

ALASKA LEGISLATURE COMMITTEE LEGS 2007 2000 0072

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community responsibility for advancing civic learning by creating and funding a Council on Civic Learning and staff Coordinator for Civic Learning in the Office of the Lieutenant Governor. By working together and strengthening the coordination and availability of civic learning opportunities statewide, the proposed coordinators and council would have a high-profile sustained impact that reaches beyond the classroom into our communities as a whole.

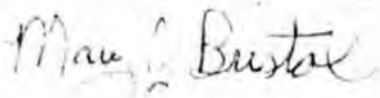
We have made copies of the *Final Report & Recommendations* for each legislator and plan to send them in the near future to our Juneau task force member, Carl Rose, who will make them available for distribution. Also, several task force members are available to come to Juneau to discuss the recommendations with interested legislators, and Mr. Rose is exploring these possibilities. Please feel free to contact Mr. Rose (crose@asb.org; 907-321-0182) if you have questions about distributing the reports or meeting with members of the task force.

On behalf of the task force, I would like to extend my sincere appreciation to the Alaska Legislature for giving us the opportunity to participate in such an important endeavor. We're especially grateful for the assistance and insight of the task force members appointed by the legislative leadership: Wasilla Mayor Dianne M. Keller; Alaska State Historian Joan (Jo) Antonson; Valdez City Council Member Dorothy M. Moore; and Director of UAF's Office of Public History, Dr. Terrence Cole. They have all made excellent contributions to the task force's work, and their enthusiasm for civic learning has inspired us all.

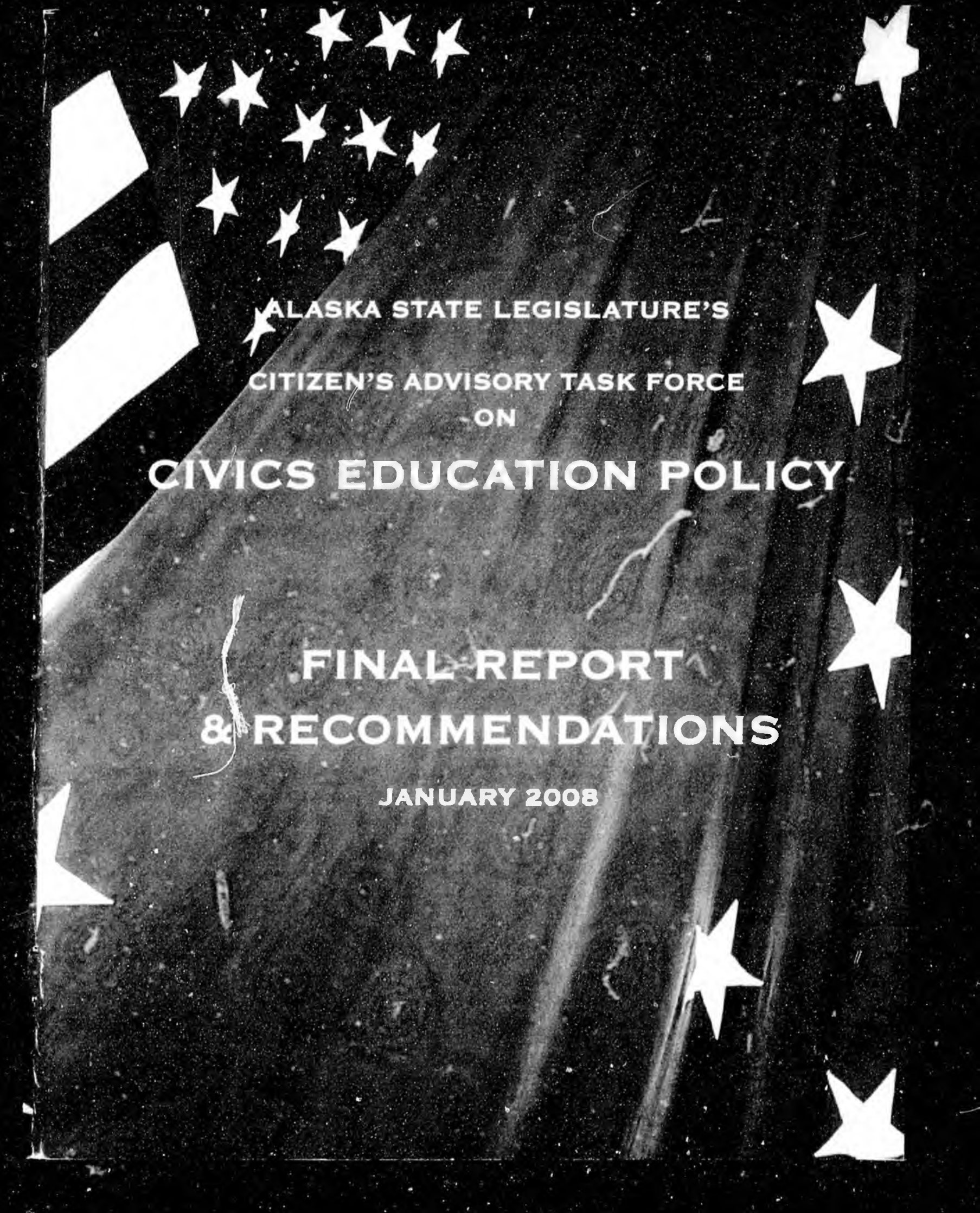
In closing, I would like to share the quote from Thomas Jefferson that we feature in the report: "The qualifications for self-government are not innate. They are the results of habit and long training." Our country's founders knew that for their great experiment in democracy to succeed, education would be key. Together, we can provide the education Alaska's young people need to develop the habit of good citizenship.

Thank you very much for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Mary Bristol".

Mary Bristol
Task Force Chair

The background of the cover is a stylized, high-contrast black and white image of the Alaska state flag. The flag's field is black, with a white circle of stars in the upper left corner and a white diagonal stripe running from the bottom left to the top right. The stars are arranged in a circular pattern, and the stripes are diagonal. The text is printed in white, bold, sans-serif capital letters.

**ALASKA STATE LEGISLATURE'S
CITIZEN'S ADVISORY TASK FORCE
ON
CIVICS EDUCATION POLICY**

**FINAL REPORT
& RECOMMENDATIONS**

JANUARY 2008

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*The qualifications for self-government are not innate.
They are the results of habit and long training.
-Thomas Jefferson*

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INTRODUCTION

Failure to educate young people about the principles on which our government is founded poses a serious threat to the democratic institutions they will inherit. Teaching students about democracy and their rights and responsibilities as citizens in a country governed "by the people and for the people" has always been a fundamental purpose of America's public schools. Yet the ability of schools to ensure that students graduate with the civic knowledge and competency to become engaged members of society has diminished in recent years as attention has focused on other important subject areas like reading and math. Accordingly, efforts have been underway in recent years on national, state and local levels to strengthen and expand civic learning in our schools.

The national *Campaign for the Civic Mission of Schools (CCMS)* started in 2004 to develop strategies to elevate civic learning as an educational priority and identify and disseminate best practices in civic education. With financial support from CCMS, the *Alaska Civic Learning Assessment (ACLA) Project* was undertaken from 2004-2006 to identify the current status of civic education and level of civic knowledge in our state. In November 2006, the *ACLA Project* issued its final report, *Advancing Civic Learning in Alaska's Schools*, with ten recommendations for improvement. In response to the report, the Alaska Legislature passed in May 2007 a resolution establishing the Citizen's Advisory Task Force on Civics Education Policy. The Task Force was charged with evaluating Alaska's civics standards, identifying curricula, proposing professional development strategies, and exploring ways to implement the *ACLA Project* recommendations.

The Task Force met three times during fall 2007 to brainstorm ideas, articulate specific recommendations, and write this report. We have endeavored to make recommendations that are practical, feasible, and cost-effective. We are confident that, if implemented, they will help ensure that Alaska's students receive the civic knowledge, skills, and learning experiences they need to become active and engaged citizens. As United States Supreme Court Justice Sandra Day O'Connor (Ret.) has said, "a healthy democracy depends on the participation of citizens, and that participation is learned behavior; it doesn't just happen." Across our state, we must help our young people learn to meet the challenge of citizenship. We are grateful to the Legislature for recognizing its responsibility for civic learning and engagement by appointing the Task Force to explore these issues. We are privileged to have the opportunity to examine what such learning must entail, and to offer these recommendations for renewing and strengthening Alaska's commitment to civics education.

EXECUTIVE SUMMARY

Schools hold primary responsibility for civics education, but advancing civic learning cannot and should not fall exclusively on schools. Without coordinated guidance, assistance and support for civics education from outside the educational community—by government agencies, elected officials, courts, businesses, civic organizations, community leaders, youth organizations, juvenile justice officials, libraries, public safety officials and others—young people will not receive the stimulating learning experiences that can make a critical difference between whether they are inspired to be good citizens or instead become disillusioned and disengaged.

RECOMMENDATION I: STATEWIDE COORDINATION OF CIVIC LEARNING

- Establish and fund statewide coordination of civic learning and engagement that involves the educational community, the community at large, and all branches and levels of government.

RECOMMENDATION II: EDUCATION STANDARDS

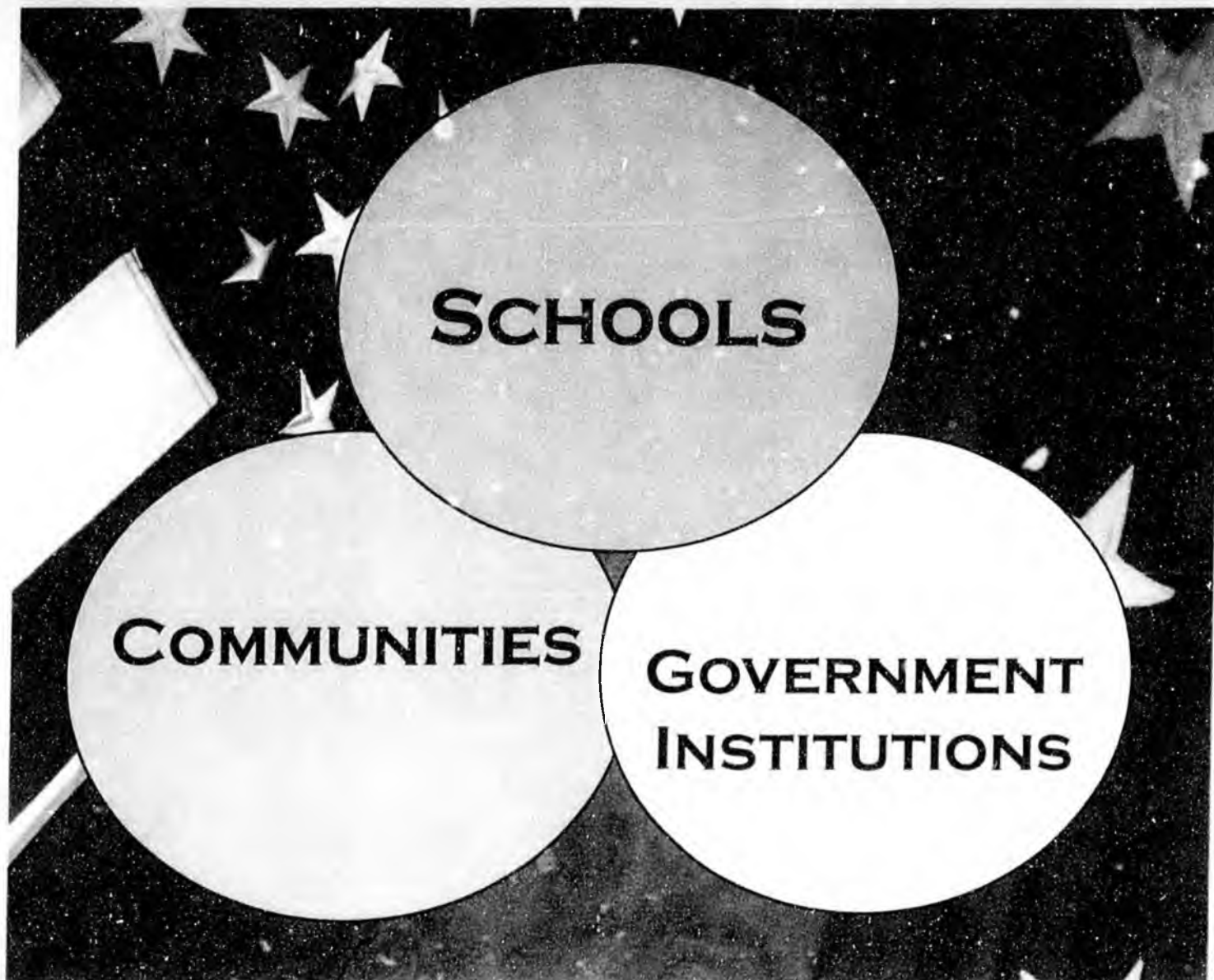
- Review and amend the *Alaska Content Standards for Government and Citizenship [Content Standards]* to more strongly emphasize:
 - ✓ Civic participation skills and competency outcomes for students;
 - ✓ Content knowledge and intellectual skills related to identification, analysis, and critique of social problems and issues;
 - ✓ Content knowledge and potential experiential learning opportunities related to state and local/municipal governments; and
 - ✓ Global and international issues.
- Develop "Grade Level Expectations" for the amended *Content Standards*.

RECOMMENDATION III: CURRICULUM

- Identify and/or develop national, state and local civics curriculum for all grade levels that satisfy the quality criteria for educational programming for democracy. Incorporate the six promising practices for civic education. Make the curriculum readily available to teachers.

RECOMMENDATION IV: PROFESSIONAL DEVELOPMENT

- Provide districts with coordinated technical assistance and funding for comprehensive professional development opportunities for teachers and administrators that are aligned with the provisions outlined in the *No Child Left Behind [NCLB] Act* and best practices in civic learning.



EDUCATING FOR CITIZENSHIP

IS A JOINT RESPONSIBILITY OF
SCHOOLS, COMMUNITIES &
GOVERNMENT INSTITUTIONS

SCHOOLS PROVIDE KNOWLEDGE & OPPORTUNITIES TO
EXERCISE DEMOCRATIC PRINCIPLES;

COMMUNITIES PROVIDE SUPPORT FOR CIVIC LEARNING PROGRAMS;

GOVERNMENT INSTITUTIONS PROVIDE HANDS-ON EXPERIENCE IN
DEMOCRATIC PROCESSES.

RECOMMENDATION I:
STATEWIDE COORDINATION OF CIVIC LEARNING

ESTABLISH AND FUND STATEWIDE COORDINATION OF CIVIC LEARNING AND ENGAGEMENT THAT INVOLVES THE EDUCATIONAL COMMUNITY, THE COMMUNITY AT LARGE, AND ALL BRANCHES AND LEVELS OF GOVERNMENT.

One of the recommendations of the *Alaska Civic Learning Assessment Project* is to "establish a sustainable statewide coordinating entity for civic learning and engagement." Recognizing the vital need for more statewide leadership and support for civics education, the *ACLA Project* report states:

Although several nationally affiliated civic learning programs and activities exist in Alaska, their availability to Alaskan students and teachers is not consistent or widespread. Organizers are often volunteers, and resources are limited. Coordination between groups is difficult, time-consuming and done on an ad hoc basis. Additionally, there is no current entity that monitors civics standards, develops curriculum, or ensures evaluation and accountability.

In our view, the best way to achieve effective statewide coordination is to ensure that active and enduring voices for civics are in place in both the state agency primarily responsible for education and the state office primarily responsible for citizen engagement in democracy. **Accordingly, we recommend:**

- ***The Legislature create and fund a Coordinator of Civic Learning in the Department of Education and Early Development [DEED] to provide leadership and direction in the areas of need that are traditionally served by schools, such as standards, curriculum, assessment, and professional development; and***
- ***The Legislature create and fund the Alaska Council on Civic Learning and a Coordinator of Civic Learning in the Lt. Governor's Office [LGO], to provide the leadership and coordinating link between the many institutions and organizations outside the educational community that are committed to fostering better understanding of our system of government.***

Under our recommendations, DEED and the LGO would work cooperatively but would serve different roles and act as liaisons for their respective constituencies. Our specific recommendations are described below and illustrated in the accompanying chart.

In the Department of Education & Early Development:

- ***Coordinator of Civic Learning.*** Seek a new legislative appropriation to fund a new full-time staff position and associated program responsibilities in the Alaska Department of Education and Early Development. The new position and associated program responsibilities would be dedicated to advancing civic learning by:

- Overseeing review and implementation of civics standards, curricula, incentive-based assessment methods, and professional development strategies for teachers and districts statewide; and
- Acting as liaison between teachers, schools, districts, school boards, national education groups and the government and community groups that share responsibility for advancing civic learning.

