

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

2863 SCOMM 125: HOUSE SPECIAL COMMITTEE ON EDUCATION 2001-02

N3. Determining student and stakeholder satisfaction and dissatisfaction (3.2b) might include use of any or all of the following: surveys, formal and informal feedback, dropout rates, absenteeism, student conflict data, and complaints. Information might be gathered on the Internet, through personal contact or a third party, or by mail.

N4. Student and stakeholder satisfaction measurements might include both a numerical rating scale and descriptors for each unit in the scale. Actionable student and stakeholder satisfaction measurements provide useful information about specific educational

program/service features, delivery, interactions, and transactions that bear upon student development and learning and the students' and stakeholders' future actions (e.g., transfer and/or positive referral). Measures might include trends and levels in performance of student/stakeholder services or the effectiveness of handling student/stakeholder complaints (e.g., complaint response time, effective resolution of complaints, and the percentage of complaints resolved on first contact).

N5. Your student and stakeholder satisfaction and dissatisfaction results should be reported in Item 7.2.

For additional description of this Item, see pages 42–43.

4 Information and Analysis (90 pts.)

The *Information and Analysis* Category examines your organization's information management and performance measurement systems and how your organization analyzes performance data and information.

4.1 Measurement and Analysis of Organizational Performance (50 pts.)

Approach-Deployment

Describe how your organization provides effective performance management systems for measuring, analyzing, aligning, and improving student and operational performance at all levels and in all parts of your organization.

Within your response, include answers to the following questions:

- a. **Performance Measurement**
 - (1) How do you gather and integrate data and information from all sources to support daily operations and organizational decision making as an education organization?
 - (2) How do you select and align measures/indicators for tracking your daily operations, overall organizational performance, and education climate?
 - (3) How do you select and ensure the effective use of key comparative data and information from within and outside the academic community?
 - (4) How do you keep your performance measurement system current with educational service needs and directions?
- b. **Performance Analysis**
 - (1) What analyses do you perform to support your senior leaders' organizational performance review and your organization's strategic planning?
 - (2) How do you communicate the results of organizational-level analysis to faculty and staff and/or educational programs to enable effective support for decision making?
 - (3) How do you align the results of organizational-level analysis with your key education results, strategic objectives, and action plans? How do these results provide the basis for projections of continuous and breakthrough improvements in performance?

Notes:

N1. Performance measurement is used in fact-based decision making for setting and aligning organizational directions and resource use at the classroom, departmental, key process, school/college, and whole organization levels.

N2. Comparative data and information sources (4.1a[3]) include benchmarking and competitive comparisons. "Benchmarking" refers to identifying processes and results that represent best practices and performance for similar activities, inside or outside the academic community. Competitive comparisons relate your organization's performance to that of comparable organizations and/or student populations and competing organizations, as appropriate.

N3. Analysis includes examining trends; organizational, academic community, and technology projections;

and comparisons, cause-effect relationships, and correlations intended to support your performance reviews, help determine root causes, and help set priorities for resource use. Accordingly, analysis draws upon all types of data: student, student group, school program, stakeholder, market, operational, budgetary, and comparative data.

N4. The results of organizational performance analysis should contribute to your senior leaders' organizational performance review in 1.1b and organizational strategic planning in Category 2.

N5. Your organizational performance results should be reported in Items 7.1, 7.2, 7.3, 7.4, and 7.5.

For a definition of the following **key term**, see page 34: analysis.

For additional description of this Item, see pages 43-44.

4.2 Information Management (40 pts.)

Approach-Deployment

Describe how your organization ensures the quality and availability of needed data and information for faculty and staff, students and stakeholders, and suppliers/partners.

Within your response, include answers to the following questions:

a. Data Availability

- (1) How do you make needed data and information available? How do you make them accessible to faculty and staff, students and stakeholders, and suppliers/partners, as appropriate?
- (2) How do you ensure data and information integrity, reliability, accuracy, timeliness, security, and confidentiality?
- (3) How do you keep your data and information availability mechanisms current with educational service needs and directions?

b. Hardware and Software Quality

- (1) How do you ensure that hardware and software are reliable and user friendly?
- (2) How do you keep your software and hardware systems current with educational service needs and directions?

Notes:

N1. Data availability (4.2a) is of growing importance as the Internet and school Web sites are used increasingly for student-school and stakeholder-school interactions and intranets become more important as a major source of organization-wide communications.

N2. Data and information access (4.2a[1]) might be via electronic and other means.

For additional description of this Item, see page 45.

5 Faculty and Staff Focus (85 pts.)

The *Faculty and Staff Focus* Category examines how your organization motivates and enables faculty and staff to develop and utilize their full potential in alignment with your organization's overall objectives and action plans. Also examined are your organization's efforts to build and maintain a work environment and faculty and staff support climate conducive to performance excellence and to personal and organizational growth.

5.1 Work Systems (35 pts.)

Approach-Deployment

Describe how your organization's work and jobs, compensation, career progression, and related workforce practices motivate and enable faculty and staff and the organization to achieve high performance.

Within your response, include answers to the following questions:

a. Work Systems

- (1) How do you organize and manage work and jobs to promote cooperation, initiative/innovation, your organizational culture, and the flexibility to keep current with educational service needs? How do you achieve effective communication and knowledge/skill sharing across departments, jobs, and locations, as appropriate?
- (2) How do you motivate faculty and staff to develop and utilize their full potential? Include formal and/or informal mechanisms you use to help faculty and staff attain job- and career-related development/learning objectives and the role of administrators, faculty leaders, and supervisors in helping faculty and staff attain these objectives.
- (3) How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance and a student and stakeholder focus? How do your compensation, recognition, and related reward/incentive practices reinforce these objectives, including your overall objectives for student learning and development?
- (4) How do you accomplish effective succession planning for senior leadership and career progression throughout the organization?
- (5) How do you identify characteristics and skills needed by potential faculty and staff? How do you recruit, hire, and retain new faculty and staff? How do your work systems capitalize on the diverse ideas, cultures, and thinking of the communities with which you interact (your hiring and student and stakeholder communities)?

Notes:

N1. "Faculty and staff" refers to your organization's permanent, temporary, and part-time personnel, as well as any contract employees supervised by your organization. Faculty and staff include team leaders, supervisors, faculty leaders, and administrators at all levels. Contract staff supervised by a contractor should be addressed in student services, educational processes, or support processes in Category 6.

N2. "Your organization's work" refers to how your faculty and staff are organized and/or organize themselves in formal and informal, temporary, or longer-term units. This might include work teams, curriculum design teams, problem-solving teams, centers of excellence, research teams, cross-functional teams,

and departments that are self-managed or managed by supervisors.

"Jobs" refers to responsibilities, authorities, and tasks of individuals. In some work systems, jobs might be shared by a team.

N3. Compensation and recognition (5.1a[3]) include promotions and bonuses that might be based upon performance, skills acquired, and other factors. Recognition includes monetary and nonmonetary, formal and informal, and individual and group mechanisms. Recognition systems for volunteers who contribute to the work of your organization should be included, as appropriate.

For a definition of the following **key term**, see page 35: high-performance work.

For additional description of this Item, see pages 45–46.

5.2 Faculty and Staff Education, Training, and Development (25 pts.)

Approach-Deployment

Describe how your organization's faculty and staff education and training support the achievement of your overall objectives, including building faculty and staff knowledge, skills, and capabilities and contributing to high performance.

Within your response, include answers to the following questions:

a. Faculty and Staff Education, Training, and Development

- (1) How do faculty and staff education and training contribute to the achievement of your action plans? How does your education and training approach balance short- and longer-term organizational objectives and faculty and staff needs, including certification, licensure, development, learning, and career progression?
- (2) How do you seek and use input from faculty and staff and their senior leaders and supervisors/administrators on education and training needs and delivery options?
- (3) How do you address in your faculty and staff education, training, and development your key organizational needs associated with technological change, leadership/supervisor development, new faculty and staff orientation, safety, performance measurement/improvement, and diversity?
- (4) How do you deliver faculty and staff education and training? Include formal and informal delivery, including mentoring and other approaches, as appropriate. How do you evaluate the effectiveness of faculty and staff education and training, taking into account individual and organizational performance?
- (5) How do you reinforce the use of knowledge and skills on the job?

Notes:

N1. Technological change (5.2a[3]) might include computer and Internet literacy.

N2. Education and training delivery (5.2a[4]) might occur inside or outside your organization and involve

on-the-job, classroom, computer-based, distance learning, and/or other types of delivery (formal or informal).

For additional description of this Item, see pages 46-47.

5.3 Faculty and Staff Well-Being and Satisfaction (25 pts.)

Approach-Deployment

Describe how your organization maintains a work environment and faculty and staff support climate that contribute to the well-being, satisfaction, and motivation of all faculty and staff.

Within your response, include answers to the following questions:

a. Work Environment

How do you improve workplace health, safety, and ergonomics? How do faculty and staff take part in improving them? Include performance measures and/or targets for each key environmental factor. Also include significant differences, if any, based on varying work environments for faculty and staff groups and/or work units.

b. Faculty and Staff Support and Satisfaction

- (1) How do you determine the key factors that affect faculty and staff well-being, satisfaction, and motivation? How are these factors segmented for a diverse workforce and for varying categories and types of faculty and staff, as appropriate?
- (2) How do you support your faculty and staff via services, benefits, and policies? How are these tailored to the needs of a diverse workforce and varying categories and types of faculty and staff, as appropriate?
- (3) What formal and/or informal evaluation methods and measures do you use to determine faculty and staff well-being, satisfaction, and motivation? How do you tailor these methods and measures to a diverse workforce and to different categories and types of faculty and staff, as appropriate? How do you use other indicators, such as faculty and staff retention, absenteeism, grievances, safety, and productivity, to assess and improve faculty and staff well-being, satisfaction, and motivation?
- (4) How do you relate evaluation findings to key organizational performance results to identify priorities for improving the work environment and faculty and staff support climate?

Notes:

N1. Specific factors that might affect your faculty and staff well-being, satisfaction, and motivation (5.3b[1]) include effective faculty and staff problem or grievance resolution; safety factors; faculty and staff views of administrators, faculty leadership, and/or supervisors; faculty and staff training, development, and career opportunities; faculty and staff preparation for changes in technology or the work organization; the work environment and other work conditions; empowerment of faculty and staff by administrators, faculty leadership, and/or supervisors; information sharing by administrators, faculty leadership, and/or supervisors; workload; cooperation and teamwork; recognition; services and benefits; communications; job security; compensation; and equal opportunity.

N2. Approaches for faculty and staff support (5.3b[2]) might include providing counseling, career development and employability services, recreational or cultural activities, nonwork-related education, day care, job rotation or sharing, special leave for family responsibilities or for community service, home safety

training, flexible work hours and location, outplacement, and retirement benefits (including extended health care).

N3. Measures/indicators of well-being, satisfaction, and motivation (5.3b[3]) might include data on safety and absenteeism, the overall faculty and staff turnover rate segmented by employee type, faculty and staff charitable contributions, grievances, strikes, other job actions, insurance costs, worker's compensation claims, and results of surveys. Survey indicators of satisfaction might include faculty and staff knowledge of job roles, faculty and staff knowledge of organizational direction, and faculty and staff perception of empowerment and information sharing. Your results relative to such measures/indicators should be reported in Item 7.4.

N4. Setting priorities (5.3b[4]) might draw upon your faculty and staff results presented in Item 7.4 and might involve addressing faculty and staff problems based on their impact on your organizational performance.

For a definition of the following **key term**, see page 36: productivity.

For additional description of this Item, see pages 47–48.

6 Process Management (85 pts.)

The **Process Management** Category examines the key aspects of your organization's process management, including learning-focused education design and delivery, key student services, and support processes. This Category encompasses all key processes and all work units.

6.1 Education Design and Delivery Processes (50 pts.)

Approach-Deployment

Describe how your organization manages key processes for design and delivery of your educational programs and offerings.

Within your response, include answers to the following questions:

a. Education Design Processes

- (1) What are your design processes for educational programs and offerings and their related delivery systems and processes?
- (2) How do you ensure that all programs and offerings address student educational, developmental, and well-being needs; meet high standards; and focus on active learning?
- (3) How do you anticipate and prepare for individual differences in student learning rates and styles?
- (4) How is information on student segments and/or individual students developed and used for purposes of engaging all students in active learning? How do you incorporate changing student, stakeholder, and market requirements into the design of educational programs and offerings and their related delivery systems and processes?
- (5) How do you incorporate new technology, including e-technology, into educational programs and offerings and their related delivery systems and processes, as appropriate?
- (6) How do your design processes address sequencing, linkages among educational offerings, transfer of learning from past design projects and other parts of the organization, new design technology, cycle time, and other efficiency/effectiveness factors?
- (7) How do you incorporate a measurement plan that makes effective use of formative and summative assessment?
- (8) How do you ensure that faculty and staff are properly prepared to implement your educational programs and offerings?

b. Education Delivery Processes

- (1) What are your key educational programs, offerings, and delivery processes and their key performance requirements?
- (2) How do you ensure that ongoing educational programs and offerings meet key design and delivery requirements?
- (3) What key observations and measures/indicators are used to monitor and improve the delivery of your key educational programs and offerings? Include how key formative and summative assessments of students; in-process measures of programs and offerings; and real-time student, faculty, staff, and stakeholder input are used in managing your educational programs and offerings to help students and faculty achieve learning objectives, as appropriate.
- (4) How do you evaluate programs and offerings to minimize redesign efforts and their costs?
- (5) How do you improve your educational programs and offerings to achieve better student learning and improvements to services, as appropriate? Include use of research on learning, assessment, and instructional methods and new learning technology, as appropriate. How are improvements shared with other organizational units and programs, students, faculty, staff, and stakeholders, as appropriate?

Notes:

N1. "Education" should be interpreted broadly. Educational programs and offerings may include courses, research, outreach, cooperative projects, and overseas studies.

N2. Responses to Item 6.1 should include how your stakeholders and key partners are involved in your design processes, as appropriate.

N3. Education design and delivery might take into account computer-assisted, distance, and Web-based learning and making offerings available at different locations and times to meet student needs.

N4. Sequencing and linkages among educational offerings (6.1a[6]) include not only relationships within a single discipline but also relationships among related disciplines. Linkages also may address your organization's mission-specific activities such as basic and applied research and outreach.

N5. A measurement plan (6.1a[7]) should be holistic and define what is to be assessed and measured, how and when assessments and measurements are to be made, and how the results will be used.

N6. Proper preparation of your faculty (6.1a[8]) might address subject matter expertise and an understanding of the cognitive, social-emotional, and ethical development of students. It also might address training/

experience in teaching strategies, facilitation skills, and learning assessment, as well as how to recognize and use learning research theory and how to report information and data on student progress. Preparation of faculty is linked to Item 5.2, which asks for information on how your training is tied to your organizational objectives.

N7. "Education delivery" refers to instructional approaches—modes of teaching and organizing activities and experiences so that learning takes place.

N8. For educational programs and offerings, measurements and observations (6.1b[3]) should include key learning and developmental dimensions, e.g., factors that enable early intervention when learning is not progressing adequately. Observations and measures/indicators also should reveal whether the programs or offerings require corrective action. The focus of 6.1b(5) is ongoing improvement to achieve better performance. Periodically, programs and offerings might need to be changed or redesigned.

N9. The results of improvements in the design and delivery processes for your educational programs and offerings should be reported in Item 7.5. Results of improvements in student performance should be reported in Item 7.1.

For definitions of the following **key terms**, see pages 34–37: active learning, cycle time, formative assessment, and summative assessment.

For additional description of this Item, see pages 48–50.

6.2 Student Services (20 pts.)

Approach-Deployment

Describe how your organization manages its key student services.

Within your response, include answers to the following questions:

a. Student Services

- (1) What are your key student services?
- (2) How do you determine key student service requirements, incorporating input from students, faculty, staff, other stakeholders, and suppliers/partners, as appropriate? What are the key requirements for these services?
- (3) How do you design and deliver these services to meet all the key requirements?
- (4) What are your key performance measures/indicators used for the control and improvement of these services? Include how in-process measures and feedback from students, faculty, staff members, stakeholders, and suppliers are used in managing your student services, as appropriate.
- (5) How do you improve your student services to keep them current with educational service needs and directions, to achieve better performance, and to control overall costs? How are improvements shared with other organizational units and processes, as appropriate?

Notes:

N1. Your key student services are those considered most important to student matriculation and success. These might include services related to counseling, advising, and tutoring students; libraries and information technology; and student recruitment, enrollment, registration, placement, financial aid, and housing. They also might include food services, security, health services, transportation, and bookstores. The key services to be included in Item 6.2 are distinctive to your organization and how you operate.

N2. Key student service requirements may include timeliness, confidentiality, accuracy, due process, and safety.

N3. To provide as complete and concise a response as possible for your key student services, you might want to use a tabular format identifying the key services and the attributes of each as called for in questions 6.2a(1)–6.2a(4).

N4. Key student service performance results should be reported in Item 7.5.

For additional description of this Item, see page 50.

6.3 Support Processes (15 pts.)

Approach-Deployment

Describe how your organization manages its key processes that support your daily operations as an education organization and your faculty and staff in delivering services.

Within your response, include answers to the following questions:

a. Support Processes

- (1) What are your key processes for supporting your daily operations and your faculty and staff in delivering educational programs and offerings and student services?
- (2) How do you determine key support process requirements, incorporating input from faculty and staff, as appropriate? What are the key operational requirements (such as productivity, timeliness, accuracy, and safety) for these processes?
- (3) How do you design these processes to meet all the key requirements?
- (4) How does your day-to-day operation of key support processes ensure meeting key performance requirements?
- (5) What are your key performance measures/indicators used for the control and improvement of these processes? Include how in-process measures and faculty and staff feedback are used in managing your support processes, as appropriate.
- (6) How do you minimize overall costs associated with inspections, tests, and process/performance audits of support processes?
- (7) How do you improve your support processes to achieve better performance and to keep them current with organizational needs and directions? How are improvements shared with other organizational units and processes, as appropriate?

Notes:

N1. Your key support processes are those that are considered most important for support of your organization's design and delivery of educational programs and offerings and student services. These might include processes for finance and accounting; plant and facilities management; legal, human resource,

and marketing services; information services; public relations; central receiving; purchasing; management of supplier and/or partner processes; and secretarial and other administrative services.

N2. Key support process performance results should be reported in Item 7.5.

For additional description of this Item, see pages 50–51.

7 Organizational Performance Results (450 pts.)

The **Organizational Performance Results** Category examines student learning results; student- and stakeholder-focused results; budgetary, financial, and marketplace performance; faculty and staff results; and operational effectiveness. Also examined are performance levels relative to those of competitors, comparable schools, and/or appropriately selected organizations.

7.1 Student Learning Results (200 pts.)

Results

Summarize your organization's key student learning results. Segment your results by student groups and market segments, as appropriate. Include appropriate comparative data relative to competitors, comparable organizations, and student populations.

Provide data and information to answer the following question:

a. Student Learning Results

What are your current levels and trends in key measures/indicators of student learning and improvement in student learning? Segment data by student groups and market segments, as appropriate, and include results normalized to comparable student populations.

Notes:

N1. Results reported in Item 7.1 might be based upon a variety of assessment methods that reflect the organization's overall mission and primary improvement objectives and that together represent holistic appraisals of student learning. For some recently implemented measures and/or assessment methods, data might not yet be sufficient to demonstrate meaningful trends. Such data should be reported, because they provide useful information regarding the organization's current performance levels. Results may include data indicating performance of recent graduates.

N2. Demonstrations of improvement in student learning should be normalized to comparable student populations. Methods for demonstrating improvement in student learning might involve longitudinal studies and cohort studies. Results covering three years or more are preferred.

N3. Comparisons should include a brief description of how the appropriateness of each comparison is ensured. Comparable organizations might include those of similar types/sizes, both domestic and international, as well as organizations serving similar populations of students.

For a definition of the following **key term**, see page 36: results.

For additional description of this Item, see page 51.

7.2 Student- and Stakeholder-Focused Results (70 pts.)

Results

Summarize your organization's key student- and stakeholder-focused results, including student and stakeholder satisfaction. Segment your results by student and stakeholder groups and market segments, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. Student- and Stakeholder-Focused Results

- (1) What are your current levels and trends in key measures/indicators of current and past student and key stakeholder satisfaction and dissatisfaction, including comparisons with competitors' and/or comparable organizations' levels of student and stakeholder satisfaction?
- (2) What are your current levels and trends in key measures/indicators of student- and stakeholder-perceived value, persistence, positive referral, and/or other aspects of building relationships with students and stakeholders, as appropriate?

Notes:

N1. Student and stakeholder satisfaction and dissatisfaction results (7.2a[1]) should relate to determination methods and data described in Item 3.2. Results data might include feedback from students and stakeholders and their overall assessment of education and operations. Examples of student and stakeholder satisfaction and dissatisfaction indicators are given in the notes for Item 3.2.

N2. Current levels and trends in key measures/indicators of student satisfaction relative to competitors and/or comparable schools (7.2a[1]) might include gains and losses of your students from or to other schools or alternative means of education such as home schooling or corporate educational programs.

For additional description of this Item, see pages 51–52.

Results also might include objective information and/or data from independent organizations and/or key stakeholders. Such objective information might include survey results, competitive awards, recognition, and ratings. The information and/or data should reflect comparative satisfaction (and dissatisfaction). Information on comparative performance of your students should be included in Item 7.1.

N3. Comparisons should include a brief description of how the appropriateness of each comparison is ensured. Comparable organizations might include those of similar types/sizes, as well as organizations serving similar populations of students.

7.3 Budgetary, Financial, and Market Results (40 pts.)

Results

Summarize your organization's key budgetary, financial, and market performance results by segments, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. Budgetary, Financial, and Market Results

- (1) What are your current levels and trends in key measures/indicators of budgetary and financial performance, including measures of cost containment, as appropriate?
- (2) What are your current levels and trends in key measures/indicators of market performance, including market share and new markets entered, as appropriate?

Notes:

N1. Responses to Item 7.3 might include measures such as instructional and general administration expenditures per student; income, expenses, reserves, and endowments; the tax rate; tuition and fee levels; cost per academic credit; annual grants/awards; program expenditures as a percentage of budget; annual budget increases or decreases; resources redirected to education from other areas; scholarship growth; the

percentage of budget for research; and the budget for public service.

