

AK LEGISLATURE FINANCE COMMITTEES FILES 2007-2008 3384

SARAH PALIN
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STATE OF ALASKA
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January 15, 2008

The Honorable Lyda Green
President of the Senate
Alaska State Legislature
State Capitol, Room 111
Juneau, AK 99801-1182

Dear President Green:

Under the authority of art. III, sec. 18, of the Alaska Constitution, I am transmitting a bill establishing a state transportation fund.

An efficient and functional transportation system is vital to Alaska's economy. For the first time in Alaska's history, a reliable source of state financing would be in place. The bill would result in a predictable yearly amount that would be available to supplement state transportation financing. With growth over time through investment and future contributions, the fund could help ensure Alaska's transportation infrastructure is adequately maintained and improved.

Declining federal funding and the need for transportation infrastructure to grow our economy make establishing a transportation fund a smart and fiscally responsible decision. In addition, high oil prices resulting in budget surpluses, uniquely position Alaska to utilize our non-renewable natural resource wealth to generate renewable dollars for years to come. A stable source of transportation funding would benefit current and future generations of Alaskans alike, and would reduce Alaska's dependence on federal aid dollars. Furthermore, the use of state funds would allow critical projects to be completed much sooner than through the traditional federal highways program. This is because the state funded projects are not subject to the time consuming scrutiny the federal funding process entails.

The Honorable Lyda Green

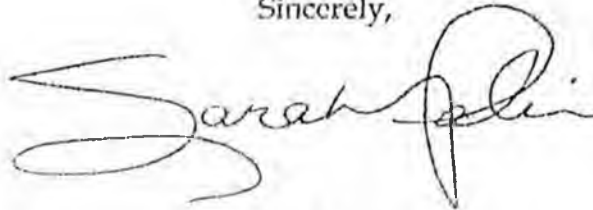
January 15, 2008

Page 2

The need for this new, permanent source of funding for transportation could not be more evident. Ruffed pavements, delayed projects, and urban congestion are common problems in this state. Federal transportation dollars, though adequate in past decades, no longer meet all the basic needs of the state. Like education, transportation is a basic government service and one that affects the daily lives of all citizens. Other states are enacting their second and third tier of non-federal financing mechanisms. It is time for Alaska to enact its first.

I urge your prompt and favorable action on this measure.

Sincerely,

A handwritten signature in cursive script that reads "Sarah Palin". The signature is fluid and stylized, with a large initial "S" and a distinct "P" for "Palin".

Sarah Palin
Governor

Enclosure

Sectional Analysis of SB 236.

HB 322 creates a transportation fund, gives the commissioner of revenue management authority, and specifies a predictable yearly amount which will be available for appropriation for transportation purposes.

A new section will be added to Alaska Statute 37.14 which already recognizes other funds such as the Alaska Heritage Endowment Fund, the Mine Reclamation Trust Fund, and the Investment Loss Trust Fund.

Section 1. Creation of Alaska Highway Transportation Fund

Section 1 of the bill creates a transportation fund, determines how the fund value will be calculated, and gives authority to manage the fund to the commissioner of revenue.

Proposed Sec. 37.14.900 creates the transportation fund. The fund would consist primarily of appropriations, but will also include other contributions or investment income. The commissioner of revenue would manage the fund so that the fund would be self-sustaining.

Proposed 37.14.910 provides that, on a yearly basis, 5% of the five year average value of the fund will be made available for appropriation to the capital projects fund established in AS 44.42.080. The Department of Transportation and Public Facilities could use the funds for transportation projects.

Proposed sections 37.14.920 & 930 provide the commissioner of revenue with necessary authority to manage and invest the funds, and specify that the market value of the fund must be calculated in accordance with generally accepted accounting principles.

Section 2: Transition Clause.

Section 2 is a transition clause which will be in effect during the years 2008-2012. This section is necessary because the statute will require that any appropriations be based upon a five year average fund value. Until the fund has been in existence for a full five years, the fund's average values will be calculated according to the fund's value during all available years.

Section 3: Effective Date

Section 3 provides for an immediate effective date.

SB

240

SFIN

FILE

Statement of Carl Rose
Executive Director
Association of Alaska School Boards
To the Senate Finance Committee
February 15, 2008

Chairman Stedman and members of the committee:

Thank you for taking up the most important education bill of 2008. That is, Senate Bill 240. Our AASB member districts were in town this week to support this and other education bills.

SB 240 would implement the recommendations of the Joint Legislative Education Funding Task Force. Last May, the Legislature realized that more time and work should be devoted to K-12 education funding. The task force approach allowed you to explore solutions and get public input on this very important issue. AASB supports the package recommended by the task force, including these improvements:

- District cost factor (ISER) phase in over 5 years.
- Base Student Allocation (BSA) increase of \$100 each of the next 3 years.
- Student Intensive Needs funding increase.
- Enrollment decrease step-down (hold harmless).
- Student Transportation funding—2007 cost with annual inflation factor.
- Early and forward funding.
- Education Standing Committee.

What we are witnessing today is a broad awareness of the public regarding the needs of K-12 schools. The time that was allotted to school districts last summer to testify before the task force was a great help in this regard.

AASB understands that SB 240 is part of a larger picture. Foundation funding is one leg of the three-legged stool, including the unfunded pension liability and municipal revenue sharing. Our districts are counting on passage of SB 125 to address the unfunded liability because we have no capacity to retire the debt. Without this bill, districts could potentially face bankruptcy. As for revenue sharing, school districts believe that this would be a great help to all communities across the state. And we know that healthy communities lead to healthy schools.

In closing, Mr. Chairman, let me emphasize that AASB supports the package contained in SB 240. Our organization supports a \$200 increase to the Base Student Allocation and a three-year phase-in for the District Cost Factor, but not at the expense of the package. SB 240 is the most important bill of the session for the education of Alaska's children.

SESSION ADDRESS:
Alaska State Capitol
Juneau, Alaska 99801-1182
(907) 465-4925
Fax: (907) 465-3517
Toll Free: 1-800-821-4925

Senator Gary Stevens
Alaska State Legislature

INTERIM ADDRESS:
112 Mill Bay Road
Kodiak, Alaska 99615
(907) 486-4925
Fax: (907) 486-5264



Senate Bill 240
SPONSOR STATEMENT

"An Act relating to school funding, the base student allocation, district cost factors, and the adjustments for intensive services and average daily membership calculations; and providing for an effective date."

SB 240 is the product of intensive work by the Joint Legislative Education Funding Task Force. The Task Force's Report, published on September 1, 2007, features 5 pieces of legislation being forwarded to the Legislature to change certain components to Alaska's state education policy. SB 240 represents the funding component.

One major and obvious variable in the school funding formula considers a school district's actual head count of students, the Average Daily Membership (ADM). Occasionally a school district has a significant decrease in student enrollment, say with a military base closure, which results in an abrupt, substantial decrease in dollars appropriated to that district. SB 240 would allow for a 3-year "step-down" transition for decreasing funds, adding 75% of the difference in ADM for the first year, 50% in the second year, and 25% in the third year. This helps school districts ratchet down their budgets over a reasonable period of time.

Another variable in school funding is the "Base Student Allocation" (BSA), which assigns a monetary value to the cost of educating a single student over the school year. However, that cost can vary for school districts with students requiring "intensive services." Currently school districts are funded at 5 times the BSA for each student requiring intensive services, which is woefully under the actual cost. SB 240 proposes to increase the multiplier to 9, 11, and 13 times the BSA over the next three years.

The third area addressed by SB 240 involves "District Cost Factors," (DCF) which is a statistical representation of geographical cost variations of delivering education around the state. Simply put, it's more expensive to educate students in remote areas of the state than in urban areas. The most current DCF model recognized by the Legislature was published in 2005 by the University of Alaska Anchorage Institute of Social and Economic Research (ISER). Because of the substantial increase in funding represented by the new DCF model, SB 240 proposes to phase in the numbers: 50% this year, and the remaining 50% spread evenly over the next 4 years.

Finally, SB 240 proposes to increase the Base Student Allocation by \$100 each year for the next 3 years, to \$5,480, \$5,580, and \$5,680 respectively. The BSA provides school districts with a stable figure for basic budget planning and development.

I encourage your support for the efforts made by the Joint Legislative Education Funding Task Force in presenting the Legislature with legislation reflecting considerable collaboration and compromise. Thank you for considering SB 240.

Senate District R
Senator_Gary_Stevens@legis.state.ak.us

Aileen Jones

*Great
Alaska
Schools*

Great Alaska Schools is a non partisan statewide coalition that works to make a positive contribution to Alaska Schools. I am a parent of two students in the Juneau school district, one of the 53 school districts in the state of Alaska. I am testifying on behalf of Great Alaska Schools to say that we are in support of the Joint Legislative Education Task Force recommendation on school funding that are included in this bill. It is so appropriate that the bill recognizes:

Firstly • The increased costs of providing education in Alaska's unique regions of the state with the recommended phase in of geographic cost factors.

Secondly • Phase in of increased funding for intensive needs students (this moves

funding towards actual cost of serving those high need students) ,

Thirdly • Adds \$100 to the Base Student Allocation.

Forward funding of education is very important. School districts knowing in advance of any increases or decreases will allow districts to plan ahead. It avoids having to send pink slips to teachers, it keeps trained teachers in our kids school.

Great Alaska Schools urges consideration of an additional increase in the BSA, or outside the formula, perhaps in learning opportunity grants. This would help keep pace with increased costs, like the high energy costs this year, so funds will reach the classrooms. Also, costs of items purchased every year by schools, unfortunately, are rising faster than inflation.

Thank you to the Task Force for recognizing the changes needed in the foundation formula. A strong school system supports a healthy economy and encourages additional business investment. Thank you for your attention to education funding. Please pass this bill.

~~_____~~ *Aileen Jones*

Testimony of Carl Rose
Executive Director
Association of Alaska School Boards
Senate Special Committee on Education
January 30, 2008

Good Morning, Mr. Chairman and members of the Committee. My name is Carl Rose, executive director of the Association of Alaska School Boards. I am pleased to be able to speak today on SB 240.

SB 240 is the work of the Joint Legislative Education Funding Task Force, which met during the interim to provide the member districts of AASB and the public an opportunity to testify in depth about the needs of our public schools across the state. In essence, the joint task force took the time that you do not have in regular session to explore multiple parts of the foundation formula for K-12 education.

As you may recall, at the end of the 2007 regular session, the Legislature and the public simply ran out of time to address education funding, the PERS-TRS issue and municipal assistance and revenue sharing. The short-term answer was a one-year cash grant for each of these fundamental programs.

In their wisdom, the leadership of the House and Senate drafted SCR 11 and appointed five members of each body to work on the foundation formula, realizing that if a consensus could be found there, the other pieces of the puzzle would fall into place. I was honored to be able to sit at the table with these House and Senate members as an appointee of the governor to the joint task force.

Chairman Hawker instructed the task force to put all issues regarding K-12 education on the table at our first meetings. We did so, but soon we realized that six key issues were the primary concerns of the Legislature and the public. Four of those issues are embodied in SB 240, including the Base Student Allocation, the District Cost Factor, funding for Intensive Needs students, and a hold-harmless clause for districts with declining enrollments.

The genius of the Joint Task Force is that it allowed 10 legislators the time required to explore in-depth the sometimes complex challenges

facing public education in Alaska. On July 11th and 12th alone, the task force took testimony from 14 different school districts. Anchorage school officials testified for two hours. Kenai testified for a full hour. That kind of in-depth inquiry is seldom available to legislators during the regular session.

The task force recommendations are before the Senate in two bills and three resolutions. The most important of these is SB 240. This bill represents the best hope in ten years for improving our foundation formula and helping the school children of Alaska achieve a first-rate education.

During the course of my career as a school board member and now education lobbyist, I have participated in every major overhaul of our education laws. The opportunity to address multiple components of the foundation formula does not come around very often. I would encourage the Legislature to seize this opportunity. If you follow the recommendations of the task force, the results will be worth it. These include:

- Forward and early funding of education for the first time ever.
- An adjustment to the District Cost Factor
- An increase in the Base Student Allocation
- Additional funding for Intensive Needs students
- A hold-harmless clause to provide relief in the event of a sharp reduction in enrollment
- A recalculation of transportation costs to 2007 figures.

In closing, I would like to thank the Legislature for the foresight to appoint the task force. The ten House and Senate members who devoted their time to the task force deserve a thank you, as well, as does the governor for appointing me to serve and endorsing the work of the task force. Special appreciation is due Chairman Hawker for his leadership in guiding the task force to a consensus.

AASB stands ready to work with the Legislature this session on improving our education laws and helping our school districts provide a quality education for Alaska's youth.

Thank you.

From: Comeau_Carol [mailto:Comeau_Carol@asdk12.org]

Sent: Monday, January 28, 2008 3:30 PM

To: Sen. Bettye Davis; Sen. Charlie Huggins; Sen. Gary Stevens; Sen. Gary Wilken; Sen. Donny Olson

Cc: School Board; Egan_Michelle

Subject: Senate Bill 240

Senators Stevens, Huggins, Davis, Olson, and Wilken:

I am not able to testify to your Senate Education Committee tomorrow, but want you all to know that the Anchorage School Board and Administration strongly support SB 240. We participated in all of the Joint Education Funding Task Force Committee meetings and applaud the work of the Task Force. I believe that they identified a myriad of important issues surrounding education funding for ALL districts in the state, and were able to make strong recommendations on major items.

Of course, we support the Governor's recommendation of an additional \$200 per student on the BSA over the next three years as it would allow for forward funding at a level that meets inflationary costs, and would allow us to plan and monitor how the programs and essential student services derived from this additional funding increase student achievement and engagement in learning. We are currently working through our public budget hearings on FY 08-09 budget based on the Task Force Report.

In addition to the increase to the BSA over three years, we strongly support the increase to the Intensive Needs Funding using \$9, \$11, and \$13 over the next three years to support these individualized and mandated services for our neediest students. We are seeing an increase in severely disabled and emotionally challenged students and the funding has not kept pace with our needs. Currently, we receive \$26,000 per student and our average cost is \$74,000 per student; our general fund makes up the difference, thus reducing services to all of our other students. We want these Intensive Needs students to be successful, but not at the expense of all the other students. We are also working very hard to lobby Congress on the need to fund their 40% of the costs of the federal mandate. We currently receive only 17% of the costs to deliver the services. In addition, we have just been notified that we will not receive Medicaid funding which supports some of our administrative and transportation costs for these students beginning July 1, 2008.

Finally, we support the increase to the cost factors for all districts outside of Anchorage. Though we do not benefit from this increase directly, we believe it is the right thing to do for Alaska's districts and students. It definitely costs more to educate students in districts outside of Anchorage.

We are also in support of SB 125 which is essential, along with SB 240 if communities are going to be able to tolerate increased costs for energy, transportation, and PERS/TRS.

Thank you for your service to our state; if you have questions about any of my comments, please don't hesitate to contact me. I will be in Juneau Feb. 9-11 and hope to be able to see each of you.

Carol Comeau
ASD Superintendent

1/30/2008

From: Friedman_Jeff [mailto:Friedman_Jeff@asdk12.org]

Sent: Tuesday, January 29, 2008 11:19 AM

To: Sen. Gary Stevens; Sen. Bettye Davis; Sen. Charlie Huggins; Sen. Donny Olson; Sen. Gary Wilken

Cc: Comeau_Carol

Subject: SB 240

Dear Senator Stevens and committee members:

I am writing to you as the chair of the Anchorage School Board's Legislative Committee. SB 240 will be heard by your committee tomorrow, and I wish to express the Anchorage School Board's strong support for that bill.

The Joint Legislative Education Funding Task Force worked very hard last summer. The Task Force heard hours of testimony, and spent additional hours discussing ways to improve education funding in Alaska. The excellent process led to an excellent result. Clearly, the final recommendation contained compromises. At the same time, no vital interest was ignored. The Task Force's recommendations form a solid basis for improving academic achievement throughout Alaska.

I have attached a copy of a resolution passed unanimously by the Anchorage School Board. In addition, the Alaska Association of School Boards adopted a similar position in support of the Task Force recommendations.

SB 240 contains most of the Task Force recommendations (others have been proposed in companion bills). During its deliberations, the Task Force initially thought not to make any recommendation as to the Base Student Allocation amount. After some discussion, it was decided that some increase to the BSA was needed, and that a minimum amount of \$100 additional per year would be included as a place holder. Both the discussion at that meeting and the language of the report indicate that this amount was not set in stone, but was intended solely as the minimum amount that should be considered. Based on current cost estimates, the Anchorage School Board, and AASB, support increases of \$200 per year over the next three years. Governor Palin used this same figure when she adopted the Task Force recommendations and filled in some of the details left open by the Task Force's report.

Anchorage supports phased increases to the District Cost Factors with the understanding that a new study will be completed to update those cost factors. The

1/30/2008

phased increases in intensive needs funding are extremely important to Anchorage, and are important to districts throughout the state since a single, expensive high need student could bankrupt a small district. Changes to the transportation reimbursement formula are also important.

Because of the phased increases to the District Cost Factors, much of the new money will not come to Anchorage. Anchorage still supports those increases, along with the entire package of Task Force recommendations because we believe that Anchorage benefits from strong districts throughout the state. I urge you to support SB 240 and include with it the BSA levels suggested by the Governor.

Please feel free to contact me if you have any questions.

Jeff Friedman

Anchorage School Board
1534 D St
Anchorage, AK 99501
907-742-4699 (home)
friedman_jeff@asdk12.org

SENATE FINANCE COMMITTEE
SB 240 - EDUCATION FUNDING
SIGN-IN

NAME: CARL ROSE
Dept./Company: AASB Title: Exec Dir.
Email: crose@aasb.org Phone: 586-1083

Do you wish to testify? Yes No Respond To Questions

NAME: Peggy Cowan ✓
Dept./Company: Juneau School District Title: Superintendent
Email: Cowanp@jdsd.k12.ak.us Phone: 523-1701

Do you wish to testify? Yes No Respond To Questions

NAME: JOHN ALCANTRA ✓
Dept./Company: NEA - Alaska Title: GR Director
Email: John.alcantra@neaalaska.org Phone: 586-3090 X:28

Do you wish to testify? Yes No Respond To Questions

NAME: Andi Story
Dept./Company: Juneau School District Title: Board President
Email: andimike@ak.net Phone: 789-4292

Do you wish to testify? Yes No Respond To Questions

NAME: Jankarte
Dept./Company: Great AK Schools Title: _____
Email: carl.kfour@alaska.net Phone: _____

Do you wish to testify? Yes No Respond To Questions

SENATE FINANCE COMMITTEE
SB 240 - EDUCATION FUNDING
SIGN-IN

NAME: Suzanne Matter

Dept./Company: Great Alaska Schools Title: _____

Email: _____ Phone: _____

Do you wish to testify? ___Yes No ___Respond To Questions

NAME: _____

Dept./Company: _____ Title: _____

Email: _____ Phone: _____

Do you wish to testify? ___Yes ___No ___Respond To Questions

NAME: _____

Dept./Company: _____ Title: _____

Email: _____ Phone: _____

Do you wish to testify? ___Yes ___No ___Respond To Questions

NAME: _____

Dept./Company: _____ Title: _____

Email: _____ Phone: _____

NAME: _____

Dept./Company: _____ Title: _____

Email: _____ Phone: _____

Do you wish to testify? ___Yes ___No ___Respond To Questions

SENATE FINANCE COMMITTEE
SB 240 - EDUCATION FUNDING
SIGN-IN

NAME: Colleen Jones ✓

Dept./Company: Great Alaska Schools Title: member

Email: mirakrosco@ta.us.com.net Phone: 789-1595

Do you wish to testify? Yes No Respond To Questions

NAME: _____

Dept./Company: _____ Title: _____

Email: _____ Phone: _____

Do you wish to testify? Yes No Respond To Questions

NAME: _____

Dept./Company: _____ Title: _____

Email: _____ Phone: _____

Do you wish to testify? Yes No Respond To Questions

NAME: _____

Dept./Company: _____ Title: _____

Email: _____ Phone: _____

Do you wish to testify? Yes No Respond To Questions

NAME: _____

Dept./Company: _____ Title: _____

Email: _____ Phone: _____

Do you wish to testify? Yes No Respond To Questions

adopted

RECEIVED
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Mischel
2/11/08

AMENDMENT
#1

OFFERED IN THE SENATE
TO: SB 240

BY SENATOR STEDMAN

1 Page 1, line 1, following "funding,":

2 Insert "funding for student transportation services,"

3

4 Page 1, following line 4:

5 Insert new bill sections to read:

6 **** Section 1.** AS 14.09.010(a) is repealed and reenacted to read:

7 (a) A school district that provides student transportation services is eligible to
8 receive funding for operating the student transportation system. Subject to
9 appropriation, the amount of funding provided by the state under this section is the
10 amount of the school district's ADM, less the ADM for the district's correspondence
11 programs during the current fiscal year, multiplied by the per student amount for the
12 school district as follows:

13	DISTRICT	PER STUDENT AMOUNT
14	Alaska Gateway	\$1,566
15	Aleutians East	265
16	Anchorage	384
17	Annette Island	61
18	Bering Strait	45
19	Bristol Bay	2,187
20	Chatham	73
21	Copper River	1,387
22	Cordova	278
23	Craig	266

1	Delta/Greely	1,413
2	Denali	1,708
3	Dillingham	1,020
4	Fairbanks	665
5	Galena	241
6	Haines	592
7	Hoonah	281
8	Iditarod	178
9	Juncau	525
10	Kake	193
11	Kashunamiut	5
12	Kenai Peninsula	638
13	Ketchikan	686
14	Klawock	210
15	Kodiak Island	560
16	Kuspuk	618
17	Lake and Peninsula	359
18	Lower Kuskokwim	198
19	Lower Yukon	1
20	Matanuska-Susitna	726
21	Nenana	530
22	Nome	368
23	North Slope	896
24	Northwest Arctic	21
25	Pelican	68
26	Petersburg	261
27	Saint Mary's	71
28	Sitka	404
29	Skagway	34
30	Southeast Island	1,040
31	Southwest Region	565

1	Tanana	451
2	Unalaska	612
3	Valdez	629
4	Wrangell	563
5	Yakutat	683
6	Yukon Flats	237
7	Yukon/Koyukuk	282
8	Yupit	2.

9 * Sec. 2. AS 14.09.010 is amended by adding a new subsection to read:

10 (c) Beginning July 1, 2009, funding provided to a school district under (a) of
 11 this section shall be adjusted annually on October 1 according to changes in the
 12 Consumer Price Index for all urban consumers for the Anchorage metropolitan area
 13 compiled by the United States Department of Labor, Bureau of Labor Statistics. The
 14 index for 1982 to 1984 is the reference base index for an adjustment made under this
 15 subsection."

