

HB

156

<TARGET><BILL>HB 156</BILL><SUBJECT>HB
156</SUBJECT><COMM>HEDC29</COMM></TARGET>

ALASKA STATE LEGISLATURE

Interim:
600 East Railroad Avenue
Wasilla, Alaska 99654
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Session:
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Juneau, Alaska 99801-1182
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**REPRESENTATIVE WES KELLER
DISTRICT 10
SPONSOR STATEMENT
HB 156**

The time is right to let Washington, D.C. know that Alaska has no intention of being a US Department of Education experiment. Parents, not bureaucrats have the right to control the content and standards of education for their children. When there is a conflict between education laws (federal or state) and parental educational choice, parents ultimately must always have the right to opt-out if the laws cannot be fixed.

We as a state have a Constitutional obligation to provide a free public education, accessible to all. Beyond that obligation we need to strive to make that public education system be so good that most parents opt-in at a level where they assume ownership and engage eagerly, bringing their values with them.

HB 156 sends the message that Alaskans are not here to be a “rubber-stamp” of educational policy. Student assessment, privacy, school designators, teacher evaluation, special education, curricula selection, or education standards must be defined by Alaskans.

HB 156 deletes statutory language that requires the Board of education to “CONFORM TO...” or to “IMPLEMENT...” NCLB (No Child Left Behind) which is amended federal law over K-12 education (ESEA, 1965). Passage will eliminate 1200+ pages of federal code now in our state law.

HB 156 does not affect the current state testing infrastructure and assessment systems except that parents will have the immediate option to opt out of that testing. This ensures parental control through elected local school board members and state legislators instead of the far-off federal government. The intent is to cause a re-evaluation and elimination of unnecessary baggage.

HB 156 will ensure that individually identifiable student data is secure. Provisions in the language allows for methodology to compare proficiency of Alaska students with other states and nations; prioritizes local engagement in school improvement plans for struggling schools, and; ensures that the highest recognition goes to schools that demonstrate improvement.

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DISTRICT 10
SPONSOR STATEMENT
CS for HB 156**

The time is right to let Washington, D.C. know that Alaska has no intention of being a US Department of Education experiment. Parents, not bureaucrats have the right to control the content and standards of education for their children. When there is a conflict between education laws (federal or state) and parental educational choice, parents ultimately must always have the right to determine how to educate their children.

We as a state have a Constitutional obligation to provide a free public education, accessible to all. Beyond that obligation we need to strive to make that public education system be so good that most parents opt-in at a level where they assume ownership and engage eagerly, bringing their values with them.

HB 156 sends the message that Alaskans are not here to be a “rubber-stamp” of educational policy. Student assessment, privacy, school designators, teacher evaluation, special education, curricula selection, or education standards must be defined by Alaskans.

While HB 156 deletes statutory language that requires the Board of education to “IMPLEMENT....” federal rules it also directs the Board to work to maintain and improve the quality of Alaska’s Education with local schools and districts.

HB 156 puts the current state testing infrastructure systems on hold, pending review and creation of testing based on input from local school districts. A deadline of 2020 is in place for those test to begin. This ensures parental control through elected local school board members and state legislators instead of the far-off federal government. The intent is to cause a re-evaluation and elimination of unnecessary baggage.

HB 156 includes provisions in the language allowing for methodology to compare proficiency of Alaska students with other states and nations; prioritizes local engagement in school improvement plans for struggling schools, and; ensures that the highest recognition goes to schools that demonstrate improvement.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
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MEMORANDUM

March 18, 2016

SUBJECT: Sectional summary
(CSHB 156(EDC); Work Order No. 29-LS0566\Y)

TO: Representative Wes Keller
Chair of the House Education Committee
Attn: Jim Pound

FROM: Kate S. Glover *K61*
Legislative Counsel

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Requires the Department of Education and Early Development (the department) to include a performance designation for the state public school system in its annual report entitled "Alaska's Public Schools: A Report Card to the Public."

Section 2. Requires the department to inform each school district of the performance designation assigned to the state public school system.

Section 3. Requires the process for assigning performance designations to include a comparison of the state public school system to public schools in other states. Section 3 also removes the department's obligation to implement measures necessary to conform to federal law in providing for the student assessment system and process for assigning performance designations under AS 14.03.123.

Section 4. Requires improvement plans for schools with low performance designations to include measures that increase local control of education and parental choice and that do not require a direct increase in state or federal funding for the school or district.

Section 5. Modifies the criteria for recognizing schools that receive a high performance designation to require that the school demonstrate an improvement over the school's performance designation for the previous year.

Section 6. Removes the requirement for the department to implement 20 U.S.C. 6301 - 7941 (Elementary and Secondary Education Act of 1965, as amended) in the accountability system for schools and districts required under AS 14.03.123(f). Section 6 also requires the department to select student assessments with the input of teachers and school administrators.

Section 7. Authorizes the department to consult with the University of Alaska to develop secondary education requirements to improve student achievement in college preparatory courses. Also authorizes the department to consult with businesses and labor unions to develop a program to prepare students for apprenticeships or internships.

Section 8. Adds a new section prohibiting the department from requiring a school district or school to administer a statewide standards-based assessment after July 1, 2017, and before July 1, 2019. Requires the department to create a plan for developing or selecting statewide assessments that are approved by school districts for administration no later than the school year beginning in 2020. Requires the department to submit a report to the legislature on or before January 1, 2018, describing the assessment plan and making recommendations for changes in education laws or regulations that would allow school districts greater control over education policy in light of the enactment of the Every Student Succeeds Act, P.L. 114-95.

Section 9. Repeals AS 14.07.175, added by sec. 8 of the bill, on July 1, 2020.

Section 10. Allows the department to adopt regulations necessary to implement the Act. The regulations may not take effect before the effective date of the law implemented by the regulations.

Section 11. Provides an immediate effective date for sec. 10 of the bill.

Section 12. Provides that the remainder of the bill takes effect July 1, 2017.

If I may be of further assistance, please advise.

CS FOR HOUSE BILL NO. 156(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-NINTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:

Referred:

Sponsor(s): REPRESENTATIVE KELLER

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to the duties of the Department of Education and Early Development**
2 **and school districts; relating to public school curriculum and assessments; relating to**
3 **compliance with federal education laws; relating to public school accountability;**
4 **relating to a statewide assessment plan and review of education laws and regulations;**
5 **and providing for an effective date."**

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

7 *** Section 1.** AS 14.03.120(f) is amended to read:

8 (f) By January 15 of each year, beginning in 2001, the department shall
9 provide to the governor and make available to the public and the legislature a report on
10 the performance of public schools in this state. The report must be entitled "Alaska's
11 Public Schools: A Report Card to the Public." The report must include

12 (1) comprehensive information on each public school compiled,
13 collected, and reported under (d) and (e) of this section for the prior school year;

1 (2) a summary of the information described in (1) of this subsection;
 2 the summary must be prepared in a manner that allows school performance to be
 3 measured against established state education standards; and

4 (3) for a report due by or after January 15, 2005, the most recent
 5 performance designation under AS 14.03.123 received by each public school **and by**
 6 **the state public school system.**

7 * Sec. 2. AS 14.03.123(b) is amended to read:

8 (b) The department shall inform the governing body of each district of the
 9 performance **designations** [DESIGNATION] assigned **to the district and to the state**
 10 **public school system** under (a) of this section.

11 * Sec. 3. AS 14.03.123(c) is amended to read:

12 (c) The state board shall adopt regulations implementing this section,
 13 providing for a statewide student assessment system, and providing for the process of
 14 assigning a designation under (a) of this section, including

15 (1) the methodology used to assign the performance designation,
 16 including the measures used and their relative weights;

17 **(2) a comparison of the state public school system to public schools**
 18 **in other states, including a comparison of student participation in standards-**
 19 **based assessments and student performance on the assessments;**

20 **(3) [(2)]** high performance and low performance designations that are
 21 based on the accountability system under this section;

22 **(4) [(3)]** a procedure for appealing a designation that may be used by
 23 the principal of a public school or by the superintendent of a public school district;

24 **(5) [(4)]** additional measures that may be progressively implemented
 25 by the commissioner to assist schools or districts to improve performance in
 26 accordance with this section; [AND WITH FEDERAL LAW; TO THE EXTENT
 27 NECESSARY TO CONFORM TO FEDERAL LAW,] the additional measures may
 28 be unique to a certain school or district if that school or district receives federal
 29 funding that is not available to all schools or districts in the state.

30 * Sec. 4. AS 14.03.123(d) is amended to read:

31 (d) A public school or district that receives a low performance designation

1 under this section shall prepare and submit to the department a school or district
 2 improvement plan, as applicable, in accordance with regulations adopted by the board.
 3 The improvement plan must be prepared with the maximum feasible public
 4 participation of the community including, as appropriate, interested individuals,
 5 teachers, parents, parent organizations, students, tribal organizations, local government
 6 representatives, and other community groups. The improvement plan must, to the
 7 extent possible, include measures that increase local control of education and
 8 parental choice and that do not require a direct increase in state or federal
 9 funding for the school or district.

10 * Sec. 5. AS 14.03.123(e) is amended to read:

11 (e) The department shall establish a program of special recognition for those
 12 public schools that receive a high performance designation, based on the
 13 accountability system under (f) of this section, that demonstrates

14 (1) an improvement over the school's performance designation for
 15 the previous year; or

16 (2) maintenance of a proficient or high performance designation
 17 from the previous year.

18 * Sec. 6. AS 14.03.123(f) is amended to read:

19 (f) In the accountability system for schools and districts required by this
 20 section, the department shall

21 (1) [IMPLEMENT 20 U.S.C. 6301 - 7941 (ELEMENTARY AND
 22 SECONDARY EDUCATION ACT OF 1965), AS AMENDED;

23 (2)] implement state criteria and priorities for accountability including
 24 the use of

25 (A) measures of student performance on standards-based
 26 assessments in language arts and mathematics; the assessments must be
 27 selected with the input of teachers and school administrators and
 28 minimize disruption to classroom instruction;

29 (B) measures of student improvement and academic
 30 achievement; and

31 (C) other measures identified that are indicators of student

1 success and achievement; and

2 (2) [(3)] to the extent practicable, minimize the administrative burden
3 on districts.

4 * Sec. 7. AS 14.07.020(a) is amended to read:

5 (a) The department shall

6 (1) exercise general supervision over the public schools of the state
7 except the University of Alaska;

8 (2) study the conditions and needs of the public schools of the state,
9 adopt or recommend plans, administer and evaluate grants to improve school
10 performance awarded under AS 14.03.125, and adopt regulations for the improvement
11 of the public schools; the department may consult with the University of Alaska to
12 develop secondary education requirements to improve student achievement in
13 college preparatory courses;

14 (3) provide advisory and consultative services to all public school
15 governing bodies and personnel;

16 (4) prescribe by regulation a minimum course of study for the public
17 schools; the regulations must provide that, if a course in American Sign Language is
18 given, the course shall be given credit as a course in a foreign language;

19 (5) establish, in coordination with the Department of Health and Social
20 Services, a program for the continuing education of children who are held in detention
21 facilities in the state during the period of detention;

22 (6) accredit those public schools that meet accreditation standards
23 prescribed by regulation by the department; these regulations shall be adopted by the
24 department and presented to the legislature during the first 10 days of any regular
25 session, and become effective 45 days after presentation or at the end of the session,
26 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
27 the members of each house;

28 (7) prescribe by regulation, after consultation with the state fire
29 marshal and the state sanitarian, standards that will ensure [ASSURE] healthful and
30 safe conditions in the public and private schools of the state, including a requirement
31 of physical examinations and immunizations in pre-elementary schools; the standards

1 for private schools may not be more stringent than those for public schools;

2 (8) exercise general supervision over pre-elementary schools that
3 receive direct state or federal funding;

4 (9) exercise general supervision over elementary and secondary
5 correspondence study programs offered by municipal school districts or regional
6 educational attendance areas; the department may also offer and make available to any
7 Alaskan through a centralized office a correspondence study program;

8 (10) accredit private schools that request accreditation and that meet
9 accreditation standards prescribed by regulation by the department; nothing in this
10 paragraph authorizes the department to require religious or other private schools to be
11 licensed;

12 (11) review plans for construction of new public elementary and
13 secondary schools and for additions to and major rehabilitation of existing public
14 elementary and secondary schools and, in accordance with regulations adopted by the
15 department, determine and approve the extent of eligibility for state aid of a school
16 construction or major maintenance project; for the purposes of this paragraph, "plans"
17 include educational specifications, schematic designs, projected energy consumption
18 and costs, and final contract documents;

19 (12) provide educational opportunities in the areas of vocational
20 education and training, and basic education to individuals over 16 years of age who
21 are no longer attending school; **the department may consult with businesses and**
22 **labor unions to develop a program to prepare students for apprenticeships or**
23 **internships that will lead to employment opportunities;**

24 (13) administer the grants awarded under AS 14.11;

25 (14) establish, in coordination with the Department of Public Safety, a
26 school bus driver training course;

27 (15) require the reporting of information relating to school disciplinary
28 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
29 behavior;

30 (16) establish by regulation criteria, based on low student performance,
31 under which the department may intervene in a school district to improve instructional

1 practices, as described in AS 14.07.030(14) or (15); the regulations must include

2 (A) a notice provision that alerts the district to the deficiencies
3 and the instructional practice changes proposed by the department;

4 (B) an end date for departmental intervention, as described in
5 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three
6 consecutive years of improvement consisting of not less than two percent
7 increases in student proficiency on standards-based assessments in language
8 arts and mathematics, as provided in AS 14.03.123(f)(1)(A)
9 [AS 14.03.123(f)(2)(A)]; and

10 (C) a process for districts to petition the department for
11 continuing or discontinuing the department's intervention;

12 (17) notify the legislative committees having jurisdiction over
13 education before intervening in a school district under AS 14.07.030(14) or redirecting
14 public school funding under AS 14.07.030(15).

