

10/30/2013
SENATE
FINANCE
EDUCATION
SUBCOMMITTEE

<TARGET><BILL></BILL><SUBJECT>10-30-2013 SENATE FINANCE
EDUCATION
SUBCOMMITTEE</SUBJECT><COMM>SFIN28</COMM></TARGET>

ALASKA STATE LEGISLATURE

Senator Mike Dunleavy, Chair
Senator Anna Fairclough, Member
Senator Berta Gardner, Member



Senator Pete Kelly, Member
Senator Gary Stevens, Member

Senate Finance Education Subcommittee

Agenda for October 30, 2013 Meeting

The times listed are estimates and may change during the meeting.

- 8:30 Welcome
Senator Mike Dunleavy, Chair
- 8:35 Comments on Alaska's Educational System
Mike Hanley, Commissioner, Department of Education and Early Development
- 8:50 Two Statewide Choice Options Offered by the Galena School District
Interior Distance Education of Alaska (IDEA)
Tim Cline, Interior Distance Education of Alaska, Director
Galena Interior Learning Academy
John Riddle, Principal, Galena Interior Learning Academy
Chris Reitan, Superintendent, Galena City School District
- 10:00 A Statewide Option Offered by the State of Alaska
Mt. Edgecumbe High School
Randy Hawk, Mt. Edgecumbe High School, Director
- 10:30 Break
- 10:45 A Statewide Option Offered by the University of Alaska
Alaska Native Science and Engineering Program
Herb Schroeder, Vice Provost for ANSEP and Founder
- 11:45 Lunch
- 1:30 Education for Alaska Natives
Gloria O'Neill, Cook Inlet Tribal Council, President and CEO

ALASKA STATE LEGISLATURE

Senator Mike Dunleavy, Chair
Senator Anna Fairclough, Member
Senator Berta Gardner, Member



Senator Pete Kelly, Member
Senator Gary Stevens, Member

Senate Finance Education Subcommittee

Agenda for October 30, 2013 Meeting

The times listed are estimates and may change during the meeting.

- 2:00 A Statewide Option Offered by Western Oregon University
Dual Credit for Alaska High School Students
Greg Turner, Educational Consultant, Education Alaska
Fred Van Wallinga, Alaska Program Coordinator, Western Oregon University
- 2:30 Choice Offered by the Anchorage School District
Alaska Native Cultural Charter School
Ed Graff, Superintendent, Anchorage City School District
Patsy Shaha, Principal, Alaska Native Cultural Charter School
- 3:00 Break
- 3:15 Choice Offered by the Anchorage School District
King Career Center
Ed Graff, Superintendent, Anchorage City School District
Lou Pondolino, Principal, King Career Center
- 3:45 Alaska Council of School Administrators
Bruce Johnson, Executive Director
- 4:15 Public Comments on Today's Topics
- 4:30 Recap of the Senate Finance Education Subcommittee Meetings

Senate Finance Education Subcommittee

October 30, 2013

Commissioner Mike Hanley

Preparing College, Career, & Culturally Ready Graduates




Standards


Assessment


Accountability




Parents & Community




Support



Initiatives

- New Alaska Standards for English Language Arts and Mathematics
- Why:
 - Previous standards were too low
 - Remediation rates at University of Alaska
 - Post-secondary completion rate
 - Military entrance exam

Initiatives

- Strengthening the educational system
 - Educator evaluations
 - Accountability for growth in student learning
 - School accountability
 - ESEA waiver
 - More transparent school rating system

Challenges

- District size and geography
 - 59% of our districts have 500 or fewer students
 - 214 schools with fewer than 150 students
- Achievement gap
- Teacher turn-over/Alaskan-trained teachers

Digital Teaching Initiative

- High quality teachers for all students
 - Strengthening teachers/staff through high quality professional development in digital instruction
- Innovative digital and distance delivery models
 - Blended learning
 - Online learning
 - Real-time interactive
- Teaching across boundaries
- Prioritize STEM content

Galena City School District

Presentation to the Alaska Senate Finance-Education Subcommittee
October 30, 2013





Galena City School District Strategic Plan



Our Vision

To provide the highest quality school choice options for families in the state of Alaska

Our Mission

Active, enthusiastic, and engaging teaching that inspires learning for every student, in every content area, every day

Targets and Action Steps

1. **Student Achievement – Strengthen the educational conditions that promote student learning and retention**
 - a. **Assessment – Implement research-supported effective assessment models and practices aligned to a viable and guaranteed curriculum**
 - i. Develop and implement formative assessments (parallel) in core content areas aligned to State of Alaska Grade Level Expectations or Common Core Standards
 - ii. Develop and implement formative assessments in Career and Technical Education (CTE) areas aligned to industry standard expectations
 - b. **Instruction – Implement research-supported effective instruction models and practices aligned to a viable and guaranteed curriculum**
 - i. Develop and implement research-supported instructional strategies aligned to core content formative assessments (parallel) or CTE formative assessments
 - ii. Develop and implement instructional plans that provide previews of future content, focused instruction of current objectives, and distributed practice/interaction with previous content
 - c. **Career and Technical Education (CTE) – Increase the variety of CTE course offerings provided by the district and increase the number of high school students accessing CTE courses**
 - i. Partner with statewide agencies to grow district-wide Career and Technical Education programs
 - ii. Develop and regularly update Personal Learning and Career Plans (PLCPs) for each Galena high school student aligned with the Alaska Career and Technical Education Plan
 - iii. Develop a system to implement a plan for each Galena high school graduate to leave GCSD with a Career Portfolio
 - d. **Student Retention – Strengthen the educational conditions that promote student retention**
 - i. Develop a system to accurately track student retention rates across sub-group populations in all district-wide programs
 - ii. Develop effective orientation and academic support programs for first year students and families focused on increasing student/family connections with GCSD staff
2. **Communication – Strengthen collaboration with parents to enhance learning for their children**
 - a. **District and school web pages – Consistently refine and update district and school web pages to reflect the most current information, including GCSD school board meeting minutes and updated district staff personnel**
 - b. **GCSD Administration – Enhance district-home relationships by regularly seeking feedback through time-sensitive, anonymous online surveys, encouraging stronger participation with Parent Advisory Committees, and increasing the variety and number of parent education opportunities about district initiatives and state and federal education mandates**
 - c. **GCSD Administration – Ensure regular, open, and honest communication across all district programs centered on increasing student learning and enfranchising all stakeholders**
 - d. **Parent Contact – Ensure 100% of GCSD families are personally contacted each marking period, at a minimum, by GCSD staff**
3. **Resource Management – Ensure well-managed financial resources aligned with and in support of improved student achievement**
 - a. **Maintain appropriate fund balances to ensure district-wide financial stability**
 - b. **Ensure a student-centered budget development and implementation process**
 - c. **Seek alternative sources of revenue to fund new programs and projects in response to student and community needs**
 - d. **Partner with community agencies to advance critical community-wide issues**
 - i. **Support the development of an alternative, sustainable community-wide energy resource (biomass)**
 - ii. **Support the development of opportunities for increased usage of underutilized buildings on the former Galena Air Force Base site**

Presentation to Alaska Senate Finance - Education Subcommittee

October 30, 2013

K. Timothy Cline, Director
Interior Distance Education of Alaska (IDEA)

Galena City School District's Vision & Mission Statements

The vision of the Galena City School District is to provide the highest quality school choice options for families in the state of Alaska.

The mission of the Galena City School District is to provide active, enthusiastic, and engaging teaching that inspires learning for every student, in every content area, every day.

IDEA Mission Statement

The mission of the IDEA program is to provide resources and support to parents who have elected to educate their children at home; to achieve a partnership with families that honors the efforts and dedication of home-schooling parents.

IDEA Belief Statements

- Committed parents who have a keen understanding of their children's learning styles and needs are capable of selecting appropriate curricular materials to meet each student's individual educational needs.
- A free-flowing exchange of knowledge and ideas among a community of learners is necessary to achieve quality instruction.
- The best instruction is based upon the individual needs of each student.
- A priority is to promote academic and civic excellence, meeting and exceeding the standards established by the State and the responsibilities needed for life in contemporary society.

IDEA's Beginnings

When IDEA began in 1997, there were few correspondence programs in Alaska, and nearly all were in-district programs. All of these programs sent enrolled families a standardized grade-level box of materials and graded student work through the mail. Homeschoolers appealed to the Galena City School District to provide an option that gave them the ability to partner with a school district in individualizing their students' education. IDEA was founded on the then-unique principle of honoring the parent's ability to provide an excellent one-on-one tutoring experience, using individualized curriculum materials and educational methods. Much to the surprise of most educators in the state, we enrolled 1,157 students that first year, and tripled that enrollment the following year. As a result of IDEA's unprecedented popularity, there are now many similar programs in Alaska.

The Galena City School District includes two other schools in addition to IDEA. The Sidney Huntington School, educating local children, includes both an elementary school and a high school. Galena Interior Learning Academy (GILA) is a boarding high school that combines the best in educational methods with a focused effort to teach the students practical vocational skills.

IDEA's Constituency

We enroll children in grades K-12, and their pre-school siblings. During the enrollment process, our staff works with the parents to ensure that our program is a good fit for their family and that they will be able to fulfill our requirements. In addition to the age requirement for students as set forth by the state, families must agree to:

- have one parent in the home to supervise the children's education during school hours,
- develop (with our help) an Individual Learning Plan,
- submit two progress reports (with our help) each year,
- submit quarterly work samples in each subject area,
- engage in at least monthly contact with an IDEA teacher,
- bring their student to all State-mandated testing.

Most of the expectations listed above, now set in regulation, have been the cornerstone of IDEA's relationship with enrolling families since IDEA's beginning. Our mission and our belief statements have remained consistent, serving us well throughout our sixteen years, as we have worked with over 19,000 students.

IDEA is about choices

IDEA exists because of our ability to provide quality customer service (See Core Values Statements in Attachment A). We always remember that 100% of our customer base is here by choice. Our customers want the very best education for their children and they want to be involved. IDEA has learned to draw alongside our parents and help them to develop an educational plan that is customized to the needs of each child. With a wide variety of curriculum choices, learning styles become the focus of the individual student learning plan. Once a plan is in place, the funds needed to implement the plan are made available in the form of an allotment. Parents are engaged in every aspect of their child's education.

Some families are not able to meet the basic criteria we look for when enrolling a child in our program. When our program is not a good fit for a family, we work with them to find an educational solution that is. And sometimes we have to create solutions. IDEA decided to take on the issue of students dropping out of high school and created iGrad, our dropout recovery and prevention program.

iGrad reaches out to more high school students

iGrad was designed from the ground up to provide students missing the support of a stay-at-home parent the strongest possible program with the student's needs in mind. We implemented a rigorous course of study that included online classes. Like IDEA, the instruction is delivered at home, but with more intensive teacher/coach/mentor support services, flexible schedules, individualized education plans, credit recovery options, and a staff that cares about the student as individuals with real hopes and real needs.

In the past five years iGrad has helped 176 students earn a high school diploma who were not on track for graduation when they enrolled with us. We've even partnered with North Star Behavioral Health Center in Anchorage to help them with their high school-aged students. These are the students in most need of extraordinary support while dealing with many challenges. To date, we have graduated 9 students who were still hospitalized at North Star at the time of graduation. Prior to iGrad, North Star had never had a graduate a student (See Attachment B for an example of an iGrad student transcript.)

Our results

We measure our success in many ways and every day but ultimately we must be accountable just like any other public school in Alaska. The Alaska School Performance Index (ASPI) was distributed by the Department of Education and Early Development this fall. IDEA scored four out of five stars (see Attachment C for IDEA's ASPI information). While our score of 85.94 out of 100 reflects that we are doing well it also shows that we still have work to do to make sure our students are performing at the highest level when compared with all students in Alaska. A six year plan is underway to raise our score.

Anecdotal measures include annual parent and student survey results as well as many unsolicited testimonials from satisfied families. An enrollment of over 3,700 students (none of which are required to be in our program) speaks to our popularity and ability to deliver a quality educational support to homeschooling families.

IDEA Challenge – Base Student Allocation (BSA) Funding

IDEA and all other State-wide Correspondence Programs are funded at 80% of the Base Student Allocation (\$5,680 BSA minus 20% deduction or \$1,136 equaling \$4,544). The cost of providing equitable service in some locations where families reside in Alaska far exceeds the funds generated by this calculation.

All other schools receive state funding at the same BSA (\$5,680) but with additional add-ons for a total of 121.5%. The extra 21.5% includes a Special Needs Factor add-on (20% or \$1,136) plus a Career & Technical Education [CTE] factor add-on (1.5% or \$102.24) which brings the total up to 121.5% or \$6,918.24 per full-time student. Additionally, all schools in Alaska (with the exception of correspondence programs) receive other funding beyond the base student allocation (i.e., Area Cost Differential). In spite of the discrepancies, there is an expectation that

IDEA provides Special Education, Vocational Education, Bilingual/Bicultural Education and Career/Technical Education. We do so but without the benefit of a 21.5% add-on that other schools receive to meet these same expectations. Correspondence schools, unlike all other schools in Alaska, must absorb the cost of doing so.

Galena City School District is proud of the fact that we have a program like IDEA, the largest school in Alaska. We work hard to deliver all programs at a cost far less than any other school district in the state (See Attachment D – FY13 OASIS Funding Report). We also know that we could do more and our students would be best served if equitable Special Needs Funding were made available.

Attachment A



Interior Distance Education of Alaska CORE VALUES

At IDEA we believe **we are in the business of empowering parents** by providing educational support and customized opportunities that serve the unique needs of each child.

Our true purpose is creating a network of support within a framework of integrity and high standards that serves, empowers and validates parents in their educational choices.

To achieve this, we believe that **families should always get more of the following than they expect:**

- **Choices, opportunities, & resources**
- **Mentorship, guidance, & advocacy**
- **Caring relationships**
- **Timely attention to detail**
- **Knowledge & expertise**

We also believe that all involved with the education of our students are part of the network of support.

That's why we treat our coworkers, vendors, service providers, families, friends, etc., with the same level of integrity, high standards, empowerment and validation.

November, 2006

(Attachment B)

OFFICIAL TRANSCRIPT

Galena City School District
Interior Distance Education of Alaska

STUDENT NAME: XXXXXXXX XXXXXXXXXXXX
GRADE: 12 BIRTH DATE: XX/XX/1995
AK Student #: 00000XXXXX

2157 Van Horn Road
Fairbanks, AK 99701
(907)374-2200

	Fall	Spring		Fall	Spring																																	
12-13 Interior Distance Education of Alaska																																						
Alaska History	A 0.50		Eng 9/H S1	D+ 0.50																																		
Contemporary History	A 0.50		Eng 9/H S2		C- 0.50																																	
Earth Science		A 0.50	Fundmntls of Phys Ed		B 0.50																																	
Earth Science		B 0.50	Japanese I S1	B- 0.50																																		
Environmental Science		C 0.50	Japanese I S2		C 0.50																																	
General Science	A 0.50																																					
Geography		B 0.50																																				
Geography		A 0.50																																				
Grammar	A 1.00																																					
Integrated English		A 0.50																																				
Integrated Math	A 1.00																																					
Intro to Technology	A 0.50																																					
Life Skills	A 0.50																																					
Life Skills	A 0.50	A 0.50																																				
Music	A 0.50																																					
P.E.	A 0.50																																					
P.E.	A 0.50	A 0.50																																				
Reading	A 1.00																																					
US History II	B 0.50																																					
US History II	B 0.50																																					
Western Civilization		A 0.50																																				
11-12 Lathrop High School																																						
Analysis of Lit	C- 0.50																																					
AP Statistics S1	B- 0.50																																					
Chamber Orchestra S1	A- 0.50																																					
Physics S1	F 0.00																																					
Pre-Calculus S1	F 0.00																																					
US History I	D 0.50																																					
10-11 Lathrop High School																																						
Algebra II/Honors S1	D- 0.50																																					
Algebra II/Honors S2		D- 0.50																																				
AP EHist/Lit S1	F 0.00																																					
AP EHist/Lit S2		F 0.00																																				
Chemistry A	D+ 0.50																																					
Chemistry B		F 0.00																																				
Geom w/Trig S1	D 0.50																																					
Geom w/Trig S2		D+ 0.50																																				
Japanese II S1	C 0.50																																					
Japanese II S2		C 0.50																																				
Lit/AP EHist S1	F 0.00																																					
Lit/AP EHist S2		F 0.00																																				
09-10 Lathrop High School																																						
9th Health	B 0.50																																					
Algebra I S1	C- 0.50																																					
Algebra I S2		D 0.50																																				
Biology A	B- 0.50																																					
Biology B		D 0.50																																				
Chamber Orchestra S1	A 0.50																																					
Chamber Orchestra S2		B- 0.50																																				
			SAT Composite Score A = 4.00 B = 3.00 C = 2.00 D = 1.00 F = 0.00	ACT Composite Score WorkKeys Math 6 Reading 6 Locating 5																																		
			P = Passing NC = No Credit I = Incomplete WA = Waiver WD = Withdrawn # = Weighted GPA	HSGQE Reading P Writing P Mathematics P <table border="1"> <thead> <tr> <th>Subject</th> <th>REQ.</th> <th>Completed</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>4.00</td> <td>4.00</td> </tr> <tr> <td>Mathematics</td> <td>3.00</td> <td>4.50</td> </tr> <tr> <td>Science</td> <td>3.00</td> <td>3.50</td> </tr> <tr> <td>Social Studies</td> <td>2.50</td> <td>3.50</td> </tr> <tr> <td>Alaska History</td> <td>0.50</td> <td>0.50</td> </tr> <tr> <td>P.E.</td> <td>1.50</td> <td>2.00</td> </tr> <tr> <td>Health</td> <td>0.50</td> <td>0.50</td> </tr> <tr> <td>Life Skills</td> <td>0.50</td> <td>1.50</td> </tr> <tr> <td>Electives</td> <td>0.00</td> <td>4.50</td> </tr> <tr> <td>Total:</td> <td>21.0</td> <td>24.50</td> </tr> </tbody> </table>		Subject	REQ.	Completed	English	4.00	4.00	Mathematics	3.00	4.50	Science	3.00	3.50	Social Studies	2.50	3.50	Alaska History	0.50	0.50	P.E.	1.50	2.00	Health	0.50	0.50	Life Skills	0.50	1.50	Electives	0.00	4.50	Total:	21.0	24.50
Subject	REQ.	Completed																																				
English	4.00	4.00																																				
Mathematics	3.00	4.50																																				
Science	3.00	3.50																																				
Social Studies	2.50	3.50																																				
Alaska History	0.50	0.50																																				
P.E.	1.50	2.00																																				
Health	0.50	0.50																																				
Life Skills	0.50	1.50																																				
Electives	0.00	4.50																																				
Total:	21.0	24.50																																				

Total Units Earned: 24.50
Cumulative GPA: 2.59

Graduated date: 05/23/2013

10/21/13
SIGNATURE DATE

(Attachment C)

REVISED PRELIMINARY DATA

Information received on or after 7/31/2013 may not be reflected in this form.

ASPI Rating: ***

ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2012-2013

School Grade Span

School District **Galena City School District**

School: **Interior Distance Education of Alaska (IDE)**

PK - 12

Participation Rate	Number Enrolled	Number Tested	Participation Rate	Met Participation Rate	Points
	2016	1979	98%	Yes	None, acts as a trigger to achievement denominator.

K-8 Performance							Points	Weighting	ASPI Points
Academic Achievement	Reading		Writing		Math		72.00	0.35	25.20
	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient			
	1286	83%	1111	72%	941	60%			
School Progress <small>(Subgroup must have 5+ students to be considered)</small>	Growth All		Growth-AK Native		Growth-Econ Dis		94.87	0.4	37.95
	96.61		88.97		94.68				
Attendance Rate	100.00%						100.00	0.25	25.00
							Total K-8 Points	1.00	88.15

9-12 Performance							Points	Weighting	ASPI Points
Academic Achievement	Reading		Writing		Math		77.00	0.2	15.40
	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient			
	346	88%	330	84%	238	61%			
School Progress <small>(Subgroup must have 5+ students to be considered)</small>	Growth All		Growth -AK Native		Growth-Econ Dis		94.33	0.4	37.73
	97.34		86.28		94.70				
Attendance Rate	100.00%						100.00	0.1	10.00
Graduation Rate	4 Year		5 Year				50.00	0.2	10.00
	74.72%		75.72%						
College Career Readiness	83.16						83.16	0.08	6.65
WorkKeys Participation	45.33%						0.00	0.02	0.00
							Total 9-12 Points	1.00	79.78

^Results are suppressed to protect individual confidentiality.

FINAL DESIGNATIONS ASSIGNED BY 08/15/2013

Printed 08/01/2013

K-8 Enrollment Ratio:	0.74
9-12 Enrollment Ratio:	0.26

ASPI Score	85.94
-------------------	--------------

(Attachment D)

School Distri	OASIS Prelim FY13 ADM	OASIS Prelim FY13 Corresp. ADM	FY13 OASIS Prelim Total ADM	Original School Size	OASIS Prelim School Size ADM; HH included where eligb.	100% ISER District Cost Factor	Adjusted for Cost Factor	Special Needs Factor 1.20	CTE Factor 1.015	OASIS Prelim SPED Intsv.	Adjust for SPED Intsv *13.00	Students + Intensive Special Education	District Corresp. 80%	District Adjusted ADM
Alaska Gatew	305.70	56.10	361.80	569.19	569.19	1.594	907.29	1088.75	1105.08	14	182	1287.08	44.88	1331.96
Aleutian Reg	25.30	0.00	25.30	79.20	79.20	1.939	153.57	184.28	187.04	3	39	226.04	0.00	226.04
Aleutians Eas	231.00	3.50	234.50	403.54	403.54	1.991	803.45	964.14	978.60	2	26	1004.60	2.80	1007.40
Anchorage	47617.87	875.09	48492.96	52390.41	52390.41	1.000	52390.41	62868.49	63811.52	824	10712	74523.52	700.07	75223.59
Annette Islan	290.45	0.00	290.45	421.39	421.39	1.338	563.82	676.58	686.73	3	39	725.73	0.00	725.73
Bering Strait	1667.55	0.00	1667.55	2674.62	2674.62	1.998	5343.89	6412.67	6508.86	23	299	6807.86	0.00	6807.86
Bristol Bay	139.65	0.00	139.65	230.11	241.29	1.478	356.63	427.96	434.38	1	13	447.38	0.00	447.38
Chatham	143.45	1.50	144.95	276.40	276.40	1.576	435.61	522.73	530.57	2	26	556.57	1.20	557.77
Chugach	60.00	221.40	281.40	139.47	139.47	1.496	208.65	250.38	254.14	1	13	267.14	177.12	444.26
Copper River	430.55	56.75	487.30	677.01	694.60	1.316	914.09	1096.91	1113.36	6	78	1191.36	45.40	1236.76
Cordova	315.78	0.00	315.78	453.24	453.24	1.234	559.30	671.16	681.23	4	52	733.23	0.00	733.23
Craig	314.50	302.83	617.33	450.37	471.14	1.206	568.19	681.83	692.06	5	65	757.06	242.26	999.32
Delta/Greely	761.70	78.75	840.45	1002.37	1002.37	1.241	1243.94	1492.73	1515.12	18	234	1749.12	63.00	1812.12
Denali	231.11	625.54	856.65	378.89	394.77	1.332	525.83	631.00	640.47	6	78	718.47	500.43	1218.90
Dillingham	481.25	8.80	490.05	630.22	630.22	1.346	848.28	1017.94	1033.21	17	221	1254.21	7.04	1261.25
Fairbanks	14005.64	267.85	14273.49	15981.68	15981.68	1.070	17100.39	20520.47	20828.28	455	5915	26743.28	214.28	26957.56
Galena	310.45	3434.61	3745.06	417.68	417.68	1.391	580.99	697.19	707.65	0	0	707.65	2747.69	3455.34
Haines	274.05	9.25	283.30	430.14	450.77	1.200	540.92	649.10	658.84	7	91	749.84	7.40	757.24
Hoonah	114.30	0.00	114.30	192.51	192.51	1.399	269.32	323.18	328.03	6	78	406.03	0.00	406.03
Hydaburg	53.45	0.00	53.45	90.74	97.60	1.504	146.79	176.15	178.79	2	26	204.79	0.00	204.79
Iditarod Area	181.81	40.50	222.31	385.02	401.90	1.846	741.91	890.29	903.64	1	13	916.64	32.40	949.04
Juneau	4880.73	58.30	4939.03	5560.20	5560.20	1.145	6366.43	7639.72	7754.32	94	1222	8976.32	46.64	9022.96
Kake	105.33	0.00	105.33	179.14	179.14	1.459	261.37	313.64	318.34	2	26	344.34	0.00	344.34
Kashunamiut	302.33	0.00	302.33	432.37	432.37	1.619	700.01	840.01	852.61	4	52	904.61	0.00	904.61
Kenai Penins	8055.63	836.43	8892.06	10309.81	10309.81	1.171	12072.79	14487.35	14704.66	144	1872	16576.66	669.14	17245.80
Ketchikan Ga	2101.65	72.40	2174.05	2600.52	2600.52	1.170	3042.61	3651.13	3705.90	48	624	4329.90	57.92	4387.82
Klawock	130.50	0.00	130.50	216.65	216.65	1.302	282.08	338.50	343.58	7	91	434.58	0.00	434.58
Kuskokwim Islan	2399.70	112.95	2512.65	2991.93	2991.93	1.289	3856.60	4627.92	4697.34	35	455	5152.34	90.36	5242.70
Lake & Peni	335.40	0.00	335.40	588.31	622.48	1.734	1079.38	1295.26	1314.69	2	26	1340.69	0.00	1340.69
Lake & Penir.	317.60	12.00	329.60	658.42	674.10	1.994	1344.16	1612.99	1637.18	5	65	1702.18	9.60	1711.78
Lower Kusko	4008.22	0.00	4008.22	5940.50	5940.50	1.663	9879.05	11854.86	12032.68	50	650	12682.68	0.00	12682.68
Lower Yukon	1959.75	0.00	1959.75	2980.88	2980.88	1.861	5547.42	6656.90	6756.75	23	299	7055.75	0.00	7055.75
Mat-Su	15464.19	1782.20	17246.39	17703.32	17703.32	1.070	18942.55	22731.06	23072.03	356	4628	27700.03	1425.76	29125.79
Nenana	204.80	749.95	954.75	310.96	310.96	1.338	416.06	499.27	506.76	5	65	571.76	599.96	1171.72
Nome	680.65	10.00	690.65	862.33	862.33	1.450	1250.38	1500.46	1522.97	4	52	1574.97	8.00	1582.97
North Slope	1647.40	0.00	1647.40	2269.03	2269.03	1.791	4063.83	4876.60	4949.75	7	91	5040.75	0.00	5040.75
Northwest Ar	1839.90	0.00	1839.90	2712.46	2712.46	1.823	4944.81	5933.77	6022.78	37	481	6503.78	0.00	6503.78
Pelican	14.75	0.00	14.75	39.60	39.60	1.477	58.49	70.19	71.24	0	0	71.24	0.00	71.24
Petersburg	451.22	0.00	451.22	645.63	664.92	1.244	827.16	992.59	1007.48	14	182	1189.48	0.00	1189.48
Pribilof	89.00	0.00	89.00	167.53	167.53	1.691	283.29	339.95	345.05	0	0	345.05	0.00	345.05
Saint Mary's	182.50	0.00	182.50	286.98	286.98	1.624	466.06	559.27	567.66	2	26	593.66	0.00	593.66
Sitka	1276.29	36.70	1312.99	1570.52	1570.52	1.195	1876.77	2252.12	2285.90	42	546	2831.90	29.36	2861.26
Skagway	64.05	0.00	64.05	106.53	116.85	1.174	137.18	164.62	167.09	1	13	180.09	0.00	180.09
Southeast Isl	189.88	0.00	189.88	462.99	462.99	1.403	649.58	779.50	791.19	8	104	895.19	0.00	895.19
Southwest Re	586.10	0.00	586.10	983.52	1052.18	1.685	1772.92	2127.50	2159.41	9	117	2276.41	0.00	2276.41
Tanana	48.50	0.00	48.50	83.37	83.37	1.786	148.90	178.68	181.36	2	26	207.36	0.00	207.36
Unalaska	414.55	0.00	414.55	559.91	559.91	1.441	806.83	968.20	982.72	4	52	1034.72	0.00	1034.72
Valdez	635.65	0.00	635.65	846.91	846.91	1.170	990.88	1189.06	1206.90	11	143	1349.90	0.00	1349.90
Wrangell	303.40	82.23	385.63	439.77	439.77	1.159	509.69	611.63	620.80	8	104	724.80	65.78	790.58
Yakutat	88.25	6.25	94.50	139.68	168.80	1.412	238.35	286.02	290.31	0	0	290.31	5.00	295.31
Yukon Flats	256.55	0.00	256.55	502.36	509.94	2.116	1079.03	1294.84	1314.26	4	52	1366.26	0.00	1366.26
Yukon/Koyul	295.35	1106.30	1401.65	568.69	568.69	1.835	1043.55	1252.26	1271.04	9	117	1388.04	885.04	2273.08
Yupit	431.10	0.00	431.10	698.31	698.31	1.723	1203.19	1443.83	1465.49	6	78	1543.49	0.00	1543.49
Mt. Edgecum	396.85	0.00	396.85	468.54	468.54	1.195	559.91	671.89	681.97	0	0	681.97	0.00	681.97

TOTALS 118,113.33 10,848.18 128,961.51 143,161.87 143,456.48 0.000 171,904.58 206,285.52 209,379.81 2,343 30,459 239,838.81 8,678.54 248,517.34

G:\SF District Support\DistSup\S13\Foundation\Actual\FY13_Foundation_Actual_OASIS_Preliminary_2-4-2013.rpt

Presentation to the Alaska Senate Finance - Education Subcommittee

October 30, 2013

John Riddle, GILA Principal of Boarding School Operations
Galena Interior Learning Academy

Galena City School District's Vision and Mission Statement

The vision of the Galena City School District is to provide the highest quality school choice options for families in the state of Alaska.

