
01/27/16
PRESENTATION:
ALASKA NATIVE
SCIENCE &
ENGINEERING
PROGRAM (ANSEP)

<TARGET><BILL></BILL><SUBJECT>01-27-16 PRESENTATION
ALASKA NATIVE SCIENCE and ENGINEERING PROGRAM
(ANSEP)</SUBJECT><COMM>HEDC29</COMM></TARGET>

The logo for URBAN INSTITUTE features the word "URBAN" in a large, bold, blue sans-serif font, with "INSTITUTE" in a smaller, blue, spaced-out sans-serif font below it. The text is centered within a grid of small white dots on a black background.

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Building Alaska's Science and Engineering Pipeline

Evaluation of the
Alaska Native Science
& Engineering Program

What Is ANSEP?

Based at the University of Alaska, the Alaska Native Science & Engineering Program (ANSEP) is designed to prepare and support Alaska Native students from middle school through graduate school to succeed in engineering and science careers. ANSEP offers intensive academic support, exposure to industry, and the opportunity to participate in a learning community incorporating Alaska Native cultural identity.

ANSEP provides comprehensive programming for its precollege, undergraduate, and graduate components aimed at empowering and exciting youth around engineering and science, promoting success in educational and career paths, and connecting local communities to science, technology, engineering, and math (STEM) resources.

In addition to supporting individual students, the ANSEP model is also designed to effect systemic change to improve the climate for Alaska Natives in the Alaska kindergarten through 12th grade (K-12) educational system, the University of Alaska, and Alaska's STEM industries.

Why Is ANSEP Needed?

STEM industries are a critical share of Alaska's economic vitality, and the majority of STEM occupations—75 percent—require at least an undergraduate degree.¹ Though Alaska Natives make up 15 percent of Alaska's population² and 10 percent of the workforce, they are only 6 percent of the state's workers in computer, engineering, and science occupations.³ ANSEP is designed to address this gap and produce trained Alaska Native scientists and engineers who can provide valuable leadership, perspective, and connection to local communities, from which many STEM employers in Alaska can directly benefit.

Alaska Natives face substantial barriers to success, with significantly lower labor force participation rates and the highest unemployment rates among all racial groups in Alaska. Alaska Natives also have the lowest median income among all racial groups in Alaska (\$40,705) and the highest poverty rate (25 percent compared with the overall 9 percent). Household income and employment compound structural and historical conditions that contribute to a history of social and economic challenges for Alaska Natives. The public school system in Alaska has high teacher turnover and insufficient resources in a geographically dispersed context, where providing high-quality, in-person instruction to small communities poses a logistical challenge. Alaska Native students test at significantly lower levels than other racial groups on the National Assessment of Educational Progress examinations, with a majority of students in grades four and eight performing below basic levels in reading and at or below basic levels in math.⁴ The proportion of students in grades seven and eight enrolled in Algebra 1 in the 2009–10 academic year who were Alaska Native students (12 percent) was well below their share of the overall student population (23 percent). The disparities were even more prevalent in advanced courses that are often prerequisites for entry into STEM college degree programs (e.g., Alaska Natives made up only 5 percent of calculus students in secondary schools in the state).⁵ ANSEP addresses these challenges by providing targeted programming and supports and requiring students to commit to academic achievement during middle school and high school.

How Was ANSEP Evaluated?

The Urban Institute, a nonprofit, nonpartisan research organization, is dedicated to elevating the debate on social and economic policy. For nearly five decades, Urban scholars have conducted research and offered evidence-based solutions that improve lives and strengthen communities across a rapidly urbanizing world. Its objective research helps expand opportunities for all, reduce hardship among the most vulnerable, and strengthen the effectiveness of the public sector. The Urban Institute conducted an implementation and participant-outcomes evaluation of ANSEP between September 2013 and December 2014. The research team collected and analyzed data from interviews and focus groups conducted with participants, staff, partners, and stakeholders in the University of Alaska, the K–12 educational system, and organizations in the STEM industry. The team also fielded a survey to alumni and analyzed student records. The evaluation assesses the ANSEP model to inform its programming and planning as well as provide lessons for other STEM education programs that serve underrepresented minorities nationwide. The logic model that appears in figure 1 is a graphic representation of ANSEP's theory of change and served as the framework for data collection in the evaluation.

FIGURE 1
Alaska Native Science & Engineering Program (ANSEP) Logic Model

ASSESSING THE NEED

INSTITUTIONAL

<p>ALASKA K-12 SYSTEM Teachers • Curriculum • Other resources</p>	<p>UNIVERSITY OF ALASKA Faculty and staff • Student social and academic supports • Research resources • State STEM career preparation • Student diversity and climate for Alaska Natives</p>	<p>STEM INDUSTRY STEM workforce • Interaction with Alaska Native communities • Staff diversity and climate for Alaska Natives</p>
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INPUTS **STAFFING AND LEADERSHIP** **FACILITIES**

FUNCTIONAL ACTIVITIES **RECRUITMENT AND SELECTION** **PARTNERSHIP AND RELATIONSHIP MANAGEMENT** **FINANCIAL MA**

<p>PROGRAMMATIC ACTIVITIES (COMPONENTS)</p>	<p>MIDDLE SCHOOL ACADEMY</p> <ul style="list-style-type: none"> Computer assembly Residential experience on campus Hands-on STEM modules Team-building work Social activities Field trips Exposure to Alaska Native and other mentors 	<p>CAREER EXPLORATIONS</p> <p><i>Recurrent program</i></p> <ul style="list-style-type: none"> Residential experience on campus Hands-on STEM modules Team-building work Social activities Field trips Exposure to Alaska Native and other mentors
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OUTPUTS / SHORT-TERM OUTCOMES

<p>ALASKA K-12 SYSTEM Higher performing students returning to classroom • College application rates • Contact with university</p>	<p>UNIVERSITY OF ALASKA Diversity rates • Retention rates • Resources</p>	<p>STEM INDUSTRY Diverse workforce • Interns' work product • Alaska Native community relations</p>	<p>Knowledge of college life</p> <p>Commitment to complete algebra by the end of 8th grade</p> <p>Completion of Academy</p> <p>Completion of Career Explorations • Reinforcement of Middle School Academy experience</p>
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LONG-TERM OUTCOMES

<p>ALASKA K-12 SYSTEM Pool of qualified Alaska Native and non-Alaska Native STEM teachers • STEM education practices that emphasize hands-on learning and career-focused curriculum • Resources committed to STEM</p>	<p>UNIVERSITY OF ALASKA Recruitment and retention of Alaska Native students and other minorities • Use of existing university resources, visibility and attraction of STEM funding to campus • Filling Alaska's STEM occupational needs</p>	<p>STEM INDUSTRY Access to skilled, stable workforce of scientists and engineers • Access to Alaska Native perspective and leadership on STEM and natural resource issues</p>	<p>Personal computer</p> <p>College-readiness for STEM field</p>
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Alaska Natives in leadership roles • Changing attitudes toward Alaska Natives and minorities •
 Greater sensitivity to diversity

STUDENTS

- Preparation for and awareness of STEM educational and career pathways
- Motivation and commitment to STEM
- Family and community resources

CONTEXT

- Economic conditions and labor market
- Policy and budget climate (K-12 system, University system, and federal, state, and local/village)
- Historical and social conditions for Alaska Natives

FUNDING PARTNERSHIPS

ELEMENT FUNDRAISING MARKETING AND COMMUNICATIONS ALUMNI OUTREACH AND ACTIVITIES POLICY WORK AND ADVOCACY

ACCELERATION ACADEMY	SUMMER BRIDGE	UNIVERSITY SUCCESS	GRADUATE SUCCESS
<p>Recurrent program</p> <ul style="list-style-type: none"> Computer assembly Residential experience on campus Hands-on STEM modules Team-building work Academic preparation Supports and advising Social activities Exposure to Alaska Native and other mentors Scholarships for college <i>Jump Start for former participants</i> 	<ul style="list-style-type: none"> Freshman-year academic preparation Residential experience on campus Team-building work Paid internship Supports and advising Social activities Professionalization and skill-building Exposure to Alaska Native and other mentors Scholarships for college 	<ul style="list-style-type: none"> Performance requirements Merit-based scholarships Residential experience on campus Team-building work Paid internship Peer study groups Weekly meetings and employer networking Study/social space and resources Supports and advising Job-placement assistance Informal mentoring/networking Teaching and research opportunities Research exposure Exposure to Alaska Native and other mentors 	<ul style="list-style-type: none"> Scholarships and financial support Supports and advising Academic research skill-building Career awareness and exposure to other universities Team-building work Exposure to Alaska Native and other mentors

Soft skills • Leadership development • Application to further ANSEP activities • Social integration • STEM professional identity and socialization

Commitment to complete trigonometry, chemistry, and physics by end of high school	Retention at university • Entry-level STEM employment		Retention in advanced degree
Completion of Academy, with credits • Application to university	Completion of Summer Bridge, with college credits	Completion of STEM major coursework	

Excitement about STEM • Connection to academically focused peer group • Reinforcement of Alaska Native identity

Knowledge about STEM education and occupations for parents, social networks, and sending communities

Personal computer

College enrollment • College degree attainment • Advanced degree attainment • Career advancement and wages • Commitment to STEM field

Empowerment and leadership • Commitment to Alaska Native community and Alaska

Social and professional network of colleagues and employers

How Does ANSEP Work?

ANSEP seeks to motivate young, talented students to commit to rigorous educational pathways and provides them the academic and experiential training and supports to achieve a STEM college degree and career. ANSEP uses a multi-stage model that provides opportunities for students beginning as early as sixth grade, through high school, into their STEM education at the University of Alaska, and into the workforce. The components of the ANSEP model include: Middle School Academy, STEM Career Explorations, Acceleration Academy, Summer Bridge, University Success, and Graduate Success.

Middle School Academy

Middle School Academy is the first possible entry point to the ANSEP multi-stage model. It provides youth who are middle school age with an 11-day residential experience at the University of Alaska Anchorage. The experience provides active learning opportunities designed to foster enthusiasm for pursuing STEM education and careers and a commitment to completing Algebra 1 by the end of eighth grade. The component has grown since its creation in 2010, evolving from a centralized component run entirely by ANSEP staff to a hybrid model that relies on collaboration with specific school districts around the state of Alaska. The average cost per participant is \$2,593.

STEM Career Explorations

STEM Career Explorations provides an opportunity for participants who previously attended a Middle School Academy to return to the University of Alaska Anchorage for a five-day residential camp in which they focus on a particular STEM field. This allows participants to renew their dedication to and enthusiasm for the ANSEP community and STEM study. The average cost per participant is \$1,000.

Acceleration Academy

Acceleration Academy gives high school-age participants college preparatory coursework and supports to ensure they continue on the STEM education path. Acceleration Academy is a five-week summer session at the University of Alaska Anchorage, where participants can earn college credit through intensive summer college courses and gain hands-on STEM experiences. Participants benefit from a college residential experience, peer socialization, and college scholarships to reward completion. The average cost per participant is \$6,157.

Summer Bridge

Summer Bridge provides a transition summer for participants who are beginning a STEM undergraduate degree at the University of Alaska in the fall. The eight-week program combines academic coursework with a paid internship in a STEM workplace, either in Anchorage or in the field elsewhere in the state. This prepares participants to successfully transition both academically and socially into the university, and it provides them work experience and exposure to STEM career fields. The average cost per participant is \$7,784.

University Success

University Success provides a comprehensive set of supports to undergraduate students enrolled in science and engineering majors at the University of Alaska Anchorage, Fairbanks, and Southeast. University Success supports the academic, professional, and social success of participants by providing a range of supports and requirements. The program requires participants to meet high academic standards, complete summer STEM internships, and actively participate in the learning community. The average cost per participant is \$225; participants are provided an average scholarship of \$2,910 each semester.

Graduate Success

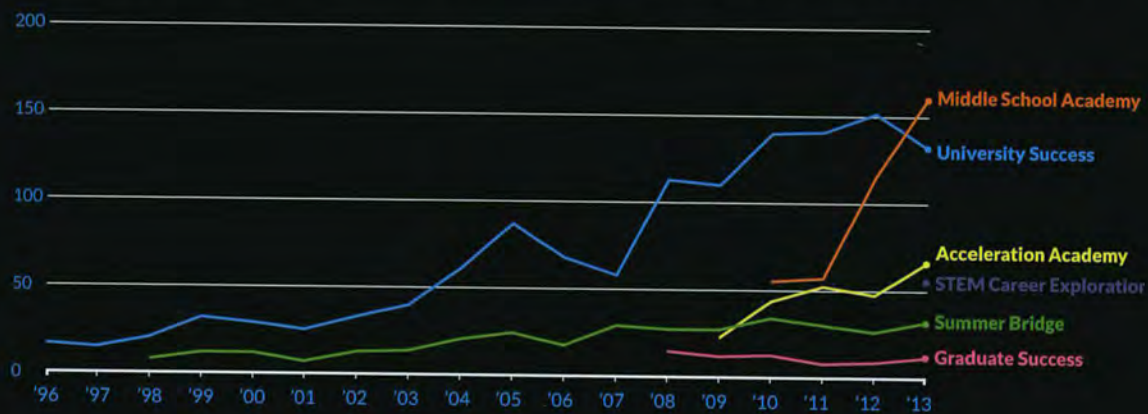
Graduate Success supports participants who choose to continue their post-secondary education by pursuing master's, doctoral, or other professional degrees in STEM fields at the University of Alaska or partner institutions elsewhere in the United States. The program provides financial and other supports to develop leaders for STEM industry organizations and the faculty of the University of Alaska. The average cost per participant is \$2,500; participants are provided an average scholarship of \$2,910 each semester.

Who Does ANSEP Support?

ANSEP has expanded its programming since its creation in 1995 at the University of Alaska Anchorage, implementing six components that support future scientists and engineers throughout their educational development (see figure 2).

FIGURE 2

Number of Participants in ANSEP Components, 1996–2013



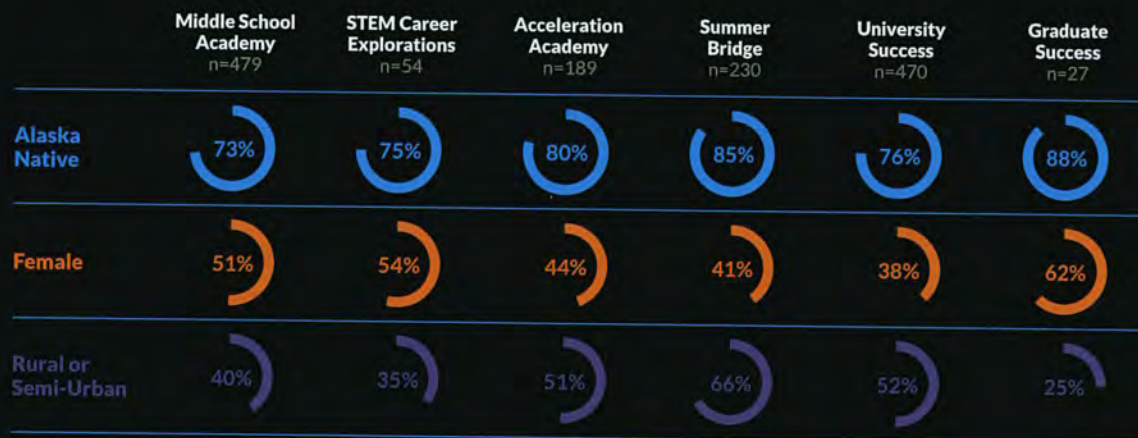
Notes: These data include the total number of participants in each year (i.e., repeating students appear in multiple years).

Most ANSEP participants across all the components come from the underrepresented minority groups whom the program targets; Alaska Natives make up the majority of participants in all the components.

There is approximately proportional representation of females in all components, except in Graduate Success, where they are overrepresented (see figure 3). There is also overrepresentation of students from rural or semi-urban communities in all components except Graduate Success and STEM Career Explorations.

FIGURE 3

Target Group Demographics by ANSEP Component



Notes: Repeat participants are counted as single observations. Percentages exclude participants for whom demographic information is unknown. Participants whose hometowns are out of state or unknown are not included in the calculation of the proportion of rural and semi-urban participants.

What Have ANSEP Participants Achieved?

For each component in the ANSEP model, the Urban Institute examined the programmatic accomplishments that constitute the “outputs” in the logic model. These are typically the more immediate results of each ANSEP component. For ANSEP’s precollege components, course completions and academic advancement are the primary outputs.

77% of Middle School Academy participants successfully completed Algebra 1 at their home schools by the end of eighth grade, among participants for whom completion information is known and who have reached eighth grade.

79% of all Acceleration Academy participants who took a precollege or college-level math course completed it with a grade of C or higher. Eighty-five percent of participants who took college-level science coursework passed the same bar. Since participants elected to take either or both college math and science courses, the average overall completion rate of any course (college or precollege) among all participants was 95 percent.

68% of the Summer Bridge participants from 2010 to 2013 who took a math course received college credit. Of this group of completers, 72 percent took courses at the college level, while 28 percent took courses at the precollege level.

For undergraduate and graduate components in ANSEP, on the other hand, degree completion and academic achievement (e.g., grade point average [GPA] and time to degree) are the key outputs. Table 1 provides completion and enrollment status for all University Success participants to date—showing that 67 percent of all participants who received a minimum scholarship in any one semester have either completed or are currently enrolled in STEM degree programs at the University of Alaska.

In University Success, the rates of Alaska Native participants who do not complete their degrees after eight years (22 percent) or who are currently studying in non-STEM programs (12 percent) are higher than almost all other racial groups.

The most recent average cumulative GPA of University Success participants was 2.98. The GPA is higher than a nationally estimated GPA for American Indian/Alaska Native and Native Hawaiian/Pacific Islander STEM graduates (2.91). The mean time to degree for University Success graduates is approximately 13 enrolled semesters.

Of the 27 Graduate Success participants, a third have completed their graduate degrees, and 56 percent are continuing their studies at the University of Alaska.

TABLE 1
University Success Participant Completion and Enrollment Status

	DEGREE COMPLETED (PERCENT)				CURRENTLY ENROLLED (PERCENT)			
	Any BS degree	STEM non-BS degree	Non-STEM degree	No bachelor's degree ^a	Any BS degree	STEM non-BS degree	Non-STEM degree	Unknown degree type
Total (n = 470)	34.7	0.2	2.8	18.3	31.7	0.6	10.2	1.5
Alaska Native (n = 353)	28.3	0.3	2.3	22.1	32.6	0.8	11.9	1.7

Source: ANSEP Administrative and Scholarship Records and UA Banner.
 Note: BS = bachelor of science.
^a No degree means that the student did not earn a bachelor's degree eight years after enrolling.

How Does ANSEP Help Its Graduates Succeed?

An important part of the ANSEP model is the long-run outcomes that graduates experience in their post-secondary education and the STEM workforce. The Urban Institute examined the educational and employment outcomes of University Success participants using self-reported outcome data from the alumni surveyed in the summer of 2014. When survey respondents consented, the research team linked outcomes to respondents' information in ANSEP's and the University of Alaska's student records to understand the full trajectory of ANSEP participation. For University Success graduates, the analysis focused on three outcome categories:

Graduate study in STEM fields

The rate of respondents who reported ever enrolling in graduate school was 37 percent, as shown in table 2. This rate is substantially higher than a national estimate of 17 percent for American Indian/Alaska Native and Native Hawaiian/Pacific Islander college graduates in all majors or fields who enter graduate school within one year of graduation.

Employment in STEM professions

According to a national estimate based on relatively small sample sizes, within one year after graduation, 62 percent of American Indian/Alaska Native and Native Hawaiian/Pacific Islander STEM college graduates are employed and 19 percent are enrolled in graduate school. Based on alumni survey responses matched to university records data, within one year of graduation, 84 percent of University Success participants reported being employed and 10 percent reported being enrolled in graduate school. The vast majority of these University Success participants were employed by STEM or STEM-related employers (88 percent), in STEM or STEM-related occupations (88 percent) and in their undergraduate field of study (78 percent).

