

Alaska State Board of Education & Early Development
March 19 & 20, 2015
Department of Education & Early Development
801 West 10th Street
Juneau, AK
Unapproved Agenda

***Mission Statement:** To ensure quality standards-based instruction to improve academic achievement for all students.*

Thursday, March 19, 2015

8:00 AM	Call to Order.....	Esther Cox, Chair
	Oath of Office.....	Esther Cox, Chair
	Roll Call.....	Esther Cox, Chair
	Pledge of Allegiance.....	Esther Cox, Chair
	Disclosures of potential conflicts of interest.....	Esther Cox, Chair
	Approval of Agenda for March 19, 2015.....	Esther Cox, Chair
	Board Member Recognition.....	Esther Cox, Chair
8:10 AM	Welcome by Juneau School District	Esther Cox, Chair
	Mark Miller, Superintendent
8:20 AM	Public Comment	Esther Cox, Chair

Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. **Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau. For participation from Juneau, call 586-9085.** This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at 8:00 a.m. on March 19, and 8:30 a.m. on March 20 (audio only). Click on the meeting name to listen to the meeting proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

- 10:45 AM 6. Charter Schools.....Commissioner Hanley
.....Dr. Susan McCauley, Director
6A. American Charter Academy renewal
6B. Academy Charter renewal
6C. Effie Kokrine Charter School renewal
- 11:45 AM 7. ACT College & Career Readiness Campaign
.....Commissioner Hanley
.....Margaret MacKinnon, Director
- 12:00 PM LUNCH
- 12:45 PM 8. FY16 Operating and Capital Budget.....Commissioner Hanley
.....Heidi Teshner, Director
- 1:15 PM 9. Teacher Quality Report.....Commissioner Hanley
.....Jerry Covey, Consultant
- 1:45 PM Regulations
10. Regulations to go out for public comment.....Commissioner Hanley
10A. School and Educator Accountability...Dr. Susan McCauley, Director
10B. Student Teachers.....Dr. Susan McCauley, Director
.....Sondra Meredith, Administrator
10C. Bond Reimbursement & Grant Review Committee Term Limits.....
.....Elizabeth Nudelman, Director
10D. Library, Archives & Museums Fees.....Linda Thibodeau, Director
- 3:15 PM BREAK
- 3:30 PM 11. Regulations to Adopt.....Commissioner Hanley
11A. APSMargaret MacKinnon, Director
11B. Assessment.....Margaret MacKinnon, Director

11C. Type B Certificate.....Dr. Susan McCauley, Director
.....Sondra Meredith, Administrator

11D. Teacher Certification Fees.....Dr. Susan McCauley, Director
.....Sondra Meredith, Administrator

11E. Early Literacy Screening Waiver.....Dr. Susan McCauley, Director
.....Sondra Meredith Administrator

4:30 PM Recess

4:35 PM Alaska Public School Trust Meeting

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Mission Statement: To ensure quality standards-based instruction to improve academic achievement for all students.

Friday, March 20, 2015

- 8:30 AM Call to Order.....Esther Cox, Chair
Roll Call.....Esther Cox, Chair
Disclosures of potential conflicts of interestEsther Cox, Chair
Approval of Agenda for March 20, 2015.....Esther Cox, Chair

BUSINESS MEETING

- 8:45 AM 12. Subcommittee Appointments.....Esther Cox, Chair
- 9:00 AM Regulations
13. Regulations to go out for public comment.....Commissioner Hanley
- 13A. School and Educator Accountability...Dr. Susan McCauley, Director
- 13B. Student Teachers.....Dr. Susan McCauley, Director
.....Sondra Meredith, Administrator
- 13C. Bond Reimbursement & Grant Review Committee Term Limits.....
.....Elizabeth Nudelman, Director
- 13D. Library, Archives & Museums Fees.....Linda Thibodeau, Director
- 9:30 AM 14. Regulations to Adopt.....Commissioner Hanley
- 14A. APS.....Margaret MacKinnon, Director
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- 14B. Assessment.....Margaret MacKinnon, Director
- 14C. Type B Certificate.....Dr. Susan McCauley, Director
.....Sondra Meredith, Administrator
- 14D. Teacher Certification Fees.....Dr. Susan McCauley, Director
.....Sondra Meredith, Administrator
- 14E. Early Literacy Screening Waiver.....Dr. Susan McCauley, Director
.....Sondra Meredith, Administrator

STANDING REPORTS

- 10:00 AM 15. Teaching & Learning Report.....Commissioner Hanley
.....Dr. Susan McCauley, Director
- 10:15 AM 16. Assessment, Accountability & Information Management Report
.....Commissioner Hanley
.....Margaret MacKinnon, Director
- 10:30 AM BREAK
- 10:45 AM 17. Libraries, Archives & Museums Report.....Commissioner Hanley
.....Linda Thibodeau, Director
- 11:00 AM LUNCH
- 11:45 AM Depart for SLAM building tour**
- 1:30 PM 18. Legislative Report.....Commissioner Hanley
..... Marcy Herman, Legislative Liaison
- 1:45 PM 19. Rural Education Report.....Commissioner Hanley
- 2:00 PM 20. Mt. Edgecumbe High School Report.....Commissioner Hanley
.....Bill Hutton, Director
- 2:15 PM BREAK

- | | | |
|---------|----------------|--|
| 2:30 PM | 21. | Attorney General’s Report.....Commissioner Hanley
.....Rebecca Hattan, Assistant Attorney General |
| 2:45 PM | 22. | Commissioner’s Report.....Commissioner Hanley |
| 3:00 PM | 23. | Consent Agenda.....Esther Cox, Chair |
| | | 23A. Approve Minutes of December 4 & 5, 2014, meeting |
| | | 23B. Approve Minutes of January 26, 2015, meeting |
| | | 23C. Approve School Construction and Major Maintenance Grant Lists |
| | | 23D. Approve Cordova Waiver |
| | | 23E. Approve Klawock Waiver |
| | | 23F. Approve Southwest Region Waiver |
| | | 23G. Approve Resolution Supporting Naming of SLAM |
| | | 23H. Approve Department Budget |
| | | 23I. Approve Appointment of Margaret MacKinnon |
| | | 23J. Approve American Charter Academy reapplication |
| | | 23K. Approve Academy Charter reapplication |
| | | 23L. Approve Effie Kokrine Charter School reapplication |
| 3:15 PM | Board Comments | |
| 3:30 PM | Adjourn | |

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Oath of Office

◆ **ISSUE**

Chair Cox will administer the oath of office to a new member of the State Board of Education & Early Development.

◆ **BACKGROUND**

- Governor Walker has appointed Dr. Keith Hamilton to the Public-at-Large seat effective March 1, 2015.
- AS 39.05.040 requires members of each board within state government to take an oath of office before entering duties of office.
- Chair Cox will conduct the swearing in.

“I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska, and that I will faithfully discharge my duties as *a member of the State Board of Education and Early Development* to the best of my ability.”

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 1

◆ ISSUE

The board is being asked to consider three school district requests for waiver of the 70% minimum expenditure for instruction requirement for fiscal year 2014 audited financial statements.

◆ BACKGROUND

- AS 14.17.520 requires school districts to budget for and spend a minimum of 70% of their school operating budgets each fiscal year on the instructional component of their budgets. AS 14.17.520(d) allows a district that is unable to comply with the requirement to request a waiver from the board. The board may grant the waiver if it determines that the district's failure "was due to circumstances beyond the control of the district."
- If a district's budget does not require a waiver, but after year-end the audited financial statements show the minimum requirement was not met, that district may request a waiver after the fact. The board granted two such waivers in FY2006, five in FY2007, three in FY2008, three in FY2009, five in FY2010, two in FY2011, five in FY2012, and five in FY2013.
- The history of school districts requesting budget and financial statement waivers is included in the Operating Fund Minimum Expenditure for Instruction Summary spreadsheet in this packet.
- After review of the FY2014 audited financial statements, the department notified the three districts not meeting the requirements of AS 14.17.520.
- Behind this cover memo are: 1) a copy of AS 14.17.520; 2) the Operating Fund Minimum Expenditure for Instruction Summary; and 3) the department's notification letter and instructions.
- Each waiver request will be addressed separately under agenda items:
 - 1A. Cordova City School District
 - 1B. Klawock City School District
 - 1C. Southwest City School District
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

This is an information item. The board will be asked to approve each waiver request separately under Agenda Items 23D-F.

Alaska Statute 14.17.520

Sec. 14.17.520. Minimum expenditure for instruction.

(a) A district shall budget for and spend a minimum of 70 percent of its school operating expenditures in each fiscal year on the instructional component of the district budget.

(b) The commissioner shall reject a district budget that does not comply with (a) of this section and, unless a waiver has been granted by the board under (d) of this section, shall withhold payments of state aid from that district, beginning with the payment for the second full month after rejection and continuing until the school board of the district revises the district budget to comply with (a) of this section.

(c) The commissioner shall review the annual audit of each district for compliance with the expenditure requirements of (a) of this section. If the commissioner determines that a district does not meet those requirements, the commissioner shall advise the district of the determination, calculate the amount of the deficiency, and deduct that amount from state aid paid to the district for the current fiscal year. A deduction in state aid required under this subsection begins with the payment for the second full month after the determination, unless a waiver has been granted by the board under (d) of this section.

(d) A district that has been determined by the commissioner to be out of compliance with the requirements of this section may, within 20 days of the commissioner's determination, request a waiver by the board of the imposition by the commissioner of any reduction in state aid payments under (b) or (c) of this section. The request must be in writing and must include an analysis of the reasons and causes for the district's inability to comply with the requirements of this section. The board may grant the waiver if the board determines that the district's failure to meet the expenditure requirements of this section was due to circumstances beyond the control of the district. The request must also be submitted to the Legislative Budget and Audit Committee, which shall review the district's request and forward the committee's recommendations on it to the board.

(e) The commissioner shall submit an annual report on actions taken by the commissioner or the board under this section to the Legislative Budget and Audit Committee by April 15 of each year.

(f) In this section, "instructional component" includes expenditures for teachers and for pupil support services.

Department of Education & Early Development Operating Fund Minimum Expenditures for Instruction Summary

	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
	FY 2006	FY 2006	FY 2007	FY 2007	FY 2008	FY 2008	FY 2009	FY 2009	FY 2010	FY 2010	FY 2011	FY 2011	FY 2012	FY 2012	FY 2013	FY 2013	FY 2014	FY 2014	FY 2015
	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget										
Alaska Gateway	66%	63%	66%	65%	63%	67%	66%	66%	67%	67%	67%	65%	70%	65%	70%	68%	69%	69%	69%
Aleutian Region	69	72	70	70	72	71	68	69	63	63	65	63	67	64	67	66	69	69	67
Aleutians East Borough	66	64	68	64	64	66	66	67	67	68	66	66	67	67	66	66	68	68	70
Anchorage	77	77	78	77	77	80	79	79	79	79	79	79	79	79	80	80	77	80	82
Annette Island	70	71	71	72	70	73	70	70	70	70	70	72	73	70	71	72	72	71	74
Bering Strait	71	69	70	66	70	71	67	66	67	69	67	70	67	69	70	70	70	71	70
Bristol Bay Borough	62	61	64	64	60	61	63	60	60	61	62	61	63	61	64	62	62	60	60
Chatham	65	65	66	67	67	66	66	63	65	67	65	66	64	62	64	66	66	64	68
Chugach	74	80	79	76	79	83	77	84	77	81	81	79	74	78	70	79	78	78	77
Copper River	69	69	68	68	67	70	68	66	67	67	65	65	65	66	66	67	65	67	67
Cordova City	69	69	67	70	67	71	69	70	71	71	70	72	71	70	71	70	70	*69	72
Craig City	79	79	78	78	80	80	79	78	80	79	76	73	77	77	76	75	75	74	76
Delta Greely	72	73	74	74	70	72	73	72	71	70	72	70	70	71	71	71	71	71	71
Denali Borough	72	70	71	69	68	71	70	71	68	71	70	70	72	71	72	74	72	72	72
Dillingham City	72	70	72	70	73	73	70	70	74	72	74	73	75	74	77	76	75	75	79
Fairbanks North Star Borough	75	75	75	76	74	78	77	77	76	78	78	78	77	77	78	79	79	79	79
Galena City	72	70	73	73	71	75	70	71	70	71	70	71	71	68	71	69	70	72	73
Haines Borough	69	70	70	70	73	71	73	72	74	72	74	75	76	74	75	74	75	74	75
Hoonah City	53	56	60	59	62	63	60	62	60	61	62	65	65	64	66	68	64	64	64
Hydaburg City	67	60	70	56	71	62	58	59	55	55	59	59	60	57	61	61	64	62	69
Iditarod Area	62	60	61	62	60	64	61	62	60	61	60	62	63	65	61	62	61	62	63
Juneau Borough	76	77	77	78	79	80	77	78	78	78	78	78	78	79	79	80	80	80	86
Kake City	59	59	61	55	54	58	59	58	58	57	59	61	60	60	60	61	60	66	65
Kashunamiut	70	68	70	70	70	70	70	65	70	65	70	68	70	66	64	61	63	62	66
Kenai Peninsula Borough	73	72	74	73	74	75	73	74	74	74	74	74	75	74	76	76	75	75	77
Ketchikan Gateway Borough	77	77	77	76	74	77	76	78	77	77	78	77	78	78	79	80	81	81	82
Klawock City	68	66	67	65	66	65	66	65	71	69	72	70	72	68	70	68	70	*67	70
Kodiak Island Borough	74	72	74	73	72	74	72	73	73	72	74	74	73	72	74	73	74	74	74
Kuspuk	63	61	65	67	62	63	64	65	62	61	64	62	66	62	66	66	66	66	64
Lake & Peninsula Borough	65	65	66	65	66	67	65	64	67	66	65	62	66	65	65	67	67	67	68
Lower Kuskokwim	73	74	71	75	72	75	75	74	76	74	74	75	74	76	78	78	78	78	78
Lower Yukon	68	69	70	69	70	68	67	69	67	67	71	68	70	71	71	70	71	71	72
Matanuska Susitna Borough	77	76	79	78	78	80	80	79	79	78	79	78	78	78	78	79	78	79	79
Nenana City	69	70	70	71	70	74	75	75	75	74	72	73	75	74	73	74	73	74	74
Nome City	66	64	65	66	62	66	64	64	65	64	65	64	66	64	68	66	68	70	69
North Slope Borough	64	63	64	64	63	65	61	61	64	63	65	65	66	65	67	66	66	66	67
Northwest Arctic Borough	63	62	63	63	65	67	65	61	60	61	60	62	62	61	66	67	64	65	66
Pelican City	56	55	60	60	59	56	59	63	61	56	58	49	62	53	56	45	52	52	52
Petersburg City	71	74	71	71	70	74	73	74	74	75	74	73	73	72	72	72	73	74	73
Pribilof Islands	68	62	64	63	65	66	69	67	68	64	68	61	67	61	64	54	60	64	62

Department of Education & Early Development Operating Fund Minimum Expenditures for Instruction Summary, continued

	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
	FY 2006	FY 2006	FY 2007	FY 2007	FY 2008	FY 2008	FY2009	FY 2009	FY2010	FY2010	FY2011	FY2011	FY2012	FY2012	FY2013	FY2013	FY2014	FY2014	FY2015
	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget
Saint Mary's	65	62	65	64	62	62	62	58	61	47	61	60	61	54	61	55	61	56	64
Sitka Borough	78	76	78	77	77	79	79	79	77	78	77	78	79	78	79	80	80	80	81
Skagway City	65	65	67	66	68	74	70	71	66	66	64	65	61	62	63	58	63	64	67
Southeast Island	67	60	71	70	72	67	69	67	68	67	67	72	67	67	67	65	69	69	71
Southwest Region	67	67	67	65	67	69	67	68	68	65	66	65	68	67	69	70	70	*68	72
Tanana City	48	41	48	40	54	51	54	49	54	56	53	54	54	54	62	51	62	58	65
Unalaska City	70	72	70	70	71	72	70	71	72	72	72	72	72	71	72	72	71	72	72
Valdez City	71	74	74	76	71	74	74	76	76	76	75	76	76	77	77	74	76	76	76
Wrangell City	69	70	68	70	67	71	68	70	68	70	69	71	71	74	72	72	72	72	68
Yakutat City	69	70	71	71	70	71	70	67	70	66	69	71	70	66	70	69	70	72	73
Yukon Flats	62	60	62	61	64	65	60	60	61	61	61	57	64	62	67	63	66	66	68
Yukon/Koyukuk	66	68	73	67	71	70	67	67	70	68	71	73	72	70	71	71	72	71	72
Yupit	69	71	68	60	70	70	72	68	70	65	71	# 63	70	71	71	68	66	64	67
Total Waivers	32	2	24	5	24	3	28	3	27	5	26	3	23	5	23	5	24	3	23
	Bold	= Waiver Requested and Approved																	
	*	= Waiver being requested																	
	#	= Waiver Requested and Denied																	
SUMMARY OF PERCENTAGES BY CATEGORY																			
Districts below 60%	4	4	1	4	3	3	4	4	3	4	4	4	1	4	1	5	1	3	1
Districts between (60% - 65%)	5	13	9	10	10	6	8	10	10	10	8	11	10	11	10	7	11	10	6
Districts between (66% - 70%)	23	11	14	13	11	13	16	14	14	16	14	10	12	13	12	15	12	14	16
Districts at 70% and above	21	25	29	26	29	31	25	25	26	23	27	28	30	25	30	26	29	26	30
	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53

† Minimum Expenditure for Instruction Percentages for FY1999-FY2005 budgets and audits have been removed.

SCHOOL FINANCE & FACILITIES

801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.8679
Fax: 907.463.5279
Elizabeth.Nudelman@alaska.gov

January 20, 2015

Jim Holien, Superintendent
Klawock City School District
P.O. Box 9
Klawock, AK 99925

Dear Mr. Holien:

In accordance with the Alaska Statute 14.17.520(c), the Alaska Department of Education & Early Development has reviewed the Klawock City School District's FY2014 Audited Financial Statements and determined that the Klawock City School District is below the 70% minimum expenditure for instruction requirement and did not apply for and receive a FY2014 budget waiver. Alaska Statute 14.17.520(c) requires a deduction in state aid to begin with the payment for the second full month after the determination, unless the State Board of Education & Early Development has granted a waiver. Alaska Statute 14.17.520(d) allows a district to request a waiver from the requirements of this statute within 20 days of this determination. **The waiver request is due at the department by February 9, 2015.**

If the State Board of Education were to deny the Klawock City School District financial statement waiver request the department would withhold \$111,892 in state aid.

The waiver must include a statement of the reason(s) and cause(s) that were beyond the district's control and account for the district's inability to comply with the minimum expenditure for instruction requirement. The body of the waiver request letter is to contain a persuasive argument providing detailed information to support the reasons and causes that account for the districts inability to comply with the minimum expenditure for instruction requirement. After receipt of the waiver request the department may request additional information. This additional information will aid the department in understanding more fully the reason(s) and cause(s) behind the district inability to comply with the minimum expenditure requirement.

We have enclosed a document outlining the waiver request instructions and a spreadsheet with the districts functions and object code budget to actual comparison. If you have any questions or need any assistance, please contact Elena Hesson at (907) 465-8682.

Sincerely,

Elizabeth Nudelman
School Finance Director
Enclosures

◆ ISSUE

The board is being asked to consider the Cordova City School District’s request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2014 audited financial statements.

◆ BACKGROUND

Cordova City School District FY2014 Budget to Audit Expenditures

Function	FY2014 Budget Dollars	FY2014 Budget Percentage	FY2014 Audited Dollars	FY2014 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$4,303,680	70%	\$4,177,179	69%	\$126,501	3%
School Administration Support 450	175,419	3%	189,655	3%	(14,236)	(8%)
District Administration 510	267,610	4%	269,188	4%	(1,578)	(1%)
District Administration Support 550	269,931	4%	268,543	5%	1,388	1%
Operations & Maintenance 600	899,236	15%	862,173	14%	37,063	4%
Student Activities 700	272,728	4%	288,887	5%	(16,159)	(6%)
Community Services 780	-	-	-	-	-	-
Total	\$6,188,604	100%	\$6,055,625	100%	\$132,979	2%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Audited %	69%	70%	71%	70%	71%	72%	70%	70%	69%	n/a
Budgeted %	69%	67%	67%	69%	71%	70%	71%	71%	70%	72%
Actual Enrollment	447	421	409	368	360	338	325	316	312	327

* Cordova City School District operates two schools in the City of Cordova.

- Behind this cover memo is the district’s waiver letter request.
- If an FY2014 audited financial statement waiver is not approved, the department will withhold \$61,759 from the Cordova City School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

This is an information item. The board will be asked to approve the Cordova City School District waiver request under Agenda Item 23D.



CORDOVA SCHOOL DISTRICT

PO Box 1330 * 675 Second Street
Cordova, Alaska 99574
(907) 424-3265 * FAX (907) 424-3271

Cordova Jr/Sr High School
(907) 424-3266
FAX (907) 424-5215

Mt. Eccles Elementary
(907) 424-3236
FAX (907) 424-3117

State of Alaska Board of Education & Early Development
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

January 21, 2015

Dear State Board Of Education:

Please accept this waiver request from the Cordova School district pursuant to Alaska Statute 14.17.520. The Cordova School District requests a waiver to the 70% minimum expenditure for instruction requirement due to causes beyond the control of the district.

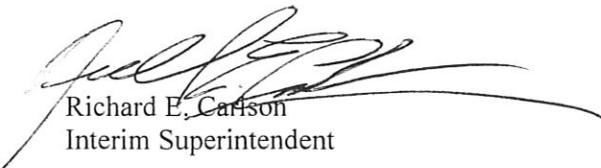
Cordova has seen a significant decline in enrollment over the past several years. While we have tried to protect the instructional program in FY14 we were forced to make reductions in our non-certified instructional aides. Associated with reduced personnel we also experiences a reduction in related employee benefits. Consequently, with fewer students to serve, the district reduced the supplies and materials line item as well as the equipment line items listed under instruction. While these reductions were not major, they were enough to drop us from the 70% budgeted for instruction to 69%.

Cordova is a small district that in the past has achieved the 70% expenditure requirement. However, declining enrollments and fixed costs in such things as facility requirements, energy costs, shipping and transportation costs, State and Federal mandates and contractual obligations, has made achieving the 70% requirement challenging. Going Forward, Cordova School District will continue to make every effort to protect our instructional program and meet the 70% requirement.

It is hoped that the information provided in this document is acceptable and that our request for a waiver will be approved.

If you have any questions, please feel free to contact me at 907-424-4649 or rcarlson@cordovasd.org.

Sincerely,


Richard E. Carlson
Interim Superintendent

RAC/war
c: The Honorable Mike Hawker

To: Members of the State Board of
Education & Early Development

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 1B

◆ **ISSUE**

The board is being asked to consider the Klawock City School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2014 audited financial statements.

◆ **BACKGROUND**

Klawock City School District FY2014 Budget to Audit Expenditures

Function	FY2014 Budget Dollars	FY2014 Budget Percentage	FY2014 Audited Dollars	FY2014 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$2,561,715	70%	\$ 2,466,389	67%	\$ 95,326	4%
School Administration Support 450	56,048	2%	65,182	2%	(9,134)	(16%)
District Administration 510	333,120	9%	352,464	10%	(19,344)	(6%)
District Administration Support 550	140,961	4%	153,532	4%	(12,571)	(9%)
Operations & Maintenance 600	413,606	11%	526,082	14%	(112,476)	(27%)
Student Activities 700	139,207	4%	119,610	3%	19,597	14%
Community Services 780	-	-	-	-	-	-
Total	\$3,644,657	100%	\$3,683,259	100%	\$(38,602)	(1%)

History of Instructional Expenditures Percentages and Actual Enrollments

	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Audited %	66%	65%	65%	65%	69%	70%	68%	68%	67%	n/a
Budgeted %	68%	67%	66%	66%	71%	72%	72%	70%	70%	70%
Actual Enrollment	136	140	136	125	137	137	136	131	136	123

* Klawock City School District operates one school in the community of Klawock.

- Behind this cover memo is the district's waiver request letter.
- If an FY2014 audited financial statement waiver is not approved, the department will withhold \$111,892 from the Klawock City School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

This is an information item. The board will be asked to approve the Klawock City School District waiver request under Agenda Item 23E.



Klawock City School District

P.O. Box 9 Klawock, Alaska 99925 907-755-2220 Fax: 907-755-2913

Jim Holien
Superintendent

Kelli Larson
K -12 Principal

January 21, 2015

State of Alaska Board of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Alaska Department of Education
& Early Development

JAN 23 2015

Dear State Board of Education,

Commissioner's Office

The Klawock City School District requests a waiver to the 70% minimum expenditure for instruction requirement due to reasons and causes beyond the district's control.

The small size of our district makes meeting the 70% requirement difficult. There are several areas that factor in, but Operations and Maintenance continues to be the major issue. In this category alone, expenditures exceeded budget predictions by \$112,000. Most categories in O&M exceeded budgeted amounts. Our facilities do not and cannot change so these costs remain relatively constant regardless of revenues and student enrollment. We continue to look for ways to reduce these costs but most are out of our control.

There are a few other areas to note as well. Our instructional staff expenditures continue to decrease due to reducing staffing to match decreased enrollment. Additionally, we have high salaried teachers retiring and replacement teachers have lower salaries. By far the biggest factor in the Instruction category is Employee Benefits. This was \$150,000 less than budgeted. When the budget is formed, we do not know what the rate will actually be so we estimate as best we can. In FY14, the actual rate increase was much less than predicted.

Due to the size of our district it is very difficult to reduce costs in non-instructional areas. These costs are typically fixed and cannot be avoided. If you take that and add that our instructional staff is decreasing along with our student population and our mean salary dropping due to new hires, it makes meeting the 70% expenditures in instruction extremely difficult.

I hope the information provided above is acceptable and that our request for a waiver will be approved. Please contact me if you have any questions. (907) 755-2917

Sincerely,

Jim Holien
Superintendent

cc: The Honorable Mike Hawker, Chair
Legislative Budget and Audit Committee (LB&A)

MEETING TOMORROW'S CHALLENGES TODAY
www.klawockschool.com

To: Members of the State Board of
Education & Early Development

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 1C

◆ **ISSUE**

The board is being asked to consider the Southwest Region School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2014 audited financial statements.

◆ **BACKGROUND**

Southwest Region School District FY2014 Budget to Audit Expenditures

Function	FY2014 Budget Dollars	FY2014 Budget Percentage	FY2014 Audited Dollars	FY2014 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$ 12,223,621	70%	\$11,922,219	68%	\$301,402	2%
School Administration Support 450	212,822	1%	200,675	1%	12,147	6%
District Administration 510	342,491	2%	337,283	2%	5,208	2%
District Administration Support 550	879,798	5%	933,620	5%	(53,822)	(6%)
Operations & Maintenance 600	3,525,664	20%	3,683,985	21%	(158,321)	(4%)
Student Activities 700	403,495	2%	401,358	2%	2,137	1%
Community Services 780	-	-	-	-	-	-
Total	\$ 17,587,891	100%	\$17,479,140	100%	\$108,751	1%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Audited %	67%	65%	69%	68%	65%	65%	67%	70%	68%	n/a
Budgeted %	67%	67%	67%	67%	68%	66%	68%	69%	70%	72%
Actual Enrollment	669	674	658	634	640	627	633	586	602	589

* Southwest Region School District operates seven schools in nine communities.

- Behind this cover memo is the district's waiver letter request.
- If an FY2014 audited financial statement waiver is not approved, the department will withhold \$313,179 from the Southwest Region School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

This is an information item. The board will be asked to approve the Southwest Region School District waiver request under Agenda Item 23F.



**Southwest
Region
School
District**

*P.O. Box 90
574 Kenny Wren Road
Dillingham, AK 99576*

*(907) 842-5287 • Phone
(907) 842-5428 • Fax*

Aleknagik

Clark's Point

Ekwok

Koliganek

Manokotak

New Stuyahok

Portage Creek

Togiak

Twin Hills

State of Alaska Board of Education & Early Development
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

Alaska Department of Education
& Early Development

FEB -9 2015

Commissioner's Office

Re: *Request for Waiver (AS 14.17.520(d))*

Dear State Board:

Pursuant to the minimum expenditure for instruction as set forth in AS 14.17.520 the Southwest Region School District continues to strive to meet the required 70% on instructional expenditures as outlined in law. For FY 14 the district planned for and budgeted 70% of expenditures towards instruction, however actual results for the district after audit were 68.21% towards instruction.

The Southwest Region School District requests a waiver of the 70% minimum expenditure for instruction requirement for FY 14 actual audited results due to reasons and causes beyond the control of the district, specifically: high turnover of experienced teachers.

Overall the district's education delivery and operations followed the financial plan. The deficit to the 70% requirement was a margin of \$313,179 from our 17.5 million dollar budget. The Southwest Region School District did strive to meet the 70% and in working towards the goal reasonably budgeted at 70%. Please consider that, although the district did fall below 70%, effort was put forth at the time of the budget to meet the requirement and thus a budget waiver was not requested.

At the end of FY 14 we experienced a high turnover among our experienced teachers; turnover of teacher's from FY 14 to FY 15 was 38%. The district originally budgeted for 47 FTE (Full Time Employee) for Certified Salaries and 19 FTE for Non-Certificated Salaries. Our inability to maintain budgeted FTE's accounted for \$450,000 unexpended instructional expenses. High turnover causes additional administrative expense and travelling to various jobs fairs to employ new staff. The total \$450,000 unexpended instructional amount equates to 3% of the FY 14 budget. Had we not experienced staff turnover we would have met the 70% instructional mandate.

The District Administration and School Board remain committed to providing quality education to the students we serve and strive to keep our instructional operations efficient.



**Southwest
Region
School
District**

P.O. Box 90
574 Kenny Wren Road
Dillingham, AK 99576

(907) 842-5287 • Phone
(907) 842-5428 • Fax

On behalf of the Southwest Region School District Board of Education and the students of the Southwest Region School District, I am hereby formally requesting a waiver of the 70 percent requirement for the FY14 school year.

If you have any questions, please do not hesitate to contact us:

David Piazza; Superintendent, 907-842-5287, piazzad@swrsd.org

Ryan Ayars; Director of Finance, 907-842-8207, rayars@swrsd.org

Regards,

A handwritten signature in black ink, appearing to read "David Piazza", is written over the typed name.

David Piazza
Superintendent

CC: The Honorable Mike Hawker, Chair

Aleknagik

Clark's Point

Ekwok

Koliganek

Manokotak

New Stuyahok

Portage Creek

Togiak

Twin Hills

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 2

◆ ISSUE

The board is being asked to approve the final annual list of capital projects eligible for funding under the school construction grant fund and major maintenance grant fund.

◆ BACKGROUND

- This matter comes before the board each year when the Capital Improvement Program (CIP) list of eligible projects is finalized.
- In accordance with AS 14.11.015(a), the board shall review grant applications that have been recommended by the department under AS 14.11.013 and may approve a grant application if the board determines that the project meets the criteria specified in AS 14.11.013(a)(1), and AS 14.11.014.
- The department may not award a grant unless the board approves the grant application.
- Behind this cover memo are: 1) the School Construction Grant Fund Final List, and 2) the Major Maintenance Grant Fund Final List.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

This is an information item. Action will be taken during the business meeting under Agenda Item 23C.

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2016)
 School Construction Grant Fund

Final List

Jan. 26	Dec. 12	Nov. 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
0	0	0	Northwest Arctic	Kivalina K-12 Replacement School - Final Kasayulie Consent Decree and Settlement Agreement Project	\$63,094,777	\$63,094,777	\$0	\$63,094,777	\$12,618,955	\$50,475,822	\$50,475,822
1	1	1	Kenai Peninsula	Kachemak Selo New K-12 School Construction	\$16,234,498	\$16,719,236	\$0	\$16,719,236	\$5,851,733	\$10,867,503	\$61,343,325
2	2	2	Lower Kuskokwim	Lewis Angapak K-12 School Renovation/Addition, Tuntutuliak	\$49,313,256	\$49,313,256	\$0	\$49,313,256	\$986,265	\$48,326,991	\$109,670,316
3	3	3	Yukon-Koyukuk	Jimmy Huntington K-12 Addition/Renovation, Huslia	\$19,753,172	\$19,753,172	\$0	\$19,753,172	\$395,063	\$19,358,109	\$129,028,425
4	4	4	Lower Kuskokwim	J Alexie Memorial K-12 School Replacement, Atmautluak	\$46,589,678	\$46,589,678	\$0	\$46,589,678	\$931,794	\$45,657,884	\$174,686,309
5	5	5	Bering Strait	Shishmaref K-12 School Renovation/Addition	\$19,170,941	\$19,170,941	\$0	\$19,170,941	\$383,419	\$18,787,522	\$193,473,831
6	6	6	Lower Kuskokwim	Bethel Regional High School Cafeteria Addition	\$9,659,239	\$7,189,911	\$0	\$7,189,911	\$143,798	\$7,046,113	\$200,519,944
7	7	7	Kuspuk	Auntie Mary Nicoli Elementary School Replacement, Aniak	\$14,981,869	\$14,981,869	\$0	\$14,981,869	\$299,637	\$14,682,232	\$215,202,176
8	8	8	Aleutians East	Sand Point K-12 School Paving	\$441,630	\$441,630	\$0	\$441,630	\$154,570	\$287,060	\$215,489,236
9	9	9	Southeast Island	Kasaan K-12 School Covered Physical Education Area	\$443,950	\$443,950	\$0	\$443,950	\$8,879	\$435,071	\$215,924,307
10	10	10	Lower Kuskokwim	Water Storage & Treatment, Kongiganak	\$6,317,059	\$6,317,059	\$0	\$6,317,059	\$126,341	\$6,190,718	\$222,115,025
11	11	11	Aleutians East	King Cove K-12 School Paving	\$110,049	\$110,049	\$0	\$110,049	\$38,517	\$71,532	\$222,186,557
12	12	12	Annette Island	Metlakatla Schools Track & Field Improvements	\$5,565,782	\$5,565,782	\$0	\$5,565,782	\$111,316	\$5,454,466	\$227,641,023
13	13	13	Lower Kuskokwim	Bethel Campus Drainage & Traffic Upgrades	\$1,103,103	\$1,103,103	\$0	\$1,103,103	\$22,062	\$1,081,041	\$228,722,064
14	14	14	Hydaburg City	Hydaburg School Covered Play Area Construction	\$693,584	\$693,584	\$0	\$693,584	\$69,358	\$624,226	\$229,346,290
15	15	15	Hydaburg City	Hydaburg Elementary Playground Upgrades	\$103,727	\$103,727	\$0	\$103,727	\$10,373	\$93,354	\$229,439,644
16	16	16	Southeast Island	Thorne Bay K-12 School Playground Upgrades	\$226,089	\$226,089	\$0	\$226,089	\$4,522	\$221,567	\$229,661,211
17	17	17	Yupit	Districtwide Playground Construction	\$1,284,601	\$1,284,601	\$0	\$1,284,601	\$25,692	\$1,258,909	\$230,920,120
TOTALS:					\$255,087,004	\$253,102,414	\$0	\$253,102,414	\$22,182,294	\$230,920,120	

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2016)
 Major Maintenance Grant Fund

Final List

Jan 26	Dec 12	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Petersburg City	Petersburg Middle/High School Boiler Rehabilitation	\$37,793	\$37,793	\$0	\$37,793	\$13,228	\$24,565	\$24,565
2	2	2	Yukon-Koyukuk	Andrew K Demoski K-12 School Renovation, Nulato	\$10,854,763	\$10,854,763	\$0	\$10,854,763	\$217,095	\$10,637,668	\$10,662,233
3	3	3	Nome City	Districtwide Lighting Replacement	\$275,447	\$275,447	\$0	\$275,447	\$82,634	\$192,813	\$10,855,046
4	4	4	Lower Kuskokwim	Bethel Campus Boiler Replacement	\$2,689,945	\$2,689,945	\$0	\$2,689,945	\$53,799	\$2,636,146	\$13,491,192
5	5	5	Fairbanks	Barnette K-8 Magnet School Renovation, Phase 4	\$10,483,430	\$10,483,430	\$0	\$10,483,430	\$3,145,029	\$7,338,401	\$20,829,593
6	6	6	Kake City	Kake High School Boiler Replacement, Phase 2	\$258,703	\$258,703	\$0	\$258,703	\$51,741	\$206,962	\$21,036,555
7	7	7	Valdez City	Hermon Hutchens Elementary HVAC System Upgrades	\$1,499,455	\$1,499,455	\$0	\$1,499,455	\$524,809	\$974,646	\$22,011,201
8	8	8	Haines	Mosquito Lake K-8 School Sprinkler Upgrades	\$93,927	\$93,927	\$0	\$93,927	\$32,874	\$61,053	\$22,072,254
9	9	9	Petersburg City	Districtwide Food Service Renovations	\$1,644,086	\$1,644,086	\$0	\$1,644,086	\$575,430	\$1,068,656	\$23,140,910
10	10	10	Annette Island	Metlakatla High School Kitchen Renovation	\$1,047,202	\$1,047,202	\$0	\$1,047,202	\$20,944	\$1,026,258	\$24,167,168
11	11	11	Denali Borough	Anderson K-12 School Water Line Replacement	\$249,815	\$249,815	\$0	\$249,815	\$49,963	\$199,852	\$24,367,020
12	12	12	Galena	Galena Interior Learning Academy Headquarters Classroom Building Renovation	\$7,972,807	\$7,972,807	\$0	\$7,972,807	\$398,640	\$7,574,167	\$31,941,187
13	13	13	Aleutians East	Sand Point K-12 School Heating System Renovation	\$299,736	\$299,736	\$0	\$299,736	\$104,908	\$194,828	\$32,136,015
14	14	14	Chatham	Klukwan K-12 School Boiler Replacement	\$58,999	\$58,999	\$0	\$58,999	\$1,180	\$57,819	\$32,193,834
15	15	15	Kuspuk	Jack Egnaty Sr. K-12 School Roof Replacement, Sleetmute	\$1,249,562	\$1,249,562	\$0	\$1,249,562	\$24,991	\$1,224,571	\$33,418,405
16	16	16	Saint Marys	St. Mary's Campus Upgrades	\$5,707,874	\$5,707,874	\$0	\$5,707,874	\$285,394	\$5,422,480	\$38,840,885
17	17	17	Valdez City	Hermon Hutchens Elementary Fire Alarm, Clock, & Intercom Replacement	\$528,005	\$528,005	\$0	\$528,005	\$184,802	\$343,203	\$39,184,088
18	18	18	Craig City	Craig Elementary School Door & Flooring Replacement	\$142,754	\$142,754	\$0	\$142,754	\$14,275	\$128,479	\$39,312,567

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2016)
 Major Maintenance Grant Fund

Final List

Jan 26	Dec 12	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
19	19	19	Fairbanks	Administrative Center Air Conditioning & Ventilation Replacement	\$1,404,509	\$1,404,509	\$0	\$1,404,509	\$421,353	\$983,156	\$40,295,723
20	20	20	Lower Kuskokwim	Bethel Campus Fire Pumphouse & Fire Protection Upgrades	\$2,951,930	\$2,951,930	\$0	\$2,951,930	\$59,039	\$2,892,891	\$43,188,614
21	21	21	Southeast Island	Thorne Bay Maintenance Building Roof Replacement	\$223,203	\$223,203	\$0	\$223,203	\$4,464	\$218,739	\$43,407,353
22	22	22	Craig City	Craig Middle School Renovation	\$11,576,829	\$11,576,829	\$0	\$11,576,829	\$1,157,683	\$10,419,146	\$53,826,499
23	23	23	Hoonah City	Hoonah Campus Boiler Replacement	\$254,406	\$254,406	\$0	\$254,406	\$76,322	\$178,084	\$54,004,583
24	24	24	Valdez City	Hermon Hutchens Elementary East Wing Flooring Replacement	\$323,326	\$323,326	\$0	\$323,326	\$113,164	\$210,162	\$54,214,745
25	25	25	Nenana City	Nenana K-12 School Major Maintenance	\$3,788,070	\$3,788,070	\$0	\$3,788,070	\$189,403	\$3,598,667	\$57,813,412
26	26	26	Nome City	Nome Elementary School Gym Flooring Replacement	\$107,692	\$107,692	\$0	\$107,692	\$32,308	\$75,384	\$57,888,796
27	27	27	Chatham	Tenakee K-12 School Roof Replacement	\$575,201	\$575,201	\$0	\$575,201	\$11,504	\$563,697	\$58,452,493
28	28	28	Aleutians East	Sand Point K-12 School Pool Major Maintenance	\$102,608	\$102,608	\$0	\$102,608	\$35,913	\$66,695	\$58,519,188
29	29	29	Annette Island	Metlakatla High School Gym Sound System	\$244,443	\$244,443	\$0	\$244,443	\$4,889	\$239,554	\$58,758,742
30	30	30	Lower Kuskokwim	Nuniwaarmiut K-12 School, Wastewater Upgrades, Mekoryuk	\$1,078,065	\$1,078,065	\$0	\$1,078,065	\$21,561	\$1,056,504	\$59,815,246
31	31	31	Copper River	District Office Roof Renovation & Energy Upgrade	\$1,071,600	\$1,071,600	\$0	\$1,071,600	\$21,432	\$1,050,168	\$60,865,414
32	32	32	Ketchikan	Ketchikan High School Biomass Boiler	\$2,148,207	\$2,148,207	\$0	\$2,148,207	\$751,872	\$1,396,335	\$62,261,749
33	33	33	Petersburg City	Petersburg Middle/High School Underground Storage Tank Replacement	\$171,745	\$171,745	\$0	\$171,745	\$60,111	\$111,634	\$62,373,383
34	34	34	Haines	Haines High School Locker Room Renovation	\$783,938	\$783,938	\$0	\$783,938	\$274,378	\$509,560	\$62,882,943
35	35	35	Kenai Peninsula	Kenai Middle School Asbestos Removal/Security Upgrade	\$7,689,657	\$7,689,657	\$0	\$7,689,657	\$2,691,380	\$4,998,277	\$67,881,220
36	36	36	Southeast Island	Thorne Bay K-12 School Fire Suppression System Replacement	\$454,629	\$454,629	\$0	\$454,629	\$9,093	\$445,536	\$68,326,756

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2016)
 Major Maintenance Grant Fund

Final List

Jan 26	Dec 12	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
37	37	37	Hydaburg City	Hydaburg Elementary Roof Replacement	\$931,657	\$931,657	\$0	\$931,657	\$93,166	\$838,491	\$69,165,247
38	38	38	Alaska Gateway	Tok K-12 School Sprinkler Renovation	\$599,336	\$599,336	\$0	\$599,336	\$11,987	\$587,349	\$69,752,596
39	39	39	Denali Borough	Anderson K-12 School Roof & Siding Replacement, Cantwell K-12 School Roof Replacement	\$2,126,025	\$2,126,025	\$0	\$2,126,025	\$425,205	\$1,700,820	\$71,453,416
40	40	40	Kodiak Island	Larsen Bay K-12 School Roof Replacement	\$885,683	\$633,095	\$0	\$633,095	\$189,928	\$443,167	\$71,896,583
41	41	41	Yukon Flats	Boiler & Control Upgrades, 3 Schools (Fort Yukon Voc Ed Center, Beaver & Chalkyitsik K-12 Schools)	\$1,921,947	\$1,921,947	\$0	\$1,921,947	\$38,439	\$1,883,508	\$73,780,091
42	42	42	Ketchikan	Ketchikan High School Security Upgrades	\$1,061,608	\$1,061,608	\$0	\$1,061,608	\$371,563	\$690,045	\$74,470,136
43	43	43	Craig City	Craig High School Biomass Boiler	\$545,970	\$545,970	\$0	\$545,970	\$54,597	\$491,373	\$74,961,509
44	44	44	Denali Borough	Districtwide Security Upgrades	\$2,319,402	\$2,319,402	\$0	\$2,319,402	\$463,880	\$1,855,522	\$76,817,031
45	45	45	Lower Yukon	Fuel Tank & Soil Remediation Projects, 3 Sites (Ignatius Beans, Pilot Station & Scammon Bay K-12 Schools)	\$4,361,975	\$4,361,975	\$0	\$4,361,975	\$87,239	\$4,274,736	\$81,091,767
46	46	46	Kenai Peninsula	Homer High School Roofing Replacement	\$5,791,055	\$5,791,055	\$0	\$5,791,055	\$2,026,869	\$3,764,186	\$84,855,953
47	47	47	Lower Yukon	Scammon Bay K-12 School Emergency Lighting System Installation	\$115,367	\$115,367	\$0	\$115,367	\$2,307	\$113,060	\$84,969,013
48	48	48	Copper River	Slana K-12 School Renovation	\$1,414,866	\$1,414,866	\$0	\$1,414,866	\$28,297	\$1,386,569	\$86,355,582
49	49	49	Lower Kuskokwim	Eek K-12 School Renovation	\$3,546,235	\$3,546,235	\$0	\$3,546,235	\$70,925	\$3,475,310	\$89,830,892
50	50	50	Southeast Island	Thorne Bay K-12 School Carpet Replacement	\$98,719	\$98,719	\$0	\$98,719	\$1,974	\$96,745	\$89,927,637
51	51	51	Yukon Flats	Venetie K-12 School Generator Building Renovation	\$2,694,694	\$2,694,694	\$0	\$2,694,694	\$53,894	\$2,640,800	\$92,568,437
52	52	52	Sitka City Borough	Keet Gooshi Heen Covered PE Structure Renovation	\$463,823	\$463,823	\$0	\$463,823	\$162,338	\$301,485	\$92,869,922
53	53	53	Alaska Gateway	Tanacross K-8 School Renovation	\$4,057,191	\$4,057,191	\$0	\$4,057,191	\$81,144	\$3,976,047	\$96,845,969
54	54	54	Kake City	Kake High School Plumbing Replacement	\$624,473	\$624,473	\$0	\$624,473	\$124,895	\$499,578	\$97,345,547

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2016)
 Major Maintenance Grant Fund

Final List

Jan 26	Dec 12	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
55	55	55	Copper River	Glennallen & Kenny Lake K-12 Schools Energy Upgrades	\$2,581,525	\$2,581,525	\$0	\$2,581,525	\$51,630	\$2,529,895	\$99,875,442
56	56	56	Yukon Flats	Chalkyitsik K-12 School Water Tank Replacement	\$1,393,754	\$1,393,754	\$0	\$1,393,754	\$27,875	\$1,365,879	\$101,241,321
57	57	57	Haines	Haines High School Roof Replacement	\$1,814,747	\$1,814,747	\$0	\$1,814,747	\$635,161	\$1,179,586	\$102,420,907
58	58	58	Chatham	Klukwan K-12 School Roof Replacement	\$1,389,662	\$1,389,662	\$0	\$1,389,662	\$27,793	\$1,361,869	\$103,782,776
59	59	59	Ketchikan	Ketchikan High School Emergency Generator	\$2,458,389	\$2,458,389	\$0	\$2,458,389	\$860,436	\$1,597,953	\$105,380,729
60	60	60	Chugach	Tatitlek K-12 School Renovation	\$1,009,029	\$1,009,029	\$0	\$1,009,029	\$20,181	\$988,848	\$106,369,577
61	61	61	Wrangell City	Wrangell High School/Stikine Middle School Fire Alarm Upgrade	\$504,070	\$504,070	\$0	\$504,070	\$151,221	\$352,849	\$106,722,426
62	62	62	Hoonah City	Hoonah Natatorium Plumbing Renovations	\$471,039	\$471,039	\$0	\$471,039	\$141,312	\$329,727	\$107,052,153
63	63	63	Lower Kuskokwim	Fuel Tank Remediation, Bethel	\$189,206	\$189,206	\$0	\$189,206	\$3,784	\$185,422	\$107,237,575
64	64	64	Lower Yukon	Hooper Bay K-12 School Electrical Provisions Installation	\$43,931	\$43,931	\$0	\$43,931	\$879	\$43,052	\$107,280,627
65	65	65	Kake City	Kake High School Cafeteria Floor Structural Repairs	\$182,125	\$266,233	\$0	\$266,233	\$53,247	\$212,986	\$107,493,613
66	66	66	Kuspuk	Districtwide Energy & Sprinkler Upgrades	\$5,605,303	\$5,605,303	\$0	\$5,605,303	\$112,106	\$5,493,197	\$112,986,810
67	67	67	Kodiak Island	East Elementary School Roof Replacement	\$1,271,862	\$1,271,862	\$0	\$1,271,862	\$381,559	\$890,303	\$113,877,113
68	68	68	Yakutat City	Yakutat High School Locker Room Renovation	\$515,375	\$515,375	\$0	\$515,375	\$180,381	\$334,994	\$114,212,107
69	69	69	Yakutat City	Yakutat High School Exterior Upgrades	\$1,895,488	\$1,895,488	\$0	\$1,895,488	\$663,421	\$1,232,067	\$115,444,174
70	70	70	Chugach	Chenega Bay K-12 School Renovation	\$1,268,089	\$1,268,089	\$0	\$1,268,089	\$25,362	\$1,242,727	\$116,686,901
71	71	71	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	\$307,577	\$307,577	\$0	\$307,577	\$6,152	\$301,425	\$116,988,326
72	72	72	Yukon Flats	Fort Yukon K-12 School Soil Remediation & Tank Farm Replacement	\$9,164,825	\$9,164,825	\$0	\$9,164,825	\$183,296	\$8,981,529	\$125,969,855

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2016)
 Major Maintenance Grant Fund

Final List

Jan 26	Dec 12	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
73	73	73	Copper River	Glennallen Voc-Ed Facility Renovation	\$738,248	\$738,248	\$0	\$738,248	\$14,765	\$723,483	\$126,693,338
74	74	74	Yukon Flats	Cruikshank School Soil Remediation & Fuel Tank Replacement, Beaver	\$1,218,912	\$1,218,912	\$0	\$1,218,912	\$24,378	\$1,194,534	\$127,887,872
75	75	75	Lower Yukon	Scammon Bay K-12 School Exterior Envelope Replacement	\$1,031,355	\$1,031,355	\$0	\$1,031,355	\$20,627	\$1,010,728	\$128,898,600
76	76	76	Kake City	Districtwide Exterior Upgrades	\$768,898	\$266,233	\$0	\$266,233	\$53,247	\$212,986	\$129,111,586
77	77	77	Yupit	Districtwide Fuel Tank Farm Removal & Replacement	\$4,690,676	\$4,690,676	\$0	\$4,690,676	\$93,814	\$4,596,862	\$133,708,448
78	78	78	Southwest Region	Twin Hills K-8 Renovation	\$3,091,136	\$3,091,136	\$0	\$3,091,136	\$61,823	\$3,029,313	\$136,737,761
79	79	79	Southeast Island	Thorne Bay K-12 School Mechanical Control Upgrades	\$1,375,231	\$1,375,231	\$0	\$1,375,231	\$27,505	\$1,347,726	\$138,085,487
80	80	80	Hoonah City	Hoonah Natatorium Fire Alarm Upgrade	\$272,602	\$272,602	\$0	\$272,602	\$81,781	\$190,821	\$138,276,308
81	81	81	Yukon Flats	Venetie K-12 School Soil Remediation & Fuel Tank Replacement	\$1,651,554	\$1,651,554	\$0	\$1,651,554	\$33,031	\$1,618,523	\$139,894,831
82	82	82	Southeast Island	Port Alexander K-12 School Domestic Water Pipe Replacement	\$91,559	\$91,559	\$0	\$91,559	\$1,831	\$89,728	\$139,984,559
83	83	83	Kodiak Island	Main Elementary & Kodiak Middle School Underground Storage Tank Replacement	\$625,483	\$625,483	\$0	\$625,483	\$187,645	\$437,838	\$140,422,397
84	84	84	Southwest Region	Manokotak K-12 School Sewer & Water Upgrades	\$264,549	\$264,549	\$0	\$264,549	\$5,291	\$259,258	\$140,681,655
85	85	85	Lower Yukon	LYSD Central Office Renovation	\$3,151,227	\$3,151,227	\$0	\$3,151,227	\$63,025	\$3,088,202	\$143,769,857
86	86	86	Kodiak Island	East Elementary & Peterson Elementary Flooring Replacement	\$1,810,343	\$1,810,343	\$0	\$1,810,343	\$543,103	\$1,267,240	\$145,037,097
87	87	87	Lower Yukon	Marine Header & Pipeline Projects, 2 Sites (Pilot Station & Ignatius Beans K-12 Schools)	\$1,661,050	\$1,661,050	\$0	\$1,661,050	\$33,221	\$1,627,829	\$146,664,926
88	88	88	Southeast Island	Port Protection K-12 School Gymnasium Relocation & Foundation	\$180,593	\$180,593	\$0	\$180,593	\$3,612	\$176,981	\$146,841,907
89	89	89	Southeast Island	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	\$4,014,732	\$4,014,732	\$0	\$4,014,732	\$80,295	\$3,934,437	\$150,776,344
90	90	90	Southwest Region	Ekwok K-8 Renovation	\$6,314,728	\$6,265,005	\$0	\$6,265,005	\$125,300	\$6,139,705	\$156,916,049
91	91	91	Kodiak Island	Kodiak Middle School Addressable Fire Alarm Replacement	\$457,171	\$457,171	\$0	\$457,171	\$137,151	\$320,020	\$157,236,069

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2016)
 Major Maintenance Grant Fund

Final List

Jan 26	Dec 12	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
92	92	92	Southwest Region	Aleknagik K-8 Renovation	\$4,813,416	\$4,813,416	\$0	\$4,813,416	\$96,268	\$4,717,148	\$161,953,217
93	93	93	Kodiak Island	Kodiak Middle School & Peterson Elementary HVAC Controls Replacement And Recommissioning	\$2,911,203	\$2,911,203	\$0	\$2,911,203	\$873,361	\$2,037,842	\$163,991,059
94	94	94	Kodiak Island	Flooring Replacement, Akhiok, Karluk, Ouzinkie K-12 Schools	\$661,595	\$661,595	\$0	\$661,595	\$198,478	\$463,117	\$164,454,176
95	95	95	Southeast Island	Thorne Bay & Port Protection K-12 Schools Gymnasium Lighting Upgrades	\$702,767	\$702,767	\$0	\$702,767	\$14,055	\$688,712	\$165,142,888
96	96	96	Lower Yukon	Hooper Bay K-12 School Emergency Lighting & Retrofit	\$302,743	\$302,743	\$0	\$302,743	\$6,055	\$296,688	\$165,439,576
97	97	97	Kodiak Island	East Elementary Interior Renovation	\$2,739,545	\$2,739,545	\$0	\$2,739,545	\$821,863	\$1,917,682	\$167,357,258
98	98	98	Kodiak Island	Underground Storage Tank Replacements, 5 Sites (Chiniak, Karluk, Port Lions, Larsen Bay, Old Harbor K-12 Schools)	\$1,810,440	\$1,091,680	\$0	\$1,091,680	\$327,504	\$764,176	\$168,121,434
99	99	99	Lower Yukon	Security Access System Upgrades - 6 Sites	\$1,566,586	\$1,566,586	\$0	\$1,566,586	\$31,332	\$1,535,254	\$169,656,688
100	100	100	Lower Yukon	Sheldon Point Exterior Envelope Replacement	\$813,007	\$813,007	\$0	\$813,007	\$16,260	\$796,747	\$170,453,435
101	101	101	Kodiak Island	Larsen Bay & Port Lions K-12 Schools HVAC Controls Replacements	\$2,448,283	\$2,448,283	\$0	\$2,448,283	\$734,485	\$1,713,798	\$172,167,233
102	102	102	Yupitit	Districtwide HVAC & Plumbing Upgrades	\$181,481	\$181,481	\$0	\$181,481	\$3,630	\$177,851	\$172,345,084
TOTALS:					\$198,031,497	\$196,591,868	\$0	\$196,591,868	\$24,246,784	\$172,345,084	

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 3

◆ ISSUE

The board is being asked to consider a resolution supporting a name for the new State Library, Archives and Museum (SLAM) building now under construction in Juneau.