The mission of the Galena City School District is to provide active, enthusiastic, and engaging teaching that inspires learning for every student, in every content area, every day.

GILA's Beginnings

Following the end of the Cold War in 1993, the Galena Air Force Base was put into "warm storage status" by the Air Force and a contractor was hired to maintain the facilities. The contractor's mission was to ensure the facility could be 100% operational within 24 hours if necessary. The Galena City School District (GCSD) and City of Galena saw an opportunity and opened negotiations with the United States Air Force to utilize some of the under-utilized facilities on the Galena Air Force Base following the Cold War. The vision was to create the "Mt. Edgecumbe of the North" with a vocational emphasis. Galena Interior Learning Academy (GILA) was established during the 1997-98 school year through a partnership between the Galena City School District, the City of Galena, and the United States Air Force. It was the first time that the United States Air Force partnered with a public school system to share facilities on an Air Force Base. This partnership provided the Galena City School District access to Air Force facilities to begin offering expanded educational opportunities for rural Alaskan students. Galena City School District's inaugural student population was 40 and has grown to 210 for the 2013-14 school year.

Until 2005, GCSD benefited from this partnership with the United States Air Force. This partnership provided space for the GILA campus in Air Force facilities and provided utility cost savings for the buildings GILA was occupying at the time. The Air Force was required to keep all the buildings heated to 40 degrees Fahrenheit with GCSD responsible for the heat costs above 40 degrees. This partnership allowed GCSD to occupy unused buildings and to have predictable utility costs.

In the summer of 2005 The Galena Air Force Base was "officially" placed on the Base Realignment and Closure (BRAC) list establishing a closure date of October 1, 2008. The closure of the Galena Air Force Base was an economic game changer for the community of Galena. As an air strip during World War II and part of the lend lease program with the Soviet Union, it

transitioned into the northern most forward intercept site during the Cold War. The Galena Air Force Base had always played a significant role in the United State's defense and an even more significant role to the economic foundation of Galena.

To support Galena's reutilization of Air Force facilities, the United States Air Force provided the community of Galena/school \$6,500,000 worth of transition fuel. This was to offset the loss of federal dollars and provide a means for the community of Galena and the school to grow into the former Air Force facilities. Diesel fuel provided through the BRAC process is staged to support GILA's operations through FY 2017. The BRAC process allowed the Galena Interior Learning Academy to grow as the anchor tenant in the former Galena Air Force Base facilities and expand its student count and course offerings to provide more educational opportunities for rural Alaskan students.

GILA is located in a rural setting appealing to the lifestyle of rural students. GILA also allows students from more urban communities to pursue an education that is focused on the individual student. GILA is Alaska's second largest and second longest operating residential program. It is a Career and Technical Education (CTE) focused school and is accredited for grades 9-12 and post secondary adult vocational programs. GILA provides an alternative educational option for many rural Alaska Native students at risk of dropping out, and provides an "alternative education" for students with limited educational choices in their community schools. Galena Interior Learning Academy, with existing infrastructure and well-established programs is positioned to serve a larger role with improving the quality of academic/CTE education for rural Alaskan students and play a greater role in Alaska's plan to improve public education statewide.

Career and Technical Education at the Galena Interior Learning Academy

Addressed in the Galena School District Strategic Plan is our commitment to career and technical education. Our goal for students in the area of CTE is threefold. Our programs are designed to prepare students for their continued studies at the university level through our tech prepped courses. We work jointly with the University of Alaska to increase these opportunities for our students. Secondly, we work to prepare students who have expressed their desire to continue their education at a post secondary vocational school like AVTEC. Specifically, we have worked with and visited AVTEC to learn how to better prepare our culinary students for transition into their culinary program. AVTEC provides an excellent path not just for our culinary students but for our students preparing in the construction trades and our other programs as well. A grant from the Alaska Workforce Investment Board (AWIB) has been instrumental in this effort. Our third focus is on helping students who intend on entering the workforce directly after high school. Again, a grant from AWIB has helped us establish a relationship with Doyon Universal Services. This relationship led to improvements in our

culinary program and has provided our students with a better understanding of work opportunities on the North Slope and in other areas around the state (see GILA CTE Offerings for Fall 2013 in Attachment A).

Choice in Career and Technical Education Programs

GILA students work with our school counselors to map out a program of study in the CTE content areas (see Sample Private Pilot License Personal Learning and Career Plan PLCP in Attachment B). Some students come to us knowing exactly what they want to do. Some may explore different options before committing to a specific area. Additionally, we offer month long sessions (one during the fall semester and one during the spring semester) for our IDEA students to explore our CTE content areas of their choice. We provide students with the following choices in the area of career and technical education:

- Construction Trades
- Computer Technology
- Aviation Technology
- Automotive Technology
- Culinary Arts
- Cosmetology
- Health Sciences
- Career Exploration

We also offer our students, at different times during the year, intensive programs of study leading to industry certifications. Through a partnership with YKSD we have been able to provide Emergency Trauma Technology certification and other health courses. Last year we offered Red Card certification in the area of Wild Land Firefighting through a partnership with UAF. Additionally, we have offered training in the area of alternative resource management which focused on the installation of solar power technology. We are committed to improving the learning opportunities we provide to our students in the area of career and technical education.

GILA Challenges

There are many challenges/opportunities that exist when operating a 24/7 school-term residential educational facility. Three challenges/opportunities have risen to the top and have garnered special attention by the GCSD Board of Trustees and the community of Galena. The former Galena Air Force Base facilities that house the Galena Interior Learning Academy campus have provided a tremendous benefit to the community of Galena, the region, and the state. These facilities have provided a foundation for the ongoing development and growth of

the state's second largest and second longest operating boarding school program with a CTE focus. The former Galena Air Force Base facilities also pose funding questions for the community of Galena and GCSD.

Sustainable Renewable Energy Sources for the Galena Interior Learning Academy and the community of Galena.

Energy costs are a tremendous liability on the Galena Interior Learning Academy Campus. GCSD is currently occupying 11 buildings on the GILA campus to support the educational mission of the program. These buildings are provided heat and water from a central water and steam plant utilizing a utilidor system to deliver these services. Steam heat is provided through a diesel powered boiler system that currently consumes approximately 230,000 gallons of diesel fuel annually for these buildings. The United States Air Force as part of the transition plan for the GILA campus provided the community of Galena \$6.5 million worth of transition fuel. With the upgrades that the district has provided to the buildings through state support and by limiting the number of occupied buildings to only those buildings that are essential to serve the school's mission, GCSD extended the life of the transition fuel. Current estimates predict the transition fuel lasting through the 2017 school year. The City of Galena, Loudon Tribal Council, and Galena City School District have been actively engaged in the development of a woody biomass heat system for the GILA campus. The community submitted a Round VII Alaska Energy Authority grant application for monies to build a woody biomass heat system that will tie into the current utilidor heat system that will provide both woody biomass and diesel powered steam heat for the GILA campus. The challenge arises in ensuring a woody biomass heat and delivery system is developed in a timely fashion. The goal is the utilization of a renewable sustainable biomass material as the primary fuel for heat on the GILA campus while also ensuring the transition diesel fuel is saved as insurance for future years.

Facility Upgrades for the Galena Interior Learning Academy

The former Galena Air Force Base facilities also pose utilization questions for GCSD. The capacity of current classroom space is approximately 220 students, with the GILA residence hall (Ptarmigan Hall) having space for over 300 students. Facilities on the Galena Air Force Base were not developed with educational purposes in mind. Through DEED CIP grants and legislative appropriations GCSD has upgraded three facilities on the GILA campus since 2008 to increase classroom space, ensure the facilities are designed for educational purposes, and to increase the energy efficiencies of the buildings. The Two Seasons Dining Hall and GILA gym benefitted from DEED CIP grants and the GILA Construction Trades Building benefitted from a legislative appropriation. However, the "main" core academic classroom spaces are currently insufficient. The Headquarter Building and Composite Building are two critical buildings to the mission of the GILA campus and are currently under-utilized facilities when square footage and

space utilization are analyzed. The buildings were not developed with educational purposes in mind. GCSD submitted a DEED CIP grant for FY 15 that would provide building code and ADA upgrades, increase energy efficiencies, and provide for better utilization of square footage increasing classroom space that would house the GILA science, technology, engineering, and math (STEM) facility. It would be the intent to follow-up on this grant application with a DEED CIP grant application to upgrade the building code and ADA compliance features of the Composite Building and reconfigure current space to provide a more efficient educational environment for a humanities building that would house our language arts and social studies programs as well as our administrative offices.

Furthermore, GILA residential life responsibilities are tremendous. When you factor in a 24/7 program over 75% of the students' time is devoted to the residential hall and residential life programming. Currently, Alaska statutes do not allow DEED CIP grant applications for residential life buildings because their primary responsibility is not for educational purposes. Our student residential hall is in need of energy and system upgrades that would tremendously lower the operational costs of the facility and increase the overall educational environment for the students we are serving. Because of the current Alaska Statutes, GCSD and other districts operating residential programs need to seek other funding sources (direct legislative appropriations) for building and code upgrades. If districts operating residential school facilities could access the DEED CIP grant application process it would provide a funding source that would follow the current DEED CIP guidelines where all grant projects submitted would proceed through the current vetting process providing a level playing field for state capital improvement monies.

Alaska Statute Sec. 14.16.200 State funding for districts operating statewide residential educational programs.

At the end of the spring 2011 legislative session the monthly per pupil room and board stipend that a school district could receive for each student housed in a statewide residential educational program was doubled for a two year period. For Galena City School District this legislative action doubled the amount that the district receives per month for each student from \$484 to \$968 for FY 12 and FY 13. During the 2013 legislative session additional legislative action was taken that locked the room and board stipend for Galena at \$968. Although this legislative action is greatly appreciated, the funding that GCSD receives to offset the room and board (residential life) costs is still short. Under the current funding mechanisms, GCSD can be reimbursed up to \$968 per student per month up to 210 students. This results in a current state appropriation which only provides approximately 2/3 of our true residential life costs. Increasing the amount that is currently stipulated in Sec. 14.16.200 50% would more adequately provide for the true costs of housing 210 boarding school students. Furthermore

this adjustment would ensure that monies GCSD receives for instructional purposes would remain dedicated to instruction and not be used to offset residential costs.

**Galena Interior Learning Academy CTE Offerings
Fall 2013**

Attachment A

CTE Areas	Student Numbers
Construction Trades	
Welding I	24
Welding II	8
Aluminum Welding and Fabrication	18
Intro to Electricity	22
Woodworking	13
Carpentry	23
Total	108
Percent of High School Students	44.63%
Computer Technology	
Video Production	16
Beginning Computers	18
Advanced Video and Web Productions	7
Graphic Art	27
Autocad	22
Total	90
Percent of High School Students	37.19%
Aviation Technology	
Private Pilot Ground School	25
Advanced Flying -Private Pilot	9
Total	34
Percent of High School Students	14.05%
Automotive Technology	
Intro to Auto Tech	29
Automotive I	14
Advanced Auto II	1
Driver's Ed	40
Total	84
Percent of High School Students	34.71%
Culinary Arts	
Intro to Culinary Arts	48
Culinary Arts I	10
Culinary Arts II	1
Total	59
Percent of High School Students	24.38%
Cosmetology	
Intro to Cosmetology	34
Cosmetology 9 & 10	10
Cosmetology 11 and 12	12
Advanced Cosmetology Studies	2
Total	58
Percent of High School Students	23.97%

Health Sciences	
Intro to Health Careers	8
Medical Terminology	7
Anatomy and Physiology	15
Total	30
Percent of High School Students	12.40%
Career Exploration	
Introduction to Occupations	51
Career and Post-Secondary Planning	42
Total	93
Percent of High School Students	38.43%
Total High School Population in Galena	242
Total High School Students Enrolled in CTE Courses	556

Private Pilot License

Student Name: _____

Career Cluster is Transportation, Distribution, & Logistics: Planning, management, and movement of people, materials, and goods by road, pipeline, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.
<http://www.alaska.edu/research/wp/career-clusters/educational-pathways/>

Related Occupations

Aircraft Mechanic Airline Pilots Copilots Flight Engineers Commercial Pilots Aircraft Mechanics Service Technicians
 Rigging System Assembler Air Traffic Controller Airfield Operations Specialist Aircraft Structure Surfaces Bush Pilot
 AKCIS

HIGH SCHOOL COURSE PATH (* means recommended high school courses)

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Lang.Arts Fund. Composition 9 th	Lang.Arts Fund. Composition 9 th	Composition 9 th World Lit 10 th	Composition 9 th World Lit 10 th	World Lit 10 th Amer. Lit 11 th	World Lit 10 th Amer. Lit 11 th	Amer. Lit 11 th Adv. Comp 12 th AP English	Amer. Lit 11 th Adv. Comp 12 th AP English
Math Fund. Pre-Algebra Algebra I	Math Fund Pre-Algebra Algebra I	Pre-Algebra Algebra I Geometry	Pre-Algebra Algebra I Geometry	Algebra I Geometry Algebra II Consumer Math	Algebra I Geometry Algebra II Consumer Math	Geometry* Algebra II* Pre-Calculus* Trigonometry*	Geometry* Algebra II* Pre-Calculus* Trigonometry*
Physical Science Biology	Physical Science Biology	Physical Science Biology Geology	Physical Science Biology Geology	Geology Anat&Phys Integrated VS	Geology Anat&Phys Integrated VS	Chemistry Physics* Integrated VS	Chemistry Physics* Integrated VS
Geography Alaska Studies	Geography Alaska Studies	Geography* Alaska Studies	Geography* Alaska Studies	American History World History Integrated 11/12	American History World History Integrated 11/12	American History World History Integrated 11/12	American History World History Integrated 11/12
Health	Physical Ed.	Intro Electricity	Intro Electricity	Driver's Ed.	Elective	OJT Era	OJT Era
Physical Ed.	Beg. Computers* Video Prod. Web Page	Elective	Elective	Auto Cad	Auto Cad	OJT Era	OJT Era
Intro to Auto	Intro to Auto	Auto I	Auto I	Flight School	Flight School	Flight School	Flight School
Welding I Aluminum Weld.	Welding I Aluminum Weld.	Ground School	Ground School	Flight School	Flight School	Flight School	Flight School

POSTSECONDARY OPTIONS

<p>UAA Aviation Technology</p> <ul style="list-style-type: none"> • Aviation Maintenance Tehcnology • Air Traffic Control • Aviation Administration • Aviation Maintenance Technology • Professional Piloting 	<p>UAF-TVC Tanana Valley Campus- Commercial Pilot and Flight Crew Training</p>				<p>Other Resources http://www.abovealaska.com http://www.aerotechalaska.com http://www.alaskafloatratings.com http://www.flighttrain.com http://www.warbelows.com http://www.vuutvaungviat.org</p>
---	---	--	--	--	---

[Type text]

Attachment B

(Certificates & Associates)
• Aviation Technology
(Bachelor & Graduate Programs)

Certificates:

Trainings:

Dual Credit for CTE Courses:

Awards:

Skills:

Employment, OJT's:

Career Goal:

Initials: _____ Date: _____

Initials: _____ Date: _____

Notes :

[Type text]

MT. EDGECUMBE HIGH SCHOOL



OUR PAST

- In 1947, Bureau of Indian Affairs (BIA) opened Mt. Edgecumbe High School on the site of a former WWII military installation.
- MEHS once served 600 students in grades 1-12.
- MEHS closed in temporarily in 1983 and reopened in 1985 as a State of Alaska boarding school.

OUR PRESENT

- MEHS is a public boarding school operated by the State of Alaska.
- The Alaska State Board of Education is the official governing body.
- Enrollment is open to all high school aged Alaska residents.
- Most students come from communities with high schools enrolling fewer than 50 students.
- The curriculum emphasizes a rigorous and well-rounded college preparation focus.

MISSION

- To provide a comprehensive residential high school for Alaskan students.
- To provide a challenging, unique education in a residential setting that values rich cultural diversities and traditions, inspiring Alaskan students to become successful, responsible, global citizens.

MEHS INSPIRES STUDENTS TO

- Discover and expand their talents with multiple innovative opportunities.
- Develop their dreams.
- Meet high expectations for learning and living.
- Prepare for a changing world.
- Form meaningful and long lasting relationships.
- Learn from and appreciate one's own and other's cultures.
- Become ethical leaders.

TO BE A BRAVE MEANS TO

- Have pride in the school and pride in one's home community.
- Accept academic challenge, engage in a wide variety of classes, and take opportunities for college preparation.
- Take a step forward into independent living and enjoying a campus atmosphere
- Meet new people and try new things
- Keep in touch with Alaska Native, home, and regional issues.

FAST FACTS

- Over 400 students from 110 communities across Alaska. (villages w/no high schools --- Anchorage)
- Over 60 years history with over 10,000 alumni
- For many of our students, attending MEHS is a family tradition.
- Approximately 80-85% of students are Alaska Native.
- 80-85% of our graduates go on to four-year colleges or other post-secondary education.

DEMOGRAPHICS

- 400 Students – 63% Female, 37% Male
- 79% AK Native, 10% Caucasian, 6% Mixed
- 65 % - Free and Reduced
- 19% - Migrant
- 11% - Limited English Proficient
- 2% - Students with Disabilities

GRADUATION REQUIREMENTS – 24 CREDITS

- 4 English
- 3 Math
- 3 Science
- 4 Social Studies
- 2 Computers
- 2 Health/PE
- 1 Foreign Language
- 5 Electives

CHALLENGED BY

- Genetics
- Oceanography
- Sea Tech Intern
- Pacific Rim Studies
- Spanish
- Chinese
- Japanese
- Trigonometry
- Physics
- Robotics
- Flight School
- College Credits - UAS
 - English 111 & 211
 - Math 105 & 107
 - Psychology
 - American Government
 - Anatomy & Physiology
 - ETT & EMT
 - Flight School
 - Intro to Law Enforcement
 - Psychology
 - Welding
 - Small Engine Repair
 - Construction
 - Certified Nurse Assistant

OUR PARTNERS

- IBM - Technology
- ANSEP – Academy of Engineering
- Siemens - Academy of Engineering
- MIT - Robotics
- Scripps Institute – Sea Tech Intern
- Public Safety/Troopers - Law Enforcement Cadet Corp (LECC)
- UAS – College/Vocational Classes
- Native Corporations

ASPI ****

REVISED PRELIMINARY DATA

Information received on or after 7/31/2013 may not be reflected in this form.

ASPI Rating: ****

ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2012-2013

School Grade Span

School District **Mount Edgecumbe**

School: **Mt. Edgecumbe High School**

9 - 12

Participation Rate	Number Enrolled	Number Tested	Participation Rate	Met Participation Rate	Points
	188	187	99%	Yes	None, acts as a trigger to achievement denominator.

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Count Percent	Per Percent	Count Percent	Per Percent	Count Percent	Per Percent			
	0	N/A	0	N/A	0	N/A		0	0.00
School Progress <small>(Subgroup must have 5+ students to be considered)</small>	Growth All		Growth -AK Native		Growth-Econ D's				
								0	0.00
Attendance Rate								0	0.00
Total K-8 Points							0.00	0.00	0.00

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points	
	Count Percent	Per Percent	Count Percent	Per Percent	Count Percent	Per Percent				
	150	81%	164	88%	143	76%	82.00	0.2	16.40	
School Progress <small>(Subgroup must have 5+ students to be considered)</small>	Growth All		Growth -AK Native		Growth-Econ D's					
	93.95		93.63		94.15			93.45	0.4	37.38
Attendance Rate	95.99%							95.00	0.1	9.50
Graduation Rate	4 Year		5 Year							
	97.18%		98.80%					100.00	0.2	20.00
College Career Readiness	87.17							87.17	0.08	6.97
WorkKeys Participation	92.73%							50.00	0.02	1.00
Total 9-12 Points							1.00	91.26	91.26	

^ Results are suppressed to protect individual confidentiality.

FINAL DESIGNATIONS ASSIGNED BY 08/15/2013

Printed 08/01/2013

K-8 Enrollment Ratio:	0.00
9-12 Enrollment Ratio:	1.00
ASPI Score	91.26

SPORTS

- Cross Country
- Volleyball
- Wrestling
- Boys & Girls Basketball
- Cheerleading
- Drama/Debate
- Native Youth Olympics

RECREATION

- Hiking
- Kayaking
- Camping
- Rock Climbing
- Fishing
- Swimming
- Movies
- Crafts
- Dances

CLUBS

- Student Government
- Leadership Clubs
- Future Teacher of Alaska
- Native Dance
- Battle of the Books
- Art Club
- Amnesty International
- Club Track
- Yoga Club
- Guitar Club
- Culture Club
- National Honor Society
- MEHS Radio Club
- Washington DC Close-up
- Pep Club
- Japanese, Chinese, and Spanish Clubs
- Alaska Native Brotherhood/Sisterhood
- MEHS Environment Conservation Club

FACILITIES

- Three girls dorms
- One boys dorm
- Cafeteria center
- Healthcare clinic
- Multipurpose field house
- Academic building(s)
- New MEHS Aquatic Center

MEHS CHALLENGES

- Communication with parents
- Homesickness
- Economics of families
- Aging facilities



INSPIRATION · GUIDANCE · OPPORTUNITY

ANSEP.NET



INSPIRATION · GUIDANCE · OPPORTUNITY

ANSEP COMPONENT REPORT



UAF

UAA

UAS

ANSEP

Building a National Model for
Excellence In Native American
Higher Education Programs



They are 12 years old, 16, and 22. They come from places like Kivalina, Port Heiden, Barrow, and Bethel, and they want to one day become the first engineer or scientist from their village.

The Alaska Native Science & Engineering Program inspires, educates, and propels students forward. By infusing the fundamental values of community, family, and collaboration into all elements of the program, ANSEP builds a welcoming university environment and provides a cornerstone for success. The program engages students at a critical time in their academic careers, identifying potential participants early, promoting an attitude of readiness, and preparing students for the challenges ahead. Through ANSEP, students have access to bridging programs, internships, and research opportunities that deliver intensive training for university academics and industry involvement.

Our objective is to effect systemic change in the hiring patterns of Alaska Natives in science and engineering by placing our students on a career path to leadership.



BUILDING A SUSTAINABLE FUTURE

ANSEP takes us back to the basics. We raise the bar and focus on preparing students academically and socially with the tools they need for success in college and beyond. We start in middle school and offer a series of linked components that continue through high school, college, graduate school, and into professional life. The program began in 1995 with a single student. Today, there are 1,250 middle school, high school, university students and alumni. And it's working.

ANSEP students at every level are successful at rates far exceeding national and state numbers.

- ANSEP Middle School students complete Algebra 1 before graduating from eighth grade at a rate greater than 80%. The national average is 26%.
- ANSEP students graduate from high school engineering-ready at rates far greater than the national average of 4% for minority students nationwide.
- More than 75% of all ANSEP students who have enrolled in science or engineering BS degrees since 2010 are still enrolled or have graduated.

Over the course of the next 5 years we intend to expand opportunities that foster success. First, by working with policy makers so that money flows only to science and engineering programs that demonstrate successful academic outcomes. Secondly, we will work with districts to weave ANSEP components into the fabric of the K12 system over time using existing K12 funding. These are key steps in institutionalizing ANSEP and building a sustainable program for the long term.

We need to be paying for success. Success means our students are socially and academically prepared for college and confident and ready to accept the challenge of building a better Alaska.



PRESIDENTIAL AWARD FOR
EXCELLENCE IN SCIENCE,
MATHEMATICS, AND
ENGINEERING MENTORING
2004



ALASKA FEDERATION OF NATIVES
DENALI AWARD
2005



REGINALD JONES
FOUNDER'S AWARD
2009



TOP 25 INNOVATIONS IN
AMERICAN GOVERNMENT
2012



"I WANT TO COME BACK TO ANSEP BECAUSE IT FEELS LIKE HOME WITH GOOD PEOPLE ALL AROUND ME. IT'S LIKE A BIG FAMILY – A REALLY, REALLY BIG FAMILY".