Income from their STEM professional employment

In their first year of employment, 44 percent of matched survey respondents earned the median salary band of \$40,000 to \$59,000 (not constant dollars), and 44 percent made \$60,000 or more. The mean income in 2008 at one year after graduation of American Indian/Alaska Native and Native Hawaiian/Pacific Islander college graduates across all STEM fields is estimated at \$43,257. Survey respondents also reported on their current salaries, with 25 percent earning the median salary band of \$60,000 to \$79,000, 24 percent earning between \$80,000 and \$99,000, and 17 percent earning \$100,000 or more.

TABLE 2

Graduate Enrollment and Degree Completion Rates among University Success Alumni

REPORTING UNIVERSITY SUCCESS ALUMNI	PERCENT ^a
Ever been enrolled in graduate program	36.8
Currently enrolled in a graduate program	21.1
Currently enrolled in a STEM/STEM-related graduate program	17.1
Completed graduate degree	11.8
Completed STEM/STEM-related graduate degree	11.8

^a N = 76 nonrandom, student record matched, full ANSEP respondents to the alumni survey who responded affirmatively to survey questions regarding graduate school enrollment and completion.

What Do Participants Think?

Precollege Participants

Precollege participants in focus groups shared how their experiences with ANSEP helped them learn about career possibilities, navigate the college campus, and prepare for successful completion of a science or engineering degree. Many were excited to meet other high achievers from other middle and high schools, many from Alaska Native or rural backgrounds like themselves, to be able to develop connections and friendships that would serve them during their undergraduate years. They enjoyed the hands-on activities and direct exposure to scientists and engineers that they would not have experienced otherwise. High school-age participants also valued earning college credits and future scholarships at the University of Alaska to help advance their academic pursuits in college.

University Success Participants

University Success participants in focus groups appreciated the supports ANSEP provided to help them through rigorous coursework in pursuit of science and engineering degrees. Participants emphasized the financial benefit of the ANSEP scholarship, academic advising from ANSEP staff, peer support during and outside of official study groups, internships that exposed them to future employers, and value of belonging to a community on campus.

Participants spoke of the impact of ANSEP facilities and of the physical and symbolic importance of having a dedicated building on the Anchorage campus. Participants at the Fairbanks campus felt that not having a dedicated facility was a disadvantage.

University Success Alumni

The alumni surveyed during the summer of 2014 reported that the most important reason they joined and stayed in University Success was the scholarship, followed by peer and academic support. Peer support was highlighted as an important factor for a higher share of Anchorage alumni than Fairbanks alumni. Alumni placed the connection to Alaska Native culture and community, career planning support, and employment during college as some of the lesser important reasons they joined the program. Alumni saw ANSEP's help in their navigating the university as the least important reason to participate.

Alumni were also asked to rank the activities that had the most impact on their academic and professional success. Similar to the reasons they joined, alumni highlighted scholarships as well as formal and informal peer studying opportunities as the biggest influences on their success. When considering their career development, alumni felt that connections to potential employers that ANSEP facilitated were the most important, followed by summer internships and weekly meetings.

When asked to elaborate on their experiences, many highlighted the ANSEP building on the Anchorage campus and the connections to other STEM majors for support in completing difficult coursework. Participants also highlighted the value they placed on the Alaska Native cultural references and traditions, which were central to ANSEP.

What Are the Key Implementation Study Findings?

ANSEP combines academic and experiential learning with a wide range of supports, including all the elements that have been identified in previous literature as valuable components of successful STEM enrichment programs.

Though ANSEP is organized as a multi-stage educational model—from middle school to post-secondary education and into the workforce—the various components are generally discrete and autonomous with regard to a comprehensive curriculum. Though some of the components are relatively new, many participants are enrolling in multiple components as encouraged by ANSEP staff and aligned with the model.

ANSEP is not a static, easily replicable program, although individual components may potentially be replicated. It is a dynamic and evolving model that continues to adapt as the program expands to a wider range of STEM fields, to additional University of Alaska campuses, and earlier into K-12 education. However, with leadership's efforts to continuously improve the program, better data systems and more rigorous evaluation of the model may be challenging to develop.

ANSEP rewards students who are high achieving relative to their geographic and racial group cohorts, particularly in the precollege components. Rigorous academic requirements drive eligibility standards and ongoing participation. However, many participants, in particular those who have not taken part in ANSEP precollege components, may still suffer from academic and personal barriers in pursuing their degrees.

In its recruitment, ANSEP targets groups who are underrepresented in Alaska's STEM workforce, specifically Alaska Native and nonurban students. Its programming is open to all students, however, and many beyond the target groups benefit from ANSEP's activities and resources.

To date, 164 ANSEP scholarship recipients have graduated from the University of Alaska with bachelor's degrees in STEM fields. These STEM and STEM-related professions are in demand in Alaska's industries. Eighty-eight percent of a nonrandom sample of graduates who were employed in the first year after graduation report being employed in STEM occupations.

ANSEP has an employer-centered model, built on a wide range of partnerships with STEM organizations in the private and public sector that are important funders and also provide internships and other career exposure to link participants to STEM employment. These relationships make the program highly dependent on the strength of the industries that hire scientists and engineers.

Stakeholders credit ANSEP for contributing to an improved climate for Alaska Natives at the University of Alaska and in the state's STEM industries. One strategy shaping these perceptions has been ANSEP's use of marketing, branding, and advocacy efforts as well as promotion of Alaska Native cultural identity.

The climate for the program at the University of Alaska has been and generally continues to be tense because of the program's significant resources and unique status, but has improved as ANSEP has won support from key university leaders. Many university stakeholders and programs express admiration for ANSEP's visibility and success and note benefiting from it.

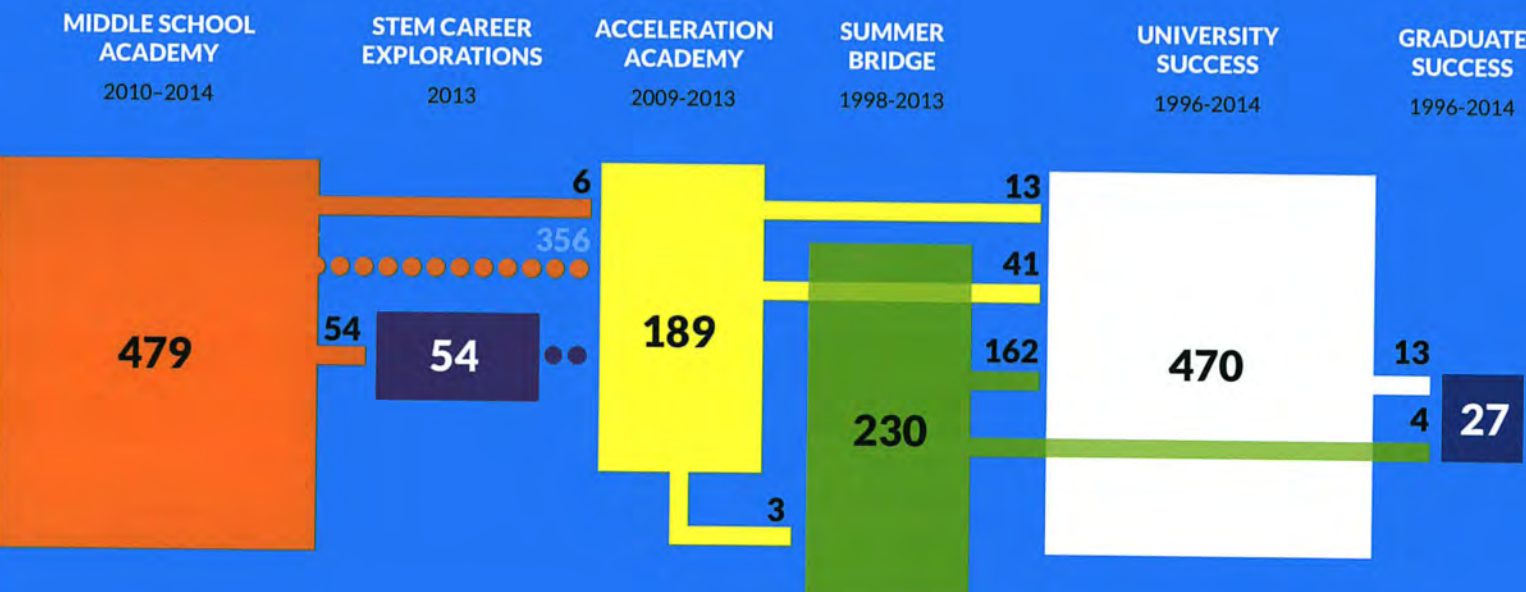
ANSEP has benefited from a charismatic leader whose personality is central to the program, and who has developed the program's visibility and connections to significant funding resources. Careful sustainability planning, which is currently under development, will be crucial to ANSEP's long-term success.

Program expansion to additional university campuses and to additional participants has faced and will continue to confront operational challenges in terms of providing sufficient staffing and facilities to maintain consistent supports to all participants and ensuring fidelity to the model.

ANSEP's approach offers important lessons for other STEM education programs for underrepresented minorities, especially in its engagement of students from middle school to graduate school. However, Alaska's unique social and economic conditions and the unusual institutional placement of ANSEP at the University of Alaska may pose a challenge to replication in other contexts outside of Alaska.

FIGURE 4

Participant Flow Between Components



Notes: Dotted lines and figure in light blue indicate the potential pipeline of recent Middle School Academy and STEM Career Explorations students who were not yet age-eligible for Acceleration Academy in 2013, the most recent year for which Acceleration Academy data are available. Participants are only counted once, even if they participated in a component multiple times.

What Is ANSEP's Future?

ANSEP's Pipeline

As ANSEP has evolved, it has increasingly followed a pipeline model to prepare and support Alaska Native and rural students to enter and complete college by providing earlier intervention during their K-12 education.

This pipeline has begun to work effectively, although further data collection and analysis in the coming years will be crucial for understanding the pipeline's flow (see figure 4). According to student records that the Urban Institute analyzed, 47 percent of all University Success participants also took part in a previous ANSEP component, including those who participated in Summer Bridge (35 percent of University Success participants), those who participated in Acceleration Academy (3 percent), and those who participated in both (9 percent).

Although the precollege components were created later, many precollege participants are moving on to enroll in later components and University Success. According to college admission reports, the majority of Acceleration Academy participants, 79 percent of those who were age-eligible for college, applied to a University of Alaska campus. Eighty-five percent of Acceleration Academy students who applied to the University of Alaska were admitted, and 86 percent of that group enrolled.

Expansion Plans

ANSEP plans to expand operations in the coming years, focusing resources on Middle School Academy to increase the number of participants entering the pipeline at the first stage of the multi-stage model. ANSEP's strategic plan envisions running 12 Academies a year as soon as 2015, supporting around 650 participants each year. The vision is for Middle School Academy participants to return to ANSEP repeatedly throughout the multi-stage model, steering them to enrollment in STEM majors and participation in University Success. Although most of the precollege components are too new to have shown significant effects, ANSEP leadership plans for a pipeline of students to emerge from the multi-stage model and provide leadership in Alaska's STEM industry.

Partnership with the K-12 school system is crucial to this expansion, as the component will be increasingly decentralized to school districts as they take on some of the operational costs as well as recruitment and administration tasks. Recent new funding from Alaska's Department of Education and Early Development suggests a deeper institutionalization of ANSEP in Alaska's K-12 system.

ANSEP is also developing plans to improve data management and performance monitoring. ANSEP leadership is exploring ways to improve tracking ANSEP applicants' and participants' advancement, which would be helpful for reporting and evaluation purposes to the University of Alaska, funders, policymakers, and other stakeholders. ANSEP leadership is working on making operational adjustments, such as hiring additional staff and securing facilities to support a year-round Middle School Academy component. The program is also developing current management staff to ensure sustainable leadership for the program as well as ANSEP-affiliated Alaska Native faculty in the University of Alaska system.

Notes

- 1 Erik Stimpfle, and Todd Mosher, "Science, Tech, Engineering, and Math: Knowledge-based workers in Alaska," *Alaska Economic Trends* 31 no. 2 (2013): 4-12.
<http://labor.alaska.gov/trends/feb11.pdf>.
- 2 This figure and the remaining Alaska Native demographic figures in this section on Alaska state context also include non-Alaska-Native American Indians. This is the standard categorization in the decennial Census, the American Community Survey, and the Department of Labor Bureau of Labor Standards and is the only statistically sound benchmark secondary data source.
- 3 Occupation data from the 2013 American Community Survey 1-Year Estimates.
- 4 Alaska Department of Education and Early Development, *Alaska's Public Schools: 2012-2013 Report Card to the Public*, Juneau: Alaska Department of Education and Early Development, 2013.
<http://education.alaska.gov/reportcard/2012-2013/reportcard2012-13.pdf>.
- 5 US Department of Education, "2009-10 National and State Estimations," Civil Rights Data Collection, accessed December 10, 2014.
http://ocrdata.ed.gov/StateNationalEstimations/Projections_2009_10.

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The nonprofit Urban Institute is dedicated to elevating the debate on social and economic policy. For nearly five decades, Urban scholars have conducted research and offered evidence-based solutions that improve lives and strengthen communities across a rapidly urbanizing world. Their objective research helps expand opportunities for all, reduce hardship among the most vulnerable, and strengthen the effectiveness of the public sector.

This project was funded by The Alaska Native Science & Engineering Program (ANSEP).

The views expressed are those of the authors and should not be attributed to the Urban Institute, its trustees, or its funders.



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I feel that ANSEP really prepared [my son]. He's a freshman at [University of Alaska] and said, "No surprises. When I went to Acceleration Academy and Summer Bridge I knew how hard college was going to be." It just served him beautifully... It helped him focus here academically. He was offered courses that started to challenge him but he also knew that if he wanted to get involved in the summer programs then he needed to stay and do really well here.

— A parent

What I thought was really good is that the students also had exposure to different professions in math, science, and engineering. They had little projects that went with each one of those fields. So it was just deep enough to get some exposure, see what it was about, see what skills you need to do that, what type of projects you're working on and then moving on to another project. I thought that exposure piece, just all the different areas they put in just those twelve days, was great.

— A middle school partner

Most definitely, that's probably my favorite thing about ANSEP. They let you get to know your future employer, but they also let you get to know your most likely future coworker.

— A University Success participant

I think this is an incredibly inspiring program that really is transformational and has the ability to make such a difference to Alaska Natives and to us, as employers. I really think it is something that has the opportunity to change the soul of companies who hire STEM graduates.

— An employer partner

I live in [a] small village with only 800 people and we don't get much experience of college life and major road systems and it's helped me boost my confidence about what I want to do in the future.

— A Summer Bridge participant

We don't have an unlimited source of money, space, and supplies to reach every single student out there. We need to focus on students who are at least on track and keep them on track and keep them excited. These students have younger siblings, these students have friends who see what they're doing, who hear what they're doing, who see the fun that they're having, the success that they're having, the cool science things that are going on in their life because they are part of ANSEP and that, I think, is really what's going to create a better understanding, or better thought about what Alaska Native students are capable of and the goals they need to meet to be successful.

— An ANSEP staff member

[W]here I think [other programs] fall short is that they expect that that one summer...is going to be enough to prepare [a] student for college. It's going to take a lot more than that...We learned that the hard way. [We] saw that all these students were coming in underprepared, so we said "Well, we'll do something in the summer before they start. We'll give them a college math course to prepare them." And even those students who were doing that, they weren't prepared enough. So we said, "Okay, we have to go back into high school" and that's when the computer assembly stuff started. Then you realize some of these high school students are even behind by the time they started high school, so you have to go further back into middle school. So it's kind of been a domino effect of opportunities that we realized need to be there in order for the students to have the chance to be successful.

— An ANSEP staff member

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ANSEP
ALASKA
NATIVE
SCIENCE &
ENGINEERING
PROGRAM

INSPIRATION • GUIDANCE • OPPORTUNITY

ANSEP.NET

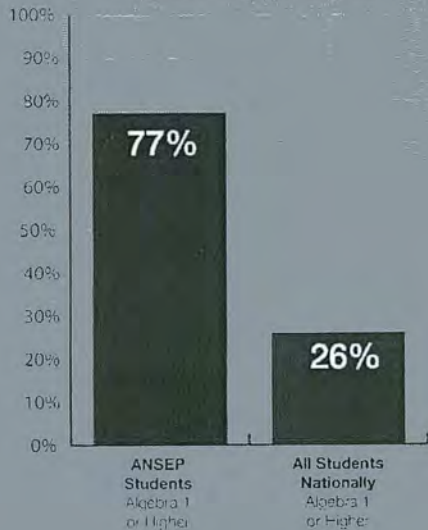
Funds to produce and print this document were derived from philanthropic donations.



ANSEP

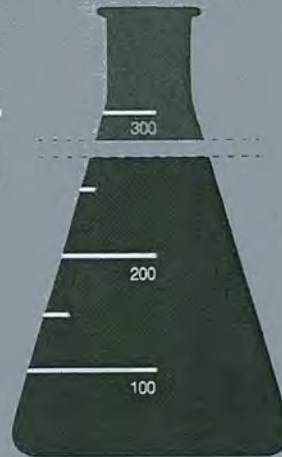
INSPIRATION · GUIDANCE · OPPORTUNITY

MIDDLE SCHOOL ACADEMY / 8TH GRADE MATH COMPLETION



SUMMER BRIDGE

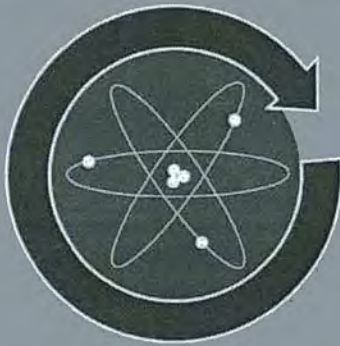
277 participants



95%

continued on to engineering or science BS degree programs

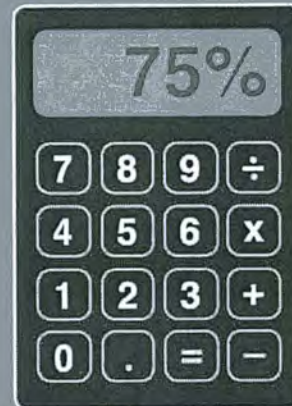
HIGH SCHOOL ACCELERATION ACADEMY



95%

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

UNIVERSITY SUCCESS



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

ANSEP has evolved into a longitudinal education model that provides a continuous string of components beginning with students in sixth grade and on through high school, into science and engineering undergraduate degree programs and through graduate school to the PhD.

Students who start in ANSEP in middle school or early in high school can earn the full Alaska Performance Scholarship regardless of where they live.





