduation rate by 2020 for this year's third grade class! We had a wonderful rally last week at the Nicholas Joseph Begich Middle School; many hundreds of community members came to "surround" our middle schoolers with a circle of support so that they know that the whole community is committed to supporting our youth in getting a high quality education and a high school diploma! We know that it truly takes all of us to support our students and families so that our students can focus on learning, and not the many economic and emotional challenges that confront them in their daily lives. We are grateful to you for your leadership in the area of reducing child abuse, domestic violence, and substance abuse, and we know that when these efforts are successful, then our students will have a much better chance in their education. I truly believe that investing in families, early learning, and K-12 education is truly the ticket to Alaska's future success.

I would like the opportunity to meet with you to share with you our academic progress, and how we are using our educational funding currently. We want to continue to progress, but we are fearful that flat funding will erode our efforts in supporting our students and staff and families. I will contact your office to see if we can arrange a meeting when you are in Anchorage.

Sincerely yours,

Carol Comeau

Carol Comeau
Superintendent

cc Anchorage School Board members
Michele Brown, United Way of Anchorage
Click Bishop, Commissioner of Labor and Workforce Development
Mike Hanley, Commissioner of Education and Early Development
Karen Rehfeld, State of Alaska, OMB

adn.com
Anchorage Daily News

Schools seek less funding than this year

SHORT: Class size, summer school, staff cuts all part of cost reductions.

By ROSEMARY SHINOHARA

(01/22/12 23:08:26)

Anchorage School District administrators are proposing a 2012-2013 budget today that is $6.2 million smaller than this year's, and about $20 million short of continuing the same level of services.

Next year's plan calls for spending $726.8 million, compared with $733.1 million this year. If the School Board agrees, class sizes will rise, summer school will disappear, special education staff will be trimmed, and some of the same positions that narrowly escaped being cut last year, such as graduation coaches who intervene on behalf of students at risk of not graduating, will be gone.

While some positions would be added, 88 net positions would be eliminated -- some maintenance workers, a few librarians and some teacher assistants, for example.

"I don't like this budget, but I think it's as responsible as we could make it," school Superintendent Carol Comeau said in an interview.

The district serves roughly 49,000 students.

The School Board begins considering the proposal in a meeting from 9 a.m. to 4 p.m. today at school district headquarters at Northern Lights Boulevard and Boniface Parkway.

The total is based on expected flat funding from the state, which pays about half of local school costs, and a 1 percent increase in local tax revenues. Local taxes pay about a third of school expenses. The rest comes from federal grants and other sources.

While revenues are down, salaries and benefits are up by $14.6 million.

Other rising costs:

• The district also chose to add $1.2 million for a program called "Response to Instruction," a system for checking whether students are learning critical skills, and adapting instruction to fill in gaps.

• The district wants to add $967,987 to an equipment fund to be used for such things as replacing aging school buses.

• The administration wants to absorb the cost of paying for 81 classroom teachers that were funded through a $7.6 million federal jobs bill that runs out this school year. Other positions would be cut to make up for it.

A big problem, said Comeau and the district's chief financial officer, Chad Stiteler, is that the amount of state money dedicated to schools isn't known until the Legislature adjourns and the governor signs off on state appropriations, in early summer, but long after the district must complete its budget.

As a result, the district this year and last year had to propose heavy-duty cuts. When the state adds money late in the game, drastic cuts are sometimes reversed. The system undermines the district's

credibility, Comeau said.

That happened last year, when the state came up with $9.7 million that hadn't been expected. In August, the district reinstated some teaching positions, $2.8 million to replace computers, and other jobs and programs that had been eliminated.

With no increases expected in state funds, the Anchorage district isn't the only one in Alaska facing cuts this year.

Fairbanks superintendent Pete Lewis warned earlier this month that the district there expects a $14 million shortfall, the Fairbanks News Miner reported. The Fairbanks budget proposal is due out by Feb. 1. The Juneau School District superintendent recently announced that 66 positions could be slashed next school year, according to the Juneau Empire.

The Anchorage district changed its presentation of the budget this year by not including one gigantic expense that had been part of prior budgets: an unfunded liability for the state retirement programs that cover district employees. It amounts to $100 million-plus. But the state pays it. The school district in the past included the number in its budget total, but now has taken it out to match the way the municipality prepares its budget. The district also removed the liability numbers from past budgets for comparison purposes.

Here's a list of some of the proposed cuts:

• .5-student increase in class size for third grade, 1-student increase in grades 4-6, $1.4 million savings.

• 1-student class size increase for middle-schoolers, $908,242.

• 1.5 student class size increase for high schools, $2.3 million.

• Six elementary school counselor positions and four librarian positions, about $950,000.

• Thirty-five special education positions, including nine secondary counselor positions, $2.8 million.

• Seven graduation coaches, $641,912.

• Ten middle school career guides, $956,044.

• Summer school elimination: elementary schools, $1.1 million; middle schools, $459,791; high schools,

$1.2 million.

• Replacement computers, $2.3 million.

• Six maintenance positions, $535,457.

• Three warehouse maintenance positions, $286,421.

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JUNEAU SCHOOL DISTRICT
CITY AND BOROUGH OF JUNEAU

FY 2013 Juneau School District Budget Information
January 17, 2012

HOW DID THE SCHOOL DISTRICT GET HERE?

Loss of one-time aid to school districts from the State of Alaska	$ 737,000
Elimination of federal jobs funding	460,000
Use of fund balance (reserve) last year	1,687,000
Grants expiring	865,000
Increased energy costs	221,000
Less indirect cost recovery from grants	207,000
Increased employee costs	900,000
Instructional and Technology needs	587,000
Other increases	123,445
	$5,787,445

WHAT THE DISTRICT KNOWS:

- The Governor of Alaska has not included any increase in the amount school districts receive as part of the funding formula.
- Utility rates will increase.

ASSUMPTIONS USED TO DEVELOP THE FY 2013 BUDGET:

- The Base Student Allocation (BSA) will remain at $5,680.
- JSD student enrollment will decrease by 26 students to 4,916 next year.
- Juneau students will continue to benefit from the same level of generous support from the City and Borough of Juneau.
- Pupil transportation will continue to be funded at the same level as FY 12 by the State of Alaska.

WHAT THE DISTRICT DOESN'T YET KNOW:

- What level of funding the Legislature will approve.
- Outcomes of the collective bargaining process.

JuneauEmpire.com

JSD budget could cut more than 66 positions

Board member calls state action "criminal"

Posted: January 18, 2012 12:02am

By Sarah Day

JUNEAU EMPIRE

The Juneau School District got it's first look at what $3.6 million to $5.9 million in cuts look like, with many cuts hitting administration, classroom sizes and other programming.

Superintendent Glenn Gelbrich introduced the heavy topic Tuesday night at Juneau-Douglas High School for the budget committee meeting. Among the packed room of about 50 people included Assemblywoman Karen Crane and Alaska Department of Education and Early Development Commissioner Mike Hanley.

Gelbrich spoke of the success the district has had in increased graduation rates at both comprehensive high schools, increased reading achievement and significantly higher math achievement results.

"Tonight, I bring you a budget that could seriously undermine our progress," Gelbrich said.

The committee asked many questions for clarification, and several chose to also include commentary.

Board member Mark Choate was the first to pipe in his displeasure of the funding situation.

"This feels like we're at a funeral right now," he said. "I have an image of a room filled with food, flowing out the windows and flowing out the doors. Someone outside is saying there's no food, there's nothing to eat but stone soup. This is criminal, this is about as bad as it can be that a state with an $18 billion excess this year is taking money from children. To take the jobs from this district is simply wrong. I'll do what I can as a community member to say this up on the hill. There's lots of things we can talk about and do to improve. But we should not be sitting here talking about being broke with the resources the state has."

Board member Sally Saddler shared the same sentiment. She said she thought she knew what she was getting into with the estimated deficit, but to see the proposed cuts is sad.

"I feel like I've been sucker punched," Saddler said. "There is a perception out there that there is a lot of waste. As I sat and listened ... it's clear we're cutting to the bone. We need to be rallying. I'm getting over my sad and getting into my mad."

Superintendent Gelbrich also addressed state funding. He said the Alaska Association of School Business Officials have said an increase in the Base Student Allocation would need to be by $320 per student. Gelbrich said that kind of funding level in Alaska is unprecedented and unlikely to come to fruition. He said the governor's budget proposal maintains flat funding levels for the next three fiscal years for education funding.

"...I want to emphasize that the current level of funding for public education is detrimental to the future of Alaska, to its economic development, to the strength of our communities, and to the future of our students," Gelbrich said. "Unless we are willing to further invest in the greatest resources we have — the capacity of our state's children — we are undermining the potential of Alaska."

Gelbrich talked about estimates gathered by Juneau Economic Development Council Director Brian Holst — who is also on the committee. JEDC estimates that the cutting of those positions will have an economic impact of -$11.4 million on Juneau.

The operating fund budget revenues for FY12 are $75.3 million, with $74.8 million in expenditures. Estimated FY13 revenues are at $73 million, with $72.4 million in expenditures including budget reductions.

The FY13 budget proposal includes $3.3 million in additions to the operating fund budget — but that figure is a bit deceptive. For example, $1.2 million of those "additions" are positions and programs that already exist in the district, but were not previously part of the operating fund. They are being moved into the central part of the budget because their funding sources were from grants or federal dollars. Another assumption in that $3.3 million is an estimated $900,000 increase in salaries and benefits as the district is currently negotiating with its two largest unions. Gelbrich said they can't put the number at zero because the district has to negotiate in good faith, however that doesn't mean the nearly $900,000 will be that much — or that little.

Aside from those two top dollar budgetary additions, the rest include things like adjusting cost allocation to Juneau Community Charter School, increased costs to try and stabilize Internet services and computers, unemployment compensation, AEL&P rate increase, fuel oil increase, educational leadership center and similar expenditures.

The cut list hits administration pretty hard this year, Gelbrich said — at least compared to percentage of that sector's budget — but students will still be impacted. Approximately 66.3 FTE (Full Time Equivalent) positions are expected to be eliminated given the "worst case" scenario.

Gelbrich said five of 23 jobs at the central office are being eliminated (22 percent).

Cuts by employee group consist of 1 position from the cabinet at 17 percent of the cabinet FTE — $80,000.

- 3 FTE from the JSAA (Juneau Administrative Association) for 12.7 percent — $452,000.
- 11 percent from JESS (Juneau Educational Support Staff) for 34.8 FTE — $2.2 million.
- 26.5 FTE from the Juneau Education Association for 7 percent (teachers) — $2.6 million.
- 1 FTE from a non-union, non-cabinet position for $123,000 at 6.25 percent.

On a school level to school level basis, cuts also were broken down.

- $706,000 at all schools.
- $1.4 million from elementary schools.
- $791,000 from middle schools.
- $1.4 million from high schools.
- $214,000 from optional programs.
- and $1.3 million from the district level.

Cuts include reduction for declining enrollment (estimated by 26 students), reducing legal services to $100,000 max, elimination of a student services coordinator, elimination of one high school assistant principal (leaving one each) but also adding in one teacher for the activities program (still a net loss), six positions between maintenance and custodial staff — merging custodian and maintenance supervisor positions, reducing elementary specialists by .50 FTE at each school, and eliminating a data technician.

They also reduce high school activities fund, cut a finance support staff position, cut high school assistant librarian positions, eliminate secondary instructional coaches, reduce Extended Learning staff by three, reduce site budgets by 5 percent, reduce district supply budgets by 5 percent, reduce HomeBRIDGE supply by $20,000, reduce special education para educators, increase Pupil-to-Teacher ratio at all schools by one, eliminate truancy officer, eliminate assistant superintendent position (Assistant Superintendent Laury Scandling offered to retire in December. (That position won't be refilled, and her office assistant will be cut thereafter as well. One art specialist will be eliminated. Last year that area was reduced by one as well.

Cuts will also eliminate six of 10 full time school nurses and replace them with health assistants.

Gelbrich and Director of Administrative Services David Means also included "add-backs" in case more revenues come in than projected.

Those add-backs include — in no particular order — cultural para-educators, middle school counselors (1 FTE is proposed to be cut from each), lower PTR by 1, elimination of drug testing contract services at the high school ($45,000), add 2.0 FTE back from custodial. Total add-backs are about $1.1 million.

Gelbrich said that with last year's cuts they were lucky because the staff losses were through attrition. He said the number of cuts required this year make that unlikely this year.

- Contact reporter Sarah Day at 523-2279 or at sarah.day@juneauempire.com.

Comment

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FY2013 Count Impact and Budget Estimates

January 18, 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 Benefits	14,617,231	14,941,382	324,151
J	Maintenance	1,583,716	1,664,660	80,944
K	School/Program	649,988	647,595	-2,393
	District Administration	518,181	466,803	-51,378
L	Techology	394,200	427,200	33,000
	Prof/Tech/Contract Services	157,700	138,100	-19,600
	School Board	57,100	47,100	-10,000
M	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 incre
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 and related benefits are adjusted to account for current employees rolled into the FY2013 negotiated agreement scales. 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
J 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
K School and Program discretionary budgets remain unchanged from FY2012 to FY2013
L Technology includes a $75,000 increase to continue the School Board's 5 year plan
M 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 positons

HAINES BOROUGH SCHOOLS

P.O. Box 1289

Haines, Alaska 99827

December 13, 2011

Dear Honorable Governor Parnell,

In the FY2013 budget you just released, you call for "full funding" of education at $1.1 billion and for forward funding for FY2014 at $1.1 billion. Thank you for acknowledging the need for forward funding. That would be a tremendous assistance.

However, since the recommendation you made for the current fiscal year was also at $1.1 billion, if I'm not mistaken that would make three years of flat funding within the funding formula. Currently inflation is running around 3% as computed by the Anchorage CPI. For different rural communities that number might be somewhat higher. For Haines, with a budget of around $5.7 million, 3% would represent about a $170,000 increase in costs of goods and services. We are currently projecting just about that kind of increase in order to keep the student programs and staff in place for FY2013.

Haines was one of 12 districts in the state to make AYP this year. We were one of three districts where our students with special needs made AYP. We have been working hard to continually improve how we educate our students. We've instituted more vocational education classes, we are stressing more school to work connections, we are instituting more early elementary reading interventions, we are making sure our high school students have access to the classes they need to qualify for the Performance Scholarship (thank you for that) and we are giving more attention to helping our special education students do better. All this has resulted in an over all increase in our graduation rate of over 15% over the last four years. For 2010/11 our graduation rate was 88%.

The Haines Borough School District runs pretty lean. If we experience reductions in the amount of services our funding can cover we will immediately be cutting into the muscle that delivers services to our students. Our programs will immediately suffer and will be driven backwards. We need your support to make sure we will be able to continue the good work we have in place.

Governor, it is respectfully requested you add an amount to the funding formula that will cover the inflationary pressures on the costs of goods and services. Along with forward funding, that would mean volumes in our ability to: 1) retain our staff and not have to keep them on pins and needles about their next year's employment until June; 2) better plan and schedule for the next year; and 3) keep morale up, which helps our entire organization.

Thank you,

Carol Kelly

Carol Kelly, President
Haines Borough School Board

Superintendent's Office
Phone (907) 766-6725
Fax (907) 766-6794

K-12 School Office
Phone (907) 766-6700
Fax (907) 766-6791

TABLE 7

Shares of total per pupil spending for each program

Average of nine districts (includes overhead allocation to each program)

						Change	
*Program Area**	*1967*	*1991*	*1996*	*2001*	*2005*	*1967-2005*	*1996-2005*
Regular education	79.6%	58.8%	57.4%	56.2%	55.0%	-24.6%	-2.3%
Special education	3.7	17.0	18.3	20.1	21.0	17.3	2.7
Compensatory education	5.4	4.3	3.4	4.3	5.1	-0.2	1.7
Food services	2.0	4.1	4.3	3.9	3.5	1.6	-0.7
Pupil support (attendance and counseling)	2.0	3.5	3.2	3.2	3.3	1.3	0.1
Transportation (regular ed)	3.9	3.4	3.3	3.0	2.8	-1.1	-0.6
Vocational education	1.4	3.0	3.1	2.7	2.5	1.0	-0.7
Education of English-language-learners	0.3	1.8	2.4	2.3	2.1	1.8	-0.3
Regular health & psychological services	1.3	0.9	1.2	1.3	1.1	-0.2	-0.2
Desegregation	0.0	1.6	1.4	1.1	1.0	1.0	-0.4
After school athletics	0.4	0.7	0.7	0.8	1.0	0.6	0.3
"At risk" youth education, alternative education	0.1	0.6	0.6	0.5	1.0	0.9	0.4
Security and violence prevention	0.1	0.4	0.6	0.6	0.7	0.6	0.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**		
Regular, compensatory ed., At risk, bilingual ed., And desegregation combined	85.4%	67.1%	65.3%	64.4%	64.2%	-21.2%	-1.0%
Compensatory ed., At risk, bilingual ed., And desegregation combined	5.7%	8.3%	7.9%	8.3%	9.2%	3.4%	1.3%

* Programs listed in order of 2005 share of total per pupil spending.

H-9. CURRENT EXPENDITURES FOR PUBLIC K–12 SCHOOLS PER STUDENT IN FALL ENROLLMENT, 2007–08 (REVISED) ($)

1.	DISTRICT OF COLUMBIA	17,109
2.	RHODE ISLAND	15,914
3.	NEW JERSEY	15,542
4	NEW YORK	15,286
5	WYOMING	13,999
6	VERMONT	13,915
7.	MASSACHUSETTS	13,706
8.	CONNECTICUT	13,533
9.	MAINE	12,665
10	DELAWARE	12,521
11	HAWAII	11,800
12	NEW HAMPSHIRE	11,672
13.	PENNSYLVANIA	11,659
14.	MARYLAND	11,278
15.	ILLINOIS	10,947
16.	MICHIGAN	10,815
17.	ALASKA	10,705
18	WISCONSIN	10,672 *
19.	MINNESOTA	10,560
20.	VIRGINIA	10,512
21.	WEST VIRGINIA	10,411
22	LOUISIANA	10,017
	UNITED STATES	**9,934** *
23	OREGON	9,705
24.	NEW MEXICO	9,619
25.	ARKANSAS	9,591
26.	GEORGIA	9,564
27	KANSAS	9,560
28	INDIANA	9,432
29	COLORADO	9,335
30.	WASHINGTON	9,304
31.	KENTUCKY	9,288
32.	ALABAMA	9,194
33	SOUTH CAROLINA	9,182
34	FLORIDA	9,077
35	MONTANA	9,001
36.	IOWA	8,922
37.	OHIO	8,829
38.	NORTH DAKOTA	8,752
39	NEBRASKA	8,726
40	NORTH CAROLINA	8,609
41	CALIFORNIA	8,586
42.	SOUTH DAKOTA	8,481
43.	MISSOURI	8,466
44.	TEXAS	8,420
45.	TENNESSEE	8,022
46	OKLAHOMA	7,755
47	IDAHO	7,535
48.	NEVADA	7,292
49.	MISSISSIPPI	7,175
50.	UTAH	5,734
51.	ARIZONA	5,685
	MEDIAN	9,564
	RANGE	11,424
	SDEV.	2,508
	CV	24

Computed from NEA Research, Estimates Database (2009). K–12 = "Elementary and Secondary" (see Glossary)

H-11. CURRENT EXPENDITURES FOR PUBLIC K–12 SCHOOLS PER STUDENT IN FALL ENROLLMENT, 2008–09 ($)

1.	DISTRICT OF COLUMBIA	17,638 *
2.	RHODE ISLAND	17,289 *
3.	NEW JERSEY	16,253 *
4.	NEW YORK	15,997 *
5.	WYOMING	14,732
6.	VERMONT	14,679 *
7.	MASSACHUSETTS	13,901
8.	CONNECTICUT	13,864
9.	MAINE	13,309 *
10.	DELAWARE	13,039 *
11.	HAWAII	12,520
12.	NEW HAMPSHIRE	12,344 *
13.	PENNSYLVANIA	12,032 *
14.	MARYLAND	11,743
15.	MICHIGAN	11,197 *
16.	VIRGINIA	11,114 *
17.	WISCONSIN	11,021 *
18.	MINNESOTA	10,996 *
19.	ALASKA	10,904 *
20.	WEST VIRGINIA	10,747 *
21.	ILLINOIS	10,714
22.	ARKANSAS	10,345 *
	UNITED STATES	**10,190** *
23.	LOUISIANA	10,160
24.	OREGON	10,129
25.	NEW MEXICO	10,099 *
26.	KANSAS	9,979
27.	GEORGIA	9,952 *
28.	INDIANA	9,780
29.	WASHINGTON	9,633 *
30.	COLORADO	9,574 *
31.	SOUTH DAKOTA	9,466
32.	OHIO	9,358
33.	MONTANA	9,339 *
34.	SOUTH CAROLINA	9,286
35.	KENTUCKY	9,259
36.	NEBRASKA	9,250
37.	IOWA	9,203
38.	TEXAS	9,036
39.	ALABAMA	8,911
40.	MISSOURI	8,862 *
41.	FLORIDA	8,761
42.	NORTH CAROLINA	8,743
43.	CALIFORNIA	8,322
44.	TENNESSEE	8,261 *
45.	NORTH DAKOTA	8,222
46.	OKLAHOMA	8,006 *
47.	IDAHO	7,730 *
48.	NEVADA	7,615 *
49.	MISSISSIPPI	7,484 *
50.	ARIZONA	5,932 *
51.	UTAH	5,912 *
	MEDIAN	9,979
	RANGE	11,726
	SDEV.	2,682
	CV	25

Computed from NEA Research, Estimates Database (2009). K–12 = "Elementary and Secondary" (see Glossary).

H-11. CURRENT EXPENDITURES FOR PUBLIC K–12 SCHOOLS PER STUDENT IN FALL ENROLLMENT, 2009–10 ($)

1.	NEW JERSEY	16,967 *
2.	NEW YORK	16,922 *
3.	VERMONT	16,308 *
4.	RHODE ISLAND	15,384 *
5.	WYOMING	15,345
6.	MASSACHUSETTS	14,766
7.	CONNECTICUT	14,472 *
8.	MAINE	14,247 *
9.	MARYLAND	14,244 *
10.	DISTRICT OF COLUMBIA	13,519 *
11.	DELAWARE	13,496 *
12.	NEW HAMPSHIRE	12,979 *
13.	PENNSYLVANIA	12,728 *
14.	MICHIGAN	11,595 *
15.	HAWAII	11,521
16.	ILLINOIS	11,457 *
17.	MINNESOTA	11,447 *
18.	WISCONSIN	11,429 *
19.	VIRGINIA	11,290 *
20.	ARKANSAS	11,171 *
21.	WEST VIRGINIA	11,043 *
22.	ALASKA	11,000 *
23.	NEW MEXICO	10,812 *
24.	LOUISIANA	10,750
25.	GEORGIA	10,594 *
	UNITED STATES	**10,586** *
26.	OREGON	10,476
27.	INDIANA	10,120
28.	WASHINGTON	9,900
29.	NEBRASKA	9,760
30.	COLORADO	9,631
31.	MONTANA	9,613 *
32.	KENTUCKY	9,603
33.	SOUTH CAROLINA	9,531
34.	OHIO	9,528 *
35.	IOWA	9,455
36.	KANSAS	9,264
37.	TEXAS	9,227
38.	MISSOURI	9,076 *
39.	SOUTH DAKOTA	9,021 *
40.	ALABAMA	9,001
41.	FLORIDA	8,963
42.	CALIFORNIA	8,846 *
43.	NORTH DAKOTA	8,541
44.	NORTH CAROLINA	8,529
45.	TENNESSEE	8,199 *
46.	OKLAHOMA	7,968 *
47.	IDAHO	7,875 *
48.	NEVADA	7,813 *
49.	MISSISSIPPI	7,752 *
50.	UTAH	6,859 *
51.	ARIZONA	6,170 *
	MEDIAN	10,476
	RANGE	10,797
	SDEV.	2,638
	CV	24

Computed from NEA Research, Estimates Database (2010). K–12 = "Elementary and Secondary" (see Glossary)

H-10. CURRENT EXPENDITURES FOR PUBLIC K–12 SCHOOLS PER STUDENT IN FALL ENR AS % OF NAT. AVG., 2003–04 (REV.)

1.	DISTRICT OF COLUMBIA	159.7
2.	NEW JERSEY	158.4
3.	NEW YORK	147.8 *
4.	CONNECTICUT	141.2
5.	MASSACHUSETTS	132.4
6.	VERMONT	128.7
7.	DELAWARE	126.7
8.	RHODE ISLAND	123.0 *
9.	MAINE	120.5
10.	ALASKA	117.6 *
11.	PENNSYLVANIA	116.3
12.	WYOMING	116.0
13.	MICHIGAN	112.1 *
14.	WISCONSIN	111.0
15.	ILLINOIS	110.2
16.	NEW HAMPSHIRE	108.5
17.	OHIO	108.3
18.	WEST VIRGINIA	108.1
19.	MARYLAND	106.4
20.	MINNESOTA	106.3
21.	HAWAII	102.3
22.	INDIANA	101.2
	UNITED STATES	**100.0** *
23.	COLORADO	99.1
24.	VIRGINIA	98.1
25.	GEORGIA	97.2
26.	NEW MEXICO	94.6
27.	CALIFORNIA	92.9
28.	OREGON	92.3
29.	MONTANA	92.2 *
30.	KENTUCKY	89.9
31.	WASHINGTON	88.2
32.	NEBRASKA	87.8
33.	KANSAS	87.7
34.	IOWA	87.3
35.	LOUISIANA	87.1
36.	TEXAS	86.5
37.	SOUTH DAKOTA	85.5
38.	MISSOURI	85.0
39.	NORTH CAROLINA	84.6
40.	SOUTH CAROLINA	84.4
41.	NORTH DAKOTA	82.8
42.	FLORIDA	80.4
43.	ALABAMA	80.1
44.	TENNESSEE	77.9
45.	NEVADA	76.8
46.	IDAHO	76.4 *
47.	MISSISSIPPI	73.6 *
48.	ARKANSAS	72.0 *
49.	OKLAHOMA	71.7
50.	ARIZONA	64.1 *
51.	UTAH	61.0
	MEDIAN	94.6
	RANGE	98.6
	SDEV.	22.8
	CV	22.8

Computed from NEA Research, Estimates Database (2006). K–12 = "Elementary and Secondary" (see Glossary).

H-11. CURRENT EXPENDITURES FOR PUBLIC K–12 SCHOOLS PER STUDENT IN FALL ENROLLMENT, 2004–05 ($)

1.	DISTRICT OF COLUMBIA	15,073 *
2.	NEW JERSEY	13,370
3.	NEW YORK	12,879 *
4.	CONNECTICUT	11,874
5.	MASSACHUSETTS	11,681
6.	VERMONT	11,667
7.	DELAWARE	11,016 *
8.	MAINE	10,723
9.	RHODE ISLAND	10,641 *
10.	WYOMING	10,372
11.	ALASKA	10,042 *
12.	WISCONSIN	9,805 *
13.	MICHIGAN	9,784 *
14.	PENNSYLVANIA	9,570 *
15.	OHIO	9,557 *
16.	NEW HAMPSHIRE	9,555
17.	WEST VIRGINIA	9,461
18.	ILLINOIS	9,327
19.	MARYLAND	9,281 *
20.	MINNESOTA	9,249
21.	GEORGIA	8,882
22.	VIRGINIA	8,729
23.	INDIANA	8,723 *
	UNITED STATES	**8,661** *
24.	HAWAII	8,639
25.	COLORADO	8,337
26.	NEW MEXICO	8,178
27.	SOUTH CAROLINA	8,035
28.	MONTANA	8,025 *
29.	CALIFORNIA	7,942
30.	KENTUCKY	7,906
31.	OREGON	7,842
32.	KANSAS	7,693
33.	WASHINGTON	7,683
34.	LOUISIANA	7,656
35.	IOWA	7,610
36.	NEBRASKA	7,586
37.	SOUTH DAKOTA	7,536
38.	MISSOURI	7,398
39.	NORTH CAROLINA	7,392
40.	NORTH DAKOTA	7,377
41.	TEXAS	7,310
42.	FLORIDA	7,181
43.	ALABAMA	7,028
44.	TENNESSEE	6,855
45.	IDAHO	6,743 *
46.	NEVADA	6,709
47.	OKLAHOMA	6,614
48.	MISSISSIPPI	6,452 *
49.	ARKANSAS	6,202 *
50.	ARIZONA	5,474 *
51.	UTAH	5,032
	MEDIAN	8,178
	RANGE	10,042
	SDEV.	2,024
	CV	23

Computed from NEA Research, Estimates Database (2006). K–12 = "Elementary and Secondary" (see Glossary).

H-12. CURRENT EXPENDITURES FOR PUBLIC K–12 SCHOOLS PER STUDENT IN FALL ENR AS % OF NATIONAL AVG., 2004–05

1.	DISTRICT OF COLUMBIA	174.0 *
2.	NEW JERSEY	154.4
3.	NEW YORK	148.7 *
4.	CONNECTICUT	137.1
5.	MASSACHUSETTS	134.9
6.	VERMONT	134.7
7.	DELAWARE	127.2 *
8.	MAINE	123.8
9.	RHODE ISLAND	122.9 *
10.	WYOMING	119.8
11.	ALASKA	115.9 *
12.	WISCONSIN	113.2 *
13.	MICHIGAN	113.0 *
14.	PENNSYLVANIA	110.5 *
15.	NEW HAMPSHIRE	110.3
	OHIO	110.3 *
17.	WEST VIRGINIA	109.2
18.	ILLINOIS	107.7
19.	MARYLAND	107.2 *
20.	MINNESOTA	106.8
21.	GEORGIA	102.5
22.	VIRGINIA	100.8
23.	INDIANA	100.7 *
	UNITED STATES	**100.0** *
24.	HAWAII	99.7
25.	COLORADO	96.3
26.	NEW MEXICO	94.4
27.	SOUTH CAROLINA	92.8
28.	MONTANA	92.7 *
29.	CALIFORNIA	91.7
30.	KENTUCKY	91.3
31.	OREGON	90.5
32.	KANSAS	88.8
33.	WASHINGTON	88.7
34.	LOUISIANA	88.4
35.	IOWA	87.9
36.	NEBRASKA	87.6
37.	SOUTH DAKOTA	87.0
38.	MISSOURI	85.4
39.	NORTH CAROLINA	85.3
40.	NORTH DAKOTA	85.2
41.	TEXAS	84.4
42.	FLORIDA	82.9
43.	ALABAMA	81.1
44.	TENNESSEE	79.1
45.	IDAHO	77.9 *
46.	NEVADA	77.5
47.	OKLAHOMA	76.4
48.	MISSISSIPPI	74.5 *
49.	ARKANSAS	71.6 *
50.	ARIZONA	63.2 *
51.	UTAH	58.1
	MEDIAN	94.4
	RANGE	115.9
	SDEV.	23.4
	CV	23.2

Computed from NEA Research, Estimates Database (2006). K–12 = "Elementary and Secondary."

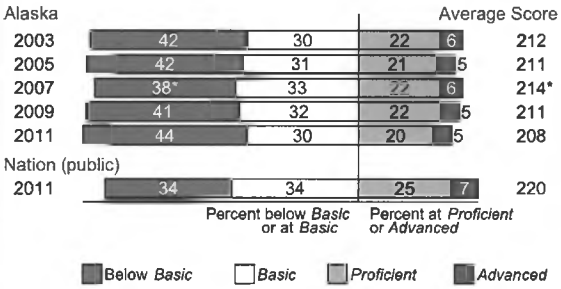
The Nation's Report Card Reading 2011 State Snapshot Report

Alaska
Grade 4
Public Schools

Overall Results

- In 2011, the average score of fourth-grade students in Alaska was 208. This was lower than the average score of 220 for public school students in the nation.
- The average score for students in Alaska in 2011 (208) was not significantly different from their average score in 2009 (211) and was not significantly different from their average score in 2003 (212).
- In 2011, the score gap between students in Alaska at the 75th percentile and students at the 25th percentile was 55 points. This performance gap was not significantly different from that of 2003 (55 points).
- The percentage of students in Alaska who performed at or above the NAEP *Proficient* level was 26 percent in 2011. This percentage was not significantly different from that in 2009 (27 percent) and was not significantly different from that in 2003 (28 percent).
- The percentage of students in Alaska who performed at or above the NAEP *Basic* level was 56 percent in 2011. This percentage was not significantly different from that in 2009 (59 percent) and was not significantly different from that in 2003 (58 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.

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

Compare the Average Score in 2011 to Other States/Jurisdictions

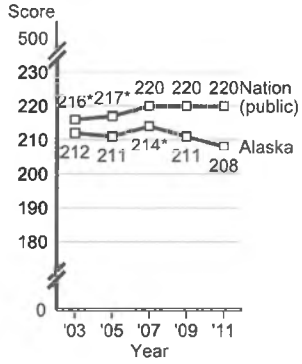


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in Alaska (208) was

- lower than those in 46 states/jurisdictions
- higher than that in 1 state/jurisdiction
- not significantly different from those in 4 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	50	223	71	36	8
Black	4	206	50	20	3
Hispanic	6	212	60	24	5
Asian	6	199	45	14	1
American Indian/Alaska Native	23	175	26	8	1
Native Hawaiian/Pacific Islander	2	192	36	12	2
Two or more races	8	216	62	27	4
Gender					
Male	51	204	52	23	4
Female	49	212	60	28	6
National School Lunch Program					
Eligible	46	191	39	13	1
Not eligible	53	223	71	37	8

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 17 points lower than White students. This performance gap was not significantly different from that in 2003 (17 points).
- In 2011, Hispanic students had an average score that was 12 points lower than White students. This performance gap was not significantly different from that in 2003 (17 points).
- In 2011, female students in Alaska had an average score that was higher than male students by 8 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 32 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 2003 (32 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

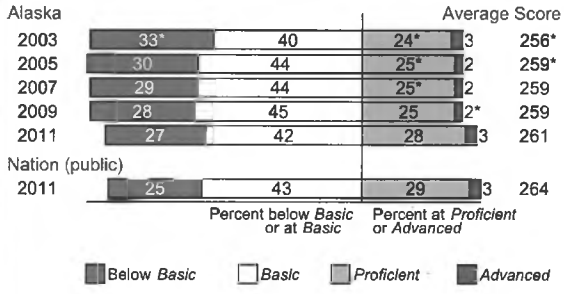
The Nation's Report Card Reading 2011 State Snapshot Report

Alaska
Grade 8
Public Schools

Overall Results

- In 2011, the average score of eighth-grade students in Alaska was 261. This was lower than the average score of 264 for public school students in the nation.
- The average score for students in Alaska in 2011 (261) was not significantly different from their average score in 2009 (259) and was higher than their average score in 2003 (256).
- In 2011, the score gap between students in Alaska at the 75th percentile and students at the 25th percentile was 46 points. This performance gap was not significantly different from that of 2003 (50 points).
- The percentage of students in Alaska who performed at or above the NAEP *Proficient* level was 31 percent in 2011. This percentage was greater than that in 2009 (27 percent) and was greater than that in 2003 (27 percent).
- The percentage of students in Alaska who performed at or above the NAEP *Basic* level was 73 percent in 2011. This percentage was not significantly different from that in 2009 (72 percent) and was greater than that in 2003 (67 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.

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

Compare the Average Score in 2011 to Other States/Jurisdictions

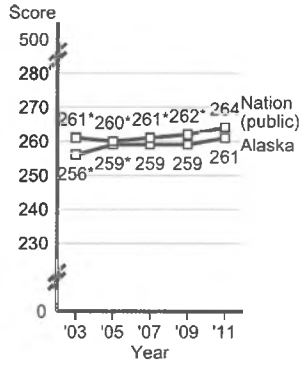


1 Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in Alaska (261) was

- lower than those in 33 states/jurisdictions
- higher than those in 8 states/jurisdictions
- not significantly different from those in 10 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above Basic	Percentages at or above Proficient	Percent at Advanced
Race/Ethnicity					
White	52	274	85	42	4
Black	4	252	66	17	1
Hispanic	6	260	74	24	1
Asian	7	263	73	31	4
American Indian/Alaska Native	22	234	44	10	1
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or more races	7	264	76	30	2
Gender					
Male	51	256	68	24	1
Female	49	267	78	38	4
National School Lunch Program					
Eligible	41	245	56	16	1
Not eligible	58	273	85	41	4

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 22 points lower than White students. This performance gap was not significantly different from that in 2003 (19 points).
- In 2011, Hispanic students had an average score that was 13 points lower than White students. This performance gap was not significantly different from that in 2003 (21 points).
- In 2011, female students in Alaska had an average score that was higher than male students by 11 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 28 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 2003 (24 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

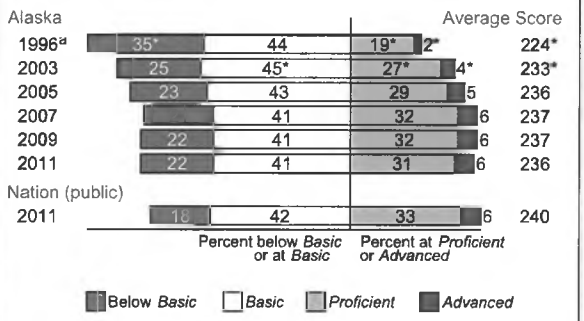
The Nation's Report Card Mathematics 2011 State Snapshot Report

Alaska
Grade 4
Public Schools

Overall Results

- In 2011, the average score of fourth-grade students in Alaska was 236. This was lower than the average score of 240 for public school students in the nation.
- The average score for students in Alaska in 2011 (236) was not significantly different from their average score in 2009 (237) and was higher than their average score in 1996 (224).
- In 2011, the score gap between students in Alaska at the 75th percentile and students at the 25th percentile was 41 points. This performance gap was not significantly different from that of 1996 (40 points).
- The percentage of students in Alaska who performed at or above the NAEP *Proficient* level was 37 percent in 2011. This percentage was not significantly different from that in 2009 (38 percent) and was greater than that in 1996 (21 percent).
- The percentage of students in Alaska who performed at or above the NAEP *Basic* level was 78 percent in 2011. This percentage was not significantly different from that in 2009 (78 percent) and was greater than that in 1996 (65 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

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

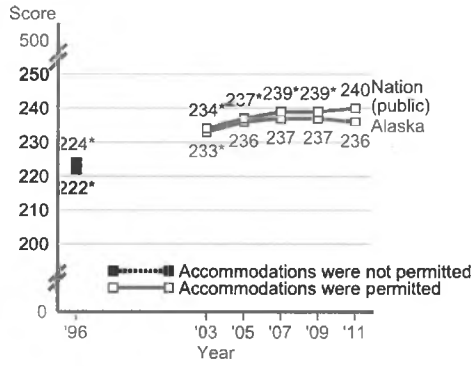
Compare the Average Score in 2011 to Other States/Jurisdictions



[1] Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in Alaska (236) was
- lower than those in 33 states/jurisdictions
- higher than those in 6 states/jurisdictions
- not significantly different from those in 12 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	50	248	90	50	9
Black	4	225	68	15	2
Hispanic	6	239	82	36	5
Asian	6	238	84	34	3
American Indian/Alaska Native	23	213	50	14	1
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or more races	8	240	83	38	7
Gender					
Male	52	237	78	38	6
Female	48	235	78	35	5
National School Lunch Program					
Eligible	46	224	65	22	2
Not eligible	53	247	89	49	9

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 23 points lower than White students. This performance gap was not significantly different from that in 1996 (25 points).
- In 2011, Hispanic students had an average score that was 9 points lower than White students. Data are not reported for Hispanic students in 1996, because reporting standards were not met.
- In 2011, male students in Alaska had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 23 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (25 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2011 Mathematics Assessments.

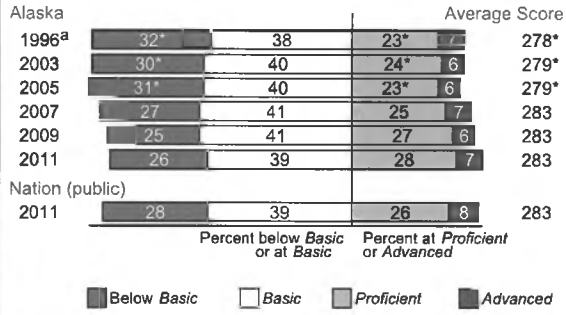
The Nation's Report Card Mathematics 2011 State Snapshot Report

Alaska
Grade 8
Public Schools

Overall Results

- In 2011, the average score of eighth-grade students in Alaska was 283. This was not significantly different from the average score of 283 for public school students in the nation.
- The average score for students in Alaska in 2011 (283) was not significantly different from their average score in 2009 (283) and was higher than their average score in 1996 (278).
- In 2011, the score gap between students in Alaska at the 75th percentile and students at the 25th percentile was 47 points. This performance gap was not significantly different from that of 1996 (51 points).
- The percentage of students in Alaska who performed at or above the NAEP *Proficient* level was 35 percent in 2011. This percentage was not significantly different from that in 2009 (33 percent) and was greater than that in 1996 (30 percent).
- The percentage of students in Alaska who performed at or above the NAEP *Basic* level was 74 percent in 2011. This percentage was not significantly different from that in 2009 (75 percent) and was greater than that in 1996 (68 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

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

Compare the Average Score in 2011 to Other States/Jurisdictions

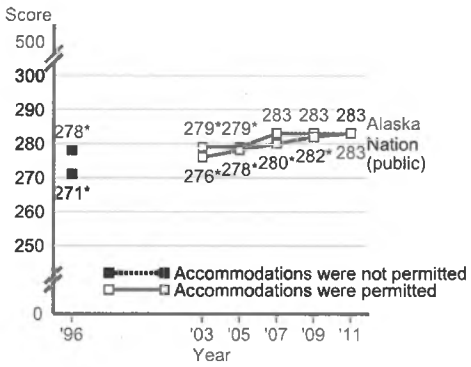


[1] Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in Alaska (283) was

- lower than those in 22 states/jurisdictions
- higher than those in 16 states/jurisdictions
- not significantly different from those in 13 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	52	296	88	47	10
Black	4	273	66	17	1
Hispanic	6	277	67	25	5
Asian	8	287	77	38	10
American Indian/Alaska Native	22	258	48	15	3
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or more races	7	281	72	32	7
Gender					
Male	51	283	74	36	7
Female	49	284	75	35	7
National School Lunch Program					
Eligible	41	269	60	21	3
Not eligible	58	294	85	45	11

‡ Reporting standards not met.

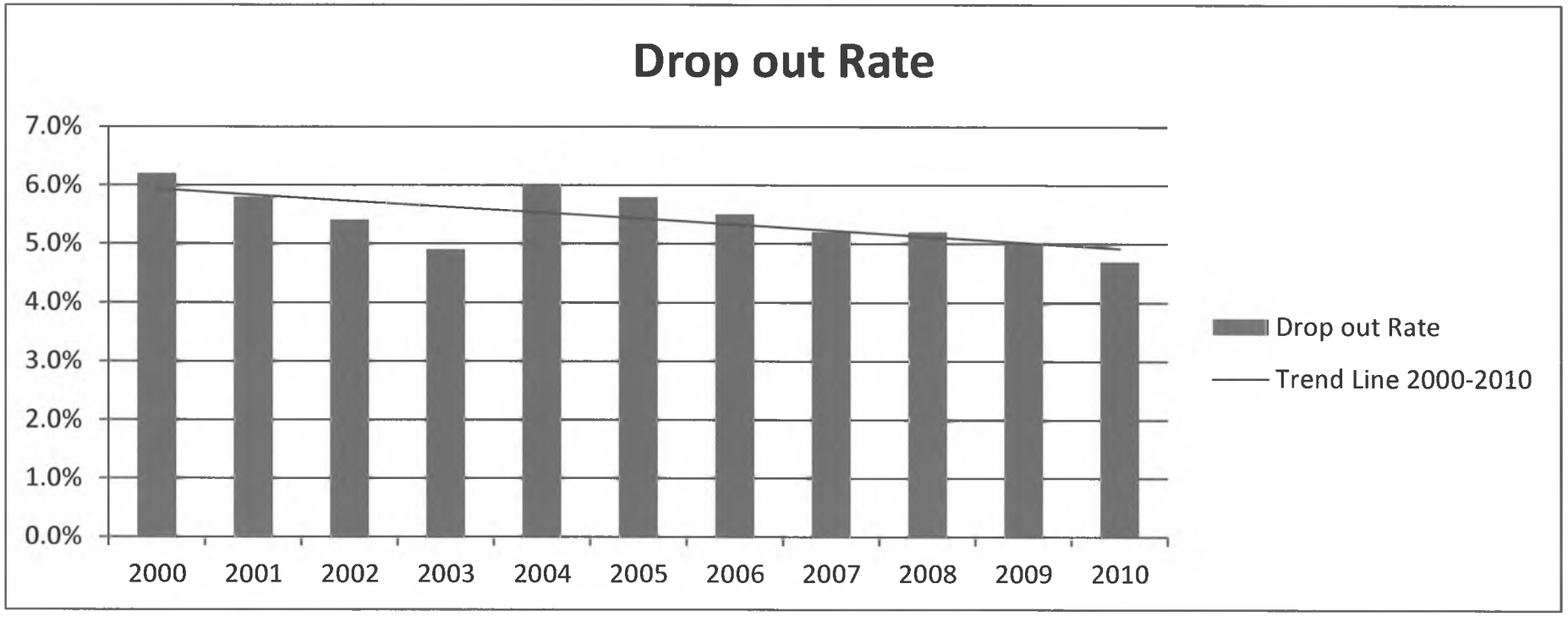
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 23 points lower than White students. Data are not reported for Black students in 1996, because reporting standards were not met.
- In 2011, Hispanic students had an average score that was 19 points lower than White students. Data are not reported for Hispanic students in 1996, because reporting standards were not met.
- In 2011, female students in Alaska had an average score that was not significantly different from male students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 26 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (26 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2011 Mathematics Assessments.

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Drop out Rate
7.0%
6.0%
5.0%
4.0%
3.0%
2.0%
1.0%
0.0%
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
Drop out Rate
Trend Line 2000-2010

More Education, Less Crime:

Research Evidence and Policy Implications

Alaska State Legislature
Senate Judiciary Committee
Crime Summit
January 24, 2012

Annie Pennucci
Senior Research Associate
Washington State Institute for Public Policy
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www.wsipp.wa.gov

Washington State Institute for Public Policy

- **Non-partisan, created by 1983 Legislature**
- **General purpose legislative research unit**
- **Projects assigned by legislative bills**



- **Legislative & executive Board**
  - **Equal party representation**
  - **Includes representatives from state universities**

Washington State Institute for Public Policy

Recent study direction from the WA Legislature

- What works?
- What are the costs & benefits of policies to improve these outcomes?

- ✓ *Crime*
- ✓ *Education, Early Ed.*
- ✓ *Child Abuse & Neglect*
- ✓ *Substance Abuse*
- ✓ *Mental Health*
- ✓ *Developmental Disabilities*
- ✓ *Teen Births*
- ✓ *Employment*
- ✓ *Public Assistance*
- ✓ *Public Health*
- ✓ *Housing*

Reporting to the Legislature

Exhibit 4

Reducing Crime With Evidence-Based Options: What Works, and Benefits & Costs

Washington State Institute for Public Policy Estimates as of October, 2006 Notes: "n/a" means not estimated at this time. Prevention program costs are partial program costs, pro-rated to match crime outcomes.	Effect on Crime Outcomes Percent change in crime outcomes, & the number of evidence-based studies on which the estimate is based (in parentheses) (1)	Benefits and Costs (Per Participant, Net Present Value, 2006 Dollars) Benefits to Crime Victims (of the reduction in crime) (2)	Benefits to Taxpayers (of the reduction in crime) (3)	Costs (marginal program cost, compared to the cost of alternative) (4)	Benefits (total) Minus Costs (per participant) (5)
Programs for People in the Adult Offender System					
Vocational education in prison	-9.0% (4)	$8,114	$6,806	$1,182	$13,738
Intensive supervision: treatment-oriented programs	-16.7% (11)	$9,318	$9,369	$7,124	$11,563
General education in prison (basic education or post-secondary)	-7.0% (17)	$6,325	$5,306	$962	$10,669
Cognitive-behavioral therapy in prison or community	-6.3% (25)	$5,658	$4,746	$105	$10,299
Drug treatment in community	-9.3% (6)	$5,133	$5,495	$574	$10,054
Correctional industries in prison	-5.9% (4)	$5,360	$4,496	$417	$9,439
Drug treatment in prison (therapeutic communities or outpatient)	-5.7% (20)	$5,133	$4,306	$1,604	$7,835
Adult drug courts	-8.0% (57)	$4,395	$4,705	$4,333	$4,767
Employment and job training in the community	-4.3% (16)	$2,373	$2,386	$400	$4,359
Electronic monitoring to offset jail time	0% (9)	$0	$0	-$870	$870
Sex offender treatment in prison with aftercare	-7.0% (6)	$6,442	$2,885	$12,585	-$3,258
Intensive supervision: surveillance-oriented programs	0% (23)	$0	$0	$3,747	-$3,747
Washington's Dangerously Mentally Ill Offender program	-20.0% (1)	$18,020	$15,116	n/e	n/e
Drug treatment in jail	-4.5% (9)	$2,481	$2,656	n/e	n/e
Adult boot camps	0% (22)	$0	$0	n/e	n/e
Domestic violence education/cognitive-behavioral treatment	0% (9)	$0	$0	n/e	n/e
Jail diversion for mentally ill offenders	0% (11)	$0	$0	n/e	n/e
Life Skills education programs for adults	0% (4)	$0	$0	n/e	n/e
Programs for Youth in the Juvenile Offender System					
Multidimensional Treatment Foster Care (v. regular group care)	-22.0% (3)	$51,828	$32,915	$6,945	$77,798
Adolescent Diversion Project (for lower risk offenders)	-19.9% (6)	$24,328	$18,208	$1,913	$40,623
Family Integrated Transitions	-13.0% (1)	$30,708	$19,502	$9,665	$40,545
Functional Family Therapy on probation	-15.9% (7)	$19,529	$14,617	$2,325	$31,821
Multisystemic Therapy	-10.5% (10)	$12,855	$9,622	$4,264	$18,213
Aggression Replacement Training	-7.3% (4)	$8,897	$6,659	$897	$14,660
Teen courts	-11.1% (5)	$5,907	$4,238	$936	$9,208
Juvenile boot camp to offset institution time	0% (14)	$0	$0	-$8,077	$8,077
Sex offender cognitive-behavioral treatment	-10.2% (5)	$32,515	$8,377	$33,064	$7,829
Restorative justice for low-risk offenders	-8.7% (21)	$4,628	$3,320	$880	$7,067
Interagency coordination programs	-2.5% (15)	$3,084	$2,308	$205	$5,186
Juvenile drug courts	-3.5% (15)	$4,232	$3,167	$2,777	$4,622
Regular surveillance-oriented parole (v. no parole supervision)	0% (2)	$0	$0	$1,201	-$1,201
Juvenile intensive probation supervision programs	0% (3)	$0	$0	$1,598	-$1,598
Juvenile wilderness challenge	0% (9)	$0	$0	$3,085	-$3,085
Juvenile intensive parole supervision	0% (10)	$0	$0	$6,460	-$6,460
Scared Straight	+6.8% (10)	-$8,355	-$6,253	$58	-$14,667
Counseling/psychotherapy for juvenile offenders	-18.9% (6)	$23,126	$17,309	n/e	n/e
Juvenile education programs	-17.5% (3)	$41,181	$26,153	n/e	n/e
Other family-based therapy programs	-12.2% (12)	$15,006	$11,231	n/e	n/e
Team Child	-10.9% (2)	$5,759	$4,131	n/e	n/e
Juvenile behavior modification	-8.2% (4)	$19,271	$12,238	n/e	n/e
Life skills education programs for juvenile offenders	-2.7% (3)	$6,441	$4,091	n/e	n/e
Diversion progs. with services (v. regular juvenile court)	-2.7% (20)	$1,441	$1,034	n/e	n/e
Juvenile cognitive-behavioral treatment	-2.5% (8)	$3,123	$2,337	n/e	n/e
Court supervision vs. simple release without services	0% (8)	$0	$0	n/e	n/e
Diversion programs with services (v. simple release)	0% (7)	$0	$0	n/e	n/e
Juvenile intensive probation (as alternative to incarceration)	0% (5)	$0	$0	n/e	n/e
Guided Group Interaction	0% (4)	$0	$0	n/e	n/e
Prevention Programs (crime reduction effects only)					
Nurse Family Partnership-Mothers	-56.2% (1)	$11,531	$8,161	$5,409	$14,283
Nurse Family Partnership-Children	-16.4% (1)	$8,632	$4,922	$733	$12,822
Pre-K education for low income 3 & 4 year olds	-14.2% (8)	$8,145	$4,644	$593	$12,196
Seattle Social Development Project	-16.6% (1)	$1,605	$4,341	n/e	n/e
High school graduation	-10.4% (1)	$1,738	$2,851	n/e	n/e
Guiding Good Choices	-9.1% (1)	$570	$2,092	n/e	n/e
Parent-Child Interaction Therapy	-3.7% (1)	$268	$784	n/e	n/e

Program types in need of additional research & development before we can conclude they do or do not reduce crime outcomes:

Programs needing more research for people in the adult offender system		Comment
Case management in the community for drug offenders	0% (13)	Findings are mixed for this broad grouping of programs.
COSA (Faith-based supervision of sex offenders)	-22.3% (1)	Too few evaluations to date.
Day fines (compared to standard probation)	0% (1)	Too few evaluations to date.
Domestic violence courts	0% (2)	Too few evaluations to date.
Faith-based programs	0% (5)	Too few evaluations to date.
Intensive supervision of sex offenders in the community	0% (4)	Findings are mixed for this broad grouping of programs.
Medical treatment of sex offenders	-21.4% (1)	Too few evaluations to date.
Mixed treatment of sex offenders in the community	0% (2)	Too few evaluations to date.
Regular parole supervision vs. no parole supervision	0% (1)	Too few evaluations to date.
Restorative justice programs for lower risk adult offenders	0% (6)	Findings are mixed for this broad grouping of programs.
Therapeutic community programs for mentally ill offenders	-20.8% (2)	Too few evaluations to date.
Work release programs (from prison)	-4.3% (4)	Too few recent evaluations.
Programs needing more research for youth in the juvenile offender system		
Dialectical Behavior Therapy	0% (1)	Too few evaluations to date.
Increased drug testing (on parole) vs. minimal drug testing	0% (1)	Too few evaluations to date.
Juvenile curfews	0% (1)	Too few evaluations to date.
Juvenile day reporting	0% (2)	Too few evaluations to date.
Juvenile jobs programs	0% (3)	Too few recent evaluations.
Juvenile therapeutic communities	0% (1)	Too few evaluations to date.
Mentoring in juvenile justice	0% (1)	Too few evaluations to date.

A "Consumer Reports" List:

What works?

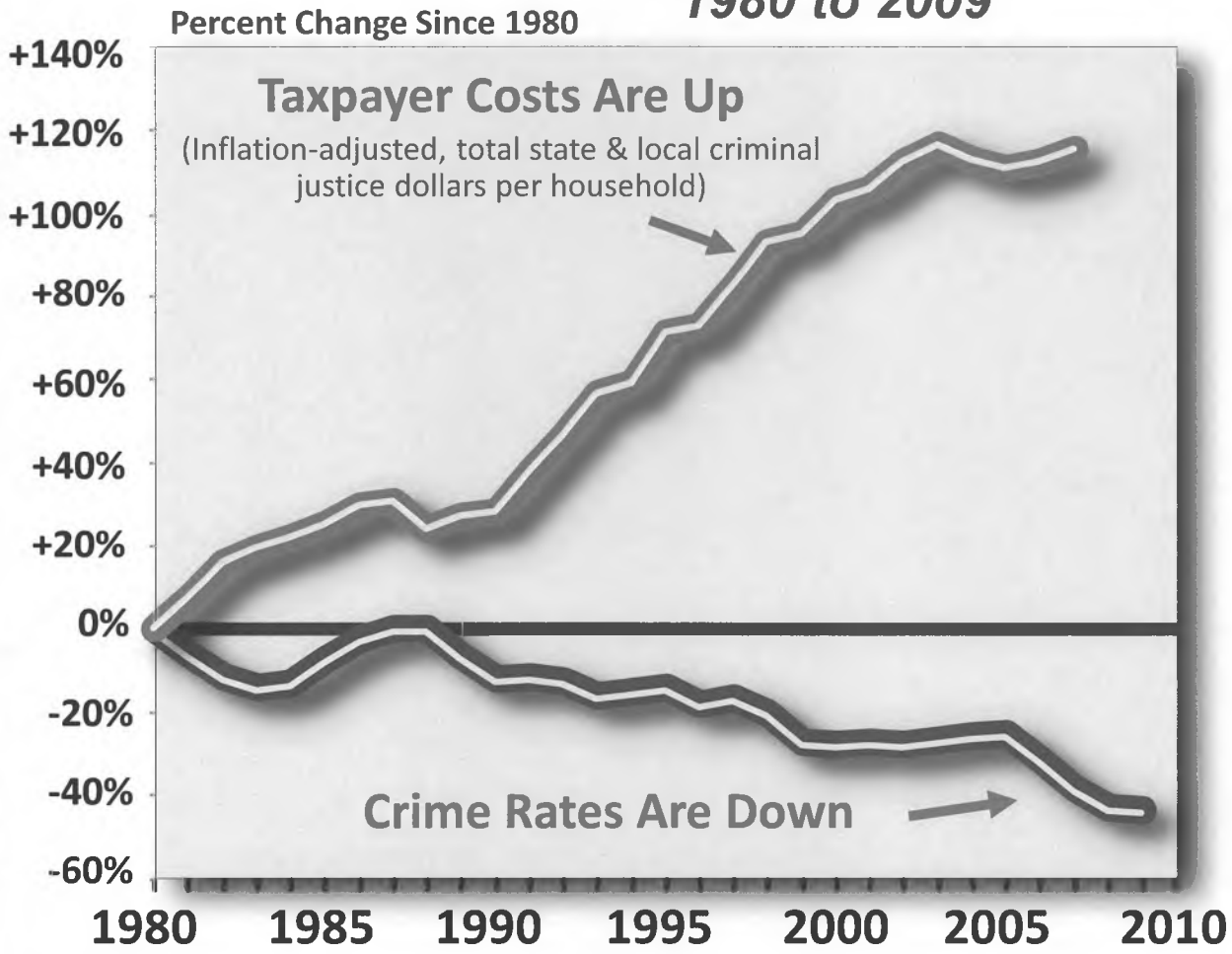
What doesn't?

What can give Washington taxpayers a good return on their money?

Given the current level of rigorous research, what don't we know?

Crime: The Big Picture

Keeping Track of Crime Rates & Taxpayer Costs in Washington: 1980 to 2009



In 1980, taxpayers spent $575 per household on the criminal justice system in WA.

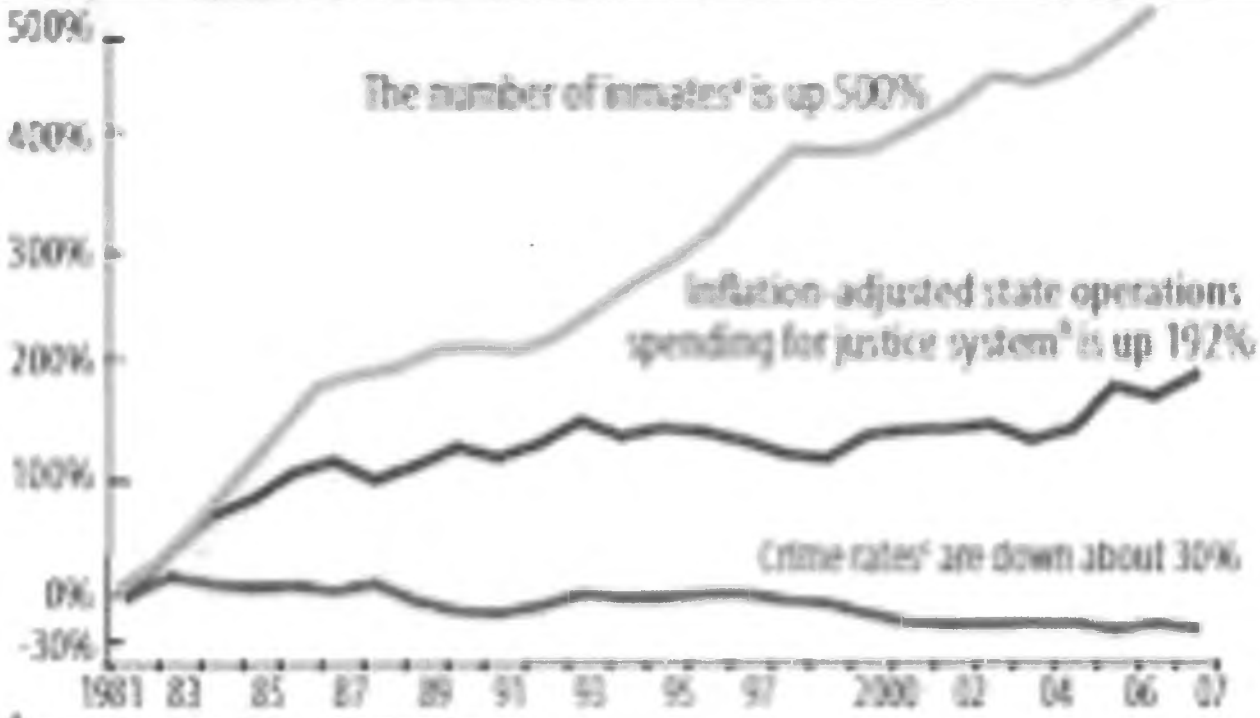
Today they spend $1,250 per year.

A 117% increase.

In 2009, crime rates were 43% lower than they were in 1980.

Source: Washington State Institute for Public Policy. Data are for Washington State. Monetary values in 2008 dollars. Crime rates cover major felony crimes as reported to police.

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 Department 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

From: Martin, S. & Colt, S. (2009). *The Cost of Crime: Could The State Reduce Future Crime and Save Money by Expanding Education and Treatment Programs?* Institute of Social and Economic Research, University of Alaska Anchorage, R.S. No. 71.

Are There Evidence-Based Policy Options That Improve Public Outcomes and Save Money?

Our 3-Step Research Approach

1. **What works (to improve outcomes); what doesn't?**

   We analyze all, rigorous evaluations of real world ways to improve the key public outcomes.

2. **What are the economics?**

   We compute benefits and costs to the people of Washington using a consistent approach.

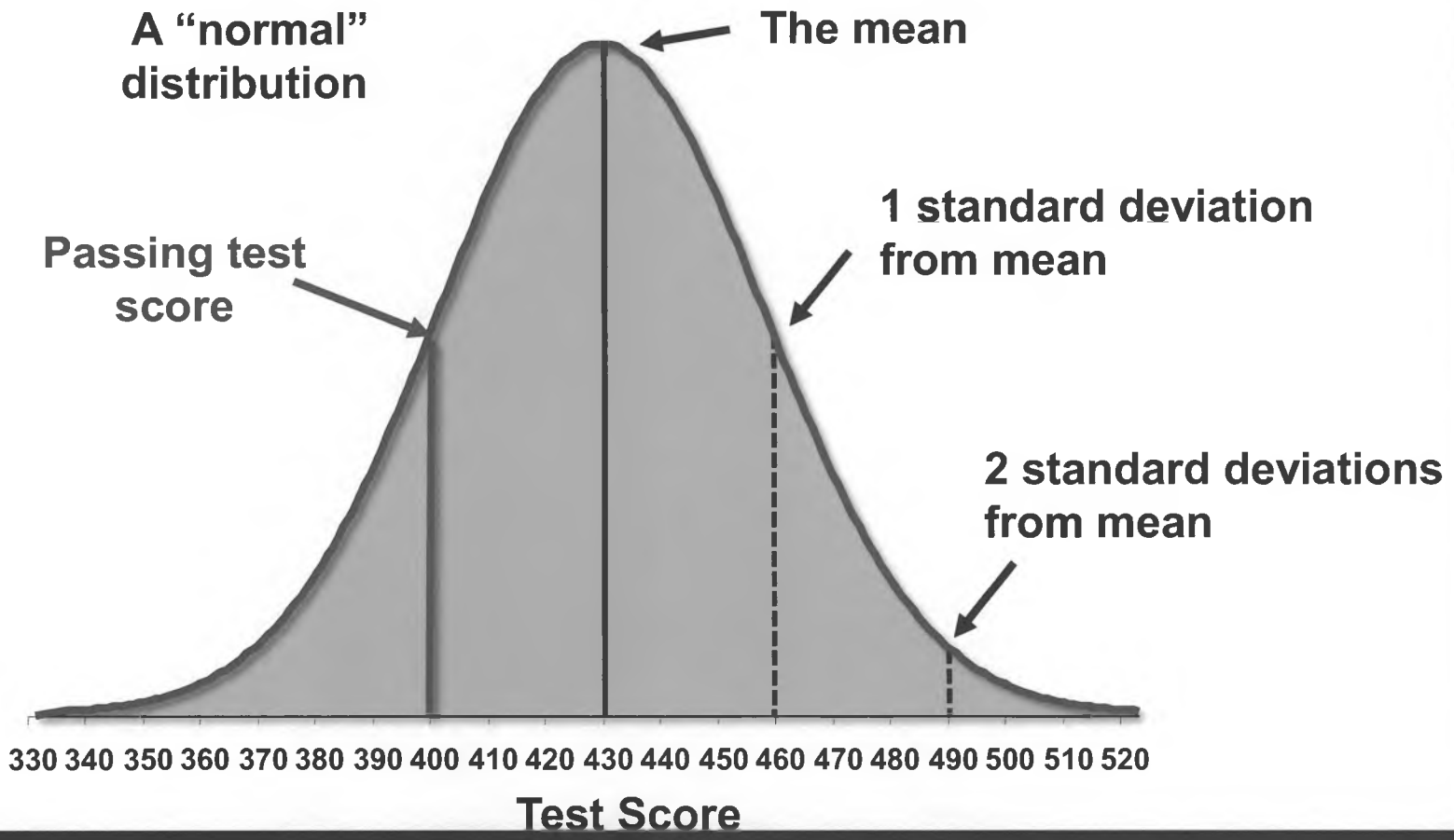
3. **What is the risk of success/failure?**

How Do We Determine What Works?

1. **We gather all the studies we can locate on a topic**
2. **We apply "standards of evidence" to identify the high quality studies**
3. **We analyze all of the higher quality studies to estimate an average effect**

Average Effect = Effect Sizes

- ✓ **Standard deviation = average distance of values from the mean.**
- ✓ **Effect sizes = impacts expressed in magnitude of standard deviations.**



What are the Long-Term Economics?

- **What is the magnitude and timing for each measured outcome (effect size)?**
- **Does the measured outcome have a causal link to another, unmeasured outcome?**
- **What are the long-term impacts on:**
  1. **The participant**
     - ✓ Increased education
     - ✓ Reduced abuse/neglect
  2. **The taxpayer**
     - ✓ Avoided incarceration costs
     - ✓ Avoided child welfare system costs
  3. **Other people in society**
     - ✓ Reduced victimization

Road Map: Overview of WSIPP Benefit-Cost Model

1. Compute Effect Sizes (from 2 literatures)

Program Evaluations: What Works?

Method: Meta-analytic reviews

Example: Does Early Childhood Education reduce crime?



ES & SE

Linkages Between Two Outcomes

Method: Meta-analytic reviews

Example: Does more high school graduation cause reduced crime rates?



ES & SE

2. Compute Unit Changes (from "Base" Info)

Example:

Obtain base crime probability for this population

Compute unit change in crime probability:

ECE on crime: (crimeΔ)

ECE on HSGrad: = ECEΔ X HSGradΔ

HSGrad on Crime: (CrimeΔ)

Compute unit change in Crimeprobability: (via Dcox and RR)

Obtain base HSGrad probability for pop.

3. Apply Monetary Valuation (to Unit Changes)

Direct Monetization of Benefits, Example:

Effect of crime unit change on:

1. Crime victim costs
2. Criminal justice system costs



PV $

Indirect Monetization Example:

Effect of change in HSGrad probability:

1. Lifetime labor market earnings
2. Taxes paid



PV $

4. Compute Benefit-Cost Statistics

Additional Information

1. Cost of program
2. Discount rates
3. Dead-weight costs
4. Tax rates
5. Inflation index

Convert all nominal dollars to base year.

Arrange cash flows from investment year.

Compute:

1. Net Present Value,
2. Benefit-Cost Ratio
3. Internal Rate of Return

Perform Monte Carlo Simulation:

1. Vary all inputs randomly, run the model many times
2. Compute risk: the odds that an investment will not break-even.



NPV $ or IRR

An Example of Prevention: Early Childhood Education (ECE) For Low-income 3 & 4 Year-Olds

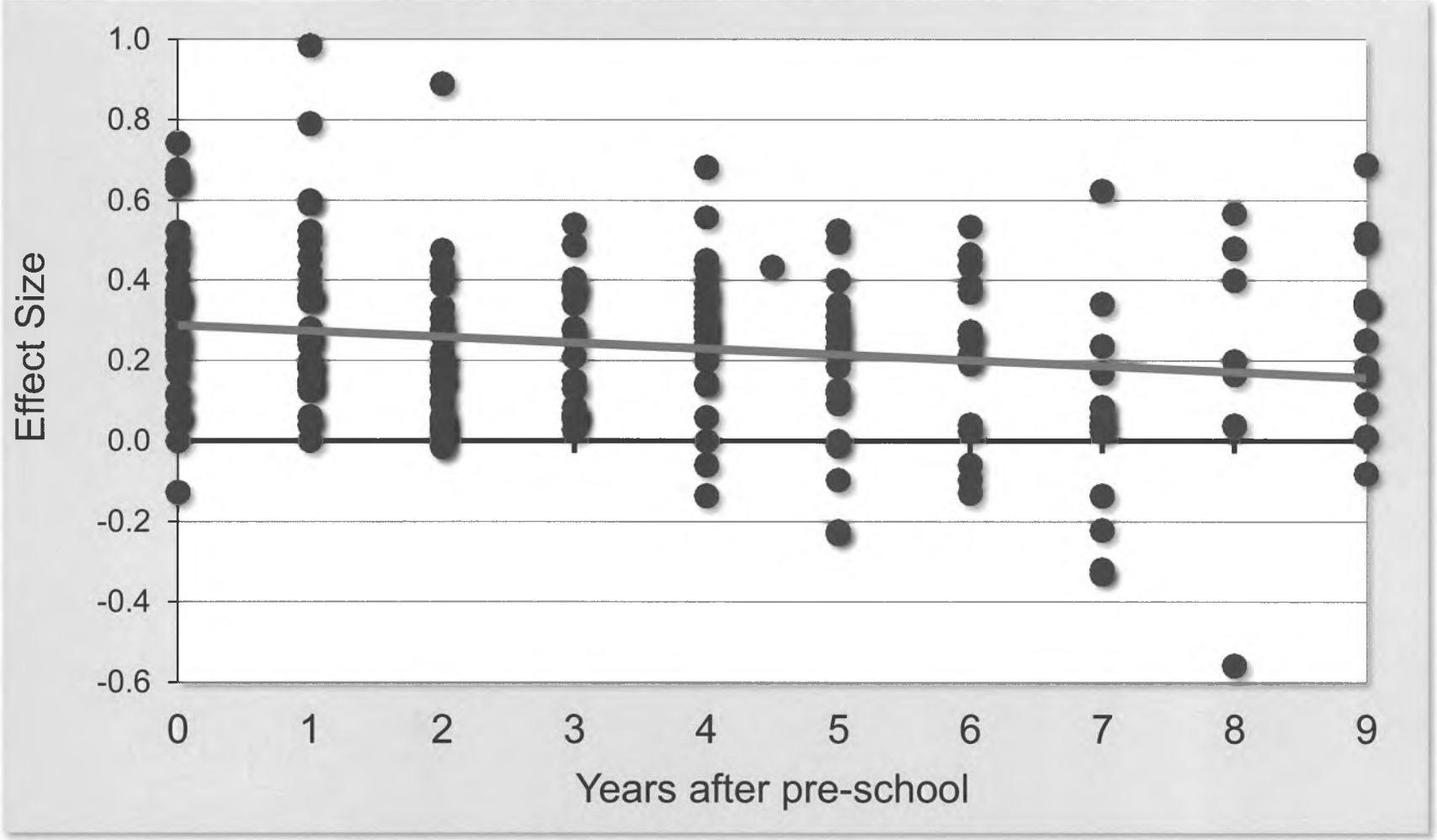
- 66 studies included in the meta-analysis
- Population: low-income 3 & 4 year-olds
- Range of programs: federal Head Start, state pre-school programs, Perry Preschool, Abecedarian, Chicago Parent Child Centers
- Comparison: in program vs. no program
- Follow-up period of students: immediately after program to age 40

An Example of Prevention: ECE For Low-income 3 & 4 Year-Olds

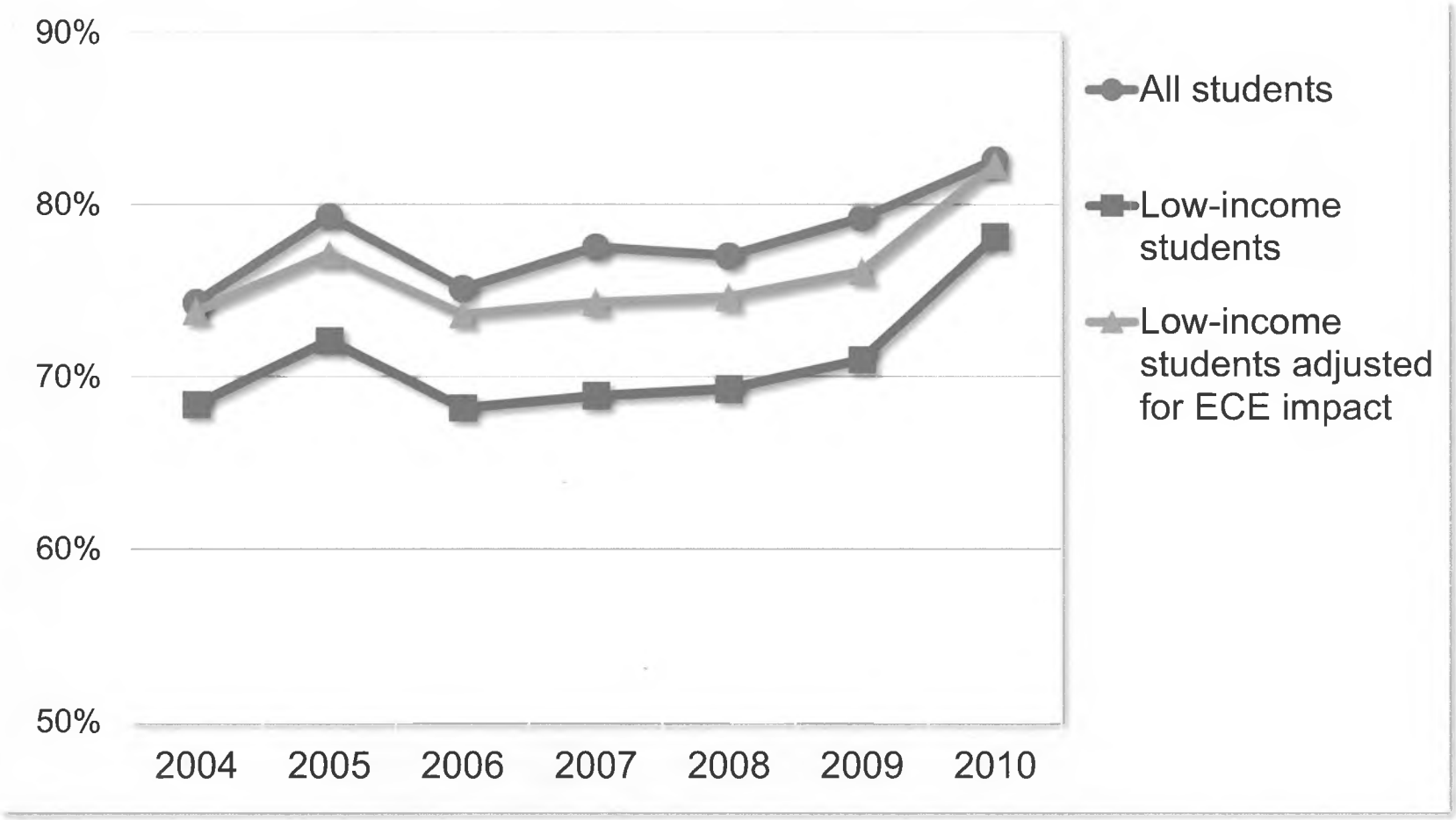
Does Early Childhood Education for 3 & 4 Year-old Low-income Children Affect These Outcomes?	Statistically Significant Impacts
Standardized Test Scores	Increase
High School Graduation	Increase
Crime Rates Later in the Youth's Life	Decrease
K-12 Special Education Placement	Decrease
K-12 Grade Repetition	Decrease
Child Abuse and Neglect	Decrease
Out-of-home Placement	Decrease

Also measured but insufficient data to draw conclusions:
use of public assistance, teen births, college attendance, employment rates

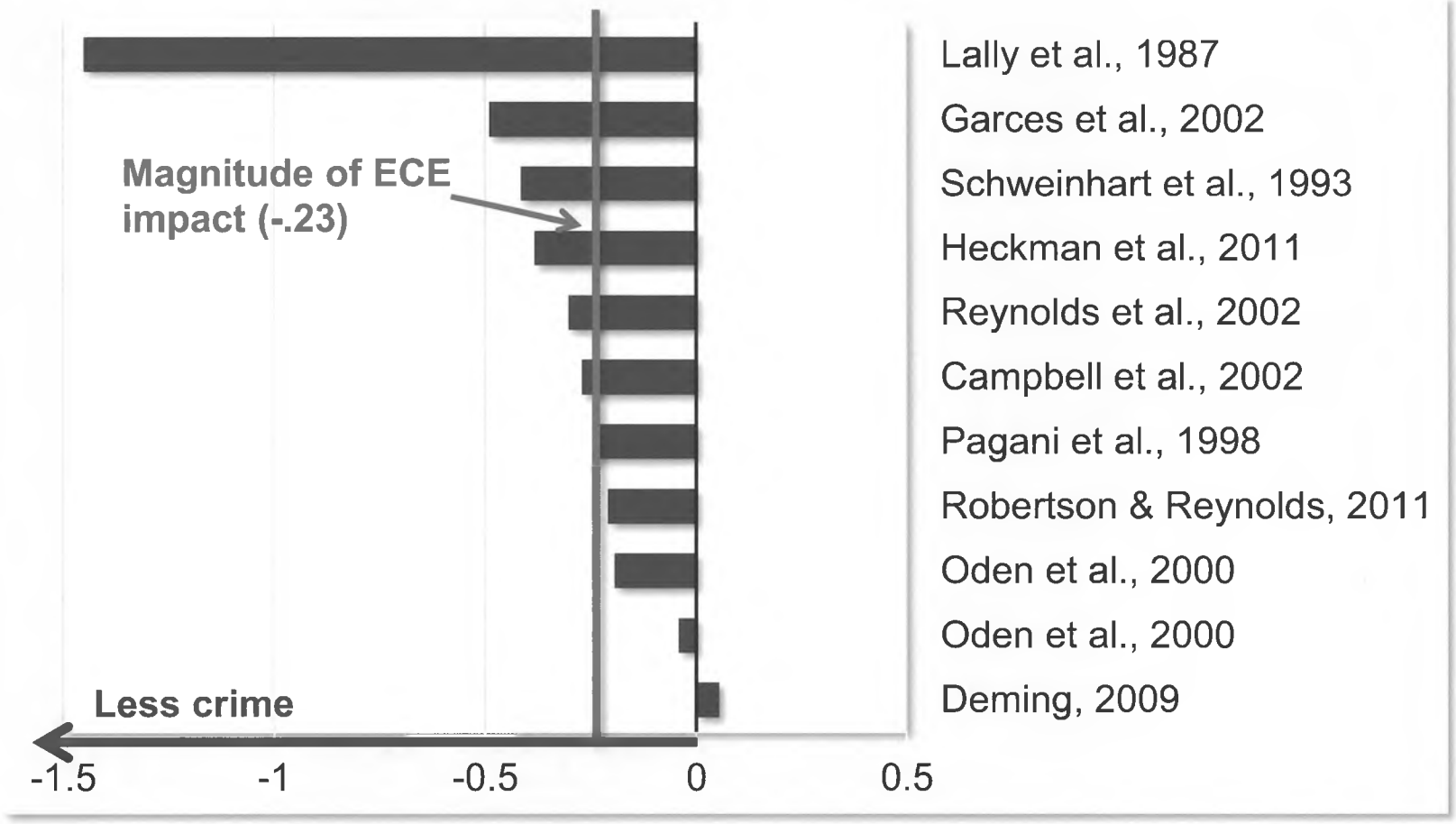
ECE for Low-income 3 & 4 Year-olds: Test Score Impacts and "Fadeout"



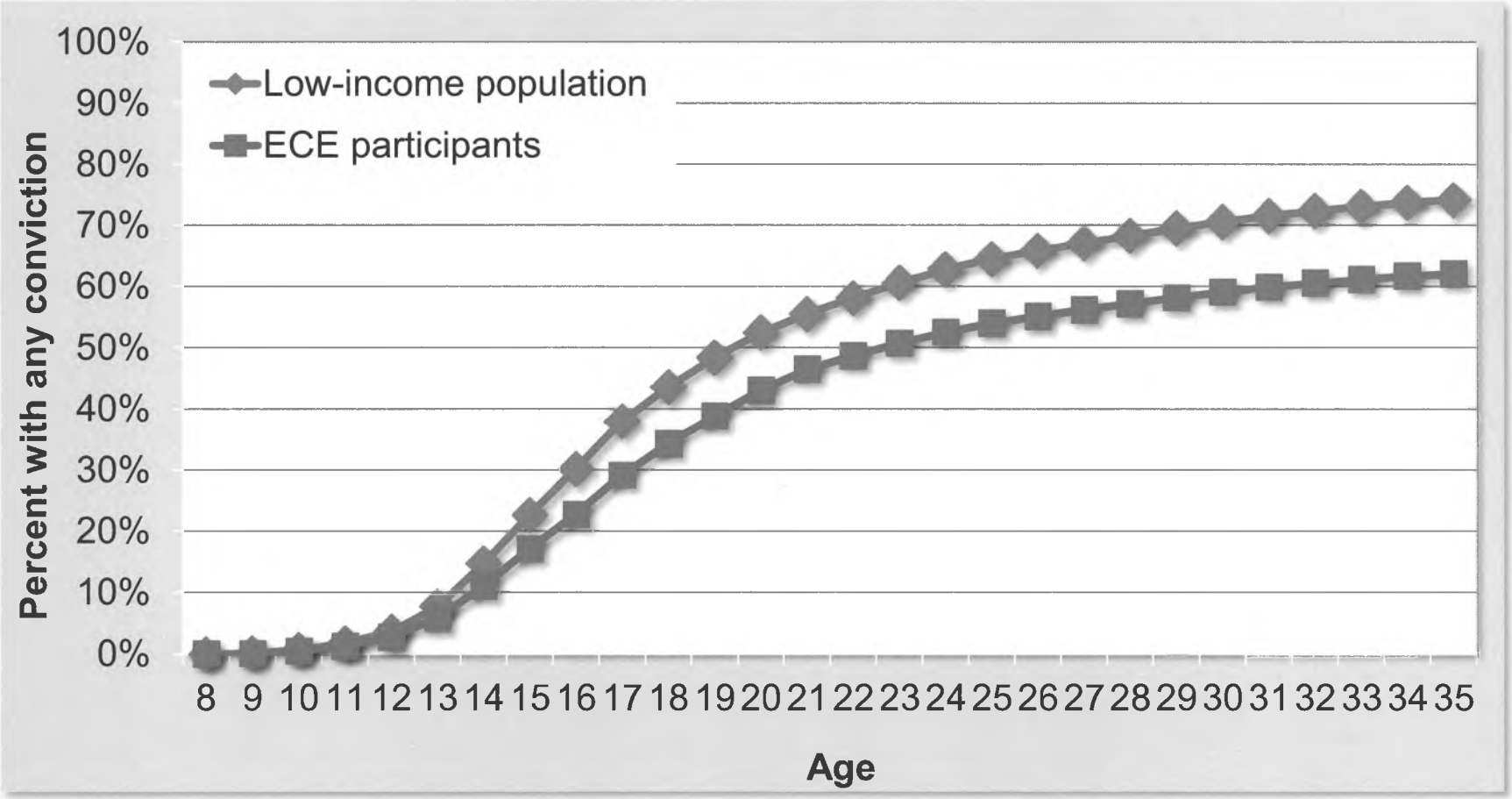
ECE for Low-income 3 & 4 Year-olds: Washington State High School Graduation Rates