In the Office of the Lt. Governor:

- ***Alaska Council on Civic Learning.*** Establish the Alaska Civic Learning Council within the Office of the Lieutenant Governor, to meet at least twice annually, dedicated to advancing civic learning by:
 - Administering a "Schools of Civic Distinction" awards program, which recognizes all schools statewide that demonstrate best practices in civic education under criteria to be developed by the council. The awards should be given annually on a regional basis.
 - Advocating for innovative and effective civic learning and engagement opportunities for people of all ages in communities statewide; and
 - Developing and implementing outreach and awareness campaigns on the importance of civic learning and engagement.
- ***Coordinator of Civic Learning.*** Seek a new legislative appropriation to fund a new staff position and associated program responsibilities in the Office of the Lt. Governor to:
 - Serve as staff to the proposed Alaska Council on Civic Learning;
 - Work closely with the proposed DEED Coordinator of Civic Learning to improve civic learning;
 - Act as liaison between educators, community organizations, civic leaders, and government representatives in the development and implementation of civic learning programs and activities; and
 - Develop and implement an ongoing statewide outreach plan to promote civic learning in communities across the state.

In the Legislature:

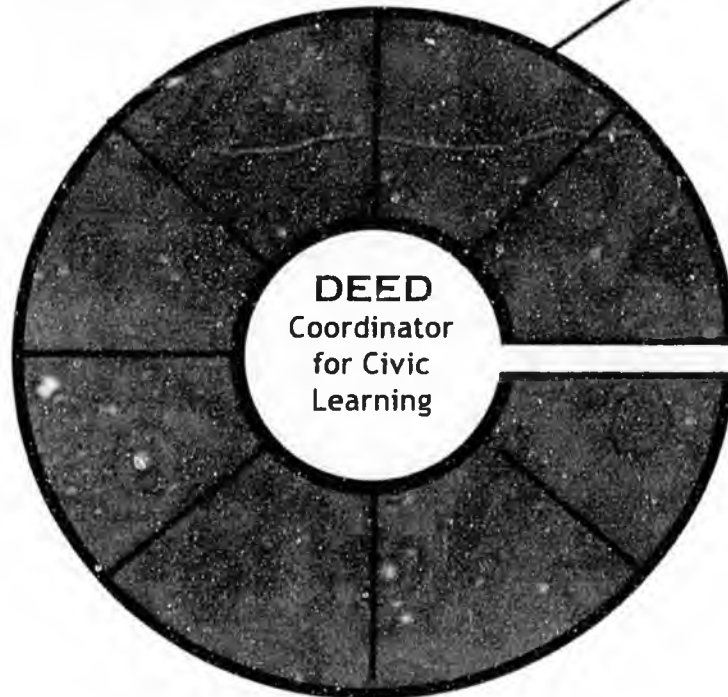
- ***Alaska Legislature's Citizen's Advisory Task Force on Civics Education Policy.*** Until such time as the statewide coordination of civic learning is in place as recommended, the legislature should continue the Task Force and support its work. Without an organized voice to advocate for civic learning and help implement the recommendations in this report, the improvements we hope to gain are unlikely to occur.

CONTINUE CITIZEN'S TASK FORCE
UNTIL STATEWIDE COORDINATION OF
CIVIC LEARNING IS IN PLACE

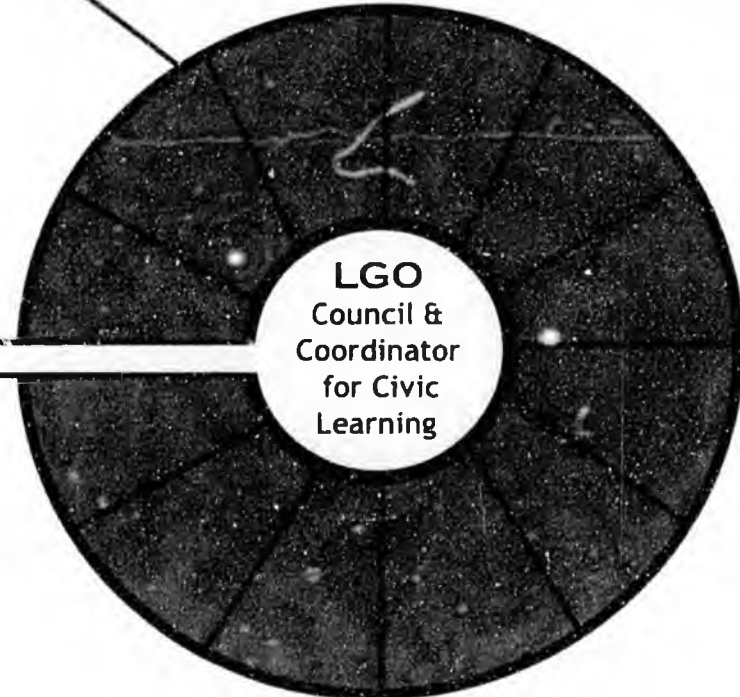
**ALASKA LEGISLATURE CREATES & FUNDS
STATEWIDE COORDINATION OF CIVIC LEARNING**

COORDINATOR FOR CIVIC LEARNING
ALASKA DEPARTMENT OF EDUCATION
& EARLY DEVELOPMENT

**ALASKA COUNCIL ON CIVIC LEARNING
& COORDINATOR FOR CIVIC LEARNING**
OFFICE OF THE LIEUTENANT GOVERNOR



DEED
Coordinator
for Civic
Learning



LGO
Council &
Coordinator
for Civic
Learning

Responsible primarily for:

- K-12 CIVICS STANDARDS REVIEW & ADOPTION
- K-12 CURRICULUM BASED ON BEST PRACTICES
- K-12 EVALUATION & ASSESSMENT INCENTIVES
- PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Responsible primarily for:

- "SCHOOLS OF CIVIC DISTINCTION" AWARD
- COMMUNITY EDUCATION AND OUTREACH
- ADVOCACY & SUPPORT FOR CIVIC LEARNING
- FOSTERING OPPORTUNITIES FOR DIRECT ENGAGEMENT IN LOCAL & STATE GOVERNMENT

Constituents include:

- | | |
|------------------------------------|---|
| 1. Teachers | 5. Civics/LRE Youth Programs |
| 2. School Administrators | 6. National Civic Learning Groups |
| 3. Local School Districts & Boards | 7. National Education Groups |
| 4. State School Board | 8. University Schools/Colleges of Education |

To include representatives of the following:

- | | |
|--|------------------------|
| 1. Lt. Governor's Office | 8. Civic Organizations |
| 2. Alaska Legislature/Legislative Affairs Agency | 9. Youth Organizations |
| 3. Alaska Court System/Alaska Bar Association | 10. Universities |
| 4. Municipal League/Municipal Clerks | 11. Media |
| 5. Juvenile Justice/Corrections/Public Safety | 12. Military |
| 6. Businesses/Chambers of Commerce | 13. DEED |
| 7. Tribes/Alaska Native Non-Profits | |

RECOMMENDATION II:
EDUCATION STANDARDS

REVIEW AND AMEND THE ALASKA CONTENT STANDARDS FOR GOVERNMENT AND CITIZENSHIP [CONTENT STANDARDS] TO MORE STRONGLY EMPHASIZE:

- Civic participation skills and competencies expected as outcomes for students;
- Content knowledge and intellectual skills related to identification, analysis, and critique of social problems and issues;
- Content knowledge and potential experiential learning opportunities related to state and local/municipal governments; and
- Global and international issues.

DEVELOP "GRADE LEVEL EXPECTATIONS" FOR THE AMENDED CONTENT STANDARDS.

Effective content standards in government and citizenship should guide teachers, schools, districts, parents and the community regarding the civic content knowledge, civic intellectual and participatory skills, and civic dispositions that should be the framework for a high quality curriculum. Effective standards should also clearly delineate the expected learning outcomes for students. The Task Force concluded that, as written, the standards do not provide the framework necessary to guide local curriculum decision-making.

In carrying out the charge to review the *Content Standards*, the Task Force sought guidance from two sources: (1) the recommendations from the national *Campaign for the Civic Mission of Schools (CCMS)*; and (2) the recommendations from the *Alaska Civic Learning Assessment (ACLA) Project*. Together, these sources provided a rubric to evaluate the efficacy of the current standards in light of both state and national concerns regarding civic education.

The CCMS campaign has identified criteria for high quality practices in civic education and the civic competencies that students should acquire. Developed through a dialogue among politicians, educators, civic leaders, and business leaders, these criteria and competencies represent a national consensus regarding expectations for civic learning. The Task Force analyzed the Alaska standards to gauge the degree of alignment with this perspective.¹ The results identified significant gaps in the standards as currently written. Of particular concern is the minimal attention given to:

- the content and intellectual skills needed to identify and pose solutions to social problems; and

¹ Appendix A.

- the civic participation skills and civic dispositions necessary for young people to be fully and positively engaged in civic life; and
- attention to global/international issues.

The Task Force further reviewed current *Content Standards* to examine the extent to which they addressed three of the *ACLA Project* recommendations: (1) start civic learning early in the curriculum and include it systematically at all grade levels; (2) ensure equitable civic learning opportunities and experiences for all students; and (3) ensure that Alaska-specific civic knowledge is prominent in the curriculum. The Task Force concluded that current standards do not ensure that attention to civics is consistent across all grade levels, equally available to all students, or sufficiently inclusive of Alaska-specific content.

To address both the *CCMS* and *ACLA Project* concerns, the Task Force recommends the development of "grade-level expectations" to help districts create a cohesive and integrated K-12 approach to civic learning and ensure equitable learning opportunities for all students. "Grade-level expectations" currently exist for other content standards and have been important guides for districts in meeting learning outcomes. In addition, the Task Force recommends that more emphasis be given to content knowledge and experience related to Alaska's local and municipal governments, and local and regional civic leaders, since these are the most accessible to students and teachers and arguably have the greatest impact on their daily lives. Further, although global and international issues and events are addressed in the current standards, Task Force members strongly believe that these areas should receive enhanced attention given their significant impact. These gaps in content can be addressed as part of the recommended revision of the standards and the development of grade level expectations.

The Task Force believes updated *Content Standards* with grade-level expectations would more fully support Alaska schools in carrying out their civic mission of preparing youth for their participation in a democratic society. **Accordingly, we recommend:**

The legislature provide funding to the Department of Education and Early Development (DEED) to revise the Government and Citizenship Content Standards and develop grade-level expectations. Further, we recommend that reviews and revisions be made on a periodic basis.

RECOMMENDATION III: CURRICULUM

IDENTIFY AND/OR DEVELOP NATIONAL, STATE AND LOCAL CIVICS CURRICULUM FOR ALL GRADE LEVELS MODELED ON THE QUALITY CRITERIA FOR EDUCATIONAL PROGRAMMING FOR DEMOCRACY² AND THE SIX PROMISING PRACTICES FOR CIVIC EDUCATION.³ MAKE CIVICS CURRICULUM READILY AVAILABLE TO TEACHERS.

The *Alaska Civic Learning Assessment Project* report made five recommendations related to curriculum, including:

- Starting civics early in the curriculum;
- Following the six best practices for civic learning;
- Connecting civics with reading and math;
- Ensuring equitable civic learning experiences for all students; and
- Ensuring that Alaska-specific civic knowledge and experience is prominently presented.

We agree that civic learning should be infused throughout the curriculum, at all grade levels and in all subjects. Further, civic learning should be available to all students at all levels of achievement to ensure that civic principles are accessible, familiar and a natural part of everyone's life. Finally, civic learning should include state and local content and experiential opportunities that are relevant and engaging, and should be based on best practices.

In our view, effective curriculum for citizenship education is grounded in the principle that civics is not just content to be learned in the classroom, but also participation, engagement, and a way of thinking about one's place in society. Promising practices for civic education allow students to achieve knowledge and apply it through student governance, involvement in extracurricular activities that foster civic engagement, and participation in simulations of civic activities such as voting, court trials, and legislative deliberation. Accordingly, successful civics curriculum and programs cannot be the sole responsibility of government teachers, but must encompass whole schools and whole communities.

Achieving an integrated curriculum is aided by a number of helpful resources available already. These include curriculum developed by national programs such as the National Council for State Legislatures, the Center for Civic Education, the Constitutional Rights Foundation, the American Bar Association's Public Education Division, Kids Voting USA and Street Law, Inc. There also are significant state and

² Appendix B.

³ Appendix C.

local resources that can be tapped to strengthen existing programs and develop new ones.

The Legislature can be a role model for local and state governments by expanding programs that already provide for the direct engagement of students in the legislative process, and by promoting new approaches. For example, the Legislature's Page and Internship programs, and participation in Close Up and the National Council of State Legislatures' Back to School program, are excellent ways to engage young people in government. New ideas, such as student advisory legislatures, can also be explored. Every governmental body in Alaska—whether national, state or local—should be encouraged to adopt comparable initiatives that connect students to the institutions that affect their lives.

There are many proven strategies that can be incorporated into a comprehensive civic learning plan for K-12 education and recommended to school districts statewide. With adequate funding and support from the Legislature, a new Coordinator of Civic Learning (see Recommendation I) in DEED will be well-positioned to coordinate development of such a plan. The challenge to improvement will be finding creative ways to integrate civic learning into course schedules that are already tight. School districts in Alaska set their own curriculum requirements, and teachers and schools already have time constraints on the school day. **Accordingly, we do not recommend a mandatory civics course or curriculum. Instead, we recommend an incentives-based approach that:**

- **Makes excellent civics curriculum and a comprehensive K-12 civics learning plan available to districts and schools, and provides technical support for their use;**
- **Recognizes and rewards districts and schools that adopt the curriculum, learning plan and voluntary mechanisms for assessment; and**
- **Grants awards to "Schools of Civic Distinction" for their success in ensuring quality civic learning school-wide.**

The "Schools of Civic Distinction" awards provide not only deserved accolades for schools and districts that embrace best practices for civics learning for all students; they also provide a valuable tool for gauging the effectiveness of the statewide effort to revitalize civic learning. If schools and districts respond to the incentives envisioned with enthusiasm and success, we will know that statewide coordination, clearer standards, more engaging curriculum, and improved professional development are making a difference. Because improved civic learning can lead to improved student performance in other subject areas, DEED should also consider conducting a comparative analysis between student achievement in districts and schools that demonstrate a commitment to civic learning and districts and schools that do not give it high priority.

RECOMMENDATION IV: PROFESSIONAL DEVELOPMENT

PROVIDE DISTRICTS WITH COORDINATED TECHNICAL ASSISTANCE AND FUNDING FOR COMPREHENSIVE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS AND ADMINISTRATORS THAT ARE ALIGNED WITH THE PROVISIONS OUTLINED IN THE *NO CHILD LEFT BEHIND [NCLB] ACT* AND BEST PRACTICES IN CIVIC LEARNING.

As public institutions, schools are uniquely situated to prepare the next generation of Americans, and Alaskans, for active citizenship. The Task Force clearly identified the need for high quality, sustained, and relevant professional development for teachers, paraprofessionals, principals, and district administrators if schools are to provide effective and meaningful civic education for Alaska's youth.

The Task Force observed that responsibility for rigorous and effective civic learning has too long rested almost exclusively on social studies teachers, even though ensuring civic learning outcomes for students is a collective responsibility of teachers, principals, and district administrators. In our view, quality professional development regarding best practices in civic learning must be designed to support each of these groups of education professionals as they seek to fulfill their respective responsibilities.

The Task Force concluded that the "Six Promising Practices for Civic Learning"³ provide a framework around which to establish a high quality professional development program for Alaska. Further, we observed that these best practices are aligned with the provisions of the *NCLB Act*.⁴ We recommend that these proven criteria be used to guide the development and implementation of Alaska's district and state level professional development programs in civic education.

As a state, we must actively support professional opportunities for teachers, principals, and district administrators to understand how to teach towards the standards and assess the performance of their schools. There are numerous national, state, and local entities that could offer valuable learning opportunities for both adults and students, yet they remain underutilized due to a lack of statewide coordination. The Task Force believes that coordinated technical assistance and fiscal support is needed to implement a systematic and sustained professional development program. **Accordingly, we recommend:**

The legislature provide annual program funding to DEED to provide districts with technical assistance and fiscal support for designing and delivering high quality professional development for civic learning.

³ Appendix C

⁴ Appendix D

CONCLUSION

Civics education is ultimately the most important goal of our public school system, but it is also our collective responsibility as citizens. Schools cannot do it alone. Across the country, states have recognized that more needs to be done to ensure effective civic learning for all students.⁴ In order to improve the quality of civic education in Alaska, our communities and all branches of government must make a philosophical commitment to contribute. We recommend that the Legislature set an example by also making a financial commitment.

Rather than a required course in civics education or required testing of civics content—which would be costly unfunded mandates—we recommend:

- **Funding two Coordinators of Civic Learning in state government**, one in the Department of Education and Early Development to work with schools and teachers, and another in the Office of the Lieutenant Governor to work with community organizations and all levels of government through a newly established Alaska Council on Civic Learning.

This two-tiered approach not only will provide educators with the resources to integrate civics education throughout the curriculum, but also will promote collaboration among community groups and state and local agencies best suited to give students practical instruction on the critical importance of civic engagement.

We also recommend:

- Revisiting and strengthening current *Alaska Content Standards for Government and Citizenship*;
- Developing a comprehensive K-12 **Civic Learning Curriculum Plan** based on recognized quality criteria and best practices, and offering it to schools and districts statewide with associated incentives and awards; and
- Providing schools and districts with technical assistance and fiscal support to ensure **professional development** opportunities aligned with *No Child Left Behind Act* recommendations and best practices in civic learning.

