

HB

318

<TARGET><BILL>HB 318</BILL><SUBJECT>HB
318</SUBJECT><COMM>HEDC28</COMM></TARGET>

ALASKA STATE LEGISLATURE

Session:
State Capitol
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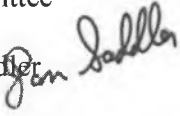


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REPRESENTATIVE DAN SADDLER

MEMORANDUM

TO: Representative Lynn Gattis, Chair
House Education Committee

FROM: Representative Dan Saddler 

DATE: March 13, 2014

RE: Bill Hearing Request: HB 318 Annual School Report: Military Families

I respectfully request a hearing for HB 318 Annual School Report: Military Families in the House Education Committee at your earliest convenience. Please find the attached bill, sponsor statement, and supporting documents.

If you need any additional information, please contact Kim Skipper at 465-6598

Thank you for your consideration.

HB318 was passed out of House Education Committee with one amendment.

Amendment #1: Page 2, line 28, delete the words "Alaska Naval Militia, or the Alaska State Defense Force".

HOUSE BILL NO. 318

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-EIGHTH LEGISLATURE - SECOND SESSION

BY REPRESENTATIVE SADDLER

Introduced: 2/21/14

Referred: House Special Committee on Military and Veterans' Affairs, Education

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to public school reports of students whose parents are members of the
2 active duty military service."

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

4 * **Section 1.** AS 14.03.120(d) is amended to read:

5 (d) Annually, before the date set by the district under (e) of this section, each
6 public school shall deliver to the department for posting on the department's Internet
7 website and provide, in a public meeting of parents, students, and community
8 members, a report on the school's performance and the performance of the school's
9 students. The report shall be prepared on a form prescribed by the department and
10 must include

11 (1) information on accreditation;

12 (2) results of norm-referenced achievement tests;

13 (3) results of state standards-based assessments in reading, writing, and
14 mathematics;

1 (4) a description, including quantitative and qualitative measures, of
2 student, parent, community, and business involvement in student learning;

3 (5) a description of the school's attendance, retention, dropout, and
4 graduation rates, including the number and percentage of students who received a
5 diploma under a waiver from the competency examination required under
6 AS 14.03.075(a), as specified by the state board;

7 (6) the annual percent of enrollment change, regardless of reason, and
8 the annual percent of enrollment change due to student transfers into and out of the
9 school district;

10 (7) if Native language education is provided, a summary and
11 evaluation of the curriculum described in AS 14.30.420;

12 (8) the number and percentage of students in each school who take and
13 who successfully complete an alternative assessment program in reading, English, or
14 mathematics; and the number and percentage of pupils in each school who
15 successfully complete the alternative assessment program but who do not reach the
16 state performance standards at the competency examination [EXAM] level in reading,
17 English, or mathematics; a school may not report results under this paragraph unless
18 the school complies with the family educational rights and privacy requirements of 34
19 C.F.R. 99;

20 (9) the performance designation assigned the school under
21 AS 14.03.123 and the methodology used to assign the performance designation,
22 including the measures used and their relative weights; [AND]

23 (10) other information concerning school performance and the
24 performance of the school's students as required by the state board in regulation; and

25 (11) information on the number, attendance, and performance of
26 students enrolled in the school whose parents or guardians are on active duty in
27 the armed forces of the United States, the United States Coast Guard, the Alaska
28 National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

*To access
& look @ trending
Data*

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REPRESENTATIVE DAN SADDLER

SPONSOR STATEMENT

House Bill 318

“An Act relating to public school reports of students whose parents are members of the active duty military service.”

Military families in Alaska face special challenges. Many must move every three or four years. One or more parents may deploy for up to a year or more on overseas duty. Students must transfer into and out of school districts from different states – maybe even different nations. Students must adjust to different graduation criteria. And they face the social dislocations and the necessity of making new friends. All this can make it a challenge for students to make normal progress toward graduation.

While the impacts of these stresses on a child’s educational progress may be clear to the parents of these students, they are hidden from our local school districts, the state, and the federal government.