◆ BACKGROUND

- In 2016 the Division of Libraries, Archives & Museums is scheduled to open a building in Juneau to house, protect and exhibit its collections.
- Under state law, the legislature has the authority to name state buildings.
- The division recommends that the new building be named after the Most Reverend Andrew P. Kashevaroff, who was the state museum's first curator and the state library's first historical librarian, serving from 1919 until his death in 1940.
- Fr. Kashevaroff was a descendent of Russian explorers and the Alutiiq people of the Kodiak region. He acquired for the library and museum hundreds of Russian objects and publications and thousands of Alaska Native artifacts.
- The division requests that the board approve a resolution in support of naming the new State Library, Archives and Museum building the Father Andrew P. Kashevaroff State Library, Archives and Museum.
- In December 2014, the board discussed the proposed resolution and asked the division to seek support from the Governor and stakeholder groups. The division has received the Governor's support and letters of support from stakeholders.
- On February 27, 2015, Sen. Dennis Egan introduced Senate Bill 63 to name the facility. The bill's content is: "The state library, archives, and museum building in Juneau is named the Father Andrew P. Kashevaroff State Library, Archives, and Museum Building."
- Behind this cover memo are: 1) the proposed resolution, 2) a document that provides details about Fr. Kashevaroff's service to Alaska, and 3) two letters of support.
- Division Director Linda Thibodeau will be present to brief the board.

◆ OPTIONS

This is an information item. Action will take place under Agenda Item 23G.

RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

To Name the SLAM building

Resolution 01-2015

WHEREAS, the Alaska Historical Museum and Library was established by an Act of Congress in 1900; and

WHEREAS, in 2016 the Division of Libraries, Archives & Museums in the Alaska Department of Education & Early Development is scheduled to open a state-of-the-art building to house, protect, and exhibit its collections; and

WHEREAS, Alaska Territorial Governor Thomas Riggs Jr. appointed the Most Reverend Andrew P. Kashevaroff as the first Museum Curator and Historical Librarian in 1919 and he served as such until his death in 1940; and

WHEREAS, Fr. Kashevaroff was a vocal and energetic advocate for the museum and library and is fondly remembered as the institution's "Founding Father"; and

WHEREAS, Fr. Kashevaroff was a descendent of Russian explorers and the Alutiiq people of the Kodiak region; and

WHEREAS, Fr. Kashevaroff's family connections, skill in languages, and experience working within Russian and Alaskan Native cultures afforded him special access to both cultures, a benefit to the library and museum; and

WHEREAS, Fr. Kashevaroff acquired hundreds of Russian objects and publications, and thousands of Alaska Native artifacts for the library and museum; and

WHEREAS, Fr. Kashevaroff was the leading historian of the Alaska Territory of the time and a highly respected scholar, educator, Russian Orthodox priest, and musician; and

WHEREAS, Fr. Kashevaroff took a serious approach to the study of Alaska's history and ethnology, holding himself and others to a high standard of professionalism and accuracy, assisting both amateur and professional scholars who needed information on Alaska; and

WHEREAS, Fr. Kashevaroff's own research, much of which is yet unpublished, focused upon Alaska, most specifically Tlingit culture, church history and specific objects within the museum's and library's collections; and

WHEREAS, Fr. Kashevaroff was the first to open the museum and library to the public, personally welcoming tourists, assisting researchers and encouraging children to visit and explore the museum and library; and

WHEREAS, Fr. Kashevaroff was the first exemplar of the scope and commitment of the Division of Libraries, Archives & Museums to protect and share Alaska's history and culture collaboratively across disciplines, so that visitors of all ages and from all walks of life can learn more about Alaska;

THEREFORE, BE IT RESOLVED, that the State Board of Education & Early Development recommends that the new State Library, Archives and Museum building under construction in Juneau be named the Father Andrew P. Kashevaroff State Library, Archives and Museum.

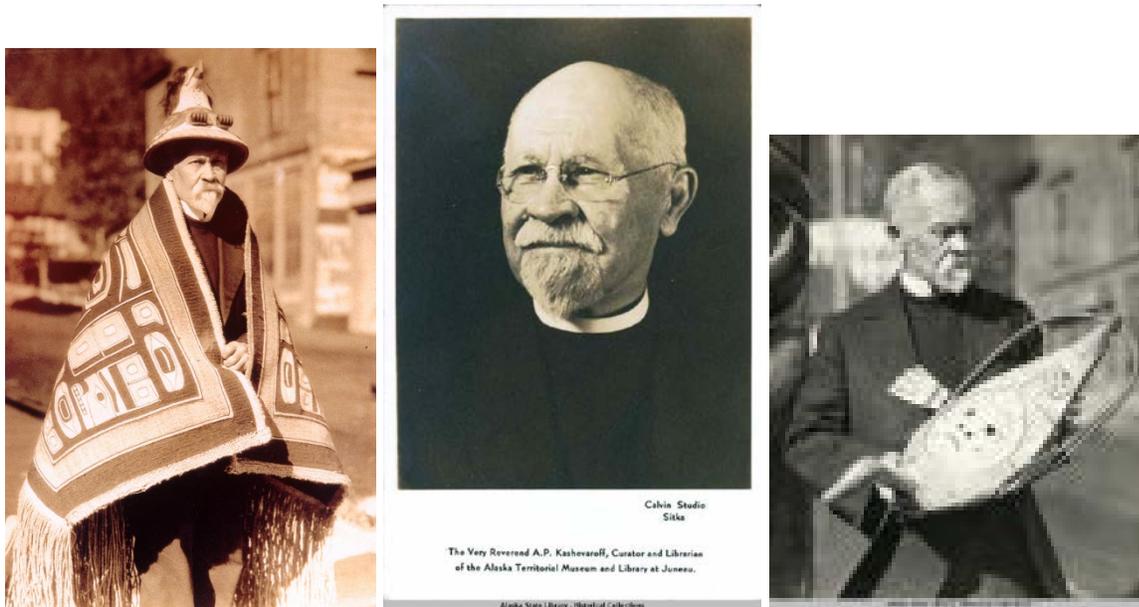
PASSED and APPROVED March 20, 2015

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

Proposal to name the new Alaska State Library, Archives and Museum facility in Juneau
Father Andrew P. Kashevaroff State Library, Archives and Museum

The Division of Libraries, Archives & Museums is building a modern new facility to safely protect, preserve and share its collection of objects, books, documents, photos and records of state culture and history. The building, nicknamed SLAM, is scheduled to open in the spring of 2016. It is time to choose a more formal name for the facility.

The Division of Libraries, Archives & Museums believes it is fitting to name the building after Father Andrew P. Kashevaroff. Kashevaroff was an Alaskan scholar, the museum's first curator and the library's first librarian, a descendant of Russian explorers and Alaskan Natives, and a forerunner of the division's efforts to share Alaska's history and culture collaboratively across disciplines. Father Kashevaroff's biography, below, demonstrates the scope of his commitment and contribution to Alaska's history and culture.



Andrew P. Kashevaroff

The Alaska Historical Museum and Library was established by an Act of Congress in 1900. For the first twenty years of its existence, the Museum and Library was a collection in Sitka, housed in a closet in the office of the Territorial Governor.

Thomas Riggs Jr, who became Alaska's governor in 1918, faced many challenges associated with managing an increasingly complex territory with a growing economy and population. In spite of numerous pressing distractions, Riggs completed moving the library and museum from Sitka to Juneau, opened the collections to the public for the first time, and became the founding president of the Alaska Historical Association, a support group for the institution.

Certainly, Riggs' greatest contribution was in recognizing that building the library and museum was a full-time job. Though personally interested in the library and museum, Riggs delegated responsibility to a full-time Librarian and Curator. In November 1919, a man renowned for his knowledge of Russian history and Alaska Natives—Russian Orthodox priest Andrew P. Kashevaroff - began his twenty-year tenure, which ended with his death in 1940.

Kashevaroff was a vocal and energetic advocate for the Museum and Library, and today, he is fondly remembered as its true “founding Father.” He was uniquely suited for the position of Librarian and Curator. His Russian ancestors were navigators and colonists who came to Alaska in the 1700s and married Alutiiq or Creole women in and around Kodiak. Born there in 1863 during the Russian administration of Alaska, he dedicated his life to serving the Russian Orthodox Church, while maintaining his interest in Alaska history and culture. He was considered a leading authority on Alaska, and became a popular lecturer and author. His Russian and Alaska Native heritage, and his ability to live and work as an American, helped him develop and lead a distinctly Alaskan institution.

Kashevaroff began his working life in the late 1800s as an educator and priest in the service of the Russian Orthodox Church, and for several decades was posted to churches throughout southern Alaska: Kodiak, Nuchek, Angoon, Sitka, and Juneau. He was used to rigors of “bush” living, and at times relied on travel by kayak and dog sled. He had a lifelong interest in music and was a gifted violinist and choir leader. In 1893, he married Martha Bolshanin, a Kiks.adi Tlingit from Sitka, with whom he would have six children. His Tlingit friends affectionately called him *Aandanéi*.

Kashevaroff became priest of Juneau's St. Nicholas Cathedral in 1913. When the Russian Revolution disrupted the Church in 1917, his salary was suspended, but he was duty bound to continue his priestly work gratis. To support his family, he took on additional work as a music teacher, clerk of the weather bureau, and customs officer. Even after he was hired as a full-time Librarian and Curator, he continued his service to the church, and was eventually offered the prestigious rank of Bishop of Alaska, which he declined perhaps in part due to his interest in continuing his library and museum work (Pierce 1990:215-216).

Kashevaroff's family connections, skill in languages, and experience working within Russian and Alaska Native cultures afforded him special access to both cultures, a benefit to the library and museum. Long after Alaska had been pronounced “picked clean” by collectors for the large museums, he acquired hundreds of Russian objects and publications, and thousands of Alaska Native artifacts for the library and museum. In time, thousands of objects were accumulated, and Kashevaroff wrote: “...now the territory has a museum depicting the life, art, [and] craft of the native tribes in Alaska, through the specimens exhibited in the Museum. Mere words cannot portray the scope of the interesting specimens which have been gathered from all over Alaska. One has to see the varied collection to appreciate the value of the whole.”

While Governor Riggs embraced the institution politically, Kashevaroff drummed up grass roots support in the form of funds as well as donated books and artifacts—and did so with the zeal of a missionary. He wrote dozens of letters to friends and acquaintances asking them to join the Alaska Historical Association and to send in their artifacts for the museum. Even after the museum first opened to the public in 1920, Kashevaroff continued his efforts: “We get the impression that Father Kashevaroff buttonholed everyone who attended the opening” said museum docent Bea Shepard (1996).

Alaskans overwhelmingly accepted Kashevaroff as the territory's leading historian. As a columnist for the Fairbanks News Miner put it in 1923:

Father Andrew P. Kashevaroff, Russian arch-priest, at present librarian for Alaska and

curator of the Historical Museum at Juneau, in which all Alaskans are or should be deeply interested.... He is the only man the *News-Miner* knows the name of who is competent to speak of "Alaska," for he knows it from start to finish, personally.

Taking a serious approach to the study of history and ethnology, Kashevaroff held himself and others to a high standard of professionalism and accuracy. His assistance was sought by both amateur and professional scholars who needed information on Alaska. Indeed, much of his time was spent helping others, leaving little time for his own work. His own research, focused on Tlingit culture, church history and on specific objects in the museum and library collections, remains largely unpublished, though he did edit a short *Descriptive Booklet* of the museum collection, and published a few articles.

Museum visitors found Kashevaroff a memorable character. Many elderly Alaskans fondly remember how he encouraged them as children to "hang out" in the old museum after school, to wander among the picturesque displays and listen to his adventurous stories. In the summers, he was on call to open the museum at any hour of the day for visiting steamship passengers, some of whom were prominent personalities themselves.

Humorist Will Rogers wrote:

Well, all I know is just what I run onto awhile back when I was messing around up in Alaska. That's a most interesting country. I was mentioning to you one time about being in the fine museum in Juneau, the capital of Alaska. There is a little Russian man in there, he was born in Alaska before it was sold to us, Father [Kashevaroff]. Well he has made a great study of Alaskan customs, relics, languages, its history and everything, and if ever a fellow fit in a museum it's him in this one.

Another visitor, a columnist for the *Milwaukie Sentinel* (5/21/60) recounted a 1930s visit:

Our favorite refuge from the rains was the Territorial Museum, whose most interesting 'exhibit' was its curator, Father A.P. Kashevaroff. There was an old-world charm about him that seemed incongruous in that lusty mining town. His dark, clerical garb accentuated his snow-white Van Dyke. He was small and retiring, but to talk with him for a minute was to feel the force of an extraordinary personality....

"Small he was, but in my memories of him...he was anything but retiring," remembers historian Robert DeArmond. Judging from his letters and numerous accounts of his activities published in Alaskan newspapers, he was a passionate and energetic force for both the church and the library and museum.



Sealaska Heritage Institute

105 S. Seward Street Suite 201 • Juneau • Alaska • 99801-1249 • (907) 463-4844
www.sealaskaheritage.org • www.alaskanativeartists.com • Fax (907) 586-9293

February 18, 2015

To whom it may concern:

The Tlingit, Haida and Tsimshian people have been in Southeast Alaska since time immemorial. Our culture and history have helped shape Southeast Alaska into what it is today and it is important that Alaskan's Native and Non-natives remember and know of the rich history of this area. The Alaska State Library, Archives & Museum in Juneau will help preserve and protect important artifacts, objects and educational materials for generations to come.

Andrew P. Kashevaroff knew the importance of preserving and protecting Alaska's History and Culture and was an integral part of building the Alaska State Library. He worked throughout his life creating a museum and educational facility that still serves Alaskans today.

Sealaska Heritage Institute supports the choice of the Alaska State Library and Museum to name the new facility the Andrew P. Kashervaroff Library, Archives & Museum. It is only right that tribute be made to one of the first men in Alaska to realize the importance of Alaska Native and Alaska History and want to share his knowledge in the same way that the State Library, Archives & Museum continues to do so today.

Sincerely,

Rosita Worl, Ph.D.
President

(This was received electronically on Feb. 26, 2015)

Ms. Thibodeau,

It is with great pleasure that I offer the support of the Orthodox Diocese of Alaska in the dedication of the new State Library, Archives and Museum in honor of Fr. Andrew P. Kashaverof. Fr Andrew was a very dedicated priest who served the Orthodox Church in Alaska for many years with great distinction. This dedication is a fitting tribute to a great Alaskan and a pious priest. The entire Diocese and I wish to fully support this project.

+ David (Mahaffey)
Bishop of Sitka and Alaska

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 4

◆ ISSUE

As requested, the board will be given a presentation on the 90% by 2020: Community Partnership to Improve Student Outcomes.

◆ BACKGROUND

- June Sobocinski, Vice President of Education Impact for United Way of Anchorage, and Heather Cavanaugh, Director of Corporate Communications for Alaska Communications, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 5

◆ ISSUE

As requested, the board will be given a presentation on Preparing Indigenous Teachers & Administrators for Alaska Schools (PITAAS).

◆ BACKGROUND

- Ronalda Cadiente-Brown, PITAAS Director, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 6A

◆ ISSUE

The board is being asked to approve the reapplication of American Charter Academy for a period of ten years, terminating on June 30, 2025. The initial charter was approved in 2010 for five years.

◆ BACKGROUND

- On December 3, 2014, the Matanuska-Susitna Borough School Board approved the American Charter Academy reapplication for a period of ten years.
- Behind this cover memo are: 1) the American Charter Academy School Overview, and 2) the Charter School Rating Template.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ OPTIONS

This is an information item. Action will take place under Agenda Item 23J.

American Charter Academy

	Overview
History	<ul style="list-style-type: none"> Opened in 2010 with an initial five year charter
Enrollment	<ul style="list-style-type: none"> Current enrollment: 190 students, grades K-12 Minimum enrollment: 185 Maximum enrollment: 240 Current teacher/pupil ratio is 1:19.2
Facility	<ul style="list-style-type: none"> Meadow Lakes City Ctr, Wasilla, Alaska 99654 The school occupies six suites on the first floor and eight suites on the second floor of the building. They recently enclosed the deck to provide a protected walkway for students and have added a playground.
Staff	<ul style="list-style-type: none"> Teachers: 10 teachers Other staff members: .49 Special Education teacher, 1.0 Counselor, .75 Nurse, 5.5 classified staff, and 1.0 Principal.
Budget	<ul style="list-style-type: none"> Program budget is \$2,252,265
Instructional Program	<ul style="list-style-type: none"> Project-based learning, Place-based learning, Thematic cross-curricular units, STEM/STEAM Individualized Learning Plans Usage of Core Knowledge and School District Curriculum, Multiple Intelligences
Student Achievement	<ul style="list-style-type: none"> ASPI rating 2012-2013 (3 stars) ASPI rating 2013-2014 (4 stars) Percent Advanced/Proficient in Reading: 88% District Average: 87.32% State Average: 80.07% Percent Advanced/Proficient in Writing: 82% District Average: 81.65% State Average: 74.76% Percent Advanced/Proficient in Math: 79% District Average: 75.68% State Average: 68.43%
Transportation	AMC has coordinated bus service with MSBSD to provide 2 buses and shuttle supports for students.



Charter School Rating Template for

American Charter Academy

FY 2016

**Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500**

Charter Schools Rating Template

A= Adequate
IA= Inadequate
NA= Not Applicable

Name of Charter School:

American Charter Academy

Date of Application and Rating Template:

1/6/15

District:

Matanuska-Susitna Borough School District

1. ACADEMIC POLICY COMMITTEE	Rating			COMMENTS
	A	IA	NA	
a. Has the school's independent academic policy committee operated at an acceptable level?	X			Yes. The Academic Policy Committee (APC) is comprised of 8 members (3 seats community/parent stakeholders; 2 seats staff stakeholders; 1 seat Principal; and 2 open seats for either community members, parents, students or school staff). A minimum of 4 meetings are held each year.
b. Is there an independent academic policy on file?	X			Yes. The independent academic policy is included in the application. It describes the mission, vision, philosophy, description of need and educational program, performance and program goals, assessment/evaluation and reporting progress.

2. LAW PROVISIONS	Rating			COMMENTS
	A	IA	NA	
a. To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 – 14).	X			A signed contract containing all provisions is in place.
b. Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?	X			Yes. Compliance with all provisions of law is included in the contract.
c. Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?	X			Yes. Compliance with all statutory and regulatory requirements is included in the contract.

3. EDUCATION PROGRAMS	Rating			COMMENTS
	A	IA	NA	
a. Has the school made reasonable progress in meeting its academic goals?	X			Yes. American Charter Academy's (AMC) goals are aligned with the ASPI.
b. Has the school demonstrated progress, where applicable, on the statewide assessment?	X			Yes. Progress is evident across the majority of grade levels, in many cases scoring higher in Standard Based Assessment (SBA) scores than district or state averages.
c. Has the school demonstrated progress, where applicable, on other assessments?	X			Yes. Progress is evident by Alaska School Performance Index (ASPI) scores, earning 4 and 5 star ratings. Measure of Academic Progress (MAP) scores also indicate $\frac{3}{4}$ of AMC students at proficient or above.
d. Does the school use its assessment data to drive decision-making in curriculum and instruction?	X			Yes. Assessment results are utilized to establish student ILPs and to schedule students. Results are used by students, advisors, seminar teachers and during conferences and interventions to inform decisions.
e. Where performance-based assessments are used, does the school have clear criteria?	X			Yes. AMC uses MAPs scores to level also using additional data such as credits earned, classes completed, SBA scores.

4. PROGRAM ACHIEVEMENT	Rating			COMMENTS
	A	IA	NA	
a. Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?	X			Yes. Access to curriculum, services and activities are nondiscriminatory.
b. Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?	X			Yes. AMC uses embedded educational interventions to systemically address the needs of each student. Tools include the ILP, the standards-based model and leveling assessments, Response to Intervention and Sax (gender-based classroom activities).
c. Is the school systematically informing parents of their child's performance and progress?	X			Yes. This is accomplished by many tools including: regularly scheduled student/parent/teacher conferences (2/yr), interventions as needed, iParent computer system to track progress, computer programs to track attendance, and progress reports/report cards (8 x/yr).
d. Did the charter school provide student assessment participation rates?	X			Yes. In 2013-2014 the school achieved a 99.22% participation rate.
e. Has the charter school made a comparison between their assessment scores and the district's assessment data?	X			Yes. The school's assessment scores are in many cases higher than district or state averages.
f. Has the charter school made a comparison between their assessment scores and the state's assessment data?	X			Yes. The school's assessment scores are in many cases higher than district or state averages.
g. Has the charter school shown disaggregated scores across all categories?	X			Yes. Disaggregated scores were included in the application.

4. PROGRAM ACHIEVEMENT (continued)	Rating			COMMENTS
	A	IA	NA	
h. Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?	X			Yes. AMC has an approach to PD that includes supports to staff for rigorous academics in standards-based models, Buck Institute of Education, Project-Based Learning, Core Knowledge, Place-Based Learning, STEM/STEAM, reading strategies, classroom management and content areas strategies. Decisions are all made by data from student achievement.
i. Is the school implementing a well-conceived plan to demonstrate progress over time?	X			Yes. The school has an organizational plan in place to address demonstrating progress over time.

5. ADMISSION PROCEDURES	Rating			COMMENTS
	A	IA	NA	
a. Does the school have admission procedure criteria?	X			Yes. Admission is open to all eligible students; the expectations are outlined in the Expectations Agreement and highlighted through the interview process.
b. Are eligible students specifically defined?	X			Yes. Eligible students are defined as students who, with their families, are willing to follow the expectations in the Expectations Agreement.
c. What are the provisions for accommodating additional students, if necessary?	X			Procedures for a lottery and waitlists are in place.
d. Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?	X			Yes. A lottery is in place if applicants exceed the space limitations. A waitlist is then created for each grade level and is used to fill openings as they occur.
e. Is there a provision for accommodating vacancies that may occur mid-year?	X			Yes. Procedures are in place to contact families regarding mid-year vacancies.

6. ALTERNATIVE OPTION	Rating			COMMENTS
	A	IA	NA	
a. Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?			X	The Mat-Su Borough School District has other neighborhood schools and other options available.

7. ADMINISTRATIVE POLICIES	Rating			COMMENTS
	A	IA	NA	
a. Is there an administrative policy that follows charter school law?	X			Yes. The AMC Charter states administrative policy that follows charter law.
b. Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?	X			Yes. The duties and responsibilities of administration are agreed to in the charter documents.
c. Is there compelling evidence that the school's leadership is strong?	X			Yes. The student population base for this school of choice continues to be strong and additional grade levels have been added to accommodate requests. The Principal has been with the school for 5 years and many core staff remain. Strong leadership is also provided by the APC.
d. Is there compelling evidence that the school has handled organizational challenges effectively and competently?	X			Yes. The challenges of staff changes due to both a decrease in funding presented by the ending of the start-up grant and the need for different highly qualified staff have been managed successfully. The Principal and the APC continue to examine current challenges and plan for responses.
e. Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?	X			Yes. AMC Conflict Resolution Procedures are in place. Grievance procedures will operate in accordance with other school district complaint policies and can be found in the negotiated agreements.

8. FUNDING ALLOCATION	Rating			COMMENTS
	A	IA	NA	
a. Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?	X			Yes. The district allocation is included along with a comprehensive school budget.
b. Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?	X			Yes. MSBSD will take the allowable indirect to provide a scope of administrative services.
c. Will the charter school be eligible for the additional local revenue over the 2.65-mills required in the foundation program?	X			Yes. MSBSD treats all local revenue as per student revenue/funds. As such, it is distributed to AMC on a per pupil basis.
d. Has the charter school met the requirement to achieve a positive or zero ending fund balance?	X			Yes. Budget documents reflect a positive-ending fund balance.

9. FISCAL SOLVENCY	Rating			COMMENTS
	A	IA	NA	
a. Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?	X			Yes. The school has a financial plan to ensure fiscal solvency. AMC follows all district budget processes and procedures.
b. Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?	X			Yes. Audit reports support fiscal integrity.
c. Has the school achieved efficiencies in its operation?	X			Yes. The school has met all financial requirements and obligations, ending each year with a positive balance.

10. FACILITY PLANS	Rating			COMMENTS
	A	IA	NA	
a. Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?	X			Yes. In the long-term, the APC continues to discuss the best course of action for future space needs. In the short-term, the school has made improvements in current space to include an enclosed deck and playground space.

11. TEACHER TO STUDENT RATIO	Rating			COMMENTS
	A	IA	NA	
a. Is there a plan which adequately addresses teacher to student ratio?	X			Yes. The school maintains an average ratio of 1:19.2.
b. Is the plan reasonably based on projected enrollment figures?	X			Yes. The school has shown steady enrollment figures.
12. ENROLLMENT	Rating			COMMENTS
	A	IA	NA	
a. Has the student enrollment been stable?	X			Yes. The school has shown steady enrollment figures (between 187-213 for the past 5 years) as they have restructured and reorganized to accommodate additional grade levels.
b. Has the school's enrollment been at a maximum?	X			The schools proposal is to keep enrollment between 185-240 - which they have done. Enrollment is expected to increase with the reorganization/restructuring.
13. TEACHING METHOD/CURRICULUM	Rating			COMMENTS
	A	IA	NA	
a. Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?	X			Yes. Examples are use of standards-based educational opportunities, Project-Based learning, Place-Based Learning, Thematic-cross curricular units, smaller learning environments, the usage of Core Knowledge and school district curriculum, and STEM/STEAM, multiple intelligences, use of ILPs, subject-matter approach, inquiry and problem solving approach, discussion approach, peer teaching.
b. Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?	X			Yes. The school uses observation and stakeholder feedback and data analysis to monitor curriculum quality and implementation.
c. Has the school undertaken curriculum review and revision?	X			Yes. AMC follows district curriculum review timelines.
d. Is there evidence to support effective intervention with students who are "at risk?"	X			Yes. AMC's individualized educational learning plans and teaching methods ensure all students receive the appropriate services and interventions to succeed.

e. Is the school addressing the needs of students with educational disabilities?	X			Yes. Students with IEPs will be treated the same as in all MSBSD schools.
f. Where applicable, does the school address the needs of students with limited English proficiency?	X			Yes. Students with LEP will be treated the same as in all MSBSD schools.

14. COLLECTIVE BARGAINING	Rating			COMMENTS
	A	IA	NA	
a. Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?			X	
b. If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?	X			Yes. Subject to all provisions.

15. CONTRACT TERMINATION	Rating			COMMENTS
	A	IA	NA	
a. Is there a charter school contract termination clause currently in effect?	X			Yes. A termination clause is contained within the contract.

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 6B

◆ ISSUE

The board is being asked to approve the reapplication of Academy Charter School for a period of ten years, terminating on June 30, 2025. The initial charter was approved in 1997, and Academy Charter School received approval for renewals in 2001 and 2005.

◆ BACKGROUND

- On December 3, 2014, the Matanuska-Susitna Borough School Board approved the Academy Charter School reapplication for a period of ten years.
- Behind this cover memo are: 1) the Academy Charter School Overview, and 2) the Charter School Rating Template.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ OPTIONS

This is an information item. Action will take place under Agenda item 23K.

Academy Charter School

	Overview
History	<ul style="list-style-type: none"> The initial charter was approved in 1997 and Academy Charter has received approval for renewals in 2001 and 2005.
Enrollment	<ul style="list-style-type: none"> Current enrollment: 235 students, grades K-8 Minimum enrollment: 231 Maximum enrollment: 250 Current teacher/pupil ratio is 1:12
Facility	<ul style="list-style-type: none"> 801 East Arctic Avenue, Palmer, Alaska 99645 46,324 square feet, including 17 classrooms, administrative offices, gymnasium, storage room, kiln room, science labs, staff lounge, janitor room, teacher workroom and commons areas
Staff	<ul style="list-style-type: none"> Teachers: 19 teachers Other staff members: 7 monitors/aides, 2 administrative secretaries, 1 sped resource, 2 custodians, 1 principal)
Budget	<ul style="list-style-type: none"> Program budget is \$2,703,110
Instructional Program	<ul style="list-style-type: none"> Core Knowledge approach (Hirsch) is the foundation of the educational programming Personalized Learning Plans address individualized needs Thematic units and homogenous groupings are utilized
Student Achievement	<ul style="list-style-type: none"> ASPI rating 2012-2013 (5 stars) ASPI rating 2013-2014 (5 stars) Percent Advanced/Proficient in Reading: 96% District Average: 87.32% State Average: 80.07% Percent Advanced/Proficient in Writing: 94% District Average: 81.65% State Average: 74.76% Percent Advanced/Proficient in Math: 91% District Average: 75.68% State Average: 68.43%
Transportation	<p>Parents are generally responsible for transporting their child to and from ACS. ACS has collaborated with MSBSD to arrange for 2 buses to pick up/drop off students at 2 central locations. Additional locations may be arranged in the future to meet the goal of making ACS more accessible for students in rural areas.</p>



Charter School Rating Template for

Academy Charter School

FY 2016

**Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500**

Charter Schools Rating Template

A= Adequate
IA= Inadequate
NA= Not Applicable

Name of Charter School:

Academy Charter School

Date of Application and Rating Template:

1/9/15

District:

Matanuska-Susitna Borough School District

1. ACADEMIC POLICY COMMITTEE	Rating			COMMENTS
	A	IA	NA	
a. Has the school's independent academic policy committee operated at an acceptable level?	X			Yes. The Academic Policy Committee (APC) is comprised of 8 members (3 seats for parents, 2 community members at large, 2 teachers and the principal. Meetings are held monthly during the school year.
b. Is there an independent academic policy on file?	X			Yes. The independent academic policy is included in the charter. The policy is included within Governance and Operations, to review and hold strong to the Charter and the fulfillment of the philosophy and guidelines within. Evidence of agendas and meeting minutes were presented.

2. LAW PROVISIONS	Rating			COMMENTS
	A	IA	NA	
a. To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 - 14).	X			A signed contract containing all provisions is in place.
b. Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?	X			Yes. Compliance with all provisions of law is included in the contract.
c. Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?	X			Yes. Compliance with all statutory and regulatory requirements is included in the contract.

3. EDUCATION PROGRAMS	Rating			COMMENTS
	A	IA	NA	
a. Has the school made reasonable progress in meeting its academic goals?	X			Yes. Academy Charter School (ACS) made AYP every year. Currently, ACS is rated as a 5 star school.
b. Has the school demonstrated progress, where applicable, on the statewide assessment?	X			Yes. ACS made Adequate Yearly Progress (AYP) every year. Currently, ACS is rated as a 5 star school using the ASPI rating scale. 100% of students, including those with disabilities, showed a full year of growth for both 2013 and 2014 assessments.
c. Has the school demonstrated progress, where applicable, on other assessments?	X			Yes. Using AIMSweb, all kindergarten through 3 rd graders are assessed and progress monitored.
d. Does the school use its assessment data to drive decision-making in curriculum and instruction?	X			Yes. Each year the Standard Based Assessment (SBA) and AIMSweb results are analyzed for areas of strength and weakness. Professional development decisions are made using this information. Each year, ACS refines programs and materials to better meet the needs of their students.
e. Where performance-based assessments are used, does the school have clear criteria?	X			Yes. ACS uses standards to build goals and expectations for project-based lessons and assignments such as science fair, intensives, and beaver trapping.
4. PROGRAM ACHIEVEMENT	Rating			COMMENTS
	A	IA	NA	
a. Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?	X			Yes. ACS is available to any students that live within the MSBSD boundary. In an effort to make the school more accessible to students living in more rural areas of the district, bus service has been added.

b. Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?	X		Yes. ACS uses the Response to Intervention (RTI) program to monitor progress, implement interventions, and individualize student learning opportunities to ensure students maximize learning. In 2013 and 2014, Alaska School Performance Index (ASPI) scores indicate 100% of students showed a full year of growth. ACS also has a PTR of 12:1 allowing for more individual opportunities for student interventions.
c. Is the school systematically informing parents of their child's performance and progress?	X		Yes. ACS meets with each parent and student in an entrance interview process to set up learning goals. Parent/Teacher Conferences are held in October. Standards-based report cards are provided in December. An exit interview is held at the end of the school year to review performance and progress, analyze assessment results and discuss learning goals. The principal meets with each parent to discuss how to improve learning.
d. Did the charter school provide student assessment participation rates?	X		Yes. The school achieved a 100% participation rate for the 2012-2013 and 2013-2014 school years.
e. Has the charter school made a comparison between their assessment scores and the district's assessment data?	X		Yes. The school's assessment scores presented for 2013 are higher than district or state averages.
f. Has the charter school made a comparison between their assessment scores and the state's assessment data?	X		Yes. The school's assessment scores presented for 2013 are higher than district or state averages.
g. Has the charter school shown disaggregated scores across all categories?	X		Yes. Disaggregated scores were included in the application documentation.

4. PROGRAM ACHIEVEMENT (continued)	Rating			COMMENTS
	A	IA	NA	
h. Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?	X			Yes. Assessment data is analyzed to determine areas of strength and weakness. PD goals are developed using this information. In addition, a staff survey is used to seek input to create an annual professional development plan. ACS uses a once a month Early Release day to provide needed training and enhance instructional practices.
i. Is the school implementing a well-conceived plan to demonstrate progress over time?	X			Yes. The school has a well-conceived plan and clearly demonstrates progress through the ASPI star rating scale.
5. ADMISSION PROCEDURES	Rating			COMMENTS
	A	IA	NA	
a. Does the school have admission procedure criteria?	X			Yes. Admission is open to all eligible students in grades K-8.
b. Are eligible students specifically defined?	X			Yes. Eligible students are defined as students who are in grades K-8, submit a timely application and live with the boundaries of MSBSD.
c. What are the provisions for accommodating additional students, if necessary?	X			ACS has a small school philosophy to remain no larger than 250 students. Procedures for a lottery and waitlists are in place if applicants exceed the space limitations.
d. Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?	X			Yes. A lottery is in place if applicants exceed the space limitations. As per the Attorney General, children of staff are provided opportunity for open space, followed by siblings of currently enrolled students and children of the ACS Advisory Board. All other students have an equal opportunity to fill remaining openings. A waitlist is then created and is used to fill openings as they occur.
e. Is there a provision for accommodating vacancies that may occur mid-year?	X			Yes. Procedures are in place to utilize the waitlist to fill mid-year vacancies.

6. ALTERNATIVE OPTION	Rating			COMMENTS
	A	IA	NA	
a. Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?			X	The Mat-Su Borough School District has other neighborhood schools and other options available.

7. ADMINISTRATIVE POLICIES	Rating			COMMENTS
	A	IA	NA	
a. Is there an administrative policy that follows charter school law?	X			Yes. ACS Charter states the administrative policy that follows charter law.
b. Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?	X			Yes. ACS has operated for 18 successful years and has demonstrated there is a full understanding of the obligations of the administration in providing for the control and supervision of the charter school. The charter Board Governance documents address this.
c. Is there compelling evidence that the school's leadership is strong?	X			Yes. ACS has successfully expanded to grades K-8; has worked with the community and the state to gain a reputation of rigor and high expectations; has successfully collaborated to receive over 6 million dollars to fund a school building; and has maintained a principal from inception of the charter.
d. Is there compelling evidence that the school has handled organizational challenges effectively and competently?	X			Yes. ACS has been a charter school for over 18 years. In that time they have competently addressed issues related to facilities and funding as they worked to demonstrate student academic success.
e. Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?	X			Yes. ACS has a Conflict Resolution form and procedure that is used to resolve complaints.

8. FUNDING ALLOCATION	Rating			COMMENTS
	A	IA	NA	
a. Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?	X			Yes. The district allocation is included along with a comprehensive school budget.
b. Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?	X			Yes. MSBSD will take the allowable indirect to provide a scope of administrative services.
c. Will the charter school be eligible for the additional local revenue over the 2.65-mills required in the foundation program?	X			Yes. MSBSD treats all local revenue as per student revenue/funds. As such, it is distributed to ACS on a per pupil basis.
d. Has the charter school met the requirement to achieve a positive or zero ending fund balance?	X			Yes. Budget documents reflect a zero or positive-ending fund balance.

9. FISCAL SOLVENCY	Rating			COMMENTS
	A	IA	NA	
a. Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?	X			Yes. The school has a financial plan to ensure fiscal solvency. ASC follows all district budget processes and procedures.
b. Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?	X			Yes. Audit reports support fiscal integrity.
c. Has the school achieved efficiencies in its operation?	X			Yes. The school has met all financial requirements and obligations, ending each year with a positive balance.

10. FACILITY PLANS	Rating			COMMENTS
	A	IA	NA	
a. Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?	X			Yes. ACS has been awarded 3 direct legislative grants to design and build a 46,324 square foot building to house students. They have contracted for needed maintenance.

11. TEACHER TO STUDENT RATIO	Rating			COMMENTS
	A	IA	NA	
a. Is there a plan which adequately addresses teacher to student ratio?	X			Yes. The school maintains an average ratio of 1:12.
b. Is the plan reasonably based on projected enrollment figures?	X			Yes. The school has shown steady enrollment figures which are in alignment with their small school philosophy.
12. ENROLLMENT	Rating			COMMENTS
	A	IA	NA	
a. Has the student enrollment been stable?	X			Yes. The school has shown steady enrollment figures. ACS has had the maximum enrollment of students each year, every year, for 18 years. They usually have 150-175 students on the wait list each year.
b. Has the school's enrollment been at a maximum?	X			Yes. Each year for the past 18 years.
13. TEACHING METHOD/CURRICULUM	Rating			COMMENTS
	A	IA	NA	
a. Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?	X			Yes. ACS has an explicit plan in their charter that includes the learning program, approaches, learning opportunities, assessment, behavior management and discipline program, student code of conduct, social skills, curriculum and content, LABS, and delivery methods. Core Knowledge is the foundation and philosophy of the charter. Middle school students participate in hands-on, thematic units designed to expand their thinking and career options.
b. Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?	X			Yes. ACS has an annual review and improvement plan that provides a systematic review to monitor curriculum implementation and quality.
c. Has the school undertaken curriculum review and revision?	X			Yes. ACS recently adopted a new math textbook and program to better meet the new Alaska Standards and Expectations.

d. Is there evidence to support effective intervention with students who are “at risk?”	X			Yes. ACS has a .6 resource teacher who provides services to students with disabilities, students on the autism spectrum or students with other health related impairments. All students receive a personalized learning program that meets their needs and interventions are in place throughout the classrooms.
e. Is the school addressing the needs of students with educational disabilities?	X			Yes. SBA data and ASPI scores demonstrate that all students in ACS, including students with disabilities, have one year of growth.
f. Where applicable, does the school address the needs of students with limited English proficiency?	X			Yes. ACS works closely with MSBSD Federal programs ELL program to provide services to children with LEP. ACS also plans to provide their annual lottery advertisement in Russian in hopes of increasing awareness.

14. COLLECTIVE BARGAINING	Rating			COMMENTS
	A	IA	NA	
a. Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?			X	ACS ensures that all negotiated agreements are honored.
b. If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?	X			Yes. Subject to all provisions.

15. CONTRACT TERMINATION	Rating			COMMENTS
	A	IA	NA	
a. Is there a charter school contract termination clause currently in effect?	X			Yes. A termination clause is contained within the contract.

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 6C

◆ ISSUE

The board is being asked to approve the reapplication of Effie Kokrine Early College Charter School for a period of ten years, terminating on June 30, 2025. The initial charter was approved in 2005.

◆ BACKGROUND

- On November 18, 2014, the Fairbanks North Star Borough School Board approved the Effie Kokrine Early College Charter School reapplication for a period of ten years.
- Behind this cover memo are: 1) the Effie Kokrine Early College Charter School Overview, and 2) the Charter School Rating Template.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ OPTIONS

This is an information item. Action will take place under Agenda Item 23L.

EFFIE KOKRINE EARLY COLLEGE CHARTER SCHOOL

	Overview
History	<ul style="list-style-type: none"> Originally approved in 2005 for a period of 10 years
Enrollment	<ul style="list-style-type: none"> Current enrollment: 160 students, grades 7-12 Maximum enrollment: 160 students – 60 junior high and 100 high school Current teacher/pupil ratio is 1:18
Facility	<ul style="list-style-type: none"> 601 Loftus Rd. Fairbanks, Alaska 99701 Location is leased district space
Staff	<ul style="list-style-type: none"> Teachers: 9 general education teachers Other staff members: special education teacher, administrative secretary, attendance secretary/counseling technician
Budget	<ul style="list-style-type: none"> Program budget is \$1,818,480
Instruction Program	<ul style="list-style-type: none"> Recently accredited by the Northwest Accreditation Commission Teachers deliver thematic modules following the curriculum spiral that follows the Alaska Standards for Culturally Responsive Schools Instruction is personalized to individual needs Divided into junior high, high school, early college and summer programming
Student Achievement	<ul style="list-style-type: none"> ASPI rating 2012-2013 (2 stars) ASPI rating 2013-2014 (3 stars) Percent Advanced/Proficient in Reading: 58% District Average: 83.82% State Average: 80.07% Percent Advanced/Proficient in Writing: 47% District Average: 78.37% State Average: 74.76% Percent Advanced/Proficient in Math: 44% District Average: 72.10% State Average: 68.43%
Transportation	<p>Students attending Effie Kokrine are able to utilize all of the school bus routes available in the FNSBSD. Students who are eligible for transportation through their IEPs are also accommodated at Effie Kokrine.</p>



Charter School Rating Template for

**Effie Kokrine Early College Charter
School**

FY 2016

**Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500**

Charter Schools Rating Template

A= Adequate
IA= Inadequate
NA= Not Applicable

Name of Charter School:	Effie Kokrine Early College Charter School
Date of Application and Rating Template:	12/17/14
District:	Fairbanks

1. ACADEMIC POLICY COMMITTEE	Rating			COMMENTS
	A	IA	NA	
a. Has the school's independent academic policy committee operated at an acceptable level?	X			The Academic Policy Committee (APC) reports to the membership annually. The APC meets monthly throughout the school year. The APC is comprised of nine directors that serve staggered three year terms and is comprised of staff and non-staff members.
b. Is there an independent academic policy on file?	X			Yes. The by-laws and the contract serve this purpose.

2. LAW PROVISIONS	Rating			COMMENTS
	A	IA	NA	
a. To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 - 14).	X			Yes. The signed contract is inclusive of all requirements.
b. Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?	X			Yes. This is documented through the bylaws and the contract.
c. Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?	X			Yes. This is documented through the bylaws and the contract.

3. EDUCATION PROGRAMS	Rating			COMMENTS
	A	IA	NA	
a. Has the school made reasonable progress in meeting its academic goals?	X			Yes. The school has seen an increase in the number of early college courses completed as well as a decrease in the school's dropout rate.
b. Has the school demonstrated progress, where applicable, on the statewide assessment?	X			While the school increased its Alaska School Performance Index (ASPI) score from a 2 star school to a 3 star school, and the school has seen success in some areas, the progress does not remain consistent over time and across all categories. There is continued effort to address this.
c. Has the school demonstrated progress, where applicable, on other assessments?	X			The results of Work Keys and the Armed Services Vocational Aptitude Battery Assessment show no consistent improvement. The staff will continue to work on this issue as additional testing options and new assessments come into play.
d. Does the school use its assessment data to drive decision-making in curriculum and instruction?	X			The school utilizes Alaska STEPP. The staff meets in Professional Learning Communities to analyze student performance data.
e. Where performance-based assessments are used, does the school have clear criteria?	X			Yes. Student portfolios are reviewed using a rubric.

4. PROGRAM ACHIEVEMENT	Rating			COMMENTS
	A	IA	NA	
a. Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?	X			Yes. The school is open to all students eligible by age.
b. Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?	X			Yes. The staff analyzes student performance data to identify specific student needs.
c. Is the school systematically informing parents of their child's performance and progress?	X			Yes. Parents are trained in the PowerSchool Premier online information system to monitor attendance and grades. High school students take a student success checklist home weekly for a parent signature. Phone calls and conferences are also utilized.
d. Did the charter school provide student assessment participation rates?	X			Yes. In 2013-14 the participation rate was 100%.
e. Has the charter school made a comparison between their assessment scores and the district's assessment data?	X			Yes. Standard Based Assessment (SBA) scores for Effie Kokrine are lower than the district scores, which may be expected due to the population the school serves.
f. Has the charter school made a comparison between their assessment scores and the state's assessment data?	X			Yes. SBA scores for Effie Kokrine are lower than the state scores, which may be expected due to the population the school serves.
g. Has the charter school shown disaggregated scores across all categories?	X			Yes. Disaggregated scores were included.

4. PROGRAM ACHIEVEMENT (continued)	Rating			COMMENTS
	A	IA	NA	
h. Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?	X			Yes. Multiple opportunities for professional development were available as determined by school goals and the Alaska STEPP assessment.
i. Is the school implementing a well-conceived plan to demonstrate progress over time?	X			Yes. The Student Support Team (SST) process is changing to improve the school's ability to address the needs of students not performing at acceptable levels.

5. ADMISSION PROCEDURES	Rating			COMMENTS
	A	IA	NA	
a. Does the school have admission procedure criteria?	X			Yes. There is an application process all students follow.
b. Are eligible students specifically defined?	X			Yes. Students who are age-appropriate, desire to attend the school, and complete the application process are eligible.
c. What are the provisions for accommodating additional students, if necessary?	X			The school maintains a waitlist once capacity is reached.
d. Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?	X			Yes. If applicants exceed space capacity, there are provisions for a random drawing as well as wait lists.
e. Is there a provision for accommodating vacancies that may occur mid-year?	X			Yes. Annual wait lists are utilized to fill spaces as they become available.
6. ALTERNATIVE OPTION	Rating			COMMENTS
	A	IA	NA	
a. Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?			X	Yes. Public and private options are available.
7. ADMINISTRATIVE POLICIES	Rating			COMMENTS
	A	IA	NA	
a. Is there an administrative policy that follows charter school law?	X			The charter school adheres to the administrative policies set for by Fairbanks North Star Borough School District.
b. Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?	X			Yes. The district policy manual and administrative regulations manual guide the principal. The principal also attends district administrative trainings.
c. Is there compelling evidence that the school's leadership is strong?	X			Yes. The school operates under a "head teacher" model. This person has been in the field of education for twenty years, with Effie Kokrine since its inception, and has completed coursework for the Type B administrative endorsement. There is longevity in the other members of the administrative staff as well as the teaching staff.

d. Is there compelling evidence that the school has handled organizational challenges effectively and competently?	X			Yes. The school has successfully dealt with several challenges, among them being the implementation of the Gate Foundation Early College Grant, the challenges with housing 12-20 year olds in the same facility, and beginning a sports program.
e. Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?	X			Yes. Appeals begin at the school level and may be appealed to the district level. Procedures are outlined in the Student Rights and Responsibilities Handbook.

8. FUNDING ALLOCATION	Rating			COMMENTS
	A	IA	NA	
a. Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?	X			Yes. A five-year budget showing approvals and actuals is included. The budgeting process follows the district process.
b. Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?	X			Yes. Indirect costs will be implemented and provide administrative and support services.
c. Will the charter school be eligible for the additional local revenue over the 2.65-mills required in the foundation program?	X			The school is not eligible for any additional local support above the state-mandated amount.
d. Has the charter school met the requirement to achieve a positive or zero ending fund balance?	X			Yes. All budget documents reflect positive balances.

9. FISCAL SOLVENCY	Rating			COMMENTS
	A	IA	NA	
a. Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?	X			Yes. The school maintains all financial records through the district's financial management system. The school adheres to all applicable federal, state, and local laws, rules, and regulations with its financial records.
b. Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?	X			Yes. There are no adverse audit findings to date.
c. Has the school achieved efficiencies in its operation?	X			Yes. Economic efficiencies have been achieved through flexibility in staffing hires and staff size. Renting a district facility helps streamline expenses.

10. FACILITY PLANS	Rating			COMMENTS
	A	IA	NA	
a. Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?	X			The school rents its facility from the district; the facility is on borough land. The facility serves the needs of the school well.
11. TEACHER TO STUDENT RATIO	Rating			COMMENTS
	A	IA	NA	
a. Is there a plan which adequately addresses teacher to student ratio?	X			Yes. The junior high ratio is 1:20. The high school ratio is 1:25. The school makes staffing changes to keep this ratio.
b. Is the plan reasonably based on projected enrollment figures?	X			Yes. The school is making increased junior high enrollment a priority and adjusts its staffing needs to accommodate this.
12. ENROLLMENT	Rating			COMMENTS
	A	IA	NA	
a. Has the student enrollment been stable?	X			Yes. Seven of the last nine years the enrollment has met the minimum threshold of 150 students and has remained stable.
b. Has the school's enrollment been at a maximum?	X			The maximum number of students is 180.
13. TEACHING METHOD/CURRICULUM	Rating			COMMENTS
	A	IA	NA	
a. Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?	X			Yes. The charter school is comprised of two main education programs - the junior high and high school, as well as the early college program and the summer program. The school addresses the needs of all developmental levels with the structure of the programs.
b. Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?	X			Yes. All courses are aligned to Alaska State Standards. The APC reviews all new curricula before implementation. The school works with the university and native associations to ensure curriculum is indigenous focused and relevant to the population.

c. Has the school undertaken curriculum review and revision?	X			Yes. The school reviews curriculum as prescribed by the Content Leadership teams. Staff serve on subcommittees as part of the process and make recommendations to the leadership team. Utilizing Alaska STEPP and undergoing the accreditation process ensure implementation of a quality curriculum.
d. Is there evidence to support effective intervention with students who are "at risk?"	X			The school uses many intervention strategies to address students who may be "at-risk" including: small class size, extensive one-to-one tutoring, weekly meetings with student support teams, and the use of a Homeless Liaison and an Alaska Native Education Liaison to conduct home visits and meet with families.
e. Is the school addressing the needs of students with educational disabilities?	X			Yes. The school follows all district policies on state and federal law.
f. Where applicable, does the school address the needs of students with limited English proficiency?	X			Yes. Small class size, one-on-one instruction, differentiated instruction, and tutoring are some of the accommodations made for these students.

14. COLLECTIVE BARGAINING	Rating			COMMENTS
	A	IA	NA	
a. Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?	X			Yes. Contract exemptions have been agreed to in the areas of: teacher transfer and reassignment, as well as teacher preparation period.
b. If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?			X	Contract exemptions have been agreed to.

15. CONTRACT TERMINATION	Rating			COMMENTS
	A	IA	NA	
a. Is there a charter school contract termination clause currently in effect?	X			Yes. Termination language is included.

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 7

◆ ISSUE

The board will be briefed on ACT's College & Career Readiness Campaign.

◆ BACKGROUND

- ACT's College & Career Readiness Campaign affords states the opportunity to recognize – across the education and workforce continuum – exemplary college and career readiness efforts in each of the following categories:
 - Workplace Success (Employer)
 - Career Preparedness (Community College)
 - College and Career Transition (High School)
 - Student Readiness (High School Senior)
- States are encouraged but not required to submit one nomination in each category.
- Each nomination category is evaluated on five criteria.
- ACT collaborates with the state to host a public recognition event at a location of the state's choice to recognize the state's four exemplary candidates, and it provides assistance in publicizing the event.
- Each state high school student nominee will receive a scholarship from ACT toward attendance at the postsecondary institution of his or her choice.
- On June 9, ACT will host the National Gala for College and Career Readiness in Washington, D.C. to celebrate all nominees across the participating states. One national award recipient will be chosen in each category. ACT will cover the travel expenses of the four national award recipients and one guest of each recipient.
- The Alaska nominees will be recognized at the State Board of Education & Early Development meeting on March 19.
- Shannon Hayes, ACT Campaign Project Coordinator, and Scott Frein, Assistant Vice President of Policy, Advocacy, and Government Relations, will be present from ACT to speak briefly about the campaign.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 8

◆ ISSUE

The board is being asked to approve the department's FY2016 operating and capital budgets.

◆ BACKGROUND

- AS 14.07.150 gives the Commissioner of Education & Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the board. The development of the education budget is part of the annual executive budget process.
- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all state agencies for budget development, and worked with the department on the FY2016 operating and capital budgets.
- The FY2016 Work in Progress budgets were released December 15, 2014.
- The FY2016 Governor's Amended budgets were released February 5, 2015, with additional amendments released February 17, 2015.
- Status of the budget within the Legislature process will be presented at the meeting.
- The department's FY2016 operating and capital budgets can be found behind this cover memo.
- Heidi Teshner, Director of Administrative Services, will be present to brief the board.

◆ OPTIONS

This is an information item. Action will be taken during the business meeting under Agenda Item 23H.



FY2016 Governor's Amended Operating Budget

February 2015 – Agency Budget

Updated 2/27/15

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

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

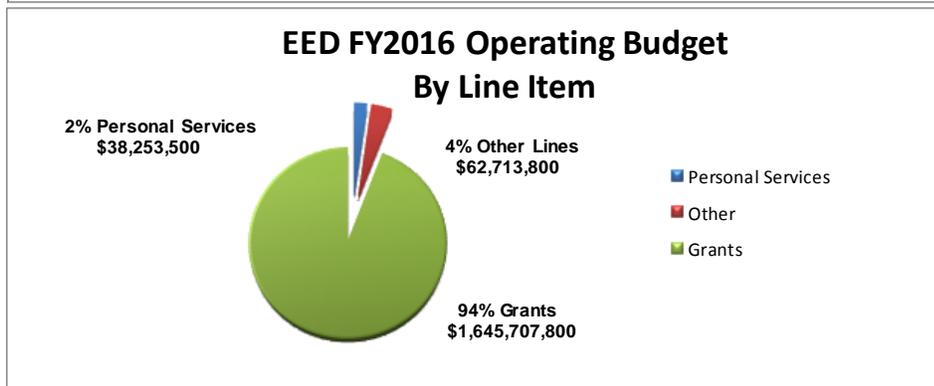
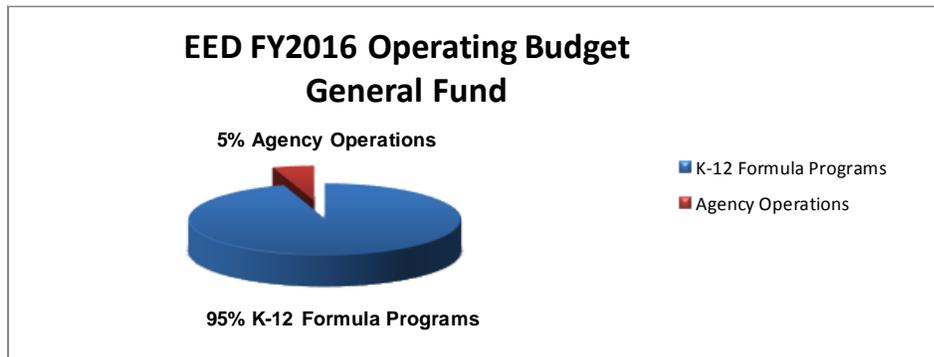
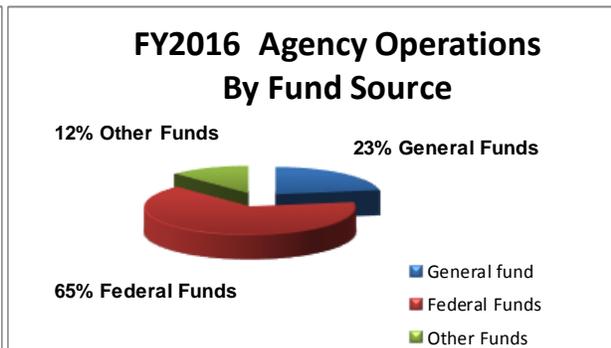
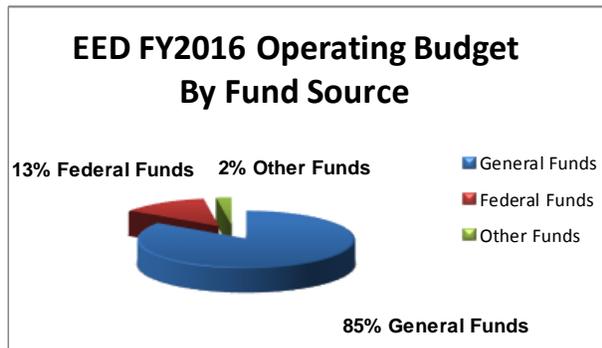
	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs	36,900.0	1,364,481.6	20,791.0	0.0	1,422,172.6
Agency Operations	19,545.6	53,620.0	211,212.7	40,124.2	324,502.5
Total	56,445.6	1,418,101.6	232,003.7	40,124.2	1,746,675.1

Position Count:

Full-time 329

Part-time 15

Non-perm 15



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

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

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

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

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

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

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

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

Total Education **1,824,704.3** **1,746,675.1** **-78,029.2** **-4.3%**

Positions:

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

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

FY2015 Management Plan

		331	15	18	1,564,008.9	233,890.6	26,804.8	1,824,704.3
Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
Personal Services	Bargaining unit, health insurance adjustments, and FY14 lump sum reversals				328.7	126.5	227.4	682.6
Foundation Program	Remove FY15 Foundation Program-PEF tracking				-1,123,874.9			-1,123,874.9
Foundation Program	Remove FY15 PEF BSA, Correspondance, Charter School formula increases				-43,998.4			-43,998.4
Foundation Program	Remove FY15 Education Bill FY15-17 OTI funding				-95,101.4			-95,101.4
Foundation Program	FY16 Foundation Program need (BSA \$5,880)				1,168,239.5			1,168,239.5
Foundation Program	FY16 Public School Trust Fund increase				3,000.0			3,000.0
Pupil Transportation	Remove FY15 Pupil Transportation-PEF tracking				-76,773.9			-76,773.9
Pupil Transportation	FY16 Pupil Transportation entitlement				79,240.3			79,240.3
School Debt Reimbursement	Remove FY15 School Debt Reimbursement				-126,642.4			-126,642.4
School Debt Reimbursement	FY16 School Debt Reimbursement projection				128,423.0			128,423.0
Boarding Home Grants	New residential programs				736.1			736.1
Special Schools	FY16 SESA decrement				-10.9			-10.9
School Finance & Facilities	Remove FY15 Education Bill OTI (Protoypical design report to legislature)				-554.1			-554.1
Student & School Achievement	Remove FY15 Education Bill OTI (Military family data reporting)				-80.0			-80.0
Student & School Achievement	FY16 Education Bill (maintenance of military family data reporting)				10.0			10.0
Student & School Achievement	FY16 MH Trust Recommendations: Autism Resource Center (MHTAAR)						100.0	100.0
Student & School Achievement	Remove OTI FY15 MH Trust Recommendations (MHTAAR)						-100.0	-100.0
Student & School Achievement	FY16 Efficiency reduction (delete PCN 05-1703 Office Assistant)	-1			-53.7	-8.0		-61.7
Student & School Achievement	FY16 Transfer PCN to Child Nutrition	-1				-90.3		-90.3
Student & School Achievement	FY16 Alaska Technical & Vocational Education Program Funding increase (TVEP)				35.8			35.8
Student & School Achievement	Remove funding for AMEREF grant				-100.0			-100.0
Student & School Achievement	Reduce ANSEP grant funding				-300.0			-300.0
Alaska Learning Network (AKLN)	Restore FY16 as base funding and reduce appropriation				-250.3			-250.3
Child Nutrition	FY16 Transfer PCN from Student and School Achievement	1				90.3		90.3
Early Learning Coordination	Remove Parents as Teachers funding from Ch19 SLA2012 SB182				-373.0			-373.0
Early Learning Coordination	Reduce Best Beginnings (-50.0) and Parents as Teachers (-20.0)				-70.0			-70.0
Pre-Kindergarten	Reduce Pre-K grant funding				-100.0			-100.0
Professional Teaching Practices Commission	Funding source switch from general fund to general fund/program receipts (Teacher Certification fees) per legislative intent language				0.0	0.0	0.0	0.0
State Facilities Rent	FY16 OTI - amount necessary in FY16 for dual occupancy				200.0			200.0
Library Operations	Remove ARRA and SDPR funding for BTOP due to project completion			-3		-2,005.4	-710.0	-2,715.4
Library Operations	FY16 Efficiency reduction (delete PCN 05-3018 Office Assistant for federal depository program)	-1			-66.3			-66.3
Library Operations	Reduce PCN to half-time funding for inter-library loan assistant				-33.8			-33.8
Library Operations	Reduce Broadband funding				-2,000.0			-2,000.0
Online With Libraries	Reduce funding for UA position to half-time				-42.0			-42.0
ACPE - Program Admin & Ops	FY16 Alaska Education Grant				250.0			250.0
ACPE - Program Admin & Ops	Funding source switch from I/A Receipts to ACPE Receipts to increase authorization for ANSWERS				0.0	0.0	0.0	0.0
ACPE - Program Admin & Ops	Budget structure modification to represent ACPE costs paid by ASLC				0.0	0.0	0.0	0.0
Alaska Performance Scholarship Awards	FY16 Alaska Performance Scholarship Awards				500.0			500.0
ASLC - Loan Servicing	Budget structure modification to represent ACPE costs paid by ASLC						13,802.0	13,802.0
Total Proposed Operating Changes		-2.0	0.0	-3.0	-89,461.7	-1,886.9	13,319.4	-78,029.2
<i>Total FY2016 Governor's Amended - Operating</i>		<i>329</i>	<i>15</i>	<i>15</i>	<i>1,474,547.2</i>	<i>232,003.7</i>	<i>40,124.2</i>	<i>1,746,675.1</i>

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

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

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

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

Allocations are subject to adjustment based on individual program requirements.