The financial commitment entailed in adopting these recommendations is modest compared to the value of an aware and engaged citizenry. Our democracy will soon rest in the care of today's youth, and we cannot take their preparedness for granted. The next generation of citizens needs leadership and support to carry forward the values, principles and commitments that have guided our country for over 200 years. There can be no wiser investment.

⁴ Appendix E.

PROPOSED TIMELINE FOR IMPLEMENTATION

TASK FORCE RECOMMENDATIONS

FY2008

FY2009

FY2010

FY2011

FY2012

DEED DISTRICT
COORDINATOR

TASK FORCE
CONCLUDES

DEED
COORDINATOR
ESTABLISHED

NEW
STANDARDS
ADOPTED

CURRICULUM
PLAN
DEVELOPMENT
CONTINUES

CURRICULUM
PLAN
ADOPTED

STANDARDS
REVIEW
BEGINS

CURRICULUM
PLAN
DEVELOPMENT
BEGINS

REVIEW OF
METHODS FOR
EVALUATION &
ASSESSMENT
BEGINS
(INCENTIVE 3-
BASED)

METHOD FOR
EVALUATION &
ASSESSMENT
ADOPTED
(INCENTIVES-
BASED)

REVIEW OF
PROFESSIONAL
DEVELOPMENT
PLAN
BEGINS

PROFESSIONAL
DEVELOPMENT
PLAN
ADOPTED

Continuing Indefinitely..

LGO
COORDINATOR
ESTABLISHED

SCHOOLS
OF CIVIC
DISTINCTION
AWARDS

LGO
COUNCIL
ESTABLISHED

PROGRAM
BEGINS

Continuing Indefinitely..

Continuing Indefinitely..

APPENDIX A:
**Comparative Analysis of Civic Mission of Schools Civic Competencies and
 Alaska Standards for Government & Citizenship, History and Language Arts**

Corresponding Alaska Standard(s)	Civic Competency
	Civic Content Knowledge <i>Includes both core knowledge and the ability to apply knowledge to different circumstances and settings.</i>
History A1, B2	Key historical periods, episodes, cases, themes, and experiences of individuals and groups in U.S. history
B1	Principles, documents, and ideas essential to constitutional democracy
B7; History D2	Relationship between historical documents, principles, and episodes and contemporary issues
B3	Structures, processes, and functions of government; powers of branches and levels of government
	Political vehicles for representing public opinion and effecting political change
B4	Mechanisms and structure of the U.S. legal system
A1, C8, F1	Relationship between government and other sectors
	Political and civic heroes
B5	Social and political networks for making change
	Social movements and struggles, particularly those that address issues as yet unresolved
	Structural analyses of social problems and systemic solutions to making change
	Civic Skills: Intellectual <i>Encompasses knowing how to identify, assess, interpret, describe, analyze, and explain matters of concern in civic life.</i>
	Critical thinking
History D4*	Perspective-taking
E/LA B2*	Understanding, interpreting, and critiquing various media
	Understanding, interpreting, and critiquing different points of view
History D3	Expressing one's opinions
	Active listening
	Identifying public problems
	Drawing connections between democratic concepts and principles and one's own life experience
	Civic Skills: Participatory <i>Encompasses knowing how to cope in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change.</i>
E3	Engaging in dialogue with those who hold different perspectives
	Active listening
	Communicating through public speaking, letter writing, petitioning, canvassing, lobbying,

	protesting
	Managing, organizing, participating in groups
E3	Building consensus and forging coalitions
	Community mapping
	Utilizing electoral processes
	Utilizing non-electoral means to voice opinion (protest, petitioning, surveying, letter writing, boycotting, and so on)
	Planning and running meetings
	Utilizing strategic networks for public ends
E3	Organizing and demonstrating
E1*	Civic Dispositions <i>Encompass interpersonal and intrapersonal values, virtues, and behaviors.</i>
	Tolerance and respect
	Appreciation of difference
	Rejection of violence
History D5*	Concern with the rights and welfare of others
E7*	Commitment to balancing personal liberties with social responsibility to others
	Personal efficacy
	Sense of belonging to a group or polity
	Readiness to compromise personal interests to achieve shared ends
	Desire for community involvement
	Attentiveness (to civic matters, the news, etc)

* Denotes rather weak correlation

APPENDIX B:
**Comparative Analysis of Civic Mission of Schools Quality Criteria
 & Alaska Standards for Government & Citizenship**

<i>Corresponding Alaska Standard</i>	<i>Criteria</i>
	Educating for democracy prepares students who:
A1	Are informed and thoughtful about public and community issues, reflecting a grasp and appreciation of history and the fundamental processes of American democracy
E3	Participate in their communities through various civic, religious, cultural, and social associations and venues
E7	Act politically, seeking to solve problems on behalf of the public good through accessing a variety of skills, venues, and modes for public participation
E2	Understand the opportunities and challenges of democratic self-government
	Possess an array of moral and civic virtues
	High quality educational programming for democracy:
	Helps students acquire civic knowledge, skills, and/or dispositions (see associated civic competency grid)
C2	Fosters students' commitment to be civically informed, aware, and connected
E1	Promotes students' active engagement in civic life
	Is mindful of students' developmental abilities
E3	Helps students make connections between acquired civic learning and their personal actions, values, and responsibilities
	Infuses civic learning throughout the school curriculum and school culture
E2	Links civic practice with education standards and policy on the school, district, state, and/or federal level, when appropriate and feasible
E7	Identifies, promotes understanding of, and potentially seeks to redress social and civic problems on the local, state, national, and/or global level
	Articulates clear civic learning outcomes and aligns program "inputs" with these outcomes
	High quality civic education pedagogy:
	Utilizes active learning methods and experiences
B7	Moves beyond rote memorization and recitation of facts as the sole teaching method
E7	Encourages verbal and written reflection to reinforce learning
E3	Develops student voice, initiative, and leadership
	Seeks collaboration with students, parents, teachers, administrators, and a broad array of community partners in order to build school-community connections
	Includes assessment of student outcomes
	High quality civic education supports include:
B1	Teachers knowledgeable about civic education subject matter and active learning strategies
C8	Democratic school and classroom management, culture, and governance

	Continuous civic learning experiences across the curriculum
	School, district, and state-level policies and standards that support civic learning

APPENDIX C:
Six Promising Practices for Civic Education
From The Civic Mission of Schools Report

1. **Provide instruction in government, history, law, and democracy.** Formal instruction in U.S. government, history, and democracy increases civic knowledge. However, schools should avoid teaching only rote facts about dry procedures, which is unlikely to benefit students and may actually alienate them from politics.
2. **Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.** Conversations, however, should be carefully moderated so that students feel welcome to speak from a variety of perspectives. Teachers need support in broaching controversial issues in classrooms since they may risk criticism or sanctions if they do so.
3. **Have students apply what they learn** through performing community service that is linked to the formal curriculum and classroom instruction.
4. **Offer extracurricular activities** that provide opportunities for young people to get involved in their schools or communities, and ensure that everyone has the opportunity to participate.
5. **Encourage student participation in school governance.** A long tradition of research suggests that giving students more opportunities to participate in the management of their own classrooms and schools builds their civic skills and attitudes.
6. **Encourage students' participation in simulations of democratic processes and procedures.** Recent evidence indicates that simulations of voting, trials, legislative deliberation, and diplomacy in schools can lead to heightened political knowledge and interest. The data are not conclusive, but these approaches show promise and should be considered when developing programs and curriculum.

APPENDIX D
Framework for Professional Development Recommendations

NCLB (section 910(34)A "professional development" includes activities that:	Civic Mission of Schools Six Promising Practices for Civic Learning	Task Force Recommendations for Professional Development
<p>(i) <i>Improve and increase teachers' knowledge of the academic subjects the teachers teach;...and enable teachers to become highly-qualified.</i></p>	<p>Formal instruction in government, history, law and democracy. The report specifically urges dynamic and interactive teaching methods rather than "teaching by rote," since drier methods may alienate students from politics.</p> <p>Student participation in simulations of democratic processes. The report argues that engaging students in simulations of voting, trials, legislative deliberation, and diplomacy can lead to heightened political knowledge and interest.</p>	<ul style="list-style-type: none"> • Opportunities available from other resources—Center for Civic Education: We the People, Street Law, Constitutional Rights Foundation, National Endowment for the Humanities, community partnerships • Develop curricula for issues of particular knowledge and interest to specific diverse populations: i.e. Alaska Native: ICWA, ANCSA, subsistence, sovereignty, and tribal governance. Other: Immigration laws, Russian historical laws • ASDN & universities to provide P.D.
<p>(ii) <i>Are an integral part of broad schoolwide and districtwide educational improvement plans.</i></p>	<p>Co-curricular activities to foster engagement with schools and communities. The report does not specify favored co-curricular activities. Rather, it acknowledges that learning takes place within and beyond school walls, and it encourages extracurricular efforts to strengthen young peoples' involvement in an array of social and civic institutions.</p> <p>Student participation in school governance. The report urges students to take an active role in classroom and school governance matters as a means for practicing civic participation skills. However, the report does not specify the scope and parameters of student involvement.</p>	<ul style="list-style-type: none"> • Make case for why best practices and professional development are a priority to school boards, principals, legislature, etc. • Appropriate resources/funding to support civics as a priority
<p>(iii) <i>Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards.</i></p>	<p>Guided discussion of current local, national, and international issues and events. The report urges discussion of issues students find personally relevant, conducted in a way that encourages multiple points of view.</p> <p>Active learning experiences where students perform community service</p>	<ul style="list-style-type: none"> • Administrators need professional development to lead schools

	and/or service-learning. The report urges giving students a role in choosing and designing volunteer activities; articulating explicit civic outcomes; linking service to curricular study; and providing opportunities and vehicles for critical reflection. These recommendations are in keeping with "best practice" principles in service-learning.	
(iv) Improve classroom management skills.		
(v) (I) Are high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.		<ul style="list-style-type: none"> ▪ Coordinating entity to provide technical assistance. ▪ Scholarships/incentives for teachers/administrators for civics professional development
(v) (II) Are not one-day or short-term workshops or conferences.		<ul style="list-style-type: none"> ▪ Annual conference or institute on civic learning.
(vii) Advance teacher understanding of effective instructional strategies that are (I) based on scientifically based research.		<ul style="list-style-type: none"> ▪ Best practices-have website with links for best practices research updated/published quarterly ▪ Listserv/e-mail quarterly newsletter
(II) Strategies for improving student academic achievement for substantially increasing the knowledge and teaching skills of teachers.	<p>Student participation in simulations of democratic processes. The report argues that engaging students in simulations of voting, trials, legislative deliberation, and diplomacy can lead to heightened political knowledge and interest.</p> <p>Active learning experiences where students perform community service and/or service-learning. The report urges giving students a role in choosing and designing volunteer activities; articulating explicit civic outcomes; linking service to curricular study; and providing opportunities and vehicles for critical reflection. These recommendations are in keeping with "best practice" principles in service-learning.</p>	
(vii) Are aligned with and directly related to: (I) State academic content standards, student achievement standards, and assessments.		<ul style="list-style-type: none"> ▪ Connect civic learning to reading and math
(ix) Are developed with extensive participation of teachers, principals, parents, and administrators of schools.		<ul style="list-style-type: none"> ▪ Make case for why best practices and professional development are a priority to school boards, principals, legislature, etc. ▪ Identify state-wide non-profits for

		<p>links, i.e. umbrella groups—Alaska Teaching Justice Network (ATJN), SLED, Alaska Association of School Boards, Superintendents, Principals</p> <ul style="list-style-type: none"> ▪ Coordinating office to offer help with template for new teachers and contract with civic ed groups and teachers
<p>(x) Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support service to those children, including the appropriate use of curricula and assessments.</p>		<ul style="list-style-type: none"> ▪ Ensure equitable learning opportunities and experiences for all students. ▪ Connect civic learning to reading and math.
<p>(xi) To the extent possible, provide training for principals and teachers in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which teachers teach.</p>		<ul style="list-style-type: none"> ▪ Encourage state-of-the-art technology to reach students statewide, and to help teachers to access it competently.
<p>(xii) As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of evaluation used to improve the quality of professional development.</p>		
<p>(xiii) Provide instruction in methods of teacher children with special needs</p>		<ul style="list-style-type: none"> ▪ Ensure equitable civic learning opportunities and experiences for all students.
<p>(xiv) Include instruction in the use of data and assessments to inform and instruct classroom practice.</p>		
<p>(xv) Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.</p>		

APPENDIX E



Enacted Legislation on Civic Education

Introduced by Legislator attendees (and others)
to the Congressional Conferences on Civic Education
2004-2007

2004

Kentucky: SJR 80 Introduced by Sen. Jack Westwood*

Urges the establishment of a committee to evaluate existing school civic literacy programs, determine a strategy for enhancing long-term civic education and recommend a plan for implementing a civic education program.

Enacted legislation, the Kentucky workgroup on Civic Literacy was established.

Maine: LD 1915, LR 2688B Introduced by Rep. Cummings.

Resolves to implement the recommendations of the Maine Task Force on Citizenship Education to strengthen civic learning.

Enacted legislation.

Utah: HB 22 Introduced by Rep. LaVar Christensen*

Provides legislative recognition that civic education are fundamental elements of the public education system's core mission and constitutional responsibility and are required to be included in the curriculum of the public education system, requires that such education to be included in social studies curriculum for grades 1-12; consolidates teaching requirements.

Enacted legislation.

2005

California: Assembly Concurrent Resolution No. 30 Introduced by Assemblyman Kevin McCarthy

This measure would urge the State Board of Education and all local school governing bodies to examine current practice and develop plans to increase and broaden emphasis on principles of democracy in the schools of California.

Enacted legislation.

Colorado: SB05-200 (amendment to budget bill) Introduced by Sen. Stengel and Sen. Sue Windels*

Allocates \$200,000 from the State Education Fund to promote the teaching of the US Constitution to Colorado Schoolchildren. Funds allocated to Center for Education in Law and Democracy (Congressional Conference State Facilitator) to develop professional development in civic learning.

Enacted legislation.

Illinois: HB 1336 Introduced by Rep. Suzanne Bassi*

Amends the School Code. Requires teachers to teach students character education, which includes the teaching of respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise pupils' honesty, kindness, justice, discipline, respect for others, and moral courage for the purpose of lessening crime and raising the standard of good character (now, requires teachers to teach pupils honesty, kindness, justice, discipline, respect for others, and moral courage for the purpose of lessening crime and raising the standard of good citizenship)

Enacted legislation.

Kentucky: HR. 109 Introduced by Rep. Tanya Pullin*

Designates October as "Civic Literacy Month;" calls on Delegation and Workgroup to publicize and promote teacher's civic education activities.

Enacted legislation.

Louisiana: SB 39 Introduced by Sen. Gerald Theunissen*

Creates an 18 member Louisiana Commission on Civic Education. Provides for specific Commission membership and duties to promote civic education, act as a clearinghouse for civic education in the State and to promote communication among entities providing civic education.

Enacted legislation

Montana: SJR 12 Introduced by Sen. Sam Kitzenberg*

The Board of Public Education & Superintendent of Public Instruction are encouraged to promote instruction in government, law, history and democracy; incorporate discussion of current events into the classroom; provide students with service learning opportunities; offer extra curricular activities that provide for involvement in school and the community and encourage student participation in school governance.

Enacted legislation.

North Dakota: HB 1013 North Dakota Schools Funding Act

During markup on the ND Schools Appropriations measure, ND Senate Appropriations Committee Chair (and Cong Conf Facilitator) Ray Holmberg* added an amendment appropriating \$150,000 to the State Dept. of Education to develop, publish, and distribute a North Dakota studies textbook and workbook including civic education for both grades four and eight.

Enacted legislation.

Rhode Island: Senate Bill 864, House Bill 5748 Introduced by Senator Hanna Gallo* and Rep. Susan Story*

Directed the Rhode Island Board of Regents for elementary and secondary education to develop a curriculum for civic education and to disseminate the curriculum.

Enacted legislation.

Vermont: S.119 Introduced by Sen. Matt Dunne*

Directs the VT Legislative Council to develop and implement civic ed programs, materials and activities which facilitate connections between legislator's the and young people of VT. List types of programs, materials and activities envisioned; calls for a website listing these materials and provides a \$70,000 appropriation to carry out provisions.

Enacted legislation.

Virginia: HB 1769 Introduced by: Delegate James Dillard*

Creates a 21 member Virginia Commission on Civic Education (members are specified and include the two VA Facilitators); calls for the Commission to identify civic education projects in the state and offer technical assistance to same, build a network of civic education professionals to share information and build partnerships and to make recommendations to the state Dept. of Ed regarding revisions to the Standards of Learning for civics and government.

This measure carries a \$50,000 per year appropriations for expenses of the Commission.

Enacted legislation.

2006

Arizona: SB 1562 Introduced by Sen. Tim Bee* (State Facilitator) and others.

HB 2788 Introduced by Rep. Jennifer Burns* and others.

These identical measures created the Arizona Commission on Civic Education and Civic Engagement. The Commission has 13 appointed members. The Commission is empowered to promote civic engagement; collaborate with public, private and non profit sectors to develop and coordinate outreach programs with schools to provide civic education; to identify and provide technical assistance to civic education programs in the state; to build a network of civic education professionals and programs to share information and establish a database of civic education resources, best practices and lesson plans; and make recommendations to improve civic education to the appropriate officials. The Commission will have a ten-year life.

