

**State Board of Education & Early Development  
Tentative Agenda  
January 20, 2020  
Audio Conference Meeting  
State Board Room  
Department of Education & Early Development  
801 West 10<sup>th</sup> Street  
Juneau, AK 99801**

**Mission Statement:** An excellent education for every student every day.

**January 20, 2020**

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**9:00 AM**

Call to Order and Roll Call.....James Fields, Chair  
Pledge of Allegiance.....James Fields, Chair  
Adoption of Agenda.....James Fields, Chair  
Disclosures of potential conflicts of interest.....James Fields, Chair

**9:10 AM**

Public Comment

Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The public comment period is an opportunity for the board to hear the public’s concerns. The board will not engage in discussions with members of the public during the comment period.

**Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau or Anchorage. For participation from Juneau, call 586-9085. For participation from Anchorage, call 563-9085.** This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at 9:00 am on January 20, 2020. Click on the meeting name to listen to the proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

**In the event there are more than two hours of public comment, the board may move to amend the agenda to extend the oral hearing to accommodate those present before 9:00 a.m. who did not have an opportunity to comment.** The board also reserves the right to adjourn at a later time.

## Work Session

### 10:00 AM

1. Department FY2021 Operating Budget .....Dr. Michael Johnson, Commissioner  
..... Neil Steininger, Administrative Services Director

### 10:20 AM

2. Legislative Update .....Dr. Michael Johnson, Commissioner  
..... Erin Hardin, Legislative Liaison

## Business Meeting

### 10:40 AM

3. Approve the board's annual report to the legislature.....James Fields, Chair

### 10:45 AM

4. Approve Project Coordinator .....Dr. Michael Johnson, Commissioner

10:50 AM Board Comments

11:00 AM Adjourn

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

**January 20, 2020**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 1**

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◆ **ISSUE**

The board will be provided an update on the department's FY2021 operating budget.

◆ **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 of Education & Early Development. 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 FY2021 operating and capital budgets.
- The FY2021 Governor's budget was released on December 11, 2019.
- Neil Steininger, Director of Administrative Services, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.



# **FY2021 Governor's Operating Budget**

**Released December 11, 2019**

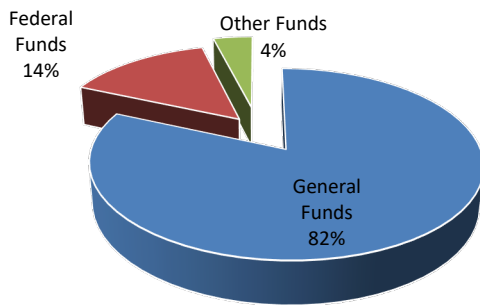
# DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT FY2021 GOVERNOR'S BUDGET (in thousands)

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
<b>Agency and Program Operations</b>	25,669.6	37,340.2	224,721.1	36,425.0	324,155.9
<b>K-12 Formula Programs</b>	15,820.4	1,307,749.9	20,791.0	30,262.4	1,374,623.7
<b>Total DEED Funding</b>	<b>\$41,490.0</b>	<b>\$1,345,090.1</b>	<b>\$245,512.1</b>	<b>\$66,687.4</b>	<b>\$1,698,779.6</b> *

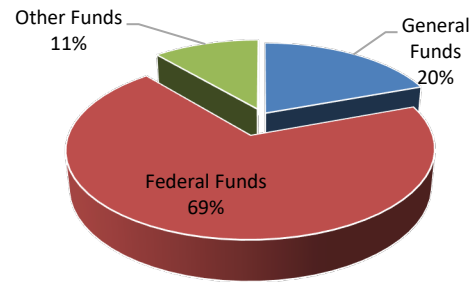
\* Includes School Debt Reimbursement, Foundation Program, and Pupil Transportation

	Permanent Full-Time	Permanent Part-Time	Non-Permanent
<b>Position Count</b>	269	14	2

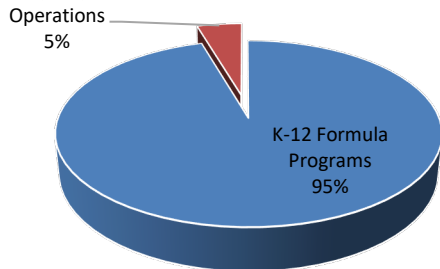
**FY2021 Operating Budget by Fund Source**



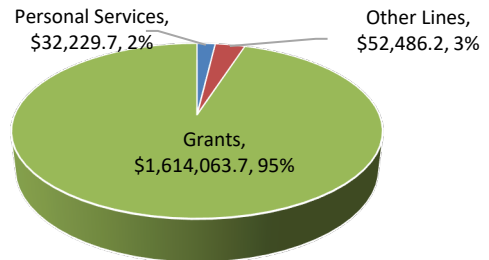
**FY2021 Agency and Program Operations by Fund Source**



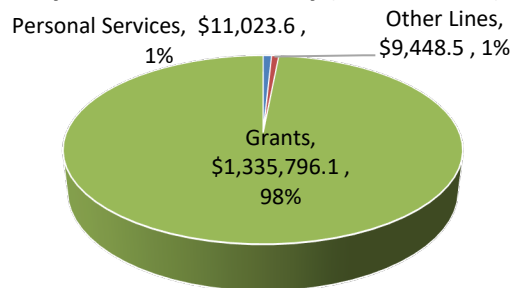
**FY2021 Operating Budget General Fund (UGF & DGF)**



**FY2021 Operating Budget By Line Item - All Funds (in thousands)**



**FY2021 Operating Budget By Line Item - UGF Only (in thousands)**



**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT  
FY2021 GOVERNOR'S BUDGET  
(in thousands)**

	DGF	UGF	Federal	Other	Total Funding
<b>Total Agency and Operations &amp; K-12 Formula Programs</b>	<b>\$41,490.0</b>	<b>\$1,345,090.1</b>	<b>\$245,512.1</b>	<b>\$66,687.4</b>	<b>\$1,698,779.6</b>

**Agency and Program Operations**

		DGF	UGF	Federal	Other	PFT	PPT	NP
<b>Alaska Performance Scholarship Awards</b>	Alaska Performance Scholarship Awards	11,750.0	0.0	0.0	0.0	0	0	0
<b>Alaska Postsecondary Education</b>	Program Administration & Operations	5,975.5	0.0	0.0	11,212.1	71	0	1
	WWAMI Medical Education	3,224.5	0.0	0.0	0.0	0	0	0
<b>Alaska State Council on the Arts</b>	Alaska State Council on the Arts	10.9	686.2	806.6	2,358.6	5	0	0
<b>Alaska State Libraries, Archives and</b>	Andrew P. Kashevaroff Facilities Maintenance	100.0	1,265.1	0.0	0.0	0	0	0
	Archives	0.0	1,101.2	39.5	183.6	10	0	0
	Library Operations	1,550.1	4,328.7	1,298.1	258.3	25	0	1
	Live Homework Help	138.2	0.0	0.0	0.0	0	0	0
	Museum Operations	522.9	1,203.0	60.0	0.0	13	3	0
	Online with Libraries (OWL)	0.0	438.0	0.0	0.0	1	0	0
<b>Alaska Student Loan Corporation</b>	Loan Servicing	0.0	0.0	0.0	11,062.1	0	0	0
<b>Commissions and Boards</b>	Professional Teaching Practices Commission	253.5	0.0	0.0	0.0	1	0	0
<b>Education Support and Administrative</b>	Administrative Services	0.0	970.2	145.0	714.3	12	0	0
	Child Nutrition	0.0	89.3	77,001.2	0.0	10	0	0
	Early Learning Coordination	0.0	9,013.2	123.7	0.0	2	0	0
	Executive Administration	0.0	968.5	0.0	22.4	7	0	0
	Information Services	0.0	383.0	0.0	645.3	4	0	0
	Pre-Kindergarten Grants	0.0	2,000.0	0.0	0.0	0	0	0
	School Finance & Facilities	0.0	1,555.6	0.0	928.3	11	0	0
	State System of Support	0.0	2,170.6	0.0	0.0	7	0	0
	Student and School Achievement	499.5	5,457.1	144,994.2	1,247.4	42	0	0
	Teacher Certification	939.3	0.0	0.0	0.0	5	0	0
<b>Mt. Edgecumbe Boarding School</b>	Mt. Edgecumbe Boarding School	55.2	4,642.3	252.8	6,598.1	43	11	0
	MEHS Boarding School Facilities Maintenance	650.0	0.0	0.0	1,194.5	0	0	0
<b>State Facilities Rent</b>	EED State Facilities Rent	0.0	1,068.2	0.0	0.0	0	0	0
<b>Agency and Program Operations Total</b>		<b>\$25,669.6</b>	<b>\$37,340.2</b>	<b>\$224,721.1</b>	<b>\$36,425.0</b>	<b>269</b>	<b>14</b>	<b>2</b>

