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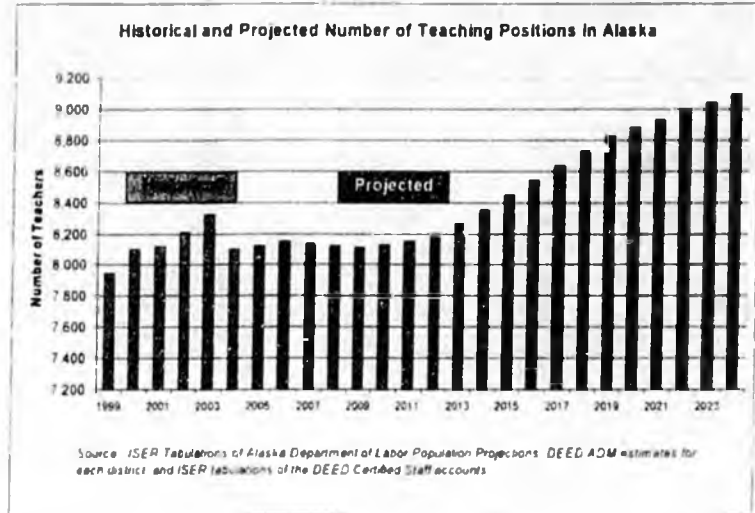
# Teacher Supply and Demand in Alaska—A 2005 Snapshot

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Institute of Social and Economic Research, University of Alaska Anchorage



## How Many Teachers Does Alaska Need?

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



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



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

**Where Do Replacements Come From?**



Source: ISER tabulations of the DEED Certified Staff accounts, FY1999 to FY2004

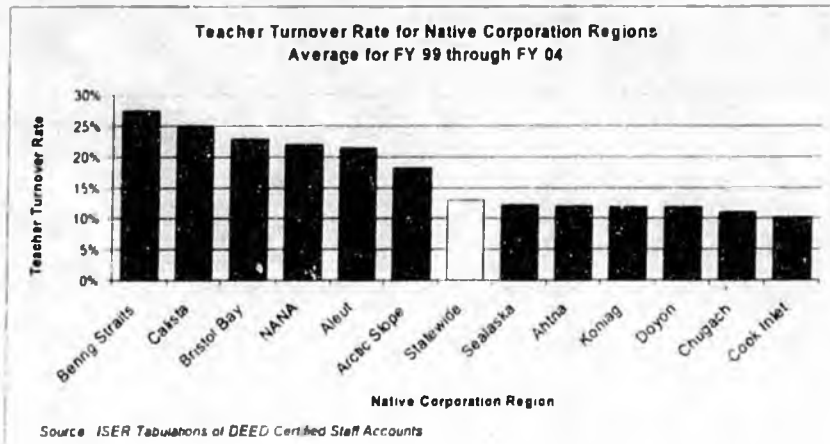
## How Many Stay, How Many Go?

### Continue teaching: 87%, 7,100 teachers

Just over three quarters (77%) of the teachers in Alaska (about 6,300) stay in the same school. About 8% (about 600) move to different schools within the same district. Another 2% (about 200) move to different districts within the state.

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

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

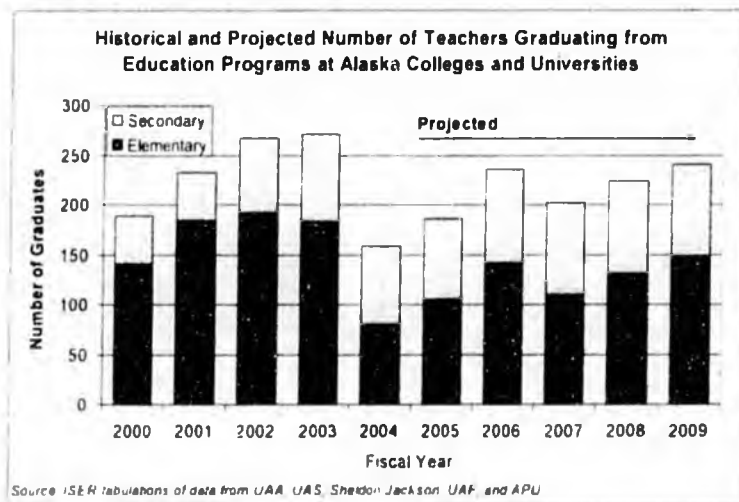


### Rural Turnover is Higher

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

### Alaska Universities Train Some New Teachers

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



### Districts Need a Variety of Recruiting Strategies

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

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

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

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

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



# RESEARCH SUMMARY

R.S. No. 66

University of Alaska Anchorage • April 2006

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

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

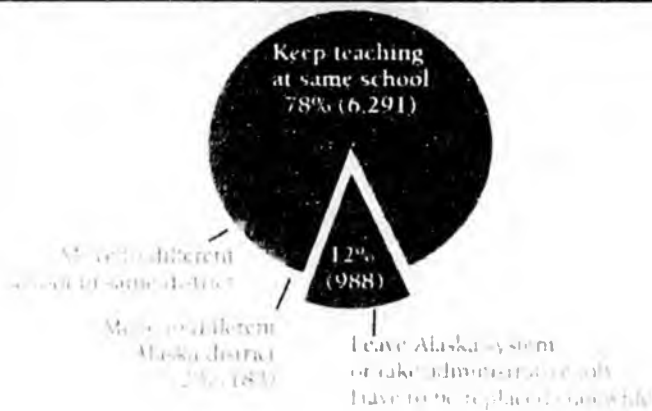
Teacher turnover in Alaska has been relatively constant over the last decade, requiring some districts in the state to recruit heavily every year. ISER recently looked at the demand for and the supply of teachers in Alaska; see the back page for the full report citation. Highlights of our findings include:

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

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

### What Is Alaska Teacher Turnover Statewide?

Average 8.0% of Teachers, 2000–2004



### Where do replacements come from?



Sources: Alaska Department of Education and Early Development; data from 2005 survey of teaching force from Alaska colleges and universities; ISER analysis.





## URBAN AND RURAL TURNOVER

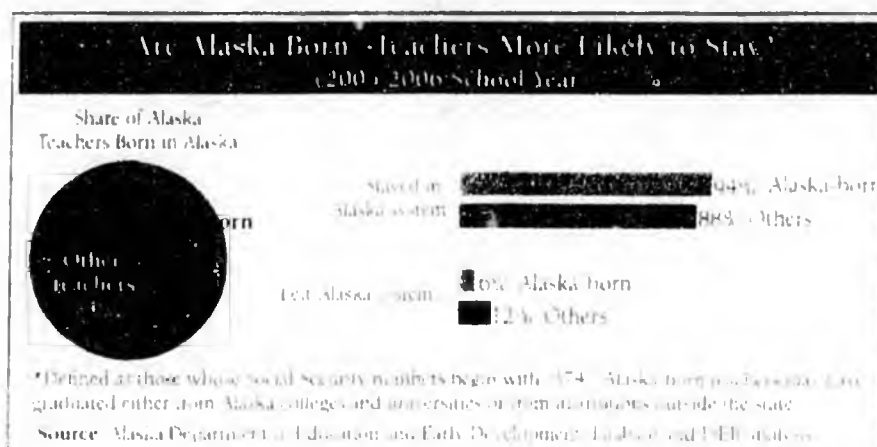
We define "urban" districts as those in Anchorage, Juneau, and the Fairbanks North Star, Mat-Su, and Kenai Peninsula boroughs. More than 70% of students and 68% of teachers are in those five districts. The remaining 48 districts are defined as rural, as the adjacent map shows.

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

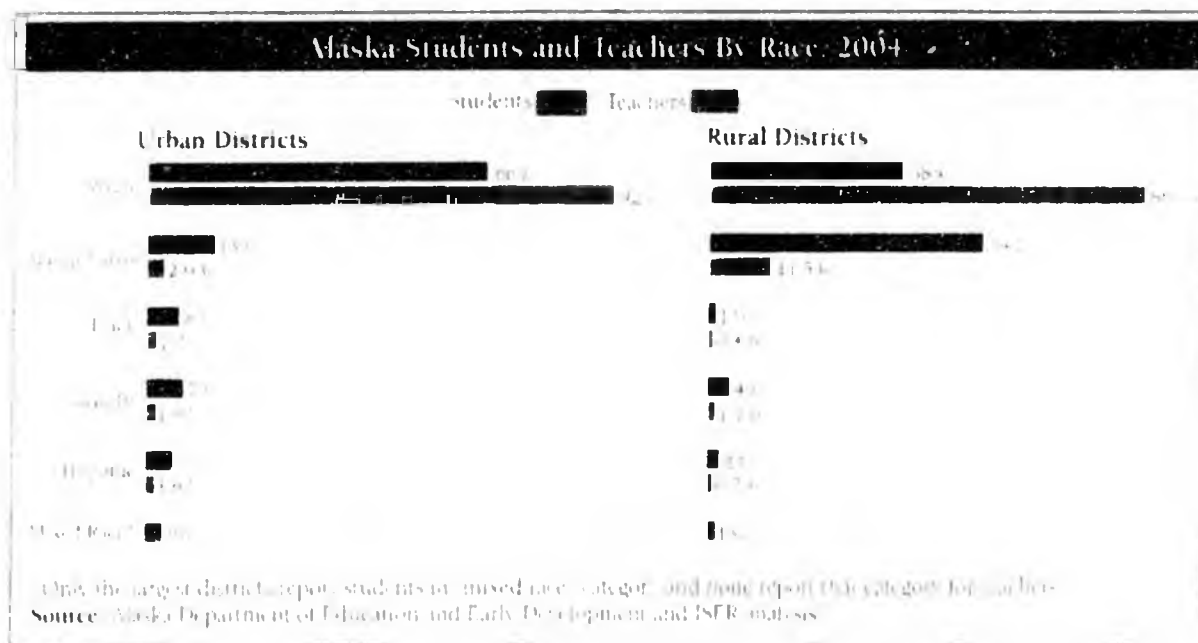
## TEACHERS' CHARACTERISTICS

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

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



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



## PROJECTED GROWTH

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

## ALASKA GRADUATES

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

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

## ALASKA COMPETITIVENESS

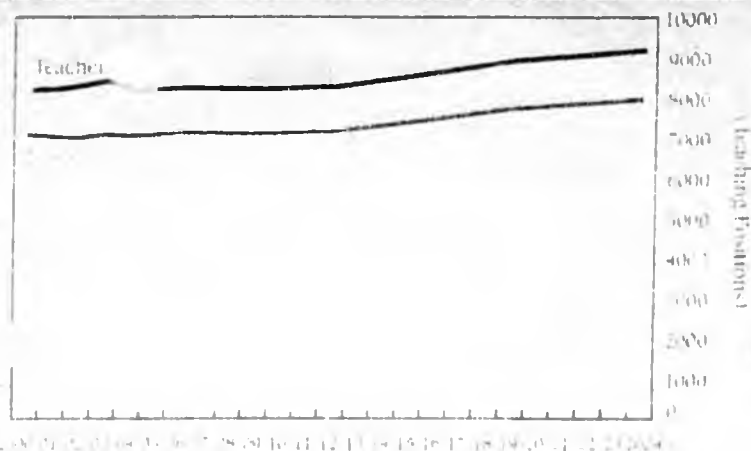
Higher living costs, especially in remote areas, have historically made Alaska teachers' salaries higher than the U.S. average, and salaries here still rank number 11 in the U.S. But from 1994 to 2004, teachers' salaries in Alaska grew less than in any other state—under 9%, compared with 31% nationwide.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

## REDUCING TURNOVER

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

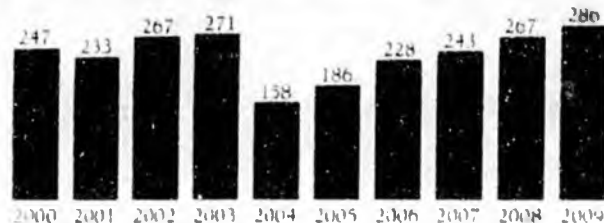
Alaska institutions can't train all the nearly 1,000 replacement teachers Alaska needs every year—but with the necessary resources they could train more than they currently do. Policymakers also need to assess how much the real decline in Alaska teachers' salaries and the recent changes in retirement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

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



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

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



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

## How Do Average Salaries of Alaska Teachers Compare With Others?

Rank among States, 2003-2004 year	Change in Average Salaries, 1994-2004	Nominal		Real**	
		2004	1994	2004	1994
1. Connecticut	+57.33%	\$57,337	\$49,794	+17.8%	+2.4%
11. Alaska	+5.17%	\$51,736	\$48,836	+2.4%	+1.3%
U.S. Average	+36.75%	\$46,752	\$34,936	+34.1%	+14.7%

Excludes Washington, D.C. \*\* Adjusted for inflation.

Source: National Education Association, *Formative Data* (2005).

## ENDNOTES

1. P. K. Kohnert & P. Kohnert, eds., *Improving Student Achievement: What State NAEP Test Scores Tell Us about Mathematics and Reading in the 2000s: Bridging the Gap in Equalizing teacher quality*. *School Effectiveness and School Improvement*, 2005, 17(1), 1-20.

2. *Alaska: An Excellent Education System*. *Alaska Department of Education and Early Childhood Development*, 2004. Available at [www.doe.alaska.gov](http://www.doe.alaska.gov).

## FULL REPORT

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

Editor: Linda Leask • Graphics: Cleo Amaya-Merrill



# Alaska Teacher Placement



[ATP Home](#) | 
 [ATP Job Bank](#) | 
 [Job Fairs](#) | 
 [iCommunity](#) | 
 [About ATP](#) | 
 [FAQs](#)

candidates: 3987

districts: 60

resumes: 1359

jobs: 96

## Alaska Teacher Placement Update

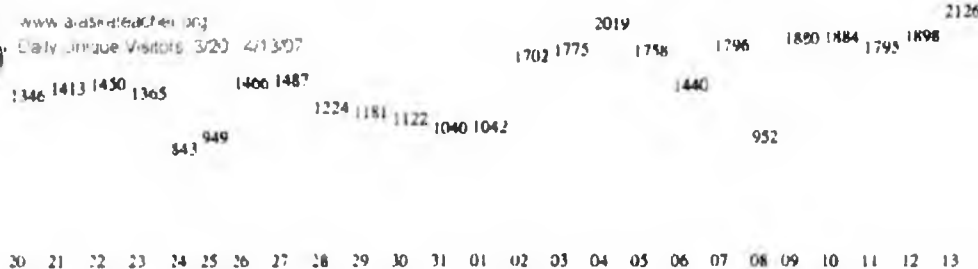
The first semester of the 2007-08 school year is nearly over, and Alaska districts are likely to have a few mid-year openings for long-term substitute positions, and a handful of newly approved positions for the current year. If you are an educator looking for a new opportunity consider Alaska!