Enacted legislation.

Idaho: HCR 33 Introduced by Rep. Tom Trail* & Reps. Nielson & Kemp.

Short Description: This measure urges the Secretary of State with the assistance of the State department of education to convene a state summit on civic learning and to form a committee to plan and carry out the summit. The bill also calls for a report of the findings of the summit to the secretary of State and State Superintendent of Education '... for future action.' The bill calls for the Office of Civics, Service Character and International Education (directed by Facilitator Dan Prinzing) to 'facilitate the summit planning committee.

Legislation passed, not signed by Governor, Summit was held 12/06.

Maryland: SB 47, Introduced by Sen. Gwinn Britt *

Short Description: Recognizing the importance of civic literacy and engagement; encourages State Officials to convene a summit on civic literacy; tasks CIRCLE and Cong Conf delegation for assistance with Summit; requires report from summit to state officials.

Enacted legislation, Summit was held 1/07.

Massachusetts: S.340 & H5374 by Sen. Richard Moore* and Rep. Mike Rush*

A bill establishing an official state commission on civic education. Note this bill was passed twice during the 2006 Legislative Session and was vetoed by the former Governor. The introducers are re filing the bill in the 2007 Session.

Passed by both Chambers, vetoed by Governor, reintroduced in 2007 Session

New Hampshire: SB 323, Introduced by Sen. Bob Odell* and others, House version sponsored by Rep. Debra Naro* and others.

Short Description: Establishes a Legislative Youth Advisory Council of 21 members between the ages of 15-22, one of whom shall be a member of the senate, one a member of the House. The Council would advise the General Court (legislature) on proposed legislation affecting youth.

Enacted legislation.

Rhode Island: Identical measures H 7620 and S 2990 introduced by Sen. Juan Pichardo, and others.

Short Description: Both H 7620 and S 2990 creates a commission to examine legislation relating to youth and would require the general assembly to have an opinion from the commission prior to acting on the legislative proposal.

Enacted legislation.

Tennessee: SB 2586 and companion HB 2808, Introduced by: Sen. Jamie Woodson); House – Rep. Les Winningham*

Short Description: This Bill establishes the Tennessee Commission on Civic Education. The Commission has 15 appointed members. The Commission is empowered to 1. research current policies and practice; 2. make recommendations to the governor and Legislature of any policies it deems necessary to correct and deficiencies found; 3. to make a report to the Legislature within one year of its establishment.

Enacted legislation.

Utah: H.B. 339 Introduced by Rep. LaVar Christensen* ; Senate Sponsor: Sen. Chris Butters*

Short Description: This bill establishes a seven member Utah Commission on Civic and Character Education, chaired by the Lt. Governor. The Commission is empowered to promote supportive coalitions and collaborative efforts to develop public awareness and training regarding (civic and character education); and to provide leadership to the state's continuous focus on civic and character education in the public schools and institutions of higher education and to make recommendations to local school boards and school administrators. The Bill calls for the Commission to receive a \$50,000 appropriation.

Enacted legislation (with appropriation)

Vermont: H425 (and H867 by amendment), Introduced by Rep. Kathy LaVoie*

Short Description: This measure creates a Council on Civic Education chaired by the Commissioner of Education with the Secretary of State and other members identified in the Bill. The Council is empowered to continually assess the status of civic education in Vermont schools; to make recommendations to policymakers to enhance civic education; maintain an inventory of civic education resources; assess and recommend best practices in civic education; build and maintain a network of civic education professionals to share information; help coordinate an alignment of civic education curricula at all levels including higher education and prepare an annual report of its activities.

Enacted legislation.

Washington: HB 2579 introduced by Rep. David Upthegrove* and Sen. Stephen Johnson*.

Short Description: This was one of two measures introduced to support the Classroom Based Assessment in Civic Education developed by the State Department of Public Instruction. This Bill adds legislative consent to the CBAs and provides financing for the DPI to implement them.

Enacted legislation.

Wisconsin: SJR 41 Introduced Sens. Luther Olsen* & Bob Jauch* (and others).

Short Description: This Bill calls for an officially recognized state summit in partnership with the State Department of Public Instruction; and that the Summit prepare a report and list of recommendations for improving civic education.

Enacted legislation, Summit planned for late 2007.

2007

Alaska: HCR 06 Introduced by Speaker of the House John Harris

This legislation established a citizens' advisory task force to review Alaska's civics content standards, recommend and develop effective civics curricula, and propose strategies for the professional development of teachers. Includes appropriation.

Enacted legislation

Georgia: HR 855 Introduced by Representative Tom Dickson

A resolution recognizing and expressing support for civic education in our public schools, endorsing continued participation in the Congressional Conference on Civic Education and the work of the Georgia Council for the Social Studies.

Enacted legislation

Illinois: HB 2787 Introduced by Rep. William Davis* and others

This measure authorizes Regional Superintendents to make grants from the grant fund established by HB 606 to schools that complete a 'Civic Education Audit' of their school. The audit will be designed by the Illinois Civic Mission of Schools Coalition (the IL Campaign) and will be used to fund professional development for civics teachers.

Enacted legislation

Maryland: SB 492 Introduced by Sen. Gwendolyn Britt*

This bill established a Commission on Civic Literacy, set the membership of the Commission, and required the State Dept. of Education to provide staff and support to the Commission. The assigned tasks of the Commission are to develop and coordinate programs in collaboration with schools to educate students in the importance of, among others: 1) reasoned debate, good faith, negotiation, and compromise in representative democracy; 2) individual involvement in creating successful communities; and 3) build a network of education professionals to share information and strengthen partnerships.

Enacted legislation

Nevada:

SB 247 Introduced by Sen. Valerie Wiener* and others

Creates the Nevada Youth Legislative Issues Forum, to provide an opportunity for students to express their views on pending legislation and current issues

Enacted legislation

New Hampshire: HB 167 Sponsored by Rep. Tim Dunn

This bill adds civics and economics to the required areas of assessment in the statewide improvement and assessment program, and specifies that the assessment shall be conducted in grades 3 through 8 and one grade in high school.

Enacted legislation

New Mexico: S724, Introduced by Sen. H. Diane Snyder*

This bill creates a \$30,000 civic education professional development fund within the State Department of Education. The New Mexico Campaign will be involved with the establishment of criteria for the fund. Originally passed by both houses in 2006 and vetoed by the governor, this bill was reintroduced and passed successfully in 2007.

Enacted legislation

North Dakota: Appropriations measure for Dept. of Public Instruction

Sen. Ray Holmberg (Facilitator for ND)* introduced and passed an amendment to the Department's Appropriation providing \$30,000 to "enhance civic education programs in North Dakota. Last year Sen. Holmberg passed an amendment to the Department's Appropriations providing \$50,000 for a new civics text and other civic ed projects

Enacted legislation

Oregon: HB 2584 Introduced by Rep. Buckley, Rep. Suzanne Bonamici*, and others

Creates a Task Force on Civic and Financial Education that will study and make recommendations about how to increase and improve civics and financial education in K-12 public schools

Enacted legislation

Oregon: SB 2584 Introduced by Rep. Buckley, Rep. Suzanne Bonamici*, and others

Increases the appropriations to the Dept. of Education for civic education to \$160,000.

Enacted legislation

Virginia: HR 627 Introduced by Del. Robert Tata*

A joint resolution designating the third week in September as Civics Education Week in Virginia.

Enacted legislation

Washington: SB 59 Introduced by Senators Kilmer, Devlin, Kastama and others

Creates a Civic Education Travel Grant Program within the State Department of Public Instruction designed to assist school teams competing in state, national and international civic education programs. This measure was amended onto HB 1052 (introduced by Rep. Dave Upthegrove*), a measure creating a 'Legislative Youth Advisory Council' and passed with an appropriation.

Enacted legislation

West Virginia: HR 33 Introduced by Del. David Perry*

This measure established the West Virginia Civic Literacy Council under the Co Chairmanship of the WVA Secretary of Education & Arts and State Superintendent of Schools; names the membership of the Council and states that the Council shall assess the status of civic education in West Virginia, compile an inventory of civic engagement and service-learning opportunities available to West Virginia students at all levels of education, make recommendations to enhance civics education, and promote a network of civics education professionals to share information and strengthen partnerships.

Enacted legislation

* = Congressional Conference on Civic Education attendee



**ALASKA STATE LEGISLATURE'S
CITIZEN'S ADVISORY TASK FORCE ON
CIVICS EDUCATION POLICY**

TASK FORCE MEMBERS:

L-R, Front: Dorothy M. Moore, Maida Buckley. Second Row: Barbara Hood, Keith Underwood. Third Row: Dick Luther, Letitia Fickel, Vicky Otte. Fourth Row: Terrence Cole, Joan "Jo" Antonson. Fifth Row: Dianne M. Miller, Phillip Schneider.

Not pictured: Mary Bristol, Terri Campbell, Memry Dahl, Jonathon A. Katcher, Guadalupe Marroquin, Carl Rose.

TASK FORCE CONTACT:

Letitia Fickel
Associate Professor, College of Education
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99515
907-786-4426
aflcf@uaa.alaska.edu



Carl Rose → 321-0182

testifying - Civics HCR 6

{ Diane Keller - Wasilla

{ Jonathan Katcher -

{ Vicki Othe - Anchorage



**CONFIRMA-
TIONS
2007**



TIM BRADY; President, Ken Brady Construction Co., Inc.

Overview

Tim serves as President of Ken Brady Construction Company. He has direct responsibility for all construction related operations for the company. Tim has extensive experience in all areas of building construction having worked as general manager, superintendent, project manager, and project engineer for KBCC over the past 30 years. Tim's formal training comes from Arizona State University's highly regarded Construction Management program.

Professional Experience; Selected Projects

- UAA Eco/Bio Health Facility
- AIA Quick Turnaround Facility
- Goldenview Middle School
- Nesbitt Courthouse
- Alyeska Day Lodge
- UAF Natural Sciences Facility Westndge
- Z. J. Loussac Library
- Anchorage Museum of History and Art
- DEC Seafood and Food Safety Lab
- UAA Business Education Building
- Willard Bowman Elementary School
- Cook Inlet Pretrial Facility
- Carrs Pioneer Square
- Key Bank Building
- Kalifornsky Beach Elementary School
- ERA Aviation Center
- Port of Anchorage Office Building

Education

Tim graduated from Arizona State University with a B.S.C. degree from the School of Engineering; Division of Construction.

Affiliations

Anchorage Downtown Rotary
Vice President, Properties; Western Alaska Council, Boy Scouts of America
Member, American Red Cross of Alaska Disaster Cabinet
Past President, Associated General Contractors of Alaska
Board of Directors, AGC of Alaska since 1987
Municipality of Anchorage Platting Board 1988-1992
Board of Directors, Better Business Bureau of Alaska 1986-1990

Awards

1995 Associated General Contractors of America Chapter President of the Year
1992 AGC of Alaska "Hardhat Award" for significant contributions to the Construction Industry

Resume

Fuller A. Cowell II

January 21, 2007

Professional Experience

2000-2007 Retired

1993-1999 Publisher, *Anchorage Daily News*

1991-1993 Director of Operations, McClatchy Newspapers, Sacramento, CA

1987-1991 Publisher of Gavilan Newspapers, Gilroy, CA

1985- 1987 Administrative Director of *The Sacramento Bee*

1983-1985 Director of Operations, *The Sacramento Bee*

1983- 1987 Established and managed the flight department for McClatchy Newspapers which included the purchase operation and maintenance of a King Air C-90 and a Hawker 800 business jet

1981-1983 Plant & Production Director, *The Sacramento Bee*

1978-1981 Newspaper Consultant, helping newspapers convert from letterpress to offset printing

1979-1989 Ran my own commercial fishing boat in Area E, Prince William Sound, AK, where I fished for all five species of Pacific Salmon

1973-1978 Publisher of *The Cordova Times*, Cordova, AK

1975- Founded the *Valdez Vanguard*, Valdez, AK

1971-1973 Journeyman Offset Newspaper Pressmen at the *Fairbanks Daily News Miner*

1968-1971 Completed State of Alaska sponsored four year apprenticeship at the *Fairbanks Daily News Miner* in three years

Community Service

Co-Chair of the Providence Foundation Steering Committee with the objective of raising \$20 million dollars over four years to help provide a new Cancer Center at Providence Medical Center and other hospital expansion projects

Member of the board of directors of the new St. Elias (long term acute care) hospital which opened in December in Anchorage

Serve on the C.W. Snedden Chair of Journalism Selection Committee at the University of Alaska Fairbanks

In 1996 my wife Christmas and I were co-chairs of the Anchorage United Way Campaign. We received the Alexis de Tocqueville Award from the United Way of Anchorage in 1998.

1995- Received the UAF Alumni Achievement Award for Community Achievement

I was one of the founding board members of the Alaska Cancer Research and Education Center in Anchorage which is increasing the number of clinical trials available to cancer patients here.

Served on the University of Alaska Anchorage Journalism Advisory Board

Served on the Common Wealth North Board of Directors

Served on the board of the Anchorage Center for the Performing Arts

Education

2006 Fall Semester- Audited Fundamentals of Aircraft Electronics at UAA

1995- Completed the Advanced Executive Program at the Kellogg Business School, Northwestern University, in Chicago, Illinois.

1987- Completed my Bachelor's of Business Administration with an emphasis in marketing, graduating Summa Cum Laude

1971- Completed a four year offset pressperson correspondence course and apprenticeship at the *Fairbanks Daily News Miner* receiving both State of Alaska and Pressmen's Union graduation certificates

1970- Started my university education at UAF while working full-time on my apprenticeship

1966- 1968 Attended Lathrop High School in Fairbanks, AK

1968- 1970 Started taking State of Alaska approved high school correspondence courses from the University of Nebraska. My high school studies were completed under a tutor approved by the Fairbanks School District. Completed high school in 1970

I hold a current Certified Flight Instructor License, airplane single engine and a Commercial Pilot License with rotorcraft-helicopter, instrument airplane, airplane multiengine land, airplane single engine land and sea ratings.

Family

I was born April 21, 1952 at Ft. Knox, KY. My father was career military, and our family moved to Ladd Air Force Base (now Ft. Wainwright) at Fairbanks, AK in November of 1959.

I married Christmas A. Tripp in Fairbanks, Alaska on August 8, 1970. Our daughter Alexis lives and works in Anchorage where she was born.

Patricia A. Jacobson
Box 8707
1688 Marmot Drive
Kodiak, Alaska 99615
(907) 486-3954
patjacobson@gci.net

EDUCATION

San Manuel High School, San Manuel, Arizona, Valedictorian 1965
University of Arizona, BA (Elementary Education), 1969
University of Alaska, MA (Elementary Education), 1972
Recency credits, workshops and seminars focused on computer technology,
education and research, well beyond Masters 54 level

PROFESSIONAL LICENSES

State of Alaska Department of Education and Early Development Teacher
Certificate (have kept current ever since 1970). This one effective
9/8/2005 through 9/8/2010.

State of Alaska Department of Commerce, Community & Economic
Development, Division of Corporations, Business and Professional
Licensing Big Game Guide and Transporter Licensing Section -
Registered Guide-Outfitter. I got an Assistant Guide License in 1972
and kept that current, until I took and passed my Registered Guide
License test in 1985 and have kept that current ever since that time.
This one effective 6/12/06 through 12/31/07.

State of Alaska Business License for my crafts small business, PJ Graphics

TEACHING EXPERIENCE

Taught third grade at Valencia Park Elementary, San Diego, California, 1969-
1970

Taught in Kodiak, Alaska 1970-1995. Various elementary positions, to
include bilingual, kindergarten, second through fourth grades, librarian,
teacher/staff developer (a mentor-type position), and elementary
gifted

OTHER EDUCATIONAL EXPERIENCE

Thought of the concept, wrote and solicited grant from local native association in 1975 to take 5 high school native students to Point Hope, Alaska for 2 weeks during the spring whale hunt. Coordinated with and stayed at the Point Hope School. Had Kodiak camera equipment and students sent daily reports via audio tape to the Kotzebue public radio to transmit to Kodiak public radio about the activities. Coordinated the student-written article published in Alaska magazine a few months later. Although no whale was taken while there, the cultural exchange activities were very worthwhile and immeasurable.

Invited to be on a large statewide team to evaluate and work with the university system regarding their education programs/classes. Training occurred but funding ran out and the program did not continue. Charlie Mae Moore, State of Alaska, DOE, Teacher Certification, was the coordinator at the time.

Wrote and received numerous staff development grants for Kodiak Island Borough School District, 1) a professional grade Wolfe microscope and color camera attachment for viewing on a TV (easier to accustom young students on microscope use), 2) a multimedia social studies/science/computer program called "The Voyage of the Mimi", 3) learning the Japanese language, in which I oversaw a Japanese lady instructor, coordinated lessons and evaluation with her and it was offered to any students of the school, after the regular school day, 4) equipment for a Midi music computer program - goal was to try to encourage an interest in and appreciation for music and music composition, 5) a Lego Logo robotic program and equipment, in which my gifted students, incorporating math and science, learned about and built elementary robots, controlled by computer programs they authored.

Evaluation feedback from students, their parents and administration regarding each of these programs indicated the programs were great successes.