**K-12 Formula Programs**

		DGF	UGF	Federal	Other	Total Funding
<b>K-12 Aid to School Districts</b>	Additional Foundation Funding	0.0	0.0	0.0	488.2	488.2
	Foundation Program	0.0	1,183,504.2	20,791.0	29,774.2	1,234,069.4
	Pupil Transportation	0.0	76,997.7	0.0	0.0	76,997.7
<b>K-12 Support</b>	Special Schools	0.0	3,537.9	0.0	0.0	3,537.9
	Youth in Detention	0.0	1,100.0	0.0	0.0	1,100.0
	Residential Schools Program	0.0	8,353.4	0.0	0.0	8,353.4
<b>School Debt Reimbursement</b>	School Debt Reimbursement	15,820.4	34,256.7	0.0	0.0	50,077.1

**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT**  
**FY2020 Management Plan to FY2021 Governor - General Funds Only (Designated & Unrestricted)**  
**(in thousands)**

K-12 Formula Programs:	FY2020	FY2021		
	Management Plan	Governor's Budget	Management Plan to Governor's	% Change
Foundation Program*	\$1,172,603.9	\$1,234,557.6	\$61,953.7	5.3%
Pupil Transportation	\$77,214.6	\$76,997.7	(\$216.9)	-0.3%
Residential Schools Program	\$7,453.2	\$8,353.4	\$900.2	12.1%
Youth in Detention	\$1,100.0	\$1,100.0	\$0.0	0.0%
Special Schools	\$3,540.9	\$3,537.9	(\$3.0)	-0.1%
School Debt Reimbursement	\$48,910.2	\$50,077.1	\$1,166.9	2.4%
<b>Total Formula Programs</b>	<b>\$1,310,822.8</b>	<b>\$1,374,623.7</b>	<b>\$63,800.9</b>	<b>4.9%</b>
<b>Agency and Program Operations:</b>				
	FY2020	FY2021		
	Management Plan	Governor's Budget	Management Plan to Governor's	% Change
Executive Administration	\$830.2	\$968.5	\$138.3	16.7%
Administrative Services	\$966.4	\$970.2	\$3.8	0.4%
Information Services	\$381.4	\$383.0	\$1.6	0.4%
School Finance & Facilities	\$1,558.8	\$1,555.6	(\$3.2)	-0.2%
Child Nutrition	\$89.3	\$89.3	\$0.0	0.0%
Student and School Achievement	\$6,194.0	\$5,956.6	(\$237.4)	-3.8%
State System of Support	\$2,164.8	\$2,170.6	\$5.8	0.3%
Teacher Certification	\$934.4	\$939.3	\$4.9	0.5%
Early Learning Coordination	\$9,486.6	\$9,013.2	(\$473.4)	-5.0%
Pre-Kindergarten Grants**	\$7,045.7	\$2,000.0	(\$5,045.7)	-71.6%
Alaska State Council on the Arts	\$704.4	\$697.1	(\$7.3)	-1.0%
Professional Teaching Practices Commission	\$253.4	\$253.5	\$0.1	0.0%
Mt. Edgecumbe Boarding School*	\$86.6	\$4,697.5	\$4,610.9	5324.4%
MEHS Facilities Maintenance	\$0.0	\$650.0	\$650.0	0.0%
State Facilities Rent	\$1,068.2	\$1,068.2	\$0.0	0.0%
Library Operations	\$5,857.6	\$5,878.8	\$21.2	0.4%
Archives	\$1,113.8	\$1,101.2	(\$12.6)	-1.1%
Museum Operations	\$1,715.3	\$1,725.9	\$10.6	0.6%
Online With Libraries (OWL)	\$670.9	\$438.0	(\$232.9)	-34.7%
Live Homework Help	\$138.2	\$138.2	\$0.0	0.0%
APK Facilities Maintenance	\$1,245.1	\$1,365.1	\$120.0	100.0%
ACPE - Program Admin & Operations	\$5,975.5	\$5,975.5	\$0.0	0.0%
WWAMI Medical Education	\$3,173.7	\$3,224.5	\$50.8	1.6%
Alaska Performance Scholarship Awards	\$11,750.0	\$11,750.0	\$0.0	0.0%
ASLC - Loan Servicing	\$0.0	\$0.0	\$0.0	0.0%
<b>Total Agency and Program Operations</b>	<b>\$63,404.3</b>	<b>\$63,009.8</b>	<b>(\$394.5)</b>	<b>-0.6%</b>
<b>TOTAL DEED GF FUNDING</b>	<b>\$1,374,227.1</b>	<b>\$1,437,633.5</b>	<b>\$63,406.4</b>	<b>4.6%</b>

\* Funding transferred from the Public School Trust Fund to General Funds to maximize investment earnings.

\*\* Reduction is due to expiration of temporary 2-year Pre-K grant which was appropriated for FY2019 and FY2020.

**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT**  
**FY2020 Management Plan to FY2021 Governor - All Funds**  
(in thousands)