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

**There are around 67 open jobs are in the ATP Job Bank as of 12/19/07.**

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

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



A Message From



Governor Palin

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

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

## ATP Job Fairs Announced

Next Lower 48 Job Fair: **April 13, 2008!** - Minneapolis, MN

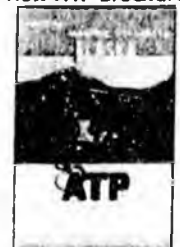
Next ATP Anchorage Job Fair: **April 18-19, 2008!** - Captain Cook Hotel

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

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

- ATP Job Fair Registration - Candidates [[http://www.alaskateacher.org/job\\_fair/](http://www.alaskateacher.org/job_fair/)]

New ATP Brochure!



[Click to Download](#)



## District Registration & Booth Information

- Coming Soon!

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

## ATP Job Bank

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

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

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

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

## iCommunity: ATP Forum

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

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

## ATP's Live Hosted Chats

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**Next Live Chat: Friday, January 18, 2008**

**Special Guest: Alice Tucker, Experienced Rural Teacher**

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

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

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

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

## ATP Photo Gallery

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

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

## Educator Tips

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

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

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

## PodCasts

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

### [ATP Podcasts](#)

### [ATP Quicktime Stream](#)

## New ATP Website Offers Web 2.0 Features

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

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

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

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

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

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

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

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

## Add Your Own Information!

### ① Want to Contribute?

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

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

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

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

## Latest Job Listings

### Latest Jobs Posted - Alaska Teacher Placement

Postdate	Title	Job Category	Location
01/30/2008	Art Teacher Japanese Elementary Immersion Program	Art Teacher	Anchorage Area
01/30/2008	Physical Therapist	Physical Therapy	Anchorage Area
01/30/2008	Occupational Therapist	Occupational Therapy	Anchorage Area
01/30/2008	Speech-Language Pathologist	Speech / Language	Anchorage Area
01/30/2008	School Psychologist	School Psychologist	Anchorage Area
01/29/2008	School Psychologist (2 Positions)	School Psychologist	Soldotna - Kenai Area
01/29/2008	Secondary - Larsen Bay (remainder of 07/08)	Secondary Generalist	Kodiak - Southcentral Ferry System
01/29/2008	Math Teacher - 2007 GE SY	Mathematics	Not Specified - Western Village
01/28/2008	H.S. Science	Science	Southwestern Regional Hub
01/28/2008	Principal - Randy Smith Middle School	Principal	Fairbanks - Fairbanks Area

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# Alaska Statewide Mentor Project

[About Us](#)

[Mentoring Model](#)

[Meet the Mentors](#)

[Research](#)

[How to Apply](#)

[ASMP Videos](#)

[Mentor Stories](#)

[Teaching Resources](#)

## Vision

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

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

## Mission

Give new teachers the support they need to succeed.

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



Sunrise in Kongiganak

PAUSE



## Videos

[Visit our new video site, featuring testimonials and interviews about the Mentor Project!](#)

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

(article from Education Week; October, 2006)

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

# Graduates of Alaska's Teacher Preparation Programs –

Are you Now?

Supply and Demand

University of

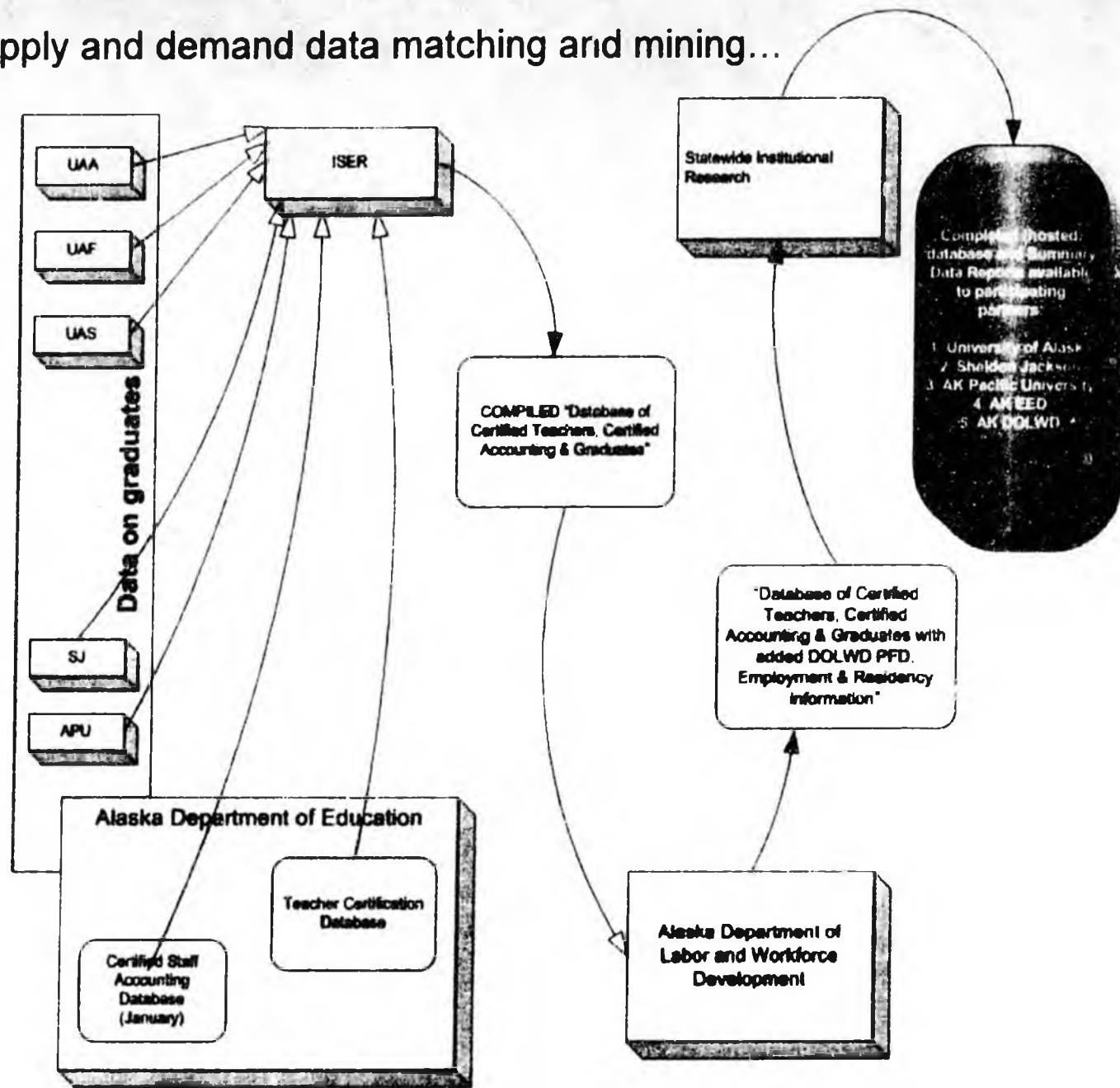




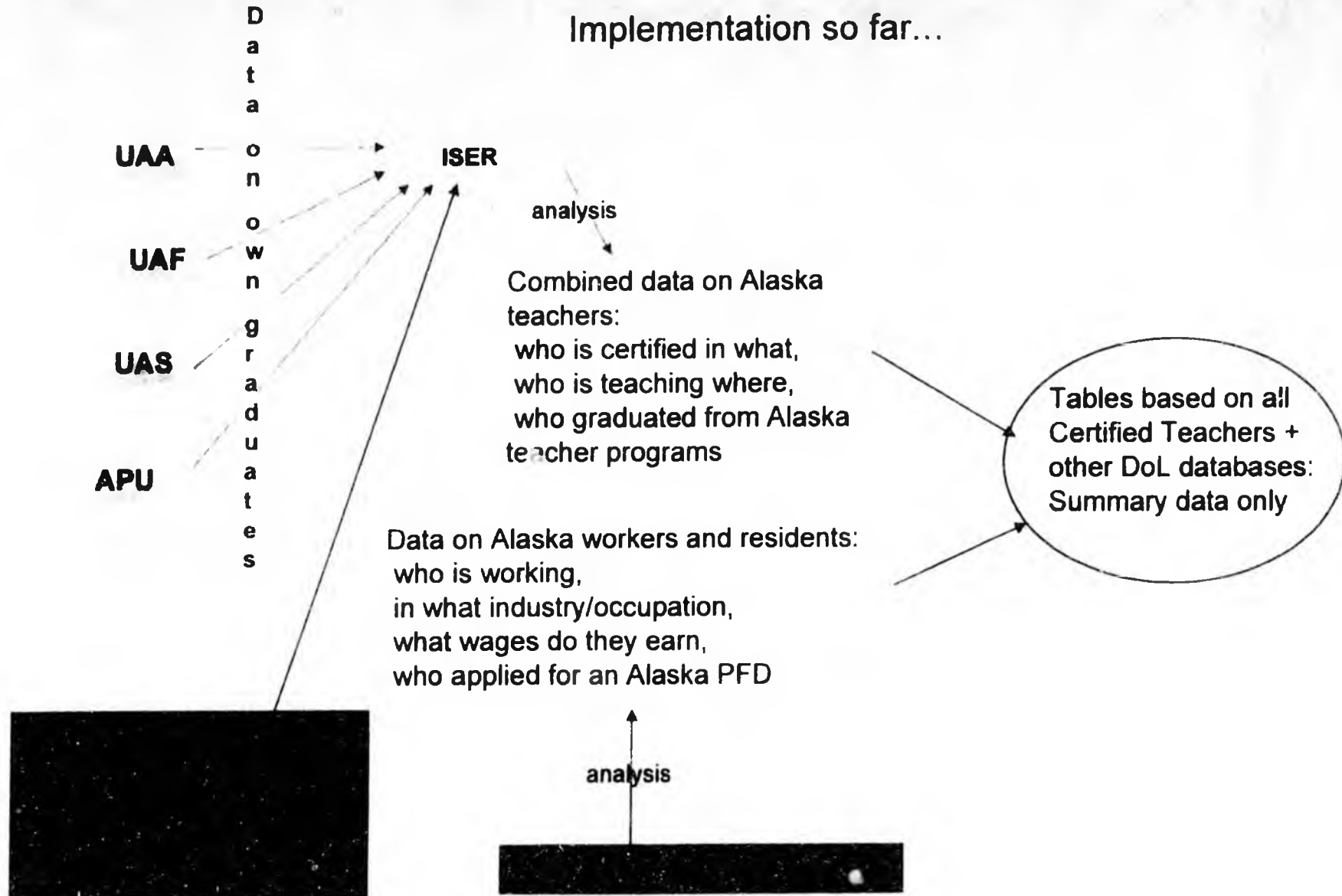
# Today's Presentation:

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

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



# Implementation so far...



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

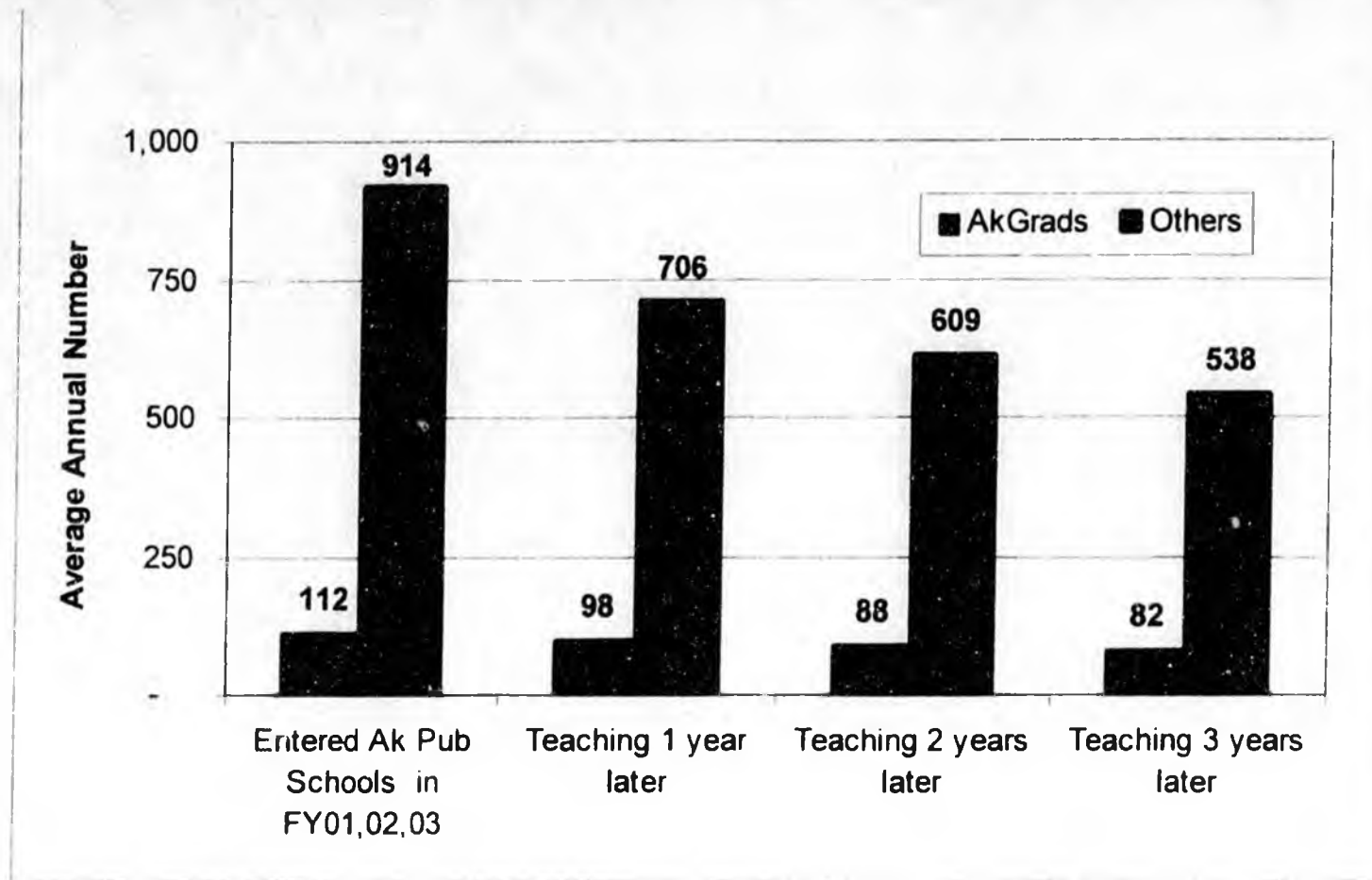
<b>Year of Graduation</b>	<b>Alaska Pacific U</b>	<b>U of Alaska Anchorage</b>	<b>U of Alaska Fairbanks</b>	<b>U of Alaska Southeast</b>	<b>Total</b>
2001	21	111	50	42	224
2002	15	154	80	45	294
2003	19	62	103	74	258
2004	21	35	67	43	166
2005	22	50	71	56	199
<b>Total</b>	<b>98</b>	<b>504</b>	<b>399</b>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