ECE for Low-income 3 & 4 Year-olds: Crime Impacts



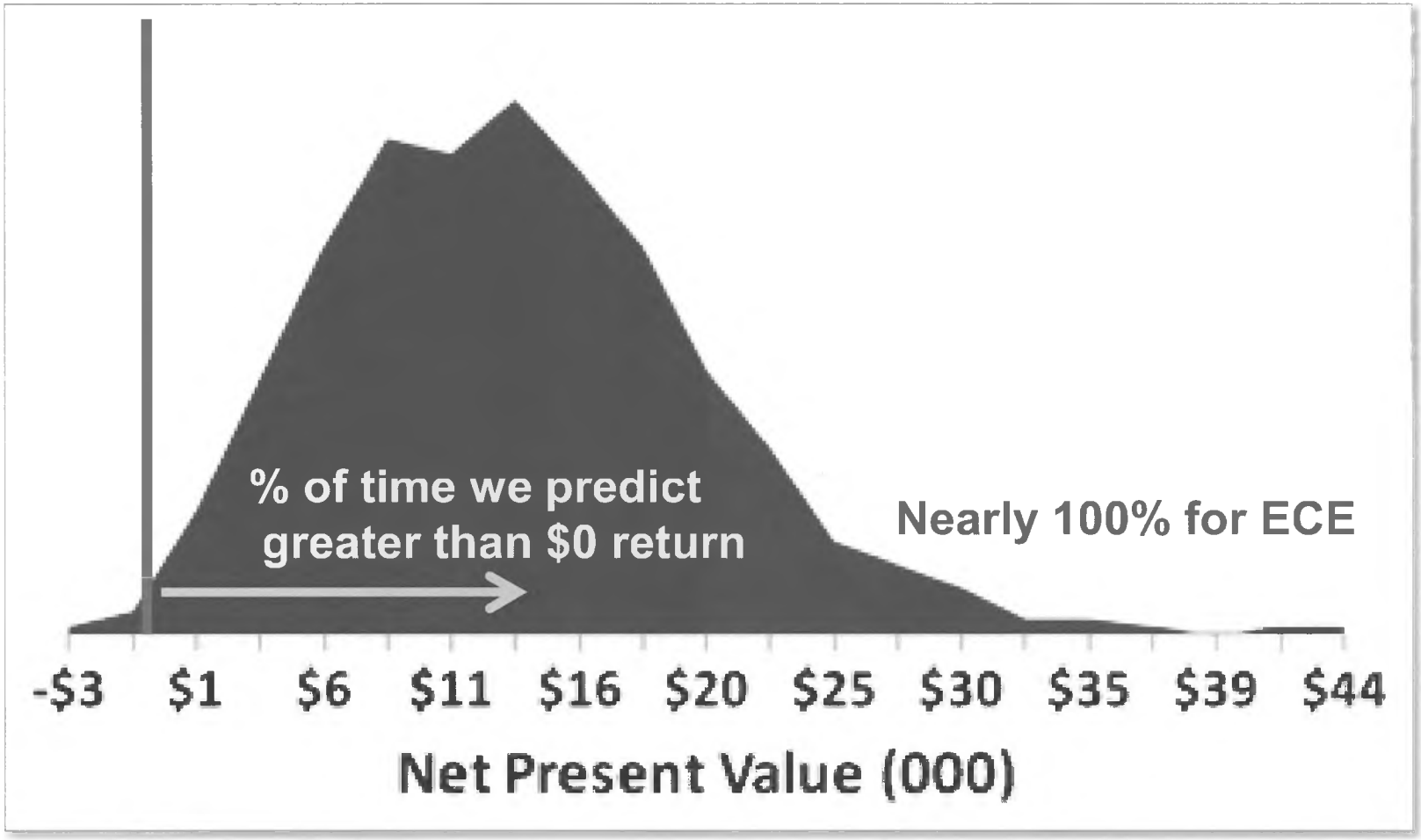
ECE for Low-income 3 & 4 Year-olds: Expected Crime Rates



ECE for Low-Income 3 & 4 Year-Olds: Return on Investment

Benefits Per Individual		**Main Source of Benefits**
Reduced crime	$6,066	**Lower CJ / victim costs**
Educational gains	$9,887	**Increased earnings**
Special ed reduction	$1,098	**Lower K-12 costs**
Grade repetition reduction	$310	**Lower K-12 costs**
Less child abuse & neglect	$637	**Lower CW / victim costs**
Fewer out-of-home placements	$379	**Lower CW / victim costs**
Lower health care system costs	$662	**Lower Medicaid enroll.**
Total Benefits Per Individual	**$21,667**	
Cost Per Individual	**$7,295**	
Benefits Per Dollar of Cost	**$3.01**	**(= 6% ROI)**

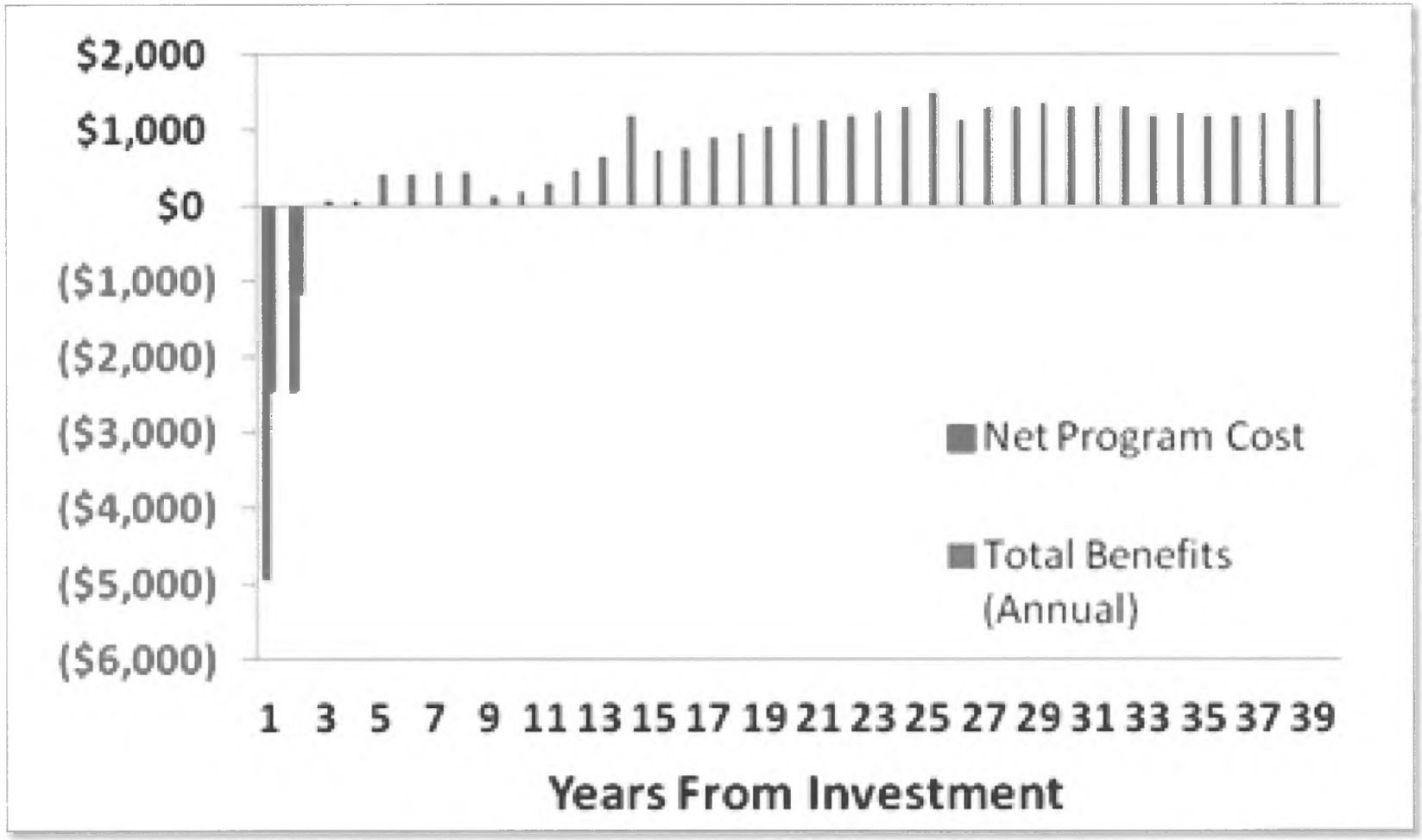
ECE for Low-Income 3 & 4 Year-olds: Investment Risk



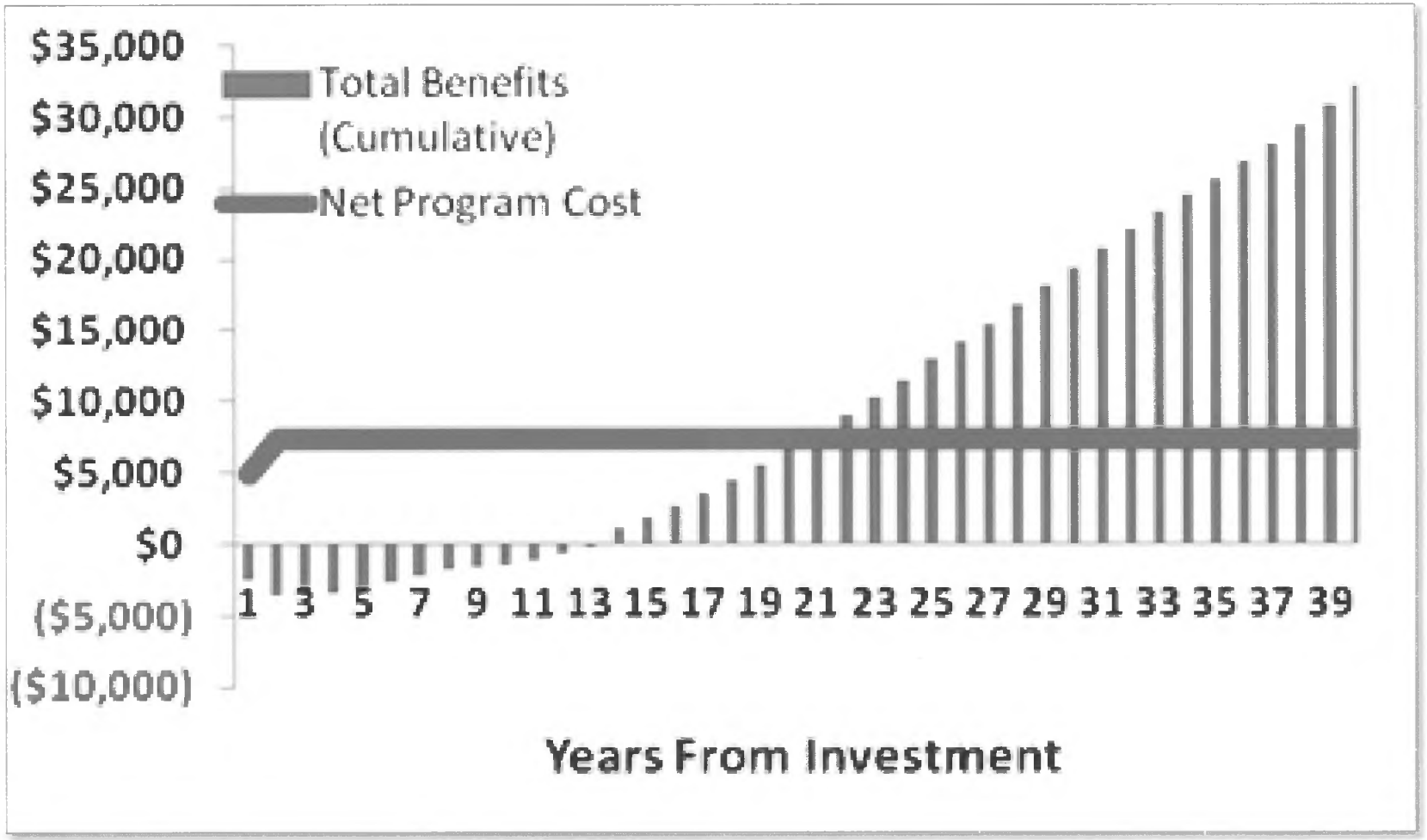
ECE for Low-Income 3 & 4 Year-olds: Estimates of Benefits

Benefit	To participant	To taxpayers	To others	Other indirect	Total
Crime	$0	$1,352	$4,031	$683	**$6,066**
Earnings via hsgrad	$1,431	$527	$0	$265	**$2,223**
Earnings via test scores	$6,353	$2,342	$0	$1,182	**$9,887**
Health care costs via hsgrad	-$136	$1,059	-$792	$532	**$662**
Special education	$0	$730	$0	$368	**$1,098**
Grade repetition	$0	$206	$0	$103	**$310**
Child abuse & negl.	$854	$131	$0	$66	**$1,051**
Out-of-home plcmt.	$0	$251	$0	$128	**$379**

ECE for Low-Income 3 & 4 Year-olds: Investment Returns, Annual



ECE for Low-Income 3 & 4 Year-olds: Investment Returns, Cumulative



ECE for Low-Income 3 & 4 Year-olds: Summary

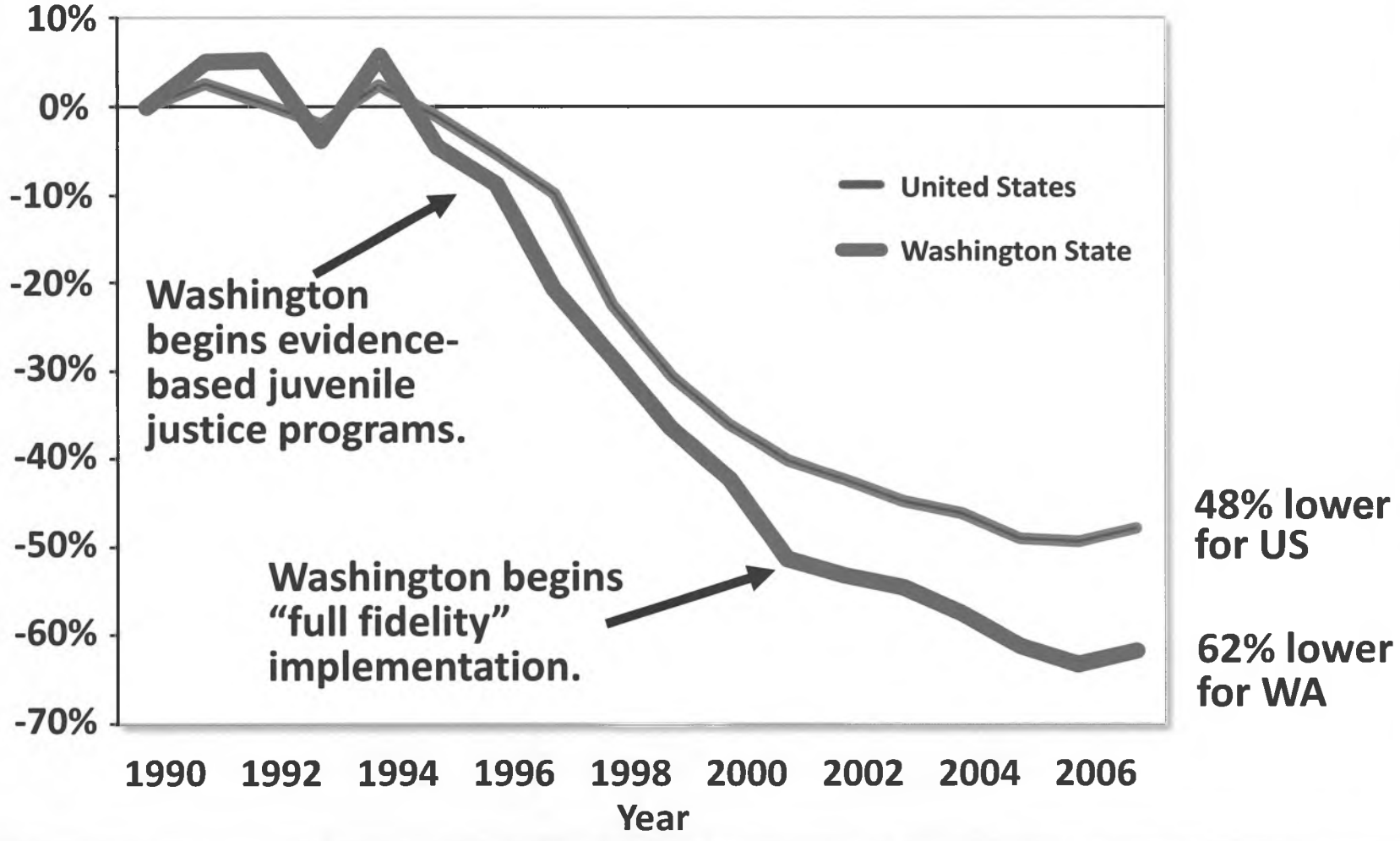
- **The evidence: ECE improves outcomes across multiple dimensions (education, crime, child welfare, health care).**
  - Crime rates among participants are reduced by 20 percent;
  - Earlier educational interventions (preschool vs. high school) have stronger impact on crime.
- **The economics: ECE pays off ($3 per $1 investment).**
- **The risk = low. ECE nearly always breaks even.**

Some Major Washington Legislative Actions

- ✓ **Began funding several evidence-based juvenile justice programs in late 1990s and early 2000s.**
- ✓ **2002 Legislature cut prison sentences (for drug offenders) and diverted some of the fiscal savings to drug courts (from the WSIPP list).**
- ✓ **2007 Legislature funded a portfolio of evidence-based criminal justice programs in adult and juvenile corrections, and prevention.**
- ✓ **2006-present: Early childhood education passes the economic test and the legislature has taken steps to include it as part of Washington's basic education program.**

Keeping Track of Results: Juvenile Arrest Rates

The change since 1990 in the United States and in Washington (WA) State



Three Implementation Issues

- ✓ **Formal Assessment Process (Tools)**
  to align participants with the right programs, and to focus resources on higher-risk populations

- ✓ **State-Funded Quality/Fidelity System**
  to assure better adherence to the:
  — assessment system, and
  — the intervention program models

- ✓ **Funding Formulas with the Right Incentives**
  to encourage interest, adherence, and innovations in evidence-based programs

Early Childhood Education in Washington State: Recent Developments

- **Department of Early Learning (created 2006)**
- **State-funded voluntary ECE: full phase-in by 2018**
- **WaKIDS: pilot kindergarten assessment**
- **2011 Race to the Top $60 million grant to:**
  - Implement Quality Rating and Improvement System
  - Expand WaKIDS
  - Provide professional development incentives
  - Strengthen data system

Questions?

Murray Richmond

From: Celeste Hodge
Sent: Monday, February 06, 2012 10:49 AM
To: Murray Richmond
Subject: FW: SB 139 and SB 171

Carol Comeau wanted to make sure her email below is included into the records and hopefully read during future hearings – see email below. Thanks.

Celeste Graham-Hodge, Committee Aide
Senate Health & Social Services Committee
Office of Senator Bettye Davis
716 W. 4th Avenue #400
Anchorage, Alaska 99501
(907) 269-4049; (907) 269-0148 (Fax)

(While in Session)
State Capitol
Juneau, Alaska 99801
(907) 465-4906; (907) 465-3756 (Fax)
Toll Free: 1-800-770-3822
Celeste_Hodge@legis.state.ak.us

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From: Comeau_Carol [mailto:Comeau_Carol@asdk12.org]
Sent: Monday, January 30, 2012 9:18 AM
To: Celeste Hodge
Subject: FW: SB 139 and SB 171

Here is SB 171 support. Please give to the Senator and Tom. Thanks, Carol

---

From: Comeau_Carol
Sent: Thursday, January 26, 2012 2:16 PM
To: Kevin Meyer (Senator_Kevin_Meyer@legis.state.ak.us); Senator Joe Thomas (Senator_Joe_Thomas@legis.state.ak.us); Senator_Bettye_Davis@legis.state.ak.us; Hollis French; Gary Stevens (Senator_Gary_Stevens@legis.state.ak.us)
Cc: Comeau_Carol; Laule_Marie; Stiteler_Chad; Level I; School Board; Bruce Johnson (bjohnson@alaskaacsa.org); Karen.Rehfeld@alaska.gov; mike.hanley@alaska.gov
Subject: SB 139 and SB 171

Dear Senators:
I am not able to testify on Senate Bills 139 or 171 tomorrow morning due to another commitment so I hope these comments can be entered into the record for your consideration.

First of all, I want to thank **all** of you for being such outstanding advocates for our public schools in Anchorage, and in the state. We sincerely appreciate your support, both financial and in so many other ways! We applaud your service by being on the Senate Education committee.

As you probably know, I have just released my preliminary budget to the public and to the School Board for their consideration. This budget will have two more public hearings on February 1 and February 9; the School Board will probably make some changes to my preliminary budget. After they complete their work, our budget is transmitted to the Municipality and the Assembly by March 5 which is required by our municipal charter. Our Assembly public hearing is scheduled for March 27 where they will set the upper limit of spending and the level of local contribution to the Anchorage School District. After that time, we have to wait until the legislature and the governor complete your work to determine the level of funding we will have access to. If an increase occurs, we revise our budget again, and reinstate what we can, and then we have to go back to the Assembly for permission to spend the funds if they exceed the already approved upper limit.

As you can imagine. This budget cycle undermines our credibility, and takes a great deal of time and energy to continually revise our budgets. The emotional turmoil on potentially impacted employees is destructive to their morale and ability to focus on their important work of educating our students, and doing their jobs.

We are making excellent use of the additional C and TE funds from SB 84 last year and encourage you to visit some of our high schools to see how these funds are being used to expand our career pathway programs. We would ask that you give serious consideration to expanding the flexibility for the use of these funds for at least middle schools and high schools (grades 6-12) so that we can support our career planning in the middle schools. We have had to recommend the deletion of our career guides in the middle schools for next year, and having the flexibility to use the C and TE funds for the middle grades would allow more expansion of our construction, health and pre-engineering academies.

I urge you to support the funding for the next three years as proposed by the Education Committee in SB 171. The years that we had advance notice of our funding increases as a result of the Education Funding Task Force which was co-chaired by Rep. Mike Hawker and Sen. Bert Stedman allowed us to plan and avoid our annual "guessing as to our funding" as I described above. All districts in the state benefitted from this funding and would urge you to reinstate a three year BSA increase that allowed us to compensate, at a minimum, for inflation and increased costs of doing our work.

Additionally, we are urging you to consider reinstating the COLA to the Pupil Transportation funding for all districts which provide pupil transportation. All districts are having to use their instructional revenue to pay the costs of their transportation contracts. Costs are going up for fuel, tires, repairs, and bus purchases.

Again, my sincere thank you for your long-standing support for education. Please let me know if you have any questions or concerns about these statements, or if you have a need for more information.

Sincerely,
Carol Comeau
Superintendent
Anchorage School District

Murray Richmond

From: Jasmine Jackson <jasmine.jackson@Goldbelt.com>
Sent: Thursday, January 26, 2012 11:51 AM
To: Murray Richmond
Subject: BSA Increase

Dear Senate Education Committee,

I am a parent of a Juneau School District elementary student and an active member of the Native Cultural education community. I am writing to encourage you to increase educational funding through raising the base student allocation, in addition to other proposed funding increases.

The proposed JSD budget cuts will negatively impact the quality of education our children currently receive. As a Native parent who is actively involved in my child's education I have noticed, at Mendenhall River Community school in particular, the positive impact both the classroom Para educators and the cultural Para educator has had on student learning. These educators give our students the additional one-on-one instruction from an adult that a single teacher cannot provide with large classroom numbers. This is not only a funding issue, but an issue of equity and quality education for our students.

By raising the BSA and other purposed funding increases, you will ensure our children are given the support they need to thrive in school. Please support our schools, our educators and our future, for that is exactly what our children are.
Gunalchéesh!
Jasmine Jackson

Jasmine D. Jackson
Education Projects Coordinator
Goldbelt Heritage Foundation
3200 Hospital Drive, Suite 200
Mailing: 3075 Vintage Boulevard, Suite 200
Juneau, Alaska 99801
Phone (907) 790-1464, Cell 723-8079
FAX (907) 790-4999

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, January 26, 2012 11:38 AM
To: Murray Richmond
Subject: FW: in suport of SB 171

From: Frank Turner [mailto:ra7rose7@hotmail.com]
Sent: Thursday, January 26, 2012 11:08 AM
To: Sen. Albert Kookesh; Sen. Bettye Davis; Sen. Cathy Giessel; Sen. Charlie Huggins; sen.dennis.egan@legis.state.ak; Sen. Dennis Egan; sen.egan.dennis@legis.state.ak.us; Sen. Fred Dyson; Sen. Gary Stevens; Sen. Hollis French; Sen. John Coghill; Sen. Johnny Ellis; sen.lindsey.holmes@legis.state.ak.us; Sen. Lyman Hoffman; Sen. Bill Wielechowski; gruenberg@legis.state.ak.us; holmes@legis.state.ak.us; Sen. Joe Thomas
Subject: in suport of SB 171

Hi

I support SB 171

Let help our children get a good education.

We waste a lot of money, lets find our cuts elsewhere and take care of our children.

Frank Turner

Alaskan Voter

Murray Richmond

From: bjpagano <bjpagano@uas.alaska.edu>
Sent: Thursday, January 26, 2012 12:32 PM
To: Murray Richmond
Subject: Increase in School Funding

To: Senator Joe Thomas,

I am writing this email because of my interest regarding future budget cuts within the Juneau School District.

My concern and desire to write this email came after I learned that the district is considering cutting 6 of the 10 nurse positions currently being held in the district. I very much understand the need of budget cutting, however, I am not at all in favor of cutting positions that will effect the health and well being of all students while attending school.

My daughter, started kindergarten at MRCS and is now a junior at TMHS, She has Type 1 Diabetes (her pancreas no longer produces insulin) and Celiac disease (not able to digest and process wheat).
When first diagnosed, with Diabetes, my daughter was in the 4th grade.

I spent a great deal of time with the school nurse learning how we would best manage my daughters chronic condition while she was attending school. The first year of treatment required 5 injections of insulin a day, frequent blood sugar checks and readily available snacks - all required to control and bring blood sugar levels to "normal" range. I was at the mercy of the school nurse to provide the needed care, including injections, that my daughter could not self administer and to help guide her with the proper care in order to sustain normal range blood sugar levels. My daughters already restricted diet became even more challenging when she was diagnosed with Celiac Disease in the 9th grade.
A further restricted diet alters her care, most "snacks" to raise blood sugars contain wheat. The knowledge and professional care provided by a nurse, someone a parent can trust, allows me to "breathe"
leaving my child 7-8 hours a day out of my own personal care.
Confident that the proper care is being administered by a nurse and with the assurance of my child's safety gives me peace of mind daily. (To be blunt and truthful, a diabetic, if not properly treated, within
15 minutes can become unconsciousness, have a seizure or even die.)

Diabetes/Celiac Disease is only one of the many major medical condition in which nurses play a valuable part of during the course of a work day.

Please reconsider the budget cuts in the area of school nurses, the con's far outweigh the pro's.

KEEP OUR SCHOOL NURSES to care for our loved ones who have daily challenges and are entitled to the same education as a healthy child.
The nurses see too it that this is possible!

Please consider an increase in school funding to keep our children safe, and even possibly saving their lives.

Thank you,

Sincerely,

Brenda Pagano
POB 211254
Auke Bay, AK 99821

(907) 723-4263

Murray Richmond

From: The Murphy family <sitkakids@yahoo.com>
Sent: Thursday, January 26, 2012 1:02 PM
To: Murray Richmond
Subject: Re: Increase in School Funding

Dear Governor Parnell & Alaska State Legislators,

My husband & I live in Sitka and have 3 children attending the Sitka School District.

Please pass legislation this session that increases the Base Student Allocation.

In Sitka our school district is facing a severe budget shortfall that will translate into fewer teachers and significant cuts in extracurricular activities. One of our state's priorities must be education. Graduates of schools with low student to teacher ratios & opportunities to participate in a wide range of school related activities will become the work force of the future our great state needs. In turn this workforce will want to remain in Alaska raising their children here in order to have them attend our state supported schools.

Thank you for putting education first in Alaska.

Sincerely,
Gerald & Richelle Murphy

From: Murray Richmond
Sent: Wednesday, January 18, 2012 4:03 PM
To: chris.pastro@k12northstar.org ; brpietila@yahoo.com ; jenclarke11@gmail.com ; akbarnhills@gmail.com ; hutton99829@yahoo.com ; kianssen@ptialaska.net ; landrew@swrsd.org ; mailto:bill.watkins@www.kibsd.org ; clark.putt@gmail.com ; ehhilts@gmail.com ; Kris Benson ; Tom Conley ; Robert Thomason ; Cindy Reilly ; Eddie Campbell ; Lon Garrison ; Watkins, Bill ; scrawfor@alaska.net ; Sally McLaughlin ; kgearhart@crsd.k12.ak.us ; Kathy Gearhart ; dldmevenden@hotmail.com ; dihles@gci.net ; wmcleod@dlgsd.org ; sbutterfield@chathamsd.org ; mdavis@cordovasd.org ; Ex_Steve@asdk12.org ; shelaghsands@gmail.com ; darsie@live.com ; Dave Rees ; sitkakids@yahoo.com ; amy_kesten@jsd.k12.ak.us ; andimike@ak.net ; alweinberg@hydaburg.k12.ak.us ; jbirdreed@gmail.com ; mailto:jane.eisemann@www.kibsd.org ; mbyer@hbsd.net ; kcleary@aptalaska.net ; Janet_capito@jsd.k12.ak.us ; rdm@gci.net ; jnygaard@cordovasd.org ; erin_mitchell@jsd.k12.ak.us ; Kennedy_Crystal@asdk12.org ; Slyon@KPBSD.k12.ak.us ; mailto:Lindsey.Cassidy@www.kibsd.org ; jayamylloyd@earthlink.net ; timitullis@yahoo.com ; kristie@alaskaglacierseafoods.com ; brianna.pannell@gmail.com ; jrellis@gci.net ; schwartz.jp.lf@gmail.com ; mailto:annekilkenny@hotmail.com ; Neel_julye@asdk12.org ; shelaghsands@gmail.com ; wjacobsen@cordovasd.org ; Ty Mase ; Liebner_Sue ; Mary DeSpain ; Nancy lehnhart ; Roach_Wade ; friedman_jeff@asdk12.org ; mpcollins@acsalaska.net ; jnygaard@cordovasd.org ; dcollins@cordovasd.org ; dcaposey@skagwayschool.org ; lucas_frances@asdk12.org ; sgoudreau@valdez.cc ; ballen@kuspuk.org ; alweinberg@hydaburg.k12.ak.us ; Ellen Pavitt ; schoolboard@thurstons.us ; scrawfor@alaska.net ; Klawock School ; wmcleod@dlgsd.org ; Olson_Robin@asdk12.org
Subject: Increase in School Funding
Dear Parents, Teachers, Administrators and others who care about our children,

You are receiving this letter because you wrote us last year concerning an increase in school funding through raising the Base Student Allocation (BSA). As you probably know, the measure passed the Senate, but was stripped out of the House bill. There was a one-time $20 million put in, but that did not affect the overall BSA.

Senator Thomas and the Senate Education Committee will be introducing another BSA bill this year, and we welcome your support. Currently the bill is being introduced, and does not have a number at this time. (There is a funding increase bill from Senator Davis's office, but we are going to ask for more than the amounts in her bill.)

The bill is currently scheduled to be heard in the Senate Education Committee on January 27 at 8:00 am. We will be looking for some people to testify on that morning, but more important, we can use emails from supporters of school funding. You can send them to me at this email address, and they will be included in the Senate packet for the bill. We are ESPECIALLY looking for letters from parents. It is very effective to present a package of emails to the committee, and to say that a large percentage are from parents. But if you are a teacher, school board member or administrator, please go ahead and send us an email of support. Just try to get a parent to send one as well!

We appreciate your support and time. I will keep you posted on the status of the bill. If you do NOT want to receive emails from me regarding this issue, please let me know and I will take you off the distribution list. If you know of someone who should be getting these emails, then forward their address to me.

Again, thank you for your time and efforts.

Murray Richmond
Legislative Aide
Senator Joe Thomas
(907) 465-6443

Murray Richmond

From: Jeff Hoover <juneaufour@yahoo.com>
Sent: Thursday, January 26, 2012 1:49 PM
To: Murray Richmond
Subject: Re: Support of BSA increase

Just to clarify. I don't work for the Juneau school system, but I volunteered my time on review of school budgets. Thanks Jeff

From: Jeff Hoover <juneaufour@yahoo.com>
To: "murray_richmond@legis.state.ak.us" <murray_richmond@legis.state.ak.us>
Sent: Thursday, January 26, 2012 11:17 AM
Subject: Support of BSA increase

I understand Senator Thomas is introducing legislation to increase the Base Student Allocation (BSA) for K-12 Education. I am a parent of two boys (elementary and high school) in the Juneau school system and I support the increase.

I have worked with school budgets at the elementary school site council level and Juneau district level and I know the school system is not perfect. However, the JSD is facing a large budget deficit due to increasing costs and flat revenues. The JSD budget gets about 63 percent of revenue from the state (includes PERS) and the rest from the city, feds and other grants. The JSD budget is about 90 percent personal services and most of that is invested in the actual schools, including teachers, principals, counselors, librarians, janitors, etc. Even with all this state and federal funding, parents and teachers are constantly doing fund raisers to pay for activities and school supplies. JSD is trying to make changes to improve their programs but it takes monies funded from the BSA. It seems like more funds are needed each year due to federal requirements and to replace lost grant monies (federal and other types). Increasing the BSA is very important to keep the school system stable.

Keeping students engage in the classroom in the 21st century takes more technology (and monies) than in the past - pens and paper are far cheaper than computers. It is also important to have a low pupil to teacher ratio as kids get more exposure to the teacher and can learn much more. Both of my kids are good students and I can personally say it was due to good and committed teachers leading small classrooms. It is amazing to think teachers are trying to teach our kids when the odds are 26 (or more) to 1. I have a hard enough time teaching my 2 boys at the same time let alone 24 other kids. I don't think we appreciate teachers enough and I don't think they are overpaid for the work they are doing with our kids. They may not work all year, but the time they spend in the classroom is well worth the investment in education.

Thank-you for your support of education.

Jeff Hoover
4416 Ichabod Lane
Juneau AK 99801

Murray Richmond

From: andimike@ak.net
Sent: Tuesday, January 24, 2012 9:56 AM
To: Murray Richmond; nda3dragonfly4fish@gmail.com
Subject: FW: BSA before the legislature and school board

Hi Murray,

Here is a letter from a parent asking me to forward this to you for the Senate Education Committee's attention. Please let me know that you got her letter. Her name is Donna Leigh. I will copy her on this letter so you can hit reply all. Thank you, Andi Story, Juneau School Board member

-------- Begin forwarded message --------
Subject: BSA before the legislature and school board
Date: 1/24/12 9:20:04 AM
From: "D Leigh"
To:"Story Andi"

Andi,
I got a letter from Jetta from the parent group at JDHS about writing our concerns about the budget and BSA.
The link to send e-mails didn't go through with the message. I am hoping you can send my message on to those who are involved with this issue.

I am also sending this letter on to the school board and district.

Donna Leigh

Hello fellow Alaskans,

I am writing in concern of the budget proposals before the 2012 legislature regarding the Base Student Allocation.
As the parent of high school student in Juneau and the state of Alaska I am becoming increasingly alarmed at the de-emphasis placed on the education of our students.
Our 10th grade student has three classes this semester that are overcrowde, at one time a geometry class had 40 students!. I highly respect the teachers who are trying to raise the bar of education in our schools as they struggle with overload and over crowding with limited support and resources.

In Juneau the School District is proposing to cut 66 teachers which equates to increased class sizes. They are also proposing to cut custodial services, class room aides,

library assistants, assistant high school principals and activities and optional subjects. These may at first glimpse seem like overall broad based cuts, but they will each specifically and deeply cut my student and his educational experience.

Out student's learning environment is impacted by dirty hallways and wear and tear on facilities that need maintenance and custodial services to maintain a wholesome physical atmosphere.Our high school student attends school willingly each day looking forward to the "optional classes" such as band that keep him motivated and make him a more rounded student and community member. Without classes such as band he would quickly lose his enthusiasm for school. He is currently enrolled in an "study hall" class that allows students to go to the library to work on independent study classes not offered at the high school. Without a library assistant this learning opportunity could be eliminated. Our student supports the basketball program as a member of the Pep band. He also attends events such Music Fest. As a parent I have come to highly value and rely on the assistant principals to help assure safety at these activities.

It is like a circle domino effect that just keeps compounding and circling with no particular starting point..... larger class sizes lead to more discipline problems, more discipline problems lead to sorely needed staff support which leads to overloaded teachers, which leads to a poor attitude and decreased motivation, which leads to frustrated students and teachers which leads to poor learning which leads to a seriously jeopardized educational experience which leads to a sad future for our precious next generation.

Break the circl!, Help to stop the domino effect! Support education and consider raising the BSA for students and our future.

Thank you for listening,
Donna Leigh
1223 Fritz Cove Road
Juneau, AK 99801
907-321-3475

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, February 01, 2012 11:22 AM
To: Murray Richmond
Subject: FW: education funding

From: dbwally [mailto:dbwally@cvinternet.net]
Sent: Wednesday, February 01, 2012 10:51 AM
To: Rep. Alan Dick; Sen. Joe Thomas; wally
Subject: education funding

To: Alan Dick, Chairman House Education Committee

Last week I sent this letter to Joe Thomas, Co-chair of the Senate Education Committee. Since you are the Chairperson of the House Committee for Education, my District representative, and a concerned educator I believe it is appropriate that I send you a copy of the letter. I noticed with interest that you have taught in the bush but very little about you is on your web page. From your web page I did read an editorial that you wrote on educational reform and learned that you seem interested and knowledgeable about educational issues, especially rural issues. I could not help but notice that you have visited several schools in our area, Delta, Chistochina and Mentasta, in the little time you have been our representative. I realize that you have 46 communities in your district and I think that you know a cook book approach will not work in providing educational services District wide. But I do believe much can be learned by observing and copying what is being done in successful schools, therefore next time you are on a road trip stop in at Kenny Lake. Talk to the teachers, parents and students and I believe you will be pleasantly rewarded with the experience. I further encourage you to use your experience and knowledge in education to help Alaskans to receive the fair and necessary school funding for success in this ever changing world.

Thank you,

Denny Wallace
Kenny Lake, AK.

To: Joe Thomas, Co-chair Senate Education Committee
Thank you for the opportunity to give my opinion on increasing the basic foundation formula for schools. I have lived in Alaska for over 30 years and have been encouraged with the school funding until now. It is important to know that I spent much of the previous 30 years residing in Valdez. They have adequate funding to run their schools and in the rare instances that they require addition funds they can request it from the city. To my knowledge every time they requested it they received needed funds from the city. As evidenced by their funding level I believe Valdez loves and **supports** their schools.

Two years ago our family moved to Kenny Lake, a rural community of 110 students who travel from 20+ miles in all directions to attend school. Several families who attend Kenny Lake Schools drive 12 miles on an unmaintained road to get to Chitna where the school bus picks them up for an hour trip to school. I asked one of the mothers "why not home school them?" and she said Kenny Lake was such a good school that it was worth her effort to make sure her kids got to school.

In Kenny Lake there is no budget reserve or waste to cut to absorb a lack of school funding from the State. Kenny Lake has no "city" from which we can request additional funds to help run our schools. My wife is currently a teacher at Kenny Lake Schools (Copper River School District) and because I am retired I have spend many hours observing and volunteering at the school. I know how much money she spends on supplies, food, prizes and equipment for her students; most of this is not reimbursed by the school. My wife recently told me that she has never worked so hard or loved a job so much as the one she currently has. After 25 years of teaching I believe the reason she loves her job so much is she sees how hard everyone in this community works to provide quality experiences for their children and she likes being on that team. While at school I have observed a vast volunteer network that cooks meals for extra-curricular activities, sells concessions, fund raises, drives hockey players to games, volunteers in classrooms and conducts school activities such as spelling bees, music concerts and other special events. There is a level of "supporting the schools" like I have never observed, and I have been observing for 65 years. I guess what I am saying is our community is giving all they can to help provide a quality education to our students. At this time there is no waste in our school. The parents have no more money or time to give. We need help from the only funding source that we currently have....the State. We know what to do, we just need to be allowed to do it. Kenny Lake loves and **supports** their schools but like other communities within Alaska we need the necessary funds to adequately operate them.

thank you,

Denny Wallace
Kenny Lake
822-3428

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, February 01, 2012 11:51 AM
To: Murray Richmond
Subject: FW: SB 171

-----Original Message-----
From: Jessica Dean [mailto:thefourdeans@gmail.com]
Sent: Wednesday, February 01, 2012 11:38 AM
To: Sen. Joe Thomas
Subject: SB 171

Dear Senator Thomas:

I'm writing in support of SB 171 for many reasons. As a resident of Juneau, a parent of two elementary JSD students (one of which is both medically fragile and has a federal IEP and 504), and a spouse of a JSD teacher, I would truly appreciate your support for an increase in the BSA. The proposed budget cuts for JSD are ridiculous and embarrassing and hurt "the least of these" among the student population. It's encouraging and essential to hear school board members and budget committee members realizing the need for creative funding and less dependance on the State's BSA. In the mean time, medically fragile students, students with disabilities, students with exceptional academic performance, culturally neglected and at-risk students, students invested in nearly every area of the arts, all stand to suffer a significant loss in their education without an increase of the BSA.
Please appreciate the fact that there is nothing more important then the education and empowerment of a child. Thank you for your support!

Sincerely,
Jessica Dean

Murray Richmond

From: Jen and Pat Malecha <jenandpat@gci.net>
Sent: Thursday, February 02, 2012 9:50 AM
To: Sen. Bert Stedman
Cc: Murray Richmond
Subject: School Funding

Dear Senator Stedman,

Thank you so much for your service to our state and for making education one of your top priorities. I'm writing as a concerned Southeast Alaskan parent. My five year old son will be starting kindergarten this fall. As you know, Alaskan schools are hurting and are being forced to make far-reaching cuts. In Juneau along with 66 other positions school nurses are on the chopping block. My son has type 1 diabetes and requires medical care at school. In a matter of a few weeks I've gone from being confident and excited about my son starting kindergarten to feeling uncertain about his health and safety at school.

If children are truly Alaska's greatest resource it's time for the state to show that we care about our kids and schools by increasing the BSA. Every Alaskan wants to see our schools, achieve more, reduce waste, and be accountable for academic performance but withholding state funds does not fix schools. The sad fact is that withholding funds impacts the students not the system nor the administrators responsible for the state of our schools.

Please help our schools and schedule SB 171 in a timely manner. Again, thank you for your dedication and commitment to our state and to our kids.

Sincerely,
Jenny Malecha
523-9301

Murray Richmond

From: Grier Hopkins
Sent: Thursday, February 02, 2012 9:36 PM
To: Murray Richmond
Subject: Fwd: New Pom:SB 171 Increase Base Student Allocation

Begin forwarded message:

> **From:** <Poms@legis.state.ak.us>
> **Date:** February 2, 2012 9:23:50 PM AKST
> **To:** <grier.hopkins@legis.state.ak.us>
> **Subject: New Pom:SB 171 Increase Base Student Allocation**
>
> Neil Black
> 3301 Creekside Dr
>
> Anchorage 99504,nblack
> goshrx@yahoo.com
> 907-742-4333
> 907-332-2818
>
> Please pass SB171 that increases the base student allocation and provides Alaska's school districts with needed funding for the next three years. Stop the budgeting madness that flat funding causes--no pink slips! It's maddening! Schools do amazing work--please pass SB171. Thank you.

Murray Richmond

From: Grier Hopkins
Sent: Saturday, February 04, 2012 7:46 PM
To: Murray Richmond
Subject: Fwd: New Pom:HB 145 K-12 Scholarship Program

Begin forwarded message:

> **From:** <Poms@legis.state.ak.us>
> **Date:** February 4, 2012 6:33:09 PM AKST
> **To:** <grier.hopkins@legis.state.ak.us>
> **Subject: New Pom:HB 145 K-12 Scholarship Program**
>
> Neil Black
> 3301 Creekside Dr
>
> Anchorage 99504,nblack
> goshrx@yahoo.com
> 907-742-4333
> 907-332-2818
>
> HB145 is clearly unconstitutional, and does nothing to improve public education. The Finland model of education is what will make our schools better, not HB145. No religion in public schools!

Murray Richmond

From: Grier Hopkins on behalf of Sen. Joe Thomas
Sent: Monday, February 06, 2012 10:35 AM
To: Murray Richmond
Subject: FW: Porposed school budget cuts

From: Michael Annunziato [mailto:mpannunziato@alaska.edu]
Sent: Monday, February 06, 2012 9:42 AM
To: Sen. Joe Thomas
Subject: Porposed school budget cuts

Sir,

I'm writing this email to let you know that I DO NOT support any proposed school budget cuts. I have three children attending Woodriver elementary school and I don't feel that cuts to the school budget are warranted at this time. All three of my children are already in classes that are overcrowded. These proposed budget cuts would increase the number of students in the classrooms even more. As I'm sure you are aware, countless studies have shown that overcrowding in classrooms leads to poor grades, less student-teacher one-on-one time, poor scores on state tests, higher dropout rates, health issues, higher crime rates, and many other issues that will and are having an enormous effect on our state. Cuts in education is never the answer, it is the problem. A recent study published in the *American Journal of Public Health* showed that decreasing the number of kids in elementary classrooms is more cost-effective in the long run because smaller class sizes produces a larger number of students that graduate from high school, a greater number of students that go on to seek higher education, less crime, better overall health and life styles, and a well educated and productive workforce. All of these benefits are due to properly funding early education, not cutting early education. Our state pays more to treat substance abusers and house criminals than it does to educate our children. **Alaska pays FOUR TIMES as much money to house a criminal than it does to educate a student per year!** You have the chance to start reversing that trend by opposing these cuts to our children's education. Better education is the answer to so many problems that cost so much money.
So, please do the right thing and oppose any cuts to our children's education. You and all the other elected officials in Juneau should be spearheading a bill to create more money for our children's education not discussing ways to cut the little money that we spend on our state's future.

Thank you,
Michael Annunziato

Murray Richmond

From: Grier Hopkins on behalf of Sen. Joe Thomas
Sent: Monday, February 06, 2012 10:36 AM
To: Murray Richmond
Subject: FW: Parent suppporting SB 171

From: Richard Monkman [mailto:rdmonkman@gmail.com]
Sent: Monday, February 06, 2012 7:55 AM
To: Sen. Lyman Hoffman; Sen. Bert Stedman; Senator_Dennnis_Egan@legis.state.ak.us; Sen. Joe Thomas; Sen. Johnny Ellis; Sen. Donny Olson; Sen. Lesil McGuire; Sen. Dennis Egan
Cc: sean.parnell@alaska.gov; 'Sally Saddler'; 'Andi Story'; greatalaskaschools@gmail.com; Glenn Gelbrich; 'Janette Gagnon'; 'Frank Coenraad'; 'Richard Monkman'; 'Gaffaney, Kristine D (EED)'; 'Ryan Alsup'; 'Mark S. Johnson'; da.luksta@gmail.com; 'Alan Gross'; dee.pearson@alaska.gov; ruby.steedle@live.com; teal@gci.net; harryhartle543@gmail.com; 'Asia Moreno-Goodwin'; jclbak@gci.net
Subject: Parent suppporting SB 171

Dear Senators,

As the parent of two boys in the Juneau School District, and as the chair of the Juneau Douglas High School Site Council, I ask your support for SB 171.

Costs are increasing throughout our educational system—costs that the school districts cannot control or contain. As a result, each year our schools offer less and less. In Juneau, valuable programs that help our children succeed are being cut and are disappearing, one by one, as the budget (in real dollar terms) sinks. Foreign language programs have been slashed; cultural education programs for Native students are being eliminated; the gifted and talented program has been cut to the point where it really doesn't exist any longer.

There is no reason for this. As a parent, I believe that all children are entitled to a high quality public education. The future of Alaska and of our country depends on well-educated, knowledgeable citizens. Every student counts!

Please support SB 171. The increase in the base student allocation is critical, and forward funding SB 171 provides will allow our school districts to plan ahead.

Thank you.

Richard Monkman
957 Gold Belt Ave
Juneau, Alaska 99801
907.586.3542

Murray Richmond

From: Kris and Nathan Coffee <upcoffee@gci.net>
Sent: Thursday, January 26, 2012 3:41 PM
To: Murray Richmond
Subject: School funding

I support increasing school funding! Thank you for fighting for our students in Alaska.

Sincerely,

Kris Coffee
Parent of two Juneau students.

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, January 27, 2012 8:17 AM
To: Murray Richmond
Subject: FW: SB 171 Increase in Student Base Allocation

From: Linda Kellen [mailto:celticdivaak@yahoo.com]
Sent: Thursday, January 26, 2012 10:38 PM
To: Sen. Joe Thomas; Rep. Chris Tuck; Sen. Kevin Meyer
Subject: SB 171 Increase in Student Base Allocation

Dear Legislators:

I spent a good part of two days watching the Anchorage School Board have their working session on the Superintendent-proposed school budget. Because Governor Sean Parnell has flat-funded education in his proposed budget, the cuts to the ASD could be deep and debilitating. The educator testifying in regards to proposed cuts for the high schools stated that we would lose ground gained the last several years in both drop-out rates and graduation rates. All summer school programs would be eliminated and that includes the methods by which high school students can get "credit-recovery" in order to graduate.

My understanding is that the Fairbanks and Juneau School Districts are in much the same shape. I also understand that some of the rural schools aren't sure how they are going to make it through the year.

There is something very wrong with our Alaska State Schools not being funded to cover inflation and other rising costs (like energy) so that they must dig into their education programs just to survive.

Senator Thomas has created a good bill in SB 171. The $125.00 Student Base Allocation increase is desperately needed. I hope the rest of the Senate is able to see that as well.

Linda Kellen Biegel
(907) 830-9458
Facebook
Twitter

Murray Richmond

From: patty tackett <pattytackett@yahoo.com>
Sent: Friday, January 27, 2012 12:53 PM
To: Murray Richmond
Subject: In support of Increasing funding for Education programs

Hello. my name is Patricia S. Tackett
I am member of ANS Camp 2; Juneau Indian Studies Program, Parent Board member and Vice President for Camp 2. I am in favor of increasing funding for educational programs. Thank you for time and energy on this matter, and please include my vote on this matter.

Murray Richmond

From: Grier Hopkins
Sent: Friday, January 27, 2012 3:12 PM
To: Murray Richmond
Subject: FW: New Pom:SB 171 Increase Base Student Allocation

-----Original Message-----
From: Poms@legis.state.ak.us [mailto:Poms@legis.state.ak.us]
Sent: Friday, January 27, 2012 2:08 PM
To: Grier Hopkins
Subject: New Pom:SB 171 Increase Base Student Allocation

Jennifer Malecha
18224 Point Stephens Rd

Juneau 99801,
jenandpat@gci.net
957-0801
523-9301

Alaskan schools are hurting. In Juneau, school nurses are on the chopping block. My son has type 1 diabetes and requires medical care at school. If you know a child with medical issues you understand that having a RN in every school is a necessity. Please support SB 171.

Thanks!

Murray Richmond

From: Sen. Joe Thomas
Sent: Friday, January 27, 2012 3:15 PM
To: Murray Richmond
Subject: FW: Senate Bill 171 Support
Attachments: SB 171 Support.doc

From: Jim Nygaard [mailto:jnygaard@cordovasd.org]
Sent: Friday, January 27, 2012 2:59 PM
To: Sen. Joe Thomas
Cc: Jeannie Blake
Subject: Senate Bill 171 Support

Greetings Senator Thomas,
Please accept the attached document as support for Senate Bill 171. Although I was on the schedule to testify this morning, my time ran out due to additional appointments. I very much appreciated the presentation by Murray Richmond regarding this bill, as his detail and data was very impressive.
Thanks for your support of our Alaska Children.
Respectfully,



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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Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, January 30, 2012 7:43 AM
To: Murray Richmond
Subject: FW: Senate Bill 171

-----Original Message-----
From: Norm Stout [mailto:stoutnw@mtaonline.net]
Sent: Monday, January 30, 2012 7:30 AM
To: Sen. Joe Thomas
Subject: Senate Bill 171

Ladies and Gentlemen,

I ask for your full support of Senate Bill 171; increasing funding for schools and students in Alaska. Education should be the priority for funding and the future of our state. Don't strangle our future leaders!

Thanks again for your support,

Wendy Stout
10130 N. Waldo Reed Road
Palmer, AK 99645

Murray Richmond

From: Sara M. Wood <sara.wood@k12northstar.org>
Sent: Monday, January 30, 2012 12:22 PM
To: Murray Richmond
Subject: Student Allocation Funds

Dear Mr. Richmond-

I am writing because I am extremely concerned with the lack of support for public education in Alaska! I was raised in Fairbanks and am now a teacher here because I received a great education here in Alaska. I taught my first year out of college in Portland, Oregon and that showed me right away that I wanted to teach in a community and state that supports public education. I moved back to Alaska because public education has been supported so it has be successful. The smartest way we can invest in the future of Alaska is through educating our youth!

The rising cost of utility bills alone in Fairbanks shows that the cost per child needs to increase. The electrical cost has gone up 23% in Fairbanks in the calendar year of 2010. The price of fuel; vehicle and house continues to be higher then Anchorage by 15-20 cents a gallon. If you keep the cost per child the same this is really a cut because operations cost continue to rise when the money allotment per child does not.

Please support an increase in student allocated funds for Alaska.

Thank you for your Time.

Sincerely,
Sara Wood
FNSBSD Teacher

Murray Richmond

From: Sen. Joe Thomas
Sent: Tuesday, January 31, 2012 10:02 AM
To: Murray Richmond
Subject: FW: SB171 - In support of...

From: Jorgensens [mailto:jorgensen@acsalaska.net]
Sent: Tuesday, January 31, 2012 8:25 AM
To: Sen. Joe Thomas
Subject: SB171 - In support of...

Good Morning Senator Thomas,

My name is Cindy Jorgensen, I live in Fairbanks, AK and I am a parent of 3 kids. I was at Alaska Legislative Office in Fairbanks on Friday to testify on behalf of supporting SB171; however, due to many testimonies we were unable to speak at that time – and due to having to work, I was again unable to attend the Monday session. As you know, our district (along with many others I learned at the meeting) is facing large budget cuts this spring. SB 171 will help to restore some of the cuts. I also think it is wise of the legislature to forward fund, as this bill does...for three years. Without the help of the legislature, we are going to see services to students affected. I appreciate your support of this bill.

PS – I would appreciate that the time limits on testimony not be removed to provide everyone an opportunity; however, I appreciate the opportunity to be able to attend, listen, and to voice my support.

Sincerely, Cindy Jorgensen

Murray Richmond

From: dbwally <dbwally@cvinternet.net>
Sent: Monday, January 23, 2012 12:47 PM
To: Murray Richmond; wally
Subject: school funding

Thank you for the opportunity to give my opinion on increasing the basic foundation formula for schools. I have lived in Alaska for over 30 years and have been happy with the school funding until now. It is important to know that I spent much of the previous 30 years residing in Valdez. They have adequate funding to run their schools and in the rare instances that they require addition funds they can request it from the city. To my knowledge every time they requested it they received needed funds from the city. As evidenced by their funding level I believe Valdez loves and supports their schools.

Two years ago our family moved to Kenny Lake, a rural community of 110 students who travel from 20+ miles in all directions to attend. Several families who attend Kenny Lake Schools drive 12 miles on an unmaintained road to get to Chitna where the school bus picks them up for an hour trip to school. I asked one of the mothers "why not home school them?" and she said Kenny Lake was such a good school that it was worth her effort to make sure her kids got to school.

In Kenny Lake there is no budget reserve or waste to cut to absorb a lack of school funding from the State. Kenny Lake has no "city" from which we can request additional funds to help run our schools. My wife is currently a teacher at Kenny Lake Schools (Copper River School District) and because I am retired I have spend many hours observing and volunteering at the school. I know how much money she spends on supplies, food, prizes and equipment for her students; most of this is not reimbursed by the school. My wife recently told me that she has never worked so hard or loved a job so much as the one she currently has. After 25 years of teaching I believe the reason she loves her job so much is she sees how hard everyone in this community works to provide quality experiences for their children and she likes being on that team. While at school I have observed a vast volunteer network that cooks meals for extra-curricular activities, sells concessions, fund raises, drives hockey players to games, volunteers in classrooms and conducts school activities such as spelling bees, music concerts and other special events. There is a level of "supporting the schools" like I have never observed, and I have been observing for 65 years. I guess what I am saying is our community is giving all they can to help provide a quality education to our students. At this time there is no waste in our school. The parents have no more money or time to give. We need help from the only funding source that we currently have....the State. Kenny Lake loves and supports their schools but like other cities within Alaska we need the necessary funds to adequately operate them.

thank you,

Denny Wallace
Kenny Lake
822-3428

Murray Richmond

From: Kathy Gearhart <kgearhart@crsd.us>
Sent: Monday, January 23, 2012 11:10 AM
To: Murray Richmond
Subject: RE: Increase in School Funding

Dear Senator Thomas,

Thank you Senator Thomas for your commitment to the children of Alaska!

My name is Kathy Gearhart and I am the Superintendent/Board Secretary at Copper River School District (CRSD). As you know, there has been a significant increase in energy costs, and up to a 20% increase in health insurance. That, along with pay increases required by negotiations with teachers and classified staff, has put a huge strain on the budget for CRSD next year.

Being on the Senate Education Committee, I'm sure that you are aware of the predicament that school districts are in across the State. Unlike private sector companies that have control over wages and benefits, school districts must negotiate with teachers and classified staff and are bound by State law to do so. I personally think that it would be in the State's best interest to take a good look at the laws concerning teacher's in the State. Being from Wisconsin, I have respect for Governor Scott Walker tackling this difficult issue to address the budget in Wisconsin. In the meantime, there is a crisis that needs immediate attention for school district budgets. If CRSD receives the same budget as this year, the district will be forced to cut 4 of our 35 teachers. In a rural REAA community with six schools, that will be a devastating blow to students. Another area the CRSD has suffered greatly is transportation. The funding for transportation each year always sees a shortfall and the district was forced to cut a route this year. Requiring some of our students to be on the bus for 3 – 4 hours per day. Then there are fuel costs, and we all know the hardships they have brought on everyone.

I ask that the Senate Education Committee please consider school funding as a top priority this year. Alaska's and our Countries future depends on it!

Sincerely,

Kathy Gearhart

From: Murray Richmond [mailto:Murray_Richmond@legis.state.ak.us]
Sent: Wednesday, January 18, 2012 4:04 PM
To: chris.pastro@k12northstar.org; brpietila@yahoo.com; jenclarke11@gmail.com; akbarnhills@gmail.com; hutton99829@yahoo.com; kjanssen@ptialaska.net; landrew@swrsd.org; bill.watkins@kodiakschools.org; clark.putt@gmail.com; ehhilts@gmail.com; Kris Benson; Tom Conley; Robert Thomason; Cindy Reilly; Eddie Campbell; Lon Garrison; Watkins, Bill; scrawfor@alaska.net; Sally McLaughlin; Kathy Gearhart; Kathy Gearhart; dldmevenden@hotmail.com; dihles@gci.net; wmcleod@dlgsd.org; sbutterfield@chathamsd.org; mdavis@cordovasd.org; Ex_Steve@asdk12.org; shelaghsands@gmail.com; darsie@live.com; Dave Rees; sitkakids@yahoo.com; amy_kesten@jsd.k12.ak.us; andimike@ak.net; alweinberg@hydaburg.k12.ak.us; jbirdreed@gmail.com; jane.eisemann@kodiakschools.org; mbyer@hbsd.net; kcleary@aptalaska.net; Janet_capito@jsd.k12.ak.us; rdm@gci.net; jnygaard@cordovasd.org; erin_mitchell@jsd.k12.ak.us; Kennedy_Crystal@asdk12.org; Slyon@KPBSD.k12.ak.us; Lindsey.Cassidy@kodiakschools.org; jayamylloyd@earthlink.net; timitullis@yahoo.com; kristie@alaskaglacierseafoods.com; brianna.pannell@gmail.com; jrellis@gci.net; schwartz.jp.lf@gmail.com; 'annekilkenny@hotmail.com'; Neel_julye@asdk12.org; shelaghsands@gmail.com; wjacobsen@cordovasd.org; Ty Mase; Liebner_Sue; Mary DeSpain; Nancy lehnhart; Roach_Wade; friedman_jeff@asdk12.org; mpcollins@acsalaska.net; jnygaard@cordovasd.org; dcollins@cordovasd.org; dcaposey@skagwayschool.org; lucas_frances@asdk12.org; sgoudreau@valdez.cc; ballen@kuspuk.org; alweinberg@hydaburg.k12.ak.us; Ellen Pavitt; schoolboard@thurstons.us;

scrawfor@alaska.net; Klawock School; wmcleod@dlgsd.org; Olson_Robin@asdk12.org
Subject: Increase in School Funding

Dear Parents, Teachers, Administrators and others who care about our children,

You are receiving this letter because you wrote us last year concerning an increase in school funding through raising the Base Student Allocation (BSA). As you probably know, the measure passed the Senate, but was stripped out of the House bill. There was a one-time $20 million put in, but that did not affect the overall BSA.

Senator Thomas and the Senate Education Committee will be introducing another BSA bill this year, and we welcome your support. Currently the bill is being introduced, and does not have a number at this time. (There is a funding increase bill from Senator Davis's office, but we are going to ask for more than the amounts in her bill.)

The bill is currently scheduled to be heard in the Senate Education Committee on January 27 at 8:00 am. We will be looking for some people to testify on that morning, but more important, we can use emails from supporters of school funding. You can send them to me at this email address, and they will be included in the Senate packet for the bill. We are ESPECIALLY looking for letters from parents. It is very effective to present a package of emails to the committee, and to say that a large percentage are from parents. But if you are a teacher, school board member or administrator, please go ahead and send us an email of support. Just try to get a parent to send one as well!

We appreciate your support and time. I will keep you posted on the status of the bill. If you do NOT want to receive emails from me regarding this issue, please let me know and I will take you off the distribution list. If you know of someone who should be getting these emails, then forward their address to me.

Again, thank you for your time and efforts.

Murray Richmond
Legislative Aide
Senator Joe Thomas
(907) 465-6443

Murray Richmond

From: Sen. Joe Thomas
Sent: Monday, January 23, 2012 8:12 AM
To: Murray Richmond
Subject: FW: Support for education funding bill

From: Janice Sheufelt [mailto:sheufelt@gmail.com]
Sent: Saturday, January 21, 2012 5:02 PM
To: Sen. Joe Thomas
Subject: Support for education funding bill

Dear Senator Thomas,

This is an email of support for a bill to raise the Base Student Allocation. I have two daughters in the Juneau School District; it is imperative to raise the BSA in order to maintain quality education in our public schools here in Alaska.

Sincerely,
Janice Sheufelt

Murray Richmond

From: Kris Benson <kbenson722@gci.net>
Sent: Sunday, January 22, 2012 3:22 PM
To: Murray Richmond
Subject: For Senate Education Committee

Dear Senator Thomas:

I am a parent of a middle school student. I have worked at the high school as a long-term science substitute. I have volunteered at my child's elementary and middle schools. I have volunteered to assist the school district develop a five-year plan in concert with various funding scenarios. With my exposure to public schools and the school district budgeting process, I want to urge you to propose an increase in the Base Student Allocation for public school funding.

It is heartbreaking to see the need for basic services, supplies, and staff in our public schools. For example, at the elementary school one year, the administration asked the PTA for funding to replace a worn entry rug because the school couldn't afford it. At the middle school, needed teaching positions have been deleted due to the lack of funds. At our high school, a counselor position was cut, leaving the remaining two counselors frazzled and unable to keep up with the demands of their jobs. Last year, our district cut about $4 million dollars and is proposing a similar level of cuts again this year.

In addition to more funding for Alaskan schools please work to change the funding process from the current year-to-year system. The uncertainty of not knowing the next year's funding is really difficult. The district starts to develop a budget long before the legislative session ends. I believe an increase in the BSA will accomplish this goal as well.

Sincerely,
Kristine Benson
145 Behrends Avenue
Juneau, Alaska

Murray Richmond

From: Shelagh Sands <shelaghsands@gmail.com>
Sent: Saturday, January 21, 2012 5:53 PM
To: Murray Richmond
Subject: Re: Increase in School Funding

Dear Senators,

Once again you are asked to increase the SBA for education in this state. Why are you being asked again? Because the state has never kept up with the rate of inflation alone for the SBA. I have lobbied for years for the state to keep education at a high priority and keep the SBA inflation proof. This has not happened.

I read that the Governor wants to put a one time add on in funds for education, but not change the SBA foundation formula as that would mean the money would be present every year. What a novel idea, a school would actually be able to count on money for the upcoming year and not look at cuts.

I have raised three children in the Haines and Juneau school districts. My first child made it through and went on to Dartmouth. My middle child is going to graduate this year and I am thankful for that as I see that 4 more million will be cut from our schools again next year. I fought tirelessly in so many ways for the public system. Well, it has finally worn me down. I am presently looking at a private school for my third child if the cuts happen. He already can't get four years of a language in this town. Art, theatre and EL have been cut in the last year.

I am a parent that helps more with children that aren't mine in this district, but I am getting totally dismayed with the public system.

It makes no sense to me why the legislature does not make and education endowment program like the permanent fund. The money could be put in every year and maybe in 30 years from now this fund would support the best education in the country.

We really have no excuses why are schools are failing families. We are a rich state, have oil money and have forward thinkers in the past. Think ahead and raise the SBA this year and start an education endowment program where money is being invested for the future. Our schools rate dismally nation wide. Yet, we have amazing people in this state. Rise up and fight for the ones who will be caring for you when you are old.

Shelagh Sands

mother of three, volunteer for 15 years.

On Wed, Jan 18, 2012 at 4:03 PM, Murray Richmond <Murray_Richmond@legis.state.ak.us> wrote:

Dear Parents, Teachers, Administrators and others who care about our children,

You are receiving this letter because you wrote us last year concerning an increase in school funding through raising the Base Student Allocation (BSA). As you probably know, the measure passed the Senate, but was stripped out of the House bill. There was a one-time $20 million put in, but that did not affect the overall BSA.

Senator Thomas and the Senate Education Committee will be introducing another BSA bill this year, and we welcome your support. Currently the bill is being introduced, and does not have a number at this time. (There is a funding increase bill from Senator Davis's office, but we are going to ask for more than the amounts in her bill.)

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We appreciate your support and time. I will keep you posted on the status of the bill. If you do NOT want to receive emails from me regarding this issue, please let me know and I will take you off the distribution list. If you know of someone who should be getting these emails, then forward their address to me.

Again, thank you for your time and efforts.

Murray Richmond

Legislative Aide

Senator Joe Thomas

(907) 465-6443

Murray Richmond

From: Jen and Pat Malecha <jenandpat@gci.net>
Sent: Friday, January 20, 2012 3:34 PM
To: Murray Richmond
Subject: Letter of Support for BSA Increase

To: Senate Education Committee
From: Jennifer Malecha (Juneau Resident)

My five year old son will be starting kindergarten in the Juneau School District this fall. I'm writing in support of increasing school funding. Like many school districts throughout the state Juneau is facing big budget cuts for FY2013. These cuts are deep and wide and will directly impact students and families. I'm particularly concerned about cutting school nurses in Juneau. My son has type 1 diabetes and will require testing, monitoring, and treatment throughout the school day when he starts kindergarten. In a matter of a few days I've gone from being confident and excited about my son starting kindergarten to feeling very concerned and unsure about his health and safety at school.

An increase the Base Student Allocation for FY2013 would help solve some of these budget shortfalls and hopefully keep nurses in Alaska's schools. If we truly consider children Alaska's most valuable resource we need to fund our schools adequately.

Sincerely,
Jennifer Malecha

Juneau, AK 98801
907-523-9301

Murray Richmond

From: Ellen Pavitt <ellen@gopavitt.com>
Sent: Thursday, January 19, 2012 9:36 PM
To: Murray Richmond
Subject: I am a parent and support education funding!

Dear Members of the Senate Education Committee:

I am a parent of a student at Thunder Mountain High School , and have put two now-grown children through the Juneau school system as well. I write to implore you to advocate for a large increase to the BSA. The proposed budget cuts are horrific and just plain **wrong,** given that our state has plenty of money.

I have spoken with many teachers and school staff over the last several years about education. They all say the same thing - that the kids coming to school today are often not as ready to learn as in years gone by. The behavior problems are more common and more severe. Our society has many forces, including toxic, overwhelming media, rampant substance abuse and overstretched parents that are creating this problem of kids not being as prepared to learn these days. Too many kids are spending way too much of their free time on electronic media instead of getting outdoors, being active, or even - studying. Is it any wonder that the drop out rate is high, and continues to be so, **in spite of much good work our schools do?**

Our drop out rate is too high. But I am certain the schools themselves are not to blame. They are filled with wonderful, dedicated staff who do the best they can with often inadequate resources. And now, it's going to get much worse, courtesy of a legislature that does not support children.

Let's stop blaming the schools for what we are all responsible for - a toxic society that is damaging our children. Let's fund the schools so that they can adequately meet the needs of all students. Don't punish the schools by not increasing the BSA **again.** And most importantly , don't punish our kids, our future, by not giving the schools the money they need to educate our kids well.

Sincerly,
Ellen Pavitt
parent and small business owner in Juneau

Murray Richmond

From: Klawock City School District <klawockd@aptalaska.net>
Sent: Thursday, January 19, 2012 8:12 AM
To: Murray Richmond
Subject: RE: Increase in School Funding

Senator Thomas: I am writing regarding the Base Student Allocation. I support raising the BSA at this crucial time when funding is rapidly eroding from the federal level. It is critical to our schools, particularly in Southeast Alaska, that the State step in to alleviate the tremendous pressure that will be applied to our districts as the funds from Forestry Receipts disappears. Our district simply cannot continue providing the same high quality of education to the students of our community with such a huge chunk of our budget ripped out. My daughters graduated from the Klawock City School District in the last few years and are finishing their college degrees at the University of Alaska Fairbanks and the University of Alaska Southeast Juneau. Coming from a village into a larger setting academically is extremely difficult for Alaska students, but thanks to the competitive, well-rounded education provided by our school district, my girls are being successful in post-secondary education. To see the ability of our school district to provide a high quality education for the next round of students drastically diminish because the State would not step up to the plate with this much needed funding would be a disservice to the youth of our State. I would urge our legislators to raise the BSA as an investment in our kids. Valerie Steward, P.O. Box 181, Klawock, AK 99925.

From: Murray Richmond [mailto:Murray_Richmond@legis.state.ak.us]
Sent: Wednesday, January 18, 2012 4:04 PM
To: chris.pastro@k12northstar.org; brpietila@yahoo.com; jenclarke11@gmail.com; akbarnhills@gmail.com; hutton99829@yahoo.com; kjanssen@ptialaska.net; landrew@swrsd.org; bill.watkins@kodiakschools.org; clark.putt@gmail.com; ehhilts@gmail.com; Kris Benson; Tom Conley; Robert Thomason; Cindy Reilly; Eddie Campbell; Lon Garrison; Watkins, Bill; scrawfor@alaska.net; Sally McLaughlin; kgearhart@crsd.k12.ak.us; Kathy Gearhart; dldmevenden@hotmail.com; dihles@gci.net; wmcleod@dlgsd.org; sbutterfield@chathamsd.org; mdavis@cordovasd.org; Ex_Steve@asdk12.org; shelaghsands@gmail.com; darsie@live.com; Dave Rees; sitkakids@yahoo.com; amy_kesten@jsd.k12.ak.us; andimike@ak.net; alweinberg@hydaburg.k12.ak.us; jbirdreed@gmail.com; jane.eisemann@kodiakschools.org; mbyer@hbsd.net; kcleary@aptalaska.net; Janet_capito@jsd.k12.ak.us; rdm@gci.net; jnygaard@cordovasd.org; erin_mitchell@jsd.k12.ak.us; Kennedy_Crystal@asdk12.org; Slyon@KPBSD.k12.ak.us; Lindsey.Cassidy@kodiakschools.org; jayamylloyd@earthlink.net; timitullis@yahoo.com; kristie@alaskaglacierseafoods.com; brianna.pannell@gmail.com; jrellis@gci.net; schwartz.jp.lf@gmail.com; 'annekilkenny@hotmail.com'; Neel_julye@asdk12.org; shelaghsands@gmail.com; wjacobsen@cordovasd.org; Ty Mase; Liebner_Sue; Mary DeSpain; Nancy lehnhart; Roach_Wade; friedman_jeff@asdk12.org; mpcollins@acsalaska.net; jnygaard@cordovasd.org; dcollins@cordovasd.org; dcaposey@skagwayschool.org; lucas_frances@asdk12.org; sgoudreau@valdez.cc; ballen@kuspuk.org; alweinberg@hydaburg.k12.ak.us; Ellen Pavitt; schoolboard@thurstons.us; scrawfor@alaska.net; Klawock School; wmcleod@dlgsd.org; Olson_Robin@asdk12.org
Subject: Increase in School Funding

Dear Parents, Teachers, Administrators and others who care about our children,

You are receiving this letter because you wrote us last year concerning an increase in school funding through raising the Base Student Allocation (BSA). As you probably know, the measure passed the Senate, but was stripped out of the House bill. There was a one-time $20 million put in, but that did not affect the overall BSA.

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funding. You can send them to me at this email address, and they will be included in the Senate packet for the bill. We are ESPECIALLY looking for letters from parents. It is very effective to present a package of emails to the committee, and to say that a large percentage are from parents. But if you are a teacher, school board member or administrator, please go ahead and send us an email of support. Just try to get a parent to send one as well!

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Again, thank you for your time and efforts.

Murray Richmond
Legislative Aide
Senator Joe Thomas
(907) 465-6443

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Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, January 25, 2012 2:53 PM
To: Murray Richmond
Subject: FW: Please support SB171

From: Terry Snyder [mailto:terry@gci.net]
Sent: Wednesday, January 25, 2012 1:57 PM
To: Sen. Joe Thomas
Cc: Sen. Charlie Huggins; Sen. Linda Menard
Subject: Please support SB171

I am encouraging you to fully support the most important resource in our state-Education.

A great start would be to support **SB 171** which increases the yearly BSA formula in our public school districts.

Without that financial support the Mat-Su School District will face even more instructional and operational cutbacks to an already drastically trimmed budget. Our district eliminated 200 jobs last year through efficiencies, attrition, careful planning and stewardship of the public money. At the same time the district has improved reading and math skills, increased graduation rates and made impressive strides in resolving the dropout rate. They have built a vocational program which they continue to foster that districts all over the state and country are envious of. These were all tasks leaders have asked them to do better. Our district is keeping its part of the educational bargain in a big way.

Raising the BSA to $125.00 per student as SB 171 allows for particularly after flat funding last year is a very reasonable request. I would like to see even more monetary support from the state for public education. I do think most agree a commitment from our legislature in a more stable long ranged expectation of increases would be a better solution. While that is a goal we should all work towards I am insisting upon your support of SB 171 this session to meet the current needs and challenges in districts.

Last October the voters of Mat-Su approved a five year bond for investment in our borough schools. I worked hard with a group of volunteers to educate the public about the importance of that investment and the return to communities about the issue. The message was received loud and clear! They voted to reach in their own pockets and raise their mill rate for their portion of the bond which reflects their overwhelming confidence in the job our district is doing to educate our children. Now it is your turn to vote to do the same by **supporting SB 171**.

Thank you for your service and consideration in advance,

Terry Snyder

Murray Richmond

From: Grier Hopkins
Sent: Wednesday, January 25, 2012 1:14 PM
To: Murray Richmond
Subject: FW: New Pom:SB 171 Increase Base Student Allocation

-----Original Message-----
From: Poms@legis.state.ak.us [mailto:Poms@legis.state.ak.us]
Sent: Wednesday, January 25, 2012 1:10 PM
To: Grier Hopkins
Subject: New Pom:SB 171 Increase Base Student Allocation

Charles Berray
17015 Nickleen St

Anchorage 99516,EyeOnAlaska
chuckberray@gmail.com
9076026576

Joe, I support your effort to increase the per student base rate allocation. Education is the most important investment that the State can make.

Copied to Cathy Giesel.

Chuck Berray
Anchorage, AK.

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, January 25, 2012 11:57 AM
To: Murray Richmond
Subject: FW: SB 171

From: Jeremy Maxie [mailto:jam97@hotmail.com]
Sent: Wednesday, January 25, 2012 6:49 AM
To: Sen. Joe Thomas
Cc: Sen. Lesil McGuire
Subject: SB 171

Hi Senator Thomas,

I wanted to give a word of support for raising the Base Student Allocation for education funding. My wife is an attorney and I'm an electrical engineer, so we both know how important a role education plays in having a strong, prosperous future for our communities. We don't have kids yet, but we would like to know that when we do, our education system will be one we are proud to support and send our kids through. Thank you for your time.

Jeremy Maxie and Kirsten Kinegak-Friday
9100 Honeysuckle St
Anchorage, AK 99502
907-929-2765

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, January 25, 2012 10:58 AM
To: Murray Richmond
Subject: FW: SB 171

From: Mike Kenny [mailto:mkenny@attalascom.net]
Sent: Tuesday, January 24, 2012 8:04 PM
To: Sen. Joe Thomas
Cc: Sen. Cathy Giessel
Subject: SB 171

TO: The Honorable Joe Thomas, The Alaska State Senate

Dear Senator Thomas,

Our understanding is that you are working to move SB 171 which will increase this year's Base Student Allocation by $125 with another increase next year.

Good on you and you sure have our full support in your efforts. There are many citizens around here who understand that Alaska's future prosperity will be determined by investing in the education of her children.

Our Founding Fathers understood the importance of public education and our Country has prospered in large measure because we invested in "little school houses on the prairie". Let us make certain the same opportunities are available to Alaskans on the Tundra and elsewhere in our Great State.

Stinginess to our children by refusing to fund our public education system in times of plenty is foolish ideology trumping the common good.

We know your support for training and educating Alaskans is strong and has been throughout your career.

Thank you for leading the charge once again.

Best Regards,

Michael & Valerie Kenny
17016 Aries Ct.
Anchorage, AK. 99516

907.227.3993

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Version: 2012.0.1901 / Virus Database: 2109/4764 - Release Date: 01/24/12

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, January 25, 2012 10:58 AM
To: Murray Richmond
Subject: FW: per student allocation

-----Original Message-----
From: Susan Pagenkopf [mailto:queue@acsalaska.net]
Sent: Tuesday, January 24, 2012 8:32 PM
To: Sen. Joe Thomas
Cc: Sen. Dennis Egan
Subject: Re: per student allocation

I want to express my support of SB171 in favor of increasing allocation of $125. per student. We cannot afford NOT to do this. Thank you for submitting and supporting it.

Susan (Williams) Pagenkopf
retired teacher (1959-1977)

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, January 25, 2012 10:49 AM
To: Murray Richmond
Subject: FW: SB 171

From: Jeremy Maxie [mailto:jam97@hotmail.com]
Sent: Wednesday, January 25, 2012 6:49 AM
To: Sen. Joe Thomas
Cc: Sen. Lesil McGuire
Subject: SB 171

Hi Senator Thomas,

I wanted to give a word of support for raising the Base Student Allocation for education funding. My wife is an attorney and I'm an electrical engineer, so we both know how important a role education plays in having a strong, prosperous future for our communities. We don't have kids yet, but we would like to know that when we do, our education system will be one we are proud to support and send our kids through. Thank you for your time.

Jeremy Maxie and Kirsten Kinegak-Friday
9100 Honeysuckle St
Anchorage, AK 99502
907-929-2765

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, January 25, 2012 10:25 AM
To: Murray Richmond
Subject: FW: Support for SB 171

-----Original Message-----
From: turner [mailto:turner@alaska.net]
Sent: Wednesday, January 25, 2012 9:08 AM
To: Sen. Joe Thomas
Subject: Support for SB 171

Senator Thomas;
Just a note to let you know that I support raising the base student allocation. With the wealth this state has, it should be willing to invest in the future of all of its citizens especially its children.
Thank you for your efforts.
Steve Turner, Anchorage, Alaska

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, January 25, 2012 10:25 AM
To: Murray Richmond
Subject: FW: Support for SB171

From: anji gallanos [mailto:anji.gallanos@gmail.com]
Sent: Wednesday, January 25, 2012 9:41 AM
To: Sen. Joe Thomas
Subject: Support for SB171

Dear Sen Thomas

I wanted to write to you to show my support for increasing the base student allocation. I have two school age children ages 11 & 9. We are a working family in Juneau and spend 2-3 hours per week volunteering with in our children's school. We live in the greatest state in the nation and I would like to see our state invest in not only my children but all Alaskan children and their future. Please continue support for SB171.

Anji Gallanos

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, January 25, 2012 10:13 AM
To: Murray Richmond
Subject: FW: Thank you

From: AKMuckraker . [mailto:akmuckraker@yahoo.com]
Sent: Tuesday, January 24, 2012 6:53 PM
To: Sen. Joe Thomas
Subject: Thank you

Dear Senator Thomas,

Thank you for your work on SB171, and for prioritizing children and their education. I believe that increasing the base student allocation is a sound investment in a prosperous future for all Alaskans. Keep doing what you do.

All the best,

Jeanne Devon
AKMuckraker
Managing Editor, The Mudflats
Facebook - Jeanne Devon, and The Mudflats
Twitter - Mudflats

The NY Times Best-Seller, Blind Allegiance to Sarah Palin, **is available at** Amazon.com

Murray Richmond

From: Sen. Joe Thomas
Sent: Wednesday, January 25, 2012 7:46 AM
To: Murray Richmond
Subject: FW: Base Student Allocation - SB 171

From: Mim McConnell [mailto:sheltercovepublishing@gmail.com]
Sent: Tuesday, January 24, 2012 4:31 PM
To: Sen. Joe Thomas
Cc: Sen. Bert Stedman
Subject: Base Student Allocation - SB 171

Dear Sen. Thomas,

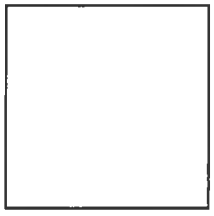
I'm writing in support of increasing the base student allocation. The need for this dollar amount to keep pace with inflation and district and student needs has been an issue for a very long time. I remember this from my time on the Southeast Islands School District School Board days in the late 80s. Thank you for promoting this increase.

Best wishes,

Mim

-

Mim McConnell, Owner
Shelter Cove Publishing
http://www.sheltercovepublishing.com
Sitka Through Four Seasons
http://www.travelsitka.com
907-747-2860 or 907-738-2888
204 Observatory St., Sitka, AK 99835



Murray Richmond

From: shawk1919@aol.com
Sent: Tuesday, January 24, 2012 9:22 PM
To: Rep. Scott Kawasaki
Cc: Murray Richmond
Subject: School funding

Represenative Kawasaki

I am the mother of a wonderful second grader at Watershed Elementary in Fairbanks. My child excels socially, but has a harder time in reading and math. I would say that he has ADHD, and I am sure his Teachers and Principal would agree. He is in a class with twenty-two other students with their own strengths and weaknesses. There are children that are reading and writing two grades higher than my son and there are children who are behind him. I watch some of the students sit still and listen to the teacher; and I see how hard it is for others to focus. Mrs. Barnes, Mrs. Chavez, and Mrs. McDermott have been great teachers and my son can read, add, subtract, and write. He loves science and wants to study sharks when he gets older. I however, think he will be a politician. His highest grades are in social studies. I have been very impressed with the education that he has received so far.

I am worried that because education is currently flat funded in Alaska (SEA), the quality of education is going to decrease. The Fairbanks North Star Borough is asking teachers to add two students to their classrooms. That can add up to an additional 40 students per day. They are also being asked to add fifty more minutes into their school day. In the North Slope Borough, they are still using a science book from 1996. We have come too far in the last 16 years to be using the same book. Teacher's salaries are not keeping up with the cost of living. I'm worried that we will not be able to retain our quality teachers or replace those who leave. There is an easy solution to the problems our schools in Alaska are facing. They should be at the top of list for funding, not at the bottom. Please increase the funding that they receive. Our children's education depends on it.

Shannon Vargas

Murray Richmond

From: barb jewell <jewell@ctcak.net>
Sent: Tuesday, January 24, 2012 8:46 PM
To: Murray Richmond
Subject: BSA funding
Attachments: To the Senate Education Committee.docx

Attached please find my letter in support of increasing the BSA for Alaskan students. Thank you for your work on this vital issue!

Barb Jewell
P.O. Box 2173
Cordova, Alaska 99574
907-424-8695

Murray Richmond

From: Kate Hudson <hudsonhouse@gci.net>
Sent: Tuesday, January 24, 2012 8:22 PM
To: Murray Richmond
Subject: SB 171

As parents of a 2nd grader and soon to be Kindergartner, we are writing to express our support for SB 171. The Governor's budget proposal makes no increase in the base student allocation for the next 3 years. Flat funding for schools essentially means cutting education, as costs continue to rise. The Juneau School District had to make painful cuts last year, and is again looking at making significant cuts in its budget for 2013, cuts that will directly impact our children in their classrooms. Extended learning is on the chopping block. Class sizes will rise. Essential Para-educator support will be cut. The Governor says that without tangible improvements in school results, funding should not be increased. This makes no sense to us. How is cutting teaching staff going to help? And in fact, achievements have been increasing. Reading and math results have climbed steadily for 4 years.

A one-time injection of funds like the energy funds last year is welcome, but is not consistent with building a long term systematic approach to education. Nor is it conducive to morale for school districts to lurch from year to year in uncertainty as we have been doing. Increasing the BSA will restore some consistency and certainty to the budget process and help our educators plan for the future.

Investment in schools is an investment in our community and our state's future. We support this bill and urge the Legislature to pass it.

Jim and Kate Hudson

Murray Richmond

From: Lisa Mattson <lisamattson13@gmail.com>
Sent: Tuesday, January 24, 2012 4:17 PM
To: Murray Richmond
Subject: Children MATTER, DON'T TAKE AWAY OUR NURSES!!!!

Children MATTER, so who WILL CARE!

I will be attending the meeting this coming Tuesday (Attend the budget meeting Tuesday, January 24, at 6:00 pm in the Dzantik'i Heeni Middle School Library).

Sacrificing our children's safety to save money does not sit well with my family!

As many of you know our son, Lucas has severe nut allergies; we are required to have an Epi-Pen and other medicines with us at ALL TIMES in case he goes into anaphylactic shock! When Lucas started kindergarten this year, I was concerned enough since he attends a non nut- free school. This was only compounded when I went to hand the teacher an Epi-Pen, additional medication, and an instructional letter, and was met with a reply of, "Oh, all medicine is kept with the nurse". After many meetings with the nurse and many months of staring at my cell phone expecting it to ring at snack and lunch time...I began to relax as much as one can, when dealing with the health of a child.

When budget cuts were mentioned, and the possibility of nurses being cut I said, "They would never risk our kids like that"! But they are indeed looking at replacing our nurses with "Health Assistants".