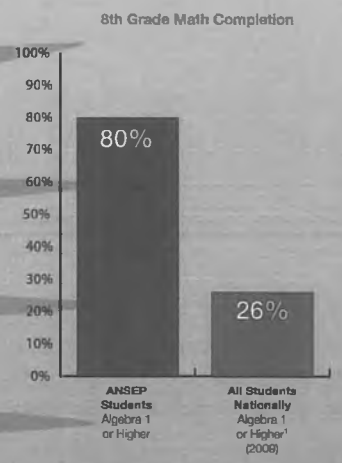
MIDDLE SCHOOL ACADEMY

Every summer since 2010, rising 6th, 7th, and 8th grade students have attended this two-week, residential, science and engineering experience. We keep these young students excited and engaged each subsequent summer they are in middle school with Career Exploration. In Career Exploration students who have successfully completed the Academy during a previous summer and are making good progress toward finishing Algebra 1 prior to eighth grade graduation return to campus for an intense five-day experiential career exploration exercise. More than 80% of the Academy students meet the goal of completing Algebra 1. The national average for all students is 26%.

Each Academy has 54 students. In 2020 the middle school component reaches a steady state where there will be in excess of 500 students graduating from eighth grade annually with a minimum of Algebra 1 successfully completed. In that same year there will be more than 3,000 ANSEP students on track for science and engineering degrees. Two years later in 2022 there will be more than 4,000.

Our five-year objective is to build our Middle School Academy out to 12 districts according to the following schedule:

- 2014 4 Academies
- 2015 6 Academies
- 2016 8 Academies
- 2017 10 Academies
- 2018 12 Academies



Founded summer 2010



*ADAPTED FROM: Nord C, Roey S, Perkins R, Lyons M, Lemanski N, Brown J, Shucknecht J, America's High School Graduates: Results of the 2009 NAEP High School Transcript Study, NCES 2001-462 (2001).



COMPUTER ASSEMBLY

The National Action Council for Minorities in Engineering (NACME) has found that only 4%* of underrepresented minorities nationwide who graduate from high school are "engineering eligible". With a hands-on approach to science and technology, our Computer Assembly component engages students in an engineering project that increases their preparedness at rates many times greater than the 4% number.

We have learned that the earlier we start with students the better the result and the more cost effective we become. Thus, we are in the process of shifting our resources from building computers with high school students to the Middle School Academy activities described in the preceding pages. We will continue to assemble approximately 100 computers annually with high school students who were not enrolled in Middle School Academy.



*Confronting the 'New' American Dilemma. Underrepresented Minorities in Engineering: A Data-Based Look at Diversity. NACME, National Action Council for Minorities in Engineering, Commission on Professionals in Science and Technology, 2008

FOUNDING PARTNERS

SIEMENS

WELLS
FARGO





FOUNDING PARTNER

ExxonMobil

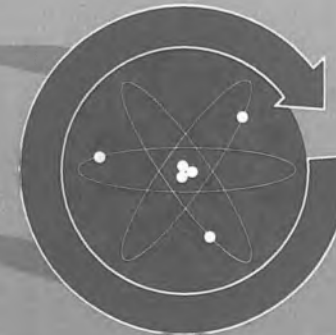


"DURING THE SCHOOL YEAR I'M A STUDENT AT BETHEL REGIONAL HIGH SCHOOL BUT IN THE SUMMER I'M A COLLEGE STUDENT AT ANSEP."

ACCELERATION ACADEMY

For a high school student, the benefits of having direct access to a college environment, university faculty, and an encouraging peer group are invaluable. The high school students who have participated in this five-week, residential, summer academy at the University of Alaska Anchorage can attest to the pivotal role it played in their future success. ANSEP students are eligible to enroll in various college-level classes taught by UAA engineering, math and science faculty, including:

- Intro to Engineering
- Intro to Biology
- Intro to Geology
- Chemistry
- Physics
- College Algebra
- Trigonometry
- Calculus 1, 2, and 3
- Differential Equations



95%

of students advanced 1 level or more in math or science each summer

Founded summer 2010



FOUNDING PARTNERS



"THE SUMMER BRIDGE STUDENTS HAVE BECOME MY OTHER FAMILY. WE COMPLETED CALCULUS 2 TOGETHER AND I WORKED AT BP USING MICROSOFT EXCEL TO HELP DETERMINE THE CORRECT INTERVAL HOURS FOR THE MAINTENANCE OF EQUIPMENT."

SUMMER BRIDGE

Summer Bridge is a fast paced, challenging experience with the opportunity to earn scholarship support and build networking opportunities for future internships. Recent high school graduates who are interested in engineering and science BS degree programs in the fall at the University of Alaska are eligible. During the nine-week Summer Bridge component each student completes a university-level advanced math class and works with industry professionals within our partner organizations, which range from private-industry firms to public sector and government agencies. Some students work out in the field while others gain experience working in a corporate setting, but all students broaden their knowledge of career opportunities as they focus on solving real-world problems in engineering and science.

250
participants

90%
continued on
to engineering
or science
B.S. degree
programs

1998 - 2013



"I JOINED ANSEP WHEN I WAS A SOPHOMORE IN HIGH SCHOOL. NOW I'M A SENIOR IN COLLEGE STUDYING ELECTRICAL ENGINEERING. ANSEP HAS PROVIDED ME WITH THE GUIDANCE AND OPPORTUNITY TO BE SUCCESSFUL IN SCHOOL AND MY PROFESSION."

UNIVERSITY SUCCESS

At the university level, while away from family and their hometown, students are most successful when they are part of an academic community. With this understanding, ANSEP provides much more than academic support and financial aid to students in pursuit of BS degrees in science or engineering. Bringing together a community of students, faculty, staff, and industry partners, the program is designed to strengthen social ties, encourage teamwork, stimulate cultural enrichment, and provide opportunities for professional development, both on and off campus. To date, the University of Alaska has graduated 262 Indigenous engineers and scientists for the period from 1995 through 2012.

GRADUATE SUCCESS

For many ANSEP graduates, success is a journey for which there is no end. So far there have been five ANSEP students who have earned Masters degrees and two students who have earned PhDs in Alaska. Other students have earned their BS degree here and then traveled outside to earn their PhDs. One ANSEP student has earned an MD, while another two students are headed to medical school in fall 2013. Currently, there are 13 Alaska Native students enrolled in MS and PhD programs in science and engineering at the University of Alaska. They are leaders in their fields, embarking on new discoveries every day, and equally as important, continuing to contribute to the community by inspiring and mentoring others.



enrolled in BS degrees since 2010 have graduated or are still enrolled

Since fall 2010



WE ARE FOREVER GRATEFUL TO THE FOLLOWING ORGANIZATIONS AND INDIVIDUALS THAT MADE THE ANSEP BUILDING POSSIBLE:

Alyeska Pipeline Service Company
 Anonymous
 ASRC Energy Services
 BP
 CIRI
 ConocoPhillips
 Denali Commission
 John Rubini and Suzanne LaPiere
 J.L. Properties, Inc.
 Leonard and Tannie Hyde
 Rasmuson Foundation
 University of Alaska
 US Department of Commerce,
 Economic Development Administration
 US Department of Education

WE ARE FOREVER GRATEFUL TO THE PARTNERS THAT MADE THE DR. HERB ILISAURRI SCHROEDER CHAIR FOR ANSEP POSSIBLE:

Rasmuson Foundation
 Alyeska Pipeline Service Company
 ASRC Energy Services
 BP
 Chevron
 Shell
 Udelhoven Oilfield System Services
 CIRI
 ConocoPhillips
 ANSEP Alumni

STRATEGIC PARTNERS:

Alaska Department of Education & Early Development (DEED)
 Alaska Department of Fish and Game (ADF&G)
 Alaska Federation of Natives (AFN)
 Alaska Native Tribal Health Consortium (ANTHC) – Division of Environmental Health and Engineering (DEHE)
 Alfred P. Sloan Foundation
 Alyeska Pipeline Service Company (APSC)
 Anonymous
 ANSEP Alumni
 Arctic Slope Regional Corporation (ASRC) - Energy Services (AES)
 Arctic-Yukon Kuskokwim Sustainable Salmon Initiative (AYK SSI)
 Bernard Harris Foundation
 BP Exploration (Alaska), Inc.
 Bureau of Land Management (BLM)
 Central Bering Sea Fishermen's Association (CBSFA)
 CH2M Hill
 Chevron
 Cook Inlet Region Incorporated (CIRI)
 ConocoPhillips
 Denali Commission
 Donlin Gold
 ExxonMobil Production
 First Alaskans Institute
 Hawk Consultants LLC
 Hearst Foundation
 INBRE: Idea Networks of Biomedical Research Excellence
 J.L. Properties, Inc.
 Jonathan Rubini and Suzanne La Pierre
 Kapiolani Community College (KCC)
 Kuskokwim Community College (KuC)
 Kuskokwim Native Association (KNA)
 Leonard and Tannie Hyde
 Margaret A. Carghill Foundation
 NANA
 NANA WorleyParsons
 National Action Council for Minorities in Engineering, Inc. (NACME)
 National Fish and Wildlife Foundation (NFWF)
 National Oceanic and Atmospheric Administration (NOAA)
 National Park Service (NPS)
 National Science Foundation (NSF)
 Norton Sound Economic Development Corporation (NSEDC)
 Oak Foundation
 Pebble Partnership
 Rasmuson Foundation
 Schlumberger
 Shell Exploration & Production
 Siemens Building Technologies
 The STEM Academy
 Summit Consulting Services, Inc.
 Udelhoven Oilfield System Services Inc.
 U.S. Department of Commerce - Economic Development Administration
 U.S. Fish & Wildlife Service (USFWS)
 U.S. Forestry Service (USFS)
 U.S. Geological Survey (USGS)
 University of Alaska (UA)
 University of Alaska Anchorage (UAA)
 University of Alaska Fairbanks (UAF)
 University of Alaska Southeast (UAS)
 University of Arizona
 University of Hawai'i Manoa
 Verizon
 Yukon Kuskokwim Health Consortium (YKHC)





INSPIRATION · GUIDANCE · OPPORTUNITY

ANSEP.NET



INSPIRATION · GUIDANCE · OPPORTUNITY

ANSEP
BUILDING A SUSTAINABLE FUTURE



WAF

UAA

UAS



ANSEP

When we started in 1995, very few people could have imagined the impact ANSEP would have on our state. Today it is clear. ANSEP student performance at every level far exceeds state and national numbers. We have made outstanding progress toward meeting our objective of effecting a systemic change in the hiring patterns of Alaska Natives in science and engineering professions. To fully achieve this goal, however, it is important that ANSEP continue to provide successful education innovations well into the future. We are proud to say that we are on our way to meeting the nine institutionalization and sustainability milestones we have identified as necessary to accomplish this.



PRESIDENTIAL AWARD FOR
EXCELLENCE IN SCIENCE,
MATHEMATICS, AND
ENGINEERING MENTORING
2004



ALASKA FEDERATION OF NATIVES
DENALI AWARD
2005



REGINALD JONES
FOUNDER'S AWARD
2009



TOP 25 INNOVATIONS IN
AMERICAN GOVERNMENT
2012

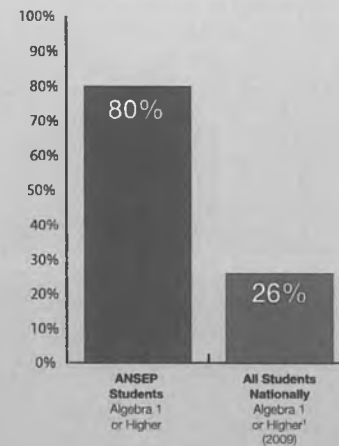


BUILDING A SUSTAINABLE FUTURE: The Institutionalization and Sustainability Milestones

- 1. ANSEP Building**
The ANSEP building was fully funded in 2005. It is reserved forever for the students as a place of safety and belonging.
- 2. ANSEP Endowed Chair**
Fully funded in 2008, the ANSEP Endowed Chair guarantees a faculty advocate for the students in perpetuity.
- 3. Expanding Our Reach**
We are in the process of expanding our presence to provide ANSEP components to additional students across Alaska.
- 4. ANSEP Academy Building**
A full conceptual design of the ANSEP Academy Building is underway. This new building will provide the enabling infrastructure necessary to offer the Middle School Academy year-round.
- 5. Comprehensive External Evaluation**
Fully funded and underway, this evaluation will provide further evidence of ANSEP's success and serve as a basis for knowledge exchange.
- 6. Leadership Development for Key ANSEP Staff: Harvard Program for Leadership Development**
Fully funded and underway, leadership development for four key staff members will establish a highly skilled ANSEP team for the future.
- 7. ANSEP Alumni as Engineering and Science Faculty**
The hiring of ANSEP alumni is fully funded and underway. These talented professionals are earning PhDs in engineering and science, are role models for students, and will be powerful advocates at our university.
- 8. University of Alaska Anchorage Support for ANSEP Staff**
The University of Alaska Anchorage support provides a reliable stream of funding for ANSEP staff. Annual incremental increases started July 1, 2013.
- 9. Formalization of a Permanent ANSEP Community Council**
Starting in December 2013, the Council will serve as a critical power base for advocacy.



8th Grade Math Completion



EARLY INSPIRATION

It all begins with inspiring middle school students and providing the guidance necessary so that prior to graduation from eighth grade these students, at a minimum successfully complete algebra 1. In our nation, 26% of all students do so, while more than 80% of ANSEP middle school students do.

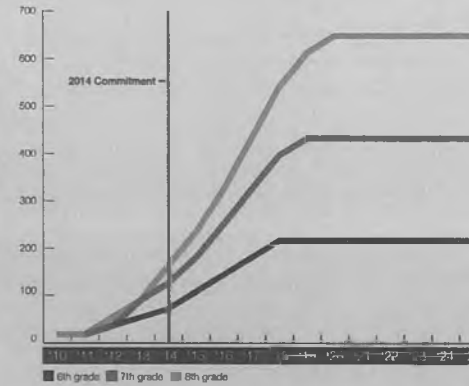
The ANSEP Middle School Academy inspires young students to become more involved in science and engineering. The Academy transitions middle school students into the high school ANSEP Acceleration Academy, where they begin taking college classes during the summer after eighth grade. As a result, we are rapidly increasing the number of ANSEP students who are fully prepared for science and engineering BS degree programs prior to high school graduation. In fact, we have university freshmen arriving ready for calculus 3 and differential equations, as well as a student from Nome who successfully completed advanced engineering math prior to high school graduation.



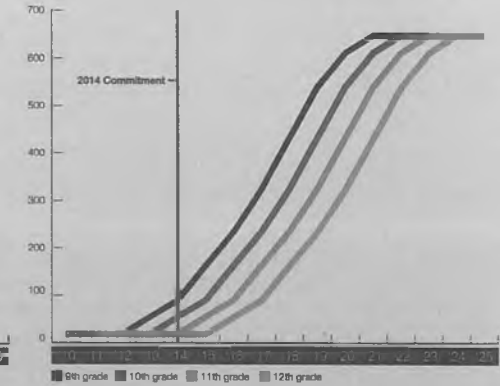
¹ADAPTED FROM: Nord C, Roey S, Perkins R, Lyons M, Lemanski N, Brown J, Shucknecht J. America's High School Graduates: Results of the 2009 NAEP High School Transcript Study. NCES 2001-462 (2001)



ANSEP Middle School Academy Students



Eligible Candidate Pool for ANSEP Acceleration Academy Students



EXPANDING OUR REACH

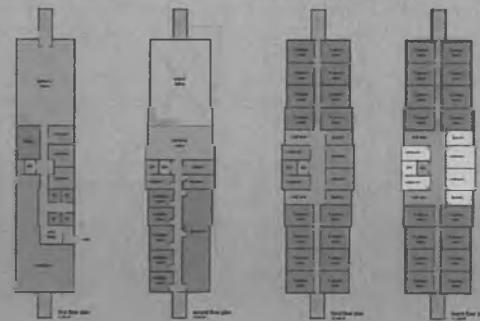
Each of our Middle School Academies has 54 students. Our objective is to build our Middle School Academy out to 12 districts by 2018. In 2020, there will be in excess of 650 students graduating from eighth grade annually. At our current success rate, approximately 500 of those students will have successfully completed algebra 1. Also in 2020, there will be more than 3,000 ANSEP students on track for science and engineering degrees. In 2022, there will be more than 4,000. To put this in perspective, if only half of those 4,000 complete BS science or engineering degrees, it will be eight times more than the total number of science and engineering BS degrees awarded to Natives in the last 18 years. And based upon our performance to date, we expect do much better than one half.





ANSEP ACADEMY BUILDING

Because existing university residence halls are unavailable during the academic year, the Middle School Academy is currently held only in the summer. The ANSEP Academy Building will provide the enabling infrastructure necessary to keep the Middle School Academy running 12 months of the year. The 40,000 square foot building will have beds for 125 students and staff, and approximately 10,000 square feet of laboratory space for hands on science and engineering.





INSPIRATION GUIDANCE OPPORTUNITY

ANSEP Middle School Academy

Overall Participation

Total participants: 374

Students graduated from 8th grade: 136

Students currently in 6th-8th grade: 238

Student Course Completion Totals for 8th grade graduates (total=136):

Completed Algebra I by 8th grade graduation: 76

Completed Geometry or higher by 8th grade graduation: 32

Course information still needed: 8

Total Algebra I Completion Rate (excluding missing students):

108/128 = 84%



INSPIRATION GUIDANCE OPPORTUNITY

ANSEP Acceleration Academy

Overall Participation

Total participants: 196

Students who successfully completed 1 or more courses: 179

Total successful completion rate: 91%

Math Courses

Total University math course enrollment: 185

Total successful completion: 145

Successful math completion rate: 78%

Science or Engineering Courses

Total University Science or Engineering course enrollment: 195

Total successful completion: 161

Successful Science or Engineering completion rate: 83%



INSPIRATION GUIDANCE OPPORTUNITY

ANSEP Summer Bridge

Overall Participation

Total participants: 101

Rate of immediate pursuit of a BS STEM degree: 92%

Rate of immediate enrollment within University of Alaska system: 86%

Math Courses

Total University math course enrollment: 85

Total successful completion: 67

Successful Math completion rate: 79%



INSPIRATION GUIDANCE OPPORTUNITY

ANSEP University Success

Overall Performance of *ANSEP* scholarship recipients

Total recipients: 244

BS Degrees earned: 58

Recipients currently enrolled in BS degree programs: 146

Total recipients who have graduated or are currently enrolled: 204

Percentage of total recipients who have graduated or are currently enrolled: 83%

NOTE: This data period is for the Fall 2010 – Spring 2013 semesters. Current enrollment includes those students who are enrolled at any University of Alaska campus as of the Fall 2013 semester.

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
1	F	Alaska Native	2010	5	8	2017	YES	Algebra I
2	M	Alaska Native	2010	7	10	2015	YES	8th Gr. Math
3	F	Aleut/Athabaskan/Choctaw	2010	5	8	2017	YES	Algebra I
4	M	White	2010	7	10	2015	YES	Geometry
5	F	Hispanic	2010	5	8	2017	YES	Algebra I
6	F	Hispanic	2010	5	8	2017	YES	Algebra I
7	F	Eskimo/Aleut	2010	5	8	2017	YES	Geometry
8	M	Alaska Native/Yup'ik	2010	6	9	2016	YES	Geometry
9	M	White	2010	6	9	2016	YES	Algebra I
10	M	Alaska Native	2010	7	10	2015	YES	Geometry
11	M	Alaska Native	2010	5	8	2017	YES	Geometry
12	M	Asian	2010	6	9	2016	YES	Algebra I
13	F	Alaska Native	2010	7	10	2015	YES	Algebra I
14	M	Native American/White	2010	5	8	2017	YES	Algebra I
15	F	Asian-Catholic	2010	7	10	2015	YES	Algebra I
16	M	Asian-Catholic	2010	5	8	2017	YES	Algebra I
17	F	Asian	2010	7	10	2015	YES	Algebra I
18	F	Aleut	2010	7	10	2015	NO	UNKNOWN
19	F	Alaska Native	2010	6	9	2016	YES	Pre-Algebra
20	M	Bhutanese	2010	6	9	2016	YES	8th Gr. Math
21	F	White/Hawaiian	2010	7	10	2015	NO	UNKNOWN
22	M	Pakistani	2010	6	9	2016	YES	Algebra I
23	F	White	2010	6	9	2016	Yes	Algebra I
24	F	White	2010	5	8	2017	YES	Algebra II
25	M	White	2010	7	10	2015	YES	Algebra II
26	F	Asian	2010	6	9	2016	YES	Algebra I
27	M	Hmong	2010	6	9	2016	YES	Algebra I
28	F	White	2010	7	10	2015	YES	Algebra I
29	M	White	2010	5	8	2017	YES	Geometry
30	F	Yup'ik Eskimo	2010	5	8	2017	NO	UNKNOWN
31	M	Alaska Native/Hispanic/White	2010	7	10	2015	YES	Algebra I
32	F	Mix Native	2010	7	10	2015	YES	Geometry
33	F	Yup'ik/ Inupiaq	2010	5	8	2017	YES	Algebra I
34	F	White/Yup'ik	2010	7	10	2015	YES	8th Gr. Math
35	F	Filipina	2010	5	8	2017	YES	Algebra I
36	F	Asian	2010	6	9	2016	YES	Algebra I

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
37	M	Black	2010	6	9	2016	YES	8th Gr. Math
38	F	Black	2010	6	9	2016	YES	Algebra I
39	F	Alaska Native	2010	6	9	2016	NO	UNKNOWN
40	M	White	2010	5	8	2017	YES	Geometry
41	M	Native/Yup'ik/Chpi'k	2010	7	10	2015	YES	Geometry
42	M	Athabaskan	2010	7	10	2015	YES	Algebra I
43	M	White	2010	7	10	2015	YES	Geometry
44	M	Asian/Indian	2010	6	9	2016	NO	UNKNOWN
45	M	Filipino	2010	7	10	2015	YES	Algebra I
46	F	American Indian/White	2010	6	9	2016	YES	Algebra I
47	F	American Indian/White	2010	6	9	2016	YES	Algebra I
48	M	Other	2010	5	8	2017	YES	Algebra I
49	F	Chinese	2010	7	10	2015	YES	Algebra I
50	M	White	2010	5	8	2017	YES	Math 8
51	F	Alaska Native/Black/Asian	2010	6	9	2016	YES	Geometry
52	F	Asian/Alaska Native	2011	5	7	2018	IN PROGRESS	IN PROGRESS
53	M	Athabaskan Indian	2011	6	8	2017	NO	UNKNOWN
54	M	Alaska Native	2011	5	7	2018	IN PROGRESS	IN PROGRESS
55	M	African American	2011	5	7	2018	IN PROGRESS	IN PROGRESS
56	M	American Indian	2011	5	7	2018	IN PROGRESS	IN PROGRESS
57	M	White	2011	7	9	2016	YES	Geometry
58	F	African American	2011	5	7	2018	IN PROGRESS	IN PROGRESS
59	M	Tlingit	2011	7	9	2016	YES*	Algebra I
60	M	Athabaskan/Scandinavian	2011	7	9	2016	YES	Algebra II
61	F	Alaska Native/American Indian	2011	7	9	2016	YES	Geometry
62	F	White/Alaska Native	2011	5	7	2018	IN PROGRESS	IN PROGRESS
63	M	Asian	2011	6	8	2017	NO	UNKNOWN
64	M	Alaska Native/Pacific Islander	2011	5	7	2018	IN PROGRESS	Algebra I
65	M	Alaska Native/White	2011	7	9	2016	YES	Algebra I
66	F	Alaska Native	2011	6	8	2017	YES	Algebra I
67	M	Alaska Native (1/4)	2011	6	8	2017	YES	Pre-Algebra
68	F	Alaska Native/White	2011	5	7	2018	IN PROGRESS	IN PROGRESS
69	F	Pacific Islander	2011	7	9	2016	YES	Algebra I
70	M	Aleut	2011	6	8	2017	YES	Algebra I
71	M	Yup'ik	2011	7	9	2016	YES	Algebra I
72	M	White	2011	6	8	2017	YES	Geometry
73	F	Inupiaq	2011	7	9	2016	YES	Algebra I

Building a National Model for Excellence in Native American Higher Education Programs

www.ANSEP.net

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
74	M	Tlingit/Mohawk/Scotch-English	2011	7	9	2016	YES	Algebra I
75	M	White	2011	6	8	2017	YES	Geometry
76	M	White	2011	7	9	2016	YES	Algebra I
77	F	American Indian	2011	6	8	2017	YES	Algebra I
78	M	Yup'ik/Otomi	2011	5	7	2018	IN PROGRESS	IN PROGRESS
79	M	Alaska Native	2011	6	8	2017	YES	Geometry
80	M	White	2011	5	7	2018	IN PROGRESS	IN PROGRESS
81	F	Yupik/Alaska Native	2011	7	9	2016	YES	Algebra I
82	M	Eskimo	2011	7	9	2016	YES	8th Gr. Math
83	M	Alaska Native	2011	5	7	2018	IN PROGRESS	IN PROGRESS
84	F	Inupiaq	2011	7	9	2016	YES	Algebra I
85	F	Pacific Islander	2011	6	8	2017	YES	Algebra I
86	F	Alaska Native	2011	7	9	2016	YES	Algebra I
87	F	Aleut/White	2011	6	8	2017	YES	Algebra I
88	F	White/Native	2011	6	8	2017	YES	Pre-Algebra
89	F	Inupiaq/Samoan/White	2011	5	7	2018	IN PROGRESS	IN PROGRESS
90	F	Yupik Native/Samoan	2011	5	7	2018	IN PROGRESS	IN PROGRESS
91	F	Alaska Native	2011	6	8	2017	YES	8th Gr. Math
92	F	Inupiaq	2011	6	8	2017	YES	MS Math
93	F	Alaska Native	2011	6	8	2017	YES	Algebra I
94	M	Athabaskan	2011	7	9	2016	YES	Algebra I
95	F	Alaska Native	2011	7	9	2016	YES	Algebra I
96	M	Alaska Native/Latino	2011	5	7	2018	IN PROGRESS	IN PROGRESS
97	F	Alaska Native	2011	5	7	2018	IN PROGRESS	Algebra I
98	F	Alaska Native	2011	6	8	2017	YES	Algebra I
99	F	Yup'ik	2011	5	7	2018	IN PROGRESS	IN PROGRESS
100	F	Alaska Native	2011	7	9	2016	YES	Pre-Algebra
101	F	African American/Alaska Native	2011	5	7	2018	IN PROGRESS	Algebra I
102	F	Hmong	2011	7	9	2016	YES	Geometry
103	F	Asian	2011	7	9	2016	YES	Geometry
104	M	Alaska Native	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
105	F	Athabaskan	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
106	M	Inupiaq/ Yupik	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
107	M	Hispanic	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
108	M	Inupiaq	2012-1	7	8	2017	YES	Algebra I
109	M	Alaska Native	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
110	F	Alaska Native	2012-1	7	8	2017	YES	8th Gr. Math
111	M	Eskimo/Indian/White	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
112	M	Alutiq/Alaska Native	2012-1	7	8	2017	YES	Algebra I
113	F	Eskimo	2012-1	7	8	2017	YES	Algebra I
114	F	Klamath/White	2012-1	7	8	2017	YES	Algebra I
115	M	White	2012-1	7	8	2017	YES	Algebra I
116	M	Black	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
117	F	White	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
118	F	Alaska Native/White/Spanish	2012-1	7	8	2017	YES	Geometry
119	M	Alaska Native	2012-1	7	8	2017	YES	Algebra I
120	M	Alaska Native/Inupiaq	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
121	M	Alaska Native/White	2012-1	6	7	2018	IN PROGRESS	Algebra I
122	M	Yup'ik/Inupiaq	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
123	F	White	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
124	F	Alaska Native	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
125	M	Aleut/Athabaskan	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
126	F	Alaska Native	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
127	M	Hmong	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
128	M	Alaska Native	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
129	F	Sugpiaq(Alutiq)	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
130	F	Alaska Native	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
131	M	Alaska Native	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
132	F	Mexican	2012-1	7	8	2017	YES	Algebra I
133	F	White	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
134	F	Inupiaq	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
135	M	Alaska Native, Hispanic	2012-1	7	8	2017	YES	Geometry
136	M	Hispanic/Mexican	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
137	F	Alaska Native	2012-1	7	8	2017	YES	Pre-Algebra
138	F	Alaska Native	2012-1	7	8	2017	YES	Pre-Algebra
139	F	Aleut	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
140	F	Alaska Native	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
141	F	Macedonian/Yupik	2012-1	7	8	2017	YES	Geometry
142	M	Native American	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
143	M	Alaska Native	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
144	F	Inupiat	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
145	M	Alaska Native	2012-1	7	8	2017	YES	Geometry