15 [(18) REPEALED]

16 * **Sec. 8.** AS 14.07 is amended by adding a new section to read:

17 **Sec. 14.07.175. Development of statewide assessment plan; review of**
18 **education laws and regulations.** (a) Notwithstanding AS 14.03.078, 14.03.120,
19 14.03.123, 14.03.300, 14.03.310, AS 14.07.020, 14.07.030, 14.07.165, or a provision
20 of federal law to the contrary, the department may not require a school district or
21 school to administer a statewide standards-based assessment after July 1, 2016, and
22 before July 1, 2018. The department and the board shall create a plan for working with
23 school districts to develop or select statewide assessments that are approved by school
24 districts. The plan must provide for the first administration of the assessments not later
25 than the school year that begins in 2020.

26 (b) The department shall review state education laws and regulations to
27 identify unnecessary laws or regulations and areas where the laws or regulations may
28 be changed to provide school districts with greater control over public education
29 policy in light of the enactment of the Every Student Succeeds Act, P.L. 114-95.

30 (c) On or before January 1, 2018, the department shall submit a report to the
31 senate secretary and chief clerk of the house of representatives and notify the

1 legislature that the report is available. The report must describe

2 (1) the final plan for developing or selecting statewide assessments as
3 required under (a) of this section; and

4 (2) recommendations for changes in laws or regulations as required
5 under (b) of this section.

6 (d) In this section, "school district" has the meaning given in AS 14.30.350.

7 * **Sec. 9.** AS 14.07.175 is repealed July 1, 2020.

8 * **Sec. 10.** The uncodified law of the State of Alaska is amended by adding a new section to
9 read:

10 **TRANSITION: REGULATIONS.** The Department of Education and Early
11 Development may adopt regulations necessary to implement the changes made by this Act.
12 The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before the
13 effective date of the law implemented by the regulations.

14 * **Sec. 11.** Section 10 of this Act takes effect immediately under AS 01.10.070(c).

15 * **Sec. 12.** Except as provided in sec. 11 of this Act, this Act takes effect July 1, 2016.

29-LS0566\Y
Glover
3/11/16

CS FOR HOUSE BILL NO. 156(EDC)

**IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-NINTH LEGISLATURE - SECOND SESSION**

BY THE HOUSE EDUCATION COMMITTEE

Offered:

Referred:

Sponsor(s): REPRESENTATIVE KELLER

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to the duties of the Department of Education and Early Development**
2 **and school districts; relating to public school curriculum and assessments; relating to**
3 **compliance with federal education laws; relating to public school accountability;**
4 **relating to a statewide assessment plan and review of education laws and regulations;**
5 **and providing for an effective date."**

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

7 *** Section 1.** AS 14.03.120(f) is amended to read:

8 (f) By January 15 of each year, beginning in 2001, the department shall
9 provide to the governor and make available to the public and the legislature a report on
10 the performance of public schools in this state. The report must be entitled "Alaska's
11 Public Schools: A Report Card to the Public." The report must include

12 (1) comprehensive information on each public school compiled,
13 collected, and reported under (d) and (e) of this section for the prior school year;

1 (2) a summary of the information described in (1) of this subsection;
2 the summary must be prepared in a manner that allows school performance to be
3 measured against established state education standards; and

4 (3) for a report due by or after January 15, 2005, the most recent
5 performance designation under AS 14.03.123 received by each public school **and by**
6 **the state public school system.**

7 * **Sec. 2.** AS 14.03.123(b) is amended to read:

8 (b) The department shall inform the governing body of each district of the
9 performance **designations** [DESIGNATION] assigned **to the district and to the state**
10 **public school system** under (a) of this section.

11 * **Sec. 3.** AS 14.03.123(c) is amended to read:

12 (c) The state board shall adopt regulations implementing this section,
13 providing for a statewide student assessment system, and providing for the process of
14 assigning a designation under (a) of this section, including

15 (1) the methodology used to assign the performance designation,
16 including the measures used and their relative weights;

17 **(2) a comparison of the state public school system to public schools**
18 **in other states, including a comparison of student participation in standards-**
19 **based assessments and student performance on the assessments;**

20 **(3) [(2)]** high performance and low performance designations that are
21 based on the accountability system under this section;

22 **(4) [(3)]** a procedure for appealing a designation that may be used by
23 the principal of a public school or by the superintendent of a public school district;

24 **(5) [(4)]** additional measures that may be progressively implemented
25 by the commissioner to assist schools or districts to improve performance in
26 accordance with this section; [AND WITH FEDERAL LAW; TO THE EXTENT
27 NECESSARY TO CONFORM TO FEDERAL LAW,] the additional measures may
28 be unique to a certain school or district if that school or district receives federal
29 funding that is not available to all schools or districts in the state.

30 * **Sec. 4.** AS 14.03.123(d) is amended to read:

31 (d) A public school or district that receives a low performance designation

1 under this section shall prepare and submit to the department a school or district
2 improvement plan, as applicable, in accordance with regulations adopted by the board.
3 The improvement plan must be prepared with the maximum feasible public
4 participation of the community including, as appropriate, interested individuals,
5 teachers, parents, parent organizations, students, tribal organizations, local government
6 representatives, and other community groups. **The improvement plan must, to the**
7 **extent possible, include measures that increase local control of education and**
8 **parental choice and that do not require a direct increase in state or federal**
9 **funding for the school or district.**

10 * Sec. 5. AS 14.03.123(e) is amended to read:

11 (e) The department shall establish a program of special recognition for those
12 public schools that receive a high performance designation, **based on the**
13 **accountability system under (f) of this section, that demonstrates an**
14 **improvement over the school's performance designation for the previous year.**

15 * Sec. 6. AS 14.03.123(f) is amended to read:

16 (f) In the accountability system for schools and districts required by this
17 section, the department shall

18 (1) [IMPLEMENT 20 U.S.C. 6301 - 7941 (ELEMENTARY AND
19 SECONDARY EDUCATION ACT OF 1965), AS AMENDED;

20 (2)] implement state criteria and priorities for accountability including
21 the use of

22 (A) measures of student performance on standards-based
23 assessments in language arts and mathematics; **the assessments must be**
24 **selected with the input of teachers and school administrators and**
25 **minimize disruption to classroom instruction;**

26 (B) measures of student improvement **and academic**
27 **achievement;** and

28 (C) other measures identified that are indicators of student
29 success and achievement; and

30 **(2)** [(3)] to the extent practicable, minimize the administrative burden
31 on districts.

1 * **Sec. 7.** AS 14.07.020(a) is amended to read:

2 (a) The department shall

3 (1) exercise general supervision over the public schools of the state
4 except the University of Alaska;

5 (2) study the conditions and needs of the public schools of the state,
6 adopt or recommend plans, administer and evaluate grants to improve school
7 performance awarded under AS 14.03.125, and adopt regulations for the improvement
8 of the public schools; **the department may consult with the University of Alaska to**
9 **develop secondary education requirements to improve student achievement in**
10 **college preparatory courses;**

11 (3) provide advisory and consultative services to all public school
12 governing bodies and personnel;

13 (4) prescribe by regulation a minimum course of study for the public
14 schools; the regulations must provide that, if a course in American Sign Language is
15 given, the course shall be given credit as a course in a foreign language;

16 (5) establish, in coordination with the Department of Health and Social
17 Services, a program for the continuing education of children who are held in detention
18 facilities in the state during the period of detention;

19 (6) accredit those public schools that meet accreditation standards
20 prescribed by regulation by the department; these regulations shall be adopted by the
21 department and presented to the legislature during the first 10 days of any regular
22 session, and become effective 45 days after presentation or at the end of the session,
23 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
24 the members of each house;

25 (7) prescribe by regulation, after consultation with the state fire
26 marshal and the state sanitarian, standards that will **ensure** [ASSURE] healthful and
27 safe conditions in the public and private schools of the state, including a requirement
28 of physical examinations and immunizations in pre-elementary schools; the standards
29 for private schools may not be more stringent than those for public schools;

30 (8) exercise general supervision over pre-elementary schools that
31 receive direct state or federal funding;

1 (9) exercise general supervision over elementary and secondary
2 correspondence study programs offered by municipal school districts or regional
3 educational attendance areas; the department may also offer and make available to any
4 Alaskan through a centralized office a correspondence study program;

5 (10) accredit private schools that request accreditation and that meet
6 accreditation standards prescribed by regulation by the department; nothing in this
7 paragraph authorizes the department to require religious or other private schools to be
8 licensed;

9 (11) review plans for construction of new public elementary and
10 secondary schools and for additions to and major rehabilitation of existing public
11 elementary and secondary schools and, in accordance with regulations adopted by the
12 department, determine and approve the extent of eligibility for state aid of a school
13 construction or major maintenance project; for the purposes of this paragraph, "plans"
14 include educational specifications, schematic designs, projected energy consumption
15 and costs, and final contract documents;

16 (12) provide educational opportunities in the areas of vocational
17 education and training, and basic education to individuals over 16 years of age who
18 are no longer attending school; **the department may consult with businesses and**
19 **labor unions to develop a program to prepare students for apprenticeships or**
20 **internships that will lead to employment opportunities;**

21 (13) administer the grants awarded under AS 14.11;

22 (14) establish, in coordination with the Department of Public Safety, a
23 school bus driver training course;

24 (15) require the reporting of information relating to school disciplinary
25 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
26 behavior;

27 (16) establish by regulation criteria, based on low student performance,
28 under which the department may intervene in a school district to improve instructional
29 practices, as described in AS 14.07.030(14) or (15); the regulations must include

30 (A) a notice provision that alerts the district to the deficiencies
31 and the instructional practice changes proposed by the department;

1 (B) an end date for departmental intervention, as described in
2 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three
3 consecutive years of improvement consisting of not less than two percent
4 increases in student proficiency on standards-based assessments in language
5 arts and mathematics, as provided in AS 14.03.123(f)(1)(A)
6 [AS 14.03.123(f)(2)(A)]; and

7 (C) a process for districts to petition the department for
8 continuing or discontinuing the department's intervention;

9 (17) notify the legislative committees having jurisdiction over
10 education before intervening in a school district under AS 14.07.030(14) or redirecting
11 public school funding under AS 14.07.030(15).

12 [(18) REPEALED]

13 * **Sec. 8.** AS 14.07 is amended by adding a new section to read:

14 **Sec. 14.07.175. Development of statewide assessment plan; review of**
15 **education laws and regulations.** (a) Notwithstanding AS 14.03.078, 14.03.120,
16 14.03.123, 14.03.300, 14.03.310, AS 14.07.020, 14.07.030, 14.07.165, or a provision
17 of federal law to the contrary, the department may not require a school district or
18 school to administer a statewide standards-based assessment after July 1, 2017, and
19 before July 1, 2019. The department and the board shall create a plan for working with
20 school districts to develop or select statewide assessments that are approved by school
21 districts. The plan must provide for the first administration of the assessments not later
22 than the school year that begins in 2020.