N2. New markets entered (7.3a[2]) might include offering Web-based services.

N3. Comparisons should include a brief description of how the appropriateness of each comparison is ensured.

For additional description of this Item, see page 52.

7.4 Faculty and Staff Results (70 pts.)

Results

Summarize your organization's key faculty- and staff-related results, including faculty and staff well-being, satisfaction, and development and work system performance. Segment your results to address the diversity of your workforce and the different types and categories of faculty and staff, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. Faculty- and Staff-Related Results

- (1) What are your current levels and trends in key measures/indicators of faculty and staff well-being, satisfaction and dissatisfaction, and development?
- (2) What are your current levels and trends in key measures/indicators of faculty and staff work system performance and effectiveness?

Notes:

N1. Results reported in this Item should relate to activities described in Category 5. Your results should be responsive to key process needs described in Category 6 and to your organization's action plans and human resource plans described in Item 2.2.

N2. For appropriate measures of faculty and staff well-being and satisfaction (7.4a[1]), see Notes to Item 5.3. Appropriate measures/indicators of faculty and staff development might include innovation and suggestion rates, courses or educational programs completed, learning, on-the-job performance improvements, collaboration/teamwork, and cross-training rates.

N3. Appropriate measures/indicators of work system performance and effectiveness (7.4a[2]) might include use of teams; knowledge and skill sharing across work functions, units, and locations; and flexibility. Additional indicators for staff performance might be simplification of the job and of the job classification, as well as job rotation.

N4. Comparisons should include a brief description of how the appropriateness of each comparison is ensured.

For additional description of this Item, see pages 52–53.

7.5 Organizational Effectiveness Results (70 pts.)

Results

Summarize your organization's key performance results that contribute to opportunities for enhanced learning and/or the achievement of organizational effectiveness. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. Organizational Effectiveness Results

- (1) What are your current levels and trends in key measures/indicators of the performance of key education design and delivery processes, student services, and support processes that contribute to enhanced learning and/or operational effectiveness? Include school capacity to improve student performance, student development, the education climate, indicators of responsiveness to student or stakeholder needs, supplier/partner performance, and other appropriate measures of effectiveness and efficiency.
- (2) What are your results for key measures/indicators of accomplishment of organizational strategy?

b. Public Responsibility and Citizenship Results

What are your results for key measures/indicators of safety; regulatory, legal, and/or accreditation compliance; and support of key communities?

Notes:

N1. Results reported in 7.5a should address your key organizational requirements and progress toward accomplishment of your key organizational performance goals as presented in the Organizational Profile and in Items 1.1, 2.2, 6.1, 6.2, and 6.3. Include results of mission-specific research and outreach processes, as appropriate. Include results not reported in Items 7.1, 7.2, 7.3, and 7.4.

N2. Safety and regulatory, legal, and/or accreditation compliance results reported in 7.5b should address requirements described in Item 1.2.

For additional description of this Item, see page 53.

N3. Results reported in Item 7.5 should provide key information for analysis (Item 4.1) and review (Item 1.1) of your organizational performance and should provide the operational basis for improved student learning results (Item 7.1); student- and stakeholder-focused results (Item 7.2); and budgetary, financial, and market results (Item 7.3).

N4. Comparisons should include a brief description of how the appropriateness of each comparison is ensured.

GLOSSARY OF KEY TERMS

This Glossary of Key Terms defines and briefly describes terms used throughout the Education Criteria booklet that are important to performance management.

Action Plans

The term "action plans" refers to specific actions that respond to short- and longer-term strategic objectives. Action plans include details of resource commitments and time horizons for accomplishment. Action plan development represents the critical stage in planning when strategic objectives and goals are made specific so that effective organization-wide understanding and deployment are possible. In the Criteria, deployment of action plans includes creation of aligned measures for work units. Deployment might also require specialized training for some faculty and staff or recruitment of personnel.

An example of a strategic objective for an education organization might be to achieve student performance in the top quartile of the state's schools on a normalized test that is given annually. Action plans likely would entail determining which subjects have had the lowest scores, understanding skill deficiencies in those subjects, and developing curricula that enable students to master those skills. Performance requirements might include faculty training in instructional and assessment methods. Organizational-level analysis and review likely would emphasize student learning, budgetary performance, and student and stakeholder satisfaction.

Active Learning

"Active learning" refers to interactive instructional techniques that engage students in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students engaged in active learning might use resources in addition to faculty, such as libraries, Web sites, interviews, or focus groups, to obtain information. They may demonstrate their abilities to analyze, synthesize, and evaluate through projects, presentations, performances, internships, practicums, independent study projects, and problem solving.

Alignment

"Alignment" refers to consistency of plans, processes, information, resource decisions, actions, results, analysis, and learning to support key organization-wide goals. Effective alignment requires a common understanding of purposes and goals and use of complementary measures and information for planning, tracking, analysis, and improvement at three levels: the organizational/senior leader level; the key process level; and the program, school, class, or individual level.

Analysis

"Analysis" refers to examination of facts and data to provide a basis for effective decisions. Analysis often involves the determination of cause-effect relationships. Overall organizational analysis guides process management toward achieving key organizational results and toward attaining strategic objectives.

Despite their importance, individual facts and data do not usually provide an effective basis for actions or setting priorities. Actions depend on an understanding of relationships derived from analysis of facts and data.

Approach

"Approach" refers to how an organization addresses the Baldrige Criteria Item requirements, i.e., the methods and processes used by the organization. Approaches are evaluated on the basis of the appropriateness of the methods/processes to the Item requirements, the effectiveness of their use, and their alignment with organizational needs. For further description, see the Scoring System on page 54.

Benchmarks

The term "benchmarks" refers to processes and results that represent best practices and performance for similar activities, inside or outside the education community. Organizations engage in benchmarking activities to understand the current dimensions of world-class performance and to achieve discontinuous (nonincremental) or breakthrough improvement.

Benchmarks are one form of comparative data. Other comparative data organizations might use include data collected by a third party (frequently averages for other organizations), data on performance of comparable education organizations and competitors, and comparisons with similar organizations in the same geographic area.

Cycle Time

"Cycle time" refers to the time required to fulfill commitments or to complete tasks. Time measurements play a major role in the Criteria because of the great importance of responsiveness and of time performance to improving competitiveness. "Cycle time" refers to all aspects of time performance. Cycle time improvement might include time to respond to changing student and stakeholder needs, design time for new programs and processes, and other key measures of time.

Deployment

"Deployment" refers to the extent to which an organization's approach is applied to the requirements of a Baldrige Criteria Item. Deployment is evaluated on the basis of the breadth and depth of application of the approach to relevant processes and work units throughout the organization. For further description, see the Scoring System on page 54.

Empowerment

"Empowerment" refers to giving faculty and staff the authority and responsibility to make decisions and take actions. Empowerment results in decisions being made closest to students and stakeholders, where work-related knowledge and understanding reside.

Empowerment is aimed at enabling faculty and staff to respond to student educational needs, to improve processes, and to better the organization's performance results. Empowered faculty and staff require information to make appropriate decisions; thus, an organizational requirement is to provide that information in a timely and useful way.

Formative Assessment

"Formative assessment" refers to frequent or ongoing evaluation during courses, programs, or learning experiences that gives an early indication of what students are learning, as well as their strengths and weaknesses. Formative assessment is often used as a diagnostic tool for students and faculty, providing information with which to make real-time improvements in instructional methods, materials, activities, techniques, and approaches. Approaches to formative assessment might include daily, weekly, or midterm projects; portfolios; journals; observations of the learning process and learning outcomes; discussion groups; performances; self-assessments; or examinations that occur during courses, when students and faculty can benefit from the information and improve.

High-Performance Work

"High-performance work" refers to work approaches used to systematically pursue ever higher levels of overall organizational and individual performance, including quality, productivity, innovation rate, and cycle time performance. High-performance work results in improved programs and services for students and stakeholders.

Approaches to high-performance work vary in form, function, and incentive systems. Effective approaches frequently include cooperation among leaders, administrators, faculty, and staff, which may involve workforce bargaining units; cooperation among work units, often involving teams; self-directed responsibility/faculty and staff empowerment; faculty and staff input to planning; individual and organizational skill building and learning; learning from other

organizations; flexibility in job design and work assignments; a flattened organizational structure, where decision making is decentralized and decisions are made closest to the students and stakeholders; and effective use of performance measures, including comparisons. Many high-performance work systems use monetary and nonmonetary incentives based upon factors such as organizational performance, team and/or individual contributions, and skill building. Also, high-performance work approaches usually seek to align the organization's structure, work, jobs, faculty and staff development, and incentives.

Innovation

"Innovation" refers to making meaningful change to improve programs, services, and/or processes and create new value for students and stakeholders. Innovation involves the adoption of an idea, process, technology, or product that is either new or new to its proposed application.

Successful organizational innovation is a multistep process that involves development and knowledge sharing, a decision to implement, implementation, evaluation, and learning. Although innovation is often associated with technological innovation, it is applicable to all key organizational processes that would benefit from change, whether through breakthrough improvement or change in approach.

Measures and Indicators

The term "measures and indicators" refers to numerical information that quantifies input, output, and performance dimensions of programs, processes, services, and the overall organization (outcomes). Measures and indicators might be simple (derived from one measurement) or composite.

The Criteria do not make a distinction between measures and indicators. However, some users of these terms prefer the term "indicator" (1) when the measurement relates to performance but is not a direct measure of such performance (e.g., the number of complaints is an indicator of dissatisfaction but not a direct measure of it) and (2) when the measurement is a predictor ("leading indicator") of some more significant performance (e.g., a gain in student performance or satisfaction might be a leading indicator of student persistence).

Performance

"Performance" refers to output results obtained from processes and services that permit evaluation and comparison relative to goals, standards, past results, and other organizations. Performance might be expressed in nonfinancial and financial terms.

The Baldrige Criteria address three types of performance: (1) student- and stakeholder-related; (2) budgetary, financial, and market; and (3) operational.

"Student- and stakeholder-related performance" refers to performance relative to measures and indicators of student and stakeholder perceptions, reactions, and behaviors. Examples include student learning, retention, complaints, and survey results. Student- and stakeholder-related performance generally relates to the organization as a whole.

"Budgetary, financial, and market performance" refers to performance relative to measures of cost containment, budget utilization, and market share. Examples include instructional and general administration expenditures per student; income, expenses, reserves, endowments, and annual grants/awards; program expenditures as a percentage of budget; annual budget increases or decreases; resources redirected to education from other areas; scholarship growth; the percentage of budget for research; and the budget for public service.

"Operational performance" refers to organizational and faculty/staff performance relative to effectiveness and efficiency measures and indicators. Examples include cycle time, productivity, accreditation, and regulatory compliance. Operational performance might be measured at the organizational/senior leader level; the key process level; and the program, school, class, or individual level.

Process

"Process" refers to linked activities with the purpose of producing a program or service for students and/or stakeholders within or outside the organization. Generally, processes involve combinations of people, machines, tools, techniques, and materials in a systematic series of steps or actions. In some situations, processes might require adherence to a specific sequence of steps, with documentation (sometimes formal) of procedures and requirements, including well-defined measurement and control steps.

In service situations such as education, particularly when those served are directly involved in the service, process is used in a more general way, i.e., to spell out what must be done, possibly including a preferred or expected sequence. If a sequence is critical, the service needs to include information to help those served understand and follow the sequence. Such service processes also require guidance to the providers of those services on handling contingencies related to possible actions or behaviors of those served.

In knowledge work such as teaching, strategic planning, research, development, and analysis, process does not necessarily imply formal sequences of steps. Rather, process implies general understandings regarding competent performance such as timing, options to be included, evaluation, and reporting. Sequences might arise as part of these understandings.

Productivity

"Productivity" refers to measures of the efficiency of resource use.

Although the term often is applied to single factors such as staffing, machines, materials, and capital, the productivity concept applies as well to the total resources used in meeting the organization's objectives. The use of an aggregate measure of overall productivity allows a determination of whether the net effect of overall changes in a process—possibly involving resource tradeoffs—is beneficial.

Results

The term "results" refers to outcomes achieved by an organization in addressing the purposes of a Baldrige Criteria Item. Results are evaluated on the basis of current performance; performance relative to appropriate comparisons; the rate, breadth, and importance of performance improvements; and the relationship of results measures to key organizational performance requirements. For further description, see the Scoring System on page 54.

Senior Leaders

The term "senior leaders" refers to those with the main responsibility for managing the overall organization. Senior leaders might include administrators, department heads, and/or faculty leaders. In many organizations senior leaders include the head of the organization and his or her direct reports.

Stakeholders

The term "stakeholders" refers to all groups that are or might be affected by an organization's actions and success. Examples of key stakeholders include parents, parent organizations, faculty, staff, social service organizations, boards, alumni, partners, businesses, employers, other schools, and local/professional communities.

Strategic Objectives

The term "strategic objectives" refers to an organization's articulated aims or responses to address major change/improvement and/or competitiveness issues. Strategic objectives generally are focused externally and relate to significant student/stakeholder, market, service, or technological opportunities and challenges. Broadly stated, they are what an organization must achieve to remain or become competitive. Strategic objectives set an organization's longer-term directions and guide resource allocations and redistributions.

See the definition of “action plans” on page 34 for the relationship between strategic objectives and action plans and for an example of each.

Summative Assessment

“Summative assessment” refers to longitudinal analysis of the learning and performance of students and alumni. Summative assessments tend to be formal and comprehensive, and they often cover global subject matter. Such assessments may be conducted at the conclusion of a course or program and could be compared to the results of pretesting to determine gains and to clarify the causal connections between educational practices and student learning. They may be used for purposes of determining final grades, placement, and promotion, as well as for licensure or certification.

Systematic

“Systematic” refers to approaches that are repeatable and use data and information so that improvement and learning

are possible. In other words, approaches are systematic if they build in the opportunity for evaluation and learning and thereby permit a gain in maturity. For use of the term, see the Scoring Guidelines on page 55.

Value

“Value” refers to the perceived worth of a program, service, process, asset, or function relative to cost and relative to possible alternatives.

Organizations frequently use value considerations to determine the benefits of various options relative to their costs, such as the value of various educational offerings and service combinations to students or stakeholders. Organizations need to understand what different student and stakeholder groups value and then deliver value to each group. This frequently requires balancing value for students and stakeholders, such as businesses, faculty, staff, and the community.

Leadership (Category I)

Leadership addresses how your senior leaders guide your organization in setting organizational values, directions, and performance expectations. Attention is given to how your senior leaders communicate with faculty and staff, review organizational performance, and create a learning environment that encourages high performance. The Category also includes your organization's responsibilities to the public and how your organization practices good citizenship.

1.1 Organizational Leadership

Purpose

This Item examines the key aspects of your organization's leadership and the actions of your senior leaders to create and sustain a high-performance organization and an environment conducive to learning, student development, and achievement.

Requirements

You are asked how your senior leaders set and deploy organizational values, short- and longer-term directions, and performance expectations and address the needs of all students and stakeholders. This includes how leaders create an environment for empowerment, innovation, organizational agility, safety, equity, and organizational and faculty and staff learning.

You also are asked how your senior leaders review organizational performance, what key performance measures they regularly review, and how review findings are used to drive improvement and innovation, including improvement in your leaders' effectiveness.

Comments

- Leadership's central roles in setting values and directions, creating and balancing value for all students and stakeholders, and driving performance are the focus of this Item. Success requires a strong orientation to the future and a commitment to both improvement and innovation. Increasingly, this requires creating an environment for empowerment and agility, as well as the means for rapid and effective application of knowledge that takes into account key developmental needs of students, including self-motivation, study habits, the ability to function in groups, citizenship, and character development.
- The review role of leadership is crucial—not only because reviews help provide a focus on student learning but also because reviews are an effective means for early detection of problems and timely redirection of resources, which usually require leadership support and involvement. A major aim is to create organizations that are flexible and responsive, i.e., that change easily to

adapt to new needs and opportunities for innovation.

Through their roles in developing strategy and reviewing overall performance, senior leaders develop leadership and create an organization capable of adapting to changing opportunities and requirements. An important part of the senior leaders' organizational review is the translation of review findings into an action agenda—one sufficiently specific to facilitate deployment throughout the organization and to students, key stakeholders, and partners. The action agenda could include opportunities for innovation.

1.2 Public Responsibility and Citizenship

Purpose

This Item examines how your organization fulfills its public responsibilities and encourages, supports, and practices good citizenship, working effectively with key communities to extend your organization's learning opportunities.

Requirements

You are asked how your organization addresses its current and future impacts on society in a proactive manner and how you accomplish ethical practices in all student and stakeholder interactions. The impacts and practices are expected to cover all relevant and important requirements—safety, regulatory, legal, ethical, and accreditation.

You also are asked how your organization, your senior leaders, your faculty and staff, and students identify, support, and strengthen your key communities as part of good citizenship practices.

Comments

- An integral part of performance management and improvement is proactively addressing legal, regulatory, and accreditation requirements and risk factors. Addressing these areas requires establishing appropriate measures/indicators that senior leaders track in their overall performance review. Your organization should be sensitive to issues of public concern, whether or not these issues are currently embodied in law.
- Citizenship implies going beyond a compliance orientation. Good citizenship opportunities are available to organizations of all sizes. These opportunities include encouraging and supporting your faculty and staff to participate in community service.
- Public responsibility may address a variety of issues and/or concerns, such as taxpayer costs, safety in the school, storage of hazardous materials, and recycling of materials, as appropriate.
- Examples of organizational community involvement include efforts by the organization, senior leaders, and faculty/staff to strengthen community services, the



environment, athletic associations, and professional associations. Community involvement might also involve students, giving them the opportunity to develop social and citizenship values and skills.

Strategic Planning (Category 2)

Strategic Planning addresses strategic and action planning and deployment of plans. The Category stresses that learning-centered education and operational performance are key strategic issues that need to be integral parts of your organization's overall planning.

Specifically,

- learning-centered education is a strategic view of education. The focus is on the drivers of student learning, student persistence, student and stakeholder satisfaction, new markets, and market share—key factors in educational success. Learning-centered education focuses on the real needs of students, including those derived from market requirements and citizenship responsibilities.
- operational performance improvement contributes to short-term and longer-term productivity growth and cost containment. Building operational capability—including speed, responsiveness, and flexibility—represents an investment in strengthening your organizational fitness.

The Criteria emphasize that improvement and learning need to be embedded in work processes. The special role of strategic planning is to align work processes with your organization's strategic directions, thereby ensuring that improvement and learning reinforce organizational priorities.

The Strategic Planning Category examines how your organization

- understands the key student, stakeholder, market, and societal requirements as input to setting strategic directions. This helps to ensure that ongoing process

improvements and change are aligned with your organization's strategic directions.

- optimizes the use of resources, ensures the availability of well-prepared faculty and staff, and ensures bridging short-term and longer-term requirements that may entail capital expenditures, technology development or acquisition, or development of partnerships with feeder schools.
- ensures that deployment will be effective—that there are mechanisms to communicate requirements and achieve overall alignment on three basic levels: (1) the organization/senior leader level; (2) the key process level; and (3) the program, school, class, or individual level.

The requirements in the Strategic Planning Category encourage strategic thinking and acting—to develop a basis for a distinct leadership position. *These requirements do not imply formalized plans, planning systems, departments, or specific planning cycles.* They also do not imply that all your improvements could or should be planned in advance. An effective improvement system combines improvements of many types and degrees of involvement. This requires clear strategic guidance, particularly when improvement alternatives, including major change, compete for limited resources. The requirements in the Category emphasize a future-oriented basis for decisions and priorities.

2.1 Strategy Development

Purpose

This Item examines how your organization sets strategic directions and develops your strategic objectives, guiding and developing key educational and other associated performance requirements.

Requirements

You are asked to outline your organization's strategic planning process, including identifying key participants, key steps, and your planning time horizons. You are asked how you consider key factors that affect your organization's future. These factors cover external and internal influences on your organization. You are asked to address each factor and outline how relevant data and information are gathered and analyzed.

You also are asked to summarize your key strategic objectives and your timetable for accomplishing them. Finally, you are asked how these objectives address the challenges outlined in your Organizational Profile.

Comments

- This Item calls for basic information on the planning process and for information on all the key influences, risks, challenges, and other requirements that might affect your organization's future opportunities and directions—

taking as long-term a view as possible. This approach is intended to provide a thorough and realistic context for the development of a student-, stakeholder-, and market-focused strategy to guide ongoing decision making, resource allocation, and overall management.

- This Item is intended to cover all types of education organizations, market situations, strategic issues, planning approaches, and plans. The requirements explicitly call for a future-oriented basis for action but do not imply formalized planning, planning departments, planning cycles, or a specified way of visualizing the future. Even if your organization is seeking to create an entirely new program, structure, or situation, it is still necessary to set and to test the objectives that define and guide critical actions and performance.
- This Item emphasizes how the organization develops a leadership position in its educational offerings.
- An increasingly important part of strategic planning is projecting the future environment. Organizations might use a variety of modeling, scenarios, or other techniques and judgments to anticipate the environment. Planning requires a thorough and realistic context for the development of educational services and overall management of the organization. This includes student and stakeholder needs and expectations and external factors affecting the organization, such as changing requirements brought about by other organizations, employers, education mandates, instructional technology, changing demographics, and changing student career interests. Internal factors, such as faculty and staff capabilities and needs, also should be considered. Especially important is the need to assess student learning relative to key outcomes the organization seeks to achieve.

2.2 Strategy Deployment

Purpose

This Item examines how your organization converts your strategic objectives into action plans to accomplish the objectives and how your organization assesses progress relative to these action plans. The aim is to ensure that your strategies are deployed for your key education objectives.

Requirements

You are asked how you develop and deploy action plans that address your organization's key strategic objectives, including the allocation of needed resources. You are asked to summarize your key short- and longer-term action plans. Particular attention is given to changes in services/programs; students, stakeholders, and markets; and how you operate. You also are asked about your key human resource plans that will enable accomplishment of your strategic objectives and action plans.

You are asked to give your key measures/indicators used in tracking progress relative to the action plans and how you

use these measures to achieve organizational alignment and coverage of all key work units, students, and stakeholders. Finally, you are asked to provide a projection of key performance measures/indicators. As part of this projection, you are asked how your projected performance compares with the performance of competitors, comparable organizations, and appropriately selected organizations; key benchmarks; goals; and past performance.