16
 17 Page 1, line 5:

18 Delete "Section 1"

19 Insert "Sec. 3"

20
 21 Renumber the following bill sections accordingly.

22
 23 Page 4, line 1:

24 Delete "sec. 2"

25 Insert "sec. 4"

26
 27 Page 4, line 13:

28 Delete "secs. 2 and 3"

29 Insert "secs. 4 and 5"

30
 31 Page 6, line 31:

1 Delete "sec. 6"

2 Insert "sec. 8"

3

4 Page 7, line 3:

5 Delete "secs. 6 and 7"

6 Insert "secs. 8 and 9"

7

8 Page 7, following line 5:

9 Insert a new bill section to read:

10 "** Sec. 11. AS 14.09.010(c), added by sec. 2 of this Act, is repealed June 30, 2011."

11

12 Renumber the following bill sections accordingly.

13

14 Page 7, line 6:

15 Delete "Sections 1, 2, 5, and 6"

16 Insert "Sections 3, 4, 7, and 8"

17

18 Page 7, line 7:

19 Delete "Sections 3 and 7"

20 Insert "Sections 5 and 9"

21

22 Page 7, line 8:

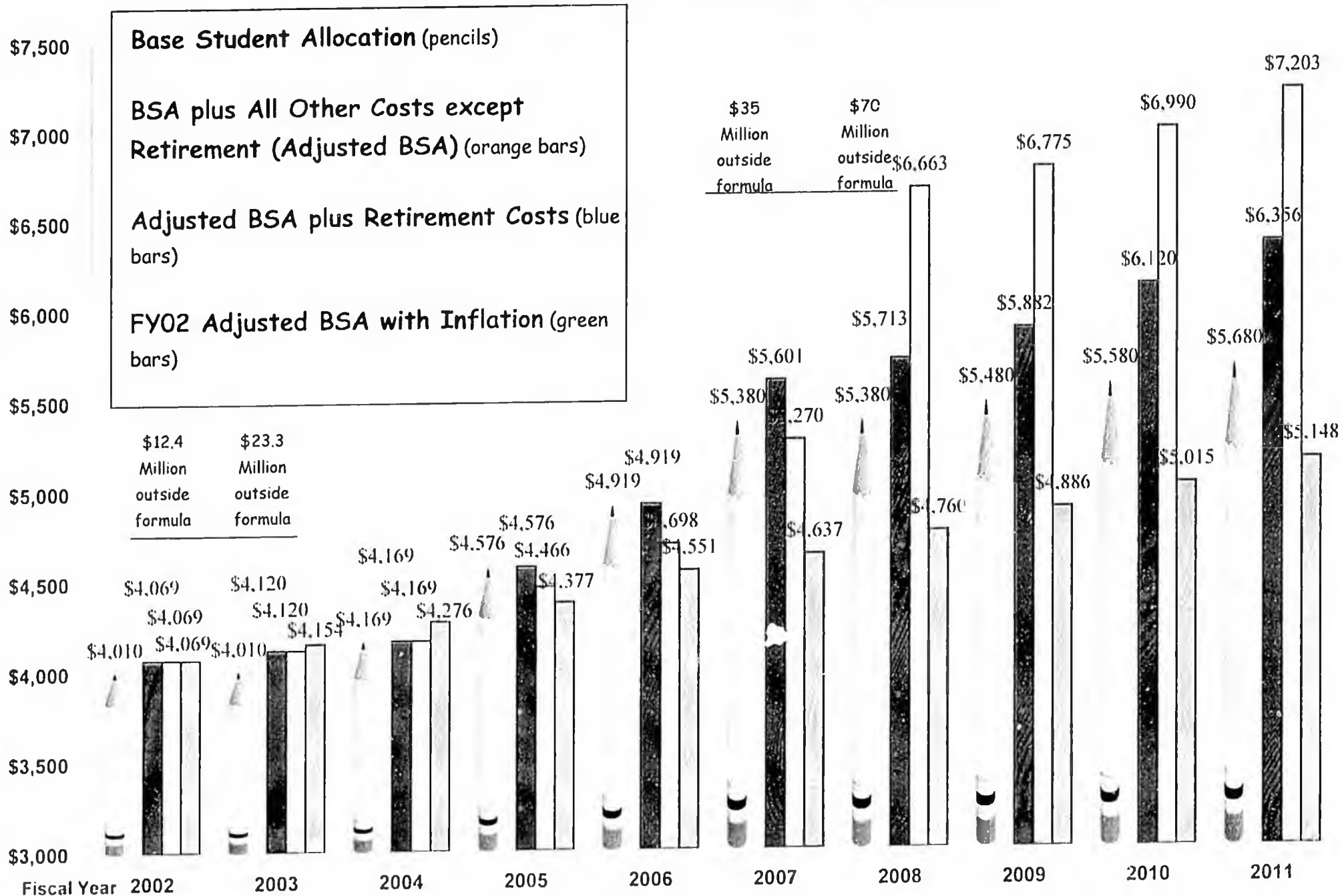
23 Delete "Sections 4 and 8"

24 Insert "Sections 6 and 10"

Department of Education & Early Development
 Recalibration of Rates
 Pupil Transportation
 January 30, 2008

DISTRICT	FY2009 ADM	FY2009 per-child-cost Budget	FY2009 Budget	Recalibrated FY2009 per-child-cost w/ 08 & 09 CPI	FY2009 New Projection	per-child-cost Difference	Grant Difference
ALASKA GATEWAY	338.25	1,227	415,033	1,566	529,700	339	114,667
ALEUTIAN REGION	39.00	0	0	0	0	0	0
ALEUTIANS EAST	262.00	223	58,426	265	69,430	42	11,004
ANCHORAGE	46,888.00	357	16,739,016	384	18,004,992	27	1,265,976
ANNETTE ISLAND	272.00	94	25,568	61	16,592	(33)	(8,976)
BERING STRAIT	1,674.00	44	73,656	45	75,330	1	1,674
BRISTOL BAY	171.00	1,227	209,817	2,187	373,977	960	164,160
CHATHAM	160.15	71	11,371	73	11,691	2	320
CHUGACH	73.00	0	0	0	0	0	0
COPPER RIVER	484.00	1,227	593,868	1,387	671,308	160	77,440
CORDOVA	393.00	174	68,382	278	109,254	104	40,872
CRAIG	338.70	367	124,303	266	90,094	(101)	(34,209)
DELTA/GREELY	862.00	1,227	1,057,674	1,413	1,218,006	186	160,332
DENALI	252.00	1,203	303,156	1,708	430,416	505	127,260
DILLINGHAM	512.00	845	432,640	1,020	522,240	175	89,600
FAIRBANKS	13,775.00	621	8,554,275	665	9,160,375	44	606,100
GALENA	240.00	226	54,240	241	57,840	15	3,600
HAINES	290.00	554	160,660	592	171,680	38	11,020
HOONAH	124.00	190	23,560	281	34,844	91	11,284
HYDABURG	76.00	0	0	0	0	0	0
IDITAROD	204.00	144	29,376	178	36,312	34	6,936
JUNEAU	4,925.00	391	1,925,675	525	2,585,625	134	659,950
KAKE	91.00	187	17,017	193	17,563	6	546
KASHUNAMIUT	332.00	10	3,320	5	1,660	(5)	(1,660)
KENAI PENINSULA	8,039.00	529	4,252,631	638	5,128,882	109	876,251
KETCHIKAN	2,248.00	562	1,263,376	686	1,542,128	124	278,752
KLAWOCK	134.00	197	26,398	210	28,140	13	1,742
KODIAK	2,590.00	454	1,175,860	560	1,450,400	106	274,540
KUSPUK	384.00	550	211,200	618	237,312	68	26,112
LAKE & PENINSULA	363.00	272	98,736	359	130,317	87	31,581
LOWER KUSKOKWIM	4,008.00	151	605,208	198	793,584	47	188,376
LOWER YUKON	2,042.75	2	4,086	1	2,043	(1)	(2,043)
MAT-SU	14,801.00	760	11,248,760	726	10,745,526	(34)	(503,234)
NENANA	215.00	588	126,420	530	113,950	(58)	(12,470)
NOME	798.00	374	298,452	368	293,664	(6)	(4,788)
NORTH SLOPE	1,615.00	451	728,365	896	1,447,040	445	718,675
NORTHWEST ARCTIC	1,943.00	23	44,689	21	40,803	(2)	(3,886)
PELICAN	17.00	64	1,088	68	1,156	4	68
PETERSBURG	548.00	239	130,972	261	143,028	22	12,056
PRIIBILOF	111.00	0	0	0	0	0	0
ST. MARYS	185.00	1	740	71	13,135	67	12,395
SITKA	1,335.00	414	552,690	404	539,340	(10)	(13,350)
SKAGWAY	100.00	31	3,100	34	3,400	3	300
SOUTHEAST ISLAND	151.00	1,227	185,277	1,040	157,040	(187)	(28,237)
SOUTHWEST REGION	661.10	325	214,858	565	373,522	240	158,664
TANANA	57.00	400	22,800	451	25,707	51	2,907
UNALASKA	400.00	545	218,000	612	244,800	67	26,800
VALDEZ	716.00	482	345,112	629	450,364	147	105,252
WRANGELL	340.00	439	149,260	563	191,420	124	42,160
YAKUTAT	105.00	448	47,040	683	71,715	235	24,675
YUKON FLATS	283.59	262	74,301	237	67,211	(25)	(7,090)
YUKON-KOYUKUK	323.10	333	107,592	282	91,114	(51)	(16,478)
YUPIIT	493.00	2	986	2	986	0	0
TOTALS			53,019,030		58,516,656		5,497,626

Alaska K-12 Foundation Funding



Alaska K-12 Funding

\$7,000

\$6,500

\$6,000

\$5,500

\$5,000

\$4,500

\$4,000

\$3,500

\$3,000

\$35
Million
outside
formula

\$70
Million
outside
formula

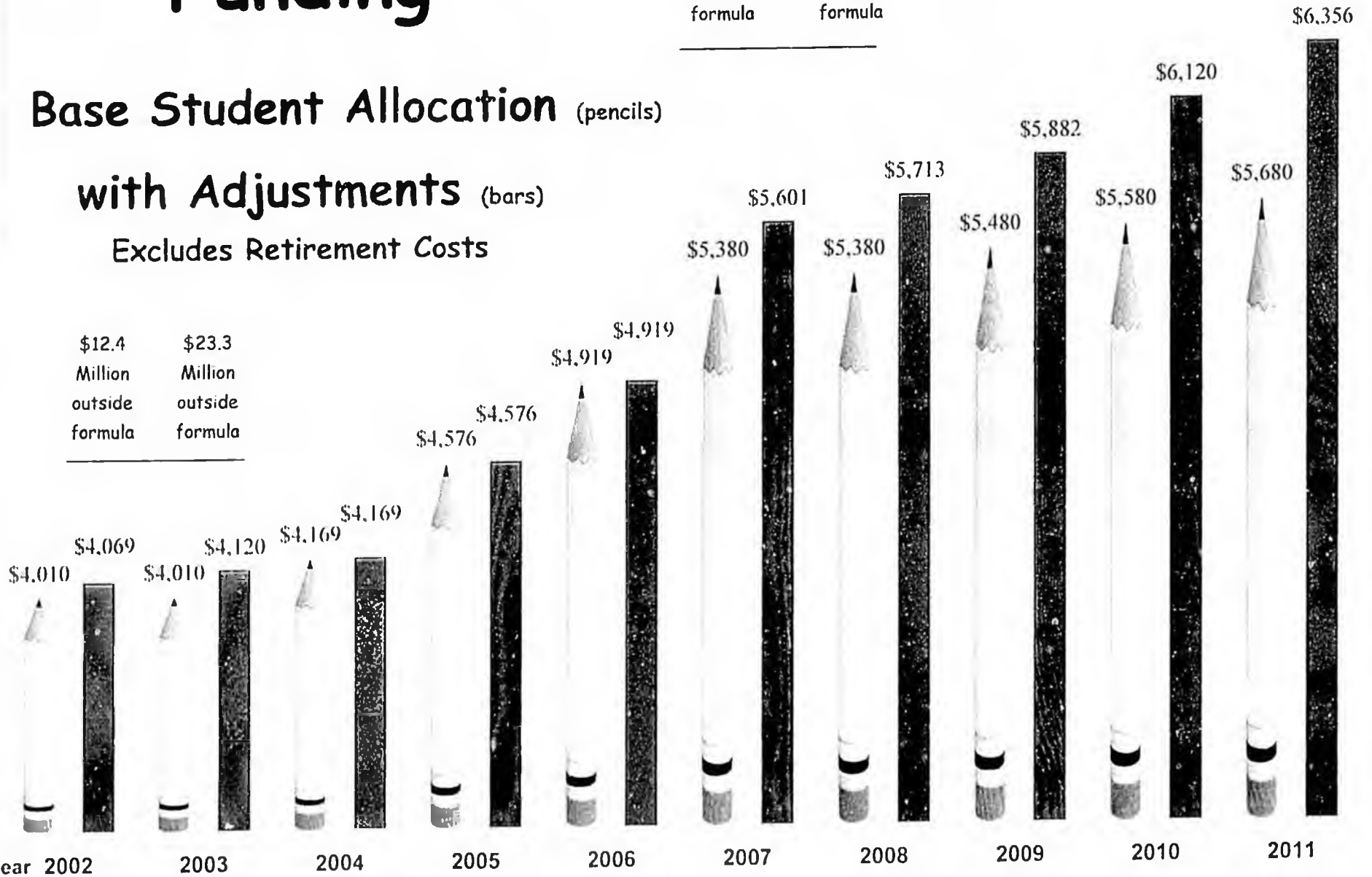
Base Student Allocation (pencils)

with Adjustments (bars)

Excludes Retirement Costs

\$12.4
Million
outside
formula

\$23.3
Million
outside
formula



Fiscal Year 2002

2003

2004

2005

2006

2007

2008

2009

2010

2011

K-12 Foundation Formula Funding—State of Alaska FY2002 through FY2011

Year	Base Student Allocation (BSA)	% change	Formula Additions Not in BSA	Formula Additions	BSA Increase	Cost of BSA Increase	Formula Additions as a % of BSA Increase	Additions Converted to BSA Equivalent	Adjusted BSA	Increase in Adjusted BSA since FY02	Percentage Increase in Adjusted BSA since FY02	Years since FY02	Increase in Adjusted BSA	Average Annual Increase in Adjusted BSA	Average Annual Increase in Adjusted BSA	CPI	Average Inflation Factor	Inflation since FY02	Retirement (Estimated)	Retirement as a % of BSA Increase	Retirement Converted to BSA Equivalent	Adjusted BSA (with Retirement)	cpi adj	Inflation Adjusted BSA	
2002	\$ 4,010	0.0%	12.4	Learning Opportunity Grants	70	14.8	84%	59	\$ 4,069			1	1.01	1.012671	1.3%	150.8						\$ 4,069		\$ 4,069	
2003	\$ 4,010	0.0%	23.3	Learning Opportunity Grants	70	14.8	157%	110	\$ 4,120	\$ 52	1%	2	1.02	1.012227	1.2%	160.1							\$ 4,120	1.02105	\$ 4,154
2004	\$ 4,169	4.0%							\$ 4,169	\$ 100	2%	3	1.12	1.039249	4.0%	169.7							\$ 4,169	1.02936	\$ 4,276
2005	\$ 4,578	14.1%							\$ 4,578	\$ 507	12%	4	1.21	1.048592	4.9%	175.4			-23	-24%	(110)	\$ 4,466	1.02307	\$ 4,377	
2006	\$ 4,919	22.7%							\$ 4,919	\$ 850	21%	5	1.38	1.06601	6.6%	178.7	1020492		-46	-48%	(271)	\$ 4,698	1.01912	\$ 4,551	
				District Cost Factors (DCFs) and School Improvement Grants	461	99	48%	221	\$ 6,001	\$ 1,532	31%	6	1.40	1.059103	5.8%	183.434			-69	-72%	(331)	\$ 5,270	1.01881	\$ 4,637	
2007	\$ 5,380	34.2%		District Cost Factors (DCFs) and School Improvement Grants	461	99	48%	221	\$ 6,001	\$ 1,532	31%	7	1.45	1.054972	5.4%	189.224	102.65%	20%	200	206%	951	\$ 6,663	1.02040	\$ 4,760	
2008	\$ 5,380	34.2%	70	Grants	461	97	72%	333	\$ 5,713	\$ 1,644	40%	8						200	206%	951	\$ 6,663	1.02040	\$ 4,760		
2009	\$ 5,480	36.7%	90.1	DCF and Intensive Needs	200	44.8	201%	402	\$ 5,882	\$ 1,814	45%	9						200	446%	893	\$ 6,775	1.02649	\$ 4,866		
2010	\$ 5,580	39.2%	124.2	DCF and Intensive Needs	200	46	270%	540	\$ 6,120	\$ 2,051	50%	10						200	435%	870	\$ 6,990	1.02649	\$ 5,015		
2011	\$ 5,680	41.6%	159.6	DCF and Intensive Needs	200	47.2	338%	676	\$ 6,356	\$ 2,247	56%	11						200	424%	847	\$ 7,203	1.02649	\$ 5,148		

Education Task Force Recommendations

31.493% since FY02

FY09 Additions to formula 90.1
 FY09 Retirement Costs 216.4
 Total 306.5

Question: How much has state spending for education increased since FY2002?

Method 1—Total Spending

643.2 FY02 GF spending for foundation
 1,214.0 FY09 GF (at Ed Task Force Recommendations plus retirement costs) no debt reimbursement
 570.8 increase
 89% percent increase in 7 years
 8.5% percent annual growth rate

on a per student basis

132,609.09 FY02 ADM
 128,545.39 FY09 ADM
 \$ 4,848 Per ADM in FY02
 \$ 9,442 Per ADM in FY09
 \$ 4,594 increase in per student funding
 95% increase in per student funding

inflation adjusted

\$ 272 inflation adjusted FY02 spending
 \$ 5,822 inflation adjusted spending per ADM in FY02
 \$ 3,620 inflation adjusted increase in per student funding
 82% increase in per student funding

Method 2—Increases in the BSA

(This method is shown on DEED a "pencil chart")
 The pencil chart has been modified to reflect the Education Task Force Recommended \$100 increase in the BSA

The BSA alone does not reflect K-12 funding increases because significant funding has occurred outside the BSA
 After adjusting for "outside" funding, K-12 funding has increased 45% since FY02 for an annual growth rate of 5.4%
 Retirement contribution rates have changed since FY02 which alters effective funding in the intermediate years but does not affect the "start-to-end" comparison of FY02 to FY09 rates have been rolled back to FY02 levels
 Annual inflation since FY02 has averaged 2.85%, so K-12 funding has grown at twice the rate of inflation since FY02

Method 3—Include Retirement Costs

The above analysis is a "money in the classroom" view
 May also want to look at the amount K-12 education costs the state
 The cost of education includes retirement costs which have skyrocketed since FY02 but this money goes directly to retirement accounts and is excluded from the "classroom" analysis
 State retirement contributions on behalf of school districts in FY09 is \$216 million if that money were distributed to districts, the BSA would be 6,850
 This is a 88% increase in K-12 funding since FY02 (or 7.7% annually)



Resolution of The State Board of Education & Early Development

Joint Legislative Education Funding Task Force

Resolution 01-2008

The Joint Legislative Education Funding Task Force, convening in the summer of 2007, diligently examined Alaska's school funding formula and related statutes and regulations; and

The Task Force recommended adjustments to the formula so that schools are funded fairly and adequately; and

The Task Force recommended an increase in the base student allocation in each of the next three years; and

The Task Force, recognizing that schools across the state face differing costs for the same goods and services, recommended phasing in of increases to the district cost factors; and

The Task Force, recognizing the costs to school districts of serving students with intensive needs, recommended a series of increases in intensive needs funding; and

The Task Force, recognizing school districts' increased costs in providing pupil transportation, recommended the state provide more grant funds for this purpose; and

The Task Force, recognizing the need for school districts to prepare their budgets in a timely manner, recommended that the Alaska State Legislature appropriate funds for education by the 60th legislative day; and

The Task Force -- recognizing that publicly funded charter schools, correspondence schools and home-schooling are integral to providing a broad spectrum of school alternatives -- recommended that legislative Standing Committees on Education make certain that those programs are fairly and adequately funded; so

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development hereby expresses deep appreciation for the efforts of the Joint Legislative Education Funding Task Force on behalf of Alaska's school children and strongly endorses the Task Force's recommendations and Governor Sarah Palin's proposal to implement it.