ANSEP
ALASKA
NATIVE
SCIENCE &
ENGINEERING
PROGRAM

Quantitative and Qualitative External Evaluation



Hamutal Bernstein
Carlos Martin
Lauren Eyster
Theresa Anderson
Stephanie Owen
Ananda Martin-Caughey

Building Alaska's Science and Engineering Pipeline

Evaluation of the
Alaska Native Science
& Engineering Program



ANSEP Components

MIDDLE SCHOOL ACADEMY

6th, 7th, and 8th grade

STEM CAREER EXPLORATIONS

Returning Middle School Students

ACCELERATION ACADEMY

8th - 11th grade

SUMMER BRIDGE

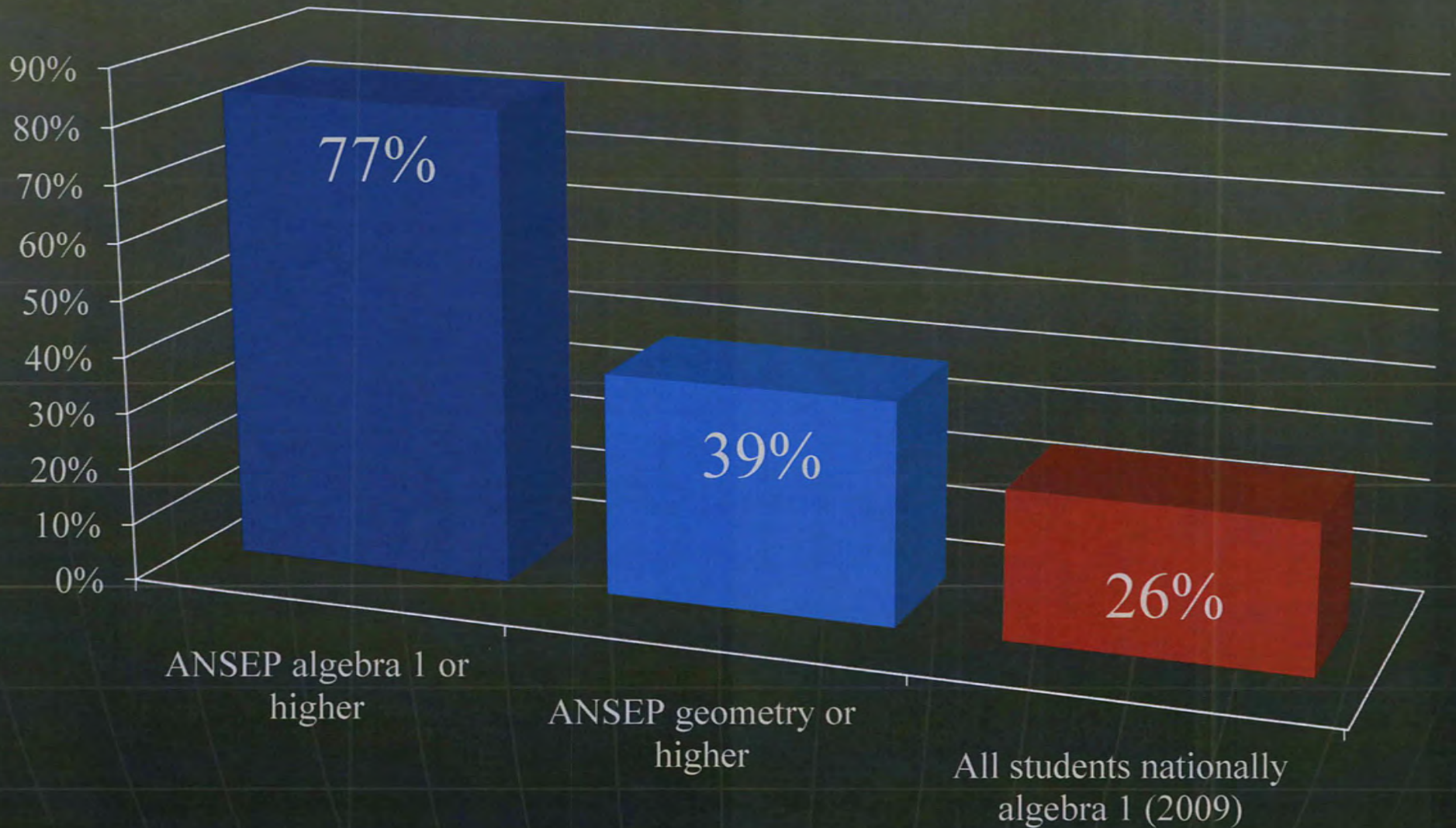
Incoming University Freshman

UNIVERSITY SUCCESS

University Students

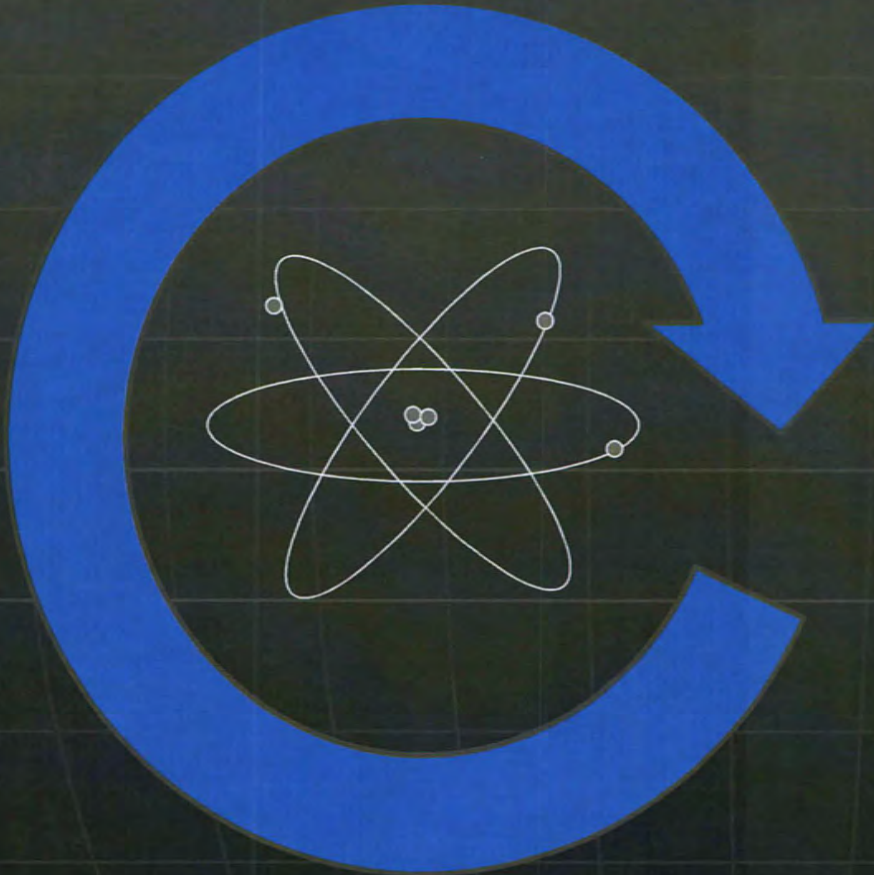


ANSEP 8th Grade Math Completion



ANSEP High School Acceleration Academy

Advanced Academics and Career Exploration



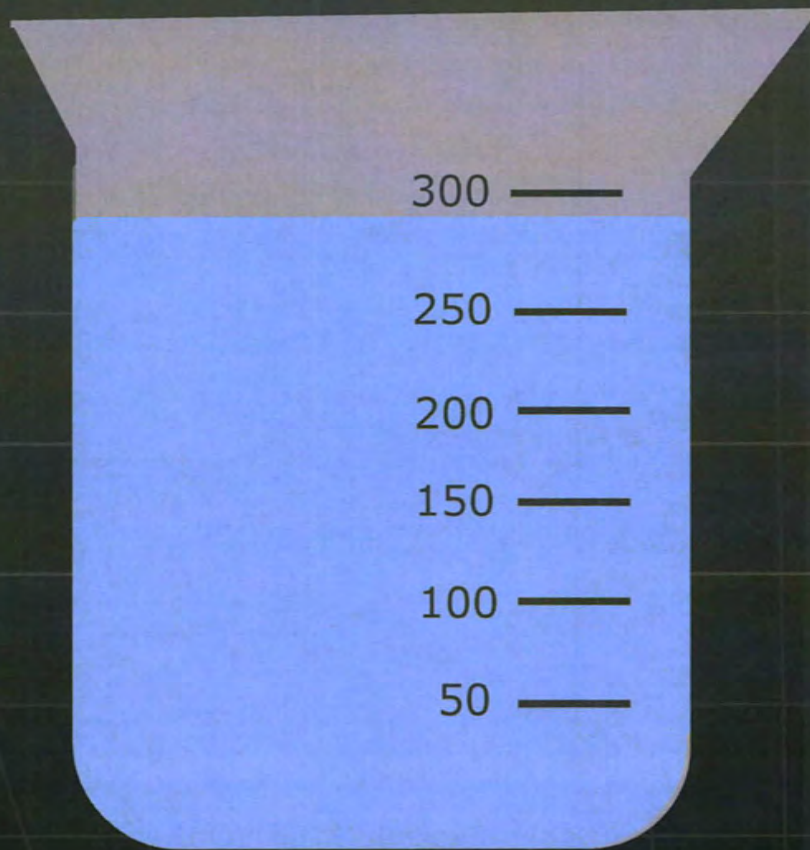
95%

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



ANSEP Summer Bridge

*Building a Strong Foundation for
University and Professional Achievement*



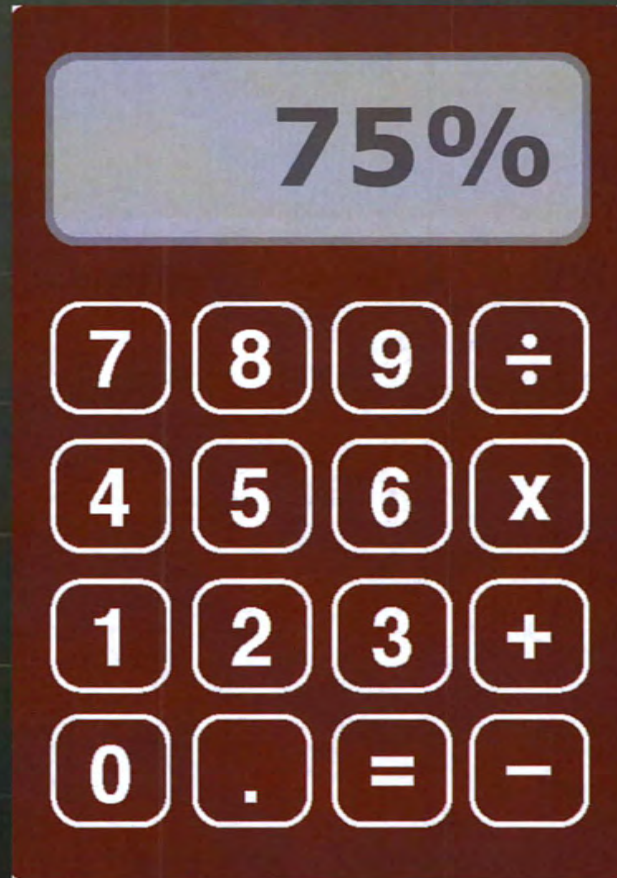
95%

of students successfully
transition to science or
engineering BS degree
programs

Participants 1998 - 2014



ANSEP University Success



Percentage of ANSEP students who have graduated or are currently enrolled



MT. EDGECUMBE ANSEP ACCELERATION HIGH SCHOOL



\$5.9 Million
Annual savings
to the State of
Alaska

By serving 400
students
each year

State of Alaska
General Fund Cost Per
Student to
Graduate from HS¹



■ Current Mt. Edgecumbe HS
■ Mt. Edgecumbe ANSEP Acceleration HS

State of Alaska
General Fund Cost Per
Student for
the University of Alaska²



■ Current Mt. Edgecumbe HS
■ Mt. Edgecumbe ANSEP Acceleration HS

University Credits by HS Graduation

46 BS Science or
Engineering

39 BBA Management

39 BA Elementary
Education

29 BS Psychology

Mt. Edgecumbe ANSEP Acceleration High School
 Budget Forecast - Summary
 FY17 - FY21

	Year 1 FY17	Year 2 FY18	Year 3 FY19	Year 4 FY20	Year 5 FY21
Staff	1,483,763	1,505,221	1,542,852	1,581,423	1,620,958
Faculty - ANSEP	0	762,832	2,070,544	2,942,352	2,942,352
Teachers - MEHS	3,160,304	1,852,592	0	0	0
Total Labor	4,644,067	4,120,645	3,613,396	4,523,775	4,563,310
Travel	805,900	805,900	805,900	805,900	805,900
Services	5,013,300	4,957,900	4,953,558	5,026,129	5,125,652
Commodities	320,200	320,200	326,604	333,136	339,799
Total Expenditures	10,783,467	10,204,645	9,699,458	10,688,940	10,834,661
General Fund Receipts	4,655,000	4,655,000	4,655,000	4,655,000	4,655,000
General Fund/Program Receipts	57,000	57,000	57,000	57,000	57,000
Interagency Receipts	5,926,000	5,926,000	5,926,000	5,926,000	5,926,000
Statutory Designated Program	170,000	170,000	170,000	170,000	170,000
Total Revenue	10,808,000	10,808,000	10,808,000	10,808,000	10,808,000
Surplus / (Deficit)	24,533	603,355	1,108,542	119,060	(26,661)

Mt. Edgecumbe ANSEP Acceleration High School

Budget Forecast - Detail

FY17 - FY21

	Current FY16	Year 1 FY17	Year 2 FY18	Year 3 FY19	Year 4 FY20	Year 5 FY21
Administrative Assistant	71,996	71,996	71,996	73,796	75,641	77,532
Mental Health Clinician	70,774	70,774	70,774	72,543	74,357	76,216
Division Director	163,694	163,694	187,516	192,204	197,009	201,934
Social Services Associate	61,832	61,832	61,832	63,378	64,962	66,586
Administrative Officer	113,169	113,169	0	0	0	0
Accountant	0	0	110,805	113,575	116,415	119,325
Secretary	79,820	79,820	79,820	81,816	83,861	85,957
Education Program Assistant	88,328	88,328	88,328	90,536	92,800	95,120
Accounting Tech	80,166	80,166	80,166	82,170	84,224	86,330
Dormitory Attendant (2)	113,925	113,925	113,925	116,773	119,692	122,685
Recreation Assistant (3)	175,646	175,646	175,646	180,037	184,538	189,152
Protective Services Specialist	79,032	79,032	79,032	81,008	83,033	85,109
Data Processing Tech	90,838	90,838	90,838	93,109	95,437	97,823
Assistant Director Instruction & Housing (2)	294,543	294,543	294,543	301,907	309,454	317,191
Faculty - ANSEP	0	0	762,832	2,070,544	2,942,352	2,942,352
Teachers - MEHS (28)	3,051,329	3,160,304	1,852,592	0	0	0
Labor	4,535,092	4,644,067	4,120,645	3,613,396	4,523,775	4,563,310
Travel	805,900	805,900	805,900	805,900	805,900	805,900
University of Alaska - Tuition	230,400	230,400	175,000	75,000	50,000	50,000
RSA - Admin Services (financial support)	25,900	0	0	0	0	0
RSA - IT Services	31,000	0	0	0	0	0
RSA - Executive Administration	1,700	0	0	0	0	0
RSA - State Facilities Maintenance	1,187,900	1,187,900	1,187,900	1,211,658	1,235,891	1,260,609
Sitka School District	15,000	15,000	15,000	15,300	15,606	15,918
Test Proctoring	5,000	5,000	5,000	5,100	5,202	5,306
Professional Memberships	35,000	35,000	35,000	35,700	36,414	37,142
IT Licensing & Renewals	35,000	35,000	35,000	35,700	36,414	37,142
Television Service	1,500	1,500	1,500	1,530	1,561	1,592
Freight	6,000	6,000	6,000	6,120	6,242	6,367
Express Mail	9,100	9,100	9,100	9,282	9,468	9,657
Postage	10,000	10,000	10,000	10,200	10,404	10,612

Mt. Edgecumbe ANSEP Acceleration High School

Budget Forecast - Detail

FY17 - FY21

Telephone	5,000	5,000	5,000	5,100	5,202	5,306
Telecommunication charges	5,000	5,000	5,000	5,100	5,202	5,306
Data Network	37,000	37,000	37,000	37,740	38,495	39,265
Cell phone charges	12,500	12,500	12,500	12,750	13,005	13,265
State Equipment Fleet	22,500	22,500	22,500	22,950	23,409	23,877
Advertising Fees	10,000	10,000	10,000	10,200	10,404	10,612
Electricity	150,000	150,000	150,000	153,000	156,060	159,181
Water and Sewer	90,000	90,000	90,000	91,800	93,636	95,509
Waste Disposal	75,000	75,000	75,000	76,500	78,030	79,591
Heating Oil	200,000	200,000	200,000	204,000	208,080	212,242
Equipment Rental	5,000	5,000	5,000	5,100	5,202	5,306
Contracts: Dorms/Cleaning/Buses/Etc	2,847,900	2,847,900	2,847,900	2,904,858	2,962,955	3,022,214
Printing	5,500	5,500	5,500	5,610	5,722	5,837
Laundry	10,000	10,000	10,000	10,200	10,404	10,612
RSA - DOA, SOA Accounting System	25,000	0	0	0	0	0
RSA - DOA, computer services	20,000	0	0	0	0	0
RSA - Dept of Law, legal review	10,500	0	0	0	0	0
Background Checks	3,000	3,000	3,000	3,060	3,121	3,184
Services	5,127,400	5,013,300	4,957,900	4,953,558	5,026,129	5,125,652
Reference and text books	67,700	67,700	67,700	69,054	70,435	71,844
Furniture	7,000	7,000	7,000	7,140	7,283	7,428
General Repair	55,000	55,000	55,000	56,100	57,222	58,366
Data processing supplies	7,000	7,000	7,000	7,140	7,283	7,428
Subscriptions	5,000	5,000	5,000	5,100	5,202	5,306
Food supplies for home economics class	100,000	100,000	100,000	102,000	104,040	106,121
Clothing and Uniforms	10,000	10,000	10,000	10,200	10,404	10,612
Institutional products	25,000	25,000	25,000	25,500	26,010	26,530
Medical supplies	5,000	5,000	5,000	5,100	5,202	5,306
Safety supplies	1,500	1,500	1,500	1,530	1,561	1,592
Campus repairs	10,000	10,000	10,000	10,200	10,404	10,612
Equipment replacement	27,000	27,000	27,000	27,540	28,091	28,653
Commodities	320,200	320,200	320,200	326,604	333,136	339,799
Total Expenditures	\$10,788,592	\$10,783,467	\$10,204,645	\$9,699,458	\$10,688,940	\$10,834,661

Janet Ogan

From: Herbert P Schroeder <hpschroeder@uaa.alaska.edu>
Sent: Sunday, February 07, 2016 7:25 PM
To: Tyson Gallagher; 'billh@mehs.us'
Cc: Rep. Lynn Gattis; Sen. Mike Dunleavy; Rep. Wes Keller; 'Herman, Marcy J (EED)'; Teshner, Heidi A (EED); 'james@avak.biz'
Subject: RE: Invitation to Testify Before Dept of Education Finance Subcommittee on February 9th

Hi Tyson,

I will be on the phone for the hearing. Where do I call?

Herb

Herb Ilisaurri Schroeder, PhD

Vice Provost for ANSEP and Founder

Professor of Engineering

www.ANSEP.net

From: Tyson Gallagher [mailto:Tyson.Gallagher@akleg.gov]
Sent: Sunday, February 7, 2016 1:06 PM
To: 'billh@mehs.us' <billh@mehs.us>; Herbert P Schroeder <hpschroeder@uaa.alaska.edu>
Cc: Rep. Lynn Gattis <Rep.Lynn.Gattis@akleg.gov>; Sen. Mike Dunleavy <Sen.Mike.Dunleavy@akleg.gov>; Rep. Wes Keller <Rep.Wes.Keller@akleg.gov>; 'Herman, Marcy J (EED)' <marcy.herman@alaska.gov>; Teshner, Heidi A (EED) <heidi.teshner@alaska.gov>; 'james@avak.biz' <james@avak.biz>
Subject: Invitation to Testify Before Dept of Education Finance Subcommittee on February 9th

Dear Superintendent Hutton and Dr. Schroeder,

The House Department of Education and Early Development Finance Subcommittee will be holding a hearing on Tuesday, February 9th, 2016 at 6pm. Recently the concept of the ANSEP program merging with Mount Edgecumbe Boarding School has arisen. The subcommittee will be taking this up as a topic on the 9th to hear the pros and cons as well as learn more details about the idea, and invite you to testify on the subject. Please let me know if you are able to participate by noon on Monday February 8th. **Please note – the emphasis of the finance subcommittee is to evaluate concepts through the lens of identifying opportunities for the state to realize cost savings.**

If you are able to testify, Representative Gattis has asked that you please not travel to Juneau specifically for this subcommittee in these difficult financial times, but instead teleconference in. If you have any questions please let me know – I'll give you a call tomorrow morning and try to touch base.