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

- \1 OTHER INCLUDES OTHER ADJUSTMENTS.
- \2 OTHER INCLUDES ALLOCATION TO SPECIAL EDUCATION SERVICE AGENCY (SESA).
- \3 OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.
- \4 SEEKING INCREASED FUNDING FOR FY2016 PROJECTED

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

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

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

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

FY2016 Division of Teaching & Learning Support Component / Program Funding

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

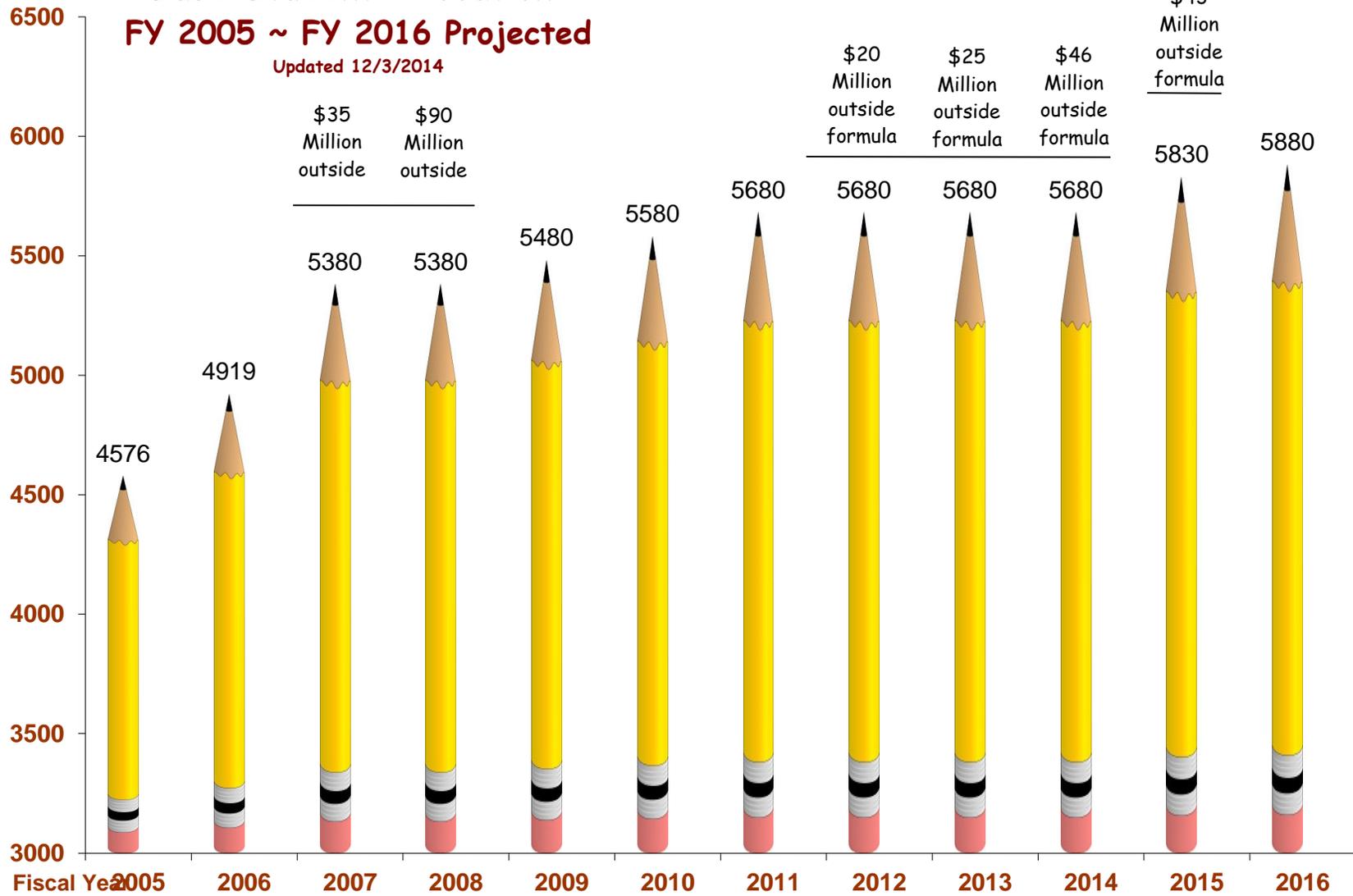
Division of Teaching & Learning Support (continued)

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

Alaska K-12 Funding

Base Student Allocation* FY 2005 ~ FY 2016 Projected

Updated 12/3/2014



*Base Student Allocation has increased by 28% since

FY2016 Governor's Amended Capital Budget

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

Notes:

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

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

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

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 9

◆ ISSUE

As requested, the board will be given a presentation on the Educator Quality and Quality Report, a project of citizens for the Educational Advancement of Alaska's Children (CEEAC).

◆ BACKGROUND

- Jerry Covey, consultant, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

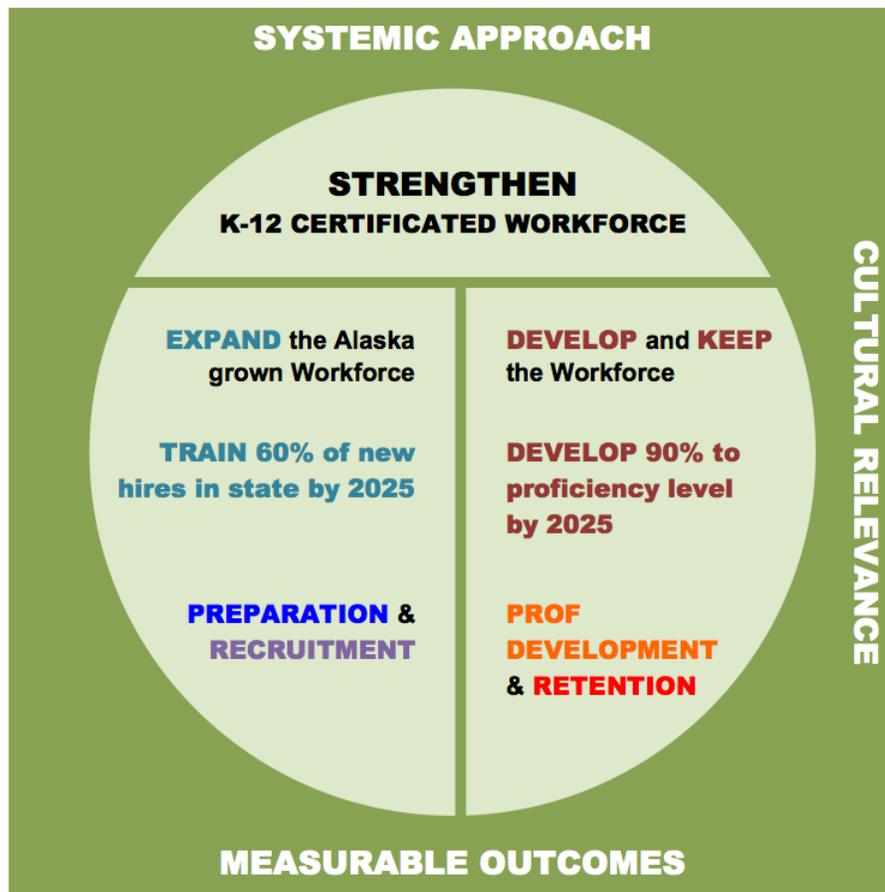
Educator Quality and Quantity

EQQ

A project of Citizens for the Educational Advancement of Alaska's Children

CEEAC

February 12, 2015



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This report was commissioned and the work managed by CEAAC, the Citizens for the Educational Advancement of Alaska's Children. The authors wish to thank the many individuals and organizations that assisted in this work, many of whom are listed in the text.

Support was provided by:

CEAAC, with thanks to our member school districts for their commitment to a better workforce.

NEA-Alaska, with thanks especially to President Ron Fuhrer, Executive Director Lydia Garcia, and the entire Board of Directors, for their generosity and interest in improving the profession and the educational attainment of our students.

Cook Inlet Tribal Council, especially President and CEO Gloria O'Neill and Vice President and General Counsel Lisa Rieger.

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Section 1: Introduction

Alaska's K-12 education system is failing too many students, leaving them with reduced opportunities for successful careers and robbing the state of their potential as workers and citizens. Only about 40% of Alaska's high school graduates attended postsecondary institutions in 2012, compared to 68% nationally.^{1, 2} In 2013, half of first-time UA freshman required remedial courses. Of that group, 81% required remedial math and 50% required remedial English.³

Although Alaska's schools hire approximately 1,000 new teachers annually, only about 36% come from Alaska.⁴ Without qualified students from Alaska completing four-year education degrees, we import educators from other states to fill these professional, career-track jobs. Those imported teachers are twice as likely to leave in the first three years on the job, the critical period when teachers attain mastery. Turnover reaches over 50% annually in some rural school districts.

Since 1996 it has been widely accepted that the teacher is the most influential factor in what a student learns.⁵ With a revolving door of imported teachers, some Alaska school districts struggle to improve. Schools that cannot keep high quality teachers produce too few students who become qualified teacher candidates. With too few well-educated students entering the teaching profession, schools import more teachers from outside Alaska who don't last. And so the cycle repeats.

The factors contributing to these problems are complex and challenging. However, solutions do exist. This report diagnoses the flaws in Alaska's system of preparing and supporting the educator workforce and recommends comprehensive and systemic changes capable of significantly resolving them. These recommendations will not be easy to implement, but they are not beyond the capabilities of Alaska's education, political and

Imported teachers are twice as likely to leave in the first three years on the job, the critical period when teachers attain mastery.

¹ Alaska Performance Scholarship Outcomes Report 2013 by Alaska Commission on Postsecondary Education, website accessed February 2015:
http://acpe.alaska.gov/REPORTS/Reports/APS_Outcomes_Report.

² National Science Foundation, website accessed February 2015:
<http://www.nsf.gov/statistics/seind14/index.cfm/chapter-1/c1s5.htm#s2>

³ Alaska Performance Scholarship Outcomes Report 2013 by Alaska Commission on Postsecondary Education, website accessed February 2015:
http://acpe.alaska.gov/REPORTS/Reports/APS_Outcomes_Report.

⁴ Hill, A., & Hirshberg, D. (2013). Alaska teacher turnover, supply and demand: 2013 highlights. Retrieved from University of Alaska, Alaska Teacher Placement website:
<http://www.alaskateacher.org/downloads/2013TeacherTurnover.pdf>

⁵ National Commission on Teaching & America's Future. (1996). *What matters most: Teaching for America's future*. New York, NY: Author.

community leaders if we accept ownership of the problem and resolve to work together in a concerted and cooperative movement.

Alaskans have become aware that teachers, specialists and administrators are the core of our educational system, and that we are falling short in supporting the quality and quantity of this critical cadre of educators. With this report, a partnership of school districts, educators, tribal leaders and individual Alaskans commits itself to solving this problem, for the sake of our children and our state's future.

Section 2: Issues facing Alaska's education workforce

The shortcomings of Alaska's education workforce—teachers, specialists and administrators—are well-known to most education leaders. Alaska produces too few educators, they tend to stay in their jobs for too short a time, and too many lack the skills to be effective.

- From 2008-2012 an average of 64% of teachers were hired from outside Alaska.⁶
- District teacher turnover ranged from 7-52% in 2012.⁶
- Turnover rate for teachers prepared outside Alaska is double that of teachers prepared in Alaska, regardless of years of experience. For example, 23% vs. 12% turnover of early career teachers 0-3 years.⁶
- Half of Alaska's K-12 students are minority but 90% of teachers are white.⁶
- Currently, 85% of all applicants to the University of Alaska teacher training program fall short of minimum qualification contained in new accreditation standards planned for implementation in 2020. In fact, by 2020 at least 95% of our Alaska Native applicants will not qualify to enter into the teacher training program.⁷
- Overall, Alaska was identified fifth worst in the list of 10 states with the worst school systems in a 2013 report. Alaska was given an overall score of C- with the twelfth lowest graduation rate in the nation (69.3%) but with the third highest expenditure per pupil (\$16,675).⁸

Section 3: Key findings: Goals for systemic change

Based on grounded research, our team has created a systematic approach to strengthen the K-12 certificated workforce in Alaska capable of producing specific, measurable results. The model has two major parts, which lead into 16 individual policy recommendations.

⁶ Hill, A., & Hirshberg, D. (2013). Alaska teacher turnover, supply and demand: 2013 highlights. Retrieved from University of Alaska, Alaska Teacher Placement website: <http://www.alaskateacher.org/downloads/2013TeacherTurnover.pdf>

⁷ Roehl, Roy. Presentation, "Disparate Impact of CAEP Standard 3.2", Fall 2014.

⁸ 24/7 Wall Street, website accessed February 2015: <http://247wallst.com/special-report/2013/01/16/states-with-the-best-and-worst-schools/5/>

The first part of our model calls for expanding the workforce, with the goal of 60% of Alaska’s new hires being Alaska-grown by 2025. Recommendations to meet this goal address educator recruitment and preparation.

The second part of our model calls for developing and keeping the workforce, with the goal of having 90% of Alaska’s teachers rated as proficient under the state’s evaluation system by 2025. Recommendations to meet this goal address professional development and teacher retention.

This model is represented graphically and explained in detail in Section 7.

Our team has created a systemic approach to strengthen the K-12 certificated workforce in Alaska capable of producing specific, measurable results.

Section 4: History

Before outside contact, Alaskan young people were educated by their communities to subsist and thrive in the harsh environment of the North. Archeological evidence shows their successful strategies were taught across the top of the North American continent. But after contact with outside cultures, the necessity of western education became increasingly clear as a path to economic prosperity. As non-Native families came to develop Alaska’s resources, and came to dominate in numbers, they also brought with them a need for school teachers.

From the beginning, western education has been an Alaskan import. In the 1700s, the Russian American Company and the Russian Orthodox Church began delivering education to communities in southwest, southcentral, and southeast Alaska. Following the purchase of Alaska from Russia in 1867, the US federal government provided for teachers in Alaska, and remained as a major presence through the territorial period through the Bureau of Indian Affairs.

When Alaska became a state in 1959, the constitution required the legislature to “establish and maintain a system of public schools open to all children of the State.” Large communities already had public school systems supported by local taxes. In the mid-1970s, the State of Alaska took control of schools from the federal government for delivery of education services outside of incorporated towns.

In the mid-1950s, trained teachers were so scarce in Alaska that Anchorage schools employed teachers lacking bachelor’s degrees. Salaries well in excess of national pay scales attracted teachers to come to Alaska. The founding of the University of Alaska Anchorage came about in part to satisfy the need for summer classes for teachers.

The University of Alaska was founded in 1917 as an agricultural college. The teacher preparation program has been in existence since at least 1960. Teaching programs now exist in Fairbanks, Anchorage and Juneau, and other programs within the University provide mentorship for working teachers and other professional development. But the University system has never supplied the full need of new teachers to Alaska’s schools.

Section 5: Genesis and process of this project

This Educator Quality and Quantity Project was initiated by CEAAC, the Citizens for the Educational Advancement of Alaska's Children, through its work to address educational inequities and help struggling schools. Partners in this work have included NEA-Alaska, Cook Inlet Tribal Council, and a broad range of Alaska's educational leaders.

CEAAC was founded in 1997 to address inequitable funding for rural school construction in Alaska. In 2004, CEAAC filed the constitutional Moore v. Alaska suit to address low performance in rural schools. Through the suit, the state's constitutional obligation to provide public education was defined for the first time. In addition, the trial court heard testimony from national experts about the core issues causing low performance in Alaska's school

As part of the Moore case, Superior Court Judge Sharon Gleason in 2009 ordered the State of Alaska to provide teacher and principal training to meet its constitutional obligation to students in rural Alaska. But when the litigation was settled in January, 2012, training of the education workforce had not fundamentally changed, and the settlement between CEAAC and the State of Alaska did not contain a specific teacher preparation component, although the settlement did contain funding for a Teacher Retention Grant Program.

In April, 2012, the CEAAC Board of Directors adopted a three-year strategic plan with a trio of goals that, if addressed, would impact the quality of education in Alaska. The goals would address the unfinished business of the Moore litigation by taking on the core causes of low educational achievement identified by expert witnesses in the case. The third goal in this plan, to be addressed beginning in 2015, was, "to increase production of teachers and principals and to assure that graduates fit the needs of Alaska's school districts."

In April, 2014, CEAAC retained Jerry Covey and Dr. Barbara Adams to begin this work, by studying and making recommendations to address weaknesses in Alaska's educator quality and quantity workforce. This report is the first result of their efforts. Data contained here build upon those that clearly document Alaska's high educator turnover and illustrate our dependence on hiring educators without experience in Alaska or our cultures. Recommendations show a way forward that policy makers can adopt to solve this long-standing, intractable problem.

The charge given to the CEAAC team assigned to work on improving educator quality and quantity included these tasks:

Data contained here build upon those that clearly document Alaska's high educator turnover and illustrate our dependence on hiring educators without experience in Alaska or our cultures.

1. Identify statewide issues that negatively impact Alaska’s certificated education workforce.
2. Identify effective practices in educator recruitment, development, and retention.
3. Engage stakeholder groups in a collaborative effort to prioritize improvements that will strengthen Alaska’s certificated workforce.
4. Secure policy, regulatory, and statutory changes to improve the quality of Alaska’s certificated education workforce.

The objectives of the work were short- and long-term.

Short-term objective: Gather data about bottlenecks related to recruitment, retention, and quality of Alaska’s education workforce and then present a compelling report to the CEAAC board for changes needed in Alaska’s training and professional development programs.

Long-term objective: Garner support from the university system, state agencies, school districts, professional organizations, and interest groups to support increased organizational commitment and public policy changes that will strengthen Alaska’s teacher education and development system.

Section 6: Research Approach, Data Collection and Analysis

Research approach

Covey and Adams adopted a research approach that recognized educator quality and quantity as a long-term issue where change is needed. They wanted to answer two research questions that support reaching our short-term and long-term objectives.

Research Question 1: What are the statewide issues that negatively impact Alaska’s certificated education workforce (teachers and administrators)?

Research Question 2: What are the effective practices in educator recruitment, development, and retention?

Data collection

The researchers identified leaders from a range of stakeholders to include in the first phase. They used a grounded theory approach, which means they allowed the data to create the model. The data came from interviews with 16 leaders from the following list of the stakeholders:

- Alaska Department of Education & Early Development (DEED)
- Alaska Staff Development Network
- Alaska Teacher Placement
- Anchorage School District
- Alaska Superintendents Association (ASA)
- Association of Alaska School Boards

- Education Matters, Inc.
- Fairbanks North Star Borough School District
- Future Educators of Alaska
- Institute of Social and Economic Research (ISER)
- NEA-Alaska
- UA Rural Campus Leaders
- UA Schools of Education
- UA Statewide Administration

Covey and Adams conducted the interviews mostly with individuals although in some cases there were multiple participants. They designed and used a structured protocol, meaning that the questions were fixed before the interviews started and interviewers didn't deviate from them.

Researchers also conducted reviews of many documents that confirmed or shed additional light on the issues. Here is a list of the sources of documents reviewed:

- Alaska Department of Education and Early Development
- Council for the Accreditation of Educator Preparation (CAEP)
- Education Matters, Inc.
- Flexner Report on Teacher Preparation (Brookings Institution)
- Institute of Social and Economic Research
- Interstate Teacher Assessment and Support Standards (inTASC)
- National Board of Professional Teaching Standards
- National Council on Teacher Quality (NCTQ) 2013 State Teacher Policy Yearbook
- Shaping Alaska's Future (University of Alaska)
- Stanford Social Innovation Review
- TCC Interior Education Summit Draft Report
- UA SOE Draft Plan for Revitalizing Teacher Education in Alaska

Further, the researchers considered the following projects that are ongoing in the state among the various institutions connected to educator quality and quantity while gathering and analyzing interview data:

- Alaska Performance Scholarship
- Investments in Innovations (i3) grant for the Alaska Statewide Mentor Project
- Current accreditation process for the UA Schools/College of Education through the Council for the Accreditation of Educator Preparation (CAEP)
- State school board increase requirement to three years of mathematics

- UA Board of Regents interests shared through meeting notes
- Governor Parnell’s Career and Technical Education plan

After the interviews were completed and the data were analyzed using the research approach explained below, the results were scrubbed and member-checked. Results were shared with those who were interviewed and others to receive feedback for refinement. Here is a list of the organizations with members who reviewed results, informing refinement based on continued input.

- Alaska community members and political leaders
- CEAAC board and staff
- Cook Inlet Tribal Council
- DEED
- ISER
- UA schools and college of education
- Superintendents and ASA
- UA Board of Regents
- UA Statewide Administration
- UAF Administration

Data analysis

To analyze the interview data Adams implemented a rigorous iterative process using open, axial, and selective coding. The results were then considered by analyzing frequency of codes, co-occurrences of codes or where codes overlapped with other codes, and the actual quotes. Open coding includes any topics that fit the quotes such as quality, compensation, mentoring, and perception. Axial coding includes the framework we identified, and thus we used the terms issues, solutions and changes. The selective coding includes large topics of interest, which we classified as preparation, recruitment, retention and professional development.

The results then stem from the frequency or count of codes and the frequency of co-occurrences or when two or more codes overlap. After looking at frequencies, we investigated co-occurrences within our axial codes. We then also looked at the co-occurrences of other codes within the four largest topics of interest that were identified. Details of the coding and analysis process can be found in Appendix A. All together we used this data to develop the model for strengthening the K-12 certificated workforce.

Section 7: The EQQ Change Model

The fundamental insight of this work is the need for a model for change that addresses many aspects of the problem in a systemic way. The team spent many hours distilling the data on potential solutions into the interlocking pieces of this total approach, which we call the EQQ Change Model. The model reflects the collaborative effort of all those who

provided interview data and feedback. The team designed the model to show how the pieces of this change movement would fit together.

Through our process, the EQQ Change Model was presented to stakeholders in Alaska's education system, including political and community leaders, and we met with widespread support. Implementing the model depends on the recommendations that support the framework and goals, which individually engender debate and require flexibility. But, while the devil is in the details, it is important to note that this model and the goals it encompasses is supported by the vast majority of those who have reviewed it. Consequently, we can say that we have established an overall set of goals for improving Alaska's education workforce.

Framework for the model

The framework for the EQQ Change Model depends on three essential themes that inform all parts of the work. This critical framework is based on these key conclusions:

- **Systemic change:** An overall approach to strengthening the K-12 certificated workforce in Alaska needs to be systemic. This is a long-term problem that needs an overhaul of the whole system if we want to see meaningful change in meeting the needs of all students.
- **Measurable outcomes:** The approach should to be grounded in measurable outcomes. All actions should be developed in such a way that outcomes can be measured, and actions can be supported through reference to those measurable outcomes.
- **Cultural relevance:** Teachers must be prepared to adapt to the culture of their students, not the other way around. To fulfill that promise, cultural awareness must be embedded in every aspect of teacher recruitment, preparation, professional development and retention. Since culture is fundamental, not an add-on, it is treated as an integrated part of the model rather than a goal or recommendation.

Goals of the model

Within this framework, the model focuses on two transformative, measurable goals:

- **Expand the workforce**, with the goal of 60% of Alaska's new hires being Alaska grown by 2025. Recommendations to meet this goal address **educator recruitment and preparation**.
- **Develop and keep the workforce**, with the goal of having 90% of Alaska's educators rated as proficient under the state's evaluation system by 2025. Recommendations to meet this goal address **professional development and teacher retention**.

A graphic representation of our systemic model is depicted on the next page. Definitions of the terms used and an explanation of the goals follow.

SYSTEMIC APPROACH

STRENGTHEN K-12 CERTIFICATED WORKFORCE

EXPAND the Alaska
grown Workforce

**TRAIN 60% of new
hires in state by 2025**

**PREPARATION &
RECRUITMENT**

DEVELOP and **KEEP**
the Workforce

**DEVELOP 90% to
proficiency level
by 2025**

**PROFESSIONAL
DEVELOPMENT
& RETENTION**

CULTURAL RELEVANCE

MEASURABLE OUTCOMES

Definitions

Here are definitions of the terms used in the model.

Alaska-grown workforce: Workers with experience in our state, who could include those who were raised in Alaska and leave the state for teacher pre-service programs, those who come to Alaska to participate in teacher pre-service programs, or those who live in Alaska before going into education.

Cultural relevance: Preparation of educators to understand and work effectively and sensitively with their students in the social context in which they live.

K-12 certificated workforce: The entire cadre of professionals in the K-12 education system needing certification for jobs, including teachers, specialists and administrators.

Measurable outcomes: The concept that any component of the model should be able produce data (quantitative and/or qualitative) that can be gathered and understood within a metric.

Proficiency level: The level on the state-mandated evaluation scale of educators in which a professional is deemed satisfactory in his or her practice, which can be measured with any evaluation tool adopted by a school, a school district, or the state; or, a category that would naturally align with the level equivalent to ‘proficiency,’ or higher.

Systemic approach: A plan for change that addresses each player and their role in the entire K-12 and post-secondary education establishment.

Explanation of goals

Expand. The first goal is to expand the Alaska-grown workforce, specifically to be able to obtain 60% of new hires from within the state by 2025. To accomplish this goal we will look to educator preparation and recruitment practices. The goal flips the picture of Alaska educator training: the state now imports around 60% of teachers with no Alaska experience. This goal would make the majority of educators Alaska grown.

The term ‘Alaska grown’ refers to people with Alaska experience, which covers several avenues. Alaska experience could mean being born in Alaska and going to a college or university in another state for teacher pre-service programs then returning as a professional educator. Alaska experience could also mean going through Alaska teacher and/or administrator pre-service programs even if you came from another state. Alaska experience could also mean a person who moves to Alaska to live and then goes into the field of education.

Regardless of how an educator could have Alaska experience, the point of ‘Alaska grown’ is that life in our state provides educators with assets they cannot obtain outside an Alaska context. These assets include:

- Teachers from Alaska have a better understanding of what they are getting into when choosing a career here, and so are more likely to last.
- Alaska-grown teachers start their jobs with a higher level of credibility with students.
- They are more likely to share a common cultural and practical outlook with their students.

- Alaska-grown teachers are more likely to have roots in Alaska that will keep them here, enhancing long-term retention.

The ‘Alaska grown’ goal also has impact on our economy and the future of our high school graduates. Students grown in our own communities are a human resource. Education is a rewarding, life-long career. For decades Alaskans have had the goal of processing our natural resources here before export, but we continue to send away this valuable human resource in a raw form while importing educated teacher and administrator recruits to work in our schools. Achieving the 60% Alaska-grown goal would mean good jobs for Alaskans worth many hundreds of millions of dollars annually.

Develop and **Keep**. The second goal is to develop and keep the workforce, specifically to develop 90% of the certificated workforce to proficiency level by 2025. To accomplish this goal we look to professional development and retention actions. Currently Alaska requires that each district have an educator evaluation in place that deems when an educator is considered proficient based on standards. This goal uses the district definition of proficiency along with retention to stabilize the workforce. The idea is to retain the proficient educators and to develop all educators to at least the proficiency level, whether they come in new or they fall below proficiency as an experienced educator.

Section 8: Recommendations

As we investigate each of these overall goals in the EQQ Change Model, it becomes evident that multiple strategies are needed, and various options could work, to attain these goals. Relating strategies to goals is a critical step in designing a measurable, systemic approach that will effect authentic change. To show how the goals relate to the strategies, we have organized them in a color-coded four-quadrant matrix, which is shown on the following page.

There is a wide-spread agreement to all of the aspects within the model; however, differences of opinions and priorities come into play at the recommendations level. It is our long-term objective to identify which of the recommendations we can garner the most support in order to create a unified approach to systemic policy changes. Section 9 discusses implementation issues related to each recommendation, with preliminary assessments of the time, cost and complexity of adopting the recommendations.

EXPAND	DEVELOP & KEEP
<p>Preparation</p> <ul style="list-style-type: none"> ➤ Raise standards for entry into and exit from educator preparation program in state (CAEP) ➤ Increase and strengthen bridge programs to attract minority groups into education careers ➤ Increase university capacity for educator preparation to reach the goal of 60% Alaska grown ➤ Increase and strengthen pre-service field experience ➤ Establish laboratory schools in urban and rural hub communities ➤ Provide a systemic process for improving teacher preparation using stakeholder and outcome feedback 	<p>Professional Development</p> <ul style="list-style-type: none"> ➤ Add 10 quality professional development days; add 6 days to school year and add 4 days to quality in-service allocation ➤ Statewide voluntary curriculum: select two curricular programs for major content areas – if districts voluntarily choose to use them, state will purchase them and EED will provide on-going quality staff development ➤ Increase and expand the Alaska Statewide Mentor Project ➤ Develop UA curricula to address unique Alaska needs
<p>Recruitment</p> <ul style="list-style-type: none"> ➤ FEA program in every school district, aim for 5% of high school student population for a total of 2,000 students ➤ Revisit salary and benefits package ➤ Incentivize hard to fill jobs ➤ Alternative certification programs ➤ Loan forgiveness 	<p>Retention</p> <ul style="list-style-type: none"> ➤ Continue teacher retention grants to districts ➤ Establish laboratory schools in urban and rural hub communities ➤ Revisit salary and benefits package ➤ Incentivize hard to fill jobs ➤ Loan forgiveness ➤ Increase and expand the Alaska Statewide Mentor Project

EXPAND: Preparation

Our goal is to expand the Alaska grown education workforce. Based on our data collection, we believe that by 2025 Alaska could be educating 60% of schools districts’ annual hires.

To achieve that goal, we need to clearly define more pathways to earning education degrees and attracting greater numbers of highly qualified applicants into education careers. Specific policy commitments needed to achieve this goal are presented here in order of priority.

1. Raise standards for entry into and exit from Alaska educator programs.

Our research showed universal agreement on raising standards for entry into Alaska's programs. The University of Alaska is already moving in this direction with adoption of programs established by the Council for the Accreditation of Educator Preparation.

Our recommendation is to support the higher standards contemplated in the new accreditation program. This change may seem superficially counterproductive to our quantity goal, since increased standards and increased selectivity can be expected to decrease numbers of students. But, while raised standards may initially reduce the number of candidates who enter education, over the long term higher standards will increase the prestige of the profession and the success of newly minted teachers. Thus, higher standards are part of a long-term, systemic solution to quantity as well as quality.

In the shorter term, investment will be needed to provide assistance to students who need help to meet the higher standards for entrance.

2. Increase and strengthen bridge programs to attract minority groups into education careers.

Bridge programs are designed to assist students from under-represented populations with entry into professional training. Alaska's shining example of a successful bridge program is the Alaska Native Science and Engineering Program (ANSEP). In rural Alaska, 95% of students are Alaska Native, while approximately 95% of the teachers are white. A program as successful as ANSEP with an education focus, bringing rural Alaska Natives to the education profession, would address this disparity, impacting both of the major goals of our initiative, and having a major impact on students and communities, by making schools fundamentally more culturally relevant and integrated with rural life.

This recommendation addresses our measurable goals for recruitment and retention because an educator who works in his or her own rural community is much more likely to stay than an imported teacher. Although the absolute numbers of teachers who could be trained through such a bridge program would not be expected to make a major dent in the doubling of Alaska-trained hires we are seeking, ending the revolving door of staff in rural schools would have an outsized impact. A single teacher who stays an entire career in a rural school could avoid the need for 10 raw recruits who would fill that role with rapid turnover during the same period.

Over the last 40 years, Alaskan universities have developed and delivered a variety of bridge programs to increase the number of certificated minority educators, primarily to produce Alaska Native educators. Over these decades many of these programs have

produced certificated teachers and administrators, however, the overall picture is still bleak, considering only 5% of teachers were Alaska Native based on 2012 numbers.⁹

Recent efforts to deliver such programs have been expanded to attract Alaska Native high school students into teaching careers through leadership programs and future educator programs delivered in some high schools. The goal of bridging rural students to the teaching profession is too important to give up because of weak results from past models. Fortunately, we have strong evidence for how to design an education bridge program that will work. Firstly, a new effort should apply the positive lessons of past bridge programs while being frank and flexible in recognizing their shortcomings. Secondly, the successful strategies and resources of ANSEP should be replicated to create a similar effort for the teaching profession. Elements of a successful program would include improving the quality of high school programs and expanding their delivery to most high schools in Alaska. UA President Gamble has specifically included this new program in the UA budget and asked leaders of ANSEP to start this process. We support this idea and suggest that educators be included in modifying this program from a science and engineering focus to an education focus.

These changes will carry costs, but with success, a bridge program can deliver fundamental, permanent change to solve a multi-generational education problem in rural Alaska.

3. Increase the University of Alaska’s capacity for educator preparation to produce 60% of educators hired annually.

Meeting this goal by 2025 will require the university to significantly increase the capacity of its educator preparation programs. A first step in this process would be to analyze the current capacity versus the current output of such programs and develop a long-range plan to increase capacity, which may require additional faculty and facilities. However, we believe an initial increment of increased student numbers can be accommodated within the existing capacity.

In addition to adding numerical capacity, sites must be expanded to make UA training more accessible for rural students. Past failures in efforts to recruit Alaska Natives to the education profession have demonstrated that pulling adults out of rural communities for training is impractical. If we want to bring more rural Alaska Native educators into the system, we will have to find a way to take the program to them. Complete teacher education programs with high expectations should be offered to large groups of students in hub communities, instead of delivering off-site programs that lack access to the same quality and infrastructure available to students on large campuses.

4. Increase and strengthen pre-service field experience.

As presented in the famous national report, *No Dream Denied*, the education profession pays a high price nationally for throwing newly trained teachers into the deep end of leading classes with too little experience or support. A significant fraction of new

⁹ Hill, A., & Hirshberg, D. (2013). Alaska teacher turnover, supply and demand: 2013 highlights. Retrieved from University of Alaska, Alaska Teacher Placement website: <http://www.alaskateacher.org/downloads/2013TeacherTurnover.pdf>

teachers abandon the profession in the first three years on the job. Those who stay and learn the ropes on the job take three years before their teaching effectiveness equates to veteran teachers, as shown in the results of student achievement tests. Students of those inexperienced teachers may be shortchanged for those years of on-the-job training. In schools with high turnover, students may rarely encounter a veteran teacher with a full toolbox of classroom skills, paying the price throughout their schooling.¹⁰

All these considerations are true for urban and rural schools in Alaska, but for rural Alaska educator candidates, real-life experience is even more important because of the unfamiliarity of the cultures and environments they will encounter.

Our interviews showed strong support from all education stakeholders for this recommendation. Increasing the amount of time pre-service educators have in schools and classrooms has many benefits, including allowing them to live in remote areas, observe classrooms, tutor students, and engage with educators prior to their student teaching experience.

5. Establish laboratory schools in urban and rural hub communities.

A laboratory school is an elementary or secondary school associated with an educator training institution such as the University of Alaska where professors and degree candidates can work with students on a daily basis. Laboratory schools often are located on university campuses, where learning experiments and classroom experience is close at hand.

Laboratory schools could create a venue to provide pre-service and in-service educators from both rural and urban school districts to engage in the practical realities of successful education delivery. Laboratory schools would strengthen our education workforce and increase exposure to successful education delivery programs and practices. New ideas could be more effectively tested and disseminated through these schools.

Large districts and rural hub communities already have the infrastructure in place for laboratory schools. The major costs would be educator travel and lodging expenses. Our research found strong support from education stakeholders for this recommendation.

¹⁰ National Commission on Teaching & America's Future. (2003). *No dream denied: A pledge to America's children*. Washington, DC: Author.

Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), 247–252.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4–36. Retrieved from https://cepa.stanford.edu/sites/default/files/4.full_.pdf

Strong, M. (2009). *Effective teacher induction and mentoring: Assessing the evidence*. New York, NY: Teachers College Press.

6. Provide a systematic process for improving educator preparation using stakeholder and outcome feedback.

Educators in the K-12 system are the clients of the University of Alaska programs that prepare the teachers, specialists and administrators they hire, but many feel the university does not hear their concerns about the quality of training. At the same time, the University is the client of the K-12 system that prepares the students they matriculate, but half of the Alaska graduates they receive as freshmen need remedial training to be ready for college. We propose that both halves of our Alaska education system come together to work as a whole, cooperating as a single K-20 system.

The first step to this cooperation is communication. This recommendation is aimed at creating a meaningful partnership that engages school district educators and those who deliver educator programs at the university level. Such a system would require a commitment beyond infrequent meetings or discussions that do not produce actionable plans. A true systematic process would gather feedback in a rigorous fashion, document and ground-truth issues and concerns, and then follow-up to demonstrate how those issues were addressed.

Our research encountered almost universal support for this recommendation and the cost of doing it is relatively low, but implementing it will be more difficult than this willingness and low cost would imply. Success would require a commitment of school district and university leaders and staff to design a process that works and to ensure it consistently repays the effort invested and continues over time.

EXPAND: Recruitment

To accomplish our goal of doubling the percentage of Alaska-grown newly hired teachers, we need a dramatic increase in job candidates with Alaska experience. Several of the recommendations listed here can also serve to recruit high quality educators from out of state as well by making Alaska a competitive location again, as in the past.

7. Expand the FEA program into every school district.

Students in their last two years of high school will determine the success of our goal of increasing the number of Alaska-grown teachers, because career decisions by these students set the path of our Alaska-grown resource of young people. The size of the potential resource is large, with over 7,500 seniors graduating from Alaska's high schools annually.¹¹

Why aren't more Alaska young people choosing to become educators? One factor is the poor reputation of the teaching profession as a career, in terms of the demands, responsibilities and rewards of the work. Other recommendations in this plan address the inherent attractions of education as a career. But another critical component of recruitment is to provide young people with information about careers in education, and inspire them to follow this noble calling.

¹¹ State of Alaska, DEED, Report Card to the Public 2013-2014, website accessed February 2015: <http://education.alaska.gov/reportcardtothepublic/>

Our interview data strongly calls for redesign and expansion of the Future Educators of Alaska program or a new program like it. FEA, as currently conceived, is a K-12 program of the University of Alaska aimed at Alaska Native and rural students.

We recommend that every district aim for attracting 5% of high school students into an FEA-like program. That effort would increase the number of potential educators to 2,000 annually. Participation increases would be especially important in urban districts with non-Native students, as that is the largest audience of potential new Alaska-grown teachers.

As currently structured, FEA is a grant-funded program through the University of Alaska, Office of K-12 Outreach, which considers the participating school districts as partners. It is also a Career and Technical Student Organization, or CTSO, and receives Perkins and Technical Vocational Education Program (TVEP) funding like other career and technical education paths. As such, funding should be available to address this recommendation. However, efforts by advocates, such as CEAAC, may also be needed to refocus the program to a mission of recruiting students of all races into education.

8. Revisit the salary and benefits package.

Personnel costs dwarf all others in the education field. This is truly a human resources-dependent sector. In light of current state budget deficits, it would be nice to say definitively that the money allocated to educator salary and benefits is already adequate. Unfortunately, school districts across Alaska report that their hiring offers for new teachers, specialists and administrators often are no longer considered competitive with districts outside Alaska. In addition, young people with many career opportunities often think of education as a low-wage profession. And many educators consider the Teacher Retirement System defined-contribution retirement offered to new teachers since 2006, combined with their exclusion from Social Security, as a negative consideration in recruitment and retention.

Ideas abound for how to make education a more attractive profession for Alaska's brightest young people. Improvements could take many forms, such as signing bonuses, increased retirement per year of teaching, and higher salary based on content area and need. These approaches support recruitment from the pool of educators both within the state and from other states.

Unfortunately, data is lacking to confirm or dispute these beliefs about the competitiveness of Alaska educator salaries and benefits, as well as the effectiveness of various ways to fix the perceived problem. Recognizing the need for more information, the Alaska Legislature in 2014 commissioned research on the issue. During early 2015, ISER is conducting a study to identify a set of salary and benefit packages providing alternatives to what is the current practice in most districts. After that report is complete, we will identify more specific recommendations concerning salary and benefit packages as well as identify the associated cost.

School districts are the governing agency on this strategy in that school boards determine how they want to compensate educators. However, the legislature is connected in the sense that it develops policy on the funding of districts, which controls their ability

to increase personnel costs, and teacher retirement is set in law. The ISER study may or may not show a need for additional funding or a revised retirement package.

9. Incentivize hard to fill jobs.

School districts face difficult and sometimes insurmountable difficulty in filling certain jobs, which can include content areas such as special education, math, and science, or for work in remote locations or with chronically struggling districts. Where school problems contribute to the challenge of filling these positions, the low number and quality of potential candidates offers little hope of improving those problems.

Incentivizing hard to fill jobs can take many forms, and can come from a variety of sources. Incentives can include free special education courses, free continuing education courses, and financial bonuses and the like, for new hires or for support retaining an educator who may find less challenging situations attractive. Incentives support recruitment from the pool of educators both within the state and from other states.

Some of these strategies can be implemented by the University of Alaska, but others will require action by school districts and/or the legislature. Further study is warranted to define the level of incentives that are needed in various situations, and how they could be paid for. As a first step, however, policy support should be provided to allow districts and the university flexibility to implement incentives when they see the opportunity and need.

10. Increase alternative certification opportunities.

One way to improve the pool of qualified educators would be to increase alternative certification opportunities via local programs for adults. We recommend strengthening these programs, which can assist Alaska Native and rural participants.

The X-CED model was hailed as working by a majority of interviewees. X-CED was the cross-cultural education program under UAF that was active from 1970-1990. The X-CED model placed faculty in the rural campuses and worked primarily with local teacher aides to support them in becoming certified classroom teachers. Many of the generation of Alaska Native teachers who have retired in the last 10 years or will retire soon enter the profession through this model. We recommend that this model be replicated with potential additional components, such as paraprofessionals receiving a recommendation from their superintendent before entering the program.

Alternative certification opportunities should also include targeting second career professionals, aiming to diversify the workforce to mirror student populations across the state, and increasing the number of participants served by each program. This will require certification policy adjustments by EED and program development and/or enhancement by UA.

11. Provide loan forgiveness.

The cost of college is a consideration for all students and a barrier for some. Reducing cost can be used as a mechanism to steer students toward careers of great social benefit, such as education. This strategy applies both to students who study in Alaska and those who leave for college. By using the mechanism of delayed loan forgiveness, this strategy can support retention as well as recruitment.

Many talented young people want to see the world during their college years and do not seriously consider staying in Alaska for college. Those who choose not to return are a loss to our state, and to the Alaska education workforce. To meet our goal of increasing the quality and quantity of this workforce, we need to bring more of these young people back to the state to enter the teaching profession. In addition, for those students who do study in Alaska, we can increase the numbers who become teachers by addressing the cost of training. Strategies under this recommendation include:

- Provide loan forgiveness for Alaskans who go outside for teacher preparation but want to return to the state to teach. Such a program would provide a percentage of forgiveness for each year of service up to five years, incentivizing a teacher to stay for at least that period—at which point, many young people will have put down roots that keep them in place for an entire career.
- Provide additional loan forgiveness for educators who work in rural districts or take hard-to-fill jobs and stay for three years, regardless of where they attended for preparation or when they decide to take a rural or hard-to-fill job.
- The Alaska Commission on Post-secondary Education (ACPE) provides a program called the Teacher Education Loan, which offers forgiveness to students who are trained in Alaska and work in a rural district. Students must obtain district nomination for one of a limited number of slots while they are still in high school, and then return to that same district to work after college graduation. The program is not widely used. It should be expanded to apply to all students trained in Alaska who take jobs and stay long-term in any district, and should be aggressively publicized.

Implementation of any of these forgiveness concepts would require legislative action with a fiscal note, and regulatory changes and implementation by the ACPE.

DEVELOP AND KEEP: Professional Development

Our goal is to ensure that all educators in Alaska’s workforce have the skills to succeed as classroom teachers, specialists and administrators. Our numeric goal is that by 2025, 90% of educators will be rated at a proficiency level as determined by Alaska’s system for evaluating certificated educators. Policy changes needed to accomplish this goal are listed here in order of priority.

12. Increase time of school year.

In Alaska’s current fiscal climate, we are hesitant to recommend strategies that would carry significant additional cost. However, our state has fallen significantly behind the others in the length of the school year and the number of hours students spend learning. Although increasing the year is expensive and may not be possible in the current fiscal climate, it will ultimately be required to accomplish the level of improvement that is necessary.

Some states measure the length of the school year in days, while others have a requirement measured in total hours; by either measure, Alaska has the lowest school-year requirement of any state, at 170 days or 900 hours (for grades 4-12), according to 2013 statistics gathered by the Denver-based Education Commission of the States. That

means that both Alaska's students and educators have less time and less opportunity to develop their skills.¹²

Increasing Alaska's school year could allow time to increase professional development for the education workforce. We advocate increasing the school year by 10 days, putting Alaska in the mid-range of school year length among the states. The additional 10 days could be offered as 5 additional school days and 5 additional professional development days, or one week for each; another alternative would be an increase of 6 school days and 4 professional development days.

Additional professional development days are essential to improve the quality of the education workforce. While it goes without saying that professional development must be of high quality to be effective, various other recommendations in this plan address the quality and deliver of those services.

An increase in the school year would require a policy change by the legislature and changes by EED to implement oversight. We anticipate a \$40M price tag on this recommendation.

13. Implement voluntary statewide curricula.

Each school district in Alaska is charged with selecting the curricula taught in its schools and aligning those curricula with Alaska education standards. The result is that Alaska schools teach a wide variety of curricula in each content area, making it very difficult to ensure the adequacy of content to students and to provide much needed professional development for educators. The custom approach for every district is inefficient and, in core content areas such as math and reading, adds little value for students.

We recommend the Department of Education and Early Development offer school districts *voluntary* participation in a program offering two choices of curricula in each of the core content areas of mathematics, reading, and language arts. The State would align the curricula to its standards and provide it to school districts at no cost.

The benefits of this program to teachers, students and districts would be great. School districts that *chose* to participate would be relieved of the task of curriculum selection, purchase, and alignment with state standards. Additionally, participating districts would have access to high quality professional development from the department and other providers that was tailored to the content area curriculum being used, thereby increasing the proficiency of the certificated education workforce. That knowledge would be portable to any other Alaska school using the statewide curricula.

We expect that EED would implement this recommendation by reallocating funds, communicating with districts, and building up its professional development team. We are conducting a survey of districts to estimate this cost.

14. Expand the Alaska Statewide Mentor Project.

¹² Education Commission of the States, website accessed February 2015: <http://www.ecs.org/clearinghouse/01/06/68/10668.pdf>

Full funding for the Alaska Statewide Mentor Project (ASMP) will help ensure that educators reach levels of proficiency much earlier in their career. The ASMP has been well documented as an effective way to increase educator performance, skill development and retention for early career teachers—those in their first two years of the profession. Retention rates for early career teachers receiving mentoring from ASMP average about 80% after their first year of teaching compared to only 67% for those with no mentoring. Further, both teachers and principals feel that instruction is improved based on the support of an ASMP mentor.¹³ The ASMP model also can be expanded to support teachers without Alaska experience to bridge the cultural and social gaps that contribute to turnover.

Full funding means expanding the program to support all teachers who are placed in rural settings or in low-performing schools and who are either early in their careers or new to Alaska. Research is needed to determine the cost and capacity requirements to effect this expansion.

The ASMP is a partnership between EED and UA, specifically under the Office of K-12 Outreach. It is funded by a legislative budget line item and by state and federal grants. Expanding the program to reach all eligible teachers would require cooperation and funding support from each of these entities. A funding estimate was developed based on based on teacher and mentor numbers from 2013. The cost was estimated to be \$8.34 million to fully fund ASMP, including contributions from all players. This expense would provide services to 1,110 teachers, including early career teachers and those who are new to the state but not new to the profession. To provide these services to only the rural districts (450 early career teachers and 45 new to the state) would cost \$4.48 million.

15. Develop UA curricula to address unique Alaska needs.

Teachers trained in Alaska should be equipped with skills to meet unique Alaskan challenges. In-service training should also be directed to develop professional skills for our unusual teaching environments.

A number of classes could be developed under this heading. Educators with rural experience would be the best sources of current advice on these needs, which could be an important task for the communication system between districts and the University described under Recommendation 6. However, two needs are already widely recognized.

First, the university needs to support educators in developing skills for English Language Learners. This can be done through specialized certifications, professional development to schools, and continuous credit courses. When comparing student achievement results for districts based on demographics, one variable that helps describe differences is the percentage of limited English proficient students. Districts with high state standardized proficiency levels (language arts and mathematics) tend to have a low percentage of limited English proficient students; whereas, those struggling with the least number of proficient students have a high percentage of limited English proficient students. Providing teachers skilled in working with students with limited English proficiency would address this disparity in achievement.

¹³ Alaska Statewide Mentor Project, website accessed February 2015: <http://alaskamentorproject.org/research.php>

Second, a large number of rural schools require teachers to work in multi-age classrooms and teach outside their areas of qualifications. Many teachers are ineffective in these difficult circumstances, but some are highly successful. Unfortunately, the skills for success in multi-age classrooms are largely self-taught, so successes are not replicated. Teachers bound for rural schools should receive specific, well-researched instruction in how to work in that setting.

DEVELOP AND KEEP: Retention

As stated previously in this report, retention of teachers, specialists and administrators is a key issue affecting educational achievement in Alaska. Few strategies are effective for improving schools as long as teacher turnover continually wipes the slate clean. Effective teaching relies on professional experience and the trust relationship between teacher and student. With the revolving door in some districts, these attributes don't have a chance to develop.

Retaining teachers in their jobs also helps solve the challenges of recruitment and professional development. Teachers who don't leave don't need to be replaced, reducing the need to find and train new teachers. Also, keeping a teacher increases the value of investments made in training, both before and during the teaching career. Alaska schools spend untold resources on professional development for teachers who rapidly leave.

Several of the strategies listed elsewhere support this goal as well, including incentivizing hard to fill jobs and revisiting the salary and benefits package. Although overwhelming quantitative data has not been gathered to suggest these strategies will address the retention issue, we have received an abundance of qualitative data to suggest that these improvements would be beneficial.

This section lists only one recommendation not mentioned elsewhere in the report, because the systemic approach we are presenting should support increased retention as a whole. Research by ISER indicates that key issues reducing teacher longevity include poor support from administrators, unfamiliarity with local culture and environment, and lack of success in the classroom. Various strategies encompassed in this report would address each of these issues, improving administrator skill, cultural connection and awareness, and teacher preparation and effectiveness. We expect that better prepared teachers who know what they are getting into and who are supported professionally will want to stay longer.

16. Continue district teacher retention grants started through Moore settlement.

One of the four initiatives in the Moore settlement was a grant program to support districts in implementing strategies to enhance teacher retention. The process was established as a competitive grant allowing for up to three years of funding to districts who proposed activities that increased retention by addressing core causes of teacher job dissatisfaction, as revealed by ISER research, not including financial incentives. Proposals had the opportunity to receive bonus points in two ways, with a bonus for low performing schools, and a bonus for low teacher retention schools.

Between school years 2012-2013 and 2014-2015 a total of \$2.6M was awarded to 51 proposals covering 14 school districts and 46 communities. Activities included such

diverse needs as cultural camps, curriculum adoption, professional development, improvements in housing and safety, and even creature comforts and recreation. Districts have reported exceptional results enhancing teacher morale and retention through relatively modest investments of funds. To implement this recommendation, the program created through the Moore settlement would be continued with funding from the legislature of \$1 million per year.

Recommendations with dual impact that affect retention

Recommendation 2: Increase and strengthen bridge programs to attract minority groups into education careers.

Bridge programs will increase the number of rural Alaskan teachers working in their home communities. These teachers often spend their entire career in the same school.

Recommendation 5: Establish laboratory schools in urban and rural hub communities.

Establishing lab schools can play a role in teacher retention by providing opportunities for teachers to visit and observe master teachers, thus learning how to implement strategies in their own classrooms.

Recommendation 8: Revisit salary and benefit package

This recommendation would have equal impact on retention and recruitment.

Recommendation 9: Incentivize hard to fill jobs.

See description above. Additionally, a specific example can be found under Appendix B, showing how incentives can be linked to both educator retention and proficiency in a manner that mitigates losses to the district while supporting decisions made by both parties (district and educator).

Recommendation 11: Provide loan forgiveness.