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

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

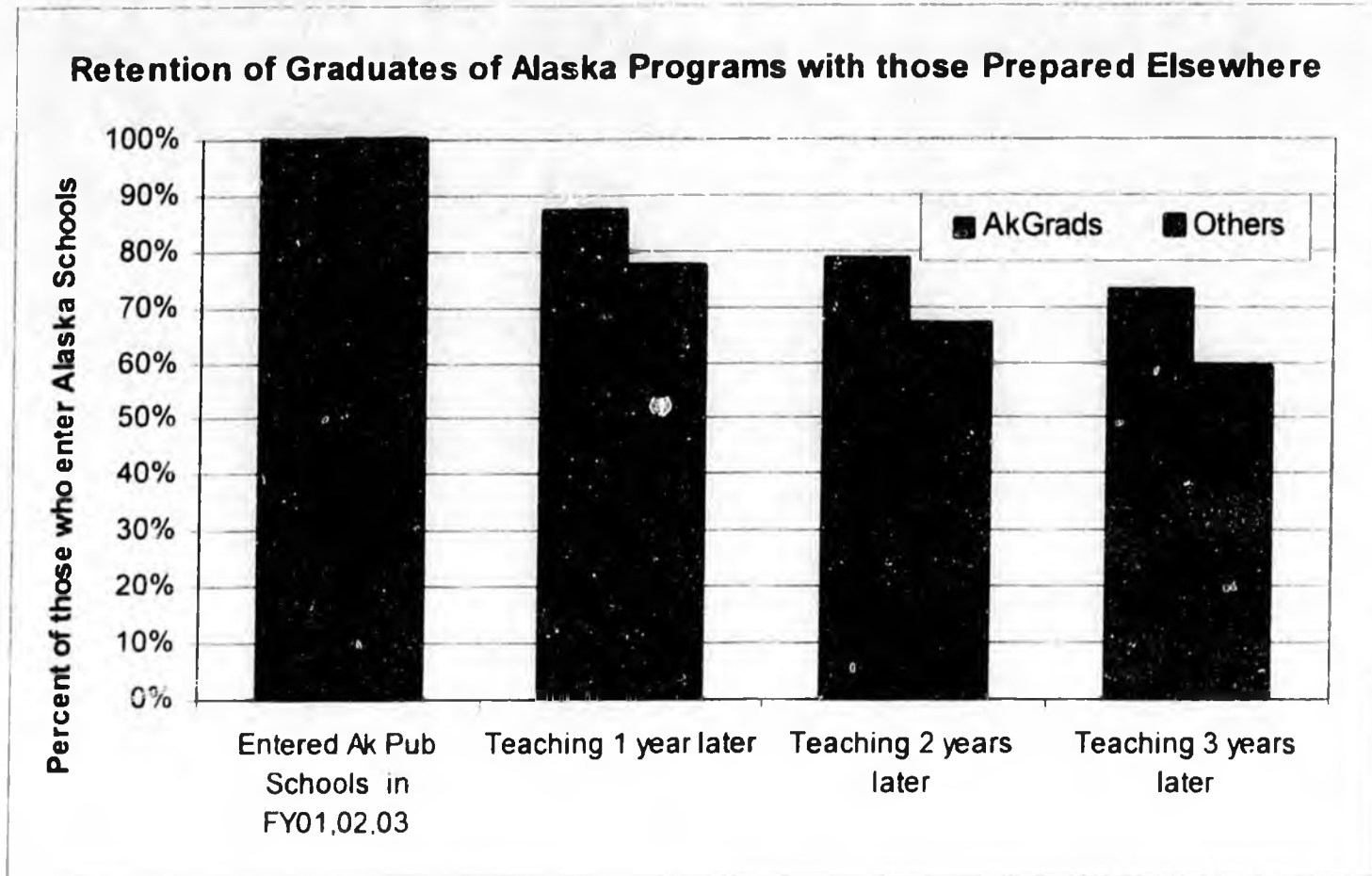


## How Long do Alaska Program Graduates and Others Remain Teaching in Alaska Public Schools after they Enter the System?



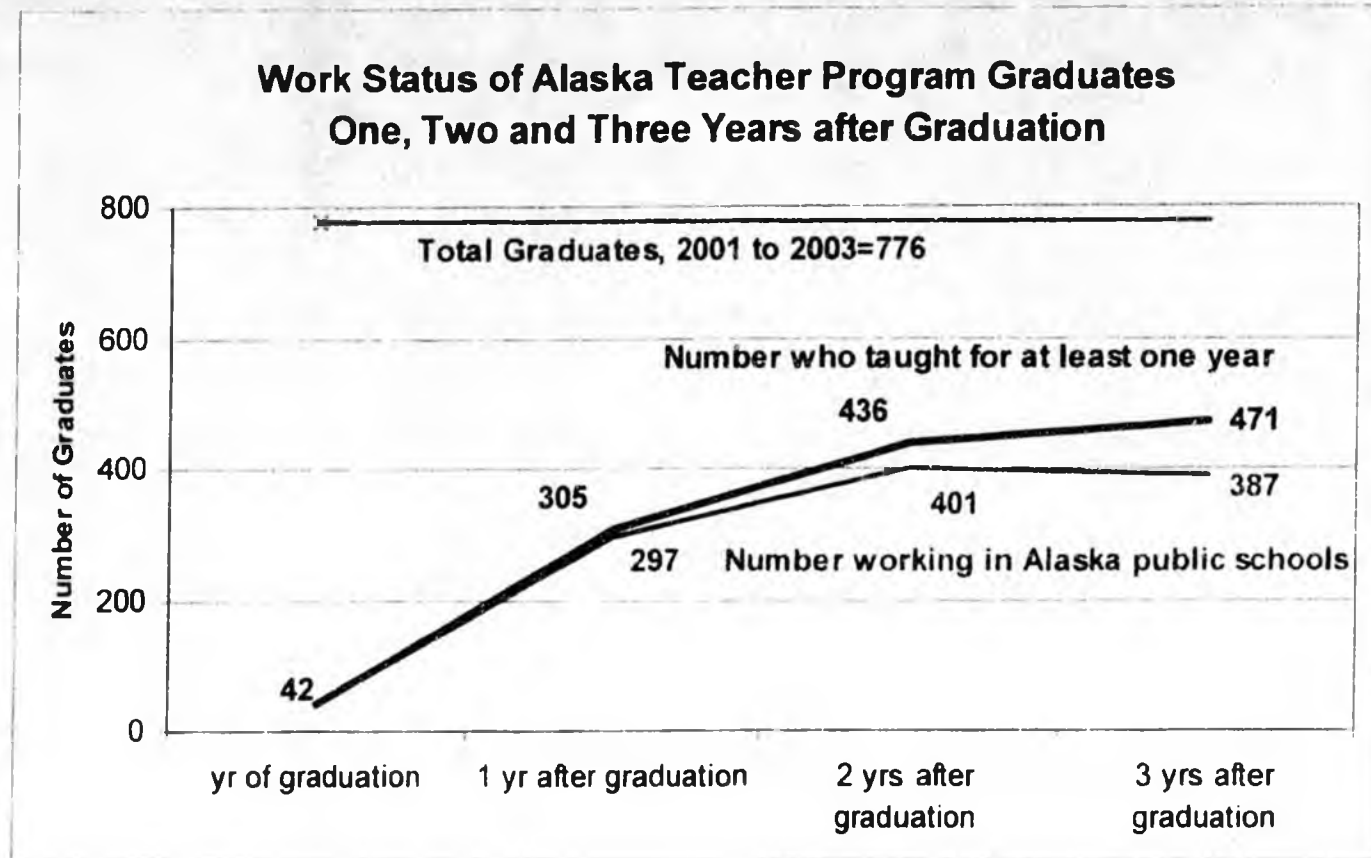
Between fiscal years 2001 and 2003, 112 Alaska teacher program graduates and 914 other teachers began teaching in Alaska public schools. (Some of those "others" had experience teaching elsewhere; some were new graduates from programs outside Alaska.) One year later (FY02 for those who entered in FY01,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

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



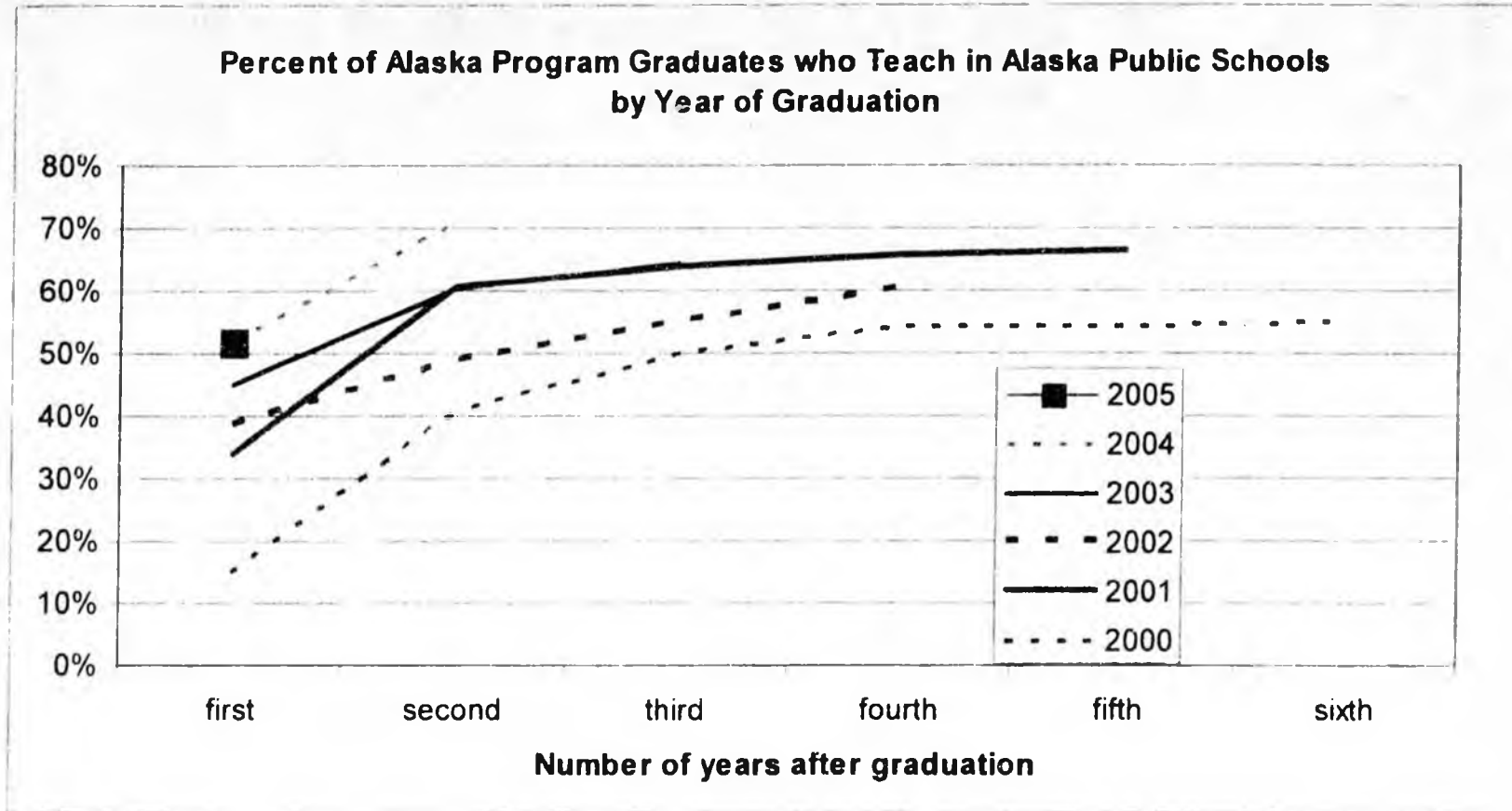
This graph re-expresses the data on the previous graph in percentage form to make it easier to compare the two groups. After one year, about 12% of Alaska program graduates and 23% of others have left; by three years after entry, 27% of Alaska program graduates and 41% of others are gone.