This poses the following questions.

What qualifications and training do non-licensed personnel who are assigned to the school health office in the absence of a school nurse have? At this time there is no definition given to "Health Assistant/Aid" by the Superintendant. Will they be able to give injections?

We take for granted the role nurses have in our schools: In addition to assessing student health status, making referrals, administering injections, and delivering emergency care, nurses also manage insulin pumps, check blood sugar levels, identify vision and hearing problems, insert tubes, suction children on ventilators, administer medication (in some cases vaccines), counsel pregnant teens, notice cases of abuse/neglect, to name just a few. We have a diverse population of students that the school nurse is the only health care professional that many can afford to see. By allowing these nurses to be cut out of the school budget the message we are allowing to be sent to these families is that their children's health is of no concern to us!

To make sure children's health care needs are met so they can achieve what they need to do in the classrooms, we MUST keep repeating the message that, HEALTH AND LEARNING GO TOGETHER!!!

Thanks,

Lisa KS Mattson

Murray Richmond

From: Susan Loseby <susan_loseby@jsd.k12.ak.us>
Sent: Tuesday, January 24, 2012 11:51 AM
To: Murray Richmond
Subject: Letter to support BSA bill
Attachments: Letter to representatives

Murray Richmond

From: Grier Hopkins
Sent: Monday, February 06, 2012 11:03 AM
To: Murray Richmond
Subject: FW: New Pom:SB 171 Increase Base Student Allocation

-----Original Message-----
From: Poms@legis.state.ak.us [mailto:Poms@legis.state.ak.us]
Sent: Sunday, February 05, 2012 4:42 PM
To: Grier Hopkins
Subject: New Pom:SB 171 Increase Base Student Allocation

Mary Hacker
3744 Knik Ave

Anchorage 99517,mhhacker

Please pass SB171! Without this per-pupil increase, student performance will be impacted in a negative way!
ASD is considering cuts that eliminate graduation support (special education counselors and graduation coaches) reduce library services to elementary schools and cripple the maintenance department.
I am writing as a concerned parent and ASD employee to encourage you to support SB 171.

Murray Richmond

From: Grier Hopkins
Sent: Monday, February 06, 2012 11:04 AM
To: Murray Richmond
Subject: FW: New Pom:SB 171 Increase Base Student Allocation

-----Original Message-----
From: Poms@legis.state.ak.us [mailto:Poms@legis.state.ak.us]
Sent: Thursday, January 26, 2012 2:32 PM
To: Grier Hopkins
Subject: New Pom:SB 171 Increase Base Student Allocation

Larri Spengler
4545 Thane Rd

Juneau 99801-7706,Larri
LSpengler@ak.net
907-586-9768

Please increase education funding. Juneau must consider a 50 percent reduction in teachers in the elementary school Extended Learning Program. Grade school EL children need special support. Without challenge, these children are likely to become disengaged in school, and to wind up lost to the education system. Please help!

1528 Bluegrass Drive

Fairbanks, AK 99709

Senator Joe Thomas

State Capitol Room 514

Juneau AK, 99801

January 25, 2012

Dear Senator Thomas,

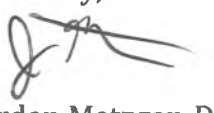
I am writing to you today regarding my concerns about the Alaska state budget proposed by Gov. Parnell. In particular, I am worried by the lack of an increase in per student education funding and in the stagnation in the overall amount of state support supplementing our public schools' funding.

I feel strongly that this is unacceptable and poses a threat to the future health of Alaska. The stagnant funding for our schools will lead to teacher layoffs and reduced education opportunities. Fewer teachers will lead to larger class sizes, reducing the attention each pupil receives and result in a decline in student performance. Ultimately our schools will graduate students less prepared to succeed in the world.

To ensure the future success of our state, we must ensure the next generation is well-educated and primed to excel in the workface. Many high paying jobs in various extractive industries, government agencies and medical facilities will continue to be filled by non-Alaskans if we cannot supply students who are well-versed in science, math and other fields.

For these reasons, I am asking you to work your hardest to increase the state's education funding in the proposed budget, especially the per student funding rate. If the budget is left unaltered, I hope that you will vote against its passage.

Sincerely,



Jordan Metzgar, District D resident

Murray Richmond

From: Elissa Borges <elissa.borges@Goldbelt.com>
Sent: Thursday, January 26, 2012 10:58 AM
To: Murray Richmond
Subject: Parent Support for BSA

Dear Senate Education Committee,
I am a parent of a Juneau School District elementary student and I am writing to encourage you to increase school funding through raising the base student allocation in addition to other proposed funding increases. Obviously the proposed JSD budget cuts will negatively impact the quality of education our children currently receive. By raising the BSA you become part of the village we need to ensure our children thrive in school. Please support our schools and our children.

Gunalchéesh,
Elissa Borges
Lead Curriculum Specialist
Goldbelt Heritage Foundation
3200 Hospital Drive, Suite 202
(work) 790-1468 (cell) 321-6801

Murray Richmond

From: Sen. Joe Thomas
Sent: Thursday, January 26, 2012 8:08 AM
To: Murray Richmond
Subject: FW: Education Funding

From: Lillian Wilder [mailto:silverworksbylillian@gmail.com]
Sent: Thursday, January 26, 2012 12:08 AM
To: Sen. Joe Thomas
Cc: Sen. Kevin Meyer; Rep. Chris Tuck
Subject: Education Funding

Senator Thomas,

I applaud your move to increase per student base rate funding for education! I am a senior who, looking back on my life, realize how important my education was, not only in my ability be an active citizen but also to add to our family income and even to support myself as a widow.

Alaska needs to invest in today's children so they can become successful graduates and contribute to our communities and state.

Alaska's wealth make this easily affordable.

Thank you,

Lillian Wilder

7521 Margaret Circle

Anchorage, AK 9918

Murray Richmond

From: Grier Hopkins
Sent: Thursday, January 26, 2012 8:07 AM
To: Murray Richmond
Subject: FW: New Pom:SB 171 Increase Base Student Allocation

-----Original Message-----
From: Poms@legis.state.ak.us [mailto:Poms@legis.state.ak.us]
Sent: Wednesday, January 25, 2012 9:49 PM
To: Grier Hopkins
Subject: New Pom:SB 171 Increase Base Student Allocation

Jacqueline Scholle
Po Box 58701

Fairbanks 99711-8701,
jackiks1@gci.net

It would be beneficial to everyone in the state to increase the base student funding allocation so that school districts have adequate resources to meet the requirements of No Child Left Behind as well as continuing to provide high quality educational opportunities for our children.

January 27, 2012

Dear Senate Education Committee: Members:

My name is Debbie Lowenthal and I am a parent of two children in the Juneau School District. I am here today to represent the Gastineau Community School Site Council. The Gastineau Site Council appreciates the opportunity to testify today in support of Senate Bill 171 which will increase the BSA in each of the next three years. This will help the Juneau School District continue to provide small classroom sizes which has been shown to be one of the greatest ways to ensure that children succeed in school. Furthermore, services for children in extended learning could continue, ensuring appropriate challenges for the highest achieving students. Paraeducators are a crucial part of the education team at Gastineau and support students who have extra educational needs. Our specialists at Gastineau and the other elementary schools give children rich experiences in music, art, literature and physical education, all which have been shown to improve student achievement. School nurses are a vital part of each schools education team and help keep all children healthy and safe, and this BSA increase would keep school nurses at each school site. For some children the school nurse is their only link to health care. Thank you for recognizing the need for more funding for education in Alaska schools.

Sincerely,

Gastineau Site Council
Members:
Dave D'Amore
Tony DeSanto
Kirk Stagg
Becky Enstrom
Catherine Pusich
Kelly Shattuck
Debbie Vance
Heather Crondahl
Kathi Yanamura
Monica Haygood
Peter Cross

SB 182

<TARGET><BILL>SB 182</BILL><SUBJECT>SB 182</SUBJECT><COMM>SEDC27</COMM></TARGET>

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

Monday, February 6, 2012
8:00 a.m. – 9:00 a.m.
Beltz Committee Room, #105 Thomas B. Stewart Building

*+ SB 182 - Pupil Transportation

\+ Bills previously heard/scheduled

* First Hearing
= Previously Heard
+ Teleconferenced

Alaska State Legislature
Senate Education Committee

Senator Meyer, Co-Chair
State Capitol, Room 103
Juneau, Alaska 99801-1182
(907) 465-4945 Phone
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State Capitol, Room 514
Juneau, Alaska 99801-1182
Phone (907) 465-2327
Fax (907) 465-5241
Senator_Joe_Thomas@legis.state.ak.us

SENATE EDUCATION COMMITTEE
Senators Kevin Meyer & Joe Thomas, Co-Chairs

Senate Bill 182

School districts in the state of Alaska are facing shortfalls in overall funding, in part due to the rising cost of pupil transportation programs. It is costing more each year to transport our students safely to and from school. Senate Bill 182 changes the pupil transportation funding, which allows school districts to keep more of their foundation funding in the classroom. Currently most districts have to subsidize their pupil transportation programs, which takes foundation formula dollars out of the classroom.

This legislation recalibrates the funding for pupil transportation based on the most recent audits by the Department of Education and Early Development. The amounts will be adjusted annually according to the Consumer Price Index (CPI) for Anchorage. This change allows the funding to match the amounts agreed to in their most recent contract negotiations, providing a more realistic figure for the actual cost of pupil transportation.

Although pupil transportation is an indirect cost of education, it is extremely important in Alaska. Road conditions are often dangerous, daylight during the school year is minimal, and sometimes the distance of transporting students is immense. If we cannot get the students to school, we cannot give them the education they need to thrive.

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: Sectional Summary for SB 182 (Work Order No. 27-LS1283\M)

TO: Senator Kevin Meyer
Chair of the Senate Education Committee
Attn: Edra Morledge

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. Beginning in fiscal year 2013, modifies the funding provided by the state to school districts for pupil transportation to the amount reported by the district in fiscal year 2012, as adjusted for inflation under sec. 2 of the bill.

Section 2. Provides for an inflation adjustment to pupil transportation funding provided under sec. 1 of the bill.

Section 3. Repeals AS 14.09.010(b), which provided state funding for pupil transportation as a per student amount for each school district in the state.

Section 4. Provides a one year retrospective per student amount for each school district in the state for pupil transportation based on adjusted amounts to former AS 14.09.010(b) for the current school year.

JMM:ljw
12-068.ljw

Compiled Transportation Information As Of November 14, 2011

	FY Fiscal Year Information							FY 13 Fiscal Year Assuming No Increase In Per ADM Transportation Funding						
School District	2011-2012 Eligible ADM For Transportation Funding	2011-2012 Per ADM Funding	2011-2012 Total Projected Transportation Funding	2011-2012 Total Projected Transportation Expenditures	Surplus (Shortfall)	Per Pupil Surplus (Shortfall)	Surplus (Shortfall) As A % Of Total Expenditures	2012-2013 Eligible ADM For Transportation Funding	2012-2013 Per ADM Funding	2012-2013 Total Projected Transportation Funding	2012-2013 Total Projected Transportation Expenditures	Surplus (Shortfall)	Per Pupil Surplus (Shortfall)	Surplus (Shortfall) As A % Of Total Expenditures
Alaska Gateway	326	$ 1,687.84	$ 550,151	$ 669,952	$ (119,801)	$ (367.54)	-17.88%	343	$ 1,687.84	$ 578,929	$ 713,951	$ (135,022)	$ (393.65)	-18.91%
Anchorage	48,119	$ 407.00	$ 19,674,433	$ 20,686,533	$ (1,012,100)	$ (21.03)	-4.89%	47,682	$ 407.00	$ 19,496,574	$ 21,319,743	$ (1,823,169)	$ (38.24)	-8.55%
Copper River	429	$ 1,468.00	$ 629,405	$ 682,190	$ (52,785)	$ (123.11)	-7.74%	431	$ 1,468.00	$ 632,341	$ 709,477	$ (77,136)	$ (179.07)	-10.87%
Cordova	325	$ 326.00	$ 105,787	$ 108,900	$ (3,113)	$ (9.59)	-2.86%	323	$ 326.00	$ 105,298	$ 109,000	$ (3,702)	$ (11.46)	-3.40%
Craig City	312	$ 281.00	$ 87,672	$ 144,314	$ (56,642)	$ (181.54)	-39.25%	312	$ 281.00	$ 87,672	$ 369,195	$ (281,523)	$ (902.32)	-76.25%
Delta/Greely	793	$ 1,496.00	$ 1,186,478	$ 1,313,315	$ (126,837)	$ (159.93)	-9.66%	793	$ 1,496.00	$ 1,186,478	$ 1,347,484	$ (161,006)	$ (203.01)	-11.95%
Denali	250	$ 1,808.00	$ 452,000	$ 380,000	$ 72,000	$ 288.00	18.95%	225	$ 1,808.00	$ 406,800	$ 400,000	$ 6,800	$ 30.22	1.70%
Fairbanks NSB	14,015	$ 704.00	$ 9,866,560	$ 12,329,580	$ (2,463,020)	$ (175.74)	-19.98%	14,015	$ 704.00	$ 9,866,560	$ 12,637,820	$ (2,771,260)	$ (197.74)	-21.93%
Juneau	4,894	$ 570.00	$ 2,789,580	$ 2,949,000	$ (159,420)	$ (32.57)	-5.41%	4,897	$ 570.00	$ 2,791,290	$ 3,008,000	$ (216,710)	$ (44.25)	-7.20%
Kodiak Island	2,485	$ 593.00	$ 1,473,605	$ 1,924,907	$ (451,302)	$ (181.61)	-23.45%	2,401	$ 593.00	$ 1,423,793	$ 1,963,886	$ (540,093)	$ (224.95)	-27.50%
Matsu	15,673	$ 768.00	$ 12,036,933	$ 15,319,917	$ (3,282,984)	$ (209.47)	-21.43%	15,673	$ 768.00	$ 12,036,864	$ 15,733,555	$ (3,696,691)	$ (235.86)	-23.50%
Nenana City	201	$ 561.00	$ 112,761	$ 114,961	$ (2,200)	$ (10.95)	-1.91%	201	$ 561.00	$ 112,761	$ 117,260	$ (4,499)	$ (22.38)	-3.84%
North Slope	1,604	$ 948.00	$ 1,520,592	$ 1,790,108	$ (269,516)	$ (168.03)	-15.06%	1,577	$ 948.00	$ 1,494,996	$ 1,879,613	$ (384,617)	$ (243.89)	-20.46%
Petersburg City	426	$ 276.00	$ 117,576	$ 159,500	$ (41,924)	$ (98.41)	-26.28%	435	$ 276.00	$ 120,060	$ 162,700	$ (42,640)	$ (98.02)	-26.21%
Sitka	1,305	$ 428.00	$ 558,540	$ 535,247	$ 23,293	$ 17.85	4.35%	1,305	$ 428.00	$ 558,540	$ 551,304	$ 7,236	$ 5.54	1.31%
Southwest Region	630	$ 598.00	$ 376,740	$ 369,561	$ 7,179	$ 11.40	1.94%	632	$ 598.00	$ 377,936	$ 371,000	$ 6,936	$ 10.97	1.87%
Totals	**91,786**		**$ 51,538,813**	**$ 59,477,985**	**$ (7,939,172)**	**$ (86.50)**	**-13.35%**	**91,245**		**$ 51,276,892**	**$ 61,393,989**	**$ (10,117,097)**	**$ (110.88)**	**-16.48%**
Averages	**5,737**	**$ 807.49**	**$ 3,221,176**	**$ 3,717,374**	**$ (496,198)**	**$ (88.89)**		**5,703**	**$ 807.49**	**$ 3,204,806**	**$ 3,837,124**	**$ (632,319)**	**$ (171.76)**	
Maximum	**48,119**	**$ 1,808.00**	**$ 19,674,433**	**$ 20,686,533**	**$ 72,000**	**$ 288.00**		**47,682**	**$ 1,808.00**	**$ 19,496,574**	**$ 21,319,743**	**$ 7,236**	**$ 30.22**	
Minimum	**201**	**$ 276.00**	**$ 87,672**	**$ 108,900**	**$ (3,282,984)**	**$ (367.54)**		**201**	**$ 276.00**	**$ 87,672**	**$ 109,000**	**$ (3,696,691)**	**$ (902.32)**	

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 1/30/12

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 2/24/12

Education Committee considered SENATE BILL NO. 182

SB 182-PUPIL TRANSPORTATION FUNDING

"An Act amending the amount of state funding provided to school districts for pupil transportation."

and recommends:

[✓] be **replaced** with **CS** SB 182 (EDC) [✓] *Same Title* [ ] *New Title*

[ ] adopt **previous CS** SCS/CS- Forthcoming (_____) [ ] *Same Title* [ ] *New Title*

[ ] attached amendment(s)

[ ] adopt _____ Letter of Intent

[ ] further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED	✓			
Fiscal Info Forthcoming				

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	French			✓	
	Steele			X	
CO-CHAIR:	Meyer	✓			
CO-CHAIR:	Thomas	✓			

27-LS1283\E
Mischel
2/21/12

CS FOR SENATE BILL NO. 182( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act amending the amount of state funding provided to school districts for pupil transportation."

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

*** Section 1.** AS 14.09.010(a) is repealed and reenacted to read:

(a) A school district that provides student transportation services is eligible to receive funding for operating the student transportation system. Beginning July 1, 2013, and subject to appropriation, the amount of funding provided by the state under this section is the amount reported to the department in the audited financial statement of the school district as actual pupil transportation expenditures for the school year ending June 30, 2013, as adjusted for inflation under (d) of this section.

*** Sec. 2.** AS 14.09.010 is amended by adding new subsections to read:

(d) Funding provided to a school district 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

Joan McBurn SB27

States Department of Labor, Bureau of Labor Statistics. The index for 1982 to 1984 is the reference base index for an adjustment made under this subsection.

(e) The department shall adopt regulations that provide for oversight of and support to school districts in achieving a safe and cost-effective student transportation system. The regulations must include a requirement for contract terms of not less than three years, if feasible, standardized conditions and bid periods, and standards that ensure cost efficiencies and exclusions.

*** Sec. 3.** AS 14.09.010(b) is repealed.

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

PUPIL TRANSPORTATION. (a) Subject to appropriation, the amount of funding provided by the state for operating the student transportation system is the amount of a 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	
	(1)	(2)
	for the school year beginning July 1, 2011	for the school year beginning July 1, 2012
Alaska Gateway	$2,081	$2,148
Aleutians East	311	321
Anchorage	435	449
Annette Island	182	188
Bering Strait	48	50
Bristol Bay	2,672	2,758
Chatham	280	289
Copper River	1,586	1,637
Cordova	335	346
Craig	423	437
Delta/Greely	1,656	1,709

1	Denali	1,808	1,866
2	Dillingham	1,218	1,257
3	Fairbanks	817	843
4	Galena	255	263
5	Haines	626	646
6	Hoonah	298	308
7	Iditarod	211	218
8	Juneau	604	623
9	Kake	271	280
10	Kashunamiut	5	5
11	Kenai Peninsula	766	791
12	Ketchikan	727	750
13	Klawock	584	603
14	Kodiak Island	799	825
15	Kuspuk	654	675
16	Lake and Peninsula	384	396
17	Lower Kuskokwim	277	286
18	Lower Yukon	1	1
19	Matanuska-Susitna	910	939
20	Nenana	587	606
21	Nome	621	641
22	North Slope	1,120	1,156
23	Northwest Arctic	25	26
24	Pelican	72	74
25	Petersburg	374	386
26	Saint Mary's	193	199
27	Sitka	428	442
28	Skagway	36	37
29	Southeast Island	1,155	1,192
30	Southwest Region	598	617
31	Tanana	478	493

Unalaska	648	669
Valdez	735	759
Wrangell	701	723
Yakutat	744	768
Yukon Flats	264	272
Yukon/Koyukuk	299	309
Yupiit	2	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.

Meeting Script – Friday, February 24 – SB 182

CHAIRMAN MEYER

The Senate Education Committee meeting is called to order.

Today is Friday, February 24th, and the time is 8:00 a.m. In attendance are:

- Co-Chair Thomas
- ~~Vice-Chair Davis~~ *(absent)*
- Senator Stevens
- Senator French
- and myself, Senator Meyer.

We have a quorum to conduct business.

Welcome, everyone. First, is there any business to come before the committee before we begin? Seeing none…we'll go ahead and get started.

The only item of business before us today is SB 182, the pupil transportation committee bill. We last heard SB 182 on February 6 – we closed public testimony at that meeting but the committee was interested in hearing from a couple more school districts about their pupil transportation programs, so we have invited testimony from several school districts today and asked them to be available for any questions the committee might have. *(They are all teleconferencing in.)*

If there is anyone here in the room or online, *aside from those who were invited*, that wished to testify today, you can submit your comments in writing to the committee, or testify when the bill is heard in Finance.

Our intention is to move SB 182 on to its next committee of referral today.

We have a work draft of a committee substitute before us this morning, and my staff will go through the changes once we've adopted the Committee Substitute. **Senator Thomas?**

SENATOR THOMAS: Mr. Chair, I move that we adopt the Committee Substitute for Senate Bill 182, version 27-LS1283\E.

SENATOR MEYER: I will object for the purposes of discussion. CS for SB 182 is before us.

Before my staff goes through the changes in the Committee Substitute, I'll just refresh everyone's memory that this bill does several things to address the costs of providing pupil transportation within school districts in Alaska:

1. It "recalibrates" the per-pupil amount school districts receive for their pupil transportation programs for FY12 and FY13,

2. It changes the current per-pupil grant program to a reimbursable program based upon actual financial audits, beginning inFY14, and

3. It puts into place oversight and support by the Department, so that those costs are controlled.

My staff will go through the changes in the Committee Substitute. Edra, please put yourself on the record and proceed with your presentation.

{Edra's Presentation}

Thank you.

Are there any questions from committee members?

{Committee Questions/}

Any further comments, questions, discussion?

Seeing none, we will go to **Dr. Deena Paramo, Superintendent** of the **Mat-Su School District**, who is going to walk us through a presentation. **Dr. Paramo** is with us online, each member should have a copy of the short presentation she is going to give.

{Dr. Paramo's Presentation}

Thank you. Are there any questions or comments from committee members?

{Committee Questions}

Next we will go to **Steve Kalmes, Transportation Director** with the **Anchorage School District.**

Please put yourself on the record and proceed with your testimony.

{Steve's Presentation}

Thank you. Are there any questions or comments from committee members?

{Committee Questions}

Are there any further questions? Seeing none…

Next we will go to **Luke Fulp, Chief Financial Officer** and **Transportation Supervisor** with the **Kodiak Island Borough School District**.

Please put yourself on the record and proceed with your testimony.

{Luke's Presentation}

Thank you. Are there any questions or comments from committee members?

{Committee Questions}

Are there any further questions? Seeing none…

Let's hear from the Administration
(Elizabeth Nudelman & Les Morse)

Amy Lujan, Executive Director of the Alaska Association of School Business Officials (**ALASBO**), is also here to testify.

ALASBO collected and organized the data which led to the per pupil numbers in the current CS.

{Administration}

Thank you. Are there any questions for the Administration?

{Committee Questions}

Is there any other discussion? Comments? Questions?

Seeing none, I will remove my objection.

If there are no other objections to Committee Substitute for SB 182, what is the will of the committee? **Senator Thomas?**

SENATOR THOMAS: Mr. Chair, I move that we move CS for SB 182 version BACKSLASH E from committee with individual recommendations and attached *(or forthcoming)* fiscal note.

SENATOR MEYER: Seeing no objection, Committee Substitute for Senate Bill 182 version BACKSLASH E is moved from committee with individual recommendations and attached *(or forthcoming)* fiscal note.

Members please take a moment to sign the committee report being passed around.

Our next meeting will be on Monday, February 27th at 8:00 a.m., **here in the Beltz Room.** We will be taking up SB 6, **Senator Davis** and **Senator French's** Pre-Kindergarten Program bill.

On Wednesday we will hear SB 120, **Senator French's** Parents as Teachers, and depending on how far we get with those 2 bills, we may or may not hear **Senator Thomas's** SB 197 regarding an "Excellency in Schools" Grant Program on Friday.

With that, if there's nothing else to come before the committee, we are adjourned.

Alaska State Legislature

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Senator_Kevin_Meyer@legis.state.ak.us

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SENATE EDUCATION COMMITTEE

LETTER OF INTENT FOR SENATE BILL 182

It is the intent of the Senate Education Committee that the Department of Education and Early Development establish minimum standards for proposals and contracts entered into by school districts to provide pupil transportation services. It is also the intent of the Senate Education Committee that the minimum standards include (1) a standardized time frame for the issuance and acceptance of requests for proposals; (2) minimum terms of requests for proposals and contracts that take into account unique regional conditions, including climate patterns; (3) the opportunity for departmental review of the terms of the requests for proposals and contracts, before issuance, for consistency with statewide standards; (4) alignment of contract terms, by July 1, 2016, with statewide standards for the Anchorage, Fairbanks, Juneau, Kenai, Ketchikan, Kodiak, and Matanuska-Susitna areas; and (5) alignment of contract terms, when feasible, with statewide standards for all other areas of the state not covered in (4).

CS FOR SENATE BILL NO. 182(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act amending the amount of state funding provided to school districts for pupil transportation."

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

*** Section 1.** AS 14.09.010(a) is repealed and reenacted to read:

(a) A school district that provides student transportation services is eligible to receive funding for operating the student transportation system. Beginning July 1, 2013, and subject to appropriation, the amount of funding provided by the state under this section is the amount reported to the department in the audited financial statement of the school district as actual pupil transportation expenditures for the school year ending June 30, 2013, as adjusted for inflation under (d) of this section.

*** Sec. 2.** AS 14.09.010 is amended by adding new subsections to read:

(d) Funding provided to a school district 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 1982 to 1984 is the reference base index for an adjustment made under this subsection.

(e) The department shall adopt regulations that provide for oversight of and support to school districts in achieving a safe and cost-effective student transportation system. The regulations must include a requirement for contract terms of not less than three years, if feasible, standardized conditions and bid periods, and standards that ensure cost efficiencies and exclusions.

*** Sec. 3.** AS 14.09.010(b) is repealed.

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

PUPIL TRANSPORTATION. (a) Subject to appropriation, the amount of funding provided by the state for operating the student transportation system is the amount of a 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	
	(1)	(2)
	for the school year beginning July 1, 2011	for the school year beginning July 1, 2012
Alaska Gateway	$2,081	$2,148
Aleutians East	311	321
Anchorage	435	449
Annette Island	182	188
Bering Strait	48	50
Bristol Bay	2,672	2,758
Chatham	280	289
Copper River	1,586	1,637
Cordova	335	346
Craig	423	437
Delta/Greely	1,656	1,709

Denali	1,808	1,866
Dillingham	1,218	1,257
Fairbanks	817	843
Galena	255	263
Haines	626	646
Hoonah	298	308
Iditarod	211	218
Juneau	604	623
Kake	271	280
Kashunamiut	5	5
Kenai Peninsula	766	791
Ketchikan	727	750
Klawock	584	603
Kodiak Island	799	825
Kuspuk	654	675
Lake and Peninsula	384	396
Lower Kuskokwim	277	286
Lower Yukon	1	1
Matanuska-Susitna	910	939
Nenana	587	606
Nome	621	641
North Slope	1,120	1,156
Northwest Arctic	25	26
Pelican	72	74
Petersburg	374	386
Saint Mary's	193	199
Sitka	428	442
Skagway	36	37
Southeast Island	1,155	1,192
Southwest Region	598	617
Tanana	478	493

Unalaska	648	669
Valdez	735	759
Wrangell	701	723
Yakutat	744	768
Yukon Flats	264	272
Yukon/Koyukuk	299	309
Yupiit	2	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.

Changes to CSSB 182: Pupil Transportation

SECTION	SB 182	CSSB 182 (EDC)
1	ESTABLISHES A REIMBURSABLE PROGRAM BEGINNING FY13 "Beginning July 1, 2012, and subject to appropriation, the amount of funding provided by the state under this section is the amount reported to the department in the audited financial statement of the school district as actual pupil transportation expenditures for the school year ending June 30, 2012, as adjusted for inflation under (d) of this section."	ESTABLISHES A REIMBURSABLE PROGRAM BEGINNING FY14 "Beginning July 1, 2013, and subject to appropriation, the amount of funding provided by the state under this section is the amount reported to the department in the audited financial statement of the school district as actual pupil transportation expenditures for the school year ending June 30, 2013, as adjusted for inflation under (d) of this section."
2	NO CHANGE	ADDED AUTHORITY FOR DEED TO REGULATE THE RFP PROCESS Page 2, lines 3 through 7 – section (e) adds regulatory authority to oversee the RFP process for pupil transportation
3	NO CHANGE	NO CHANGE
4	ESTABLISHES PER STUDENT AMOUNTS FOR FY12 "... for the school year beginning July 1, 2011..."	ESTABLISHES PER STUDENT AMOUNTS FOR FY12 AND FY13 "... for the school year beginning July 1, 2011..." AND "... for the school year beginning July 1, 2012..."

2/22/2012 1:11 PM

Changes to CSSB 182: Pupil Transportation

SECTION	SB 182	CSSB 182 (EDC)
1	ESTABLISHES A REIMBURSABLE PROGRAM BEGINNING FY13 "Beginning July 1, 2012, and subject to appropriation, the amount of funding provided by the state under this section is the amount reported to the department in the audited financial statement of the school district as actual pupil transportation expenditures for the school year ending June 30, 2012, as adjusted for inflation under (d) of this section."	ESTABLISHES A REIMBURSABLE PROGRAM BEGINNING FY14 "Beginning July 1, 2013, and subject to appropriation, the amount of funding provided by the state under this section is the amount reported to the department in the audited financial statement of the school district as actual pupil transportation expenditures for the school year ending June 30, 2013, as adjusted for inflation under (d) of this section."
2	NO CHANGE	NO CHANGE
3	NO CHANGE	NO CHANGE
4	ESTABLISHES PER STUDENT AMOUNTS FOR FY12 "... for the school year beginning July 1, 2011..."	ESTABLISHES PER STUDENT AMOUNTS FOR FY12 AND FY13 "... for the school year beginning July 1, 2011..." AND "... for the school year beginning July 1, 2012..."

Matanuska-Susitna
Borough School District

Matanuska-Susitna Borough School District

Senate Bill 182

Testimony



Senate Bill 182 Testimony

- **Good morning my name is Dr. Deena Paramo and I am the Superintendent of the Mat-Su Borough School District.**

- **Thank you considering this bill to provide additional reimbursement for Home To School Transportation and for giving me the opportunity to provide brief testimony in support of Senate Bill 182 and answer any questions you may have regarding our current Home To School Transportation Contract & Operations.**



Senate Bill 182 Testimony

- **Some quick facts about the Mat-Su Borough School District:**
  - **Located approximately 35 miles north of Anchorage in an area commonly known as the "Valley."**
  - **The district spans approximately 25,000 square miles, an area larger than the entire state of West Virginia.**
  - **The MSBSD is home to 44 schools ranging in size from 20 to more than 1,300 students.**
  - **With a district wide enrollment of approximately 17,330 students, Mat-Su is the second largest school District in Alaska--behind Anchorage.**



Senate Bill 182 Testimony

- We support the retrospective expense reimbursement model proposed in the language of Senate Bill 182.
  - This language recognizes that transportation operations are unique for all school districts and allows for the individualization required to address the vast difference in student transportation challenges found within Alaska.
    - Extreme weather differences
      - As an example some Districts need indoor storage to make sure that their buses will be warm enough to carry students.
    - Number of buses and routes necessary to meet the needs of a district's students.
    - Size of the district and unique difficulties posed by its road network.



Senate Bill 182 Testimony

- We believe that reimbursing audited Home To School transportation expenditures:
  - Recognizes the need within Alaska to support providing a safe and reliable, method to ensure that students attend our schools.
  - Ensures that only allowable Home To School transportation expenditures are being reimbursed by the State.
  - Provides adequate visibility of Home To School transportation expenditures for all districts claiming reimbursement.



Senate Bill 182 Testimony

- **Mat-Su is a good steward of taxpayer funds:**
  - **Our District issued an extremely detailed competitive bid to ensure that we were obtaining the best possible value in providing Home To School transportation services. Our bid was:**
    - **Prepared in coordination with the District's attorney.**
    - **Was 70 very detailed pages.**
    - **Tied any increases in charges to the Anchorage CPI.**
    - **Had no fuel escalator charge eliminating that cost risk.**
    - **District contracted with low bidder saving over $11 million.**

Year	First Student	With all 3 service areas	Durham Only	With all 3 service areas	Annual Savings
FY12	$12,404,662	$13,902,810	$14,451,782	$15,949,930	$2,047,120
FY13	$12,801,611	$14,347,700	$14,914,239	$16,460,328	$2,112,628
FY14	$13,313,676	$14,921,608	$15,510,809	$17,118,741	$2,197,133
FY15	$13,846,223	$15,518,473	$16,131,241	$17,803,491	$2,285,018
FY16	$14,400,072	$16,139,211	$16,776,491	$18,515,630	$2,376,419
Totals	**$66,766,244**	**$74,829,803**	**$77,784,561**	**$85,848,121**	**$11,018,318**



Senate Bill 182 Testimony

- Mat-Su is a good steward of taxpayer funds:
  - Experienced professionals supervise our transportation operations.
    - Our Transportation Supervisor has 19 years of experience in K-12 Transportation Operations.
    - Our Chief Business Official has over 35 years of large fleet supervision experience with over 26 years of K-12 experience.
    - We are continually seeking ways to reduce our costs, today we are running two routes less on a daily basis than last school year while adding 291 more transportation eligible students and providing additional new service to our charter schools.



Senate Bill 182 Testimony

- Mat-Su is a good steward of taxpayer funds:
  - Our Transportation professionals are currently engaged in a comprehensive route optimization study designed to decrease the number of buses and routes required to provide adequate Home To School services next school year.
  - We are continuing negotiations with our contractor in an effort to reduce operating costs by evaluating the advantage of a possible second terminal, consolidation of routes, and other operational efficiencies.
  - We are investigating possible changes to school schedules that might allow additional cost savings.



Senate Bill 182 Testimony

- What drove up the costs of our new contract?
  - Alaska Statute 23.10.065 (b) states in the pertinent part that "an employer shall pay to each person employed as a public school bus driver wages at a rate of not less than two times the minimum wage…"
    - This was the single largest requirement increasing our costs in the new contract.
  - Our contractors fleet is old. To eliminate service disruptions our new contract requires that the average age of the fleet not exceed 10 years and no bus may be more than 12 years old.
  - To ensure student safety we now require two digital cameras on all buses. This significantly improves student behavior making the bus environment much safer for both students and drivers.



Senate Bill 182 Testimony

- We support:
  - Efforts to reduce Home To School transportation costs by:
    - Assisting districts in developing comprehensive bid documents.
    - Consolidating bids statewide.
    - Providing a review and assistance of district Home To School procedures and operations.
    - Holding all districts harmless and ensuring that both current fiscal year and future fiscal year allowable Home To School expenditures are reimbursed.
- Thank you for your time today. I am prepared to answer any questions you may have.



Matanuska-Susitna
Borough School District

Supporting Information

Senate Bill 182

Testimony



Supporting Information

Senate Bill 182 Testimony

- **Continuing efforts to reduce our Home To School operational expenditures have resulted in being able to reduce our**

Current year projected operating deficit to:

$1,186,305

Projected operating deficit for next fiscal year is:

$3,369,505



Supporting Information

Senate Bill 182 Testimony

Daily Operational Information

Program	# of Buses	# of Routes	Loaded Miles Per Day	Total Miles Per Day	Students Per Day
Special Education					
Special Education Routes	40	121	2,861	4,351	656
Special Education Next Step Program	3	12	337	319	12
Special Education Work Study	4	4	184	319	79
Sub-Totals	**47**	**137**	**3,382**	**4,989**	**747**
Regular Education					
First Student Regular Education Routes	105	200	5,611	11,385	7,425
Bunker & Bunker Regular Education Routes	13	14	527	1,145	354
Glacier View Regular Education Routes	2	2	150	340	37
Sub-Totals	**120**	**216**	**6,288**	**12,870**	**7,816**

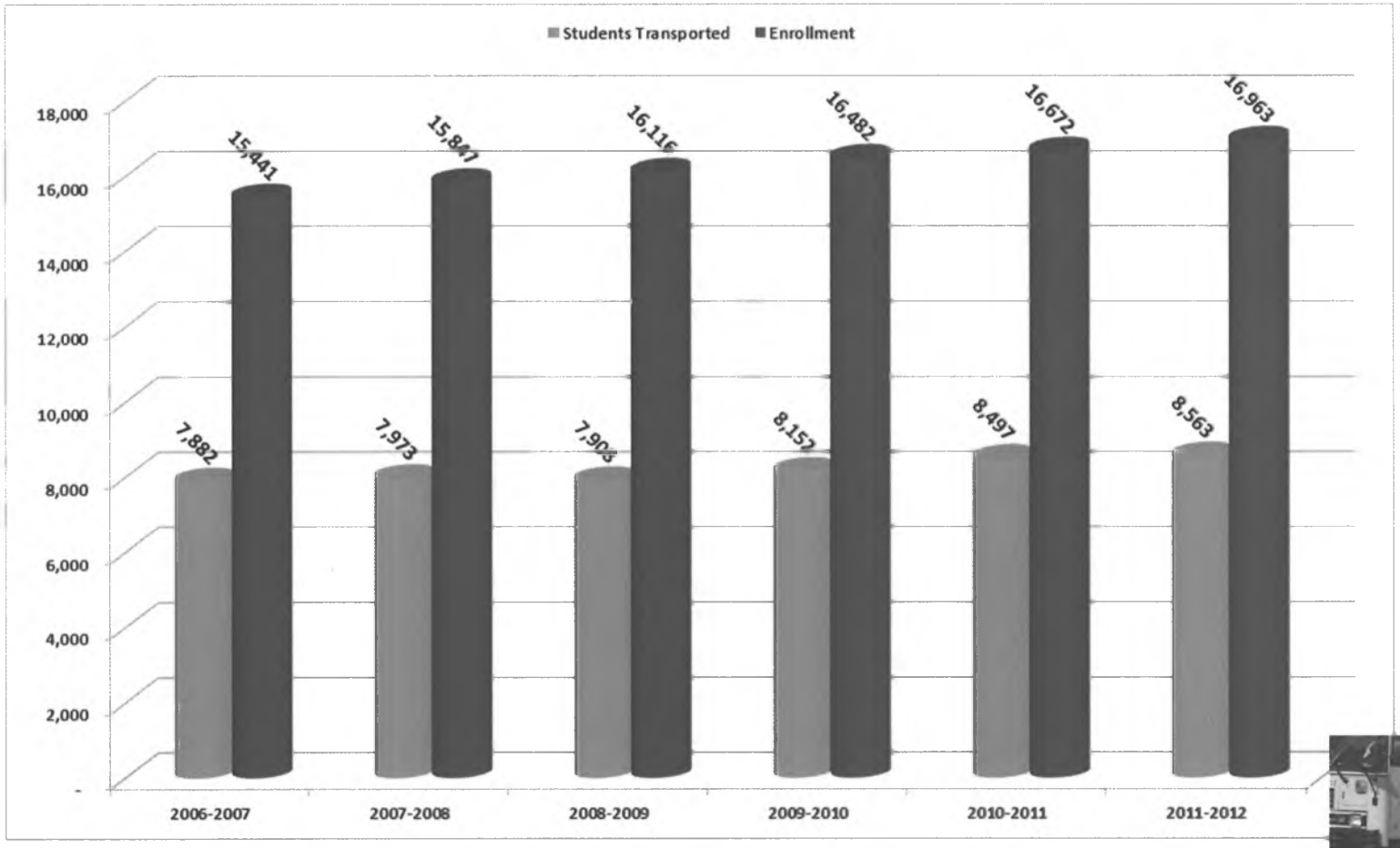
	# of Buses	# of Routes	Loaded Miles Per Day	Total Miles Per Day	Students Per Day
Totals	167	353	9,670	17,859	8,563



Supporting Information

Senate Bill 182 Testimony

Average Students Transported Versus Enrollment



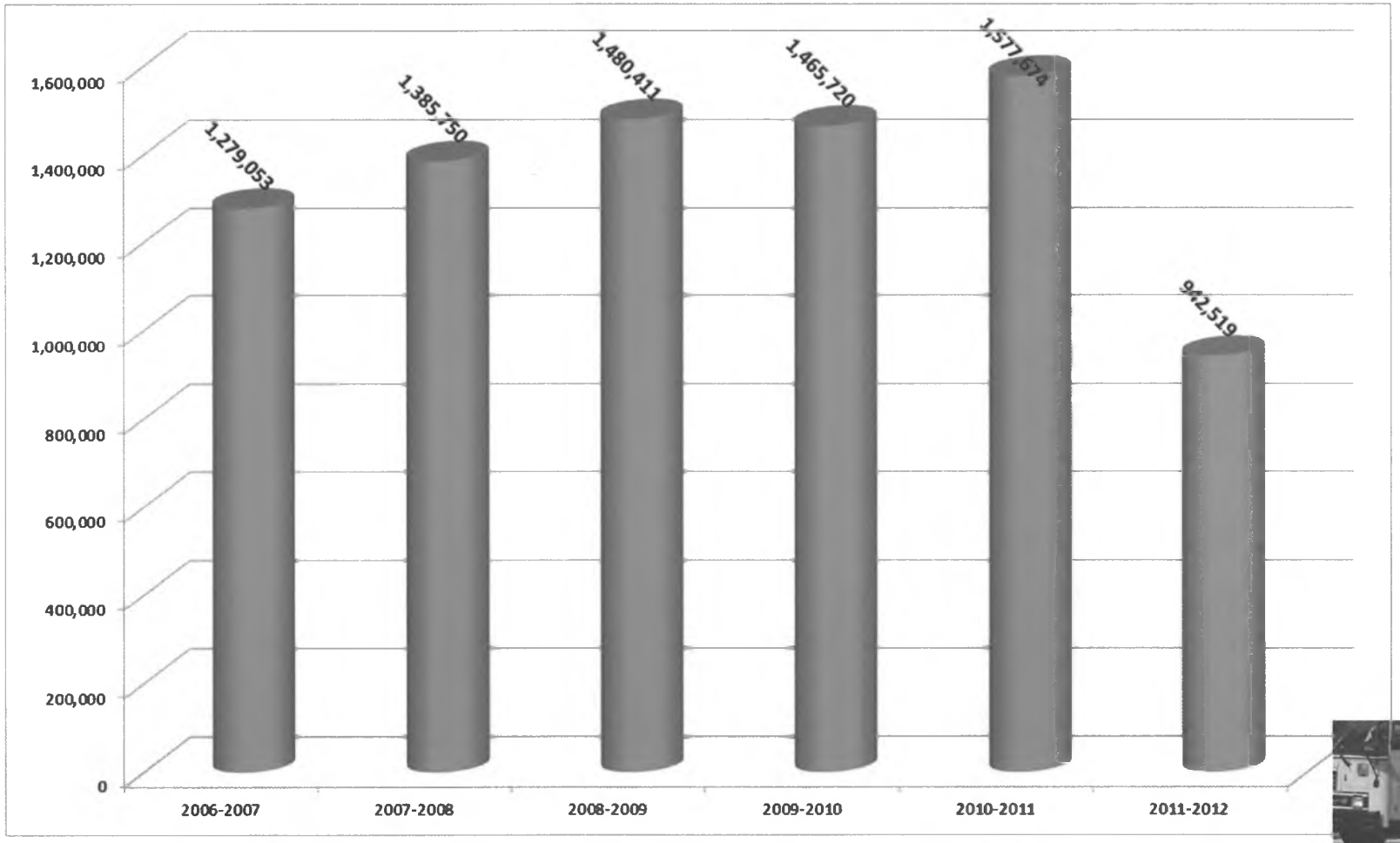
Description	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Students Transported	7,882	7,973	7,908	8,152	8,497	8,563
Enrollment	15,441	15,847	16,116	16,482	16,672	16,963



Supporting Information

Senate Bill 182 Testimony

Mileage Year To Date



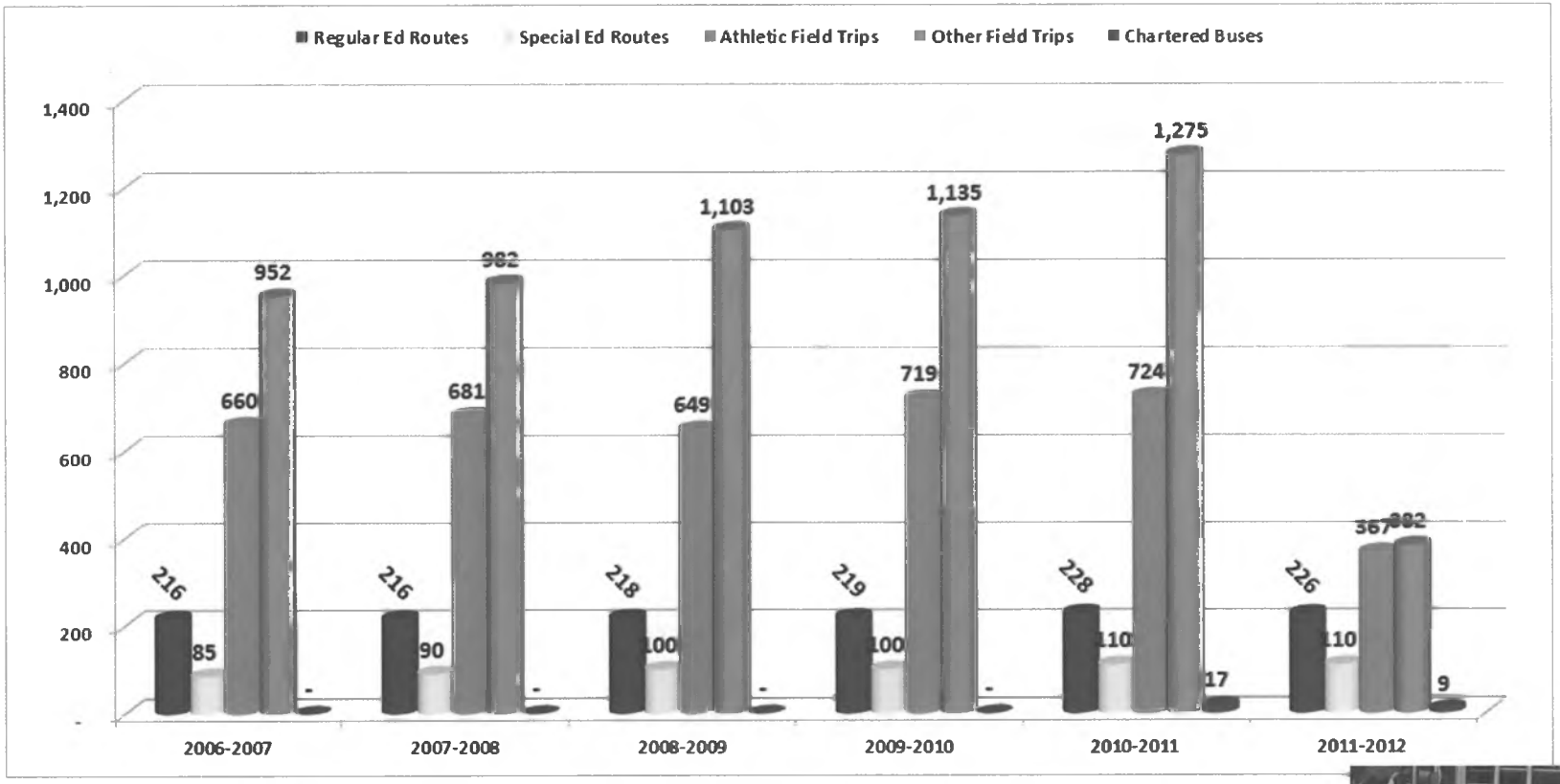
Description	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Mileage	1,279,053	1,385,750	1,480,411	1,465,720	1,577,674	942,519



Supporting Information

Senate Bill 182 Testimony

Number/Type Of Routes - Averages



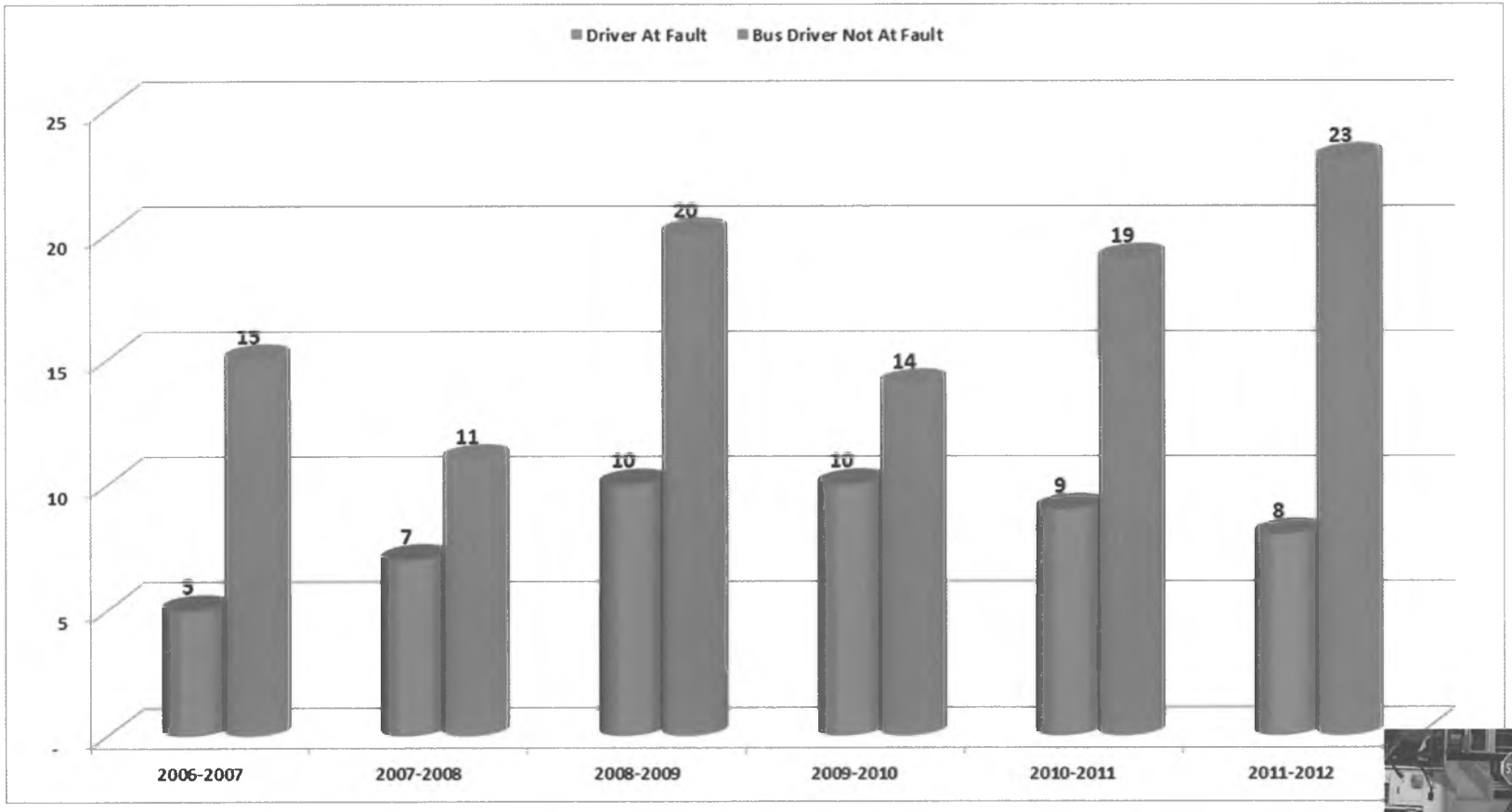
Description	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Regular Ed Routes	216	216	218	219	228	226
Special Ed Routes	85	90	100	100	110	110
Athletic Field Trips	660	681	649	719	724	367
Other Field Trips	952	982	1,103	1,135	1,275	382
Chartered Buses	-	-	-	-	17	9



Supporting Information

Senate Bill 182 Testimony

Accident History Year To Date Totals - Fault versus No Fault



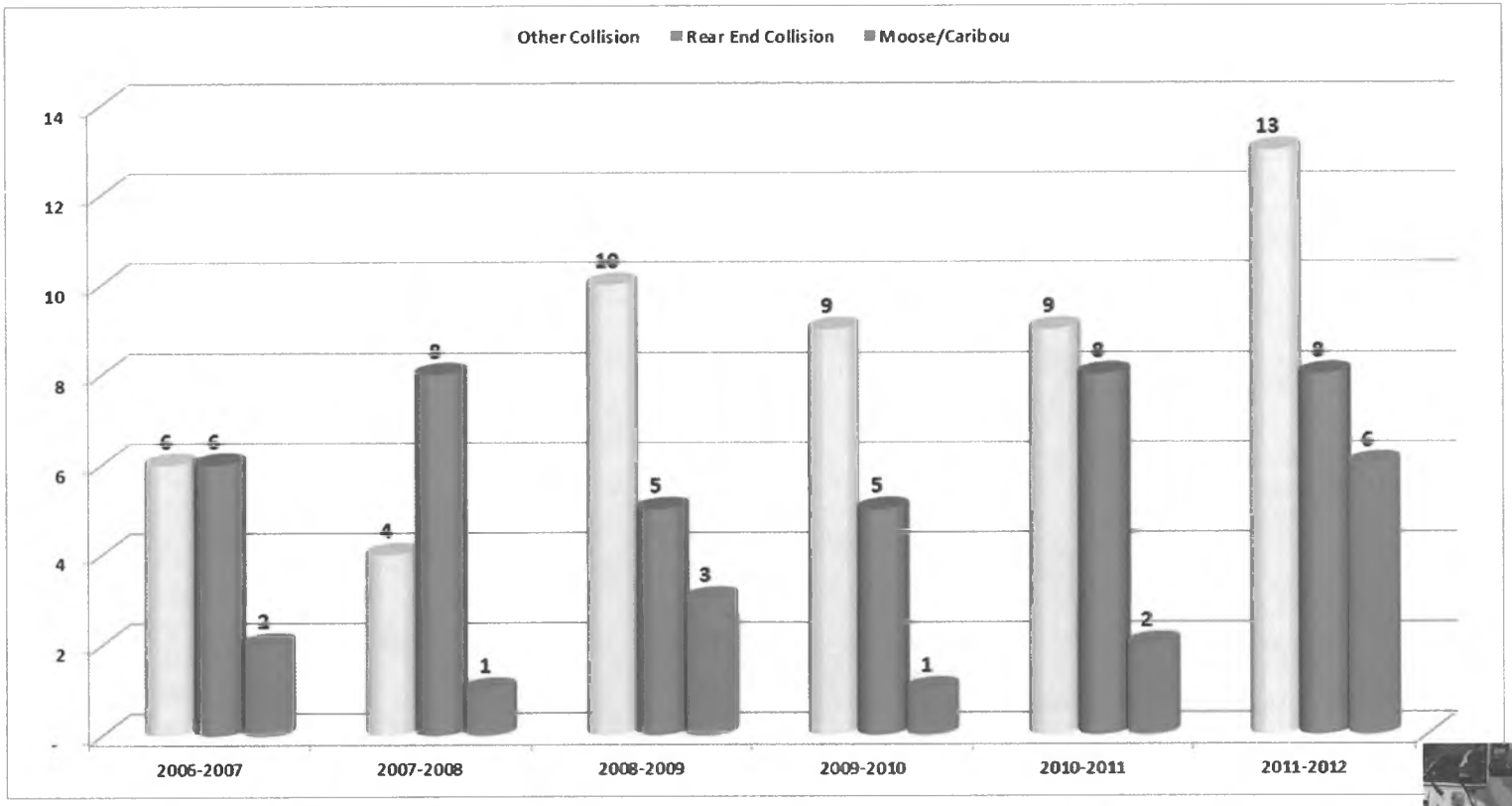
Description	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Driver At Fault	5	7	10	10	9	8
Bus Driver Not At Fault	15	11	20	14	19	23



Supporting Information

Senate Bill 182 Testimony

Accident History Year To Date Totals
Rear End Collision Versus Other Collisions & Moose/Caribou Collisions



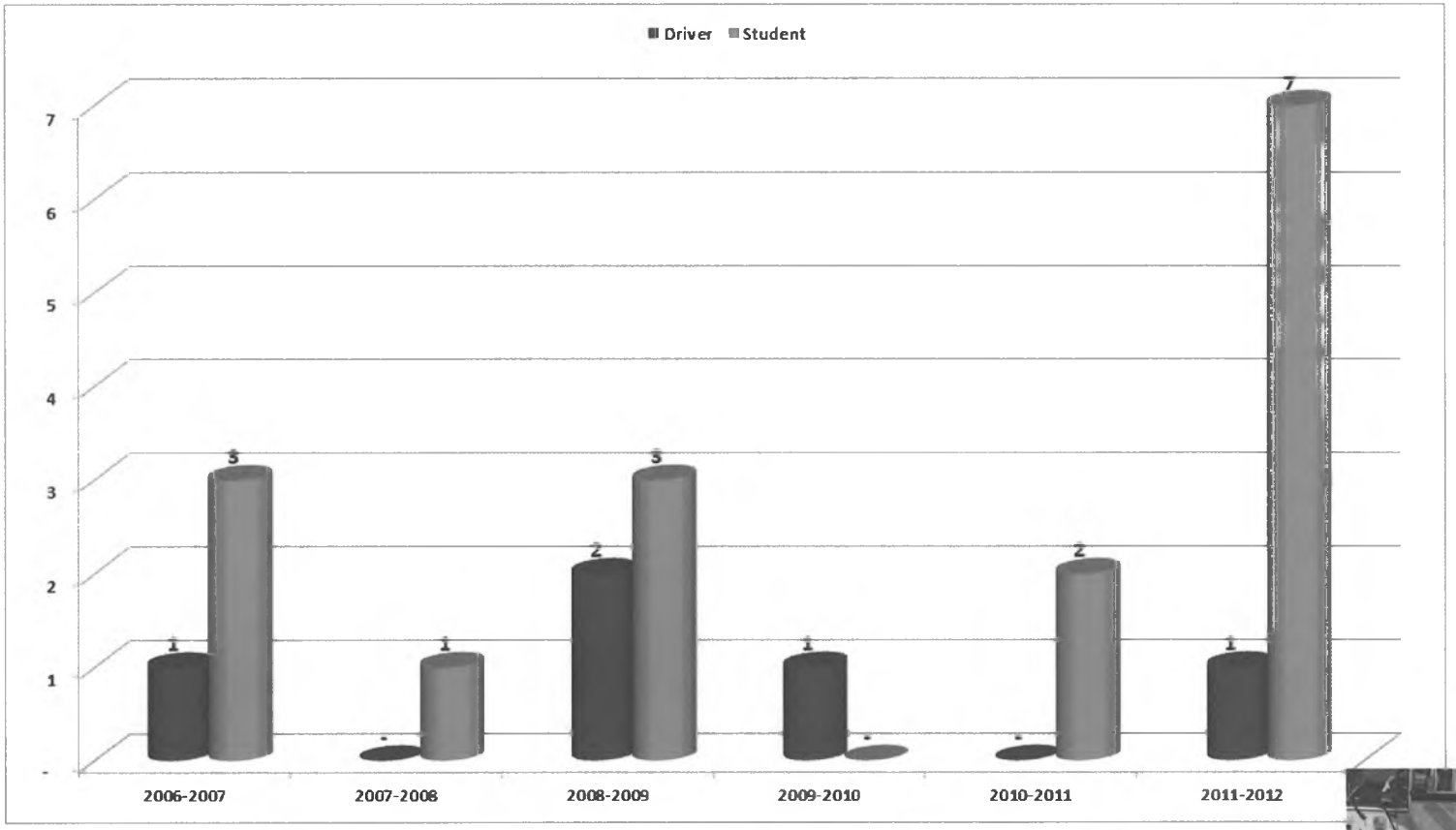
Description	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Other Collision	6	4	10	9	9	13
Moose/Caribou	2	1	3	1	2	6
Rear End Collision	6	8	5	5	8	8



Supporting Information

Senate Bill 182 Testimony

Accident History Year To Date Totals - Injuries Non-Student Versus Student



Description	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Driver	1	-	2	1	-	1
Student	3	1	3	-	2	7



Matanuska-Susitna Borough School District

Supporting Information

Senate Bill 182 Testimony

Contract Management Tool

	Paragraph Reference	Issue Description	Per Contract 13-Apr-11	Month Jan	Penalty	Calculated Amount January
1	1320.0 A 1 a-b	Missed Route or Used Waived Bus for Route	0	0	125% daily rate	$0.00
2	1320.0 A1 a-b	Missed Trip	0	0	125% daily rate	$0.00
3	1320.0 A 1 d	Driver No Proof of Training	0	0	125% daily rate	$0.00
4	1320.0 A1 e	Consistently Late by 5 Minutes	0	0	125% daily rate	$0.00
5	1320.0 A2	Late Run 10 Minutes or More	0	7	35% daily rate	$1,037.89
6	1320.0 A4	Student Left on Bus(For Each 10 Minutes)	0	0	$1,000	$0.00
7	1320.0 A5	Accident Not Reported Within 30 Minutes	0	0	$500	$0.00
8	1320.0 A5	Every 30 Minutes Accident Goes Unreported	0	0	$500	$0.00
9	1320.0 A3	Late Trip Not Reported	0	0	$100	$0.00
10	1320.0 A6 a	No Attendant When Required	0	0	$100	$0.00
11	1320.0 A6 b	No Dry Run	0	0	$100	$0.00
12	1320.0 A6 c	Wrong Equipment (WC< VEST)	0	0	$100	$0.00
13	1320.0 A7 a	Not Attending Inservice Meeting	0	0	$50	$0.00
14	1320.0 A7 b	More Than 4 Different Drivers in a 4 Week Period	0	0	$50	$0.00
15	1320.0 A7c	More Than 4 Different Attendants in a 4 Week Period	0	0	$50	$0.00
16	1320.0 A7 d	Operational Personell as Driver or Attendent	0	7	$50	$350.00
17	1320.0 A7 f	No 2 Camera SSD Video Recorder More Than 3 Consecutive Days	0	0	$50	$0.00
18	1320.0 A7 g	Each Unathorized Bus Stop	0	0	$50	$0.00
19	1320.0 A7 g	Each Unauthorized Route Change	0	0	$50	$0.00
20	1320.0 A7 h	Not Attending Mandatory Monthly Meeting	0	0	$50	$0.00
21	1320.0 A7 i	No Check Ride in First 30 Days	0	0	$50	$0.00
22	1320.0 A7 j	No Check Ride Each Driver Each Semester	0	0	$50	$0.00
23	1320.0 A7 k	Radio Unavailable or Not Working	0	0	$50	$0.00
24	1320.0 A7 l	Missed Pickup or Dropoff	0	1	$50	$50.00
25	1320.0 A7 m	Schedules and Maps Not Updated	0	0	$50	$0.00
26	1320.0 A7 n	Dirty Buses 24 Hours After Notification	0	0	$50	$0.00
27	1320.0 A7o	No Route or Bus Number Displayed	0	0	$50	$0.00
28	1320.0 A7 p	No Employee ID Badge Displayed	0	0	$50	$0.00
29	1320.0 A7 q	ID Badge Missing or Unreadable	0	0	$50	$0.00
30	1320.0 A7 r	More Than 115 Buses on Same Frequency	115	0	$50	$0.00
31	1320.0 A7 s	Regular Student Count Mileage Report 3 Day After End of MO	0	0	$50	$0.00
32	1320.0 A7 s	Sped Student Count Mileage Report 3 Day After End of MO	0	0	$50	$0.00
33	1320.0 A7 s	Alternative Student Count Mileage Report 3 Day After End of MO	0	0	$50	$0.00
34	1320.0 A8	Field Trips More Than 15 Minutes Late	0	3	$39.82	$119.46
35	1320.0 A7 e	Critical repair tickets will be repaired within 3 WD	0	0	$50	$0.00
36	1320.0 A6 f	Routine repair tickets will be repaired within 7 WD after receipt of parts	0	0	$50	$0.00
37	1320.0 A6 g	Failure to fill staff position within 45 working days	0	0	$50	$0.00
38	1320.0 A6 d	Correct Number of Regular Education Spare Buses	13	18	$100	$1,800.00
39	1320.0 A6 d	Correct Number of Special Education Spare Buses		0	$100	$0.00
				Jan		January
					Totals Per Month	$ 3,357.35
					Amount Assessed	$ 3,357.35



Supporting Information

Senate Bill 182 Testimony

Other Comments:

- Increased amount of insurance at the recommendation of attorney and risk management consultant.
- Standby buses necessary to ensure that students are not stranded when other buses are involved in an accident or breakdown.
- We are a growing district facing significant transportation challenges with no urban support.



Annual Routes vs.

Individual Field trips

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **CSSB182(EDC)**
Fiscal Note Number
Publish Date

Identifier (file name) SB182CS-EED-ESS-2-22-12
Title "An Act amending the amount of state funding provided to school districts for pupil transportation."
Sponsor Senate Education Committee
Requester Senate Finance

Dept. Affected Education & Early Development
Appropriation K-12 Support
Allocation Pupil Transportation
OMB Component Number 144

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	95.3		95.3	95.3	95.3	95.3	95.3
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits	10,355.0	62,202.7	12,676.8	15,073.0	17,545.8	20,097.7	22,731.4
Miscellaneous							
TOTAL OPERATING	**10,450.3**	**62,202.7**	**12,772.1**	**15,168.3**	**17,641.1**	**20,193.0**	**22,826.7**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	10,450.3	62,202.7	12,772.1	15,168.3	17,641.1	20,193.0	22,826.7
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**10,450.3**	**62,202.7**	**12,772.1**	**15,168.3**	**17,641.1**	**20,193.0**	**22,826.7**

POSITIONS							
Full-time	**1.0**		1	1	1	1	1
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs 8,103.3 *(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)

The CS changes the per pupil amounts for 2012 and places those amounts in Sec. 4 The CS adds per pupil amounts for 2013 in Sec. 4. The CS changes the effective date to FY2014 to begin using total district dollars for a funding mechanism at Sec. 1. The CS adds direction on department oversignt at Sec 2. (e.) The department has recalculated the annual cost estimates and added a pcn for pupil transportatin program oversight. FY2013 govenor's request was corrected to $62,202.7

Prepared by Elizabeth Nudelman, Director — Phone 465-8679
Division School Finance & Facilities — Date/Time 3/1/12 5:00 PM
Approved by Mike Hanley — Date 3/1/2012
Commissioner

(Revised 8/17/2011 OMB)

Analysis

This bill, CSSB182, amends the amount of funding provided to districts through the pupil transportation funding formula at AS 14.09.010. The current program provides state funding for pupil transportation by assigning each participating district an individual per student factor, and then multiplying the factor by the current annual average daily membership (ADM) to arrive at each districts annual funding. The bill also directs the department to set regulation for oversight and support in achieving safe and cost-effective student transportation.

In section 4 the bill sets new per student rates for FY2012 and FY2013.

In section 1, the bill provides that beginning in FY2014 the funding will be distributed as a total dollar amount per district. The bill sets FY2014 funding at the amount districts will report as their year ended June 30, 2013 audited pupil transportation expenditures.

In section 1 the bill adds an annual Anchorage Consumer Price Index percentage increase each year.

Calculations Overview:

The fiscal note increase of $8.1 million for FY2012 was calculated by using the new per student amounts in for FY2012 multiplied by FY2012 projected ADM.

The fiscal note increase of $10.4 million for FY2013 was calculated by using the new per student amounts in for FY2013 multiplied by FY2013 projected ADM.

The fiscal note increase of $12.7 for FY2014 is calculated by estimating what districts will report as FY2013 expenditures; the FY2013 fiscal note funding was used as an estimate, actual expenditures could be different. Plus, a consumer price index was applied as set out in Section 1.

The fiscal note increases for FY2015 - 2018 were calculated by adding an estimated 3.2% consumer price index increase to the prior year funding.

The fiscal note adds one school finance specialist II position at a range 18 A for a cost of $95.3. This position is necessary to implement regulations and accountability measures as directed in section 2 part (e) of the bill.

Section 3 repeals the definition for ADM and district ADM in the old law.

The current annual cost of the pupil transportation program is $62,274.5 for FY2012; under CSSB182 the total program costs are estimated to be:

$70,377.8	FY2012
$72,557.6	FY2013
$74,879.5	FY2014
$77,275.6	FY2015
$79,748.5	FY2016
$82,300.4	FY2017
$84,934.0	FY2018

State of Alaska Department of Education & Early Development Prepared by School Finance
CSSB182 Pupil Transportation - FY2012
Prepared 2/29/2012

School District	Current Per Child Cost	FY12 Preliminary ADM	Projected FY2012 Dollars	CSSB182 FY12 Per Child Cost	FY12 Preliminary ADM	Projected FY2012 CSSB182 Dollars	Difference
Alaska Gateway	$ 1,658	322	$ 534,208	$ 2,081	322	$ 670,498	$ 136,290
Aleutian Region	-	31	-	-	31	-	-
Aleutians East Borough	280	227	63,462	311	227	70,488	7,026
Anchorage	407	47,545	19,350,697	435	47,545	20,681,949	1,331,252
Annette Island	65	276	17,921	182	276	50,177	32,256
Bering Strait	48	1,594	76,490	48	1,594	76,490	-
Bristol Bay Borough	2,315	150	346,648	2,672	150	400,105	53,457
Chatham	77	147	11,300	280	147	41,090	29,790
Chugach	-	60	-	-	60	-	-
Copper River	1,468	430	631,754	1,586	430	682,535	50,781
Cordova	294	325	95,403	335	325	108,708	13,305
Craig	281	341	95,793	423	341	144,201	48,408
Delta Greely	1,496	793	1,186,104	1,656	793	1,312,960	126,856
Denali Borough	1,808	230	415,388	1,808	230	415,388	-
Dillingham	1,080	462	499,068	1,218	462	562,838	63,770
Fairbanks N. Star Borough	704	14,004	9,858,534	817	14,004	11,440,941	1,582,407
Galena	255	294	75,047	255	294	75,047	-
Haines Borough	626	300	187,894	626	300	187,894	-
Hoonah	298	114	33,898	298	114	33,898	-
Hydaburg	-	44	-	-	44	-	-
Iditarod Area	188	195	36,604	211	195	41,082	4,478
Juneau Borough	556	4,886	2,716,644	604	4,886	2,951,174	234,530
Kake	204	93	18,890	271	93	25,095	6,205
Kashunamiut	5	312	1,558	5	312	1,558	-
Kenai Peninsula Borough	675	8,149	5,500,393	766	8,149	6,241,927	741,534
Ketchikan Gateway Borough	727	2,102	1,528,227	727	2,102	1,528,227	-
Klawock	223	136	30,295	584	136	79,336	49,041
Kodiak Island Borough	593	2,409	1,428,288	799	2,409	1,924,455	496,167
Kuspuk	654	346	225,957	654	346	225,957	-
Lake and Peninsula Borough	381	309	117,706	384	309	118,633	927
Lower Kuskokwim	209	3,972	830,096	277	3,972	1,100,175	270,079
Lower Yukon	1	1,987	1,987	1	1,987	1,987	-
Mat-Su Borough	768	15,681	12,042,816	910	15,681	14,269,483	2,226,667
Nenana	561	196	109,984	587	196	115,081	5,097
Nome	390	674	262,763	621	674	418,399	155,636
North Slope Borough	948	1,599	1,515,947	1,120	1,599	1,790,992	275,045
Northwest Arctic Borough	22	1,803	39,674	25	1,803	45,084	5,410
Pelican	72	18	1,296	72	18	1,296	-
Petersburg	276	427	117,755	374	427	159,567	41,812
Pribilof	-	82	-	-	82	-	-
Saint Mary's	75	181	13,568	193	181	34,914	21,346
Sitka Borough	428	1,281	548,105	428	1,281	548,105	-
Skagway	36	59	2,114	36	59	2,114	-
Southeast Island	1,101	164	180,344	1,155	164	189,189	8,845
Southwest Region	598	633	378,594	598	633	378,594	-
Tanana	478	34	16,252	478	34	16,252	-
Unalaska	648	414	268,013	648	414	268,013	-
Valdez	666	676	449,883	735	676	496,493	46,610
Wrangell	596	312	185,833	701	312	218,572	32,739
Yakutat	723	105	75,843	744	105	78,046	2,203
Yukon Flats	251	256	64,193	264	256	67,518	3,325
Yukon Koyukuk	299	282	84,378	299	282	84,378	-
Yupiit	2	448	896	2	448	896	-
Totals	**26,514**	**117,901**	**$ 62,274,505**	**30,304**	**117,901**	**$ 70,377,799**	**$ 8,103,294**

State of Alaska Department of Education & Early Development
CSSB182 Pupil Transportation - FY2013
Prepared 2/29/2012

Prepared by School Finance

School District	Current Per Child Cost	FY13 Preliminary ADM	Projected FY2013 Dollars	CSSB182 FY13 Per Child Cost	FY13 Preliminary ADM	Projected FY2013 CSSB182 Dollars	Difference
Alaska Gateway	$ 1,658	343	$ 568,694	$ 2,148	343	$ 736,764	$ 168,070
Aleutian Region	-	30	-	-	30	-	-
Aleutians East Borough	280	228	63,840	321	228	73,188	9,348
Anchorage	407	47,682	19,406,574	449	47,682	21,409,218	2,002,644
Annette Island	65	252	16,406	188	252	47,451	31,045
Bering Strait	48	1,620	77,760	50	1,620	81,000	3,240
Bristol Bay Borough	2,315	145	335,675	2,758	145	399,910	64,235
Chatham	77	156	12,012	289	156	45,084	33,072
Chugach	-	63	-	-	63	-	-
Copper River	1,468	431	632,341	1,637	431	705,138	72,797
Cordova	294	323	94,962	346	323	111,758	16,796
Craig	281	326	91,606	437	326	142,462	50,856
Delta Greely	1,496	791	1,183,336	1,709	791	1,351,819	168,483
Denali Borough	1,808	225	406,800	1,866	225	419,850	13,050
Dillingham	1,080	450	486,000	1,257	450	565,650	79,650
Fairbanks N. Star Borough	704	14,091	9,920,064	843	14,091	11,878,713	1,958,649
Galena	255	304	77,520	263	304	79,952	2,432
Haines Borough	626	283	177,158	646	283	182,818	5,660
Hoonah	298	114	33,972	308	114	35,112	1,140
Hydaburg	-	47	-	-	47	-	-
Iditarod Area	188	203	38,164	218	203	44,254	6,090
Juneau Borough	556	4,908	2,728,848	623	4,908	3,057,684	328,836
Kake	204	97	19,706	280	97	27,048	7,342
Kashunamiut	5	316	1,578	5	316	1,578	-
Kenai Peninsula Borough	675	8,093	5,462,775	791	8,093	6,401,563	938,788
Ketchikan Gateway Borough	727	2,043	1,485,261	750	2,043	1,532,250	46,989
Klawock	223	126	28,098	603	126	75,978	47,880
Kodiak Island Borough	593	2,401	1,423,793	825	2,401	1,980,825	557,032
Kuspuk	654	339	221,706	675	339	228,825	7,119
Lake and Peninsula Borough	381	310	118,205	396	310	122,859	4,654
Lower Kuskokwim	209	3,972	830,148	286	3,972	1,135,992	305,844
Lower Yukon	1	2,022	2,022	1	2,022	2,022	-
Mat-Su Borough	768	15,563	11,952,384	939	15,563	14,613,657	2,661,273
Nenana	561	201	112,761	606	201	121,806	9,045
Nome	390	715	278,850	641	715	458,315	179,465
North Slope Borough	948	1,577	1,494,996	1,156	1,577	1,823,012	328,016
Northwest Arctic Borough	22	1,921	42,262	26	1,921	49,946	7,684
Pelican	72	11	792	74	11	814	22
Petersburg	276	435	120,060	386	435	167,910	47,850
Pribilof	-	81	-	-	81	-	-
Saint Mary's	75	175	13,125	199	175	34,825	21,700
Sitka Borough	428	1,280	547,840	442	1,280	565,760	17,920
Skagway	36	63	2,268	37	63	2,331	63
Southeast Island	1,101	164	180,399	1,192	164	195,309	14,910
Southwest Region	598	635	379,461	617	635	391,517	12,056
Tanana	478	35	16,730	493	35	17,255	525
Unalaska	648	420	272,160	669	420	280,980	8,820
Valdez	666	665	442,890	759	665	504,735	61,845
Wrangell	596	312	185,952	723	312	225,576	39,624
Yakutat	723	94	67,962	768	94	72,192	4,230
Yukon Flats	251	263	66,013	272	263	71,536	5,523
Yukon Koyukuk	299	267	79,833	309	267	82,503	2,670
Yupiit	2	452	904	2	452	904	-
Totals	**26,514**	**118,062**	**$ 62,202,666**	**$ 31,278**	**118,062**	**$ 72,557,648**	**$ 10,354,982**

State of Alaska Department of Education & Early Development

CSSB182 Pupil Transportation - FY2014 - Per CSSB182 Program no longer based on per student, based on total dollars districts spend in FY2014 to district.

Prepared 2/29/2012

	Current estimate for FY2014				0.032		
School District	Current Per Child Cost	FY13 Preliminary ADM	Projected FY2013 Dollars	Estimate for June 30, 2013. Based on fiscal note dollars from FY2013. This amount will be dependent on how much districts spend. Actual may be different.	Annual CPI. Estimated at most recent January 2012 of 3.2%	Total Projected FY2014 CSSB182 Dollars	Difference
Alaska Gateway	$ 1,658	343	$ 568,694	$ 736,764	23,576	$ 760,340	$ 191,646
Aleutian Region	-	30	-	-	-	-	-
Aleutians East Borough	280	228	63,840	73,188	2,342	75,530	11,690
Anchorage	407	47,682	19,406,574	21,409,218	685,095	22,094,313	2,687,739
Annette Island	65	252	16,406	47,451	1,518	48,969	32,563
Bering Strait	48	1,620	77,760	81,000	2,592	83,592	5,832
Bristol Bay Borough	2,315	145	335,675	399,910	12,797	412,707	77,032
Chatham	77	156	12,012	45,084	1,443	46,527	34,515
Chugach	-	63	-	-	-	-	-
Copper River	1,468	431	632,341	705,138	22,564	727,702	95,361
Cordova	294	323	94,962	111,758	3,576	115,334	20,372
Craig	281	326	91,606	142,462	4,559	147,021	55,415
Delta Greely	1,496	791	1,183,336	1,351,819	43,258	1,395,077	211,741
Denali Borough	1,808	225	406,800	419,850	13,435	433,285	26,485
Dillingham	1,080	450	486,000	565,650	18,101	583,751	97,751
Fairbanks N. Star Borough	704	14,091	9,920,064	11,878,713	380,119	12,258,832	2,338,768
Galena	255	304	77,520	79,952	2,558	82,510	4,990
Haines Borough	626	283	177,158	182,818	5,850	188,668	11,510
Hoonah	298	114	33,972	35,112	1,124	36,236	2,264
Hydaburg	-	47	-	-	-	-	-
Iditarod Area	188	203	38,164	44,254	1,416	45,670	7,506
Juneau Borough	556	4,908	2,728,848	3,057,684	97,846	3,155,530	426,682
Kake	204	97	19,706	27,048	866	27,914	8,208
Kashunamiut	5	316	1,578	1,578	50	1,628	50
Kenai Peninsula Borough	675	8,093	5,462,775	6,401,563	204,850	6,606,413	1,143,638
Ketchikan Gateway Borough	727	2,043	1,485,261	1,532,250	49,032	1,581,282	96,021
Klawock	223	126	28,098	75,978	2,431	78,409	50,311
Kodiak Island Borough	593	2,401	1,423,793	1,980,825	63,386	2,044,211	620,418
Kuspuk	654	339	221,706	228,825	7,322	236,147	14,441
Lake and Peninsula Borough	381	310	118,205	122,859	3,931	126,790	8,585
Lower Kuskokwim	209	3,972	830,148	1,135,992	36,352	1,172,344	342,196
Lower Yukon	1	2,022	2,022	2,022	65	2,087	65
Mat-Su Borough	768	15,563	11,952,384	14,613,657	467,637	15,081,294	3,128,910
Nenana	561	201	112,761	121,806	3,898	125,704	12,943
Nome	390	715	278,850	458,315	14,666	472,981	194,131
North Slope Borough	948	1,577	1,494,996	1,823,012	58,336	1,881,348	386,352
Northwest Arctic Borough	22	1,921	42,262	49,946	1,598	51,544	9,282
Pelican	72	11	792	814	26	840	48
Petersburg	276	435	120,060	167,910	5,373	173,283	53,223
Pribilof	-	81	-	-	-	-	-
Saint Mary's	75	175	13,125	34,825	1,114	35,939	22,814
Sitka Borough	428	1,280	547,840	565,760	18,104	583,864	36,024
Skagway	36	63	2,268	2,331	75	2,406	138
Southeast Island	1,101	164	180,399	195,309	6,250	201,559	21,160
Southwest Region	598	635	379,461	391,517	12,529	404,046	24,585
Tanana	478	35	16,730	17,255	552	17,807	1,077
Unalaska	648	420	272,160	280,980	8,991	289,971	17,811
Valdez	666	665	442,890	504,735	16,152	520,887	77,997
Wrangell	596	312	185,952	225,576	7,218	232,794	46,842
Yakutat	723	94	67,962	72,192	2,310	74,502	6,540
Yukon Flats	251	263	66,013	71,536	2,289	73,825	7,812
Yukon Koyukuk	299	267	79,833	82,503	2,640	85,143	5,310
Yupiit	2	452	904	904	29	933	29
Totals	**26,514**	**118,062**	**$ 62,202,666**	**$ 72,557,648**	**2,321,845**	**$ 74,879,493**	**$ 12,676,827**

State of Alaska Department of Education & Early Development
CSSB182 Pupil Transportation - FY2015, 2016, 2017, 2018 Out-Year cost adjusts by CPI estimated at 3.2%
Prepared 2/29/2012

1.032

School District	Current Law Formula Dollars (Projected FY2013 Dollars)	Projected FY2015	Projected FY2016 (**End of Railbelt five year contracts)	Projected FY2017	Projected FY2018
Alaska Gateway	$ 568,694	784,671	809,781	$ 835,694	$ 862,436
Aleutian Region	-	-	-	-	-
Aleutians East Borough	63,840	77,947	80,441	83,015	85,672
Anchorage	19,406,574	22,801,331	23,530,974	24,283,965	25,061,052
Annette Island	16,406	50,536	52,154	53,823	55,545
Bering Strait	77,760	86,267	89,027	91,876	94,816
Bristol Bay Borough	335,675	425,914	439,543	453,608	468,124
Chatham	12,012	48,016	49,552	51,138	52,774
Chugach	-	-	-	-	-
Copper River	632,341	750,989	775,021	799,821	825,415
Cordova	94,962	119,025	122,834	126,764	130,821
Craig	91,606	151,725	156,581	161,591	166,762
Delta Greely	1,183,336	1,439,720	1,485,791	1,533,336	1,582,403
Denali Borough	406,800	447,150	461,459	476,226	491,465
Dillingham	486,000	602,431	621,709	641,603	662,135
Fairbanks N. Star Borough	9,920,064	12,651,114	13,055,950	13,473,740	13,904,900
Galena	77,520	85,151	87,876	90,688	93,590
Haines Borough	177,158	194,706	200,936	207,366	214,002
Hoonah	33,972	37,395	38,592	39,827	41,101
Hydaburg	-	-	-	-	-
Iditarod Area	38,164	47,132	48,640	50,196	51,803
Juneau Borough	2,728,848	3,256,507	3,360,715	3,468,258	3,579,242
Kake	19,706	28,807	29,729	30,680	31,662
Kashunamiut	1,578	1,681	1,734	1,790	1,847
Kenai Peninsula Borough	5,462,775	6,817,818	7,035,988	7,261,140	7,493,497
Ketchikan Gateway Borough	1,485,261	1,631,883	1,684,103	1,737,995	1,793,610
Klawock	28,098	80,918	83,508	86,180	88,938
Kodiak Island Borough	1,423,793	2,109,626	2,177,134	2,246,802	2,318,700
Kuspuk	221,706	243,704	251,503	259,551	267,856
Lake and Peninsula Borough	118,205	130,848	135,035	139,356	143,815
Lower Kuskokwim	830,148	1,209,859	1,248,574	1,288,529	1,329,762
Lower Yukon	2,022	2,153	2,222	2,294	2,367
Mat-Su Borough	11,952,384	15,563,895	16,061,940	16,575,922	17,106,352
Nenana	112,761	129,726	133,878	138,162	142,583
Nome	278,850	488,116	503,736	519,856	536,491
North Slope Borough	1,494,996	1,941,552	2,003,681	2,067,799	2,133,969
Northwest Arctic Borough	42,262	53,194	54,896	56,653	58,465
Pelican	792	867	895	923	953
Petersburg	120,060	178,828	184,551	190,456	196,551
Pribilof	-	-	-	-	-
Saint Mary's	13,125	37,089	38,276	39,501	40,765
Sitka Borough	547,840	602,548	621,830	641,728	662,263
Skagway	2,268	2,483	2,562	2,644	2,729
Southeast Island	180,399	208,009	214,665	221,534	228,623
Southwest Region	379,461	416,975	430,318	444,088	458,299
Tanana	16,730	18,377	18,965	19,572	20,198
Unalaska	272,160	299,250	308,826	318,709	328,908
Valdez	442,890	537,555	554,757	572,509	590,829
Wrangell	185,952	240,244	247,932	255,865	264,053
Yakutat	67,962	76,886	79,347	81,886	84,506
Yukon Flats	66,013	76,188	78,626	81,142	83,738
Yukon Koyukuk	79,833	87,868	90,679	93,581	96,576
Yupiit	904	963	994	1,025	1,058
Totals	**$ 62,202,666**	**$ 77,275,637**	**$ 79,748,457**	**$ 82,300,407**	**$ 84,934,021**
Difference from current law, per year, fiscal note impact		$ 15,072,971	$ 17,545,791	$ 20,097,741	$ 22,731,355

SB 194

<TARGET><BILL>SB 194</BILL><SUBJECT>SB 194</SUBJECT><COMM>SEDC27</COMM></TARGET>

ALASKA STATE SENATE

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SENATE EDUCATION COMMITTEE

Senators Kevin Meyer & Joe Thomas, Co-Chairs

Senate Bill 194

Although the record demonstrates some recent improvements, the Department's imposition of the initial improvement plans, its manner of selection of coaches, and other actions were undertaken with insufficient input from the districts thereby negatively impacting the likelihood of prompt and significant improvement in student achievement. --Moore vs. The State of Alaska (2009)

In 2008 the Legislature voted to insert intervention guidelines into state statute, partly as a result of the court case in Moore vs. the State Alaska. These guidelines provided the basic framework for school interventions by the Department of Education and Early Development.