Regards,

Tyson

Tyson Gallagher

Chief of Staff

Office of Representative Lynn Gattis

P: 907-465-4833

E: Tyson.Gallagher@akleg.gov

Janet Ogan

From: Tyson Gallagher
Sent: Sunday, February 07, 2016 1:06 PM
To: 'billh@mehs.us'; 'herb@uaa.alaska.edu'
Cc: Rep. Lynn Gattis; Sen. Mike Dunleavy; Rep. Wes Keller; 'Herman, Marcy J (EED)'; Teshner, Heidi A (EED); 'james@avak.biz'
Subject: Invitation to Testify Before Dept of Education Finance Subcommittee on February 9th

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Regards,

Tyson

Tyson Gallagher
Chief of Staff
Office of Representative Lynn Gattis
P: 907-465-4833
E: Tyson.Gallagher@akleg.gov

Janet Ogan

From: Lorrainedeasis@yahoo.com
Sent: Thursday, February 25, 2016 7:33 AM
To: Rep. Mike Chenault; Rep. Matt Claman; Rep. Jim Colver; Rep. Harriet Drummond; Rep. Bryce Edgmon; Rep. Neal Foster; Rep. Les Gara; Rep. Lynn Gattis; Rep. Max Gruenberg; Rep. David Guttenberg; Rep. Mike Hawker; Rep. Bob Herron; Rep. Shelley Hughes; Rep. Craig Johnson; Rep. Andy Josephson; Rep. Scott Kawasaki; Rep. Wes Keller; Rep. Sam Kito; Rep. Jonathan Kreiss-Tomkins; Rep. Gabrielle LeDoux; Rep. Bob Lynn; Rep. Charisse Millett; Rep. Cathy Munoz; Rep. Benjamin Nageak; Rep. Mark Neuman; Rep. Kurt Olson; Rep. Daniel Ortiz; Rep. Lance Pruitt; Rep. Lora Reinbold; Rep. Dan Saddler; Rep. Paul Seaton; Rep. Louise Stutes; Rep. David Talerico; Rep. Geran Tarr; Rep. Steve Thompson; Rep. Cathy Tilton; Rep. Chris Tuck; Rep. Liz Vazquez; Rep. Tammie Wilson; Rep. Adam Wool
Subject: ANSEP - Accelerated??? Saving Money??

I started looking into ANSEP when they did a proposal to create an Accelerated High School and plop it right over the existing system at Mt. Edgecumbe. My mission then was to make sure this didn't happen to Mt. Edgecumbe.

It seems that Mt. Edgecumbe is out of the cross hairs, but Dr. Schroeder is still presenting this Accelerated High School idea (He did a presentation this week at a school Superintendents meeting). The idea itself may be attractive to some, but the performance and reported numbers of ANSEP need to be very closely reviewed EVERY time they are presented or discussed.

Back to this report:

<http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000084-Evaluation-of-the-Alaska-Native-Science-and-Engineering-Program.pdf>

Page 185:

"85.2% of graduates took more than 13 semesters from the time of first enrollment to graduation" - this is 6.5 years for a 4 year degree.

I would say ANSEP has some work to do at home with their college students before they start making high school kids graduate sooner.

UAA costs \$24,034/year - books, food, board & classes

\$24,034 x 4 years = \$96,136

\$24,034 x 7 years = \$168,238

ANSEP has had 164 total STEM grad in 19 years ($164/19=8.63$) = 9 average grads per year

Page 58 - The annual budget was \$3,000,000 (it's now around \$8,000,000 per year due to \$6M from the legislature)

$\$3,000,000/9$ grads per year = \$333,333 cost per grad

So, if we just gave everyone (because this program is serving white kids too!) who wanted to study STEM a full ride scholarship for 7 years, it would cost half as much.

If we limited the kids to something like 5 years, it would be one third the price!! We could eliminate at least 1/4 of the students if we stick to the mission and only serve Native students.

Here are some review numbers:

ANSEP states they have 1500 students. They actually have 135.

Here are the actual numbers from the report (pages 123-136) (2015 numbers are from governors budget & are unconfirmed)

	2008	2009	2010	2011	2012	2013	2015	
Middle School Academy			50	59	112	159	485	- 10-day program
Acceleration Academy		16	38	47	42	61	59	- 5-week summer program-kids
enrolled in college classes (summer program)								
Summer Bridge	21	21	28	24	20	26	26	- 1 month college classes, 1
month working at internships (summer program)								
University Success-total	110	107	138	139	150	130	130	- college kids enrolled at UAA & UAF
Graduate Success	8	5	6	1	2	5	5	- college kids
Total	139	149	260	270	326	381	705	

Page 171: 22% of Natives enrolled in the program drop out

Page 177: 24% of currently enrolled students changed majors out of STEM

Cost - Acceleration Academy vs. Mt. Edgecumbe

Page 62 - The cost per student in the 5-week Acceleration Academy is \$6,157.

This would compute to \$40,636.20 for the 33 weeks that the kids are at Mt. Edgecumbe (not including Christmas break).

Mt. Edgecumbe's cost per student is \$27,000.

$$\$40,636.20 \times 400 \text{ students} = \$16,254,480$$

$$\text{Mt Edgecumbe budget} = \$10,800,000$$

Difference = \$ 5,454,480 - ASEP Acceleration Academy is MORE expensive (& operating out of new buildings in Anchorage, where the cost of living is lower).

=====

In reviewing the governors budget, I noticed that they reported that 77% of the middle school participants completed Algebra I (bear in mind that the kids had to be on track to do that to even apply to ANSEP). If they had 485 kids in 2015 & 77% complete algebra (485 x .77 = 112). Where are the 112 computers that need to be returned?

A couple thoughts:

If the goal is to increase Native STEM graduates, would it be more effective to give the State money to the Native Corporations to administer? Most already have very successful scholarship programs that are **defined & accountable** (ANSEP scholarships are very obscure. Students don't really know how much they will receive & it is different if they attend UAA). CIRI administers scholarships for several entities already. Could the State have them administer it?

If the idea of an accelerated high school is being considered, perhaps that is best left to someone with "operational capacity".

As the Urban Institute stated it: (Page 209) "Component targets have largely been aspirational, with operational plans and fundraising developed to support the aspirations, as opposed to targets that are based on current operational capacity"

I appreciate ANSEP's aspiration & vision, but implementation needs to be left to an organization with proven results and accountability.

-Lorraine DeAsis

Janet Ogan

From: Yahoo <lorrainedeasis@yahoo.com>
Sent: Saturday, January 30, 2016 12:27 PM
To: Sen. Berta Gardner; hannah@kdlg.org; Rep. Daniel Ortiz; Rep. Wes Keller; Rep. Liz Vazquez; Rep. Jim Colver; Rep. Paul Seaton; Rep. David Talerico; Rep. Harriet Drummond; Rep. Jonathan Kreiss-Tomkins; Sen. Mike Dunleavy; Sen. Charlie Huggins; Sen. Cathy Giessel; Sen. Gary Stevens; Sen. Berta Gardner; Rep. Sam Kito; Rep. Cathy Munoz; Sen. Bert Stedman; Sen. Dennis Egan; "governor@alaska.gov"; "lt.governor@alaska.gov"
Subject: Alaska college graduation rates

Since we are talking about UAA taking over Mt. Edgecumbe , I'd like to share some articles about college graduation rates in Alaska.

These articles are talking about overall graduation rates. Engineering graduation rates are even lower. I wonder how many have ever graduated from UAA with an Engineering degree in four years?! How do they now think it can be done in THREE!?

I encourage you to google these things yourself before considering a University, with no experience running a high school, taking over a very successful boarding school with a 95% on-time graduation rate.

The students at Mt. Edgecumbe love their school. They have ZERO truancy or kids who skip classes. That's saying a lot for a high school!

I'd say we have some work to do, but shutting down the most successful school in the state is not the place to start!!

Lorraine DeAsis
907-957-2806

Alaska College Graduation Rates:

UAA-4-year graduation rate=8%, 6-year graduation rate=28%

[Learn About the University of Alaska Anchorage and What It Takes to Get In](#)



[Learn About the University of Alaska Anchorage and What ...](#)

University of Alaska Anchorage's average SAT scores, ACT scores, acceptance rate, financial aid, scholarships, and other college admissions data.

[View on collegeapps.about.com](#)

Preview by Yahoo

UAA - 4.3% 4-year graduation rate:

[Alaska Colleges with 4-Year Graduation Rates in the 0% to 9% Range - College Toolkit](#)



[Alaska Colleges with 4-Year Graduation Rates in the 0% t...](#)
[Alaska Colleges with 4-Year Graduation Rates in the 0% to 9% Range](#)

[View on colleges.collegetoolkit...](#)

Preview by Yahoo

Alaska 26% SIX-year college graduation rate

<http://www.cbsnews.com/news/20-states-with-the-best-and-worst-college-grad-rates/>

Alaska: 12% 4-year college graduation rate

[These States Make It Hard For You To Graduate College in Four Years](#)



[These States Make It Hard For You To Graduate College in...](#)

Due to rising tuition rates and constant announcements that schools are slashing budgets, the idea of going to college is completely different than it was for previ...

[View on colleges.startclass.com](#)

Preview by Yahoo

Janet Ogan

From: Gerri Ongtawasruk <swedikimo@yahoo.com>
Sent: Tuesday, February 02, 2016 5:06 PM
To: Rep. Wes Keller
Subject: Mount Edgecumbe ANSEP Acceleration High School

Dear Representative Keller,

As a resident of the State of Alaska, supporter of Mt. Edgecumbe High School (MEHS), former MEHS student and parent of three MEHS graduates and two current MEHS students, I would like to express my concern of the proposal of Alaska Native Science and Engineering Program (ANSEP) to join their program with MEHS for a three year acceleration high school program.

This proposal was basically done behind closed doors without any input from MEHS Administrators and/or Staff. Not to mention, without the input of MEHS Alumni, Parents and Students, which should be extremely important voices to be heard. It would compromise and/or destroy the historic MEHS mission to provide educational alternatives to all youth of the State of Alaska. All without proven research that shows how it will benefit our state and educational system, nor the proof that supports it's claim to save the State of Alaska \$5.9 million dollars. This proposal is not in the best interest of the State of Alaska, University of Alaska, Alaska residents or students!

One of my daughters has attended a session through ANSEP and it is a great program. She is currently a Senior attending MEHS and benefited from both programs, which they can make a difference remaining separate programs.

Our family has long believed in and stood behind the high educational and personal standards that MEHS upholds each of their students to. We appreciate all staff of MEHS that puts their heart and soul into each student that walks through their doors. They are not just teachers and staff members to their students, but are considered family. Each MEHS teacher, administrator, and staff member has a vested interest in each students life and successes.

I and some of my family members have benefited from MEHS dating back to the 1960's. We all have learned valuable lessons besides what we learned in the classrooms while attending high school there. As I stated last year in my emails in support of keeping MEHS open, my two oldest daughters graduated from MEHS and went on to graduate from college. Another of my daughters graduated and is currently employed within the community and hopes to take college courses. My daughter who is a MEHS Senior this year has been accepted to Fort Lewis College in Durango, Colorado where she is looking to major in Biology until she passes her MCAT and then go on to premed school and eventually become a doctor. My daughter who is currently a MEHS Junior has colleges sending her and I information about their schools in hopes she will choose their school. All of their previous, current and future achievements would not have happened so seamlessly if it wasn't for their years at MEHS and the firm foundation they provided them.

MEHS gives opportunities to so many of Alaska's diverse youth. Opportunities that otherwise would not have been offered nearby or at their home communities. These youth have gone on to become great leaders and contributing members in our communities, regions and state. If ANSEP is allowed what they are proposing, those youth would lose these great opportunities. These opportunities would be offered to only a select few youth through ANSEP's proposed program. Please keep these programs separate to allow the youth of our state to get the maximum amount of benefits allowed!

MEHS has 70+ years success rate that includes their advanced math, science, engineering and technology curriculum along with all other curriculum offered, please allow them to continue with what they do for our youth from all walks of life!

I do not support the establishment of the Mount Edgecumbe ANSEP Acceleration High School!

Thank you for taking the time to allow me to express my thoughts and opinions on this proposal!

Respectfully yours,

Geraldine Ongtawasruk,
MEHS Parent and Former Student

Janet Ogan

From: tqkitka@gmail.com
Sent: Tuesday, February 02, 2016 2:40 PM
To: Sen. Mike Dunleavy; Sen. Charlie Huggins; Sen. Berta Gardner; Rep. Jim Colver; Rep. Paul Seaton; Rep. David Talerico; Rep. Harriet Drummond; Rep. Jonathan Kreiss-Tomkins; Sen. Cathy Giessel; Sen. Gary Stevens; Rep. Wes Keller; Rep. Liz Vazquez
Subject: Proposed changes to MEHS

Follow Up Flag: Follow up
Flag Status: Flagged

My dear State Senators and Representatives,

My name is Tanya Kitka, and I am a proud alumnus of Mt. Edgecumbe High School. I am writing a short letter today to express my concern about the proposed plans for MEHS to be run under the ANSEP program. I feel strongly that while this may be a money saving proposition, it is not the answer our state is looking for. I would rather see the entire school reduced in size, while sticking to their current education model, rather than see it changed to a three year high school with a science and tech focus. I graduated in 2003 and was one of the top students in my class. Even I, who academically would have done just great in an engineering field, and honestly math and science were my bread and butter, decided ultimately to pursue different goals after high school and am very happy with my decisions. I first attended AVTEC and studied in the welding program, went on to begin my life with no college debt and a viable trade. I worked in the welding field for 8 years, during which time I took classes at the local Kodiak College towards my accounting and business degrees, also during which time I incurred no debt because I was already employed and able to pay for my own education while being assisted by several small scholarships. I think college is an excellent choice for many, and there are plenty of Edgecumbe graduates who already do go on to pursue college degrees, I don't think that ANSEP will boost those numbers, but rather exclude a large faction that has always been primarily MEHS's target: undersupported rural students. I think ANSEP would seek to make it a school more for the elite than the underprivileged, going by what I interpreted in the article in the Sitka Sentinel.

I understand our budget is a huge mess right now, and that cuts will have to be made across the board. I would propose to limit the numbers that MEHS is able to take in to help reduce the costs there. When I attended there were maybe 300 students combined in all four grades, though after I graduated they expanded the dorms, added on to the school and increased the overall student capacity, though I don't have a definite figure on the student enrollment at this time. Obviously when you have the money to do so, expansion is a great thing, but I think paring back the number of students to pre-\$140/barrel of oil days would be an attainable goal. Even ANSEPs model I noticed didn't propose to decrease the costs per student, but just that the savings would be in not having them there for a fourth year. I think this would adversely affect all of Alaska with the trickle down effect of this poor decision.

A little off topic, but since I have your ear, (or eyes,) and we're discussing the budget crisis... I'm curious why there hasn't been more talk of marijuana regulation and taxation. It would seem that in the desperate times we're experiencing, getting this pushed through and making money for the state would be a top priority. Also, participating in multi-state lotteries? I realize Alaska doesn't have the base to make our own lottery profitable, but surely the logistics of sharing the costs could be beneficial? Also, revoking the credits given to the oil companies, who across the board have much deeper pockets than your average Alaskan. I am not entirely opposed to a state income tax, but only if it doesn't involve taxing Alaskans to help pay the oil companies to stay here (they're here to do business and make money, we need to pay them an incentive to make money?? Yes oil is at ridiculous lows but it won't last.) It's hard to have filet mignon taste when

Alaska only has a bologna income right now, and I realize that cuts will need to be made in addition to these ideas for additional revenue, but every bit helps.

Just a few ideas, and I am more than happy to be corrected on my views if they are wrong. But if you take nothing else from this letter, please preserve MEHS. It's an institution that has always produced success and made many people proud to be a part of. And if it ain't broke - don't fix it.

Thank you for your time. I would be more than happy to discuss any of the above further.

Tanya Kitka
Kodiak, Alaska
907-539-2885

Sent from my iPhone

Sent from my iPhone

Janet Ogan

From: Aloysius, Lena <aloy9113@pacificu.edu>
Sent: Tuesday, February 02, 2016 4:26 PM
To: Rep. Wes Keller
Subject: Letter of Concern for MEHS
Attachments: Rep Keller.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Greetings Representative Keller,

I have attached a letter of concern on the proposal of an ANSEP takeover of MEHS. In addition to my letter I also want to state as a resident of the State of Alaska, and as a supporter of Mt. Edgecumbe High School (MEHS), I believe strongly in:

- high educational standards and rigorous academics
- advanced math, science and engineering curricula
- a full range of educational opportunities for students
- wise use of every one of Alaska's valuable education dollars

I DO SUPPORT the current mission, vision, leadership and direction of MEHS.

At the same time, **I MOST STRONGLY OPPOSE**

An Act Establishing the Mount (sic) Edgecumbe ANSEP Acceleration High School which:

- would replace a 70 year proven track record of success @ MEHS
- was drawn up without consultation or communication with MEHS or any of its stakeholders
- would compromise and possibly destroy the historic mission of MEHS to provide an education alternative to rural and/or Alaska Native students
- cannot present research to show any benefit from accelerated high school/college programs in populations similar to Alaskan students

Additionally:

- The University of Alaska is currently restructuring its existing campuses.
- ANSEP (part of the University of Alaska system) has no experience operating a high school.
- ANSEP very clearly should not try to add a 24 hour/day, 7 day/week licensed childcare facility to its mission, nor to its list of responsibilities.

This proposal claims that it will save Alaska \$5.9 million dollars, but there has been no evidence provided for this claim.

This proposal is **NOT** in the best interest of the State of Alaska, the University of Alaska, Alaska's citizens, or its students.

I DO NOT SUPPORT

An Act Establishing the Mount Edgecumbe ANSEP Acceleration High School

Thank you for the opportunity to comment,

Lena Aloysius

Janet Ogan

From: Brenda Campen <bcampen1562@icloud.com>
Sent: Monday, February 01, 2016 12:43 PM
To: Rep. Wes Keller
Subject: ANSEP proposal Please read.

Feb. 1, 2016

Dear Representative Keller:

I would like to state, in the strongest terms, my objection to the proposal by the University of Alaska's ANSEP program director, Herb Schroeder, to replace the program at Mt. Edgecumbe High School with an accelerated 3 yr ANSEP academy.

My credentials – I taught social studies/English in Alaska for 33 years – in three rural districts and for 25 years at MEHS (1985-2010). I was part of the team that reopened MEHS in 1985 as a state school. I am a recipient of the Milken Educator Award, the Governor's Award in the Humanities for Alaska Studies Education, and several other state and national teaching awards. My professional work has also included teacher training in the area of Alaska Studies.

My concern about the UAA ANSEP proposal is twofold – the proposal itself, and the predatory nature of the initiative. I assume that you have been hearing from many alumni, parents, and other supporters of MEHS, so will confine my arguments to those you may not have yet heard.

· The historic mission of MEHS – to provide an education alternative that offers a broad based, challenging curriculum to a student body of primarily rural and/or Alaska Native students is STILL RELEVANT.

· An accelerated 3 yr. high school program is possible for only a minority of MEHS students, many of whom enter the school with a serious deficit in skills and content knowledge. They play “catch up”. I know this from personal observation. Plus, the initial transition to life at a residential school often takes at least a semester before the student can “settle in” and succeed. A 3 yr. program with different admissions criteria (must have completed Alg. 1 to apply) would deny many of Alaska's students with great potential the opportunity for an alternative to a high school education not available in their home communities.

· Where is the data to support such a proposal? Where is the data that acceleration through high school and college works for minority students? Different programs have started (ex. Gates Foundation high school plus 2 yrs college in 4 years – started about 10 yrs ago). The ANSEP initiative appears to be unfounded – not grounded in the reality of either the education or the residential component of running a high school.

· ANSEP and STEM programs have gotten great attention, money, and materials/facilities over the last 10-15 years, often at the expense of other curricular areas that are equally important. Not all students have STEM orientation. I can name many MEHS alumni who are now active in the fields of law, law enforcement, education, medicine, social services, natural resource management, and who are holding elected positions in local and tribal governments. Leadership and civic responsibility are at the core of the historic MEHS mission. In today's economic and political climate, these are ever more important. We need Alaskans who are critical thinkers. Not everyone, at age 14, can make a career choice; it evolves over time with a broad education, exposure to options, and maturation.