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



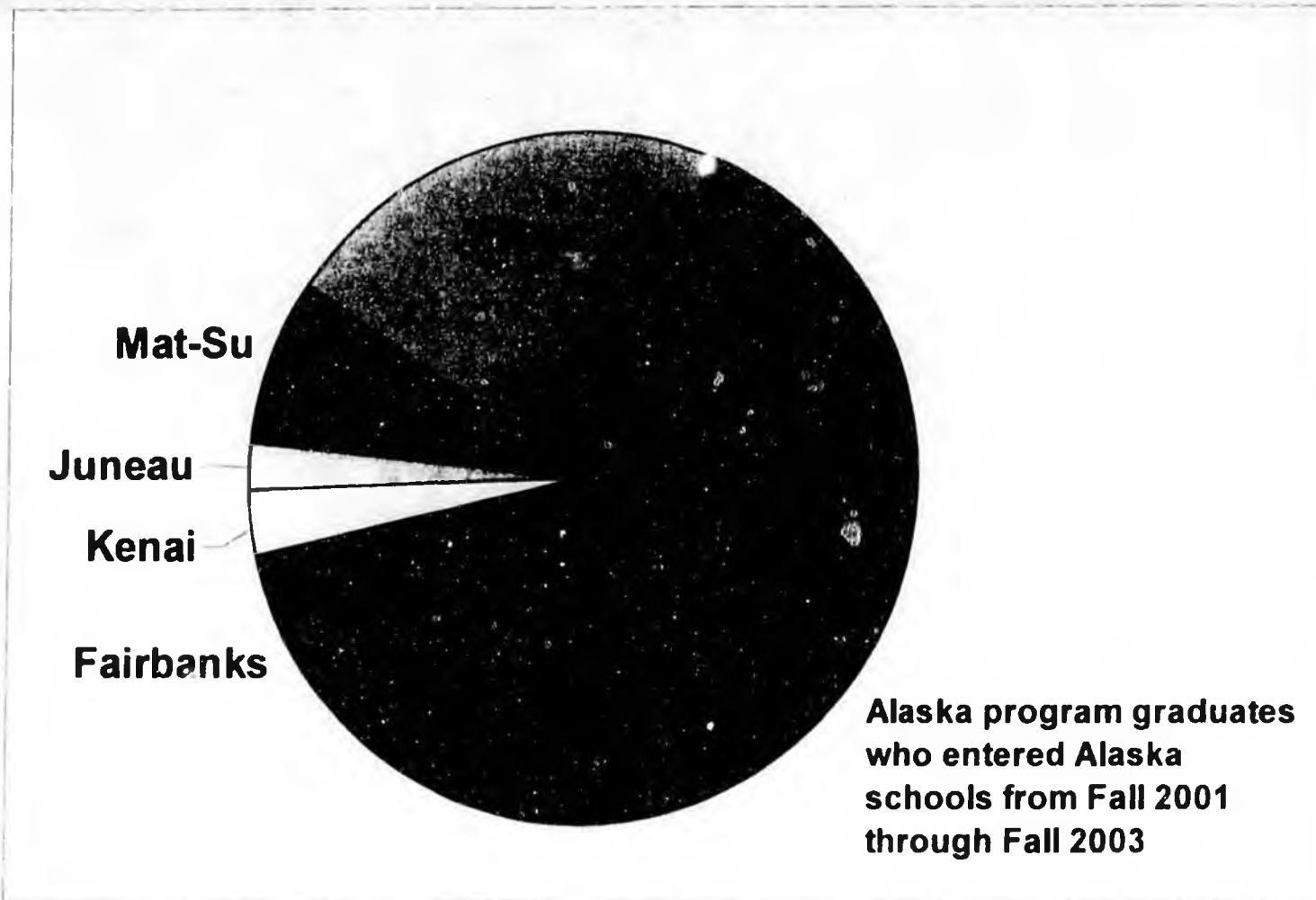
The previous two charts tracked the number of teachers leaving Alaska schools after they entered the system. This chart and the next one trace the path of Alaska program graduates as they enter teaching in Alaska schools. Between 2001 and 2003, 776 newly trained teachers completed Alaska programs. Of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

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



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

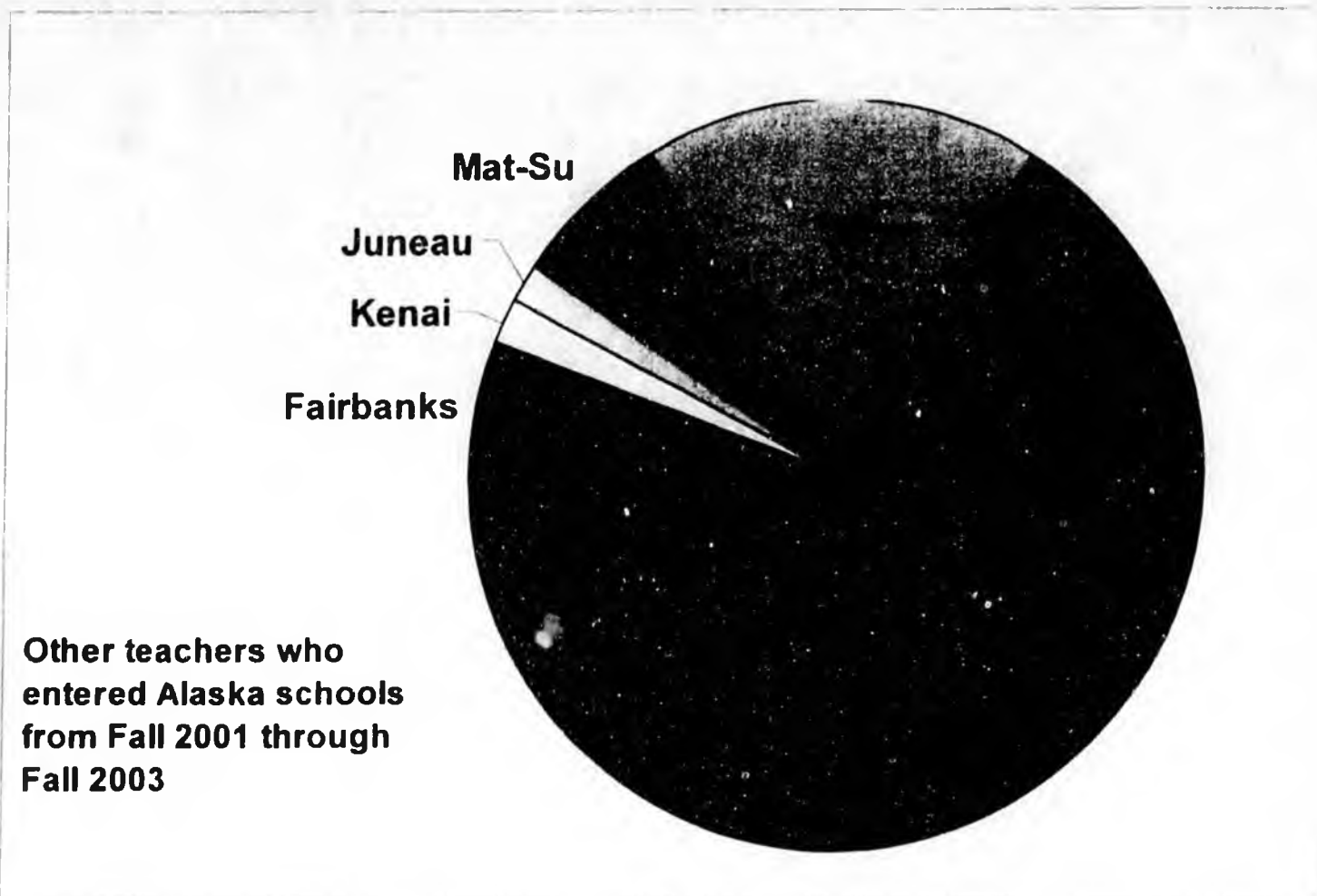
# Where do Alaska program graduates teach?



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

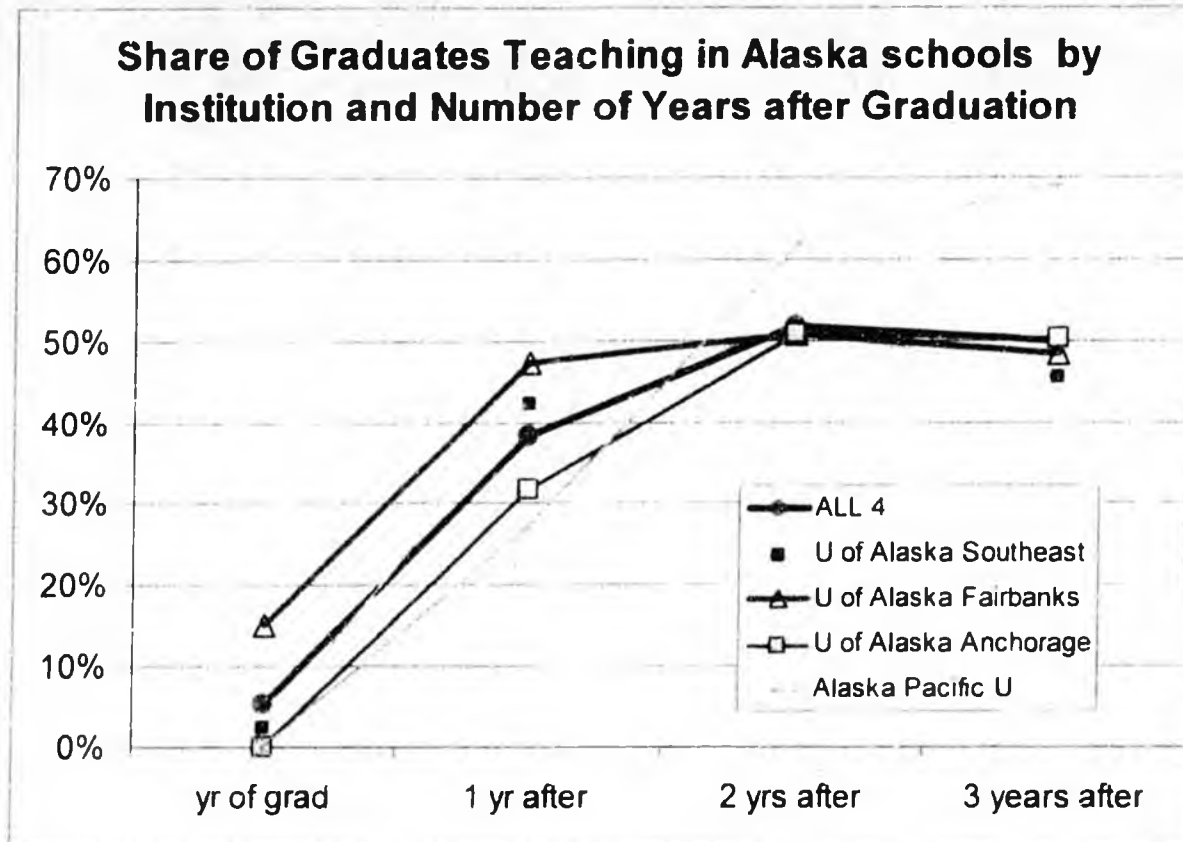


## Where do other teachers who enter Alaska schools teach?



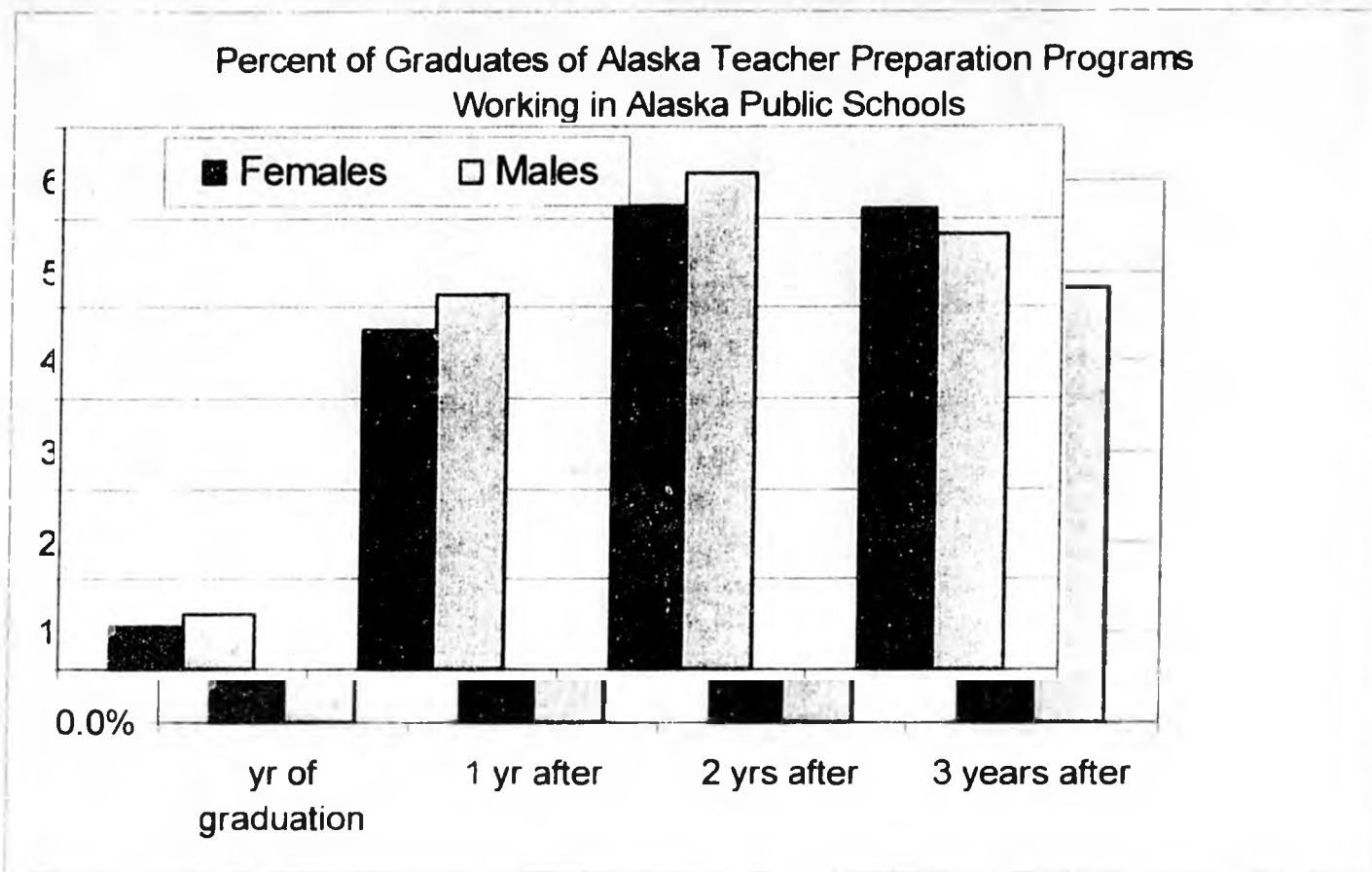
This chart shows the school district employment in Fall 2005 of teachers who were not Alaska teacher program graduates, who began teaching in Alaska public schools between Fall 2001 and Fall 2003. Compared to Alaska program graduates, a much larger share are gone, and a smaller share teach in Anchorage.

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



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

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



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

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

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

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

## Employment of Alaska Teacher Preparation Program Graduates by Industry, 1<sup>st</sup> Quarter 2006

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

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



**Thank You!**

**Alexandra Hill**

**anarh1@uaa.alaska.edu**

**786-5436**

**HB**

**259**

# LEGAL SERVICES

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

(907) 465-3867 or 465-2450  
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State Capitol  
Juneau, Alaska 99801-1182  
Deliveries to: 129 6th St., Rm. 329

## MEMORANDUM

March 27, 2008

**SUBJECT:** Sectional Analysis of SB 259, Special Revisor's Bill relating to ch. 96, SLA 2006 (medical assistance program) (Work Order No. 25-LS1339\C)

**TO:** Representative Peggy Wilson  
Chair of the House Health, Education & Social Services Committee

**FROM:** Kathryn L. Kurtz *KK*  
Assistant Revisor

The following is a sectional summary of SB 259.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

**Bill section 1** repeals AS 47.07.020(j), (k), and (n) because those subsections require changes to the state plan, the department has submitted amendments to the plan to reflect those changes, and the federal government has disapproved of the amendments. Rather than give effect to sections that have proven unacceptable at the federal level, this section repeals them.