HB 318 seeks to capture information on the academic performance statistics of students of active-duty military families. HB 318 requires local school districts to gather information on the number, attendance and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

The reports of this information will provide both the local school districts, and the state Department of Education and Early Development, with information on which schools are best meeting the challenges of working with military students. Further, the reports required under HB 318 will also provide the Department of Defense with information it needs to develop policies and procedures – and to identify and provide necessary resources -- to help military families achieve better educational outcomes.

Currently the U.S. Department of Education Impact Aid Program collects data on military-connected students by school district. However, this data does not include the academic performance of the students or the specific schools they attend. By providing the Department of Defense with this specific performance and attendance data, the Department will be better able to develop policy and procedures to better prioritize funding needs and ensure our military members’ families receive the utmost support.

Alaska is home to over 23,400 active duty military members and 35,200 active duty dependents; over 3,924 National Guard and Reserve; and 1,850 active duty Coast Guard and 2,564 dependents – making up a large percentage of the student population in Alaska.

There is no reliable data on military children and the impacts of the challenges of military life. By collecting and tracking data, educators and school districts could more effectively prepare transitioning students. Parents will have more information about the educational choices for their child. Federal, state and local entities will have the information they need to provide or adjust resources where it is most needed.

Many organizations connected with military students support and endorse identifying and tracking the performance of these students, and are working to identify successful practices that can be replicated. The data will help achieve educational continuity and minimize disruptions for those children that experience frequent school moves and deployments.

FISCAL NOTE

STATE OF ALASKA
2014 LEGISLATIVE SESSION

Bill Version HB318
Fiscal Note Number _____
() Publish Date _____

Identifier (file name) HB318-EED-TLS-3-8-14 Dept. Affected Education & Early Development
Title Annual School Report: Military Families Appropriation Teaching and Learning Support
Allocation Student and School Achievement
Sponsor Representative Saddler
Requester House Education Committee OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	FY15 Appropriation Requested	Included in Governor's FY15 Request	Out-Year Cost Estimates					
			FY15	FY16	FY17	FY18	FY19	FY20
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services	80.0		10.0	10.0	10.0			
Commodities								
Capital Outlay								
Grants, Benefits								
Miscellaneous								
TOTAL OPERATING	80.0	0.0	10.0	10.0	10.0		0.0	0.0

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	80.0		10.0	10.0	10.0		
1005	GF/Prgm (DGF)							
1007	I/A Rcpts (Other)							
1156	Rcpt Svcs (DGF)							
		80.0	0.0	10.0	10.0	10.0	0.0	0.0

POSITIONS								
Full-time								
Part-time								
Temporary								

CHANGE IN REVENUES								

Estimated SUPPLEMENTAL (FY14) operating costs _____ (separate supplemental appropriation required)
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY15) costs _____ (separate capital appropriation required)
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended, or repealed? 9/30/2014 Discuss details in analysis section.

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version

Prepared by Paul Prussing, Deputy Director
Division Teaching and Learning Support
Approved by Mike Hanley
Division Commissioner

Phone 465-8686
Date/Time 3/8/14 6:24 PM
Date 3/8/2014


FISCAL NOTE ANALYSIS

STATE OF ALASKA
2014 LEGISLATIVE SESSION

BILL NO. HB318

Analysis

Sec. 1. AS 14.03.120(d) The Student Report Manager software system, to gather data reliably, is \$35.0 to modify. Handbook modifications and initial year district technical assistance on new reporting requirement is estimated at \$45.0. Technical assistance for districts with military personnel to establishing reliable data gathering methods around these elements for three subsequent years is \$10.0.



WHERE ARE OUR
MILITARY-CONNECTED
KIDS ATTENDING SCHOOL?
AND HOW ARE
THEY DOING?

*A Call for a
Student Identifier*





for the sake of the child...

A message from

Dr. Mary M. Keller, Ed.D., President and CEO
Military Child Education Coalition

Every school district in America has military-connected children and youth. Uniformly high expectations for academic performance across all curriculum areas, accurate and timely data collection, and reporting and knowledge by individual schools of this unique population will make an immediate and positive difference in effective school responses and improved student performance. A "report only" military-connected student identifier gives a significant return for a very small investment.

