

State Board of Education & Early Development

**Tentative Agenda
Video/Teleconference Meeting
January 27, 2014
Originating in the Auxiliary Board Room
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801**

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

January 27, 2014

- 12:00 PM
1. Call to Order and Roll CallJim Merriner, Chair
 2. Pledge of AllegianceJim Merriner, Chair
 3. Disclosures of potential conflicts of interest.....Jim Merriner, Chair
 4. Approval of the AgendaJim Merriner, Chair

Public Comment

Persons may listen to and comment at the tele/video conference oral hearing via the following phone number: 1-800-315-6338, using code 8578#. Video conference sites include: GCI Tower, 6th floor, 2550 Denali Street, Anchorage, AK; Fairbanks LIO office, 1292 Sadler Way #308, Fairbanks, AK; Juneau State Board Auxiliary Board Room, 801 West 10th Street, Juneau, AK; Mat-Su School District, 501 North Gulkana, Palmer, AK; and Copper River School District, 1976 Aurora Dr., Glennallen, AK.

Work Session

- 12:10 PM
5. Legislative ReportCommissioner Hanley
.....Marcy Herman, Legislative Liaison
.....Eric Fry, Information Officer
- 12:30 PM
6. Budget ReportCommissioner Hanley
.....Les Morse, Deputy Commissioner

- 12:50 PM 7. RFP Progress Report.....Commissioner Hanley
Erik McCormick, Director
- 1:10 PM 8. Required Assessments.....Commissioner Hanley
Erik McCormick, Director

Regulations to Promulgate

- 1:40 PM 9. Teacher CertificationCommissioner Hanley
Dr. Susan McCauley, Director
Sondra Meredith, Teacher Certification Administrator

Business Meeting

Regulations to Promulgate

- 2:00 PM 10. Teacher CertificationCommissioner Hanley
Dr. Susan McCauley, Director
Sondra Meredith, Teacher Certification Administrator
- 2:05 PM 11. Consent Agenda.....Jim Merriner, Chair
- 11.1 Approve Department Budget
- 11.2 Approve Commissioner’s appointment of Administrative Services
 Director
- 2:10 PM Board Comments
- 2:15 PM Adjourn

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

January 27, 2014

From: Michael Hanley, Commissioner

Agenda Item: 5

◆ **ISSUE**

This is a discussion regarding proposed legislation for the Second Session of the 28th Alaska State Legislature that would impact the department and the board.

◆ **BACKGROUND**

- This agenda item will review pre-filed legislation pertaining to education in the 28th Alaska State Legislature. On the date of this packet, these bills were not yet known.
- Also, behind this cover memo is the final draft of the second Annual Legislative Report as required by Senate Bill 1 (SB 1). The report is due to the legislature no later than the 30th legislative day of each regular session and must be presented in person. The legislature passed intent language two sessions ago requesting delivery of the written report prior to January 31. Chair Merriner will make the presentation.
- Marcy Herman, Legislative Liaison, and Eric Fry, Information Officer, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

State Board of Education & Early Development

Report to the Alaska Legislature

January 2014



State Board of Education & Early Development

Jim Merriner, Chair

Esther Cox, First Vice-Chair

Janel Keplinger, Second Vice-Chair

James Fields

Carol Schaeffer

Sue Hull

Carly Williams, student advisor

Lt. Col. Douglas Hays, military advisor

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Alaska State Constitution education clause

Section 7.1 - Public Education.

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

Mission of the State Board of Education & Early Development

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

Recent milestones in leadership

Over the last two years, the State Board has promulgated regulations to improve Alaska's public schools. This foundation of educational excellence positioned Alaska to receive a waiver from the accountability system of No Child Left Behind. The state and school districts are working to make this foundation a reality in the classroom.

Specifically, we have:

- increased the rigor of our English language arts and mathematics standards, which now span all grades;
- tied educator evaluations partly to student learning; and
- implemented an Alaska system of accountability and support for schools.
- Rigorous assessments are planned for spring 2015.

The ultimate aim of our new K-12 standards is to provide a platform for increasing student achievement.

The ultimate aim of educator evaluations is to provide supports to teachers in order to increase student achievement.

The ultimate aim of the accountability system is to provide supports to students, teachers and schools in order to increase student achievement.

The ultimate aim of assessing students is to provide supports to students, teachers and schools in order to increase student achievement.

REGULATIONS AND OTHER BOARD ACTIONS

Assessments and accountability

To reduce the number of assessments that school districts must administer, the State Board in April repealed the requirement to give students a norm-referenced test in grades 5 and 7. Norm-referenced tests compare students with sample populations of students nationwide, rather than with a set of standards. Alaska will continue to have points of comparison through the National Assessment of Educational Progress in grades 4 and 8 and the SAT and ACT for college-going juniors and seniors. See http://education.alaska.gov/State_Board/pdf/13_april_packet.pdf

In June, the State Board adopted regulations to implement Alaska's new accountability system, replacing the federal accountability system of No Child Left Behind. Alaska's new accountability system includes the Alaska School Performance Index; a star rating system for schools; public acknowledgement of highest-performing and high-progress schools; state assistance to schools that need improvement; public reporting of aggregate data; and reporting of individual student results to parents and their educators. No individually identifiable data about students will be made available to the federal government.

Alaska's accountability system is based on data about student achievement and *growth* in reading, writing and mathematics; attendance; performance on work-ready and college-entrance assessments in high school; participation in work-ready assessments; and high school graduation. This formula, called the Alaska School Performance Index, ranks schools from one star to five stars.

Additionally, each school and district has the goal of reducing its percentage of non-proficient students by half over six years, including in each subgroup of students: students with disabilities, English language learners, economically disadvantaged students, Alaska Natives and American Indians, Caucasians, African-Americans, Hispanics, Multi-Race, and Asian/Pacific Islanders.

Districts are required to implement improvement plans in one-star, two-star and three-star schools. Improvement plans also are required for four-star and five-star schools whose graduation rate has declined from the previous year; or whose assessment scores have declined for two consecutive years; or which have not met their targets for reducing non-proficiency for two consecutive years. The last two criteria apply to achievement in the student body as a whole or any subgroup(s) of students.

As required by the U.S. Department of Education, the state will:

- recognize highest-performing and high-progress schools as Reward Schools;

- require the lowest-performing 5% of Title I schools (recipients of federal anti-poverty funds) to implement a significant program of improvement aligned with comprehensive turnaround principles (Priority Schools);
- and require the next 10% of low-performing Title I schools to implement appropriate interventions to address specific deficiencies (Focus Schools).

The results of the first year of the new accountability system appear later in this report.

Teacher quality

In April, the State Board approved the University of Alaska Southeast's endorsement program in distance delivery and e-learning for certified teachers. The program will increase the competence of teachers to design and deliver online courses. The program fits well with Alaska's Learning Network, whose goal is for highly qualified Alaska teachers to design and deliver online high school courses so that all students have access to career-ready and college-ready courses.

http://education.alaska.gov/State_Board/pdf/13_april_packet.pdf

In June, the State Board approved an advanced endorsement program from the University of Alaska Anchorage for certified elementary teachers. The 18-credit endorsement is in teaching English language learners. Teachers will learn to support students' academic achievement while sustaining their cultural identity. The program supports the board's adoption of cultural standards for teachers and schools, and its goal of academic achievement for all students. See

http://education.alaska.gov/State_Board/pdf/13_june_packet.pdf

In September, the State Board approved an advanced endorsement program in K-8 elementary education at the University of Alaska Southeast. The 18-credit program is offered by distance throughout Alaska. See http://education.alaska.gov/State_Board/pdf/13_sept_packet.pdf

In December, the State Board approved a new bachelor's degree program in secondary education at the University of Alaska Fairbanks. Candidates can obtain an initial teaching certificate with a secondary education endorsement (grades 7-12) in art, biology, chemistry, Earth science, economics, English, French, German, history, mathematics, political science, or Spanish. Candidates simultaneously take a double major: one in their subject matter, and the other in secondary education. Candidates potentially can complete the program in four years. Prior to this program, students earned a bachelor's degree in a subject area and then underwent one to two years of teacher training for which there was very limited financial aid. See

http://education.alaska.gov/State_Board/pdf/14-DecemberPacket.pdf

Energy efficiency

In accordance with Senate Bill 237, the State Board received a recommendation from the department's Bond Reimbursement and Grant Committee for energy-efficient codes for school construction and major renovations. In March, the State Board adopted by reference the

American Society of Heating, Refrigerating and Air Conditioning Engineers' Standard 90.1. 2010 edition.

Residential programs

In March, the State Board adopted regulations to allow district-operated statewide residential programs to accept variable-term students. Variable-term programs rotate students in and out of the program for short periods of study. The programs operate throughout the full school year. The board was responding to requests from rural districts that want to bring students from villages to hub cities for short-term programs in career and technical subjects, personal growth, and study skills. The regulations support the board's goal of serving the needs of all students.

In December, the State Board adopted a regulation to align residential program regulations with new state law. The regulation refers to residential programs as residential schools, removes the limit on the number of such schools, allows for district-wide residential schools, and allows for schools that accept students for variable terms during the school year.

Early literacy

In June, the State Board adopted regulations to require districts to screen kindergarten, first-grade, second-grade, and certain third-grade students for early literacy skills, in order to identify students experiencing delays. The department will maintain a list of approved screening assessments. Districts will report the data once a year. The regulation implements a state appropriation for such screenings. See http://education.alaska.gov/State_Board/pdf/13_june_packet.pdf

In December, the State Board adopted a regulation to clarify the frequency of required early literacy screenings, provide two tracks by which a screening tool may be approved by the department, and clarify the manner in which districts must provide data to the department. The regulation gives districts more flexibility in choosing screening tools and more time to report data.

State Museum

In June, the State Board adopted regulations to formalize the policies of the state-required Museum Collections Advisory Committee regarding the acquisition and deaccession of artifacts. See http://education.alaska.gov/State_Board/pdf/13_june_packet.pdf

The 70% instruction requirement

In March, the State Board approved requests from five school districts for waivers from the state requirement that districts spend at least 70% of their operating funds on instruction. These waivers refer to the audited financial statements for fiscal year 2012. The districts are: Alaska Gateway, Galena, Kashunamiut, Klawock, and Yakutat.

In October, the State Board approved waivers for 24 districts from the state requirement to budget at least 70% of their operating funds for instruction. The districts are: Alaska Gateway, Aleutian Region, Aleutians East, Bristol Bay, Chatham, Copper River, Hoonah, Hydaburg, Iditarod, Kake, Kashunamiut, Kuspuk, Lake and Peninsula, Nome, North Slope, Northwest Arctic, Pelican, Pribilof, Saint Mary's, Skagway, Southeast Island, Tanana, Yukon Flats, and Yupiit.

Charter schools

In March, the State Board approved a five-year renewal of the Anvil City Science Academy's charter in Nome, a 10-year renewal of the Frontier Charter School's charter in Anchorage, and a five-year initial charter for the Greatland Academy Charter on the Kenai Peninsula. See http://education.alaska.gov/State_Board/pdf/13_march_packet.pdf.

In June, the State Board approved a 10-year renewal of Highland Tech Charter School in Anchorage. See http://education.alaska.gov/State_Board/pdf/13_june_packet.pdf

New officers, members and staff

The State Board elected Jim Merriner as Chair, Esther Cox as First Vice-Chair, and Janel Keplinger as Second Vice Chair, effective July 1, 2013, through June 30, 2014.

Sue Hull of Fairbanks was sworn in as a member of the State Board in March. Hull will serve a five-year term in a seat reserved for the Fourth Judicial District.

James Fields of Glennallen was sworn in as a member of the State Board in April. Fields will serve a five-year term in a seat reserved for the regional educational attendance areas, which are the school districts in the unorganized borough.

Carly Williams of Palmer joined the State Board in July as student advisor for a one-year term.

Lt. Col. Douglas Hays joined the State Board in September as military advisor. The military determines his term.

In June, longtime Alaska educator James A. Seitz of Anchorage was named Executive Secretary (director) of the Alaska Professional Teaching Practices Commission. The nine-member commission, appointed by the Governor, ensures that members of the teaching profession at the K-12 and postsecondary levels are qualified and ethical educators.

In March, Jackie Fernandez was named Curator of Collections at the Sheldon Jackson Museum in Sitka, one of the Alaska State Museums. She oversees 6,000 artifacts representing each of Alaska's Native groups.

The State Board approved four appointees to Mt. Edgecumbe High School's advisory board. They are Doreen Deaton, Loraine DeAsis, Regina Johnson, and Ty Mase.

Resolutions

In January 2013, the State Board passed a resolution supporting the Denali Centennial Climb scheduled for July 2013, in which descendants of the first people to reach the summit, in 1913, climbed Denali. Many of the original climbing party were young Alaska Natives. The State Board supported the educational and inspirational nature of the climb. See http://education.alaska.gov/State_Board/resolutions/01-2013.pdf.

SIGNIFICANT STEPS

No Child Left Behind (NCLB) waiver

In May, the U.S. Department of Education granted Alaska a two-year waiver from major provisions of the federal Elementary and Secondary Education Act, commonly known as No Child Left Behind. The waiver took effect in the 2013-2014 school year.

Alaska was the 37th state (plus Washington, D.C.) to receive a waiver. Under the waiver, states agreed to:

- adopt standards in English language arts and mathematics that prepare students for education and training after high school, often referred to as college-ready and career-ready standards;
- devise their own system for holding schools accountable for students' academic success, including student populations that traditionally underperform; and
- require school districts to evaluate teachers and principals partly on student achievement.

Under the two-year waiver, Alaska has opted out of NCLB's system of accountability and consequences known as Adequate Yearly Progress.

NCLB's goal was that all assessed students be proficient in reading and math by spring 2014. Schools and districts were held accountable in up to 31 categories. If schools and districts underperformed in any category to any degree, they were subject to consequences. School districts around the nation were concerned they would soon face consequences for not meeting unattainable goals. States were concerned they would have to implement consequences that are expensive, disruptive, and in some cases unjustified.

Alaska was in a position to apply for a waiver because it had been working since 2010 on new standards and on methods of evaluating educators:

- In June 2012, the State Board adopted Alaska's college-ready and career-ready standards.
- In December 2012, the State Board adopted regulations for school districts' evaluations of educators.
- In June 2013, the State Board adopted regulations to implement Alaska's own accountability system.

New accountability system: the Alaska School Performance Index (ASPI)

The Alaska School Performance Index measures schools by a combination of data: student achievement on the state's reading, writing and math assessments; growth in the school's student body in those assessments from the prior year; and attendance. Schools with high school students also are measured by graduation rates; student performance on college-ready and career-ready assessments such as the SAT, ACT, and WorkKeys; and students' participation rate in the WorkKeys assessment.

This year's school ratings are at: <http://education.alaska.gov/aspi/>. Fifty-two of 503 rated schools earned five stars, the highest rating; 190 schools are four-star schools; 162 schools are three-star schools; 49 schools are two-star schools; and 50 schools are one-star schools. Collectively, nearly 92 percent of students attended schools in 2012-2013 that earned three stars or above.

Reward Schools

Under the Alaska School Performance Index, the state's new accountability system, the department recognized 49 schools as 2013 Reward Schools to honor their student achievement from the 2012-2013 school year.