**Bill section 2** would make section 6 and two subsections of AS 47.07.020 enacted in section 7 of ch. 96, SLA 2006, retroactive to October 1, 2006. Those sections required amendments to the state plan for which the department has received federal approval. Bill section 2 would also make sec. 11 of ch. 96, SLA 2006, the section requiring a report to the legislature, retroactive to the date the report was made, March 2, 2007. This section addresses the requirement in AS 01.10.090, which provides: "No statute is retrospective unless expressly declared therein."

**Bill section 3** repeals sec. 16, ch. 96, SLA 2006, the section with the effective date provision that gives rise to the uncertainty of the status of the affected sections.

**Bill section 4** of the bill gives an immediate effective date to secs. 2 - 7 and 9 - 11 of ch. 96, SLA 2006, those sections covered by the effective date provision in sec. 16 of that Act.

**Bill section 5** gives the bill an immediate effective date.

Representative Peggy Wilson  
March 27, 2008  
Page 2

TEXT OF REPEALED PROVISION

\* **Sec. 16.** Except as provided in secs. 14 and 15 of this Act, this Act takes effect July 1, 2006, or on the date of notification under sec. 13 of this Act of federal approval of a revised state plan for medical assistance coverage incorporating the changes made by secs. 1 - 7 and 9 of this Act, whichever is later.

KLK:ljw  
08-181.ljw

# HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: March 27, 2008

FURTHER REFERRALS: Finance

Date of Committee Action: 4-5-08

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

SB 259

SENATE BILL NO. 259

EFFECTIVE DATE: MEDICAL ASSISTANCE LAWS

"An Act repealing certain provisions relating to applications for medical assistance coverage; making certain provisions of ch. 96, SLA 2006, retroactive; providing for an effective date by repealing an effective date section in ch. 96, SLA 2006; providing for an effective date for certain sections of ch. 96, SLA 2006; and providing for an effective date."

Recommends it be replaced with  HCS or  CS for \_\_\_\_\_ (\_\_\_\_\_)

For Senate Bills with new title:  Technical Title  New Title: HCR \_\_\_\_\_  Same Title  New Title

- attach amendments
- add new referral to \_\_\_\_\_ Committee
- Letter of Intent \_\_\_\_\_ Committee

List of Abbrev for Depts.:

- ADM
- CED
- COR
- CRT
- EED
- DEC
- DFG
- GOV
- HSS
- LWF
- LAW
- LEG
- MVA
- DNR
- DPS
- REV
- DOT
- UA

<u>NEW FISCAL NOTES</u>				
*Assigned by Chief Clerk's Office				
List by Dept(s):	*FN#	Fiscal	Indet.	Zero

<u>PREVIOUS FISCAL NOTES</u>				
List by Dept(s):	FN#	Fiscal	Indet.	Zero
HSS				✓
LWF				✓

<u>Signing with recommendations</u>	Printed Last Name	DP	DNP	NR	AM
<i>[Signature]</i> Mrs Keller	CISSIA	✓			
Anna Fairclough	FAIRCLOUGH			✓	
Berta Gardner	GARDNER			✓	
Paul K. Seaton	SEATON	✓			
Bob Rose	ROSE	✓			
Chair: <i>[Signature]</i> Wilson	WILSON	✓			
Chair:					

# LEGAL SERVICES

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## MEMORANDUM

March 27, 2008

**SUBJECT:** SB 259, Special Revisor's Bill relating to ch. 96, SLA 2006  
(medical assistance program) (Work Order No. 25-LS1339\C)

**TO:** Representative Peggy Wilson  
Chair of the House Health, Education & Social Services Committee

**FROM:** Kathryn L. Kurtz   
Assistant Revisor

### **Introduction**

Enclosed is a sectional analysis of SB 259, a special revisor's bill relating to the effective date of changes made to the medical assistance program in ch. 96, SLA 2006. This bill is in addition to the regular revisor's bill. The changes proposed are presented in a special revisor's bill because the effective date and retroactivity issues involved are somewhat complex. This memo explains the situation that precipitated the need for this bill. I would appreciate it if the House Health, Education and Social Services Committee would hear the bill at your earliest convenience.

### **Situation Analysis**

In 2006, the legislature passed an act amending the medical assistance program. Of the thirteen substantive sections in the Act, only four have clearly taken effect. The status of the remaining sections is uncertain because of the wording of a special effective date section in the Act. This section provided that the nine sections in question would take effect on July 1, 2006, or on the date of notification to the revisor of federal approval of "a revised state plan for medical assistance coverage" incorporating the changes made in the Act, whichever is later. This language assumed that there would be one plan submitted, and one approval received. This is not what has happened.

The Department of Health and Social Services determined that several of the statutory changes included under this special effective date did not require amendment of the state plan. The department submitted other changes to the federal authorities; some were approved on February 28, 2007, retroactive to October 1, 2006, others were disapproved.

Because not all of the changes made in secs. 1 - 7 and 9 of the Act (the sections specified in sec. 16) were submitted to the federal authorities for approval, and because not all of those that were submitted received approval, under the language of sec. 16 of ch. 96, SLA 2006, it appears to us that the bill sections subject to the effective date in sec. 16 have not and will not take effect without further legislative action. We are aware that this



Representative Peggy Wilson

March 27, 2008

Page 2

view may not be universal; one could certainly argue that the sections that required no change, or those that have been approved by the federal government, or both, have already taken effect. The situation is not clear, and can not be made clear through independent editorial action by the revisor.

The inconclusivity of sec. 16 of ch. 96, SLA 2006, is a deficiency in the statutes. Also, the disapproval of certain amendments in ch. 96, SLA 2006, arguably makes those provisions obsolete. Under AS 01.05.036, the revisor of statutes is empowered to prepare for submission to the legislature legislation that would correct deficiencies in the statutes and remove obsolete provisions.

Please call me if you have any questions.

KLK:ljw  
08-180.ljw

Enclosure

**SB**

**285**

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

# **Senator Gary Stevens**

## **Alaska State Legislature**

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



### **Senate Bill 285**

## **SPONSOR STATEMENT**

**"An Act relating to the power and duties of the Department of Education and Early Development for improving instructional practices in school districts."**

SB 285 has been introduced in response to the court case decision of Moore et. al vs. State of Alaska (3AN-04-9756 Civil), which pertains to the Legislature fulfilling its constitutional mandate of overseeing school districts and schools in Alaska. The case concludes in part that the Legislature is failing this duty as regards schools with long-standing poor performance.

The education clause of Alaska's Constitution states that the Legislature has the obligation to establish and maintain public schools in Alaska. The Legislature has delegated this responsibility to the Department of Education and Early Development (DEED). As is common among states, there has been a long-standing policy of maximizing local control of Alaska's schools and education. However, when it is determined that a local school district continually fails to provide a child a meaningful opportunity to learn, local control must give way to Legislative intervention, via DEED. Alaska must make its best effort to remedy the situation by implementing specific, focused strategies and professional development designed to increase student learning and proficiency.

SB 285 requires that regulations be drafted establishing criteria under which DEED may intervene and provide direction to a district to develop school and district-level improvement plans targeted to increase student achievement. The commissioner will use multiple measures and data in making such a determination. Passage of SB 285 will make it clear to Alaska's school districts that they must cooperate with DEED or risk specific directives, delineated in regulation, regarding district personnel decisions and expenditures of district funds necessary to improve instructional practices in the district schools. Passage of SB 285 will also demonstrate to the Judicial branch that the Legislature is acting to better ensure total fulfillment of the mandates established in the education clause of Alaska's constitution.

I encourage your support of this important leadership role we must assume in Alaska's education policy.

# THE EDUCATION CLAUSE

## Alaska Constitution

### Article VII

### Health, Education and Welfare

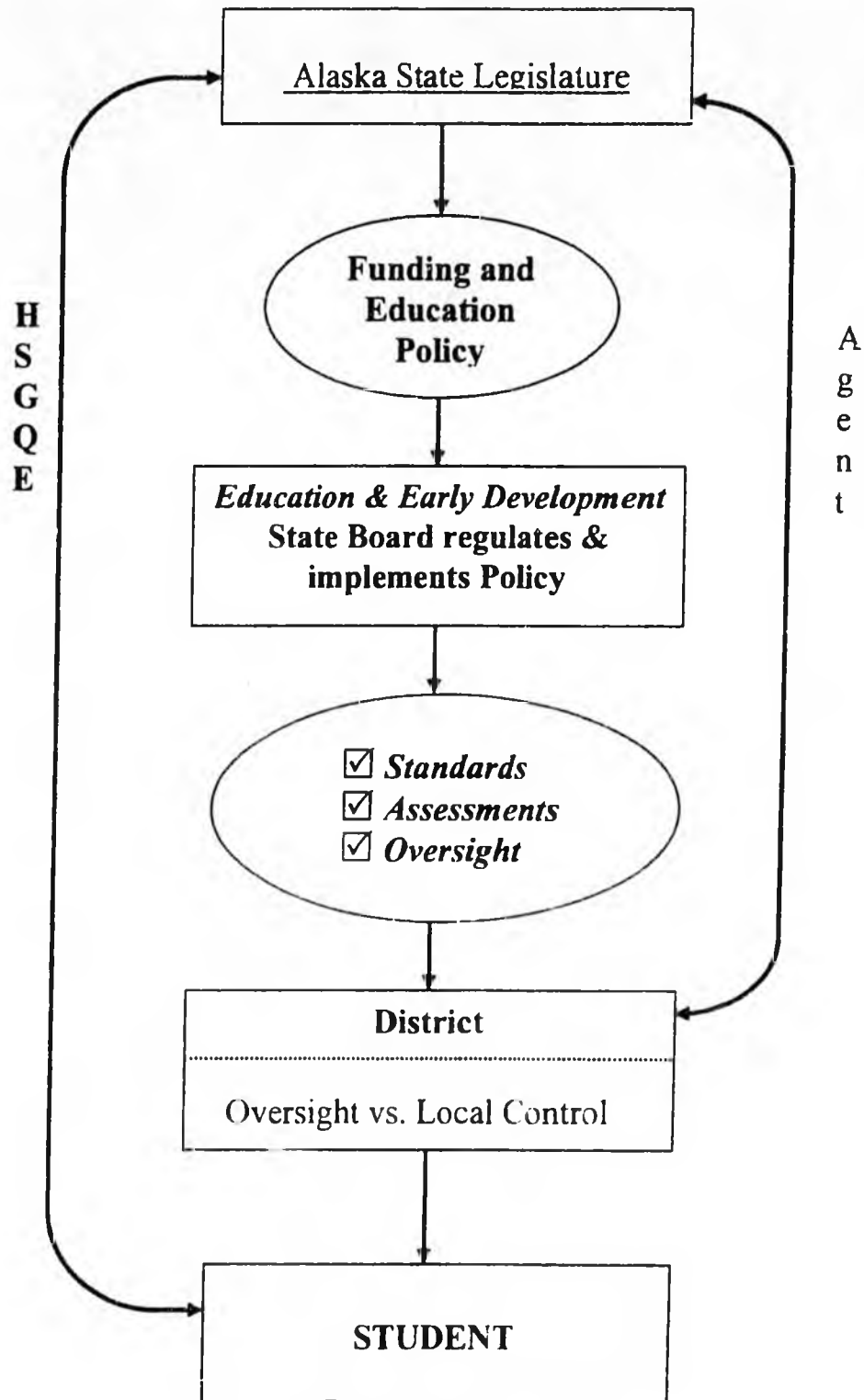
#### § 1. Public Education

The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

## **Court's Decision in *Moore v. State***

<b><u>Requirement of Education Clause</u></b>	<b><u>Is Legislature in Compliance?</u></b>
1. Funding	Yes
2. Standards	Yes
3. Assessment System	Yes
4. State Oversight of School Districts and Schools.	(a) Yes as to districts where local control has worked. (b) No as to Yupiit School District, and maybe other districts or schools with long-standing poor performance.
<b><u>Requirement of Due Process Clause</u></b>	
1. Must be meaningful opportunity to learn in order to require High School Exit Exam for diploma	(a) Yes as to districts where local control has worked. (b) No as to Yupiit School Districts and maybe other districts or schools with long-standing poor performance.

# Alaska Public School System





State's Oversight/ Accountability System:

<b>A. Districts we looked closely at:</b>	<b>B. Districts in which we intervened:</b>
1. Alaska Gateway	1. Lower Yukon (2006)
2. Anchorage	2. Northwest Arctic (2006)
3. Bering Strait	3. Southwest Region (2008)
4. Fairbanks	4. Yukon Flats (2007)
5. Juneau	5. Yukon Koyukuk (2007)
6. Kuspuk	6. Yupiit (2005)
7. Lake & Peninsula	
8. Lower Kuskokwim	
9. Lower Yukon	
10. Mat-Su	
11. North Slope	
12. Northwest Arctic	
13. Southwest Region	
14. Yukon Flats	
15. Yukon/Koyukuk	
16. Yupiit	

Note 1: All decisions are data-driven.

Note 2: Results of the intervention in three districts are attached, and show growth.

Note 3: Interventions have including drafting of improvement plans that mandate a three-step foundation program for improvement.