The current Elementary and Secondary Education Act (ESEA) requires extensive program evaluation under Section 1501. In order to comply with its provision, school districts and states already collect and report student demographic and performance data including gender, ethnicity and program participation for bilingual, migrant, special education, vocational or career and technology education along with annual academic performance measures in reading and mathematics.

Independent of these efforts, the Common Core Standards, now adopted in 46 of our 50 states, encourage world class curriculum standards and assessments to assure our Nation's global competitiveness in the 21st Century. Clearly, common standards for core curriculum areas will offer a serious and needed benefit particularly to our highly mobile one million military-connected students.

The Interstate Compact on Educational Opportunity for Military Children, which 39 states have joined, is designed to minimize school disruptions. The Compact requires participating states to collect and report standardized data concerning educational transitions for military student populations. In the absence of a consistent data element this is not possible.

The Military Child Education Coalition applauds all the efforts that will strengthen our competitiveness, our national security and our children's future. We encourage our Nation's leadership to consider this a next step that works in concert with these ongoing efforts while attending to the children of our military families.



**A MILITARY STUDENT
IDENTIFIER
indicates trends and patterns
so that critical support reaches
these students.**

Though there are over one million school-age, military-connected students in pre-kindergarten through grade twelve, there is NO reliable, consistent school-based data on the academic health of these students. Without precise data, decisions about children, time, money, and initiatives are at risk of being based on supposition rather than reality.

On a local, state or national level, we don't know:

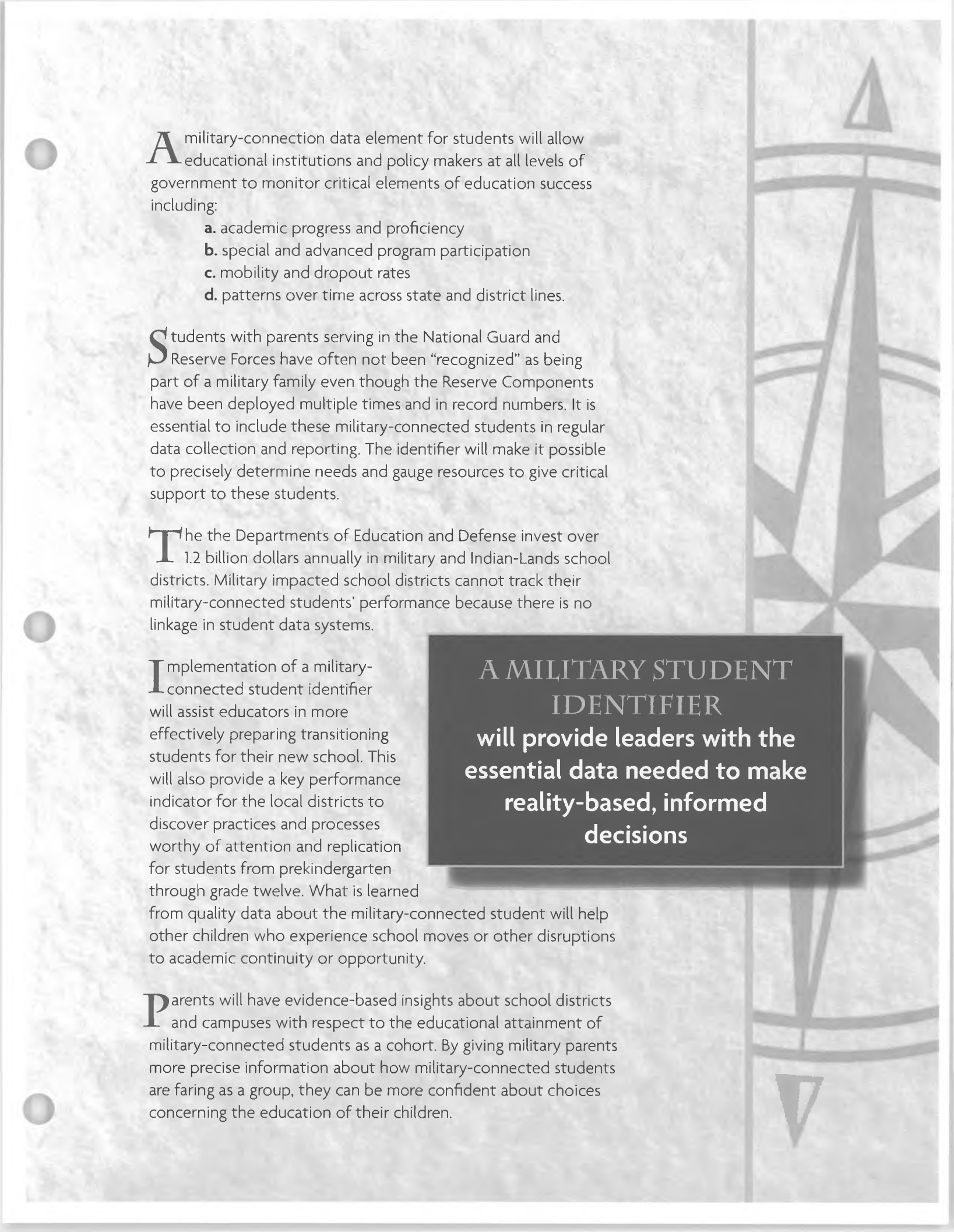
- a. where our military-connected children attend school
- b. how they perform
- c. whether they graduate
- d. whether they choose higher education options or enter the workforce