A handwritten signature in cursive script that reads "Esther Cox". The signature is written in black ink and is positioned above the typed name.

Esther Cox, Chair
On behalf of the State Board of Education
& Early Development

January 25, 2008



2008 Legislative Priorities

Alaska PTA supports access to career/technical training and workforce development programs for all Alaska's secondary students to enhance school relevance, meet student needs and improve the graduation rate.

Alaska PTA strongly supports the reconstitution and independent active management of the Alaska Public School Land Trust. In addition, Alaska PTA seeks a representative seat to assist in the management of the School Trust Lands and Public School Permanent Fund. Further, Alaska PTA supports legislation that requires that funding generated from the Public School Land Trust directly benefit every Alaskan public school without supplanting traditional education funding.

Alaska PTA supports the recommendations of the Alaska Legislative Task force on Education Funding, establishing a more stable, equitable and adequate financial foundation for Alaska's schools.

Alaska PTA supports significant capital investment in technology for schools to prepare Alaska's students for the digital future.

Alaska PTA strongly advocates that every school district in Alaska adopts and implements a wellness policy that incorporates:

- "Nutrition standards that exceed the federal minimum requirements for school meals and foods available for general consumption."
- Assurance of daily physical activity for every student K-12 of at least 45 minutes.

- The implementation of a healthy curriculum K-12 that emphasizes the physical, mental and emotional benefits of good nutrition and physical activity.
- Parent education on the obesity problem and the importance of adults and children developing life-long habits for good health.
- A school employee wellness component.

Alaska PTA strongly supports and advocates for the development and implementation of the parental involvement policies of the No Child Left Behind bill.

These priorities are in no particular order of preference. The Alaska PTA is the oldest and largest volunteer registered 501C3 membership based organization of almost 10,000 members working and advocating on behalf of all Alaska's children.

For Further information contact the Alaska PTA.

907-279-9345 phone 907-222-2401 fax
www.alaskapta.org



FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: _____
Bill Version: CS SB240(FIN)
() Publish Date: _____

Identifier (file name): CSSB240:CSSB240-DEED-ESS-02-15-08 Dept. Affected: Education & Early Development
Title: An Act relating to school funding, funding for student transportation services, the base student allocation, RDU: K-12 Support
Sponsor: Senator Stevens Component: Pupil Transportation
Requester: Senate Finance Component Number: 144

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	Appropriation Required	Information					
	FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	5,497.6	0.0	1,848.7	1,948.3			
Miscellaneous							
TOTAL OPERATING	5,497.6	0.0	1,848.7	1,948.3	0.0	0.0	0.0

CAPITAL EXPENDITURES							
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CHANGE IN REVENUES ()							
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	5,497.6	0.0	1,848.7	1,948.3			
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	5,497.6	0.0	1,848.7	1,948.3	0.0	0.0	0.0

Estimate of any current year (FY2008) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

This bill will recalibrate the per-child-cost for the Pupil Transportation Grants based on FY2007 actual expenditures. The recalibration also takes into account CPI increases for FY2008 and FY2009. Then in FY2010 and FY2011 increases each year are based on the Anchorage CPI index provided by the Department of Labor and Workforce Development.

*Based on FY09 Projected ADM

Prepared by: Eddy Jeans, Director
Division: School Finance
Approved by: Barbara Thompson, Interim Commissioner

Phone: 465-8679
Date/Time: 2/15/08 12:00 AM
Date: 2/15/2008

CS SB240(FIN)

DISTRICT	FY2007 ADM	Audited State Revenues *	Audited Expenditures *	Difference	Recalibrated FY2009 per-child-cost w/ 08 & 09 CPI	FY2009 ADM	FY2009 Projection
ALASKA GATEWAY	374.10	459,021	550,000	(90,979)	1,566	338.25	529,700
ALEUTIAN REGION	42.00	N/A			0	39.00	0
ALEUTIANS EAST	233.00	51,959	57,928	(5,969)	265	262.00	69,430
ANCHORAGE	47,850.68	17,082,693	17,236,133	(153,440)	384	46,888.00	18,004,992
ANNETTE ISLAND	282.35	26,541	16,077	10,464	61	272.00	16,592
BERING STRAIT	1,672.45	73,588	70,487	3,101	45	1,674.00	75,330
BRISTOL BAY	188.10	367,899	386,335	(18,436)	2,187	171.00	373,977
CHATHAM	193.07	13,708	13,235	473	73	160.15	11,691
CHUGACH	66.70	N/A			0	73.00	0
COPPER RIVER	511.55	627,673	666,321	(38,648)	1,387	484.00	671,308
CORDOVA	420.50	73,167	109,644	(36,477)	278	393.00	109,254
CRAIG	347.55	127,551	86,948	40,603	266	338.70	90,094
DELTA/GREELY	883.15	1,083,625	1,171,651	(88,026)	1,413	862.00	1,218,006
DENALI	243.10	292,449	389,920	(97,471)	1,708	252.00	430,416
DILLINGHAM	531.43	449,058	508,895	(59,837)	1,020	512.00	522,240
FAIRBANKS	14,161.79	8,794,472	8,837,951	(43,479)	665	13,775.00	9,160,375
GALENA	226.55	51,200	51,200	0	241	240.00	57,840
HAINES	279.75	154,982	155,603	(621)	592	290.00	171,680
HCONAH	152.95	29,061	40,330	(11,269)	281	124.00	34,844
HYDABURG	79.60	N/A			0	76.00	0
IDITAROD	243.75	35,100	40,625	(5,525)	178	204.00	36,312
JUNEAU	5,072.45	1,983,328	2,500,921	(517,593)	525	4,925.00	2,585,625
KALE	103.55	18,778	18,778	0	193	91.00	17,563
KASHUNAMIUT	339.20	3,392	1,470	1,922	5	332.00	1,660
KENAI PENINSULA	8,586.86	4,542,449	5,147,858	(605,409)	638	8,039.00	5,128,882
KETCHIKAN	2,225.30	1,250,619	1,432,984	(182,365)	686	2,248.00	1,542,126
KLAWOCK	140.45	27,669	27,669	0	210	134.00	28,140
KODIAK	2,554.32	1,159,661	1,342,090	(182,429)	560	2,590.00	1,450,400
KUSPUK	396.60	218,130	230,302	(12,172)	618	384.00	237,312
LAKE & PENINSULA	378.45	102,938	127,704	(24,766)	359	363.00	130,317
LOWER KUSKOKWIM	3,961.85	598,239	735,955	(137,716)	198	4,008.00	793,584
LOWER YUKON	1,968.30	3,937	1,568	2,369	1	2,042.75	2,043
MAT-SU	14,578.60	11,079,736	9,938,088	1,141,648	726	14,801.00	10,745,526
NENANA	215.05	126,449	106,984	19,465	530	215.00	113,950
NOME	744.55	278,462	257,550	20,912	368	798.00	293,664
NORTH SLOPE	1,623.00	731,973	1,365,373	(633,400)	896	1,615.00	1,447,040
NORTHWEST ARCTIC	1,976.15	45,451	39,227	6,224	21	1,943.00	40,803
PELICAN	14.95	957	957	0	68	17.00	1,156
PETERSBURG	588.55	140,708	144,500	(3,792)	261	548.00	143,028
PRIBILOF	123.00	N/A			0	111.00	0
ST MARY'S	185.35	741	12,354	(11,613)	71	185.00	13,135
SITKA	1,417.77	586,957	537,524	49,433	404	1,335.00	539,340
SKAGWAY	99.50	3,085	3,195	(110)	34	100.00	3,400
SOUTHEAST ISLAND	184.90	226,872	180,594	46,278	1,040	151.00	157,040
SOUTHWEST REGION	673.65	218,936	357,671	(138,735)	565	661.10	373,522
TANANA	53.95	21,580	22,834	(1,254)	451	57.00	25,707
TENALASKA	385.75	210,234	221,759	(11,525)	612	400.00	244,800
VALDEZ	748.35	360,705	441,918	(81,213)	629	716.00	450,364
WRANGELL	354.74	155,731	187,515	(31,784)	563	340.00	191,420
YAKUTAT	117.75	52,752	75,499	(22,747)	683	105.00	71,715
YUKON FLATS	265.88	69,660	59,147	10,513	237	283.59	67,211
YUKON-KOYUKUK	346.20	115,285	91,749	23,536	282	323.10	91,114
YUPIIT	458.25	917	917	0	2	493.00	986
TOTALS		54,130,078	56,001,937	(1,871,859)			58,516,656

* Note: Recalibration is based on FY2007 Audited Financial Statements

FY2009 Budget	53,019,030
Difference	5,497,626

CS SB240(FIN)

DISTRICT	FY2010 per-child-cost W/ CPI increase	FY2010 Projection W/ CPI increase	FY2011 per-child-cost W/ CPI increase	FY2011 Projection W/ CPI increase
ALASKA GATEWAY	1,616	546,612	1,668	564,201
ALEUTIAN REGION	0	0	0	0
ALEUTIANS EAST	273	71,526	282	73,884
ANCHORAGE	396	18,567,648	409	19,177,192
ANNETTE ISLAND	63	17,136	65	17,680
BERING STRAIT	46	77,004	47	78,678
BRISTOL BAY	2,257	385,947	2,329	398,259
CHATHAM	75	12,011	77	12,332
CHUGACH	0	0	0	0
COPPER RIVER	1,431	692,604	1,477	714,868
CORDOVA	287	112,791	296	110,328
CRAIG	275	93,143	284	96,191
DELTA/GREELY	1,458	1,256,796	1,505	1,297,310
DENALI	1,763	444,276	1,819	458,388
DILLINGHAM	1,053	539,136	1,087	556,544
FAIRBANKS	686	9,449,650	708	9,752,700
GALENA	249	59,760	257	61,680
HAINES	611	177,190	631	182,990
HOONAH	290	35,960	299	37,076
HYDABURG	0	0	0	0
IDITAROD	184	37,536	190	38,760
JUNEAU	542	2,669,350	559	2,753,075
KAKE	199	18,109	205	18,655
KASHUNAMIUT	5	1,660	5	1,660
KENAI PENINSULA	658	5,289,662	679	5,458,481
KETCHIKAN	708	1,591,584	731	1,643,288
KLAWOCK	217	29,078	224	30,016
KODIAK	578	1,497,020	596	1,543,640
KUSPUK	638	244,992	658	252,672
LAKE & PENINSULA	370	134,310	382	138,666
LOWER KUSKOKWIM	204	817,632	211	845,688
LOWER YUKON	1	2,043	1	2,043
MAT-SU	749	11,085,949	773	11,441,173
NENANA	547	117,605	565	121,475
NOME	380	303,240	392	312,816
NORTH SLOPE	925	1,493,875	955	1,542,325
NORTHWEST ARCTIC	22	42,746	23	44,689
PELICAN	70	1,190	72	1,224
PETERSBURG	269	147,412	278	152,344
PRIBILOF	0	0	0	0
ST MARY'S	73	13,505	75	13,875
SITKA	417	556,695	430	574,050
SKAGWAY	35	3,500	36	3,600
SOUTHEAST ISLAND	1,073	162,023	1,107	167,157
SOUTHWEST REGION	583	385,421	602	397,982
TANANA	465	26,505	480	27,360
UNALASKA	632	252,800	652	260,800
VALDEZ	649	464,684	670	479,720
WRANGELL	581	197,540	600	204,000
YAKUTAT	705	74,025	728	76,440
YUKON FLATS	245	69,480	253	71,748
YUKON/KOYUKUK	291	94,022	300	96,930
YUPIIT	2	986	2	986
TOTALS		60,365,369		62,313,639

* Note: Recalibration is based

Difference from prior year	<u>1,848,713</u>	<u>1,948,270</u>
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FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: SB 240
(S) Publish Date: 1/30/08

Identifier (file name): SB240-EED-AMYA-1-23-08 Dept. Affected: Education & Early Development
Title: An Act relating to school funding, the based student allocation, district cost factors, and the adjustments for... RDU: K-12 Support
Sponsor: Senator Stevens Component: AK Challenge Youth Academy
Requester: Senate Special Committee on Education Component Number: 2837

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	Appropriation Required	Information					
	FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	161.8	0.0	161.8	161.8			
Miscellaneous							
TOTAL OPERATING	161.8	0.0	161.8	161.8	0.0	0.0	0.0

CAPITAL EXPENDITURES							
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CHANGE IN REVENUES ()							
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	161.8	0.0	161.8	161.8	0.0	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	161.8	0.0	161.8	161.8	0.0	0.0	0.0

Estimate of any current year (FY2008) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

This bill would increase the BSA for the Alaska Challenge Youth Academy by \$100 for FY09 to \$5,480, FY10 to \$5,580, & FY11 to \$5,680. The resulting increase based on FY09 Projections is \$161,840 each year.

Prepared by: Eddy Joans, Director
Division: School Finance
Approved by: Barbara Thompson, Interim Commissioner
Education & Early Development

Phone: 465-8679
Date/Time: 1/23/08 12:00 AM
Date: 1/23/2008

ALASKA CHALLENGE YOUTH ACADEMY

FY09 Projection

206 x \$5380 x 7 =	7,757,960
294 x \$5380 x 60% =	949,032
less \$2,625,000	(2,625,000)
	6,081,992

Proposed \$100 increase for FY09

206 x \$5480 x 7 =	7,902,160
294 x \$5480 x 60% =	966,672
less \$2,625,000	(2,625,000)
	6,243,832

Proposed FY09 INCREASE \$ 161,840

FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: SB 240
(S) Publish Date: 1/30/08

Identifier (file name): SB240-EED-ESS-1-23-08 Dept. Affected: Education & Early Development
Title: An Act relating to school funding, the based student RDU K-12 Support
allocation, district cost factors, and the adjustments for... Component: Foundation Program
Sponsor: Senator Stevens
Requester: Senate Special Committee on Education Component Number: 141

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information						
		FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
OPERATING EXPENDITURES								
Personal Services								
Travel								
Contractual								
Supplies								
Equipment								
Land & Structures								
Grants & Claims	112,496.4	0.0	56,491.6	57,712.5	12,901.0	12,075.0		
Miscellaneous								
TOTAL OPERATING	112,496.4	0.0	56,491.6	57,712.5	12,901.0	12,075.0	0.0	

CAPITAL EXPENDITURES								
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CHANGE IN REVENUES ()								
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF	112,496.4	0.0	56,491.6	57,712.5	12,901.0	12,075.0	0.0	
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other Interagency Receipts								
TOTAL	112,496.4	0.0	56,491.6	57,712.5	12,901.0	12,075.0	0.0	

Estimate of any current year (FY2008) cost: _____

POSITIONS

Full-time								
Part-time								
Temporary								

ANALYSIS: *(Attach a separate page if necessary)*

This bill would set the district cost factors in FY09 at 50% of the ISER increase over the original cost factors and implement the remaining 50% over the next 4 years; offers 9x the Base Student Allocation (BSA) for intensives plus it will increase it to 11x the BSA in FY10 and 13x the BSA in FY11; provide a hold harmless provision for those districts whose School Size adjusted ADM has decreased by more than 5% over the prior year; and increase the BSA by \$100 for FY09 to \$5,480, FY10 to \$5,580, & FY11 to \$5,680

The Legislature funded 50% of ISER in FY08 outside the formula for approximately \$50million and the School Improvement Grant for approximately \$20million. If the \$70million provided in FY08 is taken into consideration, then the actual increase in FY09 over FY08 is approximately \$42million.

The GF capitalizes on the Public Education Fund (PEF).

BASED ON FY09 PROJECTED ADM

Prepared by: Eddy Jeans, Director
Division: School Finance
Approved by: Barbara Thompson, Interim Commissioner
Education & Early Development

Phone: 465-8679
Date/Time: 1/23/08 12:00 AM
Date: 1/23/2008

School Districts	50% ISER Implemented	BSA Increase by \$100 to \$5,480	Intensivo Multiplier from x5 to x9	5% reduction in School Size Adjustment Hold Harmless	YEAR 1 FY2009 funding
ALASKA GATEWAY	596,366	113,123	129,120	-	838,609
ALEUTIAN REGION	78,404	26,202	-	-	104,606
ALEUTIANS EAST BOROUGH	900,215	100,271	-	-	1,000,486
ANCHORAGE	0	6,983,032	17,904,640	-	24,887,672
ANNETTE ISLAND	425,420	57,390	21,520	-	504,330
BERING STRAIT	4,145,639	589,180	430,400	-	5,165,219
BRISTOL BAY BOROUGH	190,478	46,578	43,040	-	280,096
CHATHAM	432,435	51,220	86,080	-	569,735
CHUGACH	96,157	38,056	-	-	134,213
COPPER RIVER	364,445	131,496	193,680	-	689,621
CORDOVA CITY	239,798	80,423	129,120	-	449,341
CRAIG CITY	303,255	105,434	215,200	-	623,889
DELTA/GREELY	484,884	187,840	150,640	-	823,364
DENALI BOROUGH	26,872	96,054	64,560	-	187,486
DILLINGHAM CITY	197,709	111,559	172,160	-	481,428
FAIRBANKS NORTH STAR BOROUGH	1,624,033	2,265,608	6,176,240	-	10,065,881
GALENA CITY	49,968	337,704	-	-	387,672
HAINES BOROUGH	277,679	67,805	172,160	-	517,644
HOONAH CITY	230,517	34,073	86,080	61,029	411,699
HYDABURG CITY	168,840	19,289	-	-	188,129
IDITAROD AREA	489,741	88,044	-	-	577,785
JUNEAU BOROUGH	2,512,971	844,226	2,926,720	-	6,283,917
KAKE CITY	201,162	23,138	43,040	150,278	417,618
KASHUNAMIUT	350,470	90,362	129,120	-	569,952
KENAI PENINSULA BOROUGH	5,592,144	1,497,259	1,936,800	-	9,026,203
KETCHIKAN GATEWAY BOROUGH	1,514,550	376,286	430,400	-	2,321,236
KLAWOCK CITY	205,425	33,583	64,560	-	303,568
KODIAK ISLAND BOROUGH	2,044,545	490,291	581,040	-	3,115,876
KUSPUK	683,673	135,581	43,040	-	862,294
LAKE AND PENINSULA BOROUGH	1,060,692	161,945	43,040	-	1,265,677
LOWER KUSKOKWIM	3,290,913	1,175,026	1,355,760	-	5,821,699
LOWER YUKON	4,246,059	625,032	301,280	-	5,172,371
MATANUSKA-SUSITNA BOROUGH	3,303,917	2,450,573	4,863,520	-	10,618,010
NENANA CITY	71,984	101,892	64,560	-	238,436
NOME CITY	412,471	163,737	64,560	-	640,768
NORTH SLOPE BOROUGH	2,095,213	452,486	193,680	-	2,741,379
NORTHWEST ARCTIC BOROUGH	2,500,614	588,294	430,400	-	3,519,308
PELICAN CITY	24,120	6,577	-	-	30,697
PETERSBURG CITY	597,662	112,660	258,240	-	968,562
PRIBILOF	161,232	34,170	-	-	195,402
SAINT MARY'S	257,389	53,609	43,040	-	354,038
SITKA BOROUGH	1,030,205	249,106	774,720	-	2,054,031
SKAGWAY CITY	16,026	24,202	64,560	140,890	245,678
SOUTHEAST ISLAND	345,128	60,682	64,560	-	470,370
SOUTHWEST REGION	934,857	210,911	129,120	-	1,274,888
TANANA	90,222	20,711	43,040	-	153,973
UNALASKA CITY	345,289	89,503	43,040	-	477,832
VALDEZ CITY	225,823	131,981	172,160	-	529,964
WRANGELL PUBLIC	248,325	63,930	43,040	-	355,295
YAKUTAT	211,686	26,347	-	128,694	366,727
YUKON FLATS	811,558	127,931	21,520	-	961,009
YUKON/KOYUKUK	659,714	213,398	172,160	-	1,045,272
YUPIIT	642,556	151,448	43,040	-	837,044
Mt. Edgecumbe	305,090	63,350	-	-	368,440
TOTAL	48,316,540	22,380,608	41,318,400	480,891	112,496,439