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
146	F	AK Native (Yup'ik)	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
147	M	Alaska Native	2012-1	7	8	2017	YES	8th Gr. Math
148	M	Yupik/Cupik	2012-1	7	8	2017	NO	UNKNOWN
149	M	Eskimo	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
150	M	Alaska Native	2012-1	7	8	2017	YES	Geometry
151	F	Yupik Eskimo	2012-1	5	6	2019	IN PROGRESS	IN PROGRESS
152	F	Alaska Native	2012-1	7	8	2017	YES	Algebra I
153	F	Hmong	2012-1	6	7	2018	IN PROGRESS	Algebra I
154	F	Zuni-Navajo	2012-1	6	7	2018	IN PROGRESS	Algebra I
155	F	Alaska Native	2012-1	6	7	2018	IN PROGRESS	IN PROGRESS
156	F	White	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
157	F	Inupiaq Eskimo	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
158	M	White	2012-2	7	8	2017	YES	Algebra I
159	M	Pacific Islander	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
160	M	Athabaskan	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
161	F	Alaska Native	2012-2	6	7	2018	IN PROGRESS	Algebra I
162	F	Athabaskan/Scandivia	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
163	M	Alaska Native	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
164	M	Alaska Native	2012-2	7	8	2017	YES	Algebra I
165	M	Tingit/White	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
166	M	White	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
167	F	Alaska Native/White	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
168	M	Hispanic	2012-2	6	7	2018	IN PROGRESS	Geometry
169	F		2012-2	7	8	2017	YES	Algebra I
170	F	Hispanic	2012-2	6	7	2018	IN PROGRESS	Algebra I
171	F	Native Alaskan	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
172	F	Other	2012-2	7	8	2017	YES	Algebra I
173	F	Chippewa-Cree/White	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
174	M	White	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
175	M	White	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
176	F	Korean/White	2012-2	6	7	2018	IN PROGRESS	Algebra I
177	M	Korean/White	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
178	F	White	2012-2	7	8	2017	YES	Algebra I
179	F	Hispanic	2012-2	7	8	2017	YES	Algebra I
180	M	Yup'ik Eskimo	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
181	F	Alaska Native	2012-2	7	8	2017	YES	Algebra I

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
182	M	Korean	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
183	M	Alaska Native	2012-2	7	8	2017	YES	Geometry
184	F	White/Asian	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
185	M	Pacific Islander	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
186	M	Alaska Native	2012-2	7	8	2017	YES	Geometry
187	F	Asian	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
188	M	Alaska Native/White	2012-2	7	8	2017	YES	Algebra I
189	F	Alaska Native	2012-2	7	8	2017	YES	Algebra I
190	F	Yup'ik	2012-2	7	8	2017	YES	Pre-Algebra
191	M	White	2012-2	7	8	2017	YES	Algebra I
192	F	Yup'ik	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
193	M	Alaska Native	2012-2	6	7	2018	IN PROGRESS	Algebra I
194	M	Alaska Native	2012-2	7	8	2017	YES	Algebra I
195	F	Eskimo	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
196	F	White	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
197	M	Yup'ik	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
198	F	Alaska Natilve	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
199	F	Alaska Native/ Hispanic	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
200	M	Alaska Native/ White	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
201	F	Alaska Native	2012-2	7	8	2017	YES	Algebra I
202	M	Athabaskan	2012-2	7	8	2017	YES	Algebra I
203	M	Alaska Native	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
204	M	Yup'ik/White	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
205	M	Alaska Native/Inupiat	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
206	F	Inupiaq	2012-2	5	6	2019	IN PROGRESS	Algebra I
207	F	Inupiaq	2012-2	5	6	2019	IN PROGRESS	IN PROGRESS
208	M	Alaska Native	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
209	M	Asian	2012-2	7	8	2017	YES	Geometry
210	F	Eskimo	2012-2	7	8	2017	YES	MS Math
211	F	Alaska Native	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
212	F	Alaska Native/White	2012-2	7	8	2017	YES	Geometry
213	M	Alaska Native/African American	2012-2	7	8	2017	YES	Algebra I
214	M	Asian/Hmong	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
215	F	Alaska Native	2012-2	6	7	2018	IN PROGRESS	IN PROGRESS
216	M	Inupiaq/White	2013-1	8	8	2017	YES	Algebra I
217	M	ALT	2013-1	8	8	2017	YES	Algebra I

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
218	F	Yupik/Eskimo/White	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
219	M	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
220	F	Native American/White	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
221	F	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
222	M	Alaska Native	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
223	M	Alaska Native/White	2013-1	8	8	2017	YES	Pre-Algebra
224	F	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
225	M		2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
226	M	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
227	F	Aleut	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
228	M	Inupiaq	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
229	F	Inupiaq	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
230	F	Native/White	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
231	M	Russian/Aleut/Hispanic	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
232	F		2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
233	M	Alaska Native/Hispanic/Apache	2013-1	8	8	2017	YES	8th Gr. Math
234	M	American Indian	2013-1	8	8	2017	YES	Geometry
235	M	American Indian/White	2013-1	8	8	2017	YES	Algebra I
236	F	Athabascan	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
237	F	Alaska Native	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
238	M	Alaska Native/African American	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
239	M	Athabascan	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
240	M	Inupiaq/Athabascan/White	2013-1	8	8	2017	YES	Algebra I
241	M	Tlingit	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
242	F	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
243	M	Athabascan/White	2013-1	8	8	2017	Yes	Algebra I
244	F	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
245	F	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
246	F	Native American	2013-1	8	8	2017	YES	Algebra I
247	F	Aleut	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
248	M	Alaska Native/Black	2013-1	8	8	2017	YES	Geometry
249	F	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
250	M	Tlingit/White	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
251	M	Native American	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
252	F	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
253	F	Aleut	2013-1	8	8	2017	YES	Algebra I

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
254	M	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
255	M	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
256	M	Asian/Native/African American	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
257	F	Asian/Native/African American	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
258	F	Alaska Native	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
259	F	American Indian/White	2013-1	8	8	2017	YES	Algebra I
260	F	Athabaskan/Denaina	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
261	F	White/Hispanic/American Indian	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
262	F	Alaska Native/African American	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
263	M	Aleut/White	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
264	F	Alaska Native	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
265	M	Alaska Native	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
266	F	Alaska Native (Eskimo)	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
267	F	Native American (Indian)	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
268	F	Alaska Native	2013-1	6	6	2019	IN PROGRESS	IN PROGRESS
269	M	Alaska Native	2013-1	7	7	2018	IN PROGRESS	IN PROGRESS
270	F	Inupiat Eskimo	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
271	M	Alaska Native	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
272	M	Alaska Native	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
273	F	Yup'ik	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
274	M	Alaska Native	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
275	M	Alaska Native	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
276	F	Eskimo,Indian,Black	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
277	F	Alaska Native	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
278	F	Athabaskan Indian	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
279	M	Alaska Native	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
280	M	Pacific Islander	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
281	F	Alaska Native	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
282	F	Yupik	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
283	M	Alaska Native/White	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
284	F	White	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
285	F	Yupik	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
286	M	Yupik	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
287	M	Alaska Native	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
288	F	Alaska Native/White	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
289	M	Alaska Native	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
290	F	Alaska Native	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
291	F	A.I.T	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
292	F	Alaska Native	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
293	F	Yupik/Mexican	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
294	M	Alaskan Native/White	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
295	M	Yupik	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
296	F	Yupik	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
297	M	Yupik Eskimo	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
298	M	Alaska Native	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
299	M	Alaska Native	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
300	M	Alaska Native	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
301	F	Alaska Native	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
302	F	Alaska Native	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
303	M	Alaska Native	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
304	M	Yupik	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
305	F	Alaskan Native/White	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
306	M	Yupik Eskimo	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
307	F	Yupik/Mexican/Samoan	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
308	F	Asian/White	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
309	M	Black	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
310	F	Asian/White	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
311	M	Alaska Native	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
312	F		2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
313	F	Alaska Native	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
314	F	Athabaskan/Inupiat	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
315	F	Alaska Native	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
316	M	Alaska Native	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
317	M	Alaska Native	2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
318	M		2013-2	5	5	2020	IN PROGRESS	IN PROGRESS
319	M	White/Hispanic	2013-2	6	6	2019	IN PROGRESS	IN PROGRESS
320	M	Alaska Native	2013-2	7	7	2018	IN PROGRESS	IN PROGRESS
321	M	White	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
322	F	Eskimo	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
323	M	Alaska Native	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
324	M	Alaska Native	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
325	M	Alaska Native	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
326	M	Athabaskan	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
327	M	Alaska Native	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
328	F	Yupik	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
329	M	Multi race	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
330	M	Hispanic	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
331	M	Tsimhiam/White/Athabaskan/Es	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
332	F	Yupik Eskimo	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
333	F	Alaska Native	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
334	M	Inupiaq	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
335	M	Yupik	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
336	F	Alaska Native	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
337	F	Alaska Native/African American	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
338	M	Yupik	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
339	M	Alaska Native/White	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
340	F	Eskimo/Black	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
341	F	Nepalese	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
342	M	Alaska Native (Aleut)	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
343	M	Inupiaq	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
344	F	Alaska Native	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
345	M	Alaska Native/White	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
346	F	Alaska Native	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
347	M	Yupik	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
348	F	Aleut/White	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
349	F	Yupik	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
350	M	Inupiat Eskimo	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
351	F	Inupiat/White	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
352	M	White	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
353	M	Inupiat/White	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
354	F	Alaskan Native/White	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
355	F	Chippewa Turtle Mountain	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
356	M	Koyukon Athabaskan	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
357	F	Alaska Native	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
358	M	Eskimo	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
359	F	Yupik/White	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
360	M	American Indian	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
361	F	Alaska Native	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
362	F	Aleut	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
363	M	Yupik	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
364	M	Aleut	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
365	F	Alaska Native/Athabaskan	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
366	M	Inupiaq	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
367	F	Yupik/Eskimo	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
368	F	Alaska Native	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
369	F	Alaska Native	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS

ANSEP Middle School Academy

Cumulative Number	Gender	Ethnicity	Middle School Academy Participation Year	Grade Level at Participation	Estimated Current Grade Level Completed	Expected High School Graduation	Final 8th Grade Transcripts Collected	Highest 8th Grade Math Completed
370	F	Alaska Native	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
371	F	Alaska Native	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
372	M	Tongan/Thailand	2013-3	5	5	2020	IN PROGRESS	IN PROGRESS
373	F	Alaska Native	2013-3	7	7	2018	IN PROGRESS	IN PROGRESS
374	F	Alaska Native	2013-3	6	6	2019	IN PROGRESS	IN PROGRESS
							<i>*determined from application transcript</i>	

ANSEP Acceleration Academy

Cumulative Number	Gender	Ethnicity	Acceleration Academy Participation Year	Expected High School Graduation	Math Course Attempted (all courses taught by University faculty)	Grade	University Credits Earned	Engineering or Science Course Attempted (all courses taught by University faculty)	Grade	University Credits Earned	Total University Credits Earned	Successfully Completed University Course Attempts?
1	F	Inupiaq/Tsimshian/Indian	2010	2011	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
2	M	Inupiaq/White	2010	2010	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
3	M	Yupik/Black	2010	2010	MATH 108: Trigonometry	AU	0	ENGR 151: Introduction to Engineering	D	0	0	NONE
4	M	Yup'ik	2010	2011	MATH 107: College Algebra	A	4	ENGR 151: Introduction to Engineering	B	1	5	BOTH
5	M	Aleut/Tlingit/Haida/Indian	2010	2011	MATH 107: College Algebra	A	4	CHEM 055: Contemporary Chemistry	A	3	7	BOTH
6	F	Eskimo	2010	2011	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	A	3	6	BOTH
7	F	Athabaskan/Tlingit/Haida/Tsimshian	2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	C	3	3	SCIENCE ONLY*
8	M	Yup'ik	2010	2011	ALEKS Math	P	1	ENGR 151: Introduction to Engineering	C	1	2	BOTH
9	M	Eskimo	2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	A	3	3	SCIENCE ONLY*
10	F	Tlingit/Haida	2010	2011	MATH 107: College Algebra	A	4	CHEM 055: Contemporary Chemistry	A	3	7	BOTH
11	M	Yupik	2010	2010	MATH 108: Trigonometry	AU	0	CHEM 055: Contemporary Chemistry	B	3	3	SCIENCE ONLY
12	M	American Indian/White	2010	2010	MATH 108: Trigonometry	AU	0	CHEM 055: Contemporary Chemistry	D	0	0	NONE
13	M	Inupiaq/White	2010	2011	MATH 108: Trigonometry	C	3	ENGR 151: Introduction to Engineering	C	1	4	BOTH
14	F	Eskimo	2010	2011	ALEKS Math	NP	0	CHEM 055: Contemporary Chemistry	AU	0	0	NONE
15	M	Yup'ik	2010	2011	MATH 108: Trigonometry	A	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
16	F	Yupik/Black	2010	2010	MATH 108: Trigonometry	B	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
17	M		2010	2010	MATH 108: Trigonometry	C	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
18	M	American Indian/Hispanic	2010	2011	MATH 105: Intermediate Algebra	B	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
19	F	Aleut	2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	B	3	3	SCIENCE ONLY*
20	F	Inupiaq	2010	2011	MATH 107: College Algebra	C	4	CHEM 055: Contemporary Chemistry	B	3	7	BOTH
21	M	Yupik	2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	C	3	3	SCIENCE ONLY*
22	F	Aleut	2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	B	3	3	SCIENCE ONLY*
23	M	Inupiaq	2010	2011	ALEKS Math	P	0	CHEM 055: Contemporary Chemistry	B	3	3	BOTH
24	F	Aleut	2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	B	3	3	SCIENCE ONLY*
25	F	Eskimo	2010	2011	MATH 108: Trigonometry	C	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
26	M	Yupik	2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	A	3	3	SCIENCE ONLY*
27	F	Cupik/Hispanic	2010	2011	ALEKS Math	NP	0	CHEM 055: Contemporary Chemistry	C	3	3	SCIENCE ONLY
28	F	Aleut	2010	2011	ALEKS Math	NP	0	ENGR 151: Introduction to Engineering	B	1	1	SCIENCE ONLY
29	M	Eskimo	2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	C	3	3	SCIENCE ONLY*
30	M		2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	A	3	3	SCIENCE ONLY*
31	M	Yupik/Pacific Islander	2010	2011	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
32	F	Yup'ik	2010	2011	MATH 105: Intermediate Algebra	AU	0	CHEM 055: Contemporary Chemistry	C	3	3	SCIENCE ONLY
33	M	Inupiaq/White	2010	2011	MATH 107: College Algebra	D	0	ENGR 151: Introduction to Engineering	B	1	1	SCIENCE ONLY
34	F	Indian/Inupiaq	2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	B	3	3	SCIENCE ONLY*
35	M		2010	2011	MATH 105: Intermediate Algebra	B	3	CHEM 055: Contemporary Chemistry	C	3	6	BOTH
36	F	Alaska Native	2010	2011	n/a	n/a	n/a	PHYS 130: Survey of College Physics	B	3	3	BOTH
37	F	Inupiaq	2010	2011	ALEKS Math	NP	0	CHEM 055: Contemporary Chemistry	D	0	0	NONE
38	F	Aleut/Athabaskan	2010	2011	ALEKS Math	P	1	CHEM 055: Contemporary Chemistry	B	3	4	BOTH
39	F	Athabaskan/Hispanic	2011	2012	MATH 200: Calculus I	A	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
40	M	Yup'ik	2011	2013	MATH 055: Elementary Algebra	P	3	GEOL 111: Physical Geology	C	4	7	BOTH
41	F	Yup'ik	2011	2012	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	C	3	6	BOTH
42	F	Yup'ik/Cup'ik	2011	2012	MATH 105: Intermediate Algebra	D	0	GEOL 111: Physical Geology	C	4	4	SCIENCE ONLY
43	M	Asian	2011	2012	MATH 200: Calculus I	W	0	ENGR 151: Introduction to Engineering	W	0	0	NONE
44	F	Asian	2011	2012	MATH 200: Calculus I	A	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
45	F	Yup'ik/American Indian/Black	2011	2012	MATH 105: Intermediate Algebra	B	3	GEOL 111: Physical Geology	A	4	7	BOTH

ANSEP Acceleration Academy

Cumulative Number	Gender	Ethnicity	Acceleration Academy Participation Year	Expected High School Graduation	Math Course Attempted (all courses taught by University faculty)	Grade	University Credits Earned	Engineering or Science Course Attempted (all courses taught by University faculty)	Grade	University Credits Earned	Total University Credits Earned	Successfully Completed University Course Attempts?
46	F	Inupiaq	2011	2013	MATH 108: Trigonometry	W	0	CHEM 055: Contemporary Chemistry	W	0		NONE
47	F	Yup'ik	2011	2012	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
48	F	Yup'ik	2011	2012	MATH 105: Intermediate Algebra	W	0	GEOL 111: Physical Geology	W	0	0	NONE
49	M	Yup'ik	2011	2013	MATH 105: Intermediate Algebra	AU	0	CHEM 055: Contemporary Chemistry	AU	0	0	NONE
50	M	White	2011	2013	MATH 108: Trigonometry	D	0	CHEM 055: Contemporary Chemistry	C	3	3	SCIENCE ONLY
51	F	Yup'ik	2011	2013	MATH 105: Intermediate Algebra	B	3	CHEM 055: Contemporary Chemistry	C	3	6	BOTH
52	M	Yup'ik/Inupiaq/Athabaskan	2011	2013	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
53	M	American Indian/White	2011	2012	MATH 105: Intermediate Algebra	B	3	GEOL 111: Physical Geology	B	4	7	BOTH
54	M	Yup'ik	2011	2012	MATH 054: Prealgebra	NP	0	GEOL 111: Physical Geology	AU	0	0	NONE
55	F	American Indian	2011	2012	MATH 107: College Algebra	B	4	GEOL 111: Physical Geology	B	4	8	BOTH
56	F	Inupiaq/White	2011	2012	MATH 108: Trigonometry	B	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
57	M	Inupiaq	2011	2012	MATH 105: Intermediate Algebra	AU	0	CHEM 055: Contemporary Chemistry	C	3	3	SCIENCE ONLY
58	F	Yup'ik/White	2011	2013	MATH 107: College Algebra	B	4	CHEM 055: Contemporary Chemistry	A	3	7	BOTH
59	F	Yup'ik	2011	2012	MATH 105: Intermediate Algebra	A	3	CHEM 055: Contemporary Chemistry	A	3	6	BOTH
60	F		2011	2011	MATH 105: Intermediate Algebra	B	3	GEOL 111: Physical Geology	B	4	7	BOTH
61	M	Yup'ik/White	2011	2012	MATH 107: College Algebra	D	0	CHEM 055: Contemporary Chemistry	D	0	0	NONE
62	F	Tlingit	2011	2013	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	AU	0	3	MATH ONLY
63	F	Tlingit	2011	2013	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	AU	0	3	MATH ONLY
64	F	Yup'ik	2011	2012	MATH 105: Intermediate Algebra	C	3	GEOL 111: Physical Geology	C	4	7	BOTH
65	M	Hispanic	2011	2012	MATH 200: Calculus I	A	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
66	M	Yup'ik	2011	2012	MATH 054: Prealgebra	P	3	GEOL 111: Physical Geology	D	0	3	MATH ONLY
67	M	Yup'ik	2011	2012	MATH 200: Calculus I	A	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
68	M	Yup'ik/White	2011	2012	MATH 105: Intermediate Algebra	A	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
69	M	Alutiiq	2011	2012	MATH 055: Elementary Algebra	NP	0	CHEM 055: Contemporary Chemistry	D	0	0	NONE
70	F	Yup'ik	2011	2012	MATH 055: Elementary Algebra	P	3	CHEM 055: Contemporary Chemistry	AU	0	3	MATH ONLY
71	M	Inupiaq/White	2011	2012	MATH 105: Intermediate Algebra	A	3	GEOL 111: Physical Geology	A	4	7	BOTH
72	F	Hispanic	2011	2013	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	C	3	6	BOTH
73	F	American Indian/Cup'ik/White	2011	2013	MATH 108: Trigonometry	B	3	GEOL 111: Physical Geology	B	4	7	BOTH
74	F	Yup'ik	2011	2012	MATH 108: Trigonometry	C	3	GEOL 111: Physical Geology	C	4	7	BOTH
75	M	White	2011	2013	MATH 200: Calculus I	A	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
76	M	Yup'ik	2011	2012	MATH 055: Elementary Algebra	P	3	CHEM 055: Contemporary Chemistry	C	3	6	BOTH
77	F	Yup'ik/White	2011	2012	MATH 200: Calculus I	W	0	CHEM 055: Contemporary Chemistry	A	3	3	SCIENCE ONLY
78	M	Yup'ik	2011	2012	MATH 054: Prealgebra	P	3	GEOL 111: Physical Geology	C	4	7	BOTH
79	M	Yup'ik/Athabaskan/Caucasian	2011	2012	MATH 105: Intermediate Algebra	D	0	CHEM 055: Contemporary Chemistry	C	3	3	SCIENCE ONLY
80	F	Yup'ik	2011	2012	MATH 055: Elementary Algebra	P	3	CHEM 055: Contemporary Chemistry	AU	0	3	MATH ONLY
81	M	White	2011	2012	MATH 107: College Algebra	A	4	GEOL 111: Physical Geology	A	4	8	BOTH
82	M		2011	2011	MATH 108: Trigonometry	C	3	GEOL 111: Physical Geology	A	4	7	BOTH
83	M	Yup'ik/White	2011	2012	MATH 107: College Algebra	B	4	GEOL 111: Physical Geology	B	4	8	BOTH
84	M	Yup'ik	2011	2012	MATH 055: Elementary Algebra	P	3	CHEM 055: Contemporary Chemistry	AU	0	3	MATH ONLY
85	F	Yup'ik	2011	2012	MATH 055: Elementary Algebra	P	3	GEOL 111: Physical Geology	B	4	7	BOTH
86	M	Inupiaq/Asian	2011	2013	MATH 108: Trigonometry	A	3	CHEM 055: Contemporary Chemistry	A	3	6	BOTH
87	F	Yup'ik/White	2011	2012	MATH 105: Intermediate Algebra	B	3	GEOL 111: Physical Geology	B	4	7	BOTH
88	F	American Indian/Hispanic	2011	2012	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
89	M	White	2011	2012	MATH 108: Trigonometry	B	3	GEOL 111: Physical Geology	B	4	7	BOTH
90	F	Aleut/Alutiiq/Tlingit	2012	2014	MATH 105: Intermediate Algebra	A	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH

ANSEP Acceleration Academy

Cumulative Number	Gender	Ethnicity	Acceleration Academy Participation Year	Expected High School Graduation	Math Course Attempted (all courses taught by University faculty)	Grade	University Credits Earned	Engineering or Science Course Attempted (all courses taught by University faculty)	Grade	University Credits Earned	Total University Credits Earned	Successfully Completed University Course Attempts?
91	M	Yupik/Hispanic	2012	2013	MATH 105: Intermediate Algebra	W	0	BIOL 102: Introductory Biology	NB	0	0	NONE
92	F	Yupik	2012	2013	MATH 105: Intermediate Algebra	C	3	GEOL 111: Physical Geology	C	4	7	BOTH
93	M	Yupik	2012	2013	MATH 105: Intermediate Algebra	C	3	GEOL 111: Physical Geology	C	4	7	BOTH
94	F	Tlingit/American Indian	2012	2013	MATH 105: Intermediate Algebra	B	3	GEOL 111: Physical Geology	A	4	7	BOTH
95	M	Aleut/Athabaskan/Hispanic	2012	2014	MATH 108: Trigonometry	A	3	GEOL 111: Physical Geology	B	4	7	BOTH
96	M	White	2012	2013	MATH 108: Trigonometry	A	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
97	F	White	2012	2014	MATH 108: Trigonometry	C	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
98	M	Athabaskan/White	2012	2016	MATH 105: Intermediate Algebra	A	3	BIOL 102: Introductory Biology	A	3	6	BOTH
99	M	Inupiaq	2012	2014	MATH 108: Trigonometry	A	3	CHEM 055: Contemporary Chemistry	A	3	6	BOTH
100	F	Aleut/American Indian	2012	2013	MATH 107: College Algebra	AU	0	CHEM 055: Contemporary Chemistry	AU	0		NONE
101	M	White	2012	2013	MATH 108: Trigonometry	A	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
102	F	Yupik	2012	2013	MATH 107: College Algebra	A	4	GEOL 111: Physical Geology	A	4	8	BOTH
103	F	Yupik/White	2012	2014	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	AU	0	3	MATH ONLY
104	F	Aleut/Yupik/Black/White	2012	2014	MATH 105: Intermediate Algebra	B	3	CHEM 055: Contemporary Chemistry	C	3	6	BOTH
105	F	Pacific Islander	2012	2013	MATH 105: Intermediate Algebra	A	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
106	F	Yupik/White	2012	2014	MATH 108: Trigonometry	B	3	CHEM 055: Contemporary Chemistry	AU	0	3	MATH ONLY
107	F	Yupik	2012	2013	MATH 200: Calculus I	AU	0	ENGR 151: Introduction to Engineering	NB	0		NONE
108	M	Inupiaq/White	2012	2013	MATH 107: College Algebra	C	4	GEOL 111: Physical Geology	A	4	8	BOTH
109	F	Tlingit/American Indian	2012	2014	MATH 105: Intermediate Algebra	B	3	BIOL 102: Introductory Biology	C	3	6	BOTH
110	F	Athabaskan	2012	2013	MATH 105: Intermediate Algebra	A	3	BIOL 102: Introductory Biology	B	3	6	BOTH
111	M	Yupik/White	2012	2013	MATH 105: Intermediate Algebra	W	0	CHEM 055: Contemporary Chemistry	W	0	0	NONE
112	M	Yupik	2012	2013	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	AU	0	3	MATH ONLY
113	F	Yupik	2012	2013	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	AU	0	3	MATH ONLY
114	F	Yupik/White	2012	2014	MATH 105: Intermediate Algebra	B	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
115	F	Inupiaq/Athabaskan	2012	2014	MATH 105: Intermediate Algebra	D	0	BIOL 102: Introductory Biology	B	3	3	SCIENCE ONLY
116	M	White	2012	2013	MATH 105: Intermediate Algebra	B	3	GEOL 111: Physical Geology	A	4	7	BOTH
117	M	Yupik/White	2012	2013	MATH 200: Calculus I	B	4	ENGR 151: Introduction to Engineering	B	1	5	BOTH
118	M	Yupik	2012	2013	MATH 105: Intermediate Algebra	D	0	GEOL 111: Physical Geology	B	4	4	SCIENCE ONLY
119	M	Aleut/Inupiaq	2012	2013	MATH 107: College Algebra	A	4	GEOL 111: Physical Geology	A	4	8	BOTH
120	M	American Indian/Hispanic	2012	2013	MATH 107: College Algebra	B	4	GEOL 111: Physical Geology	A	4	8	BOTH
121	M	White	2012	2013	MATH 302: Ordinary Differential Equations	A	3		n/a	n/a	3	MATH ONLY*
122	M	Hispanic	2012	2014	MATH 105: Intermediate Algebra	AU	0	CHEM 055: Contemporary Chemistry	AU	0	0	NONE
123	M	Yupik	2012	2012	MATH 200: Calculus I	AU	0	GEOL 111: Physical Geology	C	4	4	SCIENCE ONLY
124	M	American Indian/White	2012	2013	MATH 107: College Algebra	B	4	CHEM 055: Contemporary Chemistry	B	3	7	BOTH
125	M	Yupik/Athabaskan/American Indian/White	2012	2013	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	C	3	6	BOTH
126	M	White	2012	2012	MATH 201: Calculus II	D	0	ENGR 151: Introduction to Engineering	B	1	1	SCIENCE ONLY
127	M	White	2012	2013	MATH 108: Trigonometry	A	3	BIOL 102: Introductory Biology	A	3	6	BOTH
128	M	Inupiaq/Athabaskan	2012	2013	MATH 108: Trigonometry	AU	0	CHEM 055: Contemporary Chemistry	B	3	3	SCIENCE ONLY
129	F	Yupik/Tlingit/White	2012	2014	MATH 105: Intermediate Algebra	C	3	GEOL 111: Physical Geology	B	4	7	BOTH
130	F	Aleut/American Indian/Hispanic	2012	2014	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	B	3	6	BOTH
131	M	Inupiaq/Asian	2012	2013	MATH 200: Calculus I	A	4	GEOL 111: Physical Geology	B	4	8	BOTH
132	M	Aleut/Yupik/White	2012	2013	MATH 200: Calculus I	A	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
133	M	Yupik/White	2012	2013	MATH 105: Intermediate Algebra	B	3	GEOL 111: Physical Geology	C	4	7	BOTH
134	F	Athabaskan	2012	2013	MATH 105: Intermediate Algebra	C	3	CHEM 055: Contemporary Chemistry	C	3	6	BOTH
135	F	Yupik	2012	2013	MATH 105: Intermediate Algebra	C	3	BIOL 102: Introductory Biology	AU	0	3	MATH ONLY