As explained above, this program would keep teachers in district while receiving staged student loan forgiveness. In many cases, this time period would be long enough for teachers to become permanently ensconced in their new homes.

Recommendation 14: Expand the Alaska Statewide Mentor Project.

Research evidence shows that mentored teachers tend to stay in their jobs longer.

Recommendation 15. Develop UA curricula to address unique Alaska needs

This recommendation would make rural teachers more effective, reducing turn-over in areas with the more severe retention problems.

Section 9: Implementation

The EQQ Change Model and the 16 recommended strategies encompass a total plan to address a major shortcoming in Alaska's educational system. We know that having a highly qualified teacher in the classroom is critical to student achievement. This plan for systemic change will produce measurable improvement in this most basic component of delivering education to Alaska students.

We believe Alaskans would generally accept the goals encompassed in the model: 60% Alaska-grown new hires and 90% educator proficiency by 2025. But Alaska cannot reach these goals without concerted action on a number of fronts. Many of these actions, listed in our 16 recommendations, will be difficult or expensive. Major change is rarely easy. But we call upon Alaska's leaders to study, adapt and enact these recommendations so we can make the changes students need.

The sponsors of this report intend to present the EQQ Change Model and 16 recommendations in many fora across Alaska. The key adopters, however, are centered in four critical institutions: the Alaska Legislature, the Alaska Department of Education and Early Development and its Alaska Board of Education, the University of Alaska and its Board of Regents, and the school districts in Alaska's communities. Implementation will require informing the public about the needs and opportunities we have identified, and working with these key institutions to make the changes happen.

The matrix that follows lists the recommendations and implementation issues, including cost, need for further research, coordination, and so on. Most of the recommendations do not have definite cost estimates at this phase of development.

Time frame:

Short term: 2015-2016

Medium term: 2016-2018

Long term: 2018+

Recommendation	Agency	Time frame	Implementation issues
Preparation			
1. Raise standards for entry into and exit from Alaska educator programs.	UA	Short to medium term	Cost for remedial support to students unable to meet entry standards.
2. Increase and strengthen bridge programs to attract minority groups into education careers.	Legislative and private support for UA ANTEP, RAHI, Rural Delivery	Short term	Cost for new program.
3. Increase university capacity for educator preparation to reach the goal of 60% Alaska grown.	UA, Legislative funding	Medium to long term	Research to define UA capacity and needs. Cost for increase.
4. Increase and strengthen pre-service field experience.	UA , districts, Legislative funding	Short to medium term	Coordination among players. Research to determine cost.
5. Establish laboratory schools in urban and rural hub communities.	DEED, District and UA interest, legislature for funding for lab component, CEAAC	Medium term	Research needed to define program and coordinate players. Cost.
6. Provide a systematic process for improving educator preparation using stakeholder and outcome feedback.	UA, Districts, CEAAC	Short term	Coordination and commitment.
Recruitment			
7. Expand FEA program in every school district.	UA, Districts, CEAAC	Short to medium term	Cost. Restructure program, increase scope and intensity, focus on recruitment of urban students
8. Revisit the salary and benefits package.	Districts, Legislature; UA	Long term	Cost. Continue on-going studies.
9. Incentivize hard to fill jobs.	Districts, Legislature	Medium term	Research needed on incentives. Cost. Flexibility for districts.
10. Increase alternative certification opportunities.	DEED	Short term	Define requirements, develop regulations and programs

Recommendation	Agency	Time frame	Implementation issues
11. Provide loan forgiveness.	Legislature, ACPE	Medium term	Cost. Research and development of new programs and improvement of existing programs.
Professional development			
12. Increase time of school year.	DEED, Legislature	Long term	Cost. Labor contracts. Define specifics for class days and student contact days
13. Implement voluntary statewide curricula.	DEED, Legislature for funding	Short to medium term	Cost. Research to define program and select curricula and develop training.
14. Expand the Alaska Statewide Mentor Project.	EED, UA, Legislature	Short term	Cost.
15. Develop UA curricula to address unique Alaska needs.	UA, Districts	Short term.	Research of curricula and coordination of needs.
Retention			
16. Continue teacher retention grants to districts.	Legislature, EED	Short term	Cost.

APPENDIX A

RESEARCH PROCESS, DATA COLLECTION AND ANALYSIS

Summary of data collection

Interviews were conducted with 16 leaders or groups from education related organizations of all types around the state. Jerry Covey and Barbara Adams gathered the interview data using the same protocol developed collaboratively by conducting mostly individual interviews. In one case both interviewers were present and in a few cases interviews were conducted with multiple interviewees simultaneously.

Interview protocol

Interviews were conducting mostly face to face and a few by audio. The interviewers took notes that were later transcribed. The interview questions are provided here based on organization type.

Questions for interviews for all organizations

1. Is your organization currently involved in activities aimed at improving our education workforce? If so, please describe.
2. Does your organization collect education workforce data that would be of value to a collaborative effort to improve the quality of the workforce? If so, would you be willing to share it with others?
3. From your organization's perspective, what are the barriers or bottlenecks that prevent us from reaching our education workforce goals?
4. What are the two or three most significant changes that you recommend to positively impact educator recruitment, retention, and quality?
5. What questions or recommendations do you have for organizations that educate, provide professional development, or employ Alaska's education workforce?

Questions for Alaska schools of education

1. What type of feedback do you collect from school districts regarding graduates of your education programs?

2. Do you attempt to enroll students in various education programs based on estimated workforce needs?

3. What percentage of your departmental resource is directed toward professional development for the existing education workforce?

Questions for school districts

1. What percentage of your paraprofessionals, certificated teachers, and certificated Type B administrative hires are typically trained in Alaska?

2. What is the average educator turnover in your school district for the last five years for:

(a) paraprofessional staff?

(b) teachers?

(c) administrators with a Type B endorsement?

3. Does your school district currently operate a program aimed at preparing students for careers in public education? If so, please describe.

4. If you collect the following data, please list the percentage of high school graduates going on to:

	In-state	Out-of-state
College	_____	_____
Military	_____	_____
Other post-secondary training	_____	_____

5. Do you participate with universities in-state or outside of Alaska for educator professional development, student teachers, teacher and/or student mentors, education research, or other activities related to improving the quality of your education workforce? If so, list the universities.

Process of analyzing data

Analysis of the data was conducted in multiple ways. First we summarized the data overall by topics of major importance. Second, themes were developed across all of the interviews in order to support recommendations that would appeal to all organizations. This process was done by first applying codes to the interview comments within each question and then across all questions. All interviews were also coded with a demographic code relating to their role. These codes are listed with a “d-” preface in the code lists shown below. Frequency of codes were considered within the general categories of Issues, Solutions, and Change. All codes, their definitions and overall frequency are in the file called “TQQ Interview Analysis Sep2014_code_defns”. All of the quotes associated with the codes are listed in the file called “TQQ Interview Analysis Sep2014_allcodes_withquotes”.

A first step to analyzing themes was to look at the frequency for each code to see what ideas were discussed most across all interviews. Be aware that multiple codes can be applied to each thought and typically the unit of coding is each thought within a response to an interview question.

Comparing across the general categories of Issues, Solutions, and Change provides a more in depth analysis. This was done by considering overlaps across all three categories or ideas that only come up in some of them. The term for this analysis is called co-occurrence. A co-occurrence table is shown in the results below.

Here is a snapshot of the codes ordered by highest to lowest frequency of use.

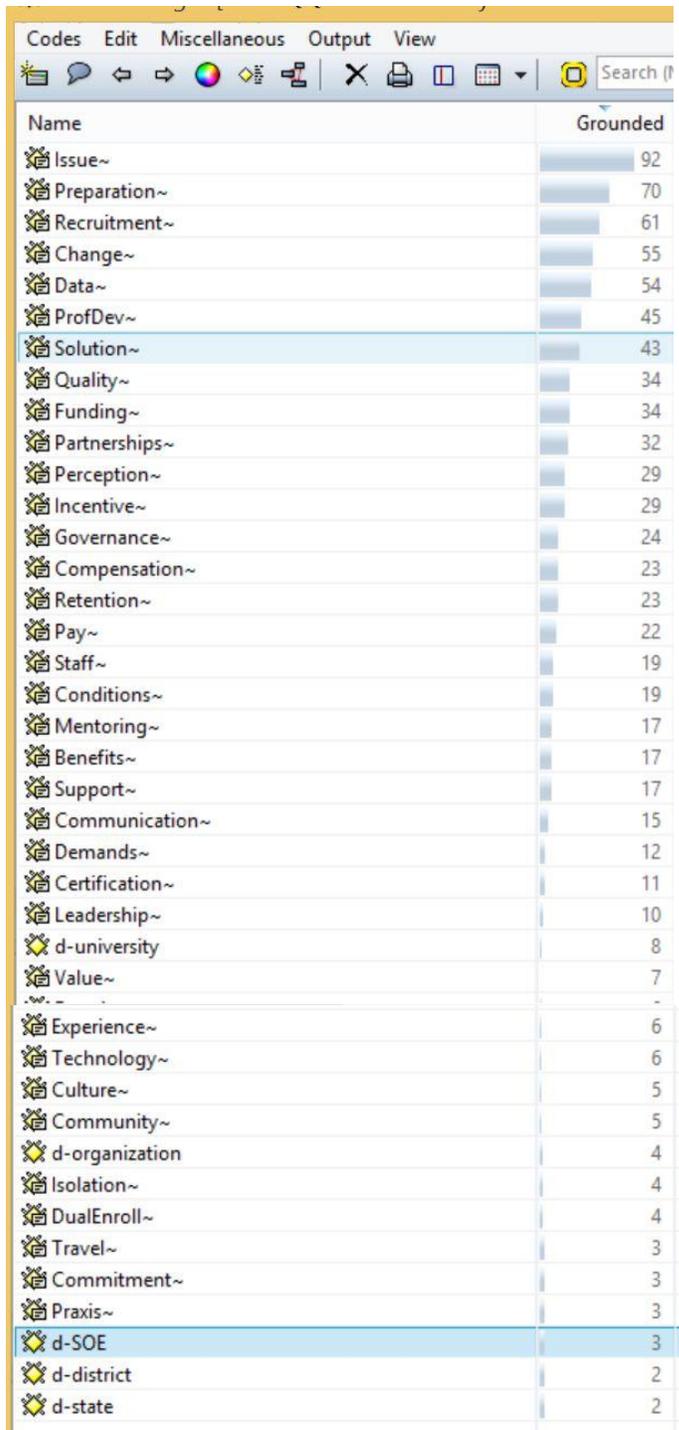


Figure 1: Snapshot of codes and frequencies from Atlas TI.

Results

Frequencies

Among the general categories of Issues, Solutions and Change the frequency table shows that Issues were the highest with 92 quotations dealing with such. Change was discussed in 55 of the quotations and Solutions in only 43. This speaks to the generally agreed upon thought in the state that we know the problems but continue to have difficulties actually determining and implementing solutions.

Issue

Among the broad categories there are change, issue, and solution. Issue refers to ideas suggested as problems, bottlenecks, difficulties.

Solution

Among the broad categories there are change, issue, and solution. Solution refers to ideas suggested that address an issue or suggest change in a specific and actionable manner.

Change

Among the broad categories there are change, issue, and solution. Change refers to ideas suggested for modification without providing a solution.

Other high frequency codes include Preparation, Recruitment, Data, and Professional Development all with at least half as many as the highest code. Low frequency codes that occurred less than 10% of the highest code include Value, Technology, Experience, Culture, Community, Isolation, Dual Enrollment, Travel, Commitment, and Praxis.

Co-occurrences

Among Issues the highest co-occurrences are listed on the left-hand side of Table 1. A number such as 0.10 in the table means that 10% of the quotations that have the code "Issue" also have the code "Compensation" attached to them, for example. The co-occurrences with Change and Solution are also shown as a way of understanding the overlap. For example, Preparation has a high frequency of co-occurrences with both Issue and Change but less so with Solution. On the other hand Conditions have a high co-occurrence with Issue but not so with Change nor Solution.

There is no general rule for a cut-off level on co-occurrences. The tables here show the highest with a random cut-off level; however, all codes are shown within the three categories in the excel file "cooc_TQQ Interview Analysis Sep2014 categories all.xls" and can be shared.

	Issue	Change	Solution
Preparation	0.13	0.12	0.08
Recruitment	0.13	0.08	0.13
Retention	0.13	0.05	0.06
Compensation	0.10	0.05	0.05
Conditions	0.10	0.06	0.03
Governance	0.10	0.05	0.02
Quality	0.10	0.13	0.05

Table 1: Issue category and high co-occurrences

In terms of Solutions (Table 2) the highest co-occurrences were with Recruitment and Funding followed by Partnerships, Staff, Mentoring, and Preparation. Quotations will provide specifics.

	Solution	Issue	Change
Recruitment	0.13	0.13	0.08
Funding	0.12	0.09	0.09
Partnerships	0.09	0.05	0.05
Staff	0.09	0.03	0.01
Mentoring	0.09	0.01	0.04
Preparation	0.08	0.13	0.12

Table 2: Solution category and high co-occurrences

In terms of Change (Table 3) the highest co-occurrences were with Perception, Quality, and Preparation. Quotations will provide specifics.

	Change	Issue	Solution
Perception	0.17	0.08	0.07
Quality	0.13	0.10	0.05
Preparation	0.12	0.13	0.08
Funding	0.09	0.09	0.12
Incentive	0.09	0.07	0.03

ProfDev	0.08	0.08	0.06
Recruitment	0.08	0.13	0.13

Table 3: Change category and high co-occurrences

Quotations: Preparation

Preparation refers to any form of teacher preparation program such as the standard 4- or 5-year program through universities or alternative programs to becoming a teacher.

Issue: Preparation

Out of the 92 quotes coded to Issues and 70 quotes coded to Preparation, there were 19 quotes that included both. Quotes cover 5 general topics listed below with one quote for illustration. All quotes are listed within the Word doc “issue & preparation”.

- principal preparation – numbers in recruitment, job tasks vs reward
“At the principal level, barriers include cost versus benefits of being a principal, small numbers in preparation programs, societal expectations for performance, the effort it takes versus the rewards earned.”
- student teachers – cost of travel for supervisors, get in field earlier, finding mentors
“I worry that we might be moving in the wrong direction in teacher prep concerning the time interns are spending in the classroom. This may not be true of UAF. For example, the new accountability system, once that kicks in, the general sentiment from teachers is ‘I don’t want a student intern in my class if I’m held responsible for student scores.’ I worry about how that impacts all of this.”
- recruitment – praxis barrier, need more local, look to aides to become teachers, FEA type programs not as active
- teachers – not prepared to teach mathematics, not prepared for reality, difficulty getting into UA program, need more in hard to fill fields
“Schools of education do not prepare teachers for the reality they face.”
- policy – state maintains those that negatively impact programs, not benchmarking against industry standards, SOEs not all of the problem

“Although we have new standards that are supposedly better, AK is still only requiring 2 math classes for HS graduation. Math prep is a huge barrier not just for college but career readiness too. Why do we continue that failed practice?”

Solution: Preparation

Out of the 43 quotes coded to Solutions and 70 quotes coded to Preparation, there were 8 quotes that included both. Quotes cover 3 general topics listed below with one quote for illustration. All quotes are listed in the Word doc “solution & preparation”.

- within the system– more math and pedagogy courses, new model for training teachers using a traveling professor, seamless transfer of credits within UA, interview former and current education students on how to strengthen programs

“I keep thinking of this traveling professor type thing that works with people in their own place. Example from Australia, special class for teacher aides, 4 days/week in classroom and took classes in the evening, 1 day/week they talked about what they did in the classroom, agreed to have Friday to do this discussion.”

- recruitment – more top students into field, higher achievers

“Improved teacher education programs would help attract high achievers.”

- financial – student loan forgiveness, paid internships especially rural

“The gist of these conversations is that education students struggle to make ends meet during their internship year. The rigorous internship schedule makes other employment challenging, yet tuition and living expenses still accrue. This is particularly true for nontraditional students who are interested in becoming educators but also have families to support while they are going to school. Paid rural internships might eliminate some of the financial and geographic hurdles that rural Alaskan students must overcome to earn their education degree. It also might give rural districts more opportunity to nurture local educators for their districts, and it might send a positive message to our education students that we value their contributions to the education of our youth. It has the potential to improve new teacher quality for rural Alaska by giving prospective teachers more mentored experience teaching in that environment.”

Change: Preparation

Out of the 55 quotes coded to Change and 70 quotes coded to Preparation, there were 13 quotes that included both. Quotes cover 3 general topics listed below with one quote for illustration. All quotes are listed within the Word doc “change & preparation”.

- status of profession – how teachers and the education system is viewed
“... not sure where to start to change the status of the profession. We have [Rep.] who has this wonderful idea of creating a cohort of elite students forming an education cohort, give them money / scholarships and then put them back out there into a profession that is stomped upon. When you read public media and there is a perception that teachers are not respected and will get beat up. We have to stop assuming that teachers are not competent or capable, look holistically at conditions where we are placing them.”
- UA education programs – rigor and quality
“Raise rigor of education programs. ... University needs to make it clear that we have BA standards. When an Alaska student applies to Washington or Oregon state schools they are excited, it’s a big deal, when accepted. When they get accepted to UA they aren’t so excited. That’s a reputation issue. While we are open enrollment, we don’t have to admit them to BA/BS and we shouldn’t be. ... We need to make that admissions piece clear to students, at least 2 tiers of entry. It is scary, if we raise prestige and salary then quantity will go down. Which to do first?”
- Grow more local teachers
“... wants to grow teachers in Alaska as they last longer and are better prepared.”

Quotations: Recruitment

Recruitment refers to an intentional attempt to get a person to join you. It can refer to teacher programs, hiring by districts, or targeting for other positions such as a mentor.

Issue: Recruitment

Out of the 92 quotes coded to Issue and 61 quotes coded to Recruitment, there were 18 quotes that included both. Quotes cover 4 general topics listed below with one quote for illustration. All quotes are listed within the Word doc “issue & recruitment”.

- Local recruitment – HS programs (FEA type), grants, support, disparity between student population and educator population

We need a different model of support along the way. If we can make people aware and train local teachers they will bring their culture in if they know they can.

We do not have, but should have, a statewide future educator program. We could do far more than we are doing to address this problem internally.

Some school districts do not offer mentoring/interest programs for high school students to encourage them to consider education as a future college path for them.

We had grants focused on teachers and targeted basic math and English, supported students through developmental through 100 level. Prior they only supported full time 100 level but this one covered part time and developmental as well. Targeting students as the whole student –teaching them how to be a student, intro to university, skills, technology, email, blackboard, attending class. A lot of the students were teacher aides and then take classes in schools at night. Our grant was only one serving students still finding their way, just thought about being teacher, get them on the path.

We are pursuing a STEP grant through DOL to try to increase number of sped teachers. There is always a gap.

Building a community for these students at UA, connecting them with other students while still in the village with similar interests, visiting UA to become more comfortable in setting, decreasing amount of time away from communities, all help to transition them to UA setting but also provide them with elements of community they need for success.

- Application pool – job fair attendance falling off, funding, less HS grads

Even our HR are not going to job fairs since attendance is just falling off. I'm not sure if that is the teaching profession not being attractive or if it's not cost effective to travel with local postings and accessing education associations and organizations and advertise through them.

- Challenges – rural practicum, conditions, compensation, reputation of profession

We need to increase the rural practicums, getting students out to rural AK. Even if we say we can offer you a job today if you go rural elementary, secondary, counseling it doesn't work. We have an older student population, students are already site bound

with families, into community and don't want to go out. One challenge is the impact on teachers' children living in those communities, such as Pigeon English /village English.

Teaching is not an exotic or attractive field to go into today. For engineering, graduates start at \$90-100k/yr. Accounting – started out at \$50k+. ... There is a demand for teachers, teacher turnover is high all over the US, but getting students into the field is the challenge.

There are a lot of hurdles for students coming from rural AK to urban centers to pursue degree. Those hurdles come in many forms – culture shock, financial barriers, beyond urban vs. rural and AN culture of village vs. UA culture; deep community focus with emphasis on family deep, to extract yourself to go away is a huge hurdle.

- Lack of coordination – across organizations, across districts

Alaska lacks a coordinated approach between state agencies, university educator preparation programs, the legislature, and professional organizations in regard to changes in education policy. As a result, well intentioned changes sometimes make it more difficult to attract, develop, and retain, high performing educators.

Some rural schools have practices that encourage teacher recruitment and retention. They are effective practices, but they are not being adopted by other school districts. There are a lot of good ideas out there but not scaled to the state levels.

Solution: Recruitment

Out of the 43 quotes coded to Solution and 61 quotes coded to Recruitment, there were 12 quotes that included both. Quotes cover 3 general topics listed below with one quote for illustration. All quotes are listed within the Word doc “solution & recruitment”.

- People – FEA, profile of characteristics of successful educators, paraprofessionals

Find ways to address the needs of kids in our own backyard through increasing future educator programs in all school districts.

FEA serves rural districts, 10 currently, hoping to continue and expand. It was larger in the past.

As a state we must develop creative ways to recruit and market educators and determine who is likely to succeed. We need a profile of the characteristics of successful educators.

We need to recruit from within and provide a support system to help them be successful,

Paraprofessionals pursue degrees in education, so creating a pathway makes this new component so exciting. Paraprofessionals do not need to have a degree now –two ways to become qualified, have an AAS or a district rep verify that you met standards, HS diploma, and pass paraprofessional praxis assessment (cut score).

- Communication – reality

Employing districts must clarify what they want when hiring and communicate accurately to new hires about the conditions they will work and live in.

- Financial – scholarships for math and sped teachers, loan forgiveness, compensation

We should look into putting money into scholarships for target needs areas such as math and special education as a recruitment method.

Raise salary and benefits, moving to a defined benefit would make a big difference in recruitment and retention and would allow the university to put more rigor into the program since people would be motivated to pursue profession.

Change: Recruitment

Out of the 55 quotes coded to Change and 61 quotes coded to Recruitment, there were 9 quotes that included both. Quotes cover 2 general topics listed below with one quote for illustration. All quotes are listed within the Word doc “change & recruitment”.

- Should do – incentivize, be honest, grow local, recruit the best and brightest
Incentivize becoming an educator
Incentivize teaching in remote schools
Incentivize teaching in hard to fill teaching positions
- Should learn – why students are not choosing education as a career

Understand why students are not choosing education as a career

Quotations: Retention

Retention refers specifically to keeping teachers, staff, and administrators from one year to the next.

Issue: Retention

Out of the 92 quotes coded to Issues and 23 quotes coded to Retention, there were 13 quotes that included both. Quotes cover 5 general topics listed below with one quote for illustration. All quotes are listed within the Word doc “issue & retention”.

- Working climate

There really is a lot of issues that teachers have to deal with in rural Alaska and in Anchorage. It is important to be honest and not to pretend that it doesn't exist. Districts and schools really need to look at how they can provide support and help for those dealing with really difficult situations.

I believe that some of the sentiments regarding teacher turnover are well intended but inaccurate. The idea that most teachers will stay permanently in rural Alaska is a denial of reality. Most teachers want to return to settings that reflect their own culture and have access to goods and services that are unavailable in rural Alaska.

- Compensation

Many folks started and took low paying jobs because they felt that the trade-off was insurance and good retirement plans. The good benefits no longer exist for them. When looking from the perspective of the superintendents, there is no incentive for the teachers to stay past their 5 years.

- Teacher and Administrator

70% of teachers leave within first seven years
Administrator retention is an issue as well. There needs to be a way to identify those districts that are short on administrative support and find a way to still address the needs of the teachers on sight.

- Lack of coordination

Alaska lacks a coordinated approach between state agencies, university educator preparation programs, the legislature, and professional organizations in regard to changes in education policy. As a result, well intentioned changes sometimes make it more difficult to attract, develop, and retain, high performing educators.

- Efficacy

Teachers leave because they don't feel their contributions are valued.

Solution: Retention

Out of the 43 quotes coded to Solution and 23 quotes coded to Retention, there were 4 quotes that included both. Quotes cover 3 general topics listed below with one quote for illustration. All quotes are listed within the Word doc "solution & retention".

- Investigate what has worked

Is there a way to find out why some successful areas have staying power? Look for best practices and find out their tricks. Also look at long term teachers and why they have stayed one when others haven't.

- Improve compensation

Raise salary and benefits, moving to a defined benefit would make a big difference in recruitment and retention and would allow the university to put more rigor into the program since people would be motivated to pursue profession.

- Share positives

Talk it up, talk about benefits. Most teachers don't stay in teaching, they go into other fields. They have people skills, organizational skills, they know how to find things, and they explain things to people. Every time someone says thank you, and asks, 'what can I do for you?', I suggest they put it in a letter – document it. This becomes a critical element. All of us have had a teacher who really encouraged us – we need those personal stories.

Change: Retention

Out of the 55 quotes coded to Change and 23 quotes coded to Retention, there were 4 quotes that included both. Quotes cover 2 general topics listed below with one quote for illustration. All quotes are listed within the Word doc “change & retention”.

- Data – how to use, what to gather
I’m not sure as a state, we are making the best use of it. We could make better use of data.
- Incentivize
Incentivize becoming an educator, Incentivize teaching in remote schools, Incentivize teaching in hard to fill teaching positions

OTHER CO-OCCURRENCES

Another way to look at the data is to focus on the four topics of most interest, preparation, recruitment, retention and quality, to further identify which other codes had the highest frequency of co-occurrence with each of them. This is outside of the structure of issue, solution, and change. Those with 10% or more of the quotations overlapping are highlighted in blue text.

	Preparation	Recruitment	ProfDev	Retention
Benefits	0.01	0.04	0.00	0.05
Certification	0.05	0.01	0.02	0.03
Communication	0.02	0.09	0.00	0.09
Compensation	0.03	0.06	0.00	0.05
Conditions	0.02	0.08	0.05	0.08
Data	0.17	0.14	0.05	0.07
Demands	0.03	0.03	0.02	0.00
Funding	0.03	0.10	0.08	0.02
Governance	0.08	0.01	0.10	0.00
Incentive	0.08	0.18	0.01	0.04
Leadership	0.01	0.00	0.06	0.06
Mentoring	0.01	0.04	0.11	0.00

Partnerships	0.10	0.03	0.10	0.04
Pay	0.01	0.05	0.02	0.05
Perception	0.09	0.02	0.00	0.06
ProfDev	0.06	0.02	0.00	0.03
Quality	0.30	0.07	0.03	0.04
Staff	0.02	0.03	0.12	0.14
Support	0.04	0.07	0.09	0.08

Table 4: Preparation, Recruitment, Retention and Quality co-occurrences with all other codes that had at least 10 quotes associated.

From this analysis Preparation co-occurs often with the Quality, Data and Partnerships. Recruitment co-occurs often with Incentive and Data. Quality, although with a frequency of 34 quotes overall, has no significant co-occurrences based on this list. Running an additional analysis (not shown) for only against all other codes showed that the highest co-occurrences were with Change (13%) and Issue (10%) illustrating that it is a cause for concern but at this time very little details or solutions have been presented. Retention co-occurred frequently with Staff, a code used when the interviewee talked about staff other than teachers.

APPENDIX B

Notes on Educator Retention Concept

Prepared by Scott MacManus, Assistant Superintendent, Alaska Gateway School District

It is clear that effecting any real lasting improvement for our failing “focus” schools requires systemic change, the kind that results from having “turn-around” principals and staff to effect that change for a long enough period of time that it becomes institutionalized in the school and community. These are special staff who have the requisite social and technical skills, and also the personal motivation to undertake and be successful in that mission. This is most particularly true of Bush Alaska, where the community may have low educational expectations and attainment, along with high rates of poverty and unemployment. Identifying, hiring and retaining educators (both principals and teachers) who are culturally adept and socially flexible, is one way to approach this problem. The intent of this proposal is to incentivize the recruitment and retention of these experienced, high quality educators into those schools having the highest staff turnover and lowest student performance. With this program it becomes progressively harder to walk away after a first year, with the potential loss of the Incentive.

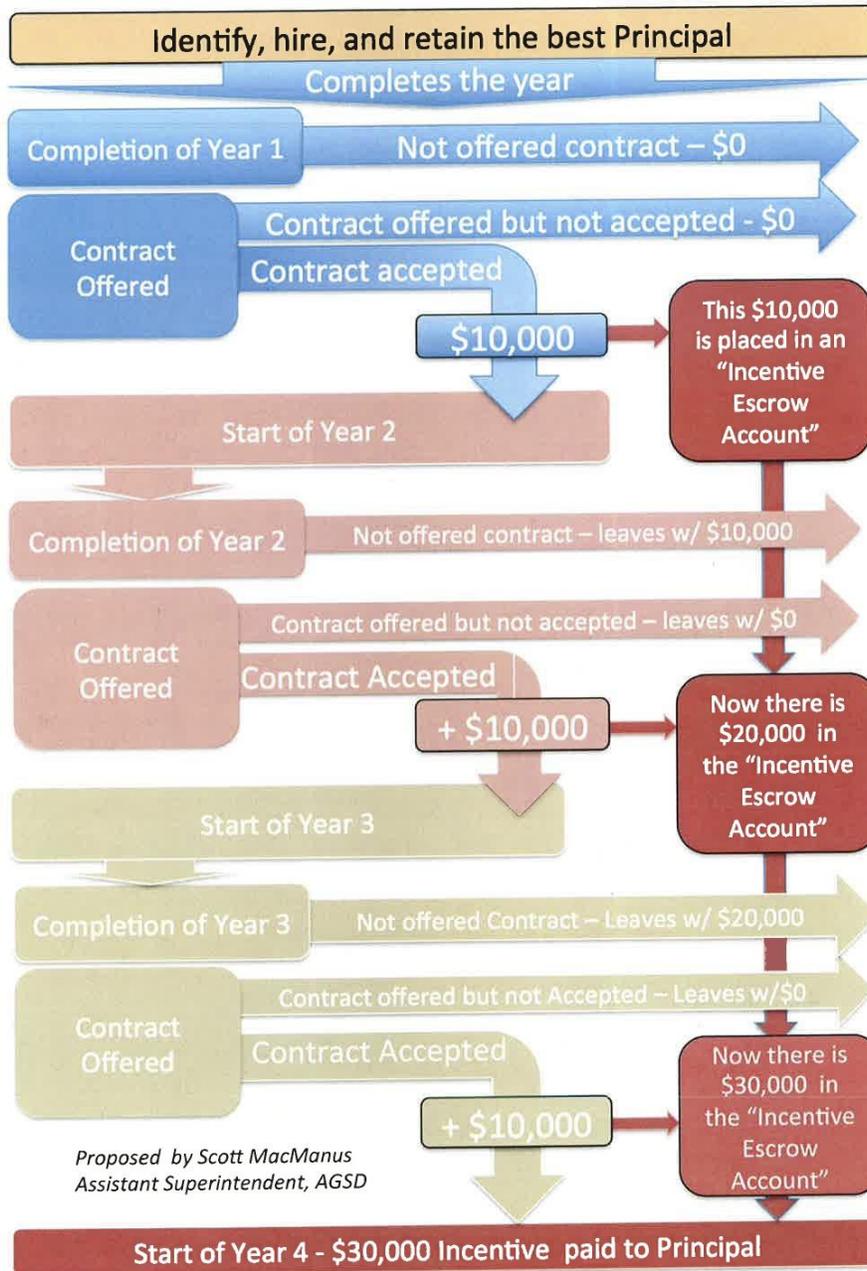
These are educators who would have the following attributes:

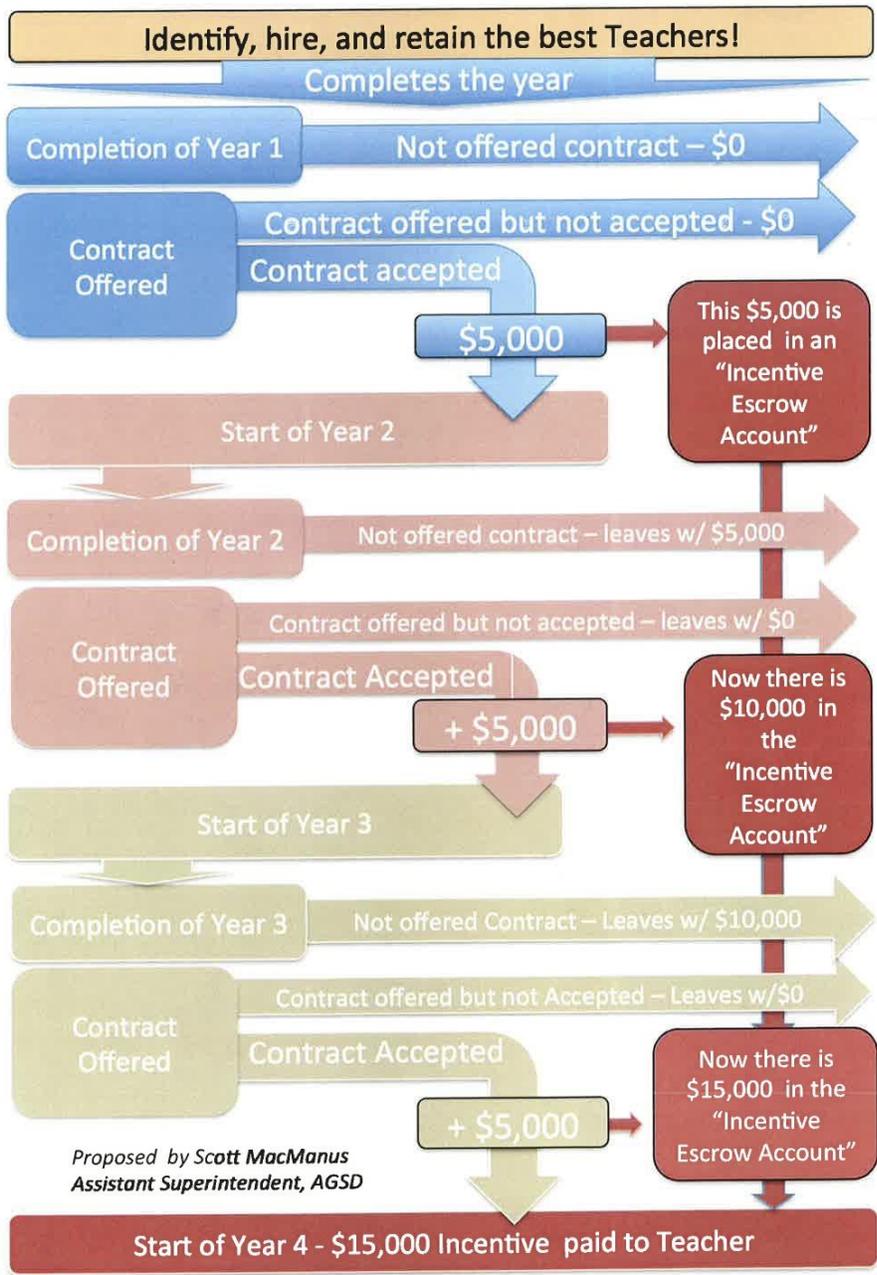
- Is able to integrate comfortably into village/bush life and wants to be there
- Has an interest in and experience with, Alaska Native Culture(s).
- Possess excellent interpersonal and social skills with adults and children who are from various walks of life, is seeking a challenge and is open to change
- Has an established tradition of high instructional quality and high expectations
- Is socially adept and flexible
- Exhibits a non-judgmental outlook on rural Alaska

This idea incentivizes school administration to focus heavily on identifying, hiring and supporting their staff, and to ensure that their staff have the competencies required to be successful, and provides the financial incentive to stay. We would perhaps need assistance from the University (or other research) with identifying the specific attributes we are looking for in our staff, and then how to best discern those attributes during the hiring process. We have a set of questions that we like to use that helps us to see if a prospective hire can think on their feet, for example.

It is understood that the long-term solution to the problem of rural education is complex. These schools require teachers who are able to navigate the social contradictions of many rural Alaska communities, and who also possess a key set of principled attributes that will allow them to be effective both in the classroom and the community, and importantly, who will stay in those communities long enough to make a lasting impact on the students. This project is intended to hire experienced, successful bush teachers, and keep them in a single site for a period of at least four years and is open to all district teachers and new hires. These teachers would have to be successful based on not only the new Educator Evaluation system, but also meet identified goals for the specific site where they were working.

The concept works like this:





**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 10A

◆ ISSUE

The board is being asked to open a period of public comment on regulations related to school and educator accountability.

◆ BACKGROUND

- The Alaska Measures of Progress (AMP) assessment will be given to students in grades 3–10 for the first time this spring.
- Results from AMP will be used as part of both school and educator accountability.
- Transitioning to the new AMP assessment has implications for the implementation of both school and educator accountability requirements.
- In order to ensure high-quality, thoughtful implementation of regulation requirements, amendments are being recommended.
- For school accountability purposes:
 - Adjusting the timeline for notification to districts of new annual measurable objectives;
 - Establishing the date by which the department will produce a report for districts, schools, and the state indicating whether annual measurable objective targets have been met;
 - Establishing the year in which there is a new or significantly changed assessment as a base year for the purposes of reporting and accountability based on those assessments;
 - Providing clarity regarding assessment requirements for students who are counted as 0.25, as well as more than 0.25, full-time equivalent; and
 - Adjusting the timeline for schools to disseminate student assessment results to teachers and their School Report Card to the Public to parents.
- For educator accountability purposes:
 - Delaying by one year requirements for inclusion of student learning data as part of an educator's evaluation and overall rating;
 - Permitting districts to use multiple or previous years of student learning data to measure educator performance;
 - Removing the requirement to include student learning data as a specific percentage of an educator's overall performance rating;
 - Restricting providing an overall rating of proficient or higher if an educator is evaluated as unsatisfactory on one or more of the content standards or the student learning data standard;

- Clarifying the date and evaluation-related content that must be reported to the department; and
 - Clarifying what may be considered as student learning data for administrators or teachers on special assignment.
- The proposed regulations can be found behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, and Margaret MacKinnon, Director of Assessments & Accountability, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 13A.

4 AAC 04.205(e) is amended to read:

(e) Not later than July 1, **2016** [2015], a school district shall adopt for teachers and administrators, standards for performance based on student learning data. In adopting standards for performance based on student learning data, a district shall

(1) confer with educators who are subject to the evaluation system;

(2) require the use of at least two but not more than four measurements of student growth;

(3) require the use of data from the statewide test selected by the commissioner under 4 AAC 06.737 as a measurement of student growth if

(A) the commissioner has notified districts that the commissioner has selected a test that

(i) employs measurements of achievement that are comparable across grade levels; and

(ii) permits a district to make valid measurements of student growth from year to year;

(B) data for student growth for a subject and grade level are available from the test; and

(C) the data are for a subject and grade level directly related to the job duties of the educator to whom the standard would apply;

4 AAC 04.205 is amended by adding a new subsection to read:

(f) In addition to the requirements of (e) of this section, districts may use multiple and or previous years of student learning data from the statewide test selected by the commissioner under 4 AAC 06.737 to measure educator performance. (Eff. 4/20/97, Register 142; am 2/16/2013, Register 205; am __/__/____, Register ____)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060
AS 14.20.010 AS 14.20.020

4 AAC 06.815 (a) is amended to read:

(a) Not later than **60 days after the board establishes new assessment proficiency scores in 06.739 for a new assessment given in a base year,** [SEPTEMBER 1 OF THE SCHOOL YEAR FOLLOWING A BASE YEAR,] the department will determine and notify each district of the annual measurable objectives for

(1) the all-students group, for

(A) each school in the district;

(B) the district as a whole; and

(C) the state as a whole; and

(2) for each subgroup with five or more students in the school, district, or state.

4 AAC 06.815 (d) is amended to read:

(d) The department will give each district or school a performance score for reading, writing, and mathematics for the all-students group and each subgroup with five or more students. The performance score will be calculated based on the percentage of students who score proficient or higher on the state reading, writing, and mathematics standard-based assessments described in 4 AAC 06.737, as compared to the total number of students tested who were enrolled for a full

academic year. **The department will produce a report by September 1 for the state and each district and school showing the performance scores as compared to the AMO targets and an indication of whether the targets have been met.** (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am __/__/____, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

4 AAC 06.817. Change in Assessments. (a) The year in which there is a new or significantly changed assessment under 4 ACC 06.737 that requires new proficiency scores under 4 AAC 06.739 shall be considered a base year for the purposes of reporting and accountability based on those assessments.

(b) Notwithstanding any provision in this chapter, in a school year in which the results of a new or significantly changed state standards-based assessment selected under 4 AAC 06.737 are being used for the first time for school and district accountability, the commissioner may, by notice to the districts:

(1) limit new measures of school and district accountability imposed under 4 AAC 06.800 - 4 AAC 06.899;

(2) retain existing measures of school and district accountability imposed under 4 AAC 06.800 - 4 AAC 06.899 for the previous school year for one additional school year; and

(3) reset timelines for required reporting under 4 AAC 06.738(d) and 4 AAC 06.895. (Eff. __/__/____, Register ____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.07.060

4 AAC 06.820(h) is repealed:

(h) repealed. __/__/____. (Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am __/__/____, Register ____)

4 AAC 06.820 is amended by adding a new section to read:

(i) Except as provided in (f) and (g) of this section, a student who is counted as more than 0.25 full-time equivalent under 4 AAC 09.040 must be included in the standards-based test described in 4 AAC 06.737. A student who is counted as 0.25 full-time equivalent under 4 AAC 09.040 must only be included in the English/language arts, mathematics, or science content-area assessment of the standards-based test under 4 AAC 06.737 if the student receives instruction in a corresponding subject and grade level.

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.895(b) is amended to read:

(b) A school shall disseminate its School Report Card to the Public as required under AS 14.03.120 (d). A district shall disseminate its School District Report Card to the Public by providing it to the department, distributing it to schools in the district, posting the report on the Internet if the district maintains a web site, and any other means of distribution the district chooses. Each school shall disseminate its report to parents **no later than 30 days after the department has made all necessary data available to districts.** [BEFORE THE SCHOOL OPENS FOR INSTRUCTION IN THE FALL] The report required under this section shall be written in a uniform and understandable manner, and, to the extent practicable, be in a language that the parent can understand.

4 AAC 06.895(e) is repealed:

(e) Repealed __/__/____. (Eff.11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am __/__/____, Register ____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.07.060

4 AAC 19.010 (e), (f), (g), and (h) is amended to read:

(e) In addition to the evaluation on the individual standards described in (b), (c), or (d) of this section, a district shall evaluate

(1) **no later than school year 2015 - 2016** whether a teacher's, administrator's, or special service provider's overall performance is exemplary, proficient, basic, or unsatisfactory; and

(2) no later than school year **2016 - 2017** [2015 – 2016], whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory **and include this information in the teacher or administrator's overall rating** [; A DISTRICT SHALL INCLUDE STUDENT LEARNING DATA IN TEACHER AND ADMINISTRATOR EVALUATIONS ACCORDING TO THE FOLLOWING SCHEDULE:

(A) SCHOOL YEARS 2015 - 2016 AND 2016 - 2017 AT LEAST 20 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING;

(B) SCHOOL YEAR 2017 - 2018, AT LEAST 35 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING;

(C) SCHOOL YEAR 2018 - 2019 AND AFTER, AT LEAST 50 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING

(f) A district may not give a teacher, administrator, or special service provider an overall performance rating of proficient or higher if the teacher, administrator, or special service provider has been evaluated to be performing at a level of unsatisfactory [BASIC OR LOWER] on one or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data** [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION].

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data** [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION] has not met the district performance standards for purposes of AS 14.20.149 (b)(6), (e), or (f).

(h) Unless the district is nonretaining the teacher, administrator, or special service provider, if a district gives a special service provider, administrator, or teacher a performance evaluation rating of basic on two or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data** [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION], the district

(1) shall provide support and assistance, as determined by the district, for improvement on those standards or criteria;

(2) may place the teacher, administrator, or special service provider on a plan of professional growth.

4 AAC 19.010 is amended by adding a new section:

(k) Not later than July 1, 2015, a school district shall implement a pilot program for the incorporation of student learning data. During the 2015 - 2016 school year student learning data will not be incorporated into districts' evaluation system. Under this pilot program, districts must

(1) pilot standards for performance based on student learning data;

(2) confer with educators who are subject to the evaluation system;

(3) develop procedures based on objective and measurable criteria to ensure that data used to measure performance under the standard accurately reflect student growth based on educator performance; and

(4) evaluate whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory and share this evaluation with the educator. (Eff. 8/30/75, Register 55; am 2/16/2013, Register 205; am ___/___/___, Register ___)

Authority: AS 14.07.0201 AS 14.07.060 AS 14.20.149

4 AAC 19.030 (d) is amended to read:

(d) Not later than July 1, 2016 [2015], a school district shall adopt evaluation procedures that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level. Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am 2/16/2013, Register 205; am ___/___/___, Register ___)

Authority: AS 14.07.0201 AS 14.07.060 AS 14.20.149

4 AAC 19.055 is amended to read:

Beginning July 1, 2016, a district shall report to the department not later than **September 15** [July 10] of each calendar year **on a form prescribed by the department**

(1) the number and percentage of tenured and non-tenured teachers, administrators, and special service providers in the district at each of the performance levels described in 4 AAC 19.010(e) (1) at the end of the preceding school year; and

(2) the number and percentage of tenured and non-tenured teachers, administrators, and special service providers in the district during the preceding school year who

(A) exceeded the district’s performance standards under AS 14.20.149(b)(4);

(B) were on a plan of improvement under AS 14.20.149 (b)(6);

(C) were receiving district support on a plan of professional growth under 4 AAC 19.010(h);

(D) were non-retained under AS 14.20.175;

(E) were dismissed under AS 14.20.170; and

(F) resigned as a result of the identification of unsatisfactory or basic performance by the school district. (Eff. 2/16/2013, Register 205; am ___/___/___, Register ___)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.099 (7) is amended to read:

(7) "student learning data" means objective, empirical, and valid measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher. **In the case of administrators and teachers on special assignment, student learning data may include data showing changes to student attendance, participation, and graduation rates that are related to the educator's job duties or responsibilities;**

4 AAC 19.099 is amended by adding a new paragraph to read:

(9) "teacher on special assignment" means a teacher who does not provide instruction or academic support to students and does not serve as the teacher of record for any student. Teachers assigned to a correspondence study program approved by the department under 4 AAC 33.420 are not on special assignment. (Eff. 2/16/2013, Register 205; am __/__/____, Register____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 10B

◆ ISSUE

The board is being asked to open a period of public of comment on regulations related to student teaching.

◆ BACKGROUND

- During the board meeting on December 4, 2014, the board was briefed regarding recommendations from the Educator Certification Advisory Committee, a 13-member committee tasked with considering increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.

- Based on feedback from the committee, the department's recommendations to the board were as follows:
 - Continue using the current passing scores for the legacy content area exams; increase rigor as new exams are adopted;
 - Require a subject or content area exam for each endorsement area on a teacher certificate;
 - Allow teachers to add endorsements based on passing content area exams (excluding Reading, Elementary and Special Education) and career and technical education professional certifications;
 - Require individuals applying for Student Teacher Authorization to have passing scores on an approved basic competency exam;
 - Expand the approved list of basic competency exams to include the SAT and ACT.

- At the December board meeting, the board asked the department to continue moving forward with regulation changes that would accomplish the recommendations of the committee.

- The proposed regulations make changes to student teaching including the following:
 - The length of student teaching;
 - Criteria for serving as a student teacher; and
 - Who may supervise a student teacher.

- The proposed regulations can be found behind this cover memo.

- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 13B.

4 AAC 30.020 is amended to read:

4 AAC 30.020. Student teachers. (a) **An institution of higher learning operating an “approved program” must require students enrolled in their program to serve as a student teacher or participate in a supervised clinical practice in a public school for a minimum of 10 weeks.** [UPON REQUEST OF AN INSTITUTION OF HIGHER LEARNING OPERATING AN "APPROVED PROGRAM," THE DEPARTMENT MAY AUTHORIZE A STUDENT ENROLLED IN THE PROGRAM TO SERVE AS A STUDENT TEACHER IN AN ALASKA PUBLIC SCHOOL FOR A PERIOD NOT TO EXCEED ONE SCHOOL YEAR.]

(b) A student who wants to serve as a student teacher **in an Alaska public school** shall apply for authorization on a form prescribed by the department and shall submit information requested by the department. The department will conduct a criminal history background check of the student under AS 14.20.020 and 4 AAC 12.300 as if the student was an applicant for a teacher certificate. The department will not authorize the student to serve as a student teacher if the student fails the check.

(c) An applicant shall not be authorized to serve as a student teacher unless they have passed the basic competency examination required under AS 14.20.020(i) and 4 AAC 12.310.

(d) [(C)] A student teacher authorized under this section must be under the general supervision of a teacher who holds a valid teaching certificate issued under 4 AAC 12, has been tenured in an Alaska school district under AS 14.20.150 and who meets or exceeds the standards described in 4 AAC 04.200 as verified by the district where the student teacher is serving. [CERTIFICATED UNDER 4 AAC 12].

(e) [(D)] If authorized by the student teacher's preparing institution and supervising teacher, a student teacher may be assigned, from time to time, to instruct, teach, counsel, test, or evaluate students without obtaining a teacher's certificate and without the supervising teacher's presence in the same room, classroom, or other location.

(f) [(E)] A student teacher shall abide by the code of ethics and professional teaching standards in 20 AAC 10.020.

(g) [(F)] In (a) of this section, "approved program" means **a program accepted under 4 AAC 12.307 or approved under 4 AAC 12.308.**

[(1) A PROGRAM THAT IS OFFERED BY A REGIONALLY ACCREDITED TEACHER TRAINING INSTITUTION THAT MEETS TEACHER EDUCATION PROGRAM STANDARDS SET OUT IN

(A) STANDARDS FOR STATE APPROVAL OF TEACHER EDUCATION, PUBLISHED BY THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION, 1989 REVISED EDITION (INCLUDING CURRENT REVISIONS AS OF OCTOBER 24, 1995); OR

(B) STANDARDS, PROCEDURES, AND POLICIES FOR THE ACCREDITATION OF PROFESSIONAL EDUCATION UNITS, PUBLISHED BY THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION, FEBRUARY 1992 EDITION; OR

(2) A BOARD-APPROVED ALTERNATIVE PROGRAM THAT SUBSTANTIALLY MEETS THE PROGRAM STANDARDS SET OUT IN (1)(A) OR (1)(B) OF THIS SUBSECTION.]

(h) In (c) of this section, "teacher" has the meaning given in 4 AAC 12.900(c) and also includes pre-school teachers. (Eff. 7/1/90, Register 114; am 6/24/95, Register 134; am 6/28/98, Register 146; am 9/29/2005, Register 175; am __/__/____, Register____)

Authority: AS 14.07.020 AS 14.07.060

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 10C

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding the Bond Reimbursement and Grant Review Committee (BR&GR) terms and conditions of office.

◆ BACKGROUND

- The committee is authorized by AS 14.11.014.
- The proposed regulations set overlapping four-year terms for BR&GR members appointed by the commissioner and provide for vacancies and transition.
- The proposed regulations define a quorum for the purpose of BR&GR conducting business.
- Behind this cover memo are: 1) the authorizing statute, and 2) the proposed regulations.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 13C.

Sec. 14.11.014. Bond reimbursement and grant review committee.

- (a) The commissioner shall establish a bond reimbursement and grant review committee for the purpose described in (b) of this section. In making selections to the committee, the commissioner shall seek to maintain a regional statewide balance on the committee. The committee shall consist of the commissioner or the commissioner's designee, two members of the legislature selected by the presiding officers of the house and senate, and six other people selected by the commissioner as follows:
- (1) two persons shall have professional degrees and experience in school construction;
 - (2) two persons shall have experience in urban or rural school facilities management;
 - (3) two persons shall represent the public.
- (b) The committee shall
- (1) review the department's priorities among projects for which school construction grants are requested;
 - (2) make recommendations to the board concerning school construction grants and make recommendations to the commissioner concerning projects for which bond reimbursement is requested;
 - (3) develop criteria for construction of schools in the state; criteria developed under this paragraph must include requirements intended to achieve cost effective school construction;
 - (4) analyze existing prototypical designs for school construction projects;
 - (5) establish a form for grant applications;
 - (6) establish a method of ranking grant projects;
 - (7) recommend to the board necessary changes to the approval process for school construction grants and for projects for which bond reimbursement is requested.
- (c) Members of the committee serve without compensation, but members who are not representing the department are entitled to per diem and travel expenses authorized for boards and commissions under AS 39.20.180.

4 AAC 31 is amended by adding a new section to read:

4 AAC 31.087. Terms and conditions of office for members of bond reimbursement and grant review committee. (a) A person seeking appointment to the committee may submit

a resume and letter of interest to the commissioner.

(b) A term of office for a member of the committee shall begin on March 1 and expire on the last day of February.

(c) Members of the committee appointed under AS 14.11.014(a)(1) – 14.11.014(a)(3) shall serve overlapping four-year terms commencing on March 1 following the date of the member's appointment.

(d) The commissioner's designee and the six committee members selected by the commissioner under AS 14.11.014(a)(1) – 14.11.014(a)(3) serve at the pleasure of the commissioner notwithstanding a committee member's term of office under (c) this section.

(e) The two committee members selected by the presiding officers of the house and senate under AS 14.11.014(a) serve for the duration of the legislature during which the committee members are appointed; notwithstanding the duration of the appointment, a committee member selected by the presiding officer of the house or senate serves at the pleasure of the presiding officer who makes the appointment.

(f) A vacancy on the committee occurring during a term of office is filled in the same manner as the original appointment and is filled for the balance of the unexpired term.

(g) Five members of the committee constitute a quorum for the transaction of business. The vote of a majority of the members present at a duly held meeting of the committee at which a quorum is present is necessary for any action taken by the committee.

(h) A committee member serving at the time this section becomes effective may be

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appointed to a term of office established under this section. A committee appointment in effect at the time this section becomes effective shall continue until the last day of the following February. A term of office established under this section shall take effect on March 1 following the effective date of this section. Members of the committee initially appointed under this section and AS 14.11.014(a)(1) – 14.11.014(a)(3) shall be appointed for the following terms:

(1) the longer-serving member in each category under AS 14.11.014(a)(1), AS 14.11.014(a)(2), and AS 14.11.014(a)(3) shall be appointed for a three-year initial term; and

(2) the other three members shall be appointed for a one-year initial term.

(i) "Committee" as used in this section means the bond reimbursement and grant review committee established under AS 14.11.014. (Eff. ____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.11.014

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 10D

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding fees for the Division of Libraries, Archives & Museums.

◆ BACKGROUND

- The Division of Libraries, Archives & Museums has long had regulations in place for assessing of a variety of fees. The fees have been different depending upon whether the service is rendered by the museum, library, or archives, although the service is the same.
 - This regulation change will align LAM fees for services rendered, no matter which section provides the service.
- The SLAM building under construction will provide a new museum with increased museum floor space and many more beautiful and updated exhibits for the public. The entry fee for the museum does not approach what it should be for a museum of this quality.
 - This regulation will update the admission fees for the Alaska State Museum.
- Behind this cover memo are: 1) the proposed regulations, and 2) a brief comparison of some museum fees statewide.
- Linda Thibodeau, Director of the Division of Libraries, Archives & Museums, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 13D.

4 AAC 57.910 is amended to read:

4 AAC 57.910. Fees for services. (a) The division will charge fees for each of the following services provided by the division through the State Library, [INCLUDING THE HISTORICAL COLLECTIONS SECTION OF THE STATE LIBRARY,] in the amounts set out after each:

(1) Photographic services: The division processes requests for the duplication of photographs from its **collections** [COLLECTION] using the duplication services of a private vendor. The processing fee payable to the division is **\$25** [\$15] per photograph, except that the processing fee payable by a person who is a student is \$1. The provisions of this paragraph apply to the use of an image in publishing, video production, self-copy, exhibits product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by consultants or commercial design firms on behalf of government agencies or non-profit institutions. The processing fee is for one-time non-exclusive use. In addition to the processing fee, the person making a request for a photograph duplication service may be billed by the vendor for the fee or processor's cost of providing the duplicate photograph.

(2) Interlibrary loan services:

(A) for a rush request: **\$10** [\$5] per request;

(B) for the loan of material for an out-of-state request: **\$15** [\$10] per loan;

(C) for a request for photocopying material for an out-of-state request: **\$15** [\$5], plus \$0.25 per page.