Since that time the Department of Education and Early Development has intervened in five school districts. Three of those districts are still in intervention status. This has been a learning time for the Department of Education and Early Development as well as the intervention school districts. One of the things consistently pointed out in the three interim rulings of the Moore case is that there is a disconnect between the hard work of the Department and the real needs of the intervention districts.

SB 194 sets forth a collaborative process that occurs before intervention. It respects the concept of local authority by providing that local groups interact with school boards and the Department. It sets out audit procedures that take into account the economic and social conditions of the district as well as the academic performance of schools within the district. It establishes district superintendent cohorts for mutual support, and includes community leaders, parents, teachers, principals and school board members in the process of improving education in communities.

In many ways. SB 194 is not an "intervention" bill—it is a bill to make interventions unnecessary. The process laid out in the bill—identifying districts, providing extensive audits, setting up local school governance councils, and district superintendent cohorts—is designed to deal with as many problems as possible without having to resort to an intervention.

We urge your support of SB 194.

27-LS1190\I
Mischel
2/15/12

CS FOR SENATE BILL NO. 194(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act providing for a school improvement and revitalization procedure in the Department of Education and Early Development; establishing advisory councils for school improvement; and requiring reports to the legislature."

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

* **Section 1.** AS 14.03.123(d) is amended to read:

(d) A public school or district that **is designated as a low-performing school or district** [RECEIVES A LOW PERFORMANCE DESIGNATION UNDER THIS SECTION] shall prepare and submit to the department a school or district improvement plan, as applicable, **and shall cooperate with the department,** in accordance with **AS 14.03.124 and** 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. 2.** AS 14.03.123(g) is amended by adding a new paragraph to read:

(3) "low-performing" means the bottom three percent in the state for performance based on the accountability measures described in (f)(2) of this section.

* **Sec. 3.** AS 14.03.123 is amended by adding new subsections to read:

(h) The department shall work with and evaluate a public school or district that receives a low performance designation under (d) of this section to improve the school or district as follows:

(1) supply the school or district with a person who has training and experience in education and who can provide one-on-one assistance to enhance the quality of education in the school or district;

(2) provide an operations audit to identify possible programmatic savings and review the manner in which financial resources are being directed;

(3) direct the local school board to use state and federal funds for critical needs, as directed by the state Board of Education and Early Development;

(4) provide incentives to attract and retain high quality teachers and principals;

(5) provide additional training and technical assistance for parents and guardians of children attending the school or schools in the district and for teachers, principals, and central office staff hired by the district;

(6) provide targeted resources for graduation success as requested by the local school board;

(7) direct the local school board to identify model curriculum, including recommended textbooks, materials, and supplies approved by the department; if a new curriculum is required, the department shall provide technical assistance to implement the curriculum;

(8) work with the local school board to develop and implement a plan to address deficits in achievement and in the learning environment as recommended in the academic performance audit conducted under (j) of this section;

(9) assign a technical assistance team to the school or district to guide school or district initiatives and report progress to the commissioner;

(10) establish instructional and learning environment benchmarks for

the school or district to meet as it progresses toward removal of the designation of low-performing schools or districts;

(11) direct the establishment of learning cohorts in schools that require continuous monitoring of student performance by teacher groups;

(12) provide training to local school boards through the Association of Alaska School Boards to improve their operational efficiency and effectiveness as leaders of their districts in ensuring delivery of quality education, and require local school boards to submit to the commissioner an annual action plan that outlines when and the manner in which the local school board's effectiveness will be monitored.

(i) For two years following a designation of a school or district as low performing, the department shall contract with an external review team to conduct an academic performance audit of the district and each low-performing school in the district to identify the potential reasons for the school's low performance and lack of progress. The review team shall consist of persons who have expertise in comprehensive school and district reform. A review team may not include staff of the school district that is the subject of the audit or staff of the department. The review team shall meet with and report to the department and the superintendent of the district.

(j) The audit required under (i) of this section shall be conducted based on criteria developed by the department in the areas of curriculum, assessment, instruction, learning environment, professional development, and leadership and must include an examination of the following:

(1) student demographics;

(2) mobility patterns;

(3) school feeder patterns;

(4) strategic allocation of resources;

(5) the degree of high standards and expectations for all students;

(6) the degree of collaboration and communication;

(7) frequency of monitoring of learning and teaching;

(8) the degree of family and community involvement;

(9) alternative secondary schools best practices; and

(10) any unique circumstances or characteristics of the school or district, including substance abuse and other social factors.

(k) The department shall make audit findings available to the audited school district and staff, the local community, and the state Board of Education and Early Development.

* **Sec. 4.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.124. Revitalization designation; plan; revitalization advisory council. (a) For a public school that, after three consecutive years of school improvement efforts under AS 14.03.123(d) and (h) - (k), continues to be a low-performing school, as described in AS 14.03.123, the department, in conjunction with the local school board and the district superintendent, may

(1) designate the school as a revitalization school;

(2) continue to identify a revitalization school and operate under a school revitalization plan developed by the department and the district until taken off revitalization status;

(3) assist the local school board with developing and implementing a revitalization plan as provided under this section;

(4) maintain eligibility of the school for available federal and state aid; and

(5) establish a superintendent cohort made up of the superintendent of the district in which the revitalization school is located and two superintendents of districts in the state that have no schools in revitalization status; the superintendent cohort shall meet regularly and, within nine months after the revitalization designation, report to the revitalization advisory council established under this section.

(b) A school that has not been designated as a revitalization school may request the local school board to establish a revitalization advisory council for a school in the district consistent with this section.

(c) A local school board that governs a school that has been designated as a revitalization school shall establish a revitalization advisory council for each school designated for revitalization. Except as provided in (e) of this section, a revitalization advisory council for a school shall consist of 13 members appointed by the local

school board, as follows:

(1) four parents or guardians of students attending the school, nominated by parents or guardians of the school;

(2) four community leaders residing within the school district, nominated by the members selected under (1) and (3) of this subsection;

(3) two teachers at the school, nominated by teachers at the school;

(4) one representative from the department;

(5) the principal of the school; and

(6) the superintendent of the district or a representative of the superintendent cohort established under (a)(5) of this section.

(d) For a local school board consisting of more than five members, the board may appoint not more than three of its members to a revitalization advisory council. For a local school board consisting of five or fewer members, the board may appoint not more than two of its members to a revitalization advisory council.

(e) If a district has only one operating school, the district may petition the department for a reduction of the revitalization advisory council membership from four parents to two parents, from four community leaders to one community leader, and from two teachers to one teacher.

(f) Terms of members of the revitalization advisory council selected under (c) or (e) of this section shall be for two years, and a member may not serve more than two terms on the council. Members of the revitalization advisory council serve without compensation but are entitled to per diem and other expenses authorized for boards and commissions under AS 39.20.180.

(g) A revitalization advisory council may, in conjunction with the department and the superintendent cohort established under (a)(5) of this section,

(1) analyze school achievement data and school needs related to the improvement plan for the school prepared under AS 14.03.123(d);

(2) meet with and review the report of the superintendent cohort established under (a)(5) of this section;

(3) participate in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting the

results of the interviews to the superintendent of schools for the school district and to the local school board;

(4) assist the principal of the school in making programmatic and operational changes to improve the school's achievement, including adjustments in program, school hours and days of operation, and enrollment goals for the school;

(5) work with the school administration to develop and approve a school compact for parents and legal guardians and students that includes an outline of the criteria and responsibilities for enrollment and school membership consistent with the school's goals and academic focus, including means by which parents and school personnel may build a partnership to improve student learning;

(6) develop and approve a written parent involvement policy that outlines the role of parents and legal guardians in the school;

(7) if intervention by the department is required, the revitalization advisory council shall work with the department and the local school board to develop an intervention plan for the school involving available local, regional, and statewide resources;

(8) prepare a revitalization model that takes into account recommendations consistent with the duties in (1) - (7) of this subsection for review and a vote as provided under (j) of this section.

(h) A revitalization advisory council may

(1) review the annual draft prepared under AS 14.03.120(a) detailing the goals described in the education plan and provide advice to the principal of the school before submitting the report to the superintendent of schools;

(2) assist the principal of the school in developing a revitalization plan before the plan is submitted to the superintendent of schools and cooperate with the department in developing a revitalization plan;

(3) assist the principal of the school in developing, conducting, and reporting the results of an annual survey of parents, guardians, and teachers on issues related to the school climate and conditions; and

(4) provide advice to the principal of the school on any other major policy matters affecting the school, except on any matters relating to a collective

bargaining agreement between the exclusive bargaining unit for teachers.

(i) A local school board, in conjunction with the department, shall provide appropriate training and instruction to members of the revitalization advisory council to aid them in the execution of their duties.

(j) Not later than 30 days after a revitalization advisory council informs the local school board of the completion of a revitalization model under (g) of this section, the local school board shall hold a public hearing to discuss the revitalization model and shall, at the next regularly scheduled meeting, conduct a vote to accept the model recommended by the revitalization advisory council, select an alternative model, or maintain the current school status, as follows:

(1) if the local school board selects an alternative model, not later than 10 days after the vote of the local school board, the local school board shall meet with the revitalization advisory council to discuss an agreement on the local school board's alternative revitalization model;

(2) if no agreement can be achieved, not later than 45 days after the last meeting between the local school board and the revitalization advisory council, the local school board shall report to the department the reasons for rejecting the revitalization model developed by the revitalization advisory council;

(3) if the final decision of the local school board is to adopt all or part of the revitalization model, the local school board shall implement the approved model during the subsequent school year in conformance with state statutes and regulations and the provisions specified in federal regulations and guidelines for schools subject to corrective action under 20 U.S.C. 6316(b)(7) (Elementary and Secondary Education Act of 1965), as amended, or other applicable federal laws or regulations.

(k) Within two years after a local school board votes on a revitalization model, the department shall, within available appropriations, monitor the schools that have been designated as revitalization schools for demonstrable progress, applying the following indicators:

(1) the revitalization model adopted by the school;

(2) the number and type of disciplinary incidents;

(3) the number of truants;

(4) the dropout rate;

(5) the student attendance rate;

(6) the average scale scores on the statewide secondary school graduation qualifying examination;

(7) for high schools, the number and percentage of students completing advanced placement coursework;

(8) the teacher retention rate; and

(9) the existence and size of the parent-teacher organization for the school.

(*l*) On or before July 1 of each odd-numbered year, the department shall report to the standing committees of the legislature having jurisdiction over education

(1) the number of local school boards that have implemented a revitalization model;

(2) a comparison of the school status after local school boards have initiated a revitalization model and the school status after local school boards have rejected a revitalization model; and

(3) whether parental involvement has increased at schools with revitalization advisory councils.

*** Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SCHOOL REVITALIZATION; REPORTS TO THE LEGISLATURE. (a) On or before January 1, 2014, the Department of Education and Early Development shall report to the standing committees of the legislature having jurisdiction over education on

(1) the monitoring conducted under AS 14.03.124(k), added by sec. 4 of this Act;

(2) recommendations relating to changes in the revitalization options available to schools, including whether revitalization advisory councils may continue to recommend revitalization;

(3) comparison of the revitalization models adopted; and

(4) the level of progress of schools adopting each revitalization model in relation to the indicators described in AS 14.03.124, added by sec. 4 of this Act.

(b) On or before January 1, 2018, the Department of Education and Early Development shall evaluate the revitalization advisory councils established under AS 14.03.124, added by sec. 4 of this Act, for compliance with that section. On or before October 1, 2019, the department shall report to the standing committees with jurisdiction over education on the evaluation conducted under this subsection. The report must also include recommendations on whether to continue to authorize revitalization advisory councils to recommend revitalization models.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
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Juneau, Alaska 99801-1182
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MEMORANDUM February 13, 2012

SUBJECT: Sectional Summary (SB 194 (Work Order No. 27-LS1190\B))

TO: Senator Joe Thomas
Co-Chair of the Senate Education Committee
Attn: Murray Richmond

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. Amends accountability procedure for low-performing schools and districts to require cooperation with the Department of Education and Early Development and compliance with sec. 4 of the bill providing for revitalization efforts.

Section 2. Defines "low performing" for purposes of school accountability measures.

Section 3. Adds departmental duties, including auditing and coaching, and amends procedures for low-performing schools and districts.

Section 4. Creates a new designation as "revitalization" for consistently low-performing schools and districts and describes revitalization procedures and standards. Establishes advisory councils to develop models for, and conduct reviews of revitalization effort for a school or district. Requires biennial reporting to the legislature.

Section 5. Requires first report to the legislature by January 1, 2014, on monitoring and effects of revitalization efforts provided for in the bill.

JMM:ljw
12-123.ljw

STATE INTERVENTIONS IN LOW-PERFORMING SCHOOLS AND SCHOOL DISTRICTS

August 2002

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ACKNOWLEDGMENTS

The Washington Academic Achievement and Accountability Commission contracted with the Education Commission of the States (ECS) to produce this report. The report was written by researcher Carl Krueger, project manager Ravay Snow-Renner and program director Todd Ziebarth.

EXECUTIVE SUMMARY

State policymakers are increasingly focusing their attention on holding schools and school districts accountable for the performance of their students. One mechanism for ensuring such accountability is state intervention in low-performing schools and school districts. As states create and implement interventions, they seek clarity and understanding about what is known, and what is unknown, about them. This report attempts to provide such clarity and understanding.

State Policies and Experiences with Interventions in Low-Performing Schools and School Districts

Based upon our research, 33 states have enacted policies that allow them to intervene in low-performing schools, while 30 states have enacted policies that allow them to intervene in low-performing school districts. These state policies cover a wide variety of interventions, including the following:

- Written warnings
- Technical assistance
- Additional funding
- Improvement plans by schools and school districts
- Improvement plans by another entity
- Placement on probation
- Removal of accreditation
- Withholding of funding
- Reconstitution
- Closure
- Reorganization
- Takeover.

Additionally, as a result of the No Child Left Behind Act of 2001, a federally imposed intervention policy requires school districts to allow students in certain low-performing schools to transfer to higher-performing schools in the school district. It also requires school districts to provide transportation for the transferring students to the higher-performing schools.

The development of state interventions in low-performing schools and school districts is a work in progress. To identify the policy challenges and opportunities for states developing their own interventions, we interviewed practitioners in 11 states with intervention experiences. These states are California, Connecticut, Kentucky, Maryland, Massachusetts, New Jersey, New York, North Carolina, Rhode Island, Texas and West Virginia.

Based upon our research:

- Each of the 11 states provides technical assistance to low-performing schools and/or school districts, although only some of them have enacted policies that require them to do so.
- Although the correlation between additional funding and increased achievement remains unclear, most of the 11 states believe there is some benefit to providing extra resources to troubled schools and school districts. In fact, many of them provide additional funding to low-performing schools and/or school districts, although only some of them have enacted policies that require them to do so.
- Each of the 11 states requires some form of improvement planning for low-performing schools and school districts, though the process for creating and implementing such plans varies.
- Each of the 11 states imposes sanctions on consistently low-performing schools and school districts. Such sanctions take many forms, including written warnings, probation, reconstitution, closure and takeover.

- Several of the 11 states provide written warnings to low-performing schools and/or school districts, although only some of them have enacted policies that require them to do so.
- Most of the 11 states place low-performing schools and/or school districts on probation.
- While most of the 11 states have enacted policies that allow them to reconstitute and/or close low-performing schools, only two (Maryland and New York) have taken such drastic steps.
- While several of the 11 states have enacted policies that allow them to take over low-performing schools, only one state (Maryland) has actually implemented this policy.
- Each of the 11 states has enacted policies that allow the state to take over a low-performing school district. There have been takeovers of school districts in 10 of the 11 states studied.

A Review of the Research on the Impact of State Interventions on Low-Performing Schools and School Districts

The research about the impact of state interventions on low-performing schools and school districts is just beginning to emerge, especially as these interventions impact school and district operations and student achievement. There are two reasons for the current shortage of definitive research on state interventions. The first reason is the relative infancy of most state interventions. The second reason is that many interventions are implemented in combination with other interventions, and therefore the research seldom examines the impact of a single intervention.

What little research does exist suggests that interventions shouldn't be expected to equally affect low-performing schools and school districts. One of the main reasons is that many schools or districts simply do not have the resources to implement changes. From the body of research about schools' and districts' abilities to implement reforms, often referred to as "local capacity," it is clear that local context plays a critical role in how well interventions take root in schools and districts.[1]

With these issues in mind, the following research findings are particularly relevant for states creating and refining interventions for low-performing schools and school districts:

- Kentucky and North Carolina provide two notable examples of state-provided technical assistance, and early research on these efforts shows a positive impact on student achievement.
- At this point, research does not show a clear impact on instruction or achievement from providing additional funding to low-performing schools and school districts, primarily for two reasons. First, such provision is relatively new, and the research is just beginning to emerge. Second, additional funding is generally provided in combination with other interventions, so it is impossible to link improvement directly and solely to the influence of additional funds. Still, early research on California's Immediate Intervention/Underperforming Schools Program shows promising results from providing additional funding to low-performing schools.
- The evidence linking mandated improvement plans for low-performing schools and school districts to increases in achievement is mixed. Some schools and school districts increase achievement, while others do not.
- Although little systematic evidence about the effects of reconstitutions on student achievement exists, anecdotal information suggests that reconstitutions may improve school order, stability and community involvement.
- There is limited research on the effects of takeovers of school districts. For the most part, they seem to be yielding more improvements in central-office financial and management practices than in classroom instructional practices. In some cases, takeovers have produced negative effects, including deficits and labor strife, and in most cases, the results in terms of student achievement have been mixed at best. The bottom line is that takeovers, for the most part, have yet to produce dramatic and consistent increases in student performance, as is necessary in many of the school districts that are taken over. Two promising takeovers are Logan County Public Schools in West Virginia and the Chicago Public Schools in Illinois.

- Because the federal government's policy that requires school districts to allow students in low-performing schools to transfer to higher performing schools is new, there is no evidence about its impact. There is evidence, though, about the impact of other school choice policies. According to this research, the attempts of magnet schools, open enrollment programs and charter schools to provide disadvantaged students with greater educational options have produced mixed results. In addition, the impact of these policies on student achievement is undecided.
- Research does not provide strong conclusions about the effects of various state interventions on school and school district operations and on student achievement, largely because local responses to state interventions vary widely. Given the interplay of the different factors that contribute to this variation, researchers note that low-performing schools and school districts may have increased or reduced motivation to make changes, depending on their circumstances and ability to implement reforms.[2]

Policy Recommendations and State Practitioner Advice

Based on our review of state policies and experiences as well as our review of the research, it appears that state interventions designed to assess and maximize existing abilities in low-performing schools and districts and to exert appropriate pressure for change may be the most likely to improve school and district operations and raise student achievement. Within the context of this observation, we offer the following recommendations:

- For the greatest impact on school and school district performance, states should target technical assistance to the individual needs of schools and school districts.
- States should develop a pool of technical-assistance providers for low-performing schools and districts, and a pool of supplemental-services providers for students in low-performing schools.
- State intervention policies for school and school district improvement plans should focus on improving student achievement, setting realistic improvement goals and requiring regular monitoring of school and district progress.

- If states create and implement takeover policies, they should ensure that takeover efforts focus on: establishing clear performance goals and measures, especially concerning academics; creating and implementing improvement strategies specific to the problems in the school or school district in question, particularly regarding improved instruction; defining the conditions under which the state will return control of the school or school district to local officials; and, when possible, partnering with local officials in the improvement effort.
- In creating and refining state intervention policies for low-performing schools and school districts, states should take into account the requirements and implications of the No Child Left Behind Act of 2001, particularly as they relate to providing assistance to low-performing schools.

As we gathered information for this report, a number of accountability officials from states with established intervention programs offered several recommendations, including the following:

- Technical assistance should be in-depth and targeted to the individual needs of schools and school districts. Allowing improvement teams or technical experts to assist a school on a daily basis – like in Kentucky and Connecticut – for a lengthy period of time allows the intervention process to grow and respond to a school's unique needs.
- Professional development is an essential part of the intervention process. For example, establishing leadership academies for principals and mentoring programs for teachers may provide school staff with rigorous training in new forms of instruction, curriculum development, data analysis and school improvement plans. Also, building strong relationships with the principals of low-performing schools is especially beneficial to the intervention process.
- As part of the intervention process, states should focus on specific changes that directly affect the teaching and learning experiences in classrooms. For example, in a few states, such as North Carolina, interventions included targeted class-size reductions, which helped to raise student achievement.

- Some states believe in a tough approach to low-performing schools. In particular, Maryland, New York and Texas find that threatening schools with reconstitution or closure spurs improvement. Other states, like Connecticut and Massachusetts, find that technical assistance, fact-finding and funding give a school the time and support it needs to increase student achievement. While these approaches are not mutually exclusive, some states place more emphasis on one approach, while other states place more emphasis on the other approach.
- Although it is too early to tell, state accountability officials in California think that their use of outside evaluators will yield positive results and facilitate school achievement. According to these officials, using more of a free-market model in providing technical assistance to low-performing schools -- which forces outside providers to compete for the chance to provide such assistance -- will ensure the highest quality of service to these schools.
- Adequate funding for interventions is perhaps the most important factor of all. Even the best-designed set of interventions will fail if they are not adequately funded. Many of the lowest-performing schools need the greatest number of resources to improve, and states must take these needs into account when designing and funding interventions.

INTRODUCTION

State policymakers are increasingly focusing their attention on holding schools and school districts accountable for the performance of their students. One mechanism for ensuring such accountability is state intervention in low-performing schools and school districts. As states create and implement interventions, they seek clarity and understanding about what is known, and what is unknown, about them. This report attempts to provide such clarity and understanding.

The first section of this report provides a general overview of state policies on interventions in low-performing schools and school districts. It also provides a more detailed examination of the state intervention policies and experiences in 11 states. The second section of the report discusses the emerging research about the impact of state interventions on low-performing schools and school districts.

The third, and final, section of this report offers five recommendations based on the experiences of the 11 states studied, as well as on the emerging research reviewed for Washington policymakers to consider as they design intervention policies. It also offers several recommendations from state practitioners whom we interviewed in the course of gathering information for this report.

The report also contains two appendices. The first appendix presents three tables on state policies on interventions in low-performing schools and school districts, and the second presents state narratives for each of the 11 states studied.

I. STATE POLICIES AND EXPERIENCES WITH INTERVENTIONS IN LOW-PERFORMING SCHOOLS AND SCHOOL DISTRICTS

Based upon our research, 33 states have enacted policies that allow them to intervene in low-performing schools, while 30 states have enacted policies that allow them to intervene in low-performing school districts.

These state policies cover a wide variety of interventions, including the following:

- **Written warning:** Twelve states have enacted policies requiring the state to provide written warnings to low-performing schools, and nine states have enacted policies requiring written warnings to low-performing school districts. In several other states, the state provides a written warning to schools and/or school districts, but is not required to do so by state policy.
- **Technical assistance:** Twenty-six states have enacted policies that require the state or another entity to provide technical assistance to low-performing schools, and 16 states have enacted policies that require the state to provide technical assistance to low-performing school districts. In several other states, the state or another entity provides such assistance to schools and/or school districts, but are not required to do so by state policy.
- **Additional funding:** Eleven states have enacted policies that require the state to provide additional funding to low-performing schools, and nine states have enacted policies that require the state to provide additional funding to low-performing school districts. In several other states, the state provides such funding to schools and/or school districts, but is not required to do so by state policy.
- **Improvement plans by schools and school districts:** Thirty-one states have enacted policies that require a low-performing school to create and implement an improvement plan, and 23 states have enacted policies that require a low-performing school district to create and implement an improvement plan.
- **Improvement plans by another entity:** Twenty-one states have enacted policies that require another entity, such as the state or a school district, to create an improvement plan for a low-performing school, and 15 states have enacted policies that require

another entity, such as the state, to create an improvement plan for a low-performing school district.

- **Placement on probation:** Seventeen states have enacted policies that allow them to place a low-performing school on probation, while fourteen states have enacted policies that allow them to place a low-performing school district on probation.
- **Removal of accreditation:** Fifteen states have enacted policies that allow them to remove a low-performing school's accreditation, while 14 states have enacted policies that allow them to remove a low-performing school district's accreditation.
- **Withholding of funding:** Five states have enacted policies that allow them to withhold funding from a low-performing school, while five states have enacted policies that allow them to withhold funding from a low-performing school district.
- **Reconstitution:** Nineteen states have enacted policies that allow them to reconstitute a low-performing school.
- **Closure:** Ten states have enacted policies that allow them to close a low-performing school.
- **Reorganization:** Ten states have enacted policies that allow them to reorganize a low-performing school district.
- **Takeover:** Seventeen states have enacted policies that allow a takeover of a low-performing school, while 24 states have enacted policies that allow the takeover a low-performing school district.

In addition, as a result of the No Child Left Behind Act of 2001, a federally imposed intervention policy requires school districts to allow students in certain low-performing schools to transfer to higher-performing schools in the school district. Students in low-performing schools that have failed to meet their state's requirements for adequate yearly progress (AYP) for two consecutive years are allowed to transfer. This policy also requires school districts to provide transportation for the transferring students to the higher-performing schools.

An Examination of Intervention Experiences in 11 States

The development of state interventions in low-performing schools and school districts is a work in progress. To identify the policy challenges and opportunities for states developing their own interventions, we interviewed practitioners in 11 states with intervention experiences. These states are California, Connecticut, Kentucky, Maryland, Massachusetts, New Jersey, New York, North Carolina, Rhode Island, Texas and West Virginia. This section examines these states within the context of the intervention categories of technical assistance, additional funding, improvement planning and sanctions.

Technical Assistance

Each of the 11 states studied provides technical assistance to low-performing schools and/or school districts, although only some of them have enacted policies requiring them to do so. The provision of technical assistance typically begins with a site visit, or visits, to assess the condition of the school or district in question. From these initial visits often come recommendations for improvement, usually in the form of an improvement plan, as well as the implementation of specific actions to raise the performance levels in a school or district, such as curriculum alignment or professional development for staff.

The delivery and duration of technical assistance, however, varies from state to state. In New York, teams of administrators, curriculum specialists, experienced educators, school board members and parents conduct four-day observation visits to assess a troubled school's condition and develop a long-term plan for the school.

In Connecticut, a "critical friend," designated by the state, partners with principals in low-performing schools to assist in the implementation of improvement plans over the course of one school year. North Carolina requires an entire assistance team to spend one full year at its assigned school and provide technical assistance on a daily basis. In Texas,

monitoring teams conduct several one-day site visits to best determine how to help a particular low-performing school.

Through its School Transformation, Assistance and Renewal (STAR) program, Kentucky assigns a distinguished educator to spend up to two years in a school, providing assistance and helping to monitor and implement improvement plans. In Massachusetts, representatives of the state conduct numerous site visits and study the deficiencies of low-performing schools, hoping to resolve the problems that hinder student achievement.

In California, rather than rely on internal resources in the state department of education, the state allows teams of outside evaluators – private consultants, universities, regional educational laboratories or county offices of education – to compete for the chance to assist low-performing schools.

Additional Funding

Although the correlation between additional funding and increased achievement remains unclear, most of the 11 states studied believe there is some benefit to providing extra resources to troubled schools and districts. In fact, many of them provide additional funding to low-performing schools and/or districts, although only some of them have enacted policies requiring them to do so. In most cases, before the state provides such funding, schools or districts must qualify as underachieving or failing, and create improvement plans.

How states provide such funding varies. California allocates $50,000 to schools that qualify for the state's Immediate Intervention/Underperforming Schools Program (II/USP). For the 2001-02 school year, Massachusetts allocated $40 million for its Academic Support Services Program and $5 million for its After School Grant Program, both of which provide additional funding to low-performing schools and school districts.

In New York, extra funding for low-performing schools comes from school districts rather than the state, while Texas does not provide any additional funds to low-performing schools and districts. Although Rhode Island has yet to distribute additional funds to low-performing schools or districts, the State Department of Education made a budget request for $1 million in funding for low-performing schools in 2003.

How low-performing schools and school districts use additional funds also varies. School districts in Massachusetts use the extra money to extend student-learning time before and after school and on weekends. North Carolina schools use additional funding to purchase instructional materials and bolster professional development programs for staff, and in Connecticut schools may spend extra funds on any activity listed on their school-improvement plans.

Improvement Planning

The creation of improvement plans for low-performing schools and school districts is an important step in the intervention process. In fact, each of the 11 states studied requires some form of improvement planning, though the process for creating and implementing such plans varies. In some states, the school or district in question must create and implement an improvement plan. In others, the state, or another entity, creates an improvement plan for the school or district, which then must implement it.

While the improvement planning process varies from state to state, there are several constants. Essentially, improvement plans are blueprints for increasing the academic health of individual schools or school districts. Also, as stated earlier, states usually require low-performing schools or districts to submit an improvement plan in order to receive additional funding from the state.

In most cases, improvement plans identify academic or systemic deficiencies and lay out an agenda for improvement. More specifically, improvement plans usually address problems of instruction or leadership, encourage the use of data and student tracking

systems, and set measurable outcomes for the school or district to meet. If a school or district does not meet the goals laid out in the improvement plan, it is then usually subject to sanctions.

Sanctions

Each of the 11 states studied imposes sanctions on consistently low-performing schools and/or school districts. Such sanctions take many forms. This section highlights the five sanctions of written warnings, probation, reconstitution, closure and takeover.

Several of the 11 states provide written warnings to low-performing schools and/or districts, although only some of them have enacted policies that require them to do so. Written warnings usually inform such schools and districts of their academic deficiencies and demand a change in the near future if the school or district is to avoid more severe sanctions. Written warnings usually precede other interventions, such as technical assistance, improvement plans and additional sanctions.

Massachusetts and West Virginia provide written warnings to underachieving schools and school districts before further action is taken. New Jersey provides written warnings to low-performing districts only, and not schools. New York provides written warnings to low-performing schools only, and not school districts.

Most of the 11 states studied place low-performing schools and/or school districts on probation. For example, West Virginia places low-performing schools and districts on probation before enacting tougher sanctions. During the probationary period, schools and districts are given a specific period of time to improve or risk further penalties. If improvement is demonstrated over time, the state removes the schools or districts from probationary status. Maryland, Massachusetts, New Jersey, New York, North Carolina, Rhode Island and Texas also place low-performing schools and/or districts on probation.

While most of the 11 states studied have enacted policies that allow them to reconstitute and/or close low-performing schools, only two states, Maryland and New York, have taken such drastic steps. A reconstitution usually involves creating a new philosophy, developing a new curriculum and hiring new staff at a low-performing school. In 2000, Maryland took over and reconstituted three low-performing schools in the Baltimore City Public School System, and then contracted with Edison Schools Inc. to manage the schools. Since 1990, New York has reconstituted 46 schools as well as closed three schools.

While several of the 11 states studied have enacted policies that allow the state to take over low-performing schools, only one state, Maryland, has actually implemented this policy, as detailed in the previous paragraph.

Each of the 11 states studied has enacted policies allowing the state to take over a low-performing school district. In a state takeover of a school district, either the state legislature, the state board of education or a federal court charges the state department of education or another designated entity, such as a city's mayor, with managing a school district, usually for a certain amount of time, such as five years.

There have been takeovers of school districts in 10 of the 11 states studied. There has been one takeover in Rhode Island; two takeovers in Maryland, New York and Texas; three takeovers in New Jersey; four takeovers in California, Connecticut and West Virginia; and five takeovers in Kentucky.

II. Research on the Impact of State Interventions on Low-Performing Schools and School Districts

Research into the impact of state interventions on low-performing schools and school districts is just beginning to emerge, especially as these interventions affect school and district operations and student achievement. There are two reasons for the current shortage of definitive research on state interventions. The first reason is the relative infancy of most state interventions. Since many state accountability systems that contain state interventions, such as California's, Connecticut's and Rhode Island's, are only a few years old, there simply has not been enough time to study and understand the impact of state interventions on low-performing schools and districts.

The second reason for the current shortage of definitive research is that many interventions are implemented in combination with other interventions, and therefore the research seldom examines the impact of a single intervention. While there is considerable anecdotal evidence that some interventions have powerful effects, the research does not yet shed consistent light on the efficacy of particular interventions in low-performing schools and districts.

What little research does exist suggests that interventions shouldn't be expected to equally affect low-performing schools and school districts. One of the main reasons is that many schools or schools districts simply do not have the resources to implement changes. From the body of research about schools' and school districts' abilities to implement reforms, often referred to as "local capacity," it is clear that local context plays a critical role in how well interventions take root in schools and districts. According to this research, schools' or districts' varying ability to implement reforms is an important reason why interventions have different results in different places.[3]

With these issues in mind, this section of the report considers the available research about the state interventions of technical assistance, additional funding, improvement plans, reconstitutions and takeovers, as well as about the federal intervention of school choice.

It also provides a brief summary of the research about schools' and districts' abilities to implement reforms.

Technical Assistance

Kentucky and North Carolina provide two notable examples of state-provided technical assistance, and early research on these efforts shows a positive impact on student achievement.

Kentucky's STAR program sends a distinguished educator to each low-performing school. These individuals spend up to two years at each site, helping to guide lessons and mentor staff. All 53 Kentucky schools that participated in the STAR program's first cycle in 1994 reversed a declining performance trend after two years, and 63% showed student growth beyond the expected rate for the school. In the second STAR cycle, approximately 200 schools participated, with 91% reversing their downward trend after two years.

North Carolina's approach is similar, but uses technical assistance teams rather than distinguished educators. Of the 15 low-performing schools that were assigned such teams in 1997-1998, all of them moved out of the low-performing category, and 13 showed exemplary growth.[4]

One explanation for the success of these approaches lies in their comprehensive nature. Each state carefully screens, selects, trains and provides ongoing support for the technical assistance providers. Each state has also emphasized the goal of building schools' and districts' abilities to identify and solve school- and district-specific problems and to track school and district progress toward achievement goals.

Additional Funding

At this point, research does not show a clear impact on instruction or achievement from providing additional funding to low-performing schools and school districts, primarily for two reasons. First, such provision is relatively new, and the research is just beginning to emerge. Second, additional funding is generally provided in combination with other interventions, so it is impossible to link improvement directly and solely to the influence of additional funds.

Still, early research on California's Immediate Intervention/Underperforming Schools Program (II/USP) shows promising results from providing additional funding to low-performing schools. The II/USP provides additional resources to low-performing schools that choose to participate in the program, but these resources come with strings attached.

Participating schools must draft an action plan in the first year of the program and work to implement the plan in the second and third years. Additional resources are provided to schools – planning grants of $50,000 in the first year, and $200 per student in the second and third years -- to be spent as needed. After 24 months, if a school has not met its Academic Performance Index (API) growth targets, it is subject to a series of sanctions that may culminate in a state takeover of the school.

The first cohort of II/USP schools was selected in 1999. Data on the success of this initial cohort is conflicting. According to a 2002 study of the program by Hoover Institution researchers, the II/USP has great potential for raising student achievement *in the types of schools that take the initiative to participate in this type of reform effort*. II/USP schools raised their APIs significantly more in two years than other schools that applied for the program but were not selected, but not more than other schools who were eligible but did not apply. It appears that randomly selecting a low-performing school for the program does not automatically ensure improvement. Only schools that are apt or prepared to apply for such programs can expect to consistently succeed. The identification of factors that play a role in whether schools participate in this type of program, such as ambitious school leadership, is a key step in targeting such interventions to those schools where they will have the greatest chance of succeeding.[5]

Improvement Plans

The evidence linking mandated improvement plans for low-performing schools and school districts to increases in achievement is mixed. Some schools and districts increase achievement, while others do not. One explanation for this variation is that low-performing schools and districts frequently focus on the form of improvement planning, such as holding meetings, rather than on the substance, such as focusing on goals for student achievement, gathering data to examine progress toward those goals, and providing supports and pressures so that teachers meet those goals.

According to Mike Schmoker, an educational consultant who specializes in school improvement, improvement planning often does not address key needs such as strengthening teachers' assessment skills, aligning instruction with assessments, and supporting collaborative professional development for teachers. Instead, they set off a riot of activities that, in worst-case scenarios, distract schools from the problem of improving instruction.[6]

Another potential problem with improvement plans is getting school and district staff to buy into them. If administrators and teachers are not on board with the improvement plan, successful implementation may be extremely difficult.

Reconstitutions

A reconstitution usually involves creating a new philosophy, developing a new curriculum and hiring new staff at a low-performing school. Much of the research evidence about reconstituting low-performing schools comes from large urban school districts. Although little systematic evidence about the effects of reconstitutions on student achievement exists, anecdotal information suggests that reconstitutions may improve school order, stability and community involvement.

A 1992 study of the San Francisco Unified School District's school improvement program initiated in 1983 found improved student achievement in reconstituted schools with high proportions of poor or minority students. But in the schools reconstituted since 1994 in the district, there is little, if any, improvement in scores on standardized tests.[7] Further, teachers called the reconstitution "degrading" and said that it "sent morale down the tubes." [8]

New York's reconstitution efforts provide a similarly mixed picture. In New York, a reconstitution involves replacing up to 50% of the staff and creating a new instructional approach in a low-performing school. During the 1997-98 school year, only 16 of 86 low-performing schools, or Schools Under Registration Review (SURR) as they are called, met all performance targets, although most SURR schools improved their performance from the prior year in their problem areas.[9]

Takeovers

There is limited research on the effects of takeovers of school districts. For the most part, they seem to be yielding more improvement in central-office financial and management practices than in classroom instructional practices. As evidence, takeovers are credited with the following:

- Eliminating nepotism from a school district's decision-making processes
- Improving a school district's administrative and financial management practices
- Removing the threat of teachers' strikes within a school district
- Upgrading the physical condition of schools within a school district
- Implementing innovative programs within a school district, such as small-schools programs and cooperative arrangements between schools and social service agencies.

In some cases, however, takeovers have produced negative results, such as the $70 million deficit incurred by state-appointed administrators in Newark, New Jersey, and the

10-day teachers' strike in Detroit, Michigan, which occurred six months after the mayor assumed control of the school district.

Perhaps more important, student achievement still oftentimes falls short of expectations after a takeover. In most cases, academic results are usually mixed at best, with increases in student performance in some areas, such as 4th grade reading, and decreases in student performance in other areas, such as 8th grade mathematics. The bottom line is that takeovers, for the most part, have yet to produce dramatic and consistent increases in student performance, as is necessary in many of the school districts that are taken over.

Still, a recent study by Vanderbilt University and Harvard University researchers produced four broad conclusions regarding the relationship between takeovers and academic performance:

- Takeovers placing mayors in charge of school districts are linked to increases in student achievement at the elementary grades.
- Gains in achievement are especially large for the lowest-performing schools in these school districts, suggesting that takeovers involving mayors include a special focus on these failing schools.
- Takeovers placing mayors in charge of school districts seem less effective for the upper grades, where the cumulative effects of many years of poor schooling are not easily reversible.
- When takeovers placing the state department of education in charge of school districts produce administrative and political turmoil, student achievement suffers. After a period of adjustment, however, these takeovers may also be able to produce positive achievement gains.[10]

Further, two promising experiences stand out among the various takeovers of school districts. First, as a result of a takeover of the Logan County, West Virginia, school district, test scores increased, management improved and local support was strengthened. According to the former West Virginia Superintendent of Schools, the takeover

succeeded in Logan County because it kept the school board in place, albeit with reduced powers. State officials felt that the school district's decision-makers needed to be a part of the recovery process, largely so they would know what to do when the school district regained sole control of its operations. Results of the takeover include:

- Performance, attendance and dropout rates improved dramatically.
- Administrative difficulties and budget problems were resolved.
- Personnel policies and practices now comply with the law (e.g., all of the school district's teachers now have valid teacher licenses).

Second, in 1995, the Illinois legislature shifted control of the Chicago Public Schools to the mayor and charged him with appointing school board members, the school board president and the school district's chief executive officer. According to 1997 and 1998 studies by the University of Chicago, these changes have improved managerial efficiencies within the school district.[11] In addition, according to a 1998 study by the Consortium on Chicago School Research, standardized test scores strongly suggest that the 1995 changes, along with earlier reforms such as the 1988 Chicago School Reform Act, have precipitated substantial improvements in achievement in a large number of Chicago public elementary schools.[12]

School Choice

As a result of the No Child Left Behind Act of 2001, a federally imposed intervention policy requires school districts to allow students in low-performing schools to transfer to higher-performing schools in the district. This policy also requires school districts to provide transportation for the transferring students to the higher-performing schools.

At the same time, the No Child Left Behind Act increases federal support for voluntary public school choice programs, such as magnet schools and open enrollment, as well as for charter schools.

Because the federal government's policy that requires school districts to allow students in low-performing schools to transfer to higher performing schools is new, there is no evidence about its impact. There is evidence, though, about the impact of other school choice policies. According to this research, the attempts of magnet schools, open enrollment programs and charter schools to provide disadvantaged students with greater educational options have produced mixed results.

Although designed initially to reduce ethnic segregation and promote a diverse student body, magnet schools primarily attract higher-income students. According to the U.S. Department of Education, although enrollment in magnet schools has tripled in the past decade, low-income students remain underrepresented in most programs.[13]

Such underrepresentation is attributed to the proposition that families with the greatest amount of resources typically have access to information regarding magnet programs that poorer families lack. One researcher found that even knowing of the term "magnet school" depended on a parent's ethnicity and income level.[14]

In addition, since academic magnets often apply a high degree of selectivity to the admissions process, high-achieving students are often separated from lower-achieving peers, clustering struggling students in low-performing schools. However, career magnets in places like New York City reduce ethnic and class separation through a lottery system that accepts students randomly.

In open enrollment programs, despite efforts to reach out to low-income and minority children, middle- and upper-class students still constitute the bulk of participants. Similar to parents who choose magnet programs, middle- or upper-income families typically have the time, resources and education levels necessary to investigate open enrollment options. Simply knowing what choices exist and how to apply for them contributes to increased participation in the programs.

For example, a study of the New York City open enrollment program found a lack of publicity and a complex application process limited the effectiveness of the plan in reaching out to low-income families.[15] A study of the Boulder Valley School District's open enrollment system found that high-achieving white students tended to be the ones fleeing low-performing public schools for charter or wealthier neighborhood schools.[16] This is mainly the result of a familiarity with the options and an understanding of how to navigate the system. Minnesota seems to be having the greatest success in involving minority students with its statewide open enrollment plan, with 40% minority student participation.[17]

Of the three public school choice programs discussed, charter schools serve the greatest number of minority and low-income children. According to figures from the U.S. Department of Education, charter schools enrolled a larger percentage of students of color than all public schools in the states with charter schools. Charter schools in Connecticut, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, New Jersey, North Carolina and Texas actually enroll a much higher percentage of minority students than all public schools in those states. In the states that have charter programs, charter schools also enroll a slightly higher percentage of students eligible for free or reduced-price lunches.[18] On the flip side, charter schools have served a slightly lower proportion of students with disabilities than all public schools in the states with charter schools.

The impact of school choice programs on student achievement is undecided. Preliminary research suggests that magnet schools, open enrollment programs and charter schools experience varying levels of achievement. But the choice movement is too young to yield any definitive results. More research and evidence are needed before anyone truly understands the real long-term benefits or detriments of public school choice programs' effects on student learning.

Schools' and Districts' Abilities to Implement Reforms

As the above sections illustrate, the research does not provide strong conclusions about the effects of various state interventions on school and district operations and on student achievement, largely because local responses to state interventions vary widely. Factors that contribute to this variation include:

- The particular combination of interventions that are applied to low-performing schools and districts
- The amount of time that low-performing schools and districts are given to raise their performance
- The amount of support provided to low-performing schools and districts, and the perceived relevance of that support to local needs
- Whether the school, district or state initiates the improvement process
- The extent to which local stakeholders buy into any external intervention process.

Given the interplay of these factors, researchers note that low-performing schools and school districts may have increased or reduced motivation to make changes, depending on their circumstances and ability to implement reforms.[19]

In 1995, the Center for Policy Research in Education (CPRE) developed a helpful framework that describes where local barriers to improvement may be located. By identifying school and district needs in relation to the barriers in this framework, states may target interventions with a better likelihood of success. This framework contains five key dimensions:

- Vision and leadership, in which district and school leadership and staff share a common purpose. This purpose is focused on (1) improved achievement for all students, (2) curriculum and instruction, and (3) teacher responsibility for student learning. Schools with problems in this area, for instance, might suffer from chronic leadership turnover or a non-achievement-oriented focus for students.

- Collective commitment and cultural norms to realize the vision. The most actively reforming schools in the CPRE study were characterized by a sense of schoolwide responsibility for student learning. In addition, the schools demonstrated a set of cultural norms that stressed ongoing improvement, and they used data to monitor constant progress. Schools that have problems in this area may suffer from high staff turnover, lack of staff cohesion, or norms where "anything goes" in the classroom.
- Knowledge or access to knowledge about specific strategies for improvement, such as targeted, sustained professional development. District and school personnel must be able to access this knowledge to improve student achievement. Schools with problems in this area may lack funds or time for targeted, sustained professional development designed to raise student achievement, or they may be participating in the wrong kind of professional development. They also may lack adequate, timely performance information about their students.
- Organizational structures that support better instruction. These include common planning time for teacher collaboration, extended class schedules, and extended day or year programs. The common denominator is that structures are designed and targeted to support improved student learning. Some problems in this area are obstacles to after-school programs, such as a lack of space, and union agreements that specify the maximum number of hours that teachers may work.
- Adequate resources, including funds, time, personnel and materials.[20] Schools with problems in this area may lack adequate funds for professional development, a supply of well-prepared teachers, or appropriate materials.

III. Policy Recommendations and State Practitioner Advice

Based on our review of state policies and experiences as well as a review of the research, it appears that state interventions designed to assess and maximize existing abilities in low-performing schools and districts and to exert appropriate pressure for change may be the most likely to improve school and district operations and to raise student achievement. Within the context of this observation, we offer five recommendations. In addition, we provide the advice of state practitioners whom we interviewed in the course of gathering information for this study.

Policy Recommendations

Recommendation #1: For the greatest impact on school and school district performance, states should target technical assistance to the individual needs of schools and districts.

It does not make sense for a school to buy new textbooks if what it lacks is good leadership. But a one-size-fits-all intervention does just that type of thing. Promising state models for targeted technical assistance include Connecticut, Kentucky and North Carolina. The approaches in these states link technical-assistance providers with local practitioners to assess specific school needs and plan accordingly.

Similarly, the strong-schools accountability model, developed by University of Washington researchers, encourages interventions that are specific to particular site needs. States identify low-performing schools using state test scores, but a deeper examination of those schools takes place in a triage approach. Site visits are conducted to assess particular problems, and information gathered from those site visits is used to create specific school improvement plans.[21]

States must consider the cost implications in a targeted approach to technical assistance, though. Such assistance uses more resources in fewer sites, while providing a greater chance that those sites will substantially improve. States must weigh the relative benefits

of such an approach against the available amount of resources for technical assistance efforts, and should consider the following questions in making resource allocation decisions:

- How many low-performing schools are in the state? How much pressure is there to improve them?
- Where are low-performing schools in relation to the cutoff point for reaching the state's academic standards? Are they relatively close to this point, or are they extremely low-performing?
- Do low-performing schools serve particular populations that may require more intensive interventions?

Recommendation #2: States should develop a pool of technical- assistance providers for low-performing schools and districts, and a pool of supplemental-services providers for low-income students in low-performing schools.

In general, states do not have the resources to provide adequate technical assistance to all of their low-performing schools and districts. Therefore, it is important to ensure that such schools and districts have access to a variety of assistance providers from the public and private sectors.

This issue is particularly relevant in light of certain provisions of the No Child Left Behind Act of 2001. As part of this law, the federal government requires certain low-performing schools to offer their low-income students the opportunity to receive instruction from a supplemental-services provider of their choice. Under the law, students in low-performing schools that have failed to meet their state's requirements for AYP for three consecutive years are allowed to obtain such instruction. The law also requires that states approve the supplemental-services providers.

States should coordinate the development of a pool of technical-assistance providers for schools and districts and a pool of supplemental-services providers for students, as well as establish criteria for providers to be included in such pools.

These criteria should be tied to evidence of effectiveness, using the federal government's definition of "scientifically based research" evidence as much as possible. States should also take into account the variety of student, school and school district needs across the state. Because of geographic constraints, states may want to consider the efficacy of technology-based services, particularly for remote rural areas. Finally, the criteria should maintain a focus on improving student achievement.

Recommendation #3: State intervention policies for school and school district improvement plans should focus on improving student achievement, setting realistic improvement goals and requiring regular monitoring of school and district progress.

As mentioned earlier in this report, tying improvement plan requirements directly to the use of student achievement data helps to focus schools and districts directly on student learning. By focusing on improving student achievement, setting realistic improvement goals and requiring regular monitoring of progress toward goals, state policies help to ensure that ongoing improvement becomes part of the culture of schools and districts.

Focusing improvement policies in these ways helps school and district officials target areas where students are having particular problems. Further, improvement policies requiring schools and districts to target professional development to classroom strategies specific to these problem areas provides help to teachers where it is most needed and where improvement will be seen most quickly.

Recommendation #4: If states create and implement takeover policies, they should ensure that takeover efforts focus on: establishing clear performance goals and measures, especially concerning academics; creating and implementing improvement strategies

specific to the problems in the school or school district in question, particularly regarding improved instruction; defining the conditions under which the state will return control of the school or school district to local officials; and, when possible, partnering with local officials in the improvement effort.

Although the research evidence about takeovers is relatively limited, several lessons are emerging from the states' experiences with takeovers. First, it appears that those places that are achieving the greatest success placed a high priority on improving academic performance at the outset of the takeover. While it is important to address financial problems, such as budget deficits, as well as management problems in school districts, officials should tackle these problems in the context of their larger goal of improving student achievement.

Second, takeovers are simply governance changes for the sake of governance changes if they are not connected to the implementation of strategies that directly impact the teaching and learning experience in classrooms. Therefore, after a takeover, officials should study and identify the specific problems in a school or school district, establish clear performance goals and measure and create and implement improvement strategies specific to the problems in the school or school district in question, particularly regarding improved instruction.

Third, many states that have taken over school districts have struggled to return control to local officials. This fact is oftentimes due to states' failing to set clear terms for giving the power over the school district's operations back to the locally elected school board and local superintendent. Also, states are sometimes concerned about the ability of local officials to continue improvement efforts and not revert back to unproductive practices.

Therefore, after studying and identifying the specific problems in a school or school district, states should define the conditions under which the state will return control of the school or school district to local officials. Also, when possible, states should partner with local officials in the improvement effort. Such a partnership should build the knowledge

and skills of these officials so that they know what to do when the school or school district regains sole control of its operations.

Recommendation #5: In creating and refining state intervention policies for low-performing schools and districts, states should take into account the requirements and implications of the No Child Left Behind Act of 2001, particularly as they relate to providing assistance to low-performing schools.

As states create and refine intervention policies for low-performing schools and districts, they should take into account the requirements of the No Child Left Behind Act of 2001:

- **State Academic Standards and Student Achievement Standards** (Title 1, Part A, Sec. 1111, Subsection (b)): Requires states to demonstrate that they have adopted challenging academic content and student achievement standards for all children.
- **Adequate Yearly Progress** (AYP) (Title 1, Part A, Sec. 1111, Subsection (b)): Requires states to demonstrate that they have adopted a single statewide accountability system for defining "adequate yearly progress" for all public school students.
- **Annual Student Testing** (Title 1, Part A, Sec. 1111, Subsection b (3,4,5): Beginning in 2005-06, states are required to test all students annually in grades 3-8 in mathematics and reading or language arts, with reasonable adaptations and accommodations for students with disabilities and students of limited-English proficiency.
- **Participation in Biennial NAEP** (Title 1, Part A, Sec. 1111): States are required to participate in the National Assessment of Educational Progress (NAEP) every other year in grades 4 and 8 for reading and mathematics, beginning in the 2002-03 school year.
- **State Report Cards** (Title 1, Part A, Sec. 1111): Not later than the beginning of the 2002-03 school year, states and school districts that receive Title I funding must prepare and disseminate annual report cards.

- **Consequences for Low-Performing Schools/School Districts** (Title I, Part A, Sec. 1116): For states and school districts receiving Title I funds, ESEA outlines requirements for setting a timeline and establishing consequences for school and district performance relative to adequate yearly progress. School districts and state departments of education have parallel responsibilities in the intervention process for schools and districts, respectively.
- **School Support and Recognition** (Title I, Part A, Sec. 1117): States are to develop support systems for schools using resources from regional centers and laboratories, as well as other technical-assistance providers. Priority goes to districts with schools subject to corrective action and school improvement policies.

In particular, states should consider the implications of the requirement that the tests and formulas that states use to designate schools as low-performing, or not meeting their state's AYP requirements, are the same for all schools in the state. Only low-performing schools that receive money from the federal Title I program, however, are required to participate in the interventions specified in NCLB, as long as they are consistent with state law.

The pressing implications of this requirement include:

- The number of schools that have been identified as low-performing, and whether or not they receive money from the federal Title I program
- The federal requirements for interventions in those schools
- Federal and state resources for assisting low-performing schools.

For states with large numbers of low-performing schools, one potential problem is the amount of resources necessary to adequately address the problems in these schools. Not only will such a situation dilute resources, but it may also diminish the effects of the various state interventions spread out across a large number of schools. Therefore, states must decide about the trade-offs between focusing resources in a smaller number of schools and diffusing resources across a larger number of schools.

Advice from State Practitioners

As we gathered information for this report, a number of accountability officials from states with established intervention programs offered several recommendations, including the following:

- Technical assistance should be in-depth and targeted to the individual needs of schools and school districts. Allowing improvement teams or technical experts to assist a school on a daily basis – like in Kentucky and Connecticut – for a lengthy period of time allows the intervention process to grow and respond to a school's unique needs.
- Professional development is an essential part of the intervention process. For example, establishing leadership academies for principals and mentoring programs for teachers may provide school staff with rigorous training in new forms of instruction, curriculum development, data analysis and school improvement plans. Also, building strong relationships with the principals of low-performing schools is especially beneficial to the intervention process.
- As part of the intervention process, states should include specific changes that directly affect the teaching and learning experiences in classrooms. For example, in a few states, such as North Carolina, interventions included targeted class-size reductions, which, according to state officials, helped raise student achievement in these states. The research on class size reduction is mixed, however, and most researchers agree that class reduction is effective only when it is one piece of a larger, teaching quality reform effort.
- Some states believe in a tough approach to low-performing schools. In particular, Maryland, New York and Texas find that threatening schools with reconstitution or closure spurs improvement. Other states, like Connecticut and Massachusetts, find technical assistance, fact-finding and funding give a school the time and support it needs to increase student achievement. While these approaches are not mutually

exclusive, some states place more emphasis on one approach, while other states place more emphasis on the other approach.

- Although it is too early to tell, state accountability officials in California think that their use of outside evaluators will yield positive results and facilitate school achievement. According to these officials, using more of a free-market model in providing technical assistance to low-performing schools -- which forces outside providers to compete for the chance to provide such assistance -- will ensure the highest quality of service to these schools.
- Adequate funding for interventions is perhaps the most important factor of all. Even the best-designed set of interventions will fail if they are not adequately funded. How much a school or a district needs will vary from state to state and situation to situation. The needs of individual schools and districts are often very different, as are the levels of funding required for improvement. Often – but certainly not always – the best measure is that schools that perform the lowest, or fail to improve after the first year, need extra resources. Many of the lowest-performing schools need the greatest number of resources to improve, and states must take these needs into account when designing and funding interventions.

Appendix A: State Policies on Interventions in Low-Performing Schools and School Districts

Overview of State Policies on Interventions in Low-Performing Schools and School Districts

According to our research, 33 states have enacted policies that allow them to intervene in low-performing schools, while 30 states have enacted policies that allow them to intervene in low-performing school districts.

State	Has the State Enacted Policies that Allow the State to Intervene in Schools on the Basis of Performance?	Has the State Enacted Policies that Allow the State to Intervene in School Districts on the Basis of Performance?
Alabama	Yes	Yes
Alaska	Yes	No
Arizona	Yes	No
Arkansas	Yes	Yes
California	Yes	Yes
Colorado	Yes	Yes
Connecticut	Yes	Yes
Delaware	Yes	Yes
Florida	Yes	Yes
Georgia	Yes	No
Hawaii	No	No
Idaho	No	No
Illinois	Yes	Yes
Indiana	Yes	Yes
Iowa	No	Yes
Kansas	Yes	Yes
Kentucky	Yes	Yes
Louisiana	Yes	No
Maine	No	No
Maryland	Yes	Yes
Massachusetts	Yes	Yes

State	Has the State Enacted Policies that Allow the State to Intervene in Schools on the Basis of Performance?	Has the State Enacted Policies that Allow the State to Intervene in School Districts on the Basis of Performance?
Michigan	Yes	Yes
Minnesota	No	No
Mississippi	No	Yes
Missouri	Yes	Yes
Montana	No	No
Nebraska	No	No
Nevada	Yes	No
New Hampshire	No	No
New Jersey	No	Yes
New Mexico	Yes	Yes
New York	Yes	Yes
North Carolina	Yes	Yes
North Dakota	No	No
Ohio	No	Yes
Oklahoma	Yes	Yes
Oregon	Yes	No
Pennsylvania	No	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
South Dakota	No	No
Tennessee	Yes	Yes
Texas	Yes	Yes
Utah	No	No
Vermont	Yes	No
Virginia	Yes	No
Washington	No	No
West Virginia	Yes	Yes
Wisconsin	No	No
Wyoming	Yes	Yes

State Policies for Interventions in Low-Performing Schools

The following chart addresses the following questions concerning interventions in schools based on performance:

1. Has the state enacted a policy that requires the state to provide written warnings to low-performing schools?
2. Has the state enacted a policy that requires the state or another entity to provide technical assistance to low-performing schools?
3. Has the state enacted a policy that requires the state to provide additional funding to low-performing schools?
4. Has the state enacted a policy that requires low-performing schools to create and implement improvement plans?
5. Has the state enacted a policy that requires another entity, such as the state or a school district, to create improvement plans for low-performing schools?
6. Has the state enacted a policy that allows the state to place low-performing schools on probation?
7. Has the state enacted a policy that allows the state to remove a low-performing school's accreditation?
8. Has the state enacted a policy that allows the state to withhold funding from low-performing schools?
9. Has the state enacted a policy that allows the state to reconstitute low-performing schools?
10. Has the state enacted a policy that allows the state to close low-performing schools?
11. Has the state enacted a policy that allows the state to take over low-performing schools?

State	1.Written Warning?	2.Technical Assistance?	3.More Funding?	4.Plan by School?	5.Plan by Other Entity?	6.Place on Probation?	7.Remove Accreditation?	8.Withhold Funding?	9.Reconstitute School?	10.Close School?	11.Take Over School?
Alabama	No	Yes	No	Yes	Yes	No	No	No	No	No	Yes
Alaska	No	No	No	Yes	No	No	No	No	No	No	No

State	1.Written Warning?	2.Technical Assistance?	3.More Funding?	4.Plan by School?	5.Plan by Other Entity?	6.Place on Probation?	7.Remove Accreditation?	8.Withhold Funding?	9.Reconstitute School?	10.Close School?	11.Take Over School?
Arizona	Yes	Yes	No	No	Yes	No	No	No	No	No	No
Arkansas	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
California	No	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes
Connecticut	No	Yes	No	Yes	No	No	No	No	Yes	Yes	No
Delaware	No	Yes	No	Yes	Yes	No	Yes	No	No	No	No
Florida	No	Yes	No	Yes	Yes	No	No	Yes	Yes	No	No
Georgia	No	Yes	No	Yes	Yes	No	No	No	Yes	No	Yes
Illinois[12]	No	No	No	Yes	No	No	No	No	Yes	No	Yes
Indiana	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
Kansas	Yes	No	No	Yes	No	No	Yes	Yes	Yes	No	No
Kentucky	No	Yes	Yes	Yes	No	No	No	No	No	No	No
Louisiana	No	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	No
Maryland	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
Massachusetts	Yes	No	No	Yes	Yes	Yes	No	No	Yes	No	No
Michigan	No	Yes	No	No	No	No	Yes	No	No	Yes	No
Minnesota	No	Yes	No	Yes	Yes	No	No	No	No	No	No
Missouri	No	No	Yes	No	Yes	Yes	No	No	Yes	No	No
Nevada	Yes	No	No	Yes	Yes	Yes	No	No	No	No	Yes
New Mexico	Yes	Yes	No	Yes	No	Yes	Yes	No	No	No	Yes
New York[13]	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	No
North Carolina	No	Yes	No	Yes	Yes	Yes	No	No	Yes	No	Yes
Oklahoma	No	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes
Oregon	Yes	Yes	No	Yes	No	No	No	Yes	No	No	No
Rhode Island	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes
Tennessee	No	No	No	Yes	Yes	Yes	No	No	No	No	Yes
Texas	No	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Vermont	Yes	Yes	No	Yes	No	Yes	Yes	No	Yes	Yes	Yes
Virginia	No	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No

State	1.Written Warning?	2.Technical Assistance?	3.More Funding?	4.Plan by School?	5.Plan by Other Entity?	6.Place on Probation?	7.Remove Accreditation?	8.Withhold Funding?	9.Reconstitute School?	10.Close School?	11.Take Over School?
West Virginia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes
Wyoming	No	Yes	No	Yes	No	No	Yes	No	No	No	No

According to our research:

1. 12 states have enacted policies that require the state to provide written warnings to low-performing schools. In several other states, the state provides a written warning to schools, but is not required to do so by state policy.
2. 26 states have enacted policies that require the state or another entity to provide technical assistance to low-performing schools. In several other states, the state or another entity provides such assistance to schools, but are not required to do so by state policy.
3. 11 states have enacted policies that require the state to provide additional funding to low-performing schools. In several other states, the state provides such funding to schools, but is not required to do so by state policy.
4. 31 states have enacted policies that require low-performing schools to create and implement an improvement plan.
5. 21 states have enacted policies that require another entity, such as the state or a school district, to create an improvement plan for low-performing schools.
6. 17 states have enacted policies that allow the state to place low-performing schools on probation.
7. 15 states have enacted policies that allow the state to remove a low-performing school's accreditation.
8. 5 states have enacted policies that allow the state to withhold funding from low-performing schools.
9. 19 states have enacted policies that allow the state to reconstitute low-performing schools.
10. 10 states have enacted policies that allow the state to close low-performing schools.
11. 17 states have enacted policies that allow the state to take over low-performing schools.

State Policies for Interventions in Low-Performing School Districts

The following chart addresses the following questions concerning interventions in school districts based on performance:

1. Has the state enacted a policy that requires the state to provide written warnings to low-performing school districts?
2. Has the state enacted a policy that requires the state or another entity to provide technical assistance to low-performing school districts?
3. Has the state enacted a policy that requires the state to provide additional funding to low-performing school districts?
4. Has the state enacted a policy that requires low-performing school districts to create and implement improvement plans?
5. Has the state enacted a policy that requires another entity, such as the state, to create improvement plans for low-performing school districts?
6. Has the state enacted a policy that allows the state to place low-performing school districts on probation?
7. Has the state enacted a policy that allows the state to remove a low-performing school district's accreditation?
8. Has the state enacted a policy that allows the state to withhold funding from low-performing school districts?
9. Has the state enacted a policy that allows the state to reorganize low-performing school districts?
10. Has the state enacted a policy that allows the state to take over low-performing school districts?

State	1.Written Warning?	2.Technical Assistance?	3.More Funding?	4.Plan by School District?	5.Plan by Other Entity?	6.Place on Probation?	7.Removal of Accreditation?	8.Withhold Funding?	9.Reorganize School District?	10.Take Over School District?
Alabama	No	No	No	Yes	Yes	No	No	No	No	Yes
Arkansas	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	Yes
California	No	No	No	No	Yes	No	No	No	No	Yes

State	1.Written Warning?	2.Technical Assistance?	3.More Funding?	4.Plan by School District?	5.Plan by Other Entity?	6.Place on Probation?	7.Removal of Accreditation?	8.Withhold Funding?	9.Reorganize School District?	10.Take Over School District?
Colorado	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No
Connecticut	No	No	No	No	No	No	No	No	No	Yes
Delaware	No	Yes	No	Yes	Yes	No	Yes	No	No	No
Florida	No	Yes	No	Yes	No	No	No	Yes	No	No
Illinois	No	No	No	Yes	No	No	No	Yes	Yes	Yes
Indiana	No	No	No	No	No	Yes	No	No	No	No
Iowa	No	No	No	Yes	No	No	Yes	No	Yes	Yes
Kansas	No	No	No	No	No	No	No	Yes	Yes	No
Kentucky	No	No	No	No	No	No	No	No	No	Yes
Maryland	No	No	No	No	No	No	No	No	No	Yes
Massachusetts	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes
Michigan	No	No	No	No	No	No	No	No	No	Yes
Mississippi	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Missouri	No	Yes	No	Yes	No	Yes	Yes	No	Yes	Yes
New Jersey	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes
New Mexico	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes
New York[9]	No	No	No	Yes	No	No	No	No	No	Yes
North Carolina	No	Yes	No	Yes	Yes	No	Yes	No	No	Yes
Ohio	Yes	No	Yes	Yes	No	Yes	No	No	No	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Pennsylvania	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes
Rhode Island	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes
Tennessee	No	No	No	Yes	Yes	Yes	No	No	No	Yes
Texas	No	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Wyoming	No	Yes	No	Yes	No	No	Yes	No	No	No

According to our research:

1. Nine states have enacted policies that require the state to provide written warnings to low-performing school districts. In several other states, the state provides a written warning to school districts, but is not required to do so by state policy.
2. Sixteen states have enacted policies that require the state or another entity to provide technical assistance to low-performing school districts. In several other states, the state or another entity provides such assistance to school districts, but are not required to do so by state policy.
3. Nine states have enacted policies that require the state to provide additional funding to low-performing school districts. In several other states, the state provides such funding to school districts, but is not required to do so by state policy.
4. Twenty-three states have enacted policies that require low-performing school districts to create and implement an improvement plan.
5. Fifteen states have enacted policies that require another entity, such as the state, to create an improvement plan for low-performing school districts.
6. Fourteen states have enacted policies that allow the state to place low-performing school districts on probation.
7. Fourteen states have enacted policies that allow the state to remove a low-performing school district's accreditation.
8. Five states have enacted policies that allow the state to withhold funding from low-performing school districts.
9. Ten states have enacted policies that allow the state to reorganize low-performing school districts.
10. Twenty-four states have enacted policies that allow the state to take over low-performing school districts.

Appendix B: State Narratives

California

In 1999, California started the Immediate Intervention/Underperforming Schools Program (II/USP), and allowed schools that scored below the 50th percentile on state assessments during the 1998-99 school year to apply to this program.[22] With II/USP, California is taking a unique approach to intervention that sets it apart from other states. Rather than rely on internal resources in the state department of education, the state allows teams of outside evaluators – private consultants, universities, regional educational laboratories or county offices of education – to compete for the chance to assist low-performing schools. These teams provide technical assistance to troubled schools and assist in the writing of school improvement plans.

The state selected 430 schools, and each school chose its team of outside evaluators from a list of 80 such evaluators. These schools also created improvement committees comprised of school staff, non-school personnel and parents. Over the course of one year, the schools developed an improvement plan. Once the team of outside evaluators, the school district and the state approved a school's improvement plan, the state gave $50,000 to each school.

If the improvement process fails to improve a school's results, a school is subject to a wide range of state sanctions, including removal of staff, reorganization of the school, including reconstitution as a charter school, public school choice for students and closure.

Since the implementation of the II/USP, test scores in general have risen, but achievement gaps seem to be growing due to a lack of qualified teachers in at-risk schools. There is also some question about whether funding and assistance are reaching the schools in the most difficult situations.[23] Reactions to the II/USP have been fairly positive, however, with principals and teachers approving of the professional

development opportunities and the overall improvement planning process. This buy-in from school staff may spell success for the program's future.

Finally, California has taken over four school districts since 1991:

- In 1991, the state took over the Richmond Unified School District (now known as the West Contra Costa Unified School District) due to financial problems within the district, and hired an administrator to run the district. In 1992, the state removed the administrator, and designated a trustee to monitor the district's financial performance.
- In 1992, the state took over the Coachella Unified School District due to financial problems within the district, and hired an administrator to run the district. In 1996, the state removed the administrator, and designated a trustee to monitor the district's financial performance.
- In 1993, the state took over the Compton Unified School District due to financial problems within the district. In 1993, the state legislature passed a law that required the takeover to also address inadequate student performance n the school district. In 2001, the state removed the administrator, and designated a trustee to monitor the academic and financial performance of the school district.
- In 2001, the state took over the Emery Unified School District due to financial problems within the school district, and hired an administrator to run the school district.

Connecticut

Connecticut's school accountability program dates back to 1999. Since that time, the state has provided technical assistance and additional funding to low-performing schools in an effort to improve student performance.

Under the guidance of the state department of education, a team from each of the state's 28 low-performing schools wrote a school improvement plan designed to address inadequacies at each school. The state assigned an individual known as a critical friend to the principals at each of the schools to assist in the implementation of the school improvement plans. Among other things, these individuals sit in on school improvement team meetings, review grants and provide training to school staff.

The state also established a principal's training academy for the principals at each of the schools. This academy provides rigorous training in data analysis, school reform, early learning plans and school improvement plans. In addition, Brown University carried out site visits to each of the schools, as well as analyzed the data surrounding student achievement and progress on the school improvement plans.

The state provided student assessment data to each school so they may monitor student progress and adjust the curriculum as necessary. The state also allotted $232,353 in fiscal year 2000-01 and $50,000 in fiscal year 2001-02 to assist low-performing schools. These funds were shared by all of the low-performing schools, to be used for any activity listed on the school's improvement plan.

Connecticut has yet to implement sanctions as part of this program. If schools do not demonstrate sufficient progress by February 2003, however, the state may implement sanctions, including school reconstitutions and closures.

State officials believe that threatening low-performing schools and withholding funding from them is counterproductive to the school improvement process. Instead, they

recommend being supportive of principals and staff, and clearly outlining indicators, objectives and outcomes in the school improvement plans as the best way to ensure improvement.

More specifically, state officials have found the following approaches to be particularly useful in helping schools improve their performance: providing comprehensive technical assistance; developing and implementing specific school improvement plans; conducting workshops for principals and staff, helping them to understand data analysis, student assessment trends and performance measures; and building strong relationships between critical friends and principals in low-performing schools.

Since the program is only two years old, it is difficult to measure the impact of the state's intervention. In 2003, when the state may implement sanctions, state officials will have their first chance to determine if their policies are having any effect on performance.

Finally, Connecticut has taken over four school districts since 1988:

- In 1988, the state took over the town and school district of Bridgeport due to financial problems. The state returned power to the town and school district in 1996.
- In 1992, the state took over the town and school district of West Haven due to financial difficulties. The state returned power to the town and school district in 1995.
- In 1997, due to a variety of problems within the Hartford School District, the state legislature enacted a law to abolish the locally elected school board and empower the governor to appoint a new one.
- In 2001, the state took over the town and school district of Waterbury due to financial problems.

Kentucky

With school accountability legislation dating back to 1990, Kentucky has the longest history of state intervention into low-performing schools and school districts. Kentucky also provides a good example of a state that is reassessing and revising its accountability plan, hoping to learn from its past experiences.

In 1994, Kentucky established the School Transformation Assistance and Renewal (STAR) program in an effort to provide technical assistance to low-performing schools. Under this program, about 60 technical experts, known as distinguished educators, provide mentoring to the staffs of low-performing schools. Distinguished educators must complete a training program in preparation for providing assistance to low-performing schools. After the training program, distinguished educators spend up to two years in a school, helping to create and implement a school improvement plan with the input of the school's staff. More specifically, they facilitate change at these schools through classroom observation, careful planning, curriculum alignment and a focus on teaching and learning.

To strengthen the STAR program, Kentucky is implementing a scholastic audit program in 2002, which will determine the specific needs of each of the lowest-performing schools. As part of this program, an audit team will conduct on site visits and make recommendations toward improving student achievement at each low-performing school.

Furthermore, Kentucky revised its school accountability system to include rankings of schools. The level of assistance – or the severity of the sanction – from the state will match the level of performance at the school.

For example, the state will give additional funding and conduct a scholastic audit of low-performing "Level 3" schools, and teachers and principals in these schools will be subject to review. If members of a school's staff do not comply with or are unable to fulfill the stipulations of a recommended professional growth plan, the state may remove or transfer

them to another school. The state may also remove local school council members. If the school fails to improve after two years, students may attend a higher-performing school.

Kentucky's interventions have produced some positive results. Of the 53 schools that received technical assistance in 1994, all showed improvement, with 66% of them eligible to receive rewards for performance. According to state officials, on site visits and mentoring of staff seem to have the greatest impact on low-performing schools.

This success did not come without controversy, however. Public pressure and criticism of the state's testing system, the Kentucky Instructional Results Information System (KIRIS), forced state leaders to modify the system. The state replaced the KIRIS with a new testing system, the Commonwealth Accountability Testing System (CATS), and offered more technical assistance to low-performing schools, with an emphasis on teaching and learning.

Therefore, one important lesson to learn from Kentucky is the necessity of growth and change in state accountability systems. The ultimate goal is student achievement – if one approach fails, then others must be tried.

Finally, Kentucky has taken over five school districts since 1988:

- In 1988, state officials took over the Pike County School District due to financial problems within the district. In 1990, the state returned control to the school district. In 1998, the state board of education voted to place the school district under a declaration of financial emergency because it ended the fiscal year with a deficit budget. In 1999, the state released the school district from the declaration of emergency.
- In 1989, state officials took over the Whitley County School District and the Floyd County School District due to financial and management problems within the school districts. In 1990, the state board of education returned control to the districts. In 1997, state officials again assumed control of the Floyd County School District due to financial and management problems.

- In 1992, state officials assumed control of the Harlan County School District due to financial and management problems within the district. In 1996, state officials returned control to the district.
- In 1994, state officials assumed control of the Letcher County School District due to financial and management problems within the district. In 1997, state officials returned control to the district.

Maryland

Maryland's Schools for Success program includes state intervention for low-performing schools. The state's intervention program attempts to change the decisionmaking processes at schools, as well as provide them with resources to support improvement.

In partnership with the state department of education, low-performing schools create school improvement teams, which help principals and staff by assisting with data analysis, creating and implementing school improvement plans and providing professional development services.

The state department of education provides school improvement leadership training to teachers, administrators and school district personnel. The training helps them set improvement goals, use data to identify performance problems and find strategies to turn the school around. The state also provides approximately $100,000 to each low-performing school, to be spent on professional development, class-size reduction, purchase of instructional materials and other staff needs.

After each school submits an improvement plan, they must provide annual updates and demonstrate significant improvement. If they fail to improve, they face sanctions.

Since 1994, Maryland has identified 119 schools as eligible for reconstitution, though so far only four schools have been named for reconstitution and another four have closed. In 2001, the state board of education voted to take over and reconstitute three elementary schools in the Baltimore City Public School System (BCPSS). Subsequently, the state contracted with Edison Schools, Inc. to manage the schools. Also in 2001, the state board of education voted to reconstitute Westport Elementary/Middle School in the BCPSS. Currently, 107 schools are on the reconstitution-eligible list.

Like New York and Texas, Maryland's tough stance towards school accountability has produced some positive results. State officials believe that collaborative efforts between the state and low-performing schools have been beneficial to improving school performance in the state, and that increasing the quality of leadership in the schools has

helped to improve teaching practices and raise student achievement. From their perspective, because their approach allows the school to remain part of the school systems and the community, it keeps the pressure on a school without completely ostracizing staff and students.

In addition, they assert that the implementation of school improvement plans has gone smoothly under the guidance of school improvement teams, although the timeline for submitting school improvement plans needs refinement. Such plans are currently due on August 31 of each year, and getting the appropriate parties together over the summer is sometimes a challenge.

Finally, Maryland has taken over two school districts since 1997:

- In 1997, due to a variety of problems within the Baltimore City Public Schools (BCPS), the state legislature entered into a partnership with the city of Baltimore to run BCPS. From this partnership, a new, nine-member board of school commissioners was created, with members jointly appointed by the governor and the mayor.
- In 2002, the state intervened in the Prince George's County School District. The state enacted legislation that abolished the locally elected school board and created a nine-member school board appointed by the governor and the county executive.

Massachusetts

In 1999, the Massachusetts board of education adopted a comprehensive accountability system for schools and school districts, which assesses schools and school districts to determine if they meet state standards. The state first published school performance ratings in 2000, and found four junior high schools to be underperforming. A panel reviewed and conducted a fact-finding effort in these schools, which, up to this point, have not faced any sanctions. The state will publish school performance ratings again in 2002.

To more specifically support low-performing students, the state created the academic support services program (ASSP) in 1998. The ASSP addresses the needs of students scoring in the failing and needs improvement categories on the Massachusetts Comprehensive Assessment System (MCAS). The state also created an after-school grant program (ASGP) to support efforts to strengthen the coordination between the instruction that occurs during the school day and the activities that take place outside of the school day.

For the 2001-02 school year, the state appropriated $40 million for ASSP and over $5 million was provided for ASGP. School districts are using ASSP funds to extend student-learning time before and after school, on weekends and school vacations and during the summer. They are also using these funds to provide intensive, small group instruction and innovative programming. School districts report student-level data on ASSP program participation and progress. In addition, ASSP staff provides training and resources for school districts with high percentages of low-performing students and present promising program models at statewide conferences.

Massachusetts intends to implement a school and school district improvement planning process in the next two years, as well as expand services to further support low-performing students.

New Jersey

New Jersey has received a great deal of attention for its school district accountability system, particularly for its takeovers of low-performing school districts. Seen by many as a pioneer in the realm of school district takeovers, New Jersey's efforts have produced mixed results.

In May 1988, New Jersey began proceedings to take control of the Jersey City Public Schools due to financial, management and academic problems in the school district. Despite resistance from the school district, Jersey City became the first urban school district in the nation to come under full state control in 1989. In subsequent years, the state took over the Paterson Public Schools (1991) and the Newark Public Schools (1995), and assumed management of these school districts.

Despite its aggressive approach to taking over low-performing school districts, New Jersey is still struggling to bring troubled school districts up to state standards in student achievement. For example, while conditions in Newark's elementary, middle and high schools have improved, the gains are modest compared with the rest of the state. The number of high school students who passed the reading section of the state's "High School Proficiency Test" only rose from 41.1% in 1995 to 42.3% in 1998 (more recent data is not available). The math scores for high school students were better, with 46.1% of students passing in 1998, compared with 40% in 1995. The number of 8th graders who scored in the top level of the reading portion on the state's "Early Warning Test" rose from 15.8% in the 1995-96 school year to 19.3% in the 1997-98 school year. Scores also rose from 7.6% to 11% of students on the mathematics portion during the same time period. While still far below the state average of 54% in reading and 44% in math, students in Newark are showing improvement under the intervention system. Perhaps this is why a substantial number of parents in Newark support the takeover, citing upgrades in school planning, availability of resources and an improved learning atmosphere.[24]

At the forefront of taking over low-performing school districts, New Jersey has experienced its share of frustration, and state officials continue to refine the intervention process in search for improved student results.

New York

New York's Schools Under Registration Review (SURR) program, established in 1989, identifies schools that do not meet state academic performance standards. A team of educators visits and helps these schools develop an improvement plan. Such teams are comprised of administrators, curriculum specialists, experienced educators, state staffers, school board members and parents. Site visits usually last four days, during which time team members observe and assess instruction, leadership and management, professional development plans, classroom materials, disciplinary procedures and parental involvement.

Following site visits, team members decide if the school has a productive learning environment and which classroom practices need to be changed to raise student achievement. Once a plan is submitted, the school district provides assistance and support to the low-performing school. At this point, the only involvement from the state is a liaison from the state department of education who monitors the implementation of the school improvement plan. Additional funding for the school comes from the school district, not the state.

SURR schools have three years to show improvement. If a school does not make required progress towards meeting performance standards during this time, the state may revoke registration and close the school. If the state revokes a school's registration and closes the school, it must then find space at other schools for the displaced students. Another option is school reconstitution, which involves replacing up to 50% of the staff and creating a new instructional approach at a low-performing school.

According to state officials, New York has reconstituted 46 schools and closed three others since 1990. The majority of these schools are located in the New York City Public Schools, and most state interventions and sanctions have been directed at these schools.

Meeting Script – Friday, February 17 –

CHAIRMAN THOMAS

The Senate Education Committee meeting is called to order.

Today is Friday, February 17, and the time is 8:00 a.m. In attendance are:

- Co-Chair Senator Meyer
- Vice-Chair, Senator Davis
- Senator Stevens
- Senator French
- and myself, Senator Thomas.

We have a quorum to conduct business.

Welcome, everyone. First, is there any business to come before the committee before we get started?

Today will continue our discussion of SB 194. We went through the bill on Monday and Wednesday, and we began hearing public testimony. We have taken your concerns into account, and today we are ready to hear the Committee Substitute.

I would be willing to entertain a motion to adopt the CS.

SENATOR MEYER: Mr. Chair, I move that we adopt the Committee Substitute for Senate Bill 194, version 27-LS1190\I

SENATOR THOMAS: I object for the purposes of discussion. My aide, Murray Richmond will now come up and present the changes in the CS for us.

{MURRAY COMES UP, GOES THROUGH THE CS}

SENATOR THOMAS: I remove my objection. Are there other objections?

Are there any questions? Senator Meyer?

{AFTER QUESTIONS}

We left public testimony open on Wednesday. Is there anyone signed up to testify to this bill?

{AFTER PUBLIC TESTIMONY}

SENATOR THOMAS: Public testimony is now closed. There is a fiscal note for the bill. We do not have a fiscal note for the CS, but it should not differ significantly from note for the bill. Is there someone from the department to present the fiscal note for us?

{EITHER LES OR ELIZABETH WILL PRESENT THE FISCAL NOTE}

We now turn to the committee for discussion. Senator Meyer?

{AFTER DISCUSSION IF THE BILL IS READY TO PASS OUT}

I believe we are ready to hear a motion. Senator Meyer.

SENATOR MEYER: Mr. Chair, I move that we move the Committee Substitute for Senate Bill 194, version 27-LS1190\I (*"as amended"*), with attached fiscal note (*or "DEED fiscal note forthcoming"*), and individual recommendations.

That concludes our business for the day.

Our next meeting will be Wednesday, February 2th at 8:00 a.m., **here in the Beltz Committee Room.** We will NOT be meeting on Monday of next week because of Presidents' Day. On Wednesday we will hear two bills related to Vocational Education, SB 170, a bill requiring vocational counseling in schools and a bill dealing with the funding stream for vocational education.

And with that, we are adjourned at _____ a.m.

SENATE BILL NO. 194

"An Act providing for a school improvement and revitalization procedure in the Department of Education and Early Development; establishing advisory councils for school improvement; and requiring reports to the legislature."

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

* **Section 1.** AS 14.03.123(d) is amended to read:

(d) A public school or district that **is designated as a low-performing school or district** [RECEIVES A LOW PERFORMANCE DESIGNATION UNDER THIS SECTION] shall prepare and submit to the department a school or district improvement plan, as applicable, **and shall cooperate with the department,** in accordance with **AS 14.03.124 and** 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. 2.** AS 14.03.123(g) is amended by adding a new paragraph to read:

(3) "low-performing" means the bottom three percent in the state for performance based on the accountability measures described in (f)(2) of this section.

* **Sec. 3.** AS 14.03.123 is amended by adding new subsections to read:

(h) The department shall work with and evaluate a public school or district that receives a low performance designation under (d) of this section to improve the school or district as follows:

(1) supply the school or district with a person who has training and experience in education and who can provide one-on-one assistance to enhance the quality of education in the school or district;

(2) provide an operations audit to identify possible programmatic savings and review the manner in which financial resources are being directed;

(3) direct the local school board to use state and federal funds for critical needs, as directed by the state Board of Education and Early Development;

(4) provide incentives to attract highly qualified teachers and principals;

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(5) provide additional training and technical assistance for parents and guardians of children attending the school or schools in the district and for teachers, principals, and central office staff hired by the district;

(6) provide targeted resources for graduation success as requested by the local school board;

(7) direct the local school board to identify model curriculum, including recommended textbooks, materials, and supplies approved by the department; if a new curriculum is required, the department shall provide technical assistance to implement the curriculum;

(8) work with the local school board to develop and implement a plan to address deficits in achievement and in the learning environment as recommended in the academic performance audit conducted under (i) of this section;

(9) assign a technical assistance team to the school or district to guide school or district initiatives and report progress to the commissioner;

(10) establish instructional and learning environment benchmarks for the school or district to meet as it progresses toward removal of the designation of low-performing schools or districts;

(11) direct the establishment of learning cohorts in schools that require continuous monitoring of student performance by teacher groups;

(12) provide training to local school boards through the Association of Alaska School Boards to improve their operational efficiency and effectiveness as leaders of their districts in ensuring delivery of quality education, and require local school boards to submit to the commissioner an annual action plan that outlines when and the manner in which the local school board's effectiveness will be monitored.