More than two-thirds of Active Duty military families live in civilian communities, and nearly one million of their children attend schools in those communities. Ongoing research tells us service members' participation in combat operations can impact families for a generation after the conclusion of military service.

Business, industry and military organizations rely on sophisticated, precise data systems to provide real time information on performance, informed decision making and timely feedback to operate efficiently and effectively. We should support military-connected children in the same way.

The Department of Education regularly urges schools across our nation to operate using data-driven decisions; yet schools do not have any uniform data on military-connected students. Education systems can answer the question "How did your female and male students perform in mathematics last year?" or, "How did your migrant students perform in reading last year?" They cannot answer questions such as "How many military-connected students do you serve and how did they perform in mathematics last year?"

Children in military families are twice as likely as their civilian counterparts to join the military as adults. As a nation, we need to know they are well-prepared to serve.



A military-connection data element for students will allow educational institutions and policy makers at all levels of government to monitor critical elements of education success including:

- a. academic progress and proficiency
- b. special and advanced program participation
- c. mobility and dropout rates
- d. patterns over time across state and district lines.

Students with parents serving in the National Guard and Reserve Forces have often not been “recognized” as being part of a military family even though the Reserve Components have been deployed multiple times and in record numbers. It is essential to include these military-connected students in regular data collection and reporting. The identifier will make it possible to precisely determine needs and gauge resources to give critical support to these students.

The the Departments of Education and Defense invest over 1.2 billion dollars annually in military and Indian-Lands school districts. Military impacted school districts cannot track their military-connected students' performance because there is no linkage in student data systems.

Implementation of a military-connected student identifier will assist educators in more effectively preparing transitioning students for their new school. This will also provide a key performance indicator for the local districts to discover practices and processes worthy of attention and replication for students from prekindergarten through grade twelve. What is learned from quality data about the military-connected student will help other children who experience school moves or other disruptions to academic continuity or opportunity.

Parents will have evidence-based insights about school districts and campuses with respect to the educational attainment of military-connected students as a cohort. By giving military parents more precise information about how military-connected students are faring as a group, they can be more confident about choices concerning the education of their children.

**A MILITARY STUDENT
IDENTIFIER
will provide leaders with the
essential data needed to make
reality-based, informed
decisions**

Today, over two million military-connected children and youth (birth through age 23) live with perpetual challenges presented by frequent moves, parental and sibling deployments, and a host of life transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily on a network of supportive adults who are trained to identify early signs of emotional or physical challenge. The Military Child Education Coalition exists to serve these children from birth into adulthood.

WHO ARE OUR MILITARY-CONNECTED CHILDREN?