Wrote an article which was accepted and published in Computing Teacher, a national publication

Trained as a Teacher/staff developer, Kodiak Island Borough School District, Main Elementary School. Resource person/trainer was Betty Leonard, Kenai Peninsula Borough School District.

Member of district three person student expulsion committee comprised of

one administrator and two teachers in the Kodiak Island Borough School District, 1980s and early 1990s

Member of four person team who developed the 3rd grade Kodiak and 4th grade Alaska curriculum in the 1980s, still used today.

Wrote Content Reading lessons for newly adopted science texts, KIBSD, summer, 1982

Co-instructed the Madelyn Hunter Lesson Plan Design in-service with KIBSD Superintendent Noreen Thompson in Glenallen, early 1980s

Worked for KIBSD, after retirement, through a memorandum of agreement as the village technology resource person, for two years. Set up village school email, taught lessons in computer multimedia, wrote and distributed periodic newsletters on technology in classroom resources; assisted in other ways in the villages or via fax, email, phone, mail. Forfeited the financial remuneration for that position when I was elected to the school board. Continued to work closely with village staff as needed.

Invited to assist 2 district specialists in a districtwide week-long computer multimedia technology intensive for Kodiak village staff and middle and high school students in the spring of 2005 in Ouzinkie, Alaska

Invited to assist district specialist in a districtwide salmon studies program, 2005-2006 school year.

Volunteered and accompanied my nieces on multi-day field trips with their classes each spring to villages (Chiniak, Port Lions), 2004 - current

OTHER PROFESSIONAL EXPERIENCE

Worked at my brother's family guide lodge in a remote part of Alaska (was and may still be listed by the Federal Government as the most remote, privately owned land in the nation) since arriving in Alaska in 1970.

Worked there in the summer and fall each year before returning to Kodiak to teach. Became an assistant hunting guide in the state of Alaska 1972 and a registered hunting guide in 1985 and have kept my license current ever since

Traveled extensively in Alaska in that capacity as well as accompanying my brother, a dentist, on dental field trips to small villages, primarily in the Lake Clark/Illiamna, Dillingham and Northwest Arctic regions.

Commercially fished for halibut and for salmon, although generally only for a few years and only for a month or two each summer, 1990s

Professional Organizations

Held all locally elected positions of Kodiak Borough Education Association and president 3 times; annual representative to Delegate Assembly numerous times; Region Director on NEA/Ak Board; member of KBEA negotiating team three times

Elected to Kodiak Island Borough School District School Board, 1998-2001; president and member of school board negotiating team.

Member of American Association of University Women

Other Organizations/Community Service

Kodiak Council on Alcoholism, 1970s

Kodiak Mental Health Board and chair, 1970s

Lions Club International member, 1990s

Alaska Outdoor Council, current

NRA Life member

Kodiak Humane Society, currently secretarial position

Created and maintain websites for the Kodiak Animal Shelter (since 1/02),

Created and maintain websites for the Arizona Bowhunting Records (since 6/01)

Traveled extensively in Alaska, accompanying my brother, a dentist, on dental field trips to small villages, primarily in the Lake Clark/Illiamna, Dillingham and Northwest Arctic regions.

Invited and volunteered time assisting marine chemist Susan Saupe in oil spill tidal studies of Kasitsna Bay near Seldovia, fall of 1995.

Invited and volunteered time assisting Marine Mammals Specialist Kate Wynne, doing aerial surveys of whales and/or sea lions, collecting sea lion scats, hiking to accumulate information on washed up whales, since 1995.

HONORS AND ACTIVITIES

Professional Teaching Practices Commission appointment by Gov. Jay Hammond, 1979

Christa McAuliffe Fellowship recipient, 1992 (1 in state/yr, award at the time was over \$30.00 to be used for the fellowship, a computer program called Eco-Alaska), also receiving a legislative citation for this honor

Received a United States Department of Justice, National Institute of Justice Certificate of Appreciation, as well as a United States Department of

Education Certificate of Appreciation for a story contest, which coordinated gifted classes in a collaborative story effort, using and about computer technology. Won in 1991.

PROFESSIONAL PROFILE

Highly organized, dedicated and a positive attitude

Capable of handling multiple assignments and consistently meet deadlines

Thrive on working in challenging environment

Have excellent written, oral and interpersonal communication skills

Have always enjoyed the outdoors, whether it be fishing, hunting, hiking, snow shoeing, etc. Have hiked a great deal in the Arctic and even more so on Kodiak Island, where I live. Also hike in remote parts of Arizona and New Mexico annually, in the spring, always with my video hanging from my neck, hoping for wildlife video opportunities. Appreciate wildlife resources in numerous ways.

KIRK WICKERSHAM
280 W. 34TH AVE.
ANCHORAGE, ALASKA 99503
(907) 351-3726

Wickersham is a semi-retired attorney, real estate broker and entrepreneur with 37 years of professional experience. He is the developer and owner of the **For Sale By Owner Assistance Program**, a successful company that provides professional consulting to home sellers. His clients save an average of over \$13,300 by selling on their own. They sell and close faster than people who use an agent. This small company has the fourth highest number of residential resale listings in the Anchorage market. A licensee has opened an office in Phoenix, and other markets are under active development. The company exports authentic, home-grown Alaska technology.

Wickersham was also a co-founder of Attorneys Title (now **Alyeska Title**), an innovative title insurance agency, and worked with the legislature to pass reforms in the title insurance laws that promote the use of modern technology and increase competition in the title industry. In a little over a year, Attorneys Title grew to ten percent market share. Wickersham sold the title agency in the spring of 2003, and it has grown to be the largest in Anchorage, with over 30% market share.

Previously, Wickersham was an economic development consultant and conducted 185 community workshops in the Western U.S., Canada and Alaska, winning a national award for innovative community development planning and regulation. Wickersham has written three published books and over two dozen professional journal articles, and lectured before more than fifty conferences, professional development seminars and university classes.

Wickersham's son is a senior writer for ESPN Magazine; his daughter is a staffer for a state senator. He enjoys skiing, sailing, kayaking, fishing, mountain biking, adventure travel and community activities.

EDUCATION

- University of Alaska B.A. 1966 - Political Science
- Yale Law School LL.B. 1969
- University of Colorado Masters in Urban and Regional Planning 1974

LEADERSHIP POSITIONS AND HONORS

- Alaska Real Estate Commission, Vice Chairman 1987-88, 1990-91; Chairman 1989
- Alaska Bar Association, Real Estate Law Section Executive Committee 1988 - 2003
- Alaska Bar Association, Environmental Law Section Executive Committee 1982 - 89; Chair 1985-86
- Who's Who in American Law; Who's Who in the West
- Yale Club of Alaska
- Commonwealth North
- Anchorage Board of Realtors, Alaska Association of Realtors
- American Planning Association, Division of Planning and Law 1976 - 1986; Secretary 1978, Chairman 1979-80
- American Planning Association Meritorious Planning Program Award 1978, for the Breckenridge, Colorado Development Code
- American Institute of Certified Planners founding member 1979-1986
- Governor's Conference on Small Business 1989; Anchorage Delegation Chair
- Anchorage Tax Evaluation Task Force 1991 - 1992, Sales/Excise Committee Chair
- Republican Candidate for the State House, 2004
- College of Fellows -- UAA and UAF

State Medical Board

CURRICULUM VITAE

JEAN M.W. TSIGONIS, M.D.

(W) Tanana Valley Clinic
Fairbanks, AK 99701

F

Email: _____

Website: _____

Academic Background:

- Lathrop High School, High School Diploma-1970, Fairbanks, Alaska.
- University of Northern Colorado; Greeley, Colorado, 1970-1971
- BA (microbiology) Stanford University; Stanford, California
- MD 1974-1978, University of Washington School of Medicine, Seattle, Washington

Residency:

Central Maine Family Practice Residency, 1978-1981
(Current name: Maine-Dartmouth Family Practice residency)

Board Certification:

American Board of Family Practice – 1981
➤ Recertification Diplomate from 2005 – 2012

Licensure:

Alaska # 1833, Current since 02/25/1982
DEA # AT2029305

Clinical Practice:

Family Practice w/Obstetrics
Tanana Valley Medical-Surgical Group, Inc.
1001 Noble Street, Fairbanks AK 99701
1981 – present

Certifications:

ACLS – Renewal Date 03/2006
CPR / AED – Renewal Date 01/2006
PALS – Renewal Date 11/2006

Professional Activities:

MRO – Certified
➤ Certification Number: 02-05059
➤ 04/15/2002 – 05/15/2008

Revised 11/2005

App/Medical/061



STATE OF ALASKA
OFFICE OF THE GOVERNOR
P.O. Box 110001, Juneau, AK 99811-0001
Phone: (907) 465-3500 Fax: (907) 465-3532

BOARDS AND COMMISSIONS APPLICATION FORM

INSTRUCTIONS

A separate application is required for each position for which you apply. Complete and specific answers will aid in rapid and accurate processing of your resume. Please type or print legibly in ink. Forward to the above address. Be sure your answers are true. A willfully false answer may result in your disqualification or removal from office if you are appointed.

Board or Commission and seat for which I am applying: State of Alaska Medical Board
(For example, Board of Agriculture, public seat)

Please list any other State Boards or Commissions on which you currently or previously have served:

Name: Jean MW TSIGONIS

Mailing Address: _____

Residence Address: _____

City, State and Zip Code: Fairbanks AK 99710

Home or Message Telephone: _____ Business Telephone: 459 3500

Fax Number: _____ Cell Phone: _____

Email address: _____

AS 39-05-100 requires that a person appointed to a state board or commission be a registered voter prior to the last general election:

Are you a registered voter: YES NO _____ Voter Registration Number (Optional): _____

Social Security Number (Optional, required if appointed for travel, reimbursement etc.): _____

Have you ever been convicted of a misdemeanor within the past five years or a felony within the past ten years?

YES _____ NO if "YES", explain the circumstances on a separate sheet of paper and attach it to this application. A conviction is not necessarily grounds for disqualification. The number of convictions, nature, recentness, and relationship to the board position applied for, will be evaluated and a determination will be made after a review of all relevant facts.

CONFLICTS OF INTEREST: Certain boards and commissions require full disclosure of personal financial data under AS 39.50.010. If required for the board or commission for which you are applying, are you willing to do so?
YES NO _____

Could you or any member of your family be affected financially by decisions to be made by the board or commission for which you have applied? YES NO _____

If "YES", explain:
If a member of my clinic had a license revoked it might affect the finances of my clinic.

TRAINING AND EXPERIENCE: (If resume attached, it is not necessary to complete items A-D)

- A. List any professional licenses, certifications, or registrations and dates obtained that may be used as qualifying criteria:
 State of Alaska #1833 DEA AT202930T AAFP recertification
 thru 12/06 thru 11/09 thru 2012
- B. List both formal and informal education and training experiences: (Use additional paper if necessary).
 Stanford University BA 1974 1yr. leadership class @ U of W
 U of Wash med school ms 1978 residency 78-81 Alaska state
 recertification every 6 yrs.
- C. List any community service, municipal government, and state positions held, and any awards received. Include both compensated and uncompensated positions (such as president of a service organization or a mayor). Include length of time serviced.
 Board of Resource Center for Parents/children - past member
 Board of Samaritan Counseling Center - past member
 Chairman of Family Practice @ Fair - 5 years over the past
- D. Employment work history - paid, unpaid or voluntary: (Use additional paper of necessary).
 Oct 81 - present Tanana Valley Clinic, Partner

The Office of the Governor and the State of Alaska have an Affirmative Action Equal Employment Opportunity Program. To assist in the program, you are asked to voluntarily answer the following questions to provide the information necessary for reporting purposes. Under State and Federal law, the information you provide will not be used to illegally discriminate against you.

DATE OF BIRTH: _____ SEX: FEMALE _____ MALE _____

ETHNICITY:
 Alaska Native _____ American Indian _____ Asian or Pacific Islander _____ Black _____ Hispanic _____ White _____

MILITARY SERVICE (if applicable, give dates): none

CERTIFICATION: I swear the information I have entered on this form is true to the best of my knowledge. I understand that if I deliberately conceal or enter false information on the form my application may be rejected, I may be removed from the list of eligible candidates, or I may be removed from the position. I agree that the Office of the Governor may contact present or former employees or other persons who know me to obtain an additional information about my skills and abilities. I understand that the information on this application is public information and may be released through a legal request for such information.

Signature (in ink): [Signature] Date: 11-6-06

Please attach a current resume with your application.

**Professional Teaching Practices
Commission**

Braxton "Eddy" Jeans

Experience

Department of Education & Early Development

2004 - present **Director of School Finance**

- Plan, develop and implement policies to advance the mission and operation of the department.
- Represent the department and testify before legislative committees.
- Planning, coordination and execution of policy and procedures for the offices of School Finance, Facilities, Administrative Services and Information Technology.
- Direct the preparation of the departments' budget for submission to the Governors office.
- Prepare and direct the preparation of drafts for proposed statutes, regulations or revisions to existing statutes and regulations.
- Direct the review, compilation and ranking of new construction and major maintenance projects statewide for legislative consideration for funding.
- Serve as the department representative on state and federal education related boards, committees, and councils.

1995 - 2004 **School Finance Manager**

- Administer and evaluate programs of statewide school foundation funding, pupil transportation, school debt retirement and school construction and major maintenance.
- Represent the department and testify before legislative committees.
- Direct the preparation of data analyses for the legislature, and school districts and other agencies.
- Respond to inquiries from school superintendents, business managers, legislators and others concerned about the fiscal or support services administered within the division.
- Direct the development of collection methods for school district budgets, fiscal reports, foundation aid reports, debt retirement reports, pupil transportation reports, student projections, school facilities reports and related data requests.
- Direct the review and compilation of financial information from school district budgets and audits for compliance with state and federal rules and regulations.
- Review and approve payment for school foundation aid, pupil transportation, tuition, debt service, school construction and major maintenance grants and other state aid.
- Research and resolve state and federal audit findings; draft preliminary responses to audit findings.

Braxton "Eddy" Jeans

Experience Cont.

1985-1995 Department of Education & Early Development

School Finance Specialist

- Review school district fiscal and data reports for compliance with statutes, regulations and departmental requirements governing the disbursement of funds.
- Revise reporting requirements as indicated by programmatic changes and develop forms needed to capture data.
- Provide technical assistance and training to school districts in interpretation of regulations and following administrative procedures.
- Prepare budget documents which detail formula calculations and funding allocations. Revise budgets and adjust payments as needed due to changing entitlements.
- Serve as liaison with the U.S. Department of Education, school officials, boards, contractors and legislative representatives regarding funding programs. Resolve disputes and participate in hearings, litigations and settlements.
- Review and approve funding for special situations, such as youths in detention and cooperative agreements with Canada for border students
- Review and draft legislation, policies, regulations and procedures related to school finance program.
- Research, compile, analyze and report data obtained from school districts as required by federal and state reporting requirements.
- Audit school financial records to analyze funding requirements and assure compliance with program requirements.

1982-1985 Department of Education Juneau, AK

Various Accounting Positions

1980-1982 Department of Health & Social Services Juneau, AK

Accounting Clerk

Education 1979 Juneau-Douglas High School Juneau, AK

Other:

Alaska Association of School Business Officials (ALASBO) – Director, 1995-1997

ALASBO – President, 1998-1999

ALASBO – Distinguished Educational Management Award, 2004

14th National Conference on School Transportation - Chair of the Alaska Delegation, 2005

JEFFREY A. HEBARD
1192 BEMIS COURT
FAIRBANKS, AK 99712
(907) 479-2807
(907) 456-7794

App/Proteaching/085
ENTERED
1-25-07
di

CURRENT POSITION

9-12 Physical Education Teacher
Austin E. Lathrop High School
Fairbanks, AK 99701

EDUCATION

Master of Science in Education
Western Oregon University
2000

Bachelor of Science in Physical Education
University of Alaska Fairbanks
1991

Austin E. Lathrop High School
1983

PROFESSIONAL EXPERIENCE

9-12 Physical Education
Austin E. Lathrop High School
2001-present
Assistant Track and Field Coach 2006-present

9-12 Health and Physical Education
North Pole High School
1993-2001
Varsity Track and Field Coach 1995-2001
Varsity Cross Country Running Coach 1996-2001
Varsity Hockey Assistant Coach 1993-1994

K-12 Physical Education
Monroe Jr./Sr. High School
Immaculate Conception Elementary School
1991-1992
Varsity Hockey Coach 1990-1992
Varsity Track and Field Coach 1991-1992

PROFESSIONAL AFFILIATIONS

State of Alaska
Professional Teaching Practices Commission
2006-present

Fairbanks Education Association
1993-present
Board of Directors
Building Representative
Delegate Assembly Representative
Bargaining Committee Member

Alaska Association for Health Physical Education Recreation and Dance
1991-present

PEPI (Physical Education Public Information) State Coordinator
1992

Fairbanks Physical Education Association of Teachers
Middle School Vice President
1992

REFERENCES

Gayle Pierce
FNSBSD Director of Labor Relations
520 Fifth Ave.
Fairbanks, AK 99701
(907) 452-2000

Karen Gaborik
Principal-Austin E. Lathrop High School
901 Airport Way
Fairbanks, AK 99701
(907) 456-7794

Nancy Duez
President-Fairbanks Education Association
2118 South Cushman Street
Fairbanks, AK 99701
(907) 456-4435

Mr. Michael D. Husa has nearly 16 years experience as an educator in Lower Kuskokwim School District. He has taught at Kwethluk, Kongiganak, Kasigluk and Napaskiak. He is currently the registrar for LKSD and lives and works in Bethel.