Reward Schools are recognized in two categories: highest performing and high progress. Thirty-one schools were highest-performing and 37 schools were high progress. Nineteen schools were recognized in both categories, making a total of 49 schools to be named Reward Schools.

Alaska names both categories of Reward Schools in three grade spans: K-8 schools, 9-12 schools, and K-12 schools, which represent the spectrum of rural and urban schools. (Elementary schools and middle schools are included in the K-8 grade span.)

To qualify for Reward status as a *highest-performing* school:

- the school must be in the top 10 percent of schools in its grade span (K-8, 9-12, or K-12) based on its score under the Alaska School Performance Index (explained above);
- over the two most recent years, the school must have a graduation rate that averaged at least 85 percent, if it has 12th-graders; and
- over the two most recent years, the school must have met its goal for increasing the percentage of students who are proficient in reading, writing, and math, for the student body as a whole and all subgroups of students.

To qualify for Reward status as a *high-progress* school:

- the school must be in the highest 10 percent of all schools in the Growth and Proficiency Index (explained below);

- have an average score of at least 95 in the Growth and Proficiency Index over the past three years for all students;
- have an average Growth and Proficiency Index score of at least 90 in the most recent year for the subgroups Alaska Native/American Indian students, economically disadvantaged students, students with disabilities, and English language learners (if there are at least five students in a subgroup);
- the graduation rate must average at least 85 percent over the two most recent years, if the school has 12th-graders.

The Growth and Proficiency Index, briefly stated, measures whether a student population in a school is increasing, remaining stable, or declining in achievement in reading, writing, and math from one year to the next. A school receives an index score for its student body as a whole, and scores for each of the four subgroups mentioned above. The index looks at each student's performance over those two years and creates a combined picture of a school's performance.

See http://education.alaska.gov/news/releases/2013/reward_schools_oct2013.pdf

Implementing accountability

The department's website now provides easy access for educators, parents, the media, and the general public to understand Alaska's English language and mathematics standards, educator-evaluation regulations, the school accountability system, and eventually the new assessments.

The webpages include background documents, fact sheets, FAQs, and resources for educators. The standards are broken down by grade level, for easy access by educators and parents. The parent link supplies easy access to parent guides and PTA tips for each grade level, as well.

The department regularly emails a newsletter to school districts and education organizations to alert them to new resources and upcoming professional-development opportunities.

The department has participated in conferences and trainings with educators, including superintendents and principals, bilingual/multicultural educators, career and technical educators, science and math teachers, and place-based educators.

The department has distributed 40,000 printed copies of the parent guide and tips. Through ads in newspapers, on movie screens, and over the radio the department has publicized this parent resource.

The department has distributed 45,000 copies of a parent brochure about early learning, emphasizing its value, the ways that schools help struggling readers, and how to help children at home. Through ads in newspapers and over the radio, the department has publicized these parent guides.

The department has posted Alaska School Performance Index and Annual Measureable Objective worksheets for all schools, using 2012-2013 student performance data. Based upon these results, all schools have received a performance ranking from one star to five stars. Sixteen schools have been designated as Priority Schools, 29 schools as Focus Schools, 48 schools as Reward Schools, and 12 districts as Tier II and Tier III districts.

All districts are categorized within one of three tiers. Districts in which fewer than 25% of the schools are 1-star or 2-stars are Tier I districts. Districts in which 25% to 49.99% of the schools are 1-star and 2-star schools, or 25% to 49.99% of the students attend a 1-star or 2-star school, are Tier II districts. Districts in which 50% or more of the schools are 1-star and 2-star schools, or 50% or more of the students attend a 1- or 2-star school, are Tier III districts. Tier II and III districts must submit an improvement plan to the department.

Nine department staff have been trained and assigned as liaisons to the 98 1-star and 2-star schools and the 12 Tier II and III districts. These liaisons assist in completing School and District Improvement Plans. Schools submitted plans by the November 1 deadline, and liaisons are providing feedback.

Implementing Awareness Campaign for Early Literacy

In accordance with amendments to AS 14,03.072 (a), the department has implemented a campaign to improve parental awareness of the importance of early literacy. The department created brochures informing parents about their schools' intervention strategies, home literacy plans, grade retention policies, and strategies and resources to help children learn to read. The department mailed 55,000 copies to the school districts, which are distributing them to parents of children in kindergarten through grade 3. Additionally, the department has established a web page to serve as a resource for parents about literacy research and ways to help their children at home. See [Http://education.alaska.gov](http://education.alaska.gov) and click on the yellow Parent/Community star. The department is publicizing the importance of early literacy, and advising parents to contact their schools for more information, through radio and newspaper ads.

SELECTED K-12 TOPICS

Alaska Performance Scholarship (APS)

The Alaska Commission on Postsecondary Education spearheads the APS public-awareness campaigns, disseminates the awards, and maintains the data. The postsecondary commission, the departments of education and of labor, and the University of Alaska deliver an annual APS report to the legislature in January. This State Board report defers to that detailed document.

The department's main task is to help school districts understand and implement the APS regulations, which included the complexities of phasing in curricular requirements. The department and the postsecondary commission have prepared checklists by which students, parents, and counselors can easily monitor students' progress toward APS eligibility.

The department partners with the postsecondary commission to prepare webinars for parents/educators and newsletters for school counselors; fields questions from parents and educators; and reviews applications from private school students and home school students.

Child nutrition

This fall, the department's Child Nutrition Programs unit began piloting a software package for districts that includes nutritional analysis and online school meal applications. The U.S. Department of Agriculture funded it with a \$1 million grant. Districts will be able to access the software by mid-school year.

The U.S. Department of Agriculture released regulations for all foods sold on campus, including fundraisers, school stores, and vending machines. The regulations go into effect in school year 2014-2015.

Child Nutrition Programs worked closely with the Federal Emergency Management Agency to provide U.S. Department of Agriculture foods to Galena for disaster relief.

State System of Support (SSOS)

The State System of Support, established in regulation at 4 AAC 06.872, continues to strengthen school improvement efforts across the state through the following efforts:

The department designated districts as Tier I, II or III, to determine what levels of support SSOS will give. Tier III districts receive the greatest support.

Following the requirement of our federal waiver, the department designated 16 Priority Schools and 29 Focus Schools based on their Alaska School Performance Index rating and student-

performance data. Priority Schools are those Title I schools most likely to benefit from a significant program of improvement. Focus Schools are Title I schools that would benefit from an improvement program targeted to specific needs. Title I schools receive federal anti-poverty funds to improve student performance.

Federal school improvement funds have been made available to the 45 Priority and Focus Schools to participate in three professional development events this school year: the Teaching and Learning Support Institutes (department-sponsored), the Anchorage Response to Intervention Conference (sponsored by the Alaska Staff Development Network and the Anchorage School District), and the Alaska School Leadership Institute (sponsored by the Alaska Staff Development Network).

The department assisted 1-star and 2-star schools under the Alaska School Performance Index on required School Improvement Planning. Liaisons assist in implementing the state's new accountability regulations and required school-improvement planning.

Expanding the Alaska Administrative Coaching Project, the department has funded the participation of 40 established principals at 1-star and 2-star schools in two training institutes and onsite coaching this school year. The first institute was held October 8-11, 2013.

This school year we expect to have 12 SSOS coaches serving 13 schools with monthly five-day visits and distance coaching between visits. The coaches average more than two decades of experience in education. All have some experience in rural Alaska. Some coaches have been principals. The local school's leader and the coach create a plan of service with specific, measureable goals, specific actions, and designated responsibilities. For example, a goal might be that the reading instruction program be implemented with at least 90% fidelity by all staff. The actions might include the principal modeling lessons in each classroom and the coach providing feedback to teachers. The principal and coach might measure progress through their observations.

SSOS operates under its Effective Schools Framework, which deals with the six domains of leadership, curriculum, instruction, professional development, assessment, and supportive learning environment. The domains are central to the Alaska STEPP (Steps Toward Educational Progress and Partnership) online planning tool, which schools use to plan and implement school improvement. See http://www.eed.state.ak.us/aksupport/akstepp/STEPP_User_Manual_2013-2014.pdf

Career and technical education

The Alaska Workforce Investment Board received state funding for FY14 to help implement the Alaska Career and Technical Education Plan. The departments of education, labor, and the University of Alaska are partners in the plan.

Eligible applicants were: Alaska school districts; Alaska public postsecondary educational institutions, including Regional Training Centers; and Alaska non-profits partnering with such

public education entities. (The grants in FY2013 served 1,425 participants in 14 programs at a cost of \$564,941.)

The Alaska Workforce Investment Board awarded FY14 funds to: AVTEC to upgrade its maritime training lab, the Challenger Learning Center to develop an introductory aviation technology high school course, Copper Valley Development Association to develop an agricultural science program with the Copper River School District, Galena City School District to align its high school health sciences program with postsecondary programs, and Hiland Mountain Correctional Center to increase its trades-related programs and offer college credit.

Also: Juneau Economic Development Council to train elementary teachers to use the Engineering is Elementary curriculum, Kenai Peninsula Borough School District to expand the Project Lead the Way Engineering Academy, Ketchikan Gateway Borough School District to implement apprenticeships with Alaska Ship & Drydock and the Alaska Marine Highway, Mat-Su Borough School District to implement the Aeronautics Student Organization in Palmer, and Pribilof School District to implement a fisheries pathway in its career cluster.

Also: Southeast Island School District to implement an agriculture/horticulture program, University of Alaska Anchorage Center for Rural Health to expand health science programs in rural high schools, University of Alaska Fairbanks Bristol Bay Campus to expand the construction trades program, University of Alaska Southeast to design a medical assistance certificate program, and Yuut Elitnaurviat The People's Learning Center to implement an energy efficiency and retrofit program.

See <http://labor.alaska.gov/awib/cte.htm>.

Alaska's Learning Network (AKLN)

Now in its third school year, Alaska's Learning Network offers online courses taught by highly qualified Alaska teachers, as well as professional development for teachers who create and teach online courses. This school year's fall enrollment is 318.

AKLN helps provide an equitable education for rural students. AKLN's courses meet all curricular eligibility requirements for the Alaska Performance Scholarship and for college entry in general. Some courses offer dual credit with a postsecondary institution.

Courses in 2013-2014 include: Applied Writing, British Literature, English Literature and Composition Skills, World Literature, Advanced Composition, English SAT Prep, English ACT Prep, Pre-Algebra, Algebra I, Algebra II, Geometry, Financial Math, Personal Finance, Math SAT Prep, Math ACT Prep, NASA World Wind: Geospatial 4D and Aviation Safety, Alaska Studies, World History, U.S. History, Economics, U.S. Government, Sociology, Psychology, Human Geography, Physical Science, Earth Science, Biology, Chemistry, Physics, Environmental Science, Introduction to Aviation, Introduction to Mining, Computer Literacy, Audio Engineering, Digital Arts, Image Design and Editing, Engineering Design, Post Secondary Prep, Career Planning and Development, Strategies for Academic Success, Lifetime

Fitness, Foundations of Personal Wellness, Healthy Living, Professional Skills for the Workplace, Mathematics in Health Care, First Aid and CPR, Introduction to Health Careers.

In January 2013, the department, the University of Alaska, and Alaska's Learning Network offered a statewide introductory mining course for high school seniors via videoconferencing, web streaming, and an online learning platform. Students who successfully completed this one-semester course were eligible to apply for paid summer internships in Alaska. The dual-credit course offered three university credits and a one-semester high school credit. Mining companies in Alaska helped to fund the course.

See <http://www.aklearn.net/introduction-to-mining>.

In July, the department and the University of Alaska Southeast's School of Education signed an agreement to allow UAS to operate AKLN.

Under the agreement, UAS will ensure that AKLN course content is aligned with Alaska's rigorous new K-12 standards in English language arts and mathematics; contract with Alaska high school teachers to work with university faculty to develop AKLN courses; contract with Alaska high school teachers to teach AKLN courses; develop an online seminar to introduce students to online learning; and develop a plan to rigorously evaluate AKLN courses.

UAS also will provide professional development in online teaching; offer a certification endorsement in e-learning and distance education; and evaluate and support online teachers. UAS will receive for the program state general funds through the department.

AKLN is not a school in itself. The network partners with all 54 Alaska school districts, and it will continue to have an advisory board of school district officials. Alaska's school districts oversee their students' use of AKLN's courses and grant credit. Courses often blend face-to-face learning from local teachers with online learning. The online portion of courses is taught by Alaska teachers.

AKLN was funded in FY14 by \$1.1 million in state general funds and by course fees, which generally are paid by the districts.

Suicide awareness and prevention training

The department awarded six \$25,000 grants to school districts to fund suicide awareness, prevention and "postvention" (the aftermath of suicide). The grant provided an opportunity for schools to implement the State Suicide Prevention Plan Goals and Strategies. The department gave priority to projects that serve at-risk students in schools designated as alternative schools, correctional facilities, and regions that historically have had high suicide rates.

- In the Anchorage School District, the Natural Helpers Project will train high-risk students to become peer-to-peer helpers who recognize the signs of suicide and respond appropriately.

- In the Northwest Arctic Borough School District, youth leaders and an experienced grief counselor will address the postvention issues of grief and healing.
- In the Matanuska Susitna Borough School District, staff at two alternative schools will receive suicide intervention training.
- In the Haines Borough School District, an education campaign will build awareness about warning signs, and a mentoring program will target at-risk youth.
- The North Slope Borough School District will implement SafeTALK training.
- The Petersburg City School District will implement the Signs of Suicide (SOS) program in grades 9-12.

See <http://education.alaska.gov/tls/suicide/>.

In December, the State Board heard a report from State Board student advisor Carly Williams and Alaska Association of Student Government President Ariel Hasse about the efforts of AASG to prevent suicide. These efforts include raising funds to produce a short film, which will be accompanied by student presentations in communities.

Teacher mentoring and administrator coaching

The Alaska Statewide Mentor Project, a partnership of the department and the University of Alaska, has been serving school districts since the 2004-2005 school year. One of its main goals is to improve teacher retention, particularly in rural districts, so that students can benefit from experienced teachers.

Teacher retention is defined as a teacher remaining in the Alaska public K-12 school system from one year to the next, although not necessarily at the same school. Retention has fluctuated between 72% and 85% for rural teachers served by mentoring. This is an improvement over the retention rates of new teachers in rural districts before mentoring, which was 67% on average.

Since the project began, mentors have served in 52 of Alaska's 54 districts and 70% of Alaska's approximately 500 public schools. The state funds mentors in rural districts. A federal grant funds mentors in Anchorage, Kenai Peninsula, Fairbanks, Mat-Su, and Sitka. This school year, 42 mentors are serving 525 teachers in 244 schools in 40 districts.

The role of the principal has changed significantly over recent years—from a manager of the school to a leader who is expected to develop the “human capital” into a responsive culture that addresses the achievement gap and improves the delivery of instruction.

Implicit in the new role as a leader are the skills and practices to collaborate with teachers, analyze achievement data, identify and set school goals, influence the delivery of instruction, and manage the change process.

The department created the Alaska Administrator Coaching Project in January 2005 to improve student achievement and increase retention of early-career principals. Administrative interns from rural districts also have been served by the project's coaches since 2008 through a federal school leadership grant. In 2013 the project began the Alaska Innovative School Leaders Academy for experienced principals. This school year, 51 early-career principals, five superintendents, and 35 experienced principals are participating in the project. They come from rural and urban districts.