- Almost 2 million children (Mom, Dad or both Active Duty, Guard or Reserve)
- 1,381,584 of the military-connected children are 4-18 years old
- Over 80% of these children and youth – 1,105,267 students – attend U.S. public schools
- Less than 8% attend Department of Defense schools
- Over 2 million children have a mother or father who has served in Iraq or Afghanistan, many have served multiple times
- Active Duty military students move 3 times more frequently than civilian counterparts
- Every school district in this country has military-connected children and youth

*"It used to be a big thing when a student had a parent deployed and everybody knew about it right away. Now it's common enough...sometimes **we don't even know...** And I think that means they don't always get the extra care and things that they need to be successful."*

- (Public School Educator)

GAO Study Confirms the Need to Identify Military-Connected Students

“There are no data available on these students that could be used to assess their academic achievement or educational outcomes, or determine where funding needs are the greatest. Such reporting requirements exist for certain other groups of students, such as economically disadvantaged students and students with disabilities. **Federal agency officials acknowledged this need for information, and Education has begun discussing how to address this need.**”

- *Education of Military Dependent Students-Better Information Needed to Assess Student Performance*
GAO, March 2011



About the Military Child Education Coalition

The Military Child Education Coalition - the nation's only organization focused solely on the educational needs of America's military children - is a 501(c) (3) nonprofit, world-wide organization. A model of positive leadership and advocacy, the MCEC's work is focused on ensuring quality educational opportunities for all military-connected children affected by mobility, family separation, and transition. The MCEC performs research, conducts professional institutes and conferences, and develops and publishes resources for all constituencies.

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www.MilitaryChild.org
CFC# 10261



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[www.militarychild.org/
blog/](http://www.militarychild.org/blog/)



ASSIGN AN IDENTIFIER FOR MILITARY CHILDREN IN EDUCATION DATA SYSTEMS

Although military children experience educational challenges as a result of their parents' military service, there is no method of tracking their attendance and academic progress in public schools.

KEY MESSAGE: By identifying military children and providing data on their attendance and educational outcomes, states can assist schools and districts by providing access to data to help inform policy and program decisions for this unique student population. In addition, DoD will benefit from this data in developing policy and military child education initiatives.



DISCUSSION POINTS:

- An identifier helps gathering where military-connected students attend school, their academic performance (and over time) in reading, math and science, and graduation rates. It would not be intended to create an “accountable subgroup,” but rather establish a report-only requirement in the same manner as migrant and homeless children.
- Data would be available to schools and districts as they review academic programs and school policy and would be available, upon request, by DoD or researchers to track academic and educational progress:
 - Awareness at the school and classroom level of students that might be affected by the deployment/service of a parent, or by frequent moves. For example, information on attendance can help determine whether military children are absent more often during the deployment of military parents. Data on academic progress and discipline could help schools determine the need for additional counseling services during deployments or upon enrollment after a recent move.
 - Facilitate data-driven decisions to improve distribution of DoD and local resources, interventions and other support to gain maximum impact for schools and students in need.
- Adding a field in an existing student information system should cause minimal additional cost. Many states are already collecting data on a number of subgroups or are in the process of setting up a longitudinal, statewide data system, and adding one or two more data entry points should not be a significant burden. Additionally, 97% of the school districts (with military students) have existing information systems that could be modified to include a military identifier.
- Ideally, the data collected can be structured so as to allow disaggregation of children associated with Active Duty service members and those in the Guard and Reserve.
- A Military Student Identifier is broadly supported, and endorsed by numerous school and military associations, including the American Association of School Administrators, National Association of State Boards of Education, National Military Family Association, Military Officers Association of America, Blue Star Families, National Guard Association of the United States, AUSA, America’s Promise Alliance, and the Military Child Education Coalition.

Apart from recent initiatives in a few states, only the U.S. Department of Education (ED) Impact Aid Program collects data on the number of military-connected students by school districts (not included is information on specific schools attended or academic performance of military connected students). In 2011, the Government Accountability Office reported that: "There is no data available on these [military-connected] students that could be used to assess the academic achievement or educational outcomes, or determine where funding needs are the greatest."



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