Cindy Lou Aillaud

P.O. Box 1245
Delta Jct., AK 99737

907-895-4286

Education

Bachelor of Arts in Education, Washington State University, Pullman, WA (1977)
K-12 Special Education Endorsement, Central Washington University, Ellensburg,
WA (1989)

Teaching Experience

1977-1978 6th grade - North Auburn Elem., Auburn, WA
1978-1979 grades K-5 - Arctic Village School, Arctic Village, AK
1979-1982 grades 5 and 6 - Delta Elem., Delta Jct., AK
1989-1990 4/5th grade - Ft. Greely School, Ft. Greely, AK
1990-1993 K-6 Special Education - Ft. Greely School, Ft. Greely, AK
1993-1995 3rd grade - Delta Elem., Delta Jct., AK
1995-1997 K-6 Special Education - Delta Jct., AK
1997-1998 Kindergarten - Ft. Greely School, Ft. Greely, AK
1998-2001 K-3 SPED/PE - Delta Elem., Delta Jct., AK
2001-present Elem. Physical Education - Delta Elem., Delta Jct., AK

Professional Activities

- * High School Cheerleader Coach (1979-1980)
- * Organized Safety Patrol for Ft. Greely School (1990-1993)
- * Served on committee to develop district wide wellness program (1992-1999)
- * Delta/Greely Education Association Representative to NEA-AK Delegate Assembly (1993-1998)
- * Steering and Rules Committee at NEA-AK Delegate Assembly (1999-2002)
- * Chair of Steering and Rules Committee at NEA-AK Delegate Assembly (2003-present)
- * Co-President Delta/Greely Education Association (1999-2002 and 2004-2005)
- * Organized field trips to Fairbanks (100 miles away) for Special Education students to attend the Very Special Arts Festival (1990-1993 and 1995-1997)
- * Presented at teacher inservices for Alaska Geographic Alliance, District Wellness and Fulbright Memorial Fund program
- * NEA Read Across America School Coordinator (1998-present)
- * Jump Rope for Heart (American Heart Association) Coordinator (1993-present)
- * Curriculum Management Committee (2001-present)
- * PE/Health Curriculum Committee (2003-present)
- * 5th grade Photography Club Sponsor (2003-present)
- * Studied photography with nationally recognized photographers
- * Coordinator of monthly Elementary Family P.E. Nights, 2003-present
- * Provided Best Practices in Collaboration and Teacher Learning to Elem. staff, 2004-present
- * Involved in Healthy Futures program, a collaboration with AKAHPERD & Conoco-Phillips, 2005-present
- * President-elect AKAHPERD, 2005-2006

- * Will present at the Alaska Alliance for Health, Physical Education, Recreation and Dance Conference, September 2006

Community Activities

- * Community Schools Gymnastic Coach (1979-1981)
- * Member and Officer of Delta/Greely Arts Council (1979-1982)
- * Elections Board Officer (1981-1995)
- * Director of Miss Deltana Pageant (1993)
- * Member of Delta/Greely Community Choir (1989-2001)
- * Cub Scout Master Pack 76 (1992-1995)
- * Instructor for Local Cub Scouts Summer Day Camp (1998-2002)
- * Member of Tuesday Tappers Dance Club - performed at many community events (1998-2001)
- * Sister Maria in Fairbanks Light Opera Theater's production of "Tony and Tina's Wedding" (1997)
- * Deltana Fair Exhibit Judge
- * Participant of Annual Project Christmas program
- * Participant of Annual Community Cleanup Day
- * Participant in Ski-a-thon for Challenge Alaska (1996-1998)
- * Delta/Greely Representative for Annual Cancer Walk
- * Official Deltana Fair Photographer (2003)
- * Relay for Life Cancer Walk Kid's Activities Chair, 2006

Honors/Awards

- * Who's Who Among America's Teachers
- * Delta/Greely Education Association Teacher of the Year (1993)
- * Fulbright Memorial Fund Scholar (2000)
- * Photographs have been accepted and exhibited in state juried shows (1999-present)
- * Photographs on the cover of NEA-AK calendar (2000, 2002, 2004 and 2005)
- * 2004 DisneyHand Teacher Honoree
- * November 2005, Local Fitness Champion, Conoco-Phillips
- * Author/Photographer of first children's book, *Recess at 20 Below*
- * Jump Rope for Heart Grant Recipient, 2006

Member of:

- * National Education Association/ NEA-AK
- * Delta/Greely Education Association
- * Alaska State Science Consortium
- * Alaska State Writing Consortium
- * AKAHPERD (Alaska Alliance for Health, Physical Education, Recreation and Dance)
- * AAHPERD (American Alliance for Health, Physical Education, Recreation and Dance)
- * Fairbanks Arts Association
- * Alaska Photography Center
- * Society of Children's Books Writers and Illustrators

**Board of Education and Early
Development**

Patrick J. Shier
POB 210926, Auke Bay, AK 99821
907-321-3323
patshier@gci.net

- Summary** Innovator, problem solver, change agent with eight years successful senior leadership experience in State government and a like amount in private industry – including business development and operations. Experience in Labor, Business Development and Education.
- Areas of Expertise**
- Strategic analysis and planning, including budget and finance alternatives
 - Opportunity discovery, sales and implementation, negotiations
 - Effective Public speaking and writing for diverse audiences
 - Effective application of existing, available technologies in reluctant user environments
 - Home educator, Director: Alaska Home Educators' Alliance
- Experience**
- Alaska Department of Labor and Workforce Development 2004 – Present
Deputy Director, Employment Security Division
- Negotiated cooperative agreements between industry and school districts to provide training and guaranteed work experience for rural students.
 - Represented agency in legislative action to protect employer tax credits and other inter agency matters.
 - Investigated and resolved public complaints/concerns regarding the conduct of department staff/department operations.
 - Frequently and effectively represented the agency in writing and in person before stakeholder groups large and small
- Alaska Department of Labor and Workforce Development 1997 – 2004
Chief of Unemployment Insurance Tax/Chief of Field Operations
Planned and implemented major changes in operations and staffing that increased effectiveness while reducing the number of staff required.
- Designed, built prototypes and deployed electronic work papers for audit staff
 - Planned, designed, budgeted and implemented digital document management
 - Eliminated obsolete job class, cross trained staff and increased service levels with fewer staff
 - Managed acquisition and launch of web-based customer service applications
- Planned, proposed and won approval to acquire responsibility for the UI Fraud and Quality Control units in order to consolidate and minimize employer impacts and to bring innovations adopted in UI Tax to the other units.*
- Alaska Business Industrial Development Corporation 1994 – 1997
Founding Director, Treasurer
Incorporated new business, developed and negotiated business plans with principals and financiers, wrote detailed environmental permits and helped operate two business development projects intended to train unskilled workers to manufacture locally items currently imported.

(more Experience, Education and Bio – over)

Alaska State Employees Association 1991 - 1997
Elected Executive Board and Negotiating team
Elected and re-elected to the ASEA Executive Board, served as a conservative voice on the board and union benefit trust committees. Served since 1992 on the health benefits advisory group, bringing my experience in health insurance sales and claims administration to the table. Attended State AFL-CIO conferences/sessions.

State Farm Insurance Companies 1981 - 1988
Agent, Fairbanks, Juneau
Top producer in business insurance, group benefits, innovator in application of existing products to new markets; top trainee Northwest region

Golden Valley Electric/Un-named National Bank 1980 - 1981
Auditor, Fairbanks
Trained in auditing as staff auditor during utility's annual financial audit; later retained as independent internal auditor in order to locate large sum mis-posted in bank's records prior to federal review; included developing audit plans and writing audit reports for internal and external distribution.

Sourdough Express, Sourdough Heating 1974 - 1979
Teamster and heavy equipment operator, journeyman, line-driver, local and trans-Alaska pipeline construction experience.

Education: University of Alaska, Fairbanks 1978 - 1981
Pursuing BA Accounting
Completed accounting and auditing classes up to senior level, then left school for business opportunity and family obligations, and because, frankly, I hated accounting at that juncture. I have since used my accounting training and experience with great success in private business and government service. I am currently under application to attend Oak Brook College of Law and Public Policy in the Juris Doctor program, distance. Expected completion in three and one half years.

Bio: Born: Fairbanks, Alaska, January 23, 1957
Parents business: Denali Grocery Store, worked in family business from the age of 12
Immaculate Conception Grade School and Monroe High, National Merit Scholar, student council 2 yrs, parish council 1 yr, drama 4 yrs, speech 3 yrs, basketball team 4 yrs (player 2 yrs, assistant manager 2 yrs).
Drove first long-distance truck route at age 18, operated trucks and equipment to earn money for college, worked and schooled concurrently my entire school career except for one year away at Washington State University, served with distinction as starboard oarsman in the Cougar Crew club (gold, silver medals).
Bride: met Joy Straty from Juneau in Fairbanks in 1978, married 1981; Joy completed her BA Elementary Education at UAF in 1982, and is currently the Southeast Alaska teacher/coordinator for Raven Correspondence School in Juneau.
Children: 3 - Benjamin, 23, Alaska Scholar, Council of Young Alaskans, UAS student government, married to Elizabeth (Tynes, of Petersburg), working for DEC as an Analyst Programmer; Stephen, 21, currently attending Pensacola Christian College, working summer jobs in Juneau to fund school; Natalie, 17, living at home with us in Juneau, home-schooled political activist/commentator.
Interests/avocations: private pilot, search and rescue and counter-drug certified Civil Air Patrol (CAP) mission pilot, CAP squadron Public Affairs Officer, current Elder, Sunday School and Pioneer Home class teacher with Auke Bay Bible Church in Juneau, recent past president of the board for Community Christian Counseling Center at Chapel by the Lake in Juneau; fly fishing, hunting, exploring, building, working in-law's fish wheel in Tazlina. Lifelong Republican active in politics since 1982 - precinct, district, delegate, campaigns

ERIK DRYGAS

2617 Chief Alexander Drive · Fairbanks, AK 99709 · Tel. (907) 488-2175 · erik-21@juno.com

EDUCATION

- 2000 **Bachelor of Arts**, University of Alaska Fairbanks (UAF)
Major in Elementary Education
- 1999 – 2000 **Student Teaching**
Weller Elementary School (Fairbanks, Alaska)
UAF Elementary Education Program Requirement

PROFESSIONAL EXPERIENCE

2000 – Present **Head Hockey Coach**
West Valley High School

40,000

- Responsible for selecting and coaching varsity high school hockey team that competes locally and statewide.
- Manage and coach daily practices, games (25 per year) and statewide road trips (3-4 per year).
- Manage two full-time assistant coaches, two team managers and approximately 20 players per season.
- Responsible for raising a minimum of \$12,000 per year to support annual expenses related to team needs.
- Report directly to the school's Assistant Principal.
- Communicate regularly with parents and student athletes.
- Created and designed the team's web site, update regularly (*www.westvalleyhockey.com*).
- Coordinate the annual awards banquet for the team.

1997 – Present **Radio Color Commentator for UAF Hockey**
KSUA 91.5 and KYSC 96.9

- Serve as color commentator for UAF hockey on the radio and Internet broadcasts.
- Announce in conjunction with play-by-play commentator.
- Throughout the broadcast, provide game analysis for all UAF hockey home games (approximately 20 per season).

1997 – 2000 **Web Site Correspondent**
Colorado Avalanche Hockey Team (Denver, Colorado)
National Hockey League (NHL)

- Served as Internet communication liaison between Colorado Avalanche team and fans (position based in Fairbanks, AK).
- Served as information source for fans inquiring about the Colorado Avalanche team.

ERIK DRYGAS

2617 Chief Alexander Drive · Fairbanks, AK 99709 · Tel. (907) 488-2175 · erik-21@juno.com

EDUCATION

- 2000 **Bachelor of Arts**, University of Alaska Fairbanks (UAF)
Major in Elementary Education
- 1999 – 2000 **Student Teaching**
Weller Elementary School (Fairbanks, Alaska)
UAF Elementary Education Program Requirement

PROFESSIONAL EXPERIENCE

- 2000 – Present **Head Hockey Coach**
West Valley High School
- Responsible for selecting and coaching varsity high school hockey team that competes locally and statewide.
 - Manage and coach daily practices, games (25 per year) and statewide road trips (3-4 per year).
 - Manage two full-time assistant coaches, two team managers and approximately 20 players per season.
 - Responsible for raising a minimum of \$12,000 per year to support annual expenses related to team needs.
 - Report directly to the school's Assistant Principal.
 - Communicate regularly with parents and student athletes.
 - Created and designed the team's web site; update regularly (www.westvalleyhockey.com).
 - Coordinate the annual awards banquet for the team.
- 1997 – Present **Radio Color Commentator for UAF Hockey**
KSUA 91.5 and KYSC 96.9
- Serve as color commentator for UAF hockey on the radio and Internet broadcasts.
 - Announce in conjunction with play-by-play commentator.
 - Throughout the broadcast, provide game analysis for all UAF hockey home games (approximately 20 per season).
- 1997 – 2000 **Web Site Correspondent**
Colorado Avalanche Hockey Team (Denver, Colorado)
National Hockey League (NHL)
- Served as Internet communication liaison between Colorado Avalanche team and fans (position based in Fairbanks, AK).
 - Served as information source for fans inquiring about the Colorado Avalanche team.

ERIK DRYGAS

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COMMUNITY INVOLVEMENT

- Laura Stamm International Power Skating School
Volunteer Instructor (1992 – present)
- Doyon Homeowners' Association, Architectural Planning
Committee (2001 – present)
- Doyon Homeowners' Association Board of Directors (2004 – 2005)
- UAF Hockey Alumni Reunion Planning Committee (2004 – 2005)
- UAF Hockey Head Coach Hiring Committee (2000)

AWARDS/ACCOMPLISHMENTS

- **"Goldie" Award (2004, 2003, 2002)**
Presented by Alaska Broadcasters Association
- **Alaska High School Hockey "Coach of the Year" (2003)**
Anchorage Daily News Coaches' Poll
- **National Leadership Conference for Youth with Disabilities (2000)**
Selected by President's Committee on Employment with
Disabilities
- **"Alaskan of the Year" Award (1999)**
Presented by the Governor's Committee on Employment and
Rehabilitation of People with Disabilities
- **"Harris Shelton Spirit" Award (1997)**
Presented by UAF Athletics
- **Retirement of UAF Hockey jersey (1997)**
Presented by UAF Athletics
- **Retirement of Lathrop High School Hockey jersey (1997)**
Presented by Lathrop High School
- **"Community Service" Award (1995)**
Presented by the Waterloo Blackhawks Junior A Hockey Team

PROFESSIONAL REFERENCES

(Please notify me prior to contacting the references noted below.)

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Paskvan and Ringstad
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John Binkley, President

Alaska Cruise Association
Tel. 907-479-6006
jbinkley@alaska.net



RECORDS CERTIFICATION



I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original documents after microfilm reproductions have been made.

Stan Hubbard

Signature of Camera Operator

5-29-2009

Date

HB

2

Alaska State Legislature

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Juneau, AK 99801
Phone: (907) 465-2679
1-800-505-2678
Fax: (907) 465-4822

**Interim Address:**

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Wasilla, AK 99654
Phone: (907) 376-2679
Fax: (907) 376-4745

Representative.Mark.Neuman@legis.state.ak.us

Representative Mark A. Neuman

District 15

House Bill 2

The "All Alaskan Vocational Education Account" - A tool to invest in Alaskans Sponsor Statement

Alaska is facing a critical shortage of qualified workers in many areas of our economy. We have heard that message clearly from industry, unions, and academia in recent years.

Many upcoming projects in Alaska such as a Natural Gas Pipeline System (NGPS); further development of gas reserves in Cook Inlet and the North Aleutian Basin; multiple proposed projects in the mining industry; major road and rail improvements; and an ever growing need for new residential and commercial projects will require a significant growth in our trained work force.

Vocational education needs to be a cornerstone in building a prepared resident workforce. Studies have shown that as many as 30% of Alaskan jobs are held by non-residents, while Alaska has experienced unemployment rates reaching 50% above the national average.

Our efforts need to focus on providing Alaskans with early career education. By participating in vocational programs at the local school district level, our youth will learn about available new career paths. Experiences in the classroom will better prepare them for internships, apprenticeships, and employment opportunities after graduation.