ANSEP Acceleration Academy

Cumulative Number	Gender	Ethnicity	Acceleration Academy Participation Year	Expected High School Graduation	Math Course Attempted (all courses taught by University faculty)	Grade	University Credits Earned	Engineering or Science Course Attempted (all courses taught by University faculty)	Grade	University Credits Earned	Total University Credits Earned	Successfully Completed University Course Attempts?
136	F	Aleut/Alutiiq/Tlingit	2013	2014	MATH 200: Calculus I	C	4	ENGR 151: Introduction to Engineering	C	1	5	BOTH
137	F	Yup'ik	2013	2014	MATH 108: Trigonometry	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
138	F	Inupiaq/Asian	2013	2015	MATH 107: College Algebra	B	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
139	F	Inupiaq/American Indian/White	2013	2015	MATH 105: Intermediate Algebra	C	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
140	F	Aleut/White	2013	2014	MATH 108: Trigonometry	B	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
141	F	White	2013	2016	MATH 105: Intermediate Algebra	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
142	M	Yup'ik/White	2013	2016	MATH 105: Intermediate Algebra	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
143	M	Aleut/Athabascan/Hispanic	2013	2014	MATH 202: Calculus III	AU	0	ENGR 151: Introduction to Engineering	C	1	1	SCIENCE ONLY
144	F	White	2013	2014	MATH 200: Calculus I	W	0	ENGR 151: Introduction to Engineering	B	1	1	SCIENCE ONLY
145	M	Athabascan	2013	2016	MATH 108: Trigonometry	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
146	M	Inupiaq/White	2013	2014	MATH 202: Calculus III	C	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
147	F	Cup'ik/Inupiaq/American Indian	2013	2016	MATH 105: Intermediate Algebra	C	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
148	F	Yup'ik	2013	2014	MATH 107: College Algebra	A	4	ENGR 151: Introduction to Engineering	F	0	4	MATH ONLY
149	M	Hispanic	2013	2014	MATH 108: Trigonometry	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
150	M	White	2013	2014	MATH 108: Trigonometry	n/a	n/a	ENGR 151: Introduction to Engineering	AU	0	0	NONE
151	M	None Chosen	2013	2014	MATH 107: College Algebra	B	4	ENGR 151: Introduction to Engineering	B	1	5	BOTH
152	M	Yup'ik/White	2013	2015	MATH 107: College Algebra	A	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
153	M	Yup'ik	2013	2014	MATH 105: Intermediate Algebra	A	3	ENGR 151: Introduction to Engineering	F	0	3	MATH ONLY
154	M	Yup'ik	2013	2014	MATH 105: Intermediate Algebra	C	3	ENGR 151: Introduction to Engineering	F	0	3	MATH ONLY
155	M	Yup'ik	2013	2014	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
156	M	White	2013	2014	MATH 200: Calculus I	C	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
157	M	Yup'ik/White	2013	2015	MATH 105: Intermediate Algebra	AU	0	ENGR 151: Introduction to Engineering	B	1	1	SCIENCE ONLY
158	F	Yup'ik/Athabascan	2013	2014	MATH 108: Trigonometry	A	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
159	M	White	2013	2014	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	F	0	3	MATH ONLY
160	M	Athabascan	2013	2016	MATH 108: Trigonometry	A	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
161	M	White	2013	2016	MATH 107: College Algebra	A	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
162	M	Inupiaq/Black	2013	2014	MATH 105: Intermediate Algebra	A	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
163	M	Yup'ik	2013	2014	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	C	1	4	BOTH
164	M	Yup'ik/Inupiaq	2013	2014	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
165	F	Yup'ik/White	2013	2014	MATH 200: Calculus I	B	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
166	M	Black	2013	2014	MATH 108: Trigonometry	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
167	M	White	2013	2014	MATH 105: Intermediate Algebra	AU	0	ENGR 151: Introduction to Engineering	B	1	1	SCIENCE ONLY
168	M	White	2013	2014	MATH 201: Calculus II	A	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
169	M	Aleut	2013	2015	MATH 105: Intermediate Algebra	C	3	ENGR 151: Introduction to Engineering	C	1	4	BOTH
170	M	Asian	2013	2015	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
171	F	Eskimo	2013	2014	MATH 105: Intermediate Algebra	C	3	ENGR 151: Introduction to Engineering	C	1	4	BOTH
172	M	Yup'ik/Athabascan	2013	2015	MATH 105: Intermediate Algebra	C	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
173	M	Yup'ik/Hispanic	2013	2015	MATH 105: Intermediate Algebra	C	3	ENGR 151: Introduction to Engineering	C	1	4	BOTH
174	F	Inupiaq/Athabascan	2013	2015	MATH 107: College Algebra	B	4	ENGR 151: Introduction to Engineering	B	1	5	BOTH
175	M	Inupiaq	2013	2017	MATH 105: Intermediate Algebra	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
176	M	Hispanic	2013	2016	MATH 108: Trigonometry	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
177	M	Hispanic	2013	2014	MATH 107: College Algebra	AU	0	ENGR 151: Introduction to Engineering	A	1	1	SCIENCE ONLY
178	M	Inupiaq	2013	2014	MATH 105: Intermediate Algebra	A	3	ENGR 151: Introduction to Engineering	D	0	3	MATH ONLY
179	M	Yup'ik	2013	2014	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
180	F	Inupiaq	2013	2016	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
181	M	Aleut/Alutiiq/Inupiaq	2013	2014	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	C	1	4	BOTH

ANSEP Acceleration Academy

Cumulative Number	Gender	Ethnicity	Acceleration Academy Participation Year	Expected High School Graduation	Math Course Attempted (all courses taught by University faculty)	Grade	University Credits Earned	Engineering or Science Course Attempted (all courses taught by University faculty)	Grade	University Credits Earned	Total University Credits Earned	Successfully Completed University Course Attempts?
182	F	Athabascan	2013	2014	MATH 105: Intermediate Algebra	AU	0	ENGR 151: Introduction to Engineering	B	1	1	SCIENCE ONLY
183	M	Inupiaq	2013	2015	MATH 200: Calculus I	A	4	ENGR 151: Introduction to Engineering	B	1	5	BOTH
184	M	Yup'ik	2013	2016	MATH 105: Intermediate Algebra	C	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
185	M	Yup'ik	2013	2014	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	D	0	3	MATH ONLY
186	F	Inupiaq/American Indian/White	2013	2015	MATH 105: Intermediate Algebra	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
187	F	White	2013	2014	MATH 105: Intermediate Algebra	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
188	F	Yup'ik	2013	2014	MATH 108: Trigonometry	AU	0	ENGR 151: Introduction to Engineering	C	1	1	SCIENCE ONLY
189	M	Aleut	2013	2014	MATH 200: Calculus I	AU	0	ENGR 151: Introduction to Engineering	B	1	1	SCIENCE ONLY
190	F	Inupiaq	2013	2016	MATH 105: Intermediate Algebra	A	3	ENGR 151: Introduction to Engineering	A	1	4	BOTH
191	M	Inupiaq/Hispanic	2013	2015	MATH 200: Calculus I	AU	0	ENGR 151: Introduction to Engineering	B	1	1	SCIENCE ONLY
192	M	White	2013	2014	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	C	1	4	BOTH
193	M	Cupik/White	2013	2015	MATH 200: Calculus I	C	4	ENGR 151: Introduction to Engineering	B	1	5	BOTH
194	F	Hispanic	2013	2016	MATH 107: College Algebra	B	4	ENGR 151: Introduction to Engineering	A	1	5	BOTH
195	M	Yupik	2013	2014	MATH 105: Intermediate Algebra	A	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH
196	F	Yup'ik Black	2013	2015	MATH 105: Intermediate Algebra	B	3	ENGR 151: Introduction to Engineering	B	1	4	BOTH

*students enrolled in 1 course

ANSEP Summer Bridge

Cumulative Number	Gender	Ethnicity	Summer Bridge Participation Year	Internship Partner Organization	Summer Course Attempted (all courses taught by University faculty)	University Credits Earned	Enrolled in STEM at UA Immediately	Went into BS STEM Immediately	Placement Scores						
									ACT Score	SAT Score	Accuplacer Score (Arithmetic)	Accuplacer Score (Elementary Algebra)	Accuplacer Score (College Math)	Advanced Placement Score	CLEP Score
1	M	Inupiaq, White	2010	NANA Worley Parsons	MATH 201: Calculus II	4	Yes	Yes		690					5 (Calculus AB)
2	M	Aleut, Athabascan, Inupiaq	2010	UAA - Center for Addressing Health Disparities through Research & Education	MATH 201: Calculus II	0	No	Yes	21			112	67		
3	M	Aleut	2010	BP Exploration (Alaska) Inc.	MATH 201: Calculus II	4	Yes	Yes		600					
4	F	Tlingit, Tsimshian	2010	US Fish & Wildlife Service	Math for No Credit	0	Yes	Yes		550					
5	F	Yup'ik	2010	ConocoPhillips	MATH 200: Calculus I	0	No	Yes	20	500		94	35		
6	F	Inupiaq	2010	ASRC-Energy Services	MATH 200: Calculus I	4	No	Yes		600		100	51		
7	M	Tlingit, White	2010	BP Exploration (Alaska) Inc.	MATH 201: Calculus II	4	Yes	Yes		650					54
8	M	Yup'ik, White	2010	US Fish & Wildlife Service	MATH 200: Calculus I	4	Yes	Yes	26						
9	M	Athabascan	2010		MATH 201: Calculus II	4	Yes	Yes		680					5 (Calculus AB)
10	F	Yup'ik, White	2010	US Fish & Wildlife Service	Math for No Credit	0	Yes	Yes		310		21			
11	M	Aleut	2010	ConocoPhillips	MATH 201: Calculus II	4	Yes	Yes		690					77
12	F	Inupiaq, Yup'ik	2010	UAA - CAHDRE	MATH 105: Intermediate Algebra	3	Yes	Yes				86			25
13	M	Athabascan	2010	US Geological Survey	Math for No Credit	0	Yes	Yes		430		93	33		
14	F	Athabascan, Hawaiian	2010	US Geological Survey	Math for No Credit	0	Yes	Yes	22	510					
15	M	Inupiaq, Hispanic	2010	Dowl HKM Engineers	MATH 105: Intermediate Algebra	3	Yes	Yes		440		113	29		
16	M	Aleut	2010	BP Exploration (Alaska) Inc.	MATH 200: Calculus I	0	Yes	Yes				107	37		
17	F	Aleut, Inupiaq, White	2010	National Oceanic & Atmospheric Administration	Math for No Credit	0	Yes	Yes		380		87	34		

ANSEP Summer Bridge

Cumulative Number	Gender	Ethnicity	Summer Bridge Participation Year	Internship Partner Organization	Summer Course Attempted (<i>all courses taught by University faculty</i>)	University Credits Earned	Enrolled in STEM at UA Immediately	Went into BS STEM Immediately	ACT Score	SAT Score	Accuplacer Score (Arithmetic)	Accuplacer Score (Elementary Algebra)	Accuplacer Score (College Math)	Advanced Placement Score	CLEP Score
18	F	Inupiaq	2010	Alaska Dept. Fish & Game	Math for No Credit	0	Yes	Yes		480		111	43		
19	F	Aleut	2010	BP Exploration (Alaska) Inc.	MATH 200: Calculus I	0	Yes	Yes	24			94	43		
20	M	Yup'ik	2010	US Forest Service	Math for No Credit	0	Yes	Yes				75	20		
21	F	Athabascan, White	2010	Alaska Dept. Fish & Game	Math for No Credit	0	Yes	Yes		510		116	49		
22	M	Indian, Hispanic, White	2010	ExxonMobil	MATH 200: Calculus I	4	Yes	Yes		580		118	57		
23	F	Aleut	2010	UAA - Center for Addressing Health Disparities through Research & Education	MATH 105: Intermediate Algebra	3	Yes	Yes	18	500					
24	M	Athabascan, Yup'ik	2010	National Oceanic & Atmospheric Administration	Math for No Credit	0	Yes	Yes		470		65			
25	M	Inupiaq, Chinese	2010	BP Exploration (Alaska) Inc.	MATH 201: Calculus II	4	Yes	Yes		630		119	86		
26	M	Sioux, Blackfoot	2010	ExxonMobil	MATH 201: Calculus II	0	Yes	Yes		640					77
27	F	Yup'ik	2010	Alaska Dept. Fish & Game	Math for No Credit	0	Yes	Yes	15			86	26		
28	M	Athabascan, White	2010	US Forest Service	MATH 201: Calculus II	0	Yes	Yes	26	590		108	65		
29	M	Aleut, White	2010	BP Exploration (Alaska) Inc.	MATH 201: Calculus II	4	Yes	Yes		600					
30	F	Inupiaq, Tsimshian, American Indian	2011	UAA - Center for Addressing Health Disparities through Research & Education	MATH 107: College Algebra	4	Yes	Yes	20	310					
31	M	Yupik, White	2011	ExxonMobil	MATH 108: Trigonometry	3	Yes	Yes	23			117	76		
32	F	White	2011	UAA - Center for Addressing Health Disparities through Research & Education	MATH 107: College Algebra	4	Yes	Yes	22	500		92	48		
33	M	Inupiaq, American Indian, White	2011	National Oceanic & Atmospheric Administration	Math for No Credit	0	Yes	Yes	24	650		110	61		
34	F	Inupiaq, Yupik, White	2011	ConocoPhillips	MATH 107: College Algebra	4	Yes	Yes		500		104	48		
35	F	Athabascan	2011	US Geological Survey	Math for No Credit	0	Yes	Yes	27	590					

ANSEP Summer Bridge

Cumulative Number	Gender	Ethnicity	Summer Bridge Participation Year	Internship Partner Organization	Summer Course Attempted (all courses taught by University faculty)	University Credits Earned	Enrolled in STEM at UA Immediately	Went into BS STEM Immediately	ACT Score	SAT Score	Accuplacer Score (Arithmetic)	Accuplacer Score (Elementary Algebra)	Accuplacer Score (College Math)	Advanced Placement Score	CLEP Score
36	M	Athabaskan, yupik, White	2011	ExxonMobil	MATH 108: Trigonometry	3	Yes	Yes	23			118	72		
37	F	Haida, Tlingit	2011	BP Exploration (Alaska) Inc.	MATH 200: Calculus I	4	Yes	Yes	32						
38	M	Inupiaq, White	2011	Dowl HKM Engineers	MATH 200: Calculus I	4	No	No				113	68		
39	M	American Indian, Asian/Pacific Islander, Hispanic, White	2011	ExxonMobil	MATH 107: College Algebra	4	Yes	Yes				109	42		
40	M	Inupiaq	2011	BP Exploration (Alaska) Inc.	MATH 107: College Algebra	3	No	Yes	22			75	30		
41	F	Aleut	2011	US Geological Survey	MATH 060: Essential Mathematics	4	Yes	Yes	17			65			
42	F	Yupik	2011	BP Exploration (Alaska) Inc.	MATH 200: Calculus I	4	Yes	Yes				115	88		
43	M	Inupiaq	2011	BP Exploration (Alaska) Inc.	MATH 200: Calculus I	4	Yes	Yes	26			105	58		
44	F	Yupik	2011	Alaska Dept. Fish & Game	MATH 105: Intermediate Algebra	3	No	Yes		430		74	28		
45	M	Inupiaq, White	2011	BP Exploration (Alaska) Inc.	MATH 107: College Algebra	4	Yes	Yes	22	450		96	52		
46	M	Yupik, Native Hawaiian	2011	US Forest Service	Math for No Credit	0	Yes	Yes				109	69		
47	M	Athabaskan, Black, White	2011	Bureau of Land Management	MATH 105: Intermediate Algebra	0	No	No	18			38			
48	F	Inupiaq, White	2011	Alaska Dept. Fish & Game/Norton Sound Economic Development Corporation	MATH 060: Essential Mathematics	4	Yes	Yes	17			53			
49	M	Black, Indian, White	2011	Alaska Dept. Fish & Game		0	No	Yes		540		67			
50	M	Aleut, White	2011	Alaska Dept. Fish & Game	Math for No Credit	0	No	No	26						
51	F	Aleut	2011	National Oceanic & Atmospheric Administration	MATH 105: Intermediate Algebra	3	Yes	Yes				88	30		
52	F	Yupik, White	2011	Bureau of Land Management	MATH 105: Intermediate Algebra	3	Yes	Yes	24			84	27		
53	M	Aleut	2011	US Forest Service	MATH 105: Intermediate Algebra	3	Yes	Yes				102	39		

ANSEP Summer Bridge

Cumulative Number	Gender	Ethnicity	Summer Bridge Participation Year	Internship Partner Organization	Summer Course Attempted (all courses taught by University faculty)	University Credits Earned	Enrolled in STEM at UA Immediately	Went into BS STEM Immediately	ACT Score	SAT Score	Accuplacer Score (Arithmetic)	Accuplacer Score (Elementary Algebra)	Accuplacer Score (College Math)	Advanced Placement Score	CLEP Score
54	F	Inupiaq, Yupik, White	2011	US Fish & Wildlife Service	MATH 060: Essential Mathematics	4	Yes	Yes	14						
55	F	Athabaskan, Hispanic	2012	BP Exploration (Alaska) Inc.	MATH 201: Calculus II	4	Yes	Yes		660		117	107		
56	F	Asian/ Pacific Islander	2012	BP Exploration (Alaska) Inc.	MATH 201: Calculus II	4	Yes	Yes		650		118	106		
57	F	White	2012	US Geological Survey	MATH 201: Calculus II	0	No	No		710					
58	M	White	2012	ExxonMobil	MATH 200: Calculus I	4	Yes	Yes		600					
59	M	White	2012	BP Exploration (Alaska) Inc.	GEOL 115: Environmental Geology	4	Yes	Yes		640					
60	F	Athabaskan, White	2012	ExxonMobil	MATH 107: College Algebra	4	Yes	Yes	20	550	96	114	48		
61	F	White	2012	US Forest Service	MATH 200: Calculus I	4	Yes	Yes	31	700					
62	F	Black, Tlingit	2012	Alaska Dept. Fish & Game	MATH 105: Intermediate Algebra	3	No	No		480					
63	M	Yup'ik, White	2012	US Forest Service	MATH 105: Intermediate Algebra	3	Yes	Yes			89	93	45		
64	M	Yup'ik, White	2012	US Forest Service	MATH 105: Intermediate Algebra	3	Yes	Yes			103	91	23		
65	M	Black, Hispanic	2012	BP Exploration (Alaska) Inc.	MATH 201: Calculus II	4	Yes	Yes	24	530		120	107		
66	M	Yup'ik	2012	BP Exploration (Alaska) Inc.	MATH 201: Calculus II	4	Yes	Yes		570		85	118		
67	M	Aleut/White	2012	National Park Service	MATH 200: Calculus I	0	Yes	Yes		670					
68	M	Inupiaq/White	2012	Bureau of Land Management	MATH 200: Calculus I	4	Yes	Yes	27	590					
69	F	Asian/Pacific Islander, Hispanic, White	2012	Alaska Dept. Fish & Game	MATH 105: Intermediate Algebra	3	Yes	Yes		470		110	35		
70	F	White	2012	US Geological Survey	MATH 200: Calculus I	0	No	No	26	470					
71	F	Yup'ik, White	2012	US Fish & Wildlife Service	MATH 105: Intermediate Algebra	3	Yes	Yes	21	420	77				

ANSEP Summer Bridge

Cumulative Number	Gender	Ethnicity	Summer Bridge Participation Year	Internship Partner Organization	Summer Course Attempted (all courses taught by University faculty)	University Credits Earned	Enrolled in STEM at UA Immediately	Went into BS STEM Immediately	ACT Score	SAT Score	Accuplacer Score (Arithmetic)	Accuplacer Score (Elementary Algebra)	Accuplacer Score (College Math)	Advanced Placement Score	CLEP Score
72	M	Yup'ik, White	2012	ConocoPhillips	MATH 201: Calculus II	4	Yes	Yes		560		98	57		
73	M	Athabascan/White	2012	ConocoPhillips	MATH 200: Calculus I	4	Yes	Yes		700		115	76		
74	F	Yup'ik	2012	Norton Sound Economic Development Corporation	MATH 105: Intermediate Algebra	3	Yes	Yes		500	74	68			
75	M	Yup'ik /White	2013	Shell	MATH 200: Calculus I	4	Yes	Yes		630					
76	M	Yup'ik	2013	US Fish & Wildlife Service	MATH 107: College Algebra	0	No	No	17	340					
77	F	Alutiiq	2013	BP Exploration (Alaska) Inc.	MATH 107: College Algebra	4	Yes	Yes		550					
78	F	Tlingit/Haida/Am. Indian	2013	Shell	MATH 200: Calculus I	0	Yes	Yes				107	40		
79	M	White	2013	ConocoPhillips	MATH 200: Calculus I	4	Yes	Yes	25	550		117	69		
80	M	White	2013	ExxonMobil	MATH 201: Calculus II	4	Yes	Yes		670		113	88		
81	M	Yup'ik	2013	Shell	MATH 108: Trigonometry	0	Yes	Yes				108	61		
82	F	Yup'ik	2013	Shell	MATH 108: Trigonometry	3	Yes	Yes	24			106	38		
83	M	Tlingit/White	2013	US Fish & Wildlife Service	MATH 108: Trigonometry	3	No	No		530					
84	F	Alutiiq	2013	US Geological Survey	MATH 107: College Algebra	4	Yes	Yes				118	50		
85	M	Yup'ik	2013		MATH 107: College Algebra	0	Yes	Yes	25	430		75	20		
86	F	Yup'ik	2013	ExxonMobil	MATH 200: Calculus I	4	Yes	Yes		590					
87	M	White	2013	US Geological Survey	MATH 201: Calculus II	0	Yes	Yes			102	107	71		
88	M	White	2013	US Fish & Wildlife Service	MATH 107: College Algebra	4	Yes	Yes		510		118	33		
89	M	Yup'ik/White	2013	BP Exploration (Alaska) Inc.	MATH 201: Calculus II	4	Yes	Yes	25			120	97		

ANSEP Summer Bridge

Cumulative Number	Gender	Ethnicity	Summer Bridge Participation Year	Internship Partner Organization	Summer Course Attempted (<i>all courses taught by University faculty</i>)	University Credits Earned	Enrolled in STEM at UA Immediately	Went into BS STEM Immediately	ACT Score	SAT Score	Accuplacer Score (Arithmetic)	Accuplacer Score (Elementary Algebra)	Accuplacer Score (College Math)	Advanced Placement Score	CLEP Score
90	M	Yup'ik	2013	US Fish & Wildlife Service	MATH 108: Trigonometry	0	Yes	Yes				115	63		
91	F	White	2013	Alaska Dept. Fish & Game	MATH 108: Trigonometry	3	Yes	Yes		390		76			
92	M	White	2013	Shell	Recitation Leader	0	Yes	Yes	31	750					
93	M	Am. Indian/White	2013	US Fish & Wildlife Service	MATH 201: Calculus II	0	Yes	Yes	22	510		106	40		
94	F	Yup'ik	2013	US Fish & Wildlife Service	MATH 105: Intermediate Algebra	3	Yes	Yes				70	20		
95	F	Yup'ik	2013	US Geological Survey	MATH 105: Intermediate Algebra	3	Yes	Yes			67	78	20		
96	M	White	2013	National Oceanic & Atmospheric Administration	MATH 202: Calculus III	4	Yes	Yes		570		21	37		
97	F	Aleut/Yup'ik	2013	US Fish & Wildlife Service	MATH 200: Calculus I	0	Yes	Yes				113	77		
98	M	Asian/Inupiaq	2013	BP Exploration (Alaska) Inc.	MATH 202: Calculus III	4	Yes	Yes				120	78		
99	M	Asian	2013	ConocoPhillips	MATH 200: Calculus I	4	No	No		600					
100	M	Yup'ik	2013	US Geological Survey	MATH 107: College Algebra	4	Yes	Yes	16	550		95	34		
101	M	Inupiaq/Black/White	2013	BP Exploration (Alaska) Inc.	MATH 200: Calculus I	4	Yes	Yes	26						