K-12 Formula Programs:	FY2020	FY2021		% Change
	Management Plan	Governor's Budget	Management Plan to Governor's	
Foundation Program	\$1,215,420.5	\$1,234,557.6	\$19,137.1	1.6%
Pupil Transportation	\$77,214.6	\$76,997.7	(\$216.9)	-0.3%
Residential Schools Program	\$7,453.2	\$8,353.4	\$900.2	12.1%
Youth in Detention	\$1,100.0	\$1,100.0	\$0.0	0.0%
Special Schools	\$3,540.9	\$3,537.9	(\$3.0)	-0.1%
School Debt Reimbursement	\$48,910.2	\$50,077.1	\$1,166.9	2.4%
<b>Total Formula Programs</b>	<b>\$1,353,639.4</b>	<b>\$1,374,623.7</b>	<b>\$20,984.3</b>	<b>1.6%</b>
Agency and Program Operations:	FY2020	FY2021		% Change
	Management Plan	Governor's Budget	Management Plan to Governor's	
Executive Administration	\$852.6	\$990.9	\$138.3	16.2%
Administrative Services	\$1,820.3	\$1,829.5	\$9.2	0.5%
Information Services	\$1,024.7	\$1,028.3	\$3.6	0.4%
School Finance & Facilities	\$2,481.7	\$2,483.9	\$2.2	0.1%
Child Nutrition	\$77,081.5	\$77,090.5	\$9.0	0.0%
Student and School Achievement*	\$163,160.7	\$152,198.2	(\$10,962.5)	-6.7%
State System of Support	\$2,164.8	\$2,170.6	\$5.8	0.3%
Teacher Certification	\$934.4	\$939.3	\$4.9	0.5%
Early Learning Coordination	\$9,609.2	\$9,136.9	(\$472.3)	-4.9%
Pre-Kindergarten Grants**	\$7,045.7	\$2,000.0	(\$5,045.7)	-71.6%
Alaska State Council on the Arts	\$3,869.6	\$3,862.3	(\$7.3)	-0.2%
Professional Teaching Practices Commission	\$253.4	\$253.5	\$0.1	0.0%
Mt. Edgecumbe Boarding School	\$11,486.7	\$11,548.4	\$61.7	0.5%
MEHS Facilities Maintenance	\$1,194.5	\$1,844.5	\$650.0	0.0%
State Facilities Rent	\$1,068.2	\$1,068.2	\$0.0	0.0%
Library Operations	\$7,413.1	\$7,435.2	\$22.1	0.3%
Archives	\$1,316.2	\$1,324.3	\$8.1	0.6%
Museum Operations	\$1,775.3	\$1,785.9	\$10.6	0.6%
Online With Libraries (OWL)	\$670.9	\$438.0	(\$232.9)	-34.7%
Live Homework Help	\$138.2	\$138.2	\$0.0	0.0%
APK Facilities Maintenance	\$1,245.1	\$1,365.1	\$120.0	100.0%
ACPE - Program Admin & Operations	\$17,773.9	\$17,187.6	(\$586.3)	-3.3%
WWAMI Medical Education	\$3,173.7	\$3,224.5	\$50.8	1.6%
Alaska Performance Scholarship Awards	\$11,750.0	\$11,750.0	\$0.0	0.0%
ASLC - Loan Servicing	\$11,742.8	\$11,062.1	(\$680.7)	0.0%
<b>Total Agency and Program Operations</b>	<b>\$3,048,326.0</b>	<b>\$324,155.9</b>	<b>(\$16,891.3)</b>	<b>-0.6%</b>
<b>TOTAL DEED FUNDING</b>	<b>\$4,401,965.4</b>	<b>\$1,698,779.6</b>	<b>\$4,093.0</b>	<b>0.1%</b>

\* Reduction is due to a technical change in reflection of authority for DEED federal programs.

\*\* Reduction is due to expiration of temporary 2-year Pre-K grant which was appropriated for FY2019 and FY2020.



**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT**  
**FY2020 Management Plan to FY2021 Governor Detail**  
(in thousands)

Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
Personal Services	FY2021 Health Insurance and Contract Term Increases				\$73.2	\$39.7	\$103.7	\$216.6
Foundation Program	Reverse FY2020 Foundation - Public Education Fund (PEF)				(\$1,172,603.9)			(\$1,172,603.9)
Foundation Program	Reverse 2020 Additional Foundation Funding						(\$488.2)	(\$488.2)
Foundation Program	FY2021 Foundation Program to PEF (BSA \$5,930)				\$1,183,504.2		\$29,774.2	\$1,213,278.4
Foundation Program	FY2021 Additional Foundation Funding						\$488.2	\$488.2
Foundation Program	Transition Public School Trust Fund to Language Section to Maximize Investment Returns						(\$21,537.4)	(\$21,537.4)
Pupil Transportation	Reverse FY2020 Pupil Transportation - PEF				(\$77,214.6)			(\$77,214.6)
Pupil Transportation	FY2021 Pupil Transportation Estimate				\$76,997.7			\$76,997.7
Residential Schools Program	Name change from Boarding Home Grants to Residential Schools Program; Added Residential Programs for North Slope Borough and Lower Yukon School Districts				\$900.2			\$900.2
Special Schools	FY2021 Special Education Service Agency Decrease				(\$3.0)			(\$3.0)
School Debt Reimbursement	Reverse FY2020 School Debt Reimbursement				(\$48,910.2)			(\$48,910.2)
School Debt Reimbursement	FY2021 School Debt Reimbursement Estimate				\$50,077.1			\$50,077.1
Executive Administration	State Board of Education In-Person Meetings and Support	1			\$137.0			\$137.0
Student & School Achievement	Alaska Autism Resource Center						\$50.0	\$50.0
Student & School Achievement	Reverse One-Time Mental Health Trust Recommendation						(\$50.0)	(\$50.0)
School Finance & Facilities	Reduce One-Time REAA & Small Muni School District Fund				(\$9.0)			(\$9.0)
Student & School Achievement	Comprehensive Literacy State Development Federal Grant	1				\$3,945.9		\$3,945.9
Student & School Achievement	Reduce One-Time Bree's Law; Dating Violence Programs				(\$246.8)			(\$246.8)
Student & School Achievement	Align Authority with Anticipated Expenditures - Moving a Majority of Federal Authority to Language Section					(\$14,700.0)		(\$14,700.0)
Early Learning Coordination	Transfer Parents as Teachers Program to the Department of Health and Social Services				(\$474.7)			(\$474.7)
Pre-Kindergarten Grants	Reverse One-Time Additional Support for Pre-Kindergarten Grant Program				(\$5,045.7)			(\$5,045.7)
Alaska State Council on the Arts	Align Authority with Federal Match Requirements				(\$7.3)			(\$7.3)
Mt. Edgecumbe High School	Reverse School Maintenance and Operation for MEHS Aquatic Center				(\$28.2)			(\$28.2)
Mt. Edgecumbe High School	Replace Funding Source from Public School Trust Fund to General Fund Maximize Investment Earnings				\$4,639.1		(\$4,639.1)	\$0.0
MEHS Facilities Maintenance	General Fund Program Receipt Authority for MEHS Aquatic Center Operations and Maintenance				\$650.0			\$650.0
Archives	Increase Inter-agency authority for Microfilm Services						\$20.0	\$20.0
Archives	Transfer to Andrew P. Kashevaroff Facilities Maintenance for Utility Costs				(\$20.0)			(\$20.0)
Online with Libraries (OWL)	Eliminate OWL Video Conference System				(\$232.9)			(\$232.9)
APK Facilities Maintenance	APK Utility and Maintenance Costs				\$100.0			\$100.0
APK Facilities Maintenance	Transfer from Archives for Increased Maintenance Costs				\$20.0			\$20.0
ACPE - Program Admin & Ops	Outsource Federal Family Education Loan Program (FFELP) Servicing	(6)					(\$586.3)	(\$586.3)
WWAMI Medical Education	Increase to Support WWAMI Contractual Obligation				\$50.8			\$50.8
ASLC - Loan Servicing	FFELP Servicing & Other Reductions in Program Administration & Operations component						(\$680.7)	(\$680.7)
	<b>Total FY2021 Operating Changes</b>	<b>-4</b>	<b>0</b>	<b>0</b>	<b>\$12,353.0</b>	<b>(\$10,714.4)</b>	<b>\$2,454.4</b>	<b>\$4,093.0</b>
	<b>Total FY2020 Management Plan</b>	<b>273</b>	<b>14</b>	<b>2</b>	<b>1,374,227.1</b>	<b>256,226.5</b>	<b>64,233.0</b>	<b>1,694,686.6</b>
	<b>Total FY2021 Governor's Budget</b>	<b>269</b>	<b>14</b>	<b>2</b>	<b>\$1,386,580.1</b>	<b>\$245,512.1</b>	<b>\$66,687.4</b>	<b>\$1,698,779.6</b>