23 (b) The department shall review state education laws and regulations to
24 identify unnecessary laws or regulations and areas where the laws or regulations may
25 be changed to provide school districts with greater control over public education
26 policy in light of the enactment of the Every Student Succeeds Act, P.L. 114-95.

27 (c) On or before January 1, 2018, the department shall submit a report to the
28 senate secretary and chief clerk of the house of representatives and notify the
29 legislature that the report is available. The report must describe

30 (1) the final plan for developing or selecting statewide assessments as
31 required under (a) of this section; and

1 (2) recommendations for changes in laws or regulations as required
2 under (b) of this section.

3 (d) In this section, "school district" has the meaning given in AS 14.30.350.

4 * **Sec. 9.** AS 14.07.175 is repealed July 1, 2020.

5 * **Sec. 10.** The uncodified law of the State of Alaska is amended by adding a new section to
6 read:

7 **TRANSITION: REGULATIONS.** The Department of Education and Early
8 Development may adopt regulations necessary to implement the changes made by this Act.
9 The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before the
10 effective date of the law implemented by the regulations.

11 * **Sec. 11.** Section 10 of this Act takes effect immediately under AS 01.10.070(c).

12 * **Sec. 12.** Except as provided in sec. 11 of this Act, this Act takes effect July 1, 2017.

REPRESENTATIVE JIM COLVER
ALASKA STATE LEGISLATURE HOUSE DISTRICT 9

SESSION
Alaska State Capitol
Juneau, AK 99801
Phone: (907) 465-4859
Fax: (907) 465-3799
Toll Free: 888-465-4859



INTERIM
600 E. Railroad Avenue
Wasilla, AK 99654
Phone: (907) 373-6287
Fax: (907) 373-6288

TO: Chairman Wes Keller
House Education Committee

FROM: Representative Jim Colver

DATE: March 17, 2016

RE: Amendment for HB 156

A handwritten signature in black ink, appearing to be "Jim Colver", written over the "FROM:" line of the letterhead.

Chair Keller,

Attached please find an amendment that I respectfully request be added at the request of the Mat-Su School District to the latest working version of HB 156, discussed in EDU on Wednesday, March 16, 2016. Please distribute to the committee for consideration.

Do not hesitate to call with any questions.

A M E N D M E N T

OFFERED IN THE HOUSE

BY REPRESENTATIVE COLVER

TO: CSHB 156(EDC), Draft Version "Y"

1 Page 3, line 13, following "demonstrates":

2 Insert "(1)"

3

4 Page 3, line 14, following "year":

5 Insert "; or

6 (2) maintenance of a proficient or high performance designation

7 from the previous year"

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE KELLER

TO: CSHB 156(EDC), Draft Version "Y"

- 1 Page 6, line 18:
- 2 Delete "2017"
- 3 Insert "2016"
- 4
- 5 Page 6, line 19:
- 6 Delete "2019"
- 7 Insert "2018"
- 8
- 9 Page 7, line 12:
- 10 Delete "2017"
- 11 Insert "2016"

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE KELLER

TO: CSHB 156(EDC), Draft Version "Y"

- 1 Page 6, line 22:
- 2 Delete "2020"
- 3 Insert "2019"

Fiscal Note

State of Alaska
2016 Legislative Session

Bill Version: HB 156
Fiscal Note Number: _____
() Publish Date: _____

Identifier: HB156-EED-SSA-3-11-16
Title: SCHOOL ACCOUNTABILITY MEASURES; FED.
LAW
Sponsor: KELLER
Requester: House Education Committee

Department: Department of Education and Early Development
Appropriation: Teaching and Learning Support
Allocation: Student and School Achievement
OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2017 Appropriation Requested	Included in Governor's FY2017 Request	Out-Year Cost Estimates				
			FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES	***	***	***	***	***	***	***
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	***	0.0	***	***	***	***	***

Fund Source (Operating Only)

None							
Total	***	0.0	***	***	***	***	***

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

--	--	--	--	--	--	--	--

Estimated SUPPLEMENTAL (FY2016) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2017) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 09/30/16

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By: <u>Paul R. Prussing, Acting Director</u>	Phone: <u>(907)465-8721</u>
Division: <u>Teaching and Learning Support</u>	Date: <u>03/11/2016 03:00 PM</u>
Approved By: <u>Susan McCauley, Interim Commissioner</u>	Date: <u>03/11/16</u>
Agency: <u>Department of Education & Early Development</u>	

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2016 LEGISLATIVE SESSION

BILL NO. HB 156

Analysis

Section 1 amends AS 14.03.123, School and District Accountability, (c)(4) by removing the requirement of the commissioner to add additional performance measures in the state accountability system just to comply with federal law. Section 1 also adds a new part (c)(5), which is a specific requirement for the state to compare our public school system to other public school systems in other states and countries. The department would be required to create a new system to meet the requirements of (c)(5) with state funds. Without a clear definition of what elements are to be compared, the fiscal impact of this legislation cannot be accurately determined at this time.

Section 2 amends AS 14.03.123, School and District Accountability, (d) by stating "The improvement plan must give preference to measures that increase local control of education and parental choice and that do not require a direct increase in state or federal funding for the school or district." Current improvement plans meet this requirement.

Section 3 amends AS 14.03.123, School and District Accountability, (e) by amending the school recognition program to conform with the change made in Section 4.

Section 4 amends AS 14.03.123, School and District Accountability, (f) by removing the department's requirement to establish a state accountability system that also meets the federal Elementary and Secondary Education Act (ESEA) requirements. The current accountability system is a state driven model, which meets current federal requirements. The U.S. Department of Education reviewed and approved the Alaska specific accountability plan, which enables the state to receive federal education funds. Fiscal impact: potential loss of federal education funds under ESEA if we don't have a system compliant with state and federal law, which includes Impact Aid is currently \$200.2 million.

Section 5 amends AS 14.03.123, School and District Accountability, by adding a new subsection (h), which allows parents of students, and emancipated students or students who are 18, to opt out of assessments used for school accountability. Because participation in assessment is necessary for understanding school and student performance, for helping students improve achievement, and to be compliant with state and federal laws, this may have fiscal impacts that includes the loss of federal funds under ESEA. Additionally, this section includes limits on data that may prevent analysis sought by public policy makers and required in Section 1.

Section 6 amends AS 14.07.020, Duties of the department, (a)(16)(B) by makes a technical change.

The fiscal note is indeterminate as this legislation requires the department to establish a system of accountability that is comparable to other states and countries. Currently EED does not have the tools to build an accountability system of this design.

The effective date of this legislation is January 1, 2016.

Sec. 14.03.120. Education planning; reports.

(a) A district shall annually file with the department, and make available to the public, a report that

- (1) establishes district goals and priorities for improving education in the district;
- (2) includes a plan for achieving district goals and priorities; and
- (3) includes a means of measuring the achievement of district goals and priorities.

(b) The department shall summarize the reports submitted under (a) of this section and include all revenue received by each school district organized in easily sortable categories including ADM and district, as a statewide report, provide a copy to the governor, publish the report on the department's Internet website, and notify the legislature that the report is available; in this subsection, "revenue" means all money reported to the department as receipts from any source, including state, federal, local, special, and other funding.

(c) A district shall make efforts to encourage students, parents, teachers, and other members of the community to participate in the preparation of the report submitted under (a) of this section.

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

- (1) information on accreditation;
- (2) results of norm-referenced achievement tests;
- (3) results of state standards-based assessments in language arts and mathematics;
- (4) a description, including quantitative and qualitative measures, of student, parent, community, and business involvement in student learning;
- (5) a description of the school's attendance, retention, dropout, and graduation rates as specified by the state board;
- (6) the annual percent of enrollment change, regardless of reason, and the annual percent of enrollment change due to student transfers into and out of the school district;
- (7) if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420 ;

(8) the performance designation assigned the school under AS 14.03.123 and the methodology used to assign the performance designation, including the measures used and their relative weights;

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

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

(e) By a date set by the district, each public school in the district shall provide the report described in (d) of this section to the district's governing body. Along with the report, each public school shall submit a summary of comments made on the report by parents, students, and community members. By July 1 of each year, each district shall provide to the department a report on the performance of each public school and the public school students in the district. The district's report must

(1) be entitled "School District Report Card to the Public"; and

(2) include

(A) copies of the reports and summaries of comments submitted under this section by each public school in the district;

(B) a compilation of the material described in (A) of this paragraph by each public school in the district;

(C) the designation assigned the district under AS 14.03.123 and the methodology used to assign the performance designation, including the measures used and their relative weights; and

(D) other information concerning school performance and the performance of the school's students as required by the state board in regulation.

(f) By January 15 of each year, beginning in 2001, the department shall provide to the governor and make available to the public and the legislature a report on the performance of public schools in this state. The report must be entitled "Alaska's Public Schools: A Report Card to the Public." The report must include

(1) comprehensive information on each public school compiled, collected, and reported under (d) and (e) of this section for the prior school year;

(2) a summary of the information described in (1) of this subsection; the summary must be prepared in a manner that allows school performance to be measured against established state education standards; and

(3) for a report due by or after January 15, 2005, the most recent performance designation under AS 14.03.123 received by each public school.

(g) In this section, "district" has the meaning given in AS 14.17.990.

Sec. 14.03.123. School and district accountability.

(a) By September 1 of each year, the department shall assign a performance designation to each public school and school district and to the state public school system in accordance with (f) of this section.

(b) The department shall inform the governing body of each district of the performance designation assigned under (a) of this section.

(c) The state board shall adopt regulations implementing this section, providing for a statewide student assessment system, and providing for the process of assigning a designation under (a) of this section, including

(1) the methodology used to assign the performance designation, including the measures used and their relative weights;

(2) high performance and low performance designations that are based on the accountability system under this section;

(3) a procedure for appealing a designation that may be used by the principal of a public school or by the superintendent of a public school district;

(4) additional measures that may be progressively implemented by the commissioner to assist schools or districts to improve performance in accordance with this section and with federal law; to the extent necessary to conform to federal law, the additional measures may be unique to a certain school or district if that school or district receives federal funding that is not available to all schools or districts in the state.

(d) A public school or district that receives a low performance designation under this section shall prepare and submit to the department a school or district improvement plan, as applicable, in accordance with regulations adopted by the board. The improvement plan must be prepared with the maximum feasible public participation of the community including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal organizations, local government representatives, and other community groups.

(e) The department shall establish a program of special recognition for those public schools that receive a high performance designation.

(f) In the accountability system for schools and districts required by this section, the department shall

(1) implement 20 U.S.C. 6301 - 7941 (Elementary and Secondary Education Act of 1965), as amended;

(2) implement state criteria and priorities for accountability including the use of

(A) measures of student performance on standards-based assessments in language arts and mathematics;

(B) measures of student improvement; and

(C) other measures identified that are indicators of student success and achievement; and

(3) to the extent practicable, minimize the administrative burden on districts.

(g) In this section,

(1) "district" has the meaning given in AS 14.17.990;

(2) "state public school system" means the combination of all public schools, public school districts, and state-operated schools.

3/16/16

HB 156

pg 2

line 17 - 19 -

Comparison - schools $\frac{1}{n}$ other states

leverage

Assessment results.

Other factors - sufficient - other states

Unique to RT, Now state \Rightarrow Or AK - only -

- NO ass. given by all states

(same)

- sampling of students

~~NAEP~~ NAEP NATIONAL ASS. Ed. Progress

- get a comparison - General

change -

① on prescribe methodology NAEP

overview of concern

pg 4 sec 8 -

date range -

Developing REP - doing RT; fast.

Megainte what are our requirements.

What is minimum for next spring.

Adjust Dates

line 17 - may not require July 2017

Sec. 14.03.123. School and district accountability. (a) By September 1 of each year, the department shall assign a performance designation to each public school and school district and to the state public school system in accordance with (f) of this section.

(b) The department shall inform the governing body of each district of the performance designation assigned under (a) of this section.

(c) The state board shall adopt regulations implementing this section, providing for a statewide student assessment system and providing for the process of assigning a designation under (a) of this section, including:

(1) the methodology used to assign the performance designation, including the measures used and their relative weights;

(2) high performance and low performance designations that are based on the accountability system under this section;

(3) a procedure for appealing a designation that may be used by the principal of a public school or by the superintendent of a public school district;

(4) additional measures that may be progressively implemented by the commissioner to assist schools or districts to improve performance in accordance with this section and with federal law; to the extent necessary to conform to federal law, the additional measures may be unique to a certain school or district if that school or district receives federal funding that is not available to all schools or districts in the state.