School Districts	1/4 Increase of remaining 50% ISER	BSA increase by \$100 to \$5,580	Intensive Multiplier from x9 to x11	YEAR 2 FY2010 funding
ALASKA GATEWAY	151,855	117,086	65,760	334,701
ALEUTIAN REGION	20,390	26,573	-	46,963
ALEUTIANS EAST BOROUGH	229,239	104,442	-	333,681
ANCHORAGE	0	7,149,432	9,118,720	16,268,152
ANNETTE ISLAND	108,382	59,562	10,960	178,904
BERING STRAIT	1,051,110	612,305	219,200	1,882,615
BRISTOL BAY BOROUGH	48,476	47,860	21,920	118,256
CHATHAM	110,031	54,022	43,840	207,893
CHUGACH	24,238	38,497	-	62,735
COPPER RIVER	95,411	135,032	98,640	329,083
CORDOVA CITY	60,127	82,717	65,760	208,604
CRAIG CITY	78,813	108,868	109,600	297,281
DELTA/GREELY	123,441	191,486	76,720	391,647
DENALI BOROUGH	8,244	96,804	32,880	137,928
DILLINGHAM CITY	52,542	114,115	87,680	254,337
FAIRBANKS NORTH STAR BOROUGH	413,520	2,330,532	3,145,520	5,889,572
GALENA CITY	13,959	337,958	-	351,917
HAINES BOROUGH	70,623	70,690	87,680	228,993
HOONAH CITY	61,225	37,303	43,840	142,368
HYDABURG CITY	43,309	20,077	-	63,386
IDITAROD AREA	124,704	90,313	-	215,017
JUNEAU BOROUGH	658,091	883,400	1,490,560	3,032,051
KAKE CITY	59,028	27,987	21,920	108,935
KASHUNAMIUT	90,134	93,202	65,760	249,096
KENAI PENINSULA BOROUGH	1,423,959	1,541,168	986,400	3,951,527
KETCHIKAN GATEWAY BOROUGH	381,147	387,221	219,200	987,568
KLAWOCK CITY	52,653	35,141	32,880	120,674
KODIAK ISLAND BOROUGH	531,243	505,357	295,920	1,332,520
KUSPUK	176,366	139,190	21,920	337,476
LAKE AND PENINSULA BOROUGH	272,547	167,304	21,920	461,771
LOWER KUSKOKWIM	857,431	1,203,227	690,480	2,751,138
LOWER YUKON	1,081,173	647,504	153,440	1,882,117
MATANUSKA-SUSITNA BOROUGH	897,387	2,512,101	2,476,960	5,886,448
NENANA CITY	19,455	102,846	32,880	155,181
NOME CITY	108,161	166,305	32,880	307,346
NORTH SLOPE BOROUGH	533,551	463,994	98,640	1,096,185
NORTHWEST ARCTIC BOROUGH	632,040	603,794	219,200	1,455,034
PELICAN CITY	6,266	6,691	-	12,957
PETERSBURG CITY	154,657	117,874	131,520	404,051
PRIBILOF	41,110	34,918	-	76,028
SAINT MARY'S	65,073	55,193	21,920	142,186
SITKA BOROUGH	267,655	261,176	394,560	923,391
SKAGWAY CITY	4,561	27,533	32,880	64,974
SOUTHEAST ISLAND	87,826	62,880	32,880	183,586
SOUTHWEST REGION	239,790	216,474	65,760	522,024
TANANA	22,753	21,525	21,920	66,198
TNALASKA CITY	89,751	91,536	21,920	203,207
VALDEZ CITY	60,511	134,682	87,680	282,873
WRANGELL PUBLIC	63,259	65,481	21,920	150,660
YAKUTAT	59,961	30,240	-	90,201
YUKON FLATS	206,705	131,892	10,960	349,557
YUKON/KOYUKUK	169,057	218,074	87,680	474,811
YUPIIT	164,880	154,848	21,920	341,648
Mt. Edgecumbe	79,307	64,793	-	144,100
TOTAL	12,447,127	23,001,225	21,043,200	56,491,552

School Districts	1/4 increase of remaining 50% ISER	BSA Increase by \$100 to \$5,680	Intensive Multiplier from x11 to x13	YEAR 3 FY2011 funding
ALASKA GATEWAY	154,617	121,049	66,960	342,626
ALEUTIAN REGION	20,761	26,944	-	47,705
ALEUTIANS EAST BOROUGH	233,353	108,612	-	341,965
ANCHORAGE	0	7,315,837	9,205,120	16,600,952
ANNETTE ISLAND	110,241	61,732	11,160	183,133
BERING STRAIT	1,070,291	635,431	223,200	1,928,922
BRISTOL BAY BOROUGH	49,357	49,142	22,320	120,819
CHATHAM	112,143	56,826	44,640	213,609
CHUGACH	24,733	38,939	-	63,672
COPPER RIVER	97,202	138,569	100,440	336,211
CORDOVA CITY	61,276	85,012	66,960	213,248
CRAIG CITY	80,247	112,302	111,600	304,149
DELTA/GREELY	125,686	195,132	78,120	398,938
DENALI BOROUGH	8,282	97,552	33,480	139,314
DILLINGHAM CITY	53,442	116,670	89,280	259,392
FAIRBANKS NORTH STAR BOROUGH	421,043	2,395,456	3,202,920	6,019,419
GALENA CITY	14,103	338,210	-	352,313
HAINES BOROUGH	71,965	73,576	89,280	234,821
HOONAH CITY	62,396	39,218	44,640	146,254
HYDABURG CITY	44,209	20,867	-	65,076
IDITAROD AREA	126,974	92,582	-	219,556
JUNEAU BOROUGH	670,121	922,575	1,517,760	3,110,456
KAKE CITY	60,101	29,461	22,320	111,882
KASHUNAMIUT	91,662	96,040	66,960	254,662
KENAI PENINSULA BOROUGH	1,449,923	1,585,078	1,004,400	4,039,401
KETCHIKAN GATEWAY BOROUGH	388,083	398,156	223,200	1,009,439
KLAWOCK CITY	53,665	36,700	33,480	123,845
KODIAK ISLAND BOROUGH	540,854	520,422	301,320	1,362,596
KUSPUK	179,520	142,798	22,320	344,638
LAKE AND PENINSULA BOROUGH	277,561	172,664	22,320	472,545
LOWER KUSKOKWIM	873,031	1,231,428	703,080	2,807,539
LOWER YUKON	1,100,845	669,976	156,240	1,927,061
MATANUSKA-SUSITNA BOROUGH	913,658	2,573,628	2,522,160	6,009,446
NENANA CITY	19,754	103,799	33,480	157,033
NOME CITY	110,185	168,874	33,480	312,539
NORTH SLOPE BOROUGH	543,204	475,501	100,440	1,119,145
NORTHWEST ARCTIC BOROUGH	643,540	619,294	223,200	1,486,034
PELICAN CITY	6,379	6,805	-	13,184
PETERSBURG CITY	157,471	123,088	133,920	414,479
PRIBILOF	41,746	35,664	-	77,410
SAINT MARY'S	66,201	56,776	22,320	145,297
SITKA BOROUGH	272,525	273,246	401,760	947,531
SKAGWAY CITY	4,702	28,217	33,480	66,399
SOUTHEAST ISLAND	89,536	65,080	33,480	188,096
SOUTHWEST REGION	244,209	222,038	66,960	533,207
TANANA	23,223	22,340	22,320	67,883
UNALASKA CITY	91,326	93,568	22,320	207,214
VALDEZ CITY	61,667	137,384	89,280	288,331
WRANGELL PUBLIC	64,410	67,032	22,320	153,762
YAKUTAT	61,109	31,332	-	92,441
YUKON FLATS	210,353	135,851	11,160	357,364
YUKON/KOYUKUK	172,133	222,750	89,280	484,163
YUPIIT	167,880	158,248	22,320	348,448
Mt. Edgecumbe	80,695	66,235	-	146,930
TOTAL	12,673,593	23,611,701	21,427,200	57,712,494

School Districts	YEAR 4 - FY2012 1/4 Increase of remaining 50% ISER
ALASKA GATEWAY	157,381
ALEUTIAN REGION	21,075
ALEUTIANS EAST BOROUGH	237,579
ANCHORAGE	0
ANNETTE ISLAND	112,325
BERING STRAIT	1,089,473
BRISTOL BAY BOROUGH	50,295
CHATHAM	114,148
CHUGACH	25,063
COPPER RIVER	98,883
CORDOVA CITY	62,314
CRAIG CITY	81,681
DELTA/GREELY	127,989
DENALI BOROUGH	8,544
DILLINGHAM CITY	54,511
FAIRBANKS NORTH STAR BOROUGH	428,567
GALENA CITY	14,410
HAINES BOROUGH	73,307
HOONAH CITY	63,397
HYDABURG CITY	44,941
IDITAROD AREA	129,242
JUNEAU BOROUGH	682,153
KAKE CITY	61,232
KASHUNAMIUT	93,300
KENAI PENINSULA BOROUGH	1,475,778
KEI CHIKAN GATEWAY BOROUGH	395,018
KLAWOCK CITY	54,567
KODIAK ISLAND BOROUGH	550,574
KUSPUK	182,841
LAKE AND PENINSULA BOROUGH	282,522
LOWER KUSKOKWIM	888,634
LOWER YUKON	1,120,517
MATANUSKA-SUSITNA BOROUGH	930,101
NENANA CITY	20,163
NOME CITY	112,098
NORTH SLOPE BOROUGH	552,967
NORTHWEST ARCTIC BOROUGH	655,097
PELICAN CITY	6,493
PETERSBURG CITY	160,286
PRIBILOF	42,607
SAINT MARY'S	67,498
SITKA BOROUGH	277,453
SKAGWAY CITY	4,727
SOUTHEAST ISLAND	91,021
SOUTHWEST REGION	248,630
TANANA	23,639
UNALASKA CITY	93,073
VALDEZ CITY	62,771
WRANGELL PUBLIC	65,504
YAKUTAT	62,143
YUKON FLAIS	214,170
YUKON/KOYUKUK	175,095
YUPIIT	170,994
Mt. Edgecumbe	82,192
TOTAL	12,900,983

School Districts	YEAR 5 - FY2013 1/4 Increase of remaining 50% ISER
ALASKA GATEWAY	153,222
ALEUTIAN REGION	18,684
ALEUTIANS EAST BOROUGH	237,523
ANCHORAGE	0
ANNETTE ISLAND	109,534
BERING STRAIT	1,089,360
BRISTOL BAY BOROUGH	50,239
HATHAM	114,090
CHUGACH	26,201
COPPER RIVER	88,003
CORDOVA CITY	66,016
CRAIG CITY	75,187
DELTA/GREELY	120,413
DENALI BOROUGH	0
DILLINGHAM CITY	45,397
FAIRBANKS NORTH STAP BOROUGH	321,482
GALENA CITY	7,177
HAINES BOROUGH	73,251
HOONAH CITY	63,453
HYDABURG CITY	42,492
IDITAROD AREA	129,185
JUNEAU BOROUGH	606,282
KAKE CITY	62,314
KASHUNAMIUT	90,054
KENAI PENINSULA BOROUGH	1,405,488
KETCHIKAN GATEWAY BOROUGH	413,814
KLAWOCK CITY	51,549
KODIAK ISLAND BOROUGH	506,489
KUSPUK	173,216
LAKE AND PENINSULA BOROUGH	272,155
LOWER KUSKOKWIM	807,864
LOWER YUKON	1,099,385
MATANUSKA-SUSITNA BOROUGH	697,531
NENANA CITY	15,664
NOME CITY	92,388
NORTH SLOPE BOROUGH	537,590
NORTHWEST ARCTIC BOROUGH	674,349
PELICAN CITY	5,696
PETERSBURG CITY	149,918
PRIBILOF	42,548
SAINT MARY'S	67,383
SITKA BOROUGH	244,073
SKAGWAY CITY	3,532
SOUTHEAST ISLAND	88,460
SOUTHWEST REGION	240,998
TANANA	24,265
UNALASKA CITY	85,496
VALDEZ CITY	43,859
WRANGELL PUBLIC	62,200
YAKUTAT	60,776
YUKON FLATS	214,112
YUKON/KOYUKUK	166,835
YUPIIT	165,526
Mt. Edgecumbe	72,284
TOTAL	12,075,002

SB

241

HFIN

FILE

FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: CSSB 241(SED)
(S) Publish Date: 2/6/08

Identifier (file name): _____ Dept. Affected: University of Alaska
Title UNIV. REPORT: TEACHER TRAINING/RETENTION RDU University of Alaska
Component Sysbra
Sponsor SENATOR(S) STEVENS BY REQUEST OF JT LEG EDUCATION
Requester SPECIAL COMMITTEE ON EDUCATION Component Number _____

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information						
		FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
OPERATING EXPENDITURES								
Personal Services								
Travel								
Contractual								
Supplies								
Equipment								
Land & Structures								
Grants & Claims								
Miscellaneous								
TOTAL OPERATING		0.0	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES								
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CHANGE IN REVENUES ()								
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FUND SOURCE (Thousands of Dollars)

	FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2008) cost: _____

POSITIONS

	FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

Teacher preparation, retention, and recruitment are critical to the University of Alaska (UA). Beginning with prior legislation (Missions and Measures), UA has conducted and updated the Alaska Teacher Supply and Demand report. In addition, UA provides accreditation reports, performance measuring reporting (high demand jobs, etc.) and employment follow-up data. The Alaska Teacher Placement (ATP) and the Alaska Teacher Mentoring programs also focus on collecting the information requested in SB 241.

These current reports would serve the purpose of the reporting requirements and address many of the questions included in SB 241. However, a joint report from DEED, UA, ACPE and school districts may be useful as well to streamline the information and discuss policy issues.

Prepared by: Michelle Rizk
Division: University of Alaska
Approved by: Pat Pitney
University of Alaska

Phone 907-450-8187
Date/Time 1/25/08 4:30 PM
Date 1/25/08 4:30 PM



Health, Education, and Social Services Committee
Alaska State Legislature
House of Representatives
Representative Peggy Wilson - Chair

Letter of Intent

Ref: SENATE BILL 241: "An Act relating to a report to the legislature on teacher preparation, retention, and recruitment by the Board of Regents of the University of Alaska; and providing for an effective date."

It is the intent of the Legislature that the University of Alaska shall use its existing resources to fulfill the reporting requirements set forth in Senate Bill 241.

It is the intent of the Legislature that the report required under the proposed AS 14.40.190(b) be as it is: a report. The Legislature may choose to act on the information in the report to determine whether further legislation or appropriations are needed or desirable.

It is the intent of the Legislature that, if a report proposes a new program, or programs, to attract, train, or retain teachers, the report shall include a budget summary in the form of an individual fiscal note, or fiscal notes, for each new program.

Sincerely,

A handwritten signature in cursive script that reads "Peggy Wilson".

Representative Peggy Wilson

SESSION ADDRESS:
Alaska State Capitol
Juneau, Alaska 99801-1182
(907) 465-4925
Fax: (907) 465-3517
Toll Free: 1-800-821-4925

Senator Gary Stevens

Alaska State Legislature

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Senate Bill 241

SPONSOR STATEMENT

"An Act relating to a report to the legislature on teacher preparation, retention, and recruitment by the Board of Regents of the University of Alaska."

SB 241 is the product of intensive work by the Joint Legislative Education Funding Task Force. The Task Force's Report, published on September 1, 2007, features 5 pieces of legislation being forwarded to the Legislature to change certain components to Alaska's state education policy. SB 241 represents a desire by the Task Force to improve the dialogue between two of our state agencies with key roles in education delivery.

The University of Alaska educates and trains Alaska's resident teacher workforce. The Department of Education & Early Development employs them in our schools. The Task Force is recommending that the University be required to provide an annual report to the Legislature documenting their efforts and degree of success in training teachers and in assisting Alaska schools districts to attract and retain qualified teachers.

I encourage your support for the efforts made by the Joint Legislative Education Funding Task Force in presenting the Legislature with legislation reflecting considerable collaboration and compromise. Thank you for considering SB 241.



Alaska Statewide Mentor Project

Great teachers make great schools.

About Us

Mentoring Model

Meet the Mentors

Research

How to Apply

ASMP Videos

Mentor Stories

Teaching Resources

Vision

Every student in Alaska has the benefit of a great teacher.

Great teachers help our children to learn, grow, and thrive. They make learning exciting and tap into the knowledge, skills, and resources of local communities to help students achieve both personal and academic success.

Mission

Give new teachers the support they need to succeed.

The Alaska Statewide Mentor Project exists to lift up and support the profession of teaching in Alaska. The project provides individualized support to first- and second-year teachers, developing an effective teaching force that is responsive to the diverse academic needs and cultural backgrounds of all students.



Henry White, guest teacher, leads a fish trapping lesson to students from William Miller School on the Lower Kuskokwim River.

PAUSE



UNIVERSITY
of ALASKA

Many Traditions One Alaska



Alaska Statewide Mentor Project Videos

Visit our new video site, featuring testimonials and interviews about the Mentor Project!

» [Veterans Come to Aid of Novice Teachers in Alaska's 'Bush'](#)

(article from Education Week; October, 2006)

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For technical questions or concerns about this site, please email [Greg Petitto](mailto:Greg.Petitto).

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Overview of University of Alaska Activities Pertaining to Teacher Training, Recruitment and Retention in Alaska

The University of Alaska continues to focus its efforts on programs that benefit public education throughout Alaska, with efforts spanning over all MAUs. UA welcomes the opportunity to report to the Legislature on the quality, placement, and employment of teachers and administrators from these programs as well as other efforts.

Academic Programs Offered:

The UAA College of Education (UAA COE) offers academic programs in several areas. The Department of Educational Leadership within UAA COE offers graduate degrees in Educational Administration and Adult Education. The Department of Counseling and Special Education offers a variety of programs for individuals interested in working as special educators, speech pathologists, and counselors. Lastly, the Department of Teaching and Learning offers a variety of programs for individuals interested in working as early childhood, elementary, or secondary educators.

The UAF School of Education (UAF SOE) offers a Bachelor of Arts in Elementary Education for undergraduate students, a one year post-baccalaureate program for people who already have a degree, and two Elementary Education minors. The Secondary Post-Baccalaureate Licensure Program serves individuals who currently hold degrees and are interested in pursuing a career in teaching at the middle school and high school level. The UAF SOE Graduate department also offers Master of Education degrees in Curriculum and Instruction, Cross-Cultural Education, Counseling, and Reading. UAF SOE also serves as the administrative home for the Bachelor of Arts and Sciences degree and offers non-degree professional development programs to teachers who wish to add endorsements. The UAF SOE is nationally accredited, and all programs are approved by their respective professional associations.

The UAS School of Education (UAS SOE) offers a Bachelor of Arts in Elementary Education and an AAS in Early Childhood Education for undergraduate students. For students who already have a bachelor's degree and want to become a teacher, a Master of Arts in Teaching is offered with focus areas available in Early Childhood Education, Elementary Education, and Secondary Education. The School of Education also provides support for experienced teachers through a Master of Education degree with emphasis areas available in Special Education, Educational Technology, Early Childhood Education, and Reading Specialist, as well as graduate certificates in a variety of areas, including Mathematics Education. The School of Education is also home to the PITAAS (Preparing Indigenous Teachers and Administrators for Alaska Schools) program.

Support Activities: Programs range from teacher and administrator recruitment and preparation to professional development training, in-service support programs, and curriculum development. Many of these efforts are in collaboration with leading national research centers, the state Department of Education and Early Development (EED), scientists, and school districts throughout Alaska. A detailed list of UA activities by area can be found starting on page 2.

Reports and Information: The University has published a number of reports pertaining to teacher training, recruitment, and retention, including accreditation reports, grant performance reports,

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teacher quality reports, the Alaska teacher supply and demand report, missions and measures reporting, Department of Labor employment follow-ups, and graduation reports. A selected list of these reports can be found in the appendix.

The Challenges:

The recruitment and retention of highly qualified educators is an important and complex policy issue for all of Alaska. Federal and State educational policies compel individual school districts, the state Department of Education and Early Development, and postsecondary institutions to develop programs that are in compliance with these regulations.

Suggestions:

Through expanding and strengthening existing partnerships with other state agencies, as well as with the fifty-three individual school districts in Alaska, even greater progress can be achieved. One possible approach is to request a shared reporting session including UA, EED, ACPE, school districts, and DOLWD to foster a dialogue between agencies to address the full range of issues that influence recruitment and retention of teachers and administrators throughout Alaska. This approach may serve to improve communication, collaboration, and help to focus state educational policy.

UA Activity Detail

Future Teachers of Alaska

A key facet in UA's efforts to recruit future teachers to the profession is the Future Teachers of Alaska program. In collaboration with rural and urban school districts, this program targets Alaska's Indigenous students, engaging and encouraging them at an early age with college readiness activities to prepare them for careers in education. Other teacher preparation and support programs at UA include the Preparing Indigenous Teachers and Administrators for Alaska's Schools (PITAAS) program housed at the Juneau campus of UAS, and the Alaska Native Educators Student Association (ANESA) at UAF.

K-12 Outreach

The K-12 Outreach Program housed at UA Statewide works directly with school districts on recruitment and retention issues. The Alaska Teacher Placement program (ATP) works to fill the gap between teacher supply and demand by providing recruiting assistance to school districts, maintaining the ATP Job Bank online at alaskateacher.org, and hosting job fairs both in Alaska and the Lower 48. In collaboration with EED, ATP also works to recruit special education teachers.

The Alaska Statewide Mentor Project, in partnership with EED, supports beginning teachers throughout Alaska. Working with the New Teacher Center, ASMP is a grassroots effort that serves the needs of first and second year teachers onsite by providing formative assessment and feedback through teacher observation and support.

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The UA Alaska Educational Innovations Network (AEIN), located at UAA, was established to build stronger teaching and learning communities in nine partner school districts. This program offers professional development and training to teacher leaders and support to school districts.

The K-12 outreach effort at UA also includes activities for students such as sports camps, the Rural Alaska Honors Institute (RAHI), and Upward Bound, which offer the opportunity to complete college preparatory courses. The International Polar Year (IPY), for example, provided every school in Alaska with a set of posters and an educational resource guide with information about IPY. In addition, there is an art contest for students sponsored by IPY Education Outreach.