(i) For two years following a designation of a school or district as low performing, the department shall contract with an external review team to conduct an academic performance audit of the district and each low-performing school in the district to identify the potential reasons for the school's low performance and lack of progress. The review team shall consist of persons who have expertise in comprehensive school and district reform. A review team may not include staff of the school district that is the subject of the audit or staff of the department. The review team shall meet with and report to the department and the superintendent of the district.

(j) The audit required under (i) of this section shall be conducted based on criteria developed by the department in the areas of curriculum, assessment, instruction, learning environment, professional development, and leadership and must include an examination of the following:

(1) student demographics;

(2) mobility patterns;

(3) school feeder patterns;

(4) strategic allocation of resources;

(5) the degree of high standards and expectations for all students;

(6) the degree of ~~high level of~~ collaboration and communication;

(7) frequency of monitoring of learning and teaching;

(8) ~~high level~~ the degree of family and community involvement;

(9) alternative secondary schools best practices; and

(10) any unique circumstances or characteristics of the school or district, including substance abuse and other social factors.

(k) The department shall make audit findings available to the audited school

district and staff, the local community, and the state Board of Education and Early Development.

* **Sec. 4.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.124. Revitalization designation; plan; governance council. (a) For a public school ~~or district~~ that, after three consecutive years of school improvement efforts under AS 14.03.123(d) and (h) - (k), continues to be a low-performing school, as described in AS 14.03.123, the department, in conjunction with the local school board and the district superintendent may ~~shall~~

(1) designate the school ~~or district~~ as a revitalization school or district;

(2) continue to identify a revitalization school ~~or district~~ and operate under a school revitalization plan developed by the department and the district until taken off revitalization status;

(3) assist the local school board with developing and implementing a revitalization plan as provided under this section;

(4) maintain eligibility of the school or district for available federal and state aid; and

(5) establish a superintendent cohort made up of the superintendent of the revitalization district and two superintendents of districts in the state that are not in revitalization status; the superintendent cohort shall meet regularly and, within nine months after the revitalization designation, report to the governance council established under this section.

(b) A school ~~or district~~ that has not been designated as a revitalization school or district may, through the school board, request the establishment of a revitalization advisory ~~governance~~ council for a school in the district ~~or for the district~~ consistent with this section.

(c) A local school board that governs a school ~~or district~~ that has been designated as a revitalization school ~~or district~~ shall establish a governance council for each school designated for revitalization. Except as provided in (d) of this section, a ~~governance~~ revitalization council for a school shall consist of members appointed by the local school board, only ~~one~~ three of whom may be a current school board member, as follows:

(1) four parents or guardians of students attending the school, nominated by parents or guardians of the school;

(2) four community leaders residing within the school district, nominated by the members selected under (1) and (3) of this subsection;

(3) two teachers at the school, nominated by teachers at the school;

(4) one representative from the department;

(5) one to four principals of the schools in the district or the principals' designees; and

(6) the superintendent of the district or a representative of the

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superintendent cohort established under (a)(5) of this section.

(d) If a district has only one operating school, the district may petition the department for a reduction of the ~~governance~~ revitalization council membership from four parents to two parents, from four community leaders to one community leader, and from two teachers to one teacher.

(e) Terms of members of the governance council selected under (c) or (d) of this section shall be for two years, and no member shall serve more than two terms on the council. Members of the ~~governance~~ revitalization council serve without compensation but are entitled to per diem and other expenses authorized for boards and commissions under AS 39.20.180.

(f) A ~~governance~~ revitalization council may ~~shall~~, in conjunction with the department and the superintendent cohort established under (a)(5) of this section,

(1) analyze school achievement data and school needs related to the improvement plan for the school prepared under AS 14.03.123(d);

(2) meet with and review the report of the superintendent cohort established under (a)(5) of this section;

(3) participate in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting the results of the interviews to the superintendent of schools for the school district and to the local school board;

(4) assist the principal of the school in making programmatic and operational changes to improve the school's achievement, including adjustments in program, school hours and days of operation, and enrollment goals for the school;

(5) work with the school administration to develop and approve a school compact for parents and legal guardians and students that includes an outline of the criteria and responsibilities for enrollment and school membership consistent with the school's goals and academic focus, including means by which parents and school personnel may build a partnership to improve student learning;

(6) develop and approve a written parent involvement policy that outlines the role of parents and legal guardians in the school;

(7) if the ~~governance~~ revitalization council determines it necessary to recommend intervention by the department, work with the department to develop an intervention plan for the school involving available local, regional, and statewide resources;

(8) prepare a revitalization model that takes into account recommendations consistent with the duties in (1) - (7) of this subsection for review and a vote as provided under (i) of this section.

(g) A ~~governance~~ revitalization council may

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(1) review the annual draft prepared under AS 14.03.120(a) detailing the goals described in the education plan and provide advice to the principal of the school before submitting the report to the superintendent of schools;

(2) assist the principal of the school in developing a revitalization plan before the plan is submitted to the superintendent of schools and cooperate with the department in developing a revitalization plan;

(3) assist the principal of the school in developing, conducting, and reporting the results of an annual survey of parents, guardians, and teachers on issues related to the school climate and conditions; and

(4) provide advice to the principal of the school on any other major policy matters affecting the school, except on any matters relating to a collective bargaining agreement between the exclusive bargaining unit for teachers.

(h) A local school board, in conjunction with the department shall provide appropriate training and instruction to members of the governance council to aid them in the execution of their duties.

(i) Not later than 30 days after a ~~governance~~ revitalization council informs the local school board of the completion of a revitalization model under (f) of this section, the local school board shall hold a public hearing to discuss the revitalization model and shall, at the next regularly scheduled meeting, conduct a vote to accept the model recommended by the ~~governance~~ revitalization council, select an alternative model, or maintain the current school status, as follows:

(1) if the local school board selects an alternative model, not later than 10 days after the vote of the local school board, the board shall meet with the governance council to discuss an agreement on the local school board's alternative revitalization model;

(2) if no agreement can be achieved, not later than 45 days after the last meeting between the local school board and the revitalization ~~governance~~ council, the department shall decide whether to adopt the council's revitalization model, ~~or~~ the local school board's alternative ~~revitalization model~~ ~~or a mixture of the two~~ to implement;

(3) if the local school board votes to maintain the current school status, not later than 45 days after a vote of the local school board, the department shall decide whether to implement the revitalization model recommended by the revitalization ~~governance~~ council or to maintain the current school status; if the final decision of the local school board is to adopt the revitalization model, or parts of the model, the local school board shall implement the approved model during the subsequent school year in conformance with state statutes and regulations and the provisions specified in federal regulations and guidelines for schools subject to corrective action under 20 U.S.C. 6316(b)(7)

(Elementary and Secondary Education Act of 1965), as amended, or other applicable federal laws or regulations.

(j) Within two years after a local school board votes on a revitalization model, the department shall, within available appropriations, monitor the schools and districts that have been designated as revitalization schools or districts for demonstrable progress, applying the following indicators:

(1) the revitalization model adopted by the school;

(2) the number and type of disciplinary incidents;

(3) the number of truants;

(4) the dropout rate;

(5) the student attendance rate;

(6) the average scale scores on the statewide secondary school graduation qualifying examination;

(7) for high schools, the number and percentage of students completing advanced placement coursework;

(8) the teacher retention rate; and

(9) the existence and size of the parent-teacher organization for the school.

(k) On or before July 1 of each odd-numbered year, the department shall report to the standing committees of the legislature having jurisdiction over education

(1) the number of ~~governance~~ revitalization councils that have initiated revitalization;

(2) a comparison of the ~~governance~~ revitalization councils that have initiated revitalization and those that have not; and

(3) whether parental involvement has increased at schools with ~~governance~~ revitalization councils.

* **Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SCHOOL REVITALIZATION; REPORTS TO THE LEGISLATURE. (a) On or before January 1, 2014, the Department of Education and Early Development shall report to the standing committees of the legislature having jurisdiction over education on

(1) the monitoring conducted under AS 14.03.124(j), added by sec. 4 of this Act;

(2) recommendations relating to changes in the revitalization options available to schools, including whether ~~governance~~ revitalization councils may continue to recommend revitalization;

(3) comparison of the revitalization models adopted; and

(4) the level of progress of schools adopting each revitalization model in relation to the indicators described in AS 14.03.124, added by sec. 4 of this Act.

(b) On or before January 1, 2018, the Department of Education and Early

Development shall evaluate the ~~governance~~ revitalization councils established under AS 14.03.124, added by sec. 4 of this Act, for compliance with that section. On or before October 1, 2019, the department shall report to the standing committees with jurisdiction over education on the evaluation conducted under this subsection. The report must also include recommendations on whether to continue to authorize ~~governance~~ revitalization councils to recommend revitalization models.

SENATE BILL NO. 194

"An Act providing for a school improvement and revitalization procedure in the Department of Education and Early Development; establishing advisory councils for school improvement; and requiring reports to the legislature."

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

* **Section 1.** AS 14.03.123(d) is amended to read:

(d) A public school or district that **is designated as a low-performing school or district** [RECEIVES A LOW PERFORMANCE DESIGNATION UNDER THIS SECTION] shall prepare and submit to the department a school or district improvement plan, as applicable, **and shall cooperate with the department,** in accordance with **AS 14.03.124 and** 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. 2.** AS 14.03.123(g) is amended by adding a new paragraph to read:

(3) "low-performing" means the bottom three percent in the state for performance based on the accountability measures described in (f)(2) of this section.

* **Sec. 3.** AS 14.03.123 is amended by adding new subsections to read:

(h) The department shall work with and evaluate a public school or district that receives a low performance designation under (d) of this section to improve the school or district as follows:

(1) supply the school or district with a person who has training and experience in education and who can provide one-on-one assistance to enhance the quality of education in the school or district;

(2) provide an operations audit to identify possible programmatic savings and review the manner in which financial resources are being directed;

(3) direct the local school board to use state and federal funds for critical needs, as directed by the state Board of Education and Early Development;

(4) provide incentives to attract highly qualified teachers and principals; - choose another term - and retain h quality

(5) provide additional training and technical assistance for parents and guardians of children attending the school or schools in the district and for teachers, principals, and central office staff hired by the district;

(6) provide targeted resources for graduation success as requested by the local school board;

(7) direct the local school board to identify model curriculum, including recommended textbooks, materials, and supplies approved by the department; if a new curriculum is required, the department shall provide technical assistance to implement the curriculum;

(8) work with the local school board to develop and implement a plan to address deficits in achievement and in the learning environment as recommended in the academic performance audit conducted under (i) of this section;

(9) assign a technical assistance team to the school or district to guide school or district initiatives and report progress to the commissioner;

(10) establish instructional and learning environment benchmarks for the school or district to meet as it progresses toward removal of the designation of low-performing schools or districts;

(11) direct the establishment of learning cohorts in schools that require continuous monitoring of student performance by teacher groups;

(12) provide training to local school boards through the Association of Alaska School Boards to improve their operational efficiency and effectiveness as leaders of their districts in ensuring delivery of quality education, and require local school boards to submit to the commissioner an annual action plan that outlines when and the manner in which the local school board's effectiveness will be monitored.

(i) For two years following a designation of a school or district as low performing, the department shall contract with an external review team to conduct an academic performance audit of the district and each low-performing school in the district to identify the potential reasons for the school's low performance and lack of progress. The review team shall consist of persons who have expertise in comprehensive school and district reform. A review team may not include staff of the school district that is the subject of the audit or staff of the department. The review team shall meet with and report to the department and the superintendent of the district.

(j) The audit required under (i) of this section shall be conducted based on criteria developed by the department in the areas of curriculum, assessment, instruction, learning environment, professional development, and leadership and must include an examination of the following:

(1) student demographics;

(2) mobility patterns;

(3) school feeder patterns;

(4) strategic allocation of resources;

(5) the degree of high standards and expectations for all students;

(6) the degree of ~~high level of~~ collaboration and communication;

(7) frequency of monitoring of learning and teaching;

(8) ~~high level~~ the degree of family and community involvement;

(9) alternative secondary schools best practices; and

(10) any unique circumstances or characteristics of the school or district, including substance abuse and other social factors.

(k) The department shall make audit findings available to the audited school

district and staff, the local community, and the state Board of Education and Early Development.

* **Sec. 4.** AS 14.03 is amended by adding a new section ~~to read~~:

Sec. 14.03.124. Revitalization designation; plan; governance council. (a) For a public school ~~or district~~ that, after three consecutive years of school improvement efforts under AS 14.03.123(d) and (h) - (k), continues to be a low-performing school, as described in AS 14.03.123, the department, in conjunction with the local school board and the district superintendent may ~~shall~~

(1) designate the school ~~or district~~ as a revitalization school or district;

(2) continue to identify a revitalization school ~~or district~~ and operate under a school revitalization plan developed by the department and the district until taken off revitalization status;

(3) assist the local school board with developing and implementing a revitalization plan as provided under this section;

(4) maintain eligibility of the school or district for available federal and state aid; and

(5) establish a superintendent cohort made up of the superintendent of the revitalization district and two superintendents of districts in the state that are not in revitalization status; the superintendent cohort shall meet regularly and, within nine months after the revitalization designation, report to the governance council established under this section.

(b) A school ~~or district~~ that has not been designated as a revitalization school or district may, through the school board, request the establishment of a revitalization advisory ~~governance~~ council for a school in the district ~~or for the district~~ consistent with this section.

(c) A local school board that governs a school ~~or district~~ that has been designated as a revitalization school ~~or district~~ shall establish a governance council for each school designated for revitalization. Except as provided in (d) of this section, a ~~governance~~ revitalization council for a school shall consist of members appointed by the local school board, only ~~one~~ three of whom may be a current school board member, as follows: except for 5 member Boards.

(1) four parents or guardians of students attending the school, nominated by parents or guardians of the school;

(2) four community leaders residing within the school district, nominated by the members selected under (1) and (3) of this subsection;

(3) two teachers at the school, nominated by teachers at the school;

(4) one representative from the department;

(5) one to four principals of the schools in the district or the principals' designees; and

(6) the superintendent of the district or a representative of the

superintendent cohort established under (a)(5) of this section.

(d) If a district has only one operating school, the district may petition the department for a reduction of the ~~governance~~ revitalization council membership from four parents to two parents, from four community leaders to one community leader, and from two teachers to one teacher.

(e) Terms of members of the governance council selected under (c) or (d) of this section shall be for two years, and no member shall serve more than two terms on the council. Members of the ~~governance~~ revitalization council serve without compensation but are entitled to per diem and other expenses authorized for boards and commissions under AS 39.20.180.

(f) A ~~governance~~ revitalization council may ~~shall~~, in conjunction with the department and the superintendent cohort established under (a)(5) of this section,

(1) analyze school achievement data and school needs related to the improvement plan for the school prepared under AS 14.03.123(d);

(2) meet with and review the report of the superintendent cohort established under (a)(5) of this section;

(3) participate in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting the results of the interviews to the superintendent of schools for the school district and to the local school board;

(4) assist the principal of the school in making programmatic and operational changes to improve the school's achievement, including adjustments in program, school hours and days of operation, and enrollment goals for the school;

(5) work with the school administration to develop and approve a school compact for parents and legal guardians and students that includes an outline of the criteria and responsibilities for enrollment and school membership consistent with the school's goals and academic focus, including means by which parents and school personnel may build a partnership to improve student learning;

(6) develop and approve a written parent involvement policy that outlines the role of parents and legal guardians in the school;

(7) if the ~~governance~~ revitalization council determines it necessary to recommend intervention by the department, work with the department to develop an intervention plan for the school involving available local, regional, and statewide resources;

(8) prepare a revitalization model that takes into account recommendations consistent with the duties in (1) - (7) of this subsection for review and a vote as provided under (i) of this section.

(g) A ~~governance~~ revitalization council may

(1) review the annual draft prepared under AS 14.03.120(a) detailing the goals described in the education plan and provide advice to the principal of the school before submitting the report to the superintendent of schools;

(2) assist the principal of the school in developing a revitalization plan before the plan is submitted to the superintendent of schools and cooperate with the department in developing a revitalization plan;

(3) assist the principal of the school in developing, conducting, and reporting the results of an annual survey of parents, guardians, and teachers on issues related to the school climate and conditions; and

(4) provide advice to the principal of the school on any other major policy matters affecting the school, except on any matters relating to a collective bargaining agreement between the exclusive bargaining unit for teachers.

(h) A local school board, in conjunction with the department shall provide appropriate training and instruction to members of the governance council to aid them in the execution of their duties.

(i) Not later than 30 days after a ~~governance~~ revitalization council informs the local school board of the completion of a revitalization model under (f) of this section, the local school board shall hold a public hearing to discuss the revitalization model and shall, at the next regularly scheduled meeting, conduct a vote to accept the model recommended by the ~~governance~~ revitalization council, select an alternative model, or maintain the current school status, as follows:

(1) if the local school board selects an alternative model, not later than 10 days after the vote of the local school board, the board shall meet with the governance council to discuss an agreement on the local school board's alternative revitalization model;

(2) if no agreement can be achieved, not later than 45 days after the last meeting between the local school board and the revitalization ~~governance~~ council, the department shall decide whether to adopt the council's revitalization model, ~~or~~ the local school board's alternative revitalization model or a mixture of the two to implement;

(3) if the local school board votes to maintain the current school status, not later than 45 days after a vote of the local school board, the department shall decide whether to implement the revitalization model recommended by the revitalization ~~governance~~ council or to maintain the current school status; if the final decision of the local school board is to adopt the revitalization model, or parts of the model, the local school board shall implement the approved model during the subsequent school year in conformance with state statutes and regulations and the provisions specified in federal regulations and guidelines for schools subject to corrective action under 20 U.S.C. 6316(b)(7)

(Elementary and Secondary Education Act of 1965), as amended, or other applicable federal laws or regulations.

(j) Within two years after a local school board votes on a revitalization model, the department shall, within available appropriations, monitor the schools and districts that have been designated as revitalization schools or districts for demonstrable progress, applying the following indicators:

(1) the revitalization model adopted by the school;

(2) the number and type of disciplinary incidents;

(3) the number of truants;

(4) the dropout rate;

(5) the student attendance rate;

(6) the average scale scores on the statewide secondary school graduation qualifying examination;

(7) for high schools, the number and percentage of students completing advanced placement coursework;

(8) the teacher retention rate; and

(9) the existence and size of the parent-teacher organization for the school.

(k) On or before July 1 of each odd-numbered year, the department shall report to the standing committees of the legislature having jurisdiction over education

(1) the number of ~~governance~~ revitalization councils that have initiated revitalization;

(2) a comparison of the ~~governance~~ revitalization councils that have initiated revitalization and those that have not; and

(3) whether parental involvement has increased at schools with ~~governance~~ revitalization councils.

*** Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SCHOOL REVITALIZATION; REPORTS TO THE LEGISLATURE. (a) On or before January 1, 2014, the Department of Education and Early Development shall report to the standing committees of the legislature having jurisdiction over education on

(1) the monitoring conducted under AS 14.03.124(j), added by sec. 4 of this Act;

(2) recommendations relating to changes in the revitalization options available to schools, including whether ~~governance~~ revitalization councils may continue to recommend revitalization;

(3) comparison of the revitalization models adopted; and

(4) the level of progress of schools adopting each revitalization model in relation to the indicators described in AS 14.03.124, added by sec. 4 of this Act.

(b) On or before January 1, 2018, the Department of Education and Early

30 Development shall evaluate the ~~governance~~ revitalization councils established under AS 14.03.124, added
31 by sec. 4 of this Act, for compliance with that section. On or before October 1, 2019, the
01 department shall report to the standing committees with jurisdiction over education on the
02 evaluation conducted under this subsection. The report must also include recommendations on
03 whether to continue to authorize ~~governance~~ revitalization councils to recommend revitalization models.

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: **SB194**
Fiscal Note Number:
() Publish Date:

Identifier (file name): SB194-EED-TLS-2-10-12
Dept. Affected: Education & Early Development
Title: "An Act providing for a school improvement and revitalization procedure."
Appropriation: Teaching and Learning Support
Allocation: Student & School Achievement
Sponsor: Senate Education Committee
Requester: Senate 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	92.4		95.0	98.0	101.0	103.9	107.0
Travel	14.0		14.0	14.0	14.0	14.0	14.0
Services	2,457.0		2,457.0	2,457.0	2,457.0	2,457.0	2,457.0
Commodities							
Capital Outlay							
Grants, Benefits	2,212.0		2,212.0	2,212.0	2,212.0	2,212.0	2,212.0
Miscellaneous							
TOTAL OPERATING	**4,775.4**	**0.0**	**4,778.0**	**4,781.0**	**4,784.0**	**4,786.9**	**4,790.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	4,775.4		4,778.0	4,781.0	4,784.0	4,786.9	4,790.0
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
	TOTAL	**4,775.4**	**0.0**	**4,778.0**	**4,781.0**	**4,784.0**	**4,786.9**	**4,790.0**

POSITIONS							
Full-time	**1**	**1**	**1**	**1**	**1**	**1**	**1**
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: Paul R. Prussing — Phone: 465-8721
Division: Deputy Director, TLS — Date/Time: 2/9/12 3:30 PM
Approved by: Mike Hanley — Date: 2/10/2012
Commissioner

(Revised 1/17/2012 OMB)

Analysis

Sec. 2. As 14.03.123(g) amendment defines "low performing" and the bottom 3% in the state. Currently, this would be 17 schools. Therefore, this fiscal note includes cost estimates for providing the services and task as outlined in Sec. 3 AS 14.03.123 amendments and Sec. 14.03.124 for up to 17 schools.

Sec. 3. AS 14.03.123 cost estimates

(1) supply the school or district with a person who has training and experience in education and who can provide one-on-one assistance to enhance the quality of education in the school or district;
14 coaches at current rate of $69,000; **$966,000.00**

(2)provide an operations audit to identify possible programmatic savings and review the manner in which financial resources are being directed; Our current audit process expanded to include fiscal; 5 contractors (3 instructional auditors, 2 Fiscal) onsite at the district office and schools for 5 days; 3 report writing days at $600.00 per day x 5contractors x 8 days= $24,000 per audit x 14 audits= **$336,000**

(3) **No additional cost**;

(4) Provide Incentives to attract highly qualified teachers; 14 schools with and average of 15 teachers= 210 teachers with a $5,000 Incentive= **$1,050,000**

(5) provide additional training and technical assistance for parents and guardians of children attending the school or schools in the district and for teachers, principals, and central office staff hired by the district; **New SSOS staff**

(6) provide targeted resources for graduation success as requested by the local school board;
New and Current SSOS staff

(7) Identify Model curriculum and the department shall provide technical assistance to implement the curriculum; curriculum specific consultant grant to districts for up to $25,000 per districts , 8 district estimate with 14 revitalization schools.= **$200,000**

(8) Work with the local school board to develop and implement a plan to address deficits in achievement and in the learning environment as recommended in the academic performance audit conducted under; AASB consulting contract for 8 boards- **$69,000**

(9) Assign a technical assistance team to the school or district to guide school or district initiatives and report progress to the commissioner; 4 Technical assistance team consultants for all 8 districts at contract rate of $69,000= **$552,000** (10) Establish instructional and learning environment benchmarks; **New and Current SSOS staff**

(11) Direct the establishment of learning cohorts in schools that require continuous monitoring of student performance by teacher groups; **New and Current SSOS staff**

(12) provide training to local school boards through the Association of Alaska School Boards to improve their operational efficiency and effectiveness as leaders of their districts in ensuring delivery of quality education, and require local school boards to submit to the commissioner an annual action plan that outlines when and the manner in which the local school board's effectiveness will be monitored, **see (8)**

(i) (j) and (k) external review team to conduct an academic performance audit of the district and report of audit findings.Our current audit process expanded to include fiscal; 5 contractors (3 instructional auditors, 2 Fiscal) onsite at the district office and schools for 5 days; 3 report writing days at $600.00 per day x 5 contractors x 8 days= $24,000 per audit x 8 audits= **$192,000**

Analysis Continued

Sec. 4. 14.03.124. Revitalization designation; plan; governance council

(5) Establish a superintendent cohort made up of the superintendent of the revitalization district and two superintendents of districts in the state that are not in revitalization status; the superintendent cohort shall meet regularly and, within nine months after the revitalization designation, report to the governance council established under this section.

Travel and perdiem for 2 superintendents for 7, 2 day meetings: $265 per day (perdiem and hotel) x 2= $530.00; airfare $1,000 x 2= 2,530 x8 districts = 20,240 x 7 meetings= **$141,680.00**

(c) A local school board that governs a school or district that has been designated as a revitalization school or district shall establish a governance council for each school designated for revitalization

Governance perdiem based on a council team of 12 members meeting 3 times per year for 5 days (1 travel day). $265 per day (perdiem and hotel) x 5 days x 12 members x 3 meetings = $47,700 x 14 councils= $658,000; airfare $1,000 X 3 meetings X 12 members= 36,000 x 14 councils= $504,000.00 **Total $1,162,000.00**

Sec. 5. SCHOOL REVITALIZATION; REPORTS TO THE LEGISLATURE

1 full time staff member, Education Specialist II, to coordinated and ensure legislative reports and timelines are meet; $92,378.27, staff travel: 17 trips x $1,000 per trip= 14,000; **Total $106,378.00**

Changes to SB 194

1) Page. 2, line 15; added "and retain" and changed language to "high quality" to subsection (4)

2) Page. 3, lines 27, 28 and 30; added "the degree of" to subsections (5), (6) and (8)

3) Page 4, line 7; changed "goverance" to "revitalization advisory" (This change occurs throughout the entire bill; specific instances will not be addressed individually.)

4) Page 4, line 8; deleted "or district" "(This change also occurs throughout the entire bill; specific instances will not be addressed individually.)

5) Page 4, lines 10, 11; the phrase "in conjunction with the local school board and the district superintendent" are added.

6) Page 4, Line 11; "shall" is changed to "may"

7) Page 4, Lines 25, 26; "request the establishment of a governance council for a school" is changed to "may request the local school board to establish a revitalization advisory council for a school"

8) Page 4, line 31; "shall consist of 13 members" adds 13 as a total.

9) Page 5, lines 11-14; adds (d) "For a local school board consisting of more than five members, the board may appoint not more than three of its members to a revitalization advisory council. For a local school board consisting of five or fewer members, the board may appoint not more than two of its members to a revitalization advisory council."

10) Page 7, lines 15-18; Edited and deleted parts of the previous section. Replaced with "(2) if no agreement can be achieved, not later than 45 days after the last meeting between the local school board and the revitalization advisory council, the local school board shall report to the department the reasons for rejecting the revitalization model developed by the revitalization advisory council;

11) Page 7, lines 19-24; Deleted section that required departmental decision making if board elects to maintain current status. Added ""or part" to the sentence concerning the boards adoption of a revitalization model.

line up to 13

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Mischel
2/15/12

CS FOR SENATE BILL NO. 194(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATE EDUCATION COMMITTEE

A BILL

FOR AN ACT ENTITLED

"An Act providing for a school improvement and revitalization procedure in the Department of Education and Early Development; establishing advisory councils for school improvement; and requiring reports to the legislature."

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

*** Section 1.** AS 14.03.123(d) is amended to read:

(d) A public school or district that **is designated as a low-performing school or district** [RECEIVES A LOW PERFORMANCE DESIGNATION UNDER THIS SECTION] shall prepare and submit to the department a school or district improvement plan, as applicable, **and shall cooperate with the department,** in accordance with **AS 14.03.124 and** 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. 2.** AS 14.03.123(g) is amended by adding a new paragraph to read:

(3) "low-performing" means the bottom three percent in the state for performance based on the accountability measures described in (f)(2) of this section.

* **Sec. 3.** AS 14.03.123 is amended by adding new subsections to read:

(h) The department shall work with and evaluate a public school or district that receives a low performance designation under (d) of this section to improve the school or district as follows:

(1) supply the school or district with a person who has training and experience in education and who can provide one-on-one assistance to enhance the quality of education in the school or district;

(2) provide an operations audit to identify possible programmatic savings and review the manner in which financial resources are being directed;

(3) direct the local school board to use state and federal funds for critical needs, as directed by the state Board of Education and Early Development;

(4) provide incentives to attract and retain high quality teachers and principals;

(5) provide additional training and technical assistance for parents and guardians of children attending the school or schools in the district and for teachers, principals, and central office staff hired by the district;

(6) provide targeted resources for graduation success as requested by the local school board;

(7) direct the local school board to identify model curriculum, including recommended textbooks, materials, and supplies approved by the department; if a new curriculum is required, the department shall provide technical assistance to implement the curriculum;

(8) work with the local school board to develop and implement a plan to address deficits in achievement and in the learning environment as recommended in the academic performance audit conducted under (j) of this section;

(9) assign a technical assistance team to the school or district to guide school or district initiatives and report progress to the commissioner;

(10) establish instructional and learning environment benchmarks for

the school or district to meet as it progresses toward removal of the designation of low-performing schools or districts;

(11) direct the establishment of learning cohorts in schools that require continuous monitoring of student performance by teacher groups;

(12) provide training to local school boards through the Association of Alaska School Boards to improve their operational efficiency and effectiveness as leaders of their districts in ensuring delivery of quality education, and require local school boards to submit to the commissioner an annual action plan that outlines when and the manner in which the local school board's effectiveness will be monitored.

(i) For two years following a designation of a school or district as low performing, the department shall contract with an external review team to conduct an academic performance audit of the district and each low-performing school in the district to identify the potential reasons for the school's low performance and lack of progress. The review team shall consist of persons who have expertise in comprehensive school and district reform. A review team may not include staff of the school district that is the subject of the audit or staff of the department. The review team shall meet with and report to the department and the superintendent of the district.

(j) The audit required under (i) of this section shall be conducted based on criteria developed by the department in the areas of curriculum, assessment, instruction, learning environment, professional development, and leadership and must include an examination of the following:

(1) student demographics;

(2) mobility patterns;

(3) school feeder patterns;

(4) strategic allocation of resources;

(5) the degree of high standards and expectations for all students;

(6) the degree of collaboration and communication;

(7) frequency of monitoring of learning and teaching;

(8) the degree of family and community involvement;

(9) alternative secondary schools best practices; and

(10) any unique circumstances or characteristics of the school or district, including substance abuse and other social factors.

(k) The department shall make audit findings available to the audited school district and staff, the local community, and the state Board of Education and Early Development.

*** Sec. 4.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.124. Revitalization designation; plan; revitalization advisory council. (a) For a public school that, after three consecutive years of school improvement efforts under AS 14.03.123(d) and (h) - (k), continues to be a low-performing school, as described in AS 14.03.123, the department, in conjunction with the local school board and the district superintendent, may

(1) designate the school as a revitalization school;

(2) continue to identify a revitalization school and operate under a school revitalization plan developed by the department and the district until taken off revitalization status;

(3) assist the local school board with developing and implementing a revitalization plan as provided under this section;

(4) maintain eligibility of the school for available federal and state aid; and

(5) establish a superintendent cohort made up of the superintendent of the district in which the revitalization school is located and two superintendents of districts in the state that have no schools in revitalization status; the superintendent cohort shall meet regularly and, within nine months after the revitalization designation, report to the revitalization advisory council established under this section.

(b) A school that has not been designated as a revitalization school may request the local school board to establish a revitalization advisory council for a school in the district consistent with this section.

(c) A local school board that governs a school that has been designated as a revitalization school shall establish a revitalization advisory council for each school designated for revitalization. Except as provided in (e) of this section, a revitalization advisory council for a school shall consist of ~~13~~ up to members appointed by the local

school board, as follows:

(1) ~~four~~ parents or guardians of students attending the school, ~~nominated by parents or guardians of the school;~~

(2) ~~four~~ community leaders residing within the school district, ~~nominated by the members selected under (1) and (3) of this subsection;~~

(3) ~~two~~ teachers at the school, ~~nominated by teachers at the school~~;

(4) one representative from the department;

(5) the principal of the school; and

(6) the superintendent of the district or a representative of the superintendent cohort established under (a)(5) of this section.

(d) For a local school board consisting of more than five members, the board may appoint not more than three of its members to a revitalization advisory council. For a local school board consisting of five or fewer members, the board may appoint not more than two of its members to a revitalization advisory council.

(e) If a district has only one operating school, the district may petition the department for a reduction of the revitalization advisory council membership from four parents to two parents, from four community leaders to one community leader, and from two teachers to one teacher.

(f) Terms of members of the revitalization advisory council selected under (c) or (e) of this section shall be for two years, and a member may not serve more than two terms on the council. Members of the revitalization advisory council serve without compensation but are entitled to per diem and other expenses authorized for boards and commissions under AS 39.20.180.

(g) A revitalization advisory council may, in conjunction with the department and the superintendent cohort established under (a)(5) of this section,

(1) analyze school achievement data and school needs related to the improvement plan for the school prepared under AS 14.03.123(d);

(2) meet with and review the report of the superintendent cohort established under (a)(5) of this section;

(3) participate in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting the

results of the interviews to the superintendent of schools for the school district and to the local school board;

(4) assist the principal of the school in making programmatic and operational changes to improve the school's achievement, including adjustments in program, school hours and days of operation, and enrollment goals for the school;

(5) work with the school administration to develop and approve a school compact for parents and legal guardians and students that includes an outline of the criteria and responsibilities for enrollment and school membership consistent with the school's goals and academic focus, including means by which parents and school personnel may build a partnership to improve student learning;

(6) develop and approve a written parent involvement policy that outlines the role of parents and legal guardians in the school;

(7) if intervention by the department is required, the revitalization advisory council shall work with the department and the local school board to develop an intervention plan for the school involving available local, regional, and statewide resources;

(8) prepare a revitalization model that takes into account recommendations consistent with the duties in (1) - (7) of this subsection for review and a vote as provided under (j) of this section.

(h) A revitalization advisory council may

(1) review the annual draft prepared under AS 14.03.120(a) detailing the goals described in the education plan and provide advice to the principal of the school before submitting the report to the superintendent of schools;

(2) assist the principal of the school in developing a revitalization plan before the plan is submitted to the superintendent of schools and cooperate with the department in developing a revitalization plan;

(3) assist the principal of the school in developing, conducting, and reporting the results of an annual survey of parents, guardians, and teachers on issues related to the school climate and conditions; and

(4) provide advice to the principal of the school on any other major policy matters affecting the school, except on any matters relating to a collective

bargaining agreement between the exclusive bargaining unit for teachers.

(i) A local school board, in conjunction with the department, shall provide appropriate training and instruction to members of the revitalization advisory council to aid them in the execution of their duties.

(j) Not later than 30 days after a revitalization advisory council informs the local school board of the completion of a revitalization model under (g) of this section, the local school board shall hold a public hearing to discuss the revitalization model and shall, at the next regularly scheduled meeting, conduct a vote to accept the model recommended by the revitalization advisory council, select an alternative model, or maintain the current school status, as follows:

(1) if the local school board selects an alternative model, not later than 10 days after the vote of the local school board, the local school board shall meet with the revitalization advisory council to discuss an agreement on the local school board's alternative revitalization model;

(2) if no agreement can be achieved, not later than 45 days after the last meeting between the local school board and the revitalization advisory council, the local school board shall report to the department the reasons for rejecting the revitalization model developed by the revitalization advisory council;

(3) if the final decision of the local school board is to adopt all or part of the revitalization model, the local school board shall implement the approved model during the subsequent school year in conformance with state statutes and regulations and the provisions specified in federal regulations and guidelines for schools subject to corrective action under 20 U.S.C. 6316(b)(7) (Elementary and Secondary Education Act of 1965), as amended, or other applicable federal laws or regulations.

(k) Within two years after a local school board votes on a revitalization model, the department shall, within available appropriations, monitor the schools that have been designated as revitalization schools for demonstrable progress, applying the following indicators:

(1) the revitalization model adopted by the school;

(2) the number and type of disciplinary incidents;

(3) the number of truants;

(4) the dropout rate;

(5) the student attendance rate;

(6) the average scale scores on the statewide secondary school graduation qualifying examination;

(7) for high schools, the number and percentage of students completing advanced placement coursework;

(8) the teacher retention rate; and

(9) the existence and size of the parent-teacher organization for the school.

(*l*) On or before July 1 of each odd-numbered year, the department shall report to the standing committees of the legislature having jurisdiction over education

(1) the number of local school boards that have implemented a revitalization model;

(2) a comparison of the school status after local school boards have initiated a revitalization model and the school status after local school boards have rejected a revitalization model; and

(3) whether parental involvement has increased at schools with revitalization advisory councils.

* **Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SCHOOL REVITALIZATION; REPORTS TO THE LEGISLATURE. (a) On or before January 1, 2014, the Department of Education and Early Development shall report to the standing committees of the legislature having jurisdiction over education on

(1) the monitoring conducted under AS 14.03.124(k), added by sec. 4 of this Act;

(2) recommendations relating to changes in the revitalization options available to schools, including whether revitalization advisory councils may continue to recommend revitalization;

(3) comparison of the revitalization models adopted; and

(4) the level of progress of schools adopting each revitalization model in relation to the indicators described in AS 14.03.124, added by sec. 4 of this Act.

(b) On or before January 1, 2018, the Department of Education and Early Development shall evaluate the revitalization advisory councils established under AS 14.03.124, added by sec. 4 of this Act, for compliance with that section. On or before October 1, 2019, the department shall report to the standing committees with jurisdiction over education on the evaluation conducted under this subsection. The report must also include recommendations on whether to continue to authorize revitalization advisory councils to recommend revitalization models.

Meeting Script – Wednesday, February 15 –

CHAIRMAN THOMAS

The Senate Education Committee meeting is called to order.

Today is Wednesday, February 15, and the time is 8:00 a.m. In attendance are:

- Co-Chair Senator Meyer
- Vice-Chair, Senator Davis
- Senator Stevens
- Senator French
- and myself, Senator Thomas.

We have a quorum to conduct business.

Welcome, everyone. First, is there any business to come before the committee before we get started?

Today will continue our discussion of SB 194. We went through the bill on Monday, and there were some significant questions raised during the presentation. We have taken your concerns into account, and today staff will present some suggested changes based on your comments. We will also hear public testimony today.

Many states struggle with how to help their lower performing schools. Some states have active plans to help their schools. In Alaska we have local control, which works extremely well for the majority of our districts. However there are some cases where assistance is needed to help districts give our children a quality education.

SB 194 targets our lowest performing schools for additional help from the Department of Education and their local communities. While there is no silver bullet for fixing all our educational problems, we cannot afford to stand by idly and let low performing districts continue to struggle on their own. SB 194 gives the department, local communities and district superintendents the tools they need to help our students succeed.

My aide, Murray Richmond will walk us through the suggested changes in the bill. We are not offering a CS yet, but will do so when we are sure that your concerns about the bill are adequately addressed. Today we will hear the suggested changes, and hear public testimony concerning the bill, and then set it aside for further review.

Murray please come up and put yourself on the record:

{Murray comes up, walks committee through the bill}

Thank you. Are there any remaining questions? Senator Meyer?

{AFTER QUESTIONS}

Thank you. And now we will open this up to public testimony.

{IF TIME, and if Elizabeth is here}

There is a fiscal note for the bill, and Elizabeth Nudelman is here to answer questions about that.

We will have a revised fiscal note & a CS Friday to follow

Our next meeting will be Friday, February 17th at 8:00 a.m., **here in the Beltz Committee Room.** We will hear public testimony for SB 182, "An Act amending the amount of state funding provided to school districts for pupil transportation." .

And with that, we are adjourned at _____ a.m.

Packet Information

1) Gainesville school board wants more input from governance council
2) Empowering Parents and Building Communities: The Role of School Based Councils in Educational Governance and Policy
3) Hartford Public Schools School Governance Council; A Promising First Year
4) Educational Leadership; Local School Councils
5) School Governance Councils; Guidance on Election Procedures
6) Hartford Public Schools; School Governance Councils Basics
7) School Governance Councils in Connecticut
8) School Governance Councils; Frequently Asked Questions
9) School Governance Councils Meet
10) School Governance Councils Responsibilities
11) Berkley Unified School District; Bylaws for School Governance Councils

SENATE BILL NO. 194

"An Act providing for a school improvement and revitalization procedure in the Department of Education and Early Development; establishing advisory councils for school improvement; and requiring reports to the legislature."

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

* **Section 1.** AS 14.03.123(d) is amended to read:

(d) A public school or district that **is designated as a low-performing school or district** [RECEIVES A LOW PERFORMANCE DESIGNATION UNDER THIS SECTION] shall prepare and submit to the department a school or district improvement plan, as applicable, **and shall cooperate with the department,** in accordance with **AS 14.03.124 and** 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. 2.** AS 14.03.123(g) is amended by adding a new paragraph to read:

(3) "low-performing" means the bottom three percent in the state for performance based on the accountability measures described in (f)(2) of this section.

* **Sec. 3.** AS 14.03.123 is amended by adding new subsections to read:

(h) The department shall work with and evaluate a public school or district that receives a low performance designation under (d) of this section to improve the school or district as follows:

(1) supply the school or district with a person who has training and experience in education and who can provide one-on-one assistance to enhance the quality of education in the school or district;

(2) provide an operations audit to identify possible programmatic savings and review the manner in which financial resources are being directed;

(3) direct the local school board to use state and federal funds for critical needs, as directed by the state Board of Education and Early Development;

(4) provide incentives to attract highly qualified teachers and principals;

(5) provide additional training and technical assistance for parents and guardians of children attending the school or schools in the district and for teachers, principals, and central office staff hired by the district;

(6) provide targeted resources for graduation success as requested by the local school board;

(7) direct the local school board to identify model curriculum, including recommended textbooks, materials, and supplies approved by the department; if a new curriculum is required, the department shall provide technical assistance to implement the curriculum;

(8) work with the local school board to develop and implement a plan to address deficits in achievement and in the learning environment as recommended in the academic performance audit conducted under (i) of this section;

(9) assign a technical assistance team to the school or district to guide school or district initiatives and report progress to the commissioner;

(10) establish instructional and learning environment benchmarks for the school or district to meet as it progresses toward removal of the designation of low-performing schools or districts;

(11) direct the establishment of learning cohorts in schools that require continuous monitoring of student performance by teacher groups;

(12) provide training to local school boards through the Association of Alaska School Boards to improve their operational efficiency and effectiveness as leaders of their districts in ensuring delivery of quality education, and require local school boards to submit to the commissioner an annual action plan that outlines when and the manner in which the local school board's effectiveness will be monitored.

(i) For two years following a designation of a school or district as low performing, the department shall contract with an external review team to conduct an academic performance audit of the district and each low-performing school in the district to identify the potential reasons for the school's low performance and lack of progress. The review team shall consist of persons who have expertise in comprehensive school and district reform. A review team may not include staff of the school district that is the subject of the audit or staff of the department. The review team shall meet with and report to the department and the superintendent of the district.

(j) The audit required under (i) of this section shall be conducted based on criteria developed by the department in the areas of curriculum, assessment, instruction, learning environment, professional development, and leadership and must include an examination of the following:

(1) student demographics;

(2) mobility patterns;

(3) school feeder patterns;

(4) strategic allocation of resources;

(5) the degree of high standards and expectations for all students;

(6) the degree of ~~high level of~~ collaboration and communication;

(7) frequency of monitoring of learning and teaching;

(8) ~~high level~~ the degree of family and community involvement;

(9) alternative secondary schools best practices; and

(10) any unique circumstances or characteristics of the school or district, including substance abuse and other social factors.

(k) The department shall make audit findings available to the audited school

district and staff, the local community, and the state Board of Education and Early Development.

* **Sec. 4.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.124. Revitalization designation; plan; governance council. (a) For a public school ~~or district~~ that, after three consecutive years of school improvement efforts under AS 14.03.123(d) and (h) - (k), continues to be a low-performing school, as described in AS 14.03.123, the department, in conjunction with the local school board and the district superintendent may ~~shall~~

(1) designate the school ~~or district~~ as a revitalization school or district;

(2) continue to identify a revitalization school ~~or district~~ and operate under a school revitalization plan developed by the department and the district until taken off revitalization status;

(3) assist the local school board with developing and implementing a revitalization plan as provided under this section;

(4) maintain eligibility of the school or district for available federal and state aid; and

(5) establish a superintendent cohort made up of the superintendent of the revitalization district and two superintendents of districts in the state that are not in revitalization status; the superintendent cohort shall meet regularly and, within nine months after the revitalization designation, report to the governance council established under this section.

(b) A school ~~or district~~ that has not been designated as a revitalization school or district may, through the school board, request the establishment of a revitalization advisory ~~governance~~ council for a school in the district ~~or for the district~~ consistent with this section.

(c) A local school board that governs a school ~~or district~~ that has been designated as a revitalization school ~~or district~~ shall establish a governance council for each school designated for revitalization. Except as provided in (d) of this section, a ~~governance~~ revitalization council for a school shall consist of members appointed by the local school board, only ~~one~~ three of whom may be a current school board member, as follows:

(1) four parents or guardians of students attending the school, nominated by parents or guardians of the school;

(2) four community leaders residing within the school district, nominated by the members selected under (1) and (3) of this subsection;

(3) two teachers at the school, nominated by teachers at the school;

(4) one representative from the department;

(5) one to four principals of the schools in the district or the principals' designees; and

(6) the superintendent of the district or a representative of the

superintendent cohort established under (a)(5) of this section.

(d) If a district has only one operating school, the district may petition the department for a reduction of the ~~governance~~ revitalization council membership from four parents to two parents, from four community leaders to one community leader, and from two teachers to one teacher.

(e) Terms of members of the governance council selected under (c) or (d) of this section shall be for two years, and no member shall serve more than two terms on the council. Members of the ~~governance~~ revitalization council serve without compensation but are entitled to per diem and other expenses authorized for boards and commissions under AS 39.20.180.

(f) A ~~governance~~ revitalization council may ~~shall~~, in conjunction with the department and the superintendent cohort established under (a)(5) of this section,

(1) analyze school achievement data and school needs related to the improvement plan for the school prepared under AS 14.03.123(d);

(2) meet with and review the report of the superintendent cohort established under (a)(5) of this section;

(3) participate in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting the results of the interviews to the superintendent of schools for the school district and to the local school board;

(4) assist the principal of the school in making programmatic and operational changes to improve the school's achievement, including adjustments in program, school hours and days of operation, and enrollment goals for the school;

(5) work with the school administration to develop and approve a school compact for parents and legal guardians and students that includes an outline of the criteria and responsibilities for enrollment and school membership consistent with the school's goals and academic focus, including means by which parents and school personnel may build a partnership to improve student learning;

(6) develop and approve a written parent involvement policy that outlines the role of parents and legal guardians in the school;

(7) if the governance council determines it necessary to recommend intervention by the department, work with the department to develop an intervention plan for the school involving available local, regional, and statewide resources;

(8) prepare a revitalization model that takes into account recommendations consistent with the duties in (1) - (7) of this subsection for review and a vote as provided under (i) of this section.

(g) A ~~governance~~ revitalization council may

(1) review the annual draft prepared under AS 14.03.120(a) detailing the goals described in the education plan and provide advice to the principal of the school before submitting the report to the superintendent of schools;

(2) assist the principal of the school in developing a revitalization plan before the plan is submitted to the superintendent of schools and cooperate with the department in developing a revitalization plan;

(3) assist the principal of the school in developing, conducting, and reporting the results of an annual survey of parents, guardians, and teachers on issues related to the school climate and conditions; and

(4) provide advice to the principal of the school on any other major policy matters affecting the school, except on any matters relating to a collective bargaining agreement between the exclusive bargaining unit for teachers.

(h) A local school board, in conjunction with the department shall provide appropriate training and instruction to members of the governance council to aid them in the execution of their duties.

(i) Not later than 30 days after a ~~governance~~ revitalization council informs the local school board of the completion of a revitalization model under (f) of this section, the local school board shall hold a public hearing to discuss the revitalization model and shall, at the next regularly scheduled meeting, conduct a vote to accept the model recommended by the ~~governance~~ revitalization council, select an alternative model, or maintain the current school status, as follows:

(1) if the local school board selects an alternative model, not later than 10 days after the vote of the local school board, the board shall meet with the governance council to discuss an agreement on the local school board's alternative revitalization model;

(2) if no agreement can be achieved, not later than 45 days after the last meeting between the local school board and the governance council, the department shall decide whether to adopt the council's revitalization model or the local school board's alternative revitalization model to implement;

(3) if the local school board votes to maintain the current school status, not later than 45 days after a vote of the local school board, the department shall decide whether to implement the revitalization model recommended by the governance council or to maintain the current school status; if the final decision of the local school board is to adopt the revitalization model, the local school board shall implement the approved model during the subsequent school year in conformance with state statutes and regulations and the provisions specified in federal regulations and guidelines for schools subject to corrective action under 20 U.S.C. 6316(b)(7) (Elementary and Secondary Education Act of 1965), as amended, or other applicable

federal laws or regulations.

(j) Within two years after a local school board votes on a revitalization model, the department shall, within available appropriations, monitor the schools and districts that have been designated as revitalization schools or districts for demonstrable progress, applying the following indicators:

(1) the revitalization model adopted by the school;

(2) the number and type of disciplinary incidents;

(3) the number of truants;

(4) the dropout rate;

(5) the student attendance rate;

(6) the average scale scores on the statewide secondary school graduation qualifying examination;

(7) for high schools, the number and percentage of students completing advanced placement coursework;

(8) the teacher retention rate; and

(9) the existence and size of the parent-teacher organization for the school.

(k) On or before July 1 of each odd-numbered year, the department shall report to the standing committees of the legislature having jurisdiction over education

(1) the number of governance councils that have initiated revitalization;

(2) a comparison of the governance councils that have initiated revitalization and those that have not; and

(3) whether parental involvement has increased at schools with governance councils.

* **Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SCHOOL REVITALIZATION; REPORTS TO THE LEGISLATURE. (a) On or before January 1, 2014, the Department of Education and Early Development shall report to the standing committees of the legislature having jurisdiction over education on

(1) the monitoring conducted under AS 14.03.124(j), added by sec. 4 of this Act;

(2) recommendations relating to changes in the revitalization options available to schools, including whether governance councils may continue to recommend revitalization;

(3) comparison of the revitalization models adopted; and

(4) the level of progress of schools adopting each revitalization model in relation to the indicators described in AS 14.03.124, added by sec. 4 of this Act.

(b) On or before January 1, 2018, the Department of Education and Early Development shall evaluate the governance councils established under AS 14.03.124, added by sec. 4 of this Act, for compliance with that section. On or before October 1, 2019, the

01 department shall report to the standing committees with jurisdiction over education on the
02 evaluation conducted under this subsection. The report must also include recommendations
on
03 whether to continue to authorize governance councils to recommend revitalization models.

Print This Article

Gainesville school board wants more input from governance councils

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Gainesville City Schools board members are looking to have more input from parents and school leaders in policy development.

At a previous board meeting, members asked to set up a policy development process that increases involvement from school governance councils.

"It's been in place but they want to make sure there's a formal checkoff," Superintendent Merrianne Dyer said. "A policy would be up to be reviewed by the board. If there's no changes, then we would send it to the governance councils and say, 'The board has done first reading and seen no changes to be made. We want your feedback.'"

Now the school board wants a formal policy review by the governance councils, complete with a written report. With the existing policy review process, the only things that require a formal report from the governance councils are school calendars and reduced work schedule days, Dyer said.

"The Georgia School Boards Association says your policy should be reviewed on a rolling basis. Every now and then something changes with legislation or federal policy, or it could be a practice that changes. The board wants to be sure that our policies are kept current," Dyer said. "They seek input from constituents. Our school board wanted to be sure that our governance councils were formally made a part of that."

School governance councils consist of the principal, two teachers, two to six parents and two business partners and community leaders. All but the principal are elected by faculty and other parents, Dyer said.

State law requires all schools to have a school council to review student achievement data, engage parents and advise the principal.

"A school governance council like we have, they are actually a decision-making

body about items that are in the charter," Dyer said.

The governance councils can make decisions about extracurricular activities, which include athletics, after-school programs, tutoring and clubs. They are also in charge of surveying their school community and interviewing and recommending new administrative personnel to the school board.

The only exception to that is when an administrator is transferred between schools. The school board, school governance council and Dyer are involved in that process.

Though it's not explicit in the school system charter, school governance councils also have some say in the school budgets, which are developed by the principal. Dyer said the community leaders in the governance council are good assets with that process, as they have financial planning experience.

"It just increases the decision-making force and the involvement of all the stakeholders. It also, in my opinion, takes some of the pressure off the board and superintendent because it shares the decisions," Dyer said.

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CDRC

Empowering Parents and Building Communities: The Role of School-based Councils in Educational Governance and Accountability (First Draft)

Alec Ian Gershberg, Gavin Shatkin

2002-004

WORKING P

Community Development Research Center

New School University

Empowering Parents and Building Communities: The Role of School-based Councils in Educational Governance and Accountability

(First Draft)

May 31, 2002

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Introduction

In recent years, policy-makers and educators have increasingly recognized that parents can play an important role in school governance. This recognition has coincided with a global trend towards decentralization of the education sector and reforms for greater decision-making autonomy at the school level, reforms that have usually been premised on the need for improved school performance and accountability. Most commonly termed school-based management, or SBM, such reforms have been adopted by school systems as diverse as those in Victoria, Australia; Memphis, Tennessee; Chicago, Illinois; Nicaragua; and Minas Gerias, Brazil. These reform efforts have institutionalized the participation of parents, community-members, teachers, students, and other role groups through school-site councils (SSCs) while holding principals responsible for academic performance. The formation of SSCs is premised on the theory that providing a voice for various stakeholders in schools will lead to better decision-making and a greater commitment from all groups to improved educational outcomes (Odden et al 199?; Gershberg 1999b).

These reforms have implications for community development that have largely been disregarded in both the education and community development literatures (Stone et al 1999). Particularly in low-income communities, schools influence the socioeconomic and cultural fortunes of communities both because they are often one of the few viable institutions that remain when neighborhoods experience decline, and because upwardly mobile families often cite the decline of schools as a reason for leaving a neighborhood. If the proponents of SBM are correct in their assessment of the benefits of such reforms, parent participation has the potential to create a virtuous circle of school improvement and community development in several ways:

- Parent participation may lead to new initiatives in schools that provide needed services to community residents such as health care, counseling, literacy assistance, or English as a second language;
- Participation may provide parents with opportunities to develop leadership skills, thereby acting as an impetus for leadership development in communities;
- Collaborative decision-making may strengthen ties between schools and communities, leading to a greater commitment of resources to schools by local businesses and individuals;
- SBM may lead to curriculum and instruction that is better suited to community strengths and capabilities, thereby leading to improved educational achievement and reducing or reversing the flight of middle-class families.

We know little, however, about when parent participation is successful, and the circumstances under which the outcomes listed above may occur. Reform models vary significantly in the composition of SSCs and the extent of decentralization. Some councils have a majority of parents while others are led by school staff with some parental and community representation. Some have advisory or even perfunctory powers while others can hire and dismiss the principal and set important school policies. Several questions remain: What circumstances and reform models lead to effective parent participation? Does such participation have the desired impact on educational performance? And, finally, does participation lead to the outcomes for community development listed above?

This paper argues that SBM reforms can, under certain circumstances, result in effective parent participation and that when it does, community development benefits can be realized. It does so through an examination of SBM in four jurisdictions—Kentucky, Hawaii, Chicago, and the Ysleta Independent School District in El Paso, Texas—that have undertaken particularly ambitious experiments with SBM. Data for the paper are derived from secondary sources and interviews with key actors in school reform in each of the four places including public officials, representatives of non-profit organizations, academics, as well as parents, principals, and teachers who have participated in SSCs. Interviews were conducted during visits to the four places between April of 2000 and March of 2001.

In the first section of the paper, we review the literature on SBM and develop a framework for analyzing the relationship between SBM, the role of parents on SSCs, and community development outcomes. We then discuss the extent of parental participation in schools in the two states and two cities and the impact of these reforms on school decision-making and educational outcomes. In the final section, we discuss the relationship between SBM and community development.

Parent Participation in School-Based Management: A Review of the Literature

The emergence of school site councils represents a fundamental departure from conventional relations between parents and school professionals. As such the literature on the subject is in a formative stage,

primarily consisting of case studies of a handful of well-publicized examples of SBM, most notably Chicago and Kentucky (Hess ed. 1992; Pankratz and Petrosko 2000). Few have attempted to synthesize lessons and develop a generalizable framework with which to assess experiences with SBM (Summers and Johnson 1996; Wohlstetter et al 1995). Fewer still have focused on the implications of such reforms for disadvantaged communities. This section will develop a comparative framework for analyzing the role of parent participation in school governance and the implications of such participation for school improvement and school-community relations.

The earliest experiments with SBM were initiated in the late 1980s, and were a response to the perceived failures of school systems. Popular perceptions viewed a lack of accountability in schools as contributing to a waste of funds, inappropriate and outdated curriculum and instructional practices, and a lack of responsiveness of schools to parents and children (Hess and Easton 1992; Pankratz 2000). SBM has frequently been implemented alongside measures to use standardized testing to determine school funding and teacher assignments—the rationale is to provide schools with the flexibility to be innovative, while holding them accountable for the results (Pankratz 2000). By the mid-1990s statewide mandates for SBM had been instituted in Kentucky, Hawaii, Texas, Colorado, and North Carolina. City or countywide mandates were in place in Chicago, Miami, Memphis, Los Angeles, San Diego, Rochester, and Cincinnati, among others.

Models of SBM vary widely. In some cases, SSCs are empowered to make binding decisions and establish policy regarding personnel, budget, curriculum, and extra-curricular activities (Table 1). Chicago's SSCs have perhaps the widest range of powers, including the authority to hire and dismiss principals, develop and implement school improvement plans, and set the school budget (Bryk et al 1997). In other cases, council powers are merely advisory, and the scope of their authority is more limited. Councils also differ in the groups they represent, which may include principals, teachers, parents, community residents, students, and school staff. In most cases, teachers and the principal form the majority; Chicago is the only large school system in which parents and community representatives are mandated by law to have

majority membership on councils. The proportion of representatives from each group on councils has obvious implications for their relative influence; weak representation of parents is often a significant obstacle to their effective participation.

Table 1: Types of Decisions that may be Decentralized to School-Site Councils

Organization of Instruction	Set instruction time. Choose textbooks Define curriculum content Determine teaching methods
Personnel Management	Hire and fire school principal Recruit and hire teachers Set or augment teacher pay scale Assign teaching responsibilities Determine provision of in-service training
Planning and Structures	Create or close a school Select programs offered in school Define course content Set examinations to monitor school performance
Resources	Develop school improvement plan Allocate personnel budget Allocate non-personnel budget Allocate resources for in-service teacher training

The main rationale for the adoption of SBM is that it will lead to improved student academic performance. A growing qualitative and quantitative research literature has emerged on the characteristics of high-performing or effective schools (Mohrman and Wohlstetter 1994; Creemers 1994; Darling-Hammond 1997) that mirrors the much larger literature on successful organizations (Barzelay 1992; Lawler 1992). This literature concludes that strong leadership, highly qualified and committed staff, a focus on learning, and responsibility for results characterize high-performing schools. Another set of literature reviews the evidence on the process by which schools improve, and yields conclusions that are consistent with the effective schools research. For example, in an evaluation of school improvement on three continents, Dalin et al (1994) concludes that essential ingredients in successful reforms are a sustained commitment to quality improvement, local empowerment to adapt programs to local conditions, strong emphasis on school and classroom practice, and strong support linkages between education authorities and the school "via information, assistance, pressure and rewards."

Advocates for SBM and SSCs argue that these reforms contribute to these outcomes in several ways. First, SBM may stimulate leadership development among principals by enabling them to effectively develop and communicate a school-wide and community-wide commitment to a common mission and vision for the school, which can be managed by the implementation of the school improvement plan. Second, SBM and school site councils can contribute to excellent teaching in a variety of ways. When decisions on significant pedagogic matters are transferred to schools, teachers are empowered and motivated to work collectively to improve services delivered to students. When school principals are given the authority to carry out meaningful evaluations of teaching staff, teachers can focus their training on what they need to improve. When resources for training and training decisions are given to the school, teachers and principals can be demand-driven in purchasing the training they need, rather than being supply-driven in accessing training provided by centralized bureaucracies. Third, SBM can facilitate and reinforce a focus on student learning by providing the information required to assess learning problems, devolving appropriate pedagogic decision-making to the school, and allocating additional resources to schools with special needs. The visible product of this process is a solid school improvement plan, constructed with the active participation of teachers and the community, and with real possibilities of being implemented.

Finally, when implemented along with measures to assert standards for educational achievement, SBM can also enhance accountability in two ways. First, it provides a mechanism for 'accountability from below' from parents, community representatives and students to complement the 'accountability from above' from the Board of Education and other school bureaucracies. Providing all stakeholders with a voice in school decisions also makes politically sensitive measures to increase accountability more palatable. For example, the decentralization reform in Chicago replaced tenure for school principals with four-year contracts and required each principal to sign an annual performance contract with the system specifying measurable goals for the year. Schools that consistently fail to meet goals may see their principal dismissed and teaching staff reassigned (Hess and Easton 1992; Bryk et al. 1997). In Kentucky,

a school's level of funding may rise or fall based on its ability to meet biennial improvement goals on statewide standardized tests (Foster 2000).

While the focus of past analyses has been on these educational outcomes, SBM has implications for school-community relations that are less frequently discussed. Students in low-income communities face obstacles to academic achievement beyond deficiencies in curriculum and instruction caused by inadequate funding, high staff turnover and inefficiency. Research has persistently shown that, in poor communities, the prevalence of single-parent households, the lack of formal education among parents, the stresses of poverty, crowded and inadequate housing, and other factors conspire to create a home and community situation that inhibits academic achievement (Wilson 1996; Kaufman 1994). These conditions are exacerbated by the sense of alienation that many parents feel towards schools due either to linguistic obstacles (in the case of some immigrant families) or a general perception that school employees do not represent the interests of the community. As Stone et al (1999) state:

> Particularly in low-income communities, teachers voice concerns that parents fail to help educators do their jobs. For their part, many parents and community members experience the school as an alienating institution.... Enlisting schools in community development means first reversing the dissociation between schools and poor neighborhoods.... These initiatives call for engaging parents in the life of the school, sometimes in school governance itself.

Recognizing the implications of the community context in which schools are embedded allows us to identify a number of ways in which educational performance can be improved, and to understand the implications of school improvement for community development. Figure 1 provides a graphical representation describing three impacts of parent participation on educational outcomes, school-community relations, and community development. The first reflects the arguments discussed above—parental influence may lead to curriculum and instruction that better meets the needs and capacities of communities. Second, collaborative decision-making between parents and community members on the one hand, and principals, teachers, and school staff on the other, may enhance school community relations. This may lead to improved educational performance both because parents may become more aware of their role in their children's education and educated about the influence of the home

environment on student achievement, and because parents and community members may commit increasing time and financial resources to schools. In addition, parent participation may have a direct influence on the physical, social and economic development of communities in three ways. First, participation in schools may lead parents to develop skills that may enable them to take on leadership roles elsewhere in their communities. Second, perceptions of improvements in schools, as well as the sense of investment in the process that comes with participation, may help to slow or reverse the flight of families out of low-income neighborhoods. Third, participation in school improvement may act to facilitate community involvement around other issues, be they physical redevelopment, the lack of social services, or others.

Such outcomes are not a foregone conclusion—they are dependent on parents being able to participate effectively and assert meaningful influence on decision-making. Shaeffer (1994: 16) highlights the useful distinction between parent participation, which implies a relatively strong and active role on the part of parents and other stakeholders, and parent involvement, which connotes "passive collaboration." For this study, participation by a stakeholder group means that the group gains some power that its members consider important, and can make decisions autonomously. Yet parents face a number of obstacles to participation, including resistance from teachers and principals, and the lack of access to relevant information, that may thwart their influence and render their experience demoralizing rather than empowering. Thus an understanding of when and why parents are able to participate is essential to an analysis of the impact of SBM on school-community relations.

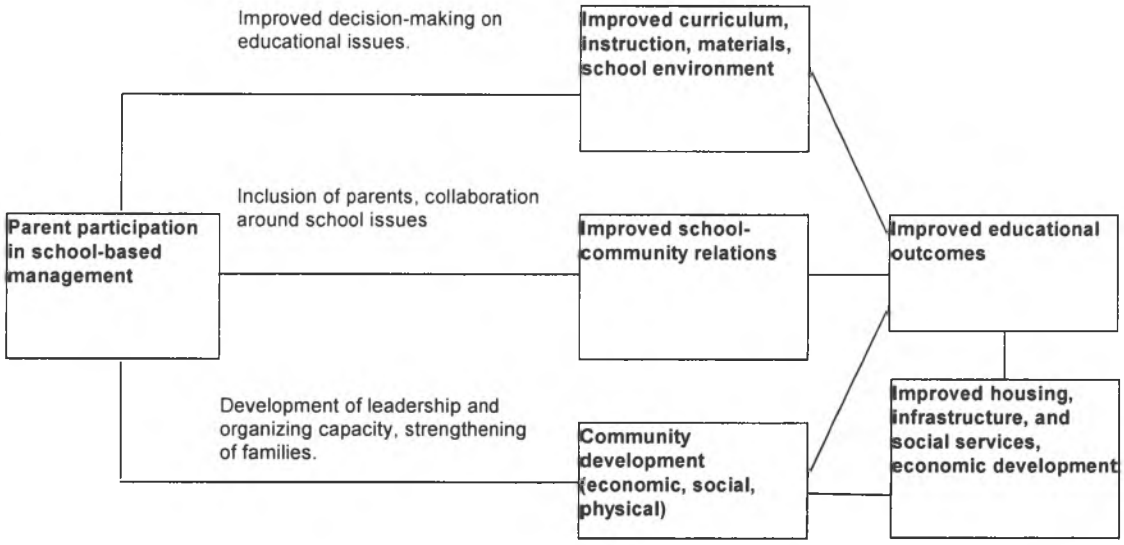


Figure 1:
The Impact of Parent Participation in School Based Management on Educational Outcomes

Research points to a number of factors at the school level that affect parent participation. Perhaps the most important factor is principal leadership—principals who are effective leaders and employ a collaborative model of decision making may successfully engage parent participation even where SBM has not been implemented. Second, parents are likely to exercise much more influence where they are organized and assert a common agenda, and particularly where they have technical and political support from independent non-profit organizations that work on issues of school governance. Finally, the relative representation of parents on SSCs and the degree of authority of SSCs have important implications for parent influence for obvious reasons.

Table 2 describes four organizational models of SBM that can be observed in practice that have quite different implications for parent participation. Three parameters define the degree of parent influence in each model. The first is the degree of authority decentralized to the school level, including the degree of autonomy in allocating the school budget, the extent to which important decisions can be made at the school level, and the degree to which schools are restricted by Board of Education regulations, or collective bargaining agreements regarding wages, personnel decisions, or uses of school buildings. The

second is the degree of authority of SSCs relative to principals—whether they are empowered to set policy, and the extent of their mandate. The third is the representation of parents on SSCs relative to other groups. Where parents are a majority or plurality they are likely to exercise greater influence, and are also likely to be empowered by the recognition of their preeminent role to play a more active part in leading and making decisions.

Table 2. Four Models of Parent Participation on School-Site Councils

Model of SBM	Degree of authority at school level	Degree of authority of councils	Parent representation in decision-making
Parent participation	High	High	High
School accountability	High	High	Low
Principal-centered	High	Low	Low
Bureaucratic oversight	Low	Low	Low

The four models defined by the table are abstractions—no actual experience with SBM corresponds perfectly with any one of them. Nonetheless, they are useful for analyzing the models implemented in practice. Under the parent participation model of SBM, councils have a broad mandate to institute and implement changes in many aspects of school management. Parents have a majority on councils, and are elected by parents or community residents. Such an arrangement creates the potential for participatory democracy within schools, although this outcome is dependent on a high degree of parent commitment and organization. Due to political resistance from principals and teachers, and skepticism regarding parent participation among lawmakers, this model is relatively rare, with Chicago being the sole example in a major school system. The school accountability model tends to coincide with measures for increased accountability, such as high-stakes testing. It is premised on the need to give various school-level stakeholders a voice in order to gain their acceptance of politically sensitive attempts to hold them accountable—Kentucky's experience corresponds most closely with this model (Pankratz and Petrosko 2000). Under the principal-centered model, power is decentralized but school councils are merely advisory, leaving other stakeholders with little formal authority over principals. This model corresponds most closely to El Paso, where SSCs have no power to implement school policy. In the final, district

centered model, reforms bring little change as the educational bureaucracy gives up little budgetary discretion or decision-making power, limiting the authority of both principals and SSCs.

The implications of these various models for school-community relations and community development are apparent. Where councils have little authority and school autonomy is limited, there is little potential for collaborative decision-making. Where parents have limited influence, they are unlikely to gain leadership skills or to feel empowered by their experience on councils. However, even where the parent participation model prevails, the implications for community development are dependent on the success of SBM—where the model leads to conflict or has a negative or neutral impact on school performance, it is unlikely to lead to positive outcomes for communities.

The Origins of School-Based Management in Chicago, Kentucky, Hawaii, and El Paso

The following discussion will provide an historical overview of reforms for SBM in each case study jurisdiction, as a prelude to the analysis of the role of parent participation in each. The purpose is to understand the ways that locality-specific contexts shape the model of SBM that is adopted. While SBM is usually seen as a means to improve educational performance, the models adopted reflect different judgments as to the causes of school failure, and differences in the political clout of parents, teachers, principals, and other groups. Thus, for example, the reforms in Chicago were implemented with the explicit objective of addressing the frustration and alienation of low-income communities towards the school system—a motivation that was largely absent in the other three cases. Variations in the motives behind the reforms had profound implications in each case for the model of SBM adopted, and by extension for school-community relations. Table 1 describes the characteristics of SBM in each case.

Table 1. Summary of Characteristics of SBM in Chicago, Kentucky, Hawaii and Ysleta

	Composition of school-site council	Method of selecting parent members	Extent of school-site council authority
Chicago	6 parents, 2 community residents, 2 teachers, the principal, one student (in high school).	Elected by community residents.	Sets policy regarding curriculum and instruction and extra-curricular activities. Responsible for hiring and dismissal of principals, establishing school improvement plan, and allocating budget.
Kentucky	Principal or head teacher, three teachers, two parents.	Selected by largest parent organization in school.	Sets policy regarding curriculum and instruction and extra-curricular activities, although they must work within curriculum guidelines established by standardized tests. Responsible for budget allocation and establishment of school improvement plan.
Hawaii	To be determined by at school level. Must include principal, and representatives of teachers, parents, community members, school staff and students.	To be determined at school level.	Responsible for all aspects of school decision-making, although the precise responsibilities and power of SSCs is determined at the school level. SSCs must apply for waivers and exceptions where decisions contravene Department of Education regulations.
El Paso	Half school professionals, half parents and community representatives. Actual size and composition to be determined at the school level.	Selected by principal with advisory assistance of school council.	SSC's role is purely advisory, and covers curriculum and instruction, personnel decisions, establishment of school improvement plans, and extra-curricular activities.

Chicago

Chicago is by far the most frequently cited case study in SBM, and its reforms are the most far-reaching. It is the only large city or state in which legislation mandates that parents must represent a majority of members of councils, which are referred to in Chicago as Local School Councils (LSCs).[1] These councils are responsible for hiring or dismissing principals, and developing school improvement plans that establish school policies regarding curriculum and instruction, use of the school building, and extra-curricular activities (Bryk et al 1997). They also have considerable flexibility in managing the school budget. Despite recent efforts to curb SSC powers, Chicago's experience continues to be the most radical experiment with SBM yet undertaken. The following account describes the distinct set of factors—an acute educational crisis, socioeconomic and demographic change, the emergence of black political power, and an active set of non-profit and community-based organizations working on educational issues—that brought the reforms into being.

Chicago's school system is predominantly minority (53 percent of students are African-American and 34 percent are Latino) with **X percent** of children eligible for free lunch. Like many urban school systems in 'rust belt' cities, the Chicago school system experienced a crisis in the 1970s and 80s brought on by increasing poverty, the flight of middle-class families to the suburbs, and a declining tax base. The result was persistent budget shortfalls and an increasingly impoverished student population. Between 1978 and 1984, the dropout rate stood at about 43 percent, reaching two-thirds in some low-income neighborhoods, and half of graduates were reading below the 9th grade level (Bryk et al 1997). Two events in 1987 acted to galvanize support for educational reform. The first was the death of Mayor Harold Washington, who had been elected three years earlier as the city's first African-American mayor on a platform of neighborhood development. Educational issues had become associated with Washington's legacy following a series of educational summits that he convened in the mid-1980s. The second event was a 19-day teachers strike that shut down the schools. Pervasive distrust in low-income communities of city government and school professionals, and concern for the poor performance of

students, created a groundswell of support for greater community control of schools. An effective grassroots campaign championed by a coalition of non-profit organizations, academics, and business leaders led to the passage of the Chicago School Reform Act (CSRA) of 1988.

The hallmarks of the CSRA were its mandate of a high degree of parent and community participation, measures for teacher and principal accountability, and increased resources for schools (Hess 1992). Principals were to be hired under four-year performance contracts. Greater budgetary discretion at the school level was combined with a requirement that schools undertake more intensive planning efforts, specifically to develop three-year improvement plans to be updated yearly. Funding was to be directly allocated to schools based on a formula accounting for the number of disadvantaged students in a district, resulting in a significant budget increase for schools with large numbers of low-income students. The reforms also changed the school board membership from a system of 11 school board members nominated by the mayor, to a 15-member board with representatives nominated by a School Board Nominating Commission that was dominated by parent and community representatives from LSCs. Most significantly, however, was the creation of the SSCs, which left significant power at the school level in the hands of parents and community residents. The reforms met with considerable enthusiasm in communities—in the first elections for SSC representatives in October of 1989, 313,000 people turned out to vote for17,000 candidates for 5,420 LSC members in 542 Chicago schools.

Implementation of SBM in Chicago has continued to engender controversy, and in recent years Mayor Richard Daley and the successive superintendents have attempted to reduce the influence of parents. These efforts are premised on the assessment that SBM has not led to improvements in academic performance, although advocates contend that they have (Designs for Change 2001). In 1995 and 1996 a series of reforms were initiated. The school board was pared to five members to be selected by the mayor. The authority of LSC was also reduced, and the board was given expanded authority to take over failing schools and reassign principals and teachers. Responsibility for the training of SSC parent

[1] While councils go by different names in the four case study school systems, the term school-site council will be used throughout

members was placed in the hands of the Board of Education—prior to these changes training had largely been conducted by independent non-profit organizations, many of which had been formed by advocates who had been involved in the school reform movement. Soon after the reform, the Board of Education placed 109 schools under probation. Since that time the Board and nonprofit education advocacy groups have engaged in a continuous debate about the outcomes of this experiment with Board intervention for school performance (Designs for Change 2001).

Kentucky

While Chicago's school reform is notable for its focus on school-community relations, Kentucky's is notable for its focus on improved educational performance as measured by standardized tests. The reforms were initiated in response to a ruling of the state supreme court that found the state's educational financing system unconstitutional. The state had long had one of the most ineffective educational systems in the country. In the 1980s, Kentucky ranked 50th among states in adult literacy and adults with a high school diploma, 49th in the percent of people who went on to college, and 48th in per pupil educational expenditure (Hunter 1999). The system was also marked by disparity in access to educational resources, with the highest spending districts spending two and a half times more per pupil than the lowest spending districts. The state supreme court finding created a political movement for reform that differed from the one in Chicago in that it was largely elite-based. The most prominent advocacy organization in the school reform movement was the Prichard Committee for Academic Excellence, formed by attorney Edward Prichard and consisting of a group of government-appointed members of a citizen's committee on educational reform (Sexton 2000). Although the group attempted to stimulate greater public involvement in the issue through televised public meetings on the school system and other means, it depended largely on support from prominent politicians and newspaper editorials in its lobbying effort.

The Kentucky Educational Reform Act (KERA), which was passed in 1990, led to extensive changes in school financing and governance. Funding for schools increased dramatically, and the state's rank in

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this paper for purposes of clarity.

funding per pupil rose to 21st in the country by the mid-1990s (Hunter 1999). KERA also created Family Resource Centers to provide a variety of social services to families. Finally, it institutionalized SBM and SSCs, although their authority is more limited than in Chicago. Schools have the authority to shape curriculum and instruction and set the hours of instruction, but must achieve certain goals in standardized testing or face restructuring by the state. The mandate for parent participation under KERA is much more modest than in Chicago. They are a minority and, where no strong independent parent organization exists, principals often exercise considerable influence in the choosing of parent representatives.

The Kentucky model of SBM reflects the focus of the reforms on educational achievement, as well as the influence of teachers' and principals' organizations on the legislation. There was a conscious effort in the drafting of KERA to use SBM to overcome political obstacles to increasing the accountability of educators and school administrations. This motive was accepted both by policy-makers and non-profit advocacy groups. As one activist who was involved in the lobbying effort stated:

> The parents were involved for the standard reason that parents are involved, that they should have a voice. But essentially there was a political bargain—teachers will accept responsibility, and accept accountability, in return for some control over the local decisions. I think Chicago started out with a different set of purposes, to return the schools to the community and deal with political frustration on the part of parents. We had that, but at the state level you are not going to come up with the same rationale you come up with in a city. We might have had community and parental frustration with the schools, but there was never an argument that called for the creation of mini school boards elected from the community.

The limited mandate for parent participation in KERA also reflects skepticism about community control that partially reflects popular stereotypes of rural communities in Kentucky, and particularly the Appalachian communities in the eastern part of the state. Scholars who follow the reform movement highlight the fact that, while KERA sought to establish some balance of power between parents, teachers, and principals at the school level, there was broad acceptance among advocates and policy-makers that principals should remain the dominant power, and that the state should remain the final arbiter of change.

> There's an element of paternalism in the reform. Everyone has the image of Eastern Kentucky as a bunch of hillbillies sitting around drinking moonshine. These are distasteful stereotypes, but people locally know about them. People felt that school achievement in certain areas, especially Eastern Kentucky, was so abysmal, that there was such an ingrained sense of good old boyism, that we had to break through all this. Even at an unconscious level, the mindset was that we've got to drag those people, kicking and screaming, into the 20th and 21st centuries. And the only way we can get their attention is to say "you've got to improve your school achievement or we will take over your school and send somebody over there to tell you what to do." So it was an attempt to try to pull achievement up, push it pull it, cajole it, threaten, do something to pull us out of this lethargic situation.

Hence schools have significant responsibility for setting curriculum and instruction, yet have to follow strict guidelines set by the state. They can set the number of hours of instruction, but must retain enough instructional time to cover the considerable amount of material covered by the standardized tests. In practice, the outcome is that schools are increasing the number of instructional hours, and in some cases cutting time devoted to music and physical education classes, to ensure that students are prepared for exams. While these changes have raised some concern, Kentucky's success in raising scores on standardized tests have muted any criticism of the reform.

Hawaii

Hawaii's school system is marked by considerable ethnic diversity—(demographics on student body?). Those claiming native Hawaiian ancestry are disproportionately low-income, and are concentrated in rural communities such as the Waianae district on the island of Oahu. As in Chicago, the reforms for SBM were implemented in the context of considerable tension between communities and the state, and for some activists educational issues are inextricably linked with the movement for Hawaiian sovereignty. This link is explicitly manifest in the emergence of Hawaiian language charter schools—this phenomenon will be discussed in the next section.

The Hawaiian experience with SBM is distinct in a number of ways. Unlike the other case studies, it was instituted from within the Hawaii Department of Education without significant outside pressure following a visit to observe SBM in Miami-Dade County by then Superintendent Charles Taguchi in 1988. SBM was instituted statewide in 1989, and although it has never been mandatory, about 86 percent of schools

have implemented it since. The legislation also leaves considerable room for flexibility in the type of SBM model schools choose, stating simply that schools should have a process that incorporates input from six stakeholder groups—principals, teachers, support staff, students, parents, and other community members. The most common arrangement adopted has been the formation of a school site council with a single representative of each group. However, some schools have chosen different mixes of representatives, and a few have adopted other decision-making frameworks, such as open meetings, that do not involve the formation of councils (Pacific Educational Research Laboratory 1992). The reforms are also distinct in that they have not accompanied other dramatic changes, such as substantial increases in educational funding or the institution of high-stakes testing. They are a modest, stand-alone effort to bring new actors into school governance.

Schools have been given considerable authority under SBM legislation in areas such as curriculum and instruction, school hours, extra-curricular activities, and others. Changes that contravene Board of Education regulations must go through a waivers and exceptions process. Although this process has been the source of some frustration, some schools have been able to make significant changes, including major changes in curriculum and instruction, changes in the school calendar (such as adopting a calendar year school schedule), and hiring for new instructional programs.

Ysleta School District (YISD), El Paso

The Ysleta School District is one of nine school districts in El Paso County. The prevalence of Mexican immigrants in the district creates a unique set of issues—of the district's almost 50,000 students, 86 percent are Latino, 27 percent have limited English proficiency, and 33 percent are low-income (citation?). Thus students face unique issues with language and acculturation. The district also has an unusually large population of migrant workers whose children may change schools several times a year. Despite these issues, in 1998 Ysleta was the first urban district to be declared a Recognized District by the state for its improvements on the Texas Assessment of Academic Skills (TAAS) test.

Texas mandated SBM at the state level in 1995. As with Kentucky, Texas' model of SBM is largely focused on improving educational achievement and implementing standards-based reform. The Texas Educational Code establishes the use of monetary rewards and sanctions for schools based on performance. The Code also establishes minimum requirements for SBM, and makes SSCs responsible for establishing and reviewing campus educational plans, performance objectives, and classroom instructional programs. However, districts establish specific guidelines for the structure of councils and the extent of their authority.

In the YISD, the mandate for SBM is generally weaker than in the other three cases. Most importantly, the SSC's advisory role means that principals are the final authority in most decisions. SSCs, referred to as Campus Educational Improvement Committees (CEICs) in El Paso, are comprised of 50 percent professional staff, and 50 percent parents, community members and business representatives. Of the professional members, two-thirds must be teachers, with the remaining one-third composed of other campus or district level staff. The parent and community members are selected by principles with the advisory assistance of the SSC. The actual size of the SSC is established by the SSC itself. In practice, SSCs have had a limited impact on school policy in most cases due to their marginal role and lack of formal power.

Comparison of site-based management models

A number of insights emerge from the previous discussion. First, it is notable that movements for parent participation based in civil society was instrumental in ensuring the relatively high degree of decentralization and parent representation in Chicago, and to a lesser degree in Kentucky. Organizations of civil society played a role not only in shaping the legislation, but also in galvanizing public interest in reform, and in bringing various actors at the school level to the table and ensuring that their voice was represented. Second, the profiles of each case indicate that a cookie-cutter approach to school reform is inappropriate—in each case SBM models were designed to address distinctive local educational issues and political obstacles.

In each of the above cases, the primary rationale for SBM was the need to improve educational performance. In fact, such improvement has been recorded, particularly in Kentucky and Ysleta. In YISD, the district went from having only one of its 49 schools rated 'recognized' or 'exemplary' (the two highest ratings accorded by the Texas Department of Education) in 1994, to 44 of 50 in 1998. Kentucky was one of only three of 38 states to show statistically significant improvement on the NAEP tests between 1993 and 1998. In Chicago, the results have been more mixed—a study by Bryk et al (1997) found that, while math scores have trended up at the elementary school level since reform, reading scores have trended up only in the earlier grades, while trending down afterwards. Furthermore it is impossible to determine to what degree these changes are attributable to SBM as opposed to other reforms, such as high-stakes testing and school choice, that have been implemented during the same period. In fact a statistical analysis in Kentucky found no relationship between the implementation of SBM and test scores (Petrosko and Lindle 2000).

Parent Participation and Decision-Making: Outcomes for School Improvement

While this paper has argued that successful collaboration around school improvement may influence community development, such success is not a foregone conclusion. SBM is premised on the assumption that parent participation will enhance mutual understanding between various role groups and lead to a freer flow of ideas, yet an alternative hypothesis is that the opposite will occur. Parents may have perspectives on curriculum and instruction, school hours and other issues that conflict with those of principals and teachers, and may even contravene collective bargaining agreements. Obstacles to effective communication based on linguistic and cultural barriers, and different communication styles, may cause misunderstanding and exacerbate parents' sense of alienation. The result may be inactive or conflict-ridden SSCs, and a deterioration of school performance. This section will discuss experiences with parent participation in Chicago, Kentucky, Hawaii and El Paso. It will argue that, while the relative authority of SSCs and the representation of parents on SSCs are the most important factors affecting successful parent participation, two other factors also play a key role—the leadership style of principals,

and the existence of civic capacity in the community at large. It will then discuss the impact of parent participation on school improvement, and on school-community relations.

Previous studies have identified a number of issues that emerge in parent participation. Principals and teachers often initially resist parent participation out of concern that parents may make ill-informed or capricious decisions (Wohlstetter et al 1995). They may also feel that their job security is threatened if parents are given authority over personnel decisions. There was some teacher and principal resistance to parent representation on SSCs in all of the case study cities and states. However, research indicates that SBM and parent participation are usually accepted once implemented. In Chicago, for example, surveys indicated that 75.6 percent of teachers on councils expressed positive feelings about councils (Ryan et al 1997). In Kentucky, a 1999 survey found that 82 percent of principals, 76 percent of teachers, and 85 percent of parents said that SBM was functioning well (Kentucky Institute for Educational Research 1999). Thus while conflict between parents and other SSC representatives are an issue, it tends to be the exception and decreases over time.

An additional concern regarding SBM is that parents may not have the time or capacity to participate effectively. Survey research tends to dispel this concern as well. In Chicago, a survey of parent LSC members found that 83 percent of parent representatives spent 5 hours or more per month, and one-third spent 10 hours or more per month on SSC related duties (Ryan et al 1997). In addition, about 48 percent of these same parents reported spending 10 or more hours per month in school outside of their LSC duties. Thus many parents are willing and able to commit a significant amount of time to school-related responsibilities. Survey research in Chicago and Kentucky also indicates that parent members of councils are uniformly more educated than the population at large, and are much more likely to be professionals (Ryan et al 1997).