ANSEP University Success

Count	Ethnicity	Gender	Degree	School	Contract?	Internship	Cum GPA	Enrolled Fall 13	Graduated Since Fall 2010
1	Athabaskan	M	Construction Management	UAA	Fall 2007		2.75	N	N
2	Alaska Native	F	Mechanical eng	UAA	Summer 2012	Summer Bridge 2012, BP	4.00	Y	N
3	Inupiaq	F	Fisheries	UAF	Fall 2007	AK Dept of Fish and game in Fairbanks	3.64	N	Y
4	Asian/Pacific Islander	F	Mechanical	UAA	Fall 2007	Alyeska, GPA	3.78	N	Y
5	Inupiaq	M	BBA MGMT	UAF		ASRC-ES	2.64	Y	N
6	Athabaskan	F	AGNNODSND S w/ Biological Sciences	UAA	Fall 2010	REU - New Mexico,	3.36	Grad	Y
7	Inupiaq	F	Pre-Civil	UAA	Summer 2009	ANSEP	1.75	N	N
8	Inupiaq	F	Biological Sciences	UAA	Summer 2011	Summer staff ANSEP; SB: CAHDRE	2.83	Y	N
9	Yupik	M	Mechanical	UAA	Spring 2008	Alyeska, GPA	3.80	N	Y
10	Inupiaq	F	Civil	UAA	Spring 2009	NANA WorleyParsons	3.08	Y	N
11	Aleut	F	Biological Sciences	UAA		Eagle Applied Sciences in Texas,	3.34	Y	N
12	Inupiaq	M	Non-Degree Seeking	UAA	Summer 2008	ANSEP	1.57	N	N
13	Aleut	F	Biological Sciences	UAA	Summer 2009		1.75	Y	N
14	Yup'ik /Caucasian	M	Pre Engineering	UAA	Fall 2013	Summer Bridge	2.00	Y	N
15	Inupiaq	M	Chemistry	UAF	Summer 2012	Kawerak Native Corp	3.29	Y	N
16	Inupiaq	M	Mechanical Engineering	UAA	Summer 2010	BP; NANA Construction	3.70	Y	N
17	Asian	F	Engineering	UAA	Summer 2011	ANSEP YPM, Summer Bridge 201202,	3.89	Y	N
18	Inupiaq	M	Mechanical	UAA	Fall 2008	Houston Contracting Co	3.45	Y	N
19	Inupiaq	M	Civil	UAA	Summer 2010	ANSEP summer staff,	2.38	Y	N
20	Yupik	F	Pre-Civil	UAA	Summer 2009	ANSEP SA&MSA	2.50	N	N
21	Alutiq	F	Pre-Civil Engineering	UAA	Fall 2013	Summer Bridge	4.00	Y	N
22	Alaska Native	F	BS Biological Sciences	UAS	Fall 2013	Summer Bridge	2.53	Y	N
23	Yupik	M	Petroleum Eng	UAF	Fall 2009	ANSEP summer programs; Calista, First Alaskans	3.03	Y	N
24	Yupik	M	Mechanical	UAA	Fall 2007	Alyeska	2.85	Y	N
25	Other	M	Mechancial Eng	UAF	Fall 2012		3.82	Y	N
26	Yupik	M	Pre-Electrical	UAA	Summer 2011	SB 2011 Exxon ; ANSEP YPM	2.58	Y	N
27	Athabaskan	M	Geological Eng and Geology	UAF	Fall 2009	Usibelli coal mine	3.49	Y	N
28	White	F	Electrical & Mathematics	UAA	Fall 2007	ANSEP summer staff,	2.87	N	Y
29	Caucasian	M	Engineering	UAF	Fall 2013	Summer Bridge		Y	N
30	White	M	Petroleum and Geological Engineering	UAF	Spring 2011	Ft. Knox though the GeoTemps company.	3.27	Y	N
31	Hispanic	M	Electrical	UAA	Fall 2007	Alyeska	3.07	N	Y
32	Yupik	M	Biological Sciences	UAA	Spring 2010	NOAA, FWS, AORTA	2.79	Y	N
33	AK Eskimo - other	M	Comp Eng and Comp Science	UAF	Fall 2010	Microsoft, ANSEP YPM, BP Summer Bridge	3.80	Y	N
34	Aleut	M	Biological Sciences	UAA	Fall 2011	USGS - Moved to GS Spring 2013	3.77	Y	N
35	White	F	Biochemistry	UAA	Summer 2011	ANSEP Summer staff, SB CAHDRE 2011	3.67	Y	N
36	Tsimpshian	F	Biological Sciences	UAA	Summer 2010	Summer Bridge: USFWS	2.39	N	N
37	Asian	M	Biological Sciences	UAA	Spring 2010		2.71	N	Y
38	White	M	Electrical & Mechanical	UAA	Fall 2008	UNM REU-NSF, GPA	3.78	N	Y

Building a National Model for Excellence in Native American Higher Education Programs

www.ANSEP.net

Page1

ANSEP University Success

Count	Ethnicity	Gender	Degree	School	Contract?	Internship	Cum GPA	Enrolled Fall 13	Graduated Since Fall 2010
39	White	M	Civil	UAA	Spring 2010		3.01	Grad	Y
40	White	M	Pre-Engineering	UAA	Fall 2013	Summer Bridge		Y	N
41	Yup'ik	M	Pre-Civil Engineering	UAA	Fall 2013	Summer Bridge		Y	N
42	Yup'ik	M	Pre-Engineering	UAA	Fall 2013	Summer Bridge	4.00	Y	N
43	AK Native & American Indian	M	Biology UAA	UAF	Fall 2011	2011 Summer Bridge student	3.22	Y	N
44	Inupiaq	F	Geoscience	UAF	Fall 2011	Conoco phillips	2.43	Y	N
45	Yupik	M	Wildlife Biology	UAF	Fall 2007	US Fish and Wildlife - Arctic Refuge, half	2.36	Y	N
46	White	M	Civil Engineering	UAA	Fall 2007		3.87	N	Y
47	Athabaskan	M	Mechanical	UAA		ASRC	2.48	Y	N
48	Tlingit/Caucasian	M	Pre-major Engineering	UAA	Summer 2013	Summer Bridge		N	N
49	Athabaskan	F	Biology	UAF	Fall 2010	Fish and Wildlife, Alyeska	2.86	Y	N
50	Athabaskan	M	Civil Eng	UAF	Spring 2007	CCHRC	3.06	N	N
51	Asian	F	Biological Sciences	UAA	Spring 2008	UDOC/NIDDK	2.95	Y	N
52	Asian	F	Biological Sciences	UAA	Spring 2008	UAA Research/AK Space Grant Program	3.70	Y	N
53	White	M	Civil	UAA		HDL	3.69	N	Y
54	White	M	Civil	UAA	Summer 2012	Summer Bridge 2012, Exxon,	2.29	Y	N
55	Athabaskan	F	Biology	UAF	Spring 2009	US fish and Wildlife Service, Former NOAA	3.38	N	Y
56	Tlingit	M	Civil Eng	UAA	Summer 2010	Alyeska Pipeline - Summer Bridge: BP	3.00	Y	N
57	Tlingit	M	Mechanical	UAA	Fall 2007	ANSEP SB, 201101:	2.96	N	N
58	White	M	Engineering	UAA	Summer 2012	ANSEP YPM, Summer Bridge 2012, BP	3.47	Y	N
59	White	F	Civil	UAA		ANTHC, D in ES 331	2.70	N	Y
60	Undisclosed	M		UAA				N	N
61	White	M	Engineering	UAA	Fall 2010	Envision	3.89	N	Y
62	White	M	Mechanical Eng	UAF	Fall 2009	Alaska Center for Energy and Power (ACEP)	3.32	N	Y
63	Athabaskan	F	Petroleum Eng	UAF	Fall 2012	2012 Summer Bridge Candidate	3.49	y	N
64	Yupik	M	Civil Eng	UAA	Summer 2010	ANTHC, Summer Bridge: USFWS	3.36	Y	N
65	Athabaskan	M	Civil	UAA	Summer 2010	ANSEP AA	3.35	Y	N
66	Yupik	F	Biological Sciences	UAA	Summer 2010	Summer Bridge: USFWS	3.00	N	N
67	White	F	Civil	UAA	Fall 2009	DOT	3.64	N	Y
68	Tsimpshian	F	Mechanical	UAA	Fall 2007	UHM Exchange, ANSEP SB	3.18	N	N
69	White	F	Natural Sciences	UAA	Summer 2012	URS; Summer Bridge 2012; USFS	4.00	Y	N
70	Yupik	M	Pre-Computer Systems	UAA	Summer 2011	SB; Exxon	2.09	Y	N
71	Yupik	F	Electrical	UAA	Fall 2009	ANSEP SA	1.86	Y	N
72	Inupiaq	F	Electrical	UAA		WHPacific	2.40	Y	N
73	Native Hawaiian	F	Secondary Student	UAA	Summer 2012	AA; Jumpstart 201203	3.50	Y	N
74	Asian	F	Mechanical Engineering	UAA	Spring 2010	ANSEP SB, BLM	3.52	Y	N
75	Haida	F	Pre-Civil	UAA	Summer 2011	ANSEP Summer Staff, SB: BP 2011	2.41	Y	N
76	Alutiiq	F	BS Chemistry	UAF	Fall 2013	Summer Bridge		Y	N

Building a National Model for Excellence in Native American Higher Education Programs

www.ANSEP.net

Page2

ANSEP University Success

Count	Ethnicity	Gender	Degree	School	Contract?	Internship	Cum GPA	Enrolled Fall 13	Graduated Since Fall 2010
77	Alutiiq	M	Mechanical Eng	UAF	Fall 2010	Alyeska, Summer Bridge: ConocoPhillips	3.52	Y	N
78	Yupik	M	Mechanical	UAA	Summer 2010	Summer Academy	2.25	N	N
79	Inupiaq	F	Biological Sciences	UAA	Summer 2010	Summer Bridge: CAHDRE	2.80	N	N
80	Athabascan	F	Construction Management	UAA	Fall 2009	Kohtaene Enterprises Comp	3.14	Y	N
81	Alaska Native -Other	F	FLAARTSBFA, was Biology	UAF	Fall 2008	US Fish and Wildlife	3.06	Y	N
82	White	M	Mechanical	UAA	Fall 2008	BP	3.58	N	Y
83	Athabascan	M	Computer Science	UAA	Summer 2010	KNA, biology	2.22	Y	N
84	Yupik	F	Biological Sciences	UAA	Summer 2008	USFWS	2.64	Y	N
85	Tsimpshian	F	ACTPHEDBS, was Biological Sciences	UAA			2.55	Y	N
86	Yupik	M	Mechanical	UAA	Spring 2011	Yulista	3.81	Y	N
87	Athabascan	F	Fisheries	UAF	Fall 2010	Noaa job	3.37	Y	N
88	White	M	Mechanical	UAA	Spring 2010		2.94	N	Y
89	White	M	Mechanical	UAA	Fall 2010	National Park Service, Graduating SP 13	3.14	N	Y
90	Inupiaq	M	Pre-Mechanical	UAA	Spring 2012	ANSEP Summer Staff; SB: Dowl	1.71	N	N
91	Yupik	F	Math	UAF	Fall 2011	First Alaskans Institute	2.72	Y	N
92	Athabascan	M	Civil	UAA		Alyeska	2.82	Grad	Y
93	Yupik	M	Biology	UAF	Fall 2012	2012 Summer Bridge	3.10	N	N
94	Yupik	M	Biology	UAF	Fall 2012	2012 Summer Bridge Candidate	2.90	N	N
95	American Indian or Alaska Native	M	Pre-Computer Systems, AENPENGBS	UAA	Fall 2011		3.50	Y	N
96	Athabascan	M	Geomatics	UAA	Spring 2008	BLM, GPA,	3.25	N	Y
97	Inupiaq	F	Chemistry, biochemistry/molecular biology	UAF		Pharmacy school, summer school at UAF	3.41	N	N
98	Yupik	M	Mechanical eng	UAF	Spring 2011	Calista - Yulista Aviation INC	3.17	N	Y
99	White	F	Biology and Civil eng	UAF	Fall 2011	BP	3.53	N	Y
100	Inupiaq	M	Engineering	UAA	Summer 2010	ANSEP	2.00	Y	N
101	White	M	Civil	UAA	Spring 2009	AWWU	3.50	N	Y
102	Tlingit	M	Civil Eng	UAF	Fall 2006	Dept of Transportation	3.40	N	Y
103	Yupik	M	Fisheries	UAF	Fall 2004	AK Dept of Fish and Game	2.69	N	Y
104	White	M	Civil	UAA	Fall 2010		3.54	N	Y
105	Aleut	M	Pre-Computer Systems	UAA	Summer 2010	Summer Bridge: BP	2.20	Y	N
106	White	M	Mechanical	UAA	Fall 2007		3.31	N	Y
107	Yup'ik	M	BS Pre-Engineering	UAA	Fall 2013	Summer Bridge		Y	N
108	Yupik	M	Pre-Mechanical	UAA	Fall 2010		1.88	Y	N
109	Aleut	F	Pre-Biological Sciences	UAF	Summer 2010	Summer Bridge: NOAA	3.00	Y	N
110	Inupiaq	F	Biological Sciences	UAA	Summer 2010	ANSEP, First Alaskans	3.80	Y	N
111	Yup'ik	F	Pre-Civil Engineering	UAA	Fall 2013	Summer Bridge		Y	N
112	White	M	Mechanical	UAA	Fall 2010		2.93	Y	N
113	Hispanic, Black, White	M	Electrical and computer systems	UAA	Summer 2012	Summer Bridge 2012; BP	4.00	Y	N
114	Yupik	F	Engineering	UAA	Summer 2010	Summer Academy	3.00	N	N

Building a National Model for Excellence in Native American Higher Education Programs

www.ANSEP.net

Page3

ANSEP University Success

Count	Ethnicity	Gender	Degree	School	Contract?	Internship	Cum GPA	Enrolled Fall 13	Graduated Since Fall 2010
115	Haida	F	Engineering	UAA	Fall 2010		2.50	N	N
116	White	F	Mechanical	UAA	Fall 2009		3.57	N	Y
117	Yupik	M	Engineering	UAA	Summer 2012	BP Bridge II, Summer Bridge 2012, BP	3.74	Y	N
118	White	M	Civil	UAA	Fall 2008	PND	3.12	N	Y
119	White	M	AENCIVLMS w/ Civil Eng	UAA	Fall 2008	UAA research	3.68	Grad	Y
120	Other	M	Engineering	UAA			3.61	Y	N
121	Yupik	M	Civil	UAA	Summer 2009	Junior Academy & Summer Academy-half	2.63	N	N
122	Caucasian	M	BS Biology	UAA	Fall 2013	Summer Bridge		Y	N
123	Athabascan	F	Mining Eng	UAF	Fall 2005	BHP Billiton	3.72	N	Y
124	Inupiaq	M	Civil Eng	UAF	Fall 2012	ASRC Energy	2.73	Y	N
125	Aleut	F	AASMATHBS, was Electrical - UAF	UAA	Summer 2010	Summer Bridge: BP-half,	2.20	Y	N
126	American Indian	M	Construction Management	UAA	Summer 2011	Exxon Mobil - Pt Tompson	3.18	Y	N
127	Hispanic	M	BS Engineering	UAA	Spring 2011		3.56	Y	N
128	Aleut & White	M	BS Biology	UAA	Summer 2012	Summer Bridge 2012, NPS	4.00	Y	N
129	Yupik	M	Humanities BA	UAS	Summer 2010	Summer Bridge: FS	2.73	N	N
130	White	F	Biological Sciences	UAA	Spring 2010	USFS (former NOAA)	3.33	N	Y
131	Tlingit	M	Mechanical	UAA	Fall 2007	Graduating Fall 2012	3.12	N	Y
132	Inupiaq	M	Geological Eng	UAF	Fall 2012	2012 Summer Bridge BLM	2.35	N	N
133	White	M	Mechanical	UAA	Fall 2007	Coffman,	2.88	N	N
134	Athabascan	M	BS Civil Engineering	UAA	Summer 2008	ANSEP SA	2.09	Y	N
135	Native Hawaiian	M	Exchange Student	UAA	Fall 2011	UHM Transfer	2.71	N	N
136	Inupiaq	F	Undeclared (BA)	UAA	Summer 2010	Summer Bridge: ADFG	3.07	Y	N
137	White	M	BS Engineering	UAA	Summer 2009	ANSEP YPM	2.20	Y	N
138	Caucasian	M	JUSPMBIBS	UAA	Fall 2013	Summer Bridge		Y	N
139	White	M	Civil Eng	UAF	Fall 2009	PDC Inc Enginneering (Planning, design, construction)	3.46	Grad	Y
140	Yup'ik/Caucasian	M	Engineering	UAA	Fall 2013	Summer Bridge		Y	N
141	Aleut	F	Biological Sciences	UAA	Summer 2010	ANSEP YPM; Summer Bridge: CAHDRE 2010	2.52	Y	N
142	Yup'ik	M	Pre-Engineering	UAA	Fall 2013	Summer Bridge		Y	N
143	Inupiaq	M	IKPPTCAAS, General Program (AA)	UAA			1.38	Y	N
144	Aleut	F	Chemistry	UAA	Summer 2011	SB: USGS	4.00	Y	N
145	Yupik	F	Electrical	UAA	Fall 2010		3.35	Y	N
146	Caucasian	F	pre marine biology	UAS	Fall 2013	Summer Bridge	2.00	Y	N
147	Alaska Native	F	Engineering	UAA	Fall 2007	Ch2MHill, 201101:	3.14	Y	N
148	White	M	Engineering	UAA	Fall 2010	ANTHC, 201003:	2.54	Y	N
149	Yupik	F	BS Civil Engineering	UAA	Summer 2011	First Alaskans; SB: BP	2.05	Y	N
150	Yupik	M	Biological Sciences	UAA		USFWS, 3/4 (Owes \$3214)	2.69	Y	N
151	Asian & White	F	BS Biological Sciences	UAA	Summer 2011	Summer Bridge 2012, ADF&G, Meal Plan	3.68	Y	N
152	American Indian	F	Electrical	UAA	Fall 2008	UMD-REU "Merit"	3.73	N	Y

Building a National Model for Excellence in Native American Higher Education Programs

www.ANSEP.net

Page4

ANSEP University Success

Count	Ethnicity	Gender	Degree	School	Contract?	Internship	Cum GPA	Enrolled Fall 13	Graduated Since Fall 2010
153	Inupiaq	M	Civil eng	UAF	Fall 2008	not doing an internship - having knee surgery	3.06	Y	N
154	White	M	BS Civil Engineering	UAA	Spring 2010	summer classes, GPA	3.10	Y	N
155	Inupiaq	M	Construction Management	UAA	Fall 2007	ASRC	3.18	Y	N
156	Inupiaq	M	Pre-Electrical	UAA	Summer 2011	SB: BP	0.73	N	N
157	Yupik	M	Pre-Engineering	UAA	Summer 2012		2.08	N	N
158	White	M	Engineering	UAF	Summer 2013	BP - SB	3.50	Y	N
159	Yupik	F	BS Biological Sciences	UAA	Summer 2011	Summer Bridge 2012, USFWS	3.00	N	N
160	Yupik & White	F	Biological Sciences	UAA	Fall 2012	Accel Academy 201102	4.00	N	N
161	Yupik	M	Engineering	UAA	Fall 2010	ANSEP AA, 201101: Pebble	3.17	Y	N
162	White	M	Civil	UAA	Fall 2007	NANA Summer Hire	3.38	N	Y
163	Hispanic	M	Mechanical	UAA	Fall 2010	BP Summer Hire	2.49	N	N
164	White	M	Mechanical	UAA	Spring 2009	Granite Construction	3.11	N	Y
165	Yupik	M	Mechanical	UAA	Summer 2009	Yulista, Alabama. Attendance	2.94	Y	N
166	American Indian	M	BS Physics	UAF	Fall 2013	Summer Bridge	3.00	Y	N
167	Other	F	Mechanical	UAA	Fall 2009	CH2MHill, GPA	3.00	Grad	Y
168	Inupiaq	M	Petroleum Eng	UAF	Fall 2010	Nana Worley Parsons	2.53	Y	N
169	Aleut	M	Computer Systems & Electrical	UAA	Fall 2007	Alyeska	2.83	Y	N
170	Aleut	F	MS Engineering Management-Grad TW	UAA		SLOAN - Grad school in Spring 13	2.55	Grad	Y
171	Yup'ik	F	Engineering	UAA	Fall 2013	Summer Bridge		Y	N
172	Asian	F	Biological Sciences	UAA	Fall 2010	BP Summer Hire, Chem Dept research job paid by NSF	3.89	N	y
173	Yupik	M	Fisheries	UAF		Summer Bridge: NOAA		N	N
174	Aleut	F	Civil	UAA	Fall 2007	ANTHC, Alumni, meetings	2.65	N	Y
175	Aleut	M	Construction Management	UAA	Fall 2010		2.48	Y	N
176	Yupik	F	AGNNODSND, was Civil Eng	UAF	Fall 2008	YKHC	2.79	Y	N
177	Yupik	M	ACBMGMTBBA, was Pre-Civil	UAA	Summer 2004	ANSEP SB	3.00	Y	N
178	Inupiaq	F	Biological Sciences	UAA	Summer 2009	UAA Research-Frank	2.64	N	N
179	Athabascan	M	Civil	UAA	Fall 2007	UAA SOE Research - hydrokinetic surveying	3.11	N	Y
180	White	M	Geological Engineering	UAF	Fall 2012		3.00	Y	N
181	White	M	Mechanical	UAA	Spring 2011	DOT	2.78	N	Y
182	American Indian	M	Pre-Electrical	UAA	Summer 2011	ANSEP YPM	2.81	Y	N
183	Hispanic	F	MS ESM w/ Mechanical Eng	UAA	Spring 2008	enrolled Fall 2012 in MS ESM	4.00	Grad	Y
184	Yup'ik	M	Electrical	UAA	Spring 2008		2.16	N	N
185	Yup'ik	F	Pre-Civil Engineering	UAA	Fall 2013	Summer Bridge	4.00	Y	N
186	Inupiaq	M	Petroleum Eng	UAF	Fall 2008	ASRC Energy	2.75	Y	N
187	Inupiaq	M	Pre-Civil Engr	UAA	Summer 2011	ANSEP summer staff	2.24	Y	N
188	Yupik	F	Fisheries	UAF		Might now be working for Non-partner BBNA.	3.03	N	N
189	Caucasian	M	BS pre-Marine Biology	UAS	Fall 2013	Summer Bridge	3.55	Y	N
190	Yupik & White	M	Electrical and computer systems double major	UAA	Summer 2012	Summer Bridge 2012, Conoco	2.31	Y	N

Building a National Model for Excellence in Native American Higher Education Programs

www.ANSEP.net

Page5

ANSEP University Success

Count	Ethnicity	Gender	Degree	School	Contract?	Internship	Cum GPA	Enrolled Fall 13	Graduated Since Fall 2010
191	Athabascan & White	M	Electrical	UAA	Summer 2012	ANSEP YPM, Summer Bridge 2012, Conoco,	3.97	Y	N
192	American Indian or Alaska Native	M	AENPMENBS, was Pre-Civil	UAA	Spring 2011	IR Operators, Nome/Akiachak	2.96	Y	N
193	Aleut	M	IKPPTECAAS, was Computer Science	UAA	Spring 2010		2.30	Y	N
194	Inupiaq	F	BS Chemistry	UAA	Summer 2009	ANSEP YPM	2.40	Y	N
195	Yupik	F	AASPSYCBS, was Biological Sciences	UAA	Summer 2009	UAA	2.70	Y	N
196	Inupiaq	M	Civil Eng and Math	UAF	Fall 2007	BP	3.38	N	Y
197	Yupik	F	BS Biological Sciences	UAA	Summer 2012	Summer Bridge 2012, NSEDC	2.41	Y	N
198	White	M	Engineering	UAA	Fall 2007	Coffman, GPA	2.85	N	Y
199	Yupik	M	Undeclared	UAA	Summer 2011	SB: USFS	1.83	Y	N
200	Eskimo	M	Computer Science	UAA	Spring 2009	UAA research, GPA	3.49	N	N
201	Tlingit	M	Electrical	UAA	Fall 2007	ANSEP SB, CH2MHill,	2.59	N	N
202	Athabascan	M	Construction Management	UAA	Fall 2007	Doyon Emerald, AAS sp13, BS fa13	2.59	Y	N
203	Yupik	F	Pre-Mech Engineering	UAF	Fall 2012	RANSEP student	3.44	Y	N
204	American Indian	M	Mechanical	UAA	Fall 2007	CRREL, Senior design on Fri	3.00	N	Y
205	Aleut/Yup'ik	F	BS Biology & Anth	UAA	Fall 2013	Summer Bridge	3.00	Y	N
206	Alaska Native	F	Natural Sciences	UAA	Summer 2011	Whaling Commission, Barrow, SB: ADFG/NSEDC	3.29	Y	N
207	Yupik	M	BS Engineering	UAA	Fall 2010	YKHC	3.16	Y	N
208	Yupik	M	Comp Sci	UAF	Fall 2011	Calista Corp	3.90	Y	N
209	White	M	Construction Management	UAA	Fall 2007	AWWU, ANSEP,	2.70	Y	N
210	Aleut	M	Electrical	UAA	Fall 2010		3.52	N	Y
211	Alaska Native	M	BS Biological Sciences	UAA	Summer 2011	SB: ADFG	2.50	N	N
212	Inupiaq	F	Biology	UAF		Norton Sound Economic Corp as a Fish Tech, Exchange	3.26	N	Y
213	Inupiaq	M	Electrical and Computer Systems Engineering	UAA	Summer 2009	SB II: BP	3.76	Y	N
214	Inupiaq	M	Electrical	UAA	Fall 2007	Alyeska, 1	3.15	N	Y
215	Inupiaq	M	Civil Eng	UAA	Fall 2009	Alyeska	2.76	Y	N
216	Asian/Inupiaq	M	Pre Engineering	UAA	Fall 2013	Summer Bridge-BP	3.00	Y	N
217	Inupiaq	M	Mechanical	UAA	Fall 2010		3.33	Y	N
218	White	M	pre-mechanica Engr	UAA	Fall 2011		3.93	Y	N
219	American Indian	M	Civil	UAA	Summer 2010	Summer Bridge: Exxon,	3.00	N	N
220	Yupik	M	Civil	UAA	Fall 2008	ANTHC, AISES PRESIDENT	2.53	Y	N
221	White	M	Mechanical Eng	UAF	Fall 2008	CCHRC - Office of Sustainability	3.83	N	Y
222	Inupiaq	M	Mechanical	UAA	Spring 2008	Alyeska, GPA	3.06	N	Y
223	Aleut	M	Electrical	UAA	Fall 2009	BP, I I	3.16	N	Y
224	Yupik	M	Pre-Civil	UAA	Fall 2010	ANTHC	2.59	Y	N
225	White	M	Mechanical	UAA	Spring 2008	ANTHC	3.46	N	Y
226	Inupiaq	F	Pre-Civil	UAA	Summer 2008	CH2MHill	2.99	Y	N
227	Yup'ik	M	Pre-Engineering	UAA	Fall 2013	Summer Bridge	2.30	Y	N
228	Athabascan	F	Biological Sciences	UAA	Fall 2010	ANMC	3.51	Grad	Y

Building a National Model for Excellence in Native American Higher Education Programs

www.ANSEP.net

Page6

ANSEP University Success

Count	Ethnicity	Gender	Degree	School	Contract?	Internship	Cum GPA	Enrolled Fall 13	Graduated Since Fall 2010
229	Yupik	F	Natural Resources Mang	UAF	Fall 2010	KNA	1.76	N	N
230	Inupiaq	F	Pre-Civil	UAA	Fall 2010	ASRC	2.34	Y	N
231	Yupik	M	Petroleum Eng	UAF	Fall 2010	Conoco Phillips, Alyeska	3.72	Y	N
232	Alaska Native	F	Pre-Civil	UAA	Summer 2011	ANSEP YPM; SB: NOAA	2.21	Y	N
233	White	F	Civil	UAA	Fall 2008	AKDOT	3.16	N	Y
234	Inupiaq/Black/Caucasian	M	Petroleum Eng	UAF	Fall 2013	Summer Bridge		Y	N
235	Athabascan	M	Mechanical	UAA	Summer 2009	Summer Bridge: USFS	2.54	N	N
236	Yupik	M	Construction Management	UAA	Summer 2003		2.70	N	Y
237	Yupik	F	BS Biological Sciences	UAA	Summer 2011	SB: BLM, ANSEP summer staff.	2.44	Y	N
238	White	M	Civil Eng	UAF	Fall 2010	National Park service (Wrangell St. Elias National Park)	3.23	Y	N
239	Inupiaq	M	Electrical	UAA	Fall 2010	YRDFA	2.72	Y	N
240	Aleut	M	Pre-Civil	UAA	Summer 2011	SB: USFS	2.00	N	N
241	Alaska Native	M	Computer Systems & Electrical	UAA	Summer 2009	SB II: BP	3.69	Y	N
242	White	M	Mechanical Eng	UAF	Spring 2012	ANTHC-DEHI	3.58	Y	N
243	Alaska Indian	F	BA Biological Sciences	UAA	Summer 2011	ANSEP YPM; SB: USFWS	3.33	Y	N
244	Tlingit	M	Mining Eng	UAF	Fall 2010	Knight Piesold - Ft Knox Gold Mine	2.53	Y	N

Dual Credit for Alaska's High School Students

Introductions

Fred Van Wallinga, Alaska Program Coordinator, Western Oregon University

Greg W. Turner, Educational Consultant, Education Alaska

Why offer college credit to high school students? Who takes dual credit courses?