[(3) ON-LINE SEARCH AND ALERT SERVICES:

(A) FOR AN ON-LINE SEARCH, \$15 PER SEARCH, PLUS THE ACTUAL COSTS THAT ARE INCURRED FOR TELECOMMUNICATIONS, FILE USE, AND RETRIEVED DATA FOR THE SEARCH;

(B) FOR AN ALERT SERVICE, \$15, AS A ONE-TIME SET-UP FEE, PLUS ACTUAL COSTS.]

(4) Photocopying services:

(A) \$0.10 per page for self-service;

(B) \$0.10 per page, plus \$50 [\$20] per hour for photocopying by division personnel; for photocopying services that are subject to the fee charged by this subparagraph,

[(i) THE AMOUNT OF THE FEE SHALL BE CHARGED IN THE AMOUNT OF \$5 FOR EACH 15 MINUTE PERIOD OF TIME EXPENDED BY DIVISION PERSONNEL FOR THE WORK PERFORMED; AND

(ii)] the per hour fee is not charged for the first 10 photocopies of material [IN THE HISTORICAL COLLECTIONS SECTION].

(5) For special services rendered by the staff: The division will charge a person who requests special services rendered by the staff in an amount based on

(A) actual costs; and

(B) actual staff time rendered that takes into consideration the hourly cost of the salary and benefits payable to any staff member assigned to respond to the request; however, the charge made for staff time under this subparagraph may not exceed \$50 [\$40] per hour per staff member.

[(b) THE DIVISION WILL PROCESS WITHOUT CHARGE AN INTERLIBRARY LOAN SERVICE REQUEST FOR WHICH PROVISION FOR A CHARGE FOR SERVICES IS NOT MADE IN (a)(2) OF THIS SECTION.]

(c) The director will, in the director's discretion, waive a fee set out in (a) of this section, in whole or in part,

(1) under the terms of the reciprocal agreement, if a request for a service is made by a library with which the division has entered into a reciprocal agreement; or

(2) if the director determines that waiver of the fee is in the public interest. (Eff. 12/13/87, Register 104; am 2/24/88, Register 105; am 7/1/89, Register 110; am 5/1/98, Register 146; am __/__/____)

Authority: AS 14.07.060 AS 14.56.020 AS 14.56.030

4 AAC 58.010 is amended to read:

4 AAC 58.010. Fees. (a) The admission fee to the Alaska State Museum is \$5 per visit. **The admission fee to** [AND] the Sheldon Jackson Museum is \$3 per visit [TO EITHER MUSEUM]. However, during the period in the summer months in which the Alaska State Museum and Sheldon Jackson Museum have extended hours, the admission fee to the Alaska State Museum is \$12 [\$7] and the admission fee to the Sheldon Jackson Museum is \$5. The museums may not charge an admission fee to a person who is less than 19 years of age. A \$1 discount is available to visitors who are 65 years of age or older.

(b) The fee for an annual pass to the Alaska State Museum and the Sheldon Jackson Museum is \$25 [\$15]. An annual pass allows the holder to visit both museums without paying an additional admission fee. An annual pass is valid for the calendar year in which it is issued.

(c) The Alaska State Museum and Sheldon Jackson Museum may waive an admission fee

(1) if the museum determines that the waiver is in the public interest; or

(2) for a special program presented at the museum, including an exhibit opening, a reception, or a lecture.

(d) For extraordinary services rendered by staff, the Alaska State Museum and Sheldon Jackson Museum may charge for actual material costs and staff time. The charge for staff time may not exceed \$50 per hour.

(e) The Alaska State Museum and Sheldon Jackson Museum shall charge a fee for a traveling exhibition [OR A MUSEUM LEARNING KIT]. The fee must be equivalent to the museum's costs in providing the exhibition [OR KIT. THE MUSEUM MAY WAIVE, IN WHOLE OR IN PART, A FEE FOR A TRAVELING EXHIBITION IF THE MUSEUM DETERMINES THAT THE EXHIBITION WILL ASSIST THE DEVELOPMENT OF A LOCAL MUSEUM. THE MUSEUM MAY WAIVE, IN WHOLE OR IN PART, A FEE FOR A MUSEUM LEARNING KIT, IF THE MUSEUM DETERMINES THAT THE KIT WILL FURTHER THE EDUCATIONAL GOALS OF A SCHOOL.]

(f) The Alaska State Museum and the Sheldon Jackson Museum shall charge a \$25 fee for use of a photograph in publishing, video production, exhibits, product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by a consultant or commercial design firm on behalf of a government agency or a non-profit institution. The fee charged under this subsection is for one-time non-exclusive use and is levied in addition to other processing and service charges. The fee charged under this subsection applies whether the photographic image is provided by the State Museums or is made by the user. The museum may waive, in whole or in part, a fee for photographic use if the **division director** [CHIEF CURATOR] determines that it is in the public interest.

(g) The Alaska State Museum and the Sheldon Jackson Museum shall charge a **\$150** [\$100] fee for the loan of an artifact to a museum. The fee charged under this subsection is levied in addition to other charges incurred by the Alaska State Museum or the Sheldon Jackson Museum for conservation, insurance, packing, [AND] shipping, **and courier services**. The museum may waive, in whole or in part, a loan fee if the **division director** [CHIEF CURATOR] determines that it is in the public interest. (Eff. 2/20/87, Register 101; am 10/21/89, Register 112; am 4/19/95, Register 134; am 5/10/98, Register 146; am 5/3/2000, Register 154; am 11/26/2011, Register 200; am __/__/____)

Authority: AS 14.07.060 AS 14.57.010

Chapter 59. Alaska State Archives and Records and Information Management Services (ASA and RIMS) [ARCHIVES AND RECORDS MANAGEMENT SERVICES (ARMS)]

4 AAC 59.060 is amended to read:

4 AAC 59.060. Microforms and microform systems. (a) This section establishes the minimum requirements for the design, production, retention, and certification for microforms of state records.

(b) A state agency shall

(1) establish internal procedures that comply with AS 40.21, other state law, this chapter, and **ASA and RIMS** [ARMS] internal procedures for state agencies, including recordkeeping and disposition, before implementing new micrographic systems or modifying existing systems, and consult with **ASA and RIMS** [ARMS] staff when designing or modifying microform systems;

(2) identify any microforms created, used, received or maintained in its office to ensure that these records appear on the agency records retention schedule, and update the agency records retention schedule to include the microform copy when converting paper records;

(3) ensure that microforms meet or exceed the **micrographic standards promulgated by the American National Standards Institute and the Association for Information and Image Management, 2004 edition** [ASSOCIATION FOR INFORMATION AND IMAGE MANAGEMENT (AIM) STANDARDS FOR ARCHIVAL QUALITY; THESE STANDARDS ARE CONTAINED IN PRACTICE FOR OPERATIONAL PROCEDURES/INSPECTION AND QUALITY CONTROL OF FIRST-GENERATION, SILVER MICROFILM OF DOCUMENTS, APPROVED AS OF JANUARY 14, 1991, AND ADOPTED BY REFERENCE IN THIS PARAGRAPH];

(4) certify that microforms are authentic copies of original state records;

(5) index and label microforms according to ASA and RIMS [ARMS] requirements and the agency records retention schedule;

(6) develop and maintain procedural information about the microform system, including software and hardware documentation if computer assisted retrieval systems are used; and

(7) transfer microforms to the state records center or state archives, or dispose of microforms according to the agency records retention schedule. (Eff. 10/2/94, Register 131; am __/__/____)

Authority: AS 40.21.050 AS 40.21.060 AS 40.21.120
AS 40.21.130 AS 40.21.140

4 AAC 59.065 is amended to read:

4 AAC 59.065. Provision of records; fees for copies of records. (a) ASA and RIMS [ARMS] will charge fees for copies of records provided by ASA and RIMS [ARMS] in the amounts set out after each:

(1) Photocopies [PHOTOCOPYING]:

(A) \$0.10 per page for self-service;

(B) \$0.10 per page, plus **\$50** [\$20] per hour if an employee of the State Archives photocopies the material.

(2) Copies [MICROFORMING COPIES] produced [FROM MICROFORM ORIGINALS]:

(A) for microfiche duplication, reel-to-reel microfilm duplication, microfilm copies of microfilmed records, audio-visual records, and electronic

records, the charge is the actual cost of materials plus \$50 per hour if an employee of the State Archives provides assistance in duplicating the material;

[(I) \$1 PER FICHE FOR SELF-SERVICE; OR

(II) \$1 PER FICHE, PLUS \$20 PER HOUR AN EMPLOYEE OF THE STATE ARCHIVES PROVIDES ASSISTANCE IN DUPLICATING THE MATERIAL;

(B) FOR REEL-TO-REEL MICROFILM DUPLICATION, THE CHARGE IS \$10 PER REEL, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(3) MICROFILM COPIES OF UNMICROFILMED RECORDS: \$0.10 PER IMAGE, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(4) AUDIO-VISUAL RECORDS: EXCEPT AS PROVIDED IN (D) OF THIS SECTION, THE CHARGE IS EQUAL TO THE COST OF THE TAPE, WHICH THE STATE ARCHIVES WILL PROVIDE, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(5) ELECTRONIC RECORDS: THE CHARGE IS EQUAL TO THE COST OF THE DISC OR OTHER MEDIA, WHICH THE STATE ARCHIVES WILL PROVIDE, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(B) WHENEVER, IN (A) OF THIS SECTION, ARMS CHARGES A FEE THAT IS CALCULATED AS A PER HOUR COST, INSTEAD OF THE FEE CALCULATED FOR THE FULL HOUR, ARMS WILL CHARGE THE AMOUNT OF THE FEE BASED ON ONE-QUARTER OF THE AUTHORIZED CHARGE FOR EACH 15 MINUTES OF TIME EXPENDED FOR THE WORK PERFORMED.]

(c) If a person requests duplication of photographs from its collection, **ASA and RIMS shall charge a \$25 fee for use of a photograph in publishing, video production, exhibits, product presentations, interior design, digital format, advertising, or similar use, including**

for-profit work done by a consultant or commercial design firm on behalf of a government agency or a non-profit institution. The fee charged under this subsection is for one-time non-exclusive use and is levied in addition to other processing and service charges. The fee charged under this subsection applies whether the photographic image is provided by the State Museums or is made by the user. ASA and RIMS may waive, in whole or in part, a fee for photographic use if the division director determines that it is in the public interest.

[ARMS WILL COORDINATE THE REQUEST FOR DUPLICATION THROUGH A PRIVATE VENDOR, AND THE PERSON MAKING THE REQUEST WILL BE REQUIRED TO PAY THE VENDOR DIRECTLY FOR PROVIDING THE DUPLICATION SERVICE. A REQUEST FOR DUPLICATION OF PHOTOGRAPHS UNDER THIS SUBSECTION IS SUBJECT TO THE FOLLOWING CONDITIONS:

(1) IF THE STATE ARCHIVES POSSESSES A NEGATIVE OF THE PHOTOGRAPH, THE PERSON MAKING THE REQUEST FOR DUPLICATION OF THE PHOTOGRAPH BECOMES THE OWNER OF THE PRINT OF THE PHOTOGRAPH;

(2) IF THE STATE ARCHIVES DOES NOT POSSESS A NEGATIVE OF THE PHOTOGRAPH, THE PERSON MAKING THE REQUEST FOR DUPLICATION OF THE PHOTOGRAPH WILL BE REQUIRED TO OBTAIN COPIES OF THE NEGATIVE OF THE PHOTOGRAPH AND OF THE PRINT, AND SHOULD EXPECT TO BE CHARGED BY THE VENDOR FOR BOTH THE COPY OF THE NEGATIVE AND THE PRINT; WHEN THE PHOTOGRAPH HAS BEEN DUPLICATED, THE PERSON MAKING THE REQUEST WILL OWN THE PRINT OF THE PHOTOGRAPH, BUT THE STATE WILL RECEIVE THE OWNERSHIP OF THE COPY OF THE NEGATIVE.

(D) IF A PERSON REQUESTS AN AUDIO-VISUAL COPY UNDER (A)(4) OF THIS SECTION AND STATE ARCHIVES CANNOT PROVIDE THE SERVICE, ARMS WILL COORDINATE THE REQUEST FOR THE SERVICE THROUGH A PRIVATE VENDOR. THE PERSON MAKING THE REQUEST SHOULD EXPECT TO BE CHARGED BY THE

VENDOR DIRECTLY FOR PROVIDING THE COPY OR DUPLICATION SERVICE.] Eff.
10/2/94, Register 131; am 5/1/98, Register 146; am 10/18/2007, Register 184; am __/__/____)

Authority: AS 40.21.030 AS 40.21.050 AS 40.21.120

A Brief Comparison of Museum Admission Fees

Name	Location	Fee
Simon Paneak Memorial Museum	Anaktuvuk Pass	\$10 adults; \$5 kids
Alaska Aviation Museum	Anchorage	\$10 adults; \$6 kids
Alaska Native Heritage Center	Anchorage	\$20 adults; \$15 kids
Anchorage Museum @ Rasmuson Ctr	Anchorage	\$12 adults; \$7 kids
UA Museum of the North	Fairbanks	\$12 adults; \$7 kids
Alaska Sealife Center	Seward	\$15 adults; \$12 youth

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 11A

◆ ISSUE

The board is being asked to adopt amendments on multiple regulations regarding updates to the Alaska Performance Scholarship (APS) program. Proposed amendments include the elimination of a grace period for curriculum requirements, a deadline change for non-public school students, and an extension of the eligibility time period for students having enrollment delays that are outside of the student's control.

◆ BACKGROUND

- The APS provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams can earn a scholarship to qualified Alaska colleges, universities, or vocational/technical programs.
- In the initial two years of the APS the Commissioner could grant a grace period of one extra year of eligibility for a student following high school graduation to meet curriculum requirements. This was because of the tiered structure of the APS requirements as increases in rigor were established for two consecutive years until reaching the current levels.
- The current regulations require public school graduates to have eligibility information submitted by July 15 of each year. The current regulations require non-public school graduates to have eligibility information submitted by July 1 of each year.
- The current AS 14.43.825(b) states that a student's eligibility for a scholarship terminates six years after the date the student graduates from high school unless the student qualifies for an extension of time allowed by the department by regulation.
- Behind this cover memo are the proposed amended regulations and public comment. No changes have been made to the proposed regulations.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 14A.

4 AAC 43.035 is repealed:

4 AAC 43.035. Grace period for curriculum requirements. Repealed. (Eff. 2/25/2011, Register 197; am 6/25/2011, Register 198; repealed __/__/____, Register ____)

4 AAC 43.040(a) is amended to read:

(a) To establish eligibility for an Alaska performance scholarship, a student who is not enrolled in a public school program and who completes a home-based education program in the state, or who graduates from a religious or other private school accredited under 4 AAC 04.300(c) that does not elect to comply with AS 14.45.100 - 14.45.130, shall apply to the department no later than **July 15** [JULY 1] of the year the student intends to enroll at an eligible postsecondary institution. The application must be in writing, on a form provided by the department, and must include documentation demonstrating

(1) proof of results achieved on a standardized examination that meet the requirements of 4 AAC 43.020(a) , (b), or (c); and

(2) completion of the curriculum requirements in 4 AAC 43.030. (Eff. 11/4/2010, Register 196; am __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43 is amended by adding a new section to read:

4 AAC 43.045. Extensions of eligibility period. A student may remain eligible for longer than 6 years after the date of the student's graduation from high school if the student submits to the commissioner a written request for a scholarship eligibility extension. The request must be accompanied by a signed statement from the institution of higher learning in which the student is admitted or enrolled attesting that the student has experienced or is experiencing an enrollment delay due to the availability of coursework required by the degree program the student is pursuing, and that the enrollment delay is beyond the student's control. The eligibility extension request must be postmarked no later than 30 days before the student's period of scholarship eligibility under AS 14.43.825(b) is set to expire. Nothing in this section permits a student to receive a scholarship for more semester hours than is permitted under AS 14.43.825. (Eff. __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.43.825

PUBLIC COMMENT



Anchorage School District

Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

January 26, 2015

Commissioner Mike Hanley
Commissioner's Office
Department of Education and Early Development
801 West Tenth Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

Attention: Proposed Regulations – Alaska Performance Scholarship

Dear Commissioner Hanley,

In response to the request for review and public comment to the proposed regulation changes in the Title 4 of the Alaska Code to amend AAC 43.035, AAC 43.040(a), and AAC 43.045 dealing with the Alaska Performance Scholarship (APS), Anchorage School District (ASD) provides the following recommendations:

- 1) 4 AAC 43.040(a) is proposed to be changed to set the same deadline for all students to submit documents demonstrating their eligibility.

ASD requests that the same deadline for all students to submit documents demonstrating their eligibility be consistently communicated and enforced as July 1 following their graduation. Currently, the DEED website states, "Your SAT and ACT scores must be received by your high school before high school graduation to be used in determining your APS eligibility." However, a grace period of time is allowed which opens the door to an inconsistent application of process.

The newly implemented College and Career Readiness Assessment (CCRA) allows for every graduate to complete one SAT, ACT or WorkKeys during their high school career. The extension of receiving applications to July 1 assures that all students have the opportunity to take an additional SAT, ACT and/or WorkKeys at their own expense to increase a test score to meet the APS eligibility guidelines if so desired.

- 2) 4 AAC 43.045 is proposed to be changed to allow students to ask the commissioner to extend the period in which they are eligible to use an Alaska Performance Scholarship.

ASD supports the proposed recommendation to extend the period of time in which a scholarship recipient has to use the APS to eight years rather than the current six years. The rationale for the extended time is that students have a variety of paths leading to their successful completion of their college degree. For some students, this may take several years to accomplish.

Educating All Students for Success in Life

Anchorage School Board Eric Croft, President
Kameron Perez-Verdia, Vice President
Kathleen Plunkett, Clerk

Bettye Davis, Treasurer
Tam Agosti-Gisler

Pat Higgins
Natasha von Imhof

Superintendent Ed Graff

- 3) 4 AAC 43.035, which is proposed to be repealed. The intended effect of this repeal is to remove an obsolete grace period that applied only to the high school graduating classes of 2011 and 2012.

Aligned to proposed regulation changes to 4 AAC 43.040(a), ASD supports a discontinuation of the grace period applying to the high school graduating class of 2011-2012.

I appreciate the opportunity to offer our comments as they relate to the proposed adoptions in the Department of Education and Early Development (DEED) regulations.

My staff and I are available to answer any questions regarding our responses and will forward any additional remarks to the proposed regulation changes, as you deem necessary.

Sincerely,



Ed Graff
Superintendent

Cc: Anchorage School Board
Mike Graham, Chief Academic Officer
Linda Carlson, Assistant Superintendent, Instructional Support
Diane Hoffbauer, Assistant Superintendent, Instruction
Mike Henry, Executive Director, Secondary Education
Jane Stuart, Executive Director, Assessment and Evaluation

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 07, 2015 12:48 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Chloe O'Connor

E-Mail: ocon_chlo@yahoo.com

Telephone: 907 401-0251

I am commenting on: 4 AAC 43.045

My Comments: I am commenting to express the importance of allowing the Alaska Performance Scholarship to extend past the 05/27/17 expiration date. The nursing program at the University of Alaska-Anchorage has an extremely long wait period and I would like to use my last four terms of funds when I start the program within the next two years. If the deadline extends, many students across the state of Alaska who are in situations like mine will be grateful! This scholarship has lowered the amount of student loans, and out of pocket expenses I have had to make. Currently I am waiting for my start date for the UAA bachelor of nursing science. I am working a full time job, and have already started paying back student loans. If the program extends past the due date I will have some relief once I am able to start taking the nursing courses for my degree. I am very hopeful this program will work with students in Alaska who have earned this scholarship so they can continue their educational journey. Thank you.

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 11B

◆ ISSUE

The board is being asked to adopt amendments on multiple regulations regarding updates to the state assessment system. Proposed amendments include clarifying language regarding substitute courses under alternative completion requirements and definitions for certificates of achievement and certificates of completion.

◆ BACKGROUND

- 4 AAC 06.078 allows alternative course completion opportunities for a student with a disability when the disability precludes the taking of regular curricular offerings.
- A substitute course in the same subject area may be designed and provided as determined by the team that develops the individualized education program (IEP). A proposed regulation amendment defines a “substitute course” as one that is aligned to grade level content standards and meets the state and district graduation requirements for a diploma.
- A proposed regulation amendment clarifies that students taking substitute courses must take the standards-based test.
- A proposed regulation amendment specifies that a student with a severe cognitive disability may be awarded a certificate of completion or attendance upon completion of the IEP goals or at least four years of attendance in high school.
- A proposed regulation amendment specifies the Alaska Alternate Assessment to be the assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses that would lead to a diploma.
- Proposed regulation amendments define the certificate of completion and certificate of attendance.
- A proposed regulation amendment defines that a certificate of achievement is a certificate earned by a student meeting all local graduation requirements but has not taken the College and Career Ready Assessment and is therefore ineligible for a diploma, to align with statute language in AS 14.03.075.
- Behind this cover memo are the proposed amended regulations and public comment. Changes made after considering public comment include:
 - Rephrasing a sentence in 4 AAC 06.078(a) for clarity.
 - Maintaining original language for certificate of completion based on completing IEP goals and adding a requirement of at least four years of high school

attendance for a certificate for attendance for students with severe cognitive disabilities.

- Revising the language in 4 AAC 06.775(b) to clarify that students who are eligible to take the alternate assessment are those who are not able to complete a regular or substitute course, and removing the reference to a certificate of achievement.

- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 14B.

Register __, ____ 2015 EDUCATION AND EARLY DEV.

4 AAC 06.078 is amended to read:

(a) If the disability of a student precludes the taking of regular curricular offerings, a substitute course in the same subject area may be designed and provided as determined by the team that develops the individualized education program (IEP) set out in 4 AAC 52.140. A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course. **Students taking substitute courses must take the standards-based test described in 4 AAC 06.737.**

(b) If the disability of a student is so severe that substitute course offerings cannot be designed and provided, the student may be awarded a certificate of [ATTENDANCE OR] completion **or attendance**, based upon completion of the IEP **goals** or attendance **for at least 4 years of high** school [AT SCHOOL UNTIL AGE 22].

(c) In this section, "disability" means a condition described in the definition of "children with disabilities" at 4 AAC 52.990.

4 AAC 06.078 is amended by adding a section:

(d) In this section "substitute course" means a course that is aligned to the grade level content standards in 4 AAC 04.140(a) and meets the state and district graduation requirements as specified in 4 AAC 06.075. (Eff. 12/13/87, Register 104; am 3/30/95, Register 133; am __/__/__, Register __)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.717(f) is repealed and readopted to read:

(f) The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment based on the IEP team's determination of whether the assessment supports the transitional plan in the student's IEP. If the student with significant cognitive disabilities takes the Alternate Assessment instead of the general standards based assessment described in 4 AAC 06.737, the student will not be eligible for a diploma as defined in the Participation Guidelines, adopted by reference in 4 AAC 06.775(a). The student's college and career ready assessment will be paid for under 4 AAC 06.717(c)(1). In this subsection,

(1) "IEP" means the individualized education program described in 4 AAC 52.140;

(2) "IEP team" means the team described in 4 AAC 52.140(b) (3);

(3) "student with a significant cognitive disability" means a student described in 4 AAC 06.775(b) . (Eff. 2/23/2008, Register 185; am 7/19/2009, Register 191; am 6/8/2011, Register 198; am __/__/____, Register ____)

Authority: AS 14.03.123 AS 14.07.020

4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are **not able to complete either regular curricular offerings nor substitute courses as defined in 4 AAC 06.078(b) and (d) that would lead to a diploma** [WHO ARE ON

A TRACK TO RECEIVE A CERTIFICATE OF ACHIEVEMENT UNDER AS 14.03.075, INSTEAD OF A DIPLOMA]. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the *Participation Guidelines for Alaska Students in State Assessments*, adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710. To obtain a proficiency level of advanced, proficient, below proficient, or far below proficient in

(1) reading, writing, and mathematics on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Proficiency Level	Grades 3 and 4	Grades 5 and 6	Grades 7 and 8	Grades 9 and 10
Reading: Advanced	63 or above	77 or above	52 or above	57 or above
Reading: Proficient	32-62	46-76	33-51	43-56
Reading: Below Proficient	8-31	11-45	12-32	22-42
Reading: Far Below Proficient	7 or below	10 or below	11 or below	21 or below
Writing: Advanced	76 or above	67 or above	76 or above	82 or above
Writing: Proficient	38-75	33-66	41-75	47-81
Writing: Below Proficient	7-37	10-32	16-40	24-46
Writing: Far Below Proficient	6 or below	9 or below	15 or below	23 or below
Mathematics: Advanced	62 or above	61 or above	74 or above	81 or above

Mathematics: Proficient	33-61	25-60	52-73	63-80
Mathematics: Below Proficient	6-32	8-24	22-51	24-62
Mathematics: Far Below Proficient	5 or below	7 or below	21 or below	23 or below

(2) science on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 4	Grade 8	Grade 10
Science: Advanced	44 or above	44 or above	44 or above
Science: Proficient	24-43	29-43	26-43
Science: Below Proficient	12-23	16-28	18-25
Science: Far Below Proficient	11 or below	15 or below	17 or below

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am __/__/____, Register __)

Authority: AS 14.03.075 AS 14.07.060

4 AAC 06.790 is amended by adding new paragraphs to read:

(17) “certificate of completion” means a certificate earned by a student who is not able to complete regular or substitute courses described in 4 AAC 06.078(a), takes the alternate assessment described in 4 AAC 06.775(b), and completes the IEP goals;

(18) “certificate of attendance” means a certificate earned by a student who is not able to complete regular or substitute courses described in 4 AAC 06.078(a), takes the alternate assessment described in 4 AAC 06.775(b), and completes at least 4 years of attendance in high school;

(19) “certificate of achievement” means a certificate earned by a student who has met all local graduation requirements but does not take the College and Career Ready Assessment and is therefore ineligible for a diploma. (Eff. 12/16/94, Register 132; am 3/3/2000, Register 153; am 12/19/2002, Register 164; am 9/17/2004, Register 171; am 8/15/2008, Register 187; am 6/30/2013, Register 206; am __/__/____, Register ____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

PUBLIC COMMENT

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 06, 2015 12:11 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Lucy Hope
E-Mail: lucy.hope@matsuk12.us
Telephone: 907 761-4068
I am commenting on: 4 AAC 06.717 (f) and 4 AAC 06.775 (b) and 4 AAC 06.790.
My Comments: February 6, 2015

Dear members of Alaska State Board of Education and Early Development,

Please accept this comment regarding proposed regulations 06.717 (f) and 4 AAC 06.775 (b) and 4 AAC 06.790.

We find the proposed language regarding substitute courses to be clear and will assist us in insuring such courses align with Alaska grade level content standards.

We propose that the term "Certificate of Completion" be deleted and replaced with "Diploma of Completion." The intent of repealing the required HSGQE was not to restrict more students from earning a diploma, and yet the resulting proposed regulation actually restricts a group of students from obtaining what they previously could earn, a "Certificate of Achievement". We proposed these students have the opportunity to earn a "Diploma of Completion". Students with an IEP who do not complete graduation credits because they are not enrolled in the above mentioned "substitute classes" would be required to complete a minimum of four years of high school (not necessarily to the age of 22) and achieve their IEP goals to earn a Diploma of Completion. Within a student body, students will either be on a regular diploma track or a diploma of completion track. This both simplifies terminology and recognizes all students. This would provide language that is universally valued and understood for all students, with or without an IEP. A certificate of completion, as proposed, would honor only that the student is still attending school at age 22, and does not recognize the accomplishments and hard work of these students.

We propose eliminating the Certificate of Achievement language from the proposed regulations. If a student has completed all credit requirements and has not yet taken the College and Career Ready Assessment, if they wish to earn a diploma, they would need to take the assessment, to earn that desired diploma. If this is not possible, it is likely that student would be eligible for one of the options in place for a waiver. We do not see the need for the Certificate of Achievement to be in place as an option.

Thank you for considering our recommendation.
Sincerely,

Lucy Hope, Director
Student Support Services

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 29, 2015 4:20 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Taryn Stein
E-Mail: stein_taryn@asdk12.org
Telephone: 907 742-3991

I am commenting on: 4 AAC 06.717 f

My Comments: I think that this does need to be clarified, yes, but that some uncertainty may still remain. When an IEP team chooses Alternate Assessment, they do so annually, with a review of information about the student and the Alternate Assessment criteria checklist. These discussions are usually only had in grades 3-10, the grades that are tested. This has created uncertainty about what happens in Grades 11 and 12. Many families (and IEP teams) believe that they are now eligible for a diploma, since they no longer have to choose an assessment track. It would be helpful to have further guidance for ALL grades that clearly define if the student is on a diploma track or non-diploma track. Thank you for the opportunity to comment.

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 11C

◆ ISSUE

The board is being asked to adopt regulations regarding a Type B Limited certification.

◆ BACKGROUND

- During the work session of the December 6, 2013, meeting of the State Board of Education & Early Development, board members discussed possible avenues for amending regulations to permit an alternate route for obtaining a Type B certificate with a superintendent endorsement.
- The intent of the board was to encourage a larger pool of applicants for school superintendent positions.
- At the request of the board, proposed regulations establishing an alternate route to obtaining a Type B certificate with a superintendent endorsement were developed and put out for public comment at the board meeting on March 14, 2014.
- Currently, in order to qualify for a Type B certificate with superintendent or other administrative endorsement, an applicant must meet the following requirements:
 - Have completed a master's or higher degree;
 - Be recommended by the preparing institution; and
 - Have completed at least five years of employment as a teacher or administrator with a minimum of three years employment as a teacher.
- The proposed amendment permitted five years of employment in a leadership position on an Alaska school district's management team to substitute for the five years of employment as a teacher and administrator.
- Public comment included both support and lack of support for the proposed amendments to regulation. Comments supportive of the proposed amendment focused on increasing the applicant pool for superintendent vacancies. Comments in opposition to the proposed amendment centered on the importance of teaching experience for individuals who are permitted to conduct evaluations of teachers.
- At its meeting on June 5, 2014, the board voted against approval of the proposed regulations and requested that the department reconsider alternate paths for obtaining a Type B certificate with a superintendent endorsement, including broadening the definition of teaching experience.
- At its meeting on September 18, 2014, the board was briefed regarding the following information:
 - Relevant statute and regulation;

- Current avenues available through statute and regulation for serving as Chief School Administrator;
 - Current requirements for obtaining a Type B certificate;
 - Relevant repealed regulation;
 - Summary of approaches taken in other states.
- At this meeting, the board discussed a limited Type B certificate similar to regulation currently providing for a route to certification for individuals with expertise in military science, career and technical education, and Native language or culture (Type M).
 - The proposed regulations provide for the issuing of a limited Type B certificate with a superintendent endorsement to an individual who is sponsored by an Alaska school district. The individual would need to meet the following requirements:
 - Have at least five years of full-time work experience in an administrative position;
 - Possess a master's degree or higher; and
 - Provide two letters of recommendation verifying expertise in key areas.
 - During the first three years of the limited Type B certificate, the applicant would need to complete the following requirements:
 - Three semester hours of educator evaluation coursework;
 - District's certificated evaluation system training;
 - Three semester hours Alaska studies;
 - Three semester hours multicultural education/cross-cultural communications; and
 - An approved superintendent endorsement program.
 - Prior to conducting certificated employee evaluations, the individual holding the limited Type B must complete the educator evaluation coursework and the district's certificated evaluation system training. Additionally, during the first two years of the applicant's employment, the sponsoring school district is required to provide the applicant with a mentor who is an experienced Alaska superintendent.
 - The limited Type B certificate would be valid only in the sponsoring district.
 - The proposed regulations and public comment can be found behind this cover memo.
 - Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 14C.

4 AAC 12 is amended by adding a new section to read:

4 AAC 12.346. Administrative certificate (Type B Limited). (a) The department may issue a limited administrator certificate (Type B Limited) with a superintendent endorsement, valid for one year if

- (1) the applicant has demonstrated administrative expertise and has the educational background, as described in (b) of this section;
- (2) the school board for the district in which the applicant will be employed, through its school board president, has requested issuance of a limited administrator certificate for the applicant under this section;
- (3) the school board for the district in which the applicant will be employed has provided a mentor who is an experienced Alaska superintendent for at least the first two years of the applicant's employment with the school district as the superintendent;
- (4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; and
- (5) the applicant must submit to the department:

(A) one completed fingerprint card, with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; and

(C) the fee for the issuance of a teacher certificate as established in 4 AAC 12.300(g).

(b) To demonstrate the competency required under (a) of this section, the applicant must

- (1) submit two letters of recommendation verifying the applicant's length of experience and expertise in the following areas: organizational leadership; creation of effective work environments; oversight of program or project implementation; communication with diverse stakeholder groups; compliance with established laws, policies, procedures and good business practices; and the selection, appointment, oversight, review, and evaluation of employees; and

(2) possess a master's degree or higher; and

(3) have completed five or more years of full-time work experience in an administrative position.

(c) The department may extend the initial one-year limited administrative certificate issued under (a) of this section for an additional year, if the applicant demonstrates that the applicant has enrolled in or completed an approved superintendent endorsement program at a regionally accredited institution and completed three semester hours of educator evaluation coursework approved by the department.

(d) The department may approve an additional one-year extension of the extended certificate issued under (c) of this section, if the applicant has completed three semester hours of Alaska studies and three semester hours in multicultural education or cross-cultural communications as described in AS 14.20.020(h) and shows substantial progress toward completion of the superintendent endorsement program.

(e) The department may approve an additional two-year extension of the extended certificate issued under (d) of this section if the applicant has completed a superintendent endorsement program within three years of the initial application under (a) of this section.

(f) A limited administrative certificate issued under (e) of this section may be renewed any number of times for five years upon submission to the department of:

(1) evidence of satisfactory completion credit requirements as described in 4 AAC 12.405; and

(2) evidence of satisfactory administrative performance under the limited certificate; and

(3) a request for renewal from the school board of the district in which the certificate holder is employed.

(g) A limited administrative certificate is valid only in the school district or regional educational attendance area whose school board requested the certificate.

(h) Prior to conducting certified educator evaluations per AS 14.20.149, the individual holding an administrative certificate authorized under this section must satisfactorily complete the educator evaluation coursework requirement described in (c) of this section and the school district's certificated employee evaluation system training.

Register ____, _____ 2015 EDUCATION AND EARLY DEV.

(i) With the exception of a certificate issued under (f) of this section, no certificate or extension of a certificate available under this section may be issued to an applicant more than once. (Eff. __/__/____, Register__)

Authority: AS 14.07.020 AS 14.07.060

PUBLIC COMMENT

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 06, 2015 3:54 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Joshua Johnson
E-Mail: josh@joshua-johnson.com
Telephone: 907 952-1379
I am commenting on: 4 AAC 12.346
My Comments: To Whom It May Concern:

As a certificated Alaska teacher my initial question regarding this proposed regulation change is simply, why? Why is this needed and more importantly where is the evidence that it is needed? I pose this question because, at least to my understanding, it has yet to be adequately answered. There has been testimony from administrators and others as to why they believe the regulation is needed, but I have yet to hear actual evidence. In short, there is no verifiable data supporting the change.

As teachers we are asked daily, "What is your data showing you?" "Why are you doing this, instead of that?" "Take a deep dive into your data and then discuss the root causes of the problem." All of these are questions I would have no problem discussing when it comes to my students. They are questions educators deal with on a daily basis and should be able to answer.

Yet, it would appear that since this regulation was introduced in its original form back in December of 2013 no one has been able to answer that question with any real data or evidence. All we have heard is testimony and opinions. No one has presented facts, numbers, research papers, surveys, or other documented evidence as to the root cause of the stated problem.

The problem or issue often being stated is the need to "expand the pool" of qualified applicants for superintendent positions within the state. A simple Google search on the topic would give you peer reviewed articles such as "The Northwest's Phantom Pool: Superintendent Certificate Holders Who Do Not Plan to Apply and Why." In this article the actual root cause of the so called problem is raised and answered through a researched survey and analysis process. The paper even surveys superintendent certificate holders in Alaska and other small (population) western states.

The other concerning issue with this proposed regulation change is the way in which it was originally introduced. According to AKEED SB meeting minutes from December of 2013 it was introduced in its original form by Lisa Parady, Assistant Superintendent of the North Slope Borough School District. This was a title that Dr. Parady held by her own admission held for five years, had testified before the the AK State Legislature with, and used in public and in job searches. Yet, Lisa Parady never actually held an Alaska Administrative Type B Certificate. She seemingly performed duties associated with this title for NSBSD, including introducing this regulation change, but never held a Type B or other Alaska Educator Certificate.

When the PTPC was made aware to this fact and its own statement on hiring a non-certificated teacher, the response was, "Show me where in Alaskan Law does it state that an Assistant Superintendent needs a license."

Points worth considering in this amended regulation change and wording.

Why indeed do we need this?

Respectfully,

Joshua Johnson

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 06, 2015 3:42 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Tim Doran
E-Mail: timdoran512@gmail.com
Telephone: 907 479-0486

I am commenting on: 4 AAC 12.346 . Administrative certificate (Type B Limited) My Comments: I am in opposition to this proposed regulation and urge you to vote no on its adoption. While I understand that there is a concern for a shortage of qualified professional applicants for Superintendent positions, the State already provides ample opportunity for Districts to hire Chief School Administrators who do not have professional educational experience. My concern is that this proposed regulation grants a professional license to an individual with no professional training, yet they are taking full responsibility and authority for professional practice. Especially in light of the increased "accountability" being placed on schools and educators, it seems contradictory to lower the standards in one area while raising them in all others.

I wonder what support there would be for granting a professional license as a doctor or as a lawyer, plumber or electrician, simply because there is a "need" but requiring no training or experience as such. This regulation is not too far away from being very similar.

It also reflects a certain disrespect for the profession of teaching and education.

If there is a need to attract individuals, it would be more constructive to address the root causes of the shortage rather than watering down the standards.

Thank you for your consideration and I do appreciate your commitment to support education.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 06, 2015 2:54 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Todd Poage
E-Mail: aca@alaskaaca.org
Telephone: 907 586-9702
I am commenting on: 4 AAC 12.346
My Comments: Dear Chairman Cox and State Board Members:

Our purpose in writing this letter is to explain the Alaska Superintendents Association's (ASA) support for the request to the State Board of Education for an exception to the regulations that guide the issuance of a Type B certificate. As an Association, we are interested in expanding the existing regulation to accommodate non-traditional district level administrators who may not be eligible for a Type A certificate. As an organization, we fundamentally believe students across Alaska are best served when the hiring process for district leadership positions, such as the superintendency, have the deepest pool of quality applicants possible.

The ASA Board carefully considered this request first at our monthly meeting in November 2013, and voted unanimously to endorse this regulation change and expansion. Among our reasons for supporting this proposal include:

1. For most small to medium sized Alaska districts, capacity is an issue as there may be only one (or two) Type B employee(s) on staff.
2. A Type B certificate is required to evaluate certified administrators.
3. If we agree that Alaska's students deserve the best candidates in leadership positions, the first step in the process is to attract the greatest talent. Outdated barriers without flexibility should be adjusted or eliminated.

In sum, a limited Type B certificate would allow the educator to serve as a superintendent and best serve districts, particularly at this time with a superintendent turnover rate that Alaska has never seen before.

In closing, ASA strongly supports this effort and specifically endorses the draft regulatory amendment language put forth.

On a final note, it is important to consider that a similar process was followed in 2001, when a school psychologist, without a Type A certificate, successfully petitioned the state board to expand the regulations so that he could obtain a limited Type B that allowed him to be a district level special education director.

Thank you for making the time to consider this relevant issue. We applaud the direction of the State School Board.

Cordially,

Todd Poage, ASA President

Testimony on a Limited Type B Certificate for Superintendents 4AAC 12.346

For the record, my name is Dr. Marty Laster, and I am a former Alaska Administrator of approximately two and a half decades. I have been recognized as Alaska Superintendent of the Year in 1996. In 2014, the Superintendent's Association honored my lifetime administrative accomplishments as exemplary. I mention these recognitions as a private citizen wishing to establish credibility for my testimony.

I have some reflections for the Board of Education to consider. A superintendent's success is all about credibility. The business of education is about teaching and learning. There are individuals that are outstanding teachers without training to be a teacher; however they probably mirror the number of intuitive, untrained electricians.

The Department has identified a thoughtful approach to widening the field of applicants by counting five years of administrative experience (not necessarily school related) toward admittance to the ongoing training responsibilities the DEED specifies. Given the requirement to go through a superintendent program, why not further expand the field of candidates. Mentor teachers with at least three years of statewide experience plus additional classroom experience would be worthy of district consideration. They know the rural areas and are instructional leaders. They have far more credibility than an individual who managed a hardware store in the lower forty eight for six years and who may have ties through fishing for a summer with a member of the district staff, community or board.

A superintendent program will certainly support Limited Type B candidates and help them apply their skills to school and district-based issues. However, one course in Educator Evaluation will not deliver an instructional leader. Just as one class in asset management will not deliver a banker.

While I have reservations about this approach, should the Board of Education pass this regulation, I stand ready to do all I can to support this proposed group of aspiring superintendents.

Respectfully,

Marty Laster, Ph.D.
2/5/2015

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 06, 2015 10:43 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Mark Miller
E-Mail: mark.miller@juneauschools.org
Telephone: 907 523-1702
I am commenting on: 4 AAC 12.346

My Comments: I support this regulation. The job of a superintendent is getting more and more difficult and complex. There are two "sides" to the "education house," if you will. One is the educational side (curriculum, teaching, teacher evaluation) the other is the business side (finance, budgeting, technology hardware, e-rate, etc.). Neither side is more important than the other. If our financial house isn't in order we can't pay for teaching and learning. It would be great if every superintendent had an MBA AND a Master's in Education, but that just isn't reality. Typically we have experience on the educational side of the house and try to quickly learn about the business side of the house. I'm not sure this is any better than having expertise on the business side of the house and having to learn about the education side of the house. I certainly know that a bright and talented business manager can quickly learn what good teaching and learning looks like, and how to effectively evaluate a teacher whether or not they have ever taught themselves. I know what a great meal tastes like even though my cooking skills are at best suspect.

Finally, Alaska is about choice. Don't tell an Alaskan what to do unless you are ready to back it up. For better or worse, Alaska has decided that local school boards are the best way to govern school districts and to make policy decisions. If we have faith and confidence in the collective wisdom of school boards, then we should give them as many options as possible when it comes to choosing who will lead their district. This regulation doesn't tell a board they HAVE to choose someone who hasn't been a teacher or administrator, it simply gives them another option. My experience is that the reason most superintendents don't work out isn't because they lack experience or expertise, it's because they don't get along with their boards and school community. Obviously, certificate type is irrelevant to this dynamic. Given the complexity of the job, having another tool in the tool belt when it comes to choosing a school leader seems like a good thing even if it stays in the belt.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, February 05, 2015 8:38 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Vernon Carlson
E-Mail: vcarlson@dbsd.org
Telephone: 907 388-9465

I am commenting on: 4 aac 12.346

My Comments: The Denali Borough School Board completely opposes this to the certification requirements for a superintendent . We want to require at least 3-5 years class room experience. A requirement that could be made is a class at the university level that focuses on personnel leadership so that they would better understand on how to better manage admin,principles and teachers. We also feel that there are not enough superintendent candidates in Alaska but a solution is there if districts are willing to build from within . Currently the "system" is designed for teachers and principles to come here teach and get the retirment and then move back to the lower 48 states. I think changes to the UA system and also retirement systems to allow for more online classes while people work at there home districts as aids and secretaries would keep more people local. Thank You. Vernon Carlson. President Denali Borough School District

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Saturday, January 31, 2015 7:50 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Nancy Guthrie

E-Mail: nancyburley_guthrie@hotmail.com

Telephone: 907 364-9992

I am commenting on: 4 AAC 12.346

My Comments: So I hear the reason for this proposed regulation change is due to the shortage of qualified superintendents available in the State of Alaska. So, why not, rather than put some one in the position with no teaching experience , allow principals to assume the responsibilities and duties of superintendent while they pursue their superintendency certificate? At least, they have had Teaching Experience. That seems to make much more sense. Please, don't pass this proposed regulation. It's like a slap in the face for those of us who spent our time and money in school in order to obtain the required credentials for these jobs.

State Board of Education & Early Development

Dear State Board of Education:

Dear Sir or Madam,

It is critical for the leaders of school districts to have classroom experience. Without a significant amount of experience teaching in the public school classroom a person does not have a clear understanding of how schools operate. Please reconsider the proposed changes.

Thanks for your time,

Brittany Bauman

Brittany Bauman
3704 Arkansas Dr
Anchorage, AK 99517

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, January 16, 2015 2:51 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Laural Jackson
E-Mail: ljackson@dgsd.us
Telephone: 907 895-4657

I am commenting on: 4 AAC 12.346

My Comments: This regulation confuses me. First it says the certificate would be valid for only 1 year. Then it says the board of the district has to provide a mentor for at least the first two years the person is a superintendent. But the license is only good for one year.

Second, there is a requirement to complete coursework related to educator evaluation. It seems that if the person already has administrative experience, they should have had a Type B already and this should have included coursework in educator evaluation.

It seems that the point of the regulation is to allow people who are not trained to be superintendents. I believe we already have the ability for them to be Chief School Officers so I am not convinced we need another loop hole created.

I would be careful not to adopt regulations that then become standard operating procedure to solve what may very well be a short term shortage or perhaps a sign that the incentive to be a superintendent are not commensurate with the requirements of the job and thus not attracting good applicants.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, January 23, 2015 2:17 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Scott McAdams
E-Mail: scottmcadams@yahoo.com
Telephone: 907 500-2716
I am commenting on: 4 AAC 12.346
My Comments: I support proposed regulation 4 AAC 12.346.

The Limited Type B certificate proposal provides well crafted safeguards to ensure quality, while providing greater flexibility to local school boards to recruit and/or identify local talent to serve in leadership.

This proposal will empower school boards to select from their existing classified ranks and expand the pool of eligible candidates to include gifted administrators and existing community recognized educational leaders. While we may have current regulation that allows for the hiring of a CEO, small school districts do not enjoy the economy of scale that would allow them to hire an outstanding classified administrator while concurrently supporting the salary of a supervising certified administrator.

This proposal will align public education with other business, governmental and non-profit sectors. It is very common in healthcare to have an executive with an MPH supervising doctors and nurses using standards based assessment tools. It is common for municipal administrators with varied leadership backgrounds supervising specialized staff. Organizational science and common sense both affirm that the best practitioner does not always make the best administrator. With the right supports, there is no reason why a local school business manager or division director can't be the best candidate in small pool of superintendent applicants.

Current regulation allows for Specials Services Certificate holders without a single pedagogy class or a single day of classroom teaching experience in their background to build service years toward unlimited Type B certification. If a school nurse with three years service in public schools outside of Alaska can earn an endorsement in Administration and serve as superintendent candidate, so too should a locally recognized school leader who has been successful in the classified administrative ranks be considered for leadership.

When I was president of the Association of Alaska School Boards in 2008, I knew every superintendent in this state. In 2015, a cursory review of all 53 superintendents leaves only 10 names that I recognize, and only four superintendents who hold the same positions they did in 2008. High turnover in leadership has a negative impact on student achievement. This proposal will serve as one small, safe tool to better help expand the pool of leaders our schools need to strive.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 7:28 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jeanne Donais
E-Mail: jeannedonais@gmail.com
Telephone: 907 758-2400

I am commenting on: 4 AAC 12.346 how a school district superintendent may be certificated.

My Comments: I'm finding it hard to believe that it would even be considered to put someone at the helm of education without them having experience as a teacher. What other professions are led by someone that has no experience in the profession? I have worked in Barrow under an asst. supt. with no teaching experience wanting to function as a supt. There was a disturbing lack of understanding about how teachers teach and children learn. There was a lack of integrity and fidelity in procedures and processes and misrepresentation of what is happening there. When I began teaching in AK 10 years ago it was apparent that there were many inexperienced and incompetent administrators. I am proud to have graduated from Whitworth University with honors and to have met the high standards they presented us with. I'm proud of the accomplishments I had prior to coming to AK and I believe that I learned what great programs should look like and what master teachers should be from those years. I believe that after 25 years of teaching and having taught all over AK I am qualified to say that I've watched more administrators in AK hinder opportunities for teachers to be their best than there should be. To think about lowering the requirements/standard even further for administrating educational programs would be a mistake. Rural AK educational programs are already suffering and if anything the qualifications should be raised. How can you expect improvement when you continue to do what you've always done, which is lower the expectations and standards. What good is raising expectations of teachers if leadership just gets in the way. The abuse of power in school administration in AK is very much alive. Without a personal understanding of what teaching and learning is how could one really be prepared to lead educators? And just like in Barrow, AK, there would be a very distinct lack of respect for someone trying to do that.

State Board of Education & Early Development

Dear State Board of Education:

There absolutely needs to be classroom teaching experience in order for anyone to obtain a Type B certificate. Those individuals must have experienced what it is like to be a classroom teacher before they make requirements of a classroom teacher.

SHARI DUROCHER
3707 BISQUIER DR
ANCHORAGE, AK 99508

State Board of Education & Early Development

Dear State Board of Education:

Dear State Board of Education:

I am writing in regards to the amendment to alter regulations related to a Type B superintendent certificate. I am a veteran teacher with 15 years of experience.

As in any profession, it is important that administrators understand what their employees have to do regarding all aspects of teaching, dealing with students, and with parent communication. An administrator who has not had any previous teaching experience would have no idea of what teachers actually do, but would only be observing from an outsider's perspective.

Please do not change the regulation requiring that administrators have previous teaching experience. By retaining administrators who have been teachers and who understand the teaching profession, current and future educators will be evaluated fairly. Thank you.

Sincerely,

MaryBeth Printz

MARYBETH PRINTZ
3216 ILIAMNA AVE
ANCHORAGE, AK 99517

State Board of Education & Early Development

Dear State Board of Education:

I am greatly concerned that DEED would consider placing administrators in positions that would have an evaluation responsibility of teacher who were never a classroom teacher. Please Please do not do this. Just because someone can run a company as an administrator does not mean they have enough knowledge to run a school and not enough understanding of how education in the classroom works to evaluate teachers. This will lead to poor administrators and many grievances over evaluations.

Please rethink this idea
Darwin Feakes
Haines High School Teacher

DARWIN FEAKES
PO BOX 552
HAINES, AK 99827

State Board of Education & Early Development

Dear State Board of Education:

I am concerned about proposed criteria to be a superintendent. A superintendent is the highest ranking, and should be the most knowledgeable, person on staff in a school district. I have worked for several superintendents and the absolute best ones for students are the superintendents that have been teachers for longer amounts of time, not less. This position is not just about number crunching and budgets. It is about leading a district and it is very obvious when that leader cannot do the job of the people he/she is leading. This is a very poorly thought out proposal, please do not let it pass. I believe it will take education in the wrong direction in this state and our children's education will suffer.

SOPHIA ARMSTRONG
PO BOX 1257
HAINES, AK 99827

State Board of Education & Early Development

Dear State Board of Education:

No Content Found -- Please specify some content

DEBORA GOLDIZEN
herman
barrow, AK 99723

State Board of Education & Early Development

Dear State Board of Education:

I have been evaluated enough by people who have spent little or no time in a classroom. If there is going to be a change; the requirement should be 10 years in a classroom minimum, before becoming a superintendent.

TED REYNOLDS
PO BOX 73039
SHUNGNAK, AK 99773

State Board of Education & Early Development

Dear State Board of Education:

To whom it may concern:

As a teacher in the Anchorage School District, it is of grave concern to me that I may be evaluated by someone who has no experience doing my job. While I strongly value the importance of education, there is no replacement for experience. I'm not sure how I can be expected to trust the judgement and advice of someone who does not really know the ins and outs of my job. If we want the best education for our children then we need to start at the top with the best administrators who are able to provide support and education to better our teachers. Please reconsider allowing a Limited Type B certificate to administrators with no teaching experience. Thank you.

RACHEL KITTOE
1981 HILLCREST DR
ANCHORAGE, AK 99517

State Board of Education & Early Development

Dear State Board of Education:

All school administrators should have teaching experience - including superintendents.

It is absurd to allow administrators to be hired without teaching experience. A minimum of 10 years teaching experience should be required, not zero.

In my 20 years of teaching in Alaska's classrooms the majority of my negative experiences with administration have been with administrators who have very little classroom experience.

These administrators have a poor sense of what's required to run a successful classroom and often create policies which are detrimental to the classroom, rather than beneficial.

GEOFFREY JOHNSON
PO BOX 22066
ARCTIC VLG, AK 99722

State Board of Education & Early Development

Dear State Board of Education:

Good Evening!

First off, let me be clear that I think that hiring an administrator who has no teaching experience would be very detrimental to our schools: our academics, staff morale and professionalism. I feel as though I have a bit of a unique perspective to add to this. I received my K-8 Teaching Certificate first. I moved out of state, and upon return, was told of a Special Education position that was available and I was educated on the General Education to Special Education program. Much like the proposed Type B Certificate, I could teach special education while I was working on getting that certificate. Unlike the Type B Certificate - I was required to already have my teaching license.

Learning about a position while trying to be effective in that position is very difficult - especially when others lives (children, other staff members) are involved. We don't allow people to be in control of a classroom without a valid teaching certificate - why on earth would we let people have control of entire schools and districts (in other words MANY classrooms) without a valid teaching certificate?

Actually, I personally think that there should be a longer teaching requirement before teachers are allowed to become administrators (Assistant Principals and up the line.)

Thank you for taking our comments. Please carefully consider the impact this could have on our students - they will be leading us one day!

Respectfully,
Brinna Wojtalewicz

Brinna Wojtalewicz
16943 RIDDELL ST
EAGLE RIVER, AK 99577

State Board of Education & Early Development

Dear State Board of Education:

As a veteran Alaskan educator I believe it would be irresponsible to allow a superintendent to be hired without ever having served as an educator. I strongly oppose any such legislation as I feel it is not best practice for our state.

sincerely,

Machelle Kelchner

MACHELLE KELCHNER
PO BOX 84161
WHITE MOUNTAIN, AK 99784

State Board of Education & Early Development

Dear State Board of Education:

Superintendents MUST have classroom teaching experience.

CHRISTY ANDERSON
511 O CAIN AVE
SITKA, AK 99835

State Board of Education & Early Development

Dear State Board of Education:

Dear Legislators:

Having experience in the classroom is important. My current principal had a few years in the classroom before entering the world of business for quite a few years. He reentered education a few years ago and is now a first year principal. His lack of current knowledge in the teaching arena is very evident and decisions are not always in the best interest of the studentsâ€“ not maliciouslyâ€“ but from lack of experience. From the current state standards to the teaching methods in the classroom and not to mention the new requirements for teacher evaluation, having administrators with no experience in the classroom making decisions effecting students and teachers is like asking a specialist to work in an area outside of his/her area of expertise and assuming all will work out.

As educators, we have worked hard for our degrees, spent much time student teaching, and doing practicums. Administrators, who have been teachers have not only done these trainings, but they also have spent time being mentored or trained in some way as administrators. If the legislators want a broader background, then add that to the superintendents requirements for certification.

Thank you for reading.
Christina Barlow

CHRISTINA BARLOW
PO BOX 465
CRAIG, AK 99921

State Board of Education & Early Development

Dear State Board of Education:

I think that superintendents or those wanting certification need teaching experience and administrative too.

LORI MERDES
121 EUREKA AVE
FAIRBANKS, AK 99701

State Board of Education & Early Development

Dear State Board of Education:

To ASSB Members:

I believe it is crucial that an administrative license application require at least some classroom experience. How can you not have been an educator before you are required to evaluate a the profession of being an educator? It just makes sense. Teaching is an art. Teaching does not lend itself to the corporate model. Education is not a business. It is much more complex and deserves knowledgable and experienced administration. Even Limited to One Year, teachers under that administration should be exempt from evaluation for that year.

Do not new pass Type B regulations with these proposed changes. Ammendend to strike admin with limited Type B from the evaluation of teachers, and I could live with it.

Denise Caposey
Skagway, Alaska

DENISE CAPOSEY
PO BOX 63
SKAGWAY, AK 99840

State Board of Education & Early Development

Dear State Board of Education:

In 23 years of teaching, I had a variety of Principals with varying degrees of ability. The most capable, most successful had recent classroom experience. Even with all the training, some teachers and Principals don't fit. I can't imagine how much worse it would be if just a tone could walk in the door and run a school.

Working with kids is not like running a business or being in the military...there is a reason we take classes, do practices, student teaching, get licensed the way we do...for the kids. This process should not be watered down or eliminated.

