

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
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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?

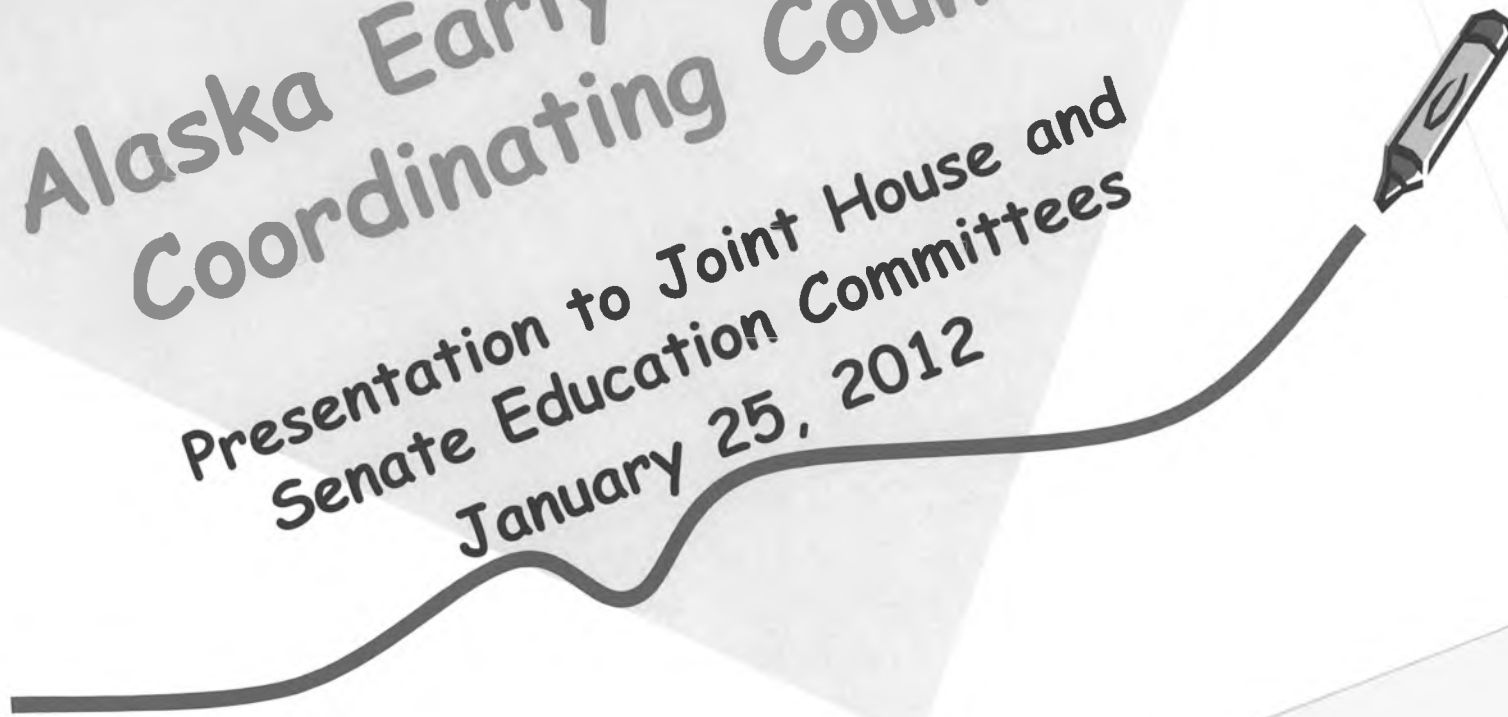
Seeing none...

...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.



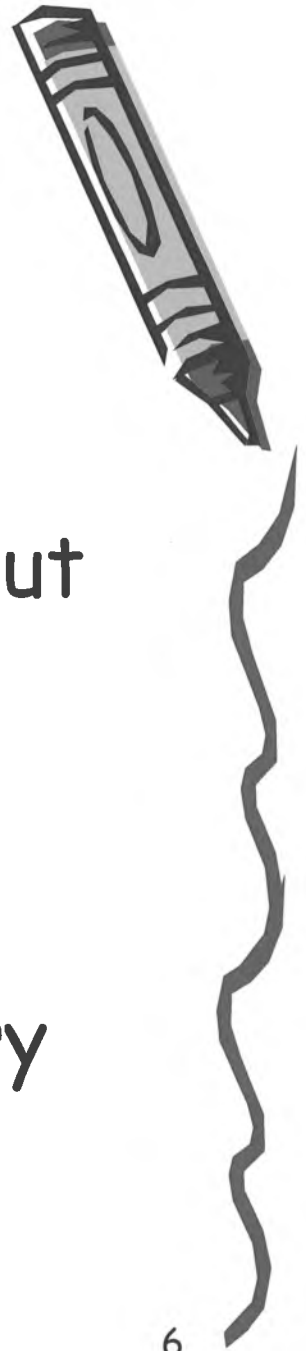
Purpose of Council

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

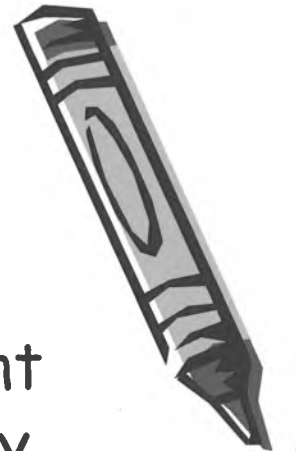
4. Increase awareness of the Alaska Early Learning Guidelines (ELGs) by coordinating efforts (public and private) to include the "universal" early care and learning workforce (parents; extended family, community).
5. Embed "Strengthening Families" protective factors through systems across the board to 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.