Partnership between Nenana School District and Western Oregon University

How does dual credit work in Nenana?

- Courses for 2012-2013

- Courses presently taught

- Courses to be taught in the future

How much does dual credit cost the students, families and the Nenana school district?

How does dual credit work in other states?

- Montana State University

- Bozeman High School

Western Oregon University sending student teachers to Nenana.

- Pilot program for teacher training

Notes

- 1 out of every 3.5 girls are abused and 1 out of 5 boys are abused and 60% of women suffer some kind of domestic violence.

- -60% of all first year college students despite being fully eligible to attend college are not ready for postsecondary studies.
- These students must take remedial courses in English or mathematics, which do not earn college credits.*

National Center for Public and Higher Education

- SAT scores show 57% of high school students not prepared for college and are not prepared for college according to National College Board. (Yahoo)
- ACT test scores show only 26% of students passed the ACT test in all areas (Math, English, Science and Reading). Article - Education Week
- Only 40% of students who enter college finish in 4 years, 60% of students finish in 6 years. Article – Education Financing, TIME magazine
- Cost of remediation in public colleges is over \$2 billion. And the cost to families is an additional \$2000 for a 2 year degree and up to \$2,500 to families for a 4 year college degree. It should be noted that 4 out of 5 of these students graduated with a 3.0 GPA or higher from high school. Study by Strong American Schools

Nenana City Public School
PO Box 10 Nenana, AK 99760
Phone: (907) 832-5464/Fax: (907) 832-5625
"A Community of Opportunity - Preparing Students for Life"

The importance of dual-credit as a high school student

Current Students

Shana Perez- *The reason why I took the dual credit is because I want to get a head start on college credit so I could take other classes other than math. It is also cheaper to take college credits during high school rather than paying the whole fee for books and supplies in college.*

Rowan McPherson- *Dual credit allows me to get a head start on college credits.*

Natasha Reams- *Dual credit is great because it's more challenging, and it can make me more prepared for college.*

Hailey Moyle- *I like having dual credit because my class is so small it allows me to ask questions and fully understand what I am doing. To take college credits now gives me an idea of what college will be like.*

Mariah DelaRosa- *Dual credit is great! We get to be prepared for college level and it is cheaper for us. There isn't as many students and that help us by more time one on one with the teacher. Taking this course allows me to have my freshmen level math class taken care of.*

Past Dual-Credit Students

Cara Thompson- *Dual credit is great because it prepares us for college. We're not in such a big class we get to talk to our teacher one on one.*

Kimberly Ulery: *It is important to me because college is hard, and having the opportunity to receive dual credit challenges us, but also prepares us for college. Also, it gets us ahead, so that our first year of college isn't so stressful.*

**"providing all students with the tools and learning environment necessary to
commit to achieving success"**

Nenana City Public School
PO Box 10 Nenana, AK 99760
Phone: (907) 832-5464/Fax: (907) 832-5625
"A Community of Opportunity - Preparing Students for Life"

William Horn: *I have never been good at learning out of a textbook. With dual credit I can ask questions and talk with my teacher one on one about college level material in a very small sized class.*

Tawni Taylor- *I think that having the opportunity to have dual credit is really beneficial for me because it looks really good on a transcript. It is also cheaper to get college credit in high school opposed to the full price you would pay in college in addition to buying your books. Getting dual credit in high school also gets some classes out of the way for your first years of college.*

Nenana City Public School Staff

Eric Gebhart (Superintendent at NCPS)- *I first came to Alaska in July of 2000 and have attempted to work on University dual credit off and on for at least the past 10 years. WOU dedicated a person to work directly with us to resolve all issues, which resulted in achievement of the goal of dual credit courses for our students.*

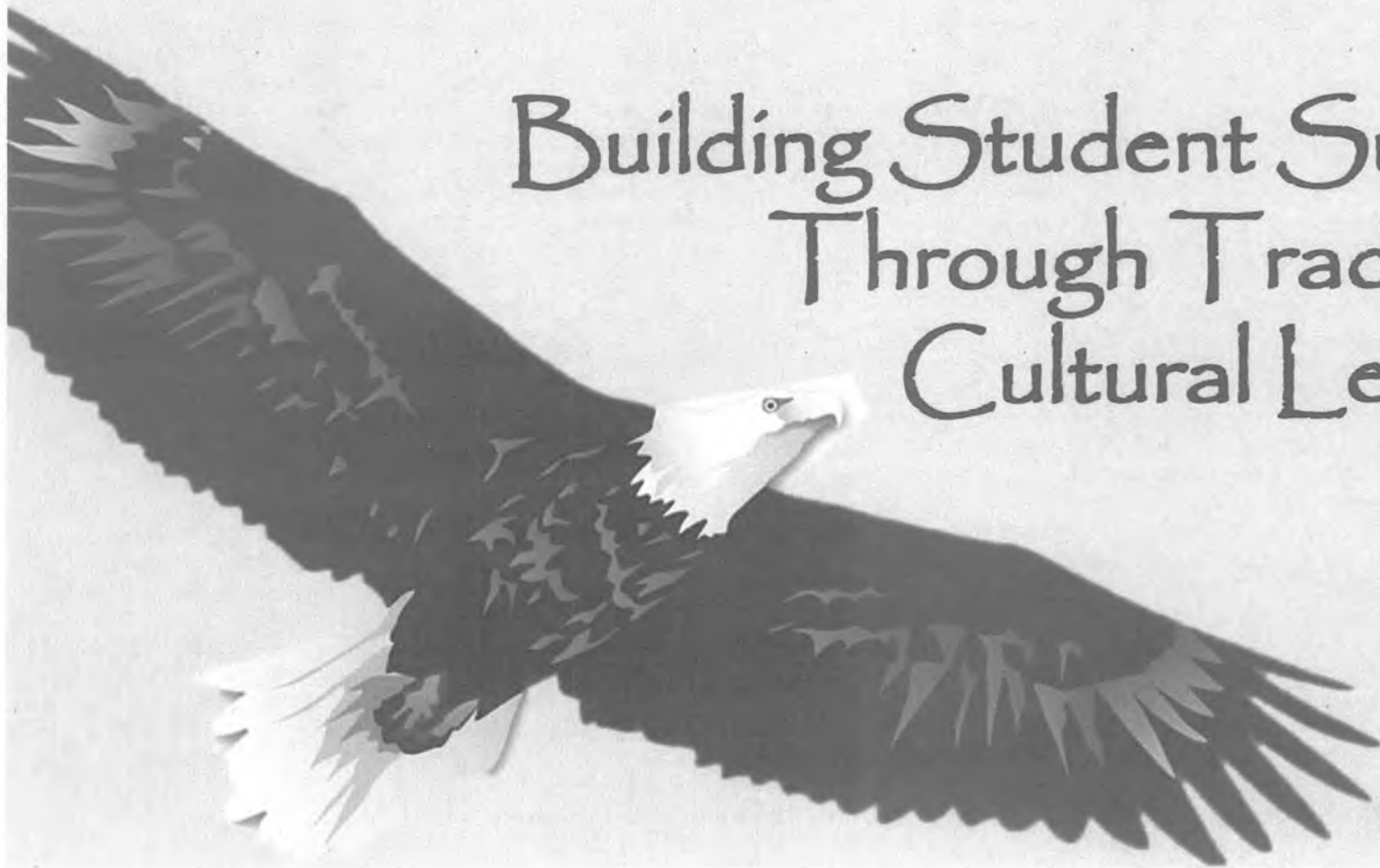
Sherri Carattini (Principal at NCPS)- *I am very proud to be part of a school that offers our students dual credit options. I have always supported dual credit, as I believe it is an important means to motivate and encourage students to pursue and reach their college and career goals, as well as to provide a way for them to get a head start on developing the skills they will need to be successful in life. In a competitive global society, our dual credit students have an opportunity to stay ahead of the pack.*

Jens Jacobsen (STEM Director/College Math Instructor at NCPS)- *Having an opportunity for students to advance themselves to the next level before college is a wonderful opportunity. There are numerous students in the school and around Alaska that have the ability to begin post-secondary work well before they graduate. I am so happy to not only have our school be part of the dual credit option, but also get to teach the dual credit math course.*

**"providing all students with the tools and learning environment necessary to
commit to achieving success"**

Alaska Native Cultural Charter School

Building Student Success
Through Traditional
Cultural Learning



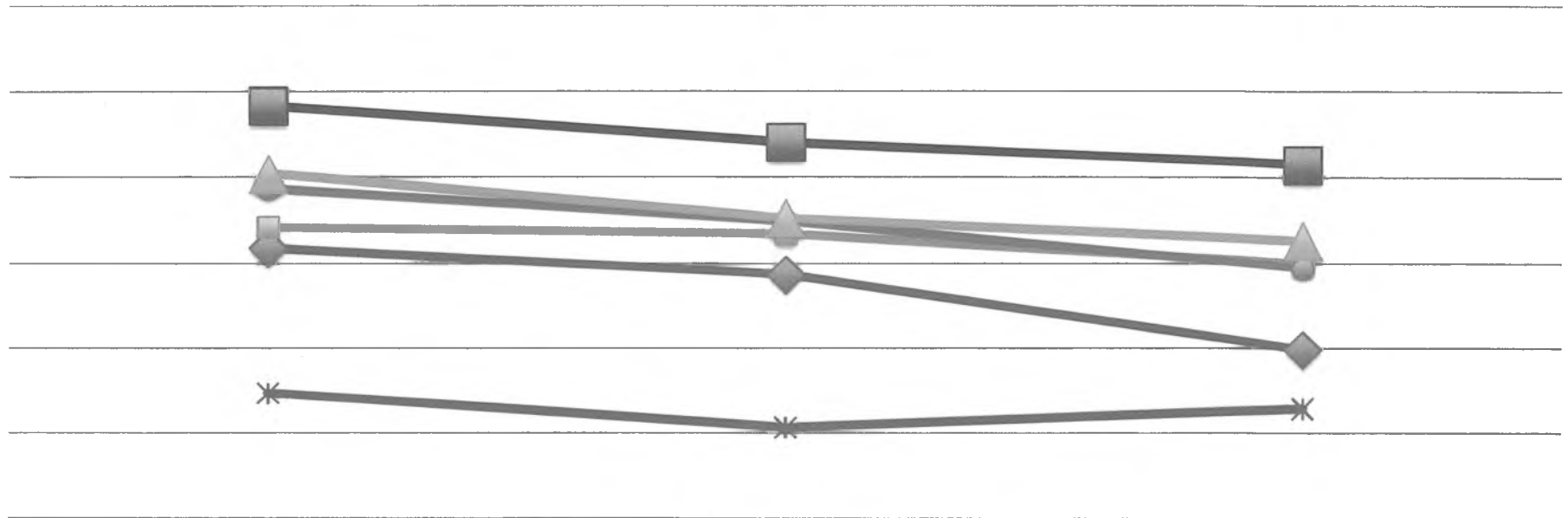
Principal
Patsy Shaha

2011 State of Alaska Student Achievement by Ethnicity

Reading

Writing

Math



◆ African American

* Alaska Native / American Indian

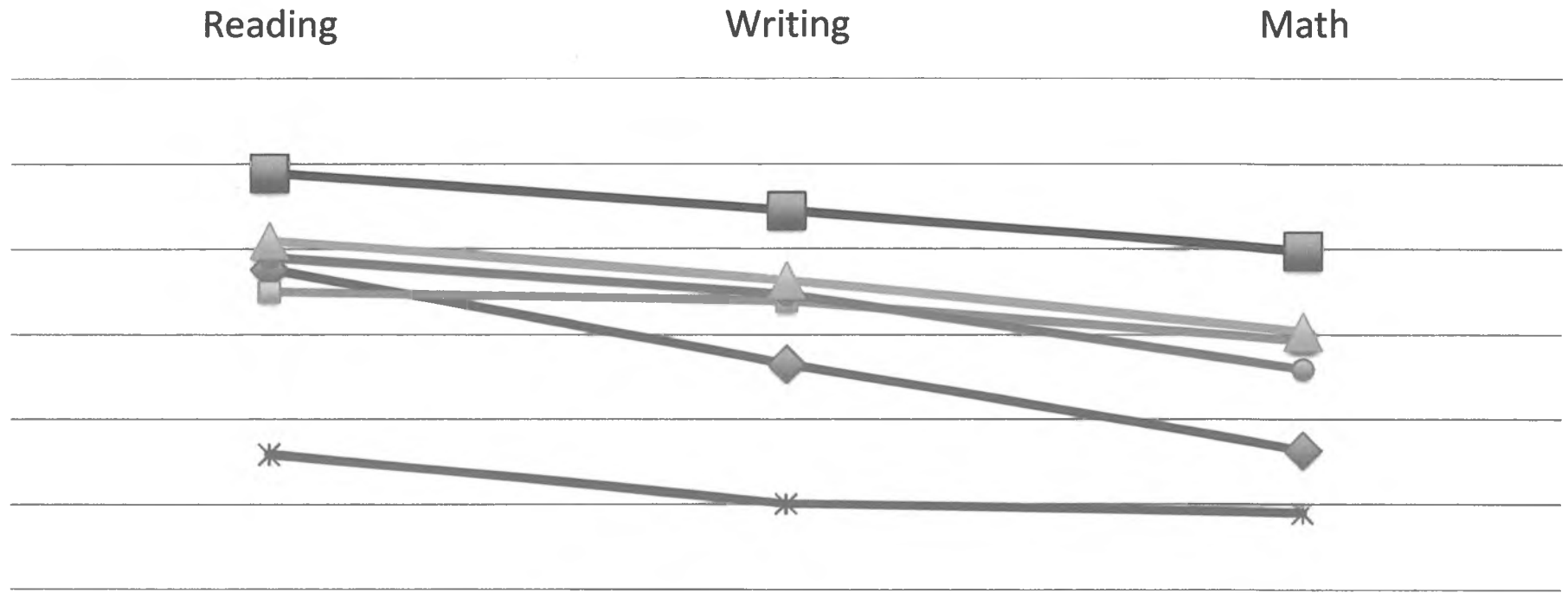
■ Asian Pacific Islander

■ Caucasian

● Hispanic

▲ Multiracial

2013 State of Alaska Student Achievement by Ethnicity



- ◆ African American
- ◆ Alaska Native / American Indian
- Asian Pacific Islander
- Caucasian
- Hispanic
- ▲ Multicultural

The Vision of ANCCCS

*Building student
success through
traditional cultural
learning*



Building student excellence...

Rigor in Curriculum

- At least 2 hours of differentiated Language Arts & Reading instruction per day
 - At least 1 hour of differentiated Math instruction per day
- Social Studies, Science, Health, Computer Lab
 - 2 hours per week of Yup'ik instruction
 - 2 hours per week of PE/Health



*....through traditional
cultural learning:*

PS - Alaska Native Art/Dance/Storytelling

K - All Alaska Native Cultures

1 - Yup'ik, Cup'ik

2 - Unangax and Sugpiaq

3 - Tlingit, Haida, Tsimshian, Eyak

4 - Athabascan

5 - Inupiaq/Siberian Yupik

6 - All Alaska Native Cultures

7 - Alaska Native Government & Issues

8 - Alaska Native/American Indian Literature

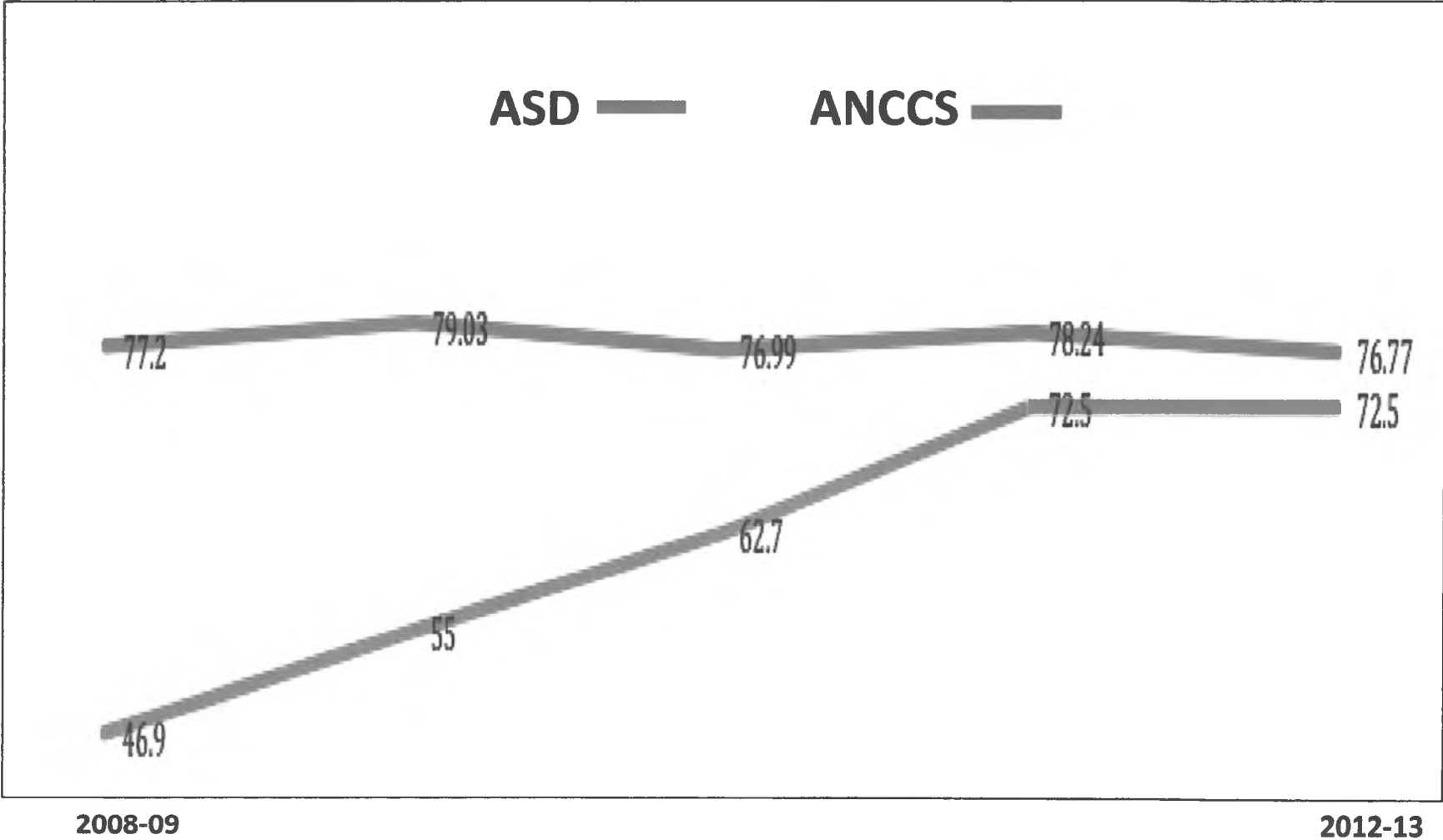
But....

does it work?!?



ANCCS Annual Achievement Data

Based on SBA Scores



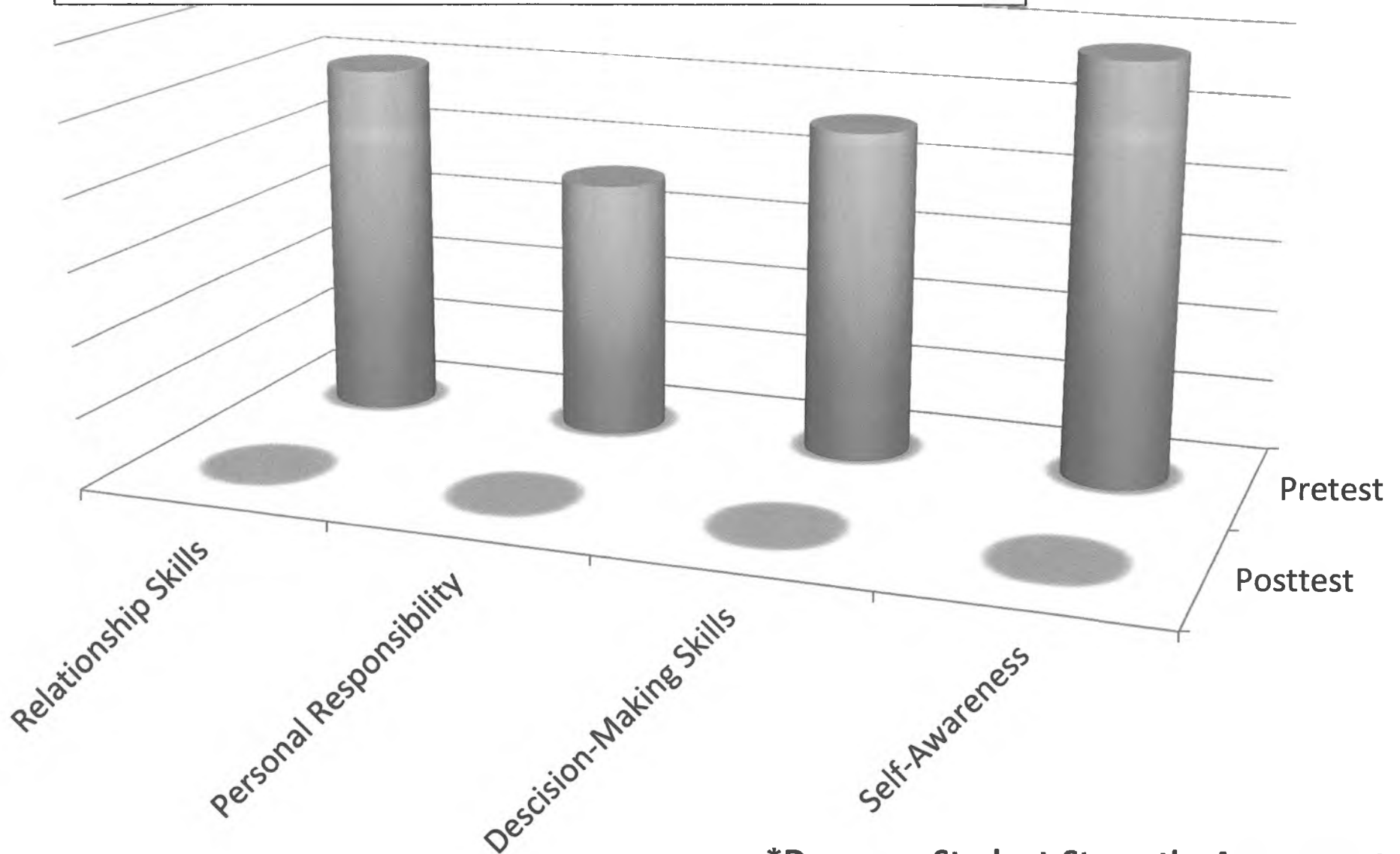
YES!

It works!

Is there more to
ANCCS?