Comments

- This Item asks how your action plans are developed and deployed. Accomplishment of action plans requires specifying key performance requirements, measures, and indicators for such areas as faculty/staff development plans and needs and use of learning technologies. Also include how resources are deployed, aligned, and tracked. Of central importance is how you achieve alignment and consistency—for example, via key learning strategies and key measurements. Also, alignment and consistency are intended to provide a basis for setting and communicating priorities for ongoing improvement activities—part of the daily work of all work units. In addition, performance measures are critical to performance tracking. Action plans include human resource plans that support your overall strategy.
- Key changes in your services/programs might include Web-based or distance learning initiatives, integrated within or separate from your current educational offerings and programs. Key changes in your anticipated or planned student and stakeholder markets might include different admission requirements, attendance area changes, or new populations served.
- Examples of possible human resource plan elements are
 - education and training initiatives, including those that increase skills for assessment practices and increase knowledge of student learning styles, as well as developmental assignments to prepare future leaders
 - initiatives to promote greater labor-management cooperation, such as union partnerships
 - creation/redesign of individual development and/or learning plans
 - redesign of staff work organizations and/or jobs to increase staff responsibility and decision making
 - initiatives to foster knowledge sharing and cross-functional interactions throughout the organization
 - creation of opportunities for faculty and staff to learn and use skills that go beyond current job assignments through redesign of processes or organizations
 - formation of partnerships with the business community to support faculty/staff development

- introduction of distance learning or other technology-based learning approaches
- introduction of performance improvement initiatives
- Projections and comparisons in this Item are intended to encourage your organization to improve its ability to understand and track dynamic and competitive performance factors. Through this tracking process, your organization should be better prepared to take into account its rate of improvement and change relative to that of competitors and comparable organizations and relative to your own targets or stretch goals. Such tracking serves as a key diagnostic tool.
- In addition to improvement relative to past performance and the performance of competitors and comparable organizations, projected performance might include changes resulting from innovations in education delivery, addition or termination of programs, Web-based or distance learning initiatives, service/program innovations, or other strategic thrusts.

Student, Stakeholder, and Market Focus (Category 3)

Student, Stakeholder, and Market Focus addresses how your organization seeks to understand the needs of current and future students and stakeholders and to understand your markets. The Category stresses relationships as an important part of an overall listening, learning, and performance excellence strategy. Although many of the needs of stakeholders must be translated into educational services for students, the stakeholders themselves have needs that organizations also must accommodate. A key challenge frequently may be to balance differing needs and expectations of students and stakeholders and among stakeholders themselves. Your student and stakeholder satisfaction and dissatisfaction results provide vital information for understanding your students, stakeholders, and markets. In many cases, such results and trends provide the most meaningful information, not only on your students' and stakeholders' views but also on their actions and behaviors—student persistence and positive referrals.

3.1 Knowledge of Student, Stakeholder, and Market Needs and Expectations

Purpose

This Item examines your organization's key processes for gaining knowledge about your current and future student segments and markets, with the aim of offering relevant and effective programs and services, engaging students in active learning, understanding emerging student needs and expectations, and keeping pace with market changes and changing methods of delivering educational services.

Requirements

You are asked how you determine key general and special needs of current students—recognizing factors that bear upon active learning—and how you segment your students and markets. You are asked how you determine and anticipate changing needs and expectations of future students—taking into account the key factors that could affect these needs and expectations—to support longer-term education planning. You also are asked how these determinations include relevant information from current and former students.

Finally, you are asked how you keep your student and stakeholder listening and learning methods current with your changing educational service needs and directions.

Comments

- Maintaining awareness of student needs and expectations is critical to improve educational services and to support related planning. Student needs, as addressed in this Item, should take into account information not only from students but also from families, employers, and other education organizations, as appropriate. Student needs should be interpreted in a holistic sense to include knowledge, application of knowledge, problem-solving, learning skills, interpersonal skills, character development, critical thinking skills, conflict resolution, and citizenship.
- Knowledge of student and market segments allows your organization to tailor listening and learning strategies and market offerings, to support and tailor your marketing strategies, and to develop new educational programs and offerings.
- Understanding student needs and expectations covers all aspects of education content and delivery and of the learning environment, including safety. An important part of this information comes from observations of student utilization of offerings, facilities, and services to determine their influence on active learning. This requires organizations to use current knowledge about student development and learning, including academic, social, and ethical development.
- The determination of future needs and expectations of students should take into account the following: demographic data and trends; changing requirements of graduates in the workplace or other schools; changing local, state, national, and global requirements; and education alternatives for prospective students. Changing requirements of graduates should reflect requirements set by stakeholders, taking into account paths followed by your organization's graduates. These requirements might include qualification standards, licensure requirements, workplace skills such as teamwork, and admission requirements.



- A variety of listening and learning strategies are commonly used. Selection depends on the type and size of the organization and other factors. Some examples are
 - building relationships with students, families, social service agencies, employers, alumni, and other stakeholders
 - tracking demographic, societal, economic, technological, competitive, and other factors that may bear upon student and stakeholder requirements, expectations, preferences, or alternatives
 - seeking to understand in detail students' and stakeholders' expectations and needs and how they are likely to change
 - holding focus groups with students/stakeholders
 - using critical incidents, such as complaints, to understand key education and support service attributes from the point of view of students/stakeholders and faculty and staff
 - interviewing students and stakeholders to determine the reasons students drop out or choose to enroll elsewhere
 - analyzing major factors affecting students/stakeholders relative to organizations providing similar educational services

3.2 Student and Stakeholder Relationships and Satisfaction

Purpose

This Item examines your organization's processes for building student and stakeholder relationships and determining student and stakeholder satisfaction, with the aim of enhancing student learning and the organization's ability to deliver its services, satisfy students and stakeholders, develop new opportunities, and foster continuing interactions and positive referrals.

Requirements

You are asked how you build relationships with students and stakeholders to support your ability to deliver services and foster continuing interactions and/or positive referrals.

You are asked how you determine key student and stakeholder requirements and how you maintain effective stakeholder relationships, as well as what measures/indicators are used. As part of this response, you are asked to describe key access mechanisms for stakeholders to seek information and to make complaints. You are asked how these requirements are deployed to all people involved in responding to stakeholders.

You are asked to describe your complaint management process. This description should include how you ensure prompt and effective problem resolution. The description also should cover how all complaints are aggregated and analyzed for use in improvement throughout your organization and by your partners, as appropriate.

You are asked how you keep your approaches to relationship building and student and stakeholder access current with your changing educational service needs and directions.

You are asked how you determine student and stakeholder satisfaction and dissatisfaction, including how you capture actionable information that reflects students' and stakeholders' future interactions and/or potential for positive referrals. You also are asked how you follow up on your interactions with students and key stakeholders to receive prompt and actionable feedback.

You are asked how you obtain and use information on student and stakeholder satisfaction relative to satisfaction with other organizations, competitors, and/or benchmarks so you can gauge your performance in the market.

Finally, you are asked how you keep your methods for determining student and stakeholder satisfaction current with your changing educational service needs and directions.

Comments

- This Item emphasizes how you obtain actionable information from students and stakeholders. Information that is actionable can be tied to key services and processes and be used to determine value, cost/revenue implications, and overall implications for setting improvement and change priorities.
- Relationships provide a potentially important means for education organizations to understand and manage student/stakeholder expectations, to develop new educational services, and to maintain a learning environment. Also, faculty and staff may provide vital information for building partnerships and other longer-term relationships with students and other stakeholders.

- Determining satisfaction relative to comparable organizations and/or benchmarks is of critical importance to managing in a competitive environment. Comparative data can provide much useful information on the factors that drive student choices.
- Four key aspects of student and stakeholder relationships are addressed: (1) determining and deploying contact requirements, (2) maintaining effective relationships and partnerships to pursue common purposes, (3) using key measures/indicators to monitor the effectiveness of key relationships, and (4) promptly resolving complaints.
- The complaint management process might include performing analysis and setting priorities for improvement projects based upon impact on student learning. Complaint aggregation, analysis, and root cause determination should lead to effective elimination of the causes of complaints and to setting priorities for evaluation and use in overall organizational improvement. Successful outcomes require effective deployment of complaint-related information throughout the organization.
- Three types of requirements are important in determining student and stakeholder satisfaction:
 - The first is how your organization gathers information on student and stakeholder satisfaction, including any important differences in approaches for different student/stakeholder groups. A critical part of this process is how your organization's measurements capture key information that bears upon students' motivation and active learning and how objectivity and reliability of the measurements are ensured. Key information might include climate factors such as the quality of relationships, a sense of inclusion, and safety.
 - The second is how the organization follows up with students and key stakeholders regarding services and recent interactions to determine satisfaction and to resolve problems quickly.
 - The final requirement is how your organization compares the satisfaction of its students and stakeholders to the satisfaction of these groups with competitors and organizations delivering similar educational services and to benchmarks. Such information might be derived from available published data or independent studies. The purpose of this comparison is to develop information that can be used for improving the delivery of education, student, and support services and creating an overall climate conducive to learning for all students.
- Changing educational service needs and directions might include new modes of student access, such as the Internet. In such cases, key requirements might include security and access to personal assistance.

Information and Analysis (Category 4)

The Information and Analysis Category is the main point within the Criteria for all key information about effectively measuring and analyzing performance to drive improvement in student and operational performance. In the simplest terms, Category 4 is the "brain center" for the alignment of your organization's programs and offerings and its strategic objectives. Central to such use of data and information are their quality and availability. The Category addresses all basic performance-related information and comparative information, as well as how such information is analyzed and used to optimize organizational performance.

4.1 Measurement and Analysis of Organizational Performance

Purpose

This Item examines your organization's selection, management, and use of data and information for performance measurement and analysis in support of organizational planning and performance improvement. The Item serves as a central collection and analysis point in an integrated performance measurement and management system that relies on data and information related to student and operational performance, stakeholders, and budget issues. The aim of measurement and analysis is to guide your organization's process management toward the achievement of key education results and strategic objectives.

Requirements

You are asked how you gather and integrate data and information for monitoring daily operations and supporting organizational decision making and how you select and use measures for tracking those operations and overall student and organizational performance. You also are asked how you select and use comparative data and information to help drive performance improvement. These requirements address the major components of an effective performance measurement system.

You are asked what analyses you perform to support your senior leaders' assessment of overall organizational performance and your strategic planning. You are asked how the results of organizational-level analysis are communicated to support decision making throughout your organization and are aligned with your education results, strategic objectives, and action plans.

Finally, you are asked how you keep your organization's performance measurement system current with changing educational service needs and directions.

Comments

- Alignment and integration are key concepts for successful implementation of your performance measurement system.

They are viewed in terms of extent and effectiveness of use to review organizational performance and needs. Alignment and integration include how measures are aligned throughout your organization, how they are integrated to yield organization-wide data/information, and how performance measurement requirements are deployed by your senior leaders to track work group and/or educational program performance on key measures targeted for organization-wide significance and/or improvement.

- The use of comparative data and information is important to all organizations. The major premises for use are (1) your organization needs to know where it stands relative to comparable organizations from within and outside the academic community and to best practices, (2) comparative and benchmarking information often provides the impetus for significant ("breakthrough") improvement or change that might signal changes taking place in educational practices, and (3) comparing performance information frequently leads to a better understanding of your processes and their performance.
- Your effective selection and use of comparative data and information require (1) determination of needs and priorities; (2) criteria for seeking appropriate sources for comparisons—from within and outside your academic community and markets; and (3) use of data and information to promote major, nonincremental ("breakthrough") improvements in areas most critical to your organization's strategy.
- Individual facts and data do not usually provide an effective basis for setting organizational priorities. This Item emphasizes that close alignment is needed between your analysis and your organizational performance review and between your analysis and your organizational planning. This ensures that analysis is relevant to decision making and that decision making is based on relevant data and information.
- Action depends on understanding cause-effect connections among processes and between processes and results. Programmatic and operational changes may have many resource implications. Organizations have a critical need to provide an effective analytical basis for decisions because resources for improvement are limited and cause-effect connections are often unclear.
- Analyses that your organization conducts to gain an understanding of performance and needed actions may vary widely depending on your type of organization, size, relationship to other organizations providing similar services, and other factors. Examples of possible analyses include
 - relationships between student and overall organizational performance and behavioral improvement indicators
 - trends in key indicators of student motivation, such as absenteeism, dropout rates, and use of education facilities
 - test performance trends for students, segmented by student groups, as appropriate
 - relationships between in-school outcomes/performance and longer-range outcomes—in other schools or in the workplace, for example
 - activity-level cost trends in organizational operations
 - student utilization of learning technologies and/or facilities versus assessment of student performance
 - relationships between student background variables and outcomes
 - relationships between students' allocation of time to activities and projects and their academic performance
 - percentage of students attaining industry-based and/or profession-based skill certification
 - percentage of students completing advanced placement courses by graduation
 - cost/budgetary implications of student-/stakeholder-related problems and effective problem resolution
 - financial benefits derived from improvements in faculty/staff safety, absenteeism, and turnover
 - benefits and costs associated with education and training, including electronic learning opportunities for faculty and staff
 - benefits and costs associated with improved organizational knowledge management and sharing
 - how the ability to identify and meet faculty/staff requirements correlates with faculty/staff retention, motivation, and well-being
 - cost/revenue implications of faculty- and staff-related problems and effective problem resolution
 - allocation of resources among alternative improvement projects based on cost/benefit implications and improvement potential
 - cost/financial implications of new educational programs/services and market entry and changing educational and operational needs
- The availability of electronic data and information of many kinds (e.g., student-/stakeholder-related, budgetary/financial, operational, accreditation/regulatory) and from many sources (e.g., internal, third party, and public sources; the Internet; Internet tracking software) permits extensive analysis and correlations. Effectively utilizing and prioritizing this wealth of information are significant organizational challenges.



4.2 Information Management

Purpose

This Item examines how your organization ensures the availability of high-quality, timely data and information for all your key users—faculty and staff, students and stakeholders, and suppliers/partners.

Requirements

You are asked how you make data and information available and accessible to your user communities. You are asked how you ensure that the data and information have all the characteristics your users expect: integrity, reliability, accuracy, timeliness, and appropriate levels of security and confidentiality.

You also are asked how you ensure that your hardware systems and software are reliable and user-friendly so that access is facilitated and encouraged.

Finally, you are asked how you keep your data availability mechanisms, software, and hardware current with changing educational service needs and directions.

Comments

- Managing information can require a significant commitment of resources as the sources of data and information grow dramatically. Organizational abilities to ensure reliability and availability in a user-friendly format are challenged by the expanding use of electronic information within organizations' operations; as part of organizational knowledge networks; from the Internet, intranet, and school Web sites; and in communications between students and their school, as well as between stakeholders and the school.
- Data and information are especially important in grade-to-grade, school-to-school, and school-to-work transi-

tions and in partnerships with business, social services, and the community. Your responses to this Item should take into account this use of data and information and should recognize the need for rapid data validation and reliability assurance, given the increasing use of electronic data transfer.

Faculty and Staff Focus (Category 5)

Faculty and Staff Focus addresses key human resource practices—those directed toward creating and maintaining a high-performance workplace with a strong focus on students and learning and toward developing faculty and staff to enable them and your organization to adapt to change. The Category covers faculty and staff development and management requirements in an integrated way, i.e., aligned with your organization's strategic objectives. Your faculty and staff focus includes your work environment and your faculty and staff support climate.

To reinforce the basic alignment of workforce management with overall strategy, the Criteria also cover faculty and staff planning as part of overall planning in the Strategic Planning Category.

5.1 Work Systems

Purpose

This Item examines your organization's systems for work and jobs, compensation, faculty and staff performance management, motivation, recognition, communication, and hiring, with the aim of enabling and encouraging all faculty and staff to contribute effectively and to the best of their ability. These systems are intended to foster achievement of education objectives and high performance, to result in individual and organizational learning, and to enable adaptation to change.

Requirements

You are asked how you organize and manage work and jobs to promote cooperation, initiative/innovation, and flexibility. You are asked how you achieve effective communication and knowledge/skill sharing. You also are asked how your administrators and supervisors motivate faculty and staff to develop and utilize their full potential, including the mechanisms you use to attain job- and career-related learning objectives.

You are asked how your faculty and staff performance management system, including feedback to faculty and staff, supports high performance and a focus on students, stakeholders, and educational services/programs. This should include how compensation, recognition, and related practices reinforce these objectives, including your overall objectives for student learning and development.

You are asked how you accomplish effective succession planning for senior leadership and others.

Finally, you are asked how you identify the capabilities needed by potential faculty and staff and how you recruit, hire, and retain new faculty and staff. Your considerations should include the ability of your work system to benefit from the diverse ideas and cultures of your communities.

Comments

- Because of differing responsibilities, organizational structure and compensation and recognition systems might differ greatly between faculty and staff units or among faculty units. Consideration of these differences is important not only for developing current and near-term performance objectives but also for addressing individual and organizational learning, and it helps enable adaptation to change.
- High-performance work is characterized by a focus on student achievement, flexibility, innovation, knowledge and skill sharing, alignment with organizational objectives, and the ability to exercise discretion and make effective decisions to respond to changing educational service needs and requirements of your students, stakeholders, and markets. The focus of this Item is on a workforce capable of achieving high performance. In addition to the enabled faculty and staff and proper work system design, high-performance work requires ongoing education and training, as well as information systems that ensure proper information flow. To help faculty and staff realize their full potential, organizations may use individual development plans prepared with each faculty and staff member and addressing his/her career and learning objectives.
- Work and job factors for your consideration include cross-training, job rotation, use of teams (including self-directed teams and, in some cases, involving paraprofessionals and adjunct faculty), and changes in classroom design. Also important is effective communication across functions and work units to ensure a focus on student and stakeholder needs and requirements and to ensure an environment of encouragement, trust, knowledge sharing, and mutual commitment.
- Organizations should address the important alignment of incentives with the achievement of key organizational objectives. A basic requirement for this alignment is consistency between compensation and recognition and work structures and processes. Faculty and staff compensation and recognition systems should reinforce student achievement, high performance, job design, and learning. To be effective, compensation and recognition might be tied to demonstrated skills and/or to evaluations by teams of peers.
- Collaboration and teamwork among faculty might address early detection of changes in student behaviors or progress that signal difficulties in the learning environment or in the development of the students.

- The requirements of high-performance work, coupled with faculty and staff shortages, necessitate more attention to succession planning, recruitment strategies, and hiring profiles. This should include and capitalize on workforce diversity factors.

5.2 Faculty and Staff Education, Training, and Development

Purpose

This Item examines your organization's faculty and staff education and training, with the aim of establishing and maintaining a high-performance workplace and building faculty and staff knowledge, skills, and capabilities.

Requirements

You are asked how faculty and staff education and training tie to your action plans, including how education and training balance short- and longer-term individual needs and organizational objectives, such as developing expertise in promoting active learning and in performing formative and summative assessments. You are asked how you seek and use input on education and training needs and delivery from those most directly benefitting—faculty, staff, and their supervisors/administrators.

You are asked how you address key organizational needs associated with technological change, leadership/supervisor development, new faculty and staff orientation, safety, performance improvement, and diversity.

You are asked how you deliver and evaluate faculty and staff education and training, taking into account individual and organizational performance. Finally, you are asked how you reinforce knowledge and skills on the job.

Comments

- Education and training address the knowledge and skills faculty and staff need to meet their overall work and personal and professional objectives and the organization's need for leadership development of faculty and staff. Education and training needs might vary greatly, depending on many factors—especially specific faculty and staff responsibilities. These needs might include gaining knowledge about assessment practices, learning styles, and working effectively with students from other cultures who have limited English proficiency. They also might include gaining skills in communications, sharing knowledge, interpreting and using data, using new technology, process analysis, and evaluating and understanding student behavior and character development, as well as other training that affects faculty and staff effectiveness and safety.
- This Item emphasizes the importance of the involvement of faculty and staff and their supervisors in the design of training, including clear identification of specific needs. This involves job analysis, i.e., understanding the types

and levels of skills required and the timeliness of training. Determining specific education and training needs might include use of organizational assessment or faculty and staff self-assessment to determine and/or compare skill levels for progression within the organization or elsewhere. Education and training also include appropriate orientation of new faculty and staff.

- Education and training delivery might occur inside or outside your organization and could involve on-the-job, classroom, computer-based, or distance learning, as well as other types of delivery. Training also might occur through developmental assignments within or outside your organization. This includes the use of developmental assignments such as sabbatical leave, internships, or job shadowing within or outside the organization to enhance faculty and staff career opportunities and employability.
- Effective performance management also includes the evaluation of education and training. Such evaluation might take into account administrators' evaluation, faculty and staff self-evaluation, and peer evaluation of the value received through education and training relative to needs identified in their design. Evaluation also might address factors such as the effectiveness of education and training delivery, its impact on work unit and organizational performance, and costs of delivery alternatives.

5.3 Faculty and Staff Well-Being and Satisfaction

Purpose

This Item examines your organization's work environment, your faculty and staff support climate, and how you determine job satisfaction, with the aim of fostering the well-being, satisfaction, and motivation of faculty and staff while recognizing their diverse needs.

Requirements

You are asked how you ensure a safe and healthful workplace, taking into account differing work environments and associated requirements. Special emphasis is placed on how faculty and staff contribute to identifying important factors and to improving workplace safety. You also are asked to identify appropriate measures and targets so that status and progress can be tracked.

You are asked how you determine the key factors that affect faculty and staff well-being, satisfaction, and motivation. Included is how these factors are segmented for a diverse workforce and different categories/types of faculty and staff. In addition, you are asked how your services, benefits, and policies support faculty and staff well-being, satisfaction, and motivation based upon a holistic view of this key stakeholder group. Special emphasis is placed on the variety of approaches you use to satisfy a diverse workforce with differing needs and expectations.



You are asked to describe formal and/or informal evaluation methods and measures you use to determine faculty and staff well-being, satisfaction, and motivation. This description should include how you tailor these methods and measures to a diverse workforce and to different categories and types of faculty and staff and how you use other indicators (e.g., faculty and staff retention, absenteeism, grievances, and safety) to support your assessment. Finally, you are asked how you relate evaluation findings to key organizational performance results to identify key priorities.