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(B) measures of student improvement; and

(C) other measures identified that are indicators of student success and achievement; and

(3) to the extent practicable, minimize the administrative burden on districts.

(g) In this section,

(1) "district" has the meaning given in AS 14.17.990;

(2) "state public school system" means the combination of all public schools, public school districts, and state-operated schools.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

APR - 1 2016

The Honorable Susan McCauley
Interim Commissioner
Alaska Department of Education and Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Dear Commissioner McCauley:

I am writing in response to our discussion on March 30, 2016, regarding the requirements for State assessment systems under both the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), and the ESEA as reauthorized by the Every Student Succeeds Act (ESSA).

First, during the 2016-2017 school year, States will operate primarily under NCLB requirements. Under NCLB requirements, States are required to administer the same assessments to all students for purposes of Federal accountability, so the U.S. Department of Education's (ED) expectation is that, in the 2016-2017 school year, all local educational agencies (LEAs) and schools in Alaska will administer the State's single, statewide assessments in reading/language arts and mathematics to all students in each of grades 3 through 8 and once in high school, and in science at least once each in grades 3-5, 6-9, and 10-12. The ESSA takes effect in the 2017-2018 school year. The essential requirements for State assessment systems under the ESEA have not changed in the ESSA.

As outlined in my *Dear Colleague Letter* on December 18, 2015, the ESSA maintains the requirement that each State administer high-quality annual assessments in at least reading/language arts, mathematics, and science that are aligned to State-determined content standards and the State must demonstrate through the assessment peer review process that the assessment system meets nationally recognized professional and technical standards. A high-quality State assessment system that is aligned to State-determined academic standards is essential to providing information that States, districts, principals, and teachers can use to identify the academic needs of students, target resources and supports toward students who need them most, evaluate school and program effectiveness, and close achievement gaps among students. A high-quality assessment system also provides useful information to parents about their child's progress toward, and achievement of, grade-level standards.

I also want to highlight the requirements for the Title I assessment peer review process through which each State is required by the ESEA to submit evidence to demonstrate that its assessment system is consistent with relevant, nationally recognized professional and technical standards. As described in ED's letter to all States on September 25, 2015, the updated peer review process responds to important changes in the field and remains focused on ensuring that State assessments are valid and reliable and consistent with nationally

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

recognized professional and technical standards, as required by ESEA, and provides coherent and timely information about student attainment of the State’s challenging academic standards. Alignment with State-determined academic standards remains a central aspect of demonstrating the technical quality and content validity of your State’s assessment system. A State must demonstrate that its assessments are aligned with the full extent of its academic content standards, including higher-order thinking skills. This includes a demonstration that a State’s assessment system includes items that focus on critical and analytical thinking.

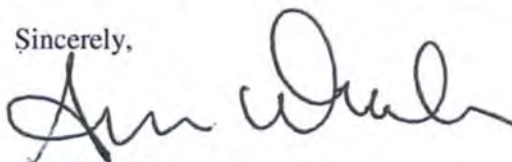
Once the ESSA takes effect in the 2017-2018 school year, section 1111(b)(2)(H) will permit LEAs to administer “a nationally recognized high school academic assessment” in lieu of a State’s high school assessment, but there are several statutory steps that must occur prior to LEAs using such nationally recognized assessments in high schools to ensure these assessments are high-quality and comparable to existing Statewide assessments for high school students.

First, under the statute, States must establish technical criteria to evaluate the quality of nationally-recognized high school assessments (Section 1111(b)(2)(H)(ii)). States must then review any nationally-recognized high school assessments selected by an LEA against these criteria, including evidence that they are aligned to the State’s academic content standards, address the full depth and breadth of those standards, and are equivalent (or more rigorous) in terms of content coverage, difficulty, and quality to the Statewide high school academic assessments (Section 1111(b)(2)(H)(v)(I)). Evidence must also be presented that any nationally-recognized high school assessment produces valid, reliable, and comparable data on student achievement compared to the Statewide assessments, consistent with the State’s achievement standards, and that shows the nationally-recognized assessment meets other critical Title I requirements (Section 1111(b)(2)(H)(v)(II)(IV)). Under the ESSA, LEAs will not be able to use nationally-recognized high school assessments until (1) the State educational agency (SEA) reviews such assessments and approves their use, as per Section 1111(b)(2)(H)(iii) of the ESSA, and (2) the State submits such assessments to ED for peer review, as required by Section 1111(b)(2)(H)(iii)(II).

Finally, the ESSA does not offer LEAs the option of using nationally recognized assessments in lieu of the State assessments in grades 3-8. The ESSA requires States to administer the same statewide mathematics and reading/language arts assessments to all students in grades 3-8.

Please let us know if you have any questions about any of the above or about any additional assessment requirements in either the current version of the ESEA or the ESSA. We appreciate the work you are doing to improve Alaska’s schools and provide a high-quality education for Alaska’s students. If you have any questions, please contact Robyn Pettiford or Robert Salley of my staff at: OSS.Alaska@ed.gov.

Sincerely,



Ann Whalen

Senior Advisor to the Secretary Delegated the Duties of
Assistant Secretary for Elementary and Secondary
Education

Good morning, my name is Posie Boggs. I'm involved now in six advocacy groups focused on reading proficiency for Alaskan children for example Literate Nation Alaska and the Alaska Branch of the International Dyslexia Association.

I would like to testify on SCR 1 and HB 156.

First, I would simply like The Civics Education Task Force to know a couple of little details that I think are important to their work. I would like them to know the grade level reading required for the United States original or founding documents. The Declaration of Independence requires a 12th grade reading ability, the Federalist papers require an 18th grade, college graduation reading ability, and the Constitution of the United States requires a 17th grade reading ability. Given that only 30% of Alaskan students graduate high school able to read at the 12th grade level, I think we have a little bit of a problem. School districts are not meeting the needs of our students.

Second, I would like to testify on HB 156. However, my testimony can also be related to HB 102. You just heard from a mother on HB 102 and the effects of low reading proficiency on mental health.

In HB 156, I'm very much in support of item number five, line 6 in page 2.

That states the methodology used to assign the state public school system of performance designation that compares the state public school system to public school systems in other states and countries. I believe that this the most important drivers that can in proof Alaska's dismal reading proficiency levels. Rep. Keller thank you very much for supporting matching the rigor of National standards because we can do it. I would further recommend that on page 3, line 23 be changed to assess English language arts that reports reading proficiency as a unique and separate result. What the heck is English Language Arts anyway is the question asked by parents.

However, on page 2 line 16 where it gives preference to measures that increase local control,

I have some concerns. My main concern is that reading instruction is scientifically evidenced but our teachers and *their own educators* often do not have this knowledge because the research about reading occurs outside of education. Many do not even know that it exists. If we continue to leave reading instruction up to local control this means that a school or district or school board can continue choosing to ignore and discount scientific evidence from over 35 National Institutes of Health reading research centers for over 40 years. If we do allow schools, districts, and school boards to continue current practices, Alaskan children are doomed to ridiculously low reading proficiency levels. I want the legislature to make a plan to uphold their responsibility per the Moore Case to ensure our children are proficient readers.

My masters is in Educational diagnostics and Section 8 taking a break is a good idea however, in the mean time I would also recommend that there are quick standardized reading assessment tools that schools and districts could give to students that would provide a very accurate reading proficiency score so that parents know while this transition period happens. They are low cost and group administered.

Thank you very much for your time and all that you do on behalf of our children.



FY2016 Governor's Amended Operating Budget

February 2015 – Agency Budget

Updated 2/27/15

Department of Education & Early Development
FY2016 Governor's Amended Operating Budget *

**includes school debt reimbursement, foundation program, and pupil transportation*

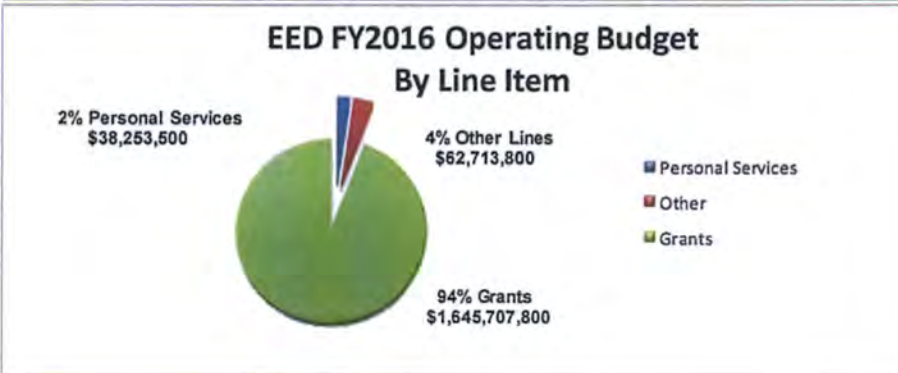
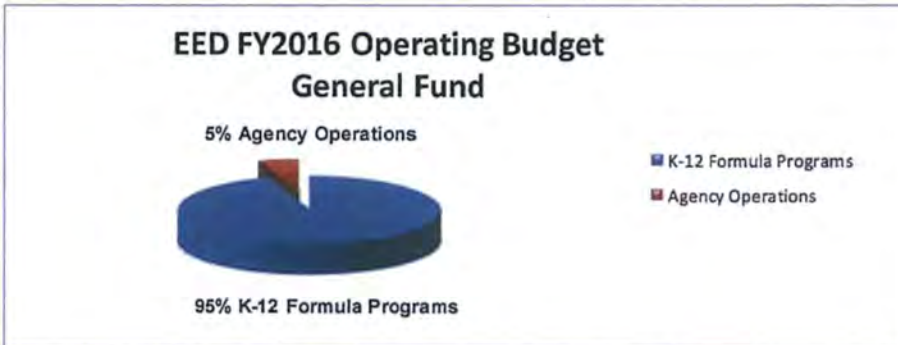
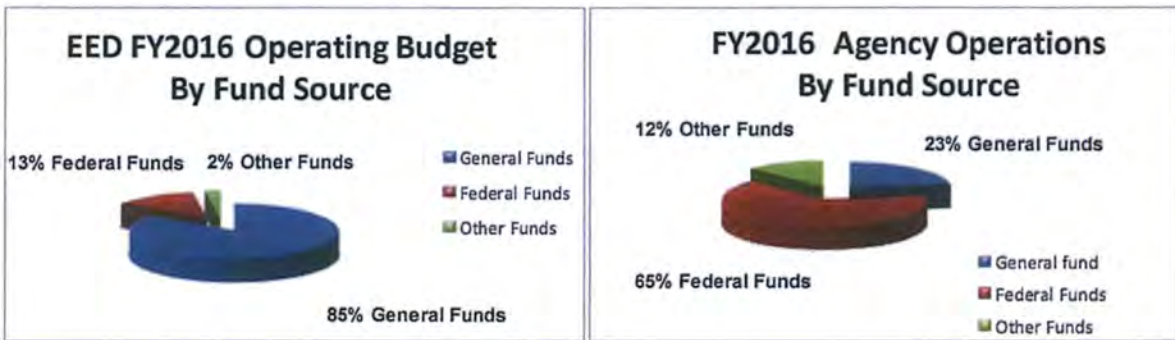
	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs	36,900.0	1,364,481.6	20,791.0	0.0	1,422,172.6
Agency Operations	19,545.6	53,620.0	211,212.7	40,124.2	324,502.5
Total	56,445.6	1,418,101.6	232,003.7	40,124.2	1,746,675.1

Position Count:

Full-time 329

Part-time 15

Non-perm 15



Department of Education & Early Development
 FY2016 Governor's Amended Budget

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs:					
Foundation Program	13,000,000	1,168,239,500	20,791,000	0	1,202,030,500
Boarding Home Grants	0	7,696,400	0	0	7,696,400
Youth in Detention	0	1,100,000	0	0	1,100,000
Special Schools	0	3,682,400	0	0	3,682,400
Pupil Transportation	0	79,240,300	0	0	79,240,300
School Debt Reimbursement	23,900,000	104,523,000	0	0	128,423,000
Subtotal K- 12 Formula Programs	36,900,000	1,364,481,600	20,791,000	0	1,422,172,600