**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT**  
**FY2021 Funding by Line Item - UGF Only**  
(in thousands)

	1000	2000	3000	4000	5000	7000	UGF Totals
<b>Formula UGF</b>							
Foundation Program						1,183,504.2	\$ 1,183,504.2
Pupil Transportation						76,997.7	\$ 76,997.7
Residential Schools Program						8,353.4	\$ 8,353.4
Youth in Detention						1,100.0	\$ 1,100.0
Special Schools						3,537.9	\$ 3,537.9
Formula with School Debt UGF			464.2			49,612.9	\$ 50,077.1
<b>Subtotal</b>	<b>\$ -</b>	<b>-</b>	<b>464.2</b>	<b>-</b>	<b>-</b>	<b>1,323,106.1</b>	<b>\$ 1,323,570.3</b>
<b>Non-formula UGF</b>							
Executive Administration	\$ 789.9	102.7	64.6	11.3	-	-	\$ 968.5
Administrative Services	\$ 801.2	-	169.0	-	-	-	\$ 970.2
Information Services	\$ 182.6	0.7	197.3	2.4	-	-	\$ 383.0
School Finance & Facilities	\$ 774.0	57.8	717.8	6.0	-	-	\$ 1,555.6
Student & School Achievement	\$ 1,900.7	185.5	2,732.8	184.3	-	453.8	\$ 5,457.1
State System of Support	\$ 825.4	37.5	1,037.7	10.0	-	260.0	\$ 2,170.6
Teacher Certification	\$ -	-	-	-	-	-	\$ -
Child Nutrition	\$ 87.9	1.4	-	-	-	-	\$ 89.3
Early Learning Coordination	\$ 138.1	19.5	190.7	90.1	-	8,574.8	\$ 9,013.2
Pre-Kindergarten Program	\$ -	-	-	-	-	2,000.0	\$ 2,000.0
PTPC	\$ -	-	-	-	-	-	\$ -
ASCA	\$ 193.8	4.0	187.2	4.8	-	296.4	\$ 686.2
MEHS	\$ -	-	-	-	-	-	\$ -
MEHS Facilities Maintenance	\$ -	-	-	-	-	-	\$ -
State Facilities Rent	\$ -	-	1,068.2	-	-	-	\$ 1,068.2
Library Operations	\$ 3,036.3	9.1	323.4	118.5	-	841.4	\$ 4,328.7
Archives	\$ 1,100.4	0.8	-	-	-	-	\$ 1,101.2
Museum Operations	\$ 1,095.6	1.8	-	-	-	105.6	\$ 1,203.0
OWL	\$ 97.7	-	182.3	-	-	158.0	\$ 438.0
Live Homework Help	\$ -	-	-	-	-	-	\$ -
APK Facility Maintenance	\$ -	-	1,236.3	28.8	-	-	\$ 1,265.1
ACPE	\$ -	-	-	-	-	-	\$ -
WWAMI	\$ -	-	-	-	-	-	\$ -
Loan Servicing	\$ -	-	-	-	-	-	\$ -
APS	\$ -	-	-	-	-	-	\$ -
<b>Subtotal</b>	<b>\$ 11,023.6</b>	<b>\$ 420.8</b>	<b>\$ 8,107.3</b>	<b>\$ 456.2</b>	<b>\$ -</b>	<b>\$ 12,690.0</b>	<b>\$ 32,697.9</b>
<b>Total</b>	<b>\$ 11,023.6</b>	<b>\$ 420.8</b>	<b>\$ 8,571.5</b>	<b>\$ 456.2</b>	<b>\$ -</b>	<b>\$ 1,335,796.1</b>	<b>\$ 1,356,268.2</b>

<b>UGF Formula Total</b>	<b>\$ 1,323,570.3</b>
<b>UGF Non-Formula Total</b>	<b>\$ 32,697.9</b>
<b>UGF Formula and Non-Formula Total</b>	<b>\$ 1,356,268.2</b>

	Formula	Non-Formula	Total
<b>UGF Personal Services Total</b>	-	11,023.6	11,023.6
<b>UGF Grants Total</b>	1,323,106.1	12,690.0	1,335,796.1
<b>UGF Other Total</b>	464.2	8,984.3	9,448.5
	<b>\$ 1,323,570.3</b>	<b>\$ 32,697.9</b>	<b>\$ 1,356,268.2</b>

**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT**  
**Public School Funding Program**  
**FY2020 Authorized vs. FY2021 Projection**

	FY2020 Authorized	FY2021 Projection	Difference
Regular Average Daily Membership (ADM)	115,027.01	114,762.45	(264.56)
Correspondence ADM	13,011.90	14,161.46	1,149.56
Total ADM	128,038.91	128,923.91	885.00
<b>Adjusted ADM</b>	<b>\$256,498.57</b>	<b>\$259,829.10</b>	<b>\$3,330.53</b>
Basic Need	\$1,521,036.5	\$1,540,786.6	\$19,750.1
Required Local Effort	(257,515.4)	(262,398.8)	(4,883.4)
Deductible Impact Aid	(82,181.0)	(74,502.9)	7,678.1
Supplemental Funding Floor	0.0	0.0	0.0
Quality Schools Grant	4,104.0	4,157.2	53.2
Military Flow Through and Other	26,027.3	26,027.3	0.0
<b>Total</b>	<b>\$1,211,471.4</b>	<b>\$1,234,069.4</b>	<b>\$22,598.0</b>
<u>Funding Sources:</u>			
1004 GF: Public Education Fund/Formula	1,169,143.0	1,183,229.8	14,086.8
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	21,537.4	30,048.6	8,511.2
<b>Total</b>	<b>\$1,211,471.4</b>	<b>\$1,234,069.4</b>	<b>\$22,598.0</b>

\*\* FY2020 HB287, \$30 million, not included in the above numbers, to be distributed, pending outcome of litigation, outside the formula in onetime grants allocated on adjusted ADM.

**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT  
FY2021 Projected State Program Allocations (Legislative Appropriations)**