Comments

- Since the safety and health of faculty and staff depend significantly on specific work environments and responsibilities, it is important to view such factors separately and to segment measures and data accordingly, addressing the principal safety and health issues associated with each work unit.
- Most education organizations, regardless of size, have many opportunities to contribute to faculty and staff well-being and satisfaction. Increasingly, the needs of a diverse workforce should be considered in selecting and using these opportunities. Some examples of services, facilities, activities, and other opportunities are personal

and career counseling; career development and employability services; recreational or cultural activities; formal and informal recognition; nonwork-related education; day care; special leave for family responsibilities and/or community service; flexible work hours and benefits packages; outplacement services; and retiree benefits, including extended health care and access to faculty and staff services.

- Many factors might affect faculty and staff well-being and satisfaction, and these factors are likely to differ greatly among faculty and staff groups. The organization might need to consider factors such as effective faculty and staff problem and grievance resolution; faculty and staff development and career opportunities; faculty and staff preparation for changes in technology or organizational structure; the work environment and leadership support; workload; communication, cooperation, and teamwork; job security; compensation; equality of opportunity; appreciation of the differing needs of diverse employee groups; and the capacity to provide required services to students.
- In addition to direct measures of faculty and staff satisfaction and well-being through formal or informal surveys, some other indicators include safety, absenteeism, turnover, grievances, Occupational Safety and Health Administration (OSHA) reportables, and worker's compensation claims.

Process Management (Category 6)

Process Management is the focal point within the Education Criteria for all key processes—educational processes and those that support these processes, including student services and support processes. As appropriate to an organization's mission, key processes might include conducting research and outreach/service to key communities. Built into the Category are the central requirements for efficient and effective process management: effective education design and delivery; a focus on student learning; linkage to suppliers and partners; and evaluation, continuous improvement, and organizational learning. It is crucial to utilize key measures for tracking all aspects of your overall process management.

6.1 Education Design and Delivery Processes

Purpose

This Item examines your organization's key education design and delivery processes, with the aim of improving your organization's educational effectiveness.

Requirements

You are asked to identify your key design processes for educational programs and offerings and their related delivery systems and processes. You are asked how you ensure that programs and offerings address student needs, meet high

standards, and focus on active learning. You also are asked how you address key factors in design effectiveness, including individual differences in student learning rates and styles and their assessment; information on student segments and/or individual students; changing student, stakeholder, and market requirements; new technology, including e-technology; and sequencing and offering linkages. Finally, you are asked how you incorporate a measurement plan that makes effective use of formative and summative assessment and how you ensure that faculty and staff are prepared to implement programs and offerings.

You are asked to identify your key educational programs, offerings, and delivery processes and their key performance requirements. You are asked how you ensure that ongoing educational programs and offerings meet key design and delivery requirements and what key observations and measures/indicators are used to monitor and improve their delivery. You are asked to include how key formative and summative assessment of students; in-process measures of programs and offerings; and real-time student, faculty, staff, and stakeholder input are used in managing your educational programs and offerings, as appropriate. These requirements and measures are the basis for maintaining and improving your services and delivery processes. You also are asked how you evaluate programs and offerings to minimize redesign efforts and their costs. Finally, you are asked how you improve your educational programs and offerings to achieve better student learning and improvements to services.

Comments

- Your design approaches could differ appreciably depending on many factors, including your organization's mission; your market segments; the method of delivery; and students' ages, experiences, and capabilities. Other factors that might need to be considered in design include capability and variability of faculty/staff, differences among students, long-term performance, assessment capability, student and stakeholder expectations, and safety.
- "Educational programs and offerings" refers to all activities that engage students in learning or that contribute to scientific or scholarly investigation, including courses, degree programs, research, outreach, service, cooperative projects and overseas studies. Design of programs and offerings requires the identification of critical points in the teaching and learning process for measurement, observation, or intervention. The intent is that these activities occur at the earliest points possible in the teaching and learning process.
- Achieving expected student learning frequently requires setting performance levels or standards against which to gauge progress and to guide decision making in design and delivery of programs. Preparing for individual differences in students requires understanding those differences and associated strategies to capitalize on strengths

and overcome obstacles in styles and rates of learning. Instructional techniques for active learning provide an opportunity for students and student segments to analyze, synthesize, and evaluate information as part of the learning process.

- This Item calls for information on the incorporation of new technology, including e-technology. E-technology might include communicating with students and giving them continuous (24/7) access; sharing information with faculty, staff, and other stakeholders; and automated information transfer.
- Efficiency and effectiveness factors such as addressing sequencing and linkages among programs and offerings should take into account the various stakeholders in the educational process. Transfer of learning from past design projects, as well as among and across grade levels, disciplines, and institutions, can improve the design and delivery process and contribute to reduced cycle time in future efforts.
- A measurement plan includes observations and measures/indicators that are used to provide timely information to help students and faculty improve learning. Formative and summative assessments need to be tailored to the educational offering and program goals and might range from purely individualized to group-based assessments. In addition to these assessments, observations and measures/indicators might include enrollment and participation figures, student evaluations of courses/instructors, success rates, attendance rates, dropout rates, information from student counselors, advanced study rates, complaints, feedback from students and families, and formal classroom observation by faculty leaders. Among the key factors to be addressed in assessment are ensuring appropriate comparisons among students and the relevance of assessment criteria to your mission and objectives. Differences among students must be a critical consideration in the evaluation of key educational processes. In addition, assessment optimally should be related to the knowledge and skill requirements of offerings, and assessment should provide students and others with key information about what students know and are able to do.
- Ensuring that faculty and staff are properly prepared may require helping them gain subject matter expertise, an understanding of cognitive/social-emotional/ethical development, knowledge of teaching strategies, skills in facilitation and learning assessment, an understanding of

how to recognize and use learning research theory information, and skills in reporting and analyzing information and data on student progress.

- "Education delivery" refers to instructional approaches, i.e., modes of teaching and organizing activities and experiences so that effective learning takes place. Coordination of design and delivery processes should involve representatives of all work units and/or individuals who take part in delivery and whose performance affects overall education outcomes. This might include groups such as faculty in sending and receiving programs; academic staff members; faculty from different departments, disciplines, or levels; and social service, advising, or counseling staff members.



- This Item calls for information on the management and improvement of key educational programs, offerings, and delivery processes. The information required includes a description of the key processes, their specific requirements, and how performance relative to these requirements is determined and maintained. Increasingly, these requirements might include the need for agility—speed and flexibility—to adapt to change.
- Specific reference is made to in-process measurements of educational programs and offerings and to student, faculty, staff, and stakeholder input. These measurements and interactions require the identification of critical points in the learning process for measurement, observation, or interaction. These activities should occur at the earliest points possible in the process to minimize problems, failure, and costs. Achieving desired performance frequently requires setting performance levels or standards to guide decision making. When sufficient learning does not occur, corrective action is required. Proper corrective

action involves changes at the source (root cause) of the problem. Such corrective action should minimize the likelihood of this type of variation occurring again or elsewhere in your organization. Differences among students must be considered in evaluating how well the educational process is performing. This might entail allowing for specific or general contingencies, depending on student differences and needs.

- Improving organizational performance means not only providing better educational value for the student but also better operational performance from the organization's perspective. A wide variety of improvement approaches might be used depending on the educational program and many student-specific factors. These approaches include (1) using information from students, families, feeder schools, and/or receiving schools; (2) benchmarking practices of other organizations; (3) using assessment results; (4) conducting peer evaluation; (5) using research on learning, assessment, and instructional methods; (6) using information from employers and governing bodies; (7) collecting information on the use of new learning technology; and (8) sharing successful strategies across the organization. Process improvement approaches also might utilize financial data to evaluate alternatives and set priorities. In some cases, improvement of educational processes might entail complete redesign of the content and/or delivery of programs and offerings.

6.2 Student Services

Purpose

This Item examines your organization's key student services, with the aim of ensuring that they meet the most important student needs.

Requirements

You are asked to identify your key student services and their key requirements. You are asked how your organization's key student services are designed and delivered to meet key requirements and how you incorporate input from students, faculty, staff, stakeholders, and suppliers, as appropriate.

You are asked for your key performance measures for the control and improvement of these services, including how in-process measures and student, faculty, staff, stakeholder, and supplier feedback are used.

Finally, you are asked how you improve your student services to achieve better performance, to control overall costs, and to keep them current with educational service needs and directions.

Comments

- Your key student services are those considered most important to student matriculation and success by your organization's senior leaders. These might include ser-

vices related to counseling, advising, and tutoring students; libraries and information technology; and student recruitment, enrollment, registration, placement, financial aid, and housing. It also might include food services, security, health services, transportation, and bookstores. The key services to be included in Item 6.2 are distinctive to your organization and, in a few cases, the examples listed above may fit more appropriately in Item 6.3, e.g., information technology or transportation. Given the diverse nature of these processes, the requirements and performance characteristics might vary significantly for different processes; however, coordination and integration of design requirements may help ensure effective linkage and performance.

6.3 Support Processes

Purpose

This Item examines your organization's key processes that support your daily operations as an education organization and your faculty and staff in delivering services.

Requirements

You are asked to identify your key processes for supporting your daily operations and your faculty and staff in delivering educational programs and offerings and student services, as well as these processes' key operational requirements. You are asked how your organization's key support processes are designed to meet all your requirements and how you incorporate input from faculty and staff, as appropriate. You also are asked how day-to-day operation of your key support processes ensures meeting the key requirements, including how in-process measures and faculty and staff feedback are used in managing support processes.

You are asked how you minimize costs associated with inspections, tests, and process and/or performance audits of support processes. Finally, you are asked how you improve your key support processes to achieve better performance and to keep them current with your organizational needs and directions.

Comments

- Your support processes are those that are considered most important for support of your organization's design and delivery of educational programs and offerings and student services. The support process requirements usually do not depend significantly on the characteristics of educational programs and offerings or student services. Support process design requirements usually depend significantly on your internal requirements, and they must be coordinated and integrated to ensure efficient and effective linkage and performance. Support processes might include processes for finance and accounting; plant and facilities management; legal, human resources, and marketing services; information services; public relations; central receiving; purchasing; management of suppliers/

partners; and secretarial and other administrative services. The key services to be included in Item 6.3 are distinctive to your organization. In a few cases, services such as those listed above may fit more appropriately in Item 6.2.

- This Item calls for information on how your organization evaluates and improves the performance of your key support processes. Four approaches frequently used are (1) process analysis and research, (2) benchmarking, (3) use of alternative technology, and (4) use of information from customers of the processes. Together, these approaches offer a wide range of possibilities, including complete redesign ("re-engineering") of processes.

Organizational Performance Results (Category 7)

The Organizational Performance Results Category provides a results focus that encompasses your students' learning; student and stakeholder satisfaction; your overall budgetary, financial, and market performance; your performance in creating a positive, productive, learning-centered, and supportive work environment; and results of all key processes and process improvement activities. Through this focus, the Criteria's purposes—superior value of offerings as viewed by your students, stakeholders, and markets; superior organizational performance as reflected in your operational and financial indicators; and organizational and personal learning—are maintained. Category 7 thus provides "real-time" information (measures of progress) for evaluation and improvement of educational programs and services and the organization's processes, in alignment with your overall organizational strategy. Item 4.1 calls for analysis of organizational results data and information to determine your overall organizational performance.

7.1 Student Learning Results

Purpose

This Item examines your organization's student learning results, with the aim of demonstrating the effectiveness of educational programs and activities.

Requirements

You are asked to provide current levels, trends, and appropriate comparisons for key measures/indicators of student learning and improvements in student learning.

Comments

- This Item addresses the principal student learning results based upon mission-related factors and assessment methods. This Item is critical for your organizational assessment, because it focuses on improvement by the organization over time and achievement levels relative to comparable organizations and/or student populations. Proper use of this Item depends on appropriate normalization of data to compensate for initial differences in student populations.

- The following considerations are critical to understanding this Item: (1) student learning should reflect holistic and mission-related results; (2) current levels and trends should be reported and used for comparisons with other organizations providing similar services and/or with student populations, as well as to demonstrate year-to-year improvement; and (3) data should be segmented by student groups to permit an analysis of trends and comparisons that demonstrates the organization's sensitivity to educational improvement for all students.
- Student learning results should reflect not only what students know but also what they have learned as a result of the educational program, what they are able to do, and how well they are able to function. Results should consider external requirements derived from your markets and from other organizations providing similar services. Appropriate for inclusion are curriculum-based and criterion-referenced formative and summative assessment results that address key learning goals and overall performance requirements and are embedded and ongoing, allowing for prompt feedback.
- Although better admission criteria might contribute to improved education for all students, improved student learning based entirely upon changing students' entry-level qualifications should not be reported in Item 7.1. However, improvement trends in student admission qualifications are appropriate for inclusion in Organizational Effectiveness Results (Item 7.5). Improvement in student learning beyond that which could be attributed to entry-level qualifications is appropriate for inclusion in Item 7.1, along with other measures/indicators of improvement trends and comparisons.
- Determining the correlation between education design and delivery and student learning is a critical management tool for (1) defining and focusing on key instructional requirements; (2) identifying educational service differentiators; and (3) determining cause-and-effect relationships between your educational service attributes and evidence of student and stakeholder satisfaction; student persistence, graduation, and completion; and positive referral. The correlation might reveal emerging or changing requirements, changing markets, or potential obsolescence of educational offerings.

7.2 Student- and Stakeholder-Focused Results

Purpose

This Item examines your organization's student- and stakeholder-focused results, with the aim of demonstrating how well your organization has been satisfying students' and stakeholders' key needs and expectations that affect satisfaction, loyalty, persistence, and positive referral.

Requirements

You are asked to provide current levels, trends, and appropriate comparisons for key measures/indicators of the satisfaction and dissatisfaction of current and past students and key stakeholders, including comparisons with levels of student and stakeholder satisfaction relative to competitors and comparable organizations. You also are asked to provide current levels and trends in key measures/indicators of student- and stakeholder-perceived value, loyalty, persistence, positive referral, and other aspects of relationship building, as appropriate.

Comments

- This Item focuses on the creation and use of all relevant data to determine and help predict your organization's performance as viewed by your students and stakeholders. Relevant data and information include student and stakeholder satisfaction and dissatisfaction; gains and losses of students; positive referrals; complaints; student- and stakeholder-perceived value; student assessment of accessibility and availability of educational programs and offerings; and awards, ratings, and recognition from independent rating organizations.
- This Item includes measures of service performance that serve as indicators of student and stakeholder satisfaction. These measures of service performance are derived from student- and stakeholder-related information gathered in Items 3.1 and 3.2.
- Effectively used, satisfaction results provide important indicators of organizational effectiveness and improvement. Effective use entails understanding the key dimensions of satisfaction and dissatisfaction, recognition that satisfaction and dissatisfaction with educational services and/or performance might differ among student and stakeholder segments, and recognition that satisfaction and dissatisfaction might change over time. The underlying purpose of the Item is not only to ensure that satisfaction levels provide a useful tool in assessing key climate factors that contribute to or inhibit education but also to encourage inclusion of educational and growth dimensions in satisfaction measurement. Satisfaction results are thus principally enablers, not an end in themselves. Together, the results reported in Item 7.2 should help guide action leading to improved student performance, recognizing that the action might address climate, curricula, faculty development, and many other factors. The Item should not be interpreted as emphasizing "popularity" or other short-term, noneducational aims.

7.3 Budgetary, Financial, and Market Results

Purpose

This Item examines your organization's budgetary, financial, and market results, with the aim of understanding your management and effective use of financial resources and your market challenges and opportunities.

Requirements

You are asked to provide levels, trends, and appropriate comparisons for key budgetary, financial, and market indicators. Overall, these results should provide a complete picture of the effectiveness of management and use of financial resources.

Comments

- This Item addresses those factors that best reflect the organization's financial, budgetary, and market performance. Measures of budgetary and financial performance might include instructional and general administration expenditures per student; income, expenses, and reserves; the tax rate; tuition and fee levels; cost per academic credit; annual grants/awards; program expenditures as a percentage of budget; annual budget increases or decreases, resources redirected to education from other areas; scholarship growth; the percentage of budget for research; and the budget for public service. Market performance measures could include market share measures of growth or loss of students or programs, new educational services entered, entry into Web-based and distance learning markets, and market position. Measures also might include the number of students transferring into or out of the organization, including into or from alternative educational services such as home schooling, charter schools, or vouchers; utilization of new educational program offerings; or new/expanded delivery methods, as appropriate. Comparative data for these measures might include performance relative to comparable organizations, competing organizations, and appropriate benchmarks from within and outside the academic community.

7.4 Faculty and Staff Results

Purpose

This Item examines your organization's faculty- and staff-related results, with the aim of demonstrating how well your organization has been creating and maintaining a positive, productive, learning-centered, and caring work environment for all faculty and staff.

Requirements

You are asked to provide current levels, trends, and appropriate comparisons for key measures/indicators of faculty and staff well-being, satisfaction, dissatisfaction, and development.

You also are asked to provide data and information on your faculty and staff work system performance and effectiveness.

Comments

- Results reported might include generic or organization-specific factors. Generic factors might include safety, absenteeism, turnover, satisfaction, and complaints (grievances). For some measures, such as absenteeism and turnover, local or regional comparisons might be appropriate.

- Organization-specific factors are those you assess for determining your faculty and staff well-being and satisfaction. These factors might include the extent of training or cross-training or the extent and success of self-direction.
- Results measures reported for work system performance might include improvement in job classification, job rotation and/or sharing, work design, and local decision making. Results reported might include input data, such as extent of training, but the main emphasis should be on data that show effectiveness of outcomes.
- The Item calls for comparative information so that results can be evaluated meaningfully against comparable organizations or other relevant external measures of performance.

7.5 Organizational Effectiveness Results

Purpose

This Item examines your organization's other key operational results, with the aim of achieving organizational effectiveness, attaining key organizational goals, and demonstrating good organizational citizenship.

Requirements

You are asked to provide current levels, trends, and appropriate comparisons for key measures/indicators of operational and strategic performance that contribute to enhanced learning and/or operational effectiveness results reported in Items 7.1 through 7.4.

You also are asked to provide data and information on your organization's safety, regulatory, legal, and accreditation requirements and support of key communities. Finally, you are asked to provide results for key measures/indicators of accomplishment of organizational strategy.

Comments

- This Item addresses key performance results not covered in Items 7.1 through 7.4 that contribute significantly to

enhanced learning and the organization's mission and goals, e.g., student learning; student and stakeholder satisfaction; operational effectiveness; and budgetary, financial, and market performance. The Item encourages the use of any unique measures the organization has developed to track performance in important areas.

- Results should reflect key process performance measures, including those that influence student learning and student and stakeholder satisfaction. Measures of productivity and operational effectiveness, including timeliness in all key areas—educational and student services and support areas—are appropriate for inclusion. Results of compliance and improvement in areas such as athletic programs could be reported. Also appropriate for inclusion are improvements in admission standards; improvements in safety and hiring equity; effectiveness of research, outreach, and services; innovations; increased use of Web-based technologies; utilization of facilities by community organizations; recycling; contributions to the community; improved performance of administrative and other support functions such as purchasing; cost containment; and redirection of resources from other areas to education.
- Measures should include environmental, regulatory, and accreditation compliance and noteworthy achievements in these areas, as appropriate. Results also should include indicators of support for key communities and other public purposes.
- If your organization has received sanctions or adverse actions under law, regulation, or contract during the past three years, the incidents and current status should be summarized.
- The Item calls for comparative information so that results reported can be evaluated against other organizations and relevant external measures of performance. Such data might be derived from independent surveys, studies, peer group ratings, or other sources.

SCORING SYSTEM

The scoring of responses to Criteria Items (Items) and Award applicant feedback are based on three evaluation dimensions: (1) Approach, (2) Deployment, and (3) Results. Criteria users need to furnish information relating to these dimensions. Specific factors for these dimensions are described below. Scoring Guidelines are given on page 55.

Approach

"Approach" refers to how you address the Item requirements—the *method(s)* used. The factors used to evaluate approaches include

- the appropriateness of the methods to the requirements
- the effectiveness of use of the methods and the degree to which the approach
 - is repeatable, integrated, and consistently applied
 - embodies evaluation/improvement/learning cycles
 - is based on reliable information and data
- alignment with your organizational needs
- evidence of beneficial innovation and change

Deployment

"Deployment" refers to the *extent* to which your approach is applied. The factors used to evaluate deployment include

- use of the approach in addressing Item requirements relevant and important to your organization
- use of the approach by all appropriate work units

Results

"Results" refers to *outcomes* in achieving the purposes given in Items 7.1–7.5. The factors used to evaluate results include

- your current performance
- your performance relative to appropriate comparisons and/or benchmarks
- rate and breadth of your performance improvements
- linkage of your results measures to key student, stakeholder, market, process, and action plan performance requirements identified in your Organizational Profile and in Approach-Deployment Items

Item Classification and Scoring Dimensions

Items are classified according to the kinds of information and/or data you are expected to furnish relative to the three evaluation dimensions given above.

The two types of Items and their designations are

1. Approach-Deployment **Approach-Deployment**
2. Results **Results**

Approach and Deployment are linked to emphasize that descriptions of Approach should always indicate the Deployment—consistent with the *specific requirements* of the

Item. Although Approach and Deployment dimensions are linked, feedback to Award applicants reflects strengths and/or opportunities for improvement in either or both dimensions.

Results Items call for data showing performance levels, relevant comparative data, and improvement trends for key measures/indicators of organizational performance. Results Items also call for data on breadth of performance improvements, i.e., on how widespread your improvement results are. This is directly related to the Deployment dimension; if improvement processes are widely deployed, there should be corresponding results. A score for a Results Item is thus a composite based on overall performance, taking into account the rate and breadth of improvements and their importance. (See next paragraph.)

"Importance" as a Scoring Factor

The three evaluation dimensions described previously are critical to evaluation and feedback. However, another critical consideration in evaluation and feedback is the importance of your reported Approach, Deployment, and Results to your key organizational factors. The areas of greatest importance should be identified in your Organizational Profile and in Items such as 2.1, 2.2, 3.1, 6.1, 6.2, 7.1, and 7.5. Your key student and stakeholder requirements and key strategic objectives and action plans are particularly important.