Research and Curriculum Development

Research grants often encourage a K-12 curriculum component. As a result, researchers and scientists alike are working to develop curriculum and resources for teachers right here in Alaska. Some examples include: Aurora Alive, an interactive DVD for students and teachers; Geographic Information for Alaska (GINA), a network and resource for teachers to use in the classroom; Global Learning and Observations to Benefit the Environment (GLOBE), a worldwide, hands-on, primary and secondary school-based science and education program; Science Teacher Education Program (STEP), a professional development program designed to increase Alaska teachers' science content knowledge in order to meet Alaska State Science Standards; the Alaska Native Knowledge Network (ANKN), which provides resources for compiling and exchanging information related to Alaska Native knowledge systems and traditional ways of knowing; and Math in a Cultural Context (MCC), a long-term, collaborative project aimed at developing supplemental math curricula based on the traditional wisdom and practices of the Yup'ik Eskimo people.

APPENDIX

Inventory of Reports Related to Teacher Training, Recruitment and Retention in Alaska

- Alaska Teacher Supply and Demand Report, 2005 Update
- Teacher Supply and Demand in Alaska—A 2005 Snapshot
- Finding and Keeping Teachers in Alaska - 2006 Supply and Demand Fact Sheet from Alaska Teacher Placement
- Turnover Among Alaska's Teachers: How many leave their jobs?
- Graduates of Alaska's Teacher Preparation Programs – Where Are They Now?
- Alaska Statewide Teacher Mentor Project Research Highlights, 2006-2007
- Alaska Statewide Teacher Mentor Project Executive Summary

- UAA College of Education - Program Overview
- UAA College of Education - Detailed Program Profile
- UAA College of Education - NCATE Institutional Report

- UAF School of Education - Strategic Enrollment Management Plan
- UAF School of Education - NCATE Institutional Report
- UAF School of Education - NCATE Board of Examiners Report

- UAS School of Education - Fact Sheet
- UAS School of Education - Center for Teacher Education Overview
- UAS School of Education - NCATE Board of Examiners Report

- Residency and Employment Followup on UA Teacher Education Graduates, 1989 - 2006

- University of Alaska End Results Performance Reporting on High Demand Job Area Program Graduates (Teacher Education)

Note: Each of the above reports is updated on a cyclical basis, ranging from semi-annual updates to an update cycle of several years.

Teacher Supply and Demand in Alaska—A 2005 Snapshot

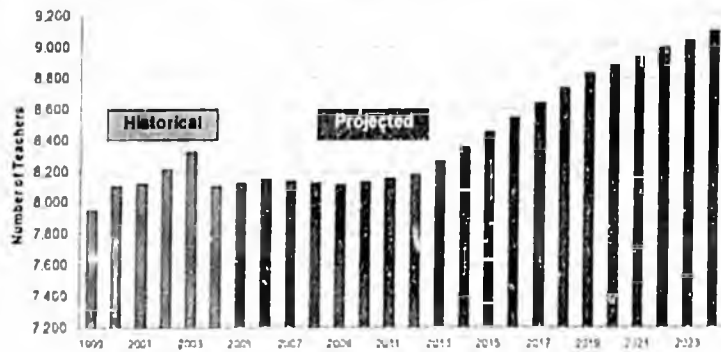
Prepared by
Eric Larson, Alexandra Hill, and Diane Hirshberg
Institute of Social and Economic Research, University of Alaska Anchorage



How Many Teachers Does Alaska Need?

Every year, Alaska school districts face the challenge of replacing teachers who leave and recruiting additional teachers if enrollment grows. For many districts, recruiting new teachers costs considerable time and money. Many educators and policy makers believe we can alleviate this problem by training more new teachers from within Alaska and retaining more of the teachers we have. While these strategies would help, they won't be enough to meet projected demand.

Historical and Projected Number of Teaching Positions in Alaska



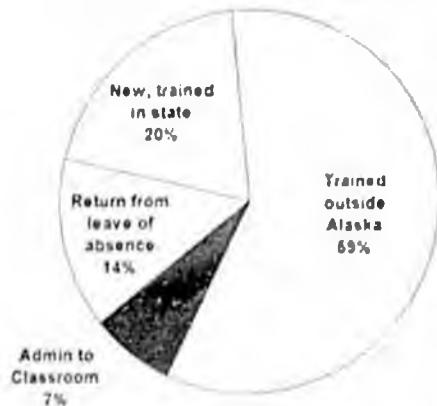
Source: ISER Tabulations of Alaska Department of Labor Population Projections; DEED ADM estimates for each district, and ISER Tabulations of the DEED Certified Staff Accounts

Share of Teachers Who Need to be Replaced? (Annual Average: 1,000 out of 8,100)



Alaska currently employs about 8100 teachers. Projections from the Alaska Department of Labor and the Alaska Department of Education and Early Development indicate there will be a statewide decrease of about 50 teachers over the next four years, followed by an increasing demand for about 30 new teachers every year between 2009 and 2012 and up to 90 each year after 2018. Demand will vary across districts with large urban districts expecting stable or declining enrollment and the Yukon/Koyukuk, Mat-Su, and regional rural hub districts seeing faster growth.

Where Do Replacements Come From?



Source: ISER Tabulations of the DEED Certified Staff Accounts, February 2006

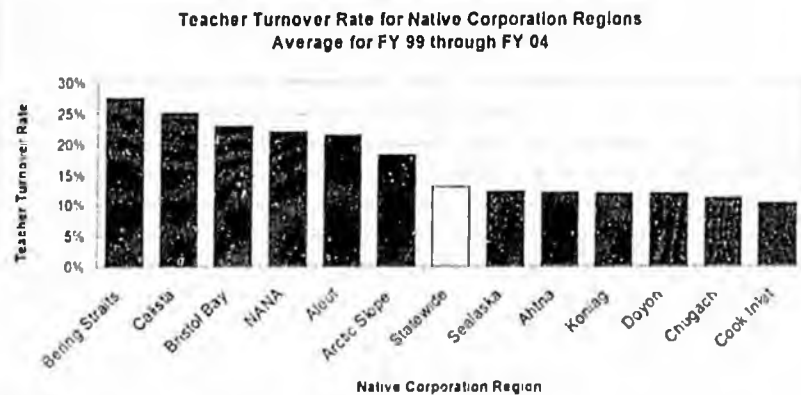
How Many Stay, How Many Go?

Continue teaching: 87%, 7,100 teachers

Just over three quarters (77%) of the teachers in Alaska (about 6300) stay in the same school. About 8% (about 600) move to different schools within the same district. Another 2% (about 200) move to different districts within the state.

Need to be replaced: 13%, 1,000 teachers

An average of 2% (150) go on leave of absence, typically for one or two years. Slightly fewer (130) become administrators or take other non-teaching positions. The remaining 9% (about 720 annually) leave the state education payroll.



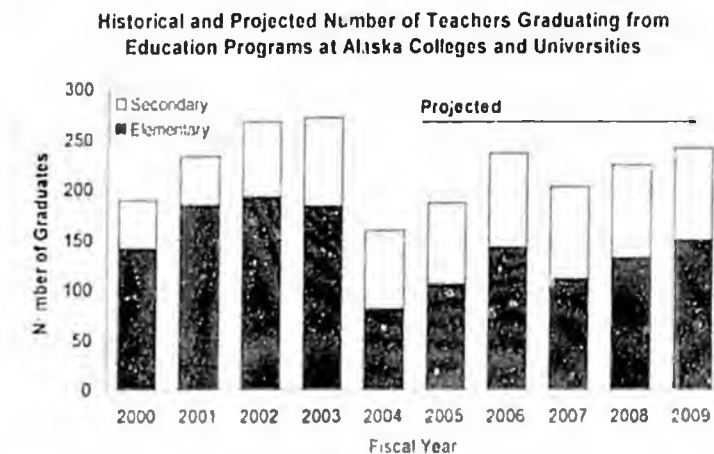
Source: ISER Tabulations of DEED Certified Staff Accounts

Rural Turnover is Higher

The turnover rate for the five largest urban districts combined (Anchorage, Fairbanks, Juneau, Mat-Su and Kenai) is about 10% per year. Turnover in rural districts is twice as high, averaging about 20%. Teacher turnover rates are highest in the southwest and northwest regions.

Alaska Universities Train Some New Teachers

All three UA campuses have recently restructured their teacher education programs, so there was a dip in the number of graduates. Projections of graduates over the next five years show steady increases. When we include Sheldon Jackson and APU programs, the number of Alaska's teacher graduates will increase from fewer than 200 to almost 250 annually. Not all these newly trained teachers go on to teach in Alaska when they graduate. Even if they did all teach in Alaska, the number would fall far short of the 1,000 needed each year.



Source: ISER tabulations of data from UAA, UAS, Sheldon Jackson, UAF, and APU

Districts Need a Variety of Recruiting Strategies

As the figure on page one shows, new teachers trained in Alaska will fill only about 20 percent of projected demand over the next few years. About another 20 percent will come from teachers returning to the classroom from leave or administrators shifting to teaching jobs. Districts currently fill most of the remaining 60 percent from outside the state. Several strategies could reduce this number.

Improve Retention: Retaining current teachers reduces turnover costs and keeps the most experienced teachers on the job. Also, high turnover is associated with lower student achievement. Improving retention is important throughout Alaska, but especially so in rural districts.

Recruit In-State: Recruit teachers who have left the classroom but remain in the state. The next phase of our study will look at the number, location, and employment characteristics of certified teachers who are not teaching.

Train More New Teachers: Teachers trained here are already familiar with Alaska teacher and content standards as well as Alaska-specific cultural and language issues. They have already made the decision to live in Alaska.

Recruit Outside: Even if in-state strategies are successful, Alaska needs so many more teachers than it trains that districts will still need to recruit teachers from outside the state.



RESEARCH SUMMARY

TURNOVER AMONG ALASKA'S TEACHERS: HOW MANY LEAVE THEIR JOBS?

By Diane Hushberg and Alexandra Hill

Despite what many people think, there is no general shortage of teachers, nationwide or in Alaska. But school districts in Alaska and around the country do have problems recruiting and keeping teachers; the geographic distribution of teachers doesn't always match the demand; and there are shortages in some specific fields—special education, for example.

Teacher turnover in Alaska has been relatively constant over the last decade, requiring some districts in the state to recruit heavily every year. ISER recently looked at the demand for and the supply of teachers in Alaska; see the back page for the full report citation. Highlights of our findings include:

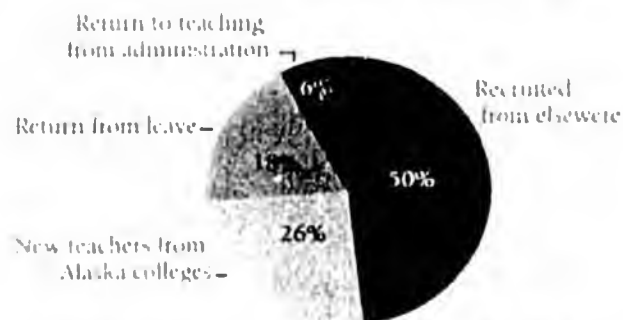
- Close to 1,000 teachers—or 12% of the state's roughly 8,100 teachers—have to be replaced every year. These are teachers who either leave the Alaska public school system or take administrative jobs.
- High turnover and small capacity for training teachers in Alaska mean that only about one-quarter of the replacement teachers are new graduates of colleges and universities in Alaska. Another one-quarter either come back from leave or return to teaching from administrative jobs. The remaining half are recruited from elsewhere.
- Teacher turnover is higher at the district level than it is statewide, because in addition to teachers who leave the Alaska system every year, another 2% change districts within Alaska. So average annual teacher turnover among districts is about 14%.
- Turnover is a much bigger problem for rural than for urban districts. As a group, Alaska's five largest districts—the ones we classify as "urban"—have about 11% teacher turnover a year, compared with 24% among rural districts.
- Many of Alaska's rural districts magnify problems that contribute to teacher turnover nationwide—including remoteness, small enrollment, high rates of poverty, and high needs and low achievement among students.
- Statewide enrollment and teacher demand are expected to remain about at current levels through 2010 and then grow modestly. But enrollment in some districts—especially the Mat-Su—is growing

- About a third of Alaska's teachers and administrators will be eligible to retire between now and 2010. We know that many don't retire as soon as they can—but some school officials worry that if a large share of those eligible to retire do in fact retire, turnover could increase.
- Training more Alaskans to teach has been suggested as a way to reduce turnover, and there is evidence that might help. Our analysis of data from the most recent school year found that Alaska-born teachers were only half as likely to leave the school system as teachers born elsewhere.
- Salaries for Alaska teachers remain above the U.S. average, but they're less competitive than they used to be. We don't know how recent changes in retirement systems, teacher training requirements, and licensing policies will affect Alaska's ability to attract teachers.

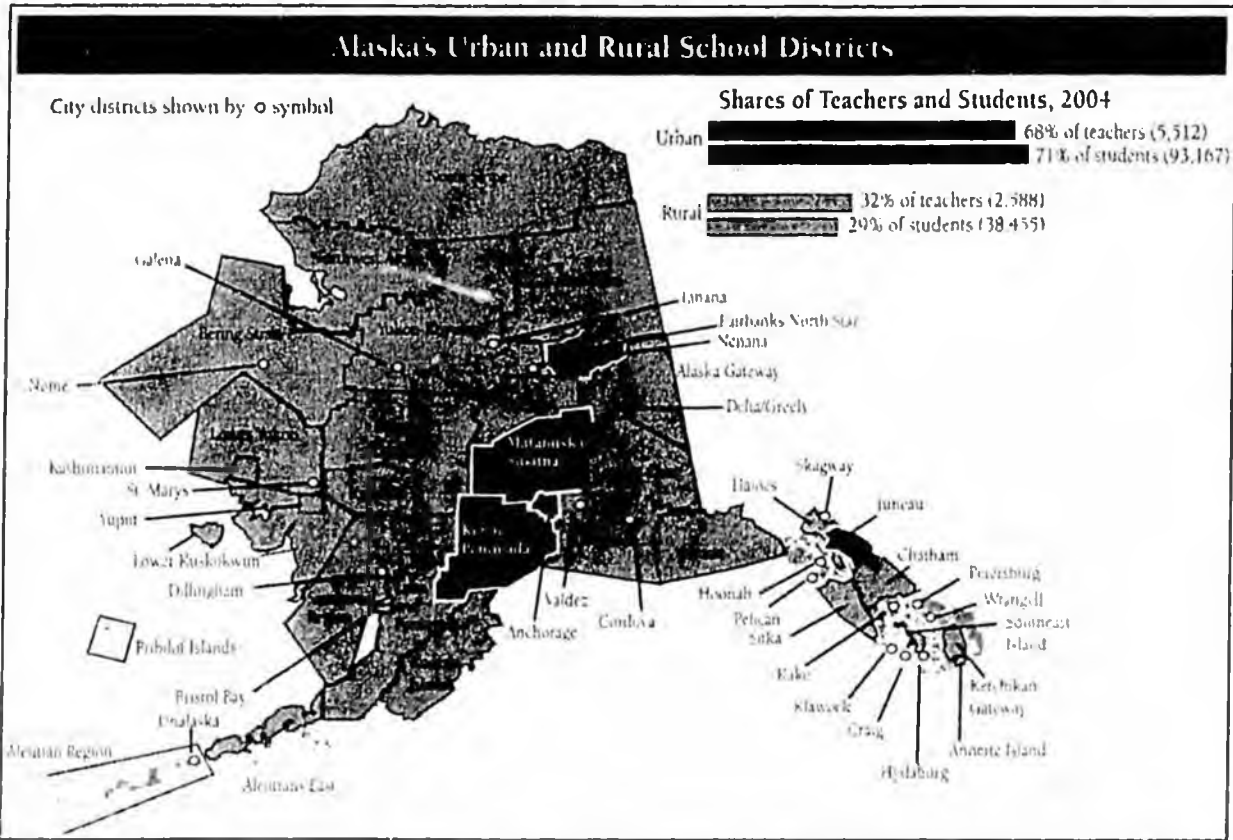
What Is Alaska Teacher Turnover Statewide? (Average 8,076 Teachers, 2000 - 2004)



Where do replacements come from?



Sources: Alaska Department of Education and Early Development database; projections of teacher graduates from Alaska colleges and universities; IFFR analysis.



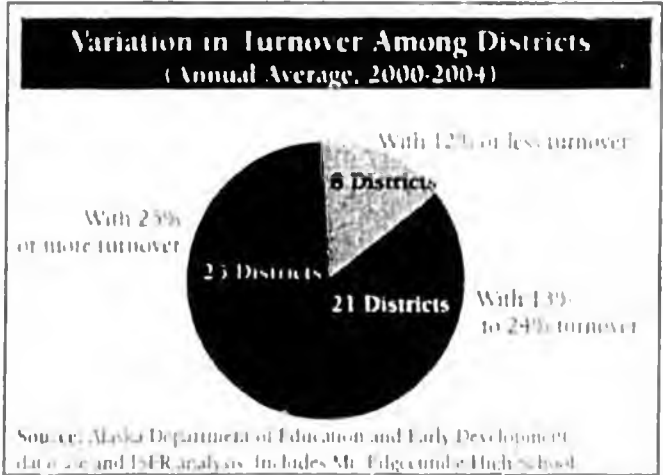
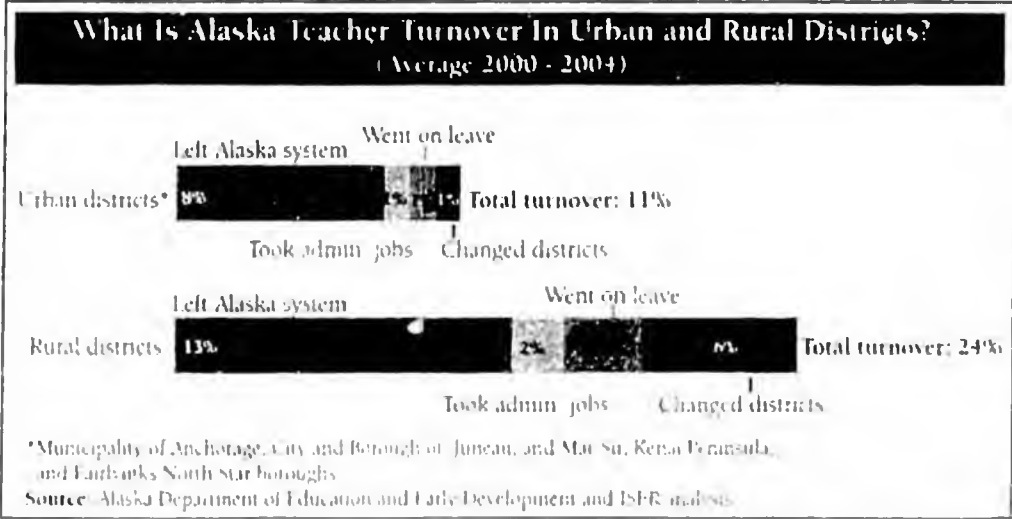
WHY DOES IT MATTER?

Turnover worries school districts and parents because it has been linked with lower student achievement. Turnover can leave already low-achieving schools with the least qualified, least experienced teachers.¹ It also costs money that might otherwise go to instruction. One analysis estimated that filling teacher vacancies cost districts in Alaska more than \$18 million in 2000.²

WHY DO TEACHERS LEAVE?

Teachers nationwide most commonly cite a variety of "personal reasons" for leaving their jobs, but many also cite inadequate salaries or administrative support and problems with student discipline. In Alaska, other factors also contribute to teacher turnover, especially in remote rural districts. Many rural communities are accessible only by air or water, making travel more expensive and difficult. Some places still lack public water and sewer systems, and good housing is often hard to find. Local health care in remote areas is quite limited.

Teachers in very small schools must often teach several subjects across grade levels. Also, many small remote places are Alaska Native villages with their own languages and cultural practices. It can be difficult for non-Native teachers to learn how to teach effectively in communities with different cultures.



URBAN AND RURAL TURNOVER

We define "urban" districts as those in Anchorage, Juneau, and the Fairbanks North Star, Mat-Su, and Kenai Peninsula boroughs. More than 70% of students and 68% of teachers are in those five districts. The remaining 48 districts are defined as rural, as the adjacent map shows.

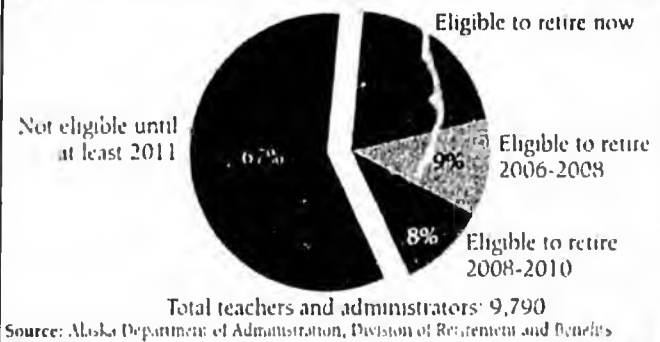
Turnover in rural districts is more than double that in urban districts. Rural teachers are far more likely to leave the Alaska school system, to change districts within Alaska, and to go on leave. But turnover also varies a great deal among rural districts. A few have turnover at the same level as the urban districts—12% or less. Other rural districts are split almost evenly between those with annual turnover of 13% to 24% and those with turnover of 25% or more.