I was just talking to a teacher who recently finished her administrative credential, she said it was very challenging but rewarding. We have great folks in the trenches so to speak..please do not change the requirements for classroom experience. That experience I think is critical to being an effective administrator.

Respectfully, Denise Poole

Denise Poole
2505 W. 29th Ave. #1
#2
Anchorage, AK 99517

State Board of Education & Early Development

Dear State Board of Education:

State Board Members;

I am concerned that the changes to the Limited Type B certificate still do not require any classroom experience. This seems counterproductive, and frankly, counterintuitive. How can a person effectively administer hundreds of classrooms full of students while having no direct experience as a teacher? This is the type of situation that could lead to many poor decisions made in good faith, but out of ignorance for the realities of how classrooms operate on a daily basis. It would be like a person attempting to make decisions about effective dentistry while having no experience as a dentist or hygienist. Please add some minimum classroom teaching experience to the requirements for this certificate.

Thank you for taking the time to read this letter and for your consideration.

KELLY AUER
PO BOX 240303
ANCHORAGE, AK 99524

State Board of Education & Early Development

Dear State Board of Education:

No one should be allowed to evaluate my skills as a teacher if they themselves have not been in a teacher's shoes. The stress of the classroom - even in the most well-run rooms - is lost on those who have never felt it. It's one thing if all students are engaged and learning, but in places of high poverty, many circumstances and therefore classroom behaviors are out of our control. Please require classroom experience for our administrators. We need to know that we can relate to them.

SUSAN STOTZ
PO BOX 123
MARSHALL, AK 99585

State Board of Education & Early Development

Dear State Board of Education:

The omission of classroom experience necessary for a Type B certificate fails to address necessary knowledge and experience for successful administration. Without having spent time in a real classroom, and thus without a sense of the challenges and joys of the classroom teacher, Type B certificate applicants can't accurately or adequately perform job duties and can certainly not evaluate classroom educators.

I urge you to assure that classroom experience, perhaps as few as 5 years, is an integral part of a Type B qualification.

VALERIE BROOKS
830 JACKSON ST
KETCHIKAN, AK 99901

State Board of Education & Early Development

Dear State Board of Education:

I am concerned to hear that someone with no teaching experience may be granted a Type B certificate. What happens in a school is a specialized business that you must be in the trenches, so to speak, to understand. The nuances and complexity of everyday life in a classroom is not understandable to someone who has never been on the other side of the teacher's desk. We all know that much of our expertise in teaching and education is obtained not in the college lecture hall but in the classroom itself. Some people think putting a manager from the business world in a school to manage teachers is the answer, but that's like asking someone who watches "Grey's Anatomy" to perform surgery. Please consider this when debating this bill.

Erin Schalk
1 SCHOOL LN
NAPASKIAK, AK 99559

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 15, 2015 3:06 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Cathy Anderegg
E-Mail: cathy.anderegg@gmail.com
Telephone: 907 723-5671
I am commenting on: 4 AAC 12.346

My Comments: I am writing to urge the State School Board to eliminate the proposed change to 4 AAC 12.346 which would allow a superintendent endorsement to be granted to individuals who have not experienced the K-12 classroom as a teacher.

I note this is the second time in less than a year that this is up for comment and am alarmed that we continue to consider this very alarming change to certification.

First of all, why is this necessary? Individuals are currently able to serve in the role of superintendent without the Type B certification with superintendent endorsement. These individuals are technically the Chief Executive Officers of their districts and are in effect called superintendent and have the same duties. The biggest limitation is that they do not have the capacity to evaluate individuals who hold Type B certificates. This is not a bad thing. Those who have earned the certification and stepped into administrative roles from teachers to leaders should be treated professionally and not be evaluated by those who have not completed like requirements.

Secondly, K-12 classroom teaching is a unique experience. Those of us who have been teachers recognize the organization, structure, planning, and flexibility needed on a daily basis to differentiate instruction to meet the needs of all students in our classrooms. This is beyond the pedagogy intrinsic in the instruction. Those who have not had K-12 teaching experience should not be allowed to bypass it with five years of experience in school district management; it is akin to substituting apples for oranges. I have experience in both. Nothing about the district management experience has any parallels to the classroom teaching experience. Being a member of a District management team does not magically make one an expert in curriculum design, standards alignment, structuring and organizing a school or an individual classroom or the time it takes to cultivate trust and relationships among students, parents, and teachers. Teachers learn and live all of these things and more, on a daily basis.

If this proposed amendment passes, I believe it will send a message that the State School Board does not intend. Condoning a substitution such as this implies that a few years as an administrator qualifies an individual to make judgment and evaluation regarding a profession of which s/he has no direct experience. This stance would not only alienate our teachers, it will strike an enormous blow to dedicated individuals who continue to fight for recognition as professionals.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 15, 2015 9:11 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Paula Niedermeyer
E-Mail: pniedermeyer@bbbsd.net
Telephone: 907 246-4265
I am commenting on: 4AA. 12.346

My Comments: As a special education teacher I am against this change in the current regulation. The department of education has raised the requirements for all students to obtain a high school diploma with the current testing based on the new standards in education. I feel this change in the regulation lowers the standards and requirements to be an efficient and effective superintendent. A superintendent needs to be knowledgeable about students who are coming to school hungry, abused and in some situations homeless. As a past teacher they would have knowledge of how to support these students, their parents and their teachers. They would have no knowledge of how to guide their school in the best way to support all of their needs. Without any background in education they would not have the understanding of the importance of testing, standards and special education law.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 15, 2015 8:18 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Mandy Evans

E-Mail: evansm@sitkaschools.org

Telephone: 907 966-1253

I am commenting on: 4 AAC 12.346

My Comments: I am a district-wide administrator (special education director) in Sitka. I strongly disagree with the change in regulations on how a school district superintendent may be certificated.

The best superintendents have one thing in common - they have stories about starting out as a volunteer, or paraprofessional, or coach, and always have experience as a classroom teacher at some point in their journey. They go on to lead districts in doing what is best for kids. I believe that a lack of teaching experience is a valid reason for NOT hiring a superintendent, and certainly should not be supported through this type of provision.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, December 19, 2014 12:53 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Howard Johansen
E-Mail: polarbrr@yahoo.com
Telephone: 907 474-0014

I am commenting on: 4 AAC 12.346

My Comments: As a long time Alaskan educator, this is absurd. It is addressing the symptom of a problem, rather than the real problem of not having enough qualified applicants to fill positions. Why would you even consider lowering the bar as a possible solution? And does anyone really believe that having a superintendent without any teaching experience is a good idea? Really? Can't you hear the comments when the existing rule was made? Because it's common sense. My guess is that it passed unanimously. Listen, let's get real for a minute. For years Alaskan school districts not on the road system have had to hire whoever they can get--because our salaries just aren't competitive anymore. Often times, many districts have certified positions that they simply cannot fill because of a lack of qualified certified applicants. When newly-graduating college students compare Alaskan salaries to cities like Dallas, Los Angeles, Las Vegas and a host of other cities, they, not surprisingly, go elsewhere because they can make more money and have running water and a lifestyle they're more accustomed to. The same is true of superintendent candidates. We're not attracting or retaining good candidates because the money isn't here anymore and now with Tier 3 TRS benefits, teaching in Alaska is even less attractive. Stop addressing the symptom by lowering the bar and instead address the real problem of inferior salaries and inferior benefits. This change will possibly give us more superintendent candidates, but they will be less qualified and districts and students and teachers will suffer because of their inexperience. Let's insist on quality candidates instead of quantity, and address the things we need to do to attract and retain quality individuals.

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 11D

◆ ISSUE

The board is being asked to adopt regulations regarding teacher certification fees.

◆ BACKGROUND

- Currently, the Professional Teaching Practices Commission (PTPC) is entirely funded through a general fund appropriation of approximately \$300,000.
- The FY2015 Operating Budget included legislative intent language “that no later than FY2016, the PTPC be entirely funded by receipts collected from teacher certification fees under AS 14.20.020(c).”
- As requested by the legislature through the FY2015 Operating Budget intent language, the department determined the increase to teacher certification fees that would be necessary to fund the PTPC.
- Currently, the fee structure for certification is sufficient to support only the certification of Alaska educators. In order to have sufficient funds to also support the educational and disciplinary activities of the PTPC, the department will need to increase the certification and renewal fees by \$75.
- The increase would impact the fees collected for all certificates and renewals with the exception of the Advanced Type C and the Student Teaching Authorization.
- The proposed increase was calculated by dividing \$300,000 by the number of certificates (excluding the Advanced Type C and the Student Teaching Authorization) issued by the department in FY2013, which was 3,926.
- For a regular certificate, the fee increase would be from \$125 to \$200 every five years. Considering educator certification cost on a yearly basis, the fee increase for a regular certificate would be from \$25 per year to \$40 per year. For a lifetime or retired certificate, the fee increase would be from \$165 to \$240.
- Public comment received was in strong opposition to the proposed teacher certification fee increase.
- The proposed regulations and public comment can be found behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 14D.

4 AAC 12.300(g) is amended to read:

(g) Unless otherwise provided in this section, fees must be paid at the time of application and are nonrefundable. The fee for

(1) initial issuance of a teacher certificate, including all endorsements, is \$200 [\$125], plus the cost of a criminal history background check required under (b)(4) of this section;

(2) renewal of a teacher certificate, including all endorsements, is \$200 [\$125], plus the cost of a criminal history background check required under 4 AAC 12.405(b);

(3) addition or deletion of an endorsement, other than at the time of initial issuance of the certificate is \$200 [\$125];

(4) a certified copy of a teacher certificate is \$25; and

(5) each nonacademic credit is \$50 payable at the time supporting documentation required by 4 AAC 12.410(a) is submitted to the department. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/20/2005, Register 176; am 9/20/2006, Register 179, am __/__/____, Register __)

Authority: AS 14.07.060 AS 14.20.020 AS 14.20.030
AS 14.20.010

4 AAC 12.380(e) is amended to read:

(e) The fee for a lifetime retired teacher certificate is \$240 [\$165], plus the cost of any criminal history background check required under (b)(2) of this section. (Eff. 9/29/2005, Register 175; am __/__/____, Register __)

Authority: AS 14.07.060 AS 14.20.020 AS 14.20.030

PUBLIC COMMENT



Anchorage School District

Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

February 6, 2015

Alaska Department of Education
& Early Development

FEB -9 2015

Commissioner Mike Hanley
Attn. Regulations Review
Department of Education and Early Development
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

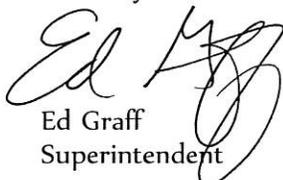
Commissioner's Office

Dear Commissioner Hanley:

Thank you for the opportunity to comment on the proposed amendments to State regulations. Please see Anchorage School District's comments on the proposed changes to 4 AAC 12.300(g) Teacher Certification Fees in the attached.

My staff and I are available to answer any questions, and will forward any additional feedback or remarks on the regulations as you deem necessary.

Sincerely,



Ed Graff
Superintendent

Attachment

cc: Anchorage School Board
Todd Hess, Chief Human Resources Officer

Educating All Students for Success in Life

Anchorage School Board Eric Croft, President
Kameron Perez-Verdia, Vice President
Kathleen Plunkett, Clerk

Bettye Davis, Treasurer
Tam Agosti-Gisler

Pat Higgins
Natasha von Imhof

Superintendent Ed Graff

The Anchorage School District perceives some challenges regarding the proposal to increase the application fees for teacher certificates so that fees cover the full cost of operating the Professional Teaching Practices Commission, in keeping with legislative intent.

Over the past seven years, 65 – 70% of our new hire teachers received their education at a university/alternative school outside of Alaska, while only 30 – 35% received their education at Alaska universities. This is a continual recruitment challenge for all of Alaska’s school districts. Any proposal that increases costs to applicants and current teachers places additional strain on an already challenging market place. In comparison to our neighboring states* Alaska currently has the highest cost for teacher certification (see table below),

State	Type	Cost during first three years
Alaska	Initial \$125 Proficiency \$125	\$250
California	Initial \$70 Proficiency \$70	\$140
Idaho	3 yr certification \$75	\$75
Oregon	Initial \$100 Renewal \$100	\$200
Washington	Initial \$68 Renewal \$63	\$131

*A cursory review of state websites provided the following information.

Fry, Eric V (EED)

m: eric.fry@alaska.gov
sent: Thursday, February 05, 2015 7:15 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jennifer Frazier

E-Mail: Minimonkeyak@yahoo.com

Telephone: 907 622-0607

I am commenting on: 4 AAC 12.300

My Comments: Before voting to raise the cost of my teaching certificate, please consider that it is already costing me over \$600 for classes, plus my time and \$25 for transcripts that I must send to the state. My health care costs have increased and my deductible went up 3x. In order for me to get a \$800 pay raise, I have to take over \$1800 in classes. I already put in over 20 free hours a week. If I find a better job, I will take it. I am not the only teacher tired of how the state treats it's hardest working employees.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, February 03, 2015 9:15 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Susanna DiFranco

E-Mail: difranco_susanna@hotmail.com

Telephone: 907 301-7505

I am commenting on: 4 AAC 12.300

My Comments: I am writing to ask that the Alaska State Legislature reconsider the proposed change that would raise Professional Teacher Certificate fees from \$125 to \$200 for a five year certificate.

As a 20+ year teacher in our community, I can vouch for the fact that this increase would be demoralizing and add further to the personal financial costs that burden teachers . We already pay for so many items for our classrooms out of our own pockets in addition to the ongoing costs for continuing education which is required to keep our certificates current.

Fry, Eric V (EED)

m: eric.fry@alaska.gov
Sent: Thursday, January 29, 2015 6:35 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: James Froehlich
E-Mail: jimmysitka@gmail.com
Telephone: 907 561-5612
I am commenting on: 4 AAC 12.300
My Comments: Dear Sir or Madam,

I am an Anchorage School teacher and have taught for fifteen years. The proposed change in cost for a teaching certificate from \$125 to \$200 is unwise and unjustified. We are already hiring teachers from out of state and an increase in fees will be a disincentive for us to attract teachers from both in-state and out-of-state. Additionally, a 60% increase in fees with no explanation of the basis for the increase strikes me as greedy and punitive.

Please reconsider this hurtful idea.

Thank you,

James Froehlich

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 29, 2015 2:37 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Robert Barnwell

E-Mail: rwbarnwell@yahoo.com

Telephone: 907 362-7763

I am commenting on: 4 AAC 12.300

My Comments: I am opposed to raising the re-licensing fee for teachers to \$200 in order to fund the Professional Teaching Practices Commission. This is my 25th year of teaching and there is more pressure than ever to use our personal funds within and outside of the classroom. It is the state's responsibility to fund such an organization, not the profession it oversees. In fact there's a bit of irony in such a proposal- it's unethical for teachers to fund this organization.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 29, 2015 10:10 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Darcy Mueller
E-Mail: darcy_mueller@hotmail.com
Telephone: 907 226-2117

I am commenting on: 4 AAC 12.300

My Comments: It is important that teacher licensure fees remain \$125.

As a teacher, I spend HUNDREDS of dollars every year on supplies for my students and materials for my classroom. Because I am in the business of helping kids, I also find myself buying food and articles of clothing for kids from time to time. Furthermore, I am responsible for taking college courses to qualify for my license renewal--classes that run about \$250 and by the end of the 5 credits required by the state, are to the tune of \$1,000-- and that's just through using ASDN, which is a more reasonably priced source of coursework.

I am a single mom with a young child, have monthly undergrad loan payments, a monthly graduate loan payment, and a job that could be really be said to "require" me to supplement it out of my own pocket. What other employee has to funnel their own money into their job? Let alone in the same tax bracket?

Adding the fee \$75, while nominal to the amount I already spend, is just one more twist of the knife to the professional educator community of this state.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 6:29 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Tracy Trasky
E-Mail: Trasky_tracy@hotmail.com
Telephone: 907 250-3762

I am commenting on: 4AAC 12.300

My Comments: To whom it may concern,

Alaska currently is undergoing a teacher shortage. This can be seen everywhere from the hiring fairs that our districts must attend Outside in order to fill the vacancies every year to the emails that are sent out each day by the principal's secretary begging teachers to use their planning time to cover unfilled substitute jobs. Raising the cost for teachers to apply for their certificates will exacerbate this issue. As a ten year veteran of our public schools I have applied multiple times to obtain and renew certificates. Two hundred dollars is a not insignificant sum to a teacher; it will discourage new teachers (who need the money for food and rent), current teachers (who already see the majority of their paycheck go to childcare or to supplement the supplies for our classrooms that are needed but not provided by our districts), and recent retirees (who are the most qualified substitutes.) I understand that we are facing a budget crisis, but continuing to implement policies that effectively shrink the pool of willing and qualified applicants to educate our young people seems to work counter to what every citizen has said they wanted for our state (an educated, work ready populace.)

Thank you for your time.

Sincerely,
Tracy Trasky

Teacher, East High School in Anchorage and a proud product of Anchorage's public schools.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 29, 2015 7:49 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Todd Boonstra

E-Mail: tboonstra@kpbsd.k12.ak.us

Telephone: 907 690-3198

I am commenting on: 4AAC 12.300

My Comments: So much is asked of us teachers. Please do not let our re-cert. fees increase as well. Many of us struggles to make payments as it is, the last thing we need is to have our certification fees increase too.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 29, 2015 7:27 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Hannah Vincent

E-Mail: hnvincent@icloud.com

Telephone: 907 252-4400

I am commenting on: 4 AAC 12.300(g)

My Comments: I completely disagree with raising the teacher certification fee. It's high enough right now. On top of that, teachers have to spend money to take continuing education classes for recertification. Raising the certification fee would create an even bigger burden.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 28, 2015 8:12 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: BettyJane Bryant
E-Mail: bjbryant18@yahoo.com
Telephone: 907 843-1100
I am commenting on: 4 AAC 3.00

My Comments: I am bewildered why another financial burden would be put on Alaskan teachers. We already put a significant amount of our money in purchases so we can teach our students. Very few careers are forced to finance themselves in order to do their job. In fact do the men and women in our legislature even have to personally purchase their own post its, pens, pencils, sanitizer for the office or kleenex tissue? Those are the smaller costs we have to put out. One year I spent over \$2,000.00 for classroom supplies because I was told there was no room in the budget to meet their needs.

Some of our teachers go without the necessities of running water in their homes. They have outhouses and have to pack their water in.

Some can only fly in and out of their village. We want to teach where we are but sacrifice so much to do so. These children/teens deserve the best educators.

Now you want us to pay a \$75.00 increase for our certificates so we can sacrifice more to teach the incredible students we have?

That is like slapping educators in the face.

Please reconsider your increase and lower it or keep it the same. Thank you for taking the time from your busy schedule to read this.

BettyJane Bryant

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 28, 2015 4:48 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Vickie Roney

E-Mail: roney@acsalaska.net

Telephone: 907 260-3193

I am commenting on: 4 AAC 12.300

My Comments: Please don't make me fund the Professional Teaching Practices Commission through application fees for Professional Teacher Certificates. I have enough problems paying for the day to day costs of teaching without being charged a higher renewal fee.

IF this can't be prevented then at least change the frequency of renewals. It could be that we renew every 6 or 7 years instead of every 5 years. It is hard to pay for the continuing ed credits and the license renewal.

thank you for considering this.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 28, 2015 11:21 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Pamela Stahla Kernin
E-Mail: stahla-kerninp@sitkaschools.org
Telephone: 907 966-1412
I am commenting on: 4 AAC 12.300
My Comments: Good morning:

I understand the need for financial viability within all sections of our government. I'm am however concerned regarding the increase in costs. I currently hold two certificates and am working on my third. With an increase of \$75 per certificate this will increase my cost by \$225. If I only held one certificate I would not be concerned about the increase of cost. This \$225 is also in addition to the cost of classes that I will be undertaking to keep my certificates in good standing. I also come from a household of two teachers. Between the costs of the professional development and the certification costs it feels as if we are being penalized for being professional.

It would seem reasonable that there be an increase per person rather than per certificate.

Thank you for your consideration.
Pamela S. Stahla Kernin

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 28, 2015 12:06 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kersten Christianson
E-Mail: kerstenak@yahoo.com
Telephone: 907 752-1313

I am commenting on: 4 AAC 12.300

My Comments: As a teacher who holds two BA degrees, a MEd. and is now pursuing an MFA at roughly \$2,300 a semester with four more semesters remaining, I'm quite dismayed at the idea of my teacher cert. fees increasing from \$125 (not including the cost for transcripts and postage) every five years to \$200. This is a ridiculous gutting of the worst kind. It places even greater cost burden on teachers already shouldering the cost burden of tuition and recertification, not to mention the cost burden of working in a field that is chronically underfinanced by a state budget whose very workings place teachers in an annual three-month limbo of wondering whether or not lack of funding will cost their livelihood. I always thought that \$125 was steep cost for a document that is simply printed via laser printer. \$200? Ludicrous. If additional moneys are needed in this department, perhaps look to shorten the lunch hour of staff in the Alaska Department of Education and Early Development to the 25-minute lunch hour I'm allotted as a teacher. That might well cover the \$75 difference. Or perhaps think outside the paper box and store these documents in a secure site online. But please do not ask teachers to further front the cost of their profession.

Sincerely,
Kersten Christianson
Sitka, Alaska

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 29, 2015 4:22 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Brittany Bauman

E-Mail: Brittany.sofia@gmail.com

Telephone: 907 230-0847

I am commenting on: 4AAC 12.300

My Comments: Please considering raising fees for all areas versus only teachers. We need to encourage people to come teach in AK. This is another deterrent.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 28, 2015 9:27 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Samantha Johnson

E-Mail: srjohnson321@gmail.com

Telephone: 907 750-4606

I am commenting on: 4 AAC 12.300

My Comments: I am new to the field, so I'm not sure where this money is allocated. If there is going to be a fee increase, I would like to know the reason for the increase, how the increase is beneficial, and what the extra/new total amount would be allocated to. Basically, just more information about the reasoning for the increase.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 8:45 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Scott Campbell
E-Mail: dimond1999@gmail.com
Telephone: 907 742-7000

I am commenting on: 4 AAC 12.300

My Comments: The increased application fee for Professional Teaching Certificates through DEED seems like backwards logic at best. The digitalization of the paperwork and data/information collection has streamlined the reception, access, and storage of this information. If anything, the handling of this information should require less time to process and fewer people handling it -- which ultimately should result in a reduction in the application fee, not an increase. And if the overhead costs are indeed driving up the price of the application fee, it may be time to investigate the accountability of the employees and the management strategies on the receiving end.

Is the best solution to this issue really to charge teachers more money to retain their jobs? I've worked as a high school teacher in Alaska for the past ten years and have noticed in the last five a truly startling reduction in the number of quality applicants in this profession. At this point, there is very little incentive anymore for educators to continue teaching in Alaska. I am genuinely concerned that the combination of the legitimately quality teachers exiting the profession sooner than usual and the utter lack of attractiveness of the job to otherwise qualified potential applicants will raze the educational institution in this state simultaneously from the top and the bottom. The nearly two-fold increase to the Professional Teaching Certificate application fee will only serve as an unnecessary catalyst to this preventable tragedy.

Thank you for your time.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 7:54 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Sara Pock

E-Mail: Sara.pock@gmail.com

Telephone: 907 334-9552

I am commenting on: 4 AAC 12.300

My Comments: I read all of the information regarding this increase in teacher certificate fee, and could find nowhere in which the reason why these fees need to be almost doubles was states. It should. It should not be changed when it has not even been documented why such an increase is necessary.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 7:48 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jody Stahl

E-Mail: jstahlcounselor@yahoo.com

Telephone: 907 350-6417

I am commenting on: 4 AAC12.300

My Comments: I am against raising teacher recertification fees by \$75.

My reasons:

1. As of 2006 Certificated School district employees in AK are not under a defined benefit plan, Salaries have not kept pace with inflation, and the continuing education costs to maintain a certificate continue to rise. All of this being said to raise the fees to renew a certificate, unless REALLY necessary should be stifled.

At this time and date recruitment of teachers to Alaska is becoming more of a challenge. Without a retirement system that is worthwhile, and the double whammy of not being able to have Social Security as part of your retirement, it is looking pretty grim. Why would you want to move to AK for that job.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 7:37 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Tracey Martin

E-Mail: Screamtracey4097@hotmail.com

Telephone: 907 209-4097

I am commenting on: 4AAC 12.300G

My Comments: 200?!!! From \$125 is quite a jump! Especially for teachers that have dual certificates. With pay not keeping up with the cost of living and ever increasing prices, I do not support such a drastic raise in teacher certification fees, especially for new teachers. Raise rates in smaller increments please.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 4:30 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Heather W

E-Mail: heather2689@gmail.com

Telephone: 907 243-2161

I am commenting on: 4 AAC 12.300(G)

My Comments: I understand that inflation is going up, but if you're going to change the charge to stay recertified from \$125 to \$200 are you going to pay teachers more? You can't even fund schools to buy supplies for students.

You're saying that someone shuffling papers in Juneau needs a raise more than teachers?

Maybe it's time for a priorities check. Or, maybe you should put your kids into public education with a teacher who truly cares and still can't get all he/she wants to do done, because there aren't the funds/people to help, and see how it affects your child.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 3:58 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Sarah Fineman
E-Mail: Sarahbbbb@mac.com
Telephone: 907 677-0969

I am commenting on: 4 AAC 12.300

My Comments: I feel the increase in recertification fees is a hardship to teachers. A small fee raise is one thing. This is a large change. Teachers already pay for the cost of classes to recert. This can be about \$1000 for 7 classes or more. Tack on another \$200 fee and it is outrageous.

I strongly oppose this fee hike!

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 3:51 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jennifer Grant

E-Mail: grantj@sitkaschools.org

Telephone: 907 747-9300

I am commenting on: 4 AAC 12.300

My Comments: As a teacher, I strongly oppose the proposed change in Professional Teacher Certificate fees. We currently pay \$125, and I do not feel that it should be raised at all. Actually, there should not be a fee for recertification. How many other jobs require a fee every five years just to stay in their current position?

On top of the cost of continuing education credits and recertification fees, classroom teachers have many additional out-of-pocket expenses (snacks, materials, field trips, etc.). Teacher salaries have not exactly kept up with inflation, either.

Please do not vote to increase teacher certification fees.

Thank you,

Jennifer Grant

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 2:38 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Aaron Schram

E-Mail: Schram_aaron@asdk12.org

Telephone: 907 742-5850

I am commenting on: 4 AAC 12.300

My Comments: Teachers are some of the lowest paid, in proportion to our expected duties, people on the planet.

Raising the expected expense of certification for a commission is a non-starter. If the certificate was for 10 years I would pay, but not for 5.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 1:54 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Sarah Peters

E-Mail: sarahelizabethpeters@gmail.com

Telephone: 413 341-3410

I am commenting on: 4 AAC 12.300

My Comments: I am disappointed to see that there is a proposal to increase educator certification fees. Those of us who work in public education do so because we are passionate about impacting the lives of young people, not because we are deluded to think that we can become financially wealthy while working in our chosen professions. Adding yet another financial requirement to our certification reapplications causes further burden to our already stretched wallets. Please do not add more financial cost to our labors of love. Please secure other funding sources for the Professional Teaching Practices Commission.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 12:51 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Bridget Clark
E-Mail: bclark625@yahoo.com
Telephone: 907 299-3949

I am commenting on: 4 AAC 12.300

My Comments: I am writing to object to the proposed fee change that would raise the cost of a Professional Teacher's Certificate from \$125 to \$200. This type of increase is an unreasonable burden on teacher applicants. An increase of \$75 is excessive and puts a strain on already tight household finances. I personally have delayed renewing my teacher's certificate because of financial constraints, and am now faced with the task of coming up with the money immediately so I can avoid this additional cost. Despite the fact that I have been a certified teacher in another state with almost 20 years of experience, I am currently employed as an aide. That salary does not leave much room for sudden and unreasonable expenditures such as this proposed increase in the cost of a teaching certificate. The fact that this certificate is only good for five years only adds insult to injury. The vast majority of states issue teaching certificates that do not require such as hefty price for renewal. The state should not expect to fully fund the certification department through license fees. Other state departments are not fully funded by the clients they serve. Do not continue to insult the state's teachers with this type of inequity.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 28, 2015 2:22 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Mary West

E-Mail: Westsquared2@yahoo.com

Telephone: 907 412-0626

I am commenting on: 4 AAC 12.300G

My Comments: Teachers pay enough to keep their certification without adding another fee.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 9:54 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Tom Hood

E-Mail: hood_tom@asdk12.org

Telephone: 907 742-1800

I am commenting on: 4 AAC 12.300

My Comments: While I understand the rationale behind the fee increase, a jump of \$75 is ridiculous. I seriously question that the ENTIRE \$75 increase will go towards the stated purpose. Call it cynicism but most teachers have little trust in the State Department of Education. We already shell out a significant sum just to accumulate the 6 credits needed to re-certify. Now we are asked to pony up \$200? At one point were teachers considered "piggy banks" to fund dubious educational commissions? The problem of retaining teachers is well known. And yet a proposal such as this is made in light of retention issues? Instead of fleeing teachers more for the privilege of teaching, how about we find ways to increase retention rather than deter it?

I have no problem with a fee or even an increase of said fee, but \$75 indicates to me the true feelings of both legislators and the Dept of Ed. towards teachers. Find another revenue source for your commission.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 8:35 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Matthew Anderson

E-Mail: bertramthe5th@gmail.com

Telephone: 907 385-7316

I am commenting on: 4 AAC 12.300

My Comments: Let's crunch some numbers here. There are less than 10,000 teaching positions currently in Alaska. This proposal would cause each of those teachers to pay an extra \$75 every 5 years to renew their licenses. $75 \times 10,000 = \$750,000$ over five years or, \$150,000 per year. This move will save the cost of one principal's salary each year and will inflict added hardship on thousands of teachers each year. Teaching is already difficult enough to get into, let alone to actually do well. Why add more burden to an overly burdened field?

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 5:31 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Katie Olsen
E-Mail: ryankatieolsen@gmail.com
Telephone: 907 841-1076
I am commenting on: 4 AAC 12.300

My Comments: I do not believe that the Professional Teaching Practices Commission should become funded by increasing the application fee for teachers. Good Lord! Teachers already get paid little enough, work far more hours than they're paid for, and buy classroom supplies out of their own pocket money. They also have to take classes for recertification on their summer and winter breaks, and don't get paid overtime, just "bonuses". Shall we also tell them they need to pay even more so that they are qualified to do their work? It's a good thing teachers love their jobs! Because they do some of the most critical work in the country.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 5:16 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Lila Johnson

E-Mail: lilaleelittle@gmail.com

Telephone: 907 299-4461

I am commenting on: 4 AAC 12.30

My Comments: I do not agree with the idea of fully funding the cost of the Professional Teaching Practices Commission through application fees for Professional Teacher Certificates.

I believe the fee for a five year Professional Teacher Certificate should remain at \$125.

Thank you,
Lila Johnson

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 5:15 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Margreat Kirby

E-Mail: 4kirbys@mtaonline.net

Telephone: 907 746-8738

I am commenting on: 4 AAC 12.300

My Comments: I disagree with the decision to increase teacher certification fees from \$125 to \$200. I am a teacher. This increase will directly impact my finances. Teacher salaries are not keeping up with inflation at all. This is yet another increase which causes my salary to decrease. Many other states certify their teachers in much less time, with less requirements, and a much smaller fee. In addition to the certification fee, we must pay for 6 hours of undergraduate and graduate level courses which can be very expensive. This is not a requirement for many other states. We receive professional development training from our employer. This training should count toward the certification process. Teacher retention for this state is very low. This will definitely be a large factor in recruitment and retainment of teachers. Please reconsider the decision and reverse it.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 5:07 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Lindy Breest
E-Mail: Lbreest@aol.com
Telephone: 907 344-4802

I am commenting on: The fee increase for teacher's certificate s.

My Comments: Thank you for taking comments on this issue.

I was surprised to learn that the department's growth has been fairly significant over the last several years, so I m not surprised that our fee may increased in order to cover that expense. However, in this day an age, where technology takes the job of human beings, this is not the case in this department. Where is the efficiency? If we are going to experience cuts due to fewer funds from oil revenue, I suggest starting with this department. Increase the fee slightly (\$25 for example), and then find ways to reduce your expenses.

Also, I like to get my credits completed a year or more ahead of my expiration date. Most recently, we've been told to send paperwork 6 months prior to the expiration. I'm happy to get this task done far in advance, but these stipulations are in place. Wouldn't receipt of this paperwork early help make life easier for your staff?

I'm opposed to this plan and hope you will rethink this tentative initiative.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 5:01 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Erik Wortman

E-Mail: erik.wortman@gmail.com

Telephone: 907 305-0341

I am commenting on: 4 AAC 12.300

My Comments: Raising the cost is ridiculous. You are pushing teachers out of business.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 4:55 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Lisa Bunag

E-Mail: lisabunag@gmail.com

Telephone: 907 696-8013

I am commenting on: 4 AAC 12.300

My Comments: As a teacher, I oppose raising the fee for teacher certification. The fee for the renewal is hard enough to come up with when the certificate expires. On top of that, we have to pay the same amount for adding an endorsement to our certificate. Keep in mind, this is AFTER finding the extra funds to pay for our education credits in order to renew on top of paying our already enormous student loans. Teachers are being nickel and dimed while also being treated terribly. Find the extra funds needed elsewhere instead of out of the pockets of those of us who you refuse to fill back up.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 4:50 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Doug Weimann

E-Mail: Weimann_doug@asdk12.org

Telephone: 907 349-9441

I am commenting on: 4 AAC 12.300

My Comments: How does the State of Alaska plan to attract or retain any quality educators? Sad.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 6:00 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Matt Wetherell

E-Mail: matt.wetherell@mac.com

Telephone: 907 248-2965

I am commenting on: 4 AAC 12.300

My Comments: I would like to go on record as opposing the 60% proposed increase to the five year teacher certification. This, on top of the increases every year for tuition to obtain the required education credits, seems very steep for this singled out occupation.

Will you be raising all license fees in the state by over 60% when factoring in the increases in the cost of the required educational credits?

Please remove this increase from the proposed regulations.

Thank You,

Matt Wetherell

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 6:07 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Rebecca Vano
E-Mail: rebvano@hotmail.com
Telephone: 907 333-5589

I am commenting on: 4 AAC 12.300

My Comments: I am voicing my opinion that raising the application fee for Teacher Certification is a ridiculous idea given the current climate in education. Expectations of teachers are skyrocketing during times of cutbacks - more is expected of us than ever before, support staff are being cut, and benefits are shrinking. If we hope to continue to attract quality teachers, the last thing we need to do is add to the difficulties. I am a passionately committed teacher who is, this year, feeling the burden of cutbacks. My ability to empower students is directly affected by the quality of teachers around me and I have watched many younger teachers choose to leave the profession (or never join in the first place). In order to provide quality education, Alaska must do all it can to encourage quality people into the profession - we must be working to reduce costs and other "hoops" associated with certification. Raising the cost of certification may seem like a small step, but these small things are adding up. Most of us in the profession are near enough to breaking point that one more "step" might just be enough.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 6:51 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Crista Cady

E-Mail: crista.cady@gmail.com

Telephone: 907 714-0304

I am commenting on: 4 AAC 12.300

My Comments: As a former 11-year employee of the Kenai Peninsula Borough Planning Department, responsible for material site and local option zone permitting, I understand the need to raise permit application fees to cover the cost of processing the application and issuing the permit. However, I feel that a raise from \$125 to \$200 is too great of a financial burden to place on teachers, who already make less than they should for what they do. If the application fee must be raised, please consider doing it incrementally, starting with a \$25, or perhaps \$50 increase. \$75 is too much right out of the gate. Thank you for taking my comments.

Sincerely,

Crista Cady

Teacher, Kenai Peninsula Borough School District

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 6:51 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Bev Kirk
E-Mail: revbevak@yahoo.com
Telephone: 907 227-2142
I am commenting on: 4AAC 12.300
My Comments: Dear Alaskan Legislators,

The proposed increase in cost to renew Professional Teacher Certificate fees from \$125 to \$200 for a five year certificate is unacceptably exorbitant and unreasonable! This nearly doubles our fee, which is already higher than many other states. Our salary is not increasing at the same rate. I have paid thousands of dollars for a Master's degree in Special Education, which I am scheduled to complete this year (my second Master's degree, in a continuing effort to update skills and provide better service to our most needy students). I had planned to add SPED to my teaching certificate even though it costs a great deal extra to do that in between my due date. No way, now. After all I have been paying for my own education, I'll just continue with my current certification.

Are you aware that according to an article in last year's National Education Association Magazine, approximately 45% of new teachers change careers completely within their first five years? Now you have one more reason why! Tying teacher salaries or even retention to student achievement is in itself enough to scare excellent, dedicated new teachers away from special education. Who is going to educate these young students, who did not choose to be born with intense special needs?

One career challenge after another is escalating our nation's teacher shortage! Please reconsider this critical issue!

Sincerely,

Bev (Beverly) Kirk
SAVE High Continuation Program
Anchorage School District

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 6:55 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jennifer Haynes
E-Mail: Jaamhaynes@msn.com
Telephone: 907 344-7491

I am commenting on: Suggested raise in cost for Teacher Certification with the state.

My Comments: In a time when it is hard to attract and retain qualified teachers in Alaska, it seems odd that now the cost of a certificate will rise from \$125 to \$200. That is a significant increase on top of the cost of the required 6 credits needed to recertify every 5 years. This makes recertification very expensive. Please reconsider this rise in cost. Keep in mind that retired teachers also want to keep their certificates current in order to substitute in the Anchorage district. This rise in cost will impact retired teachers too. This seems like another blow to the teachers of Alaska. Did this idea originate with the last administration?

Sincerely,
Jennifer Haynes

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 6:56 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Carolyn Uttereyuk

E-Mail: cuttereyuk8@gmail.com

Telephone: 907 558-6122

I am commenting on: 4 AAC 12.300

My Comments: After paying for tuition, book costs, and fees to meet the required credits for the recertification, don't you think it is a bit too much to raise the fee to \$200 from \$125?

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 7:24 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Andrew Shields

E-Mail: ashields@gci.net

Telephone: 907 344-7831

I am commenting on: 4 AAC 12.300

My Comments: The cost of a 5 year teaching certificate will go up 60%, from \$125 to \$200. We already pay to earn the 6 credits needed every 5 years, can we get a break on renewing a certificate?

Kind regards,

Andy Shields

Anchorage School District Teacher

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 7:27 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Ted Angstadt

E-Mail: teda@gci.net

Telephone: 907 350-5374

I am commenting on: 4 AAC 12.300

My Comments: As a teacher in Alaska I object to the huge fee increase on teaching licenses in Alaska. Simply put, Alaska will very soon experience a shortage of teachers. In addition to the cost of moving here and living in Alaska, you now make it even more expensive to teach for Alaska schools. This is very foolish. In the 1970's 24% of all college graduates were entering into education. Of those, fully 50 % do not make it past five years. Now, only 6% of all college graduates are earning degrees in education. Of those at least 50% will not make it past the first five years as a teacher. You do the math. This adds up to the entire state of Alaska becoming critically short of teachers, especially in special education, math and science. Teachers will not longer move to bush Alaska to teach. Alaska will soon need to pay teachers more to come up here to teach and pay for their teaching license too. Teaching is a community service job. Why do you want to make teachers pay more to serve Alaska communities?. This law is very shortsighted and foolish. Do not raise teacher licensing fees. You should actually reduce or eliminate them completely.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 5:58 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kristin Shea

E-Mail: kristi.shea@matsuk12.us

Telephone: 907 315-2424

I am commenting on: 4 AAC 12.300

My Comments: It is my understanding that House Bill 278 will partially be funded by an increase in teacher's recertification fees- raising the fee from \$125 to \$200 for a five year certificate. If this Bill will create higher standards to how education dollars are spent in districts, why is it that teachers, the ones who make this system what it is, be the ones accountable to fund House Bill 278? We are not the ones responsible for spending dollars and therefore should not be required to compensate for dollars being misused. It also says that this Bill will provide Alaskan students with excellent schools and schools of choice, again, why is it up to the teachers to pay for this, or even contribute to it? The funding for excellent schools should and needs to come from those allocating the monies provided to the state for education. I believe that it is job of the teacher to create an environment of optimal learning to ensure that Alaska has excellent schools.

In closing, I feel increasing our recertification fees is backwards way to get the money to fund House Bill 278. Please consider another option.

Sincerely,
Kristin Shea
Teeland Middle School
Mat-Su

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 27, 2015 1:12 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Lindsay Schuler

E-Mail: las.curve@gmail.com

Telephone: 907 662-5211

I am commenting on: 4 AAC 12.300

My Comments: To the Honorable Governor, Lt. Governor, Senators, and Representatives of the Alaska State Senate: I wish to voice my grave concern concerning the proposed increase of the cost of a Professional Teaching Certificate in Alaska. \$200.00 is an alarming rise in cost, especially in light of the reductions of salary schedules and loss of certain benefits for professional teachers throughout the state. The entity in charge of providing the various required teacher approval test credentials raises their costs, too. I can't help but think this continual raising of credential costs is a type of racket to feed into the education system. May I respectfully remind you that the \$3000.00 funding for Alaska's school libraries, which was approved by the Alaska legislature several years ago, has to this day not been funded. This money would serve to purchase quality reading material for young people who direly want to read. Especially in Alaska where Internet broadband issues face high expenses and the elements of extreme cold, our legislature cannot and should not depend on digital resources alone to serve its students. I urge you to please consider this: if certificate fees must be raised, please raise them more incrementally, at a lower, more palatable increase amount. I also urge you to reconsider the library funding budget that was approved by the state legislature several years ago but never funded. Perhaps lowering the \$3000 per library funding is necessary. The student population of each school should be considered in the funding formula. The American Library Association can help with ideas for a reasonable formula. But please consider a way to follow through on the legislature's years-ago vote of funding approval. As you consider how to keep quality teachers in the state, such a harsh rise in certificate cost is disheartening and utterly discouraging to a hard-working teacher. The good people in Juneau at DEED may need money to update their systems and their own salaries, but please don't allow them to do so at the expense of teachers in the trenches who love our Alaskan students and work tirelessly to provide them with a quality education. Thank you for reading. Sincerely yours, Lindsay Schuler, Fort Yukon Teacher

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 9:13 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Emily Becker

E-Mail: emilyandzeke@yahoo.com

Telephone: 907 742-4550

I am commenting on: 4 AAC 12.300

My Comments: A 60% increase in the cost of a teaching license? It seems like something more incremental would have been wiser. I can see that you want the cost of producing the licenses to be covered by the people who buy them, but with a fee hike that high, I want something in return. Are we going to get the same level of service we have now?

Will there be increases in the cost of fishing licenses? Drivers' licenses?

I hope the burden is not only on the teachers.

Fry, Eric V (EED)

m: eric.fry@alaska.gov
sent: Monday, January 26, 2015 9:13 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Tara Bivins

E-Mail: tarabivins@gmail.com

Telephone: 907 229-5746

I am commenting on: 4 AAC 12.300

My Comments: Please reconsider the proposed cost increase for renewal of a teaching certificate. With the online renewal system, it seems that costs of processing teacher certificate renewals should be less than in the past. There are already plenty of costs associated with renewing the certificate when considering the cost of the credits, transcripts and fees for CEUs and non-academic credit. A 60% increase (from \$125 to \$200) is really pretty extreme and seems unnecessary. If a fee increase is necessary, let's look at a much smaller percent increase. Teachers already spend a significant amount of personal money on classroom supplies, curriculum, etc. Let's do our best to keep the cost of certificate renewal manageable.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 8:34 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Johnny Kirby

E-Mail: yukon_john@yahoo.com

Telephone: 907 746-8738

I am commenting on: 4 AAC 12.300

My Comments: Greetings,

Thank you for listening to my comment regarding 4 AAC 12.300. I feel this is extremely unnecessary. It is a slap in the face of every teacher in this state. \$125 dollars is actually too high but \$200 dollars is just plain wrong! Health care is outrageous, cost of living, and all the extra expense we throw into our work. Why must you throw salt into an already painful wound!

Please, do NOT, increase the cost in this area!

Respectfully,

Johnny Kirby

Sutton, Alaska

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 8:26 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Vicki Bowker

E-Mail: imvickib@gmail.com

Telephone: 907 376-2639

I am commenting on: 4 AAC 12.300

My Comments: While it is important to fund the Professional Teaching Commission, I am not in favor of doing so only through the significant increase to the application fees for educators.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 8:17 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Carlene Hockema

E-Mail: carlene_hockema@yahoo.com

Telephone: 907 229-2831

I am commenting on: 4 AAC 12.300

My Comments: I believe a sixty percent increase for five year license fees is beyond reasonable. Most teachers are fortunate to receive a two or three percent raise in annual salary. The cost of living continues and our salaries increases do not keep up.

If you are going to increase the fees please be reasonable, possibly a maximum of \$5 per year which is well above the average increase in salary for teachers.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 8:15 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Robert Heyman

E-Mail: rwheyman@yahoo.com

Telephone: 907 457-7631

I am commenting on: 4AAC12.300

My Comments: It appears that the \$200 fee is a 60% increase from the current Professional Certification fee. Divided over five years that is equivalent to a 12% increase per annum. Given how much teachers currently spend from their own pockets in conjunction with the fact that beginning in 2016 the \$250 federal tax credit will disappear, I am opposed to this increase. With the current state of the economy, teachers will be lucky if their contracts keep up with inflation.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 8:07 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Tanya Roust

E-Mail: tanyaroust@gmail.com

Telephone: 907 321-4261

I am commenting on: 4 AAC 12.300(g)

My Comments: I am commenting on regulation 4 AAC 12.300(g) which proposes the fees for Professional Teaching Certificates increase to \$200 (from \$125) to fully fund the PTPC. I am against this increase. As a primary teacher who holds a current Alaska Initial Teaching Certificate, I find this proposed increase to be a deterrent for teachers. Between overall low pay in the teaching profession, the cost of required continuing education (which fall squarely on the shoulders of teachers), and the cost of teacher certification fees, the proposed increase to the current fees are unfair and target teachers personally. The PTPC should remain a state-run commission. Proposing that teachers should personally bear the financial burden of running the PTPC is unreasonable. We are government workers and the proposed increase in fees makes it harder for us to get by personally. Why are we being charged more to fulfill a requirement of our jobs? Aren't we faced with enough adversity in our positions as is? Being overworked and underpaid is part of the job I love, but a line needs to be drawn. Please don't punish teachers for doing what they love. It's already a tough job.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 8:04 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Hannah Johnston
E-Mail: h_l_b@hotmail.com
Telephone: 907 726-0493

I am commenting on: 4 AAC 12.300

My Comments: As a parent and teacher, I feel it important that educators participate in professional development. We are in an ever changing environment and with that comes the need to stay current on what's working, methods, tools and practices that are relevant to the current generation. However, these courses are already outrageous enough with no due compensation. Especially , courses for specialists such as myself. The limited courses available can be quite expensive. Should we find a course, we're expected to spend a months grocery budget. I am appalled that on top of all of the required advancement we would then be threatened by a raise in teacher certification. It is outrageous. The process is already daunting and costly, in addition to the cert upkeep. It is certainly unrealistic to penalize those who already give so much in an effort to stay current, relevant while still supporting these amazing kids. Why do we continue to hurt those who already sacrifice so much?

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 8:00 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Avila-Lederhos Karen

E-Mail: klederhos@gmail.com

Telephone: 907 230-2463

I am commenting on: 4 AAC 12.300(g)

My Comments: \$200 seems more than necessary to process and save records to renew teaching certificate for each individual.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 8:00 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jennifer Waisanen

E-Mail: jenniferw222@hotmail.com

Telephone: 907 254-5100

I am commenting on: 4 AAC 12.300

My Comments: Please do not raise the teacher certification fees. This is another incentive to have teachers look outside our field; especially with teachers entering as tier 3 teachers via retirement.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, January 26, 2015 7:43 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Mollie Rhodes

E-Mail: rhodes_mollie@asdk12.org

Telephone: 907 982-0248

I am commenting on: 4 AAC 12.300

My Comments: I am a first year teacher and have already put a lot of my own money into my classroom. Having to pay for the classes needed for my certificate and the renewal fee, has been very challenging. \$200 just to renew my certification seems like too much.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, December 22, 2014 8:48 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Marc Grober
E-Mail: marc@interak.com
Telephone: 907 337-5687

I am commenting on: 4 AAC 12.300(g)

My Comments: Frankly I don't begrudge the increase if warranted. I would want to first impose a performance metric on the current employees to determine why, with so few teachers, they can't manage to process applications in a timely, courteous and responsive manner. I think we should contract out for an assessment tool to gauge the effectiveness of the staff. Then we can look at the actual reasonable costs appropriate to an adopted performance metric and build a fee schedule based on that scale.

Then we would have to look at the PTPC and address their abuse of their authority by which they regularly refuse to take any action with respect to flagrant violations of the code by administrators, and whether we are providing the Commission with too much funding without any substantive accountability. When the Council simply refuses to do anything when there is a complaint demonstrating uncontroverted documentation that a superintendent made public remarks intending those remarks to misrepresent to the public the quality of that district's teaching staff filed with it, one has to wonder about how an effective audit of that operation could be managed to determine to what degree the Commission might be effectively funded based on the extent of the disciplinary action taken.

Having addressed all of that, we could just laugh this off in as much as there is nothing to indicate that any of the fingerprint searches ever done are meaningful at all, in as much as there has never been any regulatory mandate that anyone other than the person being fingerprinted prepare and submit fingerprints!

Anyone for a game of charades?

**To: Members of the State Board of
Education & Early Development**

March 19, 2015

From: Mike Hanley, Commissioner

Agenda Item: 11E

◆ ISSUE

The board is being asked to adopt regulations related to waivers of early literacy screening.

◆ BACKGROUND

- During its meeting on December 5, 2014, the board asked the department to draft regulations permitting a waiver from the early literacy screening requirements outlined in 4 AAC 06.713.
- The draft regulations permit the Commissioner to waive the early literacy screening requirements if the school or program seeking the waiver operates under an instructional model that makes early literacy screening in kindergarten or first grade inappropriate and has a formal policy adopting this instructional model.
- Behind this cover memo are the proposed regulations and public comment.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 14E.

4 AAC 06 is amended by adding a new section to read:

4 AAC 06.714. Waiver of early literacy screening. (a) A district may apply on behalf of a school or program for a waiver of the requirement of 4 AAC 06.713 that the district administer an approved early literacy screening assessment tool to students in kindergarten and first grade.

A district may apply for a waiver of the early literacy assessment requirement for

- (1) students in kindergarten;
- (2) students in first grade; or
- (3) both students in kindergarten and students in first grade.

(b) Not later than August 1 of the fiscal year for which the waiver is requested, a waiver application must be filed with the commissioner on a form prescribed by the department. A school district may not request a waiver under this section for the administration of an early literacy screening assessment for

- (1) students in the second grade; or
- (2) students in the third grade who have been identified during the second grade as experiencing delays in attaining early literacy.

(c) The commissioner shall approve a waiver under this section if the district submits written documentation that the school or program for which the waiver is requested

- (1) operates under an instructional model that makes early literacy screening in kindergarten or first grade inappropriate; and
- (2) has a written policy adopted by its governing body finding that early literacy screening in kindergarten or first grade is inappropriate under the instructional model of the school or program for which the waiver is requested. (Eff. 3/19/2014, Register 209; am

__/_/____, Register __)

Authority: AS 14.07.020 AS 14.07.060

PUBLIC COMMENT



Anchorage School District

Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

February 24, 2015

Commissioner Mike Hanley
Attn. Regulations Review
Department of Education and Early Development
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Dear Commissioner Hanley:

Thank you for the opportunity to comment on the proposed amendments to State regulations. Please see Anchorage School District's comments on the proposed changes to 4 AAC 06.714 concerning early literacy screenings in the attached.

My staff and I are available to answer any questions, and will forward any additional feedback or remarks on the regulations as you deem necessary.

Sincerely,

Ed Graff
Superintendent

Attachment

cc: Anchorage School Board
Mike Graham, Chief Academic Officer

Educating All Students for Success in Life

Anchorage School Board Eric Croft, President
Kameron Perez-Verdia, Vice President
Kathleen Plunkett, Clerk

Bettye Davis, Treasurer
Tam Agosti-Gisler

Pat Higgins
Natasha von Imhof

Superintendent Ed Graff

4 AAC 06.714 Early Literacy Screening

The Anchorage School District affirms the right for a district to request an early literacy screening waiver for kindergarten and/or first grade on behalf of an individual school. The ASD does not support a change in regulations allowing individual schools to make that request directly to the Alaska DEED.

The purpose and benefits of early literacy screening are many.

- Early literacy development correlates with later school achievement.
- Key early literacy predictors must be ascertained to ensure appropriate instruction.
- Screening allows for correct alignment of instruction for those students with special needs.
- Early literacy learning experiences create a pathway linked with later school achievement, emotional and social wellbeing, fewer grade retentions, and reduced incidences of juvenile delinquency, which are all factors associated with later adult productivity.
- Within a LEA, early literacy screening allows for the creation of baseline data, which works both to align K-12 instruction and provide information on student growth and achievement.

If individual schools are allowed to make a waiver request independent of the LEA, the districts' efforts to utilize data to provide equitable, high impact instruction for all schools that reside within it are compromised.

If the state allows individual schools to apply for waivers independently, the Anchorage School District respectfully requests the opportunity to comment on the waiver request before it is approved by DEED.

Fry, Eric V (EED)

From: Alaska Online Public Notices <noreply@state.ak.us>
Sent: Friday, February 27, 2015 1:29 PM
To: Fry, Eric V (EED)
Subject: New Comment on Notice of proposed regulations: Early Literacy Screening Waivers

A new comment has been submitted on the public notice **Notice of proposed regulations: Early Literacy Screening Waivers**.

Submitted:

2/27/2015 1:29:13 PM

Cathy Busbey
cathy.busbey@matsuk12.us

Unknown city, US
Anonymous User

Comment:

The administration at Birchtree Charter School supports the proposed changes to the early literacy screener for students in kindergarten and first grade. Birchtree Charter School operates under a different instructional model and students in kindergarten and first grade are not taught the skills that the early literacy screener assesses. Thank you for considering the changes.

Sincerely,
Cathy Busbey, Principal
Brandt Bowen, Assistant Principal

You can review all comments on this notice by [clicking here](#).

[Alaska Online Public Notices](#)

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, February 26, 2015 10:22 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Rachel House
E-Mail: rachel.house@gmail.com
Telephone: 907 841-7783
I am commenting on: 4 AAC 06.714

My Comments: To Whom it May Concern,

I am parent with a kindergarten child at Birchtree Charter school in Wasilla. I attended the Academic Policy Committee meeting for Birchtree Charter when the early literacy screening topic was discussed. The curriculum that is offered at Birchtree Charter is completely different from the curriculum at traditional schools, which is why I have enrolled my child. I am concerned with having the Early Literacy Screening program for the kindergarten classes not because I am against the screening in general but that it does not support the charters curriculum. It is in the best interest of the charter that they are allowed to support their curriculum and not divert at the end of the school year to one that requires testing on subjects they have never focused on during the school year.

My child has yet to be formally taught reading and writing because as parents who do not believe it is developmental appropriate for a child under seven to be required to learn those skills. Instead, we have focused on her social, emotional, physical skills and on her own this year she has begun to explore writing and reading. She has shown interest in developing these skills during the daily activities and chores at school and at home. She is busy building and developing the skills that will prepare to learn reading and writing when she is at an appropriate age. It is not lost on her that many people expect a five year old to be able to read and write and when asked my strangers to do so, she becomes confused and embarrassed. She is eager to learn and see the world unfold but is not reading to learn reading or writing in the true sense and not simple word recognition and letter copying. I understand that there may be screening for her this year and if that happens, I will attend the screening so that I may observe how the interaction takes place. Afterwards, she will certainly be wondering how she was tested on something that she was never taught. I will be sure to let her know that it was inappropriate and that she should just continue on learning and exploring the world.

Thank you for your time considering my concern. I understand that my comment is not very eloquent, but to be honest, I forgot to do this about a hundred times today. Finally after getting three kids to bed by myself, cleaning up, and making lunches, I made a point to get on my laptop and submit a comment because it is very important to our family and our school.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, February 23, 2015 9:17 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Deborah Bennett
E-Mail: deborahbennett5@gmail.com
Telephone: 907 479-6842
I am commenting on: 4 AAC 06.714

My Comments: I believe that schools should be allowed to request a waiver on early literacy screenings. Some pediatricians, physicians, occupational therapists, developmental specialists and teachers are becoming more and more concerned with teaching children to read in the kindergarten and first grade.