OTHER DEPARTMENT FUNCTIONS

Mt. Edgecumbe High School

Mt. Edgecumbe is the state-operated residential school in Sitka. It is the only school run by the department. The State Board serves as the Mt. Edgecumbe board. Parents and others participate on an advisory board.

In September, 406 students from 111 villages throughout Alaska attended Mt. Edgecumbe. Sixty-three percent of the student body is female. Alaska Native students compose 79% of the student population; 10% are Caucasian; and 6% are mixed ethnicity. Sixty-five percent of students meet federal guidelines for free and reduced-price lunches. Eighty-four percent of 2013 graduates were accepted into a postsecondary university or training programs.

Mt. Edgecumbe freshmen and sophomores take the state's standards-based assessments in reading, writing, and math:

- In 9th grade last school year, 94% were proficient or above in reading, 92% in writing, and 82% in math.
- In 10th grade, 69% were proficient or above in reading, 84% in writing, and 71% in math.

The school's Alaska School Performance Index score for this school year is 91.26, giving it four stars. The school's four-year graduation rate last school year was 97%; the five-year rate was 99%. (This does not include students who transferred out of MEHS and attended another school.) MEHS's attendance rate was 96%.

Alaska State Council on the Arts

The council supports educators, artists, community-based organizations and statewide partners in delivery of arts education in school and community settings.

The National Endowment for the Arts and the Poetry Foundation have partnered with U.S. state arts agencies to support Poetry Out Loud, a contest that encourages the nation's youth to learn about great poetry through memorization and recitation. In FY13, 92 teachers from 38 schools in 19 Alaska school districts participated with 4,372 9-12th grade students. See <http://jahc.org/arts-education/poetry-out-loud/>.

In February, the State Arts Council and the department held the Arts Curriculum Development Workshop with 12 classroom educators, arts specialists, and curriculum coordinators from seven districts. The arts enhance student learning by engaging students in creative thinking. The arts engage students and often keep them in school. See <http://education.alaska.gov/aksca/pdf/OnThinIceBW.pdf>.

In 2010, the council launched a statewide initiative to train artists about teaching strategies and standards, curriculum and instruction so they can be more effective as artists in schools. In FY13, Fairbanks, Juneau, Anchorage, Kodiak and Kenai provided Teaching Artist Academies based on this model.

In FY13, the council supported the Alaska Arts Education Consortium's Administrators Arts Retreat in Juneau to expand the cadre of school leaders working to increase access to quality arts education for school improvement.

The council awards funding to Alaskan schools, districts, educators and arts/community-based organizations in several categories. Operating Support, Community Arts Development, and Presenting and Touring grants to communities also serve students through school outreach and education programs provided by Alaskan arts and culture organizations.

FY13 marked the fourth year of a pilot New Visions, to develop model arts curriculum with districts. Bering Strait School District, Kodiak Island Borough School District and Copper River School District have made significant progress in Curriculum and Assessment, Professional Development, Leadership, Instruction, and Community Engagement. In FY13, 3,520 students, 315 teachers, 79 administrators and school board members were reached through this program. An additional 2,560 were exposed to the arts in education through community engagement activities such as student performances and exhibitions. For results, see http://education.alaska.gov/aksca/pdf/new_visions_report.pdf

The Artists in Schools (AIS) program is supported by the state, the National Endowment for the Arts, and the Rasmuson Foundation. Residencies are at least two weeks and provide arts experiences and training for students, teachers, and the greater community. Districts may apply for up to \$15,000 per year for district-level programs including multiple sites, and match those funds 1:1. Individual schools may apply for up to \$5,000 per year for individual school residencies and must provide a 1/3 match.

In FY 14, the AIS program funded 10 individual school residencies and eight multi-site district residency programs, for a total of 72 school sites. The AIS program awarded \$101,910 to these projects, serving approximately 17,000 Alaskans, including 12,417 students. Council funds were matched by schools, districts, individuals, PTA/PTO, businesses, and other grant programs at more than \$113,000. In-kind contributions included artist lodging and accommodations among other community support, estimated at a value of more than \$58,000.

The Rasmuson Foundation has invested in AIS with Cultural Collaborations grants:

- Cultural Collaborations Project Grants: For programs outside the regular school day that connect artists, students, culture bearers, schools, communities, and community organizations. Students participate in the creation of artist-led work.
- Cultural Collaborations Access Grants: For bringing artists into schools, during the school day, for activities in duration of a week or less, such as an author or artist visit.

- Cultural Collaborations Excursion Grants: For bringing students into arts and culture venues to participate in arts activities with professional artists, such as a field trip to a museum or concert.

In FY13, more than 3000 students were served by Cultural Collaborations grants, working with more than 70 artists in communities. In addition, one Arts Educator Fellowship was awarded to Anchorage School District Art Specialist Robin Murphy to attend a summer intensive workshop.

The Division of Libraries, Archives and Museums (LAM)

The groundbreaking ceremony for the State Libraries, Archives & Museums Building in Juneau was held January 16, 2013. The project will place the Alaska State Museums, the Alaska State Archives, and the Alaska State Libraries in one facility at the site of the current State Museum.

The project is being phased because of incremental funding and to protect museum objects from damage during construction.

- Phase 1, awarded in 2011 to PCL Construction, is complete and included some site work.
- Phase 2, also awarded to PCL Construction, is the building's construction, including a vault for object storage and the exterior building envelope. The vault is scheduled to be ready by March 1, 2014. At that time, the museum contents will be evacuated, the museum torn down, and the rest of the building's construction will begin.
- Phase 3 will be the interior build-out for a turnkey facility with a planned grand opening in April 2016. Phase 3 is 100% priced and awaits award pending the final installment of project funding.

See <http://lam.alaska.gov/slam>.

The Stratton Building, in Sitka, adjacent to the Sheldon Jackson Museum, was purchased in 2010 for LAM. It is currently unusable, in need of significant safety, environmental and structural improvements for restoration and reuse. Phase 1, a new roof and design for the rest of the improvements, is under way. Phase 2 awaits funding.

The Alaska OWL (Online With Libraries) Project improves the computing capabilities, including a videoconferencing network, of all 100 public libraries in Alaska. The project is funded by the U.S. Department of Commerce's Broadband Technology Opportunities Program (<http://www2.ntia.doc.gov/>), the Bill and Melinda Gates Foundation, the Rasmuson Foundation, and the Alaska State Library. The project provides Alaskans with the benefits and opportunities that come with high-speed Internet. This includes e-government services, distance education, and access to professional development.

The State Archives concluded its two-year *Exxon Valdez* Litigation Records Project in September. The federally funded project appraised and organized 3,500 boxes of Alaska

Department of Law *Exxon Valdez* court case records. Archivists selected 918 boxes for permanent preservation in the State Archives, organized and cataloged them, and uploaded a catalog record to WorldCat at <http://alaskastatelibrary.worldcat.org/>; OCLC identification number 856591471.

LAM benefits lifelong and K-12 education. Examples are:

- Live Homework Help monitors live chat tutoring for students grades 4 to early college, seven days a week, from noon to 2 a.m. Use has grown exponentially in the past five years. See <http://sled.alaska.edu/homework>.
- An early literacy project in 2013 sent manipulatives, music, books and play/learning ideas to 70 libraries for children and parents birth to 24 months. In 2014 the division will focus on materials for children age 2 to 4.
- OWL provided non-Internet computers for early learning and digital literacy to Alaska's 100 public libraries. See <http://www.awelearning.com>.
- Alaska's Digital Archives shares historical Alaskan videos, photographs and documents for students and researchers. See www.vilda.education.edu
- In Alaska's Digital Pipeline are hundreds of full-text online books, magazines, newspapers and other research resources specifically targeted to elementary, middle school, high school, and college student academic needs. See <http://sled.alaska.edu/databases/>.
- Many school districts' Alaska Native language materials are scanned and available online.

Alaska Professional Teaching Practices Commission

The Professional Teaching Practices Commission governs educators' ethical and professional standards and educators' compliance with state law and contractual obligations. The commission reports by fiscal year, not calendar year. In FY13, the commission reviewed 56 cases and levied 14 sanctions, compared with 65 cases and 19 sanctions the year before. The sanctions were: one for sexual harassment of staff, three for sexual misconduct with students, seven for contract violations, and three for professional misconduct. See http://education.alaska.gov/ptpc/pdf/2013_annual_report.pdf

STUDENT DATA

Graduation and dropout rates

The federal government requires all states to use the same method to calculate graduation rates. The Four-Year Adjusted Cohort Graduation Rate was first implemented in Alaska with the 2010-2011 school year.

A cohort graduation year is assigned to each 9th-grade student in the fall of his or her initial entry. The expectation is that the student will graduate within four years. For example, a student who entered 9th grade in the 2009-2010 school year would be considered part of the 2013 graduation cohort group. A student may be added to the cohort as a transfer into the public school system or removed from the cohort upon transfer to an education program with a secondary school diploma track. A deceased student would be removed from the cohort group.

A graduate is defined as a student who has received a regular diploma from a state- or district-approved education program, as evidenced by receipt of a secondary school diploma from school authorities. Any student who receives a diploma under a waiver from the competency examination required under AS 14.03075(a), as specified by the state board, is considered to be a graduate. This does not include a student who receives a certificate of achievement (those students who complete their credits but do not pass the graduation exam) or a general educational development (GED) certificate.

The Adjusted Cohort Graduation Rate is reported as a fraction. The numerator is the sum of the number of graduates within the cohort who receive a regular diploma on or before June 30. The denominator is the sum of all students assigned to the cohort.

School Year	Graduation Rate	Graduate Count
2005	61.4%	6,905
2006	61.6%	7,361
2007	63.0%	7,666
2008	62.6%	7,855
2009	67.5%	8,008
2010	67.4%	8,245
=====		
2011	68.0%	8,064
2012	69.4%	7,987
2013	71.7%	7,795

Note: Prior to the 2011 school year, the department used the methodology below: The graduation rate is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade 9 three school years prior, plus the number of unduplicated dropouts

in grade 10 two school years prior, plus the number of unduplicated dropouts in grade 11 in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

Graduate count represents any student who graduated with a regular diploma during the school year (July 1-June 30).

Alaska also calculates the graduation rate for a five-year cohort of students, which includes students who graduated in four years and five years. In 2013 the five-year graduation rate was 74.6%.

There is often confusion between graduation rates and dropout rates. Dropout rates are calculated across a single year. The graduation rates are measures of cohort groups across four years. Dropout rates are calculated by dividing the total number of students dropping out of public school, in grades 7-12, by the October 1 enrollment count for all students in grades 7-12. Graduation rates and dropout rates are calculated independently from each other and are not the inverse of each other. Also, a student counted as a dropout in one reporting year may be counted as a dropout in another year.

Preliminary information for the 2012-2013 school year shows a grade 7-12 dropout rate of 4.0%, which is a decline from 4.8% in 2011-2012. The dropout rate has generally declined from 6.0% in 2004-2005.

State assessment results

Alaska students take the state's standards-based assessments in reading, writing and mathematics in grades 3 through 10, and science in grades 4, 8 and 10.

In the reading assessment administered in spring 2013, the percentage of students who scored proficient or advanced ranged from a high of 81.6% in grade 8 to a low of 75.4% in grade 4.

In the writing assessment, the percentage of students who scored proficient or advanced ranged from a high of 75.4% in grade 4 to a low of 70.1% in grade 6.

In the mathematics assessment, the percentage of students who scored proficient or advanced ranged from a high of 75.9% in grade 3 to a low of 63.7% in grade 10.

Overall, taking all assessed students statewide, 82% scored proficient or advanced in reading; 75% proficient or advanced in writing; and 66% proficient or advanced in math. Those numbers are similar to the previous four years.

In the science assessment, the percentage of students who scored proficient or advanced ranged from a high of 65.9% in grade 10 to a low of 50% in grade 4.

In the 2013 Alaska High School Graduation Qualifying Examination, 84% of 10th-graders, taking the test for the first time, passed the reading portion, 72% passed the writing portion, and 77% passed the mathematics portion. Sixty-five percent passed all three portions in 10th grade.

Of the students in the class of 2013 cohort (excluding 59 students who received a waiver), 89.0% passed the reading portion; 86.9% passed the writing portion; and 86.0% passed the math portion. Altogether, 83.3% passed all three portions. (Note that some students who are not counted as passing may not have taken the exam at all. In other words, the inverse of the passing percentage is not identical to the non-passing percentage.)

See http://education.alaska.gov/tls/assessment/results/2013/statewide_sba.pdf and http://education.alaska.gov/tls/assessment/results/2013/statewide_hsgqe.pdf.

National Assessment of Educational Progress

Every two years the U.S. Department of Education, through the National Assessment of Educational Progress (NAEP), tests large samples of 4th-graders and 8th-graders in each state in reading and mathematics, including about half of Alaska's students in those grades.

A science test is given to a much smaller sample of 8th-graders, including about a fifth of Alaska's 8th-graders. No science test was given in 2013.

Alaska has participated in the reading and math tests since 2003 and in the science test since 2011. The most recent NAEP assessments were in 2013.

Students do not receive reports of their scores. Scores are reported only in the aggregate, for student populations as a whole and the subgroups of ethnicity, income, disability status, and English language learners. Scores are reported by state and by a nationwide total.

NAEP's state and nationwide results are presented as average scores on a scale of 000 to 500. The "scale scores" fall into four categories of achievement as defined by NAEP: advanced, proficient, basic, and below basic. Thus, NAEP also reports the percentage of students who fall within those categories of achievement.

In general, NAEP's definition of proficiency is more rigorous than that of many states. In NAEP, "basic" refers to partial mastery of the subject. "Proficient" refers to competency in challenging material, including knowledge, application, and analytical skills. "Advanced" is superior performance.

To put the scores in context: In the highest-scoring state overall in 2013 – Massachusetts -- 48% and 49% of students scored proficient or above on the 4th-grade and 8th-grade NAEP reading tests, respectively; 59% and 54% scored proficient or above on the 4th-grade and 8th-grade math tests, respectively. Similarly, researchers estimate that in the highest-scoring nations on international assessments, 46% to 58% of their students would score proficient or above on the NAEP.

The following data, comparing Alaska results to the national average, are from the 2013 tests. The phrase “significantly lower” refers to statistical significance. It does not mean that Alaska’s scores were necessarily a great deal lower than other states’ scores.

Briefly, Alaska’s average scores in 2013 were flat, but the national average increased.

Math

Alaska 4th grade: 76% basic or above; 36% proficient or above; 6% advanced.
Nation 4th grade: 83% basic or above; 42% proficient or above; 8% advanced.
Alaska’s average scale score is 236, which is significantly lower than 40 states.
The national average is 241.

Alaska 8th grade: 72% basic or above; 33% proficient or above; 7% advanced.
Nation 8th grade: 73% basic or above; 34% proficient or above; 8% advanced.
Alaska’s average scale score is 282 which is significantly lower than 29 states.
The national average is 284.

Reading

Alaska 4th grade: 58% basic or above; 28% proficient or above; 6% advanced.
Nation 4th grade: 67% basic or above; 34% proficient or above; 8% advanced.
Alaska’s average scale score is 209, which is significantly lower than 46 states.
The national average is 221.