The actual effectiveness of councils, and the ability of parents to influence decisions, are much harder to assess. In a 1997 study, Bryk et al found significant variations in SSCs' performance following Chicago's

dramatic reforms. They describe three categories of schools. The first are those that have focused on specific issues, such as safety and security, school uniforms, peripheral educational changes, or 'Christmas tree' programs that are not conceptualized within a broader educational philosophy. The second consists of SSCs that are largely nonfunctional, meaning that they frequently do not meet quorum, meet for less than an hour, experience significant conflicts between role groups, and spend most of the time during meetings discussing procedural issues. The final set of SSCs, which the authors represent as an ideal, are those that systematically plan for a coherent agenda of school reform based on a well-defined educational philosophy. They term these 'emergent restructuring' schools, and find that they represent about one-third of all schools. Interviewees in Kentucky, El Paso, and Hawaii discussed similar categorizations, although the issues and approaches differed. The following are some of the more notable changes to school policy and practices that have been put into place by SSCs:

- In Hawaii, a number of schools have extended the school year to a calendar year, and have made other innovative changes in scheduling;
- In Chicago, SSCs have substantially increased the number of African-American principals (numbers?);
- In all cases, SSCs have led to schools adopting national models of school improvement, such as...

In addition to changes in curriculum and instruction, some schools have initiated programs to involve parents directly in the classroom. A notable example is the efforts of Community Organizing for Family Issues (COFI), a consulting group that works with community-based organizations in Chicago to train parents to be more involved in their communities. COFI has organized parents in several schools to implement the Parent-Teacher Mentoring program, which places parents in the classroom as assistants to teachers. The objective of the program is both to assist teachers who are often burdened with large class sizes, and to empower parents to become more involved in their children's education. While parents initially struggled in many schools to find enough teachers who would volunteer to mentor a parent, the program has gradually gained acceptance, and in some instances teachers have requested that SSCs make the program mandatory. The program has resulted in significant improvements in students' achievement on standardized reading tests. About 14 schools are in various phases of implementing the program. This model also has implications for school-community relations, as will be discussed later in this paper.

While the above changes have most certainly been shaped to some degree by parent participation, it is difficult to determine precisely how much influence parents have on councils. Determining conclusively the extent of parent influence would involve a content analysis of a sample of minutes from SSC meetings, and an analysis of the decisions that resulted from these meetings—a task that is beyond the scope of this study. However, research does provide some evidence regarding parent influence, and how parents and other role groups perceive their influence. An evaluation of the YISD's model of SBM, for example, concluded that a significant proportion of schools have become 'democratic dictatorships' in which SSCs coexist with the reality of principal dominance of decision-making (Texas Comptroller of Public Accounts 1998). In Hawaii 42 percent of parents, as compared to 75 percent of teachers, rate their influence on curriculum decisions as a five or six on a scale of six (Izu et al 1996). In Chicago, in contrast, parents are more confident of their role in decision-making. A study conducted in 1997 found that 91 percent of SSC members agree with the statement that the principal asks the SSC for its input, and 80 percent agree that the SSC is highly or moderately involved in the budget process (Ryan et al 1997). This almost certainly reflects the greater representation of parents on SSCs in Chicago.

What, however, explains the differences in levels of parent input between schools within the same district, city or state? Research points to two factors. First, Bryk et al (1997) argue that the presence of a principal who is a good leader and successfully engages in a collaborative leadership style is the single most important school-level factor that enhances parent participation. As supervisors in the school setting, principals enjoy a particularly powerful position relative to other SSC members. The dominance of principals is even apparent in some Chicago schools, despite the fact that the principal is hired by SSCs on which parents are a majority. Even where principals and teachers have good intentions towards parent participation, their professional position, familiarity with school issues and frequent interaction may bias decision-making. A Kentucky principal expressed this concern:

> Parents aren't on the premises, so even the most scrupulous educator who would never claim to have made a decision before the (SSC) met, nonetheless has more insider knowledge than the parents do. As a result, parents feel left out or misdirected or uninformed when it comes time to talk about particular issues. Even if they are

> consciously not doing it the fact is that proximity gives them more information, more data on which to base their analysis of the problem than what parents have.... There are a ton of intangible things that happen during the day that educators don't think of. So it's the insiders versus the outsiders, and the outsiders are outnumbered.

Overcoming this dynamic requires a principal who finds ways to systematically incorporate input from parents (for example by organizing community meetings), and can act as an advocate for parents and a mediator between parents and other members of SSCs. Thus a principal who can establish a vision and process for school change is essential to effective parent participation on SSCs.

A second important factor in the effectiveness of councils is the presence of civic capacity in the community at large (Stone et al 1999). Where recognized community organizations are present, they can help parent members of councils to develop a unified agenda, and train them to understand educational and budget issues and articulate their positions. In Chicago, parent mobilization around school reform led to the formation of a number of organizations that have since focused on organizing and training parents and advocating for a strong parent role on SSCs. Their role has been controversial. Since the mid-1990s, organizations such as Parents United for a Responsible Education (PURE), and the Chicago Association of Local School Councils, have lost the right to train parent SSC members, most likely due to their vocal opposition to many school board policies. Other organizations, most notably Designs for Change, have played a critical role in research and advocacy for a continued strong role for parents.

Where at least one of these two conditions exist, substantial parent participation is possible even where SBM legislation does not focus on the role of parents. An example is the Waialae Elementary School in Honolulu, Hawaii. Located in an upper-middle class neighborhood of predominantly single-family homes, Waialae was the first school in Hawaii to submit a letter of intent to implement SBM (Izu et al 1996; Pacific Region Educational Laboratory 1992). It has since initiated a number of changes, including experimenting with portfolio-based assessment, replacing report cards with parent-teacher conferences, and significant changes in curriculum. Waialae's early adoption of SBM was initiated through collaboration between a community-based organization called Friends of Waialae School (FWS) and a

principal who was unusually facilitative in her leadership style. Through the efforts of FWS and the principal, all major changes were discussed at length in open forum meetings to which all community residents were invited. The level of mobilization in the community was such that, in 1995, 90 percent of parents were aware of SBM, and more than half had been to an SBM open forum meeting (Izu et al 1996). In sum, the changes that were made reflected the convergence of a number of fortuitous events and an exceptional level of commitment from both parents and educators. Particularly in Hawaii, where evaluations of SBM record high levels of frustration with the difficulty of attaining the necessary waivers and exceptions from Board of Education regulations, few schools have undertaken such significant efforts at reform.

Where neither of these conditions exist, parent input is generally limited. In Kentucky, Hawaii, and Ysleta, even where parents are confident and articulate, their role is primarily one of gadfly and watchdog, ensuring that funds are used responsibly, school professionals remain accountable, and that a parent perspective is represented. These roles are important, but do not represent a potential for dramatic improvement in school-community relations.

In school systems where SBM has not created opportunity for significant parent voice in school policy, alternative models of school governance have sometimes emerged. Two such models are the charter school movement in Hawaii and the Alliance School movement in El Paso. The charter school movement in Hawaii is in many ways a direct outcome of disenchantment over the model of SBM implemented by the Department of Education. Many principals, teachers and parents in Hawaii have expressed frustration with the waivers and exceptions process, and some have accused the Department of Education of using its resources to try to continue to direct school-level policy (Auditor, State of Hawaii 1998). In addition, the lack of state guidelines for SSCs has resulted in limited parent participation in most schools. Since the legislation mandating charter schools was passed, many communities have seized upon the rather vague guidelines to develop highly inventive new models of school management and curriculum. Of the 24 new schools created about half have Hawaiian language and cultural programs. This represents a sentiment

that the existing school system has not adequately served the native Hawaiian community, and the belief that education must have a strong base in local culture if it is to have an empowering affect on native Hawaiian communities. Most notably, a number of Hawaiian language immersion schools have been formed in which instruction is entirely in the Hawaiian language. These schools represent in part an effort to revive the Hawaiian language, and have required the translation of a large amount of instructional material.

The Alliance School initiative was organized by the Industrial Areas Foundation (IAF), and is currently being implemented in approximately 100 schools in Texas (Shirley 1997). In El Paso, the El Paso Interreligious Service Organization (EPISO), a community organizing entity that is affiliated with the IAF, has been the main actor. Like IAF organizations elsewhere in Texas, EPISO has been active in a number of community development and infrastructure delivery issues in the local colonias, low-income areas on the fringe of the city that are populated primarily by first and second-generation Mexican immigrants. The IAF employs a model of organizing based on the principals Saul Alinsky, the famed Chicago organizer. The Alinsky method is premised on the need to develop the political consciousness of communities so that they will eventually undertake radical political activism of their own accord.

Organizing around school improvement was a natural outgrowth of EPISOs community development activities, as educational achievement was perceived among many low-income Mexican immigrants as critical to the economic success of the community. The Alliance school model involves much more intensive parental involvement than conventional SBM models. Community organizers first identify potential leaders among parents, and encourage them to organize 'house meetings' of 10 to 15 people to discuss issues of concern to them. These meetings are meant to broaden the dialogue regarding school policies, and increase awareness of educational issues. Frequent public meetings are held to discuss issues and provide parents with an opportunity to raise concerns. 'Parent academies' are held with prominent speakers on educational, social, economic and political issues in an effort to enhance understanding of how these issues might inform decisions in local schools. 'Accountability sessions' are

also held with local political leaders and representatives of the school district so that parents have an opportunity to articulate their concerns in a forum explicitly designed to their advantage. Parent leaders also become active in the lobbying efforts of the Alliance School Initiative. The model puts parents at the forefront of policy-making at the school level, and in political lobbying efforts at the district and state levels.

The initiative has resulted in several major educational innovations. Among them is the NetSchools Constellation program, a remarkable initiative that was initiated by the SSC at Ysleta Elementary School. By a unanimous vote at an open meeting attended by approximately 500 parents, teachers, students and community activists, the school decided to provide all students between the third and sixth grade with a personal laptop computer. The initiative came about when parents identified the lack of computers in the predominantly low-income households in the neighborhood as a major obstacle to academic achievement. The NetSchools initiative is now being implemented throughout the YISD. Ysleta Elementary has also constructed a new school building with significant design input from parents. Parents in several middle schools have also successfully requested an increase in the number of advanced placement (AP) courses in order that students be eligible for college. Evaluations have shown that Alliance Schools have experienced above average improvement on the Texas Assessment of Academic Skills (TAAS) test.
The implementation of the Alliance Schools project requires both strong leadership from the principal, and the presence of strong community organizations, in this case one with a faith-based component. As stated by an EPISO organizer:

> The reason there is a relationship with a community-based organization, like EPISO or Austin Interfaith or another group, is that principals are constantly being told to control their parents. And there has got to be an independent base of power that can hold the school district accountable and allow talented principals to take some risks in organizing their parents. The congregation base in EPISO provides that independent political base.

In sum, building stronger schools and stronger communities cannot be viewed separately—they are part of an iterative process. Strong SSCs require a certain extent of awareness and mobilization within the

broader community, and can be further strengthened where the mobilization of parents meets with a cooperative and facilitative attitude from a progressive principal.

SBM and Community Development

The final section of this paper will assess the direct impact of SBM on community development. We have already listed a number of ways in which such an impact may occur: by enhancing leadership skills among parents; by raising awareness of issues in the socioeconomic and physical environment of the community that discourage educational achievement; by opening up schools for a number of functions that may benefit communities, including the delivery of public health and social services, literacy assistance and English as a second language programs, after-school programs, and others; and by improving school-community relations, thereby helping communities to retain population. We will address each of these issues in turn.

There is little doubt that leadership development is a beneficial externality of SBM. In the four case study areas, at any given time 5400 parents and community residents in Chicago, 2500 in Kentucky, and hundreds more in Hawaii and El Paso are playing leadership roles in school governance. For many of these people this is a first experience in a leadership role. Whether the SSC experience leads to a true sense of empowerment, however, rests on the question of how much influence parents can realistically exercise, and how much support they receive in their efforts from other council members, other parents, and the broader community. In all four case study areas, interviewees related anecdotes about parents who had gone on from SSCs to play leadership roles at the community, and sometimes at the city level. These include cases of parent SSC members who ran for local school board or other elective posts; who found employment in community development organizations or social service agencies; who became teachers or other school professionals; or who simply played a much greater role in their community though informal organizing, attendance at community meetings, and other activities.

Once again, Chicago provides the paradigmatic example. The strong parent role in school governance creates an incentive for parents to participate, and the city's dense infrastructure of community and civic organizations has capitalized on the reforms as a potent issue around which to organize parents for involvement in schools and other community issues. The Community Leadership and Family Issues (COFI) group, discussed earlier, has explicitly attempted to capitalize on the synergy between neighborhood organizing and SBM. Likewise, PURE and other non-profit organizations have recruited staff from among SBM members to engage in lobbying efforts.

Based as it is upon an Alinsky model of organizing, the Alliance School Initiative in Texas makes leadership development an explicit goal. It deliberately places parents in roles that require them to exhibit leadership (such as in house meetings) and confront people in leadership positions (such as in accountability sessions). Many parents who have been associated with Alliance Schools attribute a personal transformation to the experience, and take pleasure in recounting their conversion from passive parent to active advocate for their children. One parent recounted her role in EPISO's efforts to lobby for expanded funding for arts programs:

> Before the Alliance School initiative came along, I was the one who would just park in front to drop off my kids, and pick them up when it was time to go home. Now I am running down the hallway with a senator telling him how important this money is for this for the school, I am fighting for my kids. They are getting ready to vote on this bill, and we are pulling them off the senate floor.

Particularly in predominantly Latino immigrant communities, where linguistic and cultural issues can present obstacles to civic participation, such experiences can play a critical role in building the foundation for broader civic and political participation.

With regards to the role of parent participation in schools as a means to raise awareness about other community issues, the Alliance School model again provides an intriguing case. The Alinsky model of organizing is premised on the belief that once people are organized to solve an issue in their community, they will inevitably come to recognize the interconnectedness of this issue with other problems they face. The task of the organizer is therefore to identify those issues that are most likely to stimulate interest

with the intent of using that issue as a catalyst for community activism (Alinsky 19??). This approach has experienced considerable success in El Paso. In Ysleta Elementary School, for example, parents lobbied successfully to change traffic patterns and increase the number of stoplights in their neighborhood after a girl was struck and killed by a truck on her way home from school. A number of Alliance Schools have developed other initiatives, including adult education, health screenings for community residents, and a pre-kindergarten programs, after parents identified the importance of the health and well-being of the family in childrens' education. Parents from Alliance Schools in the colonias of Socorro, one of the poorest parts of El Paso, were instrumental in having the local streets paved and widened. They raised the issue of school busses' inability to navigate local streets in their lobbying effort. More generally, the Alliance school initiative has allowed EPISO to gain greater recognition both in communities and citywide, and it has been able to capitalize on this to advance its community development agenda.

Concerning the hypothesis that SBM leads to schools being used for functions that benefit communities, this has taken place to some degree in all four of the case studies. In Hawaii and Kentucky, separate initiatives have been established to provide social and health services through schools. Under KERA, schools with at least 20 percent of children eligible for free lunch can apply to receive grants from the state for Family Resource and Youth Services Centers (FRYSCs). The services that are to be delivered by these Centers are determined at the school level, and can include reading programs to prepare young children for school, services to connect children to eye care or health care, after school care, education for new or expectant parents, drug and alcohol counseling, job training and placement, or others. By 1999, 702 schools—93 percent of those eligible—had established such centers (Kentucky General Assembly 2000). The most common services provided were health services and referrals, and counseling for family crisis and mental health. In Hawaii, Parent-Community Networking Centers have been established to organize volunteers at the community level to provide tutoring and other services (Ing 1999).

The COFI project in Chicago has also led to the development of new functions in schools. In addition to the parent-teacher mentoring program mentioned earlier, parents trained under the program have initiated community centers in schools which are centers for ESL and GED classes and other educational programs for parents, recreational activities for children, and a number of social service programs. SSCs have played a critical role in this initiative both because many parents associated with COFI are SSC members, and because parent representatives on SSCs provide a source of support for such initiatives. In El Paso, SSCs have initiated classes in ESL and preparation for citizenship, among others.

Finally, it is impossible to determine from existing evidence what impact SBM has had on the stability of communities. As SBM has coincided in most cases with a broader movement for educational reform, as well as major political and social change, it is not possible to determine whether parent participation is responsible for enhancing community stability to any significant degree. It seems reasonable to speculate, however, that the combination of improved academic achievement and increased opportunities to interact with school professionals have influenced such relations. In our discussions with parent representatives on SSCs, most expressed satisfaction, and in some case surprise, at the level of professionalism of teachers and principals. An EPISO organizer recounted the interaction between parents and teachers at a house meeting at Ysleta Middle School:

> We had about 200 parents and teachers sitting around talking about what their experience in education had been and why they wanted their students to go to college. And the parents were so shocked to learn that most of the teachers were the first in their family to go to college, and that they had struggled to do it. And you just saw the ice breaking in the way people began interacting with each other. Because they had assumed that the teachers had been born with a silver spoon in their mouth, and that wasn't the case. And that allowed them to see each other as human beings.

Countless less dramatic revelations have occurred in SSC meetings, and through the day-to-day interactions of parents, teachers, principals, community representatives, and students.

Conclusion

The preceding analysis has highlighted a number of potential impacts of parent participation on SBM on community development. Some caution is required in drawing conclusions from the evidence presented. SBM alone is not sufficient to bring about significant change—certain facilitating conditions must be present. Most notably, parent participation is unlikely to be successful in the absence of a strong civil society or an activist principal. It is also notable that schools that succeed under SBM reforms tend to have collaborative decision-making processes in place already. In Hawaii, for example, an evaluation of SBM found that the first 9 schools that implemented SBM were already moving towards participatory decision-making models prior to the reform (Izu et al 1996). Nevertheless, SBM can play an important role in realizing the potential of schools as critical institution in reversing decline in low-income communities.

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Achieve Hartford!
A Compact for Education Excellence

July 13, 2010

Hartford Public Schools
School Governance Councils

A Promising First Year

A key element of the Hartford Public Schools' Strategic Operating Plan is the creation of School Governance Councils (SGCs), guided by the SGC Policy adopted by the Board of Education (the Board) in May 2009. These councils represent an important effort by the Hartford Public School District (the District) to institutionalize parent and community involvement in the governance of its higher performing, autonomous schools. During this first policy year, Achieve Hartford! conducted an independent evaluation of SGC implementation and performance. Our results are summarized here.

While part I of this report, released in March 2010, addressed the ability of eligible schools to successfully launch SGCs and demonstrate compliance with Board policy through January 2010, this report evaluates the entire first year of SGC implementation, assessing both the ability of SGCs to maintain policy compliance as well as function effectively as a governing body.

Executive Summary

Overall, the implementation and performance of SGCs in Hartford during this first year of the Board's adopted policy can be considered positive. Based on our research, the initial goal of a full launch of SGCs in Year 1 was ambitious, as implementation in other cities operating with similar school-based councils has occurred over several years. While not perfect, compliance and performance results during this first year indicate a strong start. Highlights of Year 1 implementation include the following:

- A total of 28 out of 40 eligible schools operated governance councils in 2009-2010, 27 of which operated under the provisions of the Board's SGC Policy;
- Most SGCs accomplished their primary tasks of finalizing a school compact (24 of 27), approving and submitting a school budget on time (27 of 27), and addressing their school's accountability plan at some level (20 of 27).
- Survey results noted that council members felt generally well-prepared, operated with a high focus on student achievement, and worked well as a team. However, survey results also suggested that members felt minimally empowered on certain budget issues and that greater parent involvement is needed.
- Training for SGCs was provided by Leadership Greater Hartford and proved largely beneficial. More targeted, content specific training is being designed for year 2;
- The average attendance rate for all SGCs over the initial four training sessions was 72%;
- The average attendance rate for all SGCs over their regular meetings increased to 79%;
- Only 20 out of 27 SGCs, or 74%, held the minimum of 6 meetings over Year 1; and
- Only 52% of newly formed SGCs achieved 50% parent membership levels.

SGCs operated in 28 schools this past year and, while some are operating at different levels than others, the majority represent strong decision-making bodies, each made up of parents, school staff, community members and the principal working together to improve their school. Taking into account the expected room for improvement for any initiative this size, the first year of SGC implementation demonstrated a positive first year.

The School Governance Council Policy

Adopted in May 2009, the Hartford Public Schools School Governance Council Policy applies to all "Autonomous Schools as defined by the Board's Accountability Policy and School Performance Matrix." To guide the formation and operation of SGCs, the policy stipulates, among other things, the following:

- SGC duties include establishing a process and timeline for (1) the development and approval of the school's budget, (2) the development and approval of a School Compact, and (3) the analysis of school needs relative to the school accountability plan;
- All members are required to participate in initial and annual training;
- SGC's shall be comprised of no more than 12 members, with parents comprising 50%;
- The process for parent selection shall be led by the principal in collaboration with the PTO;
- All members are equal partners in decision-making and all decisions must be made by consensus (or 2/3 majority vote where consensus is not achieved); and
- One parent co-chairperson shall be elected by the SGC and, along with the principal, is charged with setting meeting agendas, presiding over meetings, and attending district meetings.

It should be noted that in May 2010, the Connecticut State legislature passed laws requiring that SGCs be formed in certain low performing schools across the state. Such laws, and the structure of the mandated SGCs, were based largely on the policy implemented by in Hartford.

Summary of our Part I Evaluation

Out of 40 eligible schools, 28 schools operated SGCs this past school year, 27 of which operated under the provisions outlined in the Board's SGC policy. Each newly launched SGC went through a training process facilitated by Leadership Greater Hartford (LGH). The training was conducted in four parts, three of which focused on developing a strong team dynamic within SGCs, and one that focused on content-specific training related to SGC Year 1 responsibilities. Survey results from our Part 1 research indicated that the initial trainings were largely beneficial and, in particular, increased members' understanding of the role of SGCs and their responsibilities as a member. Each council was also paired with an LGH coach who could help ensure the process of getting up and running moved as smoothly as possible. Involvement of coaches ranged from one SGC including the coach as a decision-making member of their council, to another SGC deciding that no help from their coach was needed.

In comparison to three other cities which have created SGCs - Boston, Cincinnati and Chicago - Hartford's launch of new SGCs at nearly half its schools in Year 1 represented a meaningful accomplishment. Our research noted that, in Chicago for example, it took over five years for councils to get effectively implemented and operate with consistent authority. The District's accomplishment is noteworthy, as it helps demonstrate the importance the District has placed in SGCs as part its overall reform plan.

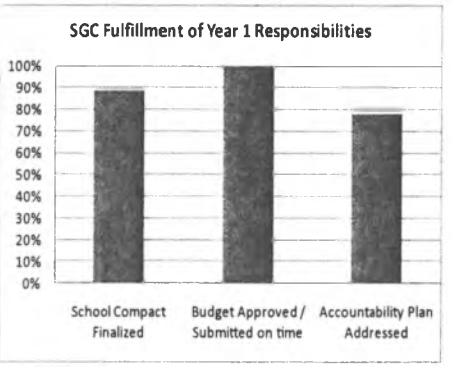
Our Part 1 evaluation highlighted some suggestions for the improvement of SGC implementation:

1. Modify the SGC Policy to reflect the need for Superintendent discretion to defer formation of SGCs at a particular school based on unique operating circumstances;
2. Provide increased guidance to principals on how to fill membership openings, especially in the recruitment of parents, since only 14 SGCs (or 55%) reached the required 50% parent membership by January 2010; and
3. Focus the training of new SGC members more on content-related tasks to better prepare council members to carry out their specific roles and responsibilities.

Year 1 Performance

SGC Performance Relative to Policy Provisions

A key aspect of the Board's SGC Policy directs SGCs to focus "on the analysis of student achievement, development of improvement plans, allocation of resources and programmatic and operational changes [...]." Consequently, the District charged SGCs with three major Year 1 responsibilities which included finalizing a school compact, preparing and submitting a school budget, and addressing at some level the school's Accountability Plan. Aggregate SGC performance in these areas is presented in the graph on the right.



Insert A presents the performance of each SGC against the three main deliverables as well as certain other policy provisions, based on self-reported data by principals. Areas of favorable performance include:

- 24 of 27 SGCs finalized a School Compact;
- 27 of 27 SGCs submitted an approved budget on time;
- 21 of 27 addressed the school accountability plan;
- Five SGCs reported perfect attendance at all meetings, with the average attendance for all SGCs being 79%.

Areas subject to further improvement include:

- Only 52% of required SGCs achieved the 50% parent membership level; and
- Only 72% of required SGCs held the minimum of 6 regular meetings.

SGC Performance and Site Based Management

Both the SGC Policy and the initial training of SGC members reflect an effort by the District to make SGCs in Hartford models of effective "Site Based Management". Site based management is defined as the delegation of decision-making authority to individual schools in a way that enables shared decision-making among the principal, teachers, parents, community members and students[1]. Achieve Hartford! conducted a survey to assess the degree that effective site based management was practiced throughout SGCs in Year 1. Specific Results of the survey are displayed in **Insert B**. Research criteria that guided the development of our questions along with survey takeaways are noted below:

Key Element	Criteria for Success	Key Takeaways
Council Preparedness	Councils understand their role in policy making and have received sufficient training to fulfill that role.[2]	• Council members and principals generally agreed that knowledge of needed subject matter was sufficient to fully contribute. • However, council members also expressed the need for more in depth training and time spent understanding the budget.
Real Authority	People at the school site must have "real" authority over resources and policies that affect teaching and learning.[3]	• Council members and principals reported good sharing of authority between parent and principal co-chairs. • Council members and principals felt less empowered to make real change during the budget process because of a lack of budget flexibility. • Collaboration between principals and PTOs in the selection of parent members varied greatly from one SGC to another.
Team Dynamic	Effective councils have an internal dynamic that is cooperative, collaborative, and values the voice of each member.[4]	• Council members felt very comfortable sharing their opinions during meetings. • Council members and principals agreed strongly that SGCs functioned well as a team.
Focus on Student Achievement	In order to improve school performance, a council's attention should be focused towards that end.[5]	• Council members and principals reported considering the impact on student achievement in their decisions.

Recommendations and a Look Forward

School Governance Councils operated at 28 schools this past year, and while areas for improvement exist, the vast majority of SGCs represent strong decision-making bodies, each made up of parents, school staff, community members and the principal working together to improve their school. Given the length of time needed for impactful reform initiatives, the launch this past year can be considered a success. Looking forward is now a priority.

The District's focus for next year shifts from solely launching new SGCs to simultaneously providing continued training to those SGCs already up and running. Also of note, many existing SGCs are expected to continue bringing on new members that will necessitate initial training. The District must plan for the expansion of SGCs to the 12 eligible schools not launched this year, as well as others that may become eligible based upon their performance on 2010 state tests. Additionally, because sustaining reform in Hartford is dependent upon maintaining a standard of excellence across all schools, the District must wok to ensure that each SGC is functioning at a high level.

As we have noted in this report, there have been a number of positive results to the Year 1 launch. Those results must continue and improve over time. In addition, the following table represents recommendations for improving SGC implementation in Year 2 and beyond, categorized into five important areas. The recommendations stem from the evaluation work completed this year by Achieve Hartford! and from suggestions provided by SGC council members and principals via open-ended survey questions.

Data Tracking	• The District has manual and sporadic processes for tracking data relative to key SGC policy provisions. A consistent process for recording attendance, membership makeup and other policy compliance data should be established for each SGC and the aggregation of such data assigned to a district staff person for tracking and analysis. • Standard and simple compliance metrics (similar to those reported in **Insert A**) should be established and regularly reported to allow for consistent SGC evaluation and performance measurement.
Communication	• Increased communication should flow from the SGC to the school community to allow for improved access to SGC activities and discussions. • At the school level, publicizing council member make-up, meeting times and locations, and agenda items would be helpful for stakeholders within the school community to engage with SGCs and monitor progress.
Engaging Parents more Consistently	• Both quantitative and survey data suggests that many SGCs need to better engage parents. Efforts should be directed towards policy provisions that require SGCs to work with PTOs to select parent members.
Sharing Best Practices	• Both quantitative and survey data suggest varying levels of performance among SGCs. While such variance is not unexpected in Year 1, a means for sharing best practices among SGCs should be developed and promoted. • Though the utilization of coaches varied widely among SGCs, having a coach was generally well received. Moving forward, best practices for how to utilize a coach should be documented and shared to ensure effective site based management is being practiced within all SGCs.
Additional Training	• The District should make available more focused budget training to enable maximum participation among SGC members in budget related discussions. • In addition to upfront training, ongoing, task-specific training should be made available throughout the year.

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Insert A

	School	# of Members as of June 2010	Reported Attrition	# of Parents	% Parents	# of Meetings	% Attendance	School Compact Finalized	Budget Approved / Submitted on time	Accountability Plan Addressed
1	Adult Education	10	4	n/a	n/a	7	90%	y	y	y
2	Breakthrough Magnet School	8	2	4	50%	5	n/a[1]	n	y	n
3	Breakthrough II Elementary School	8	0	3	38%	6	100%	y	y	y
4	Bulkeley High School	9	1	3	33%	7	80%	y	y	y
5	Classical Magnet School	6	0	2	33%	10	100%	y	y	y
6	Culinary Arts Academy (at Weaver)	5	0	3	60%	6	100%	y	y	y
7	Global Communications Academy	8	0	4	50%	10	90%	y	y	y
8	Hartford Magnet Middle School	11	2	4	36%	8	100%	y	y	y
9	HPHS Engineering & Green Tech. Academy	6	2	3	50%	3	80%	y	y	y
10	HPHS Law & Government Academy	9	0	5	56%	6	75%	y	y	n
11	HPHS Nursing Academy	9	0	3	33%	7	10%	y	y	y
12	High School Inc.	11	0	6	55%	3	75%	y	y	n
13	Kennelly School	12	2	5	42%	10	80%	y	y	y
14	Kinsella Magnet School of Performing Arts	12	0	7	58%	7	75%	y	y	y
15	Latino Studies Academy at Burns	10	6	2	20%	12	90%	n	y	n
16	Montessori Magnet School	6	0	3	50%	5	95%	n	y	y
17	Naylor School	8	1	4	50%	7	90%	y	y	n
18	Noah Webster MicroSociety Magnet School	12	0	6	50%	6	55%	y	y	y
19	Parkville Community School	9	3	2	22%	8	85%	y	y	y
20	Pathways to Technology Magnet School	8	0	4	50%	5	87%	y	y	y
21	Rawson School	8	4	3	38%	9	30%	y	y[2]	y
22	America's Choice at SAND	6	0	3	50%	4	100%	y	y	y
23	Simpson-Wavery School	8	3	3	38%	7	72%	y	y	y
24	Sports & Medical Sciences Academy[3]	20	5	9	45%	21	80%	y	y	n
25	University HS of Science and Engineering	8	0	4	50%	6	75%	y	y	y
26	West-Middle Elementary School	13	1	5	38%	5	78%	y	y	y
27	Wish School	7	2	3	43%	8	66%	y	y	y
	AVERAGE / TOTAL	**9**	**1.3**	**4**	**44%**	**7**	**79%**	**24**	**27**	**21**
28	CommPACT at MD Fox[4]	9	n/a	1	11%	n/a	n/a	n/a	n/a	n/a

Notes:

1. Percent attendance for the SGC at Breakthrough Magnet School was not available.

2. The SGC at Rawson originally approved and submitted a budget on time, though that budget was put back under review.

3. The SGC at the Sports and Medical Sciences Academy maintains membership and meeting structures distinct from what is outlined in the SGC Policy, and therefore is not included in *average* calculations other than "% Attendance."

4. Because of its unique school model, the governance council at MD Fox CommPACT maintains distinct responsibilities and structure relevant to the CommPACT model.

Achieve Hartford!
A Compact for Education Excellence

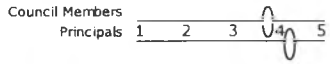
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Survey Results regarding Site Based Management

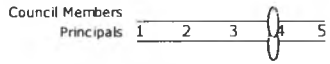
Scale of "1" (strongly disagree) to "5" (strongly agree)

Council Preparedness

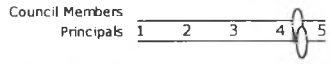
During preparation of my school's budget, my knowledge of the subject matter was sufficient enough for me to recommend changes.



During preparation of my school's accountability plan, my knowledge of the subject matter was sufficient enough for me to recommend changes.

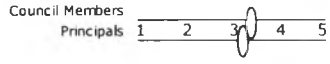


During preparation of my school's school compact, my knowledge of the subject matter was sufficient enough for me to recommend changes.

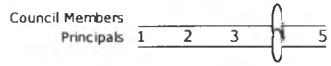


Real Authority

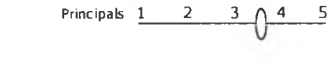
My school's budget had enough flexibility for our SGC to make significant decisions about how to allocate our school's resources.



Our parent co-chair shares authority with the principal and sets meeting agendas.

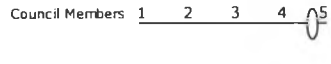


Council members were selected in consultation with my school's PTO or other parent organization.

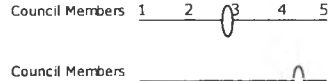


Team Dynamic

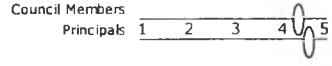
I am comfortable with sharing my opinions at council meetings.



The most dominant voice during SGC meetings is the principal.

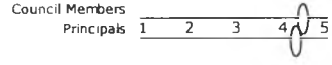


As a whole, I believe our SGC functions well as a team.

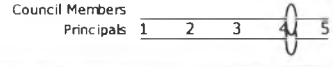


Focus on Student Achievement

My SGC considers how every decision made by the council will impact student achievement.



I am confident that because of actions taken by our SGC, student achievement at our school will improve.



Scale of "1" (strongly disagree) to "5" (strongly agree)

Educational Leadership

SHARE

About
Department Staff Directory
Activities and Athletics
Central Office Extension List
Leadership Development
Local School Councils
Monthly Attendance Reports
Out-of-District Information
School Attendance Zones
School Calendar
School Safety and Discipline Department
Transportation Department

Educational Leadership

Local School Councils



Forsyth County Schools has a strong tradition of local school governance involving staff, parent and community partners. Originally called Local School Advisory Councils (LSACs), FCS converted to Local School Councils (LSCs) in 2000 under Georgia's the A+ Education Reform Act.

FCS has active LSCS in all schools, with the exception of those school that have been open for less than a year. Councils are comprised of a minimum of seven council members, including the principal, at least two certified teachers elected by teachers, parents (who make up the majority of the council, with at least 2 being businesspersons) and other members as specified in the bylaws.

LSCs are advisory bodies that provide recommendations to the school principal and FC Board of Education. Councils meet at least four times a year annually. All meetings and corresponding minutes are open to the public.

LSC meeting agendas and minutes are located in **eBoard** by selecting "meetings" from the channel bar that runs horizontally across the top of the page. From the drop down menu, select the name of the LSC you are seeking.

LSC meeting minutes are also included in monthly BOE meeting agendas and annual LSC recommendations are presented to the BOE each spring. Both the minutes and recommendations can be viewed at **eBoard**. To view the minutes, select "meetings" from the channel bar and then select a BOE regular meeting date. When the agenda appears, scroll to the bottom of it and select "Local School Council Minutes".

Resources:

2011-2012 Local School Council Meeting Dates

2011-2012 LSC Members

2011 School Council Training Materials (Includes complete Guidebook)

2011 School Council Training Materials (to accompany the Georgia School Council Guidebook above)

Georgia School Council Institute
Georgia Statutes Regarding LSCs
Summary of 2004 Changes to School Council Law

FCS Schools (Includes links to schools's website, mailing address, phone and fax, as well as list of administrators and email.)

FCS Board of Education

Sept 12 Information

Last Modified on 02/07/2012 02:12:30 PM

CONNECTICUT STATE DEPARTMENT OF EDUCATION

School Governance Councils

Guidance on Election Procedures

School Governance Councils (councils) provide a remarkable opportunity for Connecticut schools to engage with families and community members in a partnership to make our schools centers of excellence that prepare all students for success. Councils are intended to represent the diverse interests of the families, teachers, students and community members that make up the school population. *To that end, every effort should be made to engage broad participation in a fair and open council election process.*

The law that created School Governance Councils (Public Act 10-111, Section 21(g)) states that the parents, teachers, students and community members who serve on local councils must be elected in the numbers indicted in the table below. The law, however, does not specify a process for conducting the elections. A School Governance Council should develop bylaws to provide them with guidance for conducting elections and other council business. The development of operating bylaws should begin as soon as possible after a council meets for the first time.

The first councils established will not have the benefit of bylaws to guide their elections because they must be elected before bylaws are put in place. The purpose of this document is to provide guidance to assist schools in conducting the election process for those initial council members. The following pages provide advice on the election process, term length for council members and a sample process and checklist for elections.

School Governance Council Membership and Election Process

The councils consist of 14 voting members plus up to three nonvoting members depending on the type of school involved. The following tables describe the category of membership, the number of members and how they are elected.

Member	*Number*	*Election Process*
Parents or guardians of students at the school	7	Elected by the parents or guardians of students attending the school, each household with a student attending the school will have one vote.
Teachers at the school	5	Elected by the teachers of the school.
Community leaders within the school district	2	Elected by the parent or guardian members and teacher members of the council.
School principal or designee (nonvoting)	1	Principal may participate directly or name a designee.

Additional members and election process in high schools:

Member	*Number*	*Election Process*
Students, high school council members only (nonvoting)	2	Elected by the school's student body.

Creating a Valid Election Process

The election process should signal to the entire school community that the School Governance Council will be a collaborative body that represents the diversity of the students they serve. The following steps are intended as suggestions to help ensure an inclusive and valid election process.

Election Committee

- It is recommended that an election committee be formed that is representative of the diversity of the school and is unaffiliated with any potential candidates. The principal may serve as the coordinator of this committee.
- The election committee should assist in conducting the election activities such as scheduling dates, posting announcements, collecting nominations, overseeing the voting itself and formally announcing the results.
- Representatives of existing groups should be enlisted to help with the election process (for example, the Parent Teacher Student Association (PTSA), the Parent Teacher Organization (PTO) and the teachers' unions).

Call for Nominations for Parents and Teachers

- A call for nominations should be sent to all parents or guardians in the school to nominate themselves or other parents or guardians for the seven available positions on the council. Every effort should be made to provide nomination and election materials to parents in a language they understand.
- A call for nominations should also be sent to all teachers to nominate themselves or others for the five positions on the council.
- The election committee should verify that those nominated are eligible and willing to serve.

Voting

- The ballot for the parent or guardian election should be distributed to each household.
- The ballot for the teacher election should be distributed to all teachers.
- Voting procedures that will maximize participation should be determined by the election committee. For example, parents and teachers should be given sufficient time and multiple opportunities to cast their ballot – whether through dropping the ballot off at the school office or another community location outside of school hours to accommodate work schedules or through the U.S. mail.

Results

- Immediately following the election, ballots should be counted with supervision by either the election committee or, if no committee was formed, at least a school administrator, one parent and one teacher who are unaffiliated with any candidates.
- The principal should announce the results in a newsletter or other publication and post the new membership of the council on the school's Web site and key locations in the school.

Term Length for School Governance Council Members

P.A. 10-111 requires that voting members serve two-year terms and that no member can serve more than two terms on a council. The nonvoting student members serve a one-year term and no student member can serve more than two terms.

All council members' terms will expire in two years, potentially causing significant disruption to a council's ability to function effectively. To avoid having the terms of all council members expire at the same time, it is recommended that the first elections create staggered terms of office. One strategy for doing this is to use a lottery system, such as drawing straws, to establish two-year terms for half of the council and one-year terms for the other half. For example, the four parents, three teachers and one community member who drew a long straw would serve two-year terms, and the remaining three parents, two teachers and community member who drew short straws would serve a one-year term. Under this example, an election process would then continue each year.

Voting and Ballots: Frequently Asked Questions

PARENTS OR GUARDIANS

What names will appear on a school's ballot?

All of the names of parents who were nominated and who have a child enrolled in the school the council serves are included on the ballot. A parent is a person who is the natural, adoptive or stepparent of a child enrolled in the school and includes those people acting as legal guardian or registered custodian of the child, such as grandparents.

How many candidates can a household vote for on the ballot?

A household can cast a vote for each open parent seat on the council. For the first election, all seven seats are open. For example, if ten names appear on the ballot, each household may vote for up to seven parents on the ballot.

How are ballots distributed?

P.A. 10-111 requires that each household with a student attending the school shall have one vote to elect the parent or guardian members of the council. The law is silent as to how ballots should be distributed. One potential distribution method is to mail a ballot to each household via U.S. mail. If more than one family resides at the same location, each family should be sent their own ballot. Another alternative to mailing out ballots is to ask the parents or guardians to come to the school and vote over a period of a few days or evenings. Schools should consider using public service announcements through radio, newspapers and other means to inform families that ballots have been distributed.

Who receives a ballot?

Each household with a student or students enrolled in the school for the current school year should receive one ballot.

What happens if the number of candidates is less than or equal to the number of positions?

The council's membership must comply with the provisions in P.A. 10-111. Therefore, if there are not enough nominees received during for the first election, the full membership of the council will be completed by repeating the process of seeking nominations and holding a second election.

Is there a minimum number of voters required to consider the election fair?

While not required, schools should consider setting a threshold of participation they hope to achieve in order to encourage maximum outreach and participation in the process.

TEACHERS

How are the teacher representatives determined?

P.A. 10-111 requires that the teacher members of the council be elected by the teachers of the school. A nomination process should be conducted, followed by a vote. It is recommended that the teachers eligible to serve on the council be those certified staff who perform the majority of their duties in a teaching capacity at that school. Paraprofessionals are not eligible to serve as teacher members of the council.

STUDENTS

How are student representatives determined?

P.A. 10-111 requires that the nonvoting student members on the high school councils shall be elected by the student body of the school. It is recommended that these representatives be elected by the student body through existing student government procedures. If no student government exists, students may be permitted to campaign for the position of council representative at a general assembly of the student body and the student body may make their selection by voting.

COMMUNITY MEMBERS

How are community members elected to the council?

P.A. 10-111 requires that the community leader members be elected by the parent or guardian members and teacher members of the School Governance Council. The parent and teacher representatives should determine a process for soliciting interest from community members. P.A. 10-111 requires only that the community members of the council be a leader within the school district and that they be elected by the parent and teacher members of the council. This definition was intentionally left open by the drafters of the legislation and it is intended to incorporate community leaders of influence in each community, including, but not limited to, religious leaders, nonprofit leaders and business leaders.

Sample Process and Checklist for Parent Elections

The table below presents a sample process for conducting School Governance Council elections. Schools should determine the timeline they will use to solicit nominations and conduct the election.

PROCESS	INSERT DATE	
1. Notice of election and call for nominations distributed to all parents.		☑
2. Closing date for nominations. Once the nomination forms come back, notify the persons(s) and determine if they are eligible and if they accept or decline.		☑
3. Date by which the list of candidates will be displayed. Prepare your ballot with all names of nominees.		☑
4. Date by which voting ballots will be prepared and distributed. Send out ballots to every household with deadline for return.		☑
5. Provide an opportunity for parents to meet the candidates.		☑
6. Close of ballot. Provide various times and methods for parents to cast their ballots.		☑
7. Vote count. Once ballots are returned, determine election results.		☑
8. Announcement of new council members. Send election results out to school community and post on Web site.		☑
9. First council meeting to elect community members (principal will preside). Introduce new members at the council meeting and document in minutes.		☑
10. Second council meeting to elect office holders and begin to adopt bylaws (principal will preside).		☑

Resources for Conducting School Governance Council Elections

The following resources from other states may be helpful in structuring your school's election process:

- The Georgia School Council Institute has produced a guide book related to multiple functions of councils. Chapter 5 is particularly relevant to the election process. It is available by clicking here or by going to http://tinyurl.com/348exsc.
- The Local School Council Election Guide developed by Chicago Public Schools is available by clicking here or going to http://tinyurl.com/39yphrj.

Excellent models are also available internationally:

- The Principals Guide to School Council Elections, developed by the Department of Education in Victoria, Australia is available by clicking here or going to http://tinyurl.com/238pbzz.
- Ontario's guidance for school council members provides detailed materials for conducting elections and is available by clicking here or going to http://tinyurl.com/26ihg4p.

Connecticut Public Act 10-111 and guidance documents created by the Connecticut State Department of Education can be found on the Department's web site at http://www.sde.ct.gov/sde/SCG.

For additional information: Judy Carson, Ph.D., Connecticut State Department of Education, 25 Industrial Park Road, Middletown, CT 06457. Phone: 860-807-2122. E-mail: judy.carson@ct.gov.

HARTFORD Public Schools

CHOOSE. ACHIEVE. SUCCEED.

School Governance Council Basics

September 23, 2009

www.hartfordschools.org/councils

What are School Governance Councils?

The Hartford Board of Education believes that the success of the school and the students it serves is the shared responsibility of school staff, parents or legal guardians and community members. As such, the creation of School Governance Councils was approved in the Spring of 2009.

School Governance Councils are the primary, local school decision-making body of a school devoted to achieve its mission and vision. Toward this end, the SGC will focus on the analysis of student achievement, development of improvement plans, allocation of resources and programmatic and operational changes which enhance the quality of the school and the achievement of its students.

Councils will be made up of up to 12 members, with parents representing 50% of the membership and the other half being made up of a combination of the following:

1. Students (9-12)
2. Teachers
3. Support Staff
4. Religious & Faith-Based Institutions
5. Community Organizations
6. Higher Education Partners
7. Business Partners
8. Lead Agency
9. Design Partner Organization

For more detail on their duties, you can get a copy of the approved Hartford Board of Education Policy on School Governance Councils at www.hartfordschools.org/councils

If you have any questions you can email us at: councils@hartfordschools.org or call 860-695-8653.

SGC Schools and Training Dates

The following is a list of schools that will have School Governance Councils this year, and the dates for training that the school's principal has selected. Use links below to contact your principal if you'd like to participate in your school's council. Note that **child care and food will be provided** for the training sessions:

School Governance Councils in Connecticut

Robert Rader and Patrice McCarthy

A new, largely parent-led initiative to improve the education of public school children has started in several states, and ultimately could affect how schools and districts are structured.

The initiative, which has resulted in the creation of school governance councils, could help districts as they focus on improving student achievement. The potential downside is they could become another state mandate that will blur and possibly erode the current structure of local school governance.

As part of legislation signed into law last spring, 14 Connecticut schools—including a charter—in five underperforming districts were required to establish governance councils. By Nov. 15, another 184 low-performing schools in the state will have to set up these councils, and former Education Commissioner Mark McQuillan has predicted they will eventually be in place in every school in Connecticut.

School governance councils have taken hold in California, where their authority is much greater than in Connecticut, as well as in Kentucky. The Chicago Public Schools, the nation's third-largest district, also uses the model.

Much like other reform movements, judging their value will take time and careful evaluation.

How councils are set up

Connecticut's school governance councils are made up of seven parents, five teachers, two community leaders, and the principal—who does not vote. The exact composition of each council depends on whether it is an elementary or high school—at the higher grades, two nonvoting student members must be included.

The councils are advisory and have no actual "governance" authority. Much confusion could have been avoided if they were, in fact, called school advisory councils. However, the active parents, teachers, and community members on the council can have quite an impact on local decision-making.

Our organization, the Connecticut Association of Boards of Education (CABE), believes the councils can help in increasing student performance, as long as they are organized properly, work in a collegial manner, and make appropriate decisions. In fact, this is an opportunity to increase parent involvement, which has been discussed by boards for years.

The councils are charged with:

- Analyzing achievement data and needs, relative to the school's improvement plan.
- Reviewing the fiscal objectives of the school's draft budget and advising the principal before it is submitted to the superintendent.
- Participating in the hiring of the principal or other administrators by interviewing candidates and providing feedback to the superintendent.
- Helping the principal make changes to increase student achievement, including program changes and adjusting the school hours and days of operation.
- Working with administrators to develop and approve a school compact for parents, legal guardians, and students that includes an outline of criteria and responsibilities for enrollment and participation.
- Developing and approving a written parent involvement policy.

In some situations, the governance council can recommend that its school be reconstituted. It also can recommend a model for turning around the school.

Working with the councils

Connecticut's law requires that local school boards must provide training for these councils. Our state department of education turned to CABE to provide the training.

CABE is providing advice to the councils on the many issues they will face, including members' roles and responsibilities, how to analyze and review student achievement and financial data, and ways to engage parents and community members. We also have provided draft bylaws so council members—who share a lot in common with new school board members in learning their roles and responsibilities—understand the process and the necessity of working together.

The training started in June. Since the first 14 schools are underperforming, naturally there is some skepticism about the jobs that administrators, teachers, and others are doing. However, we believe bringing everyone together may help us see all the obstacles faced by the schools, the staff, and parents.

The jury is still out on whether governance councils will have a long-term effect on achievement, but having a tough conversation in a rational, thoughtful way may help strengthen our weakest schools as we work to increase parent involvement and student achievement.

Robert Rader (rrader@cabe.org) is executive director of the Connecticut Association of Boards of Education. Patrice McCarthy (pmccarthy@cabe.org) is deputy director and general counsel for CABE and the chairwoman of NSBA's Council of School Attorneys.

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School Governance Councils

Frequently Asked Questions

Updated June 1, 2011

Contents:

I. Election of Councils
II. Operation of Councils
III. School Status
IV. Other

Note: Recently added questions are marked as NEW.

I. ELECTION OF COUNCILS

1. **Who is responsible for conducting the election?**
   A. Pursuant to C.G.S. Sec. 10-223e, the local and regional board of education is the entity required to establish the School Governance Council (council). The Department expects that the local and regional board of education will delegate this task at the school level to the principal and the principal's responsibilities will include coordinating the election with a variety of interested stakeholders.

2. **Must an election be held if there are fewer nominees than available parent seats on the School Governance Council?**
   A. Yes.

3. **What process should be used to fill vacant parent positions if there are an insufficient number of candidates on the ballot?**
   A. The full membership of the council will be completed by a continuing process of soliciting nominations and an eventual second election.

4. **What process should be used to fill parent, teacher, student and community member positions that become vacant following the election?**
   A. The members of the council should determine this process once the council is established.

5. **How are community members nominated?**
   A. C.G.S. Sec. 10-223e requires that each council have two members that shall be community leaders within the school district. The community leader members are elected by the parent and teacher members of the council and therefore these members may determine the nomination process once the council is established.

6. **What constitutes a "community member?"**
   A. C.G.S. Sec. 10-223e requires only that the community members of the council be a leader within the school district and that they be elected by the parent and teacher members of the council. This definition was intentionally left open by the drafters of the legislation and it is intended to incorporate community leaders of influence in each community, including, but not limited to, religious leaders, nonprofit leaders and business leaders.

7. **Can the school use its Parent Teacher Organization (PTO) to nominate parents to serve on the council?**
    A. C.G.S. Sec. 10-223e requires that the parent or guardian members of the council shall be elected by the parents or guardians of students attending the school. Therefore, the nomination process has to be fair and open to the entire parent community (not just members of the PTO). However, the PTO could assist in organizing and staffing the nomination/election process with involvement from administration and staff.

8. **Can the school use its data team as the representation for the teacher members of the council?**
    A. The teacher members have to be elected to the council by the teachers of the school. If members of the data team are nominated and elected by their peers, then yes.

9. **Before C.G.S. Sec. 10-223e was passed, a school has been operating with another type of governance council, for example it may be called a school leadership team. Does this existing council or team meet the requirements of C.G.S. Sec. 10-223e?**
    A. The School Governance Councils required under C.G.S. Sec. 10-223e must be established through school-wide elections and they have very specific membership requirements. If the membership of the previous school leadership team was not elected pursuant to the requirements of the new law and if the membership composition does not conform to the law, the school must establish a new council. There is no provision in the law to grandfather members of existing councils into the state's model.

10. **Can the school use its teachers union to nominate teachers to serve on the council?** *(added December 7, 2010)*
    A. C.G.S. SEC. 10-223e requires that the teacher members of the councul shall be elected by the teachers who work in the school. Therefore, the nomination and election process could be assisted by teacher's union of the school.

11. **A school has been reconstituted as a COMMPACT school under state law. Under the provisions of the COMMPACT state statute, there is a school council. The council does not meet the statutory requirements of the School Governance Council described in C.G.S. Sec. 10-223e but serves a similar function. Should there be two distinct councils in the school?** *(added December 7, 2010)*
    A. Under the COMMPACT School model, the council may not be elected and the membership does not mirror the requirements written in C.G.S. Sec. 10-223e. In fact, the SGC's are tasked with specific responsibilities in the law with limited flexibility for the SGC to conduct other tasks. Given these restrictions and a lack of flexibility in the law, it makes sense for there to be two different bodies to ensure that the council complies with the law and to allow the current council to continue the work that it has been doing.

12. **If a school has a council in place and they used election procedures that conform to the state statute, can those persons continue to serve out their term as that council becomes the school governance council for the purposes of C.G.S. Sec. 10-223e?** *(added December 7, 2010)*
    A. The school governance council required under C.G.S. Sec. 10-223e should start a-new and those members should be encouraged to run for election.

13. **Can a parent whose child has been placed by the school district in an out-of-district education setting be nominated and elected to serve on a council?** *(added June 1, 2011)*
    A. The law says the parent member has to be a parent or guardian of a student attending the school.

14. **Can a teacher of a school who is also the parent of a child attending that school be nominated and elected as a parent member of a council?** *(added June 1, 2011)*
    A. The law does not specify whether a parent who works at the school can also serve on the school governance council. However, the intent of the law is to broaden the participation in the school. While not specifically prohibited, having a teacher serve in the role of parent on the council is not the intent of the law. Each school governance council should create bylaws to address such situations.

15. **Can a community member elected to a council be a parent or teacher in that school?** *(added June 1, 2011)*
    B. Since the law does not define community member it does not exclude that person from being a parent or teacher in the school. However, the intent of the law is to broaden the participation in the school to include people that are in addition to parents and teachers. So while not specifically prohibited, having a teacher or parent serve in the role of community member is not the intent of the law. Each school governance council should create bylaws to address such situations.

II. OPERATION OF COUNCILS

16. **Are School Governance Councils required to develop bylaws?**
    A. C.G.S. SEC. 10-223e does not require that a council develop bylaws. However, the State Department of Education (SDE) recommends that each council do so and will be working with the Connecticut Association of Boards of Education (CABE) and other stakeholders to develop model bylaws.

17. **Should councils elect an executive committee (chair, vice-chair, recording secretary, and corresponding secretary)?**
    A. C.G.S. SEC. 10-223e does not require that a council elect an executive committee. However, SDE recommends that each council do so.

18. **Must councils use Robert's Rules of Order?**
    A. C.G.S. Sec. 10-223e does not make a recommendation as to the procedural rules that a council must follow. However, SDE recommends that each council follow Robert's Rules of Order or a similar process for ensuring that meetings are run in a fair and equitable manner. For more information see www.robertsrules.com.

19. **Are meetings subject to the Open Meetings Act? If so, is there a Web site or document that provides specific guidance?**
    A. Yes, meetings of each council are subject to the provisions of the Connecticut Freedom of Information Act, Connecticut General Statutes Section 1-200 et seq. The Connecticut Freedom of Information Commission has a Web site with various relevant resources located at www.state.ct.us/foi/.

20. **Are records subject to the Open Records Act? If so, is there a Web site or document that provides specific guidance?**
    A. Yes, documents created or maintained by each council are subject to the provisions of the Connecticut Freedom of Information Act, Connecticut General Statutes Section 1-200 et seq. The Connecticut Freedom of Information Commission has a Web site with various relevant resources located at www.state.ct.us/foi/.

21. **Do community members of the School Governance Council vote?**
    A. Yes

22. **We have let our student members (on our current school councils) vote. Can we still do this?**
    A. No, C.G.S. Sec. 10-223e requires that the student members of the council be nonvoting members. If a separate council is established to perform tasks not under the purview of the council pursuant to C.G.S. Sec. 10-223e, the student members may vote.

23. **Our current governing board also hears many discipline appeals. Would the new School Governance Council still be able to do this?**
    A. No. The councils established pursuant to C.G.S. Sec. 10-223e are tasked with specific responsibilities in the public act. While there is some flexibility in the act for the council to "provide advice on any other major policy matters affecting the school to the principal of the school, except on matters relating to the provisions of any collective bargaining agreement," this language would not encompass ruling on disciplinary appeals.

24. **If a school is required to institute a School Governance Council and that school does not receive Title 1 funds, does it have to develop the parent involvement policy and school-parent compact which are required under the Federal Title 1 Program?**
    A. Yes. The council under C.G.S. Sec. 10-223e is required to develop both regardless of the school's Title 1 eligibility.

25. **Do School Governance Councils need to carry indemnity insurance similar to what local boards of education carry?** *(added June 1, 2011)*
    A. There is no express requirement in C.G.S. Sec. 10-223e for councils to carry indemnity insurance. Each local board of education should make its own determination.

26. **The law says that School Governance Councils "shall" advise in particular areas including "reviewing the fiscal objectives of the school's draft budget and advise the principal before the budget is submitted to the superintendent." What about the case where a school has no input into its budget; all budget decisions are handled at the central office. Is the council out of compliance because they will never advise in this area?** *(added June 1, 2011)*
    A. In a situation where a draft budget is not developed at the school level, the council should work with the board to determine other avenues to advise the district in the development of the budget impacting the school. Such efforts could include but not be limited to review and analysis of the prior year's budget and its fiscal objectives. The council, board and district should participate in developing a process for allowing school governance councils to provide their recommendation regarding the budget.

27. **Some schools that are required to have councils by November 1, 2011 may choose to have elections and constitute their councils earlier, for example before school ends in June. For administrative purposes, can SDE identify their start date as the required date of November 1? This will have implications for tracking schools and the three year clock on recommending reconstitution.** *(added June 1, 2011)*
    A. The councils that commence earlier will have an official start date of November 1, 2011.

28. **The law says that the council shall participate in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent and the local board of education. Does this mean that the council serves on the interview committee?** *(added June 1, 2011)*
    A. The School Governance Council must be involved in conducting interviews; however, the law does not require that the council serve on or as the board of education's interview committee. The council should work with the board of education to determine an appropriate role consistent with the local board of education's hiring practices ensuring that the council's recommendation is shared with the superintendent and local board of education as a formal part of the process.

III. SCHOOL STATUS

29. **Are the School Governance Councils permanent once a school is identified? If not, how does a school get released from this requirement?**
    A. As the law is written, there is no provision for ceasing the operation of a council. However, only those local and regional school boards with a low achieving school due to failing to make adequate yearly progress in mathematics and reading at the whole school level are required to establish such councils.

30. **If a school has been reconstituted previously, can the School Governance Council recommend that it be reconstituted again? What constitutes reconstitution? Does this provision apply only to the schools receiving the School Improvement Grant? Or does it also apply to schools that have been through substantial changes as a result of No Child Left Behind sanctions (restructured, redesigned, etc)?**
    A. Pursuant to C.G.S. Sec. 10-223e, the council may not vote to reconstitute if: (1) the school was already reconstituted as a result of receiving a federal school improvement grant that was contingent on reconstitution; or (2) a reconstitution of the school was initiated by another source. Therefore, a council may not vote to reconstitute a school that has already been reconstituted by an outside source, such as the State Board of Education or the local or regional board of education. For this purpose, reconstitution is defined as one of the six models included in the act: (1) turnaround; (2) restart; (3) transformation; (4) CommPACT school; (5) innovation school; and (6) any other model developed under federal law.

31. **A school is on the list that requires the formation of a School Governance Council. The school's overall performance on either the 2010 Connecticut Mastery Test (CMT) or Connecticut Achievement Proficiency Test (CAPT) has improved leading it to Safe Harbor status. Does the new status mean that the school does not have to form a School Governance Council?**
    A. C.G.S. Sec. 10-223e requires that all schools that have not made adequate yearly progress in mathematics and reading at the whole school level prior to July 1, 2010,

must form a council. Safe Harbor reached based on the school's performance on the 2010 CMT(s) or CAPT would not allow a school to be exempt from this requirement.

32. **If a school voluntarily establishes a School Governance Council, does that council have the same powers that are given to the councils in the schools that are mandated (in other words, if a school that is not on the list establishes a council, can that council recommend reconstitution after it has been in place for three years)?** *(added June 1, 2011)*



A. School Governance Councils established voluntarily are not bound by the state statute. A voluntary school governance council is governed by the local board of education's policy.

IV. OTHER

33. **What are the consequences/implications for schools that are required to implement school governance councils but do not do so?**



A. Noncompliance with the school governance council requirements falls within the same penalty as noncompliance with any other state education law. Connecticut General Statutes Sec. 10-4b provides general enforcement provisions for noncompliance with state education laws. Remedies would include enforcement orders by the Connecticut State Board of Education.

School governance councils meet

Maggie Gordon, Staff Writer
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STAMFORD -- More than 150 parents, teachers, administrators and other members of the community from 11 city schools came to the University of Connecticut Stamford on Monday night to participate in Stamford's first meeting of School Governance Councils, with representatives from each school working together to understand their roles.

The councils were created earlier this academic year as a result of 2009 test scores that identified the 11 schools as "low achieving."

As a result of new state regulations, these schools were required to form the councils, which are advisory boards dedicated to improving student achievement and helping school principals lead, according to Mike Meyer, the district's director of student support services.

Councils have been formed at K.T. Murphy, Roxbury, Springdale, Julia A. Stark, Davenport Ridge, Hart, Dolan, Turn of River, Rippowam, Stamford High and Westhill High schools.

er told council members.

Patti Avalone, a representative from the state, led the meeting.

"The research shows that if people are involved in school, it's like a bigger family. It really is. It's better for morale," Avalone said. Parent and community involvement, like the involvement that will be produced through the councils, has been proven to lead to a higher graduation rate and fewer suspensions and expulsions, she said.

"And schools with high engagement have a better reputation in the community," she said, "because those parents will go out to the soccer field, the nail parlor or the barbershop and talk about the great things that go on in that school."

While Avalone explained that council members will be responsible for examining school achievement and the goals used to improve it -- as well as evaluating budget objectives and engaging parents -- she explained that the groups' purpose is not to "manage" the administration.

"We can't step in and say, `Step aside, principal, there's a new sheriff in town.' "

During the meeting, representatives from the schools came up with norms for their councils. A member of Hart's council said a main goal should be "to keep the focus on the students," while a Turn of River member said members should remember "to have fun."

BERKELEY UNIFIED SCHOOL DISTRICT

BYLAWS FOR SCHOOL GOVERNANCE COUNCILS (SGC)

I. Purpose and Philosophy

The success of a school and the students it serves comes through the shared responsibility of the staff and entire school community.

II. Charge of the School Governance Council

A School Governance Council (SGC), composed of the school's principal, teachers, staff members, parents/guardians, residents, or community members, shall be established at each pre-K-12 school site or designated program in accordance with California law, local statute, and policies and bylaws adopted by the Board of Education.

Each School Governance Council shall develop a *Single Plan for Student Achievement* (*School Plan*) which shall be focused on improving student learning and shall direct the revenues from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A), together with State and Federal Program funds allocated to the school such as Title I, EIA, SIP, and other funds, to implement the Board-approved *School Plan.*

The School Governance Council shall have as its major responsibility the monitoring and evaluation of the elements of the *School Plan* to ensure that BSEP funds, Title I, EIA, SIP, and other resources, are improving student success and being spent appropriately. The School Governance Council shall insure that the BSEP/Measure A funds in the *School Plan* are clearly delineated from all other funds in the Plan. At least annually, the School Governance Council must formally review the Plan goals, outcomes, expenditures and data, before submission to the Board of Education for annual approval.

The School Governance Council shall also have as its responsibility the recommendation of alternative methods of class size reduction at the school, should this be necessary or desirable in a particular year (pursuant to Section 3.A.ii, *Berkeley Public Schools Excellence Act of 2006*). In such an instance the recommendation shall be forwarded to the Board of Education for action.

Responsibilities of the District

As per Board policy, the Superintendent or designee will provide training and information to the members of School Governance Councils that will facilitate their ability to collaboratively analyze data, design measurable goals, and

develop, monitor, and evaluate programs. This training will include a written handbook distributed to all School Governance Council members.
The District will also make available regularly to the Principal and the School Governance Councils revenue and expenditure reports, including an annual revenue and expenditure report, to enable the School Governance Council to prepare its *Single Plan for Student Achievement.* The District will provide student data to the Principal to be shared with the SGC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan.*

The District will also make available to the BSEP Planning & Oversight Committee (P&O) information needed to demonstrate that SGCs are properly constituted and also actively and properly involved in the development, monitoring, and evaluation of the *School Plan.*

Responsibilities of the School Principal
A principal's leadership is critical to the success of the School Governance Council. The greater the principal's ability to engage and involve the SGC and other members of the community in planning, program and budget development, the more effectively student learning will be improved at that site.

The principal is a voting member of the School Governance Council, and vital to the success of the planning and implementation of the *School Plan.* By law, the principal has no administrative authority over the SGC and therefore may not veto decisions made by the SGC nor make changes to the *School Plan* after it has been approved by the School Governance Council. Because it is the principal's responsibility to implement the *School Plan,* the School Governance Council should give weight and consideration to the principal's view.

The principal has the following duties with respect to the development of the School Plan:

- Provide vision, leadership and information to the School Governance Council.
- Provide student data to the SGC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan.*
- Provide clear revenue and expenditure information for the SGC to use in developing a realistic and accountable *School Plan.*
- Administer the school-level activities of the approved *Single Plan for Student Achievement.*
- Ensure that District guidelines with respect to hiring, procurement of materials and conflict of interest are followed.
- Together with members of the previously elected SGC, ensure that elections for the School Governance Council are open, widely publicized, and timely.

Responsibilities of School Governance Council Members

The School Governance Council must demonstrate that they have disseminated information about their work widely in the school community and that they have solicited input from all groups *and individuals* included in their community. While the School Governance Council may not, in every case, include members representing each group comprising the school community, the elected members must consider the needs of the children of all the various school groups and individuals, and must demonstrate the means by which the needs of all children have been considered in developing and implementing the *Single Plan for Student Achievement.* All members of the school community must have opportunities to bring their interests and concerns before the SGC.

School Governance Council members are strongly encouraged to attend the annual SGC orientation meeting, and other workshops provided by District staff relevant to the SGC's charge and responsibilities.

Responsibilities of School Governance Council Chair/Co-Chairs

Responsibilities of the SGG Chair/Co-Chairs:

- Preside over the meetings of the School Governance Council.
- Make arrangements for an alternate Chair or Co-Chair to preside over any meetings which the Chair is unable to attend.
- Communicate regularly with the school's Planning and Oversight Committee Representative.
- With the SGC membership, publicize the upcoming SGC election each year, via a welcoming letter to parents and staff, announcements and tables at PTA meetings and Back-to-School Night, encouraging parents and staff to participate on the School Governance Council.
- Attend SGC orientations and training meetings as provided by District staff.

And, in collaboration with the Principal:

- Set the SGC meeting agendas.
- Assure the SGC's compliance with the Brown Act (e.g. SGC meeting notices and agendas widely disseminated to the school community at least 72 hours in advance of the meeting, meeting minutes kept, records properly kept, etc.).
- Submit the SGC election report and membership roster, and the contact information for school's Planning and Oversight Committee Representative(s) to the appropriate District office.
- With the support of District staff, guide the SGC to analyze student data, assess school needs, review school budgets, and develop school goals and the *Single Plan for Student Achievement.*
- Submit any requested changes to the *School Plan* in the required manner.
- With the SGC membership, publicize the role and work of the School Governance Council and the contents of the *School Plan* throughout the year.

III. Election and Term of Office of School Governance Council Members

Election Period and Term of Office
A well-publicized election to the School Governance Council shall be conducted by each school during September each year, with the elections completed by October 1. The term of office is October 1 through September 30 of the following year. Staggered two year terms are allowed if the site so chooses, with the terms ending September 30. To ensure a fully constituted School Governance Council throughout the school year, non-voting Alternates from each represented group (parents, classified and certificated staff, and students for 9-12 schools) shall also be elected at this time. Elected alternate members should attend all meetings, so that they may be prepared to fully participate as voting members should the need arise. In the absence of voting members, Alternates may be counted for the quorum and may vote in their place. A School Governance Council member may be re-elected for subsequent terms, without limit.

Parent Election
Parents/guardians, residents, or community members shall be elected from the school at large, in an election conducted by the Principal or designee and outgoing School Governance Council members.

Recruitment of candidates and election of members should be conducted in such a manner as to promote a SGC which reflects the ethnic, linguistic, socioeconomic and programmatic composition of the site. As an example, members might be those from diverse ethnic backgrounds, and those participating in special programs such as bilingual education, special education, gifted and talented, and compensatory education. To this end, efforts should be made to ensure that information is disseminated and the election process is made accessible to all members of the school community. Parents nominated for re-election may not be involved in the supervision and oversight of the election process, i.e., chairing the election meeting, counting the votes, distributing fliers, and so forth.

Staff Elections
Representatives of the teachers, selected by teachers, and other school personnel, selected by other school personnel, shall constitute staff representatives to the School Governance Council. They shall be selected using the school's normal process for selecting committee members, as coordinated by the Principal. This process shall be completed during the month of September.

Student Election
Student members of the BSEP Site Committee shall be elected from Berkeley High School. Student members of the School Governance Council shall be elected from Berkeley Technology Academy (B-Tech) and the Independent Study Program. Non-voting student representatives to the School Governance Council may be elected from the three Middle Schools.

Composition & Quorum Requirements
The size, composition and quorum requirements of the School Governance Council vary by school type (see page 14).

Conduct of Elections
For suggestions about how to conduct a School Governance Council election see Appendix.

IV. Selection of Planning & Oversight Committee Representative(s)

Upon completion of the School Governance Council election, the SGC shall select the school's Representative(s) to the district-wide BSEP Planning and Oversight Committee (P&O Committee). The number of P&O Committee Representatives varies by school type (see chart). An equal number of Alternates shall be chosen by the SGC to represent the school in the absence of the Representative(s).

Planning and Oversight Committee Representatives need not sit on the school's School Governance Council, but they are required to communicate regularly with the SGC. It is generally expected that Planning and Oversight Committee Representatives will have a definite connection to the school that they represent, such as being a parent or staff member at that school.

The term of office of Planning and Oversight Committee Representatives is one year, from October 1 until September 30 of the following year. There is no limit to the number of terms, consecutive or interrupted, which Planning and Oversight Representatives may serve.

For more details regarding the responsibilities of Planning and Oversight Committee Representatives, see the *BSEP Planning and Oversight Committee Bylaws.*

Submission of SGC Roster
Upon completion of the School Governance Council election and the selection of the school's Planning and Oversight Committee Representative(s), the Principal or Chairperson shall submit an election report and membership roster of the School Governance Council and the P&O Representatives to the appropriate District office.

V. Operations of the School Governance Councils

The School Governance Councils are governed by the State of California Brown Act and these Bylaws. School site rules consistent with these Bylaws should be established by individual sites to cover such operating agreements as:

- the term and election procedures of SGC members and officers
- the SGC's regular meeting times

- quorum requirement if the size of the SGC exceeds the minimum
- minimum attendance required of members
- other operating agreements.

Meeting notice, time and place
School Governance Council meetings shall be in a public place, open to the public, and noticed at least 72 hours in advance (preferably longer). Such notice could be given in the Principal's bulletin, on the school e-tree, sent home with students where appropriate, etc. The day and time of SGC meetings shall be agreed upon among the Council members (both parents and staff). Meeting times should be regular, preferably set times, (for example, the first Tuesday of each month at a particular time), and a calendar of meetings should be established at the first meeting and then published, to allow maximum community participation.

Election of officers
The SGC needs to elect officers with stated responsibilities and authority, including:

- Chair or co-Chairs to preside over SGC meetings. If co-Chairs are elected, at least one should be a parent. It is strongly recommended that the principal not be the Chair.
- Secretary, to insure meeting minutes are recorded.

Filling Vacancies
Every effort should be made to have a complete SGC. Alternates fill in automatically when there is a vacancy. In the event that a vacancy occurs and there is no Alternate, consideration should be given to the need for representation from the entire school community.

Accessible meetings
Effort should be made to arrange child care for meetings, if requested by the participants. Likewise, effort should be made to provide an interpreter in the event that non-English speaking individuals wish to participate in School Governance Council meetings.

Conduct of meetings
School Governance Council meetings are public meetings; the regulations and procedures governing meetings of other public bodies (such as the Brown Act and Roberts Rules of Order) generally apply to meetings of the School Governance Council. *SGC* meetings should be conducted in an open, civil manner.

Rules of Order
School Governance Council meetings must operate according to the following rules:

- Meetings must be open to the public.
- The public may address the SGC on any item within the jurisdiction of the SGC.
- Notice of the meeting must be posted at the school site at least 72 hours before the meeting (preferably longer).
- The notice must specify the date, time, and place of the meeting and the agenda.
- The SGC cannot take action on an item not described on the posted agenda.
- Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the SGC must reconsider the item at its next meeting, after allowing for public input on the item.

Voting

Although reaching consensus in decision-making is desirable, when a vote is taken it must be open and recorded; secret ballots are not permitted.

Record keeping

The School Governance Council shall maintain records of the following:

- elections
- official correspondence
- agendas of SGC meetings
- evidence of input from school advisory committees and groups
- minutes of meetings, copies of current and prior year *School Plans.*

All records pertinent to a funded project must be retained for three years. SGC records must be kept available for public review upon request.

After each SGC meeting a School Governance Council "Meeting Summary Report" recording attendance, discussions, recommendations, and actions shall be submitted to the District office.

Annual Timeline of School Governance Council Activities

Tasks	Responsible	Date
Conduct elections for School Governance Council (SGC) at each school site	School Principal and outgoing SGC Chair person or designee	September 30
Collect SGC membership, election data, and select P&O Rep(s); submit to District Office for review	School Principal and SGC Chair or designee	mid-October
Participate in orientation / training	All new and returning SGC members; District staff coordinate	Fall-Winter
Review each SGC to certify the election and compliance with the guidelines; submit membership rosters to the Board of Education	District staff with P&O Committee representatives	October – November
Conduct regular meetings of the SGC to review all pertinent information about the effectiveness of the strategies adopted in the *School Plan*; submit minutes of meetings	SGC Chairperson & School Principal; District staff to implement budget changes	ongoing
Collect and review student evaluation data from prior year and draw conclusions; prepare a report for the Board	Each SGC with school's Principal and District staff support	October thru December
Review school's student data analysis with selected School Board members & Educational Services Department staff	SGC Chairperson, members and Principal	January
Solicit input from school community re: the status, performance, and needs of the students and school	SGC Chair and members	January
Discuss funding priorities and possible new programs for the new year; develop (every 3 years) or revise the school's Action Plans and Strategies to meet the three year Goals	Each SGC	February-March
Develop budgets based on the Action Plans of the *Single Plan for Student Achievement*	Each SGC	March
Submit the *Single Plan for Student Achievement* with budgets for administrative review	Each SGC	March-April (deadline varies)
Adopt each school's *Single Plan for Student Achievement* (after 2 readings)	School Board	May-June
Prepare recruitment activities for election of next year's SGC members	Each SGC	May-August
Publish BSEP Annual Plan, including Site Plans	District Staff	June-September

VI. Development of the *Single Plan for Student Achievement (School Plan)*

The Single Plan for Student Achievement involves a continuous development, implementation, and monitoring cycle, shown in the following six steps:

- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees/school community
- Step Three: Reaffirm or revise school goals
- Step Four: Review improvement strategies and expenditures
- Step Five: Recommend the approved School Plan to the School Board
- Step Six: Monitor implementation of the School Plan.

These six steps are elaborated in the *Guide and Template for the Single Plan for Student Achievement, A Handbook for School Site Councils*, published by the California Department of Education.

Soliciting Input from School Community

Prior to plan development, the School Governance Council shall solicit input from members of the school community, advisory groups, teachers, administrators, parents and students, when appropriate, regarding the status, performance and needs of the students and school. Such solicitation may come through surveys, informational meetings, and the exchange of information with other sites.

All Students versus Targeted Groups of Students

The *Single Plan for Student Achievement* must benefit all the children at a school, although particular site funds may be targeted toward special purposes. Not every program that a site develops must directly benefit every child. Site decisions related to program development and financial allocations should consider qualitative and quantitative data that may determine the needs of each school.

Two Readings of *School Plan* and Budget

To ensure a more collaborative process in development of the *School Plan*, the budget presented by the Principal to the SGC must be presented for review and discussion at a meeting of the SGC at least one week prior to the meeting where the vote for approval of the entire plan will take place. Therefore, the final approval of the *School Plan,* including final budget allocations, may not be approved by a vote of the Council at the same meeting at which it was presented for the first time.

Conflict of Interest

A "Conflict of Interest" occurs when a School Governance Council member or an individual in the member's immediate family **stands to gain financially from adoption of a particular proposal** submitted to the School Governance Council. Avoidance of a "conflict of interest" position should be taken into account during the election of School Governance Council members, e.g., personnel paid by

funds to be allocated by the SGC should not be elected to the School Governance Council, since funding for their position will need to be reconsidered and approved each year by the School Governance Council.

When a "conflict of interest" occurs, the "Interested Member" must resign from the Council and be replaced by an Alternate.

An exception to the above-stated rule shall exist in the case of programs that are generally available to a substantial number of teachers at the school. If needed, arbitration of conflict of interest disputes shall be conducted by the Superintendent or designee.

Delineation of BSEP/Measure A funds in the School Plan
The School Plan must clearly delineate the use of the BSEP/Measure A revenues from all other revenues in the Plan.

VII. Mid-year Changes to the School Plan

Any of the following factors may indicate a need to amend the *School Plan* during the school year:

- A major service or activity proves ineffective, and students are at risk.
- Material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the *School Plan* cannot be procured.
- School boundaries or demographics suddenly change.
- An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

The SGC may amend the *School Plan* at any time, in accordance with Board policy and SGC Bylaws. Whenever the SGC makes a material change to the Plan, the School Board must approve the change.

VIII. Dispute Resolution & Accountability

Because the School Board, administration, and School Governance Council have separate but related responsibilities for the *School Plan*, they need to work cooperatively. Every effort should be made to resolve disputes regarding the development and implementation of the *School Plan* and SGC compliance issues. Should an impasse occur, several remedies are available:

- The School Governance Council or an individual member of the SGC may communicate with the Educational Services Office in an effort to clarify policy or resolve a dispute.
- The P&O Committee or its designee may offer support to a School Governance Council seeking clarification.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.

- The School Governance Council may appeal to the School Board to resolve issues of planning or implementation, to clarify an issue in doubt, or to establish a needed policy.
- The administration may recommend that the Board not approve a Single Plan believed to be flawed.
- The School Board may develop policies to regulate or inform School Governance Councils and staff in the performance of their duties.

IX. Berkeley High School BSEP Committee and School Governance Council

Effective in the 2007-08 school year, each school except Berkeley High School combined the former BSEP Site Committee and School Site Council into a single body, the School Governance Council. At Berkeley High, due to its size and complexity, the BSEP Committee remains a discrete committee, focused on the school's BSEP/Measure A Site Discretionary Funds. The Berkeley High School Governance Council acts as the School Site Council (SSC), allocating state and federal categorical funds.

The Berkeley High School BSEP Committee shall be composed of elected parents, community members, students, staff, and teachers. The charge of the Berkeley High BSEP Committee is to develop a budget to allocate BSEP/Measure A School Site Discretionary Funds for the personnel, services and materials required to deliver effective activities leading to improved student performance as outlined in the *Single Plan for Student Achievement.* The BSEP Committee's proposed Plan and Budget will be sent to the Berkeley High School Governance Council where it will receive a vote to approve or disapprove. If disapproved, the BSEP Committee will subsequently submit another Plan and budget for approval.

In the event that the BHS School Governance Council rejects the BSEP Committee recommendations in whole or in part, the BSEP Committee shall have an opportunity to respond directly to the concerns of the SGC, and if the BHS SGC insists on changes contested by the BSEP Committee, the Plan shall be forwarded to the Board with a written BSEP Committee response to the proposed changes to their recommendations.

The BHS BSEP Committee will have at least two joint meetings with the School Governance Council: one in the fall, once both new committees are constituted, to review the Berkeley High School *Single Plan for Student Achievement (SPSA)* for the current year, and once in the Spring when the School governance Council is considering adopting the budget proposed by the BSEP Site Committee. Additional meetings will be scheduled as needed to insure collaborative planning. Toward this end, the SGC shall notify the BHS BSEP Site Committee when revisions to the Single Plan are taking place.

The BHS BSEP Committee composition, quorum, and P&O Representative allocation is shown on the *SGC Composition, Quorum & P&O Representation Chart* (attached following).

Regarding elections:

- Parents/guardians, residents, or other community members will be elected in September at the first PTSA meeting of the school year. Such members may not all reside in the same BUSD attendance zone, or have children who all attend the same BHS Small School or Program,
- Student members will be elected by the student body during the spring prior to the school year in which they will serve,
- Administrative/Classified staff will be appointed by the Principal,
- Teacher members will be elected by the certificated staff.

The BHS BSEP Committee will elect one parent, one student member, and Alternates for each to non-voting seats on the School Governance Council.

At least two of the four BHS P&O Committee Representatives shall be parents or community members.

X. Amendment or Suspension of Bylaws

Amendment or suspension of these bylaws must be authorized by the School Board. These bylaws shall remain in effect until amended or rescinded by the Berkeley School Board.

School Governance Council Composition, Quorum & P&O Committee Representation

School/Program Type	Parent* Members	Staff Members	Student Members	Minimum Size	Quorum**	P&O Committee Representatives
Elementary	**6 parents** **+ 2 Alternates** (elected at large)	**6 staff** **+ 2 Alternates** (includes Principal & at least 1 Classified staff member)	N/A	**12**	**7 = quorum**** At least: • 3 parent members & • 3 staff members	**1** **+ Alternate(s)**
Middle	**6 parents** **+ 2 Alternates** (elected at large)	**6 staff** **+ 2 Alternates** (includes Principal & at least 1 Classified staff member)	2 students may serve as non-voting members	**12**	**7 = quorum**** At least: • 3 parent members & • 3 staff members	**2** **+ Alternate(s)**
Berkeley High BSEP Committee	**5 parents** **+ 2 Alternates** (elected at large)	**5 staff** **+ 2 Alternates** (includes Principal or designee & at least 1 Classified staff member)	**5 students** **+ 2 Alternates**	**15**	**8 = quorum**** At least: • 2 parent members • 2 staff members & • 2 student members	**4** (minimum 2 must be parents/community) **+ 2 Alternates**
B-Tech	**2 parents** **(+ Alternate)**	**4 staff** **(+ Alternate)** (includes Principal or designee; Classified staff optional)	**2 students** **(+ Alternate?)**	**8**	**5 = quorum**** At least: • 1 parent member • 2 staff members & • 1 student member	**1** **+Alternate(s)**
Independent Study Program	**3-4 parents** **(+ Alternate)** (parents + students = 5; minimum 1 student)	**5 staff** **(+ Alternate)** (includes Principal or designee; Classified staff optional)	**1-2 students** **(+ Alternate)** (parents + students = 5; minimum 1 student)	**10**	**6 = quorum**** At least: • 2 parent members • 2 staff members & • 1 student member	**1** **+ Alternate(s)**
Pre-K Program	**4 parents** **(+ Alternate)**	**4 staff (+ Alternate)** (includes Principal or designee and both Certificated & Classified staff)	N/A	**8**	**5 = quorum**** At least: • 2 parents + 2 staff	**1** **+ Alternate(s)**

* Per Measure A of 2006 Section 5-B-ii: "Parents/guardians, residents, or community members."

**Quorum must include Principal or designee.

ALASKA PUBLIC TELECOMMUNICATIONS, INC.
PROPOSED CAPITAL PROJECTS
UNIFIED PUBLIC TELEVISION SERVICES
Total $2,400,000

Alaska is served by four community public television stations – KTOO in Juneau, KUAC in Fairbanks, KYUK in Bethel and KAKM in Anchorage. All but KAKM are mired in analog worlds, even as digital environments become more and more prevalent in the industry. And as technology changes swiftly, it becomes more and more necessary for these stations to collaborate formally to rationalize infrastructure, provide for innovation, and share production costs. This proposal supports systemwide efforts to standardize equipment, share technical training and standards, and gain efficiencies from centralizing infrastructure. This proposal also would equip a new team of public affairs producers expanding the reach of state and local programming, especially on the road system. State support for equipment costs totaling $2.4 million is requested to achieve these improvements.

KAKM has the digital technology and server capacity to provide both statewide and individualized programming streams from a single location. The stations anticipate moving to this system in July and soon will conclude formal agreements implementing the change. This proposal, if funded, will provide the required infrastructure for the other three stations to produce, share and broadcast digital content. It will provide an automated monitoring system for the statewide television feed to save operating costs. Finally, this request would rebuild key pieces of the Alaska Public Radio Network distribution network for 26 member stations. A key benefit of the system collaboration envisioned here will be common technical standards, equipment purchases, shared maintenance and spare parts, and training support. Engineers estimate between 5 percent and 10 percent of the overall cost of these improvements will be saved by combining them into a shared initiative. Here are brief descriptions of the projects for which support is requested.

- **KYUK-Bethel, KUAC-Fairbanks and KTOO-Juneau Digital Production Facilities:** Each of the facilities outside Anchorage is in need of modern equipment for a digital era. While some infrastructure is being centralized to save overall costs, it is imperative to refresh technology and equipment at each location.

  KYUK has virtually no studio production capacity at present, despite an honored tradition of video production for rural audiences. 1990s vintage production studio and control room equipment is now either unreliable or totally nonfunctional. This request would permit KYUK to establish a local studio capable of producing programs for local or statewide consumption; establish a production control area capable of receiving and retransmitting a statewide program stream from KAKM customized for Bethel; allow KYUK to receive and transmit KTOO's *360 North,* including *Gavel Alaska;* provide a studio for local students or other media training; provide a studio for community groups and local events; and reestablish the ability of KYUK to participate in co-productions with its sister stations such as statewide pledge drives, candidate forums or cultural events from the region.