	Projected ADM	Foundation @ \$5,930	PFD Raffle Grant	Boarding Home	Boarding Program	in Detention	Special Schools	Pupil Transportation	Municipal Debt Reimbursement	FY2021 TOTALS
ALASKA GATEWAY	378	\$ 8,892,232	\$ 2,883					\$ 749,474		\$ 9,644,589
ALEUTIAN REGION	23	1,158,396	376					0		1,158,772
ALEUTIANS EAST	215	4,565,842	1,826					73,745	328,721	4,970,134
ANCHORAGE	45,134	328,805,864	140,025		45,600	491,464	1,134,600	21,168,103	20,384,890	372,170,546
ANNETTE ISLANDS	289	4,029,867	1,709					58,089		4,089,665
BERING STRAIT	1,726	31,575,195	13,445		431,184			93,204		32,113,028
BRISTOL BAY	103	1,023,342	607					289,296		1,313,245
CHATHAM	166	3,622,004	1,186					47,740		3,670,930
CHUGACH	484	4,188,548	1,335		273,600			0		4,463,483
COPPER RIVER	440	6,435,803	2,118					558,769		6,996,690
CORDOVA	348	4,386,412	1,667					127,995	472,399	4,988,473
CRAIG	528	4,509,583	1,648					118,151		4,629,382
DELTA/GREELY	781	10,176,521	3,271					1,302,960		11,482,752
DENALI	966	6,872,922	2,477					431,352		7,306,751
DILLINGHAM	455	6,140,562	2,268	34,310				609,285	367,976	7,154,401
FAIRBANKS	13,281	113,402,308	47,786			133,592		11,737,726	4,366,260	129,687,672
GALENA	4,837	28,270,460	8,978		3,517,074			80,647		31,877,159
HAINES	264	2,456,959	1,141					171,616	443,957	3,073,673
HOONAH	124	2,413,208	858					40,920	0	2,454,986
HYDABURG	120	1,972,799	639					0		1,973,438
IDITAROD	307	6,054,459	2,011					40,693		6,097,163
JUNEAU	4,611	37,090,490	16,434			107,712		3,050,280	3,266,038	43,530,954
KAKE	105	2,103,875	743					31,500		2,136,118
KASHUNAMIUT	320	4,516,634	2,000					1,600		4,520,234
KENAI	8,573	78,010,226	33,600			110,150		7,848,393	1,383,426	87,385,795
KETCHIKAN	2,229	25,396,819	9,578					1,749,737	683,554	27,839,688
KLAWOCK	120	2,075,756	853					77,400		2,154,009
KODIAK	2,215	24,746,546	9,532					1,871,960	2,869,156	29,497,194
KUSPUK	453	8,406,378	3,328	6,060				327,066		8,742,832
LAKE AND PENINSULA	329	9,269,801	3,122					136,952	477,816	9,887,691
LOWER KUSKOKWIM	4,035	65,156,012	25,570		1,060,616	156,430		1,234,710		67,633,338
LOWER YUKON	2,007	35,074,335	14,154		570,000			2,007		35,660,496
MAT-SU	19,285	170,560,700	64,306			100,652		17,033,745	8,837,373	196,596,776
NENANA	1,435	9,793,577	3,120		1,382,572			136,290		11,315,559
NOME	705	8,796,590	3,185			-		473,340	78,400	9,351,515
NORTH SLOPE	2,016	18,778,877	11,815		331,680			2,493,792	1,251,073	22,867,237
NORTHWEST ARCTIC	1,977	37,829,962	13,241		663,360			52,758	2,019,698	40,579,019
PELICAN	12	463,797	158					0		463,955
PETERSBURG	470	6,148,104	2,315					194,580	232,074	6,577,073
PRIBILOF	61	947,480	449					0		947,929
SAINT MARY'S	185	3,575,208	1,158					39,405		3,615,771
SITKA	1,186	12,197,841	4,953					554,626	790,704	13,548,124
SKAGWAY	130	1,119,904	599					5,200		1,125,703
SOUTHEAST	190	5,616,413	1,775					236,060		5,854,248
SOUTHWEST	611	10,614,475	4,450	20,000				403,260		11,042,185
TANANA	35	1,035,929	342					18,445		1,054,716
UNALASKA	430	4,278,124	1,950					307,880	0	4,587,954
VALDEZ	696	5,141,951	2,872					544,913	811,767	6,501,503
WRANGELL	316	3,882,367	1,412					244,584	83,518	4,211,881
YAKUTAT	100	1,369,436	503					66,582		1,436,521
YUKON FLATS	215	5,716,798	2,256					62,911		5,781,965
YUKON/KOYUKUK	1,993	16,787,457	5,617	17,344				96,983		16,907,401
YUPIIT	479	7,166,993	3,192					958		7,171,143
MT. EDGE CUMBE	430	3,419,941	1,365							3,421,306
OTHER	1	26,027,300					2,403,288		928,300	29,358,888
Sub Totals	128,924	1,234,069,382	488,201	77,714	8,275,686	1,100,000	3,537,888	76,997,682	50,077,100	1,374,623,653

11 OTHER INCLUDES SESA, OTHER ADJUSTMENTS.

**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT**  
**School Construction Debt Retirement AS 14.11.100 - FY2020 Estimated State Aid**  
**For October 15 Reporting**

SCHOOL DIST.	90% BOND SALES 7/1/77 TO 1/1/82 2YR LAG	80% ESTIMATED CASH PAYMENTS 2YR LAG	80% BOND SALES 7/1/83 TO 3/31/90 CURRENT PAY	70% BOND SALES 4/1/90 TO PRESENT CURRENT PAY	60% BOND SALES 6/30/99 TO PRESENT CURRENT PAY	90% BOND SALES 6/30/99 TO 10/31/2006 CURRENT PAY	60%-70% ESTIMATED NEW BONDS CURRENT PAY	SCHOOL DIST.	ESTIMATED TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2021	TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2021 W/REDUCTION
ALEUTIANS EAST				89,058	574,593		0	ALEUTIANS EAST	663,651	328,721
ANCHORAGE			456,493	24,497,733	15,930,912		269,642	ANCHORAGE	41,154,780	20,384,890
CORDOVA				568,939	384,780		0	CORDOVA	953,719	472,399
DILLINGHAM				742,901			0	DILLINGHAM	742,901	367,976
FAIRBANKS				7,419,914	1,395,069		0	FAIRBANKS	8,814,983	4,366,260
HAINES				896,298			0	HAINES	896,298	443,957
HOONAH				0			0	HOONAH	0	0
JUNEAU				6,099,214	494,545		0	JUNEAU	6,593,759	3,266,038
KENAI				2,792,979			0	KENAI	2,792,979	1,383,426
KETCHIKAN				1,014,552	365,465		0	KETCHIKAN	1,380,017	683,554
KODIAK				4,375,541	891,960		525,000	KODIAK	5,792,501	2,869,156
LAKE & PEN				774,945	189,712		0	LAKE & PEN	964,657	477,816
MAT-SU				15,557,787	2,283,865		0	MAT-SU	17,841,652	8,837,373
NOME				129,567	28,713		0	NOME	158,280	78,400
NORTH SLOPE					75,385		2,450,392	NORTH SLOPE	2,525,777	1,251,073
NORTHWEST ARCTIC				3,415,686	259,514	402,340	0	NORTHWEST ARCTIC	4,077,540	2,019,698
PETERSBURG				177,118	291,413		0	PETERSBURG	468,531	232,074
SITKA				1,104,716	491,625		0	SITKA	1,596,341	790,704
UNALASKA				0			0	UNALASKA	0	0
VALDEZ				61,186	1,577,680		0	VALDEZ	1,638,866	811,767
WRANGELL				168,613			0	WRANGELL	168,613	83,518
<b>TOTALS</b>	<b>0</b>	<b>0</b>	<b>456,493</b>	<b>69,886,747</b>	<b>25,235,231</b>	<b>402,340</b>	<b>3,245,034</b>		<b>99,225,845</b>	<b>49,148,800</b>

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

		REDUCTION
BOND ENTITLEMENT	\$95,980,811	
CASH ENTITLEMENT	<u>0</u>	
SUB TOTAL	<u>95,980,811</u>	
ESTIMATED NEW DEBT	<u>3,245,034</u>	
EST. STATE AID-FY2021	99,225,845	49,148,800
EED OVERHEAD	<u>928,300</u>	<u>928,300</u>
TOTAL FY2021 STATE AID	<u>100,154,145</u>	<u>50,077,100</u>

**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT**  
**FY2021 Division of Innovation and Education Excellence**  
**Program Allocations by Funding Source**  
(in thousands)