TEACHERS' CHARACTERISTICS

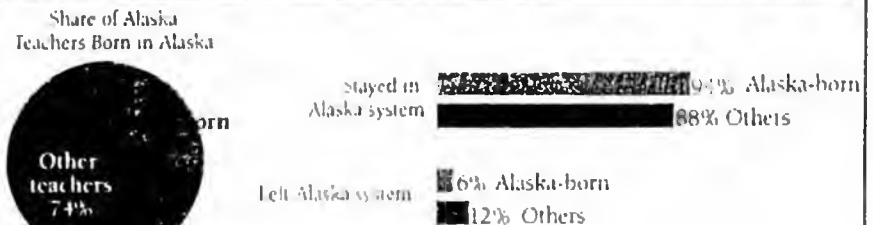
Alaska's teaching force remains overwhelmingly white, even as the student population grows more diverse. All minorities are under-represented among teachers, but in rural districts the gap is especially wide between the share of Alaska Native teachers—12%—and the share of Native students—54%. The share of Alaska Native teachers hasn't increased much in recent years, despite programs to train more Native teachers.

Alaska's teachers are also aging. About a third of the state's roughly 9,800 teachers and administrators are eligible to retire by 2010. The available data don't allow us to separate teachers from administrators, nor can we predict how many of those eligible to retire will actually leave the school system in the next few years. Still, a large number of retirements in a short period would increase turnover.

How Many Alaska Teachers and Administrators are Eligible to Retire? (As of July 2005)



Are Alaska-Born* Teachers More Likely to Stay? (2005-2006 School Year)

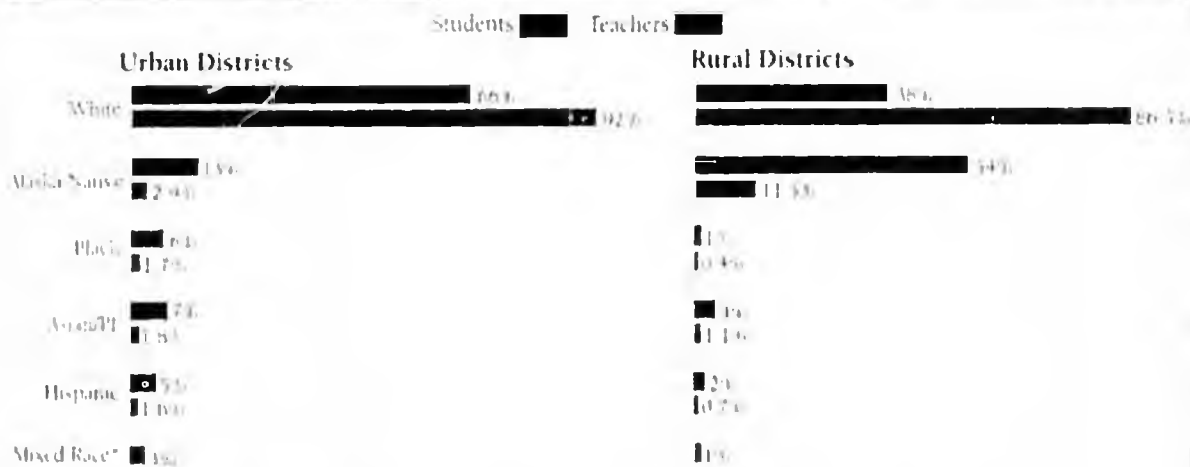


* Defined as those whose Social Security numbers begin with "574." Alaska-born teachers may have graduated either from Alaska colleges and universities or from institutions outside the state.

Source: Alaska Department of Education and Early Development database and ISER analysis

Most of Alaska's teachers come from outside the state, and the distance from family and other factors often make it hard for them to stay—especially in remote places where travel in and out is expensive. Some analysts believe turnover would be lower, if there were more Alaska-born teachers. Our analysis of just one year's data suggests that may be true—but we would need more data to draw a firm conclusion.

Alaska Students and Teachers By Race, 2004



* Only the largest districts report students in "mixed race" category and none report that category for teachers

Source: Alaska Department of Education and Early Development and ISER analysis

PROJECTED GROWTH

The adjacent graph shows that Alaska public school enrollment is expected to remain almost flat at around 142,000 in the next several years and then grow about 10% by 2024. So the number of teachers Alaska needs will likely not increase much in the next few years—although growing districts will need to add teachers. Demand for teachers will gradually increase from about 8,100 now to around 9,100 by 2024.

ALASKA GRADUATES

Current teacher education programs at Alaska's colleges and universities can fill only a share of the demand for teachers created by turnover and growing enrollment.

Alaska has five teacher education institutions—the three main campuses of the University of Alaska (Anchorage, Fairbanks, and Southeast), and Sheldon Jackson College in Sitka and Alaska Pacific University in Anchorage. These institutions together project they can build from a low of 158 graduates in 2004 to 286 by 2009.

ALASKA COMPETITIVENESS

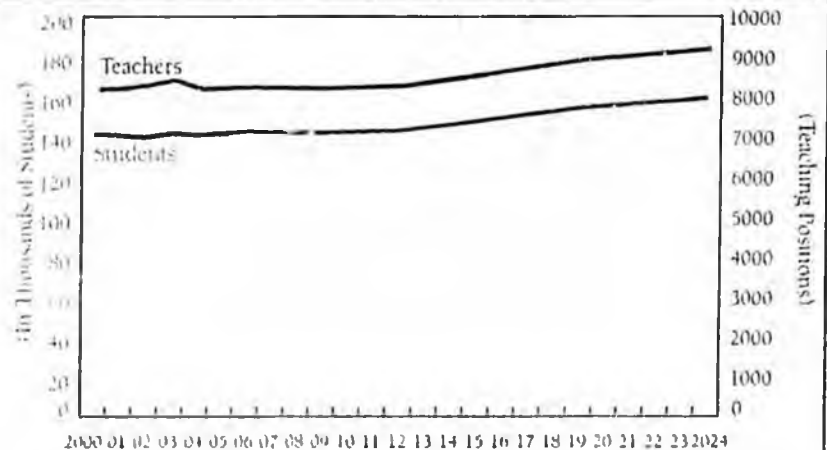
Higher living costs, especially in remote areas, have historically made Alaska teachers' salaries higher than the U.S. average, and salaries here still rank number 11 in the U.S. But from 1994 to 2004, teachers' salaries in Alaska grew less than in any other state—under 9%, compared with 31% nationwide. Adjusted for inflation, Alaska teachers' salaries fell 14% during the decade. So on the basis of salary, Alaska has become less competitive nationally in the search for qualified teachers.

REDUCING TURNOVER

We weren't asked to recommend policies for reducing teacher turnover but rather to provide information for policymakers. We can, however, make some general observations.

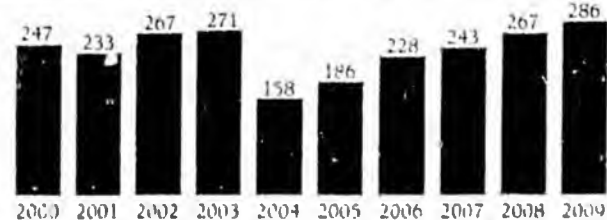
Alaska institutions can't train all the nearly 1,000 replacement teachers Alaska needs every year—but with the necessary resources they could train more than they currently do. Policymakers also need to assess how much the real decline in Alaska teachers' salaries and the recent changes in retirement systems and licensing and training policies may contribute to turnover. And aside from salaries, there are other ways to make teaching in Alaska more attractive—mentoring and other help for new teachers, especially in remote districts, more opportunities for professional development, and other policies that increase teachers' effectiveness and satisfaction with their jobs.

Historical and Projected Alaska School Age Population and Number of Teaching Positions, 2000 - 2024



Source: Alaska Department of Labor mid-range projections of numbers of Alaska children 5-17. ISER projections of number of teachers, based on share of school-age children expected to enroll in public schools and current pupil-teacher ratio.

Historical and Projected Graduates of New Teacher Programs, Alaska Institutions of Higher Education



Source: ISER tabulations of data from UAE, UAS, UAA, Sheldon Jackson College, and APU.

How Do Average Salaries of Alaska Teachers Compare With Others?

Rank among States, 2003-2004 year		Change in Average Salaries, 1994-2004	
		Nominal	Real**
1. Connecticut	\$57,337	1. Georgia	+49.7%
11. Alaska	\$51,736	U.S. Average	+30.8%
U.S. Average	\$46,752	*51. Alaska	+8.9%
			-14.3%

*Includes Washington, D.C. **Adjusted for inflation.

Source: National Education Association, Estimates Database 2005.

ENDNOTES

1. D. Gossamer, A. Flanagan, et al. *Improving Student Achievement: What State NAEP Test Scores Tell Us*. Santa Monica, CA: RAND, 2002. E. Hoxby, *Honor in the Boyar: Equalizing teacher quality*. Washington, DC: The Education Trust, 2000.

2. Alliance for Excellent Education. *Teacher Attrition: A Costly Loss to the Nation and the States. Issue Brief*. Washington, DC: AEP, 2005. Available at www.AEEd.org.

FULL REPORT

Alaska Teacher Supply and Demand, 2005 Update. By Alexandra Hill and Diane Hirshberg. Available from ISER's offices (907-786-7710) and at www.iser.uaa.alaska.edu

Editor: Linda Leask • Graphics: Clemencia Amaya-Merrill



Alaska Teacher Placement



candidates:3989

districts:60

resumes:1359

jobs:99

- ATP Home
- ATP Job Bank
- Job Fairs
- iCommunity
- About ATP
- FAQs

Alaska Teacher Placement Update

The first semester of the 2007-08 school year is nearly over, and Alaska districts are likely to have a few mid-year openings for long-term substitute positions, and a handful of newly approved positions for the current year. If you are an educator looking for a new opportunity consider Alaska!

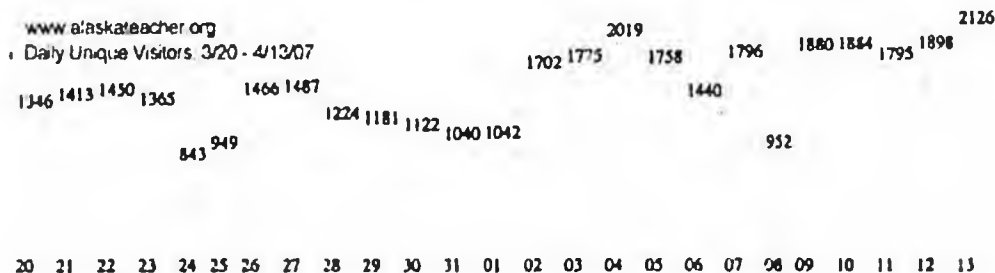


In addition, some districts are beginning to gather candidate pools for positions they expect to have open during the 2008-09 school year. The recruiting season typically picks up in January as districts begin to offer contracts to returning staff, and do initial budget projections.

There are around 57 open jobs are in the ATP Job Bank as of 12/19/07.

If you are considering Alaska seriously, we strongly suggest you visit the ATP iCommunity to learn more about Alaska, post questions and meet other educators.

The statistics bar on the top this page uses live data. Checking the ATP Job Bank [http://www.alaskateacher.org/jobs/], and your email account regularly is very important if you are looking for a job right now.



A Message From



Governor Palin

Traffic to the ATP Job Bank steadily increased this year, and easily surpassed last year's peak traffic average. We are currently seeing between 900 - 1,800 daily visitors, and serving out 18,500 or more web pages. Here is a chart that gives some idea of the March - April trend of unique daily visitors to the site.

Make sure to visit the [Job Fairs](#) page for information about our 2007-08 SY Job Fairs, and use the ATP iCommunity [http://alaska.moodle.com/mod/forum/view.php?id=5] site to learn more about working in Alaska.

ATP Job Fairs Announced

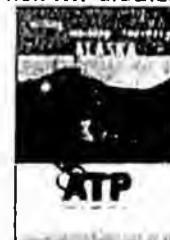
- Next Lower 48 Job Fair: April 13, 2008! - Minneapolis, MN
- Next ATP Anchorage Job Fair: April 18-19, 2008! - Captain Cook Hotel

The Anchorage ATP Job Fair is always the biggest event of the annual hiring cycle for Alaska school districts. This past April we had over 350 teacher and school administrator candidates from 35 states attend.

For a full report on ATP Job Fairs, and how to register [http://www.alaskateacher.org/job_fair/] or to get ready for a fair, see our [ATP Job Fairs page](#).

- ATP Job Fair Registration - Candidates [http://www.alaskateacher.org/job_fair/]

New ATP Brochure!



Click to Download

District Registration & Booth Information

- Coming Soon!

New Job Fair information packets and links to district registration will be up and running February 1, 2008.

ATP Job Bank

The ATP Job Bank [<http://www.alaskateacher.org/jobs/>] is your best bet for finding a job in Alaska.

Use the eApply feature for current openings listed on the ATP Job Bank [<http://www.alaskateacher.org/jobs/>]. Apply as soon as new openings are posted, and then follow up with phone contact.

Those with resumes in the system will be automatically notified of openings that match their areas of interest. Districts with openings in your stated categories of interest are notified when you register. However, it is such a busy time of year that you will want to also make sure to actually apply on-line for specific openings!

① **Note:** If you have a Spam filter that does not allow our messages to go through, you will be less likely to receive the information you need in a timely fashion. If you use Earthlink mail, Yahoo mail, AOL or another ISP that has filtering automatically in place, you must have us "whitelisted" in order to get job notifications, and school district messages.

iCommunity: ATP Forum

ATP iCommunity [<http://alaska.moodle.com/>] - The iCommunity area has numerous ways to interact with working Alaska educators, other job candidates, and both school district and government officials.

- ATP Forum [<http://alaska.moodle.com/mod/forum/view.php?id=5>] - Search our forum database for answers to common questions, or to ask your own.

ATP's Live Hosted Chats

Next Live Chat: Friday, January 18, 2008
Special Guest: Alice Tucker, Experienced Rural Teacher

Live Hosted Chats [<http://alaska.moodle.com/mod/resource/view.php?id=617>] - Our hosted chats are held on-line live roughly twice a month on Fridays from 3:00 - 5:00 p.m. Alaska Time Starting in January.

- For more information, and the list of guests and topics, see our [Live Chat](#) page.

For event updates, access instructions and any changes, you can always check the ATP iCommunity website [<http://alaska.moodle.com/>].

- Virtual Job Fairs [http://www.alaskateacher.org/doku.php?id=alaska_job_fairs#virtual_job_fairs] - Our Virtual Job Fairs via chat are also linked to the front news of the ATP iCommunity [<http://alaska.moodle.com/>] site.

ATP Photo Gallery

Check out our new ATP Photo Gallery [<http://207.58.137.193/~atp0alas/gallery/>] for hundreds of images from our Job Fair events. We really enjoyed meeting many of the regulars from the ATP Forum and on-line chats.

Full details on all of ATP's scheduled recruiting events, including our upcoming 2007-08 Job Fairs, can be found on the [Alaska Job Fairs page](#).

Educator Tips

There are some basic tips to remember when attending an ATP Job Fair. More details can be found on our Job Fairs page, but here are a few key reminders:

- Contact your references to let them know you are applying for jobs in Alaska
- Get multiple numbers to ensure school districts can reach them Saturday, Sunday or Monday
- Know thyself- know what you want and ask lots of questions- you are interviewing the district too
- Use the ATP Forum [<http://alaska.moodle.com/mod/forum/view.php?id=5>] to ask questions about teaching, learning, and living in Alaska.
- Get familiar with [Alaska School Districts](#), and [Bush villages](#)

As always, we look forward to serving your needs; as educators ourselves, we value you as professionals and hope to assist you in finding a job that is right for you both personally and professionally.

PodCasts

We are beginning a series of [PodCasts](#) and VodCasts about teaching in Alaska. You can subscribe to these, or you can watch them in your web browser.

[ATP Podcasts](#)

ATP Quicktime Stream

New ATP Website Offers Web 2.0 Features

We have rebuilt the Alaska Teacher Placement website from scratch, and now offer teachers and school administrators a powerful new set of Web 2.0 features, and options for staying connected and informed during your job search.

Extensive Job Research Resources, Web 2.0 Interactivity & New ATP Job Bank Features!

- Comprehensive wiki-based resources about teaching in Alaska - you can [contribute stuff you find](#), too!
- Easier candidate registration [<http://www.alaskateacher.org/jobs/personal.php>], and resume upload
- Automated job and resume matching for schools, teachers and administrators
- Tracking of how often your resume is viewed, and your online job applications
- Improved job candidate account management and bookmarking of jobs that look interesting
- New live ATP help online to assist candidates find the information they seek

Detailed Information and Resources - Find a Job in Alaska! :

- Contact info & details for researching [all 55 Alaska school districts](#)
- School district [salary schedules](#) & cost of living information by district and region
- Alaska Department of Education and Early Development links about key topics
- [Job Fair Information](#) , district interview schedules & Alaska Job Fair registration [http://www.alaskateacher.org/job_fairs/] online
- Information about [living](#) and [teaching](#) in Alaska's rural, and remote schools
- Tips about preparing for the move to Alaska, and adjusting to the Bush lifestyle

Online ATP Forum For Alaskan educators...and those who would like to be:

- ATP Forum [<http://alaska.moodle.com/mod/forum/view.php?id=5>] with relevant, user-initiated topics
- Hosted chat area [<http://alaska.moodle.com/mod/resource/view.php?id=617>] with featured guests - superintendents, experienced rural educators & Alaska EED staff
- "Virtual Job Fairs" - starting December 8, 2006!
- ATP Photo Gallery [<http://www.alaskateacher.org/gallery/>] - see what an ATP Job Fair is like, see schools and villages through the contributions of other teachers
- Video and Podcasts about teaching in Alaska, and looking for the district that is the best fit
- Live RSS feeds [<http://www.alaskateacher.org/feed.php>] to keep you up to date on new information added, new jobs and special events

We now have more resources and links about teaching and school administration jobs in Alaska than you can shake a stick at!

Add Your Own Information!

❗ Want to Contribute?

Since the ATP website uses a wiki database engine, you can add links that you think are good by simply creating an account [<http://www.alaskateacher.org/doku.php?id=sidebar&do=register>], and directly editing any page yourself!

Adding your links, resources and suggestions to the ATP website is quite easy once you give it a try, and you won't break anything. You can even create new pages, and upload pictures.

Together we can build a better website, and a social network of Alaska teachers, administrators and job candidates helping each other!

- Register to be an ATP Editor [<http://www.alaskateacher.org/doku.php?id=sidebar&do=register>]
- [Editing Help](#)

Latest Job Listings

Latest Jobs Posted - Alaska Teacher Placement

Postdate	Title	Job Category	Location
01/31/2008	Language Arts H.S.	English/Language Arts	Southwestern Regional Hub
01/31/2008	Vocational Education	Vocational Education	Southwestern Regional Hub
01/31/2008	H.S. Math and Science	Mathematics	Southwestern Regional Hub
01/31/2008	Middle School	Middle School Generalist	Southwestern Regional Hub
01/30/2008	Art Teacher Japanese Elementary Immersion Program	Art Teacher	Anchorage Area
01/30/2008	Physical Therapist	Physical Therapy	Anchorage Area
01/30/2008	Occupational Therapist	Occupational Therapy	Anchorage Area
01/30/2008	Speech-Language Pathologist	Speech / Language	Anchorage Area
01/30/2008	School Psychologist	School Psychologist	Anchorage Area
01/29/2008	School Psychologist (2 Positions)	School Psychologist	Seldotna - Kenai Area

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Graduates of Alaska's Teacher Preparation Programs – Where Are They Now?