The ^{steps} activity is to be done prior to
would be then put in the to have a card
or - possibly you could have the deliver
to the clinic at that time & to check
at some point for delivery

Committees

- Policy
- Workforce Development
- Family Support
- Early Care and Learning
- Health and Mental Health



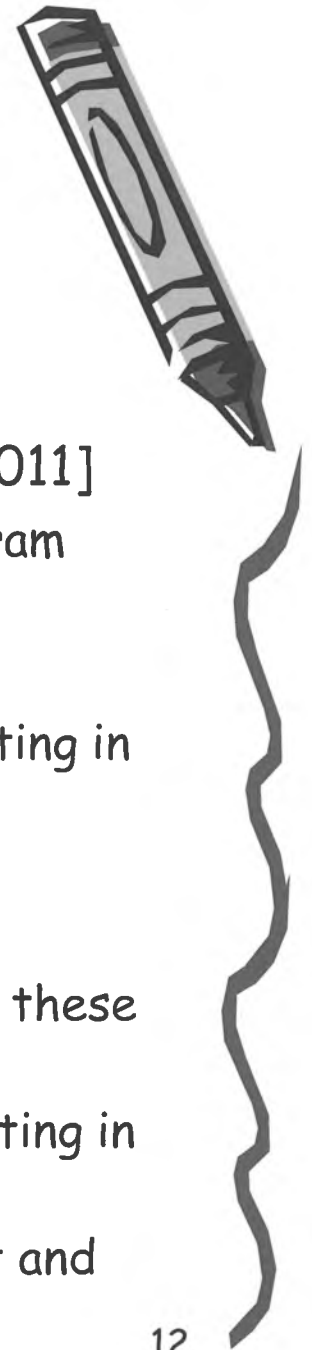
Inventory Project

- 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



The Alaska Early Care & Learning Program Directory

Home About Contact FAQ

Alaska's Education & Early Development Resource

Find the providers and services offered in your local Alaskan town by clicking on the map below.

STEP 2 OF 3: Select a city...

Filter by Category:

- Early Care & Learning
- Early Head Start
- Early Intervention
- Infant Learning
- Licensed Child Care Provider
- Licensed Child Care Group Home
- Licensed Child Care Home
- Military, Center-based Child Care
- Military, Home-based Child Care
- Playgroup Providers
- Specialized Providers
- Family Support Services

Filter by Location:

- Federated
- State
- Municipal
- Private

Map Legend:

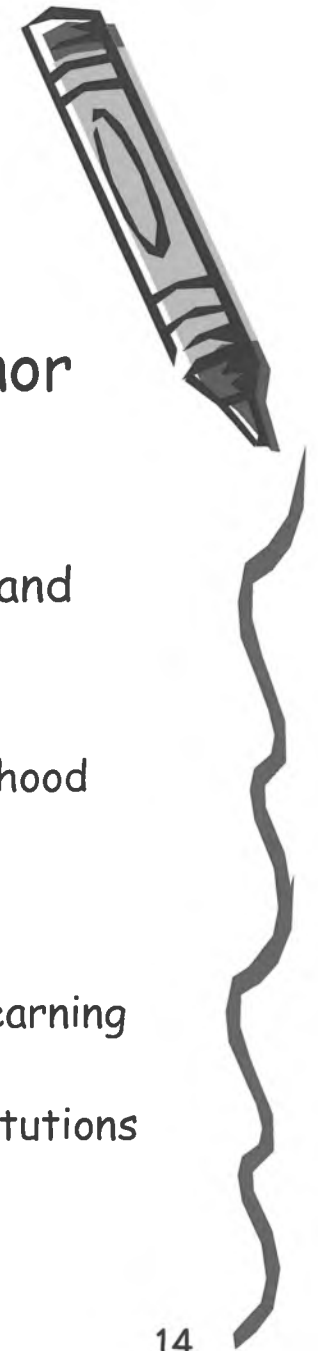
- Health Care Providers Icon
- Family Support Services Icon
- Local City Icon
- Early Care & Learning Icon

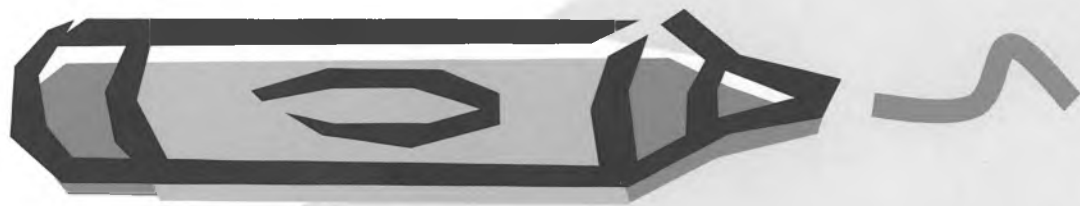


Strategic Report

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.