	Positions			Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
	PFT	PPT	NP					
Agency Operations:								
Executive Administration	5			0	894,600	0	22,400	917,000
Administrative Services	10		1	0	782,700	145,000	747,400	1,675,100
Information Services	7			0	312,800	0	759,200	1,072,000
School Finance & Facilities	14		1	0	1,727,400	0	821,100	2,548,500
Student and School Achievement	63			500,400	11,955,000	153,969,000	700,300	167,124,700
Alaska Learning Network	0			0	599,700	0	0	599,700
State System of Support	7			0	1,976,400	0	0	1,976,400
Statewide Mentoring Program	0			0	2,300,000	0	0	2,300,000
Teacher Certification	5			913,700	200	0	16,400	930,300
Child Nutrition	10			0	103,900	52,705,800	0	52,809,700
Early Learning Coordination	3			0	8,747,400	278,500	0	9,025,900
Pre-Kindergarten Grants	0			0	1,900,000	0	0	1,900,000
Professional Teaching Practices Commission	2			303,900	0	0	0	303,900
Alaska State Council on the Arts	6			10,900	810,000	805,000	458,600	2,084,500
Mt. Edgecumbe Boarding School	36	11		57,400	4,654,800	0	6,096,100	10,808,300
State Facilities Maintenance	8			0	0	0	1,187,900	1,187,900
State Facilities Rent	0			0	2,298,200	0	26,000	2,324,200
Library Operations	34		2	63,000	7,864,000	1,200,000	358,300	9,485,300
Archives	10			0	1,145,300	40,000	160,500	1,345,800
Online With Libraries (OWL)	0			0	719,800	0	0	719,800
Museum Operations	14	4		363,500	1,724,800	60,000	0	2,148,300
Live Homework Help	0			0	138,200	0	0	138,200
ACPE - Program Admin & Operations	95		11	5,832,800	0	2,009,400	14,968,000	22,810,200
WWAMI Medical Education	0			0	2,964,800	0	0	2,964,800
Alaska Performance Scholarship Awards	0			11,500,000	0	0	0	11,500,000
ASLC - Loan Servicing	0			0	0	0	13,802,000	13,802,000
Subtotal Agency Operations	329	15	15	19,545,600	53,620,000	211,212,700	40,124,200	324,502,500
Total	329	15	15	56,445,600	1,418,101,600	232,003,700	40,124,200	1,746,675,100

Department of Education & Early Development
Operating Budget Comparison - General Funds (Designated & Unrestricted)
FY2015 Management Plan to FY2016 Governor's Amended

	FY2015 Management Plan	FY2016 Governor's Amended	Management Plan to FY16 Gov Amd	% Change
K-12 Formula Programs:				
Foundation Program	1,272,974.7	1,181,239.5	-91,735.2	-7.2%
Boarding Home Grants	6,960.3	7,696.4	736.1	10.6%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,693.3	3,682.4	-10.9	-0.3%
Pupil Transportation	76,773.9	79,240.3	2,466.4	3.2%
School Debt Reimbursement	126,642.4	128,423.0	1,780.6	1.4%
Subtotal Formula Programs	1,488,144.6	1,401,381.6	-86,763.0	-5.8%
	FY2015 Management Plan	FY2016 Governor's Amended	Management Plan to FY16 Gov Amd	% Change
Agency Operations:				
Executive Administration	881.0	894.6	13.6	1.5%
Administrative Services	769.1	782.7	13.6	1.8%
Information Services	306.6	312.8	6.2	2.0%
School Finance & Facilities	2,256.3	1,727.4	-528.9	-23.4%
Student and School Achievement	12,875.5	12,455.4	-420.1	-3.3%
Alaska Learning Network	850.0	599.7	-250.3	-29.4%
State System of Support	1,962.5	1,976.4	13.9	0.7%
Statewide Mentoring Program	2,300.0	2,300.0	0.0	0.0%
Teacher Certification	904.2	913.9	9.7	1.1%
Child Nutrition	101.8	103.9	2.1	2.1%
Early Learning Coordination	9,185.8	8,747.4	-438.4	-4.8%
Pre-Kindergarten Grants	2,000.0	1,900.0	-100.0	-5.0%
Professional Teaching Practices Commission	299.8	303.9	4.1	1.4%
Alaska State Council on the Arts	814.0	820.9	6.9	0.8%
Mt. Edgecumbe Boarding School	4,680.1	4,712.2	32.1	0.7%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	2,098.2	2,298.2	200.0	9.5%
Library Operations	9,952.8	7,927.0	-2,025.8	-20.4%
Archives	1,123.6	1,145.3	21.7	1.9%
Online With Libraries	761.8	719.8	-42.0	-5.5%
Museum Operations	2,055.4	2,088.3	32.9	1.6%
Live Homework Help	138.2	138.2	0.0	0.0%
ACPE - Program Admin & Operations	5,582.8	5,832.8	250.0	4.5%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	11,000.0	11,500.0	500.0	4.5%
ASLC - Loan Servicing	0.0	0.0	0.0	0.0%
Subtotal Agency Operations	75,864.3	73,165.6	-2,698.7	-3.6%
Total Education	1,564,008.9	1,474,547.2	-89,461.7^F	-5.720%

Department of Education & Early Development
Operating Budget Comparison - Total Funds
FY2015 Management Plan to FY2016 Governor's Amended

	FY2015 Management Plan	FY2016 Governor's Plan to Amended	Management Plan to FY16 Gov Amd	% Change
K-12 Formula Programs:				
Foundation Program	1,293,765.7	1,202,030.5	-91,735.2	-7.1%
Boarding Home Grants	6,960.3	7,696.4	736.1	10.6%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,693.3	3,682.4	-10.9	-0.3%
Pupil Transportation	76,773.9	79,240.3	2,466.4	3.2%
School Debt Reimbursement	126,642.4	128,423.0	1,780.6	1.4%
Subtotal Formula Programs	1,508,935.6	1,422,172.6	-86,763.0	-5.75%

	FY2015 Management Plan	FY2016 Governor's Plan to Amended	Management Plan to FY16 Gov Amd	% Change
Agency Operations:				
Executive Administration	903.4	917.0	13.6	1.5%
Administrative Services	1,649.5	1,675.1	25.6	1.6%
Information Services	1,052.9	1,072.0	19.1	1.8%
School Finance & Facilities	3,064.9	2,548.5	-516.4	-16.8%
Student & School Achievement	167,563.7	167,124.7	-439.0	-0.3%
Alaska Learning Network	850.0	599.7	-250.3	-29.4%
State System of Support	1,962.5	1,976.4	13.9	0.7%
Statewide Mentoring Program	2,300.0	2,300.0	0.0	0.0%
Teacher Certification	920.6	930.3	9.7	1.1%
Child Nutrition	52,701.8	52,809.7	107.9	0.2%
Early Learning Coordination	9,461.1	9,025.9	-435.2	-4.6%
Pre-Kindergarten Grants	2,000.0	1,900.0	-100.0	-5.0%
Professional Teaching Practices Commission	299.8	303.9	4.1	1.4%
Alaska State Council on the Arts	2,071.1	2,084.5	13.4	0.6%
Mt. Edgecumbe Boarding School	10,775.6	10,808.3	32.7	0.3%
State Facilities Maintenance	1,185.3	1,187.9	2.6	0.2%
State Facilities Rent	2,124.2	2,324.2	200.0	9.4%
Library Operations	14,226.5	9,485.3	-4,741.2	-33.3%
Archives	1,321.7	1,345.8	24.1	1.8%
Online With Libraries	761.8	719.8	-42.0	-5.5%
Museum Operations	2,115.4	2,148.3	32.9	1.6%
Live Homework Help	138.2	138.2	0.0	0.0%
ACPE - Program Admin & Operations	22,353.9	22,810.2	456.3	2.0%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	11,000.0	11,500.0	500.0	4.5%
ASLC - Loan Servicing	0.0	13,802.0	13,802.0	100.0%
Subtotal Agency Operations	315,768.7	324,502.5	8,733.8	2.8%
Total Education	1,824,704.3	1,746,675.1	-78,029.2	-4.3%

Positions:

Full-time	331.0	329.0	-2.0
Part-time	15.0	15.0	0.0
Non-Perm	18.0	15.0	-3.0
Total	364.0	359.0	-5.0

Department of Education & Early Development
 Operating Budget - Changes from FY2015 Management Plan to
 FY2016 Governor's Amended

FY2015 Management Plan

Component	Description	FY2015 Management Plan			FY2015 Management Plan			Total
		331	15	18	General Funds	Federal Funds	Other Funds	
Personal Services	Bargaining unit, health insurance adjustments, and FY14 lump sum reversals				328.7	126.5	227.4	682.6
Foundation Program	Remove FY15 Foundation Program-PEF tracking				-1,123,874.9			-1,123,874.9
Foundation Program	Remove FY15 PEF BSA, Correspondance, Charter School formula increases				-43,998.4			-43,998.4
Foundation Program	Remove FY15 Education Bill FY15-17 OTI funding				-95,101.4			-95,101.4
Foundation Program	FY16 Foundation Program need (BSA \$5,880)				1,168,239.5			1,168,239.5
Foundation Program	FY16 Public School Trust Fund increase				3,000.0			3,000.0
Pupil Transportation	Remove FY15 Pupil Transportation-PEF tracking				-76,773.9			-76,773.9
Pupil Transportation	FY16 Pupil Transportation entitlement				79,240.3			79,240.3
School Debt Reimbursement	Remove FY15 School Debt Reimbursement				-126,642.4			-126,642.4
School Debt Reimbursement	FY16 School Debt Reimbursement projection				128,423.0			128,423.0
Boarding Home Grants	New residential programs				736.1			736.1
Special Schools	FY16 SESA decrement				-10.9			-10.9
School Finance & Facilities	Remove FY15 Education Bill OTI (Protoypical design report to legislature)				-554.1			-554.1
Student & School Achievement	Remove FY15 Education Bill OTI (Military family data reporting)				-80.0			-80.0
Student & School Achievement	FY16 Education Bill (maintenance of military family data reporting)				10.0			10.0
Student & School Achievement	FY16 MH Trust Recommendations: Autism Resource Center (MHTAAR)						100.0	100.0
Student & School Achievement	Remove OTI FY15 MH Trust Recommendations (MHTAAR)						-100.0	-100.0
Student & School Achievement	FY16 Efficiency reduction (delete PCN 05-1703 Office Assistant)	-1			-53.7	-8.0		-61.7
Student & School Achievement	FY16 Transfer PCN to Child Nutrition	-1				-90.3		-90.3
Student & School Achievement	FY16 Alaska Technical & Vocational Education Program Funding increase (TVEP)				35.8			35.8
Student & School Achievement	Remove funding for AMEREF grant				-100.0			-100.0
Student & School Achievement	Reduce ANSEP grant funding				-300.0			-300.0
Alaska Learning Network (AKLN)	Restore FY16 as base funding and reduce appropriation				-250.3			-250.3
Child Nutrition	FY16 Transfer PCN from Student and School Achievement	1				90.3		90.3
Early Learning Coordination	Remove Parents as Teachers funding from Ch19 SLA2012 SB182				-373.0			-373.0
Early Learning Coordination	Reduce Best Beginnings (-50.0) and Parents as Teachers (-20.0)				-70.0			-70.0
Pre-Kindergarten	Reduce Pre-K grant funding				-100.0			-100.0
Professional Teaching Practices Commission	Funding source switch from general fund to general fund/program receipts (Teacher Certification fees) per legislative intent language				0.0	0.0	0.0	0.0
State Facilities Rent	FY16 OTI - amount necessary in FY16 for dual occupancy				200.0			200.0
Library Operations	Remove ARRA and SDPR funding for BTOP due to project completion			-3		-2,005.4	-710.0	-2,715.4
Library Operations	FY16 Efficiency reduction (delete PCN 05-3018 Office Assistant for federal depository program)	-1			-66.3			-66.3
Library Operations	Reduce PCN to half-time funding for inter-library loan assistant				-33.8			-33.8
Library Operations	Reduce Broadband funding				-2,000.0			-2,000.0
Online With Libraries	Reduce funding for UA position to half-time				-42.0			-42.0
ACPE - Program Admin & Ops	FY16 Alaska Education Grant				250.0			250.0
ACPE - Program Admin & Ops	Funding source switch from I/A Receipts to ACPE Receipts to increase authorization for ANSWERS				0.0	0.0	0.0	0.0
ACPE - Program Admin & Ops	Budget structure modification to represent ACPE costs paid by ASLC				0.0	0.0	0.0	0.0
Alaska Performance Scholarship Awards	FY16 Alaska Performance Scholarship Awards				500.0			500.0
ASLC - Loan Servicing	Budget structure modification to represent ACPE costs paid by ASLC						13,802.0	13,802.0
Total Proposed Operating Changes		-2.0	0.0	-3.0	-89,461.7	-1,886.9	13,319.4	-78,029.2
<i>Total FY2016 Governor's Amended - Operating</i>		<i>329</i>	<i>15</i>	<i>15</i>	<i>1,474,547.2</i>	<i>232,003.7</i>	<i>40,124.2</i>	<i>1,746,675.1</i>