# Reading District Data

*The Desk & Instructional Audit Revealed*

NCLB Winter Conference  
January 17, 2008

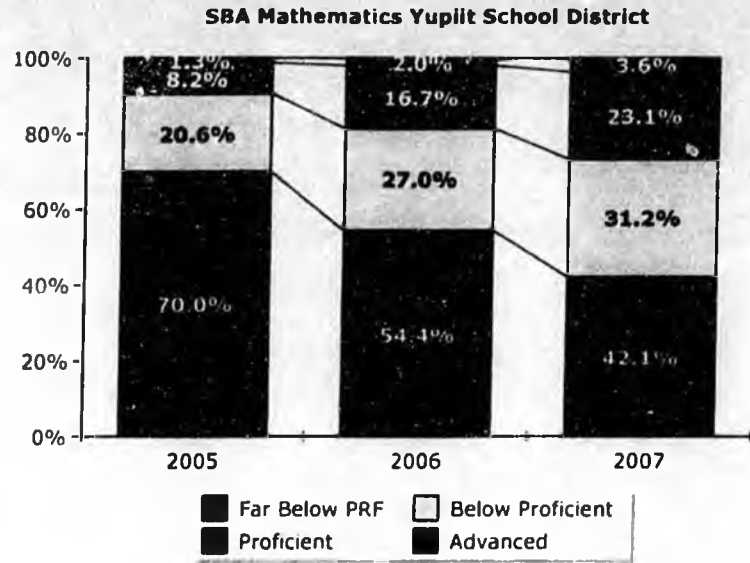


# MATH TESTS SCORES AFTER STATE INTERVENTION

## Yupit School District

State Intervention

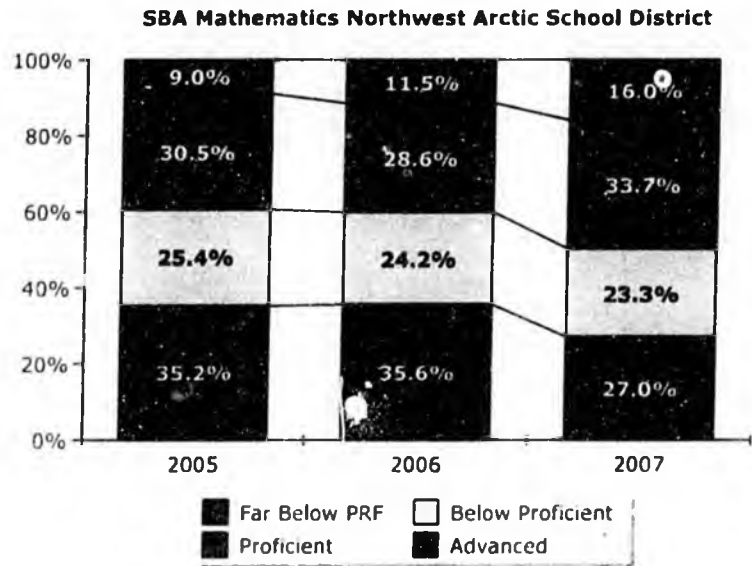
2005  
2006  
2007



## Northwest Arctic School District

State Intervention

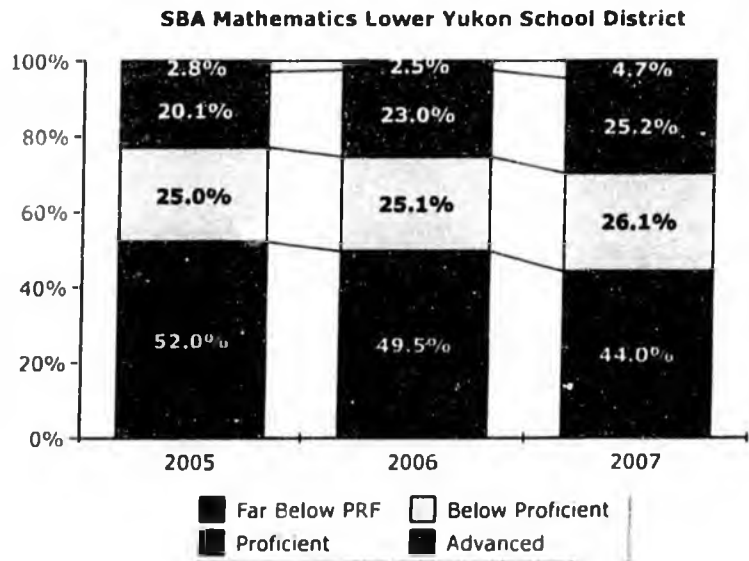
2006  
2007



## Lower Yukon School District

State Intervention

2006  
2007

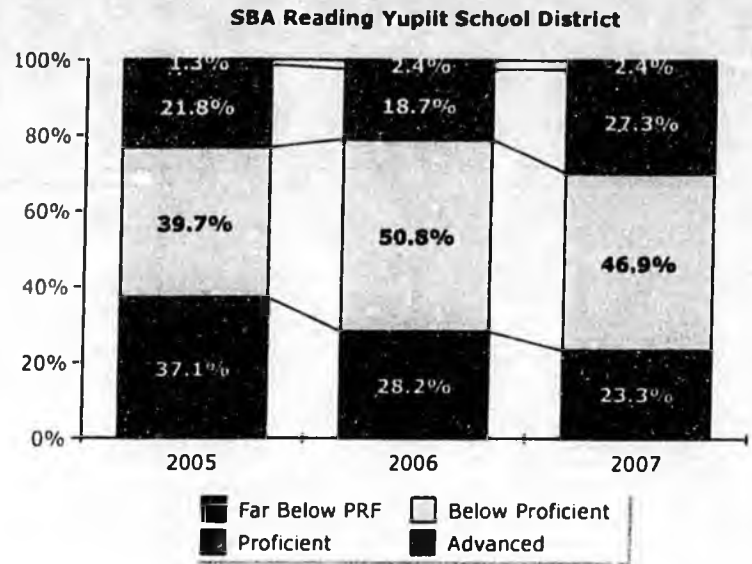


# READING TESTS SCORES AFTER STATE INTERVENTION

## Yupit School District

State Intervention

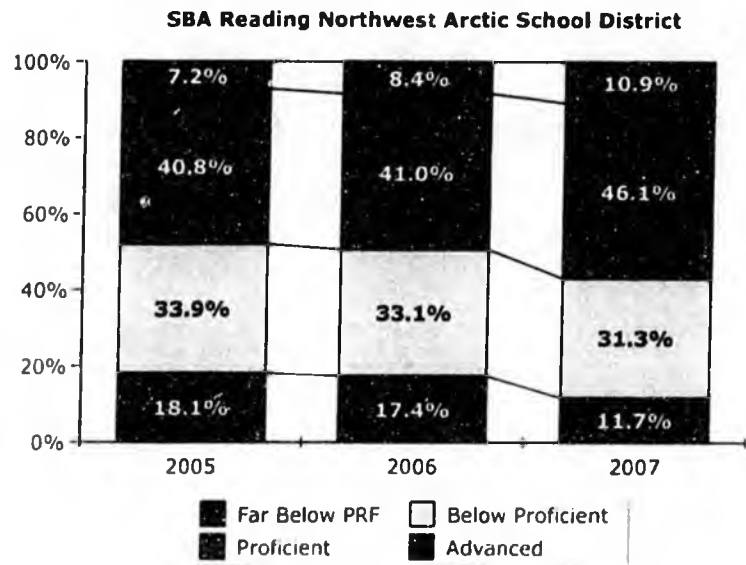
- 2005
- 2006
- 2007



## Northwest Arctic School District

State Intervention

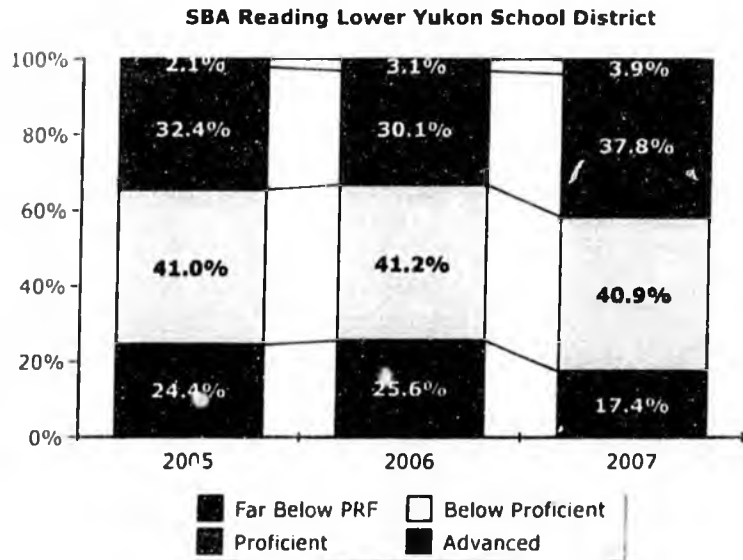
- 2006
- 2007



## Lower Yukon School District

State Intervention

- 2006
- 2007



# ALASKA STATE LEGISLATURE

SB 285

## SENATE FINANCE COMMITTEE

Senator Bert Stedman, Co-Chair  
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(907) 465-3922 - Fax  
Senator\_Bert\_Stedman@legis.state.ak.us



Senator Lyman Hoffman, Co-Chair  
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Phone - (907) 465-4453  
Fax - (907) 465-4523  
Senator\_Lyman\_Hoffman@legis.state.ak.us

Official Business

Letter of Intent

*Amended*

It is the intent of the Legislature that the Department of Education and Early Development (DEED) provide state oversight of public education, and that state oversight promote local control of public education where local control has resulted in effective instructional practices.

It is the intent of the Legislature that the DEED intervene in a school district when the department has evidence that intervention by the department can result in improvement in instructional practices in the school district, consistent with the accountability system established in AS 14.03.123, the secondary student competency examination in AS 14.03.075, and the decision of the Alaska Superior Court in Moore v. State, No. 3AN-04-9756 CI (Alaska Super. 2007).

It is the intent of the Legislature that if intervention actions being taken by DEED involve the hiring of district ~~or school~~ <sup>academic</sup> coaches, to the extent practicable, only Alaskan professionals with significant experience working in Alaska's educational system and instructional practices be utilized.

*Amended &  
Adopted by the Senate*

*Date: 3/24/08*

SENATE BILL NO. 285

formance of public schools in this state. The report must be entitled "Alaska's Public Schools: A Report Card to the Public." The report must include

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

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

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

(g) In this section, "district" has the meaning given in AS 14.17.990. (§ 2 ch 173 SLA 1990; am § 1 ch 63 SLA 1992; am §§ 7, 8 ch 21 SLA 1995; am §§ 3, 4, 5, 6 ch 83 SLA 1998; am § 3 ch 29 SLA 2000; am § 5 ch 94 SLA 2001; am § 1 ch 99 SLA 2002; am §§ 1 — 3 ch 173 SLA 2004)

**Cross references.** — For transitional provisions relating to regulations implementing ch. 83, see § 40, ch. 83, SLA 1998 in the 1998 Temporary and Special Acts.

**Effect of amendments.** — The 1995 amendment, effective August 8, 1995, in subsection (b), substituted "governor, and notify the legislature that the report is available" for "governor and to each member of the legislature" and made a minor stylistic change, and, in subsection (f), deleted "legislature and the" following "provide to the" and inserted "and the legislature" in the first sentence and added the last sentence.

The 1998 amendment, effective July 1, 1998, re-wrote subsections (d) — (f) and in subsection (g) made a section reference substitution.

The 2000 amendment, effective July 1, 2000, added paragraph (d)(7) and made related stylistic changes.

The 2001 amendment, effective July 7, 2001, in subsection (d), added the language beginning "including the number" to the end of paragraph (5), added paragraph (8), and made stylistic changes.

The 2002 amendment, effective June 29, 2002, in paragraph (1)(3), substituted "2005" for "2003," inserted "most recent," updated a section reference, and deleted "during the prior school year" from the end.

The 2004 amendment, effective July 27, 2004, re-wrote subsection (b); in subsection (d), inserted "deliver to the department for posting on the department's Internet website and" in the introductory language, and added paragraphs (9) and (10); in subsection (e), deleted "beginning in 2000" following "July 1 of each year" in the introductory language, added paragraphs (2)(C) and (D), and made related changes.

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

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

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

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

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

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

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

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



AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE KELLER

TO: CSSB 285(FIN)

1 Page 3, line 12, following "criteria":

2 Insert "based on a low performance designation for student performance

3 determined under AS 14.03.123(a), *Student accountability*

4

5 Page 5, lines 19 - 21:

6 Delete "the strategies and methods used in teaching or delivering information, skills,

7 and material to a student to help the student achieve intended educational outcomes"

8 Insert "the teaching methods and student learning management tools that are

9 confirmed by research to improve student achievement"

# STATE OF ALASKA

DEPARTMENT OF LAW

OFFICE OF THE ATTORNEY GENERAL

Sarah Palin, Governor

P.O. BOX 110300  
JUNEAU, ALASKA 99811-0300  
PHONE: (907) 463-2133  
FAX: (907) 463-2075

March 27, 2008

The Honorable Wes Keller  
Alaska State Legislature  
Alaska State Capitol, Room 24A  
Juneau, Alaska 99801

Dear Representative Keller:

You have asked several questions about the presentation by the Departments of Law and Education and Early Development in the House HESS committee on Saturday, March 15. I will address your questions in turn.

Your first question was whether the presentation was "the product of a comprehensive review of the case by the Department of Law?" My answer is that, although the Department of Law has done a comprehensive review of the *Moore* case (a complex case that is still being litigated), this presentation was intended only to provide background on *Moore* to help the committee understand the purpose of SB 285, as asked by EED and Chair Wilson.

Second, you ask, "What are the potential ramifications of a legislative committee discussion and testimony in the context of future Supreme Court action pending on *Moore v. State of Alaska*?" The superior court in *Moore* made clear that she wanted to hear the legislature's reaction to her initial decision in the case. SB 285 can provide a vehicle for this reaction and an opportunity for discussion of the educational policy issues that remain before the court. We support this debate because, in our view, the courts should defer to the legislature on setting educational policy.

Your third question is, "What can we expect to happen related to the June, 2008 deadline date mentioned in the decision whether or not legislative action is taken?" This is the legislature's opportunity to have an effect on the court. Legislative action, or a clear decision not to take action to change the current course, would send a strong message. Conversely, if the legislature is unclear, it will have lost an opportunity to influence the court. You will understand, of course, that we cannot speculate on what the court will do.

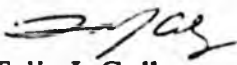
Representative Wes Keller  
Re: *Moore v. State*

March 27, 2008  
Page 2

Fourth, "If the Department of Law is advising legislative action related to the Moore decision: Why is the advice coming in the last 30 days of legislative session and within two months of the June date set by the Supreme Court?" EED might be in a better position to answer the questions you ask about timing.

Finally, if you are interested in this office's legal strategy, because the case is pending, I would prefer not to respond in writing but, instead, to arrange for Assistant Attorney General Neil Slotnick to discuss it with you personally. Please let me know whether this is something you would like to schedule.