Assignment of Scores to Your Responses

The following guidelines should be observed in assigning scores to your Item responses:

- All Areas to Address should be included in your Item response. Also, responses should reflect what is important to your organization.
- In assigning a score to an Item, first decide which scoring range (e.g., 50 percent to 60 percent) best fits the overall Item response. Overall "best fit" does not require total agreement with each of the statements for that scoring range. Assigning the actual score *within* the range requires evaluating whether the Item response is closer to the statements in the next higher or next lower scoring range.
- An Approach-Deployment Item score of 50 percent represents an approach that meets the overall objectives of the Item and that is deployed to the principal activities and work units covered in the Item. Higher scores reflect maturity (cycles of improvement), integration, and broader deployment.
- A Results Item score of 50 percent represents a clear indication of improvement trends and/or good levels of performance in the principal results areas covered in the Item. Higher scores reflect better improvement rates and/or levels of performance, better comparative performance, and broader coverage and integration with education requirements.

SCORING GUIDELINES

SCORE	APPROACH TO DEPLOYMENT
0%	No systematic approach is evident; information is anecdotal.
10% to 20%	- The beginning of a systematic approach to the basic purposes of the Item is evident. - Major gaps exist in deployment that would inhibit progress in achieving the basic purposes of the Item. - Early stages of a transition from reacting to problems to a general improvement orientation are evident.
30% to 40%	- An effective, systematic approach, responsive to the basic purposes of the Item, is evident. - The approach is deployed, although some areas or work units are in early stages of deployment. - The beginning of a systematic approach to evaluation and improvement of basic Item processes is evident.
50% to 60%	- An effective, systematic approach, responsive to the overall purposes of the Item and your key organizational requirements, is evident. - The approach is well deployed, although deployment may vary in some areas or work units. - A fact-based, systematic evaluation and improvement process is in place for improving the efficiency and effectiveness of key processes. - The approach is aligned with your basic organizational needs identified in the other Criteria Categories.
70% to 80%	- An effective, systematic approach, responsive to the multiple requirements of the Item and your current and changing educational service needs, is evident. - The approach is well deployed, with no significant gaps. - A fact-based, systematic evaluation and improvement process and organizational learning/sharing are key management tools; there is clear evidence of refinement and improved integration as a result of organizational-level analysis and sharing. - The approach is well integrated with your organizational needs identified in the other Criteria Categories.
90% to 100%	- An effective, systematic approach, fully responsive to all the requirements of the Item and all your current and changing educational service needs, is evident. - The approach is fully deployed without significant weaknesses or gaps in any areas or work units. - A very strong, fact-based, systematic evaluation and improvement process and extensive organizational learning/sharing are key management tools; strong refinement and integration, backed by excellent organizational-level analysis and sharing, are evident. - The approach is fully integrated with your organizational needs identified in the other Criteria Categories.

SCORE	RESULTS
0%	There are no results or poor results in areas reported.
10% to 20%	- There are some improvements <i>and/or</i> early good performance levels in a few areas. - Results are not reported for many to most areas of importance to your key organizational requirements.
30% to 40%	- Improvements <i>and/or</i> good performance levels are reported in many areas of importance to your key organizational requirements. - Early stages of developing trends and obtaining comparative information are evident. - Results are reported for many to most areas of importance to your key organizational requirements.
50% to 60%	- Improvement trends <i>and/or</i> good performance levels are reported for most areas of importance to your key organizational requirements. - No pattern of adverse trends and no poor performance levels are evident in areas of importance to your key organizational requirements. - Some trends <i>and/or</i> current performance levels—evaluated against relevant comparisons <i>and/or</i> benchmarks—show areas of strength <i>and/or</i> good to very good relative performance levels. - Organizational performance results address most key student/stakeholder, market, and process requirements.
70% to 80%	- Current performance is good to excellent in areas of importance to your key organizational requirements. - Most improvement trends <i>and/or</i> current performance levels are sustained. - Many to most trends <i>and/or</i> current performance levels—evaluated against relevant comparisons <i>and/or</i> benchmarks—show areas of leadership and very good relative performance levels. - Organizational performance results address most key student/stakeholder, market, process, and action plan requirements.
90% to 100%	- Current performance is excellent in most areas of importance to your key organizational requirements. - Excellent improvement trends <i>and/or</i> sustained excellent performance levels are reported in most areas. - Evidence of education sector and benchmark leadership is demonstrated in many areas. - Organizational performance results fully address key student/stakeholder, market, process, and action plan requirements.

For a definition of the following **key term**, see page 37: systematic.

2001 EDUCATION CRITERIA RESPONSE GUIDELINES

The guidelines given in this section are offered to assist Criteria users in responding most effectively to the requirements of the 19 Criteria Items. Writing an application for the Baldrige Award involves responding to these requirements in 50 or fewer pages.

The guidelines are presented in three parts:

- (1) General Guidelines regarding the Criteria booklet, including how the Items are formatted
- (2) Guidelines for Responding to Approach-Deployment Items
- (3) Guidelines for Responding to Results Items

General Guidelines

I. Read the entire Criteria booklet.

The main sections of the booklet provide an overall orientation to the Criteria, including how responses are to be evaluated for self-assessment or by Award Examiners. You should become thoroughly familiar with the following sections:

- Education Criteria for Performance Excellence (pages 13–33)
- Scoring information (pages 54–55)
- Glossary of Key Terms (pages 34–37)
- Category and Item Descriptions (pages 38–53)

2. Review the Item format and understand how to respond to the Item requirements.

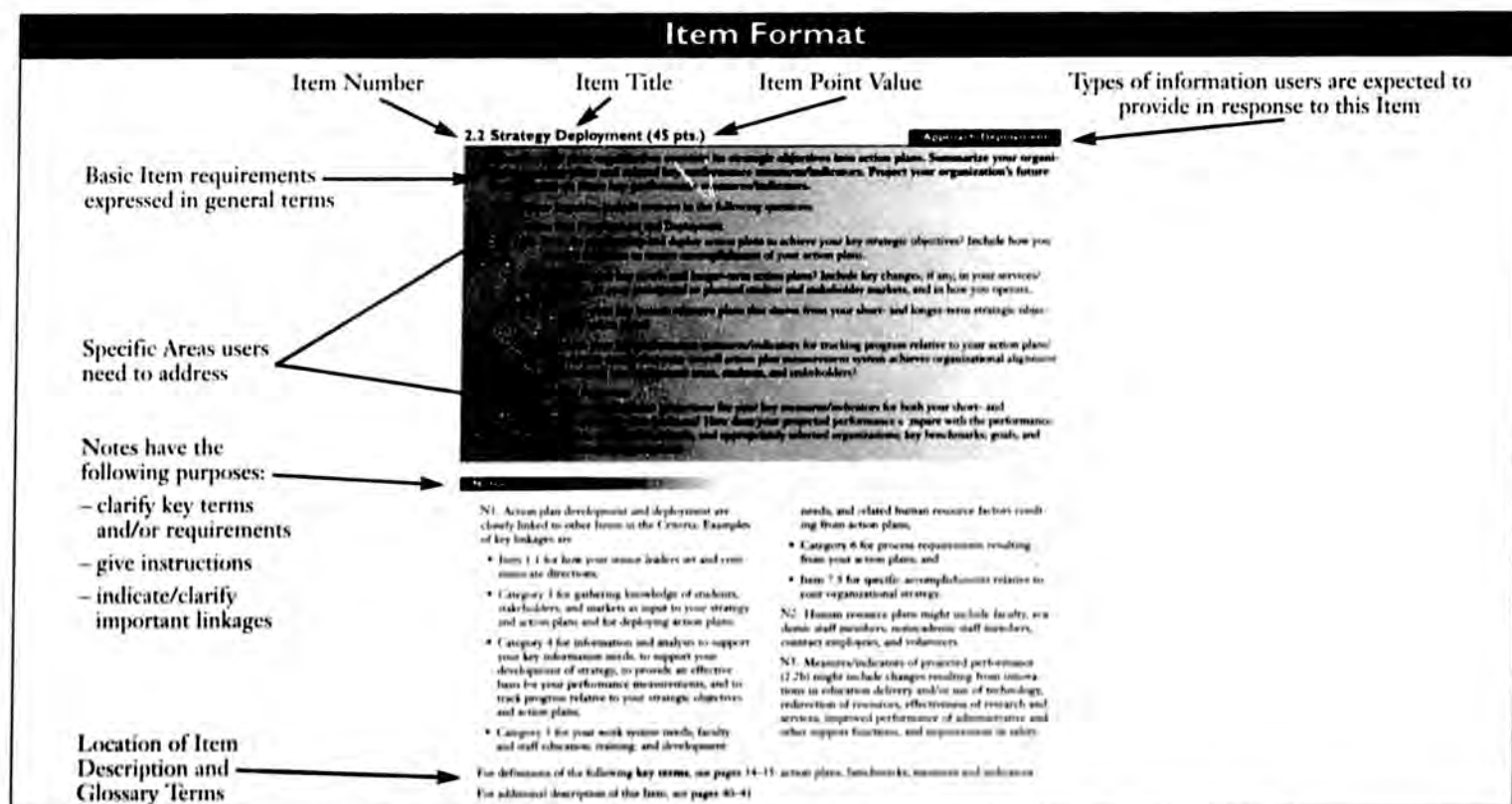
The Item format (see figure below) shows the different parts of Items, the role of each part, and where each part is placed. It is especially important to understand the Areas to Address and the Item Notes. Each Item and Area to Address is described in greater detail in a separate section (pages 38–53).

Each Item is classified either **Approach-Deployment** or **Results**, depending on the type of information required. Guidelines for responding to Approach-Deployment Items are given on pages 57–58. Guidelines for responding to Results Items are given on page 58.

Item requirements are presented in question format. Some questions include modifying statements. Responses to an Item should contain answers to all questions and to modifying statements; however, each question need not be answered separately. Responses to multiple questions within a single Area to Address may be grouped, as appropriate to your organization.

3. Start by preparing the Organizational Profile.

The Organizational Profile is the most appropriate starting point for initiating a self-assessment or for writing an application. The Organizational Profile is intended to help everyone—including organizations using the Criteria for self-assessment, application writers, and reviewers—to



understand what is most relevant and important to your organization and its performance. The questions to address in responding to the Organizational Profile are on pages 13–14.

Guidelines for Responding to Approach-Deployment Items

Although the Criteria focus on key performance results, these results by themselves offer little *diagnostic* value. For example, if some results are poor or are improving at rates slower than your competitors', it is important to understand *why* this is so and *what* might be done to accelerate improvement.

The purpose of Approach-Deployment Items is to permit diagnosis of your organization's most important processes—the ones that yield fast-paced organizational performance improvement and contribute to key organizational results. Diagnosis and feedback depend heavily on the content and completeness of Approach-Deployment Item responses. For this reason, it is important to respond to these Items by providing your key process information. Guidelines for organizing and reviewing such information follow.

1. Understand the meaning of "how."

Approach-Deployment Items include questions that begin with the word "how." Responses should outline your key process information, such as methods, measures, deployment, and evaluation/improvement/learning factors. Responses lacking such information, or merely providing an example, are referred to in the Scoring Guidelines as "anecdotal" information.

2. Understand the meaning of "what."

Two types of questions in Approach-Deployment Items begin with the word "what." The first type of question requests basic information on key processes and how they work. Although it is helpful to include *who* performs the work, merely stating *who* does not permit diagnosis or feedback. The second type of question requests information on *what* your key findings, plans, objectives, goals, or measures are. These questions set the context for showing alignment in your performance management system. For example, when you identify key strategic objectives, your action plans, faculty and staff development plans, some of your results measures, and results reported in Category 7 should be expected to relate to the stated strategic objectives.

3. Write and review response(s) with the following guidelines and comments in mind.

- Show that activities are *systematic*.

Approaches that are systematic are repeatable and use data and information so that improvement and learning are possible. In other words, approaches are systematic if they build in the opportunity for evaluation and learning and thereby permit a gain in maturity.

- Show deployment.

Deployment information should summarize what is done in different parts of your organization. Deployment can be shown compactly by using tables.

- Show focus and consistency.

There are four important factors to consider regarding focus and consistency: (1) the Organizational Profile should make clear what is important; (2) the Strategic Planning Category, including the strategic objectives and action plans, should highlight areas of greatest focus and describe how deployment is accomplished; (3) descriptions of organizational-level analysis and review (Items 4.1 and 1.1) should show how your organization analyzes and reviews performance information to set priorities; and (4) the Process Management Category should highlight processes that are key to your overall performance. *Showing focus and consistency in the Approach-Deployment Items and tracking corresponding measures in the Results Items should improve organizational performance.*

- Respond fully to Item requirements.

Missing information will be interpreted as a gap in approach and/or deployment. All Areas to Address should be addressed. Individual components of an Area to Address may be addressed individually or together.

4. Cross-reference when appropriate.

As much as possible, each Item response should be self-contained. However, responses to different Items might be mutually reinforcing. It is then appropriate to refer to the other responses rather than to repeat information. In such cases, key process information should be given in the Item requesting this information. For example, faculty and staff education and training should be described in detail in Item 5.2. Discussions about education and training of faculty and staff elsewhere in your application would then reference but not repeat details given in your Item 5.2 response.

5. Use a compact format.

Applicants should make the best use of the 50 application pages permitted. Applicants are encouraged to use flowcharts, tables, and "bullets" to present information concisely.

6. Refer to the Scoring Guidelines.

Considerations in the evaluation of Item responses include the Criteria Item requirements and the maturity of the approaches, breadth of deployment, alignment with other elements of your performance management system, and strength of the improvement process relative to the scoring Guidelines. Therefore, you need to consider both the Criteria and the Scoring Guidelines.

Guidelines for Responding to Results Items

The Education Criteria place the greatest emphasis on results. The following information, guidelines, and example relate to effective and complete reporting of results.

1. Focus on the most critical organizational results.

Results reported should cover the most important requirements for your organizational success, highlighted in your Organizational Profile and in the Strategic Planning and Process Management Categories.

2. Note the meaning of the four key requirements from the Scoring Guidelines for effective reporting of results data:

- *trends* to show directions of results and rates of change
- *performance levels* on a meaningful measurement scale
- *comparisons* to show how results compare with those of other, appropriately selected organizations
- *breadth and importance of results* to show that all important results are included

3. Include trend data covering actual periods for tracking trends.

No minimum period of time is specified for trend data. Trends might span five years or more for some results. For important results, new data should be included even if trends and comparisons are not yet well established.

4. Use a compact format—graphs and tables.

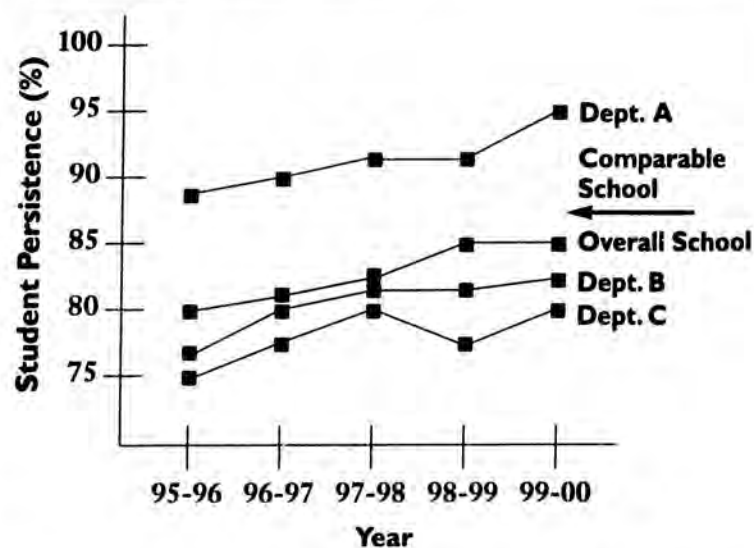
Many results can be reported compactly by using graphs and tables. Graphs and tables should be labeled for easy interpretation. Results over time or compared with others should be “normalized,” i.e., presented in a way (such as use of ratios) that takes into account various size factors. For example, reporting absenteeism trends in terms of unexcused absences per 100 students would be more meaningful than total unexcused absences if the student population has varied over the time period or if you are comparing your results to organizations differing in numbers of students.

5. Integrate results into the body of the text.

Discussion of results and the results themselves should be close together in an Award application. *Trends that show a significant positive or negative change should be explained.* Use figure numbers that correspond to Items. For example, the third figure for Item 7.2 would be Figure 7.2-3. (See the example in the figure that follows.)

The following graph illustrates data an organization might present as part of a response to Item 7.2, Student- and Stakeholder-Focused Results. In the Organizational Profile, the organization has indicated student persistence as a key success factor.

Figure 7.2-3 Student Persistence



Using the graph, the following characteristics of clear and effective data reporting are illustrated:

- A figure number is provided for reference to the graph in the text.
- Both axes and units of measure are clearly labeled.
- Trend lines report data for a key success factor—student persistence.
- Results are presented for several years.
- Appropriate comparisons are clearly shown.
- The school shows, using a single graph, that its three departments separately track persistence rates.

To help interpret the Scoring Guidelines (page 55), the following comments on the graphed results would be appropriate:

- The current overall school performance level shows a generally improving trend. The current level is good but still slightly below the comparable school.
- Department A is the current performance leader—showing sustained excellent performance and a positive trend.
- Department B shows a lower level of performance but a generally improving trend.
- Although Department C has the overall lowest student retention rate, with the exception of the '98-'99 school year, there is a generally improving trend. (The single point drop in student persistence should be briefly explained.)

APPLYING FOR THE MALCOLM BALDRIGE NATIONAL QUALITY AWARD

The Malcolm Baldrige National Quality Award is an annual Award to recognize U.S. organizations for performance excellence.

Award Purpose

The Award promotes

- awareness of performance excellence as an increasingly important element in competitiveness
- information sharing of successful performance strategies and the benefits derived from using these strategies

Award Participation

The Award eligibility categories include

- manufacturing businesses
- service businesses
- small businesses
- education organizations
- health care organizations

Copies of the Business Criteria and Health Care Criteria are available, and ordering information can be found on page 61.

Three awards may be given in each category each year.

To participate in the Award process, an organization must submit an application package that addresses the Education Criteria for Performance Excellence (pages 13–33).

Application Requirements

Applicants need to submit an application package that consists of three parts:

- a validated Eligibility Certification Form
- a completed Application Form
- an application report consisting of an Organizational Profile and responses to the Criteria

Detailed information and the necessary forms are contained in the *Baldrige Award Application Forms* booklet. Ordering instructions for this booklet are given on page 61.

Application Review

Applications are reviewed and evaluated by members of the Board of Examiners, who adhere to strict rules regarding conflict of interest, in a four-stage process:

Stage 1 - independent review and evaluation by at least five members of the board

Stage 2 - consensus review and evaluation for applications that score well in Stage 1

Stage 3 - site visits to applicants that score well in Stage 2

Stage 4 - Judges' review and recommendations of Award recipients

Feedback to Applicants

Each Award applicant receives a feedback report at the conclusion of the review process. The feedback report is a written assessment by an evaluation team of leading U.S. experts.

The feedback report contains an applicant-specific listing of strengths and opportunities for improvement based on the Criteria. Used by companies, education organizations, and health care organizations as part of their strategic planning processes, the feedback report helps organizations focus on their customers and improve overall performance. Feedback is one of the most important parts of the Baldrige Award process; it provides a pathway for improvement.

Feedback reports are mailed at various times during the Award cycle, based on the stage of review an application reaches in the evaluation process. Strict confidentiality is observed at all times and in every aspect of application review and feedback.

Award Recipients

Award recipients may publicize and advertise their Awards. Recipients are expected to share information about their successful performance strategies with other U.S. organizations.

If your organization is applying in the business or health care category, refer to the appropriate sector-specific Criteria booklet and the *Baldrige Award Application Forms*. Ordering information is on page 61.

SUMMARY OF EDUCATION ELIGIBILITY AND RESTRICTIONS

Important Facts about Applying for the Award

- Criteria contained in this booklet should be used only for the education eligibility category.
- The following is a summary of the eligibility rules for the education category. Summaries of the eligibility rules for the business and health care categories are in their respective Criteria booklets. For-profit education or health care organizations may apply under the education or health care categories, using their respective Criteria, or under the service or small business categories, as appropriate, using the Business Criteria. If there is a question on eligibility, check the complete eligibility rules in the *Baldrige Award Application Forms* or call the Baldrige National Quality Program Office at (301) 975-2036.
- Whatever your Award eligibility category, you will need to obtain a copy of the *Baldrige Award Application Forms* before proceeding. Ordering instructions are given on page 61.

Basic Eligibility

Public Law 100-107 includes provisions to expand or modify the list of Award categories. Beginning with the 1999 Award cycle, two new eligibility categories—education and health care—were added. Participation is open to for-profit and not-for-profit public and private organizations, government organizations, and some subunits—including U.S. subunits of foreign organizations—that provide educational services in the United States and its territories.

Eligibility is intended to be as open as possible. For example, eligible education organizations include elementary and secondary schools and school districts; colleges, universities, and university systems; schools or colleges within universities; professional schools; community colleges; and technical schools. However, departments within schools or colleges are ineligible.

Eligibility of Subunits

A subunit is a unit or division of a larger (parent) organization. Subunits of organizations might be eligible. To be eligible, the subunit must be self-sufficient enough to be examined in all seven Criteria Categories, and it must be a discrete entity that is readily distinguishable from other parts of the parent organization. It cannot be primarily a support function (e.g., student advising units, counseling units, food services, health services, housing, libraries, safety

divisions, finance and accounting, human resources, public relations, and purchasing).

Other Restrictions on Eligibility

Location: Although an applicant may have facilities outside the United States or its territories, or it may receive support from its parent, in the event of a site visit, the applicant must ensure that the appropriate people and information are available for examination in the United States. This information is needed to document the operational practices associated with all of its major functions. In the event that the applicant receives the Award, it must be able to share information on the seven Criteria Categories at the Quest for Excellence Conference and at its U.S. facilities. Sharing beyond the Quest for Excellence Conference is on a voluntary basis.

Multiple-Application Restrictions: A subunit and its parent may not both apply for Awards in the same year. In some cases, more than one subunit of a parent may apply. If the size of the parent, including all of its subunits, is

- 0-1000 employees, 1 applicant per parent per eligibility category may apply
- 1001-20,000 employees, 2 applicants per parent per eligibility category may apply
- over 20,000 employees, 2 applicants per parent per eligibility category for the first 20,000, plus 1 per 20,000 or fraction thereof above 20,000 per eligibility category, may apply

Future Eligibility Restrictions: If an organization or a subunit that has more than 50 percent of the total employees of the parent receives an Award, the organization and all its subunits are ineligible to apply for another Award for a period of five years. If a subunit receives an Award, that subunit and all its subunits are ineligible to apply for another Award for a period of five years. After five years, Award recipients are eligible to reapply for the Award or to reapply "for feedback only."