Supply and Demand

A joint project of
Alaska Teachers' Association
University of Alaska
College of Social & Behavioral Sciences
University of Alaska

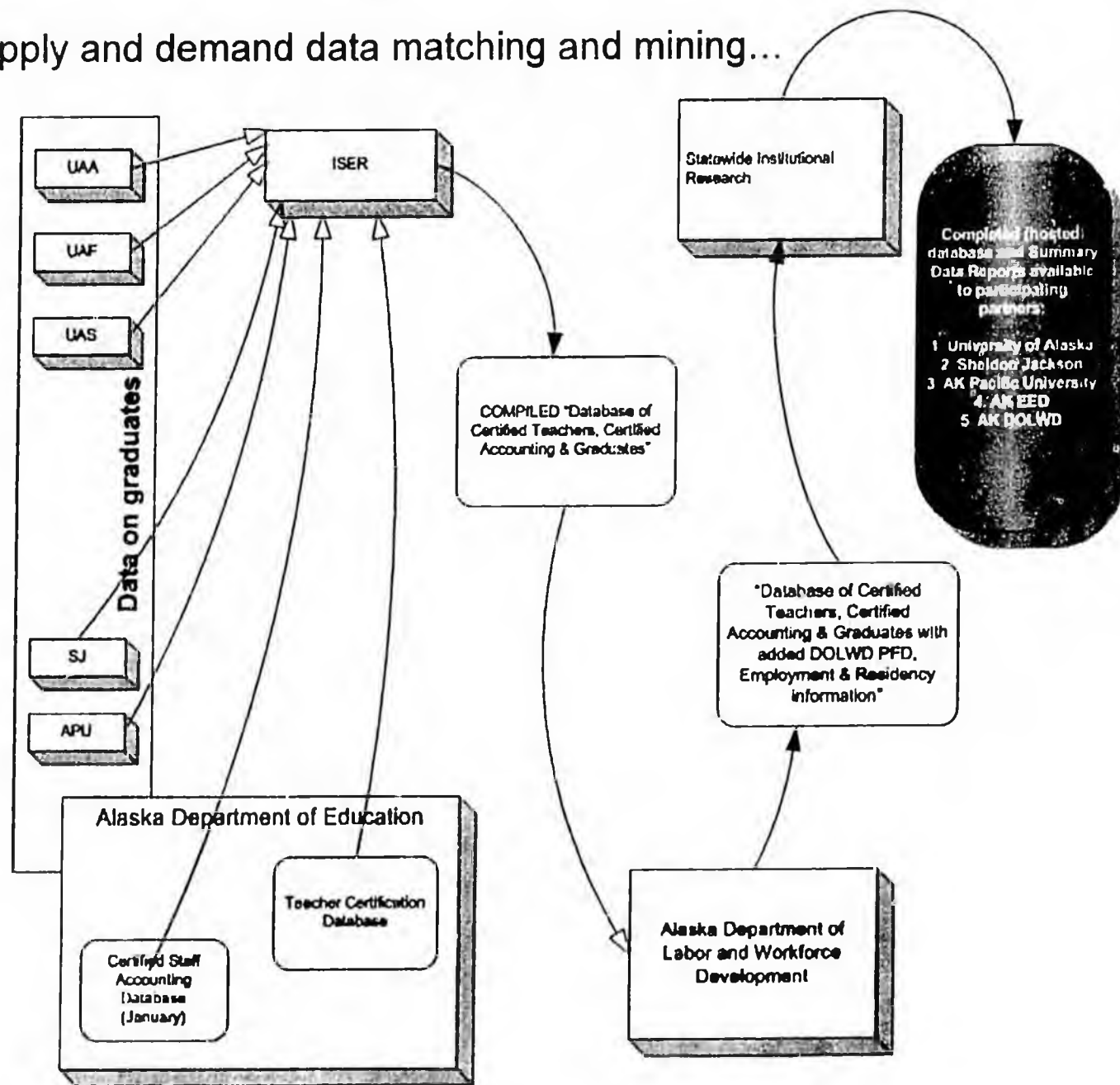
**ATP**
Alaska Teacher Preparation
UNIVERSITY OF ALASKA



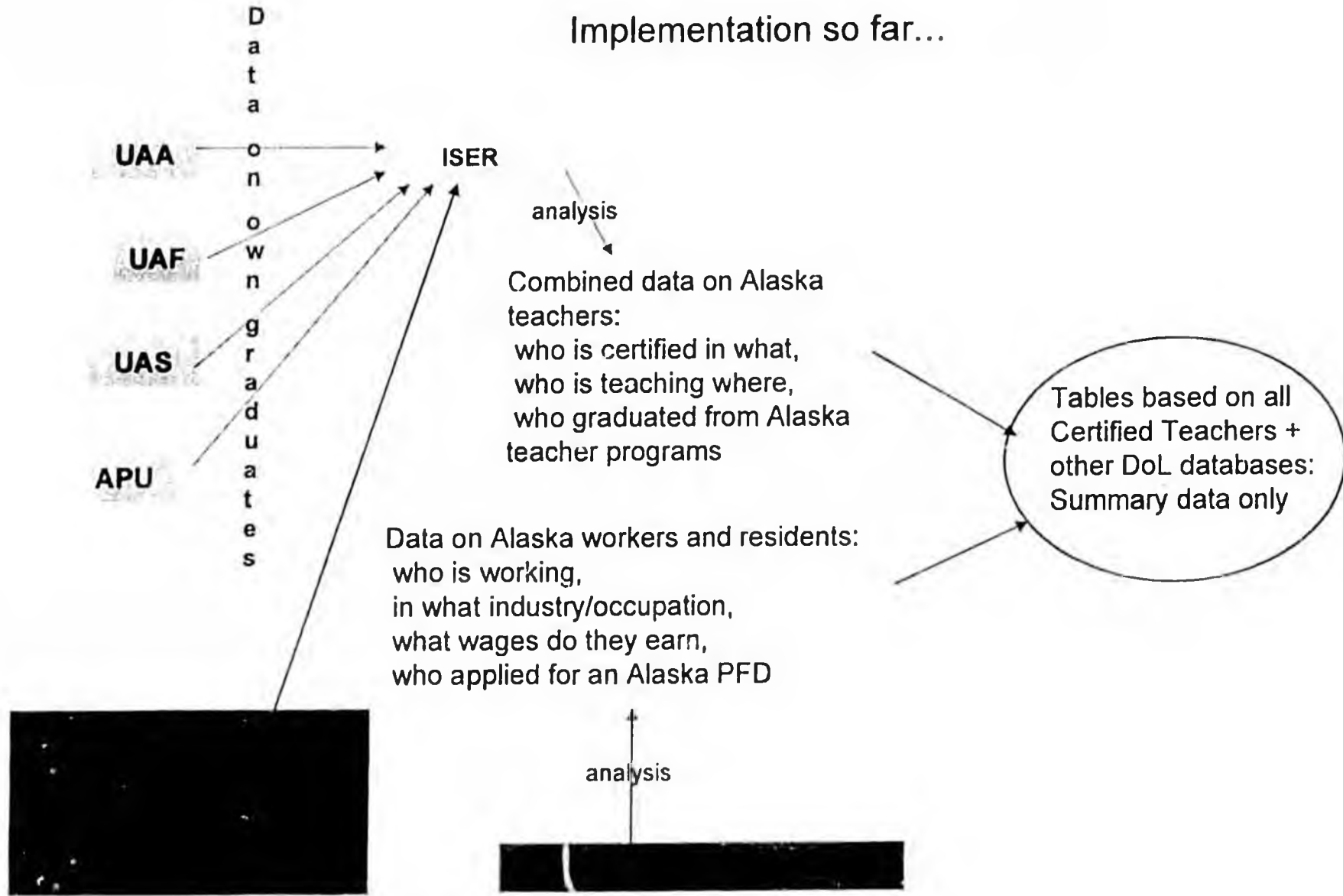
Today's Presentation:

- Review sources of data
- Present preliminary findings on graduates of initial certification programs in Alaska
- Collect feedback on what analyses to add, refine, revise

The plan for supply and demand data matching and mining...



Implementation so far...



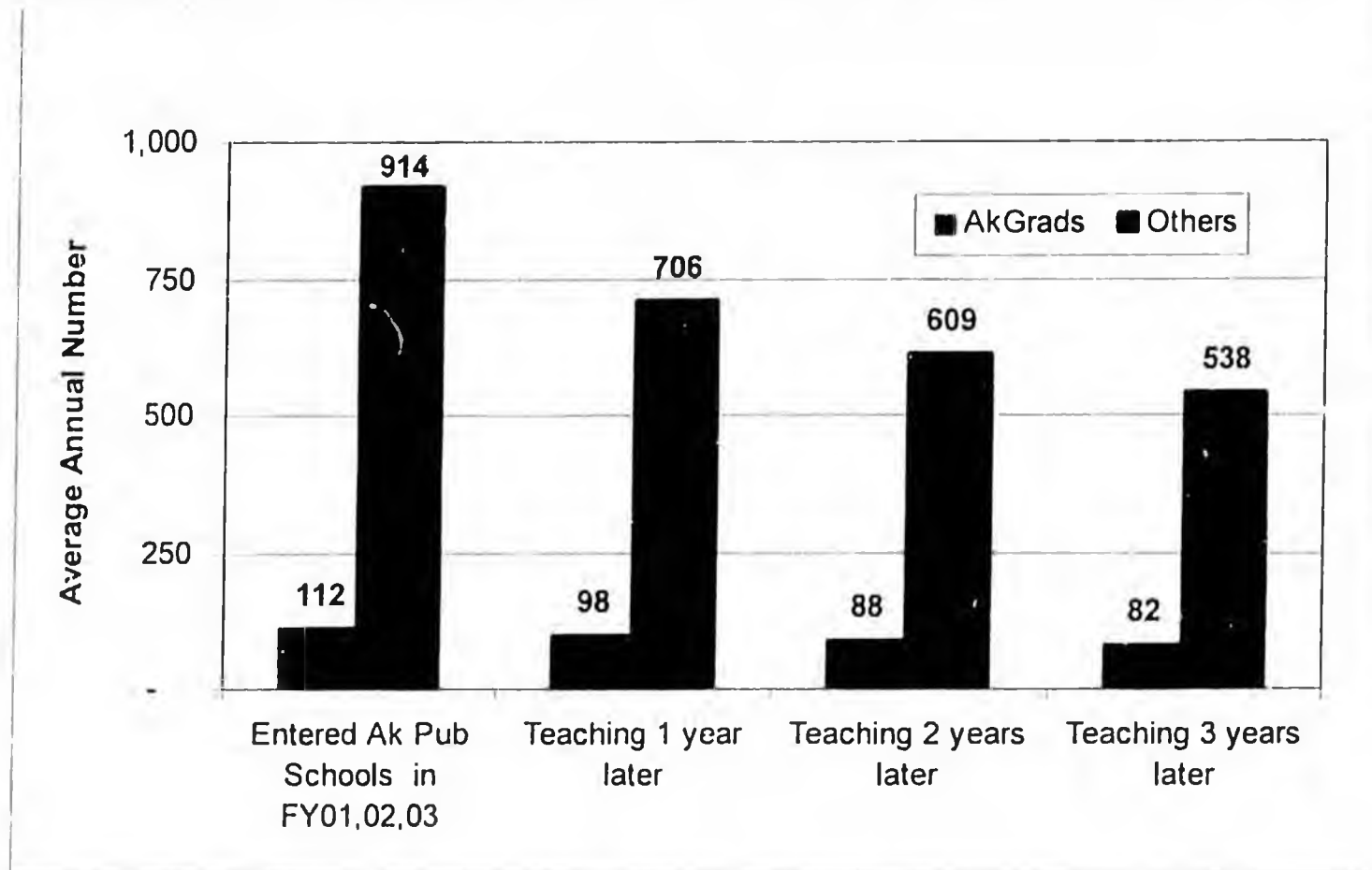
**Alaska Teacher Program Graduates
by Institution and Year of Graduation
2001 to 2005**

Year of Graduation	Alaska Pacific U	U of Alaska Anchorage	U of Alaska Fairbanks	U of Alaska Southeast	Total
2001	21	111	50	42	224
2002	15	154	80	45	294
2003	19	62	103	74	258
2004	21	35	67	43	166
2005	22	50	71	56	199
Total	98	504	399	260	1,261

**Alaska Teacher Program Graduates
by Sex and Ethnicity
2001- 2005**

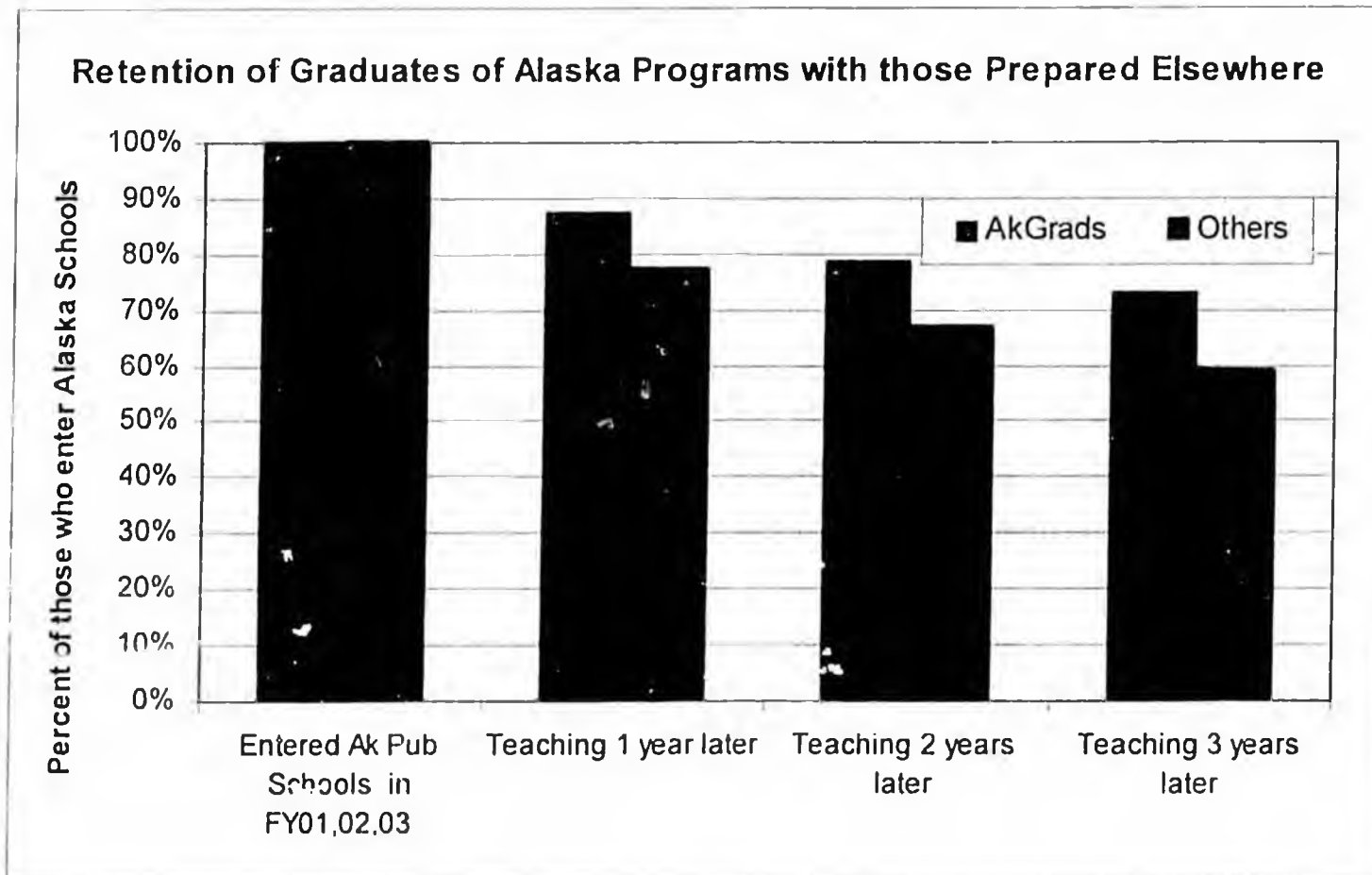
	Alaska Pacific U	U of Alaska Anchorage	U of Alaska Fairbanks	U of Alaska Southeast	Total
Percent Female	76%	74%	75%	69%	73%
Percent White	85%	70%	79%	83%	77%
Percent AIAN	5%	4%	15%	3%	7%
Percent Other	10%	26%	6%	14%	16%

How Long do Alaska Program Graduates and Others Remain Teaching in Alaska Public Schools after they Enter the System?



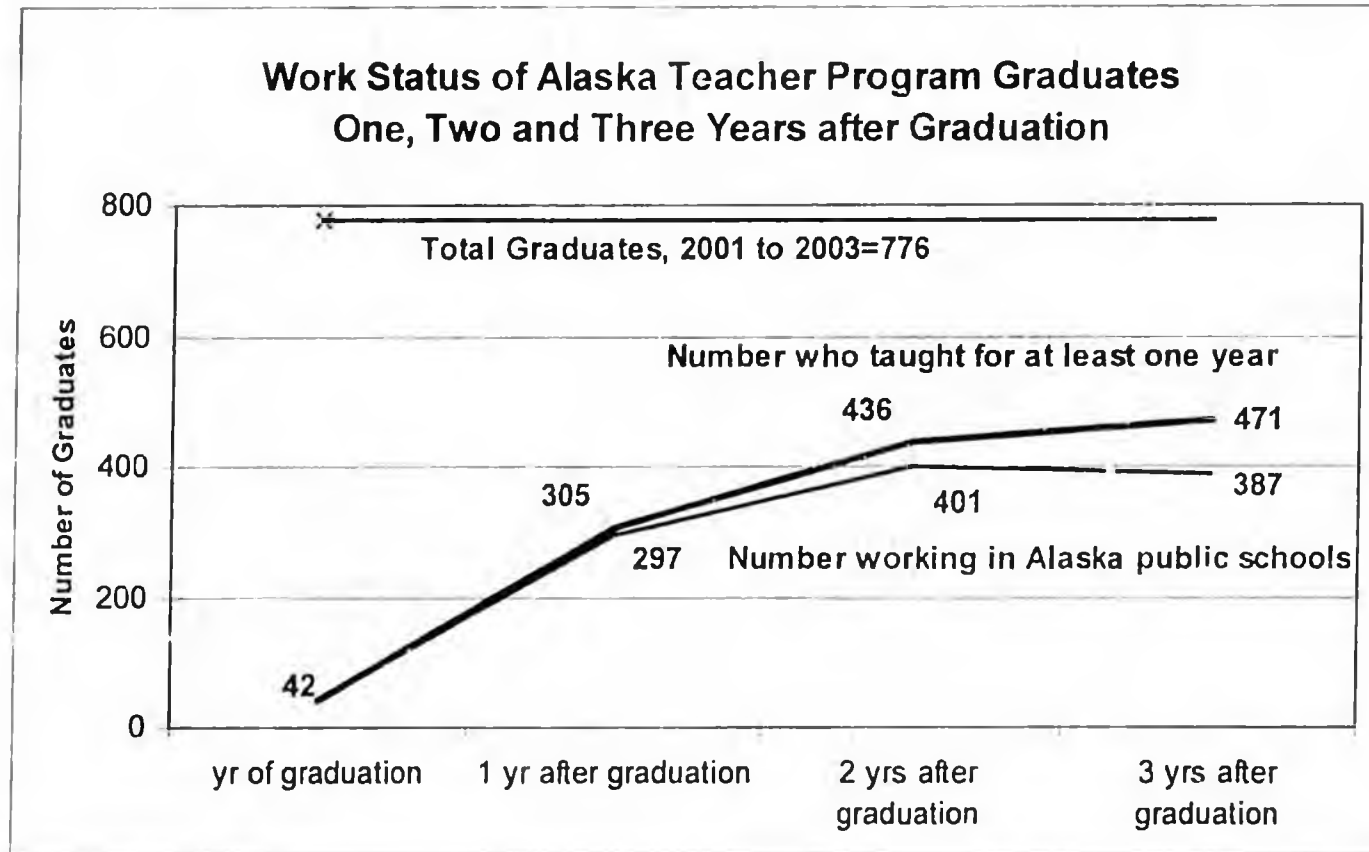
Between fiscal years 2001 and 2003, 112 Alaska teacher program graduates and 914 other teachers began teaching in Alaska public schools. (Some of those "others" had experience teaching elsewhere; some were new graduates from programs outside Alaska.) One year later (FY02 for those who entered in FY01, FY03 for those who entered in FY02, and FY04 for those who entered in FY03) 98 of the 112 Alaska Program graduates, and 706 of the 914 other teachers were still teaching in Alaska public schools. By three years after entry, only 81 and 538, respectively, still taught in Alaska public schools.

What Percent of Alaska Program Graduates and Others Remain Teaching in Alaska Public Schools?



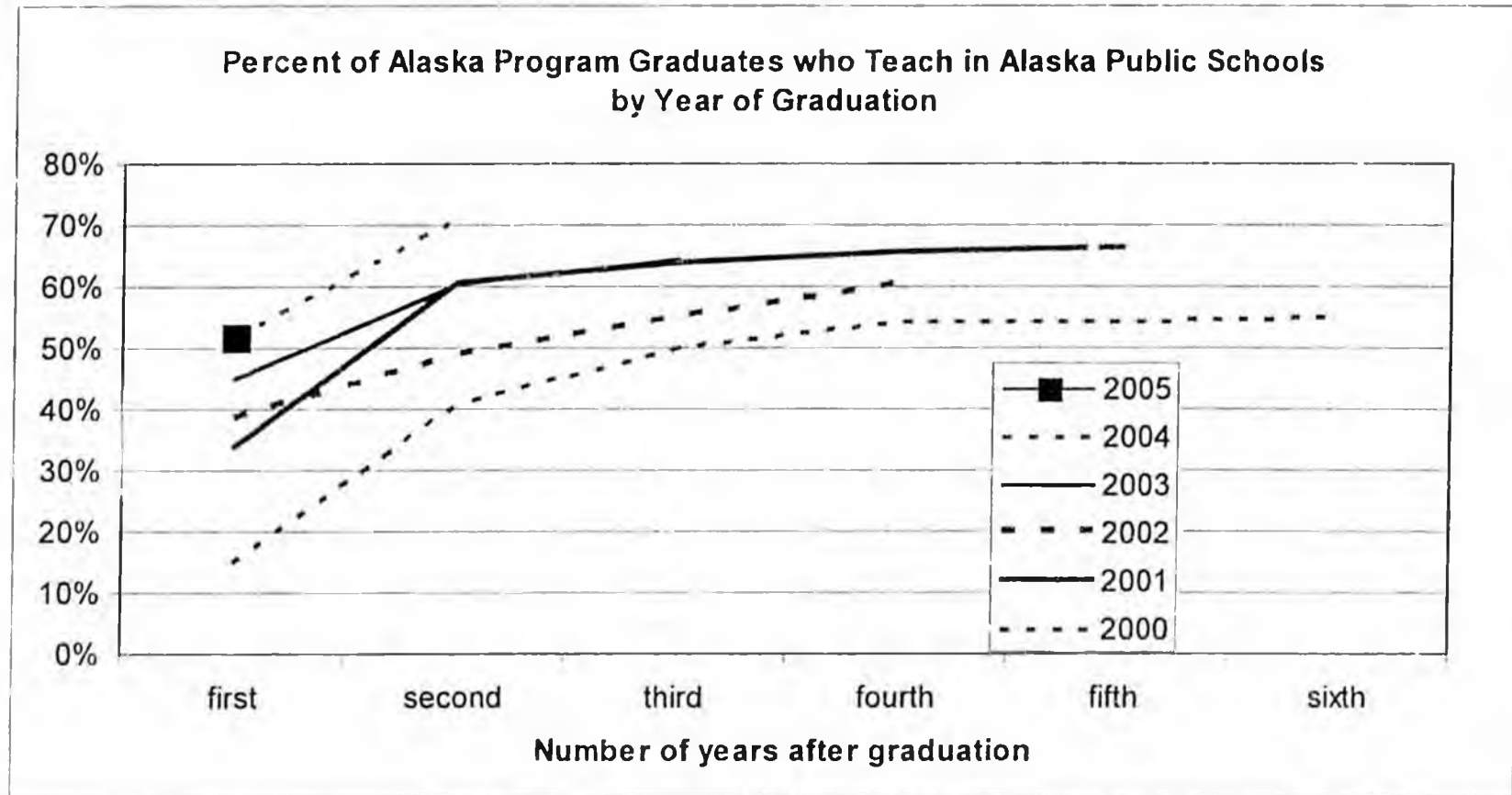
This graph re-expresses the data on the previous graph in percentage form to make it easier to compare the two groups. After one year, about 12% of Alaska program graduates and 23% of others have left; by three years after entry, 27% of Alaska program graduates and 41% of others are gone.