According to behavioral and developmental pediatrician, Susan R. Johnson MD FAAP, children learn to read most efficiently when both hemispheres are in full function. The left hemisphere enables the child to hear the separate sounds within a given word -phonemic awareness- and string the sounds together to sound out and recognize words phonetically. The right hemisphere is involved in creating the mental images associated with the words being read.

Between the ages of 3 and 7 the myelination process of insulating the axons of the nerve cells is taking place in the right hemisphere of the brain. The myelination of the nerve cells in the left brain begins in girls around age 6 and 1/2 and for boys up to a year to 1 and 1/2 years later.

A child learning to read at 4 or 5 has access to only the right hemisphere. The right brain can only read individual words by sight recognition or sight memory. If the child must use the right brain to decode the words then the right brain is not free to create the mental images that are so important in understanding the meaning of the words.

Please consider seriously allowing schools to request a waiver from the early literacy screenings in kindergarten and grade one. Sincerely, Deborah Bennett 3rd Grade Teacher

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, February 23, 2015 12:46 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Chelsi Espinosa

E-Mail: esskimos4@alaska.net

Telephone: 907 488-5224

I am commenting on: 4 ACC 06.714

My Comments: A waiver should be granted for those schools whose have chosen to focus on a age/developmentally appropriate learning model. The schools should not have to change their focus to adhere to the "early literacy" push.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, February 23, 2015 11:13 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Stephanie Graf
E-Mail: ssigridgraf@gmail.com
Telephone: 907 347-1604

I am commenting on: 4 AAC 06.714 Early Literacy Screenings My Comments: I believe schools should have the opportunity to opt out on early literacy screening for K-1 if they have good reason for doing so. According to research, there is no benefit to pushing children to read at an early age if they are not ready to do so AND there is no benefit to taking such assessments.

Stephanie

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, February 23, 2015 10:56 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Wendy Harlan

E-Mail: harltal@aol.com

Telephone: 907 457-4325

I am commenting on: 4 AAC 06.714

My Comments: I would like to see this change made. A waiver makes sense for schools with a different approach to teaching reading. Assessments of these children are not beneficial for anyone, and take considerable amount of time and resources. The information collected is of little value for these schools or the state as direct explicit instruction in the subject is not taking place.

Fry, Eric V (EED)

From: Alaska Online Public Notices <noreply@state.ak.us>
Sent: Tuesday, February 17, 2015 3:20 PM
To: Fry, Eric V (EED)
Subject: New Comment on Notice of proposed regulations: Early Literacy Screening Waivers

A new comment has been submitted on the public notice **Notice of proposed regulations: Early Literacy Screening Waivers**.

Submitted:

2/17/2015 3:20:09 PM

Unknown city, US
Anonymous User

Comment:

Regarding the proposed waiver option, I think applying for and granting a waiver for 1st graders and kindergartners is fine. As a teacher in the public schools in Alaska for the past 8 years I have been beleaguered by the amount of testing, mandated by either state or federal government, that intrudes on the school day/year. The tests are continual interruptions. School districts administer the tests so their funding, which often if not always lies in the balance, will not be interrupted. Horrible motivation!

May I say that a government solution is never a real solution. It creates bureaucracy, costs money, increases taxes, and it seems, the public welfare is rarely served. Time to rethink this one.

You can review all comments on this notice by [clicking here](#).

[Alaska Online Public Notices](#)

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, February 17, 2015 1:03 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Katherine Brown
E-Mail: kbrown006@gmail.com
Telephone: 907 978-1968

I am commenting on: 4 ACC 06.714

My Comments: In regards to 4AAC 06.714 and AAC06.713 I am definitely in favor of the amendment—young children should not have mandatory screenings (assessing) for reading before the 3rd grade or age 8. It should not even be a state law—teachers should be allowed to use their own screenings to determine which children need additional help—requiring this is unnecessary and encourages teaching to the test. It does not necessary show which children need additional support and some educators and parents may feel a child is “behind” when all the child needs is a chance to grow and develop. Young children need a creative language rich environment to develop into successful lifelong learners and readers. Early testing or screening (whatever you wish to call it) encourages a narrowing of this enriching environment. The development of the whole child in all areas—academics, social, physical and emotional should be the focus of the early primary years. As a retired teacher once stated “Society will give you a second chance to learn to read or do math but society will leave you behind if you have no social skills”.

Fry, Eric V (EED)

From: mindy basalyga <mindybasalyga@yahoo.com>
Sent: Friday, February 06, 2015 5:19 PM
To: Fry, Eric V (EED)
Subject: Early Literacy screening

Hello,

I have some comments on the early literacy screening. While I find that schools that teach reading at a different pace than others something to consider, I think it is important to remember home schoolers also in this. We home school through the IDEA program, and I take my 4 children in 4 times a year to turn in our state required work samples. They talk to the contact teacher, so her their work and the young ones read to her. Like I told my contact teacher, I do not teach my children to read on a computer program. They learn beside me. So what concerns me is that you will not get an accurate result on whether my child could read because the computer test is not something they are familiar with. I also think that testing such young children takes the fun out of learning. I do thank you for reading and considering my concerns. If you have any other questions for me please feel free to email them to me. Have a nice day.

Mindy Basalyga

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Saturday, February 07, 2015 10:08 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Mylinda Klein

E-Mail: mymy@mtaonline.net

Telephone: 907 746-6216

I am commenting on: 4_AAC_06.714.pdf

My Comments: I am in support of changing the regulation to allow a school to request a waiver from early literacy screenings for students in kindergarten and/or grade one. As an educator, it is clear that children do not learn to read at a given age, but as determined by their cognitive development. To subject them at an early age to a "test" is not beneficial for the student nor the teacher. There is no mathematical benefit to this type of testing and the results do not aid the student in their academic growth. Teachers can not address cognitive development.

Mylinda Klein

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 06, 2015 4:01 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Tim Doran

E-Mail: timdoran512@gmail.com

Telephone: 907 479-0486

I am commenting on: 4 AAC 06.714 waiver from early literacy screening My Comments: I do not understand why a waiver from doing early literacy screenings would be applicable. Current regulation calls for such screenings and it would seem that until you do at least an initial screening of a child, you do not know where they are at in the developmental spectrum.

The specific screening tool may vary, but as long as early literacy screenings are required on a general basis, I am opposed to the granting of waivers in this regard.

I may be missing something in the background that has led to this proposed change to regulation, but in reading the regulatory wording, I am not seeing the rationale for such waivers.

Thank you for your consideration.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, January 30, 2015 12:13 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jill Phillips
E-Mail: whatupwillis@yahoo.com
Telephone: 907 527-2008
I am commenting on: 4 AAC 06.714
My Comments: Please make this happen.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 12

◆ ISSUE

The board is being asked to select subcommittee assignments that have been vacated by a departing board member.

◆ BACKGROUND

- The board is involved in many subcommittees and other assignments.
- There is one vacancy on the following subcommittee:
 - the Alaska Commission on Postsecondary Education (ACPE)
- A copy of the board's subcommittee/appointment roster follows this memo.

◆ OPTIONS

Select a member to be on subcommittee listed.
Seek further information on subcommittee listed.

◆ ADMINISTRATION'S RECOMMENDATION

Select member to be on subcommittee listed. Subcommittee assignments do not require a formal motion.

State Board of Education & Early Development

Sub-Committee Assignments

NAME	Appointment Begin/End	Reappointment Begin/End	District Seat	Board Leadership/Dates	ACPE (1 member) Meets Quarterly	Governor's Council on Disabilities & Special Education (1 member) Meets Quarterly	Public School Trust Fund Advisory Committee (3 members) Meets 1 x yr.	Technical Advisory Committee (Assessment & Accountability - 1 member)	College of Rural & Community Development (1 member)	Education Commission of the States - ECS (1 member) Meets 2-3 x yr.	MEHS Advisory	CTE Committee	Military Compact	Joint Sub-Committee with BOR
Esther Cox	2/13/2003 3/1/2020	3/1/2015 3/1/2020	3rd Judicial District	Chair 6/07 - 6/12					9/12/2012	3/1/2015		6/10/2010		6/5/2014
Keith Hamilton	3/1/2015 3/1/2021		Public-At-Large											
James Fields	3/22/2013 3/1/2018		REAA				12/6/2013							
Barbara Thompson	3/01/2014 3/1/2019		Public-At-Large				3/13/2014	3/13/2014						
Kenny Gallahorn	3/01/2014 3/1/2019		2nd Judicial District							3/13/2014				
Sue Hull	3/1/2013 3/1/2018		4th Judicial District				12/6/2013							
Kathleen Yarr	1/27/2014 3/01/2016		1st Judicial District - Vacant			3/13/2014								6/5/2014
Lt. Col Doug Hays	12/1/2012	Indef.	Military Advisor										12/13/2013	
Kobe Rizk	Dec-13	n/a	Student Advisor											

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 13A

◆ ISSUE

The board is being asked to open a period of public comment on regulations related to school and educator accountability.

◆ BACKGROUND

- The Alaska Measures of Progress (AMP) assessment will be given to students in grades 3 to 10 for the first time this spring.
- Results from AMP will be used as part of both school and educator accountability.
- Transitioning to the new AMP assessment has implications for the implementation of both school and educator accountability requirements.
- In order to ensure high-quality, thoughtful implementation of regulation requirements, amendments are being recommended.
- For school accountability purposes:
 - Adjusting the timeline for notification to districts of new annual measurable objectives;
 - Establishing the date by which the department will produce a report for districts, schools, and the state indicating whether annual measurable objective targets have been met;
 - Establishing the year in which there is a new or significantly changed assessment as a base year for the purposes of reporting and accountability based on those assessments;
 - Providing clarity regarding assessment requirements for students who are counted as 0.25, as well as more than 0.25, full-time equivalent; and
 - Adjusting the timeline for schools to disseminate student assessment results to teachers and their School Report Card to the Public to parents.
- For educator accountability purposes:
 - Delaying by one year requirements for inclusion of student learning data as part of an educator's evaluation and overall rating;
 - Permitting districts to use multiple or previous years of student learning data to measure educator performance;
 - Removing the requirement to include student learning data as a specific percentage of an educator's overall performance rating;
 - Restricting providing an overall rating of proficient or higher if an educator is evaluated as unsatisfactory on one or more of the content standards or the student learning data standard;

- Clarifying the date and evaluation-related content that must be reported to the department; and
 - Clarifying what may be considered as student learning data for administrators or teachers on special assignment.
- The proposed regulations can be found behind Cover Memo 10A.
 - Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, and Margaret MacKinnon, Director of Assessments & Accountability, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulations.

Amend the proposed regulations and open a period of public comment.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Open a period of public comment on the proposed regulation.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on the proposed amendments to regulations 4 AAC 04.205(e) and (f) District performance standards; 4 AAC 06.815(a) and (d), Annual measurable objectives; 4 AAC 06.817, Change in assessments; 4 AAC 06.820(h) Participation; 4 AAC 06.895(b) and (e) Report Card to the Public; 4 AAC 19.010(e)-(h), Purpose of evaluations; 4 AAC 19.010 Purpose and scope of evaluations; 4 AAC 19.030(d) Method for evaluating professional employees; 4 AAC 19.055, Reporting of evaluation results; and 4 AAC 19.099(7) and (9) Definitions.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 13B

◆ ISSUE

The board is being asked to open a period of public comment on regulations related to student teachers.

◆ BACKGROUND

- During the board meeting on December 4, 2014, the board was briefed regarding recommendations from the Educator Certification Advisory Committee, a 13-member committee tasked with considering increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.
- Based on feedback from the committee, EED's recommendations to the board were as follows:
 - Continue using the current passing scores for the legacy content area exams; increase rigor as new exams are adopted;
 - Require a subject or content area exam for each endorsement area on a teacher certificate;
 - Allow teachers to add endorsements based on passing content area exams (excluding Reading, Elementary and Special Education) and career and technical education professional certifications;
 - Require individuals applying for Student Teacher Authorization to have passing scores on an approved basic competency exam;
 - Expand the approved list of basic competency exams to include the SAT and ACT.
- At the December board meeting, the board asked the department to continue moving forward with regulation changes that would accomplish the recommendations of the committee.
- The proposed regulations make changes to student teaching including the following:
 - The length of student teaching;
 - Criteria for serving as a student teacher; and
 - Who may supervise a student teacher.
- The proposed regulations can be found behind Cover Memo 10B.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment on the proposed regulations.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment regulation 4 AAC 30.020, Student Teachers.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 13C

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding the Bond Reimbursement and Grant Review Committee (BR&GR) terms and conditions of office.

◆ BACKGROUND

- The committee is authorized by AS 14.11.014.
- The proposed regulations set overlapping four-year terms for BR&GR members appointed by the commissioner and provide for vacancies and transition.
- The proposed regulations define a quorum for the purpose of BR&GR conducting business.
- The proposed regulations can be found behind Cover Memo 10C.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Open a period of public comment on the proposed regulation.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 31.087 Terms and conditions of office for members of bond reimbursement and grant review committee.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 13D

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding fees for services rendered by the Division of Libraries, Archives & Museums, including Alaska State Museum admission fees.

◆ BACKGROUND

- The Division of Libraries, Archives & Museums (LAM) has long had regulations in place for assessing a variety of fees. The fees have been different depending upon whether the service is rendered by the museum, the library or the archives, although the services are the same.
 - This regulation change will align LAM fees for services rendered, no matter which section provides the service.
- The State Library, Archives and Museum building under construction will provide a new museum with increased museum floor space and many more beautiful and updated exhibits for the public. The entry fee for the museum does not approach what it should be for a museum of this quality.
 - This regulation will update the admission fees for the Alaska State Museum.
- The proposed regulations can be found behind Cover Memo 10D.
- Linda Thibodeau, Director of the Division of Libraries, Archives & Museums, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Open a period of public comment on the proposed regulations.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 57.910 Fees for services, 4 AAC 58.010 Fees, 4 AAC 59 title, 4 AAC 59.060 Microforms and microform systems, and 4 AAC 59.065 Provision of records; fees for copies of records.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 14A

◆ ISSUE

The board is being asked to adopt amendments to multiple regulations regarding updates to the Alaska Performance Scholarship (APS) program. Proposed amendments include the elimination of a grace period for curriculum requirements, a deadline change for non-public school students, and an extension of eligibility time period for students having enrollment delays that are outside of the student's control.

◆ BACKGROUND

- The APS provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams can earn a scholarship to qualified Alaska colleges, universities, or vocational/technical programs.
- In the initial two years of the APS the Commissioner could grant a grace period of one extra year of eligibility for a student following high school graduation to meet curriculum requirements. This was due to the tiered structure of the APS requirements as increases in rigor were established for two consecutive years until reaching the current levels.
- The current regulations require public school graduates to have eligibility information submitted by July 15 of each year. The current regulations require non-public school graduates to have eligibility information submitted by July 1 of each year.
- The current AS 14.43.825(b) states that a student's eligibility for a scholarship terminates six years after the date the student graduates from high school unless the student qualifies for an extension of time allowed by the department by regulation.
- The proposed regulations and public comment can be found behind Cover Memo 11A.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

◆ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 43.035 Grace period for curriculum requirements, 4 AAC 43.040(a) Procedures for home-based education and certain religious or other private schools, and 4 AAC 43.045 Extensions of eligibility period.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 14B

◆ ISSUE

The board is being asked to adopt amendments on multiple regulations regarding updates to the state assessment system. Proposed amendments include clarifying language regarding substitute courses under alternative completion requirements and definitions for certificates of achievement and certificates of completion.

◆ BACKGROUND

- 4 AAC 06.078 allows alternative course completion opportunities for a student with a disability when the disability precludes the taking of regular curricular offerings.
- A substitute course in the same subject area may be designed and provided as determined by the team that develops the individualized education program (IEP). A proposed regulation amendment defines a “substitute course” as one that is aligned to grade level content standards and meets the state and district graduation requirements for a diploma.
- A proposed regulation amendment clarifies that students taking substitute courses must take the standards-based test.
- A proposed regulation amendment specifies that a student with a severe cognitive disability may be awarded a certificate of completion or attendance upon completion of the IEP goals or at least four years of attendance in high school.
- A proposed regulation amendment specifies the Alaska Alternate Assessment to be the assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses that would lead to a diploma.
- Proposed regulation amendments define the certificate of completion and certificate of attendance.
- A proposed regulation amendment defines that a certificate of achievement is a certificate earned by a student meeting all local graduation requirements but has not taken the College and Career Ready Assessment and is therefore ineligible for a diploma to align with statute language in AS 14.03.075.
- The proposed amended regulation and public comment can be found behind Cover Memo 11B.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

◆ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments on 4 AAC 06.078 Alternative completion requirements; students with disabilities, 4 AAC 06.717(f) Work ready/college ready transitional skills assessment, 4 AAC 06.775(b) Statewide assessment program for students with disabilities, and 4 AAC 06.790 Definitions.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 14C

◆ ISSUE

The board is being asked to adopt regulations regarding a Type B Limited certification.

◆ BACKGROUND

- During the work session of the December 6, 2013, meeting of the State Board of Education & Early Development, board members discussed possible avenues for amending regulations to permit an alternate route for obtaining a Type B certificate with a superintendent endorsement.
- The intent of the board was to encourage a larger pool of applicants for school superintendent positions.
- At the request of the board, proposed regulations establishing an alternate route to obtaining a Type B certificate with a superintendent endorsement were developed and put out for public comment at the board meeting on March 14, 2014.
- Currently, in order to qualify for a Type B certificate with superintendent or other administrative endorsement, an applicant must meet the following requirements:
 - Have completed a master's or higher degree;
 - Be recommended by the preparing institution; and
 - Have completed at least five years of employment as a teacher or administrator with a minimum of three years employment as a teacher.
- The proposed amendment permitted five years of employment in a leadership position on an Alaska school district's management team to substitute for the five years of employment as a teacher and administrator.
- Public comment included both support and lack of support for the proposed amendments to regulation. Comments supportive of the proposed amendment focused on increasing the applicant pool for superintendent vacancies. Comments in opposition to the proposed amendment centered on the importance of teaching experience for individuals who are permitted to conduct evaluations of teachers.
- At its meeting on June 5, 2014, the board voted against approval of the proposed regulations and requested that the department reconsider alternate paths for obtaining a Type B certificate with a superintendent endorsement, including broadening the definition of teaching experience.
- At its meeting on September 18, 2014, the board was briefed regarding the following information:
 - Relevant statute and regulation;

- Current avenues available through statute and regulation for serving as Chief School Administrator;
 - Current requirements for obtaining a Type B certificate;
 - Relevant repealed regulation;
 - Summary of approaches taken in other states.
- At this meeting, the board discussed a limited Type B certificate similar to regulation currently providing for a route to certification for individuals with expertise in military science, career and technical education, and Native language or culture (Type M).
- The proposed regulations provides for the issuing of a limited Type B certificate with a superintendent endorsement to an individual who is sponsored by an Alaska school district. The individual would need to meet the following requirements:
 - Have at least five years of full-time work experience in an administrative position;
 - Possess a master's degree or higher; and
 - Provide two letters of recommendation verifying expertise in key areas.
- During the first three years of the limited Type B certificate, the applicant would need to complete the following requirements:
 - Three semester hours of educator evaluation coursework;
 - District's certificated evaluation system training;
 - Three semester hours Alaska studies;
 - Three semester hours multicultural education/cross-cultural communications; and
 - An approved superintendent endorsement program.
- Prior to conducting certified employee evaluations, the individual holding the limited Type B must complete the educator evaluation coursework and the district's certificated evaluation system training. Additionally, during the first two years of the applicant's employment, the sponsoring school district is required to provide the applicant with a mentor who is an experienced Alaska superintendent.
- The limited Type B certificate would only be valid in the sponsoring district.
- The proposed regulations and public comment can be found behind Cover Memo 11C.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

◆ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendment to regulation 4 AAC 12.346.

Administrative certificate (Type B Limited).

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 14D

◆ ISSUE

The board is being asked to adopt regulations regarding teacher certification fees.

◆ BACKGROUND

- Currently, the Professional Teaching Practices Commission (PTPC) is entirely funded through a general fund appropriation of approximately \$300,000.
- The FY2015 Operating Budget included legislative intent language “that no later than FY2016, the PTPC be entirely funded by receipts collected from teacher certification fees under AS 14.20.020(c).”
- As requested by the legislature through the FY2015 Operating Budget intent language, the department determined the increase to teacher certification fees that would be necessary to fund the PTPC.
- Currently, the fee structure for certification is only sufficient to support the certification of Alaska educators. In order to have sufficient funds to also support the educational and disciplinary activities of the PTPC, the department will need to increase the certification and renewal fees by \$75.
- The increase would impact the fees collected for all certificates and renewals with the exception of the Advanced Type C and the Student Teaching Authorization.
- The proposed increase was calculated by dividing \$300,000 by the number of certificates (excluding the Advanced Type C and the Student Teaching Authorization) issued by the department in FY2013, which was 3,926.
- For a regular certificate, the fee increase would be from \$125 to \$200 every five years. Considering educator certification cost on a yearly basis, the fee increase for a regular certificate would be from \$25 per year to \$40 per year. For a lifetime or retired certificate, the fee increase would be from \$165 to \$240.
- Public comment received was in strong opposition to the proposed teacher certification fee increase.
- The proposed regulations and public comment can be found behind Cover Memo 11D.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

◆ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early

Development adopt the proposed amendment to regulation 4 AAC 12.300(g),

Certification of teachers.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 14E

◆ ISSUE

The board is being asked to adopt regulations related to 4 AAC 06.714 Waiver of early literacy screening.

◆ BACKGROUND

- During its meeting on December 5, 2014, the board asked the department to draft regulations permitting a waiver from the early literacy screening requirements outlined in 4 AAC 06.713.
- The draft regulations permit the Commissioner to waive the early literacy screening requirements if the school or program seeking the waiver operates under an instructional model that makes early literacy screening in kindergarten or first grade inappropriate and has a formal policy adopting this instructional model.
- The proposed regulations and public comment are behind Cover Memo 11E.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations adopt the proposed regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulation.

◆ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.714 Waiver of early literacy screening.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 15

◆ ISSUE

This is a standing report to the board regarding the Division of Teaching & Learning Support.

◆ BACKGROUND

- As a result of Commissioner Hanley's appointment of Margaret MacKinnon as acting Director of Assessment, some additional restructuring within the TLS Division has occurred. Brad Billings has assumed administrative oversight of the Elementary and Secondary Education Act (ESEA) Federal Programs team, previously led by Ms. MacKinnon, while continuing to oversee the School Recognition and Support team. The next few months provide an opportunity to assess the long-term feasibility of this new structure in terms of continuing to provide support to districts and schools.
- TLS staff are busy planning for three upcoming professional learning opportunities for Alaskan educators. On March 24, 25, and 26, the department and the Alaska Staff Development Network (ASDN) are co-sponsoring the Educator Evaluation Working Conference to assist districts in the redesign of their educator evaluation systems. On May 20, 21, and 22, the department will offer the second annual Summer Institute for Teachers focusing on classroom instructional practices aligned with Alaska's English and Math Standards. Finally, during the week of May 25, the department and ASDN will co-sponsor the Alaska School Leadership Institute to assist district teams in continued implementation of Alaska English and Math Standards.
- The U.S. Department of Education recently completed its monitoring of the department's implementation of its ESEA flexibility waiver, determining that the department is meeting expectations related to implementation of new standards, assessments, and school accountability systems. Additional information regarding implementation of new educator evaluation requirements has been requested and will be provided as part of Alaska's renewal application for its waiver, which is due by March 31, 2015.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 16

◆ ISSUE

This is a standing report to the board regarding assessment and accountability.

◆ BACKGROUND

- The test window for the Alaska Measures of Progress (AMP), the new statewide assessment system for English/language arts and math, opens March 30 and ends May 1. Current information and resources for AMP can be found at <https://education.alaska.gov/akassessments/>.
- Forty-eight districts participated in “AMP It Up Day” on January 29, testing their technology capability to administer the computer-based assessment to an optimum number of students at one time. Most schools were successful. Assessment staff is working closely with the test vendor and with the sites that had technology issues to provide resolutions and support.
- Recent training and resources for the AMP assessment include:
 - District Test Coordinator (DTC) Training held February 26-27 covered test administration, test security, and other aspects of the Comprehensive System of Student Assessment. DTCs train district staff to administer the assessments.
 - AMP Implementation Kits for principals contain an easy-to-use task list with associated resources and activities such as recorded videos to play at staff meetings, scripted presentations, and suggestions for community nights.
 - AMP Summative Framework and Achievement Level Descriptors are now available for educators, providing information about the content of the test and the expectations of each achievement level, along with resources and training modules for educators in the use of these documents.
 - Focus groups held with district administrative staff, teachers, and parents will ensure that the score reports for AMP meet requirements, are easy to understand, and contain the type of information that these stakeholder groups want to see.
- Educators are being recruited from across the state for the following AMP events:
 - Listening Item Reviews – April (24 educators – virtual)
 - Alignment Study, Phase I – April (48 educators - virtual)
 - Standard Setting to determine cut scores for each achievement level – July (108 educators – in person)
- Students have participated in College Career Ready Assessments for ACT and SAT national Saturday test dates and the school day SAT and ACT. The WorkKeys window

closed February 13. The makeup sessions for the ACT is March 31, but the SAT is April 29.

- The data management team provided data for ongoing and new data collections including national college-going and in-state credit-accumulation rates for high school graduates, prepared the data collection for new subgroup reporting for students with a parent/guardian on active duty (required by HB 278 and 4 AAC 06.895), and worked extensively with the test vendor to ensure that the AMP test implementation and reporting is accurate.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 17

◆ ISSUE

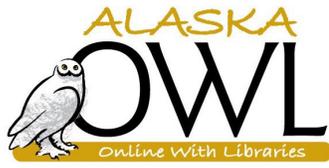
This is a standing report to the board regarding the Division of Libraries, Archives & Museums.

◆ BACKGROUND

- OWL (Online With Libraries)
 - The project is finished with federal and private funding closeout; program continuation is with state support
 - Behind this memo is a handout on the accomplishments of OWL to date
- SLAM tour Q&A
 - Moving and getting ready to move
- Linda Thibodeau, Director of Libraries, Archives & Museums, will be present to brief the board.

◆ OPTIONS

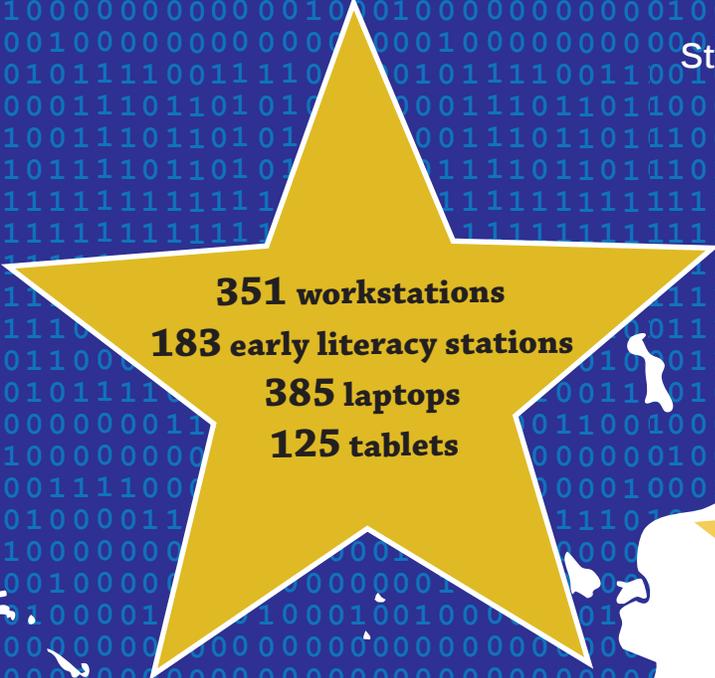
This is an information item. No action is required.



OWL Connects Alaskans

Alaska OWL (Online With Libraries) provides broadband support, equipment, training, and Internet technology assistance to Alaska public libraries.

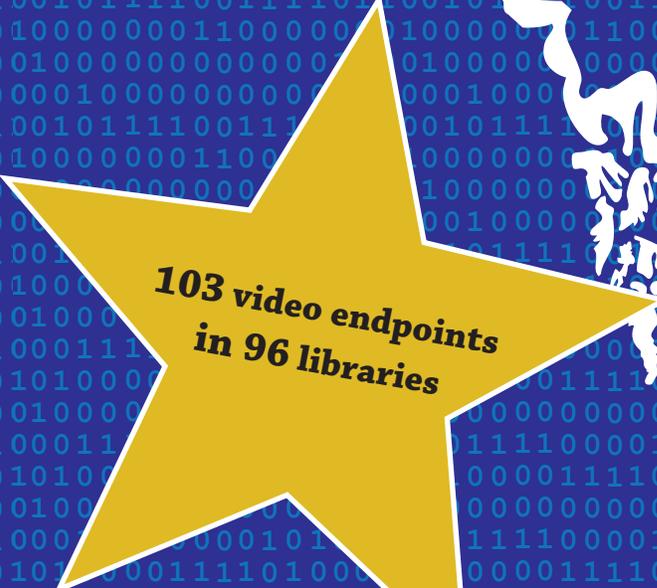
Grant Project **2011-2014**
State Program **2013** and beyond



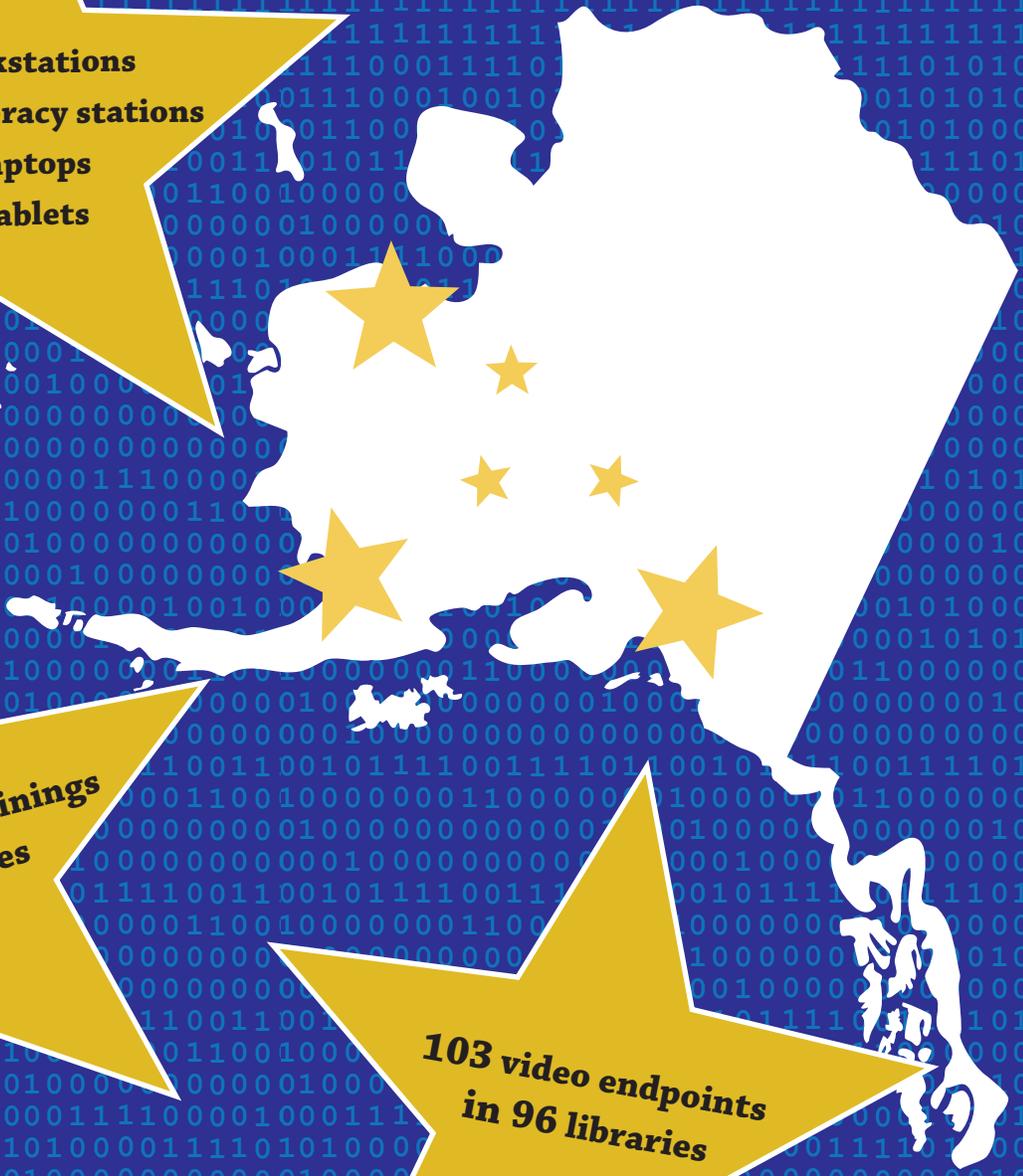
351 workstations
183 early literacy stations
385 laptops
125 tablets



74 library staff trainings
1,742 trainees



103 video endpoints
in 96 libraries





OWL Libraries

- Akiachak Community School Library
- Akiak Community School Library
- Alaska State Library (Anchorage and Juneau)
- Anaktuvuk Pass Community School Library
- Anchorage Public Library (5 branches)
- Anchor Point Public Library
- Aniak Public Library
- Anvik (Blackwell School Community Library)
- Atqasuk (Meade River School Community Library)
- Barrow (Tuzzy Consortium Library)
- Bethel (Kuskokwim Consortium Library)
- Big Lake Public Library
- Chiniak Public Library
- Coffman Cove Community Library
- Cold Bay Public Library
- Cooper Landing Community Library
- Cordova Public Library
- Craig Public Library
- Delta Junction (Delta Community Library)
- Dillingham Public/School Library
- Eagle Public Library
- Egegik Village Library
- Fairbanks Public Library (2 branches)
- Galena (Charles Evans School Community Library)
- Glennallen (Copper Valley Community Library)
- Grayling (David Lewis Memorial School Library)
- Gustavus Public Library
- Haines Borough Public Library
- Healy (Tri-Valley Community Library)
- Hollis Public Library
- Holy Cross School/Community Library
- Homer Public Library
- Hoonah (Ester Greenwald School Community Library)
- Hyder Public Library
- Igiugig Tribal Library
- Juneau Public Libraries (3 branches)
- Kaktovik (Harold Kaveolook School Community Library)
- Kasilof Public Library
- Kenai Community Library
- Kenny Lake Public Library

"I am enrolled in an academic program at UAF. The program is related to my field of work, but I am participating on my own time, at my own expense. OWL at the State Library has been instrumental in my being able to meet the challenge of continuing my education while working full-time as a state employee. Without OWL ... , I am not certain I could continue."

Juneau

Many of our library patrons do not have Internet service at home and depend solely on the library for technical resources. Technology is so important in communities like ours where there is no cell phone service and communication is dependent on landlines.

Coffman Cove

"Just yesterday afternoon I got a call someone was meeting a foster child on today's flight. The arriving child has type 1 diabetes and they needed to be instructed on how to use ... an insulin pump. The technician needed to demonstrate to them how to use the pump. Amazingly, SEARHC hospital here in Sitka has been videoconferencing with outer lying clinics for years, but apparently, the system can't be used unless it's by a doc. So, they knew to call us and [OWL Video Services] worked its magic, contacting the technician and doctor, testing the equipment and then even extending it as they were not finished with the training. In this case, it was literally a lifesaver. Hooray for OWL."

Sitka

"The addition of this service to an area with no roads only makes sense as the price of air travel continues to increase. The foresight shown by the Alaska State Library in providing this program is to be applauded."

Barrow

Left: Sen. Begich in Wrangell storytime
Right: An OWL guest star at the Haines OWL Launch





Alaska OWL provided public libraries with office software suites, accessibility software, and other licensed software as well as switches, wireless routers, wiring, and furniture.

"... I was given the responsibility for obtaining a venue for the Alaska Humanities Forum board of directors meeting... We have board members from all over the state and the expense of bringing them all to one spot for a four-hour meeting would have been in excess of \$16,000. Fortunately I found out about the state library's video conferencing system. With non-profit budgets shrinking locally and nationally, services like these are extremely valuable, helping us shrink necessary administrative costs and directing more of our dollars to providing services."

Anchorage



Unalaska youth learn of career opportunities through a skilled trades apprenticeship.



- Ketchikan Public Library
- Klukwan Community School Library
- Kodiak Public Library
- Kotzebue (Chukchi Consortium Library)
- Koyuk Public Library
- Lake Minchumina Community School Library
- McGrath Community School Library
- Metlakatla Centennial Library
- Moose Pass Public Library
- Naknek (Martin Monsen Regional Library)
- Nenana Public Library
- Nikolai Community/School Library
- Ninilchik Community Library
- Nome (Kegoayah Kozga Public Library)
- Nuiqsut Trapper School Community Library
- Ouzinkie Tribal Media Center
- Palmer Public Library
- Pelican Public Library
- Petersburg Public Library
- Point Hope (Tikigaq Community School Library)
- Point Lay (Kali School/Community Library)
- Port Lions (Jesse Wakefield Memorial Library)
- Sand Point School/Community Library
- Scammon Bay Public Library
- Selawick School Community Library
- Seldovia Public Library
- Seward Community Library Museum
- Shageluk (Innokko River School Community Library)
- Sitka (Kattleson Memorial Library)
- Skagway Public Library
- Soldotna Public Library
- South Naknek Branch Library
- St. George (Island) School/Community Library
- St. Paul (Island) School/Community Library
- Sutton Public Library
- Talkeetna Public Library
- Tanana Community School Library
- Tenakee Springs (Dermott O'Toole Memorial Library)
- Thorne Bay Public Library
- Togiak Public Library
- Tok Community Library
- Trapper Creek Public Library
- Tuluksak School/Community Library
- Unalaska Public Library
- Valdez Consortium Library
- Wainwright (Alak Community School Library)
- Wasilla Meta Rose Public Library
- Whale Pass Community Library
- Willow Public Library
- Wrangell (Irene Ingle Public Library)

Some Topics and Tours via Videoconferencing

Local History
Country Music Hall of Fame
Early Childhood Library Practices
Royal Terrell Museum of Paleontology
Designer Drug Awareness
Student Government Meetings
Alaska Native Culture and History
Writers' Organizations Meetings
Library of Congress
High School Classes
Small Business Practices
Great Barrier Reef
Food Handler Training
Anchorage Museum at Rasmuson Center
NASA Health Insurance Applications

Job Interviews
Statewide Shakespeare Readings
Internet Safety

Children's Programs
Genealogy
US and World History
Personal Finance
Cleveland Museum of Natural History
Intragovernmental Meetings
Child Protective Services Consultations
Emergency Preparedness
University Classes
Nonprofit Board Meetings
Author Visits
Language Classes
Art History
Smithsonian
Water Safety

AMERICA'S BROADBAND PLAN

"Broadband is the great infrastructure challenge of the early 21st century."

ALASKA'S BROADBAND TASK FORCE PLAN

"As broadband becomes a part of the basic infrastructure of modern life, it is crucial that Alaska's libraries have access to affordable and high speed Internet connections. Libraries are key institutions in the efforts to erase the digital divide and ensure that all Alaskans experience the benefits of broadband connectivity."

"Public libraries are often the only provider of free Internet access in a community. According to a recent study 41% of urban areas and 70 percent of rural areas in the U.S. are dependent on such access."

"I want to say thank you to OWL for broadband as 180 BLM firefighters and personnel were in our community and about 10 used our library computers plus their own [for 3 weeks] round the clock, printing out maps, etc. [They] saved our community from burning up in the Beaver Log Lake forest fire. The Lake Minchumina Library was the hub of communication and has the only broadband available in a geographic area the size of the state of Ohio."

Lake Minchumina

"Our attendance in the library has skyrocketed since OWL has been providing us with expanded computing capabilities. There's no more waiting to fill out job applications, or tax forms, or to do employment searches. Our library is very small and in a very small community. We know everyone that comes to the library. So when someone comes in to fill out a job application, we know them and know their situation. When they get a job using one of the library computers, it's very exciting and validates what we do here."

Kotzebue

Alaska OWL Motto:

To each community, its own solution



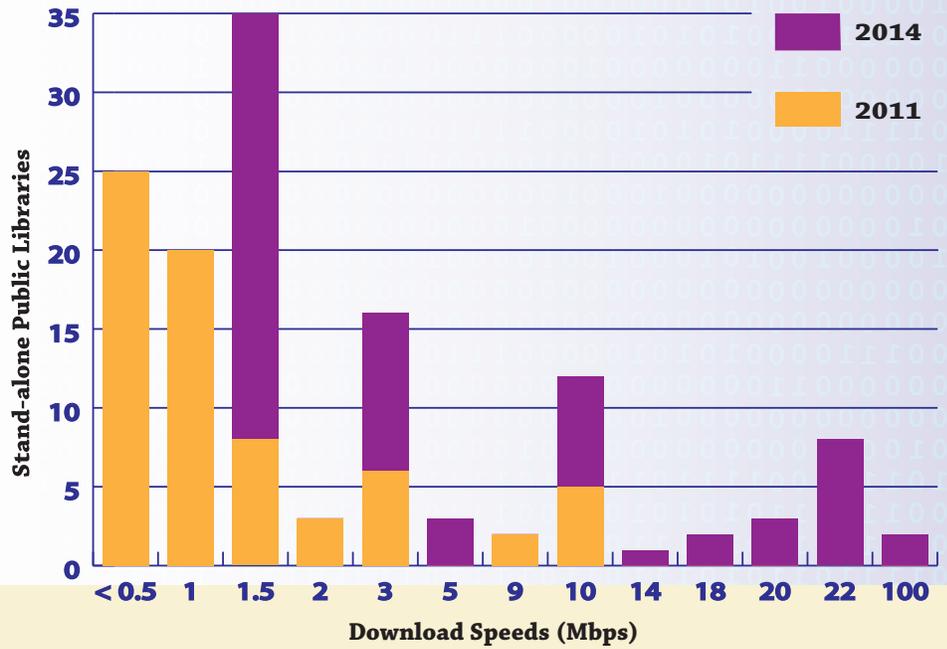
Kegoayah Kozga Library
(Nome) welcomes OWL





Tiny owl at OWL Launch, Kettleson Memorial Library, Sitka, Alaska

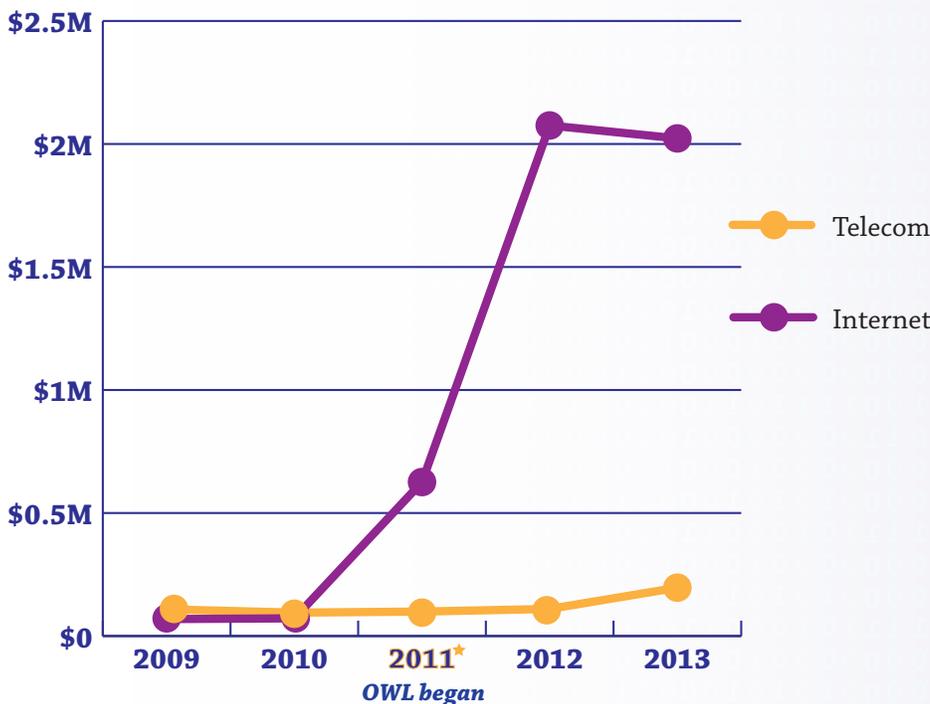
Increased Alaska Public Library Bandwidth



BANDWIDTH SUPPORT

Before the Alaska OWL Project, 67 of 97 participating public libraries did not have sufficient bandwidth to offer interactive Internet connection levels. Because of the high cost of bandwidth in Alaska’s smaller communities and despite a 60-90% subsidy by the federal E-Rate program for schools and public libraries, these libraries could not afford their 10-40% share of the monthly bandwidth costs. The federal E-Rate and the state OWL subsidies, along with local contributions, allow all participating libraries to offer a minimum of 1.5 Megabits per second up and down. For the first time in many communities, citizens can now participate in videoconferences, webinars, fill out web forms, and conduct other 21st century tasks that are commonplace elsewhere.

OWL Leverages More Federal E-Rate Funds for Broadband to Public Libraries



OWL laptops debut with Haines seniors



Alaska OWL continues to fly with funding from the Alaska State Legislature.

It supports:

- ★ Broadband subsidies for Alaska's small and remote public libraries
- ★ A videoconferencing network for all Alaskans
- ★ Continuing education for Alaskans and their librarians

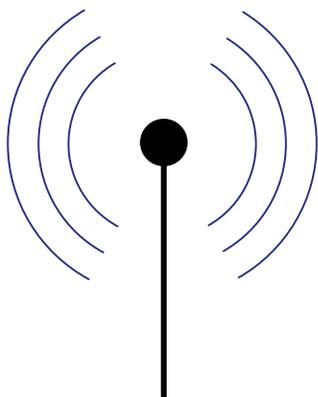
Adult Protective Services
 Alaska Association for the Education of Young Children
 Alaska Department of Education & Early Development
 Alaska Department of Fish and Game
 Alaska Department of Health & Social Services
 Alaska Department of Labor
 Alaska Herpetological Society
 Alaska Humanities Forum
 Alaska Library Association
 Alaska Sea Life Center
 Alaska Society of Children's Book Writers & Illustrators
 Alaska State Library
 Alaska Zoo
 Alzheimer's Resources of Alaska
 Doyon Limited
 Alaska Department of Labor
 Cooperative Extension Service



FOUNDING OWL LIBRARY ADVISORY BOARD

Heather Fett, Aniak
 Bill Galbraith, Fairbanks
 Jonas Lamb, Juneau
 Amy Marshall, Craig
 Dan Masoni, Unalaska

VIDEOCONFERENCE



NETWORK USERS

Denali National Park
 Federal Communication Commission
 Foraker Group
 Governor's Council on Handicaps and Disabilities
 Ilisagvik College
 Inupiat Cultural Center
 Matanuska Susitna Borough
 Office of Children's Services, State of Alaska
 Perseverance Theatre
 Providence Hospital
 Raven Correspondence Studies Students
 US Coast Guard
 U.S. Senator Lisa Murkowski
 U.S. Senator Mark Begich
 YWCA Personal Finance Program
 49 Writers

Contact Alaska OWL Program

OWL
library.alaska.gov/dev/owl.html

Alaska KnowLEDge Center
library.alaska.gov/dev/knowledge.html



Shane Southwick
 907.269.6570
shane.southwick@alaska.gov

FUNDERS:



U.S. Department of Commerce

BILL & MELINDA GATES foundation



**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 18

◆ ISSUE

This is a standing report to the board regarding legislation.

◆ BACKGROUND

- The board will be briefed on the status of legislative bills that affect the department that are currently moving in the House and Senate.
- Marcy Herman, Legislative Liaison, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 19

◆ ISSUE

This is a standing report to the board regarding rural education.

◆ BACKGROUND

- The Rural Education Coordinator is located in Fairbanks and works from the Juneau department office periodically and more frequently during the legislative session.
- Behind this cover memo is a bulleted report of activities since the last board meeting.
- Commissioner Hanley will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

Rural Education Coordinator Report

- Alcoholic Beverage Control Title IV Review Steering Committee. The committee is finalizing its work prior to a bill being introduced to the 29th Legislature with recommended changes to Title 4 Alcoholic Beverages. Underage drinking is addressed on page six of the Executive Summary, which is attached.
- The Inuit Circumpolar Council – Alaska Education Strategy is now complete. These strategies to improve Inuit education is the result of a two-day workshop in which twenty-five people participated. The work was given direction by a five-member steering committee; the main facilitators were Dale Cope and Laurie Evans-Dineen.
- Rural Alaska Community Action Program. RurAL CAP will celebrate its 50th year in existence this year and is on the leading edge of social and human services in the state. RurAL CAP provides services such as child development, affordable housing, and community development. I continue to serve as a volunteer member of the Board of Directors, representing the Alaska Department of Education & Early Development.
- Star of the Northwest Magnet School Dormitory. A grand opening ceremony was held on January 28, 2015, for this new variable-length residential school based in Kotzebue.
- Rural Travel. I am currently working on travel with Commissioner Hanley to the rural areas of the state after the legislative session is over. At this time, Tatitlek is on the itinerary.
- Guide to Implementing the Alaska Cultural Standards for Educators. The Frontier School Division of Manitoba, Canada, requested use of this guide to create their own set of standards and guidelines for use in their 42 schools in rural Manitoba. The superintendent mentioned that constituent are “amazed” and “so happy” to have found what Alaska has created.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 20

◆ ISSUE

This is a standing report to the board regarding activities at Mt. Edgecumbe High School in Sitka.

◆ BACKGROUND

- Behind this cover is a general operating report for Mt. Edgecumbe High School.
- Superintendent Bill Hutton will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**Mt. Edgecumbe High School (MEHS) Report
March 20, 2015**

Enrollment:

The chart below shows our enrollment on February 5, 2015.

Grade	Boys	Girls	Total
9	35	63	98
10	34	63	97
11	39	55	94
12	35	56	91
Total	143	237	380

Enrollment at the end of first semester was 407.

Twenty seven students did not return after the holiday break. This is more than typical but not completely unusual.

We have 12 more students at this time as compared to last year.

We did not bring in new students after the holiday break because of the additional cost and poor retention of those students in the second semester of 2014. Instead, Mr. Hawk increased enrollment at the beginning of the school year.

Professional Development – January 2015:

Our week of teacher professional development in-service included these major topics:

- Technology - “Outlook”
- Curriculum building and updates in “Build Your Own Curriculum” software
- Response To Intervention (RTI) Inquiry Team evaluation and implementation strategies
- Suicide Prevention Training
- Asset Building (Building Developmental Assets in our students)
- Alaska Measures of Progress (AMP) training
- New Teacher Evaluation process information and training

Accreditation:

Due to the state board’s urging, MEHS is now accredited by the Northwest Accreditation Commission. I would like to give all the credit for this accomplishment to Mr. Randy Hawk, previous superintendent, and Bernie Gurule, academic principal. They are magnificent. A copy of the Accreditation Certificate follows this report.

Facilities:

Stan Johnson, MEHS Maintenance Director, cites the following capital projects with a Deferred Maintenance fund balance of \$1,729,111.00. This is money left over from previous appropriations.

1. Building 1331 Gym Locker Room Renovation - \$1,150,000
2. Upper Campus Domestic Hot Water Supply & Storage Replacement - \$139,000
3. Lower Campus Student Safety Jersey Barriers (in progress) - \$77,000
4. Building 295 Heritage Hall Dormitory Concrete Stairs Replacement - \$60,000
5. Building 1202 Roof Replacement (in progress) - \$53,000
6. Tri-annual Asbestos Hazard Emergency Response Act Inspections (required) - \$5,000

Estimated Total Project Value: \$1,484,000.00

Balance: \$245,000 (for contingencies and emergencies)

We obtained a newer emergency generator last summer, which will require the services of our term electrical engineer to connect with existing loads. If possible, it would be nice to use a portion of the Deferred Maintenance balance to work toward the goal of having emergency power for our students in the event of the loss of electrical power.

Stan Johnson was nominated for the Governor's Denali Peak Performance Award by teacher Matt Hunter and endorsed by myself and EED. Stan has made incredible progress in energy upgrades, which has resulted in significant savings.

Additionally, I understand at this point the MEHS's Aquatic Center is proceeding slowly.

Student Athletics/Activities:

Student Participation Goal: In our attempts to get students involved, we're pleased to say that over 350 students are and were involved in extracurricular activities between volleyball, cross country, drama debate and forensics, student government, wrestling, cheerleading and basketball. Our goal is to have 100% of our students participating in at least one activity each week.

Drama, Debate, and Forensics (DDF) has twelve students who qualified for State this year (Feb. 19-21). This is the highest number that have qualified in recent years! The twelve that qualified for State are: Aana Rangitsch (Palmer), Ruth Phillips (Sitka), Sabrina Michaels (Kwethluk), Mildred Nanouk (Unalakleet), Hayley Stumpf (Craig), Korbin Storms (Unalakleet), Haley Shervy (Craig), Breeziann McClenahan (Sitka), James Phillips (Sitka), Vasila Fisher (Kwethluk), Jinglin Yang (China), Jaymes Kelly (Pilot Station)

Wrestling:

Boys State Qualifiers: Moses Jackson 120lbs (Kewthluk) (2nd); Jeffery Slwooko 126lbs (Gambell) (3rd); and Paul Johanson 285lbs (1st). Paul became Mt. Edgecumbe's first four-time

finalist. He became a two-time state champion. He pinned his way to the championship. (As a matter of record only, Mr. Hutton taught both his parents!)

Girls Wrestling:

All of the MEHS wrestlers placed in the top four. MEHS won four of the eight weight classes. MEHS had more qualifiers than any other school. No official team scores were kept. Unofficially, MEHS had 191.5 points. The second place team had 36.5.

Girls State Qualifiers: Royale Lowe 98lbs (Anchorage) (1st); Caitlyn Kohahok 120lbs (Gambell) (1st); Brittany Woods-Orrison 132lbs (Fairbanks) (1st); Pamela Beans 132lbs (Pilot Station) (2nd); Sydnee Kimber 145lbs (Sitka) (1st); Kanasha Lie 160lbs (Kotzebue) (1st); Melaine Chapman 160lbs (Sitka) (2nd); Agatha Andrews 182lbs (Akiak) (1st); Lyric Wiggins 182lbs (Haines) (2nd); Evelyn Evans 220lbs (Anchorage) (1st); Ariel Akerland 220lbs (Anchorage) (2nd).

MEHS won seven of the eight weight classes. No team scores were kept.

State Placers: Royale Lowe (3rd), Caitlyn Konahok (4th), Brittany Woods-Orrison (1st), Pamela Beans (2nd), Sydnee Kimber (1st), Kanasha Lie (1st), Melaine Chapman (3rd), Lyric Wiggins (1st), Agatha Andrews (2nd), Ariel Akerland (3rd), and Evelyn Evans (4th)

Noteworthy News:

KCAW, the local public radio station, ran a story about our new mural on upper campus. It's a nice story. You can find it at: <http://www.kcaw.org/2015/02/03/mural-brings-a-touch-of-home-to-400-all-alaska-students/>

Past and Upcoming Spring Student Activities

Small Activities	Large activities	
April Kayak Camping Trip	Super Bowl Sunday Party	Spring Open House
Superman Sundays	Chinese New Year Celebration	Casino Night
Culture Nights	Triathlon	Block Parties
Annie Play	Valentine's Dance	Flag Football
Night Hikes	Elizabeth Peratrovich Day Parade and Reenactment	High Ropes Course
Creative Writing Group	St. Patrick's Day Treasure Hunt	Founder's Week
Starrigavan Cabin Camping	How Well Do You Know Your Roommate? Trivia Show	Intramural Basketball Tournament
Playground Trips	Black light Party/Race	Week of Strength
Songwriting Workshops	Easter Egg Hunt	Prom and Prom After Party
Music and Mingle at the Pioneer Home	Region V Basketball Tournament	End of the Year BBQ & Dance

Differences in the last 4.5 Years:

I am lucky to have a unique perspective as a returnee to MEHS. Following is a list of continued and strengthened activities that were begun between 2008 and 2010. It is not intended to be a comprehensive list.