My second point is the manner in which this proposal came about. It speaks to the awareness by UAA ANSEP that there would be opposition. Rather than bring stakeholders together to discuss possible expanded collaboration, Mr. Schroeder chose to go straight to the legislature. If that is the manner in which UAA ANSEP will treat MEHS now, it has proven that it would be an untrustworthy partner in the future. A hostile takeover is an apt term.

MEHS and ANSEP each are valuable programs. There is an overlap with some of the students. However, the missions are different. An ANSEP/ MEHS academy will destroy MEHS. It does not deserve this. If ANSEP wants an academy, why not establish it right on the UAA campus or in one of the closed Anchorage School District buildings?

I am not personally affected by this proposal. I am no longer a MEHS teacher, nor am I a member of NEA-AK or the local MEHS union (TEAME). I am, however, a teacher who helped open several of the Molly Hootch high schools and am aware of their strengths and limitations. I am a retired MEHS teacher who has seen what MEHS has done for thousands of Alaskans. Please, let it continue to do the job it does so well. Stop this proposal to change the mission of MEHS. It works. It is relevant. It is important.

Sincerely,

Brenda D. Campen

bcampen1562@icloud.com

907.747.3441

P.S. I must also comment that, adding insult to injury, in the UAA ANSEP proposal the name of MEHS is consistently misspelled. Perhaps ANSEP intends to also rename the school??? It's Mt. Edgecumbe High School, never, not ever "Mount". Just ask Gil Truitt, "Mr.Edgecumbe".

Janet Ogan

From: Candace Schaack <candace.schaack@yahoo.com>
Sent: Wednesday, February 03, 2016 3:19 PM
To: Rep. Wes Keller
Subject: Save Mt. Edgecumbe High School

Respected Representative Wes Keller,

Thank you for your time and consideration to this email. I am writing you because of a recent proposal that was presented to a joint committee of state lawmakers. The Alaska Native Science and Engineering Program (ANSEP) would like to take over Mt. Edgecumbe High School (MEHS) and turn it into a 3-year acceleration school. MEHS is a boarding school located in Sitka, Alaska. It is state funded.

Let me tell you a little bit about myself. My name is Candace Schaack, I live in Cold Bay, Alaska. I graduated from MEHS with honors in 2010. I spent 2 years studying English and Political Science at the University of Alaska Anchorage before I decided to return home to raise a family of my own. I am currently working towards my Bachelors in Rural Development by taking courses through University of Alaska Fairbanks's distance education program. I also serve on our city council and am the current mayor. I have a 2-year-old daughter who I hope one day will have the option to attend MEHS as well.

I was raised in Nelson Lagoon, Alaska where my family commercial salmon fished to make a living. When I was 10 years old my father moved our family to Cold Bay, Alaska after pursuing a job with the Department of Transportation because of the declining salmon prices. I only attended MEHS the first semester of my freshman year of high school; it was my choice to either attend or stay home. I immediately regretted my decision to stay home, I was the only girl in the Cold Bay High School at the time and I made up 50% of my class. I quickly went back through the application process and prayed every day they would accept me back, thank goodness they did.

I vowed to make my experience at MEHS the second time around one I would not forget. I signed up for every club possible and I applied myself the best I could academically. I was never a math-oriented student, science never excited me, engineering/mechanics was out of the question and technology was beyond my grasp. I did however push my limits. I took classes like trigonometry and chemistry because of the support and encouragement the teachers and staff gave me.

Many MEHS students have the option to stay home their Junior year of high school and graduate early. I never thought twice about doing it myself. I knew I was not ready for college level classes and I chose to embrace my senior year. I turned my focus on to college applications, scholarships, SATs and enjoying my last year in high school. I do not know if there have been studies done on the success rate of students who graduate high school early but from my own experience witnessing students attempt it I have heard only stories of regret and disappointment.

For some families MEHS is the only option (other than uprooting and moving to another town) for high school. Nelson Lagoon and Cold Bay, the communities that raised me have had their schools shut down because of the decline in student population. It has been very tragic for each of the communities. I have family from Nelson Lagoon attending MEHS right now and Cold Bay has a student attending as well. Every time MEHS is on the radar for budget cuts my heart sinks because of how much it is giving to our communities right now.

It is no secret that the love for MEHS runs deep through out the state. The school is like no other in the world. Students start their time at MEHS on all different levels. When I first started MEHS I quickly realized I was behind on math. I did not have any practice at algebra. If ANSEP takes over MEHS they are making it a requirement for students to have a year of algebra. I would not have met that criterion.

MEHS is already one of the best high schools in the state. It produces prepared, responsible and driven young adults socially and academically. There are MEHS alumni that attend Ivy League universities, serve in their local governments, run successful businesses and hold positions on tribal councils and corporations. The MEHS community instilled in me the courage to stand up for what I believe and to never be afraid of a challenge. The staff is caring and focused on the students and their success.

MEHS is not only a boarding school, it is a family and the Brave blood runs strong. Changing the structure and environment will be completely devastating. There is no proof that states the ANSEP turn over will actually be successful. The ANSEP representatives have done their homework and are wooing over many at the state capital because of the convenience of the proposal and the dollar amount they claim will be saved. They have hired skilled public relation workers and lobbyists. They have completely kept MEHS out of the loop and blindsided all of us by their proposal. The supporters of MEHS however have made it perfectly clear the complete disapproval of this insane idea of an accelerated high school.

As I stated before, MEHS shaped me into the person I am today and everyday I am grateful for the opportunities that were provided to me because of it. I cannot express enough how much the school means to not only me but to thousands of Alaskan's. Join me in support to save Mt. Edgecumbe High School and leave it to continue the legacy it has already created.

City of Cold Bay Mayor

Mt. Edgecumbe Graduate Class of 2010

Candace Schaack

2 Baranov Street
Cold Bay, AK 99571
(907) 444-1083
candace.schaack@yahoo.com

Janet Ogan

From: Gil Truitt <originalbrave48@gci.net>
Sent: Sunday, February 07, 2016 8:47 PM
To: "Representative.Mike.Chenault@akleg.gov; Representative.Chaarisse.Millet@akleg.gov; Repraesentative.Chris.Tuck@akleg.gov; Representaative.Scott.Kawasaki"@akleg.gov; "Representative.Steve.Thompson@akleg.gov; Representative.David.Guttenberg@akleg.gov; Representative.Adam.Wool@akleg.gov; Representative.David.Talerico@akleg.gov; Representative.Lynn.Gattis"@akleg.gov; Lriginalbrave48@gci; Rep. Mark Neuman; Rep. Jim Colver; Rep. Wes Keller; Representaative.Shelley.Hughes@akleg.gov; Representative.Tilton@akleg.gov; Representataive.Dan.sSaddler@akleg.gov; Rep. Lora Reinbold; Representaative.Gabrielle.LaDoux@akleg.gov; Rep. Max Gruenberg; Rep. Andy Josephson; Rep. Harriet Drummond; Rep. Geran Tarr; Rep. Les Gara; Representataive.Matt.Claman@akleg.gov; Representaative.Liz.VasQuez@akleg.gov; Rep. Craig Johnson; Rep. Bob Lynn; Representataive.Lance.Pruitt@akleg.gov; Rep. Mike Hawker; Repreentative.Kurt.Olson@akleg.gov; Rep. Paul Seaton; "Representaatiave.Louise. Stutes"@akleg.gov; Representaative.Sam.Kito@akleg.gov; Rep. Cathy Munoz; Representatiave.Jonathan.Kreiss-Tomkins@akleg.gov; Rep. Daniel Ortiz; Representataive.Bryce.Edgmon@akleg.gov; Rep. Bob Herron; Rep. Neal Foster; Representataive.Benjamin.Nageak@akleg.gov
Subject: Mt. Edgecumbe High chool and ANSEP

This is an appeal to maintain the status quo of Mt. Edgecumbe High school.

ANSEP has presented a proposal to assume operations of the school and to create an accelerated three year program emphasizing science and engineering programs.

Should this come to fruition, the type of student that MEHS now serves, since 1947, will disappear. Not every youngster will not want to be a scientist or engineer. An accelerated program can not offer a truly varied curriculum nor can extracurricular activities be a vital element in the students' education. The latter aare important parts that makes Mt. Edgecumbe a popular school.

Mt. Edgecumbe High school must not be sacrificed for the ake of ANSEP. The loss of Mt. Edgecumbe would set back Alaska education for generations and many rural area students will be the big losers.

The entire matter appears to be a railroad job by some one who is attempting to build an empire.

This leds to the question: If it is not broken, why fix it?

Dr. Gil Truitt
Mt. Edgecumbe High School, Class 1948
Former MEHS teacher, Coach, Administrator 34 Years

Janet Ogan

From: LIO Glennallen
Sent: Tuesday, February 09, 2016 9:45 AM
To: Rep. Wes Keller; Rep. Lora Reinbold; Rep. Jim Colver; Rep. Paul Seaton; Rep. Liz Vazquez; Rep. Harriet Drummond; Rep. Jonathan Kreiss-Tomkins
Subject: FW: ANSEP high school

Please see the email below that was sent through the Glennallen LIO for your consideration.
Thank you,

Emilie Frisbie
Glennallen

From: Bob Frisbie [mailto:raf@cvinternet.net]
Sent: Tuesday, February 09, 2016 9:24 AM
To: LIO Glennallen <Lio.Glennallen@akleg.gov>
Subject: ANSEP high school

Hi Emilie,

I realize the Legislature is focusing on budget matters right now, but I wish you would forward this email to the proper legislators that might be working on educational matters. Thanks.

I have seen news reports about the department of Education wanting to take over the Mt Edgecumbe high school in Sitka and turn it into an accelerated high school for students headed into the ANSEP program at the University of AK. I think there are other alternatives to changing the function of the Mt Edgecumbe school, which seems to be a very successful enterprise. Right here in Glennallen, we have the campus of the Alaska Bible College, that is not being used. It would serve very well as a boarding school for Alaska students from all over the state. With it being on the road system it would be much more accessible than a school in Sitka. There are dorms, class rooms, a gym, and other facilities already in place. Please take a look at this possibility. Thank you for your consideration.

Bob Frisbie
Gakona

Janet Ogan

From: Chase Gray <cgray@NSHCORP.ORG>
Sent: Tuesday, February 09, 2016 8:43 AM
To: Rep. Wes Keller
Subject: Save the Brave

Follow Up Flag: Follow up
Flag Status: Flagged

Representative Keller,

My name is Chase Gray. I am MEHS class of 2001. MEHS was by far one of the best experiences I got to go through growing up. It taught me a lot of independence and that friendship is very important to make it through life's challenges. Being so far from home you have to learn to get through life's obstacles without your immediate family right there. Fellow MEHS students become your family..your safety net. Most of these friendships last a life time too.

Today I work the Norton Sound Health Corporation. I am the Village Clinic Maintenance Technician. I travel to our 15 villages in the region to do maintenance on our clinics. Being a MEHS Alumni helps me out a lot. I know people in most of the Villages I travel to because I either met them at MEHS or they went to MEHS with my older brother.

Also, I am the Vice-Chairman of Kawerak Board of Directors as well as sitting on a few other Boards. I got into the Tribal government just out of high school and I am still very involved. I am the Chairman of the Native Village of Council, Chairman of the Community Services Department Committee for Kawerak, Vice-Chairman of Tumet Industries LLC (a road construction company owned by surrounding tribes and Kawerak).

Thank you for your time,

Chase Gray

Village Clinic Maintenance Tech

Kawerak Vice-Chairman

MEHS Class of 2001

Janet Ogan

From: Octaivia Wilson <dollarocky@gmail.com>
Sent: Monday, February 08, 2016 7:35 PM
To: Rep. Wes Keller
Subject: My Input on MEHS Takeover

Hi Representative Keller,

My name is Octaivia Wilson and I am a Mt. Edgecumbe High School Alumni Class of 2007. I am proud and grateful to have the opportunity to state that line.

I came from a village where there was no competition academically for me, I was always ahead and lacked a good challenge.

I was delighted that I had the option of investing my future into MEHS. I had met my match in all areas one could: academically, developing people skills, independent skills, all while battling homesickness and finding myself.

It was a successful experience for me particularly because of the broad classes they had to offer. I wasn't sure what area interested me most so having a CHOICE of what I wanted to explore made learning more appealing. Changing MEHS into ANSEP would set too many limits. It wouldn't give another student the opportunity of finding oneself through academics. It would take away all of MEHS and it's foundation.

Please make our voices heard. We DO NOT support ANSEP and their interests of making MEHS disappear and fade out future generations.

In Kind Regards,

Octaivia Wilson
MEHS Alumni
Class of 2007

Janet Ogan

From: Charlie Carlson <carlsoncharlie51@gmail.com>
Sent: Tuesday, February 09, 2016 3:58 AM
To: Rep. Wes Keller
Subject: Concerns in Regards to ANSEP's Proposal

Dear Representative Keller:

My name is Charles Carlson and I am alumnus of both Mt. Edgecumbe High School (MEHS) and the Alaska Native Science and Engineering Program (ANSEP). By now you've already heard from a number of my fellow alumni who are outraged over the Alaska Native Science and Engineering Program's proposal to take control of Mt. Edgecumbe High School. I'm writing to offer my story in hopes that it may illustrate some major concerns and convince you not to support any such proposal as it endangers the future of rural Alaskan youth. I tell you the following story to demonstrate one of many success stories that ANSEP's proposal would jeopardize.

I grew up in a small fishing village on Kodiak Island, Larsen Bay. There I completed my pre-secondary education with about two dozen other students in a small village school. Like many village schools, mine served all grade levels with the barest of resources: two ever-changing teachers, an aging facility and often outdated if not absent learning materials. It was not an ideal learning environment, to say the least.

In 2006, eager to ready myself for college and advance my education, I enrolled as a freshman at Mt. Edgecumbe High School. During my time at MEHS I participate in countless extracurricular activities—many of which were not related to science or mathematics, excelled academically and acclimated to life outside the village. I am certain that none of that would have been possible if I had chosen to stay in Larsen Bay for high school. Over the course of these four years I was transformed from undereducated to overachieving. When I started high school, I lacked rudimentary writing skills and had never taken an actual science class. When I graduated from MEHS, I was an editor for the school newspaper and valedictorian. The preparation provided from MEHS would be monumental to my future success in college and beyond.

While attending MEHS I was also introduced to ANSEP through one of their many pre-college computer builds. I would continue to work with ANSEP and take advantage of their many opportunities. After high school, I participated in their Summer Bridge Program as an intern for BP. During college, I was an active member of the local ANSEP chapter and worked as a residential assistant for their Middle School Academy over two summers. I am grateful for their assistance over the years; ANSEP is a wonderful program for those students interested in careers in engineering.

To continue my education, I enrolled at the University of Alaska Fairbanks. I choose to study computer science and mathematics as I had always found the areas stimulating. In four years I graduated cum laude with two

bachelors of science—one in each field. After graduating, I accepted an offer from Microsoft to work as a software engineer. However, last year I decided to leave the industry and further my education at the University of Illinois Urbana-Champaign. I am currently a second semester graduate student pursuing a degree in theoretical computer science. It has always been my dream to become a professor.

What should be obvious is that Mt. Edgecumbe High School was paramount to my success. That is, without MEHS, I would not have gone to college. I would absolutely not have been as prepared for college—even with ANSEP's assistance. And, I would not currently be the aspiring scientist I am today.

What I fear is if ANSEP's proposal was established before 2006, I may have not been accepted into MEHS or encouraged to pursue a degree in computer science or mathematics. Under ANSEP's proposal, they reserve the right to establish required prerequisites such as the completion of an algebra course, which is a ridiculous expectation of for rural students from small communities. ANSEP's MEHS would abandon future children like myself, destroying any hope of completing or even attending college. Moreover, ANSEP's MEHS insists on preparing students to pursue engineering degrees. Students who have no other opportunity for secondary education should not be pigeonholed into one or even a handful of career paths.

My fellow alumni will praise MEHS as a great school, a second home, and wonderful opportunity. They're not wrong. It is all those things. However, these few short phrases completely fail to capture the importance of an institution like MEHS. Mt. Edgecumbe High School isn't just a wonderful opportunity. It is immensely more to those children who have nowhere else to go. This is why I am sharing my story. If we endorse ANSEP's proposal, all MEHS will be is another wonderful opportunity for high achieving youth who want to be engineers. Mt. Edgecumbe High School is already that but much more. It is a miraculous, irreplaceable godsend of an institution. It doesn't just take high achieving future engineers. It takes aspiring scientist, talented artists, passionate leaders and energetic athletes. More importantly, it takes the hopeless village children abandoned by their local school districts and left with no other hope of getting the education they deserve. It prepares all these students alike so they can each go on to do anything they want and succeed at it. It would be criminal to replace such a thing with just another wonderful opportunity.

It is because of these concerns (along with others addressed by my fellow alumni) that I strongly stand against any proposal that would transfer ownership or control of Mt. Edgecumbe High School to the Alaska Native Science and Engineering Program. Moreover, I implore you to do everything in your power to stop or discourage such a proposal. Feel free to contact me if you have any questions or concerns.

Thank you,

Charles Carlson

MEHS Class of 2010

UAF Class of 2014

Janet Ogan

From: John Raasch <johndraasch@gmail.com>
Sent: Tuesday, February 09, 2016 2:58 PM
To: Rep. Wes Keller; Rep. Lynn Gattis; Rep. Neal Foster; Rep. David Talerico; Rep. Mike Hawker; Rep. Sam Kito; Rep. Daniel Ortiz
Subject: Community Impact of threats to MEHS stability.

Hello,

My name is John Raasch and I live in Sitka, Alaska. I have become aware of the exploration of ANSEP having identified MEHS as being suitable for there efforts toward a three year accelerated science and engineering school. I believe that that is a noteworthy idea worth exploring. The challenge I pose to this concept, or idea, is that without understanding what will be sacrificed for a possible gain (how an ANSEP school is a gain over MEHS is what you will take responsibility for) is an unknown factor. Risk is just that -risk. Sometimes we roll snake eyes, and other times we wish we'd never even touch the dice.

I've lived in Alaska for sixteen years, and have grown to believe that the state prides itself of being conservative and needing to play to its strengths. Mitigating risk is a part of conservative approaches to decision making, not rolling the dice. Alaska can't afford to gamble unless it, you, we, are aware of our strengths.

The way I see it the only real strength we have is us, the people. MEHS connects your people from allover this vast geography, making Alaskans stronger -not weaker. When we are strong and connected we can mitigate risk, when we are not we hope for the best. I don't gamble for a reason, I don't believe my elected leadership should either.

Thank you for your time,

John Raasch

Janet Ogan

From: johnson@ptialaska.net
Sent: Tuesday, February 09, 2016 1:07 PM
To: Rep. Wes Keller; Rep. Lynn Gattis; Rep. Neal Foster; Rep. David Talerico; Rep. Mike Hawker; Rep. Sam Kito; Rep. Daniel Ortiz
Subject: ANSEP proposed takeover of MEHS

Dear Representative,

I strongly object to the proposed takeover of Mt. Edgecumbe High School by ANSEP. While ANSEP has contributed to the success of Alaskan students, this proposal is hasty and lacks careful planning. The way it was proposed also shows a lack of respect to the educations and students at Mt. Edgecumbe High School.

I am the parent of two MEHS students. They reside in Sitka and choose MEHS in part because of the excellent math and science program. They are exactly the type of students ANSEP would like to attract for their accelerated program. However, neither one is interested in the opportunity for the very reasons that so many have objected to. My daughter's strongest subjects are math and science, but they love MEHS because it offers so much more. The Drama Debate Team, the excellent English program, the opportunity to meet students from small villages who would not qualify under the proposed program are just a few reasons.

It's clear that legislators will have to make difficult choices in the future. I don't think that dramatically changing a successful school like MEHS which binds the state together is the answer.

Clarice Johnson
506 O'Cain Street
Sitka, AK 99835

Janet Ogan

From: Lisa Hollander <lisahollander7@hotmail.com>
Sent: Thursday, February 04, 2016 3:58 PM
To: Rep. Wes Keller
Subject: ANSEP's Proposal for MEHS

Dear Representative Keller, Chair of the House Education Committee,

As the mother of a current Mt. Edgecumbe High School ninth grader, I would like to share with you my strong objection to ANSEP's recent proposal for MEHS. Knowing how much importance you place upon education in general, and especially on the education of future generations of Alaskans, I hope that you will give this issue the attention and consideration it needs.