Alaska 8th grade: 76% basic or above; 36% proficient or above; 6% advanced.
Nation 8th grade: 83% basic or above; 42% proficient or above; 8% advanced.
Alaska’s average scale score is 261, which is significantly lower than 37 states.
The national average is 266.

In addition to the reading and math assessments, a NAEP science test is given to a smaller sample of 8th-graders from each state, including about a fifth of Alaska’s 8th-graders. Alaska has participated in the science test since 2011, which is the latest administration.

Science 2011

Alaska 8th grade: 68% basic or above; 34% proficient or above; 1% advanced.
Nation 8th grade: 65% basic or above; 32% proficient or above; 2% advanced.
Alaska’s average scale score is 153, which is significantly lower than 25 states.
The national average is 151.

Performance of ethnic groups

About 50% of Alaska’s students are white. Alaska’s white students have scale scores that are statistically the same as the nation’s white students for 8th-grade reading, 4th-grade math, and 8th-grade math. For 4th-grade reading, Alaska’s white students’ average scale score is 3 points below the national average for white students.

About 25% of Alaska's students are American Indian/Alaska Native. Bear in mind that these are average scores. Within any population, students range from advanced to below basic.

The average scale score for American Indian/Alaska Native 4th-graders in reading is 173.

The next-lowest average scale scores among ethnic groups for 4th-grade reading are 186 for Arizona American Indian/Alaska Native students, 187 for New Mexico American Indian/Alaska Native students, and 191 for South Dakota American Indian/Alaska Native students.

The next-lowest average scale scores among ethnic groups for 4th-grade reading are in the 192-197 range. District of Columbia black students, for example, have an average scale score of 197.

The average scale scores for 4th-grade math, 8th-grade math, and 8th-grade reading for Alaska's American Indian/Alaska Natives fall among the lowest scores for other ethnic groups.

For 4th-grade reading, 74% of Alaska's American Indian/Alaska Native students are Below Basic; 73% of Arizona American Indian/Alaska Native students are Below Basic; 68% of New Mexico American Indian/Alaska Native students are Below Basic; and 66% of South Dakota American Indian/Alaska Native students are Below Basic.

For points of comparison, 60-65% of African-American students in six states (Louisiana, Maine, Michigan, Mississippi, Ohio, and Wisconsin) are Below Basic. For the other states, fewer than 60% of their African-American students are Below Basic.

See <http://education.alaska.gov/tls/assessment/naep/NAEPNewsletterFall2013.pdf>

WorkKeys assessments

The state requires 11th-graders to take WorkKeys assessments in reading for information, applied mathematics, and locating information (in visual formats). Students in 12th grade are allowed to retake the tests. The assessments were developed by ACT, the nonprofit education company that also produces college-entrance tests, with assistance from employers.

Additionally, the department provides all high schools with access to Career Ready 101 and KeyTrain instructional software. Career Ready 101 is composed of Internet-based courses in career awareness and exploration, career preparation, career success skills, and financial awareness. The KeyTrain courseware was created to improve skills assessed by WorkKeys.

ACT has analyzed specific jobs using the same criteria as the test, resulting in a student profile that can be compared to the skill levels needed for a particular job.

Students who earn a combined score of at least 13, with no score lower than 4, have met the assessment requirement for an Alaska Performance Scholarship for a postsecondary certificate program, such as in the trades. In addition, students who score well receive a nationally

recognized career-readiness certificate in one of four categories: bronze, silver, gold, and platinum.

Of the 8,729 students who took WorkKeys between August 2012 and December 2013, 7,096 (81%) earned a certificate.

- Winning a bronze certificate were 1,665 students (19% of all test-takers)
- silver 4,069 students (47% of all test-takers)
- gold 1,336 students (15% of all test-takers)
- platinum and 26 students (.003% of all test-takers)

Bronze is defined as a low score of 3 on any test; silver is a low score of 4 on any test; gold is a low score of 5 on any test; and platinum is a low score of 6 on any test. For example, a student who scored 3, 4 and 5 on the tests would receive a bronze certificate. The highest possible score on the reading or math assessment is 7. The highest score on the locating information assessment is 6.

See <http://education.alaska.gov/tls/assessment/workkeys.html>

RECOMMENDATIONS

Alaska Digital Teaching Initiative

The Governor's proposed \$15 million Alaska Digital Teaching Initiative is a three-year demonstration project to give students better access to high-quality teachers in college-preparatory courses such as science, technology, engineering, and math.

The initiative supports the Governor's goal for Alaska to reach a 90% high school graduation rate by 2020. The initiative also would support students, especially in rural areas, who are striving to be eligible for the Alaska Performance Scholarship. The initiative promotes educational choice at the course level.

The initiative will work directly with school districts and providers of technology services to provide interactive distance delivery. Funding would be used to access existing district capacity to deliver such courses; assist districts that have the capacity now; recruit and train teachers to deliver such courses; focus on secondary STEM courses initially; and buy equipment.

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

January 27, 2014

From: Michael Hanley, Commissioner

Agenda Item: 6

◆ **ISSUE**

The board is being asked to approve the department's FY2015 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 FY2015 operating and capital budgets.
- The budgets were released December 12, 2013.
- The 2015 operating and capital budgets can be found behind this cover memo.
- Les Morse, Deputy Commissioner, will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will be taken during the business meeting under Agenda Item 11.1.



FY2015 Operating Budget

December 12, 2013 – Agency Budget

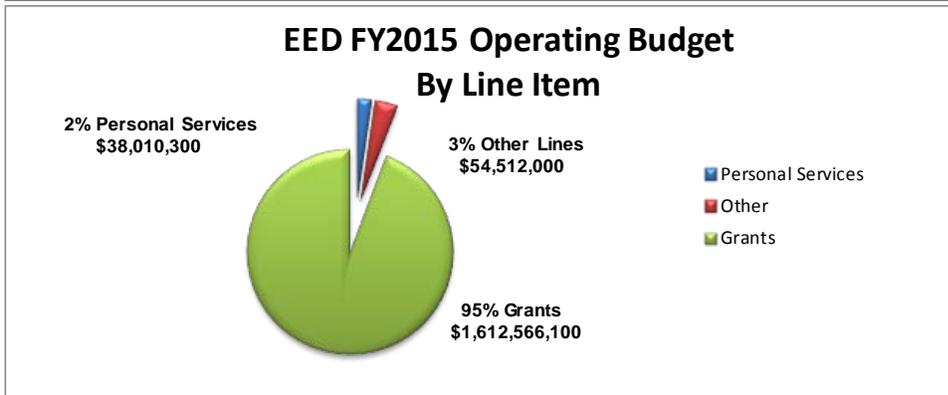
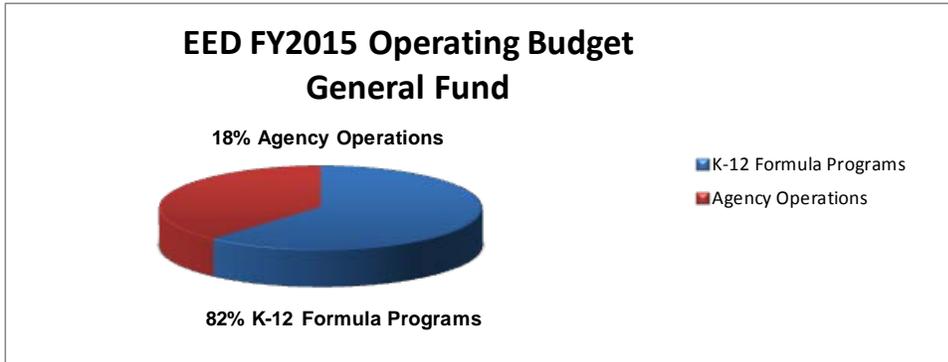
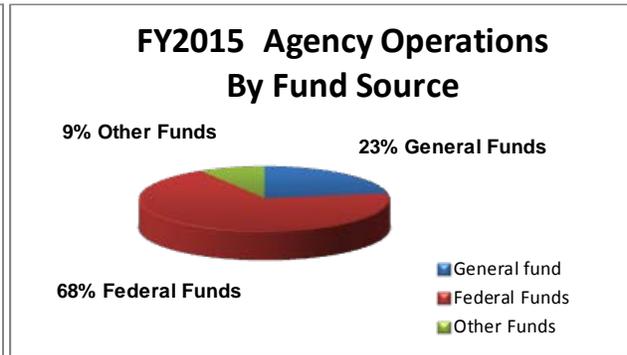
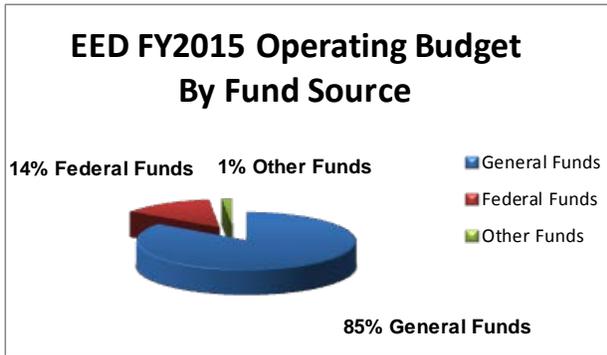
**Department of Education & Early Development
FY2015 Operating Budget - Governor's December 12***

**includes school debt reimbursement, foundation program, pupil transportation & ARRA*

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs	29,300.0	1,344,763.1	20,791.0	0.0	1,394,854.1
Agency Operations	18,331.8	51,915.3	213,099.6	26,887.6	310,234.3
Total	47,631.8	1,396,678.4	233,890.6	26,887.6	1,705,088.4

Position Count:

Full-time 332
Part-time 14
Non-perm 17



**Department of Education & Early Development
FY2015 Governor's December 12 Budget**

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs:					
Foundation Program	10,000,000	1,148,874,900	20,791,000	0	1,179,665,900
Boarding Home Grants	0	4,710,800	0	0	4,710,800
Youth in Detention	0	1,100,000	0	0	1,100,000
Special Schools	0	3,693,300	0	0	3,693,300
Pupil Transportation	0	76,773,900	0	0	76,773,900
Alaska Challenge Youth Academy	0	0	0	0	0
School Debt Reimbursement	19,300,000	109,610,200	0	0	128,910,200
Subtotal K- 12 Formula Programs	29,300,000	1,344,763,100	20,791,000	0	1,394,854,100

	Positions			Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
	PFT	PPT	NP					
Agency Operations:								
Executive Administration	5			0	881,000	0	22,400	903,400
Administrative Services	10		1	0	769,100	145,000	735,400	1,649,500
Information Services	7			0	306,600	0	746,300	1,052,900
School Finance & Facilities	14			0	1,636,200	0	808,600	2,444,800
Student and School Achievement	66			434,500	11,576,700	153,987,900	700,300	166,699,400
Online With Libraries (OWL)	0			0	761,800	0	0	761,800
Live Homework Help	0			0	138,200	0	0	138,200
Alaska Learning Network	0			0	1,100,000	0	0	1,100,000
State System of Support	7			0	1,962,500	0	0	1,962,500
Statewide Mentoring Program	0			0	3,000,000	0	0	3,000,000
Teacher Certification	5			904,000	200	0	16,400	920,600
Child Nutrition	9			0	101,800	52,600,000	0	52,701,800
Early Learning Coordination	3			0	9,185,800	275,300	0	9,461,100
Pre-Kindergarten Grants	0			0	2,000,000	0	0	2,000,000
Professional Teaching Practices Commission	2			0	299,800	0	0	299,800
Alaska State Council on the Arts	6			10,900	803,100	798,900	458,200	2,071,100
Mt. Edgecumbe Boarding School	36	10		57,400	4,622,700	0	6,095,500	10,775,600
State Facilities Maintenance	8			0	0	0	1,185,300	1,185,300
State Facilities Rent	0			0	2,098,200	0	26,000	2,124,200
Library Operations	35		5	63,000	4,889,800	3,205,400	1,068,300	9,226,500
Archives	10			0	1,123,600	40,000	158,100	1,321,700
Museum Operations	14	4		362,000	1,693,400	60,000	0	2,115,400
ACPE - Program Admin & Operations	95		11	5,500,000	0	1,987,100	14,866,800	22,353,900
WWAMI Medical Education	0			0	2,964,800	0	0	2,964,800
Alaska Performance Scholarship Awards				11,000,000	0	0	0	11,000,000
Subtotal Agency Operations	332	14	17	18,331,800	51,915,300	213,099,600	26,887,600	310,234,300
Total	332	14	17	47,631,800	1,396,678,400	233,890,600	26,887,600	1,705,088,400

Department of Education & Early Development
Operating Budget Comparison - General Funds (Designated & Unrestricted)
FY2014 Management Plan to FY2015 Governor's December 12 Budget

	FY2014 Management Plan	FY2015 Governor's	Management Plan to Governor's	% Change
K-12 Formula Programs:				
Foundation Program	1,151,248.0	1,158,874.9	7,626.9	0.7%
Boarding Home Grants	3,749.5	4,710.8	961.3	25.6%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,691.7	3,693.3	1.6	0.0%
Pupil Transportation	75,466.0	76,773.9	1,307.9	1.7%
Alaska Challenge Youth Academy	4,791.4	0.0	-4,791.4	-100.0%
School Debt Reimbursement	128,263.1	128,910.2	647.1	0.5%
Subtotal Formula Programs	1,368,309.7	1,374,063.1	5,753.4	0.4%

	FY2014 Management Plan	FY2015 Governor's	Management Plan to Governor's	% Change
Agency Operations:				
Executive Administration	878.6	881.0	2.4	0.3%
Administrative Services	769.7	769.1	-0.6	-0.1%
Information Services	305.5	306.6	1.1	0.4%
School Finance & Facilities	1,853.6	1,636.2	-217.4	-11.7%
Student and School Achievement	12,969.4	12,011.2	-958.2	-7.4%
Online With Libraries	761.8	761.8	0.0	0.0%
Live Homework Help	138.2	138.2	0.0	0.0%
Alaska Learning Network	1,100.0	1,100.0	0.0	0.0%
State System of Support	1,963.2	1,962.5	-0.7	0.0%
Statewide Mentoring Program	3,000.0	3,000.0	0.0	0.0%
Teacher Certification	905.8	904.2	-1.6	-0.2%
Child Nutrition	101.9	101.8	-0.1	-0.1%
Early Learning Coordination	9,186.6	9,185.8	-0.8	0.0%
Pre-Kindergarten Grants	2,000.0	2,000.0	0.0	0.0%
Professional Teaching Practices Commission	299.7	299.8	0.1	0.0%
Alaska State Council on the Arts	815.0	814.0	-1.0	-0.1%
Mt. Edgecumbe Boarding School	4,671.5	4,680.1	8.6	0.2%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	2,098.2	2,098.2	0.0	0.0%
Library Operations	4,958.2	4,952.8	-5.4	-0.1%
Archives	1,124.5	1,123.6	-0.9	-0.1%
Museum Operations	2,060.2	2,055.4	-4.8	-0.2%
ACPE - Program Admin & Operations	4,000.0	5,500.0	1,500.0	37.5%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	8,000.0	11,000.0	3,000.0	37.5%
Subtotal Agency Operations	66,926.4	70,247.1	3,320.7	5.0%