  KUAC, the UAF-licensed TV station in Fairbanks, currently does not have a production facility. An out-of-date analog production facility was dismantled years ago. A digital production facility and television studio is required to produce programs representing events and activities at the University of Alaska, Fairbanks and Interior communities. KUAC would enjoy the same benefits of a digital studio as those described above for KYUK, and the facility also would be in place to help serve the needs of journalism or film students at the University of Alaska Fairbanks.

  KTOO currently has a standard definition production facility but needs to upgrade to a high definition digital facility to meet the needs of both Juneau/Southeast Alaska and the rest of the state through operations of *360 North* and *Gavel Alaska*. This improvement will provide for compatible real-time audio and video between the Juneau studio and other television facilities around the state. This connectivity will allow for increased sharing of important news and events such as the Legislature and

state government through programs like *Capitol Views, AARP Alaska* and statewide public affairs specials.

- **Mobile TV Transmission Capability for KAKM-Anchorage, KUAC-Fairbanks and KTOO-Juneau:** The three major public TV stations need to upgrade their transmission facilities in order to meet the growing demand for content on mobile platforms such as smartphones and tablet computers. Alaska lags national trends in this area: Approximately 140 stations and all major markets nationally now provide this service. But broadband penetration in our state is high and consumers increasingly expect mobile video service.

- **Mobile Production Trucks for Juneau and Anchorage:** KTOO and KAKM have developed a joint venture to produce content and cover news developments for distribution to radio and television member stations, as well as PBS and NPR affiliates nationally. This mobile "road team" will produce coverage of important public proceedings and cultural events across Alaska. Its work will extend the reach of current local and state programming, provide access to quality programming in more regions of the state, and share local stories that are currently going untold. The team would be responsible for a minimum of one complex multi-day event per week or three to five short-form events such as luncheons, cultural forums, lectures, news conferences or interviews. Such events might include: state government hearings or public forums; town hall meetings; association conferences such as the Alaska Miners Association or Alaska Federation of Natives; or arts programs such as the Anchorage International Film Festival. The mobile production unit based in Juneau would be used to provide more Legislative coverage of events outside the Capitol, plus government and cultural offerings throughout Southeast Alaska and occasionally the Yukon. The team would generate programs for Gavel to Gavel Alaska, 360 North, all four Alaska public television stations, 26 members of the Alaska Public Radio Network, and the Web.

  This highly specialized team will work across all media platforms and generate video for television; audio for radio; and audio, video and photographs for the Web. Members of the team will be deployed in Juneau for capitol and related coverage and in Anchorage for operations on the road system. Their work will be supported by engineering, news and programming teams in Juneau and Anchorage. This request supports trucks and equipment – portable cameras, switcher, audio boards, microphones, editing hardware and software, computers and microwave transmitter and antenna – required for mobile operations.

- **Monitoring System for Centralcast Facility:** Centralcast television operations from KAKM will begin July 1 and lower costs for all system participants. To build reliability and provide swift response to breakdowns, an automated "exception based" monitoring system is needed. Staffing limits require automated monitoring of the various broadcast streams to different locations, and in fact automated systems in many cases are more reliable than human oversight. This capability will provide 24/7 confidence monitoring of signals going out to the entire system.

- **Radio Distribution Rebuild for APRN:** Aging and inconsistent receiver equipment among the 26 separately owned and operated stations of the Alaska Public Radio Network creates frequent maintenance and distribution problems and expense. This request would support installation of similar, modern equipment at all locations, lowering costs and reducing operating difficulties. It also would support enhancements to the APRN satellite uplink facility, improving reliability for the entire network.

Public broadcasting brings Alaskans closer and gives them unique insight into their government and their surroundings. *Gavel to Gavel Alaska*, *Alaska News Nightly* and many other public affairs programs allow the people of our state to participate more easily in their state government and issues important to them. Equipment provided by this capital request would extend services, provide the means for cooperation among the stations, share facilities, lower infrastructure costs, ease maintenance and upgrade expenses, and greatly increase public affairs programming in the Railbelt and statewide.

Unified Public Television Service Capital Projects

Statewide Services		
Alaska Public Radio Network Distribution Upgrade	$150,000	
Centralcast Facility Automated Monitoring System	$125,000	
Road Team Equipment	$500,000	
Total		$775,000
KYUK-Bethel		
Digital Production Facility & Studio	$345,000	
Total		$345,000
KUAC-Fairbanks		
Digital Production Facility & Studio	$635,000	
Mobile Video Transmitter Upgrade	$100,000	
Total		$735,000
KTOO-Juneau		
Digital Production Facility & Studio	$345,000	
Mobile Video Transmitter Upgrade	$100,000	
Total		$445,000
KAKM-Anchorage		
Mobile Video Transmitter Upgrade	$100,000	
Total		$100,000
Total Request		**$2,400,000**

Administrative Policy 9.11
SCHOOL GOVERNANCE COUNCILS

History	*Adopted 11-25-97; amended on 5-26-99; Revised 06-29-06*		
Previous Coding			
Legal Ref.			
Contract Ref.			
Cross Ref.	*Admin. Policy*	*1.03*	*Parent Empowerment*
		8.18	*Student Involvement in Decision Making*
		9.04	*Community Involvement in Decision Making*
		2.12	*Advisory Committees*

(1) PREAMBLE

(a) It is the policy of the Milwaukee Board of School Directors to endorse and support parent, staff, student, and community involvement in school governance. It is the intent of the Board of School Directors that every school will have a school governance council that enables parents, school staff, students (when appropriate), and community to work together in facilitating quality educational plans that engender continuous improvement of student achievement. It is the responsibility of the principal to develop and maintain effective organizational structures and processes for advisement in each school in conjunction with its school governance council.

(b) The following guidelines are designed to facilitate the development and operations of school governance councils.

(2) PURPOSE OF SCHOOL GOVERNANCE COUNCILS

The purpose of a school governance council is to provide a forum for parents, teachers, community members, students, and principals to work together in providing continued analysis and improvement of public school policies, curriculum, educational plan goals, and general student well-being. the council shall also be a clearinghouse for information collected from outside organizations, including student groups, parent-teacher groups, teacher associations, etc. the council's decision-making authority is advisory with respect to all duties, powers, and responsibilities, with the sole exception of the council's authority and responsibility to submit a cover letter with its school's annual budget and the school's annual educational plan. Council participation shall be on a voluntary basis via a school-based election process. Councils are not intended to replace parent organizations.

(3) SCHOOL GOVERNANCE COUNCIL MEMBERSHIP

(a) School governance council membership shall include at least 51% parent representation, at least one student at the middle (including K-8 schools) and high schools, community representatives, staff members, and the principal. The size of the school governance council will be based upon a percentage of total student enrollment at a given school.

1. The number of council participants shall equal one percent (1%) of the total student enrollment, or a minimum of nine (9) members, including the principal; however, the size of the council may exceed 1% where desired by the individual school.
2. If the percentage results in an even number of participants (e.g., 1,100 students x 1% = 11 + principal = 12 members), the number of participants shall be increased by one member (e.g., 12 + 1 = 13 members).

(b) Members shall be defined as follows:

1. Parent: A parent is a person at least 18 years of age who is the natural, adopted, or stepparent of a child enrolled or about to be enrolled in the school at which the council serves, and includes those people acting as legal guardian or registered custodian of the child, such as grandparents. A parent who is also a paid employee of his/her child's school shall not serve in the capacity of "parent member" on the council, but may serve as a teacher representative or support-staff representative.

2. Teacher/Support Staff: All teachers and support staff are eligible to participate on the council in this category.
3. Student: A student enrolled at a school with a middle school component (grades 6-8) or high school at the time of the election process is eligible to serve on the council for that particular school.
4. Community Member: Any resident of the City of Milwaukee is eligible to serve on a council.
5. Principal: The principal or employee serving as the leader of the school shall serve on its council.

(c) There are to be good-faith efforts to secure representation; however, a school governance council will continue to function even if full representation cannot be achieved. Every effort will be made to ensure that each school governance council has full representation.

(d) Even though representatives will be selected from various categories (e.g., parents, school staff, students, business, community), it is the responsibility of every member on the school governance council to communicate with, and represent, all segments of the school population.

(4) SCHOOL GOVERNANCE COUNCIL ELECTIONS — MEMBERSHIP

Members will be selected through a fair and open election process. Each constituent group (parents, teachers, non-certificated staff, students) will oversee the process for electing school governance council representatives. The process for the election of representatives will be as follows:

(a) PARENT REPRESENTATIVES

1. Every year, no later than the third week of March, the principal/designated administrative leader of each school shall mail, via first-class postal service, information sheets regarding the school governance council and the school election timeline to all households of the school's student body (one mailing per household) for the purpose of soliciting parent/guardian nominations for Council membership. Parents who are interested in serving on the council shall complete a ballot information sheet and return it either by mail or in person on or before April 15. All eligible parents shall be included on the ballot.

2. The ballots (bearing a specific logo) shall be mailed via first-class postal service to all parents during the first week in May, with all of the nominees listed. Ballots shall be numbered sequentially for accountability purposes only. In addition, the principal/designated administrative leader is to plan an open meeting for nominees to speak relative to their candidacy for election to the council. Parents shall return either in person or by mail the completed ballots to the school on or before May 31. The number of parents to be elected shall be at least 51% of the total number of participants on the council.

3. Two members of the established parent group will assist the principal with the counting of the parents' ballots.

4. A record of the number of votes for each candidate shall be maintained at the local school until the end of the following school year. In the case of resignation, recall, or death, a parent member shall be replaced by the runner-up candidate not elected to the council the previous election period.

(b) TEACHER/STAFF REPRESENTATIVES

The faculty and support staff at a given school shall be responsible for selecting its representatives to the council. Selection shall be completed on or before May 31.

(c) STUDENT REPRESENTATIVES

Schools with grades 6-8 (middle and K-8) and high school student representatives of the council shall be elected by the student body through existing student government procedures. If no student government exists, students shall be permitted to campaign for the position of Council representative at a general assembly of the student body, and the student body shall make their selection by voice vote or ballot during the general assembly.

(d) COMMUNITY REPRESENTATIVES

Community representatives interested in participating on the council shall make their interest known at the open meeting held for parent nominations, although community members shall not be selected by the public at large. Community representatives shall be elected at the first meeting of the incoming Council held at the beginning of the new school year.

(e) PRINCIPAL REPRESENTATIVES

The principal of the school is entitled to automatic participation on the council at that school.

(5) SCHOOL GOVERNANCE COUNCIL ELECTIONS — PROCESS

(a) Following the initial election process, the council shall manage the election process.

(b) The school governance council must be in place by the end of September each school year. The term of office for the smallest number greater than half of the council shall be elected for two (2) years at the first election. All other members of the council shall be elected for a 1-year term at the first election. All Council members thereafter shall be elected to 2-year overlapping, staggered terms. The candidates receiving the fewest votes serve l-year terms after the first election. All candidates thereafter will serve 2-year overlapping, staggered terms.

(6) AUTHORITY AND RESPONSIBILITIES OF SCHOOL GOVERNANCE COUNCILS

(a) School governance councils are empowered and limited in function by policies and procedures adopted by the Milwaukee Board of School Directors. If current policies and procedures, contracts, laws and regulations, or district agreements impede a school's restructuring process or strategic planning, the principal will obtain the support of the appropriate Central Services personnel to assist the school governance council with requests for adjustments, waivers, or memoranda of understanding from the appropriate body. School governance councils shall not discuss wages, hours, or working conditions unless a bargaining unit waiver has been secured. The Division of Labor Relations will assist schools in securing requested waivers.

(b) The role of the principal in terms of authority and responsibility for school management is not changed by this policy. Ultimately the principal is responsible and accountable to the superintendent.

(c) The Milwaukee Public Schools' Code of Ethics applies to all employees. Non-employees will be required to sign a statement that they will not participate in advisement which represents a conflict of interest. School governance councils shall establish procedures to be followed by members to ensure that conflicts of interest are prevented.

(d) All newly elected council members will participate in inservice/training sessions. Related costs for these sessions shall be funded by local school funds. Inservice/training sessions will focus on the development of quality educational programs and high standards with respect to team building, school policies and procedures, increasing parental involvement, consensus building, leadership skills, financial procedures (audits, budgets), committee work, and other issues that affect student achievement. Common documents (cover letters for the schools' annual educational plans and annual budgets, formats for agendas and written records of council meetings, etc.) will be developed by the Office of the Deputy superintendent – Operational Leadership.

(e) School governance councils shall develop and publish their own bylaws. Bylaws shall be guided by the principles of the Open Meetings Law, and all meetings shall be open to the public unless permitted to be closed under the law. The Department of Human Resources, in consultation with the Office of the City of Attorney, shall provide assistance in this regard. The definition of a meeting shall be included in each school's bylaws and shall be consistent with the Open Meetings Law definition. Written records for all school governance council meetings shall be taken at each council meeting and maintained in one binder. Minutes shall be on file and available for review at each school.

(f) Council authority and responsibilities will be advisory as referenced below:

1. The council shall participate in the selection and evaluation of school staff in a manner consistent with federal and state statutes, Board policy, and collective-bargaining agreements. Members of school governance councils shall interview and recommend

principal appointments to the superintendent in a manner consistent with Administrative Policy 6.23: "The superintendent shall have the sole right of nomination for employment and promotion of certificated personnel, and the appointment of any nominated candidates shall be effected only with the approval of the Board. In the case of rejection, the Board may request another nomination."

2. The council shall participate in the development of the annual school educational plan and the annual school budget.
3. The council shall regularly review and assess the annual school educational plan and the annual school budget. The council shall have the authority and responsibility to submit an accompanying cover letter when its school submits its annual educational plan and annual school budget to the superintendent. The cover letter will bear the signatures of each council member, thereby indicating the council's participation in the development of both documents.
4. The council will regularly review and assess school performance with respect to:
   a. student achievement;
   b. parental involvement;
   c. dress-code expectations;
   d. character and value building;
   e. behavioral concerns;
   f. scheduling procedures;
   g. building maintenance;
   h. suspension/disciplinary procedures.
5. The council, in cases in which the principal of the school has volunteered in writing to have the council's evaluation included in his or her professional evaluation, shall conduct such an evaluation of the principal's performance.
6. In the absence of a coordinated health team, the School Governance Council will function in that capacity.

(7) COUNCIL PROTOCOL

(a) The first council meeting of the new school year shall take place during the month of September, at a date and time agreed upon by all elected members. During the first meeting, the council shall select at least one person in the community to participate as a member of the council, based upon interest previously shown by eligible parties. Thereafter, the council shall have at least nine (9) monthly meetings during the school year.

(b) During the first meeting, council members shall elect an executive committee, which shall include a chair, vice-chair, recording secretary, and corresponding secretary. The principal will serve as a resource to the executive committee of the school council.

1. The chair shall conduct each meeting and shall execute all business necessary between meetings to ensure that each meeting is run in a smooth and orderly process.
2. The vice-chair shall assist the chair with his/her responsibilities and shall assume the responsibilities of the chair upon his/her absence.
3. The chair and vice-chair shall make themselves available to answer questions from the public in general, including from members of other organizations.
5. The recording secretary shall keep the written notes of each meeting, and make sure the minutes of the previous meeting are distributed to members of the council prior to each subsequent meeting, together with a reminder of the time and place of the next meeting. The corresponding secretary shall be responsible for making available to the public, by whatever means agreed upon by the council, the agenda of each upcoming meeting and the minutes of the previous meeting. Members of the public wishing to speak at any upcoming meeting with regard to a particular agenda item may contact the corresponding secretary to ask to be added to the agenda.

(8) DUTIES OF COUNCIL MEMBERS

The Council will be made up of parents, teachers, students, community members, and the principal. Each constituency represented shall have a corresponding set of responsibilities.

(a) PARENTS

Council parents are responsible for soliciting input from the parental community with respect to issues of concern to the council. Parent members shall relay council activities to the parent community at large, as well as to parent organizations. The council shall have the responsibility of training and informing incoming parents elected to a subsequent council. Parent members shall have the responsibility of promoting the organization of a parent group where none is in existence for the particular school at which they serve.

(b) TEACHERS/SUPPORT STAFF

School-staff council members are responsible for soliciting input from the faculty and support staff with respect to issues of concern to the council. School-staff members shall report to faculty and support staff, as well as outside teacher/staff organizations. Faculty members shall present the school's educational plan to the council for input. Faculty members shall be responsible for playing an active role in addressing issues such as curriculum additions and deletions, grading practices and standards, test scores, building concerns, staffing needs, and resource/budget concerns.

(c) STUDENTS

Student members shall report council activities to the student body and shall solicit student input and areas of concern for presentation to the council. Student members shall be responsible for organizing student government associations where there are none.

(d) PRINCIPAL

The principal is responsible for keeping the council informed of all relevant school information. The principal shall take the lead role in promoting new programs at the school. The principal shall report to the council with respect to principal meetings, building meetings, etc. The principal shall seek the active participation of the council in deciding all school budget matters and shall present to the council in a timely fashion all information dealing with programming and budget items. The principal shall be responsible for creating and distributing a newsletter of council activities and agendas to school members, and shall provide administrative service support for council members needing supplies or resources. The principal may not serve on the executive committee, but shall have a vote equal to all other council members.

(9) REIMBURSEMENT OF EXPENSES

No members of school governance councils are to receive compensation or additional compensation for their service, with the exception of reasonable reimbursement for expenses resulting from their work on school governance councils. The expenses are to be paid from the school budget. Reasonable parameters shall be determined by the principal.

(10) COUNCIL LIAISON

The superintendent shall appoint the deputy superintendent, Operations Leadership, to oversee all councils and their operations. Council members shall have the right to request the liaison's involvement in dispute resolution between council members. The liaison shall have the responsibility of enforcing council decisions in cases of dissent and of ensuring the continuity and effectiveness of each council.

(11) EXCEPTIONS TO PROCEDURES

Exceptions to procedures outlined in this policy may be submitted to the superintendent for review and approval, with such action to be reported to the Board.

(12) Relation to Existing Agreements

(a) Nothing in this policy shall in any way reduce the powers or responsibilities already authorized at schools with ongoing governing councils, including Andrew Douglass School, Fritsche Middle School, La Escuela Fratney, HiMount Community School, Madison University High School, Malcolm X Middle School, North Division High School, Palmer Street School, South Division High School, or any other MPS school that already has such powers or responsibilities.

(b) Nor shall anything in this policy in any way reduce powers or responsibilities assumed by school governance councils consistent with federal and Wisconsin statutes, Board policy, or collective-bargaining agreements, as proposed by school governance councils and authorized by the superintendent.

(c) All schools, however, including these, are expected to adhere to all provisions of this policy regarding school governance councils with regard to the manner of representation and conduct of elections.

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BOARD OF SCHOOL DIRECTORS
MILWAUKEE
WI

School Governance Councils take shape in region

Updated 11:27 p.m., Tuesday, October 18, 2011

Once a month, a group of seven parents, five teachers and two community members meets with Ralph Paladino, principal of Barnum School in Bridgeport. The group is not about fundraising.

Instead, the group, in existence for about a year, is there to help improve one of the state's lowest-performing schools.

"The School Governance Council is the over-arching group," Paladino said. "There could be some crossover with the Parent Advisory Council, or School Leadership Team, but if I thought there was an issue that needed further research, the School Governance Council would be the one I go to."

Under state law, more than 180 schools must have such councils by Nov. 1, joining the one at Barnum and 13 others created last winter in the state's lowest-performing schools. The councils are required in all schools that failed to meet yearly progress benchmarks as of July 1, 2010, in math and reading on state standardized tests.

The deadline, which some districts have already met, marks a major step in Connecticut lawmakers' efforts to ensure more parents and teachers are included in reform efforts at the state's worst-performing schools.

Several districts have said they welcome the advisory councils. Others call them unfunded mandates and their potential power have made still others nervous -- enough, in fact, that a report says a Waterbury principal orchestrated a scheme last spring to boost test scores to avoid being ordered to create a governance council.

Gwen Samuel, a parent activist from Meriden who has nominated herself to serve on the School Governance Council at her son's middle school, said she and other parents hope that is a rare instance and not an indication of hidden reservations among other administrators.

Samuel has traveled throughout Connecticut to reach other parents about provisions of the law, showing them how to nominate themselves and others, and pushing schools to plan for the time when today's members must be replaced as their children age and move to other schools.

"As parents, this is going to be the best thing we have so far to help ourselves and help our children," said Samuel, who founded the Connecticut Parents Union education advocacy group and pushed for the law creating the governance councils.

Under the law, the councils' work includes watching test score trends, advising principals on whether budget proposals fall in line with reform priorities and participating in the hiring process for principals and top administrators.

The councils don't make day-to-day decisions about running the schools, managing employees, determining class sizes or dealing with contracts.

In Bridgeport, both Bassick and Harding high schools formed their councils last year, recruiting parent members who attended evening parent meetings. The state requires them to be established at 19 other Bridgeport schools by November, but an effort is under way to establish them in all city schools, even those not deemed in need of improvement.

"It's because (Schools Superintendent John Ramos) says we're one district and he believes in the concept," said Lisa Jones, director of grant programs for the district.

The councils are also being formed at Irving School in Derby and Ansonia High School.

At Irving School, most School Governance Council members are in place, said Principal Francis Gallo.

"We are looking forward to the council and the changes it can make," he said, adding the council still needs to discuss specific goals and bylaws.

"We do know what is expected of us," he said, adding a major goal is to increase Connecticut Mastery Test scores. In fact, Irving School was mandated to develop a governance council after it didn't make the required progress in CMT testing.

"My thought is that a lot of good can come from the council," he said. "We have people on it who aren't educators and they may have an alternative way of seeing things."

The goal for the governance council at Ansonia High School will also be to raise test scores, said Joseph Dobbins, who is assistant principal there and at Ansonia Middle School. "We want to close the gap," he said.

At Barnum, Paladino said it took most of last year to set up bylaws and an agenda. This year, the group will look at community relations and various issues that affect the school. It could be parent involvement, it could be academic issues.

"It depends on the need," he said. Paladino sees the group as a resource he can use to research an issue. It also will serve as a bridge between the school's parent group, leadership team and data teams.

Jones said the state this year made it clearer what it expects from the councils, but she called it an unfunded mandate.

Samuel disagrees, saying the biggest challenge is making districts see this as a best practice, not an additional expense.

"Parents and the community are an untapped resource to make a real difference," she said.

Most of the 184 schools mandated to establish councils are in the state's poor inner cities or

bordering suburbs that have a blend of middle-class and low-income families. A few magnet and charter schools also made the list, along with two state-run technical high schools and Hamilton Avenue School in Greenwich.

Hamilton Avenue, which has many poor students despite the community's wealth, was among schools that already had their councils in place.

The Associated Press and Staff Writers Linda Conner Lambeck and Anne M. Amato contributed to this report.

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RSS

SB 197

<TARGET><BILL>SB 197</BILL><SUBJECT>SB 197</SUBJECT><COMM>SEDC27</COMM></TARGET>

ALASKA STATE LEGISLATURE

SENATOR JOE THOMAS

SB 197

"An Act establishing a grant program in the Department of Education and Early Development for achieving excellence in public schools."

Improving academic performance in our schools is a complicated process, and there is no one approach that will fix all our problems. Commitment to positive change requires a variety of initiatives, which must often be uniquely designed to work within specific districts.

Senate Bill 197 provides districts with the tools they need to make substantial progress toward improving student achievement by providing competitive grants for schools that have innovative programs for raising the bar.

The grants must address known causes of low academic performance in a school, and must apply research-based solutions based on best practices. The programs that are funded must have measurable goals. The districts will have to demonstrate that the programs will be sustainable beyond the initial grant period, and they will have to supply on-going progress reports.

If a program is not producing desired results that lead to improvements in student achievement, the program will be discontinued. There are allowances for successful programs to continue to receive funding, but they must show proven, measurable results first.

If a district chooses to use their grant to run a pre-kindergarten program, they have to maintain the same standards as the pilot pre-k program currently run by the department.

Total funding for the grant is based on the number of dropouts in the state. As the number of dropouts decreases, the amount of money in the grant fund also decreases.

I urge your support of SB 197.

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

27-LS1168\I
Kirsch/Mischel
2/28/12

CS FOR SENATE BILL NO. 197( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATOR THOMAS

A BILL

FOR AN ACT ENTITLED

"An Act establishing a grant program in the Department of Education and Early Development for achieving excellence in public schools."

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

*** Section 1.** AS 14.17 is amended by adding a new section to read:

Sec. 14.17.485. Achieving excellence grant program. (a) A grant program is established in the department for the purpose of awarding competitive grants to achieve excellence in public schools that have been designated as low performing under AS 14.03.123. The program is subject to appropriation. Total annual awards may not exceed an amount equal to the number of students who drop out of school in the fiscal year in which the grants are awarded, multiplied by $400.

(b) A school district may apply for a project grant under this section on a form approved by the department. The district shall provide a matching cash amount equal to not less than 10 percent or more than 40 percent of the total project cost from any source of funds available to the district. The department shall annually determine the

percentage for the match required for all districts on the basis of the availability of state funding for the program so that a higher match will result from lower state funding.

(c) The department may not approve a grant application for a proposed grant project unless the district provides persuasive evidence that the project

(1) addresses known causes for designation of a school in the district as low performing under AS 14.03.123;

(2) applies best practices that are research-based;

(3) will be sustainable beyond the grant funding period;

(4) establishes locally determined and measurable goals for success that include improvements in student achievement, academic interest, attendance, and graduation rates;

(5) includes a process for providing regular evaluations and reporting to the department.

(d) A grant to a district under (c) of this section may include a grant for a pre-elementary program. If the department awards a grant under this section for a pre-elementary program, the program must

(1) utilize the Alaska Early Learning Guidelines;

(2) demonstrate, based on testing by the department, improvement in specific child outcomes in all developmental domains;

(3) be certified as a pre-elementary school under AS 14.07.020; and

(4) prioritize family and community engagement and involvement.

(e) The department shall review the progress of a grant project funded under this section at least once every two years. A project that the department determines is making sufficient progress toward the short-term and long-term goals established for the project may, at the discretion of the department, be continued for not more than two additional years on request of the grantee. Thirty days after notice to the grantee, the department shall discontinue a project that is failing to make sufficient progress toward the short-term and long-term goals established for the project.

(f) The department may provide grant funding beyond an initial four-year grant period if the district reapplies and the department determines the project is

demonstrating significant success.

(g) If appropriations are insufficient to fund all qualified grant projects in a year, the department shall allocate annual appropriations to the program established under this section to qualified grant projects on a pro rata basis.

*** Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

ACHIEVING EXCELLENCE GRANT PROGRAM; FIRST YEAR. Notwithstanding the maximum amount established for annual grant awards under AS 14.17.485, added by sec. 1 of this Act, the maximum cumulative grants awarded by the Department of Education and Early Development for the first year of the program shall be calculated by multiplying the number of students who drop out of school each year, averaged over the 10 years preceding the effective date of this Act, by $4,800. If insufficient money is appropriated for the first year of the program to meet the number of qualified grant projects, the department shall allocate the awards on a pro rata basis.

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **SB197**
Fiscal Note Number
Publish Date

Identifier (file name) SB197-EED-TLS-2-29-12
Title "An Act establishing a grant program in the Department of Education and Early Development for achieving ..."
Sponsor Senator Thomas
Requester Senate 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	92.0		95.0	98.0	101.0	104.0	107.0
Travel	6.0		6.0	6.0	6.0	6.0	6.0
Services							
Commodities							
Capital Outlay							
Grants, Benefits	11,898.0	3,900.0	1,112.0	1,112.0	1,112.0	1,112.0	1,112.0
Miscellaneous							
TOTAL OPERATING	**11,996.0**	**3,900.0**	**1,213.0**	**1,216.0**	**1,219.0**	**1,222.0**	**1,225.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	11,996.0	3,900.0	1,213.0	1,216.0	1,219.0	1,222.0	1,225.0
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**11,996.0**	**3,900.0**	**1,213.0**	**1,216.0**	**1,219.0**	**1,222.0**	**1,225.0**

POSITIONS							
Full-time	**1.0**		1.0	1.0	1.0	1.0	1.0
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 Paul R. Prussing, Deputy Director — Phone 465-8721
Division Teaching and Learning Support — Date/Time 2/29/12 2:30 PM
Approved by Mike Hanley, Commissioner — Date 2/29/2012

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. SB197

Analysis

Sec. 1 This bill repeals the Quality Schools Grant money under AS 14.17.480 and establishes a new program, "Achieving Excellence Grant Program," for the purpose of awarding grants to achieve excellence to public schools that have failed to meet adequate yearly progress (AYP). The annual awards would be based on the number of students who drop out of school multiplied by $400. Under the current Quality Schools Grant program, all school districts are eligible for funding which is calculated by multiplying a school district's ADM by $16.

School districts who have public schools that failed to meet AYP can apply for a project under this grant. School districts would then need to provide a matching cash amount equal to not less than 10 percent or more than 40 percent of the total project cost. The department would annually determine the percentage for the match required from all school districts based on the availability of state funding for this program. Under the current Quality Schools Grant program, there is no matching cash requirement.

The bill prescribes the uses of the grant funds and requires the department to competitively award funds and review granted project's progress at least once every two years, which is more oversight than required under the current Quality Schools Grant program. Therefore, 1 FTE Education Specialist II would be needed to provide program oversight= 92,378. Travel 6 trips at $1,000 per trip= 6,000; **Total: $98,378**

The total available funding for school districts under this new program would be $1.1 million. This amount is calculated using the most current statewide drop out counts (2,779), from the 2010-2011 , multiplied by $400. Drop out counts from the 2011-2012 school year are not available until November 2012, so grants awarded under this program would need to be based on the prior year data. 2,779 x $400= **Total $ 1,111,6000**

Section 2 of the bill establishes the maximum cumulative grants for the first year of the program, which is calculated by multiplying the number of students who drop out of school each year, averaged over the 10 years preceding the effective date of the Act, by $4,800. Currently, the 10 year average is 3,295 students; 3295 x $4,800= $15,816,000 - $3,918,495 in repealed QSI funding **Total: $11,898,505** for the first year.

CS FOR SENATE BILL NO. 197(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATOR THOMAS

A BILL

FOR AN ACT ENTITLED

"An Act establishing a grant program in the Department of Education and Early Development for achieving excellence in public schools."

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(b) A school district may apply for a project grant under this section on a form approved by the department. The district shall provide a matching cash amount equal to not less than 10 percent or more than 40 percent of the total project cost from any source of funds available to the district. The department shall annually determine the

percentage for the match required for all districts on the basis of the availability of state funding for the program so that a higher match will result from lower state funding.

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(1) utilize the Alaska Early Learning Guidelines;

(2) demonstrate, based on testing by the department, improvement in specific child outcomes in all developmental domains;

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27-LS1168\D
Mischel
3/12/12

CS FOR SENATE BILL NO. 197( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATOR THOMAS

A BILL

FOR AN ACT ENTITLED

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FISCAL NOTE
DRAFT

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: **CSSB 197**
Fiscal Note Number:
() Publish Date:

Identifier (file name): CSSB 197
Title: An act establishing a grant program in the Department of Education and Early Development for achieving excellence in public schools
Sponsor:
Requester:

Dept. Affected:
Appropriation:
Allocation:
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	92.0		95.0	98.0	101.0	104.0	107.0
Travel	6.0		6.0	6.0	6.0	6.0	6.0
Services							
Commodities							
Capital Outlay							
Grants, Benefits	5,931.0		1,112.0	1,112.0	1,112.0	1,112.0	1,112.0
Miscellaneous							
TOTAL OPERATING	**6,029.0**	**0.0**	**1,213.0**	**1,216.0**	**1,219.0**	**1,222.0**	**1,225.0**

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	**1.0**		1.0	1.0	1.0	1.0	1.0
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)

Draft Note Only

Prepared by: Murray Richmond — Phone: 465-6443
Division: — Date/Time: 3/13/12 8:45am
Approved by: — Date: 3/13/2012

(Revised 1/17/2012 OMB)

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 2/10/12

FURTHER: Finance

Date of 5-Day Notice: 2/29/12
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 3/14/12

Education Committee considered SENATE BILL NO. 197

SB 197-GRANT PROGRAM FOR SCHOOLS

"An Act establishing a grant program in the Department of Education and Early Development for achieving excellence in public schools."

and recommends:

[✓] be **replaced** with **CS** SB 197 (EDC) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** ___ SCS/CS- Forthcoming (_____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____ Letter of Intent

[ ] further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

+

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED				#1
Fiscal Info Forthcoming				

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	French	✓			
	Stevens	X			
CO-CHAIR:	Thomas	✓			
CO-CHAIR:	Meyer	✓			

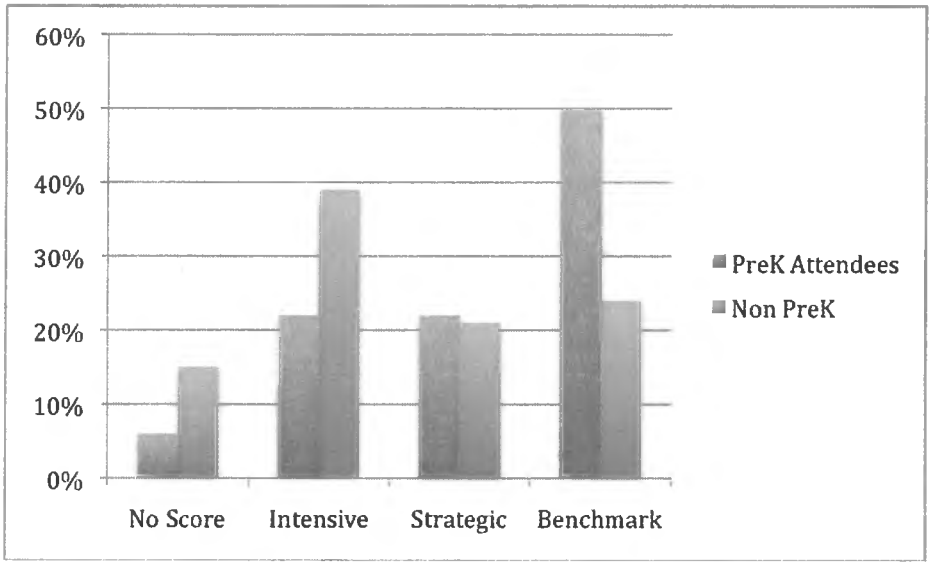
Nome Public Schools

Mike Brawner
PO Box 131
Nome, AK 99762

Superintendent
(907) 443-2231
mbrawner@nomeschools.com

Comparison of Kindergarten Students
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

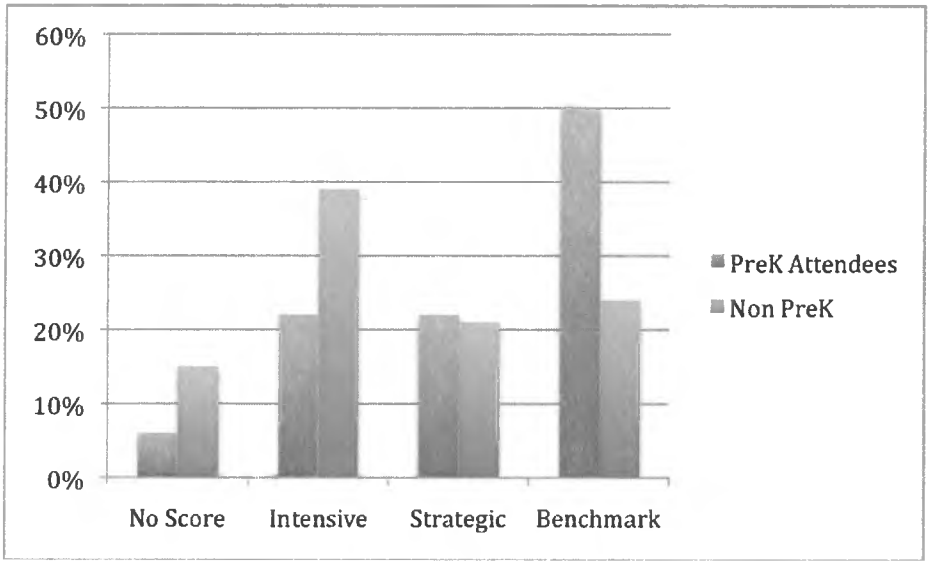
Nome Public Schools

Mike Brawner
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Superintendent
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mbrawner@nomeschools.com

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Benchmark = the on grade level score

The Condition of Education 2011

Indicator 19
Public High School Graduation Rates

The indicator and corresponding tables are taken directly from *The Condition of Education 2011.* Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2011,* visit the NCES website (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011033) or contact ED Pubs at 1-877-4ED-PUBS.

Suggested Citation:
Aud, S., Hussar, W., Kena, G., Bianco, K., Frohlich, L., Kemp, J., Tahan, K. (2011). *The Condition of Education 2011* (NCES 2011-033). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

NCES 2011-033
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Indicator 19

Public High School Graduation Rates

In 2007–08, about three-quarters of public high school students graduated on time with a regular diploma.

This indicator examines the percentage of public high school students who graduate on time with a regular diploma. To do so, it uses the *averaged freshman graduation rate*—an estimate of the number of regular diplomas issued in a given year divided by an estimate of the averaged enrollment base for the freshman class four years earlier. For each year, the averaged freshman enrollment count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier (when current-year seniors were freshmen), and the number of 10th-graders 3 years earlier, divided by 3. The intent of this averaging is to account for the high rate of grade retention in the freshman year, which adds 9th-grade repeaters from the previous year to the number of students in the incoming freshman class each year.

Among public high school students in the class of 2007–08, the averaged freshman graduation rate was 74.7 percent; that is, 3 million students graduated on time (see table A-19-1). Wisconsin had the highest graduation rate, at 89.6 percent. Sixteen other states had rates of 80 percent or more (ordered from high to low): Vermont, Minnesota, Iowa, New Jersey, South Dakota, North Dakota, Nebraska, New Hampshire, Pennsylvania, Missouri, Connecticut, Montana, Massachusetts, Maryland, Illinois, and Idaho. The District of Columbia had the lowest rate, at 56.0 percent. Nine other states had graduation rates below 70 percent (ordered from high to low): Alaska, Alabama, Florida, New Mexico, Georgia, Mississippi, Louisiana, South Carolina, and Nevada.

The overall averaged freshman graduation rate was higher for the graduating class of 2007–08 (74.7 percent) than it was for the graduating class of 2001–02 (72.6 percent). However, from 2004–05 to 2005–06, the overall averaged freshman graduation rate decreased from 74.7 percent to 73.4 percent. Looking at changes by state, there was an increase in the graduation rate in 40 states from school year 2001–02 to 2007–08; in 8 of these states (Alabama, Missouri, New Hampshire, New York, Oregon, South Dakota, Tennessee, and Vermont) rates increased by more than 5 percentage points. The graduation rate decreased in 11 states (Arizona, California, Louisiana, Nebraska, Nevada, New Jersey, New Mexico, North Dakota, Texas, Utah, and Washington) and the District of Columbia, with decreases of greater than 5 percentage points observed in Utah (6 percent), the District of Columbia (12 percent), and Nevada (16 percent).

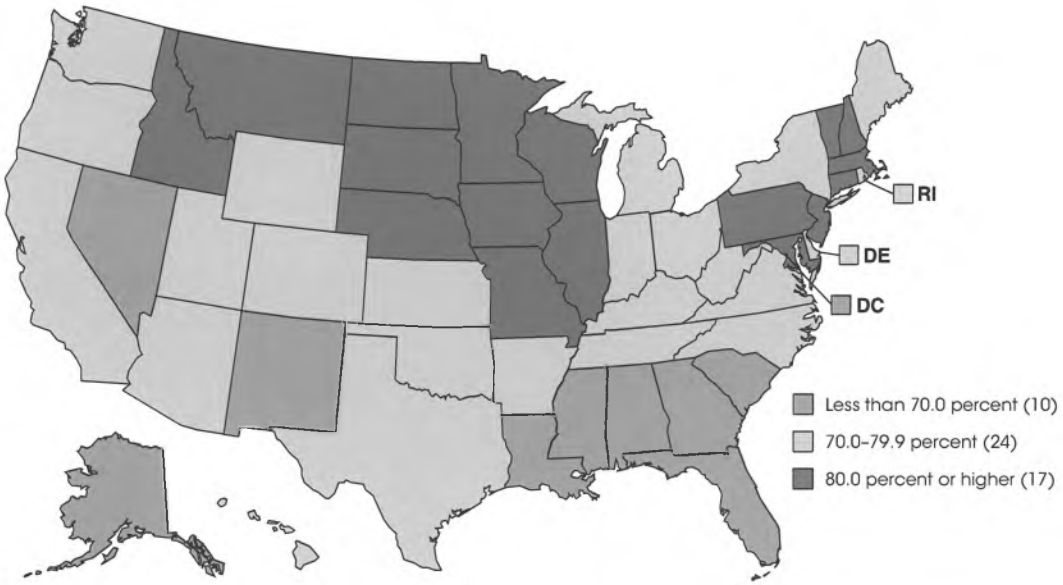
For more information: *Table A-19-1*
Glossary: *High school, High school diploma, Public school*

Technical Notes

Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. The 2003–04 national estimates include imputed data for New York and Wisconsin.

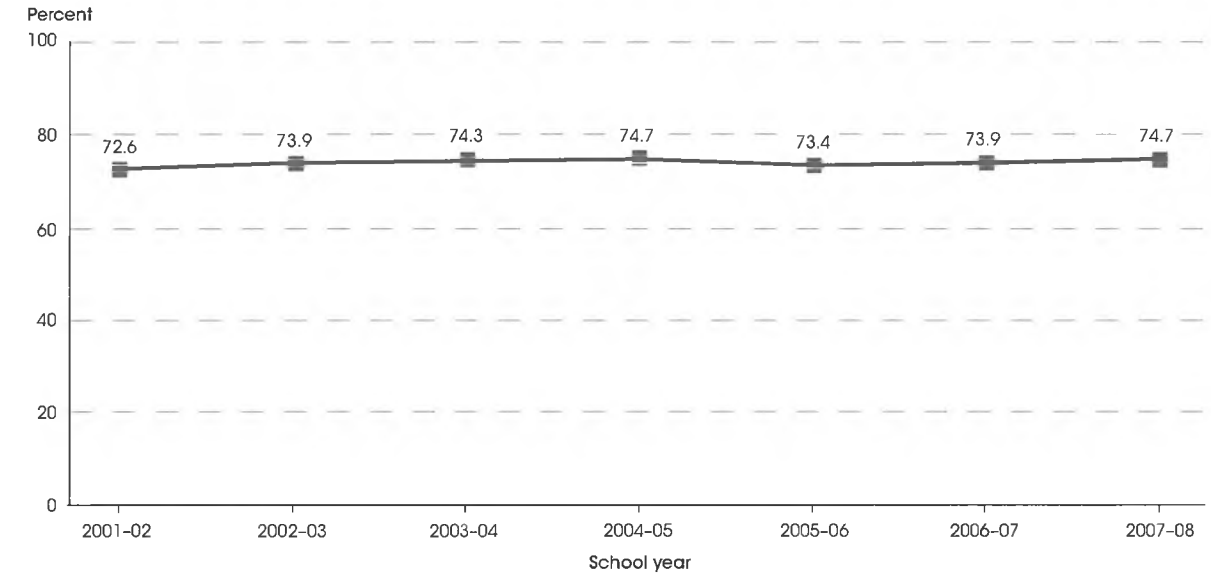
The 2005–06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina. The 2007–08 estimate includes graduates of semi-private schools in Maine. For more information on the Common Core of Data (CCD), see *supplemental note 3*. For more information on measures of student progress and persistence, see *supplemental note 6*.

Figure 19-1. Averaged freshman graduation rate for public high school students, by state or jurisdiction: School year 2007–08



NOTE: The rate is the number of graduates divided by the estimated freshman enrollment count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. The estimate for Maine includes graduates of semi-private schools. For more information on the Common Core of Data (CCD), see *supplemental note 3*. For more information on measures of student progress and persistence, see *supplemental note 6*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2007–08, version 1a.

Figure 19-2. Averaged freshman graduation rate for public high school students: School years 2001–02 through 2007–08



NOTE: The rate is the number of graduates divided by the estimated freshman enrollment count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. The 2003–04 national estimates include imputed data for New York and Wisconsin. The 2005–06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina. The 2007–08 estimate includes graduates of semi-private schools in Maine. For more information on the Common Core of Data (CCD), see *supplemental note 3*. For more information on measures of student progress and persistence, see *supplemental note 6*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2007–08, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 2002–03, Version 1b; 2003–04, Version 1b; 2004–05, Version 1b; 2005–06, Version 1b; and 2006–07, Version 1b.

Supplemental Table to Indicator 19

Public High School Graduation Rates

Table A-19-1. Averaged freshman graduation rate for public high school students and number of graduates, by state or jurisdiction: School years 2001–02 through 2007–08

State or jurisdiction	Averaged freshman graduation rate						
	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
United States	**72.6**	**73.9**	**74.3**[1]	**74.7**	**73.4**[1]	**73.9**	**74.7**[1]
Alabama	62.1	64.7	65.0	65.9	66.2	67.1	69.0
Alaska	65.9	68.0	67.2	64.1	66.5	69.0	69.1
Arizona	74.7	75.9	66.8	84.7	70.5	69.6	70.7
Arkansas	74.8	76.6	76.8	75.7	80.4	74.4	76.4
California	72.7	74.1	73.9	74.6	69.2	70.7	71.2
Colorado	74.7	76.4	78.7	76.7	75.5	76.6	75.4
Connecticut	79.7	80.9	80.7	80.9	80.9	81.8	82.2
Delaware	69.5	73.0	72.9	73.0	76.3	71.9	72.1
District of Columbia	68.4	59.6	68.2	66.3	65.4	54.8	56.0
Florida	63.4	66.7	66.4	64.6	63.6	65.0	66.9
Georgia	61.1	60.8	61.2	61.7	62.4	64.1	65.4
Hawaii	72.1	71.3	72.6	75.1	75.5	75.4	76.0
Idaho	79.3	81.4	81.5	81.0	80.5	80.4	80.1
Illinois	77.1	75.9	80.3	79.4	79.7	79.5	80.4
Indiana	73.1	75.5	73.5	73.2	73.3	73.9	74.1
Iowa	84.1	85.3	85.8	86.6	86.9	86.5	86.4
Kansas	77.1	76.9	77.9	79.2	77.5	78.8	79.0
Kentucky	69.8	71.7	73.0	75.9	77.2	76.4	74.4
Louisiana	64.4	64.1	69.4	63.9	59.5	61.3	63.5
Maine	75.6	76.3	77.6	78.6	76.3	78.5	79.1
Maryland	79.7	79.2	79.5	79.3	79.9	80.0	80.4
Massachusetts	77.6	75.7	79.3	78.7	79.5	80.8	81.5
Michigan	72.9	74.0	72.5	73.0	72.2	77.0	76.3
Minnesota	83.9	84.8	84.7	85.9	86.2	86.5	86.4
Mississippi	61.2	62.7	62.7	63.3	63.5	63.5	63.9
Missouri	76.8	78.3	80.4	80.6	81.0	81.9	82.4
Montana	79.8	81.0	80.4	81.5	81.9	81.5	82.0
Nebraska	83.9	85.2	87.6	87.8	87.0	86.3	83.8
Nevada	71.9	72.3	57.4	55.8	55.8	54.2	56.3
New Hampshire	77.8	78.2	78.7	80.1	81.1	81.7	83.3

See notes at end of table.

Table A-19-1. Averaged freshman graduation rate for public high school students and number of graduates, by state or jurisdiction: School years 2001–02 through 2007–08—Continued

State or jurisdiction	Number of graduates						
	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
United States	**2,621,534**	**2,719,947**	**2,753,438**[1]	**2,799,250**	**2,815,544**[1]	**2,892,351**	**2,999,508**[1]
Alabama	35,887	36,741	36,464	37,453	37,918	38,912	41,346
Alaska	6,945	7,297	7,236	6,909	7,361	7,666	7,855
Arizona	47,175	49,986	45,508	59,498	54,091	55,954	61,667
Arkansas	26,984	27,555	27,181	26,621	28,790	27,166	28,725
California	325,895	341,097	343,480	355,217	343,515	356,641	374,561
Colorado	40,760	42,379	44,777	44,532	44,424	45,628	46,082
Connecticut	32,327	33,667	34,573	35,515	36,222	37,541	38,419
Delaware	6,482	6,817	6,951	6,934	7,275	7,205	7,388
District of Columbia	3,090	2,725	3,031	2,781	3,150	2,944	3,352
Florida	119,537	127,484	131,418	133,318	134,686	142,284	149,046
Georgia	65,983	66,890	68,550	70,834	73,498	77,829	83,505
Hawaii	10,452	10,013	10,324	10,813	10,922	11,063	11,613
Idaho	15,874	15,858	15,547	15,768	16,096	16,242	16,567
Illinois	116,657	117,507	124,763	123,615	126,817	130,220	135,143
Indiana	56,722	57,897	56,008	55,444	57,920	59,887	61,901
Iowa	33,789	34,860	34,339	33,547	33,693	34,127	34,573
Kansas	29,541	29,963	30,155	30,355	29,818	30,139	30,737
Kentucky	36,337	37,654	37,787	38,399	38,449	39,099	39,339
Louisiana	37,905	37,610	37,019	36,009	33,275	34,274	34,401
Maine	12,593	12,947	13,278	13,077	12,950	13,151	14,350
Maryland	50,881	51,864	52,870	54,170	55,536	57,564	59,171
Massachusetts	55,272	55,987	58,326	59,665	61,272	63,903	65,197
Michigan	95,001	100,301	98,823	101,582	102,582	111,838	115,183
Minnesota	57,440	59,432	59,096	58,391	58,898	59,497	60,409
Mississippi	23,740	23,810	23,735	23,523	23,848	24,186	24,795
Missouri	54,487	56,925	57,983	57,841	58,417	60,275	61,717
Montana	10,554	10,657	10,500	10,335	10,283	10,122	10,396
Nebraska	19,910	20,161	20,309	19,940	19,764	19,873	20,035
Nevada	16,270	16,378	15,201	15,740	16,455	17,149	18,815
New Hampshire	12,452	13,210	13,309	13,775	13,988	14,452	14,982

See notes at end of table.

Public High School Graduation Rates

Table A-19-1. Averaged freshman graduation rate for public high school students and number of graduates, by state or jurisdiction: School years 2001–02 through 2007–08—Continued

State or jurisdiction	Averaged freshman graduation rate						
	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
United States	**72.6**	**73.9**	**74.3**[1]	**74.7**	**73.4**[1]	**73.9**	**74.7**[1]
New Jersey	85.8	87.0	86.3	85.1	84.8	84.4	84.6
New Mexico	67.4	63.1	67.0	65.4	67.3	59.1	66.8
New York	60.5	60.9	60.9	65.3	67.4	68.9	70.9
North Carolina	68.2	70.1	71.4	72.6	71.8	68.6	72.8
North Dakota	85.0	86.4	86.1	86.3	82.2	83.1	83.8
Ohio	77.5	79.0	81.3	80.2	79.2	78.7	79.0
Oklahoma	76.0	76.0	77.0	76.9	77.8	77.8	78.0
Oregon	71.0	73.7	74.2	74.2	73.0	73.8	76.7
Pennsylvania	80.2	81.7	82.2	82.5	83.5	83.0	82.7
Rhode Island	75.7	77.7	75.9	78.4	77.8	78.4	76.4
South Carolina	57.9	59.7	60.6	60.1	61.0	58.9	62.2
South Dakota	79.0	83.0	83.7	82.3	84.5	82.5	84.4
Tennessee	59.6	63.4	66.1	68.5	70.7	72.6	74.9
Texas	73.5	75.5	76.7	74.0	72.5	71.9	73.1
Utah	80.5	80.2	83.0	84.4	78.6	76.6	74.3
Vermont	82.0	83.6	85.4	86.5	82.3	88.5	89.3
Virginia	76.7	80.6	79.3	79.6	74.5	75.5	77.0
Washington	72.2	74.2	74.6	75.0	72.9	74.8	71.9
West Virginia	74.2	75.7	76.9	77.3	76.9	78.2	77.3
Wisconsin	84.8	85.8	85.8	86.7	87.5	88.5	89.6
Wyoming	74.4	73.9	76.0	76.7	76.1	75.8	76.0

See notes at end of table.

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New Jersey	77,664	81,391	83,826	86,502	90,049	93,013	94,994
New Mexico	18,094	16,923	17,892	17,353	17,822	16,131	18,264
New York	140,139	143,818	142,526	153,203	161,817	168,333	176,310
North Carolina	65,955	69,696	72,126	75,010	76,710	76,031	83,307
North Dakota	8,114	8,169	7,888	7,555	7,192	7,159	6,999
Ohio	110,608	115,762	119,029	116,702	117,356	117,658	120,758
Oklahoma	36,852	36,694	36,799	36,227	36,497	37,100	37,630
Oregon	31,153	32,587	32,958	32,602	32,394	33,446	34,949
Pennsylvania	114,943	119,933	123,474	124,758	127,830	128,603	130,298
Rhode Island	9,006	9,318	9,258	9,881	10,108	10,384	10,347
South Carolina	31,302	32,482	33,235	33,439	34,970	35,108	35,303
South Dakota	8,796	8,999	9,001	8,585	8,589	8,346	8,582
Tennessee	40,894	44,113	46,096	47,967	50,880	54,502	57,486
Texas	225,167	238,111	244,165	239,717	240,485	241,193	252,121
Utah	30,183	29,527	30,252	30,253	29,050	28,276	28,167
Vermont	7,083	6,970	7,100	7,152	6,779	7,317	7,392
Virginia	66,519	72,943	72,042	73,667	69,597	73,997	77,369
Washington	58,311	60,435	61,274	61,094	60,213	62,801	61,625
West Virginia	17,128	17,287	17,339	17,137	16,763	17,407	17,489
Wisconsin	60,575	63,272	62,784	63,229	63,003	63,968	65,183
Wyoming	6,106	5,845	5,833	5,616	5,527	5,441	5,494

[1] The 2003–04 national estimates include imputed data for New York and Wisconsin. The 2005–06 national estimates include imputed data for the District of Columbia, Pennsylvania, and South Carolina. The 2007–08 estimate for Maine includes graduates of semi-private schools.
NOTE: The averaged freshman graduation rate is the number of graduates divided by the estimated freshman enrollment count 4 years earlier. This count is the sum of the number of 8th-graders 5 years earlier, the number of 9th-graders 4 years earlier, and the number of 10th-graders 3 years earlier, divided by 3. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction. For more information on the Common Core of Data (CCD), see *supplemental note 3*. For more information on measures of student progress and persistence, see *supplemental note 6*.
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Sectional Analysis

Section One: Establishes the Achieving Excellence Grant

a) For low performing schools (currently schools that do not meet AYP), annual funding based on the dropout rate
b) Mandates a local match of between 10 and 40 percent.
c) The grants must
    a. Address known causes for low performance
    b. Be research based and apply best practices
    c. Be sustainable beyond the grant period
    d. Have measureable goals for evaluation that pertain to student achievement.
    e. Include process for providing regular evaluation and reporting
d) Pre-K grants must conform to standards already set in the Pilot Pre-K project.
e) Grant program are evaluated every two years. If they are successful, they may continue another two years. If not, they are shut down.
f) If a grant is successful, they may apply for a continuation beyond the four years.
g) Grants may be allocated on a pro-rata basis.

Section 2. Establishes the fund amount for the first year of the grant.

Prepared by the office of Senator Joe Thomas

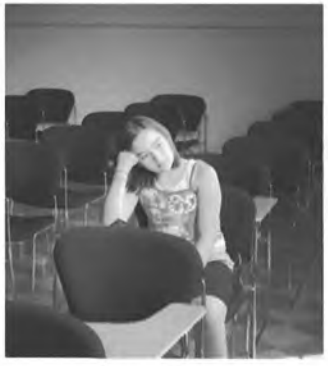
Determining the Initial Amount of the Excellence in Schools Grant Fund

Billy in in his senior year. He has not yet passed the HSQGE and is planning to drop out. Billy counts as one dropout. Alaska invests $400 in Billy,



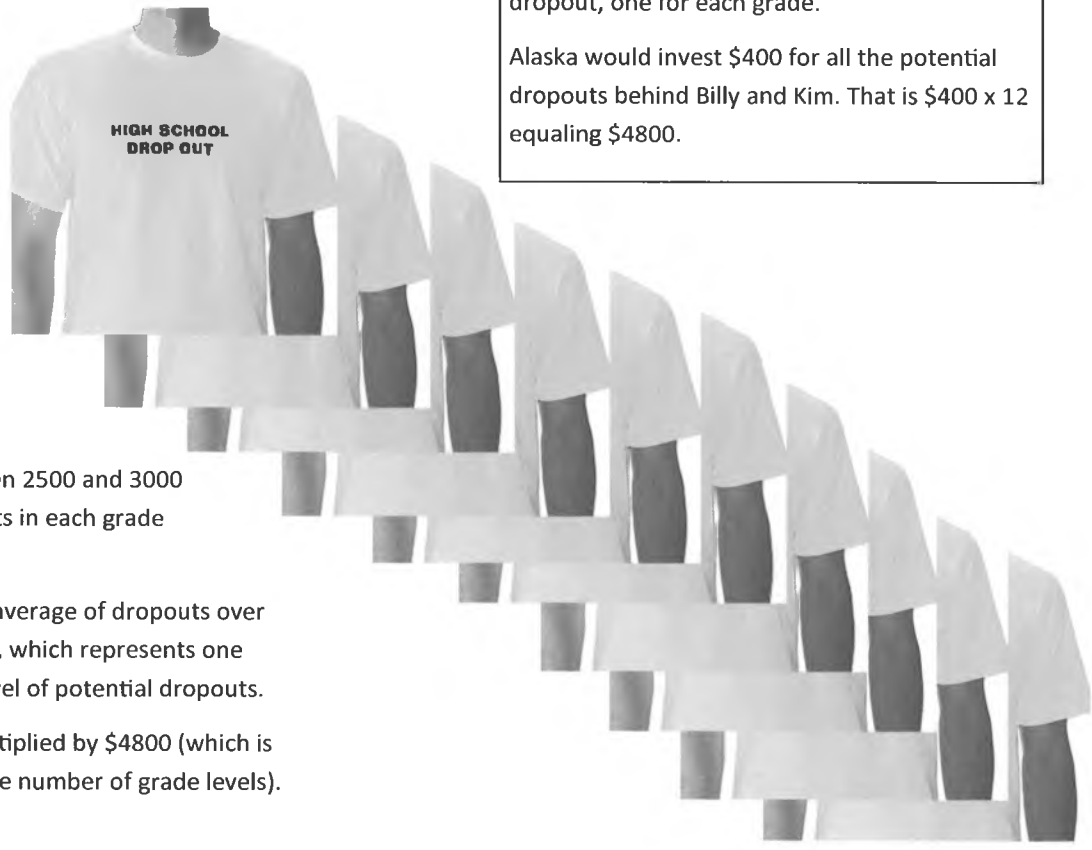
Behind Billy is Kim in the eleventh grade. Kim has not dropped out yet. But she is heading that way.

Alaska invests $400 based on Kim.



Behind Billy and Kim are ten other potential dropout, one for each grade.

Alaska would invest $400 for all the potential dropouts behind Billy and Kim. That is $400 x 12 equaling $4800.





There are between 2500 and 3000 potential dropouts in each grade cohort.

Alaska takes the average of dropouts over the last ten years, which represents one average grade level of potential dropouts.

That figure is multiplied by $4800 (which is $400 times 12, the number of grade levels).

If there are an average of 2500 dropouts then the formula would be:

($400 x 4800) x 2500

SB 197: Calculating the Initial Amount of the Grant Fund

	As calculated in SB 197	If looked at on a year by year basis
1	$400 for each potential dropout in the First Grade	2500 potential dropouts x $400 =$1,000,000
2	$400 for each potential dropout in the Second Grade	2500 potential dropouts x $400=$1,000,000
3	$400 for each potential dropout in the Third Grade	2500 potential dropouts x $400=$1,000,000
4	$400 for each potential dropout in the Fourth Grade	2500 potential dropouts x $400=$1,000,000
5	$400 for each potential dropout in the Fifth Grade	2500 potential dropouts x $400=$1,000,000
6	$400 for each potential dropout in the Sixth Grade	2500 potential dropouts x $400=$1,000,000
7	$400 for each potential dropout in the Seventh Grade	2500 potential dropouts x $400=$1,000,000
8	$400 for each potential dropout in the Eighth Grade	2500 potential dropouts x $400=$1,000,000
9	$400 for each potential dropout in the Ninth Grade	2500 potential dropouts x $400=$1,000,000
10	$400 for each potential dropout in the Tenth Grade	2500 potential dropouts x $400=$1,000,000
11	$400 for each potential dropout in the Eleventh Grade	2500 potential dropouts x $400=$1,000,000
12	$400 for each potential dropout in the Twelfth Grade	2500 potential dropouts x $400=$1,000,000
	$4800 for each potential dropout in the system	$12,000,000

$4800 x 2500 = $12,000,000

Taking Stock

Evaluating the Impact of Education Grants

MEMBER BRIEFING
November 14-15, 2007

grantmakers for education

grantmakers for education

Grantmakers for Education is philanthropy's knowledge source for achieving results in education. Our mission is to strengthen philanthropy's capacity to improve educational outcomes for all students, which we achieve by:

- Sharing successful grantmaking strategies, best practices, and lessons learned that exemplify responsive and responsible grantmaking in education.
- Creating venues to collaborate on projects, share knowledge, develop leadership, advocate for change and debate strategies with other education grantmakers.
- Interpreting data, illustrating trends, and conducting research to improve the effectiveness of education grantmaking and to highlight innovative educational approaches.

Our efforts are informed by eight *Principles for Effective Education Grantmaking*, designed both to guide funders in increasing their impact and to ensure GFE's services and programs help funders accomplish their goals for change.

ACKNOWLEDGEMENTS

Taking Stock

Evaluating the Impact of Education Grants

CONTENTS

Foreword

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SECTION 4: Evaluation with a small "e": How to gather useful information when you can't afford an evaluation

SECTION 5: Making the most of your evaluation resources: A case study of one foundation's options

SECTION 6: Parting thoughts

grantmakers education

In today's climate of accountability, many grantmakers struggle to determine the impact of the activities they support. This report seeks to summarize and make available much of the information from a special member briefing Grantmakers for Education organized to help funders—especially those from foundations with modest budgets—confront this challenge.

Held in November 2007, the program provided tools and framework for how funders can make the best use of evaluation to match their objectives and resources. Although the unique learning format of the event and the give-and-take among participants are difficult to capture in a written document, we've endeavored to organize this report to capture key lessons and advice for grantmakers.

The program—and this report as well—was designed to meet the following learning objectives, identified through a survey of GFE members:

- Understand why and when to evaluate—including calibrating evaluation costs with the scope of a project and a funder's ability to pay—and how to frame useful evaluation questions.
- Help participants determine what counts as persuasive evidence and how to gather and use it.
- Explore different approaches for evaluating the results of grants to understand the trade-offs associated with them.
- Offer advice on how to talk with foundation boards to clarify expectations about what an evaluation can tell them and how long it will take to see results.
- Share strategies on how to identify and select a good evaluator, manage costs and determine who is the "client" of the evaluation.

The program was not designed as a technical seminar focused on methodologies, but as a practical seminar to help frame grantmakers' evaluation options and provide a disciplined way to think about whether and how to evaluate initiatives in light of their foundation's resources.

The sessions followed a variety of formats, including formal presentations, panel discussions, small-group analysis of case scenarios and a "fishbowl" conversation in which the group observed an evaluator interviewing a grantmaker about her evaluation needs. What made the briefing unusual, participants agreed, was the high level of candor among the grantmakers and evaluators who attended.

It was a rare opportunity to learn about the practical side of evaluation, its strengths and limits, and its potential to sharpen grantmakers' thinking.

To help readers navigate the report and to probe topics where they want to learn more, each section of this report opens with a set of key questions to be answered and includes sidebars or text sub-heads to clearly flag suggested advice to grantmakers.

WHAT IS A THEORY OF CHANGE?

In framing questions for funders about what and how to evaluate, several speakers pointed to the importance of a "theory of change."

Simply, a theory of change is a statement or flowchart or plan that explains how an organization's intended impact will actually happen—the cause-and-effect logic by which organizational and financial resources will be converted into desired social results. For a grantmaker, a theory of change makes clear what "success" looks like and the assumptions behind how certain grants will lead to certain impacts.

Used often by funders as a way of clarifying their grantmaking strategy and to help drive choices about strategic trade-offs, speakers said a theory of change also was an essential tool for making decisions about evaluations.

RESOURCES

More information about what a theory of change is and how to craft one is described in the section of the report beginning on page 16.

In addition, grantmakers may find the following resources helpful:

ActKnowledge and the Aspen Institute Roundtable on Community Change.
In an ongoing partnership, the two organizations have assembled an extensive online library of materials, tools, and background reading on theory of change and strategic planning. See www.theoryofchange.org.

[illegible] a Theory of Change to Guide [illegible]
This brief guide from GrantCraft explains how grantmakers can use a theory of change approach in their work, with grantees and inside their foundations. Available for purchase or free download at www.grantcraft.org.

[illegible]
This report from Grantmakers for Education summarizes discussions during a special program track at the GFE annual conference in 2006 on crafting a theory of change and using it to increase strategic clarity and impact. See www.edfunders.org.

opened the meeting with a primer on key questions and concepts to understand in deciding when and how to evaluate an effort. His observations are summarized in this chapter.

Bangser's presentation identified the questions that every grantmaker should ask up front—before deciding to evaluate—to make sure that evaluation findings are useful and scarce resources are used wisely. What kinds of evaluation approaches are most commonly used, and which are best suited to which purposes? When does it make sense not to evaluate?

Bangser is a consultant who is a former senior vice president of MDRC and former president of the Hartford Foundation for Public Giving.

Simply, evaluation is learning with a purpose.

And, specifically, it is a structured, cost-effective process that produces reliable answers to important questions and then uses those answers to help make better decisions. Ideally, funders should consider each of these components of this definition when they develop an evaluation plan.

Evaluation should be a *structured process*—one that starts at the beginning and not at the end.

All foundations process information—anecdotal or otherwise—before they make decisions. It only makes sense to think about how to collect, process and analyze information in a structured and purposeful way. Timing also is important; funders should think of this issue from the outset, embedding a clear timeframe into their grantmaking decisions and their discussions with grantees.

Evaluation should answer *important questions.*

As American humorist James Thurber once said, "It's better to know some of the questions than all of the answers." Some of the questions that need to be answered include:

Individual grants? Clusters of grants? The entire portfolio? Non-grant aspects of the funder's operations, such as its role in advocacy or convening?

Since grantmakers often have multiple goals, they need to clarify at the outset what they truly want to learn and how they will define success. Here are possible—sometimes complementary, but very different—goals for an evaluation to learn about needs and opportunities, to figure out whether or not advocacy efforts

affected public policy; to gauge the effectiveness of specific program interventions or policy changes; to improve program operations (see sidebar for more information).

Some questions aren't readily measured or quantified. "Not everything that counts can be counted," said physicist Albert Einstein, "and not everything that can be counted counts." Be wary of the tendency to evaluate what's most measurable rather than what's most important. For example, evaluations often measure activity levels or outputs rather than outcomes or impacts.

Evaluation should yield *reliable answers.*

According to the journalist Janet Malcolm, "Almost everything we know, we know incompletely." Yet it's important to distinguish between incomplete information that is nonetheless informative and incomplete information that is misleading and therefore counterproductive. Here again, a few questions can bring things into focus:

To distinguish important information (and gaps) from unimportant ones, grantmakers need to be clear about what they think will cause the change they want to see. And then there's the counterfactual: Might the change have occurred anyway, absent the intervention?

By articulating a theory about how the change is likely to happen, grantmakers can increase the chances that an evaluation will consider the right indicators at the right points of time (see report chapter beginning on page 16 for more information about a theory of change).

Are high-quality, reliable data available? How will the foundation (or someone else) gather and store them?

Grantmakers need to be rigorous about the significance of findings—and also distinguish among types of significance. Results that are significant statistically might not be significant in terms of policy. It's also important to manage one's own expectations, remain aware of uncertainty and consider the importance of looking at subgroups. Avoid the "lure of simplicity," evaluator Patti Patrizi has warned, but don't get bogged down in technicalities.

Evaluation should lead to *better decisions.*

Of course better decisions are good, but it also pays to ask about the importance of the decisions at hand and the consequences of getting them wrong. Is an evaluation a diversion of resources from other work, or is it a means to strengthen grantmaking? Think of an evaluation as the beginning rather than the end of the discussion; use the evaluation to frame questions, choices and areas for improvement rather than (necessarily) providing definitive answers. Questions that lead to better decisions include:

Will the funder's board or staff use the evaluation to improve grantmaking decisions? Or is the evaluation really aimed at grantees, policymakers or practitioners?

What evidence will be persuasive to the intended audience? How reliable and timely do the findings need to be? Is the project "mature" enough to draw firm conclusions? Will the audience base decisions on research evidence, or does it need other sorts of information as well?

DIFFERENT EVALUATIONS FOR DIFFERENT QUESTIONS

- **Monitoring grantee performance: Did grantees do what they said they'd do?**
- **Formative or process evaluation: Did grantees implement the project effectively and as intended? Can the implementation be improved?**
- **Summative or outcome evaluation: Did grantees achieve the impacts they intended? Why or why not?**
- **Cost analyses: How much did the project cost financially? What about the opportunity costs?**
- **Synthesizing previous evaluations: Can we learn what we need to know by looking at existing data in a new way?**

Are the findings generalizable?

How relevant are the findings to other locations or conditions?

If an evaluation is going to influence decisions, people need to know the results. Make a point of developing a communications strategy early in the evaluation process.

Evaluation should be *cost-effective.*

Certain factors affect both the cost of an evaluation and its ultimate value. A lot depends on who carries out the tasks associated with the evaluation. Foundation staff? Evaluators? Grantees? Other questions include:

Consider the cost of the evaluation in relation to the size and importance of the grant, how it fits within the foundation's overall grantmaking portfolio and the importance of the decisions to be made.

Engaging grantees in the evaluation is good, but it's also good to do so without unreasonably shifting the evaluation costs onto them.

Is it necessary to involve an independent evaluator? Or can the grantee or foundation carry out the necessary work? What about increasing ongoing capacity to "think evaluatively" within the foundation and among grantees?

LESSONS LEARNED

The challenges associated with evaluation are real, but they're closely related to the challenges of grantmaking itself. These simple lessons are worth remembering, according to Bangser:

- **Ask the right questions, even if they can't be answered definitively.**
- **Appropriate short-term and intermediate outcomes can be useful, even if partial, measures of success.**
- **Know what you don't know.**
- **Do selected evaluations well rather than many evaluations poorly.**

Applying the right evaluation questions to different situations

To apply general observations about evaluation to the kinds of situations grantmakers confront regularly, participants examined and discussed three typical scenarios. Questions about evidence lie at the heart of every evaluation: How good does the evidence have to be for the kinds of questions you're trying to answer?

In each scenario, a grantmaker is faced with a decision about whether, and how, to support evaluation. Working in small groups, participants at the briefing analyzed each scenario. This section captures their collective advice about how best to navigate each situation and find a path forward.

, vice president of The Spencer Foundation, , president of the William T. Grant Foundation, and , deputy director of Grantmakers for Education, designed and led the session.

Summarized on the following pages are the scenarios and a set of suggested opening questions a grantmaker could use to work through the choices at hand.

SCENARIO 1:

THE BOTTOM-LINE BOARD

This scenario rang true to many participants. "It reflects reality!" one exclaimed. "Boards want information like this, and they want it now." Indeed, several grantmakers had dealt with similar situations in their organizations. The group suggested that a grantmaker in this position start by working through a handful of initial questions:

> What does the board really want to know? What sort of data will answer their questions?
>
> Could a tighter logic model help align the foundation's resources with the board's expectations?
>
> If the foundation ultimately decides to commission an evaluation of its work, who would be the primary client? The whole board? The board and staff?
>
> What information would be collected in any evaluation? What information would be necessary, and what information would be "nice" to collect?
>
> How can the foundation create a reasonable match between the direct and opportunity costs of the evaluation and the decisions on the table?

A grantmaker who recently received a similar request from her board explained that she and her colleagues developed five "impact target areas" that board members care about. She and her colleagues are now figuring out where and how to get information that shows impact in those areas.

SCENARIO 2:

FANTASTIC FINDINGS

In this case, the group zeroed in immediately on a key question: What does 95 percent really mean? Getting a firm answer to that question—a necessary step before making any funding decisions—would probably mean digging deeper in the following areas:

> Which students are served, and how selective is the program? The more selective and voluntary it is, the less likely it is that the outcomes represent the program's true effects.
>
> What does the intervention entail, and what is its logic model? Do program activities match program goals and the target population? In other words, is there a logical connection between the program's services (inputs) and results (outputs)?
>
> How can we know the program is making a difference? What is the benchmark for comparison? How strong is that benchmark given concerns about selectivity?

Beyond those questions, participants said they'd want to know more about certain subjective issues regarding the organization and the model. To many, the grantseeker's extravagant claims and thin evidence suggested a need for caution.

SCENARIO 3:

SIGNIFICANT STAKES

As they began to discuss this scenario, participants found that they would need much more information about the intervention itself before they could move to replication and scale-up issues. They also realized that good decisions would depend on having answers to some key background questions: Who are the teachers? What are the schools like?

Assuming a grantmaker could get answers to those questions, they imagined planning an evaluation with a series of further questions that might look something like this:

- The project's logic model says the intervention will increase teachers' knowledge. How will we know if that has actually happened?
- How will we measure change in student achievement? How much change will be necessary to call the program a success?
- What are the classrooms like after teachers go through the program? What will have changed, and how do those changes raise student achievement?
- How much will it cost? $5,000 per teacher? $10,000? How much does it cost to make a significant difference? Do high-cost and low-cost models yield significantly different results?

A lot could be learned from a formal evaluation of a program like this, they concluded, and advice from a researcher would be enormously helpful in clarifying what data can be gathered and assessed and how any data should be judged. Also, it's important to ask rigorously how much you would really need to know to justify replication of the program and ongoing expenditure by the school district—maybe more than initially appears to be the case, maybe less.

CLOSING ADVICE:

WHAT DECISIONS ARE ACTUALLY AT STAKE?

Robert Granger summed up the session with thoughts about clarifying initial questions. "It's helpful," he said, "to keep in mind what's actually at stake. Figure out what decision is actually on the table."

To do that, he advised, find out what key people really want to know—and do it "in a low-stakes environment." Check in privately with your board, your staff, potential grantees, educators and school-district officials before putting them together with an evaluator: "People don't want to feel stupid publicly," he said, "but in fact they rarely want to know as much as an evaluator thinks they do."

Granger closed with an observation about evaluation as a tool for policy advocacy. "People in Washington say you need a big research study to communicate with policymakers," he explained, but it's not true. "In my experience," Granger said, "people in government have low standards of evidence. They want to know fairly simple things about what works, where it works and how much it's going to cost." Formal evaluation can help answer those questions, but only if the evaluation fits within a wider effort to have an effect on policy.

2 Navigating practical evaluation challenges: A discussion between a grantmaker, grantee and evaluator

Designing an evaluation is clearly a lot of work. Using a roundtable-discussion format, program participants got to listen in as three people who approach evaluation from different perspectives—a program officer, a grantee and an evaluator—described the nuts and bolts of the process. Their advice covered selecting an evaluator, estimating costs, establishing relationships and handling controversial findings.

We've summarized highlights from this discussion in this chapter. The section headings in boldface flag the key take-aways and the speakers' advice to grantmakers.

Roundtable participants included [redacted], director of BTW informing change, [redacted], program director of The Cleveland Foundation, and [redacted], executive director of the Consortium on Chicago School Research. [redacted] moderated the discussion.

Choose the right evaluator.

[redacted] Helen, you're a grantmaker. What are some of the factors that go into your decision to use an external evaluator?

[redacted] Using an external evaluator is a huge investment, so you need to be clear about what value an evaluation is going to add to the process and what you hope to accomplish. Evaluators add value in three major ways: first, they bring credibility to the process and the results; second, they have expertise and knowledge that's relevant to the field; and third, they do the work so the grantee doesn't have to. If you're going to capitalize on that value, it helps to be clear from the start that you're going to be willing to accept the results of the evaluation and take it to the next level. There's no point in funding a report that just sits on the shelf.

[redacted] How do you choose an evaluator?

[redacted] I look at evaluation reports in the relevant field to see how different evaluators are reporting and framing the issues. I also talk with people who are networked with evaluators to see what they think. After that, I choose two or three potential evaluators and talk with them systematically about the scope of work and what the foundation wants. Then I invite proposals. I involve others in reviewing the proposals, including the grantee, some of my colleagues at the foundation and other funders.

[redacted] Helen, have you ever done an RFP for an evaluation?

[redacted] We did one for a study of charter schools. It worked out all right because there's not a huge universe of people out there who are capable of the sort of work we wanted. We figured out the universe and sent letters of inquiry. Another idea is to do an RFP but don't ask for full proposals. Specify clearly what you

want to learn and ask for a two-to-three-page letter. It doesn't take too much of an evaluator's time to respond, and what they send is useful to you and to them.

What are some things you ask about an evaluator's qualifications?

I ask for references from funders and from grantees. I also want to know specifically who from the firm will do the work. And I check into their communication skills. Are they going to come in and say, "I'm the expert"?

I think it makes sense to do interviews. Talk to as many people as possible and find out about their people skills.

What about an initiative with other funders involved?

We did one project that involved three funders. Our first job was to put them on the same page. My advice is to look for an evaluator who can occasionally recognize the need to stop and get things straight. Sometimes that means standing up to the funder.

Agree on clear expectations for what is being evaluated.

Lande, imagine you've been chosen by Helen to evaluate a project. What's in your mind? Are you and Helen thinking alike, or is there tension between your points of view?

There might be some tensions or differences at the beginning. I need to get those out in the open so we can discuss them and come to agreement. So, for me, the big "E" is expectations. I try to use our first conversation to frame those. We're both looking for defensible results. We can agree on that. Then there might be divergence in how we're thinking about time and resources. Sometimes a foundation doesn't want to invest time up front. They're often eager to get results too soon, and we need to address that. The objective is to "right size" the project up front, to ensure it's the right scale and scope for the information the funders needs. If you want to build the field, you need a lot of investment on the front end. Also, you'll want to be mindful that, later on, there might be tension about disseminating the results, especially if we uncover unflattering findings.

What are the key drivers of cost?

The biggest item is data collection—and it almost always takes more money to get defensible results than funders want to pay or can pay. Interviews, for example, are always much more expensive than funders think they're going to be because there are a lot of steps: you need to design the instrument, conduct the interviews, report on them, analyze your findings. It adds up.

Figure out the right measurements.

When we talk about evaluation, there's a tendency to look for numbers. People want to go to the quantitative side, but sometimes qualitative methods go deeper. Lande, how do you talk with clients about what to emphasize?

Quantitative and qualitative methods produce different information. Do both, if you can. We ask our clients, "What do you want?" Very often, the answer is "a good story and data to back it up." Does that mean a data set? Ongoing analysis? Maybe. It depends on so many factors. Recently, everyone has been saying that their board wants a "dashboard." Personally, I have a preference for really well-done case studies. You can get a lot of data into a case study. You can present a wealth of nuanced information from many perspectives.

- **Get clarity about what you want to learn and what you will do with the results.**
- **Find an evaluator with both technical and people skills.**
- **Get the relationships right. Who's the client—the foundation, the grantee or policymakers?**
- **Clarify expectations about time and resources. Make sure you and your evaluator are on the right page. Look closely at the work plan to "right size" the project, if needed.**
- **Recognize that qualitative and quantitative methods produce different information; think about ways of collecting both types of data.**
- **Talk in advance about how findings will be reviewed and reported. What happens if the results are negative or controversial?**

Establish trust—especially when the results are negative.

John, you're in an interesting spot because you're an evaluator and a grantee. How do the parties involved in an evaluation develop trust and relationships, given power differentials?

Funders want successful grantees, so there's a basis for trust right there. But it can be very hard if there's an us vs. them dynamic between the funder and the grantee. The relationship between funder and grantee builds over time. It's harder to establish if you're a one-time, short-term funder, easier if you do multiple grants over a longer period. It's also helpful if future funding doesn't hinge on the outcome of the evaluation.

Can you talk a little about establishing trust?

The main thing is to be clear from the start about who the client is, whether it's the grantee or the foundation or someone else. We try hard to define the client up front. We ask the funder, "Is it you? Are you the client? Or is it the grantee?" We don't allow dual clients. In one case, a funder gave grantees 10 percent of the amount of their project grants and told them to choose an evaluator from a list of three. One organization chose us, and we had a conversation about what the grantee wanted to know. The arrangement put the grantee firmly in the role of client.

As a funder, you need a "contract" up front with grantees about what you want to know and how it will be used. We've had grantees who have been funded for years without any questions from us about things we'd like to know. When we change that pattern by suggesting an evaluation, they sometimes see it as changing the game. It's not always easy.

How do you handle controversial findings?

We try to adhere to a "no surprises" rule. We agree in advance that we won't put out a study until top leadership has seen it. We also get lots of input from constituencies that matter—the school district, parents, the funders—before we release a report. We require a very careful review, but we have a firm policy that the author has the final say. If an author chooses not to make a suggested change, we require a written explanation of why not.

I was involved in the release of one controversial report, and we realized that we needed to get buy-in during the review process. We drafted the report and got feedback from all parties. It seemed like a long vetting process: it took about three months. But people needed a chance to look at our findings closely and say, "We think this is wrong." That gave us a chance to go back to the data and say, "We know you think it's wrong. But it's right, and here's why." The situation can get tricky earlier than that if the evaluator sees a big problem. Sometimes we shift from being the evaluator to being an organizational coach if we see very devastating stuff.

Many education grantmakers ultimately aim to increase achievement gains, but measuring student achievement in an evaluation is anything but straightforward. To help participants understand different ways of measuring achievement and interpreting any results, the program included an exchange between researchers [redacted], executive director of the Consortium on Chicago School Research, and [redacted], co-director of Stanford University's Center for Research on the Context of Teaching. Easton works primarily with quantitative methods, while Talbert works mainly with qualitative approaches.

At the program, these two leading researchers talked about different approaches for measuring achievement, the kinds of information those approaches yield and how to interpret the results. The speakers also looked at the question of persuasive evidence: How much information, and what kind, is sufficient to make a difference in important practical decisions?

This section summarizes their observations and suggestions for grantmakers.

Be clear about how resources link to results.

To measure change in a meaningful way, it's important to ask by what mechanisms we think student achievement will go up. What's our theory of change? The assumptions are often implicit, not stated, and evaluators need to work with stakeholders to clarify those assumptions as part of the research. What's the theory? Is it tight? Or, if an intervention is not successful, where did it break down?

Why, for example, do people think small schools will make a difference? The theory of change for small schools goes something like this:

Small schools have some autonomy and freedom.

↓

Kids get to know teachers; teachers work together.

↓

Instruction and student engagement improve.

↓

Student achievement increases.

We did a study of small schools and found that they got better attendance but no change in student achievement. A theory of change lets us look for measures at each step, to see what activities are making a difference or not.

We tend to focus on how to measure that last step. In John's framework, we ask, "What changes in student achievement do we expect to see as a result of better instruction and improved student engagement? And how can we measure those changes?"

One thing we look at is the quality of implementation. Interventions that are implemented in a lot of schools (10 or more) are inevitably implemented unevenly. It's possible to look at variations in implementation and connect those to student outcomes.

Another possibility is to look at measures from sources other than tests. For example, we sometimes identify relevant indicators from national studies and surveys. In one case, we used a survey with items about student effort and attitudes that we could compare with national norms. The data were soft, but people actually care a lot about those outcomes. The funders were also pleased to see comparisons with national norms.

Determine the best—and most realistic—experimental design.

As an evaluator, you need to have a way of knowing what would have happened without the intervention. Randomized-control designs (often called the "gold standard" of research because they test the efficacy of an intervention or treatment by randomly assigning them to some subjects and not others) are very unusual in education. There are serious questions about feasibility, cost effectiveness and ethics. You also need to ask if the "treatment" will be stable enough to study it and make no refinements.

But there are some other, less intensive, less expensive evaluation designs that can add very useful insights into how a program is affecting student achievement:

If you have good measures of the things you care about, you can often look at matched pairs of schools and compare the results. This works best if you have lots of cases—20 or so—to gauge whether students are learning more.

You can also look at change over time, as long as you have consistent data over time. In California, for example, the data systems have changed numerous times, which limits our work. As evaluators often say, "If you want to measure change, don't change the measures."

You can also look repeatedly at a single point in the continuum. One study looked at fifth-graders each year for several years. This can be a good alternative to following one cohort, and it's sometimes easier to get reliable data.

Every two years, we do a survey of all Chicago teachers and students in many grades. It helps us see the effects of interventions, even if we don't learn about ultimate outcomes. But early survey results suggest that we can expect future growth in student achievement.

The truth is, there's always a "tortured link" between an intervention and student achievement, but survey information can tell you things with real policy implications. For example, teacher surveys can give important feedback about how much teachers trust each other and their schools. The results help foundation leaders see the value of actions designed to strengthen the professional community.

Decide what's good enough: How much change is enough change?

You need to think about the long term. Is change at this rate likely to get us where we want to go? You also need to think about the quality of the measures. In Chicago, test scores have gone up. Is that a victory? Maybe, maybe not. They're lousy tests.

Only a fully rounded portrait can answer that question. You need statistical evidence, and you also need case studies. A successful case lets you look at how forces come together when an intervention works well. If you can describe what it took in that successful case, you can then ask how likely it is that those components can be replicated or spread. What if it takes a strong principal? How many strong principals are out there? Can you grow enough principals to support the intervention?

Use results to improve the program.

If you're a funder and you've invested a lot in an intervention, evaluation can validate the resources you've already spent. But the field has changed. No one wants an evaluation report at the end of the process anymore. More evaluation is being done earlier, when it can affect the intervention.