There are two main reasons why I am strongly against ANSEP's proposal. First, although STEM education is extremely important, not all students, especially at the high school level, have the aptitude and/or interest in STEM areas. Second, ANSEP wants to graduate all students in three years or when most graduates would be 17 years old. According to the 2015 book, "The Teenage Brain", the most recent research by neuroscientists shows that human brains are not fully developed until the mid to late twenties. So, why are we rushing our kids to make important decisions about their futures? High school and college (to a lesser degree, perhaps) should be about exploring different academic classes and extra-curricular activities.

Thank you for giving this proposal your fullest attention, Representative Keller, and I hope that you will continue to support the amazing opportunity that MEHS offers our Alaskan children!

Lisa Hollander
PO Box 714
Skagway, AK 99840
907-612-1313

Janet Ogan

From: Marcia Drake <ponydrake@gmail.com>
Sent: Wednesday, February 03, 2016 8:28 PM
To: Rep. Wes Keller; Rep. Lynn Gattis; Rep. Neal Foster; Rep. David Talerico; Rep. Mike Hawker; Rep. Sam Kito; Rep. Steve Thompson; Rep. Scott Kawasaki; Rep. Mark Neuman; Rep. Dan Saddler; Rep. Bryce Edgmon; Rep. Cathy Munoz; Rep. Lance Pruitt; Rep. Tammie Wilson; Rep. Les Gara; Rep. David Guttenberg
Cc: Sen. Mike Dunleavy; Sen. Berta Gardner; Sen. Mia Costello
Subject: Mt Edgecumbe High School Concerns
Attachments: Save the Brave.docx

My name is Marcia Drake. I am an English teacher and Drama Debate coach at Mt. Edgecumbe High School. As an employee of the school, I care deeply about the human value that MEHS brings to the State of Alaska. As a taxpayer, I am deeply concerned about the misleading fiscal information that the ANSEP proposal to take over MEHS is promoting. Please see the attached fact sheet that outlines my concerns.
Thank you for your consideration,

Marcia Drake

710 Lake St.
Sitka, AK 99835
February 3, 2016

Rep. Jonathan Kreiss-Tomkins
Alaska House of Representatives
Juneau, AK 99801

Senator Bert Stedman
Alaska Senate
Juneau, AK 99801

Dear Representative Kreiss-Tomkins and Senator Stedman,

I am writing this letter to make you aware of my strong opposition to the initiative recently put forth by ANSEP Director Dr. Herb Schroeder calling for the change of administration and educational program of Mt. Edgecumbe High School.

I have been actively involved with Mt. Edgecumbe since 1976 as a teacher, librarian, extra-curricular sponsor, and Advisory Board member (including serving as Board President several years). With this association, I have developed an in-depth understanding of the many aspects necessary to operate a safe, educationally challenging statewide boarding school that prepares students for post-secondary life and promotes their making healthy life choices. As a result of this background, I am highly concerned that Dr. Schroeder's proposal lacks the substance and planning necessary to achieve success, no matter what educational program he proposes, for taking over a boarding school may not be as simple as it seems.

First of all, even though ANSEP operates summer boarding programs, they have little experience managing the many facets of extended-stay adolescent residential life. Equally important to designing curricula is an organization's ability to establish engaging, on-going recreational programs; respond to medical needs; provide nutritional, affordable meals; deliver caring, disciplined 24 hour-7 day/week dormitory supervision; provide professional social-emotional counseling; and support programs that deliver social services. As well, Mt. Edgecumbe currently employs over 100 employees, many of whom work for contractors who provide necessary services. There is a level of expertise needed to manage these contracts which Mt. Edgecumbe staff have developed over years of experience. This knowledge promotes fiscal efficiency and consistent delivery of services. As well, is Dr. Schroeder aware that Mt. Edgecumbe is a licensed child care facility and must comply with all local, State and Federal requirements related to maintaining this license?

There are legal ramifications which must be addressed. As you are aware, there are strict laws and regulations that govern special education. Does ANSEP have a background which assures they will deliver mandated special education services to "ALL" students, including the extensive record-keeping required.

One of the main reasons Mt. Edgecumbe has been successful is due to the continued support of the Alaska legislature. The stability created by this support – both fiscal and legislative - has allowed staff to create educationally challenging curricula, promote a healthy, structured, stable residential environment, and establish post-secondary educational and vocational pathways for students.

A drastic change in mission, vision and management seems counter-intuitive to Mt. Edgecumbe's proven track record of providing a world class education for Alaska's children. *Is the University of Alaska and ANSEP committed to Mt. Edgecumbe High School "long term" if the experiment doesn't work out?*

Sincerely,

Lois Rhodes

Janet Ogan

From: Moses Jackson <Moses_Jackson@ykhc.org>
Sent: Thursday, February 04, 2016 11:45 AM
To: Rep. Wes Keller
Cc: Rep. Liz Vazquez; Rep. Jim Colver; Rep. Paul Seaton; Rep. David Talerico; Rep. Harriet Drummond; Rep. Jonathan Kreiss-Tomkins
Subject: MEHS Matters

Hello Representatives,

I am contacting you in regards to the highly important controversy of the possibility of the Alaska Native Science and Engineering Program (ANSEP) overtaking Mt. Edgecumbe High School (MEHS). How did they skip, or ignore contacting Superintendent Bill Hutton or Academic Principal Bernie Gurule or Residential Principal Andrew Friske, or ANYONE involved in running and keeping MEHS up and running before going directly and secretly to the Alaska Legislature? Personally, I think that is just rude and inhumane for how ANSEP did that and how they want to just come out of the sky and steal MEHS from so many students statewide specifically from the rural areas where MEHS is their only way to a greater and more successful life after high school. I know that Alaska is in a financial crisis, but that's Alaska as a whole, not Mt. Edgecumbe alone. I mean why can't we come up with DIFFERENT types of funding from the nation or federal boards/executives to keep MEHS running? MEHS is such a great school that gives many students across the state many different opportunities and a wide range of subjects rather than just focusing on Science, Technology, Engineering, and Mathematics subjects.

Majority of the students in MEHS come from rural and the near Anchorage areas. If I am correct, but don't most deaths/suicides come from the rural areas of Alaska? Imagine, just for a second, if ANSEP overtakes MEHS and sends a **MAJORITY** of students back home to the alcohol problems and daily struggles they face over there, is that going to make a positive enough impact on Alaska's educational system or will it increase the percentage of dropouts or possibly even deaths/suicides? Now I'm not saying that these deaths and suicides will happen, but MEHS teachers and staff really make it feel like home away from home, because it is, and that being said I believe that a student's life can get much better, healthier and happier from attending MEHS by learning all that they learn and just meeting many great people across the state.

Now about me. After high school, I wanted a post-secondary education, specifically from UAF focusing on Mechanical Engineering, but unfortunately I was in a financial hardship and still struggling to get help to pay tuition and fees. Although I was unable to attend college last school year, I had many different types of subjects to take advantage of while attending MEHS and so I did. Specifically, the two health classes ETT and EMT. I am an EMS Instructor, youngest of our department staff of 4 people. What I'm getting at is: without Edgecumbe and the classes and opportunities it provides to every student I know that I wouldn't have this job that I have right now. I am 18 and already an EMS Instructor, I never thought I would be teaching people survival skills that I know, but from the success that I achieved in one of the greatest schools in the nation, I was fortunate enough to meet the minimum requirements for this important job. I do believe ANSEP is an Exceptional

program, but I strongly believe that it should remain a school within a school in MEHS, not a complete replacement or substitute.

Every Students Succeeds Act (ESSA), before was known as No Child Left Behind Act (NCLBA). This change in bill was reaffirmed by President Barack Obama recently on December 10th, 2015. It states that every child, regardless of race, **INCOME**, background, the zip code where they live, deserves the chance to make of their lives what they will. I'm bringing this up because it relates exactly to the horror and devastation MEHS is facing by the, well worded, "betrayal" of ANSEP. Some facts about ESSA are below:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our **Investing in Innovation** and **Promise Neighborhoods**
- Sustains and expands this administration's historic investments in increasing access to high-quality **preschool**.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

This bipartisan bill to fix No Child Left Behind Act states that it will prepare **ALL** students for success in college and career. I believe MEHS is a vitally important factor for ensuring that this bill keeps to its goals for students across the state of Alaska that are looking into careers **OUTSIDE** the fundamentals and aspects that STEM related careers can only provide. "...increase equity, improve the quality or instruction, and increase outcomes for all students", is what is stated on <http://www.ed.gov/essa>. The bill also states that it promotes local innovation and invests **in what works**. MEHS works, MEHS is an IMPORTANT school and it is nationally recognized, where's the investment to help keep the nationally recognized high school? I rarely ever keep up with legislative news but correct me if I'm wrong, is MEHS a nonprofit organization in partnership with local educational agencies (LEAs)? If it is, it should be receiving funding support from LEAs. This updated bill was brought up to "expand opportunity to all students; support schools, teachers, and principals; and to strengthen our education system and economy. I believe this bill can be used to help MEHS or Alaska with the support it deserves and should receive.

MEHS offers educational advantages for **all students of varying interests and career pursuits including, but not just, STEM careers**. I know that it cannot completely replace Mt. Edgecumbe. My point is: If MEHS is taken out of the education system, completely overrun by a great summer program, do you think ANSEP is going to make a big difference positively to students, while just focusing on STEM related subjects, across the state as Mt. Edgecumbe did before and continues to do to this today by focusing on flexible careers? We need more and as much support as we can get to keep one of the greats alive and continuing to make great positive impacts of many students'- statewide- lives after high school. Now I know that I've lost or missed many great key points about the positivity of keeping MEHS running, but I'm sure one of my **fellow MEHS family** will have things to mention or talk about that are more important than all that I have mentioned. I look forward to

hearing from you again. I'm okay with talking more about things that I missed or failed to mention. Have a great rest of your day Representatives, for tomorrow's Friday.

Thank you,

Moses

Moses Jackson

EMS Instructor

Injury Control & EMS

P.O. Box 528

Bethel, Alaska 99559

Ph: (907) 543-6079

Main: (907) 543-6420

Fax: (907) 543-6425

Moses_Jackson@ykhc.org

"Correction does much, but encouragement does more."

-Johann Wolfgang von Goethe

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Janet Ogan

From: Myles Creed <mylesandrewscreed@gmail.com>
Sent: Monday, February 01, 2016 11:34 PM
To: Rep. Wes Keller
Subject: MEHS ANSEP Proposal

Dear Representative Keller,

I am a graduate of Mt. Edgecumbe High School and a current resident of Anchorage, born in Fairbanks and raised in Kotzebue. I am a student, a teacher, a community member, a language revitalization activist, an advocate for equity in education, and, foremost, I am an Alaskan.

As a graduate of Mt. Edgecumbe High School in 2007, I credit so much of my success and well-being to the opportunities I was afforded at that school. Independently ranked as the 7th best school in the state, and with community leaders all over the state graduating from MEHS each year, the school's record speaks for itself. Mt. Edgecumbe supports rigorous standards in math, science, social science, history, cultural studies and the arts. As Alaskans, we must support a well-rounded education that supplies our rural students with possibilities equal to those in urban centers in Alaska. The amount that MEHS graduates give back to our state in both economic and social terms is immeasurable.

So, as a proud graduate of the institution, I was disheartened, shocked and personally offended by the proposed takeover of MEHS by the ANSEP program last week. Not only is the proposal an annexation of one of the best high school success stories in the state, ANSEP's statements about cost-savings and a smooth transition are extremely shaky. I am worried that such a proposal, never been undertaken before and with high risks, could cost the state and the school unseemly amounts of money and could destroy the legacy of Mt. Edgecumbe High School and ANSEP. Furthermore, the total lack of communication and consultation with stakeholders, students, alumni, staff, community leaders and university faculty is extremely disappointing and not an example of positive dealings.

This is not to say that an ANSEP high school academy elsewhere is not a good idea, and I certainly believe ANSEP to be a wonderful program that has done many great things for our communities. However, the ANSEP takeover demonstrates a total lack of respect for these same communities. I am sure I am not the only one who will passionately oppose this proposal, and I see a strong, unified resistance to this proposal accumulating each day.

I do not support any act establishing the Mt. Edgecumbe ANSEP Acceleration School. It would be a bad move for Mt. Edgecumbe, Sitka, the University of Alaska, and the entire State of Alaska. I would ask that your office oppose this proposal, and I look forward to your response. Thank you for the hard work your office does for education in our state and thank you for representing Alaskans in the positive work that you do.

Kind regards,

Myles Creed

Janet Ogan

From: Shirleen London <shirleen@cyak.org>
Sent: Monday, February 01, 2016 8:30 PM
To: Rep. Wes Keller
Subject: MEHS

Dear Representative Keller,

Hi, my name is Shirleen London and I graduated from Mt. Edgecumbe High School in 2003. It has come to my attention that MEHS may be threatened by a recent proposed act.

I fully support Mt. Edgecumbe High School and the current mission, vision, leadership and direction and in response to proposed amendments to AS 14.16. I believe strongly in: higher educational standards and educational opportunities for students who might not have access in their local communities.

I am originally from the village of Atkasuk, AK (population 242). Since I graduated from MEHS top of my class, I received a Bachelor's of Arts degree in Elementary Education from the University of Alaska Anchorage. I currently live in the village of Unalakleet with my family.

Last year the question of whether MEHS was "needed" arose as some legislators seemed to think that the main reason MEHS was opened was to offer students who did not have schools available in their home communities somewhere to go to school. I want to share with you that MEHS is more than just a school. During my years at MEHS, I was able to make life-long friends who were peers, staff, and faculty who have encouraged me to be a positive role model, certificated elementary teacher and loving mother. If I did not attend MEHS, I would not have made the friendships or have had the numerous opportunities that MEHS provides each student. MEHS offers more classes that are advanced, vocational training courses, college preparatory courses and more extra-curricular activities. Someday I would like my children to experience MEHS and be given the same opportunities and more to become a well-rounded person and citizen. This will only happen if MEHS continues to receive adequate funding and NOT establish the Mount Edgecumbe ANSEP Acceleration High School.

I very strongly oppose An Act Establishing the Mount Edgecumbe ANSEP Acceleration High School which would be replacing 70 years of success record at MEHS. This act would also destroy the mission of MEHS of providing an education to rural and Alaskan Native students.

This proposal is **NOT** in the best interest of the State of Alaska, the University of Alaska, Alaska's citizens, or its students.

I DO NOT SUPPORT

-

An Act Establishing the Mount Edgecumbe ANSEP Acceleration High School

Thank you for your time,

Shirleen London

P.O. Box 212

Unalakleet, AK 99684

Shirleen@cyak.org

[907-625-1423](tel:907-625-1423)

Janet Ogan

From: Dorothy Chase <dechase@alaska.edu>
Sent: Monday, February 01, 2016 6:13 PM
Subject: I Support Mt. Edgecumbe High School

Hello,

My name is Dorothy Chase. I am from Bethel, Alaska. I also lived in Pitka's Point, Alaska, a very small village along the Yukon River. I am a 1992 Mt. Edgecumbe High School alumni. I think it is very important to tell you that my high school was very small. There was a total of ten of 9-12th grade when I was in 9th grade. The school is now closed.

Mt. Edgecumbe High School was the best option for me. I am very thankful I attended Mt. Edgecumbe High School and graduated from there. It provided a challenging education and many opportunities I didn't have my little village. It also prepared me with many life and social skills that I hold now. Today, many of our students and villages are still experiencing such limited educational opportunities, extra curricular activities, etc.

I was extremely shocked and upset with the recent news of ANSEP wanting to take over Mt. Edgecumbe High School. I like and support both ANSEP and MEHS education systems but they do have different educational missions, goals and outcomes.

I do not support the idea of ANSEP wanting to take over MEHS for many reasons. I may not cover all the reasons in this email but I will make my point as best as I could. ANSEP targets specific students in very specific career paths. Whereas, MEHS, is a boarding school that provides an excellent education to many students, majority of those students from rural Alaska. Many of the rural students have limited access to great educational opportunities. MEHS has been successful for many many years. I don't see any reason to make any drastic changes to it's pure existence.

I strongly disagree how ANSEP introduced this idea. They disregarded MEHS school, administration, staff, teachers, students, parents and alumni. There was no consultation, informing or sharing with any of us regarding this. This is an insult. It's like we don't have a say in this idea or plan that they have. ANSEP makes it sound like it's so easy to just take over MEHS and assumes that everyone is going to support this.

In their view, millions of dollars would be saved but what about hundreds of students from mostly rural Alaska that would be impacted? Change doesn't come easy., It takes time to adjust to change. MEHS does not welcome this change. I do not welcome this change.

If ANSEP wants to expand and grow then perhaps they should do it in Anchorage where they are located or have a discussion with University of Alaska Southeast to possibly partner. Taking over MEHS, a successful school that has been in existence for many many years is not the right way to expand or grow their ANSEP program.

High school is taught traditionally in four years. The idea of ANSEP having students graduate and ready for college in three years is not acceptable to me because our youth are too young and need time to learn and mature. I don't believe in rushing them into college and into the world. Perhaps ANSEP should consider partnering with high schools in Anchorage and see how many students actually want to graduate in three years and be ready for college and the world.

Remember, the ANSEP program and Mt. Edgecumbe High School are great educational opportunities. They have different missions and goals and serve different types and levels of students. Yes, we want our Alaskan students to learn and be successful but combining these two is not the answer. Take over of MEHS is not the answer.

As a parent of a current MEHS student, parent of a 2015 MEHS graduate and myself a 1992 MEHS alumni, I do not support ANSEP's idea of taking over Mt. Edgecumbe High School. I am asking you as our leader and voice to please listen to rural Alaska people who do not agree with this idea. Our voice must be heard. It is our children that are attending MEHS and will be mostly impacted by this. Please carefully research every possible aspect of this. Take into consideration every possible situation that can result from such drastic change. Listen to every single person that voices their concern. Please don't rush into decisions. Please do not disregard those of us that are against this. I hope and pray you will take my thoughts into consideration and that you will make the right decisions with the people of rural Alaska in mind.

Please contact me at dechase@alaska.edu if you have any questions.

Thank you for your time, understanding and consideration.

Quyana,

Dorothy E. Chase

PO Box 2552

Bethel, AK 99559

Phone 907-543-4627

Janet Ogan

From: Austin DeLaVergne <austin.delavergne@gmail.com>
Sent: Thursday, January 28, 2016 5:45 AM
To: Rep. Wes Keller; Rep. Liz Vazquez; Rep. Jim Colver; Rep. Paul Seaton; Rep. David Talerico; Rep. Harriet Drummond; Rep. Jonathan Kreiss-Tomkins
Subject: MEHS

Representatives,

Mt. Edgecumbe High School is the pinnacle of education in the state of Alaska. I owe every bit of what I've accomplished and who I am to that school and her teachers. DO NOT give this school to ANSEP. These students NEED the four years to catch up to traditional education. If they're producing finer students than other high schools in the state (they are), it's not because they have one superfluous year of learning. It's because the staff and administration are among the finest breathing.

In addition, students do more than learn academics at MEHS. They form lifelong bonds, experience a wide variety of cultures, and interact with the local community. These students DO NOT come from cities for the most part. I went to MEHS from a village called Larsen Bay. I believe the current annual residency is 47. Academics aside, three years is not long enough for me to learn the social graces that my peers from bigger cities already know. It is NOT time enough to prepare me for college.

Keep MEHS the way she is. She has had enough funding cuts without ripping control from the administration and giving control to some program that thinks four years is long enough to educate and mature a student.

My graduating class has begun promising careers in engineering, social science, marine biology, and computers. Charlie Carlson, who won the Gate's Millennium Scholarship, already has a highly successful career working for both Microsoft and IBM.

You're not putting kids through a curriculum. You're preparing Alaska's future, and the future of the United States. Please do not allow ANSEP to take over MEHS. Her faculty and teachers are doing a FINE job, indeed a better job than any other school in the state. Don't punish excellence.