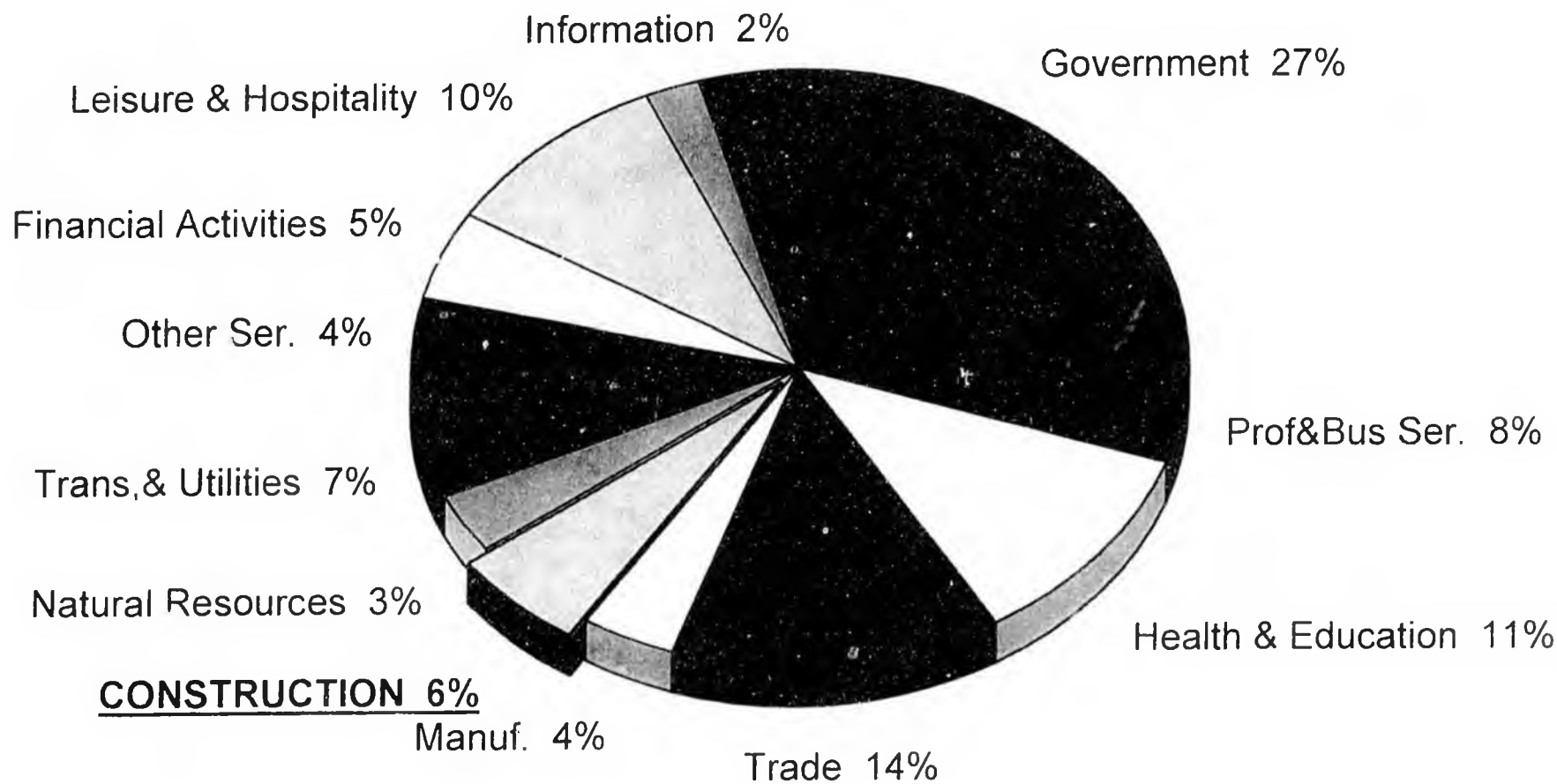
Funding of vocational education programs is the key to their success. House Bill 2 proposes the establishment of a Vocational Education Account within the general fund from which these necessary vocational programs may be funded.

Alaska's Construction Workers Are there enough?

Richard Cattanach
Associated General Contractors of
Alaska



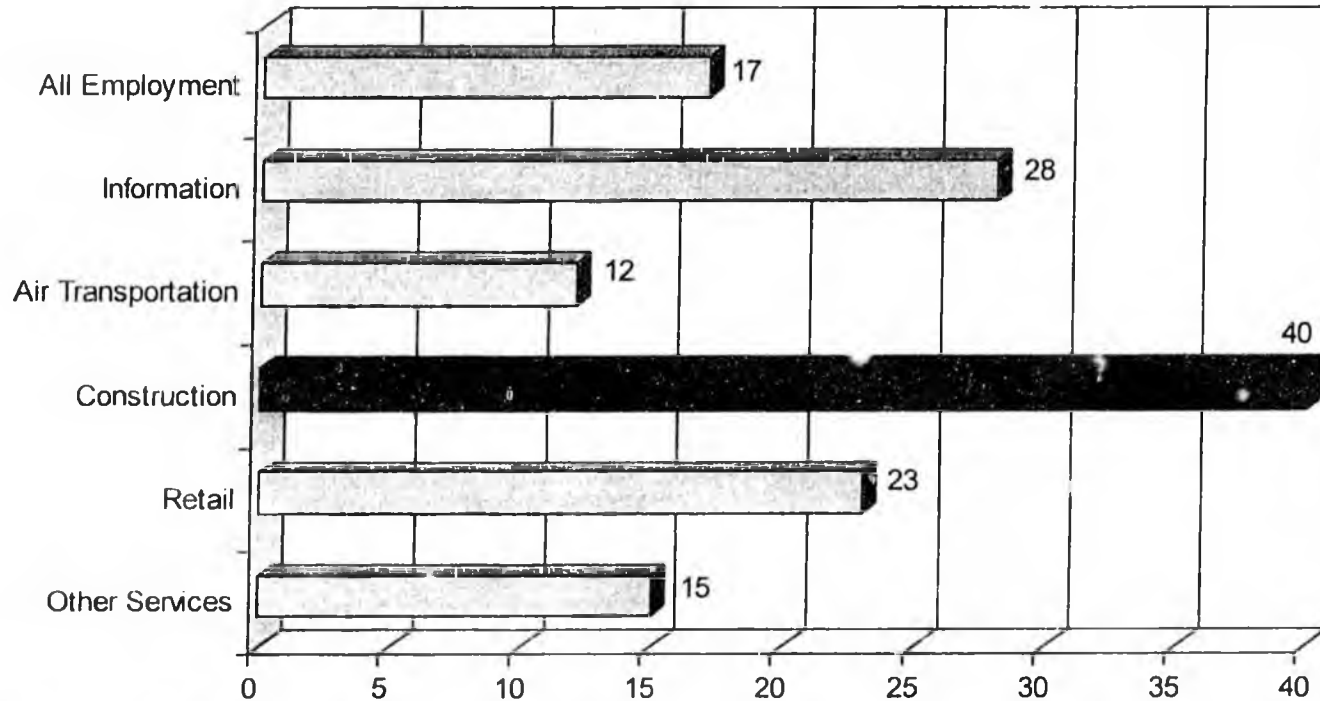
Alaska's Construction Industry Employment 2004



Source: Alaska Department of Labor and Workforce Development, Research and Analysis.

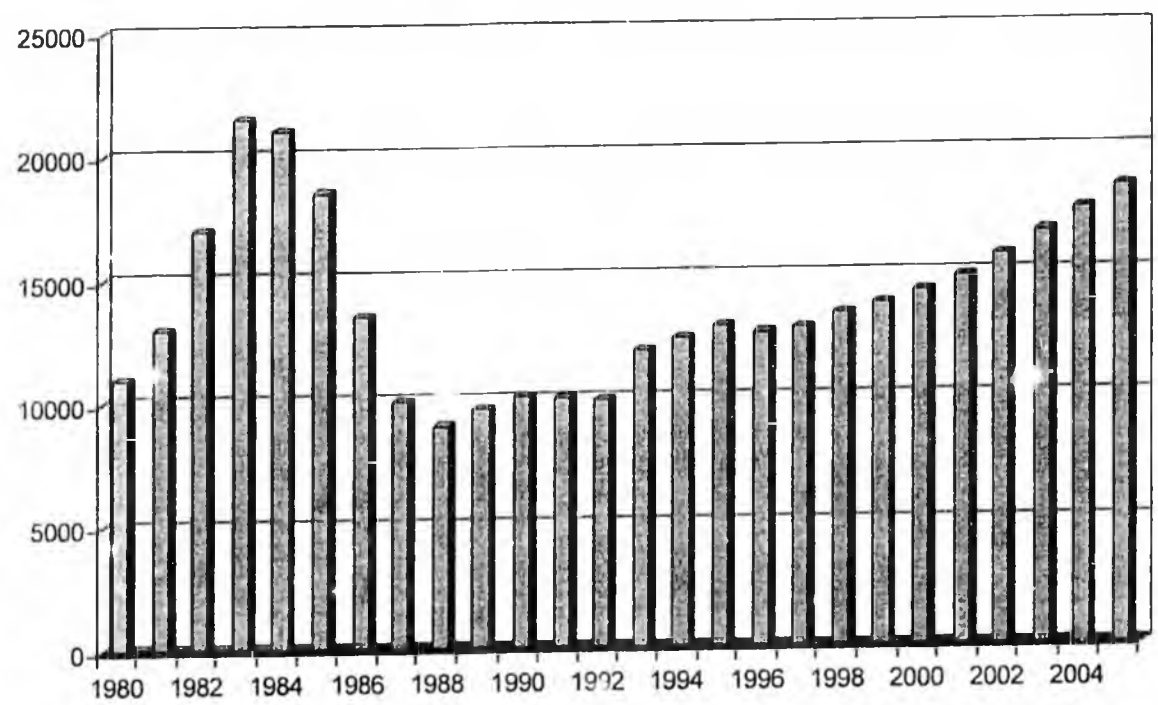
Construction has been one of the employment stars over the past decade