Total Education **1,435,236.1** **1,444,310.2** **9,074.1** **0.632%**

Department of Education & Early Development
Operating Budget Comparison - Total Funds
FY2014 Management Plan to FY2015 Governor's December 12 Budget

	FY2014 Management Plan	FY2015 Governor's	Management Plan to Governor's	% Change
K-12 Formula Programs:				
Foundation Program	1,172,039.0	1,179,665.9	7,626.9	0.7%
Boarding Home Grants	3,749.5	4,710.8	961.3	25.6%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,691.7	3,693.3	1.6	0.0%
Pupil Transportation	75,466.0	76,773.9	1,307.9	1.7%
Alaska Challenge Youth Academy	4,791.4	0.0	-4,791.4	-100.0%
School Debt Reimbursement	128,263.1	128,910.2	647.1	0.5%
Subtotal Formula Programs	1,389,100.7	1,394,854.1	5,753.4	0.41%

	FY2014 Management Plan	FY2015 Governor's	Management Plan to Governor's	% Change
Agency Operations:				
Executive Administration	901.0	903.4	2.4	0.3%
Administrative Services	1,651.7	1,649.5	-2.2	-0.1%
Information Services	1,051.7	1,052.9	1.2	0.1%
School Finance & Facilities	2,661.7	2,444.8	-216.9	-8.1%
Student & School Achievement	167,679.1	166,699.4	-979.7	-0.6%
Online With Libraries	761.8	761.8	0.0	0.0%
Live Homework Help	138.2	138.2	0.0	0.0%
Alaska Learning Network	1,100.0	1,100.0	0.0	0.0%
State System of Support	1,963.2	1,962.5	-0.7	0.0%
Statewide Mentoring Program	3,000.0	3,000.0	0.0	0.0%
Teacher Certification	922.2	920.6	-1.6	-0.2%
Child Nutrition	52,703.4	52,701.8	-1.6	0.0%
Early Learning Coordination	9,462.1	9,461.1	-1.0	0.0%
Pre-Kindergarten Grants	2,000.0	2,000.0	0.0	0.0%
Professional Teaching Practices Commission	299.7	299.8	0.1	0.0%
Alaska State Council on the Arts	1,912.3	2,071.1	158.8	8.3%
Mt. Edgecumbe Boarding School	10,755.8	10,775.6	19.8	0.2%
State Facilities Maintenance	1,181.4	1,185.3	3.9	0.3%
State Facilities Rent	2,124.2	2,124.2	0.0	0.0%
Library Operations	9,232.7	9,226.5	-6.2	-0.1%
Archives	1,353.4	1,321.7	-31.7	-2.3%
Museum Operations	2,120.2	2,115.4	-4.8	-0.2%
ACPE - Program Admin & Operations	20,570.4	22,353.9	1,783.5	8.7%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	8,000.0	11,000.0	3,000.0	37.5%
Subtotal Agency Operations	306,511.0	310,234.3	3,723.3	1.2%

Total Education **1,695,611.7** **1,705,088.4** **9,476.7** **0.6%**

Positions:

Full-time	334.0	332.0	-2.0
Part-time	14.0	14.0	0.0
Non-Perm	18.0	17.0	-1.0
Total	366.0	363.0	-3.0

Department of Education & Early Development
**Operating Budget - Changes from FY2014 Management Plan to
 FY2015 Governor's December 12 Budget**

					FY2014 Management Plan			
		334	14	18	1,435,236.1	233,942.5	26,433.1	1,695,611.7
Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
Personal Services	Bargaining unit, health insurance adjustments, and FY14 lump sum reversals				46.7	15.6	119.2	181.5
Personal Services	Working Reserve Rate Reductions				-48.5	-21.1	-64.7	-134.3
Foundation Program	Remove FY14 additional state aid to school districts				-25,000.0		0.0	-25,000.0
Foundation Program	FY15 Additional state aid to school districts				25,000.0			25,000.0
Foundation Program	Remove FY14 Foundation Program_PEF tracking				-1,115,748.0			-1,115,748.0
Foundation Program	FY15 Foundation Program need (BSA \$5,680)				1,123,874.9			1,123,874.9
Foundation Program	Public School Trust Fund decrement				-500.0			-500.0
Pupil Transportation	Remove FY14 Pupil Transportation_PEF tracking				-75,466.0			-75,466.0
Pupil Transportation	FY15 Pupil Transportation entitlement				76,773.9			76,773.9
School Debt Reimbursement	Remove FY14 School Debt Reimbursement				-128,263.1			-128,263.1
School Debt Reimbursement	FY15 School Debt Reimbursement projection				128,910.2			128,910.2
Boarding Home Grants	Add four new 180-day residential programs				961.3			961.3
Special Schools	FY15 SESA increment				1.6			1.6
Alaska Challenge Youth Academy	FY15 Transfer ACYA to Dept of Military and Veteran's Affairs				-4,791.4			-4,791.4
School Finance & Facilities	FY15 Efficiency reduction				-217.8			-217.8
Student & School Achievement	FY15 MH Trust Recommendations: Autism Resource Center (MHTAAR)						100.0	100.0
Student & School Achievement	Remove OTI FY14 MH Trust Recommendations (MHTAAR)						-100.0	-100.0
Student & School Achievement	Remove year 3 and FY14 carryforward of Iditarod School District theme-based learning program				-581.6			-581.6
Student & School Achievement	FY15 Efficiency reduction	-2			-382.2	-16.0		-398.2
Student & School Achievement	FY15 Alaska Technical & Vocational Education Program Funding increase (TVEP)				4.1		0.0	4.1
Pre-Kindergarten Grants	Remove FY14 Pre-K OTI				-2,000.0			-2,000.0
Pre-Kindergarten Grants	FY15 Pre-K grants - current level of service				2,000.0			2,000.0
Alaska State Council on the Arts	FY15 increase for Rasmuson Foundation Harper Arts Touring program						160.0	160.0
Archives	Delete long-term, non-perm and funding for completed Archivist project			-1		-30.4		-30.4
ACPE - Program Admin & Ops	FY15 AlaskAdvantage Education Grant				1,500.0			1,500.0
ACPE - Program Admin & Ops	FY15 Increase in Interagency Receipts authorization for Longitudinal Data System project						240.0	240.0
Alaska Performance Scholarship Awards	FY15 Alaska Performance Scholarship Awards				3,000.0			3,000.0
Total Proposed Operating Changes		-2.0	0.0	-1.0	9,074.1	-51.9	454.5	9,476.7
<i>Total FY2015 Operating</i>		<i>332</i>	<i>14</i>	<i>17</i>	<i>1,444,310.2</i>	<i>233,890.6</i>	<i>26,887.6</i>	<i>1,705,088.4</i>

Alaska Department of Education & Early Development

Public School Funding Program

FY2014 Preliminary vs FY2015 Projected

Prepared 12/4/2013

Preliminary

	FY2014 <i>Actual</i>	FY2015 <i>Projected</i>	Difference
Regular ADM	117,392.06	117,562.60	170.54
Correspondence ADM	11,179.10	10,842.63	(336.47)
Total ADM 1/	128,571.16	128,405.23	(165.93)
Adjusted ADM 2/	248,670.68	247,714.89	(955.79)
Basic Need	\$1,412,449.5	\$1,407,020.6	(\$5,428.9)
Required Local Effort 3/	(222,157.2)	(228,347.6)	(6,190.4)
Deductible Impact Aid 4/	(70,660.6)	(67,595.6)	3,065.0
Supplemental Funding Floor	96.1	74.9	(21.2)
Quality Schools Grant	3,978.7	3,963.5	(15.2)
Military Flow Through and Other	26,027.3	26,027.3	0.0
Total	\$1,149,733.8	\$1,141,143.1	(\$8,590.7)
Intensive Actuals over Budget 10/29 estimate. 2/	-	13,522.8	13,522.8
	1,149,733.8	1,154,665.9	4,932.1
Funding Sources			
1004 General fund: Public Education Fund/formula	1,118,942.8	1,123,874.9	4,932.1
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	10,000.0	10,000.0	-
Total	\$1,149,733.8	\$1,154,665.9	\$4,932.1
1004 General fund: non-formula**	46,000.0	30,000.0	(16,000.0)

1/ Districts project conservatively and project flat ADMs.

2/ Districts project intensives conservatively and reduced some of the counts. (same as FY14 Projected)

3/ Local Effort will increase with the change in the full and true property values.

4/ Feds make payments from previous years applications in FY2014.

** Additional funding outside the Public Education Fund (PEF) / formula	
FY2014	HB65 - \$25 million in one-time funding to be distributed to school districts for additional
FY2014	SB18 - \$21 million in one-time capital funding to be distributed to school districts.
FY2015	\$25 million in one-time funding to be distributed to school districts for additional state
FY2015	\$5 million in one-time capital funding to be distributed to school districts.

**Alaska Department of Education & Early Development
FY2015 Projected State Program Allocations**

Allocations are subject to adjustment based on individual program requirements.

PREPARED 11/19/13	FY2015 Projected ADM	Projected Total Foundation @ \$5,680	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	Projected Debt Retirement	PROJECTED FY2015 TOTALS
ALASKA GATEWAY	381	7,530,047					742,545		8,272,592
ALEUTIAN REGION	31	1,267,305					0		1,267,305
ALEUTIANS EAST	219	4,715,184					73,305	712,598	5,501,087
ANCHORAGE	47,879	316,101,526		31,200	512,252	1,281,400	22,106,918	51,536,891	391,570,187
ANNETTE ISLANDS	292	2,945,801					57,506		3,003,307
BERING STRAIT	1,654	29,582,764		292,656			86,632		29,962,052
BRISTOL BAY	125	1,398,154					361,143		1,759,297
CHATHAM	143	3,021,022					42,687		3,063,709
CHUGACH	302	2,620,127		187,200			0		2,807,327
COPPER RIVER	445	6,273,067					687,222		6,960,289
CORDOVA	309	3,442,281					111,998	966,117	4,520,396
CRAIG	577	4,598,971					133,672		4,732,643
DELTA/GREELY	868	9,582,176					1,365,971		10,948,147
DENALI	857	6,089,942					404,629		6,494,571
DILLINGHAM	490	6,391,471	34,310				634,683	823,059	7,883,523
FAIRBANKS	14,066	116,292,412			112,797		12,183,919	11,621,820	140,210,948
GALENA	3,835	20,016,894		2,398,194			78,519		22,493,607
HAINES	244	2,540,666					158,352	990,016	3,689,034
HOONAH	105	2,145,900					33,878	68,819	2,248,597
HYDABURG	67	1,466,425					0		1,466,425
IDITAROD	291	5,468,816	21,300				43,618		5,533,734
JUNEAU	4,803	36,902,130			89,733		3,092,783	14,129,025	54,213,671
KAKE	99	1,698,573					29,038		1,727,611
KASHUNAMIUT	312	3,642,720					1,634		3,644,354
KENAI	8,773	74,309,359	26,960		69,143		7,924,942	3,084,544	85,414,948
KETCHIKAN	2,218	22,646,746			69,081		1,673,461	2,804,199	27,193,487
KLAWOCK	129	1,970,254					81,486		2,051,740
KODIAK	2,470	25,048,078					2,047,228	4,616,591	31,711,897
KUSPUK	331	5,874,007	7,540				234,049		6,115,596
LAKE AND PENINSULA	318	8,368,716					127,768	1,901,415	10,397,899
LOWER KUSKOKWIM	4,072	58,584,988		334,931	98,193		1,219,968		60,238,080
LOWER YUKON	2,001	30,155,915					2,096		30,158,011
MAT-SU	17,594	143,725,924	4,920		63,181		15,518,054	23,135,501	182,447,580
NENANA	917	6,361,480		830,428			137,755		7,329,663
NOME	724	8,656,384			85,620		480,108	222,509	9,444,621
NORTH SLOPE	1,750	16,110,405					2,119,194	1,668,733	19,898,332
NORTHWEST ARCTIC	1,881	34,793,425	17,120	450,240			51,231	4,228,145	39,540,161
PELICAN	10	448,552					775		449,327
PETERSBURG	424	5,613,621					171,446	492,518	6,277,585
PRIBILOF	87	1,558,486					0		1,558,486
SANT MARYS	180	3,384,367					37,523		3,421,890
SITKA	1,341	13,679,016					605,279	2,519,241	16,803,536
SKAGWAY	85	719,787					3,295		723,082
SOUTHEAST	210	5,582,194					260,974		5,843,168
SOUTHWEST	610	9,521,271	68,630				394,266		9,984,167
TANANA	42	992,248					21,691		1,013,939
UNALASKA	420	4,449,952					294,341	688,179	5,432,472
VALDEZ	607	4,197,790					482,620	1,685,751	6,366,161
WRANGELL	273	3,175,110					206,764	205,940	3,587,814
YAKUTAT	97	1,331,105					72,407		1,403,512
YUKON FLATS	248	6,902,303					70,664		6,972,967
YUKON/KOYUKUK	1,368	11,871,129	5,120				102,934		11,979,183
YUPIIT	431	6,342,359					903		6,343,262
Mt. EDGE CUMBE	400	3,006,448							3,006,448
OTHER	1	26,027,300				2,397,852		810,500	29,235,652
Sub Totals	128,405	1,141,143,093	185,900	4,524,849	1,100,000	3,679,252	76,773,874	128,912,111	1,356,319,079
TOTALS	128,405	\$1,141,143,093	\$185,900	\$4,524,849	\$1,100,000	\$3,679,252	\$76,773,874	\$128,912,111	\$1,356,319,079

- 11 OTHER INCLUDES OTHER ADJUSTMENTS.
- 12 OTHER INCLUDES ALLOCATION TO SPECIAL EDUCATION SERVICE AGENCY (SESA).
- 13 OTHER INCLUDES ESTIMATED ALASKA CHALLENGE YOUTH ACADEMY.
- 14 OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2015 ESTIMATED STATE AID
for October 15 Reporting

12/16/2013 10:38	90%	80%	80%	70%	60%	90%	60%-70% & 90%		ESTIMATED
	BOND SALES	ESTIMATED	BOND SALES	BOND SALES	BOND SALES	BOND SALES	ESTIMATED		TOTAL DEBT
	7/1/77 TO	CASH	7/1/83 TO	4/1/90 TO	6/30/99 TO	6/30/99 TO	NEW		RETIREMENT
	1/1/82	PAYMENTS	3/31/90	PRESENT	PRESENT	10/31/2006	BONDS		BY DISTRICT
SCHOOL DIST.	2YR LAG	2YR LAG	CURRENT PAY	CURRENT PAY	CURRENT PAY	CURRENT PAY	CURRENT PAY	SCHOOL DIST.	FOR FY2015
ALEUTIANS EAST				218,824	493,773		0	ALEUTIANS EAST	712,598
ANCHORAGE			88,569	32,315,512	12,900,611		6,232,199	ANCHORAGE	51,536,891
CORDOVA				575,435	390,681		0	CORDOVA	966,117
DILLINGHAM				823,059			0	DILLINGHAM	823,059
FAIRBANKS		474,122		9,492,699			1,655,000	FAIRBANKS	11,621,820
HAINES				906,016			84,000	HAINES	990,016
HOONAH				68,819			0	HOONAH	68,819
JUNEAU				12,836,656	650,189		642,180	JUNEAU	14,129,025
KENAI				1,982,394			1,102,150	KENAI	3,084,544
KETCHIKAN				2,498,765	305,433		0	KETCHIKAN	2,804,199
KODIAK				2,034,554	912,537		1,669,500	KODIAK	4,616,591
LAKE & PEN						900,540	1,000,875	LAKE & PEN	1,901,415
MAT-SU				15,748,049	3,001,952		4,385,500	MAT-SU	23,135,501
NOME				135,222	87,287		0	NOME	222,509
NORTH SLOPE				751,852	119,367		797,515	NORTH SLOPE	1,668,733
NORTHWEST ARCTIC				3,535,141	259,960	433,044	0	NORTHWEST ARCTIC	4,228,145
PETERSBURG				181,440	311,078		0	PETERSBURG	492,518
SITKA				2,024,571	494,670		0	SITKA	2,519,241
UNALASKA				688,179			0	UNALASKA	688,179
VALDEZ				64,040	1,621,711		0	VALDEZ	1,685,751
WRANGELL				205,940			0	WRANGELL	205,940
TOTALS	0	474,122	88,569	87,087,166	21,549,249	1,333,584	17,568,919		128,101,609