Thank you,

Austin R. DeLaVergne, alumnus C/O 2010

Janet Ogan

From: Rep. Wes Keller
Sent: Saturday, January 23, 2016 7:11 PM
To: Ken Truitt; Janet Ogan
Subject: FW: Mt. Edgecumbe - Science School Swap

FYI*j Mt. Edgecumbe

From: Anthony C. Lekanof [mailto:anthony_lekanof@live.com]
Sent: Wednesday, January 20, 2016 7:42 PM
To: Rep. Bryce Edgmon <Rep.Bryce.Edgmon@akleg.gov>; Sen. Lyman Hoffman <Sen.Lyman.Hoffman@akleg.gov>
Cc: Rep. Wes Keller <Rep.Wes.Keller@akleg.gov>; Rep. Mike Hawker <Rep.Mike.Hawker@akleg.gov>; Rep. Bob Lynn <Rep.Bob.Lynn@akleg.gov>; Rep. Charisse Millett <Rep.Charisse.Millet@akleg.gov>; Rep. Mark Neuman <Rep.Mark.Neuman@akleg.gov>; Rep. Jonathan Kreiss-Tomkins <Rep.Jonathan.Kreiss-Tomkins@akleg.gov>; Rep. Steve Thompson <Rep.Steve.Thompson@akleg.gov>; Rep. Chris Tuck <Rep.Chris.Tuck@akleg.gov>
Subject: Mt. Edgecumbe - Science School Swap

Good Day Gentleman,

I am a constituent originally from, St. George Island in the Pribilofs, and I am writing about the current controversy of making Mt. Edgecumbe a science and engineering specific school.

The Alaska Science and Engineering Program without a doubt is a one of a kind program that offers a wide variety of educational and career opportunities for many young Alaskans. Its teachings have put many of my friends and colleagues through the program with nothing but a five star reviews; however, Director of the program's very own, Herb Shroeder's idea in making MEHS into a Science and Engineering high school is receiving not-so-great talk amongst my peers. His idea in moving Mt. Edgecumbe students through a three-year program sounds promising, but is missing the core values of what MEHS is, and what the school stands for.

With rumors escalating, it's been said that the bill for this action was filed yesterday and raises great concern among the Mt. Edgecumbe community. This idea sound great without a doubt, but I don't think MEHS is the place to implement the university's agenda. I am proud to say I graduated from the best high school in the State of Alaska, and would never trade my diploma for anything.

I am strongly opposed to the issue, and would be willing to testify in committee if it were to reach that level. I thank you both for your service to our district, and to the great State of Alaska.

Anthony C. Lekanof

3700 Willow Creek Road # 8398

Prescott, Arizona 86301

(907) 717-7907

“The greatest pleasure in life is doing what people say you cannot do.”

-Walter Bagehot

Janet Ogan

From: Samuel Clark <samuel.k.clark@gmail.com>
Sent: Saturday, January 30, 2016 3:47 PM
Subject: Hostile Takeover of MEHS

Representative,

As a resident of the great State of Alaska and an Alumni

of Mt. Edgecumbe High School, I am appalled by the recent plans to establish the Mount Edgecumbe ANSEP Acceleration High School. I am a strong advocate for the advancement of STEM in our schools and believe that the state would benefit from promoting our youth to follow careers in this field, but replacing the current institution with that which ANSEP is proposing is ridiculous

Mt. Edgecumbe High School is a valuable asset to the state and has proven so time and time again over its 70 year history. The diverse range of interests in the student population at MEHS is what makes the school so incredibly special. Many of my friends and fellow classmates have gone on to pursue careers in the arts as well as STEM; limiting the scope in which students can thrive is dangerously counterproductive.

Personally, MEHS was where I first developed my love for politics and journalism. Through the guidance of the amazing teachers and staff, I was given the liberty to create my own course that was not available at the time in the MEHS curriculum. The Cutting Edge News weekly broadcast soon became an established class that is still being taught and is providing students with invaluable non-STEM experience that would otherwise not exist under ANSEP.

As for ANSEP, I truly value what they have to

offer to

the state and its citizens, however I am skeptical of what MEHS and the state have to gain if these plans were to take place. Not only were the discussions to replace the current institution done without consultation of the staff or shareholders of the school, but not one person bothered to ask if this is what the students want. I find it hard to believe that ANSEP, being a program that has no experience operating a high school, is capable of handling the responsibility of caring for and catering to the needs of the students living at the school nor has it provided evidence that it could handle such responsibilities (not to mention the extensive recreation calendar the school currently maintains).

This is not only an attack on the historic mission of MEHS, but it is also an attack on the Alaska Native peoples. Without Mt. Edgecumbe I, as well as many other students like myself, would have nowhere to go beside our own

community schools which are nowhere near the level of sophistication that MEHS is. ANSEP will only provide for the students who wish to take a career path in STEM and will leave many Alaskan Natives who wish to pursue other fields behind.

As a constituent, an Alaskan and an Alumni, I strongly oppose the hostile takeover of Mt. Edgecumbe High School by the Alaska Native Science and Engineering Program.

Thank you again for your time and continued support of Mt. Edgecumbe High School.

-Samuel Clark

Janet Ogan

From: Johnna Bouker <johnna.bouker@gmail.com>
Sent: Friday, January 29, 2016 8:31 AM
To: Sen. Mike Dunleavy; Sen. Charlie Huggins; Sen. Cathy Giessel; Sen. Gary Stevens; Sen. Berta Gardner; Rep. Wes Keller; Rep. Liz Vazquez; Rep. Jim Colver; Rep. Paul Seaton; Rep. David Talerico; Rep. Harriet Drummond; Rep.jonathan.kriess-tomkins@akleg.gov
Subject: ANSEP/MEHS
Follow Up Flag: Follow up
Flag Status: Flagged

Good morning,

I just want to give a warning,

There are way too many natives in this state to let you guys take over our school. Mt. Edgecumbe is a culture that we have truley made our own. We will have a war protecting our school before letting you guys take over.

Just because you white people are all in high authority doesn't mean you stop a tradition at the tip of your fingers just like that because this state is too poor to care for the education of Alaska Natives in rural villages.

This is our stomping ground, not yours.

Best wishes,

Johnna Bouker
Proud alumni of MEHS

Janet Ogan

From: Liz Baker <liz@thompsonpr.com>
Sent: Saturday, January 30, 2016 2:39 PM
To: Rep. Wes Keller
Subject: ANSEP aims to provide year-round support for pre-college students with Mt. Edgecumbe ANSEP Acceleration High School

Good afternoon, Representative Keller –

The Alaska Native Science and Engineering Program (ANSEP) is eager to share information about its plan to create more opportunities for more of Alaska's students through a Mount Edgecumbe ANSEP Acceleration High School. The proposal aims to save the State of Alaska nearly \$6 million annually, while students are able to graduate from high school in three years with as many as 46 college credits. Additional details are available in the news release below.

If you have any questions, please let me know.

Thanks so much!

Liz J. Baker
Vice President
Thompson & Co. Public Relations
P. 907.310.6100
E. liz@thompsonpr.com
www.thompsonpr.com

FOR IMMEDIATE RELEASE

Jan. 30, 2015

Alaska Native Science & Engineering Program aims to provide year-round support for pre-college students with Mt. Edgecumbe ANSEP Acceleration High School

ANCHORAGE, Alaska – Last week the Alaska Native Science and Engineering Program (ANSEP) began discussions with state legislators to present a plan for the future of Mount Edgecumbe High School. If adopted, this plan will give more students access to ANSEP's proven educational methods, expand ANSEP's mission to include elementary education, business management, psychology, other additional degree programs, and save the State of Alaska nearly \$6 million annually.

“Alaska’s education system consistently ranks near the bottom of the list in performance, yet we spend more per student than almost any other state. ANSEP is striving to change that, and Mount Edgecumbe ANSEP Acceleration High School is a step in the right direction,” said ANSEP Founder and Vice Provost Dr. Herb Ilisaurri Schroeder.

With misinformation already circulating about the proposal, ANSEP is eager to share the facts about a potential Mount Edgecumbe ANSEP Acceleration High School, including:

- Based on University of Alaska Anchorage requirements, Mount Edgecumbe ANSEP Acceleration High School curriculum will allow a student to earn 39 credits towards a Bachelor of Arts in Elementary Education, 39 credits towards a Bachelor of Business Administration Management, 29 credits towards a Bachelors of Arts in Psychology, or 46 credits towards a Bachelor of Science in Engineering or Science- as well as 31 General Education Requirement credits.
- Students who graduate from Mount Edgecumbe ANSEP Acceleration High School will enter college with enough credits to go on and earn an undergraduate degree in as little as three years.
- Students currently enrolled at Mount Edgecumbe will remain at the school on a four-year high school course track.
- All current employees of Mt. Edgecumbe will become University of Alaska employees.
- Students and their families will benefit from savings on an entire year of college tuition.
- In addition to advanced math and science courses, the school will offer college-prep and college courses in writing, history, Native languages, and physical education, among others.
- The plan includes a transitional phase. In year one, there will be no changes. In year two, ANSEP will admit freshman under a new curriculum designed to graduate students in as little as three years if they wish with as many as 46 university credits. Students who entered Mount Edgecumbe prior to the change will continue on their current path to graduation.
- With three years in high school and three years in college, students will be career ready by age 20.
- The school will continue to support athletics and other extracurricular activities in their current format.

ANSEP has offered its five-week, summer Acceleration Academy to Alaska high school students since 2009. Through this component, high school students can advance one level in math or science each summer and earn college credit at the same time. As a summer component, Acceleration Academy can serve approximately 100 students each year. Mount Edgecumbe ANSEP Acceleration High School would bring this opportunity to an estimated 400 students year-round. Like Mount Edgecumbe boarding school, ANSEP’s pre-college components are residential and require students to live on campus at the University of Alaska Anchorage. ANSEP had 500 students on the UAA campus last year in Middle School Academy and Acceleration Academies.

“ANSEP has a history of broadening opportunities and creating success for Alaska Native and rural students for more than 20 years, and ANSEP Acceleration High School is the next step in making this success attainable for more Alaskans,” said Schroeder. “Even students in our state’s best schools require remediation when they get to college, and our goal is for students to enter college ahead of the game rather than far behind. Through our plans for Mount Edgecumbe ANSEP Acceleration High School, we will create greater opportunities for more young Alaskans, and the state, the students and their parents will save a significant amount of money.”

About ANSEP

The Alaska Native Science & Engineering Program (ANSEP), founded by Herb Ilisaurri Schroeder, Ph.D., is part of the University of Alaska system. The program strives to effect systemic change in the hiring patterns of Alaska Natives in science, technology, engineering and mathematics (STEM) career fields by placing its students on a path to leadership. Beginning at the middle school level, ANSEP’s longitudinal model continues through high school and into undergraduate, graduate and doctorate programs, allowing students to succeed at rates far exceeding national numbers. In 2015, the organization launched ANSEP STEM Teacher in an effort to remedy Alaska’s rural education issues by supporting students pursuing STEM-related teaching certificates. ANSEP plans to place one ANSEP STEM Teacher in every Alaska village by 2025. More information on ANSEP is available at www.ansep.net and on the program’s Facebook (facebook.com/ansep) and Twitter ([@ansep_ak](https://twitter.com/ansep_ak)) pages.

###

Editorial note: Statistics regarding Alaska’s educational costs and performance are available from the National Center for Education Statistics, DEED, [National Education Association](#), [Education Week](#) and [WalletHub](#), among others.

Media Contact:

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907-310-6100

House Education & Early Development Finance Subcommittee
Wes Keller
State Capitol Room 403
Juneau AK, 99801
Phone: 907-465-2186
Representative.Wes.Keller@akleg.gov

February 13, 2016

Representative Keller,

My name is Bobbie McNeley, I am an alumni of Mt. Edgecumbe High School and Salutatorian of the Class of 2014; I am writing to you about the controversial issue of the Alaska Native Science and Engineering Program (ANSEP) taking over Mt. Edgecumbe High School. ANSEP is an exceptional program that allows students who are interested in Science and Engineering to get involved and earn credits that will count towards a degree in college. The intention of the ANSEP proposal is to transform Mt. Edgecumbe into a three-year STEM (science, technology, engineering, and math) school. The implementation of this school would destroy 70 years of historical legacy and culture. It would drastically limit the opportunities for rural Alaskan students. Many people do not understand the deep impact the school has on students.

I come from a very small village on the Alaska Peninsula by the name of Nelson Lagoon. The current population is 30; there is no store and no school. The people who live there are all my family, and are all older than 20 years old. Commercial salmon fishing in the summer supports the community, with some jobs over the winter provided by three entities that are primarily funded by the Federal Government. There is very little opportunity and assistance to leave the town to pursue higher education, or to apply to any sort of position outside of the village.

In 2011, our principal was informed that the Charles J. Franz School would be shut down the following year due to lack of funding and the decline in student population. The school population had decreased to less than 10 students and according to the Aleutians East Borough, the operating expenses exceeded the budgeted amount to keep the school open. The school district tried to solve this problem by providing the remaining students with a correspondence school where one of the parents filled the role of the teacher and the community building was utilized as the school. My family and friends told me that I had too much potential to attend the correspondence school. In the fall of 2011, I decided to explore my options to find a new school.

I had family and cousins who had attended Mt. Edgecumbe High School and continuously told me what an amazing place it was and how many opportunities the school offered. I applied and was accepted. I, a 16-year-old sophomore, was by no means prepared to attend a school of 400 kids, all of whom I did not know. It was a major transition. After arriving, I was homesick, but after the first week, Mt. Edgecumbe evolved into a new home. At the end of the semester, I was an entirely different person. I was introduced to the world of politics, to which I learned I have a voice and am able to affect change.

Throughout my time at Mt. Edgecumbe High School, I accepted a multitude of leadership roles. I was the student representative of the state staff for Student Council, a member of L.E.A.D.S. (Leadership Education Attitude Discipline Success), Secretary of the Mt. Edgecumbe High School Chapter of National Honor Society, and a student worker where I also held the

student employee manager position. I learned through my time at Mt. Edgecumbe that I was capable of leadership and that I can take on any project I set my mind to.

Mt. Edgecumbe gave me the resources to improve my life and life goals. It has also changed the lives of other students around the state. Mt. Edgecumbe has endless opportunities for students to excel and make connections while exposing students to an array of possibilities for the future. The students who graduate from this school go off to post-secondary education, or find jobs right out of high school. This high school prepares students to be able to complete post-secondary education to achieve their desired careers. Additionally, Mt. Edgecumbe has a culture and history that holds it at very high standards. The teachers care about the students; not just one, but all of them. They go out of their way and take time to know their students and understand them. This creates long lasting relationships that will last past high school. Mt. Edgecumbe encourages students to get involved with their cultures and interests and makes sure they feel safe doing so.

Mt. Edgecumbe gave me tools and experience I was able to bring with me following graduation. Although this is only my second year of college, I am a Junior at the University of Alaska Fairbanks, working on a Certificate in Diesel Mechanics, a Bachelors in Alaska Native Studies with a concentration in Alaska Native Law, Government, and Politics, and an Associate's Degree in Accounting. All of this is leading to the goal of earning a Juris Doctor with a focus in Federal Indian Law. Along with my academics, I hold a part time job working on campus and participate in extracurricular activities. If I did not attend Mt. Edgecumbe High School, I would not be where I am today with the level of success I have achieved so far.

Mt. Edgecumbe does not just help students like myself, who has no school in their home town, but it also gives students who have no way to excel, a place to expand their knowledge and fulfill their potential. There are many students that have attended the school, many more than we can try to count, and each one has their own story to tell.

This bill that has been proposed by ANSEP to change Mt. Edgecumbe brings some controversial concerns to mind. To begin, the bill supposedly states that this will save the state money, but use University funds. The university system has already had cuts that have made a dramatic change to the way each campus operates. The implementation of the three-year STEM school would decrease the amount even more, leading to more cuts. Next, the students who would normally apply would not be eligible under the new requirements. As proposed by the bill, to be eligible, the student will have to have completed Algebra 1 by their 8th grade year. A majority of the small schools these students come from barely provide 6th or 7th grade math. This could lead to more students having to stay in their home towns, re-opening small schools that the state just closed. From my experience, if the schools are not re-opened it could make the school districts or parents pay for online classes that they might not be able afford. The students who attend their small schools will still not receive the proper education to prepare them for education post high school. This could result in even lower high school graduation and university enrollment rates, causing our beautiful state to receive very low education percentage rates.

These concerns have been brought up in discussion of this issue. Ultimately, the officials of the state need to look more in-depth to the results of this bill. In part of my reasoning behind many of the concerns is my experience and history with these issues. I have experienced first hand the need to take online courses as a result of un- or underqualified teachers. I understand the struggle of my parents not being able to financially assist with my education. I know how it feels to believe that, due to an improper education, I would not make it passed high school.

Please take into consideration the points I have made. I thank you very kindly for taking the time to read my letter.

Respectfully,

Bobbie McNeley
P.O. Box 751641
Fairbanks, AK 99775
Mt. Edgecumbe High School Alumni
Class of 2014
bobbie.mcneley@gmail.com
(907) 989-4089

Janet Ogan

From: Summer Shen <ssummer_shen@hotmail.com>
Sent: Sunday, February 28, 2016 5:57 PM
To: mike.hanley@alaska.gov; Rep. Jonathan Kreiss-Tomkins; Sen. Bert Stedman; Rep. Wes Keller; Rep. Lynn Gattis; Rep. Neal Foster; Rep. David Talerico; Rep. Mike Hawker; Rep. Sam Kito; Rep. Daniel Ortiz; Sen. Mike Dunleavy; Sen. Berta Gardner; Sen. Mia Costello
Cc: dionneb@mehs.us; Bernie Gurule; Kathy Kyle; Mike Mayo
Subject: For Alaska's Future

Dear all,

I am a student of University of Alaska Southeast. I am doing my master degree study to become a teacher in Alaska.

To me, MEHS is as important to Alaska students as Yale University to the United State students. Replacing MEHS with ANSEP limits the opportunities to Alaska rural students. In the same way, it will restrain the development of Alaska since Alaska needs not only engineers but also leaders, educators, entrepreneurs and many more.

Moreover, MEHS is the only school that has Chinese and Japanese programs. It helps Sitka and Alaska students connect to the world. Therefore, please do NOT close this window to students.

Please Keep MEHS for Alaska Students and the State's Future!

Thank you for your considerations!

Sincerely,

Xiaoyan Shen (Summer)
Student of University of Alaska Southeast
Phone: 907-747-8788
E-mail: ssummer_shen@hotmail.com

[UA President](#)[Board of Regents](#)[State Relations](#)

System News Releases

For Immediate Release

Feb. 3, 2016

UA Statement in Response to ANSEP/Mt. Edgecumbe Proposal

Given the significant amount of concern and conflicting information circulating about the recent proposal to convert Mt. Edgecumbe into an Alaska Native Science and Engineering Program (ANSEP) acceleration high school, the Board of Regents and the University of Alaska administration want to make it clear that this proposal has not been generated by the UA Administration or the regents.

Nor has the proposal been rigorously reviewed or approved by the Department of Education and Early Development (DEED), by the university administration or the Board of Regents – all of whom have expertise in educational matters, and a broad perspective on these efficient and effective programs.

While the concept for an ANSEP acceleration high school may have merit, there may be other approaches that should be considered. There's no reason to go forward without appropriate review and dialogue – ANSEP and Mt. Edgecumbe are each performing well.

The university administration and the Board of Regents have asked for time to thoroughly review the proposal, work collaboratively with DEED, Mt. Edgecumbe administration, the community and other interested parties and respond accordingly.

–30–

For more information contact Roberta Graham, Assoc. Vice President of Public Affairs and Federal Relations at 907-786-1190 or 907-360-2416

NR2-16

3 February 2016; Wednesday 08:57



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ANSEP proposes to run Mt. Edgecumbe as 3-year STEM school

By [Hannah Colton, KDLG - Dillingham](#) | February 2, 2016

Lawmakers this week heard a proposal from the Alaska Native Science and Engineering Program to turn Mt. Edgecumbe High School into a three-year accelerated program.