Student and School Achievement Component	Federal	Federal ESEA	General Fund	GF / Mental Health	GF / Match	GF / Program Receipts	Inter-Agency Receipts	MHTAAR	Statutory Designated	TVEP	Total	PFT
ESEA Title I Grants to LEAs		45,608.9									45,608.9	6
ESEA Title I-Part C Migrant Education		16,963.9									16,963.9	4
ESEA Title I-Part D Neglected & Delinquent		414.9									414.9	1
ESEA Title II-A Supporting Effective Instruction		9,857.1									9,857.1	2
ESEA Title III English Language Acquisition		1,280.2									1,280.2	1
Title IV Student Support and Enrichment Grants		5,646.1									5,646.1	1
ESEA Title IVB 21st Century Community Learning		5,986.2									5,986.2	1
ESEA Title VI Part B State Assessments and Data		3,506.3	1,800.0								5,306.3	4
ESEA Title X Part C Education for Homeless Children & Youth		264.0									264.0	1
IDEA Title VI B 611 Special Education	39,092.9										39,092.9	3
IDEA Title VI 619 Special Education - Preschool	1,298.1										1,298.1	-
Carl Perkins Vocational Education Career & Tech PL 109-270	5,037.4				276.4						5,313.8	3
Charter School Start-up Grant			168.8								168.8	-
Comprehensive State Literacy Development Grant	4,955.2										4,955.2	1
Counseling (Suicide Prevention & At Risk)				39.8							39.8	1
Office of School Health and Safety			75.0				1,147.4				1,222.4	4
Alaska Trauma Recovery in Schools (AKTRIS)	999.9										999.9	-
Alaska Longitudinal Data System			450.0								450.0	2
Alaska Resource Education Program			25.0								25.0	-
Rural Transition Services				150.0							150.0	-
Autism Resource Center				188.0				50.0			238.0	-
Senate Youth									1.0		1.0	-
Accountability and Oversight			1,810.8								1,810.8	7
Interdepartmental RSA Chargebacks			1,127.5								1,127.5	-
Galena TVEP Grant										499.5	499.5	-
Unallocated / Carryforward	4,083.1								49.0		4,132.1	-
<b>Total Student School &amp; Achievement Component</b>	<b>\$55,466.6</b>	<b>\$89,527.6</b>	<b>\$5,457.1</b>	<b>\$377.8</b>	<b>\$276.4</b>	<b>\$0.0</b>	<b>\$1,147.4</b>	<b>\$50.0</b>	<b>\$50.0</b>	<b>\$499.5</b>	<b>\$152,852.4</b>	<b>42</b>

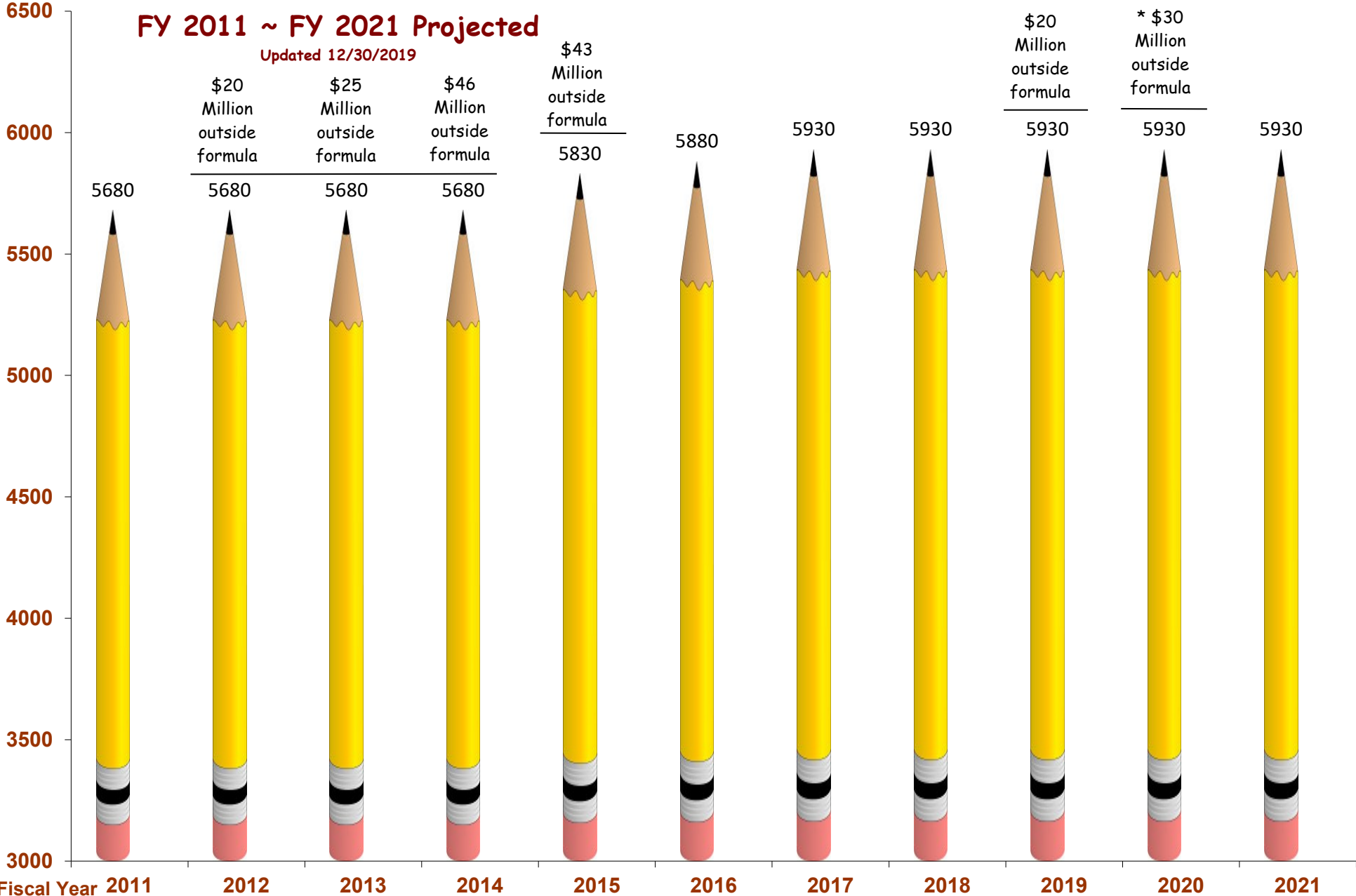
Component	Federal	Federal NCLB	General Fund	GF / Mental Health	GF / Match	GF / Program Receipts	Inter-Agency Receipts	MHTAAR	Statutory Designated	TVEP	Donated Commodities	Total	PFT
<b>State System of Support</b> (includes Transfer from Curriculum Program from Student and School Achievement component)	-	-	357,600.0	-	-	-	-	-	-	-	-	357,600.0	7
<b>Teacher Certification</b>	-	-	-	-	-	939.3	-	-	-	-	-	939.3	5
<b>Early Learning Coordination: Headstart</b>	123.7	-	6,853.0	-	-	-	-	-	-	-	-	6,976.7	1
<b>Early Learning Coordination: Early Learning Programs</b>	-	-	2,196.5	-	-	-	-	-	-	-	-	2,196.5	1
<b>Pre-Kindergarten Program</b>	-	-	2,000.0	-	-	-	-	-	-	-	-	2,000.0	-
<b>Division of Innovation and Education Excellence Totals</b>	<b>Federal</b>	<b>Federal NCLB</b>	<b>General Fund</b>	<b>GF / Mental Health</b>	<b>GF / Match</b>	<b>GF / Program Receipts</b>	<b>Inter-Agency Receipts</b>	<b>MHTAAR</b>	<b>Statutory Designated</b>	<b>TVEP</b>	<b>Donated Commodities</b>	<b>Total</b>	<b>PFT</b>
Student & School Achievement	55,466.6	89,527.6	5,457.1	377.8	276.4	-	1,147.4	50.0	50.0	499.5	-	152,852.4	42
State System of Support	-	-	357,600.0	-	-	-	-	-	-	-	-	357,600.0	7
Teacher Certification	-	-	-	-	-	939.3	0.0	-	-	-	-	939.3	5
Early Learning Coordination	123.7	-	9,049.5	-	-	-	-	-	-	-	-	9,173.2	1
Pre-Kindergarten Programs	-	-	2,000.0	-	-	-	-	-	-	-	-	2,000.0	1
<b>Total</b>	<b>\$55,590.3</b>	<b>\$89,527.6</b>	<b>\$374,106.6</b>	<b>\$377.8</b>	<b>\$276.4</b>	<b>\$939.3</b>	<b>\$1,147.4</b>	<b>\$50.0</b>	<b>\$50.0</b>	<b>\$499.5</b>	<b>\$0.0</b>	<b>\$522,564.9</b>	<b>56</b>