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

BOND ENTITLEMENT	\$110,058,568
CASH ENTITLEMENT	<u>474,122</u>
SUB TOTAL	110,532,690
ESTIMATED NEW DEBT	<u>17,568,919</u>
EST. STATE AID-FY2015	128,101,609
EED OVERHEAD	<u>808,600</u>
TOTAL FY2015 STATE AID	128,910,209

FY2015 Division of Teaching & Learning Support Component / Program Funding

Component / Program	Federal	Federal NCLB	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		37,247.7										37,247.7	7		
Title I-Part C Migrant Education		7,400.0										7,400.0	5		
Title I-Part D Neglected & Delinquent		250.0										250.0			
Title I-Part 1003(g) School & District Improvement		1,500.0										1,500.0			
Special Education	36,500.0											36,500.0	9		
Special Education - Preschool	1,300.0											1,300.0	1		
Improving Teacher Quality		11,500.0										11,500.0	2		
Math and Science Partnerships		800.0										800.0	1		
Title IV 21st Century Community Learning		5,714.0										5,714.0	2		
State Assessments		3,600.0	6,607.1									10,207.1	15		
Language Acquisition		1,100.0										1,100.0	1		
Education for Homeless Children & Youth		164.0										164.0	1		
Vocational Education Career & Tech	4,200.0				258.3							4,458.3	4		
Charter/Correspondence Schools			119.5									119.5	1		
Counseling (suicide prevention & at risk)				39.8								39.8	1		
School Health and Safety			160.0			40.0						200.0	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			
Rural & Low Income	106.0											106.0			
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			1,500.0									1,500.0	12		
Galena TVEP Grant									434.5			434.5			
School Leadership (RAPPS)								134.0				134.0			
Alaska Mineral & Energy Resources Education Fund- Operating			100.0									100.0			
WorkKeys			414.0									414.0	1		
Statewide Literacy Program			470.0									470.0			
ANSEP			960.0									960.0			
Unallocated/Carryforward	13,231.0	28,675.2				307.5		117.8				42,331.5			
Total	56,037.0	97,950.9	10,940.6	377.8	258.3	347.5	100.0	252.8	434.5	0.0	0.0	166,699.4	66.0	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	Receipt Supported Services	Donated Commodities	Total	Positions by Program	
														PFT	PPT
Online with Libraries			761.8										761.8		
Total	0.0	0.0	761.8	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	761.8	0	0
Live Homework Help			138.2										138.2		
Total	0.0	0.0	138.2	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	138.2	0	0
Alaska Learning Network			1,100.0										1,100.0		
Total	0.0	0.0	1,100.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	1,100.0	0	0
State System of Support			1,962.5										1,962.5		
Total	0.0	0.0	1,962.5	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	1,962.5	7	0
Statewide Mentoring Program			3,000.0				0.0						3,000.0		
Total	0.0	0.0	3,000.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	3,000.0	0	0
Teacher Certification			0.2			904.0	16.4						920.6	5	
Total	0.0	0.0	0.2	0.0	0.0	904.0	16.4	0.0	0.0	0.0	0.0	0.0	920.6	5	0
Child Nutrition	52,223.3		32.5		69.3							376.7	52,701.8	9	
Total	52,223.3		32.5	0.0	69.3		0.0	0.0	0.0	0.0	0.0	376.7	52,701.8	9	0
Early Learning Coordination	275.3		9,186.4										9,461.7	3	
Total	275.3	0.0	9,186.4	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	9,461.7	3	0
Pre-Kindergarten Grants	0.0		2,000.0										2,000.0	0	
Total	0.0	0.0	2,000.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	2,000.0	0	0
RDU Totals															
Student & School Achievement	56,037.0	97,950.9	10,940.6	377.8	258.3	0.0	347.5	100.0	252.8	434.5	0.0	0.0	166,699.4	66	0
Online with Libraries	0.0	0.0	761.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	761.8	0	0
Live Homework Help	0.0	0.0	138.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	138.2	0	0
Alaska Learning Network	0.0	0.0	1,100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,100.0	0	0
State System of Support	0.0	0.0	1,962.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,962.5	7	0
Statewide Mentoring Program	0.0	0.0	3,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3,000.0	0	0
Teacher Certification	0.0	0.0	0.2	0.0	0.0	904.0	16.4	0.0	0.0	0.0	0.0	0.0	920.6	5	0
Child Nutrition	52,223.3	0.0	32.5	0.0	69.3	0.0	0.0	0.0	0.0	0.0	0.0	376.7	52,701.8	9	0
Early Learning Coordination	275.3	0.0	9,186.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9,461.7	3	0
Pre-Kindergarten Grants	0.0	0.0	2,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,000.0	0	0
Total	108,535.6	97,950.9	29,122.2	377.8	327.6	904.0	363.9	100.0	252.8	434.5	0.0	376.7	238,746.0	90	0

Capital Budget - FY2015 Governor's December 12

Deferred Maintenance	General Funds	Other Funds	Total
Mt. Edgecumbe High School Deferred Maintenance	1,700,000.0	-	1,700,000.0
Capital Projects			
State Library, Archives and Museum facility construction	15,000,000.0	-	15,000,000.0
Alaska Digital Teaching Initiative Three-Year Demonstration Project	5,000,000.0	-	5,000,000.0
Total School Construction:	20,000,000.0	-	20,000,000.0
School Construction Grants			
Kwethluk K-12 Replacement School (Kasayulie)	31,516,900.0	-	31,516,900.0
Total School Construction:	31,516,900.0	-	31,516,900.0
Total Deferred Maintenance:	1,700,000.0	-	1,700,000.0
Total FY2015 Capital Projects	20,000,000.0	-	20,000,000.0
Total School Construction:	31,516,900.0	-	31,516,900.0
Total All:	53,216,900.0	-	53,216,900.0

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

January 27, 2014

From: Michael Hanley, Commissioner

Agenda Item: 7

◆ **ISSUE**

This is an update regarding the Request for Proposal (RFP) for the new Alaska English Language Arts and Mathematics Assessments program.

◆ **BACKGROUND**

- This RFP addresses Alaska's transition to new grade level summative assessments in spring 2015 that are aligned to the Alaska English Language Arts and Mathematics Standards.
- Proposals were required to include either custom-developed summative assessments or commercially available, published or vendor-owned summative assessments.
- Proposals included separate bids for grades 3-8, 11 in English language arts and math as well as for grades 9 and 10.
- Cost options were provided for interim assessments to measure progress throughout the school year.
- Cost options were provided for formative resources to support teachers and educators with classroom instruction.
- The Proposal Evaluation Committee (PEC) met on January 7-9 to review and score the proposals.
- Erik McCormick, Director of Assessment, Accountability & Information Management, 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**

January 27, 2014

From: Michael Hanley, Commissioner

Agenda Item: 8

◆ **ISSUE**

This is a review of the current Comprehensive System of Student Assessment (CSSA) program.

◆ **BACKGROUND**

- The current CSSA program includes several assessments that are required by federal and/or state law.
- The assessments start with the Development Profile in kindergarten and first grade and end with the HSGQE and WorkKeys in high school.
- In addition to the assessments for all students, assessments also exist for specific populations such as students with severe cognitive disabilities and limited English proficient students.
- The TerraNova was recently eliminated from the CSSA.
- Behind this cover memo is the Summary of CSSA.
- Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

Alaska Comprehensive System of Student Assessment

4 AAC 06.700. The purposes of statewide student assessment specifically are to: (1) ascertain on a statewide basis the extent to which children of the state are attaining statewide student performance standards; (2) produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and (3) provide a focus for instructional improvement

4 AAC 06.710 The commissioner shall develop a statewide student assessment system composed of multiple indicators, which must include: (1) repealed 6/30/2013; (2) a standards-based test to measure student attainment of the state's standards; (3) a state high school graduation qualifying examination selected by the commissioner; (4) an alternate assessment; (5) biennial participation in the national assessment of education progress in mathematics and reading in grades 4 and 8; (6) an assessment to identify English language proficiency; (7) an assessment to measure a student's level of preparedness to make the transition to work or college.

4 AAC 06.712 (a) As part of the comprehensive system of student assessment, each district shall submit to the department a developmental profile for each student entering kindergarten or first grade. A student whose profile was submitted upon entering kindergarten does not need an additional profile upon entering first grade.

High School Graduation Qualifying Examination

Description	Measures student achievement of essential skills drawn from state adopted standards; required to receive a diploma.
Required Grades	Spring 10 th Grade year, and after until passage.
Testing Window Dates	3 consecutive days: The fall Retest administration normally takes place the first Tuesday, Wednesday, and Thursday of October; the spring Grade 10 HSGQE and Retest administrations take place on the first Tuesday, Wednesday and Thursday of April
Method of Administration	Paper/pencil administration
Interpretation of Results and Use	Reading, Writing, Mathematics results show student's competency in essential skills
Legal Requirements	AS 14.03.075; AS 14.07.020; 4 AAC 06.710; 4 AAC 06.755
Accountability and Reporting Requirements	Reporting requirements for District Report Card. Students are held accountable for a proficient performance in the core subject areas of reading, writing and math to receive a high school diploma
History	The HSGQE was initiated in 2001 and became fully effective in 2004. Alaska Law (Sec 14.03.075) requires students to pass a competency exam in the areas of reading, English, and mathematics, or receive a waiver from the local governing body, to earn a diploma. Students must also meet all local requirements. The exam, called the High School Graduation Qualifying Examination (HSGQE), is first administered to students in the spring of their sophomore year. Students who are not proficient on portions of the exam must retake the exam at least once yearly while in school until they have passed. A student who is a child with a disability and who does not achieve a passing score, with or without accommodations, is eligible to receive a diploma if the student successfully completes an alternative assessment program. The alternative assessment program is described on pages 3 and 4.
Administration Time	The HSGQE is not a timed test. A student must complete the exam in a single administration period. Eligible students with disabilities and limited English proficient students may receive accommodations to complete the administration over multiple days if needed. All accommodations require documentation.

Alternative Assessment (Modified HSGQE & Nonstandardized HSGQE)

	Modified HSGQE	Nonstandardized HSGQE
Description	Measures student achievement of essential skills (state standards) with modifications in order to meet the needs of students in special education; required to graduate.	Measures student achievement of essential skills (state standards) through an extensive collection of academic work by students with severe emotional or physical impairments; required to graduate.
Required Grades	Grade 11 or repeating 10 th & after until passage	Submission of student work in 12 th grade & after until passage
Testing Window Dates	Three (3) consecutive days: The fall Retest administration normally takes place the first Tuesday, Wednesday, and Thursday of October; the spring Grade 10 HSGQE and Retest administrations take place on the first Tuesday, Wednesday and Thursday of April	March in the intended year of graduation.
Method of Administration	Paper/pencil; Examples of acceptable modifications: clarification, use of spell check, use of graphic calculator, use of math or writing resource guide, voice recognition software.	Individual administration to develop a portfolio demonstrating proficiency in State standards. Can be electronic, some paper & pencil, specialized software, oral presentation for some parts of the portfolio, other possibilities are determined by the student's special needs.
Interpretation of Results and Use	Reading, Writing, Mathematics results show student's competency in essential skills. Scores determine eligibility for high school diploma. IEP teams use student performance to write student's goals and objectives.	
Legal Requirements	Individuals with Disabilities Act 1997; AS 14.03.075; AS 14.07.020; 4 AAC 06.710; 4 AAC 06.775 A student eligible for an alternative assessment program is eligible to take a modified HSGQE for the subtest that the student has not passed. The modifications allowed to each student shall be determined on an individualized basis consistent with the Participation Guidelines. A student who is eligible for a modified HSGQE may take the modified HSGQE until a student passes all subtests.	Individuals with Disabilities Act 1997; AS 14.03.075; AS 14.07.020; 4 AAC 06.710; 4 AAC 06.775 A district shall make available to a student with a disability who has taken but not passed one or more subtests of the HSGQE an appropriate alternative assessment program. The alternative assessment program consists of the modified HSGQE described in (g) & (h) of this section or the nonstandardized HSGQE described in (i) of this section.
Accountability and	Students are held accountable for a proficient performance in the core	

Reporting Requirements	subject areas of reading, writing and math to receive a high school diploma	
History	<p>This assessment was driven by the Noon v State verdict: The ...Defendants (State of Alaska) shall do the following in order to ensure an appropriate opportunity to fulfill the HSGQE graduation requirement for students with disabilities: ...A student's IEP or 504 Plan Team will initially determine whether a particular proposed modification for use on the Modified HSGQE will be helpful to the student on the Subtests of the HSGQE which the student has not passed. The IEP or 504 Plan team will then apply to the Department for approval of the proposed modification.</p>	<p>This assessment was driven by the Noon v State verdict: The ...Defendants (State of Alaska) shall do the following in order to ensure an appropriate opportunity to fulfill the HSGQE graduation requirement for students with disabilities: The Department shall make available an appropriate nonstandardized assessment using formats or a format that fairly assesses a disabled student's mastery of state content standards and eligibility for a standard high school diploma.</p>
Administration Time	<p>The Alternative Assessment is not a timed test. A student must complete the exam in a single administration period. Eligible students with disabilities and limited English proficient students may receive accommodations to complete the administration over multiple days if needed. All accommodations require documentation.</p>	

Standards Based Assessments (Reading, Writing, Math, and Science)

Description	Measures student achievement relative to the state adopted standards; used to determine school and district performance for accountability.
Required Grades	Grades 3 through 10 Reading, Writing, Mathematics; Grades 4, 8, and 10 Science
Testing Window Dates	First Monday through the third Monday of April
Method of Administration	Paper/pencil
Interpretation of Results and Use	EED uses scores to calculate the Alaska School Performance Index (ASPI). Scores are also used to determine Annual Measureable Objective (AMO) targets and progress toward the goals. Districts use scores to provide parents with student progress in academic content areas of reading, writing, math, and science and to determine the needs of student instruction for academic achievement. Teachers use student performance to develop curriculum and guide instruction.
Legal Requirements	Title I of the Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind (NCLB) Improving the academic achievement of the disadvantaged; AS 14.03.123; AS 14.07.020; AS 114.03.123; 4 AAC 06.737; 4 AAC 06.812
Accountability and Reporting Requirements	The state reports to the Federal Department of Education and completes a Report Card to the Public. The districts complete a Report Card to the Public. The report includes: results of state standards-based assessments in reading, writing, and mathematics; rates of students attendance, K-8 retention, grade 7-12 dropout and graduation.
History	SB 36 of 1998 created AS 14.07.020 (b) which mandated the districts to assess grades 3, 6, and 8 beginning March 2000. Later amended to include grades 3-8 and one year of high school.
Administration Time	The SBA is not a timed test. A student must complete the exam in a single administration period. Eligible students with disabilities and limited English proficient students may receive accommodations to complete the administration over multiple days if needed. All accommodations require documentation.