Sincerely,

  
Talis J. Colberg  
Attorney General

cc: AAG Neil Slotnick



*Leading the Way*

# Northwest Arctic Borough School District

"Educating Our Children to Lead Successful Lives"

P.O. Box 264 • Kotzebue, Alaska, 99752 • Phone (907) 442-3472 • Fax (907) 442-2392

*Vision: "By 2012, NWABSD will be in the top 10% of district in Alaska based on graduation rates and student achievement."*

March 7, 2008

The Honorable Gary Stevens  
State Capitol Room 103  
Juneau, Alaska 99801-1182

Dear Senator Stevens:

I am writing in response to SB 285: "State Intervention in School District," which you have sponsored. As superintendent of a school district that is operating under a state imposed District Improvement Plan (DIP), I have some insight into the interventions imposed by DEED to improve the delivery of local education.

Let me begin by saying that I appreciate the intent of Senate Bill 285 and welcome the legislatures continued interest in improving school district performance.

Presently, our school district is in the second semester of its second year of intervention under a DIP imposed by DEED. Although I believe the intent of the department is sincere, I am disappointed in their development and deployment of the DIP they imposed on us. Quite simply, it was not well thought through. I have communicated my concerns to the department and worked closely and cooperatively with Interim Commissioner Thompson and members of her staff to address shortcomings in their plan.

As you and others deliberate on SB 285, I would like to offer some suggestions:

1. DEED should be required to obtain legislative or other neutral third party approval before intervening in a school district and imposing a DIP.

A neutral third party needs to be involved in this determination to ensure the department does not act arbitrarily. Presently, it is unclear why some districts are chosen for intervention while others who have as many or more schools deemed in crisis are not. Oversight would ensure accountability on the part of DEED and an appropriate response by the district(s) involved.

2. Require DEED and districts selected for intervention to develop a joint DIP during the budget cycle prior to the intervention. In our case, the budget, plan of service, school calendar, etc., had been developed, approved, and implemented according to state requirements. All of these were arbitrarily disrupted by DEED's imposed DIP, resulting in unbudgeted expenditures in excess of \$100,000, weeks of lost instructional time for key staff, and unnecessary confusion for our district.

3. Require DEED to develop specific entry and criteria exit criteria for district improvement plans. I find it ironic that DEED spent almost a decade building a standards-based education system for the state, yet operates in the absence of standards when it comes to determining how a district gets into and out of a DIP. Teachers, parents, and board members ask me what we must do to be exited from the DIP, I tell them I do not know and DEED does not know either.

4. DEED should refine the approach to working with targeted districts. When it intervened in our district, three (3) of our 12 schools were identified as needing improvement under NCLB criteria. Other schools in our district were performing at satisfactory and in some cases exemplary levels, yet DEED targeted our entire school district. I am still at a loss to understand why the entire district had to be disrupted when we could have focused on the schools that needed help. Certainly, DEED is capable of a more refined approach to working with districts to improve student achievement.

5. Authority and responsibility go hand-in-hand. If DEED takes control of the resources and activities of a school district, they should also assume responsibility for outcomes. School board members, like legislators, are elected and granted authority to act in the best interest of their constituents. Taking that authority away from an elected governing board and granting it to an appointed DEED designee who is not accountable to anyone locally is a VERY serious action for the state to take. DEED should be held accountable by the legislature for the results it produces when it intervenes.

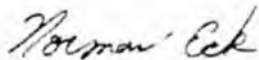
6. DEED should be working with local districts to bring about change rather than imposing sanctions. To my knowledge, no state department of education has shown evidence that forced intervention in a school district has resulted in sustained educational improvements.

7. Arbitrarily assigning coaches to school districts who are under a DIP has the potential to create acrimony between DEED and local school districts. I strongly believe that districts under a DIP should have equal say in who their coach will be.

Please use this opportunity to fashion something that brings people together, promotes collaboration, engages the public, protects local control of schools, and improves student achievement.

Thank you, Senator Stevens, for the opportunity to respond.

Sincerely yours,



Norman Eck, Ph.D.  
Superintendent

## Rebecca Rooney

---

**From:** Norman Eck, Ph.D. [norman\_eck@nwarctic.org]  
**Sent:** Thursday, March 27, 2008 2:13 PM  
**To:** Rep. Peggy Wilson; Rep. Bob Roses  
**Cc:** Rebecca Rooney  
**Subject:** SB285

**Attachments:** 03.18.08 CS 285 #2.doc



03.18.08 CS 285  
#2.doc (222 KB..)

Dear Honorable Representatives Wilson and Roses,

I am in the middle of our School Board meeting today, so I may not be able to testify on SB285 at 3 this afternoon. The Senate Finance Committee made some good changes to the bill. I have 3 additional concerns and have attached them to this email. I respectfully request that you incorporate these changes into the bill.

I spoke with each of you about this bill in your offices on the 17th of March. This is a very important issue and one that has the potential to be very much out of hand for the districts involved in the intervention, if not for your help.

With respect,  
Norman Eck

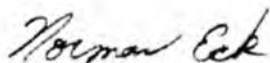
Norman Eck, Ph.D.  
Superintendent  
Northwest Arctic Borough School District  
907.442.3472 x. 233



## Suggested changes to CS for Senate Bill No. 285

Location	Language	Rationale
Page 3, Section 1. 16 (C)	"a process for districts to petition the department prior to the initiation, continuation, or discontinuation of a department intervention."	This will allow a district to appeal to the state board on the front end of intervention.
Page 5, Section 2. 15 (C)	"School improvement grants shall be made available to the district or school under intervention when the district or school improvement plan requires additional service to support student achievement. Additional funds may be used for curricular materials and/or educational specialists (such as school psychologists, speech pathologist, community school liaisons, etc. as written in the district or school improvement plan)."	Depending upon the size of district and/or schools in intervention, and number of students affected, this could be a grant ranging from \$250,000 to \$1,500,000 per district. For example, with 5 districts in intervention, these supplemental grants would total \$5 to \$6 million dollars, statewide total.
Page 5, Section 2. 15 (D)	"In districts where less than half the schools are the target of the intervention, the intervention should be focused on those schools, not the entire district."	For example in Northwest Arctic, we were put into the intervention as per the instructional audit of 3 of our 12 schools. The intervention activities should not disrupt the entire district or the other well-performing schools in Northwest Arctic.

Respectfully submitted:



Norman Eck, Ph.D.  
Superintendent, Northwest Arctic Borough School District  
March 18, 2008

SB 285

25-LS1522L-01

**CONCEPTUAL AMENDMENT # \_\_\_\_\_**

OFFERED IN THE HOUSE

BY: REPRESENTATIVE KELLER

TO CSSB285(FIN)

- 1 Page 3, line 12, following "criteria"
- 2 Insert ", based on a low performance designation for student performance
- 3 determined under AS 14.03.127(a),

SB 285

25-LS1522\L-02

**CONCEPTUAL AMENDMENT #**

OFFERED IN THE HOUSE

BY: REPRESENTATIVE KELLER

TO CSSB285(FIN)

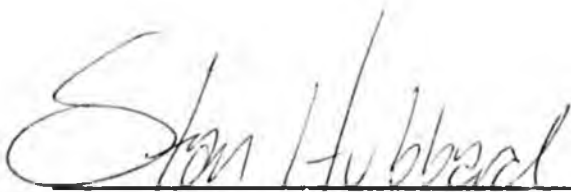
- 1 Page 5, lines 19-21:
- 2 "instructional practices" means the strategies and methods used in teaching
- 3 or delivering information, skills, [*and*] material, **and student learning management**
- 4 **tools** to a student to help the student achieve intended educational outcomes.



# 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.



Signature of Camera Operator



Date

**SCR**

**4**

# Alaska Primary Care Association

*"...uncompromising in the pursuit of access to primary care for all Alaskans."*



The Honorable Peggy Wilson, House HESS Chair  
Members of the House HESS Committee  
Alaska House of Representatives  
State Capitol, Room 403  
Juneau, Alaska 99801-1182

Re: Support for SCR 4

April 16, 2007

Dear Madame Chair Wilson and Members of the HESS Committee,

As Alaska Primary Care Association (APCA) represents 24 Community Health Centers (CHCs) with 115 clinic delivery sites that focus on meeting the needs of medically underserved areas and populations, particularly those who are uninsured and underinsured, we wish to express our support for SCR 4 Public Health and Health Compact that is before the House HESS Committee.

The implementation of the Alaska Health Compact via the promotion of personal health initiatives and successes through the media will serve to heighten awareness of cost-effective, preventative measures in a positive light for Alaskans. This Compact will reinforce the ongoing effort by the APCA and CHCs to encourage community members to engage in preventative measures and healthy lifestyles.

The APCA asks the House to join the Senate in recognizing the power and cost-savings in spreading the good news about prevention and healthy living. The APCA offers its full support for SCR 4.

Respectfully,

Handwritten signature of Regan Mattingly in black ink.

Regan Mattingly  
State Affairs Coordinator

Handwritten signature of Shelley S. Hughes in black ink.

Shelley S. Hughes  
Government Affairs Director

Handwritten signature of Marilyn Kasmar in black ink.

Marilyn Kasmar  
Executive Director



---

**From:** Amy Simpson [mailto:asimpson@picak.org]  
**Sent:** Monday, April 16, 2007 8:24 AM  
**To:** Rep. Peggy Wilson  
**Subject:** Health Compact

Dear Rep. Wilson,  
I support the Health Compact to address statewide health care issues that are greatly impacted by national health care issues. As an executive director of a nonprofit organization in Anchorage, I struggle each year to provide high quality health insurance for staff. Last year alone we incurred a 23% increase in premiums. Some of the early intervention services provided by PIC to infants and toddlers with special needs are billed through insurance companies and Medicaid. However, each year we see a decrease in reimbursement rates. What that translates into is less care being provided in the early years that are so critical in building strong foundations for children's future. I welcome the opportunity to have a comprehensive discussion about the impact of health care statewide. I share the frustration of others when I hear the statistics that Alaska ranks at the top of every negative list.

**Amy Simpson**  
Executive Director  
Programs for Infants and Children, Inc  
907-550-3024



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

House HESS CS for SCR 4:

Page 1 line 3 Insert "Whereas good health is a common goal for all Alaskans,"

Page 1 Replace lines 5-8 with "Whereas obesity and lack of physical activity can lead to long-term illnesses, such as heart disease, diabetes, and other diseases that require costly and ongoing health care; and

Page 1 line 9-16 Delete

Page 2 line 1-7 Delete

Page 2 line 8 replace "greatest" with "major"

Page 2 line 15 replace the comma with a period and delete the remaining words after the comma

Page 2 line 16 insert "Further Resolved each Alaskan is encouraged to share person-to-person or through various media, personal health successes and experiences."

"Further Resolved that Legislators, as members of the Health Compact, support personal health successes"

# Alaska State Legislature

*Interim: (May - Dec.)*  
716 W. 4<sup>th</sup> Ave  
Anchorage, AK 99501  
Phone: (907) 269-0144  
Fax: (907) 269-0148



*Session: (Jan - May)*  
State Capitol, Suite 7  
Juneau, AK 99801-1182  
Phone: (907) 465-3822  
Fax: (907) 465-3756  
Toll free: (800) 770-3822

Senator Bettye Davis@legis.state.ak.us  
<http://www.akdemocrats.org>

## Senator Bettye Davis

SCR 4 "*Relating to public health  
and a health compact.*"

### Sponsor Statement

---

The Health Compact encourages all Alaskans to:

- *Make healthy choices*
- *Promote their own health and well being*
- *Share their experiences and ideas on better health with one another*

Alaska faces a multilayered health crisis of growing proportion. An aging population is growing at a time when the ranks of our physicians are shrinking. The cost of medical care continues to rise as the number of uninsured Alaskans grows.

The Legislature will continue to work to assist in achieving better health for every man, woman, and child in the state. Yet there are things that we as individual Alaskans can do to improve our own health, thereby minimizing our impact on the health care system. We put forth as a small step, this simple tool to help Alaskans help themselves.

The resolution also dedicates the remainder of the year 2007 as a time to join the Compact, and dedicates 2008 as a year for sharing ideas and taking action.

The cost is free but the rewards are priceless.

**SCR**

**14**

# ALASKA STATE LEGISLATURE



*Interim:*

600 East Railroad Avenue  
Wasilla, Alaska 99654  
(907) 376-3370  
(907) 376-3157 Fax

*Session:*

State Capitol  
Juneau, Alaska 99801-1182  
(907) 465-6600  
(907) 465-3805 Fax

## SENATOR LYDA GREEN SENATE DISTRICT G

Sponsor Statement: Senate Concurrent Resolution 14  
Perianesthesia Nurses Week  
Sponsored by Senator Lyda Green

“Proclaiming February 4-10, 2008, as Perianesthesia Nurses Week.”

Posted: January 15, 2008  
Contact: Ginger Blaisdell, 465-5038, Professional Aide

Perianesthesia Nurses are the specialized medical professionals who care for patients prior to and immediately following surgery or during other events where an individual is administered anesthesia.

The February date was established nationally for the recognition of Perianesthesia Nurses Awareness Week. I ask that the State of Alaska recognize and support the important work that Perianesthesia nurses do for each of us. Although the actual date has passed, the Alaska Perianesthesia nurses are greatly appreciative of this recognition by the legislature.

I would appreciate your support of this bill.

**SCR**

**17**



# ALASKA STATE LEGISLATURE

**Session**  
State Capitol Building, Room 125  
Juneau, Alaska 99801-1182  
Phone (907) 465-2995  
Fax (907) 465-6592

**Interim**  
716 West Fourth Avenue, Suite 130  
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Fax (907) 269-0249



**Chair**  
Senate State Affairs  
Administrative Regulation Review

**Member**  
Senate Judiciary Committee  
Senate Resources Committee

## SENATOR LESIL MCGUIRE

### SPONSOR STATEMENT

#### SCR 170 – BRAIN INJURY AWARENESS MONTH: MARCH 2008

SCR 17 aims to raise awareness about Traumatic Brain Injuries and their impact to the state.

Traumatic brain injury (TBI) is damage to the brain that results when the head is hit, strikes a stationary object, or is violently shaken. Alaska is the number one state per capita for brain injuries and TBI is one of the leading causes of death of young people in the state. Over 800 TBIs are reported annually and an estimated 12,000 Alaskans have suffered a TBI.

These injuries are often life altering and consequently place a tremendous strain on victims and their families. Many victims often live with permanent disabilities, and the tragedy of TBI is exacerbated by the fact that most TBIs are preventable.