Alaska Department of Education & Early Development
 Public School Funding Program
 FY2015 Authorized vs FY2016 Projected - Governor Amended
 Updated 2/4/2015

	FY2015 <i>Authorized</i>	FY2016 <i>Projected</i>	Difference
Regular ADM	117,562.60	117,375.16	(187.44)
Correspondence ADM	10,842.63	11,120.00	277.37
Total ADM	128,405.23	128,495.16	89.93
Adjusted ADM	248,884.11	251,050.80	2,166.69
Basic Need	\$1,450,994.4	\$1,476,178.7	\$25,184.3
Required Local Effort	(228,347.6)	(235,572.6)	(7,225.0)
Deductible Impact Aid	(67,595.6)	(68,699.1)	(1,103.5)
Supplemental Funding Floor	80.9	79.4	(1.5)
Quality Schools Grant	3,982.1	4,016.8	34.7
Military Flow Through and Other	26,027.3	26,027.3	0.0
Total	\$1,185,141.5	\$1,202,030.5	\$16,889.0
FY2015 Appropriation	13,522.8		(13,522.8)
	1,198,664.3	1,202,030.5	3,366.2
Funding Sources			
1004 General fund: Public Education Fund/formula	1,167,873.3	1,168,239.5	366.2
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	10,000.0	13,000.0	3,000.0
Total	\$1,198,664.3	\$1,202,030.5	\$3,366.2

**Additional funding outside the Public Education Fund (PEF) / formula	
FY2015	\$43 million in one-time funding to be distributed to school districts for additional state aid.

Alaska Department of Education & Early Development
FY2016 Projected State Program Allocations - Governor Amended

Allocations are subject to adjustment based on individual program requirements.

UPDATED 2/4/2015	FY2016 Projected ADM	Projected Total Foundation @ \$5,880	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	Projected Debt Retirement	PROJECTED FY2016 TOTALS
ALASKA GATEWAY	363	7,819,615					732,562		8,552,177
ALEUTIAN REGION	34	1,402,781					0		1,402,781
ALEUTIANS EAST	218	4,911,913					75,864	772,831	5,760,608
ANCHORAGE	47,394	324,351,335		45,600	512,252	1,281,400	22,725,672	48,078,638	396,994,897
ANNETTE ISLANDS	368	3,953,954					60,996		4,014,950
BERING STRAIT	1,661	29,826,998		431,184			91,355		30,349,537
BRISTOL BAY	113	1,302,765					338,548		1,641,313
CHATHAM	168	3,520,064					52,752		3,572,816
CHUGACH	289	2,685,030		273,600			0		2,958,630
COPPER RIVER	439	6,299,984					679,641		6,979,625
CORDOVA	336	3,948,931					124,080	968,389	5,041,400
CRAIG	567	4,980,634					137,460		5,118,094
DELTA/GREELY	815	9,675,421					1,344,468		11,019,889
DENALI	857	6,522,286					419,589		6,941,875
DILLINGHAM	465	6,341,535	34,310				630,630	825,508	7,831,983
FAIRBANKS	13,684	118,145,886			112,797		12,319,284	12,125,910	142,703,877
GALENA	3,897	23,081,638		3,517,074			84,942		26,683,654
HAINES	252	2,619,243					170,586	1,015,461	3,805,290
HOONAH	113	2,196,897					37,855	68,345	2,303,097
HYDABURG	73	1,693,308					0		1,693,308
IDITAROD	320	6,008,280	21,300				49,770		6,079,350
JUNEAU	4,818	38,662,933			89,733		3,211,000	12,469,724	54,433,390
KAKE	111	1,977,677					33,592		2,011,269
KASHUNAMIUT	344	4,320,684					1,720		4,322,404
KENAI	8,820	79,544,016	26,960		69,143		8,322,912	2,894,494	90,857,525
KETCHIKAN	2,218	22,775,213			69,081		1,744,402	2,809,049	27,397,745
KLAWOCK	120	2,175,598					78,600		2,254,198
KODIAK	2,438	26,642,170					2,093,146	5,701,476	34,436,792
KUSPUK	345	6,539,942	7,540				252,885		6,800,367
LAKE AND PENINSULA	330	9,153,816					138,890	1,876,364	11,169,070
LOWER KUSKOKWIM	4,118	63,055,192		1,060,616	98,193		1,276,580		65,490,581
LOWER YUKON	2,035	33,508,588					2,035		33,510,623
MAT-SU	18,067	158,484,499	4,920		63,181		16,399,560	23,461,800	198,413,960
NENANA	980	7,401,409		1,382,572			125,210		8,909,191
NOME	704	8,579,603			85,620		483,024	221,924	9,370,171
NORTH SLOPE	1,720	15,868,304					2,160,320	4,506,282	22,534,906
NORTHWEST ARCTIC	2,025	38,350,333	17,120	799,794			56,364	4,223,539	43,447,150
PELICAN	12	473,630					0		473,630
PETERSBURG	442	5,692,676					185,640	490,186	6,368,502
PRIBILOF	82	1,645,891					0		1,645,891
SAINT MARYS	185	3,549,714					40,145		3,589,859
SITKA	1,311	13,461,270					614,880	2,508,481	16,584,631
SKAGWAY	88	708,925					3,520		712,445
SOUTHEAST	199	6,261,316					257,705		6,519,021
SOUTHWEST	590	9,726,601	68,630				395,133		10,190,364
TANANA	37	896,949					19,795		916,744
UNALASKA	420	4,504,557					305,340	688,424	5,498,321
VALDEZ	616	4,664,931					498,836	1,685,294	6,849,061
WRANGELL	278	3,483,443					218,508	209,790	3,911,741
YAKUTAT	90	1,198,843					64,635		1,263,478
YUKON FLATS	256	7,550,441					75,776		7,626,217
YUKON/KOYUKUK	1,407	13,598,640	5,120				103,152		13,706,912
YUPIIT	464	7,113,237					928		7,114,165
Mt. EDGECUMBE	400	3,143,730							3,143,730
OTHER	v1	26,027,300				2,401,025		821,100	29,249,425
Sub Totals	128,495	1,202,030,569	185,900	7,510,440	1,100,000	3,682,425	79,240,287	128,423,009	1,422,172,630
TOTALS	128,495	\$1,202,030,569	\$185,900	\$7,510,440	\$1,100,000	\$3,682,425	\$79,240,287	\$128,423,009	\$1,422,172,630

- v1 OTHER INCLUDES OTHER ADJUSTMENTS.
- v2 OTHER INCLUDES ALLOCATION TO SPECIAL EDUCATION SERVICE AGENCY (SESA).
- v3 OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.
- v4 SEEKING INCREASED FUNDING FOR FY2016 PROJECTED

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2016 ESTIMATED STATE AID
for October 15 Reporting

11/26/2014 11:01	90% BOND SALES 7/1/77 TO 1/1/82 2YR LAG	80% ESTIMATED CASH PAYMENTS 2YR LAG	80% BOND SALES 7/1/83 TO 3/31/90 CURRENT PAY	70% BOND SALES 4/1/90 TO PRESENT CURRENT PAY	60% BOND SALES 6/30/99 TO PRESENT CURRENT PAY	90% BOND SALES 6/30/99 TO 10/31/2006 CURRENT PAY	60%-70% ESTIMATED NEW BONDS CURRENT PAY	SCHOOL DIST.	ESTIMATED TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2016
ALEUTIANS EAST				320,571	452,260		0	ALEUTIANS EAST	772,831
ANCHORAGE			88,569	30,357,058	13,879,347		3,753,663	ANCHORAGE	48,078,637
CORDOVA				578,534	389,855		0	CORDOVA	968,389
DILLINGHAM				825,508			0	DILLINGHAM	825,508
FAIRBANKS		203,546		9,485,873			2,436,490	FAIRBANKS	12,125,910
HAINES				905,491			109,970	HAINES	1,015,461
HOONAH				68,345			0	HOONAH	68,345
JUNEAU				11,843,636	626,087		0	JUNEAU	12,469,724
KENAI				2,894,494			0	KENAI	2,894,494
KETCHIKAN				2,503,300	305,750		0	KETCHIKAN	2,809,049
KODIAK				3,264,434	897,531		1,539,511	KODIAK	5,701,476
LAKE & PEN				829,180	143,944	903,240	0	LAKE & PEN	1,876,364
MAT-SU				16,145,667	3,983,535		3,332,597	MAT-SU	23,461,800
NOME				134,595	87,329		0	NOME	221,924
NORTH SLOPE							4,506,282	NORTH SLOPE	4,506,282
NORTHWEST ARCTIC				3,531,559	259,048	432,931	0	NORTHWEST ARCTIC	4,223,539
PETERSBURG				176,820	313,366		0	PETERSBURG	490,186
SITKA				2,016,331	492,150		0	SITKA	2,508,481
UNALASKA				688,424			0	UNALASKA	688,424
VALDEZ				62,469	1,622,825		0	VALDEZ	1,685,294
WRANGELL				209,790			0	WRANGELL	209,790
TOTALS	0	203,546	88,569	86,842,080	23,453,028	1,336,171	15,678,514		127,601,909

THESE ENTITLEMENTS ARE SUBJECT TO ADJUSTMENTS BASED ON ACTUAL BOND PAYMENTS.

BOND ENTITLEMENT	\$111,719,848
CASH ENTITLEMENT	203,546
SUB TOTAL	111,923,395
ESTIMATED NEW DEBT	15,678,514
EST. STATE AID-FY2016	127,601,909
EED OVERHEAD	821,100
TOTAL FY2016 STATE AID	128,423,009

FY2016 Division of Teaching & Learning Support Component / Program Funding

Component / Program	Federal	Federal ESEA	General Fund	GF / Mental Health	GF/ Match	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program		
													PFT	PPT	
<i>Student and School Achievement</i>															
ESEA Title 1 Grants to LEAs		38,150.0										38,150.0	6		
ESEA Title I-Part A 1003(g) School Improvement Grants (SIG)		1,500.0										1,500.0			
ESEA Title I-Part C Migrant Education		6,875.0										6,875.0	3		
ESEA Title I-Part D Neglected & Delinquent		250.0										250.0			
ESEA Title A Improving Teacher Quality		10,870.0										10,870.0	2		
ESEA Title B Math and Science Partnerships		750.0										750.0	1		
ESEA Title III English Language Acquisition		1,200.0										1,200.0	1		
ESEA Title IVB 21st Century Community Learning		5,630.0										5,630.0	1		
ESEA Title VI Part A State Assessments		3,600.0	3,653.5									7,253.5	15		
ESEA Title VI, part B, subpart 1 Small rural School Achievement		20.0										20.0			
ESEA Title VI, part B, subpart 2 Rural & Low Income	88.0											88.0			
ESEA Title X Part C Education for Homeless Children & Youth		170.0										170.0	1		
IDEA Title VI B 611 Special Education	36,200.0											36,200.0	9		
IDEA Title VI 619 Special Education - Preschool	1,300.0											1,300.0	1		
Carl Perkins Vocational Education Career & Tech PL 109-270	4,215.0				263.7							4,478.7	5		
Charter/Correspondence Schools			123.0									123.0	1		
Counseling (suicide prevention & at risk)				39.8								39.8	1		
School Health and Safety			265.0			40.0						305.0	1		
Alaska Longitudinal Data System (Unity Project)			610.0									610.0	2		
Guiding and Investing in New Special Educators for Alaska (GAINS)	700.0											700.0			
ANSWERS Longitudinal Data System	1,500.0											1,500.0			
Rural Transition Services				150.0								150.0			
Autism Resource Center				188.0			100.0					288.0			
Senate Youth								1.0				1.0			
Accountability and Oversight			2,118.0									2,118.0	12		
Galena TVEP Grant									500.4			500.4			
School Leadership (RAPPS)								134.0				134.0			
WorkKeys			414.0									414.0	1		
Statewide Literacy Program			470.0									470.0			
Project AWARE	1,800.0											1,800.0			
HB278 Middle School STEM			3,000.0									3,000.0			
ANSEP			660.0									660.0			
Unallocated/Carryforward	10,475.8	28,675.2				307.5		117.8				39,576.3			
Total	56,278.8	97,690.2	11,313.5	377.8	263.7	347.5	100.0	252.8	500.4	0.0	0.0	167,124.7	63.0	0.0	