It seems as if a shift has taken place in how we think about evaluation. We used to ask, "Is the intervention working?" Now, we're more likely to ask, "How well is the intervention working?" and "Can it work outside a certain narrow set of conditions?"

4

[illegible]
How to gather useful information when you can't afford an evaluation

Recognizing that many meeting participants come from smaller organizations with no or limited evaluation budgets, another session offered ideas for how grantmakers can use their grant-reporting process—a process already in place at most foundations—to answer questions about performance and results. [illegible], director of BTW informing change, provided key frameworks and ideas—all summarized in this section.

Key questions covered by Ajose included: How can you learn from your grantmaking if your foundation doesn't have an evaluation budget? How do you capture meaningful information regarding small grants when an independent evaluation would cost more than the grant?

Identify the challenge and get clear about expectations.

The session opened with participants naming some of the evaluation challenges they face as grantmakers, especially in smaller foundations, including:

> As a new foundation, we didn't have specific reporting requirements, so we didn t get back useful results.
>
> Our trustees are impatient. They expect too much, too quickly.
>
> It's hard to find a balance so you can get enough information but don't spend too much time on evaluation.
>
> We have different values about evaluation among our staff and between our staff and board. It seems as if leadership is comfortable making decisions based on gut instinct.
>
> We'd like to find a way to measure the cumulative impact of small grants made over many years.
>
> It's hard to find appropriate evaluation techniques when your organization makes small one-year grants.

The group confirmed that expectations are the main issue in most of the challenges they mentioned. It's important, they agreed, to try to clarify expectations and align the scope of your evaluative efforts with the resources available and the stakes involved. It's also important to be sure expectations are clear both among staff members and between the staff and the board.

As part of this session, speaker Lande Ajose reviewed the components of a sample theory of change with participants (see figure 1 below), noting that the exact components of a theory can vary; at its simplest level, a theory of change should show how resources a nd activities will yield specific results and outcomes. She then showed how one foundation had filled in this framework for its arts program (see figure 2 below) and other programs. In addition, she discussed how the foundation finally aggregated its individual program strategies to develop a single theory of change to guide the foundation's entire approach; the goal was to cut across silos to see if the foundation's approach was consistent.





Articulate the outcomes you expect to see.

Having a clear theory of change is at the heart of taking an evaluative approach to your work, even if you don't have the funds for an independent evaluation. A theory of change enables a foundation to articulate the outcomes it seeks.

The byproduct is more clarity about what you're doing and what you shouldn't be doing. It becomes a valuable planning tool. A funder can develop a theory of change for an individual grant, an initiative or an entire program area. When developing a theory of change, defining the problems to be addressed, or the purpose statement, is a crucial first step, according to Ajose. Evaluators typically spend more time on the purpose statement than on any other part of a theory of change. The purpose statement usually looks a lot like the desired ultimate result: the neighborhood or community impacts toward which the foundation is aiming.

Also, often board members focus on indicators rather than on broader social impacts. This is understandable: indicators help them define what they're trying to accomplish, and they're hungry for data. But a board's job is not to identify indicators; it's to identify outcomes. Getting the board to name the problems the foundation is trying to address and the ultimate results it wants to advance can help clarify the distinction between outputs and outcomes. It's all right for a foundation's stated desired outcomes to be broad: no single foundation can achieve ultimate results; at best, those will be accomplished through the efforts of many organizations.

Link your theory of change with grant reporting.

For a foundation, linking the theory of change with grant-reporting requirements has several benefits. First, it communicates the foundation's broader goals to its grantees. It also helps the foundation get more information about how a specific grant is contributing to a foundation's desired impact.

One foundation created a brief checklist that grantees and program officers use as a tool to gather qualitative data on how grants contribute to the foundation's intended outcomes. Without overburdening grantees, the reporting tool generates data on how the foundation's investments are influencing individual young people, schools, community organizations and the community as a whole.

Speaker Lande Ajose shared this example of one foundation's efforts to link its theory of change to a grantee report. In this report, grantees are asked to reflect on how their work is affecting individual, organizational and community outcomes that the foundation has identified in its theory of change.

Supplemental Grantee Reporting Form

Arts Program Investment

This profile is to be completed by each grantee as a supplement to their Grant Reporting form.

Name of Organization and/or Grant: _____

Grant Number: _____ **Date Completed:** ___/___/___ (mm dd yy)

Period of Review: _____

1. Did this grant achieve the following individual-level results? *(check one box for each result)*

a. Low income children had expanded access to quality arts and arts education	❑	❑	❑
b. Youth were more connected to each other and to community arts institutions	❑	❑	❑
c. Individuals were more connected to their cultural heritage	❑	❑	❑
d. Individuals were more aware and appreciative of the cultures of others	❑	❑	❑
e. Relationships formed that crossed familiar lines of age, culture or socio-economic status	❑	❑	❑

*If your program did not intend to achieve this result, please check this box.

2. Did this grant achieve the following organizational-level results? *(check one box for each result)*

a. Schools and community organizations grew capable of and positioned to use the arts as a means of building new or stronger connections among people with shared cultural backgrounds	❑	❑	❑
b. Schools and community organizations were capable of and positioned to use the arts as a means of building new or stronger connections across cultural divides	❑	❑	❑

*If your program did not intend to achieve this result, please check this box

c. Schools and community organizations grew better positioned to sustain arts education	❑	❑	❑
d. Organizational relationships were sustained and evolve over time	❑	❑	❑

*If your program did not intend to achieve this result, please check this box.

3. Did this grant achieve the following community-level results? *(check one box for each result)*

a. Arts programs serving low-income children were actively supported by the community	❑	❑	❑
b. Artists and arts organizations became part of community and neighborhood improvement efforts	❑	❑	❑
c. Cross-cultural social networks began to be built	❑	❑	❑

*If your program did not intend to achieve this result, please check this box

To tease out and model the sorts of question a funder might consider when deciding whether or not to embark on an evaluation of a particular project, the program created a "fishbowl" conversation between seasoned evaluator [redacted], co-director of the Center for Research on the Context of Teaching at Stanford University, and trustee [redacted] of the Steans Family Foundation in Chicago.

Looking at the Steans Family Foundation's education portfolio, they considered opportunities for meaningful evaluation and examined the trade-offs involved in terms of cost, effort and possible impact, using a matrix Talbert distributed to session participants. The conversation was wide-ranging, approximating the sort of initial interview Talbert might have with a prospective client.

In this section, we've captured highlights from their conversation that offer especially practical advice for how to make decisions about evaluation.

Profile: The Steans Family Foundation and North Lawndale

The Steans Family Foundation is a small family foundation that has concentrated for the past dozen years on improving the quality of life in North Lawndale, a low-income Chicago neighborhood. The foundation has worked across sectors, but much of its support has focused on education.

The North Lawndale neighborhood includes 27 schools, most of which struggle with the problems that typically beset urban schools: high student mobility (60 percent in some high schools), high teacher turnover and a concentration of the least experienced teachers in the school system. The neighborhood has high rates of violence, unemployment and other challenging factors that influence children's lives. Eighty percent of men have some contact with the criminal justice system, and only four percent of adults have been to college. The foundation sees the value of stabilizing the school environment to benefit children who are subject to many negative, destabilizing forces.

The foundation is supporting three education initiatives that might warrant evaluation:

- A program based in a charter high school that provides students with more consistent, sustained attention from school guidance counselors.
- The Umoja Program, located in a large public high school that is designed to increase student engagement, improve school culture and help students prepare for college.
- The Building Bridges project (which the foundation sponsors with two other funders in collaboration with Chicago's Juvenile Protective Association) that places trainee mental-health counselors in participating schools.

Evaluation Purpose	Evaluation Questions	Evaluation Design	Considerations/ Issues*
Measure impact of the initiative; summative evaluation.	To what extent did the target group(s) benefit from the initiative? Was the design effective on the whole?	Use one of three general approaches: - experimental (randomized control group) - quasi-experimental (comparison group; trend analysis) - non-experimental (statistical estimation)	How well are the outcomes measured (beyond state tests)? Is it feasible to obtain a control or comparison group? Is selection bias controlled?
Monitor grantee performance.	Are the grantees doing what they said they would do? Is the work high-quality?	Measure and report all facets of the program design (quantity and quality indicators).	Do grantees have reliable mechanisms for tracking their work? How well is quality being assessed?
Test assumptions of the initiative; build knowledge to inform future initiatives.	Did the assumed cause-effect relationships hold up? Under what context conditions; through what processes? What were unintended outcomes?	Develop logic model linking design to outcomes. Measure each fact of the model and evaluate expected relationships. Document processes within and across diverse cases.	Do stakeholders agree on the model? Are all facets of the model measured well, over time? Is there sufficient breadth and depth of longitudinal data?
Ensure ongoing feedback to improve the project.	Are participants experiencing the project in the intended way? Does this vary across participants/ sites?	Monitor participant responses to facets of the program. Develop and use "warning indicators."	How reliable and predictive is short-term information? What structures and norms support ongoing learning?

SOURCE: Joan E. Talbert, November 15, 2007. Distributed at the Grantmakers For Education briefing on evaluation, Chicago, Illinois.

* Considerations of cost and feasibility apply across the evaluation types.

After a quick analysis, Talbert and Steans zeroed in on Building Bridges, which seemed most ripe for evaluation and most likely to produce lessons of value to the foundation and others.

Originally based in three elementary schools and recently expanded to four, Building Bridges places trainee mental-health counselors in participating schools for extended residencies supervised by senior counselors. The schools get the benefit of the additional services; the Juvenile Protection Association gets entrée to schools and training opportunities. The association believes that families underuse mental-health services and that the project could increase access.

Throughout the discussion, Talbert and Steans checked their thinking about a possible evaluation against a matrix of evaluation types that Talbert distributed to session participants.

Before conducting an evaluation, a funder needs to build consensus on three issues: Why evaluate? What would we evaluate? And how would we evaluate, or what would we hope to learn?

Here's why we might be interested in evaluating Building Bridges. We know there's not enough money in the system to put more counselors into elementary schools. So, does the counselor-and-intern combination make a difference? It stretches dollars, but do we get traction? What accounts for variation among schools? And how do we know if we're having an impact? The schools are so troubled, and the kids so needy, but does the program raise student achievement?

The Juvenile Protection Association probably has questions, too. Staff there might want to know if they get more reach into communities and with families, but those are not necessarily the outcomes that interest you. One might want to know about how the counselors influence classroom environment. What comes first, classroom change or kids' resilience and capacity? You'd need to work out a detailed logic model. What about teachers' capacity to reach kids? Is that part of the model?

Teachers seem to be weaving things from the project into their classrooms. That wasn't built into the grant, but it seems to be happening anyway. We're encouraging them to make that aspect of the work more intentional. Now that the Juvenile Protection Association has a presence in the schools, it's doing things like offering workshops for teachers or providing interventions after a child dies. Teachers are going to the counselor's office to talk about their own issues. This sort of development was expected and hoped for, but it wasn't planned for.

This is a perfect example of an important lesson: Leave room for unanticipated outcomes.

It sounds as if some of the preconditions for evaluation are present with this project. The grantee is capable and well-equipped. There's an appetite for learning among the partners. There seems to be a safe learning space. The grantee is probably already collecting some data, although they might not know much about why changes are happening. They might want better information on their training program.

Here are two ideas for what might be possible and valuable with relatively little money:

First, an evaluator might look at things that are at a distance from the actual intervention—things that would be hard for the grantee to see on its own, such as partnerships that allow the program to

work in different schools. An evaluator could look at student data across schools to get a better picture of preconditions in the range of schools.

An evaluator might also look for "warning indicators" that show when an intervention is in danger of running into trouble. This could be very helpful if you're interested in replicating the project. In one formative evaluation, for example, we identified signs that an implementation was beginning to play out in bad ways. We helped the district develop a tracking system that focused on translation problems that people at the top rarely think about. For example, do teachers see counselors as the solution to all their problems? Do they concede responsibility? Your story about teachers seeking counselors out for their own therapeutic issues sounds good to me; but, on second thought, what does it really mean? You probably also have questions about impact. Are there schools in comparable situations that aren't doing this?

There are also variations among the schools in the project. All of them have similar demographics, but there are large variations in environment. How do you explain that?

You might want to look across schools to learn from those variations without trying to assess student achievement outcomes. For example, you might see a connection between school climate and kids' social-emotional data or on-the-ground developmental outcomes. You might find some test-score outcomes that seem relevant, but in fact those would be pretty far down the logic chain.

Is there an affordable way for us to sustain a dialogue with an evaluator and also conduct a useful evaluation?

It's important not to lose track of the importance of developing the capacity of grantees to measure their own work—partly because that capacity can improve their work, and partly because of cost. For example, if we wanted to do good case studies of the four Building Bridges schools—even if the evaluator were based in Chicago and had no travel expenses and even if the researchers were simply interviewing principals, counselors, and association staff and doing little or no classroom observation—the project would cost about $90,000 for one year.

With a project budget of $180,000, $90,000 seems very expensive. The evaluation would need to be much more valuable than what we get from site visits by the program officer. Is the difference worth $90,000?

Projects tend to be perceived in terms of personalities, but it does sound as if this model could be operationalized. A case study could be helpful at capturing what needs to be part of the principal's job, what needs to be part of the counselor's job, what resources are necessary and other factors that would need to be in place for replication.

6 Parting thoughts

At the close of the program, participants came up with this compelling list of observations and pieces of advice for funders on evaluation:

Ask the right questions even if you can't get the answers.

Ask two big questions upfront: What should we measure? And how do we define success?

Be aware of trade-offs in terms of time, money and buy-in.

Theories of change and logic models have come of age. Look past the jargon to see what's helpful, probing "What are we trying to do? With what resources? How will we follow what happened over time?" The time dimension is crucial and needs to be connected to the evaluation.

Integrating evaluation within grantmaking strategy helps frame your decision-making. Or, looked at from the other direction, the more you go down the path of evaluation, the more impact it will have on your grantmaking.

Implementation matters. It's common to expect results too early, which can compromise quality. There's a tendency to think that the sites with the smoothest implementation will have the best outcomes. That may be the case, but it's not always true—especially if smooth implementation occurs because the program avoids serving challenging students.

Even if you can't afford to evaluate, learn from other evaluations. Could larger foundations do more to fund learning for the field?

Costs are variable. Some foundations assign flat percentages of their grantmaking to evaluation, but that doesn't always fit the need.

Keep plugging away. Integrate evaluation into your work where you can.

Response to AS 14.03.078 Report (7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.						
School District	**2010-2011 Grant Allocations**	**Before and After School Tutoring**	**Summer School**	**New Software and Computers**	**Curriculum Alignment**	**Supplemental Instructional Staff/Support**
Alaska Gateway	**20,273**					
Aleutians East	**15,746**					
Anchorage	**1,177,964**	**X**		**X**		**X**
Annette Island	**10,285**				**X**	
Bering Strait	**99,563**					
Copper River	**19,602**				**X**	
Cordova	**12,254**					**X**
Craig	**15,347**			**X**		
Delta/Greely	**29,220**					**X**
Denali	**16,924**			**X**		
Dillingham	**18,421**					
Fairbanks	**412,969**					
Galena	**55,803**	**X**				
Haines	**11,924**		**X**			
Iditarod Area	**15,004**					
Juneau	**143,320**					
Kashunamiut	**14,218**					
Kenai Peninsula	**263,359**	**X**	**X**			
Ketchikan Gateway	**62,997**			**X**		
Kodiak Island	**80,389**					**X**
Kuspuk	**21,257**					
Lake & Peninsula	**26,159**					
Lower Kuskokwim	**197,002**	**X**	**X**			
Lower Yukon	**105,900**					
Mat-Su	**441,717**					**X**
Nenana	**19,386**					
Nome	**24,546**					**X**
North Slope	**75,416**					
Northwest Arctic	**92,484**					
Petersburg	**19,146**					
Sitka	**41,727**					**X**
Southeast Island	**11,154**	**X**				
Southwest Region	**34,382**					
Unalaska	**15,374**					
Valdez	**21,367**					
Wrangell	**11,662**			**X**		
Yukon Flats	**21,134**			**X**		
Yukon/Koyukuk	**33,503**	**X**				
Yupiit	**24,114**					
Mt. Edgecumbe	**10,652**	**X**				
TOTALS:	**3,743,664**					

*Please note data from districts receiving less than $10,000 in Quality School Funds in not included in this year's report due to changes in the Quality Schools reporting regulation. Districts receiving less than $10,000 are no longer required to complete End of the Year Reports.

Appendix 2. A Comparison of State-Level Graduation Rate Statistics

State	2001–2002					2002–2003				2003–2004		
	National Center for Education Statistics (NCES) Four-Year High School Completion Rates[1]	**State-Reported Rate for NCLB**[2]	**Averaged Freshman Graduation Rate (AFGR)** National Center for Education Statistics[3]	**Adjusted Completion Ratio (ACR)** Manhattan Institute for Policy Research[4]	**Cumulative Promotion Index (CPI)** Urban Institute[5^]	**State-Reported Rate for NCLB**[6]	**AFGR**[7]	**ACR**[8]	**CPI**[9]	**State-Reported Rate for NCLB**[10]	**AFGR**[11]	**CPI**[12]
Alabama	81.7%	—	62.1%	58%	60.0%	—	64.7%	60%	60.7%	—	65%	61.4%
Alaska	73.4%	85%	65.9%	59%	63.1%	67%	68.0%	60%	63.6%	61.2%	67.2%	64.2%
Arizona	67.7%	71%	74.7%	70%	62.7%	74%	75.9%	71%	70%	76.8%	66.8%	67.3%
Arkansas	79.4%	85%	74.8%	72%	72.6%	82%	76.6%	74%	71.8%	81.3%	76.8%	70.5%
California	‡	87%	72.7%	67%	68.9%	87%	74.1%	65%	71%	85.3%	73.9%	68.9%
Colorado	‡	82%	74.7%	72%	69.8%	84%	76.4%	72%	72.5%	82.3%	78.7%	69.0%
Connecticut	87.2%	87%	79.7%	79%	76.9%	89%	80.9%	82%	79.3%	89.8%	80.7%	77.0%
Delaware	81.8%	83%	69.5%	63%	60.2%	83%	73.0%	65%	60.7%	81.6%	72.9%	64.3%
District of Columbia	—	64%	68.4%	NC	61.1%	—	59.6%	NC	58.9%	71.9%	68.2%	65.2%
Florida	—	65%	63.4%	59%	57.3%	66%	66.7%	61%	57.5%	68.7%	66.4%	53.0%
Georgia	72.7%	62%	61.1%	56%	57.1%	63%	60.8%	56%	56.3%	65.4%	61.2%	55.5%
Hawaii	78.9%	79%	72.1%	63%	65.9%	80%	71.3%		63.7%	80.0%	72.6%	66.0%
Idaho	79.3%	77%	79.3%	75%	76.8%	81%	81.4%	74%	77.8%	83.9%•	81.5%	79.6%
Illinois	77.8%	85%	77.1%	74%	70.1%	86%	75.9%	73%	76.3%	86.6%	80.3%	75.0%
Indiana	—	91%	73.1%	72%	76.8%	91%	75.5%	74%	73%	90.0%	73.5%	72.4%
Iowa	89.4%	89%	84.1%	85%	79.3%	90%	85.3%	85%	82.5%	89.8%	85.8%	78.2%
Kansas	—	85%	77.1%	78%	74.7%	86%	76.9%	76%	75%	87.8%	77.9%	74.1%
Kentucky	80.7%	81%	69.8%	68%	72.1%	79%	71.7%	69%	69.7%	81.5%	73%	65.3%
Louisiana	67.1%	—	64.4%	63%	64.3%	—	64.1%	63%	60.6%	—	69.4%	64.5%
Maine	86.0%	86%	75.6%	75%	73.5%	87%	76.3%	74%	74%	—••	77.6%	72.1%
Maryland	83.9%	85%	79.7%	77%	76.1%	85%	79.2%	75%	74.4%	84.3%	79.5%	75.3%
Massachusetts	—	—	77.6%	75%	70.9%	—	75.7%	72%	72.1%	96.2%•••	79.3%	71.0%
Michigan	‡	86%	72.9%	78%	72.7%	85%	74.0%	77%	66.4%	88.7%	72.5%	74.0%
Minnesota	83.3%	88%	83.9%	84%	79.8%	88%	84.8%	84%	79%	88.9%	84.7%	78.9%
Mississippi	80.2%	72%	61.2%	60%	60.6%	81%	62.7%	59%	60.8%	84.0%	62.7%	58.0%
Missouri	82.1%	83%	76.8%	76%	76.9%	84%	78.3%	76%	74.7%	85.5%	80.4%	72.9%
Montana	84.0%	84%	79.8%	78%	76.5%	84%	81.0%	76%	75.8%	82.9%	80.4%	77.1%
Nebraska	84.1%	84%	83.9%	83%	77.7%	86%	85.2%	84%	77.8%	86.9%	87.6%	77.3%
Nevada	75.1%	64%	71.9%	68%	55.6%	75%	72.3%	67%	55.9%	67.0%	57.4%	54.7%
New Hampshire	—	85%	77.8%	78%	76.8%	85%	78.2%	79%	77.7%	84.8%	78.7%	73.9%
New Jersey	88.6%	89%	85.8%	89%	82.8%	89%	87.0%	88%	84.5%	90.6%	86.3%	86.3%
New Mexico	75.4%	77%	67.4%	65%	61.5%	89%	63.1%	59%	56.7%	78.8%	67%	61.2%
New York	80.9%	75%	60.5%	64%	59.8%	76%	60.9%	58%	62.5%	77.0%	—	61.4%
North Carolina	—	92%	68.2%	67%	64.7%	97%	70.1%	69%	66.2%	95.7%	71.4%	63.5%
North Dakota	90.7%	91%	85.0%	85%	81.2%	91%	86.4%	85%	83.1%	91.5%	86.1%	79.5%
Ohio	—	83%	77.5%	78%	73.8%	84%	79.0%	79%	76.5%	85.9%	81.3%	70.7%
Oklahoma	79.7%	69%	76.0%	79%	71.5%	86%	76.0%	72%	71%	85.1%	77%	69.8%
Oregon	778.8%	80%	71.0%	71%	70.7%	81%	73.7%	70%	69%	80.6%	74.2%	73.6%
Pennsylvania	84.9%	86%	80.2%	80%	77.7%	87%	81.7%	81%	79.1%	87.7%	82.2%	75.5%
Rhode Island	781.6%	71%	75.7%	74%	72.8%	81%	77.7%	75%	72.3%	82.8%	75.9%	73.5%
South Carolina	—	—	57.9%	53%	52.2%	78%	59.7%	54%	52.5%	78.0%	60.6%	50.7%
South Dakota	84.0%	97%	79.0%	76%	76.9%	96%	83.0%	79%	74.5%	92.3%	83.7%	79.4%
Tennessee	81.6%	76%	59.6%	57%	59.0%	76%	63.4%	60%	62.2%	75.7%	66.1%	57.5%
Texas	—	83%	73.5%	68%	66.6%	84%	75.5%	69%	66.8%	84.6%	76.7%	65.0%
Utah	84.4%	86%	80.5%	78%	80.5%	85%	80.2%	77%	76.7%	84.0%	83%	78.3%
Vermont	83.1%	82%	82.0%	78%	78.4%	84%	83.6%	78%	81.2%	86.0%	85.4%	77.9%
Virginia	85.1%	85%	76.7%	74%	73.8%	82%	80.6%	75%	74.9%	79.9%	79.3%	73.8%
Washington	—	79%	72.2%	72%	67.6%	66%	74.2%	69%	68.2%	70.1/74%••••	74.6%	62.6%
West Virginia	82.7%	—	74.2%	76%	72.5%	83%	75.7%	76%	72.8%	84.0%	76.9%	70.7%
Wisconsin	—	91%	84.8%	85%	77.5%	92%	85.8%	85%	80.6%	91.2%	—	78.2%
Wyoming	77.4%	77%	74.4%	73%	72.2%	77%	73.9%	70%	74%	79.2%	76%	72.4%
National	NC	not relevant	72.6%	71%	68.7%	not relevant	73.9%	70%	69.6%	not relevant	75%	68.0%

Appendix E

The Matrix of Prevention Programs

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The Matrix of Prevention Programs

(Created by: Sharon Mihalic, Blueprints for Violence Prevention, 11/02/05)

	Matrix of Programs (Updated 11/02/2005)	American Youth Policy Forum (1)	Blueprints for Violence Prevention (2)	Center for Mental Health Services-Greenberg et al. (3)	Center for Substance Abuse Prevention (CSAP) (4)	Department of Education-Safe Schools (5)	Communities That Care-Developmental Research and Programs (6)	Mihalic & Aultman-Bettridge (2004) (7)	National Institute of Drug Abuse (NIDA) (8)	Sherman et al. (1997) (9)	Strengthening America's Families (10)	Surgeon General's Report (2001) (11)	Title V (OJJDP) (12)
	Academic Tutoring and Social SkillsTraining												Effective
	Accelerating Language Development Through Picture Book Reading						Effective						
	Across Ages				Model		Effective	Favorable					Exemplary
	Adolescent Alcohol Prevention Trial (AAPT)				Promising		Effective		Effective				
	Adolescent Portable Therapy												Promising
	Adolescent Transitions Program			Effective			Effective		Effective		Exemplary 2		Exemplary
	Aggression Replacement Training					Promising				Effective			Promising
	Aggressors, Victims & Bystanders: Thinking & Acting to Prevent Violence					Promising							
	Al's Pals: Kids Making Healthy Choices				Model	Promising		Favorable					Exemplary
	Albuquerque Victim-Offender Mediation Program												Promising
	Alcohol Misuse Prevention						Effective						Effective
	All Stars				Model	Promising	Effective						Effective

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	American Indian (Zuni) Life Skills				Effective								Effective
	Anchorage Youth Court												Effective
	Anger Coping Program			Effective				Favorable		Effective			Effective
	Asian Youth Alliance				Promising								
	Assertiveness Training Program									Effective			
	Athletes Training and Learning to Avoid Steroids (ATLAS)		Promising		Model	Exemplary	Effective	Favorable	Effective				Exemplary
	Baby Safe (Substance Abuse Free Environment) Hawaii				Promising								
	Baltimore Choice Program												Promising
	BASIS									Effective			
	Baton Rouge Partnership for the Prevention of Juvenile Gun Violence												Effective
	Be A Star				Promising								Promising
	Behavioral Monitoring and Reinforcement Program (Formerly Preventive Intervention - Bry)		Promising		Promising			Promising		Effective		Promising 2	Effective

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	Behaviorally-Based Prevention Program						Effective						
	Bereiter-Engleman/DISTAR Model						Effective						
	Bethesda Day Treatment										Promising		Promising
	Bethlehem Police Family Group Conferencing Project												Exemplary
	Bicultural Competence Skills Approach						Effective						Exemplary
	Big Brothers Big Sisters of America	Effective	Model	Effective			Effective			Effective			Exemplary
	Bilingual/Bicultural Counseling and Support Services				Promising								
	Book Lending Library						Effective						
	Border Binge Drinking Reduction Program				Model								
	Boston Gun Project	Effective											
	Boys and Girls Club	Effective								Effective			Effective
	Boys and Girls Club Educational Enhancement												Effective

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	Boys and Girls Club Gang Prevention Through Targeted Outreach												Promising
	Brainpower Program			Effective	Promising								
	Brief Alchohol Screening and Intervention for College Students				Model								Exemplary
	Brief Strategic Family Therapy (BSFT)	Effective	Promising		Model		Effective				Exemplary 2		Exemplary
	Brookline Early Education Project (BEEP)						Effective						
	Buddy System						Effective						
	Bullying Prevention Program (BPP)	Effective	Model	Effective	Model		Effective	Exemplary		Effective		Promising 2	Effective
	California Smoker's Helpline				Effective								
	Canberra Reintegrative Shaming Experiments												Exemplary
	Capital and Violent Offender Program (Formerly Capital Offenders Program)	Effective											Promising
	CAPSLE							Favorable					

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	Career Academy												Exemplary
	Career Beginnings												Effective
	Carolina Abecedarian Project						Effective	Favorable					
	CASASTART		Promising		Model	Exemplary						Promising 1	Exemplary
	CEDEN Family Resource Center										Model		
	Challenging College Alcohol Abuse (CCAA)				Model								
	Chicago Alternative Policing Strategy												Effective
	Chicago Child-Parent Center and Expansion Program (CPC)							Favorable					Effective
	Child Development and Community Policing Model												
	Child Development Project			Effective	Model	Promising	Effective	Favorable		Effective			Effective
	Children in the Middle				Model								Exemplary
	Children of Divorce Intervention Program			Effective	Effective		Effective						Effective
	Children of Divorce Parenting Program			Effective									

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Chronic Truancy Initiative												Promising
Class Action (Part of Project Northland)				Model								
Classroom Organizational Strategies						Effective						
Clayton County Restitution Program												Exemplary
Club Hero				Promising								Promising
Coca-Cola Valued Youth Program							Favorable					
Cognitive-Behavioral Intervention for Trauma in Schools (CBITS)				Promising								Promising
Cognitive-Behavioral Therapy for Child and Adolescent Stress (CBT-CATS)												Exemplary
Cognitive-Behavioral Therapy for Child Sexual Abuse (CBTCSA)				Model								Exemplary
Colorado Youth Leadership Project				Promising								
Comer School Development Program							Favorable					
Commit to Quit				Effective								

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	Communities in Schools (Formerly Cities in Schools)												Promising
	Communities Mobilizing for Change on Alcohol				Model								Exemplary
	Communities That Care						Effective						
	Community Laws and Policies Related to Weapons						Effective						
	Community of Caring					Promising							
	Community Policing Strategies						Effective						
	Community/School Policies						Effective						
	Community Trials Intervention to Reduce High-Risk Drinking (RHRD)				Model								Effective
	Comprehensive Gang Strategy (Little Village Gang Reduction Program)									Effective			Effective
	Computer-Assisted Instruction						Effective						
	Consistency Management & Cooperative Discipline (CMDC)							Favorable					Effective

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	Continuous Progress Instruction						Effective						
	Cooperative Learning Programs						Effective						
	Coping Power			Promising	Effective								Exemplary
	Coping With Stress Course			Effective									
	Coping with Work and Family Stress				Model								
	Counselors CARE and Coping and Support Training			Effective									
	Creating Lasting Family Connections				Model	Promising	Effective				Model		Exemplary
	Dando Fuerza a la Familia				Promising								
	DARE To Be You Program				Model						Model		Effective
	Delaware Juvenile Drug Court Diversion Program												Promising
	Depression Prevention Program			Effective									
	Detention Diversion Advocacy Program	Effective											Promising
	Dialectical Behavior Therapy Program for Incarcerated Female Juvenile Offenders												Promising

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Dona Ana County (NM) Teen Court												Promising
Earlscourt Social Skills Group Program			Effective				Favorable					
Early Detection and Treatment of Postnatal Depression						Effective						
Early Intervention for Preterm Infants Project						Effective						
Early Risers Skills for Success Program				Model				Effective				Effective
East Texas Experiential Learning Center				Effective								Promising
Effective Black Parenting			Effective							Model		Effective
Eight Percent Program	Effective											
Enough Snuff				Effective								
Enterprise Zones									Effective			
Extended-Service Schools Initiative												Promising
Facing History and Ourselves					Promising							Promising
Faith Based Prevention				Promising								

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	Families and Schools Together (FAST)			Promising	Model						Model		Exemplary
	Families in Action												Exemplary
	Family Bereavement Program			Effective									
	Family Effectiveness Training (FET)				Model								Effective
	Family Health Promotion				Promising								Promising
	Family Literacy Program						Effective						
	Family Matters				Model								Exemplary
	FAN (Family Advocacy Network) Club				Effective								
	FAST Track		Promising	Effective			Effective	Promising				Promising 2	Effective
	Field Interrogations						Effective						
	First Step to Success			Effective			Effective	Favorable					Effective
	Focus on Families				Promising		Effective		Effective		Model		Effective
	Friendly PEERsuasion				Effective								
	Functional Family Therapy (FFT)	Effective	Model				Effective				Exemplary 1	Model 1	Exemplary

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Gang Prevention Curricula						Effective						
Gang Resistance Education and Training (G.R.E.A.T.)												Effective
Gang Resistance is Paramount (GRIP)												Promising
Gatekeeper Case Finding and Response System				Promising								
Gentreaux Program									Effective			
Get Real About Violence				Promising								Promising
Girl's Circle												Promising
Good Behavior Game	Effective	Promising	Effective	Effective		Effective	Promising				Promising 2	Effective
Great Body Shop				Promising								Promising
Growing Healthy					Promising	Effective						Effective
Guiding Good Choices (Formerly Preparing for the Drug Free Years)		Promising		Model	Promising	Effective	Promising			Exemplary 1	Promising 2	Exemplary
Hardcore Gang Investigators Unit -- LA County DA's Office												Effective

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	HeadOn: Substance Abuse Prevention for Grades 6-8				Promising								
	Head Start												Promising
	Healthy Families America										Model		Promising
	Healthy for Life						Effective						
	Healthy Workplace				Model								
	Helping the Noncompliant Child				Effective						Exemplary 1		Promising
	Home-Based Behavioral Systems Family Therapy				Effective								
	Home Instruction Program for Preschool Youngsters (HIPPY)										Model		
	HOMEBUILDERS										Model		
	Houston Parent-Child Development Center		Promising		Effective		Effective	Promising		Effective		Promising 2	
	I Can Problem Solve (Formerly Interpersonal Cognitive Problem Solving)		Promising	Effective	Promising	Promising	Effective	Promising				Promising 2	Effective
	Impact of Drinking Age Law				Effective								

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	Improving Social Awareness-Social Problem Solving			Effective			Effective	Favorable					
	The Incredible Years	Effective	Model		Model		Effective	Exemplary		Effective	Exemplary 1	Promising 2	Exemplary
	Independence Youth Court (IYC)												Promising
	Indianapolis Restorative Justice Project												Effective
	Individual Placement and Support				Effective								
	Infant Health and Development												Promising
	Intensified Motorized Patrol						Effective						
	Intensive Probation Supervision (Cleveland)												Promising
	Intensive Protective Supervision Project (IPSP)											Promising 1	
	Intensive Supervision Juvenile Probation Program (Peoria, IL)												Promising
	Jefferson County Juvenile Gun Court												Promising
	Job Corps									Effective			Effective

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	Job-Loss Recovery Program				Promising								
	JOBS Program				Model								
	Jobstart						Effective						
	Kansas City Gun Experiment												Effective
	Keep A Clear Mind (KACM)				Model								Effective
	Keepin' it REAL (Refuse, Explain, Avoid, Leave)				Model								Exemplary
	Kentucky Adolescent Tobacco Prevention Project				Effective								Promising
	Keys to Caregiving Videotape Series						Effective						
	Kids Intervention with Kids in School (KIKS)				Promising								
	Know Your Body						Effective	Favorable					Promising
	Last Chance Ranch	Effective											
	Leadership and Resiliency Program (LRP)				Model								Promising
	Legal Blood Alcohol Level (Effect of Maine's .05% Limit)				Effective								

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Let Each One Touch One Mentor Program				Promising	Promising							Promising
Life Skills '95												Effective
Life Skills Training (LST)		Model		Model	Exemplary	Effective	Exemplary	Effective	Effective		Model 2	Exemplary
Linking the Interests of Families and Teachers (LIFT)		Promising	Effective	Promising	Promising		Promising				Promising 2	Exemplary
Lions-Quest Skills for Adolescence				Model	Promising							Effective
Lions-Quest Working Toward Peace					Promising							Promising
Maine Juvenile Drug Treatment Court												Promising
Make Parenting a Pleasure										Promising		
Mass Media Smoking Prevention Program							Favorable					
Massachusetts Tobacco Control Program				Promising								
MELD										Model		
Mendota Juvenile Treatment Center												Effective
Metropolitan Area Child Study						Effective						

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	Michigan Model for Comprehensive School Health Education					Promising		Favorable					Promising
	Michigan State Diversion Project												Promising
	Midwestern Prevention Project (Project STAR)		Model		Effective	Promising	Effective	Exemplary	Effective			Model 2	Effective
	Minimal Intervention Approach to Problem Gambling				Promising								
	Minneapolis Center for Victim-Offender Mediation												Promising
	Minnesota Smoking Prevention Program					Promising							Promising
	Mother-Child Program of Verbal Interaction Project						Effective						
	Movimiento Ascendencia												Promising
	Multidimensional Family Therapy (MDFT)	Effective			Effective						Exemplary 2		Effective
	Multidimensional Treatment Foster Care -OSLC	Effective	Model		Effective	Exemplary					Exemplary 1	Model 1	Exemplary
	Multimodal Substance Abuse Prevention				Promising								Promising

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Multisystemic Therapy (MST)	Effective	Model		Model						Exemplary 1	Model 1	Exemplary
National Council of Teachers of Mathematics (NCTM) Standards-Based Intervention						Effective						
Native American Prevention Project Against AIDS/Substance Abuse (NAPPASA)												Promising
NICASA Parent Project										Model		
North Karelia							Favorable					
N-O-T on Tobacco				Effective								Effective
Nurse-Family Partnership (Formerly Prenatal and Infancy Home Visitation by Nurses)		Model		Model		Effective			Effective	Exemplary 2	Model 1	Exemplary
Nurturing Parenting Program				Promising						Model		Promising
Nurturing Program for Families in Substance Abuse Treatment and Recovery										Promising		
Oakland Beat Health Program												Promising

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	Oakland Victim-Offender Reconciliation Program												Promising
	Open Circle Curriculum					Promising		Favorable					Promising
	Operation Ceasefire												Promising
	Orange County Juvenile Substance Abuse Treatment Court												Promising
	Parent-Child Assistance Program (P-CAP)				Promising								Effective
	Parent-Child Development Center												Exemplary
	Parent-Child Interaction Training						Effective					Promising 2	
	Parenting Partnership				Promising								Promising
	Parenting Wisely				Model						Exemplary 2		Promising
	Parenting with Love and Limits												Exemplary
	Parents Anonymous										Promising		
	Parents as Teachers										Model		Promising
	Parents Who Care						Effective				Model		

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	Participate and Learn Skills (PALS)	Effective					Effective			Effective			
	Partnership for Health				Effective								
	Pathways to Change				Effective								
	Peace Works												Promising
	PeaceBuilders	Effective			Promising	Promising	Effective	Favorable					Exemplary
	Peaceful Conflict Resolution and Violence Prevention Curriculum							Favorable					
	Peacemakers Program (Grades 4-8)				Promising	Promising							Effective
	Peer Assistance and Leadership Program (PAL)				Promising								
	Peer Coping Skills Training			Effective				Favorable					
	Peer-Assisted Learning Strategies (PALS)						Effective						
	Peers Making Peace				Promising	Promising							
	Perinatal Care Program				Promising								
	Perry Preschool Program/High Scope	Effective	Promising		Model		Effective	Promising		Effective		Promising 1	Exemplary

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	Philadelphia Youth Violence Reduction												Promising
	Phoenix House												Effective
	Physicians Counseling Smokers				Effective								
	Plan a Safe Stategy (PASS) Program				Promising								
	Positive Action				Model	Promising		Favorable					
	Positive Youth Development Program			Effective				Favorable		Effective			
	Preparing for School Success (PFSS)						Effective						
	Preventing School Vandalism and Disruptive Behavior							Favorable		Effective			
	Prevention and Relationship Enhancement Program (PREP)						Effective						
	Prevention Dimensions Program				Promising								
	Preventive Alcohol Education Program				Promising								Promising
	Preventive Treatment Program (Montreal Longitudinal Experimental Study)	Effective	Promising	Effective			Effective	Promising		Effective		Promising 1	Exemplary

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Primary Mental Health Project			Effective		Promising							Promising
Proactive Classroom Management						Effective						
Program Development Evaluation (PDE) Method						Effective			Effective			
Project ACHIEVE				Model								Promising
Project ALERT		Promising		Model	Exemplary	Effective	Favorable		Effective			Exemplary
Project Back-on-Track												Promising
Project BASIS				Promising								
Project Break Away				Promising								
Project Care							Favorable		Effective			
Project CRAFT												
Project EX				Model								Effective
Project Family								Effective				
Project Link				Promising								Effective
Project Northland		Promising		Model	Exemplary	Effective	Promising					Exemplary
Project PACE				Promising								Promising

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	Project PATHE (Positive Action Through Holistic Education)												Promising
	Project Prince									Effective			
	Project RAISE									Effective			
	Project SEEK										Model		
	Project SUCCESS				Model								
	Project Toward No Drug Abuse (Project TND)		Model		Model								Exemplary
	Project Towards No Tobacco Use (TNT)				Model	Exemplary	Effective						Exemplary
	Project Venture				Model								
	Prolonged Exposure Therapy for Posttraumatic Stress Disorders				Model								Exemplary
	Promoting Action Through Holistic Education (Project PATHE)		Promising					Promising		Effective			
	Promoting Alternative Thinking Strategies (PATHS)		Model	Effective	Model	Promising	Effective	Exemplary		Effective		Promising 2	Exemplary

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	Matrix of Programs (Updated 11/02/2005)	American Youth Policy Forum (1)	Blueprints for Violence Prevention (2)	Center for Mental Health Services-Greenberg et al. (3)	Center for Substance Abuse Prevention (CSAP) (4)	Department of Education-Safe Schools (5)	Communities That Care-Developmental Research and Programs (6)	Mihalic & Aultman-Bettridge (2004) (7)	National Institute of Drug Abuse (NIDA) (8)	Sherman et al. (1997) (9)	Strengthening America's Families (10)	Surgeon General's Report (2001) (11)	Title V (OJJDP) (12)
	Promotion of the Use of Front-Pack Infant Carriers						Effective						
	Protecting You/Protecting Me				Model								Effective
	Quantum Opportunities Program (QOP)	Effective					Effective	Exemplary				Promising 2	
	Queensland Early Intervention and Prevention of Anxiety Project			Effective			Effective						
	Raising a Thinking Child						Effective				Exemplary 2		Effective
	Reading Recovery						Effective						
	Reconnecting Youth				Model			Favorable	Effective				
	Reducing the Risk						Effective						
	Repeat Offender Prevention Program												Promising
	Residential Student Assistance Program (RSAP)				Model								Effective
	Resolving Conflict Creatively Program (RCCP)	Effective			Effective								Effective
	Responding in Peaceful and Positive Ways (RIPP)				Model	Promising							Exemplary

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	Responsive Classroom												Promising
	Richmond Comprehensive Homicide Initiative												Effective
	Richmond Youth Against Violence Project: Responding in Peaceful and Positive Ways (RIPP)			Effective			Effective						
	Rockford Enhanced EAP				Effective								
	Rural Education Achievement Project				Effective								Promising
	Safe Dates				Model			Favorable					Exemplary
	SAFE-T												Effective
	San Diego County Breaking Cycles												Effective
	Saving Lives				Promising								Promising
	Say It Straight (SIS)				Promising	Promising							Promising
	SCARE Program					Promising							Promising
	School Development Program						Effective						
	School Safety Program							Favorable		Effective			

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School Transitional Environment Program (STEP)		Promising	Effective			Effective	Promising		Effective		Promising 1	Effective
School Violence Prevention Demonstration Program				Effective								Effective
School-Based and Home-Based Tutoring for Transfer Students						Effective						
School-based Smoking Prevention Program							Favorable					
Schools and Families Education Children (SAFE Children)				Model								Effective
Second Step: A Violence Prevention Curriculum			Effective	Model	Exemplary	Effective						Promising
Sembrando Salud				Effective								Effective
SISTERS				Promising								Promising
SMART Leaders (Booster program for Boys and Girls Clubs of America's Stay SMART & SMART Moves)				Effective								Effective

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	SMART Team (Students Managing Anger and Resolution Together) (Formerly SMART Leaders)				Model	Promising							Effective
	Smoking Cessation Mass Media Intervention				Effective								
	SOAR (Skills, Opportunities, and Recognition) (Formerly Seattle Social Development Project)	Effective	Promising	Effective	Effective	Promising	Effective	Promising	Effective	Effective		Model 1	Effective
	Social Competence Promotion Program for Young Adolescents (SCPPYA)				Effective								Effective
	Social Decision-Making & Problem Solving					Promising							Promising
	Social Relations Program			Effective			Effective						
	Socio-moral Reasoning Development Program							Favorable					
	SOS: Signs of Suicide				Promising								Promising
	Spit Tobacco Intervention				Promising								Effective
	Star Model						Effective						

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	Start Taking Alcohol Risks Seriously (STARS) for Families				Model								Effective
	Stopping Teenage Addiction to Tobacco (STAT)				Effective								Effective
	Storytelling for Empowerment				Promising								
	Strengthening Families Program				Model		Effective		Effective		Exemplary 1		Exemplary
	Strengthening Families Program for Parents and Youth 10-14 (Formerly Iowa Strengthening Families Program)		Promising		Model	Exemplary		Promising			Exemplary 2	Promising 2	
	Strengthening Hawaii Families				Promising						Model		
	Strengthening Multi-Ethnic Families and Communities Program										Promising		
	Strengthening the Bonds of Chicano Youth and Families				Promising								Promising
	Stress Innoculation Training			Effective									
	Structured Playground Activities						Effective						
	Student Training Through Urban Strategies (STATUS)							Promising		Effective			

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	Students Helping Others Understand Tobacco (SHOUT)						Effective						
	Success for All						Effective	Favorable					
	Success in Stages												Effective
	Support for At-Risk Children				Effective								
	Supporting Adolescents with Guidance and Education (SAGE)												Promising
	Syracuse Family Development Research Program (FDRP)	Effective			Effective		Effective	Promising		Effective		Promising 1	Effective
	Teaching Students to be Peacemakers				Model								Promising
	Team Awareness				Model								
	Teams-Game-Tournament Alcohol Prevention				Promising								Effective
	Teen Outreach Program						Effective						
	Teenage Health Teaching Modules				Promising	Promising							Promising
	Therapeutic Workplace				Promising								

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	Think Time Strategy					Promising							
	Tinkham Alternative High School				Promising								
	Tobacco Policy and Prevention (TPP)				Effective								
	Too Good For Drugs (TGFD)				Model								Promising
	Too Good For Violence (TGFV)				Effective								Exemplary
	Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) (Formerly Cognitive Behavioral Therapy for Child and Adolescent Traumatic Stress)				Model								Exemplary
	Tri-Agency Resource Gang Enforcement Team												Effective
	TRIBES												Promising
	Truant Recovery Program												Promising
	Tutoring Programs						Effective						
	Urban Woman Against Substance Abuse (UWASA)				Promising								Promising
	Valued Youth Partnership Program						Effective						

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Violence Prevention Curriculum for Adolescents												Promising
Violent Juvenile Offender Program	Effective											
VisionQuest												Effective
Washington (DC) Community Violence Prevention Program									Effective			
Washington, DC, Restitution Program												Promising
Wayne County Intensive Probation Program												Promising
Weed and Seed												Promising
Wellness Outreach Program: A Step-by-Step Guide				Effective								
Woodrock Youth Development Project				Promising		Effective						Promising
Wraparound Milwaukee	Effective											Promising
Yale Child Welfare Project							Promising		Effective		Promising 2	

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Notes

(1) American Youth Policy Forum: Less Hype, More Help: Reducing Juvenile Crime, What Works-and What Doesn't by Richard A. Mendel. American Youth Policy Forum, Washington, DC, 2000. Programs are categorized as "effective" (refer to www.aypf.org).

(2) Blueprints for Violence Prevention. Programs are divided into "model" and "promising" (refer to www.colorado.edu/cspv/blueprints).

(3) Center for Mental Health Services, US Department of Health and Human Services, Prevention Research Center for the Promotion of Human Development. Programs are divided into "effective" and "promising" (refer to www.prevention.psu.edu).

(4) Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, Department of Health and Human Services, National Registry of Effective Programs. Programs are divided into "model," "promising," and "effective" (refer to www.modelprograms.samhsa.gov).

(5) Department of Education: Safe and Drug Free Schools. Programs are divided into "exemplary" and "promising" (refer to www.ed.gov/admins/lead/safety/exemplary01/panel.html)

(6) Communities that Care: Posey, Robin, Wong, Sherry, Catalano, Richard, Hawkins, David, Dusenbury, Linda, & Chappell, Patricia (2000). Communities That Care Prevention Strategies: A Research Guide to What Works. Programs are categorized as "effective" (refer to www.preventionscience.com/ctc/CTC.html; Developmental Research and Programs, Inc., Seattle, WA).

(7) Mihalic & Aultman-Bettridge (2004): A Guide to Effective School-Based Prevention Programs. Programs are divided into "exemplary", "promising" and "favorable" (refer to William L. Turk, (Ed.), *Policing and School Crime*, Englewood Cliffs, NJ: Prentice Hall Publishers, 2003).

(8) National Institute of Drug Abuse. Programs are categorized as "effective" (refer to National Clearinghouse for Alcohol and Drug Information, #734 at 1-800-729-6686).

(9) Sherman et al (1998): Preventing Crime: What Works, What Doesn't, What's Promising. University of Maryland Department of Criminology and Criminal Justice. NCJ 165366. Programs are categorized as "effective" (refer to www.ncjrs.org/works/wholedoc.htm or www.preventingcrime.org).

(10) Strengthening America's Families. Programs are divided into "exemplary 1," "exemplary 2," "model," and "promising" (refer to www.strengtheningfamilies.org).

(11) Youth Violence: A Report of the Surgeon General. Programs are divided into "model" and "promising": level 1-violence prevention; level 2-risk prevention (refer to www.surgeongeneral.gov/library/youthviolence).

(12) Title V (OJJDP): Effective & Promising Programs Guide. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Dept. of Justice. Programs are divided into "exemplary," "effective," and "promising" (refer to www.dsgonline.com).

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Mihalic & Aultman-Bettridge. (2004). A guide to school-based prevention programs. See W.T. Turk, (Ed.), *Policing and school crime*, Englewood Cliffs, NJ: Prentice Hall Publishers. Reason for removal: Criteria found, but upon review, criteria was less rigorous than other sources; would not add any new information using the two-source/top-tier criteria.

National Institute of Drug Abuse, National Clearinghouse for Alcohol and Drug Information, #734 at 1-800-729-6686. Reason for removal: Criteria found did not fit those used by others—many of these programs already included by CSAP/SAMHSA.

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Exhibit 1

Supplemental Table to Indicator 19

Public High School Graduation Rates

Table A-19-1. Averaged freshman graduation rate for public high school students and number of graduates, by state or jurisdiction: School years 2001–02 through 2007–08

State or jurisdiction	Averaged freshman graduation rate						
	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
United States	**72.6**	**73.9**	**74.3**[1]	**74.7**	**73.4**[1]	**73.9**	**74.7**[1]
Alabama	62.1	64.7	65.0	65.9	66.2	67.1	69.0
Alaska	65.9	68.0	67.2	64.1	66.5	69.0	69.1
Arizona	74.7	75.9	66.8	84.7	70.5	69.6	70.7
Arkansas	74.8	76.6	76.8	75.7	80.4	74.4	76.4
California	72.7	74.1	73.9	74.6	69.2	70.7	71.2
Colorado	74.7	76.4	78.7	76.7	75.5	76.6	75.4
Connecticut	79.7	80.9	80.7	80.9	80.9	81.8	82.2
Delaware	69.5	73.0	72.9	73.0	76.3	71.9	72.1
District of Columbia	68.4	59.6	68.2	66.3	65.4	54.8	56.0
Florida	63.4	66.7	66.4	64.6	63.6	65.0	66.9
Georgia	61.1	60.8	61.2	61.7	62.4	64.1	65.4
Hawaii	72.1	71.3	72.6	75.1	75.5	75.4	76.0
Idaho	79.3	81.4	81.5	81.0	80.5	80.4	80.1
Illinois	77.1	75.9	80.3	79.4	79.7	79.5	80.4
Indiana	73.1	75.5	73.5	73.2	73.3	73.9	74.1
Iowa	84.1	85.3	85.8	86.6	86.9	86.5	86.4
Kansas	77.1	76.9	77.9	79.2	77.5	78.8	79.0
Kentucky	69.8	71.7	73.0	75.9	77.2	76.4	74.4
Louisiana	64.4	64.1	69.4	63.9	59.5	61.3	63.5
Maine	75.6	76.3	77.6	78.6	76.3	78.5	79.1
Maryland	79.7	79.2	79.5	79.3	79.9	80.0	80.4
Massachusetts	77.6	75.7	79.3	78.7	79.5	80.8	81.5
Michigan	72.9	74.0	72.5	73.0	72.2	77.0	76.3
Minnesota	83.9	84.8	84.7	85.9	86.2	86.5	86.4
Mississippi	61.2	62.7	62.7	63.3	63.5	63.5	63.9
Missouri	76.8	78.3	80.4	80.6	81.0	81.9	82.4
Montana	79.8	81.0	80.4	81.5	81.9	81.5	82.0
Nebraska	83.9	85.2	87.6	87.8	87.0	86.3	83.8
Nevada	71.9	72.3	57.4	55.8	55.8	54.2	56.3
New Hampshire	77.8	78.2	78.7	80.1	81.1	81.7	83.3

See notes at end of table.

9th 10th 10th 6th 8th 12th 10th

Public High School Graduation Rates

Table A-19-1. Averaged freshman graduation rate for public high school students and number of graduates, by state or jurisdiction: School years 2001–02 through 2007–08—Continued

State or jurisdiction	Averaged freshman graduation rate						
	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
United States	**72.6**	**73.9**	**74.3**[1]	**74.7**	**73.4**[1]	**73.9**	**74.7**[1]
New Jersey	85.8	87.0	86.3	85.1	84.8	84.4	84.6
New Mexico	67.4	63.1	67.0	65.4	67.3	59.1	66.8
New York	60.5	60.9	60.9	65.3	67.4	68.9	70.9
North Carolina	68.2	70.1	71.4	72.6	71.8	68.6	72.8
North Dakota	85.0	86.4	86.1	86.3	82.2	83.1	83.8
Ohio	77.5	79.0	81.3	80.2	79.2	78.7	79.0
Oklahoma	76.0	76.0	77.0	76.9	77.8	77.8	78.0
Oregon	71.0	73.7	74.2	74.2	73.0	73.8	76.7
Pennsylvania	80.2	81.7	82.2	82.5	83.5	83.0	82.7
Rhode Island	75.7	77.7	75.9	78.4	77.8	78.4	76.4
South Carolina	57.9	59.7	60.6	60.1	61.0	58.9	62.2
South Dakota	79.0	83.0	83.7	82.3	84.5	82.5	84.4
Tennessee	59.6	63.4	66.1	68.5	70.7	72.6	74.9
Texas	73.5	75.5	76.7	74.0	72.5	71.9	73.1
Utah	80.5	80.2	83.0	84.4	78.6	76.6	74.3
Vermont	82.0	83.6	85.4	86.5	82.3	88.5	89.3
Virginia	76.7	80.6	79.3	79.6	74.5	75.5	77.0
Washington	72.2	74.2	74.6	75.0	72.9	74.8	71.9
West Virginia	74.2	75.7	76.9	77.3	76.9	78.2	77.3
Wisconsin	84.8	85.8	85.8	86.7	87.5	88.5	89.6
Wyoming	74.4	73.9	76.0	76.7	76.1	75.8	76.0

See notes at end of table.

9th 10th 10th 6th 8th 12th 10th

Exhibit 2

Why Students Drop Out

Bridgeland, DiIulio, and Morison (2006) interviewed high school dropouts to find out why they didn't finish school.

Percentage of NELS:88 8th to 10th grade dropouts who reported that various reasons for dropping out of school applied to them.

Reason	Total	Male	Female
School Related:			
Did not like school	51.2	57.8	44.2
Could not get along with teachers	35.0	51.6	17.2
Could not get along with students	20.1	18.3	21.9
Was suspended too often	16.1	19.2	12.7
Did not feel safe at school	12.1	11.5	12.8
Was expelled	13.4	17.6	8.9
Felt I didn't belong	23.2	31.5	14.4
Could not keep up with school work	31.3	37.6	24.7
Was failing school	39.9	46.2	33.1
Changed school, didn't like new one	13.2	10.8	15.8
Job Related:			
Couldn't work and go to school at same time	14.1	20.0	7.8
Had to get a job	15.3	14.7	16.0
Found a job	15.3	18.6	
Family Related:			
Had to support family	9.2	4.8	14.0
Wanted to have family	6.2	4.2	8.4
Was pregnant	31.0		31.0
Became pregnant	13.6	5.1	22.6
Got married	13.1	3.4	23.6
Had to care for family member	8.3	4.6	12.2
Other:			
Wanted to travel	2.1	2.5	1.7
Friends dropped out	14.1	16.8	11.3

DATA SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88) First Followup Study, 1990.

Reference

Bridgeland, J.M., DiIulio, J.J., & Morison, K.B. (2006). *The silent epidemic.*

Exhibit 3

ALLIANCE FOR EXCELLENT EDUCATION

FactSheet

Updated September 2010

High School Dropouts in America

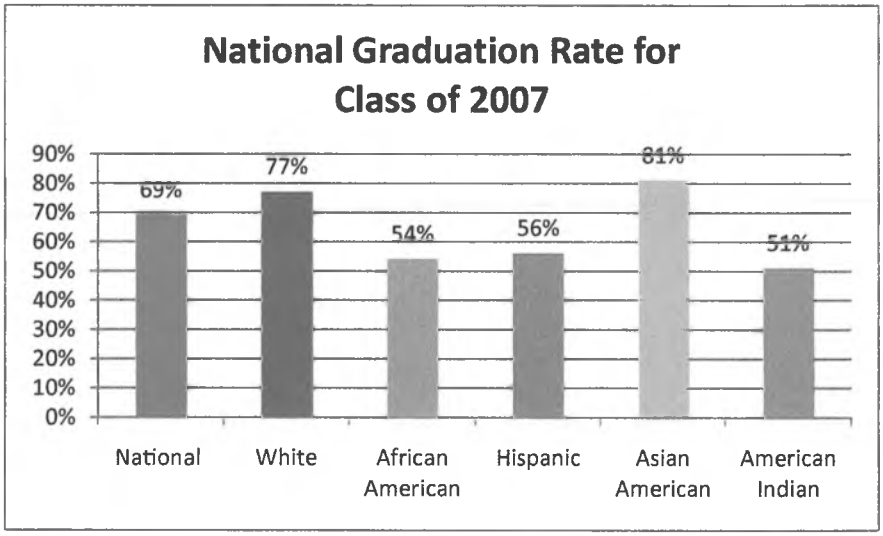
Nationwide, about seven thousand students drop out every school day. This statistic may not have been noticed fifty years ago, but the era during which a high school dropout could earn a living wage has ended in the United States. By dropping out, these individuals significantly diminish their chances to secure a good job and a promising future. Moreover, each class of dropouts is responsible for substantial financial and social costs to their communities, states, and country in which they live.

Although graduation rates are a fundamental indicator of how schools are ultimately performing, only recently have those rates been rigorously scrutinized, revealing the extent of the crisis in America's high schools. For decades, schools and districts published misleading or inaccurate graduation rates, and as a result, the American public knew little of the scope and gravity of the problems faced by far too many of the nation's high schools. Reputable, independent research has exposed alarmingly low graduation rates that were previously hidden behind inaccurate calculations and inadequate data.

Who Is Dropping Out?

Overall, far too many students are not graduating on time with a regular diploma; low-income and students of color fare the worst in the dropout epidemic.

- Each year, approximately **1.3 million students** fail to graduate from high school; more than half are students of color.[1] The graduation rate among students of color is as much as twenty-five percentage points below their white peers.
- A student within the age range of sixteen to twenty-four years old who comes from the lowest quartile of family income is about **seven times more likely** to have dropped out of high school than his/her counterpart who comes from the highest quartile.[2]



Source: Editorial Projects in Education, "Diplomas Count 2010: Graduating by the Number: Putting Data to Work for Student Success," special issue, *Education Week* 29, no. 34 (2010).

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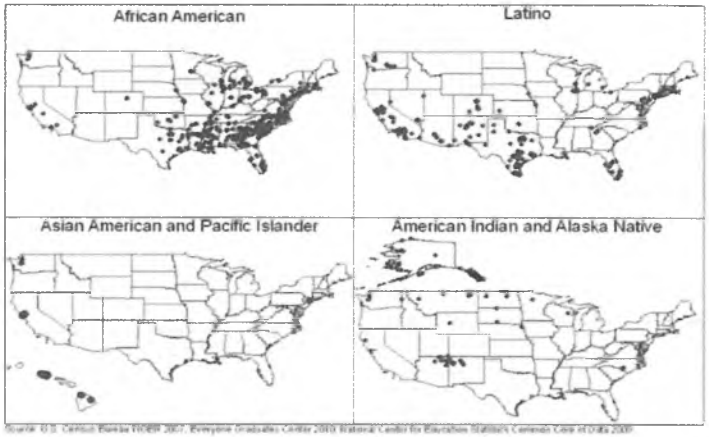
Where Are Students Dropping Out?

A relatively small number of chronically underperforming high schools are responsible for more than half of the nation's dropouts.

- Approximately two thousand high schools (about 12 percent), known as the nation's lowest performing high schools, produce nearly half of the nation's dropouts. In these schools, the number of seniors enrolled is routinely 60 percent or less than the number of freshmen three years earlier.[3]

- The nation's lowest-performing high schools produce 58 percent of all African American dropouts and 50 percent of all Hispanic dropouts, compared to 22 percent of all white dropouts.[4]

Geographic Location of Lowest-Performing High Schools By Largest Student Subgroup



Why Do Students Drop Out?

While there is no single reason for why students drop out, research indicates that difficult transitions to high school, deficient basic skills, and a lack of engagement all serve as prominent barriers to graduation.

- **Low attendance or a failing grade can identify future dropouts, and in some cases as early as sixth grade.**[5] Most dropouts are already on the path to failure in the middle grades and engage in behaviors that strongly correlate to dropping out in high school. Various researchers have identified low attendance or a failing grade as specific risk factors.

- **Up to 40 percent of ninth-grade students in cities with the highest dropout rates repeat ninth grade; only 10 to 15 percent of those repeaters go on to graduate.**[6] Ninth grade serves as a bottleneck for many students who begin their first year only to find that their academic skills are insufficient for high school-level work.

- **Over one third of all dropouts are lost in ninth grade.**[7] Academic success in ninth-grade coursework is highly predictive of eventual graduation; this is even more so than demographic characteristics or prior academic achievement.[8] Unfortunately, many students are not given the extra support they need to make a successful transition to high school and are lost in ninth grade.

- **The six million secondary students who comprise the lowest 25 percent of achievement are twenty times more likely to drop out of high school than students in the top-performing quartile.**[9] Among high school students whose test scores were in the top quartile of their senior class, less than one percent dropped out. Among the high school students whose test scores were in the bottom quartile of their senior class, twenty percent dropped out.

- **Research shows that a lack of student engagement is predictive of dropping out even after controlling for academic achievement and student background.**[10] Both academic and social engagement are integral components of successfully navigating the education pipeline.

What Are the Costs of Dropping Out of High School?

Dropouts suffer from reduced earnings and lost opportunities; there are also significant social and economic costs to the rest of the nation.

- Over the course of his or her lifetime, a high school dropout earns, on average, about **$260,000 less** than a high school graduate.[11]
- Dropouts from the Class of 2010 alone will cost the nation more than **$337 billion** in lost wages over the course of their lifetimes.[12]
- If the United States' likely dropouts from the Class of 2006 had graduated, the nation could have saved more than **$17 billion** in Medicaid and expenditures for uninsured health care over the course of those young people's lifetimes.[13]
- If U.S. high schools and colleges were to raise the graduation rates of Hispanic, African American, and Native American students to the levels of white students by 2020, the potential increase in personal income would add more than **$310 billion** to the U.S. economy.[14]
- Increasing the graduation rate and college matriculation of male students in the United States by just 5 percent could lead to combined savings and revenue of almost **$8 billion** each year by reducing crime-related costs.[15]

Endnotes

[1] Editorial Projects in Education, "Diplomas Count 2010: Graduating by the Number: Putting Data to Work for Student Success," special issue, *Education Week* 29, no. 34 (2010).
[2] U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2009* (NCES 2010-013) (Washington, DC: U.S. Government Printing Office, 2010).
[3] T. Tucci, "Prioritizing the Nation's Lowest-Performing High Schools," (Washington, DC: Alliance for Excellent Education, 2010).
[4] Ibid.
[5] C. Jerald, "Dropping Out is Hard to Do," (Washington, DC: The Center for Comprehensive School Reform and Improvement, 2006).
[6] R. Balfanz and N. Legters, "Closing 'Dropout Factories': The Graduation Rate Crisis We Know and What Can Be Done About It," *Education Week* 25, no. 42 (2006): 42–43.
[7] Editorial Projects in Education, "Diplomas Count 2007: Ready for What? Preparing Students for College, Careers, and Life After High School," special issue, *Education Week* 26, no. 40 (2007).
[8] E. Allensworth and J. Easton, *What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures and Attendance in the Freshman Year* (Chicago, IL: Consortium on Chicago School Research at the University of Chicago, University Publications Office, 2007).
[9] A. Carnevale, *Help Wanted...College Required. ETS Leadership 2000 Series* (Princeton, NJ: Educational Testing Service, 2001).
[10] R. Rumberger, "Why Students Drop Out of School," in *Dropouts in America: Confronting the Graduation Rate Crisis* ed. G. Orfield, 131–155 (Cambridge, MA: Harvard Education Press, 2004).
[11] C. Rouse, "Labor Market Consequences of an Inadequate Education," paper prepared for the symposium on the Social Costs of Inadequate Education," October 24, 2005, New York.
[12] Alliance for Excellent Education, "The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools," (Washington, DC: Author, 2008).
[13] ———, "Healthier and Wealthier: Decreasing Health Care Costs by Increasing Educational Attainment," (Washington, DC: Author, 2006).
[14] ———, "Demography as Destiny: How America Can Build a Better Future," (Washington, DC: Author, 2006).
[15] ———, "Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earnings," (Washington, DC: Author, 2006).

Exhibit 4

California Dropout Research Project
An Affiliated Project of the University of California Linguistic Minority Research Institute
UC Santa Barbara | Gevirtz Graduate School of Education

POLICY BRIEF 15 October 2008

Why Students Drop Out of School: A Review of 25 Years of Research

Russell Rumberger and Sun Ah Lim

Highlights:

- **Dropping out is more of a process than an event—a process that, for some students, begins in early elementary school.**
- **Poor academic achievement, as early as elementary school, is one of the strongest predictors of dropping out.**
- **Preschool improves school readiness and early school success, positively affecting student outcomes, including high school completion.**
- **Grades are more consistent than test scores in predicting which students will leave school without graduating.**
- **Several behaviors both in and out of school—including absenteeism, delinquency, and substance abuse—are strong indicators of dropping out.**
- **A stable home environment and access to social and financial resources strongly influence the likelihood that a student will graduate.**

California and the nation are facing a dropout crisis. About one-quarter of all students who enter the ninth grade fail to earn a diploma four years later. To address this crisis requires a better understanding of why students drop out.

Dropouts themselves report a variety of reasons for leaving school (*see CDRP Statistical Brief 2*), but these reasons do not reveal the underlying causes. Multiple factors in elementary or middle school may influence students' attitudes, behaviors, and performance in high school prior to dropping out.

To better understand the underlying causes behind students' decisions for dropping out, we reviewed the past 25 years of research on dropouts. The review was based on 203 published studies that analyzed a variety of national, state, and local data to identify statistically significant predictors of high school dropout and graduation. Although in any particular study it is difficult to demonstrate a causal relationship between any single factor and the decision to quit school, a large number of studies with similar findings does suggest a strong connection.

The research review identified two types of factors that predict whether students drop out or graduate from high school: factors associated with ***individual characteristics*** of students, and factors associated with the ***institutional characteristics*** of their families, schools, and communities.

Individual Predictors

Individual factors that predict whether students drop out or graduate from high school fall into four areas: (1) educational performance, (2) behaviors, (3) attitudes, and (4) background.

Educational Performance. Several aspects of educational performance have been widely identified in the research literature as strong predictors of dropping out or graduating:

- test scores and grades in high school;
- academic achievement in both middle and elementary school (with grades a more consistent predictor than test scores);
- non-promotional school changes (student mobility) during middle and high school; and,
- retention (being held back one or more grades), in elementary, middle, and high school.

Read the full report at: *lmri.ucsb.edu/dropouts*

Behaviors. A wide range of behaviors both in and out of school have been shown to predict dropout and graduation. One of the most important is student engagement, which includes students' active involvement in academic work (e.g., coming to class, doing homework) and the social aspects of school (e.g., participating in sports or other extracurricular activities).

Research consistently finds that high absenteeism—one specific indicator of engagement—is associated with higher dropout rates. Misbehavior in high school and delinquent behavior outside of high school are both significantly associated with higher dropout and lower graduation rates. In addition, drug or alcohol use during high school is associated with higher dropout rates. Teenage parenting and childbearing increase the odds of dropping out. Having friends who engage in criminal behavior or friends who have dropped out also increases the odds of dropping out, with such associations appearing as early as the seventh grade.

Finally, a number of studies have found that students who work more than 20 hours a week are significantly more likely to drop out.

Attitudes. Although a substantial body of research has explored the relationship between student achievement and a wide range of student beliefs, values, and attitudes, far less research has explored the links between these factors and dropping out. The dropout literature has generally focused on a single indicator—educational expectations (how far in school a student expects to go)—and has found that higher levels of educational expectations are associated with lower dropout rates.

Background. A number of student background characteristics—including demographics and past experiences—are linked to whether students drop out or graduate. Dropout rates are generally higher for males than for females, and they are higher for Blacks, Hispanics, and Native Americans than for Asians and Whites; yet these differences may be related to other characteristics of students as well as characteristics of their families, schools, and communities.

Some studies have found that second generation students (one parent foreign-born), especially Latino students, have higher graduation rates than either first generation (foreign-born) or third generation (native-born students and parents). Higher English language proficiency also lowers the odds of dropping out.

One past experience—participation in preschool—has been the subject of extensive, rigorous research and has been shown to not only improve school readiness and early school success, but also to affect a wide range of adolescent and adult outcomes, including high school completion, crime, welfare, and teen parenting.

Institutional Predictors

Research on dropouts has identified a number of factors within students' families, schools, and communities that predict dropping out and graduating.

Families. Three aspects of families predict whether students drop out or graduate: (1) family structure, (2) family resources, and (3) family practices.

Students living with both parents have lower dropout rates and higher graduation rates, compared to students living in other family arrangements. More important, changes in family structure, along with other potentially stressful events (such as a family move, illness, death, adults entering and leaving the households, and marital disruptions) increase the odds of dropping out.

Students in homes with more family resources—as measured by parental education, parents' occupational status, and family income—are less likely to drop out of school. A number of parenting practices—sometimes referred to as *social resources* or *social capital*—have been shown to reduce the odds of dropping out, including:

- having high educational aspirations for their children;
- monitoring their children's school progress;
- communicating with the school; and,
- knowing the parents of their children's friends.

Finally, students are more likely to drop out if they have a sibling who dropped out.

Schools. Although student and family characteristics account for most of the variability in dropout rates, about 20 percent can be attributed to four characteristics of schools: (1) the composition of the student body, (2) resources, (3) structural features, and (4) policies and practices.

Research finds that the odds of dropping out are lower in schools

with more advantaged students, but the effects appear to be indirect, through the association with other school characteristics.

Research does not find that school size has a consistent effect on dropout and graduation rates.

Attending a Catholic high school improves the odds of graduating; yet studies have also found that Catholic and other private schools lose as many students as public schools because students attending private schools typically transfer to public schools instead of dropping out.

Relatively few studies found significant effects of school resources on dropout and graduation rates, at least in high school. But there is strong evidence that small classes (15:1) in grades K-3 improve high school graduation rates.

School policies and practices in high school do matter. Students are less likely to drop out if they attend schools with a stronger academic climate, as measured by more students taking academic courses and doing homework. On the other hand, students are more likely to drop out in schools with a poor disciplinary climate, as measured by student disruptions in class or in school.

There does not appear to be a consistent effect of exit exams on dropout rates, although more recent high school exams appear to lower high school completion rates.

Additionally, requiring students to attend school beyond age 16 leads to lower dropout and higher completion rates.

Communities. Communities play a crucial role in adolescent development along with families, schools, and peers. Population characteristics of communities are associated with dropping out, but not in a straightforward manner: living in a high-poverty neighborhood is not necessarily detrimental to completing high school, but rather living in an affluent neighborhood is beneficial to school success. This suggests that affluent neighborhoods provide more access to community resources and positive role models from affluent neighbors.

Summary and Implications

As interest in the topic of dropping out has grown, so has the research literature, especially in the last 10 years; yet most research studies focus only on specific aspects of the problem. In contrast, this review of the research—the most comprehensive to date—examines *all* the factors that have been studied over the last 25 years, from individual factors to institutional factors in families, school and communities.

The review yielded valuable insights:

1) No single factor can completely account for a student's decision to continue in school until graduation. Just as students themselves report a variety of reasons for quitting school, the research literature also identifies a number of factors that appear to influence the decision.
2) The decision to drop out is not simply a result of what happens in school. Clearly students' behavior and performance in school influences their decision to stay or leave, but students' activities and behaviors outside of school—particularly engaging in deviant and criminal behavior—also influences their likelihood of remaining in school.
3) Dropping out is more of a process than an event; for many students, the process begins in early elementary school. A number of long-term studies that tracked groups of students from preschool or early elementary school through the end of high school were able to identify early indicators that could significantly predict whether students were likely to drop out or finish high school. The two most consistent indicators were early academic performance and academic and social behaviors.
4) Contexts matter. The research literature has identified a number of factors within families, schools, and communities that affect whether students are likely to drop out or graduate from high school. They include access to not only fiscal and material resources, but also social resources in the form of supportive relationships in families, schools, and communities.

One implication of this review is that there are a variety of leverage points for addressing the problem of high dropout rates. Intervention in preschool and early elementary school is clearly warranted. Rigorous experimental evaluations of high quality preschool programs and small classes in early elementary school have proven to improve high school graduation rates. Such programs are also cost-effective—they generate two to four dollars in economic benefits for every dollar invested.

But there are other leverage points as well. Even high school is not too late—both targeted programs serving a limited number of high-risk students and comprehensive school reform models have been proven to increase graduation rates and are also cost-effective.

Research Reports and Policy Briefs in Print

1. The Economic Losses from High School Dropouts in California *(August 2007)*
2. The Return on Investment for Improving California's High School Graduation Rate *(August 2007)*
3. Does State Policy Help or Hurt the Dropout Problem in California? *(October 2007)*
4. Can Combining Academic and Career-Technical Education Improve High School Outcomes in California? *(November 2007)*
5. Student and School Predictors of High School Graduation in California *(December 2007)*
6. California Schools that Beat the Odds in High School Graduation *(December 2007)*
7. Alternative Pathways to High School Graduation: An International Comparison *(January 2008)*
8. Giving a Student Voice to California's Dropout Crisis *(March 2008)*
9. Building System Capacity for Improving High School Graduation Rates in California *(April 2008)*
10. Improving California's Student Data Systems to Address the Dropout Crisis *(May 2008)*
11. Struggling to Succeed: What Happened to Seniors Who Did Not Pass the California High School Exit Exam? *(June 2008)*
12. Can Middle School Reform Increase High School Graduation Rates? *(June 2008)*
13. Middle School Predictors of High School Achievement in Three California School Districts *(June 2008)*
14. What Factors Predict High School Graduation in the Los Angeles Unified School District? *(June 2008)*
15. Why Students Drop Out: A Review of 25 Years of Research *(October 2008)*

All of the above Research Reports and Policy Briefs, as well as Statistical Briefs, are available at www.lmri.ucsb.edu/dropouts

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The California Dropout Research Project is an affiliated project of the University of California Linguistic Minority Research Institute and the UC Santa Barbara Gevirtz Graduate School of Education

Murray Richmond

From: William Mcleod <wmcleod@dlgsd.org>
Sent: Tuesday, March 13, 2012 10:55 AM
To: Murray Richmond
Cc: Kim Williams; Michael Smith; Danny Frazier; Marilyn Rosene; Donald Frashier
Subject: Re: SB 197

Hi Murray,

Thank you for the updated explanation of SB 197 and how it is projected to be funded and implemented that you shared with me today. Please share the following views I am submitting to Senator Thomas and his committee members scheduled to meet this Wednesday. I strongly encourage a funding mechanism that focuses on specific schools that have accountability challenges, are of high need for improvement, and can access an in state funding initiative that will help address their needs. Characteristics that will facilitate this process would be:

1. An in state funded mechanism such as SB 197 that is focused on schools in need.
2. A competitive application process that will enable Alaska school districts to identify local needs and a means to address them.
3. Funding on scale that encourages districts to make an application.
4. A process that is easy, simple, and has some user friendly templates to follow.
5. A process that smaller districts with limited staffing for grant writing can access with state (DEED) technical support.
6. A process that allows "home grown" plans, based off current best practices and research that a district can develop to specifically address what they identify as an area of high need and sustainability.
7. A state review committee that is representative of Alaska citizens that understand the challenges of rural Alaska specifically and our unique needs state wide to determine the quality of the applications and the awarding of grants.

A wide variety of good grants will be submitted under an initiative with these features. Grants that might address areas such as early childhood intervention for literacy, attendance issues, drop out prevention, additional academic supports to help non-proficient kids to "get back on track" as fast as possible, implementing model programs to improve curriculum, professional staff development, assessment and interventions for success to mention a few. I applaud this effort and look forward to an opportunity to submit a grant when it is passed by the legislature and signed off by the governor.

Sincerely,

Bill McLeod,
Superintendent DCSD

National Center for Education Statistics

Table 1. Public high school number of graduates, Averaged Freshman Graduation Rate (AFGR), and estimated first-time 9th-graders, by state or jurisdiction: School year 2008–09

State or jurisdiction	2008–09 school year		Estimated first-time 9th-graders in 2005–06[1]			
	Number of graduates	AFGR[2]	Average	8th-grade enrollment base, 2004–05	9th-grade enrollment base, 2005–06	10th-grade enrollment base, 2006–07
Total[3]	**3,039,015** [4]	**75.5** [4]	**4,024,345**	**3,851,398**	**4,316,179**	**3,905,449**
Nevada	19,904 [5]	56.3 [5]	35,336	32,516	39,518	33,973
Mississippi	24,505	62.0	39,536	40,155	42,195	36,258
District of Columbia	3,517	62.4	5,635	5,533	6,653	4,720
New Mexico	17,931	64.8	27,675	26,211	30,026	26,787
South Carolina	39,114	66.0	59,274	56,641	66,201	54,981
Louisiana	35,622	67.3	52,954	60,194	53,087	45,580
Georgia	88,003	67.8	129,797	122,432	145,243	121,715
Florida	153,461	68.9	222,578	209,559	245,587	212,588
Alabama	42,082	69.9	60,169	59,286	65,357	55,864
California	372,310 [5]	71.0 [5]	524,273	503,027	551,379	518,412
Arizona	62,374	72.5	85,984	78,952	99,058	79,943
Alaska	8,008	72.6	11,034	10,857	11,405	10,839
New York	180,917	73.5	245,982	226,482	267,615	243,848
Delaware	7,839	73.7	10,634	10,494	11,638	9,770
Washington	62,764	73.7	85,123	80,918	90,091	84,361
Arkansas	28,057	74.0	37,912	37,447	39,013	37,277
North Carolina	86,712	75.1	115,487	109,979	128,333	108,148
Indiana	63,663	75.2	84,649	82,728	88,563	82,655
Wyoming	5,493	75.2	7,307	6,985	7,509	7,427
Hawaii	11,508	75.3	15,292	14,439	17,184	14,254
Michigan	112,742	75.3	149,640	141,599	161,219	146,102
Rhode Island	10,028	75.3	13,313	12,783	14,193	12,964
Connecticut	34,968	75.4	46,374	45,072	49,070	44,980
Texas	264,275	75.4	350,368	329,214	394,739	327,151
Oregon	35,138	76.5	45,944	44,886	46,351	46,594
West Virginia	17,690	77.0	22,983	22,582	24,712	21,654
Oklahoma	37,219	77.3	48,143	47,618	50,367	46,444
Tennessee	60,368	77.4	77,980	74,379	82,641	76,920
Colorado	47,459	77.6	61,162	59,397	63,818	60,272
Kentucky	41,851	77.6	53,909	51,591	58,196	51,940
Illinois	131,670	77.7	169,361	162,227	179,742	166,115
Virginia	79,651	78.4	101,607	96,540	110,021	98,259
Utah	30,463	79.4	38,366	37,674	38,628	38,795
Ohio	122,203	79.6	153,528	147,161	165,999	147,424
Maine	14,093 [4]	79.9 [4]	16,166	16,850	16,088	15,559
Maryland	58,304	80.1	72,759	69,567	79,788	68,921
Kansas	30,368	80.2	37,847	37,083	39,665	36,794
Pennsylvania	130,658	80.5	162,243	151,746	165,003	169,979
Idaho	16,807	80.6	20,850	20,299	21,564	20,688
South Dakota	8,123	81.7	9,943	9,715	10,314	9,799
Montana	10,077	82.0	12,291	12,045	12,803	12,024
Nebraska	19,501	82.9	23,522	22,267	24,953	23,346
Missouri	62,969	83.1	75,801	73,619	80,473	73,311
Massachusetts	65,258	83.3	78,386	76,831	82,861	75,465
New Hampshire	14,757	84.3	17,510	17,293	18,323	16,914
New Jersey	95,085	85.3	111,411	109,253	115,100	109,880
Iowa	33,926	85.7	39,571	38,097	41,059	39,556
Minnesota	59,729	87.4	68,329	66,016	69,339	69,631
North Dakota	7,232	87.4	8,270	8,127	8,484	8,199
Vermont	7,209	89.6	8,048	7,864	8,337	7,944
Wisconsin	65,410	90.7	72,089	67,168	76,674	72,425

Table 1. Public high school number of graduates, Averaged Freshman Graduation Rate (AFGR), and estimated first-time 9th-graders, by state or jurisdiction: School year 2008–09—Continued

State or jurisdiction	2008–09 school year		Estimated first-time 9th-graders in 2005–06[1]			
	Number of graduates	AFGR[2]	Average	8th-grade enrollment base, 2004–05	9th-grade enrollment base, 2005–06	10th-grade enrollment base, 2006–07
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions						
DoDDS: DoDs Overseas[6]	—	—	4,207	4,712	4,476	3,433
DDESS: DoDs Domestic[6]	—	—	997	1,409	975	607
Bureau of Indian Education	—	—	—	3,707	4,888	—
American Samoa	—	—	1,184	1,119	1,315	1,119
Guam	—	—	—	2,372	3,164	—
Commonwealth of the Northern Marianas Islands	—	—	913	840	1,045	855
Puerto Rico	29,286	67.2	43,594	44,767	43,328	42,686
U.S. Virgin Islands	940	63.1	1,490	1,302	1,911	1,256

— Not available. State or jurisdiction did not report diploma count.

[1] The enrollment base for estimated first-time 9th-graders for the rate was estimated as the average of student membership in grades 8, 9, and 10 in 3 consecutive years.

[2] AFGR is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2008–09, it equals the total number of diploma recipients in 2008–09 divided by the average membership of the 8th-grade class in 2004–05, the 9th-grade class in 2005–06, and the 10th-grade class in 2006–07.

[3] Totals include the 50 states and the District of Columbia.

[4] Maine reported 1,169 diplomas that were awarded to students attending private high schools that received a majority of their funding from public sources. These 1,169 diplomas were included in the Maine and the Total counts but were not included in the AFGR calculations for Maine and for the Total AFGR. The diploma counts used to calculate the AFGR for Maine and for the reporting states were 12,924 and 3,036,757, respectively.

[5] Due to item non-response, data for California and Nevada were imputed based on prior year reported data.

[6] DoDDS and DDESS are the Department of Defense Overseas Dependent Elementary and Secondary Schools and the Department of Defense Domestic Dependent Elementary and Secondary Schools, respectively.

NOTE: Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2008–09, Version 1a; "State Nonfiscal Survey of Public Elementary/ Secondary Education," 2004–05, Version 1f; 2005–06, Version 1b; 2006–07, Version 1c.

SCR 21

<TARGET><BILL>SCR 21</BILL><SUBJECT>SCR 21</SUBJECT><COMM>SEDC27</COMM></TARGET>

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 2/3/12

FURTHER:

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED IN TO OFFICE: 2/10/12

Education Committee considered SENATE CONCURRENT RESOLUTION NO. 21

SCR 21 UNIFORM RLS:EDUC./HSS STANDING COMMITTEES

Relating to an amendment to Rule 20(a), Uniform Rules of the Alaska State Legislature, relating to standing committees.

and recommends:

[ ] be **replaced** with **CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] adopt **previous CS** _____ (_____) *[ ] Same Title [ ] New Title*

[ ] attached amendment(s)

[ ] adopt _____ Letter of Intent

[ ] further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
LEG			✓	

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

[ ] **APPROPRIATION - no fiscal note**

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	French	✓			
	DAVIS	X			
	STEVENS	X			
CO-CHAIR:	Meyer	X			
CO-CHAIR:	Thomas	✓			

Alaska State Legislature
Senate Education Committee

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SENATE EDUCATION COMMITTEE
Senators Kevin Meyer & Joe Thomas, Co-Chairs

Senate Concurrent Resolution 21

In 2008 the Alaska Legislature changed the Uniform Rules by creating a stand-alone Education Committee, separate from the Health and Social Services Committee in both bodies. Due to uncertainty of the logistics of successfully maintaining another standing committee in the Senate, there was a 5-year sunset provision established, such that, effective on the first day of the 28th Legislature (January 15, 2013), jurisdiction over education issues will revert back to a merged "Health, Education, and Social Services Committee."

SCR 21 will make permanent the stand-alone Education Committees in both bodies of the Legislature. The work of the committees over the past four years has encompassed a wide array of issues in education, some of which have even warranted the creation of legislative task forces in order to study and make recommendations on the complex nature of providing quality education in our state. There are many challenges we face in education that are unique to Alaska, and it is the belief of the Senate Education Committee that in order to research and develop the best education policies possible to address these challenges, a permanent standing Education Committee is appropriate.