Eligibility Validation

Potential applicants must have their eligibility validated prior to applying for the Award. Potential applicants for the 2001 Award are encouraged to submit their Eligibility Forms as early as possible after they are available, but no later than April 5, 2001. This form is contained in the *Baldrige Award Application Forms*.

HOW TO ORDER COPIES OF BALDRIGE PROGRAM MATERIALS

Note: If you are planning to apply for the Award, you will need the *Baldrige Award Application Forms* in addition to the *Criteria* booklet.

Individual Orders

Individual copies of the *Criteria* booklets and the *Baldrige Award Application Forms* can be obtained free of charge from

Baldrige National Quality Program
National Institute of Standards and Technology
Administration Building, Room A600
100 Bureau Drive, Stop 1020
Gaithersburg, MD 20899-1020
Telephone: (301) 975-2036
Fax: (301) 948-3716
E-mail: nqp@nist.gov

Bulk Orders

Multiple copies of the *2001 Criteria for Performance Excellence* booklets may be ordered in packets of 10 for \$29.95 plus shipping and handling from the American Society for Quality (ASQ).

2001 Business Criteria—Item Number T1105
2001 Education Criteria—Item Number T1106
2001 Health Care Criteria—Item Number T1107

How to Order

ASQ offers four convenient ways to order:

- For fastest service, call toll free (800) 248-1946 in the United States and Canada (in Mexico, dial toll free 95-800-248-1946). Have item numbers, your credit card or purchase order number, and (if applicable) ASQ member number ready.
- Or fax your completed order form to ASQ at (414) 272-1734.
- Or mail your order to ASQ Customer Service Department, P.O. Box 3066, Milwaukee, WI 53201-3066.
- Or order online by accessing ASQ's Web site at <http://www.asq.org>.

Payment

Your payment options include check, money order, U.S. purchase order, VISA, MasterCard, or American Express. Payment must be made in U.S. currency; checks and money orders must be drawn on a U.S. financial institution. All international orders must be prepaid. Please make checks payable to ASQ.

Shipping Fees

The following shipping and processing schedule applies to all orders.

Order Amount	U.S. Charges	Canadian Charges
0-\$34.99	\$ 4.25	\$ 9.25
\$35.00-\$99.99	6.50	11.50
Over \$100.00	12.50*	17.50*

- There is an additional charge of 25 percent of the total order amount for shipments outside the United States and Canada.
- Orders shipped within the continental United States and Canada where UPS service is available will be shipped UPS.
- Please allow one to two weeks for delivery. International customers, please allow six to eight weeks for delivery.
- Your credit card will not be charged until your items are shipped. Shipping and processing are charged one time, up front, for the entire order.

*If actual shipping charges exceed \$12.50 (\$17.50 Canadian), ASQ will invoice the customer for the additional expense.

Baldrige Educational Materials

Each year, the Baldrige National Quality Program develops materials for training members of the Board of Examiners and for sharing information on the successful performance excellence strategies of the Award recipients. The following items are a sample of the educational materials that may be ordered from ASQ.

Case Studies

The case studies are used to prepare Examiners for the interpretation of the *Criteria* and the Scoring System. The case studies, when used with the *Criteria*, illustrate the Award application and review process. The case study packet contains the case study and six additional documents: an executive summary, the related *Criteria for Performance Excellence* booklet, the case study scorebook, the case study feedback report, the *Handbook for the Board of Examiners*, and the *Scorebook for Business, Education, and Health Care*. These documents provide information related to scoring, *Criteria* responses, examination processes, and site visit procedures, as well as illustrate the format for an application. A variety of case study packets are available, including the following:

2000 Education Case Study Packet: Coyote Community College (based on the *2000 Education Criteria for Performance Excellence*)

Item Number T1090: \$49.95 plus shipping and handling

1999 Business Case Study Packet: Collin Technologies (based on the *1999 Criteria for Performance Excellence*)

Item Number T1079: \$49.95 plus shipping and handling

Education Case Study Packet: Ridgecrest School District (based on the *1995 Education Pilot Criteria*)

Item Number T1023: \$7.28 plus shipping and handling

Health Care Case Study Packet: Pinnacle Health Plan (based on the *1995 Health Care Pilot Criteria*)

Item Number T1029: \$7.28 plus shipping and handling

Award Recipients' Videos

The Award recipients' videos are a valuable resource for gaining a better understanding of performance excellence and quality achievement. The videos provide background

information on the Baldrige National Quality Program, highlights from the annual Award ceremony, and interviews with representatives from the Award recipients' organizations. Information on the 2000 Award recipients' video is provided below. Videos about Award recipients from other years also are available from ASQ.

2000—Item Number TA997 \$ 20.00
(Available May 2001)

How to Order Educational Materials

To order a case study packet (Coyote Community College, Collin Technologies, Ridgecrest School District, Pinnacle Health Plan, or others), bulk orders of the 2001 Criteria booklet, or the Award recipients' videos, contact

ASQ Customer Service Department
P.O. Box 3066
Milwaukee, WI 53201-3066
Telephone: (800) 248-1946
Fax: (414) 272-1734
E-mail: asq@asq.org
Web address: <http://www.asq.org>

FEES FOR THE 2001 AWARD CYCLE

Eligibility Certification Fees

The eligibility certification fee is \$150 for all potential applicants. This fee is nonrefundable.

Application Fees

- for-profit education organizations with more than 500 employees—\$5000
- for-profit education organizations with fewer than 500 employees—\$2000
- all not-for-profit education organizations—\$500

Detailed information on fees is given in the *Baldrige Award Application Forms*.

Site Visit Review Fees

Site visit review fees will be set when the visits are scheduled. Fees depend on the number of Examiners assigned and the duration of the visit. Site visit review fees for education organizations with fewer than 500 employees are one-half the rate for education organizations with more than 500 employees. These fees are paid only by those applicants reaching the site visit stage.

Eligibility Forms due—April 5, 2001
Award Applications due—May 31, 2001

The Baldrige National Quality Program welcomes your comments on the Criteria or any of the Baldrige Award processes. Please address your comments to

2001 Education Criteria for Performance Excellence
Baldrige National Quality Program
National Institute of Standards and Technology
Administration Building, Room A600
100 Bureau Drive, Stop 1020
Gaithersburg, MD 20899-1020

or E-mail: nqp@nist.gov

or Web address: <http://www.quality.nist.gov>

THE MALCOLM BALDRIGE NATIONAL QUALITY IMPROVEMENT ACT OF 1987—PUBLIC LAW 100-107

The Malcolm Baldrige National Quality Award was created by Public Law 100-107, signed into law on August 20, 1987. Public Law 100-107 led to the creation of a new public-private partnership. Principal support for the program comes from the Foundation for the Malcolm Baldrige National Quality Award, established in 1988.

The Award is named for Malcolm Baldrige, who served as Secretary of Commerce from 1981 until his death in 1987. His managerial excellence contributed to long-term improvement in efficiency and effectiveness of government.

The Findings and Purposes Section of Public Law 100-107 states that

- " 1. the leadership of the United States in product and process quality has been challenged strongly (and sometimes successfully) by foreign competition, and our Nation's productivity growth has improved less than our competitors' over the last two decades.
2. American business and industry are beginning to understand that poor quality costs companies as much as 20 percent of sales revenues nationally and that improved quality of goods and services goes hand in hand with improved productivity, lower costs, and increased profitability.
3. strategic planning for quality and quality improvement programs, through a commitment to excellence in manufacturing and services, are becoming more and more essential to the well-being of our Nation's economy and our ability to compete effectively in the global marketplace.
4. improved management understanding of the factory floor, worker involvement in quality, and greater emphasis on statistical process control can lead to dramatic improvements in the cost and quality of manufactured products.
5. the concept of quality improvement is directly applicable to small companies as well as large, to service industries as well as manufacturing, and to the public sector as well as private enterprise.
6. in order to be successful, quality improvement programs must be management-led and customer-oriented, and this may require fundamental changes in the way companies and agencies do business.
7. several major industrial nations have successfully coupled rigorous private-sector quality audits with national awards giving special recognition to those enterprises the audits identify as the very best; and
8. a national quality award program of this kind in the United States would help improve quality and productivity by
 - A. helping to stimulate American companies to improve quality and productivity for the pride of recognition while obtaining a competitive edge through increased profits;
 - B. recognizing the achievements of those companies that improve the quality of their goods and services and providing an example to others;
 - C. establishing guidelines and criteria that can be used by business, industrial, governmental, and other organizations in evaluating their own quality improvement efforts; and
 - D. providing specific guidance for other American organizations that wish to learn how to manage for high quality by making available detailed information on how winning organizations were able to change their cultures and achieve eminence."



Baldrige National Quality Program

Baldrige National Quality Program
National Institute of Standards and Technology
Technology Administration
United States Department of Commerce
Administration Building, Room A600
100 Bureau Drive, Stop 1020
Gaithersburg, MD 20899-1020

The National Institute of Standards and Technology (NIST) is a nonregulatory federal agency within the Commerce Department's Technology Administration. NIST's primary mission is to strengthen the U.S. economy and improve the quality of life by working with industry to develop and apply technology, measurements, and standards. The Baldrige National Quality Program (BNQP) at NIST is a customer-focused federal change agent that enhances the competitiveness, quality, and productivity of U.S. organizations for the benefit of all citizens. BNQP develops and disseminates evaluation criteria and manages the Malcolm Baldrige National Quality Award. It also provides global leadership in promoting performance excellence and in the learning and sharing of successful performance practices, principles, and strategies.

Call BNQP for

- information on improving the performance of your organization
- information on applying for the Baldrige Award
- information on becoming a Baldrige Examiner
- information on the Baldrige Award recipients
- individual copies of the Criteria for Performance Excellence—Business, Education, and Health Care (no cost)
- information on BNQP educational materials

Telephone: (301) 975-2036; Fax: (301) 948-3716; E-mail: nqp@nist.gov
Web address: <http://www.quality.nist.gov>

American Society for Quality

611 East Wisconsin Avenue
P.O. Box 3005
Milwaukee, WI 53201-3005

The American Society for Quality (ASQ) advances individual and organizational performance excellence worldwide by providing opportunities for learning, quality improvement, and knowledge exchange. ASQ administers the Malcolm Baldrige National Quality Award under contract to NIST.

Call ASQ to order

- bulk copies of the Criteria
- case studies
- Award recipients' videos

Telephone: (800) 248-1946; Fax: (414) 272-1734; E-mail: asq@asq.org
Web address: <http://www.asq.org>

Design: RCW Communication Design Inc.

SCOMM

125:17

Date: Feb 4, 2002

To: House Special Committee on Education

From: Dave Veazey University of Alaska President Office
Alaska Center for Excellence in Schools

Re: Data correlating teacher induction with teacher retention and student achievement



Honorable Representatives,

A sampling of data indicating that well developed teacher induction programs increase both teacher retention and student performance.

- **Glendale Union High School District, Glendale Arizona**
10-year retention of teachers went from 32% to 55%
5-year retention went from 47% to 80%
- **Columbus Public School System, Columbus Ohio**
5 year retention of teachers = 80%
- **Rochester City School District, Rochester, New York**
Retention of new teachers went from 65% to 91%
15 year average retention of new teachers is 87%
English, Language Arts, and Math test scores were identical for classes of participating new teachers as compared to veteran teachers
- **Santa Cruz New Teacher Project, Pajaro Valley School District, Watsonville, California**
7-year retention: 94% still in education, 88% are teaching.
District is 73% Hispanic.
- **Baltimore County Public Schools, Baltimore, Maryland**
Attrition rate of schools participating went from 20% to 10%.
Program targeted low performing, high poverty schools.
In three years test scores went from 68% to 82% in both reading and math.
- **Montana Statewide Science and Math Project**
96% retention of science and math teachers over 3 years.
Teachers were the only science and math teacher in their school, separated geographically and used technology to communicate the majority of the time (email, discussion boards, audio conference).
- **University of New Mexico Induction and Teacher Residency Program**
80% retention over 5 years

Re-hiring Teachers Who Have Retired under a Retirement Incentive Plan

Legislative History:

- HB 354 established a retirement incentive program (RIP) for TRS and PRS employees in 1996. SB 1003 addressed state and political subdivision PERS employees
- Both bills were changed with an amendment the following year in SB 103 to allow employers to establish "RIP windows" up to June 30, 1999 with the last available RIP retirement date of January 2000
- SCS CSHB 242(FIN) passed last year and allowed those retirees who had not taken advantage of a RIP to come back to work without penalty. This bill specifically disallowed retirees who had taken advantage of a RIP program to be re-hired. School districts must declare a hardship in order to re-hire teachers who have retired under normal circumstances.
- Please see attachments for information on current statute for teacher re-hire.

Impacts and Costs:

- Per the Division of Retirement and Benefits, there would be no cost to the state to allow teachers who had taken advantage of a RIP to be re-hired, as all costs would have been paid at the time of the RIP retirement.
- Per the Division of Retirement and Benefits, employers would save money by re-hiring teachers who had retired under a RIP because they would not be paying their share of a subsequent TRS or PRS benefit.
- Bruce Johnson of the Association of Alaska School Boards will be available to describe whether this proposal would be of significant benefit to the school districts of Alaska, and if so, for what specialties and geographic areas.
- Larry Wiget of the Anchorage School District will be available to describe whether this proposal would be of significant benefit to that district and if so, for what specialties.
- DEED will be available to discuss the impacts to the teacher re-certification process.
- Guy Bell and Kathy Lea from the Division of Retirement and Benefits will be available to answer any questions.

Attachments:

- Bullet points, "What is current statute regarding rehiring retired teachers"
- Summary of Anchorage School District's Service Recognition Program
- Employers who have hired retirees under HB 242
- Number of RIP retirees for PRS and TRS
- SB 242 and HB 354 Information
- Pamphlets, "Working After Retirement" (PRS and TRS)

What is current statute regarding rehiring retired teachers?

"Normal" retirement: retiring with either age or service eligibility for an unreduced retirement benefit. Normal age retirement is age 55 for Tier I and age 60 for Tier II, or 20 years of service at any age. Normal retirement does not include RIP retirees.

"Early retirement": retiring prior to normal age eligibility with a reduced retirement benefit. Early retirement is age 50 for Tier I and 55 for Tier II with a minimum of eight years of paid membership service.

Normal Retirees who have not retired under a RIP may work, without limitations, for:

- a private company
- the federal government
- a private school that does not participate in TRS, and
- Be re-hired and work under PRS, JRS (Judicial Retirement System) or the NGNMRS (National Guard and Naval Militia Retirement System) without limitations.

Normal Retirees may return to work under two options:

Standard Option:

- AS 14.25.043 prohibits a TRS member from working while receiving benefits
- Retirement benefits are suspended until the retiree terminates employment
- TRS contributions will be deducted and TRS service does accrue.
- After second retirement, employee receives benefits from both employment segments
- TRS members required to pay back, in full, benefits received while simultaneously earning TRS credit before retiring again.
- Major medical benefits end during re-employment.
- Dental-Visual-Audio (DVA) insurance benefits may or may not continue
- Re-hired retirees continue to pay for Long Term Care (LTC) insurance

Waiver Option:

- Defined by HB 242 in 2001, effective July 1, 2001 - June 30, 2005.
- Governing body must pass a resolution declaring a teacher shortage in a particular discipline to Division of Retirement and Benefits.
- Option only available for normal retirees -- not RIP retirees or early retirees
- Retiree files a Waiver Option form with the Division of Retirement and Benefits
- Any retiree's insurance is secondary to the employer plan.

RIP Re-employment Provisions:

- RIP retirees who return to work in a position covered by TRS and PRS, or who retired under the 1996-2000 RIP, JRS and UA Optional Retirement Programs:
 - forfeit three years of incentive credits received at retirement
 - owe TRS 110% of benefits received, plus cost of health insurance
 - accrue interest of 7% on the indebtedness
 - are prohibited from entering into a personal services contract with UA or a State agency or being hired by the State as a temporary or nonpermanent employee for three years
- Exceptions:
 - Personal services contracts may be allowed under narrow circumstances:
 - by the University Board of Regents and the Commissioner of the Dept. of Administration for retirees with specialized and extensive experience
 - with the Legislature for hourly individuals who are not eligible for retirement, health or leave benefits.
 - for UA employees who teach or do research
 - during the 3 or 5 year restriction with a State agency or the University for compelling reasons.

Anchorage School District RIP Program Details:

The Anchorage School District has utilized Service Recognition Programs since 1993, as a way of reducing the rate of growth in average teacher cost. The Programs provide a cash salary supplement to eligible teachers, in their final year of District employment. The amount of supplement this year is \$10,000. It is not a retirement incentive, since retirement is not a precondition of eligibility. Teachers don't even have to terminate their employment. However, if they elect to retain their employment, they return in the fall at the pay rate of a new hire. The District saves money because the difference in pay between a high-end and beginning teacher is often more than \$20,000, so the cost of the recognition payment is recovered in the first year. By using Service Recognition Programs, the District has avoided major lay-offs, and consequent loss of service.

The downside of these programs is they have attracted strong, senior teachers who are not easy to replace. However, very few teachers are really enticed to leave the system simply for \$10,000. Most would leave within a year or two, in any case. It is certainly arguable that the SRP actually delays the retirement of teachers who planned to leave anyway, e.g. many teachers who planned to retire in 2001 actually delayed their plans for one year, in order to participate in the Service Recognition Program this year.

Around 200 teachers will receive Service Recognition in Anchorage this year. Most of those who are leaving the system and currently teach in an area of critical need have indicated that they will apply for reemployment with the District. Their applications will be welcomed.

MEMORANDUM

STATE OF ALASKA DEPARTMENT OF ADMINISTRATION

To: Guy Bell, Director
Division of Retirement and Benefits

Date: January 8, 2002

Thru: Kathy Lea, Supervisor *KL*
Retirement Services

Phone: 465-3226

From: Susan Doerflinger *Susan Doerflinger*
Retiree Services

Subject: HB 242/SB149 Waivers

The following employers have hired retirees under HB 242/SB 149

Public Employees' Retirement System (PERS)

<i>Name of Employer</i>	<i># of retirees rehired - July 1 through December 31, 2001</i>
Aleutian Region SD (classified staff)	1
Anchorage SD (classified staff)	1
Bartlett Memorial Hospital	1
Bristol Bay Borough	1
City and Borough of Sitka	1
City of Fairbanks	9
City of North Pole	1
City of Wasilla	1
Fairbanks North Star Borough	2
Kenai Peninsula Bor SD (classified staff)	1
Ketchikan Gateway Borough	1
Lower Kuskokwim	1
Mat-Su Borough	1
Southeast Regional Resource Center	1
State of Alaska	16
University of Alaska (classified staff)	4
Total Employers: 16	Total retiree rehires: 43

Teachers' Retirement System (TRS)

<i>Name of Employer</i>	<i># of retirees rehired - July 1 through December 31, 2001</i>
Anchorage School District	5
Bering Strait School District	1
Denali Borough School District	1
Kuspuk School District	1
Lower Kuskokwim School District	4
North Slope Borough School District	3
Sitka School District	2
Tanana City School District	1
Yukon Flats School District	2
Yukon-Koyukuk School District	1
Total Employers: 10	Total retiree rehires: 21

MEMORANDUM

STATE OF ALASKA

TO: Guy Bell
Director
Division of Retirement and Benefits
Department of Administration

DATE: January 28, 2002

TELEPHONE: 465-4460

FROM: Kathy Lea *Klea*
Retirement Supervisor
Division of Retirement and Benefits
Department of Administration

SUBJECT: 1996-2000 RIP

We have received a report from the Combined Retirement System (CRS) benefit module on the number of Retirement Incentive Program (RIP) retirees for both the Public Employees' and Teachers' Retirement Systems (PERS/TRS). The numbers for normal and early retirements are as follows:

NORMAL RETIREMENT

	<u>PERS</u>	<u>TRS</u>	<u>TOTAL BOTH FUNDS</u>
1996	34	87	
1997	532	412	
1998	322	92	
1999	481	326	
2000	150	2	
Total	1,519	919	2,438

EARLY RETIREMENT

	<u>PERS</u>	<u>TRS</u>	
1996	10	1	
1997	87	4	
1998	54	35	
1999	17	0	
2000	0	0	
Total	168	40	208

If you need further information, please let me know.

TRS Receives Award

TRS again receives an award.

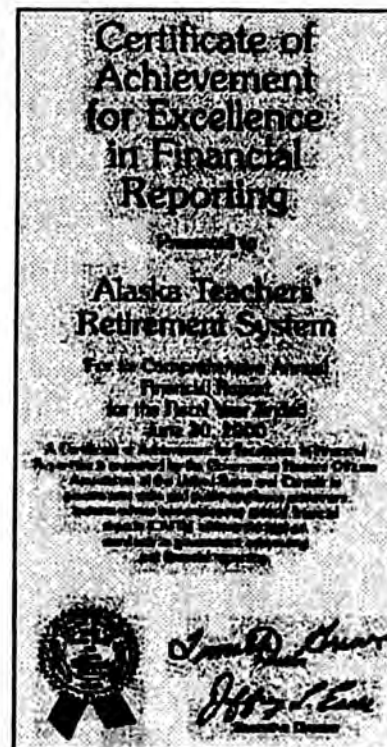
The Teachers' Retirement System (TRS) has again received a Certificate of Achievement for Excellence in Financial Reporting. The State of Alaska, Department of Administration, Division of Retirement and Benefits received the Certificate of Achievement for its fiscal year 2000 Comprehensive Annual Financial Report (CAFR). The Division publishes the report annually showing the financial condition of the TRS funds as of June 30 of each year. To be awarded a certificate, a government unit must publish an easily readable and efficiently organized CAFR, whose contents conform to strict program standards. The Certificate of Achievement is valid for a period of one year only.

This award, given by the Government Finance Officers Association of the United States and

Canada (GFOA), is the highest form of recognition in the area of public employee retirement system accounting and financial reporting. Obtaining the Certificate of Achievement is a significant accomplishment that reflects a high level of professionalism and dedication to the systems by the staff in the division.

The CAFR was judged by an impartial panel to meet the high standards of the program including demonstrating a constructive "spirit of full disclosure" to clearly communicate its financial story and motivate potential users and user groups to read the CAFR.

The GFOA is a nonprofit professional association serving government finance professionals with offices in Chicago, Illinois, and Washington, D.C.