DESSA* Responsive Data

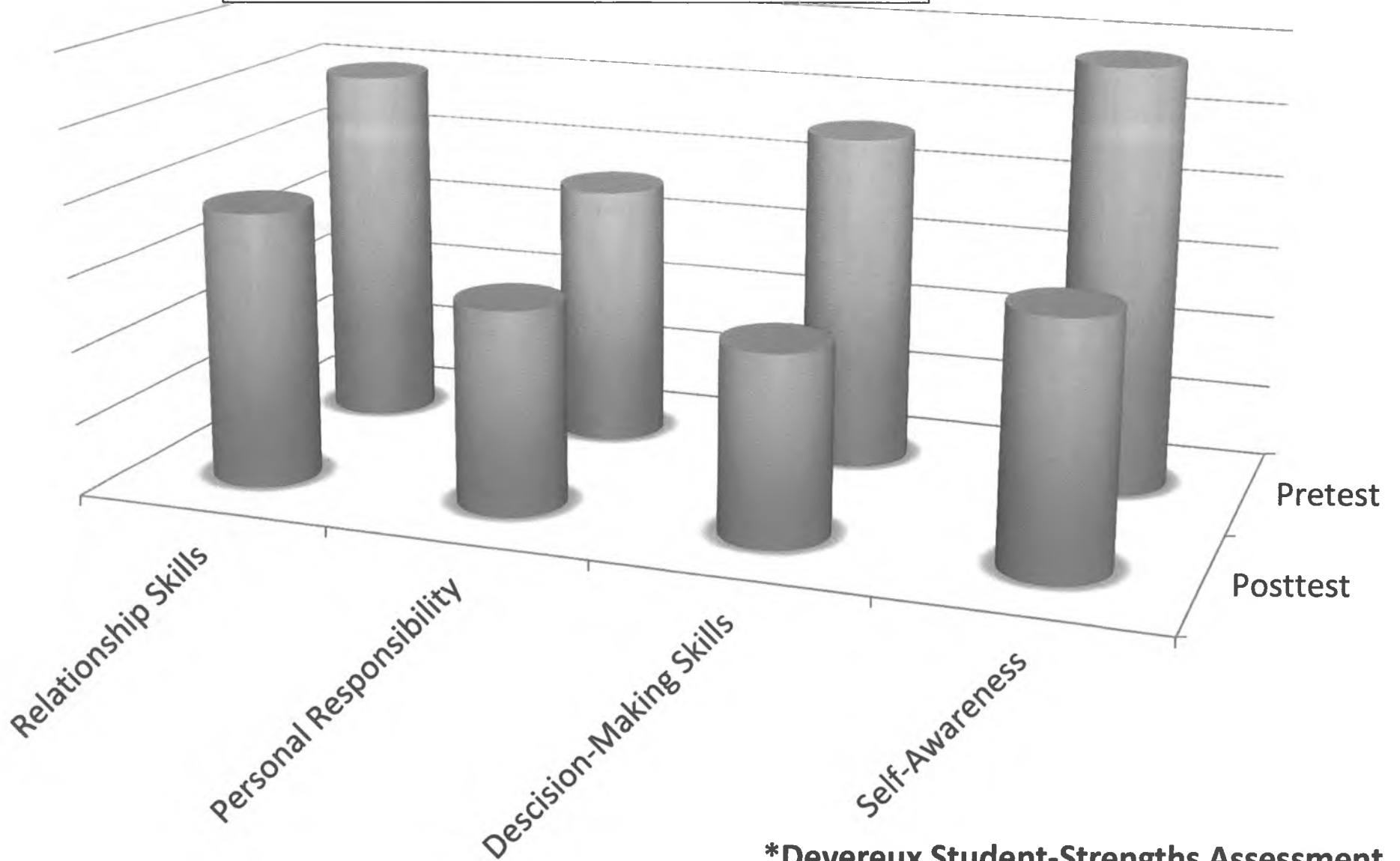
ANCCS Students with Need in These Areas



*Devereux Student-Strengths Assessment

DESSA* Responsive Data

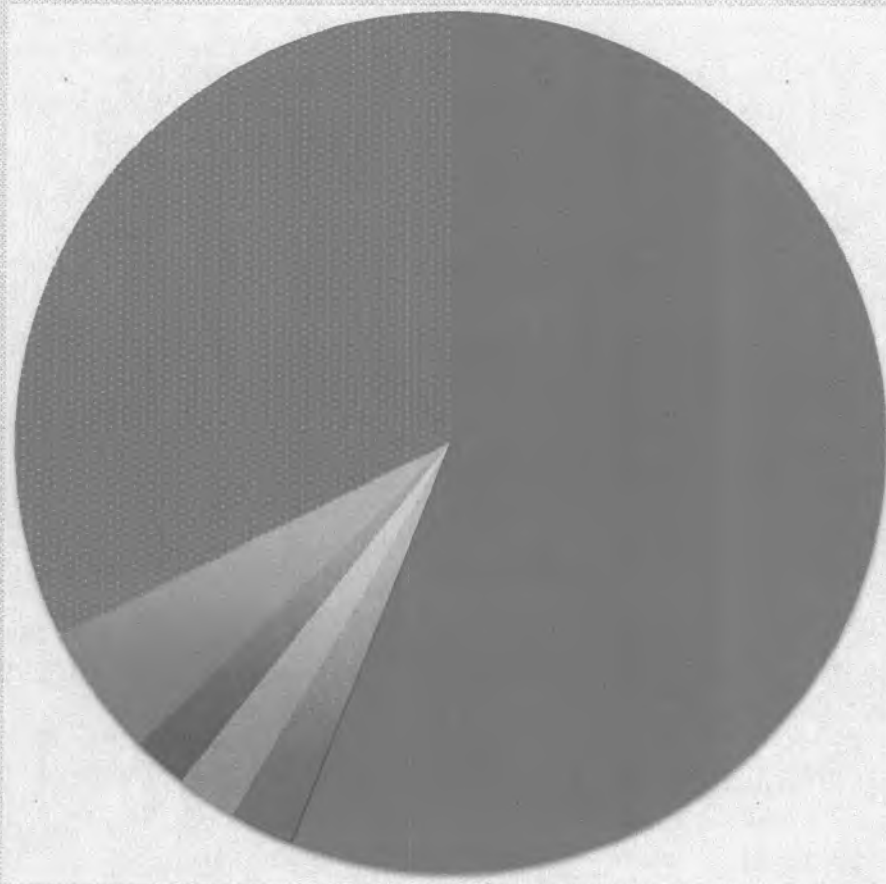
Two Years Later



*Devereux Student-Strengths Assessment

Demographics of ANCCS

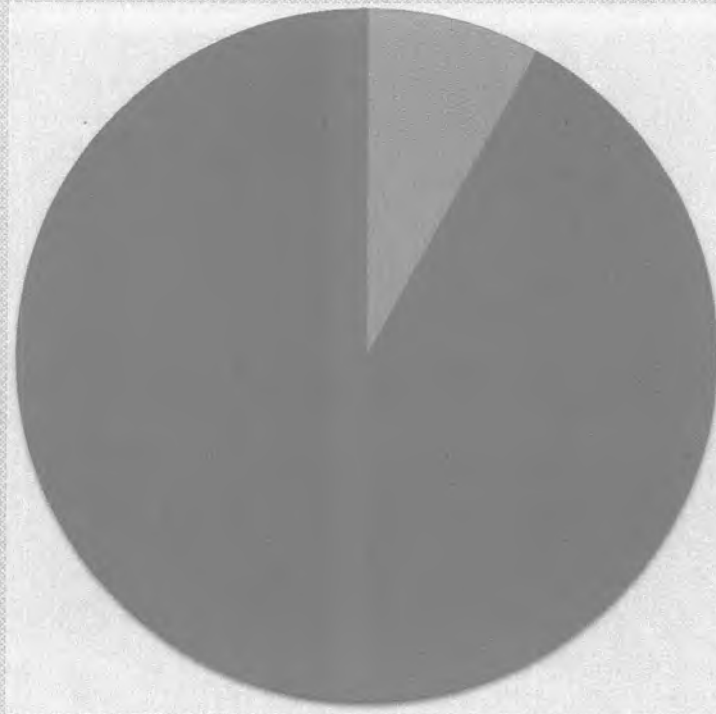
Ethnicity



- Alaska Native/American Indian
- Caucasian
- Asian/Pacific Islander
- African American
- Hispanic
- MultiEthnic

Demographics of ANCCS

Free and Reduced Lunch



Other Interesting Tidbits

- This is the 6th year of the school
- ANCCS has a new location => Increased enrollment
- Now serving students Grades Preschool through 8th
- ANCCS is accepting applications for enrollment
 - Roughly 20% of the ANCCS budget is for rent
- 2011 recipient of the National Title 1 Award
- Title 1 school = 100% Free Breakfast, Lunch & Snack

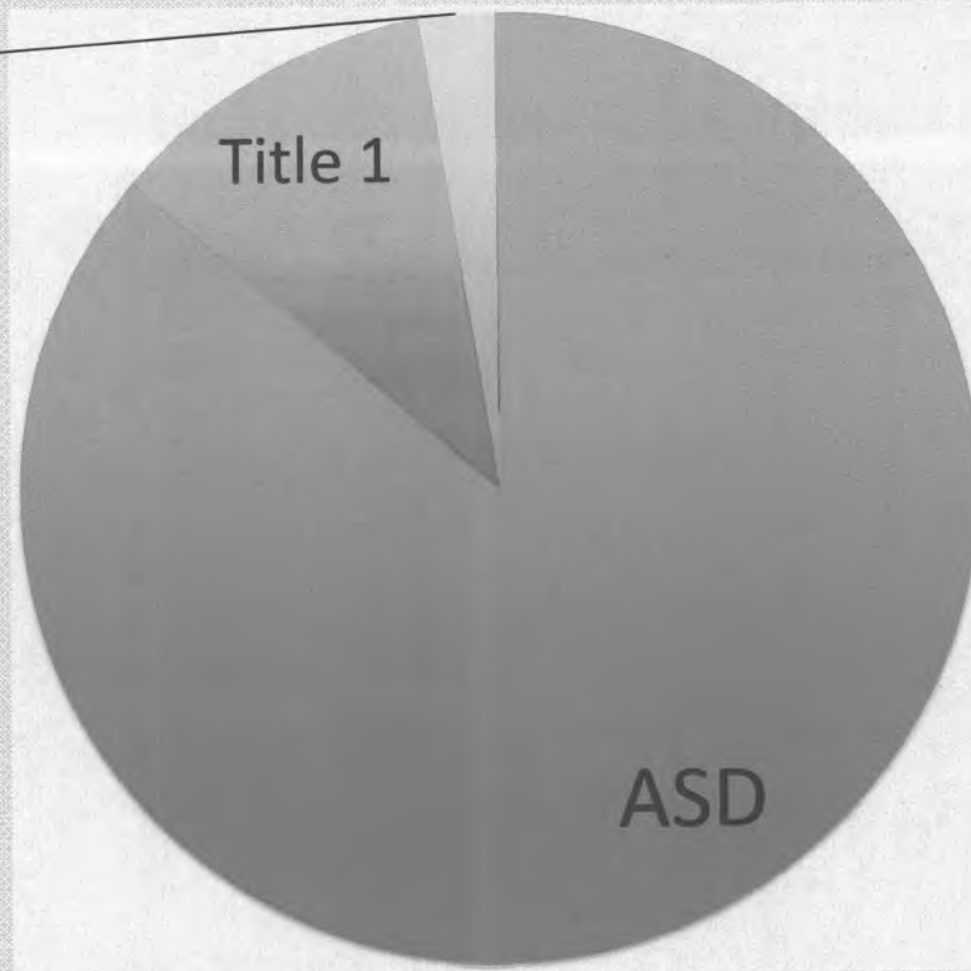
Other Interesting Tidbits

School Business Partnerships:

- Anchorage Alaska 4H
- The Alaska Native Heritage Center
- Alaska Native Tribal Health Consortium IT Dept
- South Central Foundation Behavioral Health
 - HOPE Worldwide
- Anchorage Polynesian Association
 - The Eagle River Nature Center
 - JBER 673rd Security Forces
 - Pacific Northern Academy
- The Alaska Native Science & Engineering Program

2012-13 ANCCS Funding Source

Tides
Foundation



What Next?

The Next Three Priorities on the Horizon:

1. Permanent Occupancy – purchase a building
2. Funding Source for Native Art & Native Music Instruction
3. New Furnishings for the Staff & Students

Feel Free to Join Us!

Our Next Family Night!

Celebrate Veterans – Present & Past

550 Bragaw 6 pm November 11

Click on these boxes to find us on
Facebook or to visit our website



Follow us
on Facebook

VISIT OUR
WEBSITE





King Career Center



Educating Alaska's Workforce Since 1974

Preparing Youth for Careers



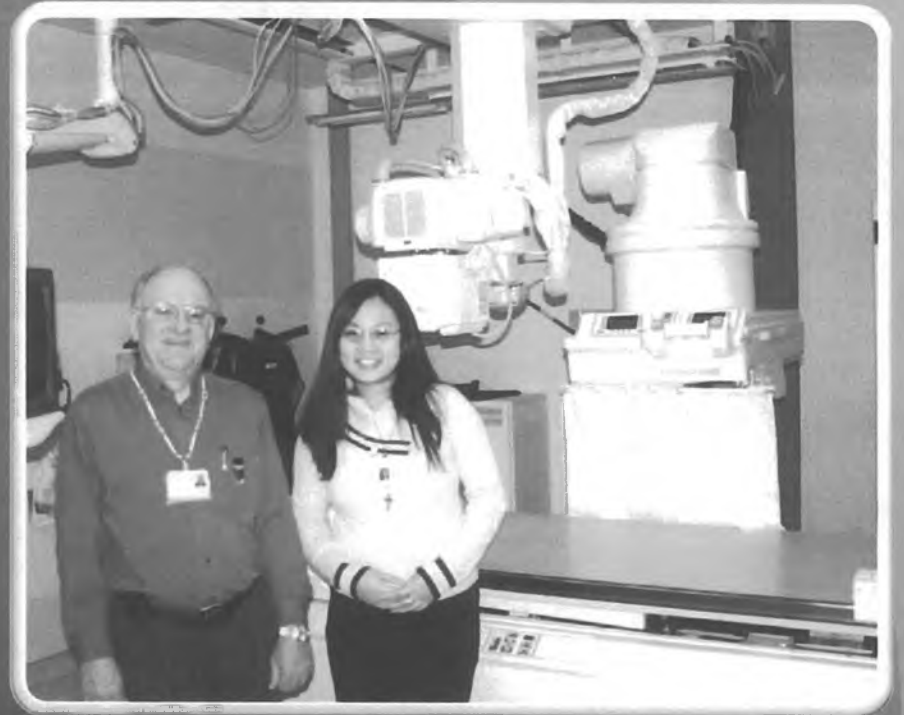
Our Mission

The mission of the King Career Center is to prepare students for entry level positions in career fields and/or post-secondary education or training.



Two groups of Stakeholders:

- Our students (and their Parents)
- Business and industry
- Everyone else either assists...
...or gets in the way.



3 ways to attend KCC



- Half-day at KCC, half at local High School
- Full-day program
- On-the-Job Training

Faculty

Dual Professions – Industry and Education

19 of 26 programs taught by industry professionals



Deliverables

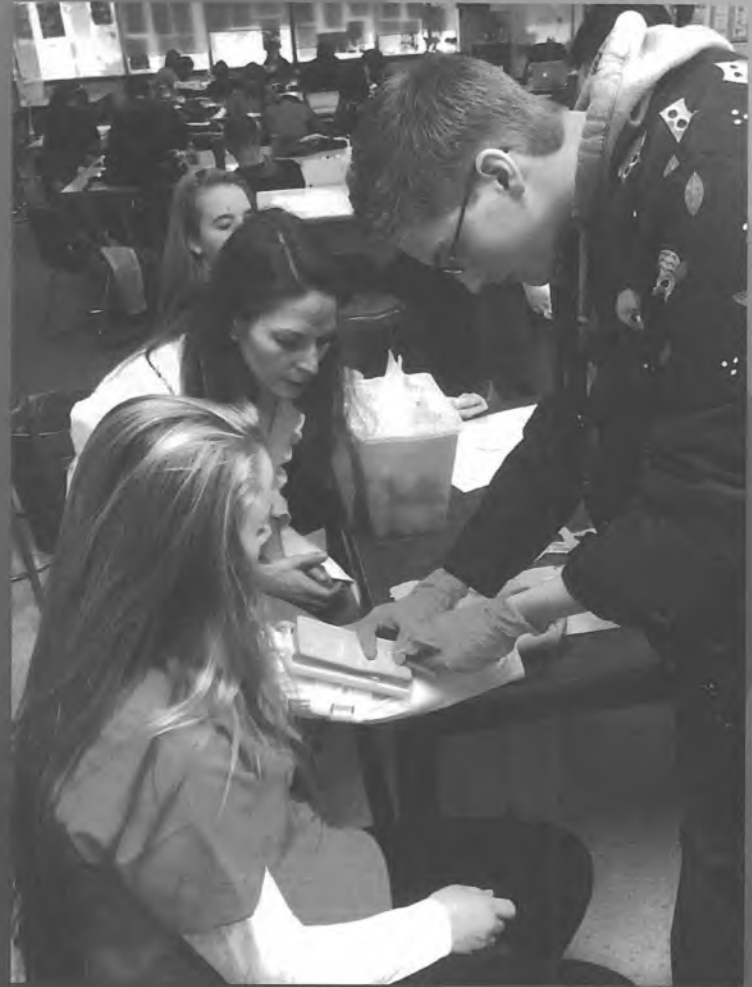
- Connection to Industry
- Connection to Department of Labor Youth Job Center
- Soft Skills
- Excellent Instruction
- Industry Certifications (varies class to class)
- College Credit through Tech Prep Agreements (561 UAA credits earned Spring, 2013)
- High Expectations
- OJT, Internships, Job Shadow Opportunities
- Entry-Level Job Readiness
- Career and Scholarship Portfolios

Professional Dress Wednesday



Students/Demographics

- Current Enrollment ~1450
- ~1050 Regular Session juniors and seniors
- ~400 After School Session 9-12
- Adult Evening Classes through AlaskaWorks and UAA
- KCC helps accelerate “readiness to learn.”



3 TYPES OF GRADUATES

1. Directly into Workforce in Pathway of Study
2. Post-secondary Education/training in Pathway
3. Undecided but with Foundation



SUPPORT: KEEP YOUR FINGER ON THE PULSE



VETERINARY SCIENCE STUDENT TAKING A PATIENT'S PULSE

Hold us Accountable

(Light a fire under us)



- Destination 20/20
- Decreased Dropout Rate
- Industry Support
- Fiscally Responsible

Cut Down Barriers

(Help Young People Increase Access)



--CTE Diploma?

--Methods to attain HQT

Celebrate Young People

(Visit our Schools and Witness Success)



Closing Thought...

“If a teacher were to say to students, we did our homework. We sent scouts ahead to where you are going, and 'this' is what they say you'll need to be successful when you arrive. Let us help you get there, student involvement would naturally soar.:

--Representative Alan Dick, R-Aniak, August 30
2011, Anchorage Daily News Compass Piece

Statewide Assessments – Thoughtful Re-examination and Potential Update

Senate Finance Education Sub-Committee
October 30, 2013

Bruce Johnson
Executive Director
ACSA/AASA





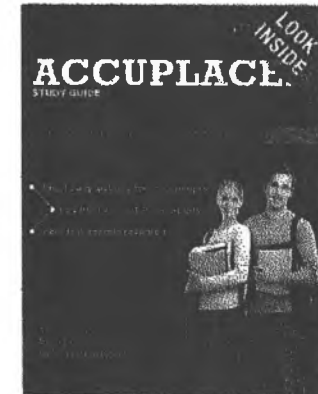
Assessments – Time for Reflection

Current Conditions

- New content standards require new measures
- Assessment overhaul in the works
- Need for “high stakes” assessment?

Big Picture Opportunity

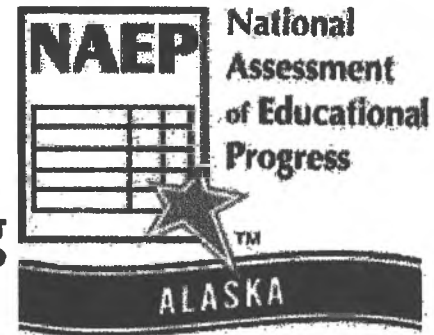
- Identify college/work readiness tool like Accuplacer that serves several purposes
 - Informs ongoing instruction in critical literacy areas
 - Defines readiness for college and/or work (entry knowledge)
 - Allows local districts to define levels of performance to achieve a high school diploma





Meaningful High School Diploma

Many constituents believe that diplomas should not be a token of graduation for seniors, marking 12 years of school attendance.



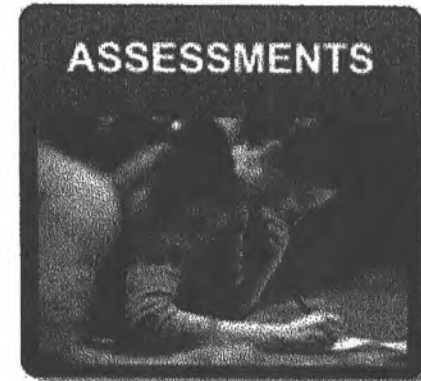
Instead, diplomas should be viewed as a written promise—backed by measurable performance—that the student has achieved a certain level of learning and is either ready for post-secondary training or a workplace that hires high school graduates.



Assessments – Time for Reflection

Important Considerations

- **Price tag**
 - Money
 - Time – value of assessment in relation to lost instructional and staff time
- **Usefulness**
 - Informs instruction
 - Pledge to employers and colleges
- **Motivating**
 - Purposeful for students
 - Beneficial for students, parents, employers, post-secondary training – If results used?





HSGQE – The Need in 1997

Senator Bunde said that in 1997, he saw too many University of Alaska students having to take basic skills remediation classes and dropping out from discouragement. The University system was spending millions on such programs and some there suggested they should be reimbursed from the K-12 Funding Formula. In addition, employers were angry that they could not find employees with basic reading, writing, and math skills and were spending time and money to train young people right out of high school. Senator Bunde said, "Many business owners told me they'd support no additional state revenue measures for education while so many of our students graduated unable to read at a high school level."





HSGQE – Is It Still Beneficial

Original Purpose

- Designed to ensure a level of math and language arts literacy (essential or basic skills)
- Served a valid purpose – raised expectations
- No longer a valued tool in some districts

Time for a Serious Discussion

- Current costs - \$2.7 M annually
- Consider replacing with end of course assessments (expensive) or a general work/college readiness tool like Accuplacer – identified levels of performance to achieve a H.S. diploma





Standing Behind Graduates

Accountability Backed by a Warranty

In Virginia, remediation to bring college freshmen up to speed on reading, writing and arithmetic is a big-ticket item – \$25 million a year with **one-fourth** of state public high school students attending Virginia public colleges taking at least one remedial course as freshmen.

One Approach: Virginia Hanover County public schools offers a college or employer a two year warranty for each Hanover graduate who earns at least a "C" average. If a college or employer finds that the graduate needs remedial education, the school district will pay for the class.

Is Alaska ready for such a step?





WorkKeys – Valuable Today?

Experience

- Many students don't take it seriously
- Apparently few Alaska employers use WorkKeys to determine candidate capacity – more focused on life skills of attendance, drug/alcohol free, willingness to learn, etc.



Explore New Direction?

- Are the above assumptions correct?
- Could Accuplacer or another similar assessment provide the same level of information and insight into job/career readiness?



Open a Serious Conversation

Potential Direction

- **Identify a single high school assessment that:**
 - Tests literacy skills – math, reading and writing
 - Suitable for career/work readiness basis skill requirement
 - Allows PreK-12 and UA to establish proficiency scores for their unique purposes
- **Potential Benefits**
 - Potentially few costs – money and time
 - Understandable for students, parents and employers
 - Allow local school districts to hold students to a “level of performance” much like the HSGQE, but at a rigorous level that allows for transition into college or workplace with necessary literacy skills
 - Individual districts determine if assessments would be “high stakes”

Statewide Assessments – Thoughtful Re-examination and Potential Update

Senate Finance Education Sub-Committee
October 30, 2013

Bruce Johnson
Executive Director
ACSA/AASA





Assessments – Time for Reflection

Current Conditions

- New content standards require new measures
- Assessment overhaul in the works
- Need for “high stakes” assessment?

Big Picture Opportunity

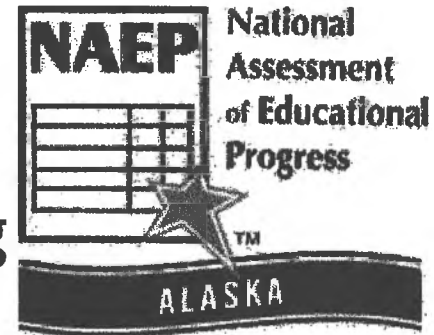
- Identify college/work readiness tool like Accuplacer that serves several purposes
 - Informs ongoing instruction in critical literacy areas
 - Defines readiness for college and/or work (entry knowledge)
 - Allows local districts to define levels of performance to achieve a high school diploma





Meaningful High School Diploma

Many constituents believe that diplomas should not be a token of graduation for seniors, marking 12 years of school attendance.



Instead, diplomas should be viewed as a written promise—backed by measurable performance—that the student has achieved a certain level of learning and is either ready for post-secondary training or a workplace that hires high school graduates.



Assessments – Time for Reflection

Important Considerations

- **Price tag**
 - Money
 - Time – value of assessment in relation to lost instructional and staff time
- **Usefulness**
 - Informs instruction
 - Pledge to employers and colleges
- **Motivating**
 - Purposeful for students
 - Beneficial for students, parents, employers, post-secondary training – If results used?





HSGQE – The Need in 1997

Senator Bunde said that in 1997, he saw too many University of Alaska students having to take basic skills remediation classes and dropping out from discouragement. The University system was spending millions on such programs and some there suggested they should be reimbursed from the K-12 Funding Formula. In addition, employers were angry that they could not find employees with basic reading, writing, and math skills and were spending time and money to train young people right out of high school. Senator Bunde said, "Many business owners told me they'd support no additional state revenue measures for education while so many of our students graduated unable to read at a high school level."





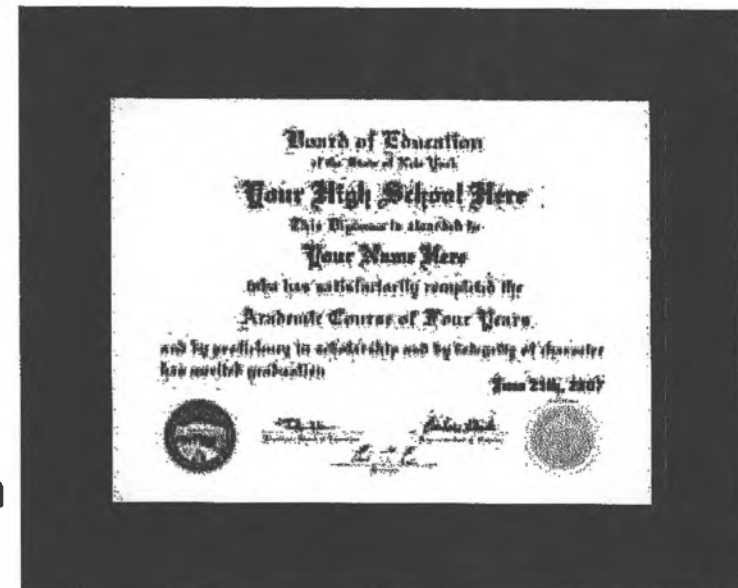
HSGQE – Is It Still Beneficial

Original Purpose

- Designed to ensure a level of math and language arts literacy (essential or basic skills)
- Served a valid purpose – raised expectations
- No longer a valued tool in some districts

Time for a Serious Discussion

- Current costs - \$2.7 M annually
- Consider replacing with end of course assessments (expensive) or a general work/college readiness tool like Accuplacer – identified levels of performance to achieve a H.S. diploma





Standing Behind Graduates

Accountability Backed by a Warranty

In Virginia, remediation to bring college freshmen up to speed on reading, writing and arithmetic is a big-ticket item – \$25 million a year with **one-fourth** of state public high school students attending Virginia public colleges taking at least one remedial course as freshmen.

One Approach: Virginia Hanover County public schools offers a college or employer a two year warranty for each Hanover graduate who earns at least a "C" average. If a college or employer finds that the graduate needs remedial education, the school district will pay for the class.

Is Alaska ready for such a step?





WorkKeys – Valuable Today?

Experience

- Many students don't take it seriously
- Apparently few Alaska employers use WorkKeys to determine candidate capacity – more focused on life skills of attendance, drug/alcohol free, willingness to learn, etc.



Explore New Direction?

- Are the above assumptions correct?
- Could Accuplacer or another similar assessment provide the same level of information and insight into job/career readiness?



Open a Serious Conversation

Potential Direction

- **Identify a single high school assessment that:**
 - Tests literacy skills – math, reading and writing
 - Suitable for career/work readiness basis skill requirement
 - Allows PreK-12 and UA to establish proficiency scores for their unique purposes
- **Potential Benefits**
 - Potentially few costs – money and time
 - Understandable for students, parents and employers
 - Allow local school districts to hold students to a “level of performance” much like the HSGQE, but at a rigorous level that allows for transition into college or workplace with necessary literacy skills
 - Individual districts determine if assessments would be “high stakes”