Labor Growth over the Past Decade

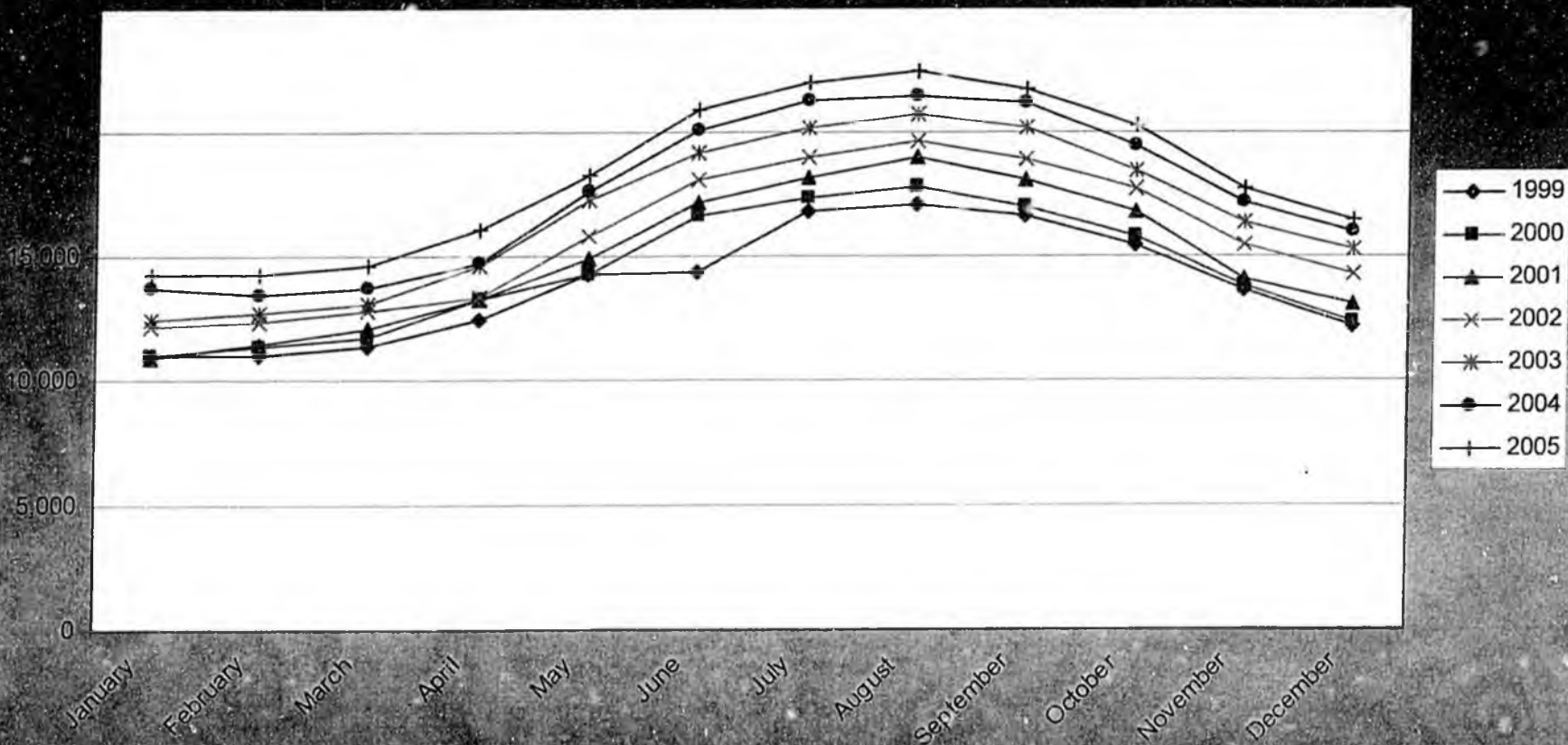


Construction Industry since 1980

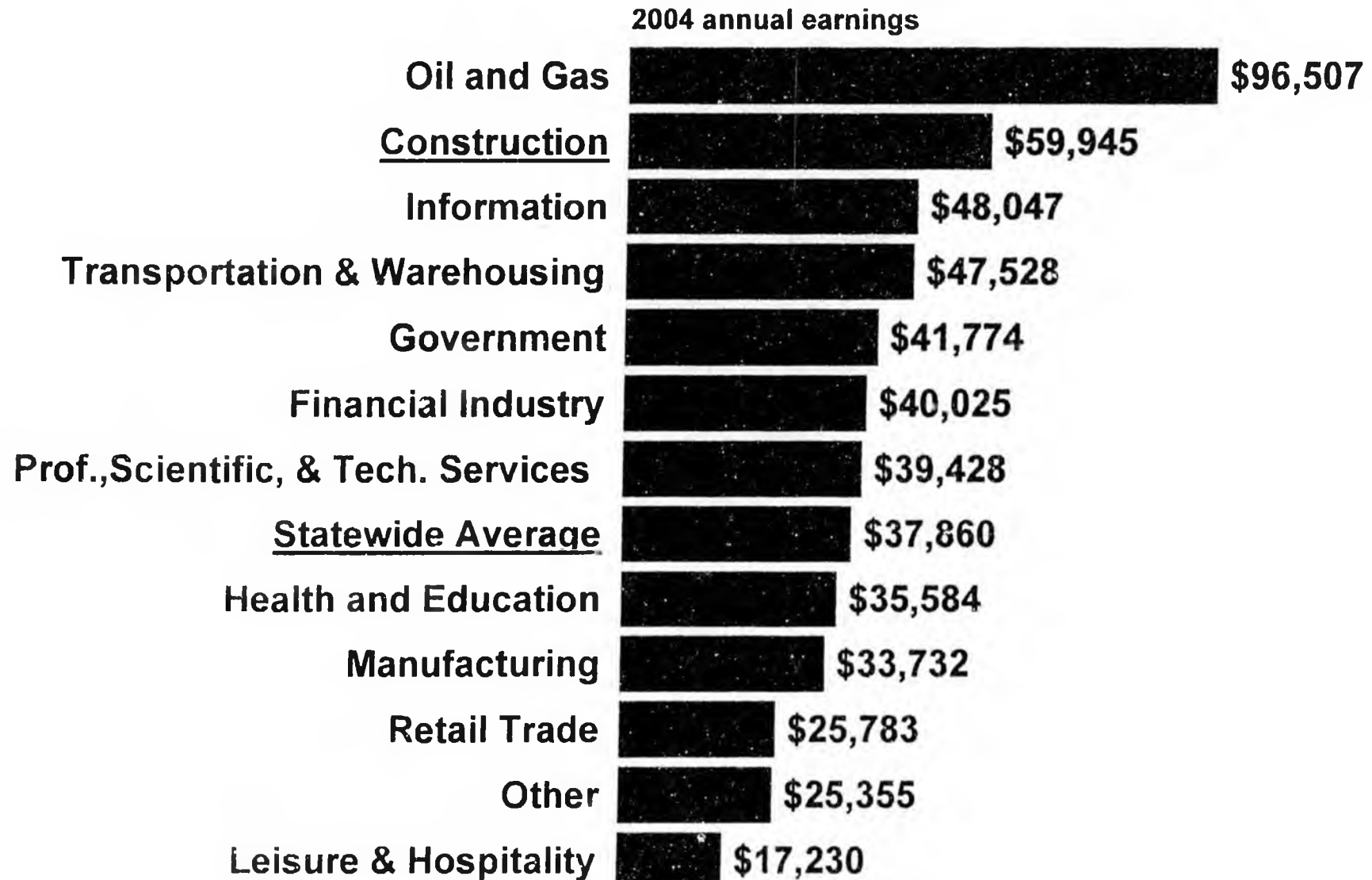
Industry Employment Since 1980



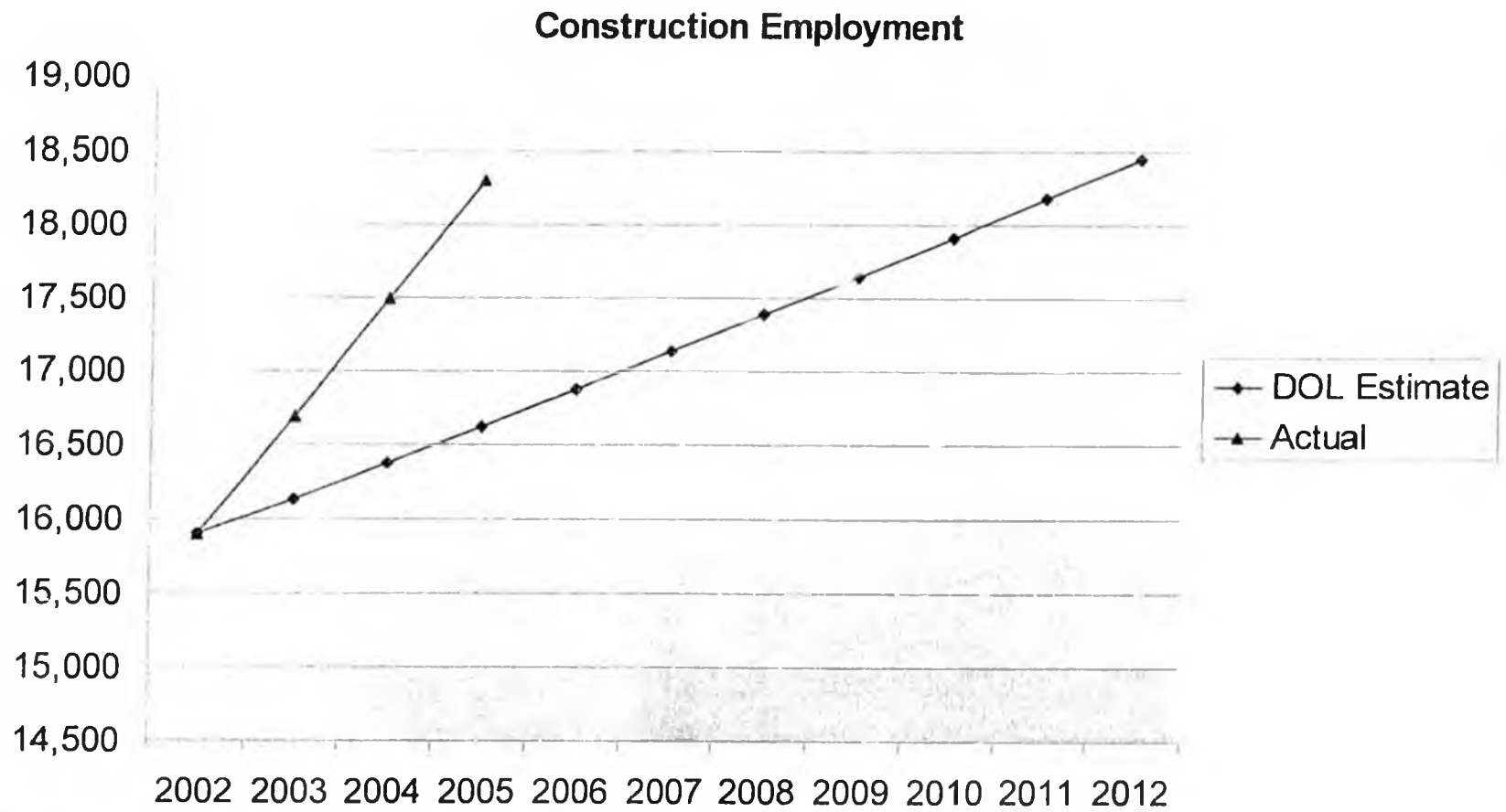
Construction Employment 1999-2005



Construction Pays High Wages

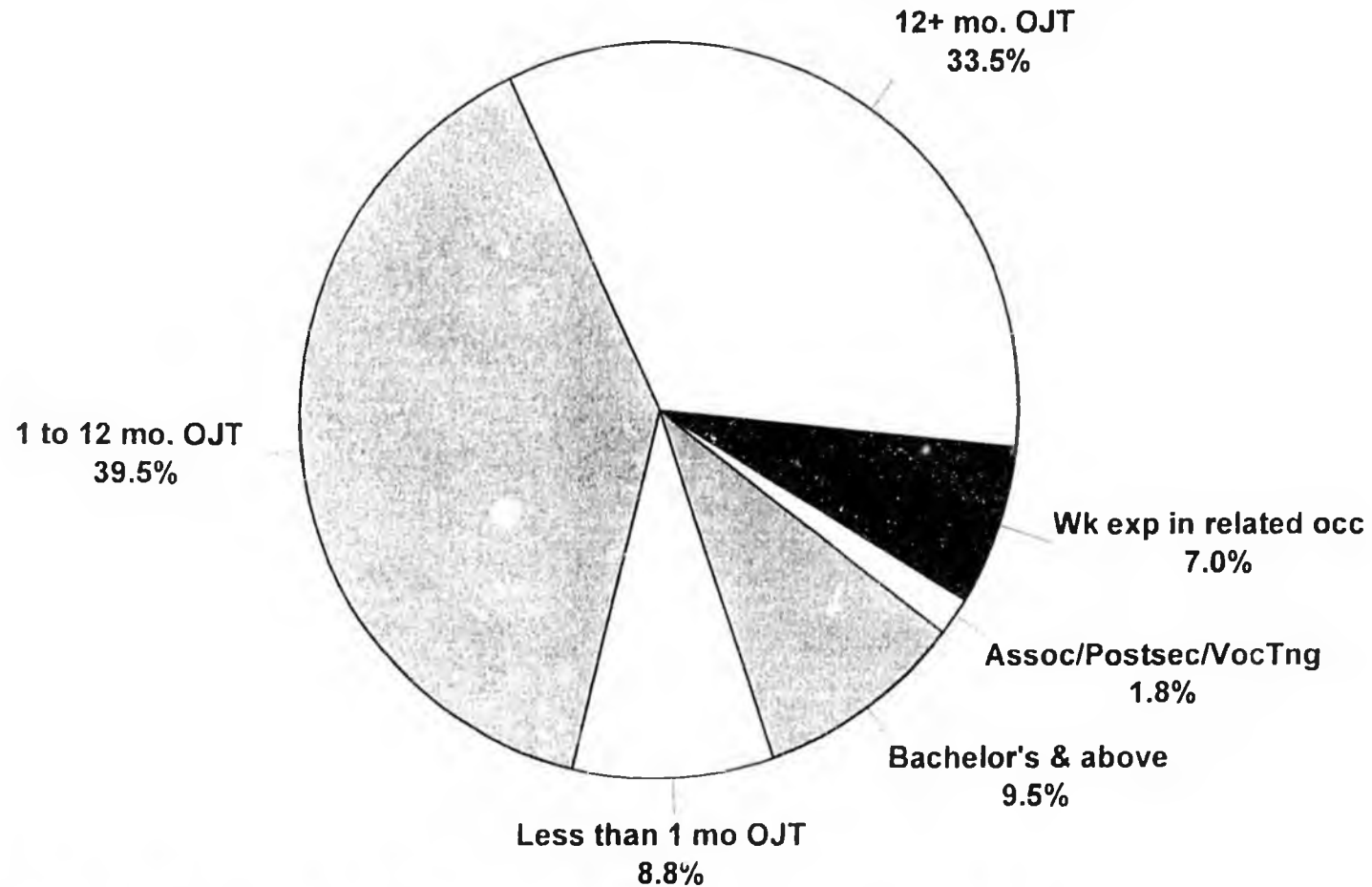


Projected Employment Growth



Alaska's Current Construction Jobs by Level of Required Education

Estimated 2002



Problem Areas - Selected Crafts	Non-Resident Workers %¹³	Workers 45+ %¹⁴
Carpenters	17.4	30.1
Construction Laborers	16.8	22.6
Electricians	19.5	31.4
Plumbers, Pipefitters, and Steamfitters	17.6	29.2
Operating Engineers and Other Construction Equipment Operators	17.2	45.2
Construction Managers	16.7	56.3
Truck Drivers, Heavy & Tractor-Trailer	14.7	42.2

Selected Crafts

• <u>Craft</u>	<u>Increase</u>	<u>Retirees</u>	<u>Non-Res</u>
Carpenters	528	1218	359
Laborers	627	679	245
Electricians	307	566	206
Plumbers	224	363	113
Op. Engineers	820	1032	197
Painters	129	150	128
Roofers	31	53	44
Supervisors/Mgrs	454	866	274
Const & Bldg Insp	55	100	29



Selected Crafts - Continued

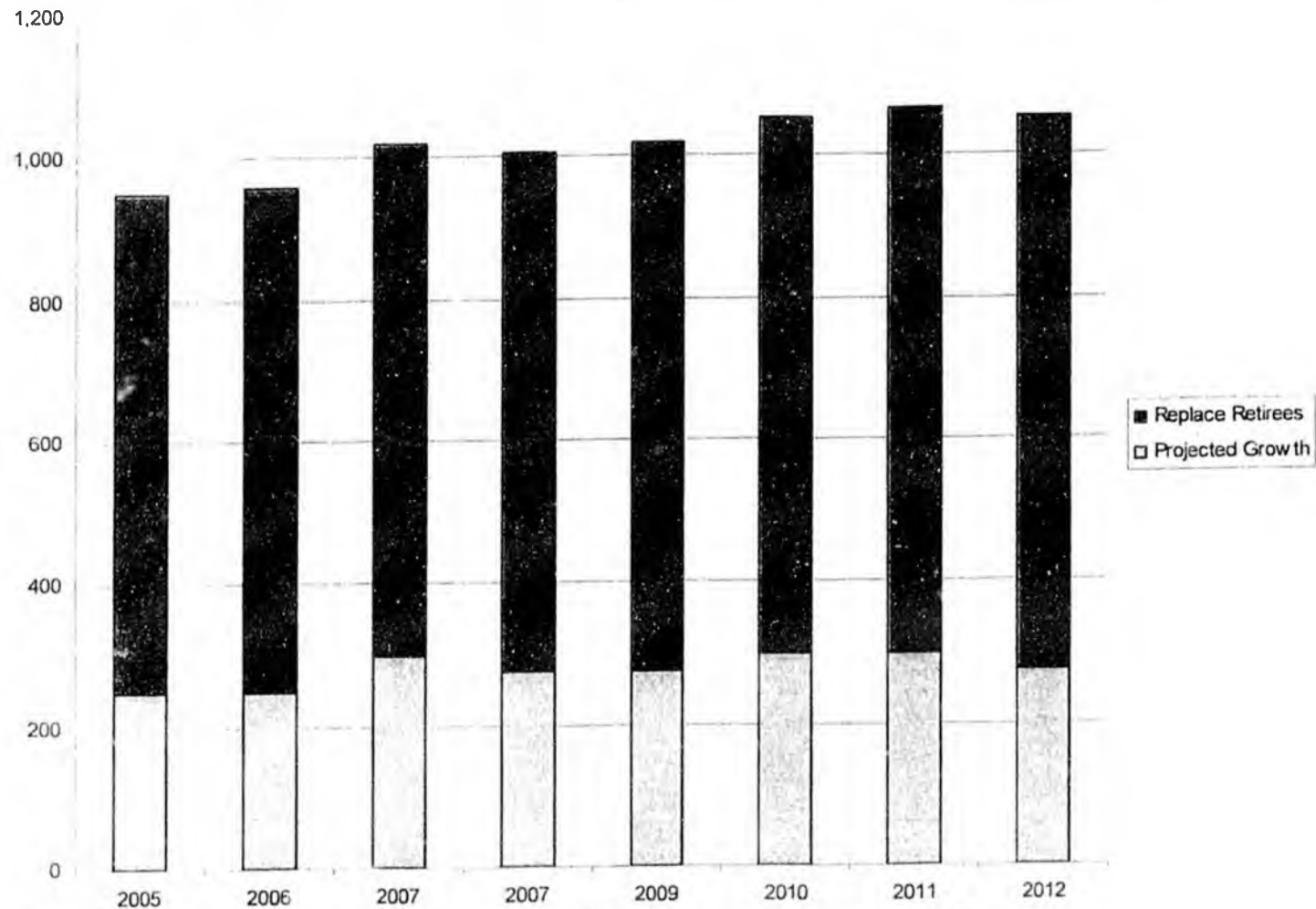
<u>Craft</u>	<u>Total Need</u>	<u>Annual Need</u>
Carpenters	2,105	210
Laborers	1,551	155
Electricians	1,079	108
Plumbers	700	70
Op. Engineers	2,049	205
Painters	407	41
Roofers	128	13
Supervisors/Mngrs	1,594	160
Const & Bldg Insp	184	18

Selected Crafts - Continued

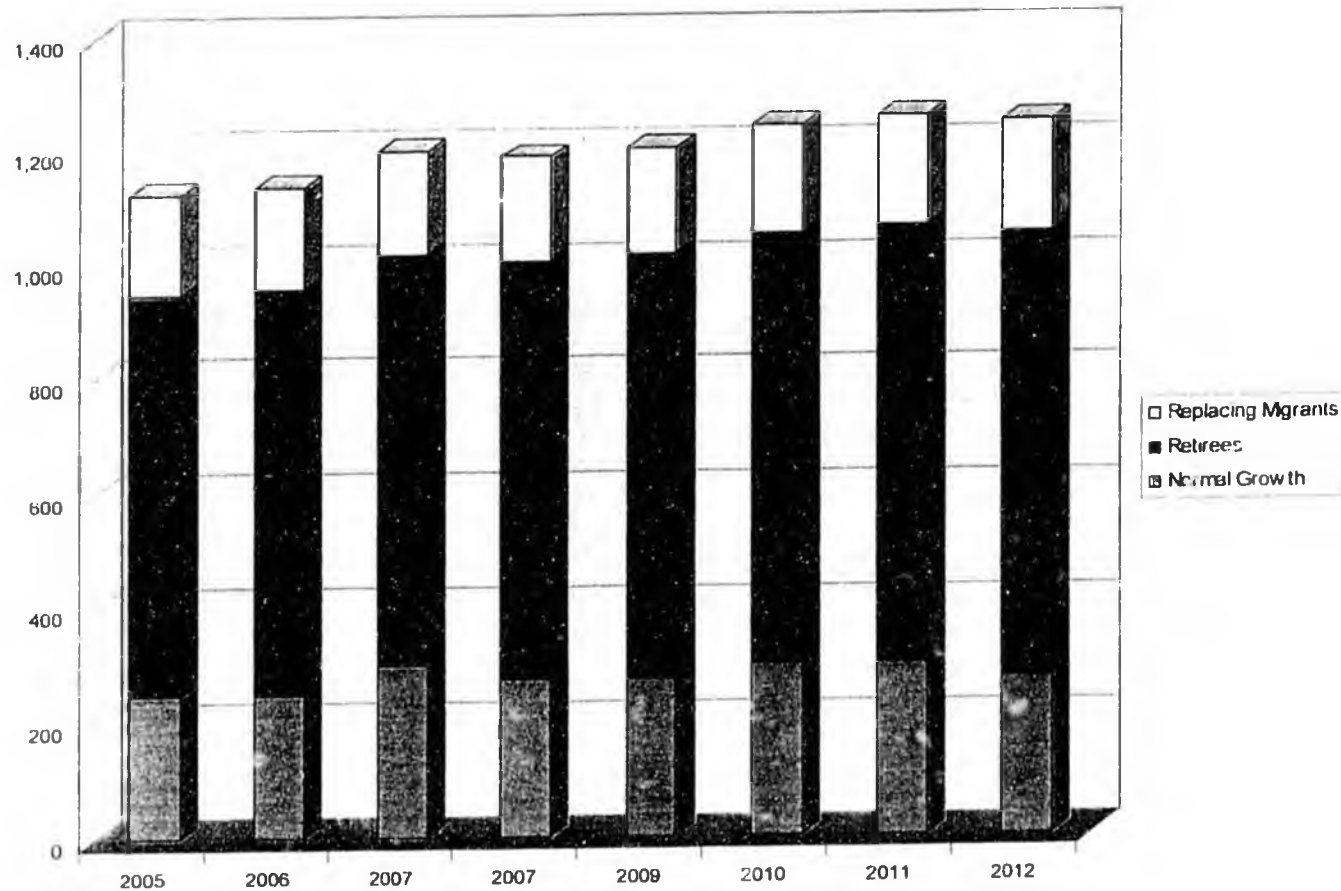
• <u>Craft</u>	<u>Total Need</u>	<u>Employment</u>	<u>%</u>
Carpenters	2,105	4,855	43%
Laborers	1,551	3,605	43%
Electricians	1,079	2,164	50%
Plumbers	700	1,492	47%
Op. Engineers	2,049	2,741	75%
Painters	407	909	45%
Roofers	128	394	32%



Projected Labor Growth



Projected Labor Growth – Including Reduction in Percentage of Non-Residents



Labor Needs Relative to High School Graduates

- High School Graduates –
 - Average 1999- 2003 7,000
- Number going to College 30%
- Available to enter workforce 4,900
- Construction Needs 2006 1,150
- Percentage of New Graduates Needed 23%