ANSEP says it's a way to save money while expanding an effective program, but the idea was an unpleasant surprise for some at the Sitka boarding school.



Middle school students at an ANSEP summer academy in 2013. (Photo courtesy ANSEP)

This week, parents of Mt. Edgecumbe students got an unexpected email from school administrators. It said that [ANSEP](#), known to many as a summer engineering program, is eyeing the [state-run boarding school in Sitka](#) with plans to transform it into a three-year accelerated high school.

“We were certainly startled,” said Dan Dunaway, the father of a Mt. Edgecumbe ninth grader. “You know, the school is really good at communicating with parents and so they’d sent out a little message with a copy of one of the news articles to just explain, you know, ‘if you’re surprised, so are we.’”

The surprise came in the form of a presentation before the Joint House & Senate Education Committees Wednesday by Herb Schroeder, a UAA engineering professor who founded ANSEP.



(Photo courtesy Mt. Edgecumbe High School)

Schroeder told lawmakers that ANSEP's plan would save the state money by cutting a year out of each students' high school career – and aiming to rush them through the University as well.

“We ran the numbers for the 400-student school,” says Schroeder, “and because the kids are in high school for three years and then it take a whole year off of their time at the University, when you extend that out, it’s nearly \$6 million dollars a year for a school of 400 students. Plus savings for families, because they’ve got a whole year less of college to pay for.”

Founded in 1995, ANSEP is widely considered a boon to high-achieving rural and Alaska Native students. According to ANSEP, 95% of its summer participants go on to enroll in college science degree programs.

Managing Mt. Edgecumbe would be ANSEP's first try at a full-time high school program.

The idea raised some concerns among lawmakers Wednesday about the logistics of a switch to an accelerated program. But many were excited about an idea that Schroeder says would raise the bar for education statewide.

The committee took no action on the proposal, but the final word from Committee Chair Sen. Mike Dunleavy (R-Wasilla) reflected many lawmakers' strong interest in the plan.

“Rep. Keller mentioned earlier folks should give this some thought as to whether this concept, in wedding statistically one of the best programs in the state with statistically one of the best programs in the state, can actually turn out to have *asuper* best program in the state,” said Dunleavy.

Back in Dillingham, Dunaway is skeptical of plans to overhaul an institution he says isn't broken.

“I'm not clear what problem [Schroeder] is trying to fix,” says Dunaway. “But it's kinda stunning because our son just started there and seems inclined to want to finish out his high school career there. So it's been a good option for us, and to see that — once we found something we thought was successful – that being possibly threatened, is pretty unsettling.”

It's also been unsettling for Mt. Edgecumbe Superintendent Bill Hutton, who says ANSEP gave him only vague information about the proposal less than a week before it went to lawmakers. Hutton says the plan would effectively exclude students who have interests besides science and engineering:

“I think it's just really sad that in our small-population, great-geographical state, that anyone would want students to *not* have a choice between one great program and another,” said Hutton. “I'm very upset that we were not consulted.”

As of Friday, no bill had been filed. The Joint Education Committee meets next on Monday and Wednesday mornings.

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UA officials review controversial proposal to take ownership of Sitka high school



Travis Khachatoorian, Reporter and Multimedia Journalist, tkhachatoorian@ktuu.com

POSTED: 06:40 PM AKST Feb 08, 2016

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UA board of regents weighs proposal to take ownership of Sitka high school

ANCHORAGE - Conflict within the state's education system remains unresolved as the University of Alaska continues to review a proposal to take ownership of a public boarding school in Sitka.

The idea is to transform Mt. Edgecumbe High School into a three year "acceleration high school," preparing students for STEM (science, technology, engineering, and math) degrees at UA on a fast-track.

A new university ownership model was advocated in front of the state legislature by officials with the UA-based Alaska Native Science and Engineering Program (ANSEP) on Jan. 27. ANSEP Vice Provost Herb Schroeder told a joint education committee in Juneau the process would transform Mt. Edgecumbe into the best high school in the nation.

But while Schroeder said the new acceleration program could raise the bar of education in Alaska, superintendent at Mount Edgecumbe Bill Hutton said he feels the school and the community would be forced into a transformation it doesn't support.

"We consider it a takeover. We weren't alerted until very late," said Hutton. "Thousands of alumni, our 800 parents and most of our students want Mt. Edgecumbe to remain as it is because they see great value in that."

Mt. Edgecomb is a boarding school of about 400 students overseen by the Alaska Department of Education. Its stated mission is to give students from isolated villages, home schools and far communities a "broad range of academic and extra-curricular opportunities" that would otherwise be unavailable.

Although Hutton said the high school has a close relationship with ANSEP and shares similar values about teaching Alaska Native students, he believes an acceleration high school goes against the school's principles of balancing social development and academia.

"For the most part, [university ownership] is a concept and philosophy that we do not stand for," said Hutton

The University of Alaska Board of Regents said they didn't come up with the idea and have not yet endorsed the plan.

"While the concept for an ANSEP acceleration high school may have merit, there may be other approaches that should be considered. There's no reason to go forward without appropriate review and dialogue – ANSEP and Mt. Edgecumbe are each performing well," said the University of Alaska in a press release. "The university administration and the Board of Regents have asked for time to thoroughly review the proposal, work collaboratively with DEED (Department of Education and Early Development,) Mt. Edgecumbe administration, the community and other interested parties and respond accordingly."

UAA Chancellor Tom Case also released a statement.

"After receiving a great deal of feedback from the Alaska community, UAA will be taking some time to further review the proposal for an acceleration high school. We expect next steps to include further conversations within UAA and with key stakeholders and educational leaders in the state. After that, any proposal would be vetted by University of Alaska (UA) administration and then forwarded to the UA Board of Regents for input and/or approval," wrote Case.

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Toolbox



James R. Johnsen, Ed.D.

President

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January 25, 2016

The Honorable Bill Walker
Office of the Governor
P.O. Box 110001
Juneau, AK 99811-0001

sent via regular mail & email

The Honorable Byron Mallott
Office of the Lieutenant Governor
P.O. Box 110001
Juneau, AK 99811-0001

Dear Governor Walker and Lieutenant Governor Mallott,

The University of Alaska System (UA) is rightfully proud of the Alaska Native Science and Engineering Program (ANSEP). As you know, ANSEP is a UA academic program offered at all three of our universities. From its modest beginnings as a scholarship program with one student in 1995, ANSEP has evolved into a nationally-recognized, longitudinal education program with 1,500 students and alumni that encourages historically underrepresented students to pursue careers in science and engineering at an early age. UA has supported ANSEP's growth because we see value and potential in the program, especially in light of our state's poor performance challenges through more traditional programs.

ANSEP was started by University of Alaska Anchorage (UAA) Vice Provost Herb Schroeder. Two weeks ago, Dr. Schroeder advised me that he wanted to ask the legislature to transfer Mt. Edgecumbe High School to UAA. This state-operated residential high school in Sitka would become the Mt. Edgecumbe ANSEP Acceleration High School, and be operated and managed as part of ANSEP. As an acceleration high school, students would be expected to graduate in three years rather than four, completing up to 46 university BS degree requirement credits in the process. Its purpose would be to prepare students to enter Bachelor of Science and Engineering degree programs. It's not clear from the proposal what opportunities would continue to be available at Mt. Edgecumbe for students not interested in pursuing a science or engineering career.

ANSEP has had great success with its Acceleration Academy, a 5-week session at UAA that is designed to develop high school students academically and socially for college, while creating enthusiasm for STEM (Science, Technology, Engineering and Mathematics) degree programs

The Honorable Bill Walker
The Honorable Lt. Governor Byron Mallott
January 25, 2016
Page 2

and careers. We believe that the idea of a full-time acceleration high school has merit and is worthy of serious study.

This proposal, however, has not yet been proposed to or been vetted by UA or approved by the Board of Regents. While it has great potential, it also raises many unanswered and important questions. Running a high school, particularly a boarding school, involves operating under a very different set of state and federal laws than those that apply to postsecondary institutions. It imposes a different set of duties and liabilities. There are questions about the relative costs associated with having university employees running the academic program, rather than state employees, and questions about the capital costs and liabilities of taking over an aging facility. We must assess this proposal in light of our academic and other priorities, given our primary mission as a postsecondary institution. These issues are particularly critical in light of the state's revenue situation and the substantial reduction in funding available for UA's existing programs, as well as potential cuts to K-12 funding.

Because of ANSEP's success and the potential we see in this idea, we are committed to working it aggressively. A team will determine what the relevant issues are and the best ways to resolve them. Among the options to be considered is to set up an acceleration high school as a non-profit corporation, and have UA provide services under a memorandum of agreement.

At the end of the day, we support the concept but believe that substantial due diligence is required in order to support a particular proposal. Our goal is to have answers and a proposal to the Board of Regents, and then to you, well ahead of the commencement of the next legislative session, in time to make sure the proposal has the support it needs to be successful.

Respectfully,



Jim Johnsen
President
University of Alaska

cc: Tom Case, UAA Chancellor
Sam Gingerich, UAA Provost
Michelle Rizk, UA Vice President University Relations
Herb Schroeder, UAA Vice Provost ANSEP
Dan White, UA Vice President Academic Affairs and Research

James R. Johnsen, Ed.D.

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January 8, 2016

The Honorable Lynn Gattis
Chair, House Education and Early
Development Finance Subcommittee
State Capitol, Room 500
Juneau AK, 99801-1182

Dear Representative Gattis,

Two weeks ago, a joint meeting of the House and Senate Education Committees discussed the idea of transferring Mt. Edgecumbe High School (MEHS) to the University of Alaska Anchorage (UAA). The concept would have this state-operated residential high school become the Mt. Edgecumbe ANSEP Acceleration High School, and be operated and managed as part of the Alaska Native Science and Engineering Program (ANSEP). As you know, ANSEP is a UAA academic program offered at all three of our universities.

The House Education and Early Development Finance Subcommittee will reportedly be discussing this topic at its meeting on February 9, to see if this might be an opportunity for the state to realize cost savings. I wanted to make you aware that at this time, the concept has not been proposed by the University of Alaska System (UA). We believe that UA needs to perform substantial due diligence on the idea before the legislature receives a formal proposal. This due diligence must include working with the Department of Education and Early Development (DEED), MEHS, and its stakeholders to perform a comprehensive analysis of the costs or savings that might result from transferring MEHS to UAA, and then transforming it into an acceleration high school.

UA is rightfully proud of ANSEP. From its modest beginnings as a scholarship program with one student in 1995, ANSEP has evolved into a nationally-recognized, longitudinal education program with 1500 students and alumni that encourages historically underrepresented students to pursue careers in science and engineering at an early age. UA has supported ANSEP's growth because we see value and potential in the program, especially in light of our state's poor performance challenges through more traditional programs.

ANSEP has had great success with its Acceleration Academy, a 5-week session at UAA that is designed to develop high school students academically and socially for college, while creating enthusiasm for STEM (Science, Technology, Engineering and Mathematics) degree programs

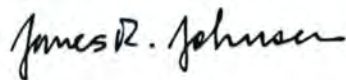
The Honorable Lynn Gattis
January 8, 2016
Page 2

and careers. Because of this, we believe that the idea of a full-time acceleration high school has merit and is worthy of serious study.

ANSEP's proposal has not yet been vetted by UA or approved by the Board of Regents, nor has it been thoroughly evaluated by DEED or MEHS. While the idea for an acceleration high school has great potential, it also raises many unanswered and important questions. Basic questions are whether the MEHS facility is the best location for an acceleration high school, and whether the existing MEHS program can be accommodated to the ANSEP model. Running a high school, particularly a boarding school, involves operating under a very different set of state and federal laws than those that apply to postsecondary institutions. It imposes a different set of duties and liabilities. There are questions about the relative costs associated with having university employees run the academic and administrative programs, rather than state employees, and questions about the capital costs and liabilities of taking over an aging facility. Deferred maintenance costs are of particular concern. The financial analysis must also look at the costs associated with housing and educating those students who would have attended MEHS but who might be displaced by its transformation. We must assess this proposal in light of our academic and other priorities, given our primary mission as a postsecondary institution. These issues are particularly critical in light of the state's revenue situation and the substantial reduction in funding available for UA's existing programs, as well as potential cuts to K-12 funding.

Because of ANSEP's success and the potential we see in the idea of an acceleration high school, we are committed to working the concept aggressively and completing the review in 2016. A team will evaluate options and identify the relevant issues and the best way of resolving them. Our goal is to have answers and a proposal to the Board of Regents and then to you well ahead of the commencement of the next legislative session, in time to make sure that any proposal has the public support it needs to be successful.

Sincerely,



James R. Johnsen
President

cc: Representative Wes Keller
Representative David Talerico
Representative Mike Hawker
Representative Neal Foster
Representative Sam Kito
Representative Dan Ortiz



Juneau Tlingit & Haida Community Council
P.O. Box 020770, Juneau, Alaska 99802
Physically located at: 3235 Hospital Drive, Juneau, AK 99801



A T & H Community of the Central Council of Tlingit and Haida Indian Tribes of Alaska

February 16, 2016

Alaska State Legislature

VIA Email

Honorable Representative Wes Keller:

The Juneau Tlingit & Haida Community Council (Community Council) is a federally recognized tribal political subdivision and subordinate entity of Central Council Tlingit & Haida Indian Tribes of Alaska. The Community Council represents the 6,875 tribal citizens living in Juneau.

The Community Council writes in support of Mt. Edgecumbe High School. The Community Council appreciates the scholarships the Alaska Native Science and Engineering Program (ANSEP) at the University of Alaska have provided. The Community Council does not support the proposed takeover of Mt. Edgecumbe High School.

Mt. Edgecumbe High School (MEHS) is recognized as a leader in Alaska Native education and vital to our smaller communities. At a time when we are concerned about graduation rates for Alaska Native students, Mt. Edgecumbe maintains an impressive 95% on-time graduation rate with 93% of its graduates continuing on to college or trade school.

While ANSEP is a great program, it is a program for a smaller segment of students than what Mt. Edgecumbe serves. Changing Mt. Edgecumbe to an accelerated science and engineering school would greatly compromise the education of tribal students. It is our position that students should be given the opportunity to take upper level classes, but it cannot be the only option. The ANSEP proposal requires algebra at the 8th grade level and would exclude most of the students who currently attend Mt. Edgecumbe, noting that only 7 of 109 incoming freshman last year would have met those requirements. Mt. Edgecumbe reports 37% of their students do enroll in dual credit courses from a variety of disciplines. Limiting those disciplines to STEM only courses threatens the broader interests and needs of the student body. Sixty two percent (62%) of Mt. Edgecumbe students entered their freshman year at an average or below average reading level, again demonstrating the need for the well-rounded, quality education that Mt. Edgecumbe provides.

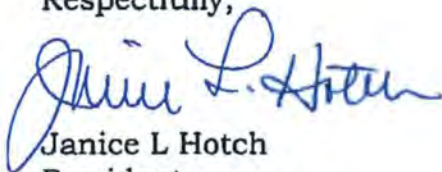
Additionally, Mt. Edgecumbe students are taught to lead all programs at their school and experience a multitude of challenges and opportunities. The cultures and traditions that each child brings enhance the educational experience through diversity and independence. Students develop lifelong relationships with other students from across the State. Mt. Edgecumbe students enjoy their high school years and are encouraged in all areas of development. ANSEP's proposal for an accelerated program, rushing students into college or the workforce, could potentially be shortsighted on the continued success of students.

Mt. Edgecumbe's success can be seen in a great number of areas and in persons who participated in education in its halls: legislators, business leaders, tribal and civic leaders, doctors, lawyers, scientists, mayors, and the list is endless. ANSEP offers great opportunity for some students, but it cannot be at the expense of Mt. Edgecumbe students.

We hope that ANSEP can find a way to cooperatively develop their program within the existing framework of a high school, such as 'a school within a school', or perhaps find a new location for their own school.

Please feel free to contact me either by email at janice.hotch@ak.net; or mobile 723.8869. Kindest regards,

Respectfully,



Janice L Hotch
President
Juneau Tlingit & Haida
Community Council

SITKA SCHOOL DISTRICT

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DATE: February 16, 2016
TO: State Legislature
FROM: Superintendent Mary Wegner on Behalf of Sitka School Board
RE: Statement regarding Mt. Edgecumbe High School turning into Alaska Native Science Engineering Program (ANSEP)

Dear Members of the Alaska State 29th Legislature:

The Sitka School Board wishes to affirm its support for Mt. Edgecumbe High School. Mt. Edgecumbe High School and the Sitka School District have long been partners working to serve the needs of students – the Sitka School District focusing on students who live in Sitka, and Mt. Edgecumbe High School focusing on students from around the state of Alaska. For example, we have an agreement that allows students to take a class at Sitka High School or Mt. Edgecumbe High School, which allows us to share resources for the benefit of all students involved in either school. The Sitka School Board is concerned that the Alaska Native Science Engineering Program (ANSEP) accelerated high school that would have a predominant focus on engineering would significantly alter the level of interaction between the schools, and consequently limit the options for a well-rounded high school experience for students from around the state.

The Sitka School Board agrees that ANSEP is a viable program for students seeking a short-term introduction to the skills necessary to become an engineer; however The Sitka School Board does not believe it is the right answer for Mt. Edgecumbe High School. We believe that the funding and operation of Mt. Edgecumbe High School is one of the many important public school choices in the state offering a full range of educational opportunities to students from rural Alaska. Specifically, Mt. Edgecumbe High School serves a unique purpose and offers a unique opportunity for Alaska high school students, especially those from distant, remote, rural communities and has done so very successfully for decades. The Sitka School Board supports the belief that Mt. Edgecumbe High School should remain as a comprehensive high school offering the fantastic education that has fostered generations of Alaska Native leaders from around the state since 1947.

One only needs to meet a Mt. Edgecumbe student or graduate to understand the pride that comes with being associated with Mt. Edgecumbe. A change from the current structure to an accelerated engineering-focused program would fundamentally alter the possibility that students from around the state could benefit from attending Mt. Edgecumbe. The Sitka School Board does not support taking away a viable option for students just for the sake of change. If an ANSEP accelerated high school is a worthy option, then why must it happen at the cost of a community based in Alaska Native pride?

“Educating our children to realize their potential and contribute in a connected global society.”

Additionally, the Sitka School District has a history of having teachers work in a public high school who are University of Alaska employees, which is pertinent to the current conversation about the ASNEP accelerated high school replacing the current functioning of Mt. Edgecumbe High School and having the current teachers and staff become University of Alaska employees. Simply speaking, it does not work to have public school teachers operate a public high school from a university setting. Previously, we operated our alternative high school through a partnership with the University of Alaska system; however, there were significant obstacles involved with this process and as a result we brought the alternative high school completely into the operation of the Sitka School District. Specifically, running a public school outside of the structure of a public school district creates too many variables to create a functioning public school given that the University of Alaska system has its own processes and procedures, which we found to be incompatible with the needs to operate a public high school. We are not making any statement regarding the University of Alaska processes or procedures, but rather we are making a statement that they were incompatible with running a public high school. Consequently, the Sitka School Board strongly encourages you to continue the operation of Mt. Edgecumbe High School within the public school domain.

In our experience of running a public high school from within the University of Alaska system, all of the students were associated with one school district, and we found it too difficult to navigate. We can only imagine the exponential challenges the ANSEP accelerated high school would experience working with a multitude of districts from around the state. Running a series of a multi-week intensive programs throughout a school year is not comparable to the magnitude of intricacies needed to operate a year-long public school - let alone a public school that operates as a 24/7 boarding school, as does Mt. Edgecumbe High School. We would be happy to talk with you further about how our experiences in running a public high school through the University of Alaska system created too many distractions from the purpose of a public school, which is student learning.

Please continue to support Mt. Edgecumbe High School as a comprehensive high school. Mt. Edgecumbe has consistently fostered strong leaders around Alaska, and we see no need to change.

Respectfully submitted on behalf of the Sitka School Board,



Mary Wegner, Ed.D.
Superintendent
Sitka School District