Returning to TRS Employment

Contact the Division for more information.

Certain retirees who return to full-time Teachers' Retirement Service (TRS) employment after July 1, 2001, can continue receiving a retirement check while they are employed in a TRS covered position.

The new option only takes effect if a school district declares it has or anticipates having a shortage of teachers qualified to teach in a particular discipline or specialty.

Subject to this declaration, a retired teacher who took normal retirement and has been terminated for at least 30 days may elect a new option when reemployed. The new option:

- must be selected within 30 days of reemployment;
- allows the employee to elect continuation of retirement benefit payments during reemployment;

- would stop additional retirement benefit accrual;
- is not available to those who have chosen Early Retirement;
- is not available to Retirement Incentive Program participants; and
- no new waivers can be filed after June 30, 2005.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

January 22, 2002

SUBJECT: Sectional Summary of SCS CSHB 242(FIN)

TO: Representative Con Bunde
Attn: Karen

FROM: Barbara R. Craver 
Legislative Counsel

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

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

Section 1. Adds a new section, AS 14.20.135.

(a) Allows a school district to hire retired teachers qualified to teach in a discipline or specialty if the district has or anticipates a shortage in that area. The district must notify the TRS administrator that it is hiring retired teachers.

(b) If a retired teacher elects to continue receiving retirement benefits while reemployed by a district the teacher must waive regular benefit coverage. That teacher would not receive additional credit for the period of service.

✓(c) A teacher who participated in the specified retirement incentive programs may not be hired under this section.

(d) A teacher hired under this section may not acquire tenure.
(Section 12 repeals this section on July 1, 2005)

Section 2. Exempts reemployed retired teachers who have filed a waiver of benefits from membership in TRS.

Section 3. Deletes the exemption added in Section 2. (Section 15 makes this section effective on July 1, 2005.)

Section 4. Reorganizes AS 14.25.043 to add provisions for reemployed retired teachers hired under AS 14.25.135.

(a) Provides that a reemployed retired teacher may elect to waive benefit coverage if the teacher wants to continue receiving retirement benefits while employed as

a teacher. Retired teachers who choose to suspend retirement benefits while reemployed are subject to the mandatory contributions of AS 14.25.050 for TRS.

(b) This new subsection provides that a retired teacher reemployed under the new AS 14.25.135 who wishes to continue to receive retirement benefits must make that irrevocable election in the first 30 days of returning to active membership in TRS. That election waives the TRS benefits which would normally accrue to an active member, i.e. the reemployed retired teacher receiving retirement benefits does not contribute to TRS from the teacher's current salary because the teacher is already receiving TRS benefits (retirement pay and insurance) as part of the retirement pay the teacher is also receiving. The reemployed retired teacher doesn't make any contributions to the TRS system from the teacher's current salary, and does not get credited with any additional years of service in the TRS system. TRS members who retired under specified retirement incentive programs are not eligible to make this election, and if reemployed, may not receive retirement benefits while working. (Section 12 repeals this subsection on July 1, 2005.)

(c) This contains the original text of AS 14.25.043 which provides that a reemployed retired teacher who does not elect to receive retirement benefits while earning a salary during reemployment is entitled to increased retirement benefits due to an increase in credited service.

Section 5. Deletes the changes added to AS 14.25.043(a) added in Section 4. (Section 15 makes this section effective on July 1, 2005.)

Section 6. Amends AS 14.25.168(d)(1) regarding the medical insurance retirement rights of employees who first join the system after this becomes law.

(d)(1) Provides that a retired public employee (retiree) less than 60 years of age and with less than 25 years of membership service must pay the full monthly premium for major medical insurance if the retiree wants major medical insurance while retired.

(d)(2) Now allows a retiree of any age with 25 or more years of service to receive major medical insurance without paying the monthly premium. Those retirees between 60 and 65 now would pay no monthly premium for insurance. Under current law, a retiree between 60 and 65 must pay half the monthly premium. Retirees 65 or older continue to receive free medical insurance coverage. The language also acknowledges that disabled employees may continue working until normal retirement, and that they are entitled to free medical insurance upon retirement regardless of age at retirement.

Section 7. Exempts reemployed retired public employees who elect to receive retirement while working, from being included in the PERS system. (Section 12 repeals this on July 1, 2005.)

Section 8. (a) Provides that a reemployed retired public employee may elect to waive benefit coverage if the public employee wants to continue receiving retirement benefits while reemployed as a public employee. A retired public employee who chooses to suspend retirement benefits while reemployed is subject to the mandatory contributions of AS 39.35.160 for PERS.

(b) Parallel provisions as provided in Section 4 for teachers. A reemployed retired public employee who wishes to continue to receive retirement benefits must make that irrevocable election in the first 30 days of returning to active membership in PERS. That election waives the PERS benefits which would normally accrue to an active member, i.e. the reemployed retired public employee receiving retirement benefits does not contribute to PERS from the public employee's current salary because the public employee is already receiving PERS benefits (retirement pay and insurance) as part of the retirement pay the public employee is also receiving. The reemployed retired public employee doesn't make any contributions to the PERS system from the public employee's current salary, and does not get credited with any additional years of service in the PERS system. PERS members who retired under specified retirement incentive programs are not eligible to make this election, and if reemployed, may not receive retirement benefits while working. (Section 12 repeals this subsection on July 1, 2005.)

(c) A reemployed retired public employee who doesn't make a timely election becomes a member of PERS again and the employee's salary is subject to PERS contributions. (Section 12 repeals this subsection on July 1, 2005.)

(d) This is the remaining original text of this section.

Section 9. Deletes the changes made to AS 39.35.150(a) in section 8 above. (Section 15 makes this section effective on July 1, 2005.)

Section 10. This reenactment of AS 39.35.535(c) changes the medical insurance retirement benefits of employees who first join the system after this becomes law.

(c)(1)(A)(i) A benefit recipient must pay 100% of the monthly insurance premium if the recipient is younger than 60 and has less than 25 years of service as a peace officer.

(c)(1)(A)(ii) A benefit recipient must pay 100% of the monthly insurance premium if the recipient is younger than 60 and has less than 30 years of service that is not as a peace officer.

(c)(1)(B) A benefit recipient must pay 100% of the monthly insurance premium if the recipient is any age and has less than 10 years of service.

(c)(2)(A) A benefit recipient gets free insurance if the recipient is disabled.

(c)(2)(B) A benefit recipient gets free insurance if the recipient is a disabled member appointed to normal retirement.

(c)(2)(C) A benefit recipient gets free insurance if the recipient is 60 or older and has at least 10 years of service.

(c)(2)(D)(i) A benefit recipient gets free insurance if the recipient is any age and has at least 25 years of service as a peace officer.

(c)(2)(D)(ii) A benefit recipient gets free insurance if the recipient is any age and has at least 30 years of service that is not as a peace officer.

Section 11. AS 39.35.675(b) is simplified to require that an employee only have received a cost-of-living differential for at 50% of an employee's credited service before the cost-of-living differential is included as compensation when calculating retirement benefits.

Representative Con Bunde
January 22, 2002
Page 4

Section 12. The changes in TRS and PERS for reemployed retired employees to elect to continue to receive retirement benefits while also receiving a salary are repealed July 1, 2005.

Section 13. A temporary law requires the TRS administrator to report on the effects of this Act on the TRS system annually from 2002 to 2006.

Section 14. A temporary law requires new regulations to be adopted by the TRS system and the PERS system to take effect after July 1, 2001.

Section 15. This causes the new sections to be deleted on July 1, 2005.

Section 16. The section regarding new regulations takes place immediately.

Section 17. Otherwise, all other sections take effect on July 1, 2001.

BRC:med
02-037.med

Sponsor Statement for HB 242

TRS & PERS Reemploy & Med Benefit; COLA

Public Workforce Retention Legislation

Public Employees' and Teachers' Retirement Systems

Last Updated: April 18, 2001

Contact: Roger Wortman, Legislative Aide to Representative Pete Kelly, at (907) 465-3777

This bill will make modest improvements to Alaska retirement statutes to assist Alaska's public employers in attracting and retaining qualified workers as workforce shortages become more pronounced. Employers throughout the state are having difficulty filling vacancies. This is occurring at all levels—teaching, professional, technical and clerical. It is clear from demographic trends that the workforce is aging. Attracting qualified employees will become more and more difficult over the next two decades.

This legislation incorporates a three-pronged legislative approach to address employee retention through the retirement systems:

1. Retiree Return Incentives—brings retirees back into the workforce.
2. Improvements to PERS and TRS Tier II and III medical benefits:
 - Add full system paid retiree medical benefits at age 60 and minimum service of 5 years for PERS Tier II, 10 years for PERS Tier III, and 8 years for TRS.
 - Add full system paid medical benefits for Tier II and Tier III members upon reaching 25 years of service for Teachers and Police/Fire members and upon reaching 30 years of service for Others.
3. Change geographic differential language to eliminate confusion and improve recruitment to and retention in high-cost areas of the state.

The retiree return incentive removes a disincentive for retirees to return to full time employment. Currently, a retiree who wishes to return to permanent public employment must forego retirement benefit payments during their period of return. The change we propose would allow the retiree to continue receiving benefit payments after returning to public employment. To keep this cost-neutral, an employee selecting this option would not accrue additional retirement credit during the period of return.

Public employees hired after June 30, 1986 and teachers hired after June 30, 1990 fall into the Tier II retirement plan. Tier II employees are not eligible for system paid medical benefits until age 60, and then the retirement plan only pays one half the premium. The legislation includes medical benefit enhancements to prompt employees to stay in the system an additional 5 or more years to qualify for system paid medical coverage. The fiscal impact associated with this enhancement is a modest 0.17% of payroll each year.

The change in geographic differential will improve recruitment to rural areas of the state for such organizations as the State Troopers, the Department of Fish and Game, and the Department of Health and Social Services. This change carries no actuarial cost to the Public Employees' Retirement System.

I urge your support for this legislation.

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: SCS CSHB 242(FIN)
(S) Publish Date: 5/5/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Administration
Title: "An Act relating to reemployment of and BRU: Centralized Admin. Services
medical benefits of PERS & TRS members..." Component: Retirement & Benefits
Sponsor: Representative Kott
Requester: Senate Finance Component Number: 64

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Personal Services	41.0	41.0	41.0	41.0	0.0	0.0
Travel						
Contractual	50.0	15.0	15.0	15.0	0.0	0.0
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	91.0	56.0	56.0	56.0	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						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (PERS, TRS, JRS)	91.0	56.0	56.0	56.0	0.0	0.0
TOTAL	91.0	56.0	56.0	56.0	0.0	0.0

Estimate of any current year (FY2001) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2002 budget proposal: ☐

POSITIONS

Full-time	1	1	1	1	0	0
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This legislation will allow certain retirees who return to permanent employment the option to elect whether to continue receiving a retirement benefit (and forego additional retirement benefit accrual) or to receive additional retirement benefit accrual (and suspend receiving a retirement benefit). Additional member counseling and education will be necessary to assist reemployed retirees in their selection. A Retirement and Benefits Technician position will be needed to assist with member counseling. Contractual costs are included for computer programming to incorporate changes to the law and to cover the publication of educational materials. The Senate Finance Committee Substitute repeals the retiree return provisions on July 1, 2005; therefore, these additional funds will no longer be needed in FY 06 and thereafter.

See page 2 for further analysis.

Prepared by: Guy Bell, Director Phone 465-4471
Division: Retirement & Benefits Date/Time 05/01/01
Approved by: Jim Duncan, Commissioner Date 5/1/01
Agency: Department of Administration

For distribution information, call the Governor's Legislative Office

SCS CSHB 242(FIN) Fiscal Note Analysis - #2 Continued

Actuarial Cost

This legislation has three basic components that impact PERS & TRS:

1. Retiree Return Incentive
2. Improvements to Tier II Medical Benefits to address employee attraction and retention
3. Simplification of Geographic Differential language

1. Retiree Return Incentive

The retiree return incentive removes a disincentive for retirees to return to full time employment. Currently, a retiree who wishes to return to permanent public employment must forego retirement benefit payments during their period of return. The change we propose would allow the retiree to continue receiving benefit payments after returning to public employment. To keep this cost-neutral, an employee would not accrue additional retirement credit during the period of return. This provision will have no actuarial impact.

2. Improvements to Tier II Medical Benefits to address employee attraction and retention.

Currently, regardless of their length of service, Tier II retirees are not eligible for system paid medical coverage until age 60, at which point the retirement system pays half the cost. With the change proposed in this legislation, a Tier II peace officer or teacher with 25 years of such service, or a general public employee with 30 years of service, will qualify for system provided and paid medical coverage. In addition, any retiree over the age of 60 will receive system provided and paid medical coverage. This change will increase PERS and TRS employer rates a modest 0.17% of payroll.

3. Simplification of Geographic Differential language

This change will not have an impact on employer rates. Our actuarial firm does not consider the current geographic differential law when calculating retirement system liability. Instead, they use current total salary (including any geographic differential) and project it forward to the expected retirement date to calculate system liabilities. That methodology won't change as a result of this legislation.

For some Tier II members, the system will have a larger retirement benefit liability than would occur in the absence of this legislation. However, the amount of that liability cannot be predicted and it will depend on each member's total employment history.

AGENDA -- Teacher Shortage Discussion

- 1) Re-hiring teachers who retired under a Retirement Incentive Program (RIP)**
 - a) Rep. Bunde opening comments
 - b) Call Guy Bell and staff to present information on history, impacts and costs
 - c) Call any additional witnesses who have comments
 - i) Larry Wiget, Anchorage School District
 - ii) Bruce Johnson, AASB (Association of Alaska School Boards)
 - iii) Mark Jones, NEA
 - d) Committee Discussion
- 2) Teacher and Principal Mentoring**
 - a) Ask Rep. Stevens for his report
 - b) Call any witnesses who have comments
 - i) PJ Ford Slack, DEED
 - ii) Mark Jones, NEA
 - c) Committee Discussion
- 3) Health and Liability Insurance Costs**
 - a) Ask Rep. Guess for her report
 - b) Call witnesses who have comments
 - i) Guy Bell?
 - ii) Bruce Johnson, AASB
 - iii) Mark Jones, NEA
 - c) Committee Discussion
- 4) Rural Regional Training Centers**
 - a) Ask Rep. Joule for his reports
 - b) Call witnesses who have comments
 - i) Bruce Johnson, AASB
 - c) Committee Discussion
- 5) Wrangell School District's Service Learning Program**
 - a) Call on Wrangell Superintendent Woody Wilson for his report via teleconference
 - b) Call witnesses who have comments
 - i) Susan Sciabbarrasi, Wrangell High School Principal is available.
 - c) Committee Discussion
- 6) The committee asked for input from education groups and the public about:**
 - a) In-service requirements for school district personnel
 - i) Opening comments by Rep. Guess
 - ii) DEED
 - iii) AASB
 - b) Changing high school hours to begin later
 - i) Opening comments by Rep. Guess
 - ii) DEED
 - iii) Anchorage School District
 - c) Improving Student Attendance
 - i) Opening comments by Rep. Bunde
 - ii) DEED
 - iii) Anchorage School District?
 - d) Extending School Year by 3 Days
 - i) Opening comments by Rep. Bunde
 - ii) DEED testimony
 - iii) AASB testimony
 - iv) Anchorage School District Testimony
 - v) Other Testimony
- 7) Wrap Up Committee Discussion**
 - a) Come to a conclusion about a committee bill or bills?



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
(800) 892-4843 (907) 465-4843 (phone)
(907) 465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

Brian Porter
Joe Green
Peggy Wilson
Gary Stevens
Reggie Joule
Gretchen Guess

MEMORANDUM

DATE: January 16, 2002
TO: Suzanne Lowell
House Clerk
FROM: Representative Con Bunde
PE: Hearing Notice

Con Bunde

The House Special Committee on Education is providing notice of the following meetings:

January 30 Wednesday Location: Room 17

Work Session on the Following Topics:

- +* Chairman's Reports: re-hiring of retired teachers
- +* Subcommittee Reports: teacher and principal mentoring (Rep. Stevens)
- +* Cmte. Member Reports: service learning program in Wrangell schools (Rep. Wilson)
health and liability insurance costs (Rep. Guess)
teacher housing (Rep. Joule)
rural regional training centers (Rep. Joule and Rep. Wilson)
- +* Agency Reports: in-service requirements
development of school districts' geographic boundaries
changing high school hours to begin later
- +* Discussion: improving student attendance
extending school year by three days (best use of \$15 million?)

Mentor Subcommittee Report

The Special Committee on Education Mentor Subcommittee consisting of Representatives Green, Guess and Stevens held open meetings on January 18 and January 25. We were joined by NEA Alaska officials, representatives of the Department of Education and Early Development and several legislative staff.

The subcommittee heard that there are many perspectives on the mentor issue and what is successful for one school district may not work well in another district. Ultimately, we identified the following points:

1. Focus attention on the need for teacher mentoring: By holding these hearings we have already done that.
2. Creating a position at DEED: As Representative Guess phrased it, this would be a person who would "wake up every morning thinking about recruitment and retention." Mentoring would be a major concern. DEED Commissioner Shirley Holloway likes the idea and feels it would be money well spent. DEED currently has a position funded by federal grants that works half-time on teacher recruitment/retention.
3. Create a Pilot Program: In concert with DEED, the program could start with 100 first year teachers, primarily at rural sites. It measure outcomes in teacher retention and include student achievement improvements
4. Encourage a summit: The committee would call for a summit to focus attention on the problem and get involvement from districts, University of Alaska, DEED, NEA and the Alaska Association of School Boards (AASB), ect. The meeting could spotlight the programs already being conducted around the state and allow various entities to share ideas.
5. Utilize a University of Alaska program: UAA Chancellor Gorsuch is moving ahead on this front. The program would need an endorsement to certificate. The Legislature could call for such a thing.

*Mat-Su
program
review?*

Our findings indicate that opinions and options on mentoring vary. The subcommittee recommends the full committee get perspective on this issue from Dr. Eric Madsen of the DEED who is working on the recruitment/retention issue, and Mark Jones, who has worked on mentoring issues for the NEA.

Some Conclusions

Numerous conversations with state board contacts and with educators in the various states during this survey have led this author to several conclusions about the "wandering and searching" so evident in an overview of the whole sequence of program change since the mid-1980s.

Those conclusions are:

1. That earlier efforts which emphasized assessment for certification based on a list of effective practices often have concluded that their approach has been too prescriptive and simplistic to adequately define teaching excellence given the complexity of the classroom and an entrenched school culture.
2. That when funding has been cut or programs rescinded, that the experience of the leadership of those programs has often been lost or, at least, unused as a resource to inform the next round of decisions about mandates and programs.
3. That when the effort to support new teachers has been collaborative and has involved all the stake holders from higher education, the schools, regional service centers, and the public, it has been a slower but more reasoned process of program evolution. In these cases the discussion has most often been about the need to maintain the safe learning environment of the mentoring relationship which leads to growth and about how to find a balance between the focus on development of people and documentation of effective practices where neither are an obstacle to the other.
4. That the shift from using a checklist of effective practices to defining standards for excellent teaching really represents a shift in accountability from focusing on a definition of HOW to attain the desired results, to a recognition that clearly defined RESULTS must be central. The search for how to attain those results requires a dialogue that is specific to the individual classroom and student so it

cannot be mandated. Such a dialogue is both internal and social, requiring a skillful and career-long process of inquiry, reflection, self assessment, student assessment, and adjustment of method to better attain the goal.

5. That the approach of providing assistance through mentoring has varied from a short-term focus on developing effective teaching practices to a more long-term investment in developing the skills and dispositions in the emerging educator of reflection, self-assessment, openness to the perspectives and feed back of others, and continuous inquiry and growth.

6. That the lessons learned in state new teacher programs about the balanced approach of assisting and assessing need to be incorporated into the processes underway to define teaching and student learning standards. That is that what works to support student learning and adult learning must be integrated for each to impact the other.

7. That the process of defining teaching and student learning standards needs a parallel process to define standards for effective mentoring and induction programs and for effective mentoring practices so that mentoring and induction of new teachers also supports the student learning agenda.

8. That there are overlooked links between effective teaching and assessment of students, effective mentoring of novice teachers as learners, and effective novice teacher support programs which themselves need to be learning. The quest to learn how to become more effective is a multi-layered process of interacting efforts and initiatives which may have a multiplying effect.

9. It seems to this author that part of what is needed is a more careful adherence to principals of solid research. Inquiry about defining the problem, testing an hypothesis, and drawing conclusions about solutions to the problems sometimes seem to have been ignored. It is my conclusion that where research has been undertaken in a collaborative setting involving both educators and non-educators,

that then solid methods of inquiry have been better used and the results of the research have been more valued and have led to a more consistent, long-term effort to improve the ability of programs to resolve problems and attain the desired results of improved teaching and learning.

The Approach That We Need:

Further, it is my conclusion that the lack of research about these desired results is a direct result of the problem described here.

This author is led to the final conclusion that programs for new teachers and the persons in them, need a continual, three-part agenda which examines the relationships between effective mentoring programs, effective mentoring, effective teaching and effective learning at every level. It is as if the role of the mentor as a model of effective teaching is being redefined from a person with all the answers to be cloned, to a person who asks the right questions and who is always challenging themselves to become more effective and productive in their work. The image of the teacher as an isolated professional struggling in their classroom on behalf of the students is shifting to an image of the teacher as a member of a team which challenges and supports the same struggle as a collective journey, not a private quest.

The way one defines the role of the mentor and the approach of the program more clearly than ever, reflects some deep seated and often unexamined assumptions about teaching, learning, and change. If anything, a review of this document should lead mentors and all those interested in increasing the effectiveness of their efforts to support novice teachers, to a reexamination of purposes and the extent to which program methods align with and support those intentions.

Finally, as we work to define excellence in mentoring practices and programs, we need to attend to the lessons learned in the programs across our nation. To ignore those lessons is to ignore the dichotomous realities of accountability to the public which sends us their children, as well as the realities of the classrooms and schools in which those children are students.

Clearly, when the conversation about new teacher programs has been a collaborative one, the stake holders and decision makers have come to a shared vision of what the goal is and of the best way to attain it. When that has happened, the infamous pendulum of focus and of how our scarce resources are spent has been stilled and the consensus has allowed them to move ahead, rather than back and forth between the two realities.