Work Status of Alaska Teacher Program Graduates One, Two and Three Years after Graduation



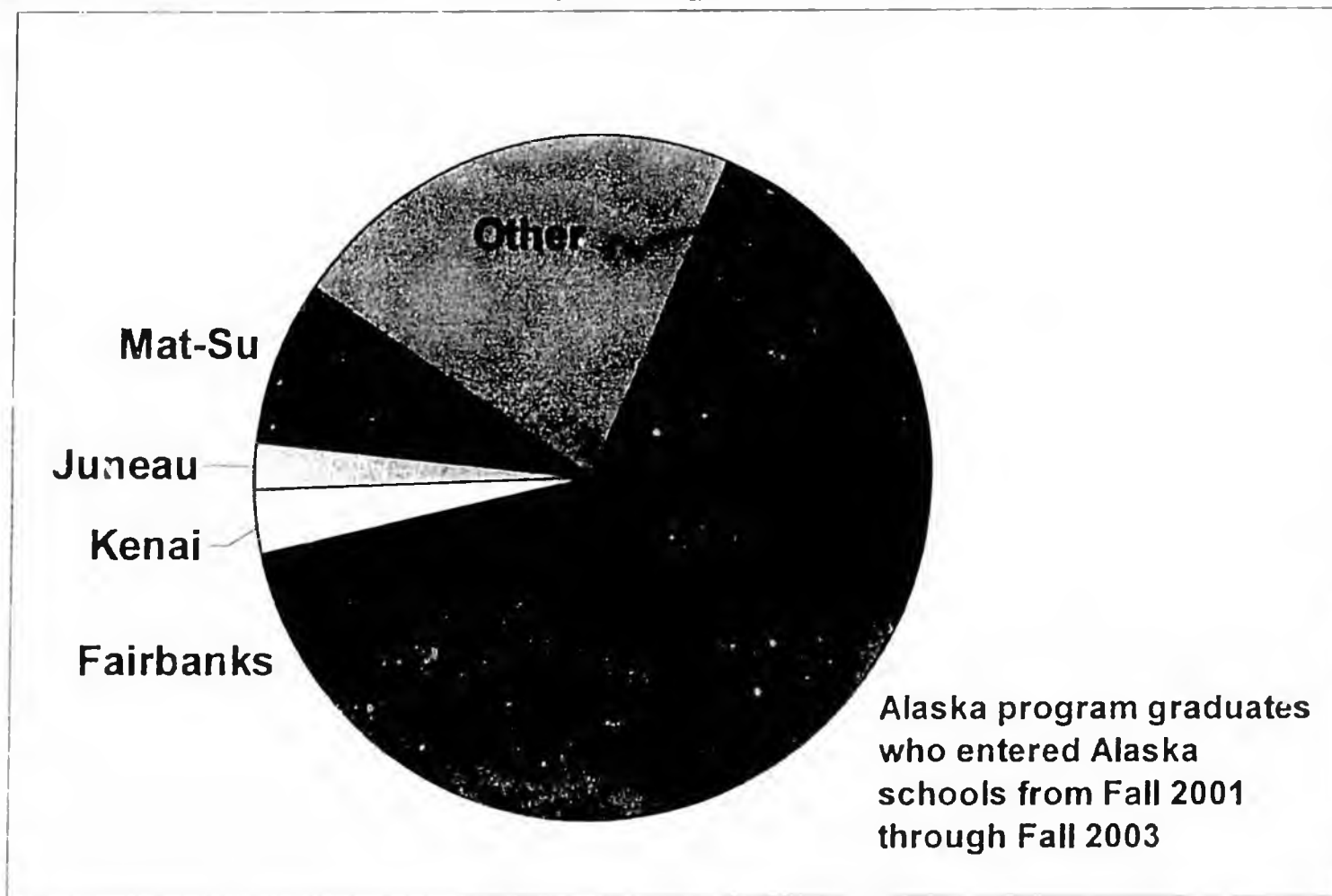
The previous two charts tracked the number of teachers leaving Alaska schools after they entered the system. This chart and the next one trace the path of Alaska program graduates as they enter teaching in Alaska schools. Between 2001 and 2003, 776 newly trained teachers completed Alaska programs. Of those, 42 were already teaching before they graduated. The year following graduation, 297 had teaching jobs (and 8 of the 42 already teaching had left Alaska schools). By two years after graduation, 401 were teaching, and including those who had come and gone, 436 had taught for at least one year. By three years after graduation, slightly fewer were still teaching – 387 – but 471 or 61% had taught at least one year.

Are more recent graduates more likely to enter teaching in Alaska schools?



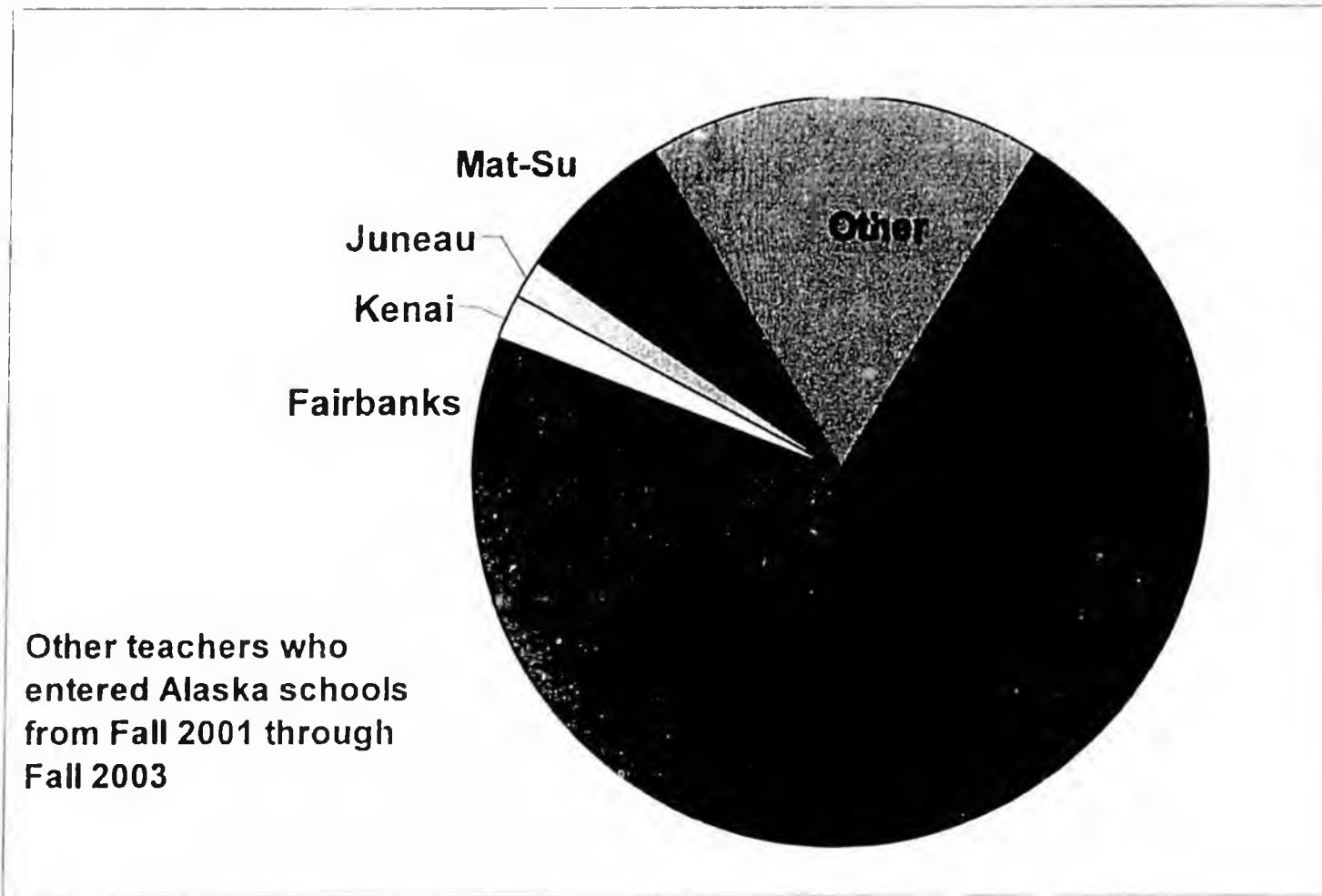
Where the previous chart aggregated graduates across several years, this chart looks at each graduation year separately. We can track graduates to FY2006: six years post-graduation for FY2000 graduates, five years for Y01 graduates, and so on with only one year of data for 2005 graduates. While the data is only preliminary, more recent graduates appear to be more likely to enter and remain in Alaska's schools. For example, slightly over half of FY2004 graduates taught in their first year post-graduation, compared to only about 15% of FY2000 graduates; by year 2, the shares had climbed to 70% of FY04 graduates and about 40% of FY00 graduates.

Where do Alaska program graduates teach?



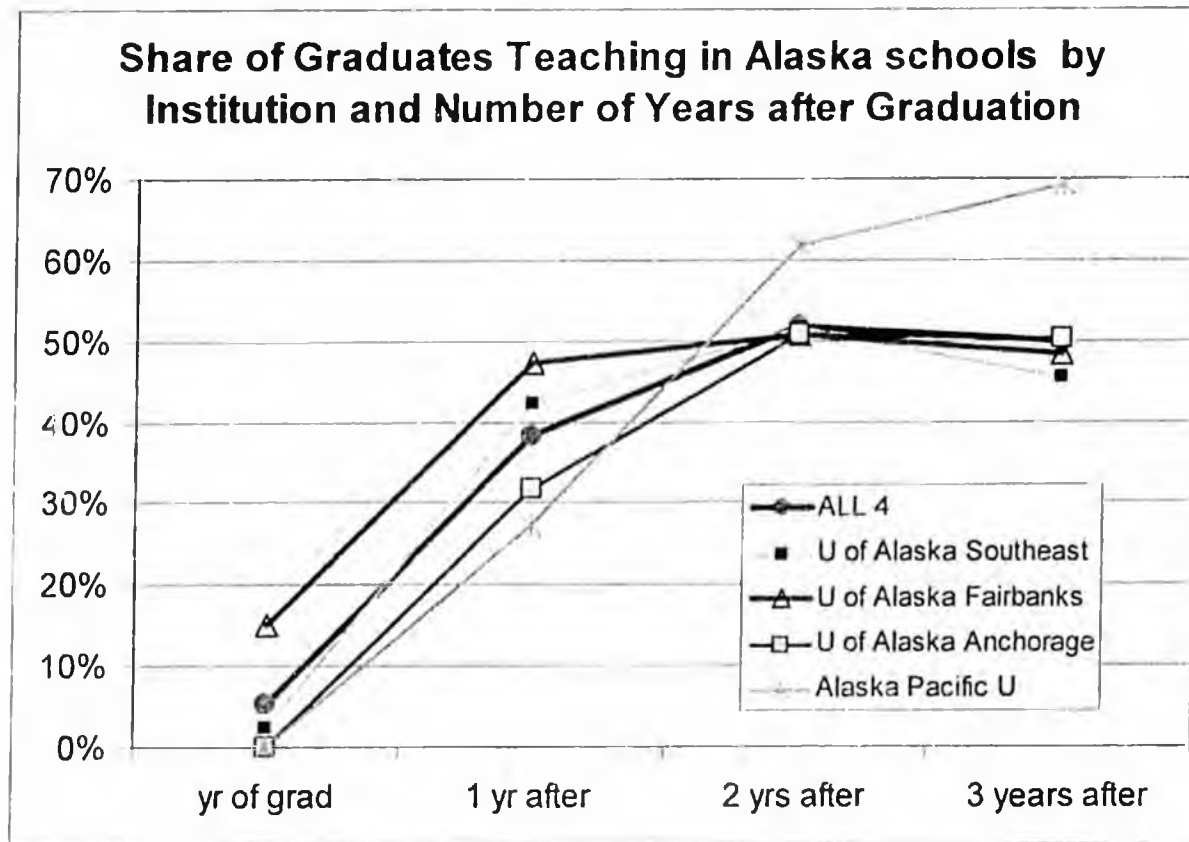
This chart shows the school district employment in Fall, 2005 of the Alaska program graduates who began teaching in Alaska public schools between Fall 2001 and Fall 2003. It shows the five largest districts separately and combines the other 48 districts into "Other". Gone indicates the teachers are no longer reported as teaching in Alaska public schools.

Where do other teachers who enter Alaska schools teach?



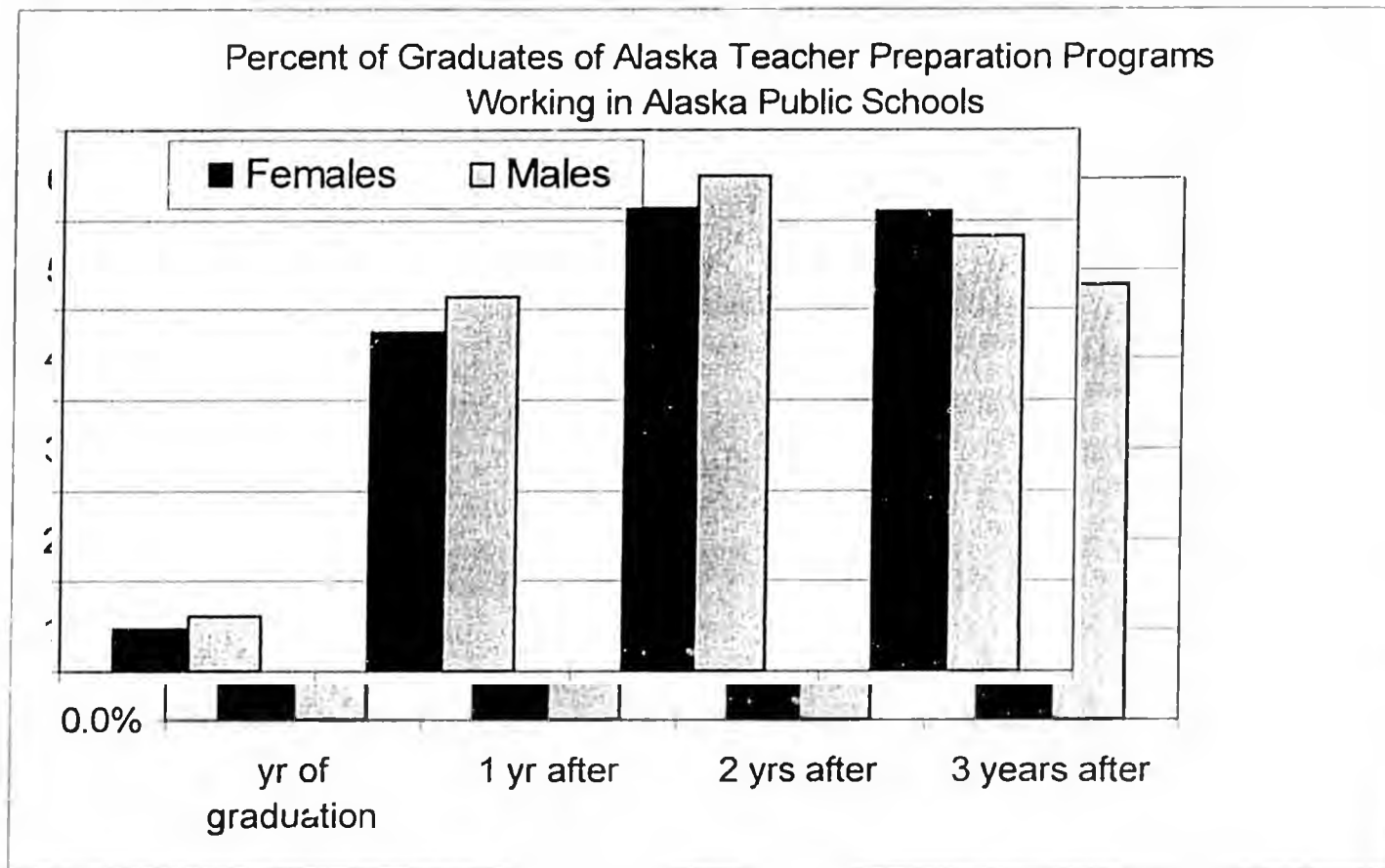
This chart shows the school district employment in Fall 2005 of teachers who were not Alaska teacher program graduates, who began teaching in Alaska public schools between Fall 2001 and Fall 2003. Compared to Alaska program graduates, a much larger share are gone, and a smaller share teach in Anchorage.

How Do Different Alaska Programs Compare in the Share of Their Graduates who Teach in Alaska?



For each institution, this chart shows the share of their FY01 – FY03 graduates teaching in Alaska schools the year they graduate and one, two and three years after graduation. The three University of Alaska programs are almost identical by the second year following graduation. Somewhat more Alaska Pacific graduates enter Alaska classrooms, but this analysis doesn't consider any of the characteristics of students who enter the different programs (such as age, elementary or secondary emphasis, etc) that might affect how many teach in Alaska.

Do Men and Women Graduating from Alaska Teacher Programs Differ in the Likelihood that They'll Teach in Alaska Schools?



This chart shows the percent of men and women who graduated from Alaska teacher programs from FY2001 to FY2003, who taught in Alaska schools one, two and three years following their graduation. There is little difference between the two groups.

Percent of FY01-FY03 Teacher Program Graduates who did not apply for an Alaska PFD in 2003 - 2005

Institution	Year of PFD		
	2003	2004	2005
APU	6%	11%	19%
UAA	7%	8%	11%
UAF	5%	10%	16%
UAS	23%	22%	27%
Total	10%	12%	16%

We matched teacher program graduation data with Department of Labor data on Permanent Fund Dividend applications – a proxy for Alaska residence. Most people are eligible for a PFD by the time they complete a teacher preparation program here, so we looked at graduates who completed their programs between 2001 and 2003, and PFD applications from 2003 to 2005. Only 10% did not apply for a PFD in 2003,. We expected that number to rise if teachers moved out of state. Teachers who leave Alaska schools but remain in Alaska continue to apply for the PFD; those who don't apply have probably left the state. By 2005, 16% no longer applied for a PFD and were probably no longer in Alaska. The previous pie chart on the school district location of this same group in 2005 showed 24% of them no longer in Alaska schools; this table indicates that about two-thirds of those no longer teaching in Alaska schools (16% of the 24%) have probably left the state, and the other one-third are still here.

Employment of Alaska Teacher Preparation Program Graduates by Industry, 1st Quarter 2006

	Year of Program Completion					Total
	2001	2002	2003	2004	2005	
Education	125	165	167	123	138	718
Other industry	22	31	27	10	14	104
no wage employment	53	69	43	23	25	213
Item: no 2005 PFD	40	46	29	16	15	146
Education	63%	62%	70%	79%	78%	69%
Other industry	11%	12%	11%	6%	8%	10%
no wage employment	27%	26%	18%	15%	14%	21%
Item: no 2005 PFD	20%	17%	12%	10%	8%	14%

This table shows the employment of Alaska teacher program graduates by industry, and by year of graduation. The employment data comes from Department of Labor Unemployment Insurance data, and doesn't include those employed in very small firms or self-employed workers. Those working in education include not only those teaching in public K-12 schools, but also those working in private K-12 schools, higher education, and private sector educational entities (e.g., Nine Star Enterprises). Only about one-third of graduates not working in Alaska education are working in other industries. Most have either left the state (no PFD) or are not working for wages (perhaps raising children, self employed, or looking for work).

A black and white photograph of a forest silhouette against a bright, grainy sky. The text "Thank You!" is centered in the upper half of the image.

Thank You!

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786-5436