Alternate Assessment (Reading, Writing, Math, and Science)

Description	Measures student achievement for students with significant cognitive disabilities (approximately 1-2 % of the student population) relative to alternate achievement standards; determine school and district performance for accountability.
Required Grades	Students with significant cognitive disabilities, 3 rd -10 th for Reading, Writing, and Mathematics. Grades 4, 8, and 10 for Science. Instead of a separate test in each grade, the tests are administered in grade bands: 3-4, 5-6, 7-8, and 9-10 which means the same test is administered for two years in a grade band.
Testing Window Dates	January 28 – April 5, 2013
Method of Administration	One-on-one administration by a highly trained assessor using student selected-response cards along with some constructed responses. Scoring is done at the time of test administration by the qualified assessor and entered into an online data system which produces an unofficial student report reflecting percentage correct.
Interpretation of Results and Use	EED uses scores to calculate the Alaska School Performance Index (ASPI). Districts use scores to provide parents with student progress in academic content areas of reading, writing, math, and science and to determine the needs of student instruction for academic achievement. Teachers use student performance to develop curriculum and guide instruction. IEP teams use to student performance to write student's goals and objectives for student.
Legal Requirements	Individuals with Disabilities Act 1997; Title I of the Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind (NCLB) ; State of Alaska: AS 14.03.075; AS 14.07.020; 4 AAC 06.710 (4); 4 AAC 06.775 (b); 4 AAC 06.812
Accountability and Reporting Requirements	Elementary Secondary Education Act federal Legislation; Office of Special Education Table 6 Report of the Participation & Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment; State of Alaska 4 AAC 06.812 Alaska School Performance Index
History	IDEA 1997 was the federal legislation behind the requirements to provide grade-level curriculum (and eventually academic assessments) to ALL students, including those with disabilities. Students who take alternate assessments based on alternate achievement standards are included as well. By 2000, the Alternate Assessment Portfolio was being used in Alaska. In 2005, as a result of the impacts of No Child Left Behind's regulatory guidance as well as the need to create an assessment system that was less burdensome to the teachers of students with significant cognitive disabilities, EED developed a new alternate assessment that had better technical quality (reliability and validity) and was based on

	content standards called Extended Grade Level Expectations and clearly articulated grade banded proficiency descriptors.
Administration Time	The Alternate Assessment is not a timed test. A student must complete the exam in a single administration period. Eligible students with disabilities and limited English proficient students may receive accommodations to complete the administration over multiple days if needed. All accommodations require documentation.

National Assessment of Educational Progress

Description	Measures state achievement relative to NAEP standards, and compare state to state and state to national performance.
Required Grades	Selected students, grade 4 th and 8 th , in schools selected for the sample
Testing Window Dates	Biennial; six-week window beginning at the end of January; next administration is 2015
Method of Administration	Paper/pencil; NAEP is administered by field staff hired for the NAEP assessment
Interpretation of Results and Use	Compare how Alaskan students are doing compared to the nation and other states in Reading and Mathematics; trend in student performance
Legal Requirements	Title I of the Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind (NCLB); AS 14.03.123 NCLB mandated state participation in reading and math so the NAEP can serve as the common metric of student achievement across the nation
Accountability and Reporting Requirements	NCLB requirement, Title I regulations require that NAEP data be reported on district and state report cards for all students and subgroups and that participation rates for students with disabilities and English Language Learners also be reported
History	Established by Congress in 1969; first mandatory state participation began in 2003
Administration Time	The NAEP is a timed test.

Developmental Profile

Description	Measures students' school preparedness in the areas of cognition, physical and motor skills, social and emotional development, language and literacy development, and pre-school experiences.
Required Grades	When first enrolled in kindergarten or 1 st grade (if did not attend public kindergarten).
Testing Window Dates	First four weeks of the school year
Method of Administration	Observational instrument; teachers will report scores for the Alaska Developmental Profile reported through an EED web site
Interpretation of Results and Use	<p>The Developmental Profile provides summary information on kindergarten students to EED. These results may be used to inform policy decisions made by EED, other state agencies, and the State Legislature.</p> <p>The instrument is not intended to be used for the evaluation of individual students to determine their eligibility for any programs, including kindergarten, or for the evaluation of specific learning programs.</p>
Legal Requirements	AS 14.07.020; 4 AAC 06.712. a) As part of the comprehensive system of student assessments required by AS 14.07.020 (b) and 4 AAC 06.710, each district shall submit to the department by November 1 of each school year, on a form provided by the department, a developmental profile for each student entering kindergarten or first grade in each school in the district, including charter schools. A student whose profile was submitted upon entering kindergarten does not need an additional profile upon entering first grade.
Accountability and Reporting Requirements	4 AAC 06.712
History	Developed as part of the Quality Schools Initiative; Revised Alaska Developmental Profile was implemented in fall of 2009
Administration Time	The Developmental Profile is not timed. It is an observational instrument.

English Language Proficiency Assessment

Description	Measures English language proficiency of students who are limited English proficient.
Required Grades	Identified Students with Limited English Proficiency, K-12.
Testing Window Dates	February 1 – March 31 annually
Method of Administration	The Reading and Writing sections are group administered with paper & pencil, Speaking section is given orally to individuals and the Listening section is group administered electronically.
Interpretation of Results and Use	Establishes level of English language ability used in the classroom and yearly student progress – drives instruction to improve English language acquisition
Legal Requirements	Title I of the Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind (NCLB); Title III ESEA; 4 AAC 34.055; 4 AAC 06.812
Accountability and Reporting Requirements	Alaska School Performance Index (ASPI) and Annual Measureable Objective (AMO) calculations include the LEP subgroup for purposes of determining whether a school, district or state demonstrated progress. The state reports annually to the Federal Department of Education on the English language proficiency assessment results by district. The reports show Annual Measurable Achievement Objectives (AMAOs) 1 & 2; percentages of students making progress and percentages of students showing proficiency in acquiring English, respectively.
History	In the past districts were able to choose an English Language Proficiency (ELP) assessment which led to multiple tests being used throughout the state. As a result, data showing English proficiency levels and progress were inconsistent from district to district. By 2004 the State of Alaska identified one formal assessment for measurement across the state. In 2004-2011 the IPT created by Ballard & Tighe was administered. In spring 2012, the ACCESS for ELLs, created by the WIDA consortium, was administered and will continue through 2016.
Administration Time	Listening and Reading – 75 minutes; Writing – 75 minutes; Speaking -15 minutes. Eligible students with disabilities and limited English proficient students may receive accommodations for extended time if needed. All accommodations require documentation.

WorkKeys

WorkKeys	
Description	Job skills assessment measuring students' career preparedness in the areas of Reading for Information, Applied Mathematics, and Locating Information.
Required Grades	Grade 11 required – optional to grade 12
Testing Window Dates	Electronic Testing - August 1 – December 31 annually. Paper/pencil during a two week event window in November.
Method of Administration	Electronic delivery is required. Paper/pencil is available if electronic testing is not practicable.
Interpretation of Results and Use	Establishes levels of career preparedness – drives student course selection to prepare for career opportunities. With qualifying scores students have the opportunity to earn a National Career Readiness Certificate (NCRC). A credential that is easily understood and nationally transferrable certifying to prospective employers that an individual possesses the basic skills required for a job.
Legal Requirements	4 AAC 06.717
Accountability and Reporting Requirements	Students may use scores to apply for the Alaska Performance Scholarship (APS), apply for occupational training programs, or apply for employment with employers recognizing the testing scores. The Alaska School Performance Index (ASPI) utilizes WorkKeys participation and certificate levels obtained.
History	Developed as part of the work ready/college ready transitional initiative; The State Board started the discussion in 2007 as a means to help students see the connections between their academic studies and the skills that are required for success in the workplace. Alaska Career Ready (ACR), a partnership between EED and Department of Labor and Workforce Development, was born. The program allows students and adults to measure their readiness for work, college and occupational training. Job seekers may take the assessment at no cost any DOLWD job center around the state to earn the NCRC credential. DOLWD offers job profiling services to employers across the state to help identify qualified applicants.
Administration Time	Reading for Information – 45 minutes paper/pencil and 55 minutes electronic testing; Applied Mathematics – 45 minutes paper/pencil and 55 minutes electronic testing; Locating Information – 45 minutes paper/pencil and 55 minutes electronic testing; Eligible students with may receive accommodations for extended time if needed. All accommodations require documentation.

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

January 27, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9

◆ **ISSUE**

The board is being asked to open a period of public comment on regulations regarding the use of Praxis I & II exams to satisfy the basic competency requirement, gain highly qualified status, add endorsements and qualify for Professional certification.

◆ **BACKGROUND**

- Alaska uses the Praxis I & II series for teachers to satisfy the basic competency requirement, gain highly qualified status, add endorsements and qualify for Professional certification. Educational Testing Service (ETS), the publisher of the Praxis series of exams, periodically reviews, revises, and updates its Praxis I & II exam offerings.
- The recommended changes will allow updated exams to be used to gain highly qualified status in English, mathematics, government/political science, economics, and theater; revise historical minimum scores based on the most recent testing data; and ensure consistency in the minimum scores required for endorsements, highly qualified status, and professional certification.
- In order to satisfy the basic competency exam requirements, the proposed changes will add the newest version of the Praxis I exam and set minimum scores on the individual tests in reading, writing, and mathematics.
- For the purpose of qualifying for a Professional certificate, the recommended changes will add additional exams being offered by ETS in the following areas: business education, family and consumer science, health education, physical education, social sciences, technology education, and vocational education.
- ETS has developed new tests for mathematics, general science, English, German, and French. The proposed changes would allow educators to continue to qualify for endorsements in these areas using the new exams.
- The recommended minimum scores on the new and previously adopted exams are based on information and data provided by ETS including multi-state score-setting studies, concordance tables, and the most recent test data summaries.
- The proposed regulations also clarify the requirements for an endorsement in school psychology and make corrections to the text for increased clarity.
- The proposed regulations can be found behind this cover memo.
- Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator for Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will be taken under Agenda Item 10.

4 AAC 04.210(d) is amended to read:

(d) Except as provided in (e) and (f) of this section, a teacher is highly qualified to teach a core academic subject in a high school or middle school if the teacher holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022, and

(1) has a bachelor's or graduate degree in that subject from a regionally accredited institution of higher education;

(2) has completed 30 semester hours or equivalent in that subject from regionally accredited institutions of higher education;

(3) has obtained certification from the National Board for Professional Teaching Standards in that subject;

(4) taught that subject in middle or high school in another state and was designated as highly qualified to teach that subject in middle or high school by that state, and if the designation was not revoked or withdrawn;

(5) meets the objective uniform standard set out in 4 AAC 04.212(b) for a highly qualified middle or high school teacher in that subject, if applicable;

(6) if a middle school teacher, has achieved the required score or higher on a [THE] Praxis II examination for that subject described in the following table:

Praxis II Examination	Required Score
Middle School English Language Arts -5049 or 0049	154

<u>Middle School English Language Arts - 5047</u>	<u>164</u>
Middle School Mathematics – 0069	145
<u>Middle School Mathematics – 5169</u>	<u>165</u>
Middle School Science – 0439	136
Middle School Social Studies - 5089 or 0089	<u>149</u> [147]

or

(7) if a middle or high school teacher, has achieved the required score or higher on a [THE] Praxis II examination for that subject described in the following table:

Praxis II Examination	Required Score
Art Content Knowledge – 0133	155
Art Content Knowledge – <u>5134 or</u> 0134	158
Biology Content Knowledge – <u>5235 or</u> 0235	<u>144</u> [139]
Chemistry Content Knowledge – <u>5245 or</u> 0245	139
Earth and Space Science Content Knowledge – <u>5571 or</u> 0571	144
Economics – 0910	460
<u>Economics – 5911 or 0911</u>	<u>150</u>
English Content Knowledge - 5041 or 0041	158
<u>English Content Knowledge – 5038</u>	<u>167</u>
<u>English Language Arts: Content & Analysis—5039</u>	<u>168</u>
English Language, Literature, and Composition: Content and Analysis – <u>5044 or</u> 0044	166
French Content Knowledge – 0173	<u>160</u> [157]

French World Language – 5174	162
General Science: Content Knowledge <u>5435 or</u> 0435	<u>146</u> [149]
General Science: Content Knowledge, Part1 - 0431 and Part 2 – 0432	Part 1: 146 Part 2: <u>144</u> [138]
Geography - 0920	590
Geography – <u>5921 or</u> 0921	<u>149</u> [151]
German Content Knowledge – 0181	158
German World Language – 5183	163
Government/Political Science – 0930	610
<u>Government/Political Science – 5931 or 0931</u>	<u>149</u>
Mathematics Content Knowledge - 5061 or 0061	<u>121</u> [119]
<u>Mathematics Content Knowledge – 5161</u>	<u>160</u>
Musical Content Knowledge – <u>5113 or</u> 0113	<u>154</u> [148]
Physical Science Content Knowledge -0481	145
Physics Content Knowledge – <u>5265 or</u> 0265	<u>127</u> [129]
Social Studies Content Knowledge – 5081 or 0081	<u>152</u> [150]
Spanish <u>Content Knowledge</u> – 0191	152
Spanish World Language - 5195	168
Speech Communication - 0220	560
Speech Communication – <u>5221 or</u> 0221	<u>146</u> [143]
Theatre – 0640	560
<u>Theatre – 5641 or 0641</u>	<u>157</u>
World and U.S. History - 0940 [(not offered by test publisher after June 30, 2005)]	440

World and U.S. History – 5941 or 0941	141
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(History: Eff. 6/13/2004, Register 170; am 3/5/2005, Register 173; am 11/10/2005, Register 176; am 1/19/2006, Register 177; am 5/20/2006, Register 178; am 3/15/2007, Register 181; am 7/25/2007, Register 183; am 8/15/2008, Register 187; am 9/7/2012, Register 203; am ____/____/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.50.080

4 AAC 12.305(b) is amended to read:

(b) The department will issue a professional teacher certificate, valid for five years to an applicant who has

(1) met the requirements of (a) of this section for an initial teacher certificate;

(2) passed

(A) the competency examination by achieving qualifying scores as described in (a)(2) of this section, if under AS 14.20.015 , 14.20.017, or 14.20.022 the applicant had not yet met competency examination requirements as of the date of the initial teacher certificate; and

(B) a Praxis II content area examination by attaining the score set out for the appropriate examination under 4 AAC 04.210, **(j) of this section,** or an equivalent content area examination designated by the department;

(3) completed three semester hours in Alaska studies and three semester hours in multicultural education or cross cultural communications;

(4) completed a teacher education program, or an alternate teacher preparation program accepted by the commissioner under 4 AAC 12.307 or (e) of this section, and from which the applicant has obtained a recommendation for certification;

(5) completed any academic or other training that the department designated, at the time of application, as necessary for professional development,

(A) based on student achievement data; or

(B) to permit the teacher to be considered highly qualified under 4 AAC 04.210 - 4 AAC 04.212;

(6) earned at least six semester hours of college credit within the five years immediately preceding application; and

(7) has had at least two years of employment as a teacher while holding a valid teacher certificate issued by a state.