Return to the TOP

You may copy and distribute this paper as long as you do so for free and maintain the following credits:

Barry Sweeny, Resources for Staff & Organization Development
26 W 413 Grand Ave. Wheaton, IL 60187 (630) 668-2605, E-mail
bsweeny@kane.k12.il.us



**WRANGELL
PUBLIC SCHOOLS**
DISTRICT OFFICE

GATEWAY TO THE STIKINE

P.O. BOX 2319
WRANGELL, ALASKA 99929
Telephone (907) 874-2347
Fax # (907) 874-3137

January 28, 2002

The Honorable Con Bunde
Room 501
Capital Building
Juneau AK 99801

Dear Representative Bunde:

Thank you for your interest in our Service Learning at Wrangell Public Schools. We believe it is a part of our curriculum that teaches citizenship and caring for others. I have attached an executive summary of our program along with a more thorough explanation.

We will be at the Wrangell LIO at 8:00 a.m. Wednesday morning if you have questions or wish to speak to us further.

We believe our program is good for our community but would caution against mandating it for others. Each community is different and one size does not fit all. Furthermore, it is not without cost. In our small high school it costs us the equivalent of one eighth of a teacher's salary at a minimum to teach this class. Mandating this program would have a significant fiscal note for the state of Alaska.

As always we are pleased to be at your service.

Sincerely yours,

Woody Wilson
Superintendent

Service Learning Executive Summary

Wrangell High School

- **Senior Project** - All seniors are required to select and complete a senior project in order to graduate. This is a semester (or year-long) course that originated to repay the community for their support over the past 12-13 years of their education. Students are required to select a project that gives something back to the community. They participate during that class period and/or after school depending on the project. As a culminating activity, the student sends out invitations to their presentation. They are required to have a multi-media presentation with the use of power point, digital pictures, or video. They present this to the community.
- **Activity participation** - Due to budget restraints, the community provides much monetary support through raffles, auctions, bake sales, etc. for activities. Thus, a requirement for participation in an extra-curricular activity (i.e., cross country, volleyball, wrestling, basketball, DDF, BPA, FCCLA, cheerleading, music) to repay the community is to complete 16 hours of approved community service for each activity. These hours are in addition to senior projects.
- **STW/OJT** - For Juniors and Seniors to go out into the community to work with businesses to learn skills. This is at no cost to the employer.

Service Learning Explanation

Thank you for asking us about our Service Learning Program at Wrangell Public Schools. Many districts across the state and nation recognize the value in Service Learning. Community service is taught to students in an effort to build character and help them understand that being a member of society comes with a responsibility. Service learning is taught by teachers at different levels from elementary students who perform plays and sing for the elderly, middle school children who collect food for the Salvation Army, to the more formal program of study at the high school level. When students are taught to contribute, it may be one of the most important lessons they will learn.

Senior Projects

Wrangell High School implemented the senior project program in 1997 and continually increases and improves the variety of projects that connect the community with the school environment. The goals and objectives address performance standards within vocational education and Alaska State Standards while successfully impacting special populations. A teacher(s) has a class period designated as senior project hour. Although a specific period is assigned per senior to meet with the teacher, many of the project hours are spent outside of the classroom.

The course is one semester, however, because of the training needed or the interest level, the project could continue into a full year course. In one way or another the project must contribute to the community or provide a needed service.

Some of the project examples over the last two years include:

- Completing Emergency Trauma Training
- Completing Junior Fire Fighting
- Completing Certified Nurses Assistant Training
- Teaching a Community Photography Class
- Organizing Youth Court
- Organizing and teaching preschool 'Safety Town'
- Organizing Pee Wee Wrestling Camp
- Teaching special needs students swimming
- Teaching an American Sign Language class for community
- Administering the Fighting Youth Crime Survey
- Assisting middle school volleyball coach

- Assisting preschool and elementary teachers
- Organizing the annual Southeast Art Festival
- Producing a major musical for the community
- Manufacturing custom signage for the Wrangell golf course and Wrangell Fire Department
- Organizing track and field day activities in the elementary school
- Recycling projects
- Assisting the Wrangell Harbor Department
- Producing videos for beginning guitar lessons, high school year book, metal and wood shop safety, and historical events in the community

Students present their proposal to the project teacher. They are then presented to the high school principal for approval. It is important that connections made with the community be reasonable and worth pursuing.

These exit goals are presented to each student. They must be demonstrated during the course of the semester.

- Collaborative worker
- Aesthetic Appreciator
- Self Directed Learner
- Quality Producer
- Complex Thinker
- Effective Communicator
- Community Contributor

To complete the course, students must give a power point presentation of their project to invited guest which include community members, school board members, administrators, teachers, parents, and students. Technology is used as part of the grading rubric, which includes audio and video productions and/or pictures in the power point. The presentation tests students' public speaking skills of voice projection, eye contact, appearance, organizational skills and etiquette.

True student ownership is a major goal of the course. Students, whether in college courses or in the special education programs, are required to complete their own individual senior project. They are the ones to brainstorm, plan and organize their project. Sometimes their first ideas do not work as smoothly as originally thought. Students learn that there are often barriers. But, overcoming these challenges is a worthwhile experience.

Students are a thoughtful and caring group of contributing community members. They willingly offer their services to help individuals and groups and improve the quality of life in our community.

History

The first year of the senior project program met with complaints from the students and faculty members. Some faculty members felt that it would give students, especially seniors with senioritis, an excuse to leave campus without supervision. However, with support from the administration by holding students accountable for their whereabouts, students have learned even greater responsibility. In addition to the 'attendance' issue, some students felt that grading was unfair since some students chose more demanding and time consuming projects. However, each student selects an approved project that meets his or her individual strengths, interests, and abilities. Now, underclassmen are planning ahead for their senior projects, which should enhance our program even further. All projects are now graded "Pass/Fail".

The Wrangell community is well aware of the senior projects since students are required to wear a photo name badge when leaving the school building. The local media has provided excellent coverage. The radio station often interviews students, which enhances their public speaking skills. Also, the local newspaper features weekly articles that highlight senior projects. This is truly a sense of accomplishment for students while promoting high self-esteem and providing valuable services to the community.

The Senior Project Program is a way for students to acknowledge the past 12 or 13 years of community support and return something to their community. Service learning helps students to realize that community service is a life-long venture that positively molds a community.

Community Service for Extra-Curricular Activities

(Excerpt from Student Handbook)

All high school students must perform 16 hours of community service for each sport or activity, per year.

- All community service projects will be approved by the Booster Club.
- An adult must verify that community service work was accomplished.
- Community service work may be done in groups or as an individual.
- Community service hours may be earned in advance of an activity.
- Community service hours may accumulate beginning March 15.
- Community service time is not transferable to another individual.

The following organizations, business and activities have been approved for community service hours. You cannot serve in any other capacity with the organization, business, etc. other than as a volunteer. You cannot receive any form of payment, compensation or credit applied to graduation requirements. If you wish to serve your community service hours in any other manner, it must be approved by the Booster Club prior to performing the service. (This list is for the Booster Club ONLY and does not have any connection with any court appointed community service.)

Boy Scouts	Girl Scouts	Community Clean-Up
Education Fair	KSTK	Elementary Crossing Guards
Library Assistant	4-H	JOM
Long Term Care	Museum	Preschool
Swim Team	Headstart	Little League
Health Fair	Special Olympics	Salvation Army
Muskeg Meadows	March of Dimes	Senior Center
Vacation Bible School	Parks & Rec Youth Activities	
Church Activities-Carnival, chaperoning Youth activities		
Chamber of Commerce-4th of July, Garnet Festival, Tent City, Eternal Reign		
Community Orchestra, Chorale and Plays-approved for performance time only		

Regional Learning Centers/Regional Boarding Schools

Legislative Budget and Audit's Report on Regional Learning Centers

Galena's Project Education

- 72 students from primarily interior villages
150 applications for 32 openings
- 97% return rate and 75% placement rate of students after graduation
- Paid for out of ADM and business partnerships
Business partnerships are formed to forward the public education the students receive, allowing for the enhancement of programs, particularly VoTech programs.
- Providing education to grades 9-14
Allows adult education opportunities while providing the infrastructure for students who do not pass the HSGQE by their 12th year, to continue their education the additional two years allowed.
- Attendance Policies
Students may not miss more than 10 days in a 90 day period (unless they receive a waiver)
- Excellence is expected
Students who are earning less than a "C" in a class, or who fail to pass any portion of the HSGQE are required to attend 1 hour of tutoring after school, every day.
4 years required Math, Science, English

Challenges/benefits of boarding school settings

Education in both formal, and informal sense
School as a community
Helps rural students transition to work
Costs to state
Finding qualified, willing teachers/administrators/non-certified staff
Providing a living environment that is as good as the educational environment

Costs involved in running a Boarding School/Regional Learning Center

Look to Galena's Project Education

Level of interest in establishing Regional Learning Centers

Concerns districts have regarding Regional Learning Centers/Boarding Schools

Loss of funds to small districts
Needs of communities and families impacted
Optional vs. compulsory

What some districts are doing now to meet the needs of their students

- Live, interactive video teaching – Aleutians East School District (e-rate)
- Nome/Beltz facility



Alaska State Legislature

*Representative Peggy Wilson
Putting Alaska's Families First*

SCHOOL SCHEDULES HOUSE DISTRICT 2

PETERSBURG – SITKA - WRANGELL

PETERSBURG CITY SCHOOLS

Elementary: Gr. 1 & 2 8:15 – 2:30 / Gr. 3-4-5 8:15 – 2:45
Middle School: 9 – 3:30
High School: 8:45 – 3:30

SITKA BOROUGH SCHOOLS

Baranof Elementary: 8:30 – 2:30
Keet Gooshi Heen Elementary: 8:20 – 3:45
Middle School: 8 - 3
High School: 8:10 – 3:00

SITKA PACIFIC SCHOOLS

Elementary: N/A
Middle School: N/A
High School: 8:45 – 2:30

WRANGELL PUBLIC SCHOOLS

Elementary: 8 – 2:40
Middle School: 8:15 – 3:05
High School: 8:15 – 3:05

Professional Development Required for School District Staff

Note: This list is provided as a reference only. It has not been reviewed by the Department of Law for accuracy or completeness.

Requirement:

Alaskan	Topic	Who must be trained?	Time Requirement?	DOE Contact All phones 465-xxxx
AS 14.030.30	Achievement Data Analysis	school staff	a minimum of 1 inservice day per year	Mark Leal x8691
AS 14.20.680	Needs of individual students who have alcohol or drug related disabilities.	each teacher, administrator, counselor, and specialist who has not been previously trained under this section	within 45 days after the first day of work	Beth Shober, x2887 Terri Campbell, x8719
AS 18.66.310	Continuing Education regarding Domestic Violence	employees of public schools who are required by law to report abuse or neglect of children under AS47.17.020	provide continuing education	Coney Danitz, x8681 (DPS/CDVSA, x4356)
AS 47.17.022	Child Abuse Detection & Reporting	a person employed by the district who is required by law to report abuse or neglect of children	initial training to each new employee within 6 months; at least once every five years thereafter.	Coney Danitz, x8681
AS 14.33.100	Required School Crisis Response Planning	Each district employee	annually in crisis response including evacuation & lock down drills	Beth Shober, x2887 Terri Campbell, x8719 Coney Danitz, x8681
AS 14.18.060(b) 4AAC 06.500	Gender Equity	all certificated personnel, including specialized training for those who are assigned to provide guidance and counseling services	biennial for minimum of 3 hours	Naomi Obie, x8728 Marnie Briggs (Equity Center, NWREL) 800-547-6339
AS 14.20.149 4AAC 19.060	District evaluation procedures and standards	administrators doing evaluations certified staff	before conducting evaluations annually	Cyndy Curran, x2857
4AAC 52.250	Working with special education students	aides who work with special education children	minimum of 6 hours before or concurrent with providing direct or related services	Greg Maloney, x2972
4AAC 52.260	Working with special education students	staff who work with special education children	on-going	Greg Maloney, x2972
Federal:				
29 CFR 1910.1030	Working with blood borne pathogens	Employees expected to respond to potentially hazardous situation	at time of initial assignment to tasks where occupational exposure may take place; at least annually thereafter	Beth Shober, x2887 Terri Campbell, x8719

ALASKA STATUTE

Title 14. EDUCATION, LIBRARIES AND MUSEUMS

Chapter 3 PUBLIC SCHOOLS GENERALLY

Sec. 14.03.030 School term: A school term shall include not less than 180 days in session, unless with the approval of the commissioner,

(1) a day used for in-service training of teachers is substituted for a day I session, up to a maximum of 10 days.

Chapter 14.18. PROHIBITION AGAINST DISCRIMINATION BASED ON SEX OR RACE IN PUBLIC EDUCATION

AS 14.18.060. Discrimination in textbooks and instructional materials prohibited.

(a) School boards shall have textbooks and instructional materials reviewed for evidence of sex bias in accordance with AS 14.08.111 (9) and AS 14.14.090 (7). School boards shall use educationally sound, unbiased texts and other instructional materials as they become available. Nothing in this section prohibits use of literary works.

(b) The board shall establish by regulation standards for nondiscriminatory textbooks and educational materials. Each school board shall provide training for all its certificated personnel in the identification and recognition of sex-biased materials.

Section 4 AS 14.20 is amended by adding a new section to read:

Sec. 14.20.149. Employee evaluation

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

Chapter 14.20. TEACHERS AND SCHOOL OFFICIALS

AS 14.20.680. TRAINING REQUIRED FOR TEACHERS AND OTHER SCHOOL OFFICIALS.

(a) A school district or regional educational attendance area shall train each teacher, administrator, counselor, and specialist on the needs of individual students who have alcohol or drug related disabilities. The training must utilize the best available educational technology and include an overview of medical and psychological characteristics associated with alcohol or drug related disabilities, family issues, and the specific educational needs of students with alcohol or drug related disabilities.

(b) A newly hired teacher, administrator, counselor, or specialist who has not previously received the training required under (a) of this section shall receive the required training within 45 days after the first day the teacher, administrator, counselor, or specialist begins to work.

AS 14.33.100 REQUIRED SCHOOL DISTRICT CRISIS RESPONSE PLANNING

(d) Each district shall annually provide to each district employee training in crisis response, including evacuation and lock down drills.

TITLE 18. DOMESTIC VIOLENCE AND SEXUAL ASSAULT

Article 4. EDUCATION AND PREVENTION

Sec.18.66.310. CONTINUING EDUCATION FOR PUBLIC EMPLOYEES, COURT SYSTEM EMPLOYEES, AND FOR PROSECUTING AUTHORITIES.

(a) Employers of state or local public employees, including employees of public schools, shall, in consultation with the Council on Domestic Violence and Sexual Assault, provide continuing education in domestic violence for the public employees who are required by law to report abuse or neglect of children under AS 47.17.020.

(b) The administrative director of the Alaska Court System...

(c) The Department of Law...

(d) The continuing education required under (a) – (c) of this section must include information on the following subjects:

- (1) the nature, extent, and causes of domestic violence;
- (2) procedures designed to promote the safety of the victim and other household members;
- (3) resources available to victims and perpetrators of domestic violence; and

(4) the lethality of domestic violence.

TITLE 47. WELFARE, SOCIAL SERVICES AND INSTITUTIONS

Chapter 47.17. CHILD PROTECTION

Sec. 47.17.022. TRAINING.

(a) A person employed by the state or by a school district who is required under this chapter to report abuse or neglect of children shall receive training on the recognition and reporting of child abuse and neglect.

(b) Each department of the state and school district that employs persons required to report abuse or neglect of children shall provide

(1) initial training required by this section to each new employee during the employee's first six months of employment, and to any existing employee who has not received equivalent training; and

(2) at least once every five years, appropriate in-service training required by this section as determined by the department or school district.

(c) Each department and school district that must comply with (b) of this section shall develop a training curriculum that acquaints its employees with

(1) laws relating to child abuse and neglect;

(2) techniques for recognition and detection of child abuse and neglect;

(3) agencies and organizations within the state that offer aid or shelter to victims and the families of victims of child abuse or neglect;

(4) procedures for required notification of suspected abuse or neglect;

(5) the role of a person required to report child abuse or neglect and the employing agency after the report has been made; and

(6) a brief description of the manner in which cases of child abuse or neglect are investigated by the department and law enforcement agencies after a report of suspected abuse or neglect.

(d) Each department and school district that must comply with (b) of this section shall file a current copy of its training curriculum and materials with the Council on Domestic Violence and Sexual Assault. A department or school district may seek the technical assistance of the council or the Department of Health and Social Services in the development of its training program.

ALASKA ADMINISTRATIVE CODE

CHAPTER 6. GOVERNMENT OF SCHOOLS

AAC 06.530 Guidance And Counseling Services

(a) School personnel assigned to provide guidance and counseling services, shall plan and implement programs and services, and use materials, that encourage students to explore and develop their individual interests in vocational programs and career opportunities without regard to gender. This may include encouraging students to consider nontraditional occupations.

(b) Before December 15 of the school year beginning after 6/4/93, each school district shall establish, have on file, and implement written procedures for the biennial training of all certificated personnel who are assigned to provide guidance and counseling services. Training must include the recognition of gender bias in counseling materials and specific techniques that may be used with students to overcome the effects of gender bias. (Eff. 10/31/82, Register 84; am 6/4/93, Register 126)

Authority: AS 14.18.010
 AS 14.18.040
 AS 14.18.080

AAC 06.550 Review Of Instructional Materials

(a) Instructional materials must portray people or characters of each gender in a wide variety of occupational, emotional, and behavioral situations, and present each gender in a broad range of its human potential.

(b) Before December 15 of the school year beginning after 6/4/93, each school district shall establish and implement written procedures

(1) for the biennial training of certificated personnel in the recognition of gender bias

(A) in instructional materials,

(B) in career instruction, and

(C) in instruction techniques that may be used to overcome the effects of gender bias and discrimination; this training must be at least three hours in length;

(2) for the review of textbooks and instructional materials for evidence of gender bias; or discrimination; this review may occur as part of a district's established curriculum review cycle; and

(3) for the replacement or supplementation of materials found to exhibit gender bias or discrimination, according to the general textbook and instructional materials replacement procedure of the district.

(c) The procedures required by (b) of this section must be submitted to the commissioner within 30 days after their establishment or modification.

(d) Nothing in this section requires a district that is in substantial compliance with the requirements of this section to adopt new or different procedures. (Eff. 10/31/82, Register 84; am 6/4/93, Register 126)

Authority: AS 14.18.010
AS 14.18.060
AS 14.18.080

CHAPTER 19. EVALUATION OF PROFESSIONAL EMPLOYEES

AAC 19.060 Evaluation Training

Each school district shall provide in-service training in evaluative techniques for all certificated staff. (Eff. 8/30/75, Register 55)

Authority: AS 14.07.020
AS 14.07.060

CHAPTER 52. EDUCATION FOR EXCEPTIONAL CHILDREN

AAC 52.250 Special Education Aides

(a) A person employed as a special education aide shall be trained by a special education teacher or specialist certificated under 4 AAC 12.025 or 4 AAC 12.041, or licensed under AS 08.84, AS 08.86, or AS 08.11 to provide the services with which the aide will assist.

(b) Before a special education aide assists in providing direct special education or related services to a child or children, or concurrent with providing direct special education or related services to a child or children, the district must provide and document a minimum of six hours of training, in the aggregate, to the aide regarding

- (1) the child's or children's exceptionalities;
- (2) the content of the IEPs;
- (3) the instructional and safety procedures to be used; and
- (4) confidentiality procedures.

(c) Each special education aide employed by the district to assist in providing special education to a child must be supervised on-site at least monthly by the certificated special education teacher responsible for the child's program.

(d) Each special education aide employed by the district to assist in providing related services to a child must be supervised on-site at least monthly by the certificated or licensed related services provider responsible for the child's program. (Eff. 7/1/83, Register 86; am 6/9/85, Register 94; am 7/16/89, Register 111)

Authority: AS 14.07.060
AS 14.30.180 - AS 14.30.350

AAC 52.260 Personnel Development

Each school district shall provide a program of on-going training for general and special education instructional, providers of related services, and support personnel, including teacher aides, and as appropriate, bus drivers and bus aides. The program must implement and use the comprehensive system of personnel development established by the department under 34 C.F.R. 300.380 - 34 C.F.R. 300.387, as amended through January 27, 1993. (Eff. 7/1/83, Register 86; am 11/26/93, Register 128)

Authority: AS 14.07.060
 AS 14.30.250
 AS 14.30.255

CODE OF FEDERAL REGULATIONS

29 CFR 1910.1030 Bloodborne Pathogens

For regulatory language, implementation and documentation requirements, contact Don Poteet, OSHA Compliance Officer in charge of working with schools, Occupational Safety & Health Division, Alaska Department of Labor, 269-4949.

Subject: House Special Committee on Education Hearing

Date: Wed, 16 Jan 2002 17:35:08 -0900

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: ggiles@asb.org, acsa@gci.net, vmarshall@ak.nea.org, ann.ringstad@alaska.edu

Good afternoon:

The House Special Committee on Education held a hearing this morning to discuss what, if any, committee bills the members would like to introduce. Discussion centered around the problem of the teacher shortage. There was also general discussion about ways to improve education.

Several topics will be researched by committee members over the next two weeks. The committee will meet on Wednesday, January 30 to hear members' reports. If you are interested in any of the following topics, or feel your organization has something to offer to the discussion, please contact the appropriate committee member and let my office know if you plan to attend the meeting on the 30th.

Rep. Bunde	re-hiring of retired teachers
Rep. Stevens	teacher and principal mentoring
Rep. Guess	health and liability insurance costs (create or expand insurance pools?)
Rep. Joule	teacher housing
Rep. Joule	rural regional training centers (with Rep. Wilson)
Rep. Wilson	service learning program in Wrangell schools

The committee has also asked for input from the education community and the public on the following topics. If you have thoughts on them, please contact my office.

- in-service requirements for school district personnel (too many, out dated?)
- changing high school hours to begin later (reduce crime between 3:00 and 5:00 pm)
- improving student attendance
- extending school year by three days (is it the best use of \$15 million cost projected by DEED?)

If you intend to testify at the meeting or would like the committee to distribute anything in writing for you, please submit your written comments and/or materials by January 24 at 3:00 p.m.

You can reach my committee aide, Karen McCarthy, at this e-mail address or at 465-4843.

Thank you for your participation,
Rep. Con Bunde

ack = message acknowledged