The Brain Injury Association of America recognizes March of each year as Brain Injury Awareness Month; this resolution would comport with national recognition by making March 2008 Traumatic Brain Injury Awareness Month in Alaska.

Underscoring the importance of raising TBI awareness is the fact that the number of Alaskans with TBIs is on the rise. TBIs are one of the most common injuries incurred in military combat today and as injured military personnel return home to Alaska, the rate of TBIs is increasing sharply with no signs of slowing.

According to a task force on traumatic brain injury created by the Army Surgeon General, as many as one in five U.S. combat troops who fought in Iraq or Afghanistan leave with signs they may have had a TBI. 60-67% of injured US soldiers sent from Iraq to Walter Reed Army Medical Center have a TBI from blasts, severe falls, and motor vehicle accidents. 83% of wounded Marines treated at the National Naval Medical Center have some form of temporary or permanent brain damage.

What this is all adds up to is increasing rates of TBI in Alaska and another reason in a long list of very good reasons to bring attention to this silent epidemic. So please join us in support of brain injury awareness, prevention, and treatment by passing SCR 17.

**SCR**

**19**

# ALASKA STATE LEGISLATURE

*Session*  
State Capitol, Rm. 115  
Juneau, AK 99801  
(907) 465-2435  
Fax: (907) 465-6615

*Interim*  
716 W. 4<sup>th</sup> Ave, Ste. 540  
Anchorage, AK 99501  
(907) 269-0120  
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Co-chair  
Joint Armed Services Committee

Member  
Resources Committee  
Judiciary Committee  
Transportation Committee

Senator\_Bill\_Wielechowski@legis.state.ak.us

## SENATOR BILL WIELECHOWSKI

### SPONSOR STATEMENT

#### SS for SCR 19: Support for Alaska's Early Learners

Recent studies indicate that nearly half of Alaska children enter school unprepared to be successful learners, setting them up for failure before they even start kindergarten.

Experts attribute this in large part to the lack of preschool education available in Alaska. Alaska is one of only 10 states without a state-funded, statewide early childhood system. Nationally the trend is towards voluntary pre-kindergarten for all children.

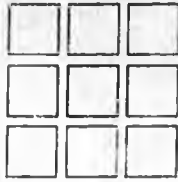
Study after study documents the benefits of quality preschool education, including significantly less grade repetition; major reductions in special education placements; substantially higher rates of high school graduation; dramatic increases in college attendance; substantially fewer arrests; much less reliance on public assistance; and higher rates of employment.

In addition, key workforce skills (e.g., motivation, persistence and self-control) are developed most cost-effectively and efficiently in preschool children. All of these factors combine to make returns from investments in preschool far greater than those from most public economic development projects.

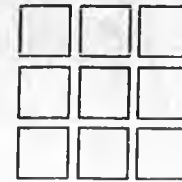
In 2007, Alaska was one of ten states awarded a prestigious grant from the National Governors Association to hold a Governor's Summit on Early Learning. More than 150 legislators, other policymakers and statewide leaders participated in the summit to ensure Alaska's future economy will be supported by an educated, productive workforce.

Attendees at the Summit drafted recommendations to ensure that all children, especially those most in need, have access to quality early learning opportunities.

SCR 19 calls on Governor Palin to thoroughly consider the recommendations of the Summit on Early Education and work closely with the legislature to implement its recommendations as appropriate.



*Alaska*  
GOVERNOR'S SUMMIT  
ON EARLY LEARNING  
2007



## Best Beginnings Recommendations

The Alaska Governor's Summit on Early Learning brought together over 150 Alaskans from a wide variety of sectors across the state to develop recommendations for Governor Sarah Palin's early learning policy agenda. Participants were asked to address these goals:

- Goal A** All children, especially those most in need, have access to early literacy and learning opportunities in their home or in out-of-home settings;
- Goal B** These services are coordinated; and
- Goal C** Parents, grandparents, and extended family are engaged in young children's learning with needed support, resources, and incentives.

After hearing from national speakers on early learning and economic development, brain research and early learning, and early learning public policy, and from Alaskan leaders, participants broke into small groups. Participants discussed how to create a **System Infrastructure** for early learning in Alaska and how to provide early learning opportunities to children **In the Home** and to children in **Programs Outside the Home**. Their top recommendations include the following:

- **Implement a voluntary Quality Rating and Improvement System (QRIS)** which is a method to assess, improve, and communicate the level of quality in early care and education settings (addresses all three goals, and is a priority in the areas of both "System Infrastructure" and "Programs Outside the Home")
- **Conduct a comprehensive public engagement campaign** to inform parents, extended families, community members, and business about the economic and social "return on investment" in the early years and what they can do to support early learning (addresses Goal C, and is a priority in the area of "In the Home")
- **Increase funding for Head Start** to enable more low-income children to participate (addresses Goal A, and is a priority in the area of "Programs Outside the Home")
- **Increase the child care assistance reimbursement rates** (addresses Goal A, and is a priority in the area of "Programs Outside the Home")

Supported By



**BEST BEGINNINGS**  
Alaska's Early Childhood Investment

- **Increase the eligibility guidelines for child care assistance** so more families can participate in the workforce (addresses Goal A, and is a priority in the area of "Programs Outside the Home")

## **Other Recommendations**

### System Infrastructure

- **Provide sustainable state resources** to support early learning (examples are an early learning endowment, a formula for funding, trust fund, or savings account)
- **Develop a public-private entity** to oversee and coordinate early learning activities (examples are the Denali Commission, cabinet level structure, new department, or single coordinating office with multiple departmental linkages)
- **Develop community-level database & coordinated system** to identify services and organizations that provide early learning services across Alaska
- **Conduct community needs assessments** to develop system of support for families and children (multi-agency system and strong community buy-in)

### In the Home

- **Encourage employer flexibility and financial assistance** for parents of young children, (examples are tax credits, paid parental leave, parenting resources, flexible schedules, and other family-friendly policies)
- **Provide all parents with access to home-based education and support** (examples are expansion of home visiting, parenting classes, and financial supports)
- **Develop culturally relevant materials** (listening to groups, using technology, have incentives and mechanisms to share, template to produce own materials)

### Programs Outside the Home

- **Create a statewide professional development plan** that ensures there are adequate supports to build an early care and education workforce (examples are wage incentive programs and financial supports for education and training)
- **Create a liability insurance pool for child care centers and a health insurance pool for child care workers, with financial support**
- **Provide incentives to businesses** to support the creation and maintenance of quality early care and education programs

*Supported By*



**BEST BEGINNINGS**  
Alaska's Early Childhood Investment





# The High/Scope Perry Preschool Study to Age 40

Larry Schweinhart

*High/Scope Educational Research Foundation*

[www.highscope.org](http://www.highscope.org)





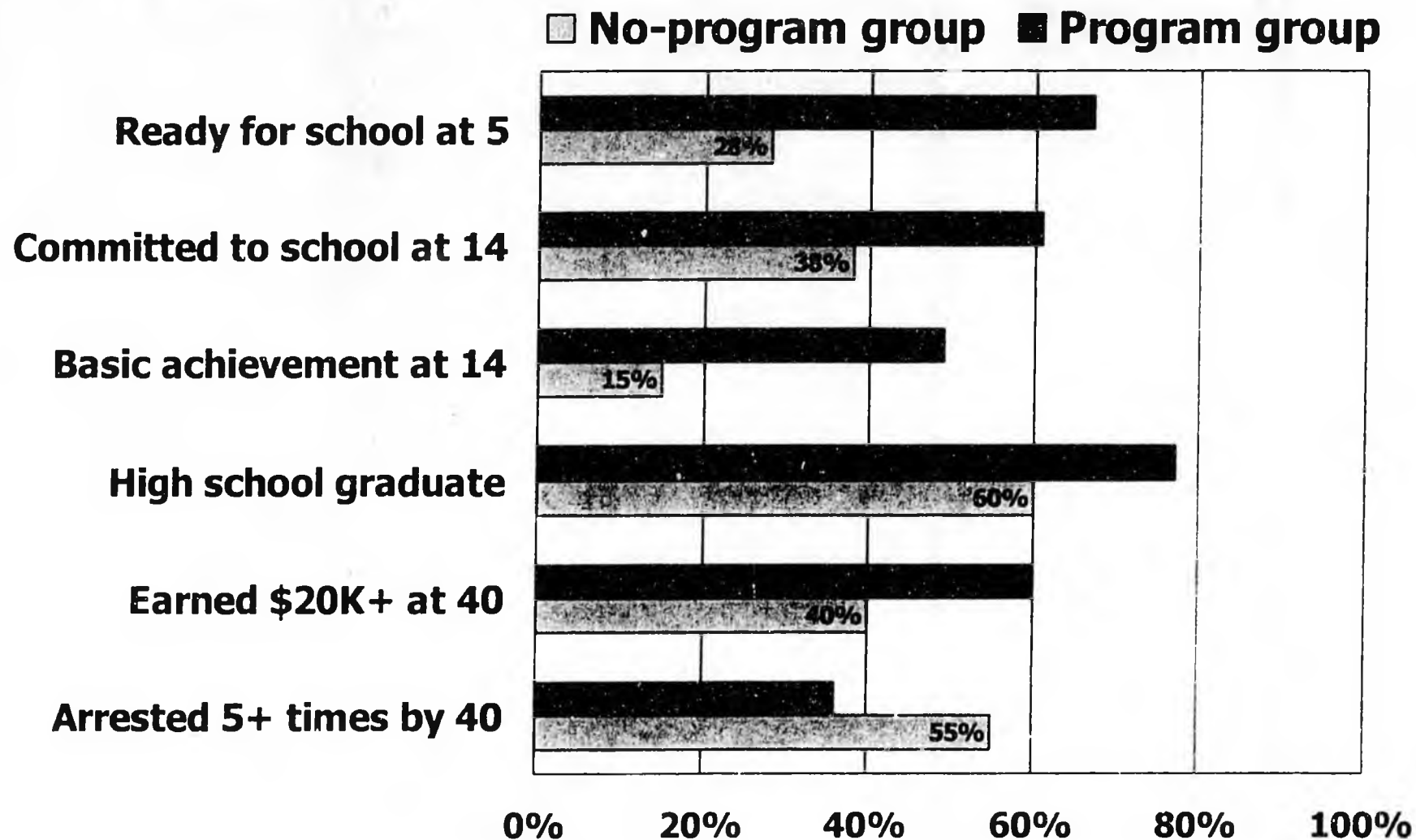
# The High/Scope Perry Preschool Study to Age 40

Larry Schweinhart

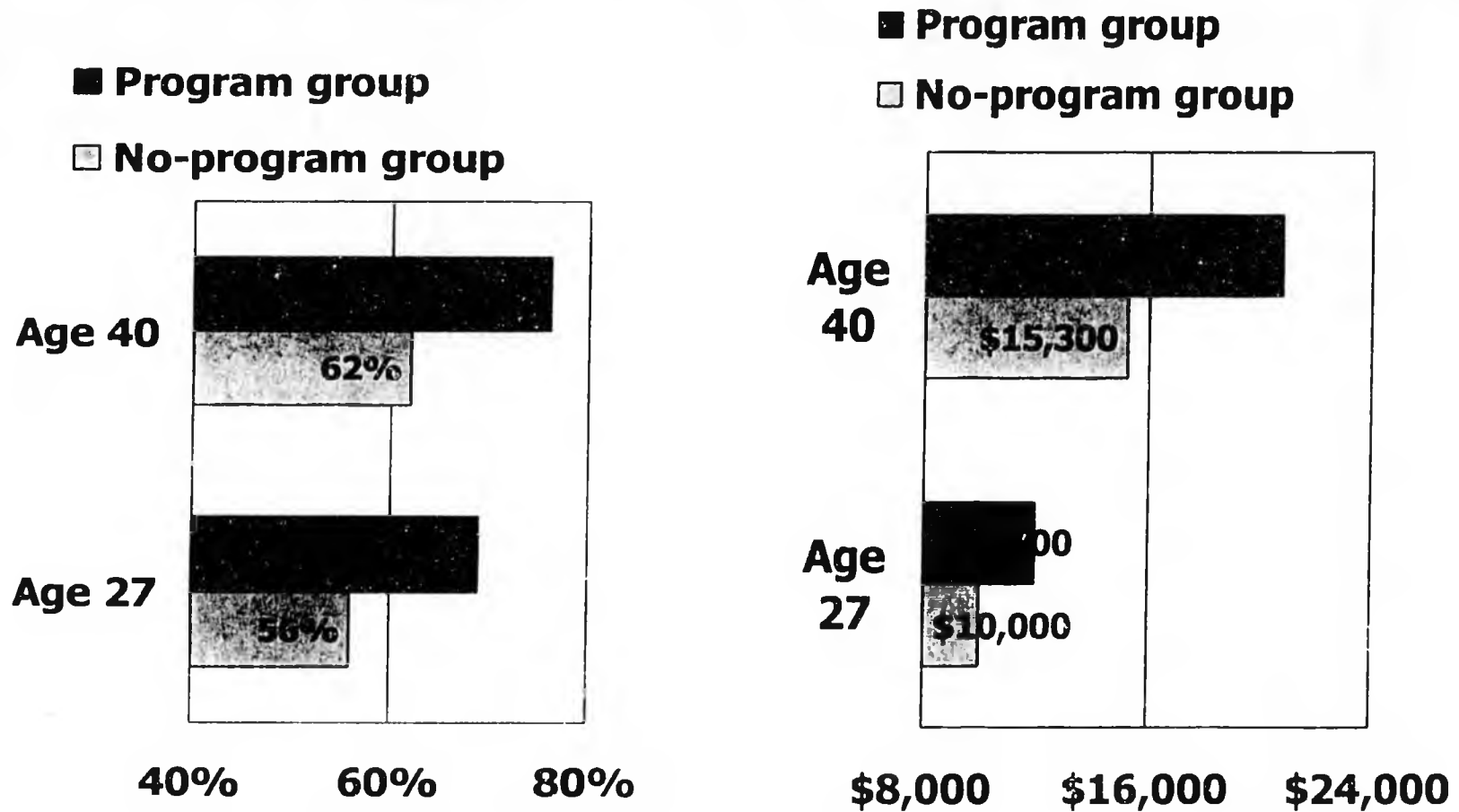
*High/Scope Educational Research Foundation*

[www.highscope.org](http://www.highscope.org)

# Major findings over time



# More employed, higher earnings



# Fewer arrested for various types of crimes

■ Program group

□ No-program group