FY 16 69,015.0 (does not include impact aide money)

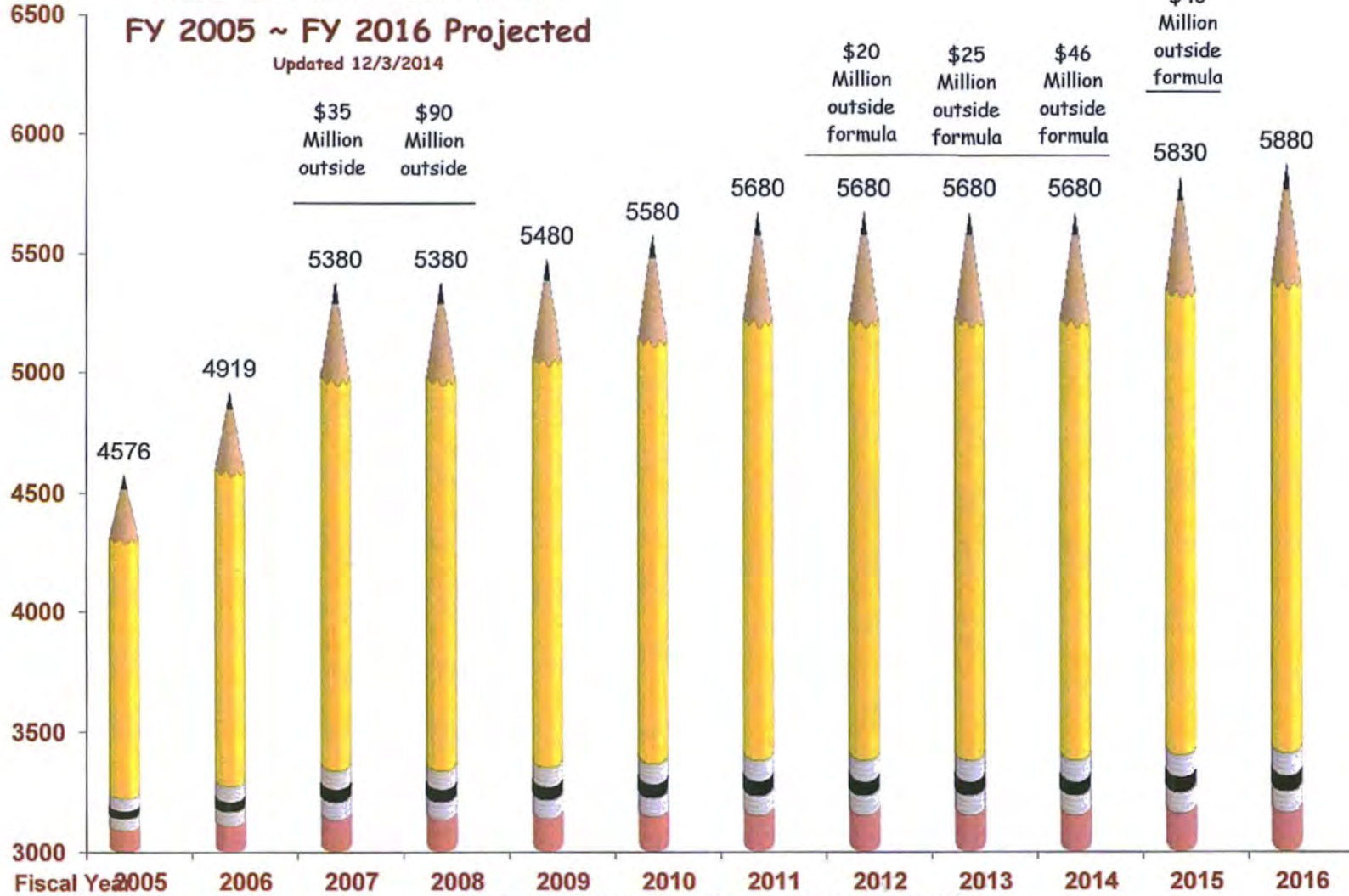
Division of Teaching & Learning Support (continued)

Component / Program	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	GF/PR	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Donated Commodities	Total	Positions by Program	
													PFT	PPT
Alaska Learning Network			599.7									599.7		
Total	0.0	0.0	599.7	0.0	0.0		0.0	0.0	0.0	0.0	0.0	599.7	0	0
State System of Support			1,976.4									1,976.4		
Total	0.0	0.0	1,976.4	0.0	0.0		0.0	0.0	0.0	0.0	0.0	1,976.4	7	0
Statewide Mentoring Program			2,300.0									2,300.0		
Total	0.0	0.0	2,300.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	2,300.0	0	0
Teacher Certification			0.2			913.7	16.4					930.3	5	
Total	0.0	0.0	0.2	0.0	0.0	913.7	16.4	0.0	0.0	0.0	0.0	930.3	5	0
Child Nutrition	52,325.2		33.2		70.7						380.6	52,809.7	10	
Total	52,325.2		33.2	0.0	70.7			0.0	0.0	0.0	380.6	52,809.7	10	0
Early Learning Coordination	278.5		8,747.4									9,025.9	3	
Total	278.5	0.0	8,747.4	0.0	0.0			0.0	0.0	0.0	0.0	9,025.9	3	0
Pre-Kindergarten Grants	0.0		1,900.0									1,900.0	0	
Total	0.0	0.0	1,900.0	0.0	0.0			0.0	0.0	0.0	0.0	1,900.0	0	0
RDU Totals														
Student & School Achievement	56,278.8	97,690.2	11,313.5	377.8	263.7	0.0	347.5	100.0	252.8	500.4	0.0	167,124.7	63	0
Alaska Learning Network	0.0	0.0	599.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	599.7	0	0
State System of Support	0.0	0.0	1,976.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,976.4	7	0
Statewide Mentoring Program	0.0	0.0	2,300.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,300.0	0	0
Teacher Certification	0.0	0.0	0.2	0.0	0.0	913.7	16.4	0.0	0.0	0.0	0.0	930.3	5	0
Child Nutrition	52,325.2	0.0	33.2	0.0	70.7	0.0	0.0	0.0	0.0	0.0	380.6	52,809.7	10	0
Early Learning Coordination	278.5	0.0	8,747.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9,025.9	3	0
Pre-Kindergarten Grants	0.0	0.0	1,900.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,900.0	0	0
Total	108,882.5	97,690.2	26,870.4	377.8	334.4	913.7	363.9	100.0	252.8	500.4	380.6	236,666.7	88	0

Alaska K-12 Funding

Base Student Allocation* FY 2005 ~ FY 2016 Projected

Updated 12/3/2014



*Base Student Allocation has increased by 28% since

FY2016 Governor's Amended Capital Budget

	General Funds	Other Funds	Total
School Major Maintenance Grants			
Petersburg Middle/High School Boiler Repair	24,565.0	-	24,565.0
Andrew K Demoski K-12 School Renovation, Nulato	10,637,668.0	-	10,637,668.0
Nome City School District - Districtwide Lighting Replacement	192,813.0	-	192,813.0
Bethel Campus Boiler Replacement	2,636,146.0	-	2,636,146.0
Total School Major Maintenance:	13,491,192.0	-	13,491,192.0
School Construction Grants			
Kivalina K-12 Replacement School - new facility design	4,604,400.0	-	4,604,400.0
Total School Construction:	4,604,400.0	-	4,604,400.0
Total Deferred Maintenance:	-	-	-
Total Major Maintenance:	13,491,192.0	-	13,491,192.0
Total School Construction:	4,604,400.0	-	4,604,400.0
Total All:	18,095,592.0	-	18,095,592.0

Notes:

The Kivalina project is part of the Kasayulie v. State Consent Decree and Settlement Agreement
 The School Major Maintenance Grants will be funded from a direct appropriation of \$3,491,192 and a reappropriation in an amount not-to-exceed \$10,000,000.0

FY2015 Supplemental Budget (effective date: April 19, 2015)

	General Funds	Other Funds	Total
K-12 Support - Foundation Program			
Public School Trust Fund increase	2,000,000.0		2,000,000.0
Repeal FY2016 and FY2017 one-time general fund appropriation (FY2016 -\$32,243,700; FY2017 - \$19,904,200)	-52,147,900.0		-52,147,900.0
Department of Education and Early Development			
Digital Teaching Initiative (FY15 Capital Budget item)	-750,000.0		-750,000.0
School Debt Reimbursement general fund decrement (FY2015 School Debt Reimbursement adjusted total: \$121,217,970)	-5,424,426.0		-5,424,426.0
Total FY2015 Supplemental:	-56,322,326.0		-56,322,326.0

Key lawmakers close to deal on education law

Mary Troyan, USA Today 6:31 p.m. EDT March 9, 2015



Senate Health, Education, Labor and Pensions Committee Chairman Sen. Lamar Alexander, R-Tenn., and ranking member Sen. Patty Murray, D-Wash., listen to testimony during a hearing on the No Child Left Behind law on Capitol Hill on Jan. 21, 2015. (Photo: Susan Walsh, AP)

WASHINGTON — A bipartisan deal to overhaul the No Child Left Behind education law is nearly complete and will be ready for a committee vote on April 13, two key Senate lawmakers said Monday.

Sen. Lamar Alexander, R-Tenn., chairman of the Senate Health, Education, Labor and Pensions committee, has been working with the top Democrat on the panel, Sen. Patty Murray of Washington.

"We are making significant progress in our negotiations," the pair said in a joint statement.

The current K-12 education law expired in 2007 and has grown increasingly unpopular for its focus on high-stakes standardized testing and the strong role played by the federal government.

The committee has held several hearings, and staff continue to negotiate behind the scenes on a proposal designed to win support from Republicans and Democrats in the Senate.

The bipartisan Senate process offers a stark contrast to the House effort, where a Republican bill was opposed by Democrats and drew a veto threat from the White House, in part because it would allow federal money to be shifted away from poorer school districts.

Republican leaders had scheduled a floor vote in late February but withdrew the bill from consideration when some conservatives complained it wouldn't do enough to diminish the power of the U.S. Department of Education.

Senate panel rewriting federal education law

Mary Troyan, USA Today 8:49 a.m. EST January 14, 2015



Sen. Lamar Alexander, R-Tenn. speaks on Capitol Hill on Nov. 14, 2014. Alexander chairs the Senate Health, Education, Labor and Pensions Committee, which is responsible for proposing legislation to renew the No Child Left Behind law. (Photo: Manuel Balce Ceneta, AP)

WASHINGTON — The U.S. Department of Education would no longer be able to pressure schools to adopt certain tests or academic standards under a proposal released Tuesday night by the chairman of a key Senate committee.

Republican Sen. Lamar Alexander of Tennessee said his first task as chairman of the Senate Health, Education, Labor and Pensions Committee is to rewrite the federal law for K-12 public schools, which expired in 2007.

He introduced a draft proposal Tuesday to kick off meetings with Democrats and Republicans and a series of public hearings in the coming weeks.

Alexander's ideas take direct aim at the authority of the Education Department, the agency he led under former president George H.W. Bush.

"The department has, in effect, become a national school board," Alexander said.

Under his proposal, federal education officials would not be allowed to push local and state school officials into adopting certain policies in exchange for waivers from the federal No Child Left Behind law, or to qualify for extra financial incentives.

Throughout President Obama's tenure, Education Secretary Arne Duncan has helped shape student testing, teacher evaluations and academic standards by requiring specific reforms in exchange for flexibility or competitive grants.

"The secretary really has had states over a barrel and they've had to do what he told them to do ... in order to keep their schools from being labeled failing schools," Alexander said.

Alexander's proposal would rewrite No Child Left Behind, signed into law by Bush in 2002. The law is intensely unpopular among parents and educators who say it focuses too rigidly on test scores and contains unreachable achievement targets.

Testing is likely to be controversial within Alexander's committee and the White House. Duncan said Monday a regular testing regime provides important information to parents, teachers and taxpayers about their schools' quality.

Sen. Patty Murray of Washington, the top Democrat on the Senate education committee, agrees the No Child Left Behind law needs to be fixed and testing policies should be reviewed.