# Alaska K-12 Funding

## Base Student Allocation

FY 2011 ~ FY 2021 Projected

Updated 12/30/2019



\* Pending litigation

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

**January 20, 2020**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 2**

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◆ **ISSUE**

This is a discussion regarding proposed legislation for the Second Session of the 31<sup>st</sup> Alaska State Legislature that would impact the department and the board.

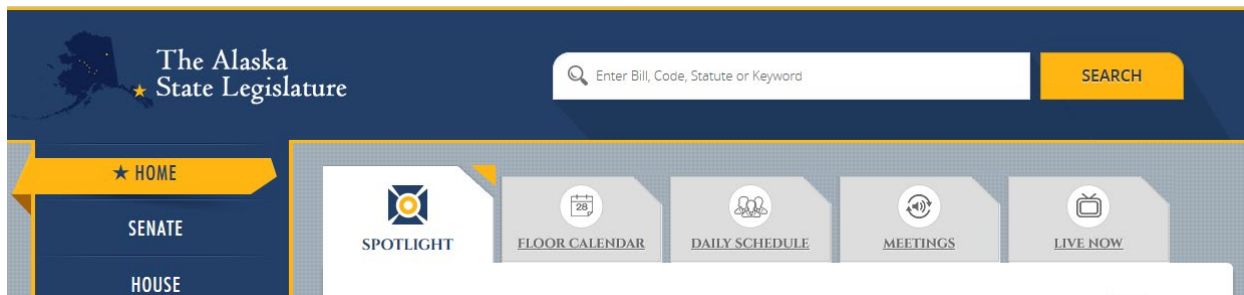
◆ **BACKGROUND**

- This agenda item will review publically available resources and prefiled legislation pertaining to education in Second Session of the 31<sup>st</sup> Alaska State Legislature. A listing of prefiled legislation will be provided at the time of the meeting.
- Prefiled legislation may be viewed online at <http://www.akleg.gov/basis/Bill/Prefile/31#>.
  - First prefile release date: January 10, 2020
  - Second prefile release date: January 17, 2020
- Erin Hardin, Legislative Liaison, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.





akleg.gov



### Resources

- Link to legislature's homepage: <http://akleg.gov/index.php>
- To view live and recorded legislative sessions: <http://akl.tv/>
- To view daily legislative hearing schedules: <http://w3.akleg.gov/index.php#tab2>
- To view daily floor sessions: <http://w3.akleg.gov/index.php#tab3>
- To track bills: [https://www.akleg.gov/basis/btmf\\_login.asp](https://www.akleg.gov/basis/btmf_login.asp)

### Want to learn more?

- How to Read a BASIS Bill History Tutorial: <http://w3.legis.state.ak.us/docs/pdf/readbill.pdf>
- Legislative Terms Glossary: <http://w3.legis.state.ak.us/docs/pdf/glossary.pdf>
- List of Common Abbreviations and Acronyms: <http://w3.legis.state.ak.us/docs/pdf/abbracro.pdf>
- Handbook on Alaska State Government: <http://w3.legis.state.ak.us/docs/pdf/handbook.pdf>
- Researching Legislative information: [http://w3.legis.state.ak.us/docs/pdf/internet\\_research.pdf](http://w3.legis.state.ak.us/docs/pdf/internet_research.pdf)
- Alaska State Legislature Uniform Rules: [http://akleg.gov/docs/pdf/uniform\\_rules.pdf](http://akleg.gov/docs/pdf/uniform_rules.pdf)

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

**January 20, 2020**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 3**

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◆ **ISSUE**

The board is being asked to approve its annual report to the legislature.

◆ **BACKGROUND**

- A state statute signed in 2011 requires the State Board of Education and Early Development to provide an annual report to the legislature.
- The statute sets out requirements for a report to the legislature to be made no later than the 30<sup>th</sup> legislative day of each regular session and it must be presented in person.
- The statute further set out that the report must describe efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board.
- The legislature later added intent language that requested inclusion of the most recent National Assessment of Educational Progress (NAEP) data in the written report.
- The first presentation to the legislature took place in January 2012.
- Behind this cover memo is the final report, which includes the statute language on page 1.

◆ **OPTIONS**

Approve the report.  
Amend the report and approve the amended report.  
Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the report as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education and Early Development approve the report to the legislature.

# State Board of Education and Early Development

Annual Report to the Alaska State Legislature

January 2020



## **State Board of Education and Early Development**

James Fields, Chair

Dr. Keith Hamilton, First Vice-Chair

Lorri Van Diest, Second Vice-Chair

Sandra Kowalski

Tiffany Scott

Bob Griffin

Sally Stockhausen

Abigail Mainard, Student Advisor

Lieutenant Colonel Jeremiah Hammill, 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.

### AS 14.07.168. Report to the legislature

Not later than the 30<sup>th</sup> legislative day of each regular session of the legislature, the board shall prepare and present in person to the legislative committees having jurisdiction over education an annual report that describes the efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board. The report must include: (1) a summary of the resolves and rationales provided in support of policy decisions made under AS 14.03.015; (2) program and curriculum changes made, discussed, or recommended in meetings held under AS 14.07.125; (3) additional information relevant to efforts made to improve and maintain the public education system.

## OUR MISSION

**An excellent education  
for every student  
every day.**

## OUR VISION

**All students will succeed in their  
education and work, shape  
worthwhile and satisfying lives  
for themselves, exemplify the best  
values of society, and be effective  
in improving the character and  
quality of the world about them.**

Alaska Statute 14.03.015

Photo courtesy of Anchorage School District. Used with permission.

## Purpose Statement

The Department of Education and Early Development (DEED) provides *information, resources, and leadership* to support an excellent education for every student every day.



## Alaska's Education Challenge

Over the last three years, parents, students, educators, policymakers, tribal leaders, partner organizations, and local school boards have stepped forward to answer Alaska's call to action to create a shared vision for improving our public education system – the result is Alaska's Education Challenge.

*"Alaska's Education Challenge is a question to all Alaskans – 'How will we meet the educational challenges in our state?'"* – Alaska Education Commissioner Dr. Michael Johnson

That vision starts with three shared commitments: (1) Increase Student Success, (2) Cultivate Safety and Well-Being, and (3) Support Responsible and Reflective Learners.

In order to meet Alaska's education challenges, we are addressing our public education system through three components:

1. A call to action: Shared Commitments
2. A focus of efforts: Measurable Goals
3. A prioritization of change: Targeted Strategies





Under the board’s leadership, DEED has been collaborating with partner organizations to create and implement a strategic plan focused on five specific, measurable goals that are most likely to improve student outcomes from the dialogue and recommendations brought forward through the Alaska’s Education Challenge.