Activity	Current Status
Science, Technology, Engineering, and Math (STEM): School of Engineering, Alaska Native Science And Engineering Program (ANSEP, Advanced Math	Continued and stronger. Computer Aided Design class added. 3D printers being used. 62 students took Trigonometry in 2015; 30 in 2007. 36 students took Calculus in 2015; 4 in 2007.
Music Program	Diminished due to budget but is still here.
Robotics	Continued and stronger.
Facilities	Amazing progress in appearance and quality of all facilities. Significant energy savings implementation. Heating upgrades.
Technology	With the advance of smart phones and tablets, the support of 750-1000 devices on our network, including wireless service.
Academic Professional Development (Response to Intervention) (Collaborative focus on instruction)	Continued and impressive success in teachers driving their own professional development in instructional strategies, curriculum, and strategies for individual student success – targeted toward the overall goals of the school.
Drivers Education	Discontinued due to budget and difficulty getting original parent signatures.
SeaTech (program with Scripps)	Continued and stronger.
Law Enforcement Cadet Corps (LECC)	Continued and stronger but will probably be cut due to lack of funding by Department of Public Safety (sad).
Broadcasting web events (sports and prom)	Continued.
Standardizing and streamlining financial operations at MEHS	Continued and much improved.
Contracted Operations	Our three crucially important contractors are effective and act in partnership with us: residential, food service, and cleaning.
Increased student activities in the residential program	Increased number of small and large activities in which students participate.
Academic student support	Increased quality of tutoring program. Greater participation by teachers. Increased focus on time on task during evening study hall.

Although there is no doubt that many people have generated this growth, I would like to pay tribute to past Superintendent Mr. Hawk, academic principal Mr. Gurule, and residential principal Mr. Friske. They clearly have set the vision and direction, worked hard themselves, and supported appropriate personnel to make sure these impressive things have continued.

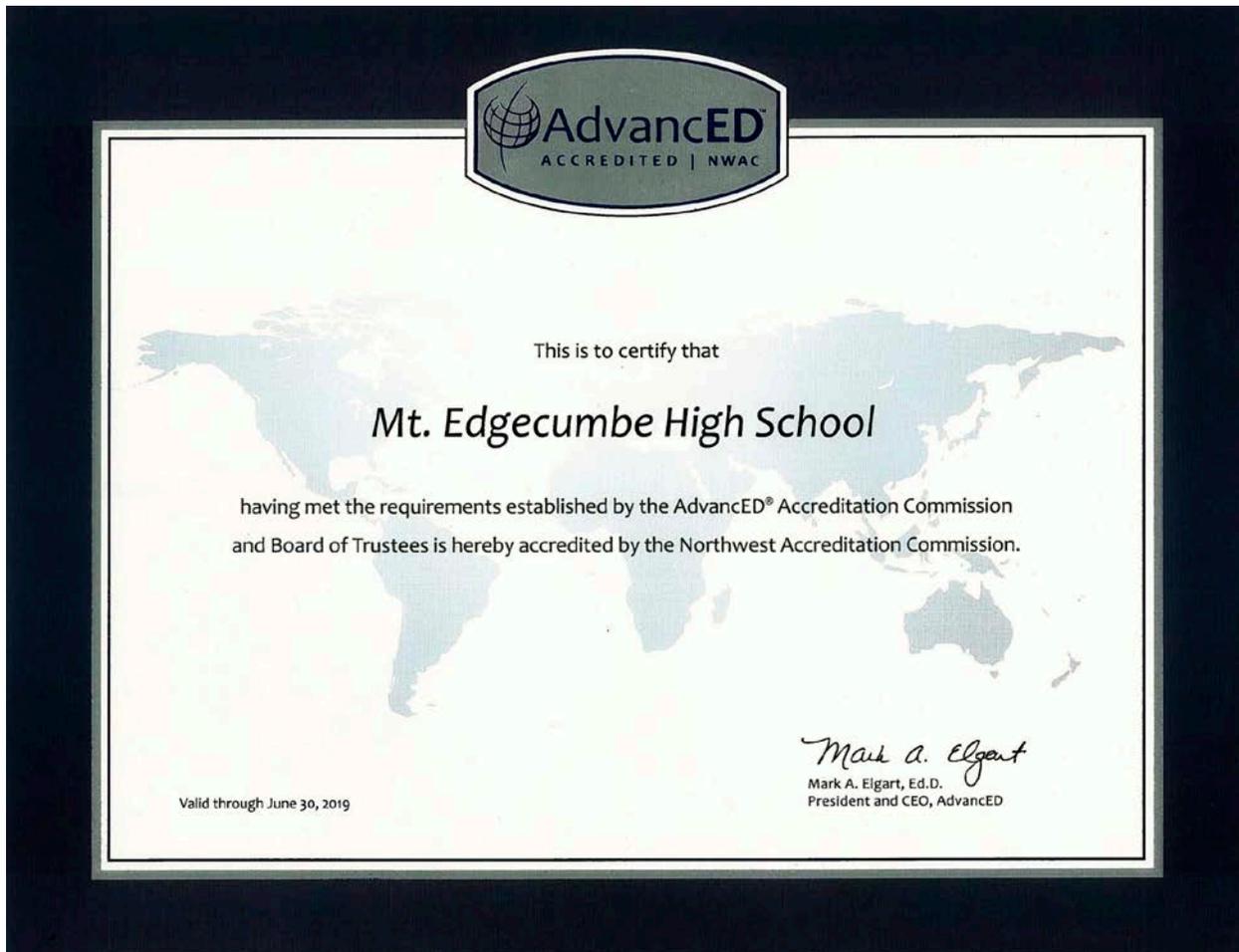
Transition:

Transitions between superintendents are never easy, particularly in mid-year. I am pleased to report that we made the transition surprisingly fast. Due to the quality of all of our staff and particularly our people in leadership – and the support from Deputy Commissioner Morse and Commissioner Hanley – MEHS is off and running in the present and excited about what we can accomplish in the future.

I am very pleased and excited to be able to rejoin and be a part of MEHS. Thank you.

Bill Hutton (Superintendent/Director – MEHS)

Certificate of Accreditation



**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 21

◆ ISSUE

This is a standing report from the Attorney General's Office on education-related legal matters.

◆ BACKGROUND

- Assistant Attorney General Rebecca Hattan will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

MEMORANDUM

State of Alaska Department of Law

TO: Members, State Board of Education DATE: February 19, 2015
FILE NO.: 663-01-0113
TEL. NO.: (907) 465-3600
FROM: Rebecca Hattan FAX NO.: (907) 465-2520
Luann Weyhrauch SUBJECT: Attorney General's
Assistant Attorneys General Report
Labor & State Affairs Section
Department of Law

This memorandum describes the status of current litigation involving the Department of Education and Early Development.

1. *Grasmick v. Mat-Su et al.* Parents of a disabled child appealed two due process hearing decisions in federal district court, and simultaneously filed a lawsuit against the Matanuska- Susitna Borough School District, the Department of Education and Early Development, as well as a number of District and Department employees. The parents allege violations of the IDEA, Section 504 of the Rehabilitation Act, and Section 1983 of the Civil Rights Act of 1971. Judge Burgess denied motions to dismiss submitted by both the district and the department, stating that he first intended to rule on the underlying appeals. On September 23, 2014, Judge Burgess ruled on both appeals, upholding the decisions of the department's hearing officers in both due process claims. The department renewed its motion to dismiss all remaining civil claims against the State on November 6, 2014 and Judge Burgess granted the motion on January 9, 2015, bringing this matter to a close.

2. *Miebs v. Anchorage School District et al.* Ms. Miebs survived an attempted murder committed by her estranged boyfriend, Nicholas Chamberlain. The attack took place at or near Service High School. Both Ms. Miebs and Mr. Chamberlain were students at Service High School. Prior to attending Service, Mr. Chamberlain attended several other high schools in the state, including Mt. Edgecumbe. The complaint names numerous plaintiffs, including the Department of Education and Early Development (DEED). Plaintiffs' theory of liability as to the Department is that Mt. Edgecumbe culpably failed to adequately warn Service High School about Mr. Chamberlain's behavioral history. Judge Tan

granted Ms. Miebs an extension of time in order to properly serve the Department of Education. The State has now been properly served and has answered Ms. Miebs' complaint. The Department is primarily represented in this matter by Cheryl Mandala, an attorney in the Torts section of the Department of Law, in consultation with Rebecca Hattan. Trial is currently set for September 2015.

3. *DEC Enforcement Matter related to Contamination at Aniak Middle School.* The Alaska Department of Environmental Conservation (DEC) has identified DEED, DOT&PF, and the Kuspuk School District, as well as the federal government, AT&T Alascom, Lockheed Martin Corporation, and Exelis-Arctic Services, Inc., as potentially responsible parties (PRPs) for polychlorinated biphenyls (PCBs) and trichloroethylene (TCE) contamination at the site of the Aniak Middle School. The contamination dates back to the use of the site by the U.S. Air Force as a White Alice Communications System site from 1958 to 1979.

In September 2013, the PRPs, along with their consultants and attorneys, convened in Anchorage for a mediation aimed at setting the allocation (percentage of responsibility) that each party would bear in a negotiated agreement to share past and future clean-up costs for PCB and TCE contamination. The mediation is a confidential process; it is part of a settlement negotiation. The parties were able to reach a tentative agreement on some issues, but not on others. The PRPs are now working on the terms of a draft settlement agreement. Once the PRPs agree on the terms of a draft agreement, there will be a separate negotiation with DEC before an agreement can be finalized. The PRPs also are in the process of negotiating an agreement to continue sharing the cost for the operation of the sub-slab-depressurization system and the TCE monitoring program at the site.

4. *Ketchikan Gateway Borough et al. v. State of Alaska.* On January 13, 2014, the Ketchikan Gateway Borough sued the State of Alaska, asking the court for declaratory judgment on several points of constitutional law. The lawsuit argues that the Required Local Contribution component of the Alaska school funding formula violates Article XI, Section 7, the Alaska Constitution's anti-dedication clause. The lawsuit also alleges that the Required Local Contribution unconstitutionally deprives the Governor of his veto power under Article IX, section 13. The plaintiffs filed a motion for summary judgment on February 6. The parties have agreed on a briefing schedule and the State filed a cross motion asking for summary judgment in its favor. Briefing in this matter is complete, and oral argument took place in Ketchikan on June 2, 2014. On November 21, 2014 Judge Carey ruled in favor of the Ketchikan Gateway Borough, holding that the required local contribution violated Article XI, Section 7, the anti-dedication clause. Final Judgment has been entered in the Superior Court. On January 28, 2015, the State appealed the lower court ruling to the Alaska Supreme Court. The State has also made requests to both the

Superior and Supreme Courts to stay the Superior Court order during the pendency of the State's appeal.

5. *Gates v. Department of Education and Early Development.*

On March 22, 2014, the Department received a notice of appeal regarding a teacher certification endorsement determination. An agency record in this matter has been prepared and distributed. The appellant's brief was filed in late September and the Department filed its responsive brief on November 5. The appellant's reply brief was due to the court by November 19, but no reply has been filed. The case is currently under advisement.

6. *Appeal by Ketchikan Gateway Borough School District (KGBSD) of the Department's average daily membership determination (ADM) dated December 30, 2014.* On January 16, 2015, the KGBSD filed an appeal with the Department, contesting the ADM calculation for certain students in the district. An internal review of the issues raised in the notice of appeal is currently being conducted by the commissioner's designee. The decision of the commissioner's designee is due on Monday, February 23.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 22

◆ ISSUE

This is a standing report to the board by the Commissioner.

◆ BACKGROUND

- The board will hear a report on the Commissioner's activities.
- Commissioner Hanley will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23

◆ ISSUE

The board is being asked to approve its consent agenda.

◆ BACKGROUND

- There are twelve (12) items being presented on the consent agenda.
- Behind this cover memo are items 23A through 23L.

23A. Approve Minutes of the December 4 & 5, 2014, meeting

23B. Approve Minutes of the January 26, 2015, video-conference meeting

23C. Approve the School Construction and Major Maintenance Grant Fund Lists

23D. Approve Cordova School District waiver request

23E. Approve Klawock City School District waiver request

23F. Approve Southwest Region School District waiver request

23G. Approve Resolution Supporting Naming of SLAM

23H. Approve Department Budget

23I. Approve Appointment of Margaret MacKinnon

23J. Approve American Charter Academy reapplication

23K. Approve Academy Charter reapplication

23L. Approve Effie Kokrine Early College Charter School reapplication

◆ OPTIONS

Approve the entire consent agenda.

Remove any number of consent agenda items and approve the remainder of the consent agenda individually; address those items removed.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the entire consent agenda.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the minutes of the December 4 & 5, 2014, meeting; approval of the minutes of the January 26, 2015, meeting; approval of the School Construction and Major Maintenance Grant Fund List; approval of school district audited waiver requests from the minimum expenditure for instruction for the following districts: Cordova, Klawock, and Southwest Region; approval of the resolution supporting naming of SLAM; approval of the department's budget; approval of the appointment of Margaret MacKinnon; approval of the American Charter School Academy reapplication; approval of the Academy Charter School reapplication; and approval of the Effie Kokrine Early College Charter School reapplication.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23A

◆ ISSUE

The board is being asked to approve the minutes of its December 4 & 5, 2014, meeting.

◆ BACKGROUND

- Behind this cover memo are the proposed minutes of the board's December 4 & 5, 2014, meeting.

◆ OPTIONS

Approve the minutes of the board's December 4 & 5, 2014, meeting.

Amend the proposed minutes and approve the amended minutes of the December 4 & 5, 2014, meeting.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the minutes of the December 4 & 5, 2014, meeting as presented.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the minutes of the December 4 & 5, 2014, meeting.

Alaska State Board of Education & Early Development

Unapproved Minutes

December 4 & 5, 2014

Anchorage, AK

Thursday, December 4

Chair Cox called the meeting to order at 8 a.m. The board, staff, and public recited the Pledge of Allegiance. The board approved the agenda. Jim Merriner declared a conflict of interest with Agenda Item 12B relating to correspondence programs. Mr. Merriner is an employee of the Galena School District, which operates a correspondence program. Chair Cox ruled that he could participate.

Public Comment

Christie Reinhardt, of the Governor's Council on Disabilities and Special Education, said proposed waivers from career- and college-ready assessments should not exclude pregnancy, depression, and addiction.

Lisa Parady, executive director of the Alaska Council of School Administrators, said her organization supports an alternate route for superintendent certification, citing the turnover rate. She said limited Type M certificates (for teaching Native languages/culture or military science) are a precedent for a limited Type B certificate for superintendents. She asked for clarification on the portability of the proposed limited Type B certificate.

Sen. Mike Dunleavy, chair of the Senate Education Committee, said the state needs to expand the tent of public education with innovative opportunities. Referring to correspondence programs, Sen. Dunleavy said the state should focus on proficiency outcomes and minimize its control of inputs, giving flexibility to parents-as-teachers.

John Brown, principal of the Mat-Su Central School, said House Bill 278 was a move in the right direction toward flexibility for correspondence programs. Regarding the proposed correspondence regulation, he said local school boards do not have the expertise or time to review curricular materials. Mr. Brown also asked that a provision be removed that would prohibit tutors from having the primary responsibility of planning, instructing, or evaluating students' learning. He said tutors are vetted by the students' certificated teachers.

Zach Lehman, who works in the Mat-Su schools as an advisor to correspondence families, said school staff should be allowed to select curricular materials.

Christine Greco, a former teacher, said the core course requirements for correspondence programs would make it harder for students to receive the help they need.

Jane Carnahan, a teacher and parent, said the state should require correspondence students to take courses in areas in which they are non-proficient, rather than impose a rule that half of the student's courses be in core courses.

Jay Webber, an advisory teacher at Mat-Su Central School, said correspondence families may need to use their fund accounts among multiple students and shouldn't be prohibited from transferring funds between student accounts.

Scott McAdams of Juneau supported a limited Type B certificate, saying it isn't unusual for hospitals to be led by non-doctors.

Carolyn Musgrave, a correspondence program parent, opposed a prohibition on transferring funds between student accounts, saying that teachers in regular schools buy materials for all of their students, not for each student individually. Family accounts allow students to study together, she said.

Work Session

Agenda Item 1. Board Resolution for Naming SLAM. Commissioner Hanley said it would be necessary to get Governor Walker's support for a bill to name the State Libraries, Archives and Museums' new building. The legislature names state buildings.

Linda Thibodeau, Director of Libraries, Archives and Museums, recapped the proposed resolution in support of naming the building after Father Andrew P. Kashevaroff, the state museum's first curator and the state's first historical librarian.

Chair Cox said the department should solicit public input for proposed names. The building should include a plaque explaining who the building is named after, she said.

Agenda Item 2. Educator Certification Advisory Committee. Dr. Susan McCauley, Director of Teaching & Learning Support, said the department would bring proposed regulations to the board in March.

Sondra Meredith, Administrator of Teacher Certification, said raising the passing scores for Praxis tests would affect few applicants because many of them score higher than Alaska's current passing score. As well, Praxis will be changing its tests over the next two years. At that time, Alaska's new passing scores will be set in line with other states' scores.

Lt. Col. Hays asked if there was data to show that teachers who score low on Praxis tests do not teach as well as higher-scoring teachers.

Ms. Meredith reviewed nine recommendations from the department's Education Certification Advisory Committee and their rationale.

Agenda Item 3. Alaska School Activities Association. Billy Strickland, the new Executive Director of the Alaska School Activities Association, provided his education background. He said activities give students aspirations and an opportunity to fail – not every game is won. Mr.

Strickland said many rules about students transferring to another school are obsolete because in-district transfers are more common. He proposed that students who transfer to another school, but whose parents do not move into the new school's boundaries, not be eligible for varsity teams. Mr. Strickland said he wants more participation in state conferences for student government. He said there will be a girls wrestling tournament. He noted that Special Olympics students participate with other students in partner clubs. He said the association will need to develop a policy on transgender students.

Sue Hull noted that it is more difficult to raise funds for student activities because schools have experienced lower revenue from vending machines.

Agenda Item 4. Alaska Statewide Policy Research Alliance Presentation. Havala Hanson, Dr. Terri Akey, and Ashley Pierson from the alliance were present, as was Josh Warren from the Department of Labor and Workforce Development. They reviewed an unpublished study of the various paths that Alaska high school graduates take after graduation and early in their careers. Presenters broke down some data by sex, ethnicity, and rural/urban. For example, 26% of graduates immediately attended college full time, and another 9% attended college part time. Forty percent of white students attended college immediately, and 20% of Alaska Natives did so.

Kobe Rizk said all students should see the study when it is published, citing the importance of data about the relationship between educational attainment and income.

Agenda Item 5. June Retreat. The board discussed topics for its June retreat. Topics included postsecondary attendance rates, underperformance in early grades, teacher quality, effects of deaths on students in small communities, and working with the University of Alaska.

Agenda Item 6. Joint State Board/UA Regents Update. Chair Cox recapped the September 29 meeting of the joint committee, which discussed test scores for entrance to teacher-preparation programs and lower fees and tuition for dual-credit courses. She reported that Dr. Dan Thomas will retire from the university and Dr. Steve Atwater will join the committee.

Agenda Item 7. Report to the Legislature. Information Officer Eric Fry reviewed the draft report and took comments from the board for revisions and additions. Ms. Hull said she would send further comments to Chair Cox. Legislative Liaison Marcy Herman said Chair Cox will give the in-person report on February 18.

Agenda Item 8. Birchtree Charter School Renewal Application. Cathy Busbey, Principal of Birchtree Charter School, summarized the school, explaining its Waldorf philosophy. Teacher Brandt Bowen and parent Jamey Duhamel also presented.

Sue Hull asked if non-charter schools must report that all of their applicable students have taken early literacy screenings. Commissioner Hanley answered in the affirmative, saying that the department follows up with a school that reports partial participation.

Chair Cox asked the Birchtree representatives why the school objects to early literacy screenings (which are required of grades K-2).

Ms. Duhamel said Waldorf parents do not believe that children are ready to learn reading until age 7. She said state assessments do not suit a larger range of learning. Parents don't want children to compare themselves to each other or feel inadequate if they weren't taught what is being assessed. She said parents would prefer not to assess students in grades K-3.

Lt. Col. Hays asked if Birchtree has a program for advanced students. Ms. Busbey said there is no extended learning program; children are kept with their cohort.

James Fields noted that Birchtree's 8th-grade scores on state assessments are above the state average. He asked if the school expects proficiency by the 7th grade and received an affirmative answer.

Commissioner Hanley asked the Birchtree representatives if they would ensure that its students be screened for early literacy. Ms. Busbey said they hope to change the law regarding state assessments in charter schools. If the law isn't changed, the school will comply to the best of its ability, she said.

Sue Hull said she didn't think the legislature intended that every child be assessed, especially if parents object.

Agenda Item 9A. Alaska Performance Scholarship Regulation. Commissioner Hanley summarized the cover memo and explained the rationale for the proposed changes. In answer to a question, the Commissioner said the end date for a student's extension of eligibility is at the Commissioner's discretion.

Agenda Item 9B. Assessment Regulation. Erik McCormick, Director of Assessment, Accountability and Information Management, summarized the proposed regulation.

Agenda Item 9C. Type B Certificate. Dr. Susan McCauley summarized the proposed regulation. Sue Hull asked if a superintendent with a limited Type B certificate would have to go through the requirements again if he or she became a superintendent in another district. Sondra Meredith said that such a superintendent would not have to re-do the requirements.

Agenda Item 9D. Teacher Certification Fees. Commissioner Hanley explained the proposed regulation, adding that the legislature intends that certification fees cover the costs of the Professional Teaching Practices Commission.

Agenda Item 10. Center for Alaska Education Policy Research Study. Representatives of the center reviewed a study it will conduct regarding the cost of teacher turnover, a statewide salary-and-benefits schedule, and tenure. Presenting were Dr. Diane Hirshberg, Liz Brooks, Lexi Hill, and Dr. Dayna DeFeo. They expect to deliver a report to the legislature in June 2015.

Board members discussed the implications and challenges of devising a statewide salary-and-benefits schedule, including community values, the economy, and geographical differences in costs.

Agenda Item 11. Student Advisor-Elect. In executive session the board interviewed Aleah Busbey, Dunya Hermann, Alec Burris, and Erik Handeland for the position of student advisor-

elect, who becomes student advisor on July 1, 2015. In open session, the board unanimously selected Mr. Burris, a student at Mat-Su Career and Technical High School.

Friday, December 5, 2014

Work Session Continued

The board convened at 8:30 a.m. The board removed two items from the consent agenda and approved the December 5 agenda. The board heard testimony from Kelsey Ratcliffe, a student at the University of Alaska Anchorage, regarding poor teacher quality and students with reading difficulties.

Agenda 12A. Charter Schools. Dr. Susan McCauley reviewed proposed regulations regarding charter schools. Commissioner Hanley explained the appeal process in the proposed regulations. Dr. McCauley said few charter applications have been denied by local boards, but the legislature believed that the lack of an appeal process might discourage some applicants.

The board directed the department to remove the phrase “approve or” from 4 AAC 33.110(f)(4) line 2 because it is unnecessary.

Agenda 12B. Correspondence. Commissioner Hanley said the department changed the proposed regulations in response to written public comment.

The board and staff discussed the proposed regulation 4 AAC 33.422(g), which prohibits the transfer of funds between student fund accounts. The board’s concern was that the provision would prevent families with multiple correspondence students from using their fund accounts efficiently and effectively.

Sue Hull recommended removing the proposed requirement that correspondence parents sign a statement that they understand and will abide by the requirements of state assessments [4 AAC 33.421(f)(1)]. The board and staff discussed Ms. Hull’s recommendation. Ms. Hull said the provision treats correspondence parents differently from parents in other public schools. Barbara Thompson said it is important for correspondence parents to know the conditions of testing.

Agenda Item 12C. Math Credits. Commissioner Hanley explained the proposed regulation and its effective date, and said the proposal was initiated at the board’s request.

Agenda Item 12D. Restraint and Seclusion. Dr. Susan McCauley said that two sections of Alaska Statute 14.33 needed to be clarified by regulation: 1) the department’s collection of data and 2) the criteria by which the department will approve training programs.

Asked about Christie Reinhardt’s written comment recommending revisions to the criteria, Dr. McCauley said the department followed the guidance language of the U.S. Department of Education.

Agenda Item 12E. Residential Schools. Commissioner Hanley reviewed the proposed regulation, clarified how the student count period applies to residential schools, and explained why the deadline to apply for approval is July 1 of each year.

Agenda Item 12F. Natural and Cultural History Repositories. Linda Thibodeau reviewed the proposed regulation, noting that it matches national standards for repositories. The department added 4 AAC 58.305(17) in response to written public comment, she said.

Agenda Item 12G. Accountability. Commissioner Hanley reviewed the proposed regulation.

Agenda Item 12H. Assessment. Erik McCormick reviewed the proposed regulation, which includes participation guidelines for state assessments. The department is responding to the Anchorage School District about its concerns, he said. Mr. McCormick discussed the tools that will be available to students in the computerized Alaska Measures of Progress. He noted that waivers to career- and college-ready assessments are considered case-by-case by districts; families can appeal districts' decisions to the department. He said the department will give non-regulatory guidance to districts regarding when to allow read-aloud accommodations.

Agenda Item I. Standards. Commissioner Hanley said the regulation confirms Alaska Statute 14.07.020(b) and defines relevant money as "state money or money from any other source." Barbara Thompson said the statute is clear and she isn't sure the regulation is needed.

Business Meeting

Agenda Item 13A. Alaska Performance Scholarship. Barbara Thompson moved and Jim Merriner seconded the motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 43.035, Grace period for curriculum requirements; 4 AAC 43.0409(a), Procedures for home-based education and certain religious or other private schools; 4 AAC 43.045, Extensions of eligibility period. The motion passed unanimously.

Agenda Item 13B. Assessment. Barbara Thompson moved and Sue Hull seconded the motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.078 Alternative completion requirements; students with disabilities; 4 AAC 06.717(f) Work ready/college ready transitional skills assessment; 4 AAC 06.775(b) Statewide assessment program for students with disabilities; 4 AAC 06.790 Definitions. The motion passed unanimously.

Agenda Item 13C. Type B Certificate. The board inserted section (i) in 4 AAC 12.346, which states: "With the exception of a certificate issued under (f) of this section, no certificate or extension of a certificate available under this section may be issued to an applicant more than once."

James Fields moved and Sue Hull seconded the motion: I move the State Board of Education & Early Development open a period of public comment on amended version No. 1 to 4 AAC 12.346. Administrative certificate (Type B Limited). The motion passed unanimously.

Agenda Item 13D. Teacher Certification Fees. Barbara Thompson moved and Jim Merriner seconded the motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 12.300(g). The motion passed unanimously.

Agenda Item 14A. Charter Schools. The board deleted the phrase “approve or” from 4 AAC 33.110(f)(4) line 2 because it is unnecessary. That section refers only to denials.

Sue Hull moved and James Fields seconded the motion: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 27.057 Charter school transportation policy; 4 AAC 33.110 Charter school application and review procedure; and 4 AAC 33.113 through 4 AAC 33.119 Regarding charter schools. The motion passed unanimously.

Agenda Item 14B. Correspondence Programs. Sue Hull moved and Jim Merriner seconded an amendment to strike the phrase “reviewed and selected by the governing body of the” and insert “approved by the school” in 4 AAC 33.421(d). The amendment passed unanimously.

Sue Hull moved and James Fields seconded an amendment to strike “and require parents to sign a written statement that they understand, and will abide by, the requirements of the assessment program” and insert “for an ongoing assessment plan that includes statewide assessments required for public schools” in 4 AAC 33.421(f)(1). The amendment passed 4-3. Voting in favor were Kenny Gallahorn, Sue Hull, James Fields, and Kathleen Yarr. Voting against were Jim Merriner, Esther Cox, and Barbara Thompson.

Jim Merriner moved and Sue Hull seconded an amendment to insert “except in the case of families with multiple students enrolled” in 4 AAC 33.422(g). The amendment passed unanimously.

Barbara Thompson moved and James Fields seconded the motion: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 09.160 Fund balance; and 4 AAC 33.421 through 4 AAC 33.426 Regarding correspondence study programs, as amended. The motion passed unanimously.

Agenda Item 14C. Math Credits. Jim Merriner moved and Kenny Gallahorn seconded the motion: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.075(b) Increasing the units of credit required for high school graduation. The motion passed unanimously.

Agenda Item 14D. Restraint and Seclusion. Sue Hull moved and Kathleen Yarr seconded an amendment to 4 AAC 06.177(6) to insert “places a student on his or her back or stomach or.” The amendment failed unanimously.

Kenny Gallahorn moved and Jim Merriner seconded the motion: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.175 Reporting restraint and seclusion incidents and expulsions; and 4 AAC 06.177 Crisis intervention training programs. The motion passed unanimously.

Agenda Item 14E. Residential Schools. Sue Hull moved and Jim Merriner seconded the motion: I move the State Board of Education & Early Development adopt the proposed

amendments to 4 AAC 33.090(c); and 4 AAC 33.090(h) regarding district-operated statewide residential educational programs. The motion passed unanimously.

Agenda Item 14F. Natural and Cultural Repositories. James Fields moved and Kenny Gallahorn seconded the motion: I move the State Board of Education & Early Development adopt 4 AAC 58.300 through 4 AAC 58.320 Designation of Natural and Cultural History Repositories. The motion passed unanimously.

Agenda Item 14G. Accountability. Barbara Thompson moved and James Fields seconded the motion: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.812(b) Growth in student academic performance, 4 AAC 06.883 Jury service exemption, 4 AAC 06.895(I) Report card to the public, 4 AAC 06.899 Definitions. The motion passed unanimously.

Agenda Item 14H. Assessments. Sue Hull moved and James Merriner seconded the motion: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.775(a) Statewide assessment program for students with disabilities, 4 AAC 06.721 College and career readiness assessment waivers, 4 AAC 06.722 Waiver for entering the public school system late, 4 AAC 06.723 Rare or unusual circumstances, 4 AAC 06.724 Procedures for appeal from a denial of a waiver from the college and career readiness assessments. The motion passed unanimously.

Agenda Item 14I. Standards. Sue Hull said she was concerned that the regulation repeats a statute, which already gives clear direction. The proposed regulation died for lack of a motion.

Agenda Item 15. Teaching and Learning Support Report. Dr. Susan McCauley spoke about the department's role in the upcoming process of updating state standards in the arts.

Agenda Item 16. Assessment Report. Erik McCormick presented an update on the Alaska Measures of Progress.

Agenda Item 17. Rural Report. Chris Simon, Rural Education Coordinator, reviewed his written report.

Agenda Item 18. Legislative Report. Legislative Liaison Marcy Herman reviewed assignments to legislative committees.

Agenda Item 19. Mt. Edgecumbe High School Report. Director J Thayne presented a slide show of school accomplishments, using students' photos.

Agenda Item 20. Libraries, Archives and Museums Report. Linda Thibodeau reviewed progress on construction of the joint State Libraries, Archives and Museums building in Juneau.

Agenda Item 21. Department of Law Report. Assistant Attorney General Rebecca Hattan reviewed the judge's decision in Ketchikan's lawsuit challenging the required local contribution

to schools. The final judgment has not been entered yet. The board discussed potential effects of the decision if it stands.

Agenda Item 22. Commissioner’s Report. Commissioner Hanley said the districts’ perception of the department’s role is changing from one of monitoring compliance to that of supporting districts in implementing standards, assessments, and educator evaluations. The Commissioner said he wants the U.S. Department of Education to grant Alaska an extension to when student data must be used as part of educator evaluations. He also wants the U.S. Department of Education to allow Alaska to freeze scores on the Alaska School Performance Index for a year because the state has a new assessment and cannot compare AMP scores with those of the prior assessment. The Commissioner said he plans to talk to stakeholders about proposed regulations so they understand them better.

Agenda Item 23. Consent Agenda. The board pulled three items: the report to the legislature, the Birchtree Charter School renewal application, and the resolution in support of naming the State Libraries, Archives and Museums building in Juneau.

Barbara Thompson moved and Sue Hull seconded the motion: I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the minutes of the September 18 & 19, 2014, meeting; approval of the minutes of the October 29, 2014, meeting; and approval of the appointments to the Museum Collections Advisory Committee. The motion passed unanimously.

Agenda Item 23E. Birchtree Charter School Renewal Application. Commissioner Hanley said he supports the renewal, suggesting a period of 2, 5, or 10 years. Jim Merriner said the school has changed its charter to be in compliance with state law. Sue Hull moved and Jim Merriner seconded a motion to renew Birchtree Charter School’s charter for 10 years. The motion passed unanimously.

Agenda Item 23 F. Libraries, Archives and Museums Resolution. With a new governor taking office, Commissioner Hanley said the board should consider postponing the resolution. Chair Cox said she wants to see input from the public regarding the building’s name. No motion was made.

Agenda Item 23D. Report to the Legislature. Sue Hull suggested that the last section of the report should include recommendations from the board. Topics could include improving results in the early grades, teacher quality and preparation, career and technical education, and dual enrollment. The department will draft the section and bring it to the board for discussion at its January meeting. Jim Merriner moved and Barbara Thompson seconded a motion to accept the draft report with amendments. The motion passed unanimously.

Board Comments.

Kobe Rizk thanked the department for answering the board’s questions.

Barbara Thompson thanked the board and the public and welcomed Alec Burris as student advisor-elect.

Jim Merriner welcomed Alec Burris, said he was impressed with Kobe Rizk, and thanked the board and staff.

Sue Hull thanked the Commissioner for his willingness to move forward with a new administration. She said the department has raised its level of credibility by providing districts with accurate, dependable information. She asked for information on the state law that prohibits school boards from spending money to influence ballot measures. She distributed new material from Best Beginnings.

Lt. Col. Hays thanked the board.

Kenny Gallahorn welcomed Alec Burris.

Kathleen Yarr thanked the board.

James Fields said the board does a lot of work that means a lot.

Chair Cox asked if the board would have a member on the advisory committee to the Center for Alaska Education Policy Research. She visited the Alaska Youth Military Academy, which wants to present to the board. She welcomed Alec Burris and thanked department staff. She said the meeting shows that the department reads public comments and changes proposed regulations in response.

The board adjourned at 3:45 p.m.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23B

◆ ISSUE

The board is being asked to approve the minutes of its January 26, 2015, meeting.

◆ BACKGROUND

- Behind this cover memo are the proposed minutes of the board's January 26, 2015, meeting.

◆ OPTIONS

Approve the minutes of the board's January 26, 2015, meeting.

Amend the proposed minutes and approve the amended minutes of the January 26, 2015, meeting.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the minutes of the January 26, 2015, meeting as presented.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the minutes of the January 26, 2015, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
January 26, 2015
Tele/videoconference based in Juneau

Chair Esther Cox called the meeting to order at noon via tele/videoconference. Sue Hull and Kenny Gallahorn were absent. Attendees recited the Pledge of Allegiance. No members declared conflicts of interest. Members approved the agenda.

Public Comment.

Cathy Busbey, principal of Birchtree Charter School in Palmer, thanked the board for placing on the agenda a proposed regulation regarding waivers from early literacy screening. Mandatory screenings in grades kindergarten and first grade conflicted with the school's ability to choose its curriculum, she said. The board should consider whether any proposed regulation should apply to all students, she said.

Donna Levitt, of Winterberry Charter School in Anchorage, said the school capitalizes on students' strengths and builds their confidence to work on any weaknesses. She would like her school to receive a waiver from some early literacy screenings, if they are available.

Shanna Mall, principal of Winterberry Charter School in Anchorage, said their students grow in a manner at least level, if not above, their peers in other schools.

Work session

Agenda Item 1. Legislative report. Legislative liaison Marcy Herman briefed the board on legislation introduced to date. Board members asked about House Bill 80, which would repeal the requirement that 11th-graders take, at state expense, the SAT, ACT, or WorkKeys assessment. James Fields asked about an upcoming Senate Education Committee hearing regarding the state board's role. Commissioner Hanley said the department would present information about the statutory role of the department and state board as well as information about federal education requirements.

Agenda Item 2. Budget Report. Heidi Teshner, Director of Administrative Services, said the department must cut \$2.8 million from the administration's work-in-progress budget, which was released Dec. 15. Details will be available at the March meeting.

Agenda Item 3. ESEA Waiver Renewal. Dr. Susan McCauley, Director of Teaching & Learning Support, reviewed the cover memo in the board's packet. The department expects to present proposed regulations in March to reflect any new requirements in the state's renewed waiver from portions of the federal Elementary and Secondary Education Act.

Agenda Item 4. Career & Technical Education Briefing. Commissioner Hanley said the department is reviewing federal findings about the state's use of Carl Perkins grants, particularly

in giving very small grants to small school districts. He said the department is looking for ways for districts to share resources and improve student outcomes. Any changes in the state's Carl Perkins plan will require approval from the state board and the federal government.

Agenda Item 5. Early Literacy Screening Waiver. Dr. Susan McCauley, Director of Teaching & Learning Support, said the proposed regulation responds to the board's direction. It would allow districts to request waivers for a school's kindergarten and/or first-grade students by Aug. 1 of a school year. She reviewed the criteria for approving a waiver.

Business session

Agenda Item 6. Early Literacy Screening Waiver. Barbara Thompson moved and Jim Merriner seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.714 Early Literacy Screening. The board approved the motion in a unanimous roll call vote of those present.

Agenda Item 7. Consent Agenda. Deputy Commissioner Les Morse spoke about William Hutton's experience in education. Barbara Thompson praised Mr. Hutton. Jim Merriner moved and Barbara Thompson seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of the approval of the appointment of William Hutton as the Mt. Edgecumbe High School superintendent. The board approved the motion in a unanimous roll call vote of those present.

Board comments

Jim Merriner thanked the department for preparing the meeting.

Kobe Rizk described the cold weather in Fairbanks.

Esther Cox said she sent notes to students who interviewed for the board's student representative-elect and to Alaska's new Blue Ribbon Schools and Title I Distinguished Schools.

The board adjourned at 1:20 p.m.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23C

◆ ISSUE

The board is being asked to approve the final annual list of capital projects eligible for funding under the school construction grant fund and major maintenance grant fund.

◆ BACKGROUND

- This matter comes before the board each year when the Capital Improvement Program (CIP) list of eligible projects is finalized.
- In accordance with AS 14.11.015(a), the board shall review grant applications that have been recommended by the department under AS 14.11.013 and may approve a grant application if the board determines that the project meets the criteria specified in AS 14.11.013(a)(1), and AS 14.11.014.
- The department may not award a grant unless the board approves the grant application.
- The School Construction Grant Fund Final List and Major Maintenance Grant Fund Final List can be found behind Cover Memo 2.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

Adopt the School Construction Grant Fund List and Major Maintenance Grant Fund List as presented.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the School Construction Grant Fund List and Major Maintenance Grant Fund List as presented.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development adopt the department's FY2016 Capital Improvement Program lists of projects eligible for funding under the School Construction Grant Fund and the Major Maintenance Grant Fund, as presented.

To: Members of the State Board of
Education & Early Development

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23D

◆ **ISSUE**

The board is being asked to consider the Cordova City School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2014 audited financial statements.

◆ **BACKGROUND**

Cordova City School District FY2014 Budget to Audit Expenditures

Function	FY2014 Budget Dollars	FY2014 Budget Percentage	FY2014 Audited Dollars	FY2014 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$4,303,680	70%	\$4,177,179	69%	\$126,501	3%
School Administration Support 450	175,419	3%	189,655	3%	(14,236)	(8%)
District Administration 510	267,610	4%	269,188	4%	(1,578)	(1%)
District Administration Support 550	269,931	4%	268,543	5%	1,388	1%
Operations & Maintenance 600	899,236	15%	862,173	14%	37,063	4%
Student Activities 700	272,728	4%	288,887	5%	(16,159)	(6%)
Community Services 780	-	-	-	-	-	-
Total	\$6,188,604	100%	\$6,055,625	100%	\$132,979	2%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Audited %	69%	70%	71%	70%	71%	72%	70%	70%	69%	n/a
Budgeted %	69%	67%	67%	69%	71%	70%	71%	71%	70%	72%
Actual Enrollment	447	421	409	368	360	338	325	316	312	327

* Cordova City School District operates two schools in the City of Cordova.

- All materials for this item are behind Agenda Item 1A.
- If an FY2014 audited financial statement waiver is not approved, the department will withhold \$61,759 from the Cordova City School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Approve the district's waiver request.

Deny the waiver request and withhold \$61,759 from the district.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the district's waiver request based on the district's reasons and causes:

- Decrease in enrollment, and
- Lower instructional aides' salary and benefits.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Cordova City School District's FY2014 financial statement waiver request for the 70% minimum expenditure for instruction in accordance with AS 14.17.520(d).

To: **Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23E

◆ **ISSUE**

The board is being asked to consider the Klawock City School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2014 audited financial statements.

◆ **BACKGROUND**

Klawock City School District FY2014 Budget to Audit Expenditures

Function	FY2014 Budget Dollars	FY2014 Budget Percentage	FY2014 Audited Dollars	FY2014 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$2,561,715	70%	\$ 2,466,389	67%	\$ 95,326	4%
School Administration Support 450	56,048	2%	65,182	2%	(9,134)	(16%)
District Administration 510	333,120	9%	352,464	10%	(19,344)	(6%)
District Administration Support 550	140,961	4%	153,532	4%	(12,571)	(9%)
Operations & Maintenance 600	413,606	11%	526,082	14%	(112,476)	(27%)
Student Activities 700	139,207	4%	119,610	3%	19,597	14%
Community Services 780	-	-	-	-	-	-
Total	\$3,644,657	100%	\$3,683,259	100%	\$(38,602)	(1%)

History of Instructional Expenditures Percentages and Actual Enrollments

	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Audited %	66%	65%	65%	65%	69%	70%	68%	68%	67%	n/a
Budgeted %	68%	67%	66%	66%	71%	72%	72%	70%	70%	70%
Actual Enrollment	136	140	136	125	137	137	136	131	136	123

* Klawock City School District operates one school in the community of Klawock.

- All materials for this item are behind Agenda Item 1B.
- If a FY2014 audited financial statement waiver is not approved, the department will withhold \$111,892 from the Klawock City School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Approve the district's waiver request.

Deny the waiver request and withhold \$111,892 from the district.

Seek additional information.

◆ ADMINISTRATION’S RECOMMENDATION

Approve the district’s waiver request based on the district’s reasons and causes:

- Decreased instructional salaries due to teacher turnover and new teachers hired at lower end of payscale
- Higher than anticipated operations and maintenance expenses

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Klawock City School District’s FY2014 financial statement waiver request for the 70% minimum expenditure for instruction in accordance with AS 14.17.520(d).

To: Members of the State Board of
Education & Early Development

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23F

◆ **ISSUE**

The board is being asked to consider the Southwest Region School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2014 audited financial statements.

◆ **BACKGROUND**

Southwest School District FY2014 Budget to Audit Expenditures

Function	FY2014 Budget Dollars	FY2014 Budget Percentage	FY2014 Audited Dollars	FY2014 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$ 12,223,621	70%	\$11,922,219	68%	\$301,402	2%
School Administration Support 450	212,822	1%	200,675	1%	12,147	6%
District Administration 510	342,491	2%	337,283	2%	5,208	2%
District Administration Support 550	879,798	5%	933,620	5%	(53,822)	(6%)
Operations & Maintenance 600	3,525,664	20%	3,683,985	21%	(158,321)	(4%)
Student Activities 700	403,495	2%	401,358	2%	2,137	1%
Community Services 780	-	-	-	-	-	-
Total	\$ 17,587,891	100%	\$17,479,140	100%	\$108,751	1%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Audited %	67%	65%	69%	68%	65%	65%	67%	70%	68%	n/a
Budgeted %	67%	67%	67%	67%	68%	66%	68%	69%	70%	72%
Actual Enrollment	669	674	658	634	640	627	633	586	602	589

* Southwest School District operates seven schools in nine communities.

- All materials for this item are behind Agenda Item 1C.
- If an FY2014 audited financial statement waiver is not approved, the department will withhold \$313,179 from the Southwest Region School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Approve the district's waiver request.

Deny the waiver request and withhold \$313,179 from the district.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the district's waiver request based on the district's reasons and causes:

- High turnover among experienced teachers
- Increased administrative expenses associated with teacher recruitment

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Southwest Region School District's FY2014 financial statement waiver request for the 70% minimum expenditure for instruction in accordance with AS 14.17.520(d).

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23G

◆ **ISSUE**

The board is being asked to consider a resolution supporting a name for the new State Library, Archives and Museum building now under construction in Juneau.

◆ **BACKGROUND**

- In 2016 the Division of Libraries, Archives & Museums is scheduled to open a building in Juneau to house, protect, and exhibit its collections.
- Under state law, the legislature has the authority to name state buildings.
- The division recommends that the new building be named after the Most Reverend Andrew P. Kashevaroff, who was the state museum's first curator and the state library's first historical librarian, serving from 1919 until his death in 1940.
- Fr. Kashevaroff was a descendent of Russian explorers and the Alutiiq people of the Kodiak region. He acquired for the library and museum hundreds of Russian objects and publications and thousands of Alaska Native artifacts.
- The division requests that the board approve a resolution in support of naming the new State Library, Archives and Museum building the Father Andrew P. Kashevaroff State Library, Archives and Museum.
- In December 2014, the board discussed the proposed resolution and asked the division to seek support from the Governor and stakeholder groups. The division has received the Governor's support and letters of support from stakeholders.
- On February 27, 2015, Sen. Dennis Egan introduced Senate Bill 63 to name the facility. The bill's content is: "The state library, archives, and museum building in Juneau is named the Father Andrew P. Kashevaroff State Library, Archives, and Museum Building."
- A copy of the proposed resolution, a document about Fr. Kashevaroff's contributions to Alaska, and two letters of support are behind Cover Memo 3.
- Division Director Linda Thibodeau will be present to brief the board.

◆ **OPTIONS**

Approve the proposed resolution

Amend the proposed resolution and approve the amended resolution.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the proposed resolution.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the proposed resolution in support of naming of the new SLAM building the Father Andrew P. Kashevaroff State Library, Archives and Museum.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23H

◆ ISSUE

The board is being asked to approve the department's FY2016 operating and capital budgets.

◆ BACKGROUND

- AS 14.07.150 gives the Commissioner of Education & Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the State Board. The development of the education budget is part of the annual executive budget process.
- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all state agencies for budget development, and worked with the department on the FY2016 operating and capital budgets.
- The FY2016 Work in Progress budgets were released December 15, 2014.
- The FY2016 Governor's Amended budgets were released February 5, 2015, with additional amendments released February 17, 2015.
- The department's FY2016 operating and capital budgets can be found behind Agenda Item 8.
- Heidi Teshner, Director of Administrative Services, will be present to brief the board.

◆ OPTIONS

Approve the department's FY2016 operating and capital budgets.
Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the department's FY2016 operating and capital budgets.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the department's FY2016 operating and capital budgets.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Michael Hanley, Commissioner

Agenda Item: 23I

◆ **ISSUE**

The board is being asked to approve the Commissioner's appointment of Margaret MacKinnon as the Acting Director of Assessments and Accountability Project Coordinator.

◆ **BACKGROUND**

- AS 14.07.145(e) states the Commissioner may employ and remove personnel in exempt or partially exempt service subject to approval of the board.
- Commissioner Hanley has appointed Margaret MacKinnon as the Acting Director of Assessments and Accountability Project Coordinator.
- A copy of AS 14.07.145(e) and Margaret MacKinnon's resume follows this cover memo.

◆ **OPTIONS**

Approve the appointment.
Disapprove the appointment.
Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the appointment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Commissioner's appointment of Margaret MacKinnon as Acting Director of Assessments and Accountability Project Coordinator, to commence on February 16, 2015.

Sec. 14.07.145. Commissioner of education and early development.

(a) The board shall appoint the commissioner of education and early development subject to the approval of the governor. The commissioner shall be the principal executive officer of the department.

(b) The commissioner shall be appointed without regard to political affiliation and shall have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position.

(c) The commissioner serves at the pleasure of the board and may not be appointed by the board for a fixed term.

(d) The commissioner shall receive the salary set out in AS 39.20.080.

(e) The commissioner shall employ and remove all classified personnel in the department subject to AS 39.25 (State Personnel Act). The commissioner may employ and remove personnel in the exempt or partially exempt service subject to the approval of the board. Personnel in the exempt or partially exempt service have a right of appeal to the board if they are removed.

RESUME

Margaret H. MacKinnon

January, 2015

Work:

PO Box 110500

Juneau, AK 99811-0500

907-465-2970

margaret.mackinnon@alaska.gov

Summary of qualifications

Administrative experience in overseeing federal Elementary and Secondary Education programs including Title I, Migrant, English Language Learners, Homeless, Neglected & Delinquent, and School Improvement. Policy experience in interpreting federal regulations and drafting state regulations and guidance. Administrative experience as acting director of Alyeska Central School for 8 months. Mathematics teacher for all secondary grades 6-12 for 27 years. Experience in classroom teaching as well as correspondence and distance web-based delivery. Extensive curriculum development experience.

Certification

Professional Teacher Certificate, Alaska

Secondary Mathematics, valid through January, 2017

Type B Administrator Certificate, Alaska

Principal, K-12, valid through January, 2017

Education

University of South Carolina

Columbia, SC

B.S., Math Education, Magna Cum Laude

Rutgers University

New Brunswick, NJ

M.Ed., Math Education

University of Alaska, Alaska Pacific Univeristy and University of Illinois

Juneau, Alaska; Fairbanks, Alaska; Anchorage, Alaska; Urbana-Champaign, Illinois

Over 30 additional credits in math teaching, education, multi-cultural, and technology courses

University of Alaska Anchorage

Anchorage, Alaska

Educational Leadership Credential

Professional experience

Title I/ESEA Administrator, Alaska Department of Education & Early Development

Juneau, Alaska

Serve as administrator for a number of federal programs of the Elementary and Secondary Education Act (ESEA), including Title IA, Title IC Migrant Education, Title ID for Neglected & Delinquent Students, Title IIIA for English Language Learners, Education for the Homeless, and School Improvement Grants. Since 2003, responsible for administering consolidated grant approvals and monitoring of all formula

programs under ESEA (Title IA, IC, ID, IIA, IID, IIIA, IVA, and VA) representing over \$50 million in total grant awards. Also responsible for current and former competitive grant programs under Title ID, Title IIIA Immigrant Grants, Even Start, and Comprehensive School Reform. Responsible for Supplemental Education Services provider application approvals and oversight, School Improvement grants under Title I 1003(a) and the rigorous competitive process for turning around the lowest performing schools under the Title I School Improvement Grants 1003(g). Provided department leadership for development and implementation of ESEA Flexibility Waiver. Supervise five professional staff and four support staff positions.

***Acting Director, Alyeska Central School, Alaska Department of Education & Early Development
Juneau, Alaska***

Served as acting director of Alyeska Central School for eight months. Performed all duties of chief school administrator, including supervising 20 teachers and 18 support staff, writing and administering state and federal grants, and managing a \$4.2 million budget.

Mathematics teacher and Curriculum Coordinator, Alyeska Central School, Alaska Department of Education & Early Development

Juneau, Alaska

Served for 25 years as teacher for the state's correspondence/distance school operated by the Alaska Department of Education & Early Development. Taught all levels of secondary math including 6th, 7th, & 8th grade math, Basic Math, General Math, Pre-Algebra, Algebra I, Geometry, Algebra II, and Calculus. Worked with teachers to plan curriculum and write courses to be delivered to ACS students, both in a paper format and web-based formats. Also served as liaison with contractor to implement customized student management, course enrollment, and course shipping software program.

***Math instructor, University of Alaska Southeast
Juneau, Alaska***

Served as part-time instructor for Calculus, Semester 2, (one semester) Intermediate Algebra (one semester), and Math Problem Solving required for Elementary Education majors (six semesters).

***Math teacher, West Windsor-Plainsboro High School
Princeton, New Jersey***

Teacher for 7th and 8th grade math, Algebra I and Geometry for two years.

Additional professional activities

National Title I Association (association of State Title I Directors) member since 2003, secretary for two years, Vice-President 2012, President-Elect and Conference Chair, 2013, President, 2014, and Past-President, 2015

Extensive work in math curriculum and course development for Alyeska Central School (*Alaska's Centralized Correspondence School*): developed Basic Math, General Math, 6th, 7th and 8th grade math courses, developed K-8 Math Scope and Sequence, supervised and managed development of K-5 math courses, Pre-Algebra

Member of Alyeska Central School team selected for National Computational Science Leadership Program, 2000-2001

Alaska Science and Technology Foundation Teacher Grant Recipient

Collaborated on development of Alaska Model Curriculum Guide for K-8 Math for Alaska Department of Education

Consultant for Northwest Regional Education Lab, Portland, Oregon, for the Independent Study by Technology (IST) Mathematics Course

Organizing member of the Distance Education Steering Group for the Alaska Department of Education to expand distance delivery of educational services to students

Member, NW Accreditation Team, Hanshew Jr High, Anchorage, AK

Attended National Council of Teachers of Mathematics annual conferences on a regular basis; participated in at least one other regional and local professional development workshop or class per year

Co-produced home teacher parent-training video for ACS K-2 Math program

Served as member of committee to set the passing score for the Alaska High School Qualifying Exam in mathematics, June, 2000

Publications

Courses for Alyeska Central School:

AP Calculus AB, Sem 1 & 2, 2002-03

Advanced Algebra, Sem 1 & 2, 2002

Advanced Algebra, Sem 1 (web-based course) 2002

Pre-Algebra (Transition Mathematics), Semesters 1 and 2, 1999

Middle Grades Mathematics, Course 1, 1996

General Mathematics, semester 1 & 2, 1993

Grade 6 Mathematics, 1987

Basic Mathematics, semester 1 & 2, 1981

General Mathematics, semester 1 & 2, 1981

Mathematics Level 13& 14 (7th & 8th grade), 1979

Articles for various newsletters published by Alyeska Central School

Professional memberships

National Council of Teachers of Mathematics, member, 25 years

Phi Beta Kappa

Outstanding Young Women of America, 1981

Who's Who in American Education, 1987-88

Alyeska Central School Education Association, served as president for 4 years, treasurer for 4 years, board member; negotiator; and Labor-Management team representative

Independent and Distance Educators of Alaska, president for 4 years

Community activities

AAUW, member for 9 years

Muscular Dystrophy Association, telethon coordinator and Community Chairperson for Juneau for 13 years

Northern Light United Church, member for over 30 years, past Council Moderator, member of several elected bodies

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23J

◆ ISSUE

The board is being asked to approve the reapplication of the American Charter Academy for a period of ten years, terminating on June 30, 2025. The initial charter was approved in 2010 for five years.

◆ BACKGROUND

- On December 3, 2014, the Matanuska-Susitna Borough School Board approved the American Charter Academy reapplication for a period of ten years.
- Behind Cover Memo 6A are the American Charter Academy School Overview and the Charter School Rating Template.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ OPTIONS

Approve the American Charter Academy reapplication for a period of ten years.

Seek more information.

Deny the application.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the American Charter Academy reapplication for a period of ten years.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the American Charter Academy reapplication for a period of ten years.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23K

◆ ISSUE

The board is being asked to approve the reapplication of the Academy Charter School for a period of ten years, terminating on June 30, 2025. The initial charter was approved in 1997, and Academy Charter received approval for renewals in 2001 and 2005.

◆ BACKGROUND

- On December 3, 2014, the Matanuska-Susitna Borough School Board approved the Academy Charter School reapplication for a period of ten years.
- Behind Cover Memo 6B are the Academy Charter School State Board Overview and the Charter School Rating Template.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ OPTIONS

Approve the Academy Charter School reapplication for a period of ten years.

Seek more information.

Deny the application.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the Academy Charter School reapplication for a period of ten years.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Academy Charter School reapplication for a period of ten years.

**To: Members of the State Board of
Education & Early Development**

March 20, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23L

◆ ISSUE

The board is being asked to approve the reapplication of the Effie Kokrine Early College Charter School for a period of ten years, terminating on June 30, 2025. The initial charter was approved in 2005.

◆ BACKGROUND

- On November 18, 2014, the Fairbanks North Star Borough School Board approved the Effie Kokrine Early College Charter School reapplication for a period of ten years.
- Behind Cover Memo 6C are the Effie Kokrine Early College Charter School Overview and Charter School Rating Template.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ OPTIONS

Approve the Effie Kokrine Early College Charter School reapplication for a period of ten years.
Seek more information.
Deny the application.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the Effie Kokrine Early College Charter School reapplication for a period of ten years.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Effie Kokrine Early college Charter School reapplication for a period of ten years.