4 AAC 12.305 is amended by adding a new subsection to read:

(j) A teacher may satisfy the requirements of (b)(2)(B) of this section by achieving the required score or higher on a Praxis II examination described in the following table:

<u>Praxis II Examination</u>	<u>Required Score</u>
<u>Business Education – 0100</u>	<u>620</u>

<u>Business Education – 5101 or 0101</u>	<u>154</u>
<u>Family & Consumer Science – 0120</u>	<u>610</u>
<u>Family & Consumer Science – 5121 or 0121</u>	<u>164</u>
<u>Family & Consumer Science-5122</u>	<u>153</u>
<u>Fundamental Subjects: Content Knowledge-5511</u>	<u>150</u>
<u>Health Education – 5551 or 0551</u>	<u>155</u>
<u>Health Education – 5550 or 0550</u>	<u>670</u>
<u>Health & Physical Education – 5856 or 0856</u>	<u>152</u>
<u>Health & Physical Education: Content Knowledge--5857</u>	<u>160</u>
<u>Physical Education – 5091 or 0091</u>	<u>146</u>
<u>Social Sciences: Content Knowledge-0951</u>	<u>161</u>
<u>Technology Education – 0050</u>	<u>630</u>
<u>Technology Education – 0051 or 5051</u>	<u>159</u>
<u>Vocational General Knowledge – 0890</u>	<u>640</u>

(History: Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 8/15/2008, Register 187; am 10/31/2008, Register 188; am 9/17/2011, Register 199; am 9/7/2012, Register 20; am ____/____/____, Register ____)

Authority: AS 14.07.060

AS 14.20.020

4 AAC 12.310(a) is amended to read:

(a) The **following** Praxis I: Academic Skills Assessments **are** [IS] designated as [A] competency **examinations** [EXAMINATION] for teachers under AS 14.20.020(i) with the following qualifying scores for this state:

(1) for the Computer Based Test (adaptive),

(A) reading: 322;

(B) writing: 321; and

(C) mathematics: 318;

(2) for the Computerized Pre-Professional Skill Test, an average score of 174 with no score less than 172 on each of the reading, writing, and mathematics tests; **and**[.]

(3) for the Academic Skills for Educators Test,

(A) reading (5712): 156;

(B) writing (5722): 162; and

(C) mathematics (5732): 150.(Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/21/2007, Register 184; am ____/____/_____, Register ____)

Authority: AS 14.07.060 AS 14.20.010 AS 14.20.020

AS 14.20.030

4 AAC 12.395 is amended to read:

4 AAC 12.395. Endorsements. (a) The department will endorse a teacher certificate under 4 AAC 12.305, or an administrative or a special services certificate (Type B or C) in one or more

development levels, content areas, or specialty areas applicable to the type of certificate, if the following requirements are met:

(1) a recommendation from the applicant's preparing institution with an attestation verifying the applicant's completion of an approved educational program at the institution in the level or area for which endorsement is sought; for the purposes of this paragraph, to be an approved educational program, the program must

(A) for a teacher certificate under 4 AAC 12.305, be offered in an institution that meets the program standards set out in 4 AAC 12.305;

(B) for an administrative certificate (Type B), be offered in an institution that meets the program standards set out in 4 AAC 12.305;

(C) for a special services certificate (Type C), meet the standards set out in 4 AAC 12.355(d) ;

(2) for a teacher certificate under 4 AAC 12.305,

(A) completion of at least one of the following degrees in the content or specialty area for which the endorsement is sought:

(i) a doctorate degree;

(ii) a master's degree;

(iii) a baccalaureate degree, with a major or posted minor of at least 18 semester hours in an approved program in the content or specialty area for which an endorsement is sought; or

(B) official scores demonstrating that the applicant meets or exceeds the qualifying scores for this state on [BOTH] the appropriate Praxis II **examination** **or** [MULTIPLE CHOICE AND CONSTRUCTED RESPONSE] examinations in the content area, as follows:

(i) for an endorsement in mathematics, the qualifying scores are **121** [146] on Mathematics: Content Knowledge (**5061 or 0061**), and 171 on Mathematics: Proofs, Models, and Problems, Part 1 (**0063**); **or a score on the Mathematics: Content Knowledge (5161) of 160.**

(ii) for an endorsement in science, the qualifying scores are **146** [155] on General Science: Content Knowledge Part 1 (**0431**), **144** [149] on General Science: Content Knowledge Part 2 (**0432**), and 145 on General Science: Content Essays (**0433**); **or a score on the General Science Content Knowledge (5435 or 0435) of 146.**

(iii) for an endorsement in English, the qualifying scores are 158 on English Language, Literature, and Composition: Content Knowledge (**5041 or 0041**), and 160 on English Language, Literature, and Composition: Essays (**0042**); **or a score on the English: Content Knowledge (5038) of 167.**

(iv) for an endorsement in German, the qualifying scores are **158** [153] on German: Content Knowledge (**0181**), and 178 on German: Productive Language Skills (**0182**); **or a score on the German: World Language (5183) of 163;**

(v) for an endorsement in French, the qualifying scores are **160** [162] on French: Content Knowledge (**0173**), and 171 on French: Productive Language Skills (**0171**); **or a score on the French: World Language (5183) of 162.**

(b) For the "school psychology" endorsement, the applicant must

(1) hold a master's or higher degree in school psychology and [(1)] be recommended for endorsement by an institution whose psychology program has been approved by the National Council for Accreditation of Teacher Education, the National Association of State Directors of Teacher Education and Certification, the National Association of School Psychologists, or the American Psychological Association, and have completed a 1,200-hour internship in school psychology, 600 hours of which must be completed on site in preschool or kindergarten - grade 12 programs; or

(2) hold a master's degree or higher in a related field and be a nationally certified school psychologist under the National School Psychologist Certification System established by the National Association of School Psychologists. (Eff. 9/29/2005, Register 175; am ____/____/_____, Register ____)

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

January 27, 2014

From: Michael Hanley, Commissioner

Agenda Item: 10

◆ **ISSUE**

The board is being asked to open a period of public comment on regulations regarding the use of Praxis I & II exams to satisfy the basic competency requirement, gain highly qualified status, add endorsements and qualify for Professional certification.

◆ **BACKGROUND**

- Alaska uses the Praxis I & II series for teachers to satisfy the basic competency requirement, gain highly qualified status, add endorsements and qualify for Professional certification. Educational Testing Service (ETS), the publisher of the Praxis series of exams, periodically reviews, revises, and updates its Praxis I & II exam offerings.
- The recommended changes will allow updated exams to be used to gain highly qualified status in English, mathematics, government/political science, economics, and theater; revise historical minimum scores based on the most recent testing data; and ensure consistency in the minimum scores required for endorsements, highly qualified status, and professional certification.
- In order to satisfy the basic competency exam requirements, the proposed changes will add the newest version of the Praxis I exam and set minimum scores on the individual tests in reading, writing, and mathematics.
- For the purpose of qualifying for a Professional certificate, the recommended changes will add additional exams being offered by ETS in the following areas: business education, family and consumer science, health education, physical education, social sciences, technology education, and vocational education.
- ETS has developed new tests for mathematics, general science, English, German, and French. The proposed changes would allow educators to continue to qualify for endorsements in these areas using the new exams.
- The recommended minimum scores on the new and previously adopted exams are based on information and data provided by ETS including multi-state score-setting studies, concordance tables, and the most recent test data summaries.
- The proposed regulation change also clarifies the requirements for an endorsement in school psychology and make corrections to the text for increased clarity.
- The proposed regulations can be found behind Cover Memo 9.

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

◆ **OPTIONS**

Open a period of public comment on the proposed regulation.

Amend the proposed regulation and open a period of public comment.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 04.210 Highly Qualified Teachers, 4 AAC 12.305 Teacher certification, 4 AAC 12.310 Designation and qualifying scores of teacher competency examination, and 4 AAC 12.395 Endorsements.

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

January 27, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11

◆ **ISSUE**

The board is being asked to approve its consent agenda.

◆ **BACKGROUND**

- There are two (2) items being presented on the consent agenda.

- Behind this cover memo are items 11.1 and 11.2.
 - 11.1. Approve the department's FY2015 Budget
 - 15.2. Approve the appointment of Heidi Teshner as the Director of Administrative Services.

◆ **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: the approval of the department's FY2015 Budget, and the appointment of Heidi Teshner as the Director of Administrative Services.

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

January 27, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11.1

◆ **ISSUE**

The board is being asked to approve the department's FY2015 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 FY2015 operating and capital budgets.
- The budgets were released December 12, 2013.
- The operating and capital budgets can be found behind Cover Memo 6.
- Les Morse, Deputy Commissioner, briefed the board on the FY2015 operating and capital budgets under Agenda Item 6.

◆ **OPTIONS**

Approve the budgets as presented.
Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the budgets as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Fiscal Year 2015 operating and capital budgets for the Department of Education & Early Development.

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

January 27, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11.2

◆ **ISSUE**

The board is being asked to approve the commissioner's appointment of the department's Director of Administrative Services.

◆ **BACKGROUND**

- AS 14.07.145(e) states the commissioner may employ and remove personnel in exempt or partially exempt service subject to the approval of the board.
- A copy of AS 14.07.145 follows this cover memo.
- Commissioner Hanley has appointed Heidi Teshner as the department's Director of Administrative Services.
- Heidi Teshner's resume follows this cover memorandum.

◆ **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 Heidi Teshner as the department's Director of Administrative Services.

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.

(f) *[Repealed, Sec. 5 ch 14 SLA 1996].*

Heidi A. Teshner

9352 Lakeview Court, Juneau, AK 99801 | 907-321-4107 | hreichl@hotmail.com

Objective

To seek a position with the State of Alaska that allows me to apply the knowledge and skills acquired through education and on the job experience.

Education

- Masters of Business Administration, 2006, University of Alaska Southeast, Juneau, AK
- Bachelors of Business Administration, Accounting, 2002, University of Alaska Southeast, Juneau, AK
- High School Diploma, 1998, Kamiak High School, Mukilteo, WA

Work Experience

School Finance Manager

June 2011 – present

State of Alaska, Department of Education & Early Development

Juneau, AK

- Plan, develop, and implement policies and procedures concerning school funding formulas for the School Finance section programs, including the public school funding program, pupil transportation, school debt retirement, boarding home, statewide residential, and internal audit.
- Review proposed legislation and prepare fiscal notes and other documents as requested.
- Develop and recommend additions and revisions to regulations for adoption by the State Board of Education.
- Respond to oral and written inquiries from school superintendents, business managers, legislators, and others concerning the fiscal or support service areas administered within the division.
- Direct the preparation of draft forms for school district budgets, fiscal reports, foundation aid reports, debt retirement reports, pupil transportation reports, student projections, and other data requests.
- Direct the review and compilation of information from school district budgets and audits.
- Direct the preparation and review and approve all federal program maintenance of effort calculations and submissions for the department.
- Direct the preparation of data analyses for legislators, school districts, and others.
- Prepare and review projections for division programs and review the division's budget and program appropriations throughout the year and as requested.
- Monitor workloads; review and approve projects, reports, and payments; provide training and support for staff, and ensure deadlines are met.
- Supervise six professional and paraprofessional staff.
- Served as Acting Director for the Division of School Finance & Facilities from August 26 – October 15, 2013.

Internal Auditor III

March 2005 – June 2011

State of Alaska, Department of Education & Early Development

Juneau, AK

- Reviewed single audits for compliance with state and federal requirements and followed-up on findings and weaknesses identified by the auditors.
- Conducted periodic internal audits of departmental activities.
- Reviewed and researched questions regarding federal and state compliance issues and proper accounting procedures.
- Coordinated the updates and revisions to the State Single Audit Compliance Supplement annually.
- Coordinated audits conducted in the department by both state and federal auditors.
- Compiled the department's Schedule of Expenditures of Federal Awards, Federal and State Pass-Through Reports, and Indirect Cost Rate Proposal.
- Developed and ran ALDER reports for the division or others within the department as needed.
- Assisted with the annual review of school district operating fund budgets.

Accounting Technician II

April 2004 – February 2005

State of Alaska, Department of Education & Early Development

Juneau, AK

- Processed weekly federal drawdown requests.
- Maintained and processed all professional services contracts for the department.
- Maintained and processed all University Reimbursable Service Agreements.
- Cleared deposits and charge card accounts for the department.
- Inputted and processed grant and contract payments.
- Certified accounting transactions processed by other staff members for accuracy.

Accounting Technician I

September 2003 – April 2004

State of Alaska, Department of Education & Early Development

Juneau, AK

- Reconciled and processed all travel reimbursements for the department; including completing the department's executive travel report.
- Maintained and cleared all credit card transactions for the department.
- Maintained and processed all professional service contracts for the department.
- Sorted and delivered all incoming and outgoing mail.

Accounting Technician II

April 2003 – September 2003

Juneau Youth Services

Juneau, AK

- Processed all aspects of the bi-weekly payroll for the agency, including related reports.
- Maintained and reconciled accounts payable and accounts receivable.
- Prepared monthly, quarterly, and other required reports and distributed them timely.

Accounting Technician I

September 2002 – April 2003

State of Alaska, Department of Education & Early Development

Juneau, AK

- Processed and maintained all accounts payable for the department.
- Processed three weekly federal drawdowns and one monthly draw.
- Researched billing inquires, responded to audit letters, and reconciled 1099 reporting.

Skip Tracer

August 2001 – September 2002

State of Alaska, Alaska Commission on Postsecondary Education

Juneau, AK

- Processed all returned mail to the agency.
- Verified demographic information on borrowers with incorrect addresses and phone.
- Distributed daily letters and dealt with Western Union payments.

Accounting Technician I (intern)

January 2001 – July 2001

State of Alaska, Alaska Commission on Postsecondary Education

Juneau, AK

- Computed and entered agency receipt transactions and journal entries.
- Processed and posted payments to borrower's accounts, including EFT payments.
- Worked as a team member to reestablish 1600 accounts from a collection agency.

Community Service Experience

- Juneau Gold Rush Commission – 1999-2007; 2009
- St. Paul's Catholic Church, Life Teen Program volunteer – 2000-2001 and 2003-2004
- Southeast Alaska Salvation Army Advisory Board – Elected Member 2001-2005; Treasurer 2002-2005
- Beta Sigma Phi – 2003-present; Treasurer 2005; President 2007; Secretary 2011, 2013; City Council Representative 2012; Vice President 2013
- Auk Nu Homeowners Association – Board Member 2004-2012; Treasurer 2007-2011
- Women's ACTS Retreat Team Member – 2011

References

- Available upon request.