"We need to work to reduce redundant and unnecessary testing," Murray said.

Alexander was somewhat neutral on what the new law should mandate on tests.

"Are there too many? Are they redundant? Are they the right tests? I'm open on the question," he said.

He said he wants to retain a requirement that testing data be broken out by subgroups such as race, ethnicity, social-economic level and English-speaking skills.

Murray, echoing administration concerns, said the bill should include expanded access to pre-K and a continued focus on equity by improving school systems with high numbers of minority or lower-income students.

"We need to make sure we're meeting all of our obligations to all of our students," Murray said.

Alexander said his proposal would allow states to decide for themselves whether to adopt the voluntary Common Core academic standards initiated by governors.

"If Tennessee wants Common Core, it should have it. If not, it shouldn't have it," he said.

Study: Education waivers could leave behind at-risk students

AP 6:02 p.m. EDT August 27, 2013



Secretary of Education Arne Duncan speaks on CBS's "Face the Nation" in Washington. (Photo: Chris Usher, AP)

WASHINGTON (AP) — Millions of at-risk students could fall through the cracks as the Education Department gives states permission to ignore parts of No Child Left Behind, according to a study education advocates released Tuesday.

The Education Department has been giving some states waivers from the education law's requirements, including those to collect and publish data about students and then use the results to pinpoint problem schools. The resulting patchwork of rules — from Miami to Seattle — has given states more freedom to carry out plans to boost education but has allowed almost 2,300 schools to shed their label of seriously troubled, according to numbers compiled at the Campaign for High School Equity.

"It appears to us that waivers could lead to fewer students of color receiving the support they need," said Rufina Hernandez, executive director for the Campaign for High School Equity.

Her coalition of education reformers, civil rights activists and policy analysts studied the 34 states and the District of Columbia that had received waivers from No Child Left Behind before April.

Since then, another six states and a collection of individual districts in California have won waivers. Illinois, Iowa, Texas and Wyoming are still waiting for Education Secretary Arnie Duncan's verdict for their applications.

The results show students who are at the highest risk of dropping out — those from poor families, students whose native language is not English, those with learning disabilities and minority students — are often no longer tracked as carefully as they were before Duncan began

exempting states from some requirements if they promised to better prepare their students for college or careers.

An Education Department spokesman declined to comment on the report.

For his part, Duncan has said the existing law does not allow school leaders to use common sense to determine what schools are failing and which are statistical anomalies. That lack of flexibility, Duncan has told lawmakers, has forced states to target too many schools.

Duncan has been vocal in calling for a replacement to No Child Left Behind that would render his waivers moot.

Under the original No Child Left Behind, schools that failed to teach at-risk students would be flagged if one group wasn't keeping pace. If one of the subgroups failed to meet its performance targets for two consecutive years, officials were required to stage an intervention to turn the entire school around.

But the advocates' review finds those in-depth reporting requirements have fallen by the wayside under the waivers. An intervention is no longer automatically triggered in as many as 19 states, meaning those efforts that once were at the center of the law are now optional. In 16 states, student groups are lumped together and treated as one bloc of at-risk pupils, essentially scrapping the reporting of at-risk groups by label.

The waivers make it easier to mask stumbles.

"The No Child Left Behind system itself was far from perfect," said Phillip Lovell, vice president for federal advocacy with the Alliance for Excellent Education. "Where it succeeded was shining the spotlight on the subgroups."

That spotlight now has dimmed, he said.

Take, for instance, Ohio. In that state, 856 schools failed to meet their performance benchmarks for at-risk students two years in a row. Under the waiver Duncan approved, the number of schools called troubled schools fell to 445. Of that smaller sum, only 162 schools were deemed an urgent priority.

That's not necessarily a bad thing, said Mike Petrilli, who has studied No Child Left Behind as a leader of the reform-minded Fordham Institute.

"The waivers allow states to prioritize. We should be saving the toughest interventions for schools that have low proficiency and low progress," said Petrilli, a former official at the Education Department. "The spirit of the law is to make sure that kids don't get left behind."

In all, 2,292 schools nationwide were deemed no longer needing special attention for improvement in states operating under waivers. In 13 states, the number of schools identified for intervention has dropped by more than 100 schools.

Duncan's department can adjust this, though, when states return to the Education Department seeking to continue running their schools outside of No Child Left Behind's rules. Duncan's hall passes only last one year and states face the threat of returning to No Child Left Behind's requirements if they don't execute their improvements plans.

The Education Department has already warned Kansas, Oregon and Washington state that their exemptions are at risk for the 2014-15 academic year if the schools there don't deliver on their applications' promises.

"They can get stricter to make sure the accountability happens in states and trigger the interventions that were in place under No Child Left Behind," said Hernandez, whose coalition includes the NAACP, the National Urban League and the National Council of La Raza.

In 2011, the Education Department announced that states could petition Duncan for waivers from No Child Left Behind's ambitious requirements, such as having all students read and count at grade level by 2014 or else risk their federal funding.

Duncan had hoped the specter of waivers would compel Congress to update No Child Left Behind, which expired in 2007 without renewal.

"The same year that No Child Left Behind came out, the iPod came out," Petrilli said. "We're still on No Child Left Behind, version 1.0, and we've had new versions of the iPod, iPhone, iPad."

Various rewrites of the law have been discussed but none has made its way to the White House for a president's signature. The Republican-led House has passed a version; a rewrite has been completed in the Senate education panel but no vote of the full body has been scheduled.

"NCLB is six years overdue for an update, and nearly all agree that it should be replaced with a law that gives systems and educators greater freedom while continuing to fulfill the law's original promise," Duncan wrote in Sunday's Washington Post.

"In the months ahead, I will ask Congress to listen to those doing the real work of education change," he added.

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LAWS & GUIDANCE (/POLICY/LANDING.JHTML?SRC=LN)

School Improvement Grant MAP

Alaska

State Application

- [FY2009 \(/programs/sif/summary/akapp.pdf\)](/programs/sif/summary/akapp.pdf)
- [FY2010 \(/programs/sif/summary2010/akapp10.pdf\)](/programs/sif/summary2010/akapp10.pdf)
- [FY2011 \(/programs/sif/apps2011/akapp11.pdf\)](/programs/sif/apps2011/akapp11.pdf)
- [FY2012 \(/programs/sif/apps2012/akapp12.pdf\)](/programs/sif/apps2012/akapp12.pdf)
- [FY2013 \(/programs/sif/apps2013/akapp13.pdf\)](/programs/sif/apps2013/akapp13.pdf)

State Allocation

- FY2009: \$1,655,369
 - ARRA: \$9,071,222
- FY2010: \$1,636,914
- FY2011: \$1,561,442

State Waivers

- [Teacher and Principal Evaluation Timeline Waiver \(/programs/sif/summary2010/akinvisedltr.pdf\)](/programs/sif/summary2010/akinvisedltr.pdf)
- [FY 2009 Conditional Waiver of 25% Carryover Requirement \(/programs/sif/summary/akcolrt.pdf\)](/programs/sif/summary/akcolrt.pdf)

State School Improvement Grant Website (<http://www.eed.state.ak.us/stim/home2.html>)

[Back to State Map | Home \(/programs/sif/index.html\)](/programs/sif/index.html)



[\(/print/programs/sif/map/ak.html\)](/print/programs/sif/map/ak.html) [Printable view \(/print/programs/sif/map/ak.html\)](/print/programs/sif/map/ak.html)



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Last Modified: 01/09/2015

How Do I Find...

- [Student loans, forgiveness \(/fund/grants-college.html?src=rn\)](/fund/grants-college.html?src=rn)
- [College accreditation \(http://ope.ed.gov/accreditation/\)](http://ope.ed.gov/accreditation/)
- [No Child Left Behind \(/nclb/landing.jhtml?src=rn\)](/nclb/landing.jhtml?src=rn)

What happens IF... And There

IF we were to decide to no longer abide by the terms of the waiver, the feds would null and void the waiver.

IF the waiver is determined to be null and void then NCLB kicks back in. No money loss at first

IF we decide to not abide by NCLB the feds may or may not cut funding. No state has ever done this.

IF the Feds decide to cut funding it falls primarily under *Title 1,2,3,4, and 10.

IF we cut assessments that falls under Title 6 which is additional funding in the formula.

IF we stop reporting on our progress there could be additional cuts as well.

There are also other programs that could be affected.

IDEA -language is different from standard Education money.

There is also a possibility of violation under the Civil Rights Act.

There is no precedent for this so the reality is we do not know what will happen.

*IF there are cuts initially \$69,015 million could go away.

IDEA- Individuals with Disabilities Education Act

Annual Testing Shackles Schools and Students

To the Editor:

The No Child Left Behind Act, which mandated annual standardized testing in U.S. public schools, states that National Assessment of Educational Progress scores will be used to evaluate its effectiveness. My organization's analysis of NAEP results, however, shows that overall student achievement was rising faster before NCLB went into effect. The rate of score gains for African-Americans, English-language learners, and students with disabilities generally slowed under NCLB.

These results refute claims by defenders of the test-every-kid-every-year status quo, who **argue that NCLB's annual-exam mandate helps public schools.**

NCLB's failure to raise scores on independent standardized exams is significant in light of widespread curriculum-narrowing resulting from the need for classroom time for test preparation. Other serious problems, such as pushing low scorers out of school and widespread cheating, are also part of NCLB's legacy.

Annual testing has flunked out based on its own standards. Congress must limit federal testing requirements to one grade each in elementary, middle, and high school, as in the pre-No Child Left Behind era. There is no justification for continuing to shackle schools with every-grade testing.

Robert A. Schaeffer
Public Education Director
National Center for Fair & Open Testing
Boston, Mass.

Don't Become a Teacher, Advises Award-Winner Nancie Atwell

By Jordan Moeny on March 23, 2015 3:57 PM

An influential language arts teacher who recently won a \$1 million international teaching prize has some surprising advice for young people considering joining the profession: Don't.

On March 15, Nancie Atwell, who has been teaching reading and writing for 42 years and has written several prominent books on language arts instruction, was **awarded** the first annual \$1 million Global Teacher Prize by the Varkey Foundation, based in Dubai, United Arab Emirates. The prize, which has been lauded by the likes of **Bill Gates** and Bill Clinton, who is the honorary chairman of the Varkey Foundation, aims to improve the public image of the teaching profession by highlighting the work of excellent educators.

Upon receiving the award, Atwell, who teaches at the Center for Teaching and Learning, a nonprofit demonstration school she helped found in Edgecomb, Maine, in 1990, said she was honored to represent her profession and that she felt "validated every day just by the experiences I have with children in the classroom."

But she doesn't seem keen on encouraging others to follow in her footsteps.

Following the award ceremony, Atwell **appeared on CNN's New Day** to talk about the award and the state of education. When asked what she would tell a student considering a career in teaching, she said that she would discourage them unless they could find a job in a private school.

"Public school teachers are so constrained right now by the common core standards and the tests that are developed to monitor what teachers are doing with them," she said. "If you're a creative, smart young person, I don't think this is the time to go into teaching unless an independent school would suit you."

In an interview with HuffPost Live Atwell reiterated her reservations about the Common Core State Standards, which Gates' own foundation has played a central role in supporting. "The new

common core curriculum and the tests that accompany it are tending to treat teachers as mere technicians," she said. "They open the box and they read the script, and that's not what good teaching is about. It's an intellectual enterprise, and that's been stripped from it by the current climate."

The Maine educator also agreed with HuffPost Live host Marc Lamont Hill's suggestion that the common core and the "hyper-testing, hyper-accountability climate" teachers face could be contributing to high attrition rates. She compared the demands on teachers to "straitjackets when it comes to how [teachers] interact with kids, what they ask of kids, what they bring to the classroom."

With respect to language arts in particular, Atwell said that schools' emphasis on test preparation leaves little room to emphasize the benefits of reading and writing. "It's just become a series of rig—not even rigorous, almost *ridiculous* exercises that don't have any connection with the enjoyment of stories or the exercise of self-expression," she said.

Atwell suggested that she would like to see a greater emphasis on performance assessments in schools. "We really need to be looking at what individual kids are achieving in the disciplines, authentically and personally," she said, citing her school's evaluation method, which involves students creating portfolios and reflecting on their own work, as an alternative to standardized assessment.

At the time this was posted, the Varkey Foundation and the Bill & Melinda Gates Foundation had not responded to requests for comments on Atwell's statements about the state of teaching today.