They are:

1. Support all students to read at grade level by the end of third grade
2. Increase career, technical, and culturally relevant education to meet student and workforce needs
3. Close the achievement gap by ensuring equitable educational rigor and resources
4. Prepare, attract, and retain effective education professionals
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes

To learn more about the Alaska’s Education Challenge and view the strategic plan, visit <https://education.alaska.gov/akedchallenge>.

Alaska Department of Education & Early Development Strategic Plan

Meeting  
**Alaska's  
Education  
Challenge**  
Together

*Together, we will meet Alaska's education challenge by honoring our heritage, innovating for the future, and prioritizing for today's fiscal challenges*

# REGULATIONS AND OTHER BOARD ACTIONS

In mid-January, the board and DEED were notified that the Council for the Accreditation of Educator Preparation (CAEP) had revoked accreditation for the University of Alaska Anchorage (UAA) initial teacher preparation programs. The board announced that they would hold a meeting in early February to review the timeline leading to the CAEP decision and the ramifications of the loss of accreditation, as well as to explore the board’s next steps.

In February, the board approved UAA initial educator preparation programs for graduates in Spring 2019 and Summer 2019 only. The board’s decision allowed DEED to recognize UAA’s recommendations for initial licensure for these graduates.

The board’s approval motion recognized that UAA’s initial educator preparation programs were accredited and approved through December 31, 2018. Teacher candidates completing their preparation program at UAA during the 2019 Spring and Summer terms completed the majority of their education in an accredited and approved program. These graduates were considered to have graduated from a State-approved program. Additionally, the board approved a recommended process presented by DEED to address UAA’s path forward towards achieving accreditation by CAEP.

Lastly, the board granted continued State approval of the University of Alaska Fairbanks (UAF) initial educator preparation programs through June 30, 2024.

In March, the board established four committees focused on standards and assessments, tribal compacting, regulations, and the funding formula. Each committee consists of three board members and meets with DEED staff in-between quarterly board meetings. These telephonic meetings provide opportunities for board members to interact and collaborate with staff on a regular basis, expand their knowledge of specific topics, and provide input on department efforts.

<b>Standards &amp; Assessments</b>	<b>Tribal Compacting</b>	<b>Regulations</b>	<b>Funding Formula</b>
Sally Stockhausen, Committee Chair	Sandra Kowalski, Committee Chair	Lorri Van Diest, Committee Chair	Tiffany Scott, Committee Chair
Lorri Van Diest	Bob Griffin	Sandra Kowalski	Dr. Keith Hamilton
James Fields	Tiffany Scott	Bob Griffin	James Fields

After a period of public comment, the board adopted amendments to regulations regarding the sub-interval scores on the Performance Evaluation for Alaska’s Schools (PEAKS) assessment for grade 9 math. The adopted amendments update the grade 9 math sub-interval scores that are used to calculate student growth within Alaska’s new accountability system. The board previously adopted regulations amending the assessment achievement level scores on the

grade 9 math PEAKS assessment, as the test was revised during the 2017-18 school year to emphasize Algebra 1 concepts.

The board also adopted amendments to regulations regarding teacher certification. The adopted amendments add three basic competency exams to the list of approved exams in Alaska in an effort to continue decreasing barriers for educators prepared outside of Alaska to gain Alaska certification.

The board approved ten-year renewals of charters for Eagle Academy Charter School and STreAM Academy Charter School in the Anchorage School District, and Kaleidoscope Charter School in the Kenai Peninsula Borough School District. The board also approved the appointments of Aaron Leggett and Charles Diters to three-year terms on the Alaska State Museum Collections Advisory Committee.

The board directed DEED staff to work with the Governor's office and the Departments of Law and Natural Resources to further investigate the City and Borough of Sitka's request to purchase an approximately 3.0 acre parcel of land owned by the department and located at 1190 Seward Avenue in Sitka. The City and Borough of Sitka would like to construct a seaplane base on the property.

Lastly, the board issued a statement in a unanimous vote regarding Alaska's current fiscal challenges and its enduring commitment to meet Alaska's Education Challenge:

*"The State Board of Education and Early Development (board) takes its responsibility to Alaska's students very seriously. Each of us volunteers to serve on the board because we believe in the promise of Alaska's youth. They are the future of our state.*

*This year, an intense focus has developed on the board's response to Governor Michael J. Dunleavy's proposed budget. The board acknowledges that the State of Alaska's financial challenges call for Alaskans, including its appointed and elected officials, to prioritize reevaluating its budget. We are pleased with the level of engagement the public has demonstrated in response to our sobering budget reality. With the public testimony that has been delivered, we are confident that public education will continue to be a priority for those with decision-making authority, as it is for the board.*

*Whether our budget increases or decreases or remains the same, it will not change our resolve to use the resources allocated to us to fulfill the three commitments we have made to our youth through Alaska's Education Challenge: 1) Improve student success; 2) Cultivate safety and well-being; and 3) Support responsible and reflective learners.*

*Finally, we cannot emphasize enough our steadfast support for Alaska's schools, educators, students, and their families. These times require the creative and innovative solutions that can only come through cooperation and partnership with state leadership.*

*It is with this same spirit that the board also extends its support to the Governor and the Legislature, as they work together to pass a sustainable budget that reflects the values of all Alaskans and positions our state for a prosperous future.”*

In June, after a period of public comment, the board adopted amendments to regulations that updated the K-12 science standards, updated the technology standards as digital literacy standards, and added computer science standards as a new content area.

All three content standards were written and reviewed by Alaskan educators. Alaska’s science standards and technology standards were last revised in 2006. The adopted science standards were shaped around the Next Generation Science Standards (NGSS), and include applications of scientific principles and skills in an Alaskan context. Knowledge of computer science principles is an increasingly critical workforce-readiness skill. The new computer science standards do not require the establishment of a computer science program in schools, but create a unified foundation for school districts with existing programs and for those that choose to develop programs.

The board also adopted the latest school and school system accreditation documents published by AdvancED. DEED recognizes school accreditation status in regulation as determined by AdvancED Northwest.

The board approved ten-year renewals of charters for Watershed Charter School in the Fairbanks North Star Borough School District and Ayaprun Elitnaurvik Charter School in the Lower Kuskokwim School District.

Lastly, the board approved the appointments of Janet Woods to the Parent Representative Seat and Lois Rhodes as the Sitka Community Representative on the Mt. Edgecumbe High School Advisory Board.

In September, after a period of public comment, the board adopted amendments to regulations regarding school facility planning and construction and school facility commissioning. The adopted amendments accomplished needed clean-up work in several school facility planning and construction areas (e.g., citations for updated publications), codified current work practices, made improvements to the capital project administration process, and set limits on funding.

Additionally, the adopted amendments added a new subsection that establishes the requirement for commissioning based on the type, size, and complexity of the school capital project, and identified five key building systems that would most benefit from the commissioning process. These amendments were previously reviewed and approved by the Bond Reimbursement and Grant Review Committee. The last significant revision of these regulations occurred in 2010.

In December, the board approved changes to Mt. Edgecumbe High School's graduation requirements per the MEHS Advisory Board's recommendation. The changes included removing references to the High School Graduation Qualifying Exam, replacing the flexible credit choice with paths aligned with the Alaska Performance Scholarship course requirements under both tracks, and replacing the Pacific Rim studies class with a World History/Global Studies class.

### **New Officers, Members, and Staff**

In February, two new board members and Tiffany Scott were sworn into office. Governor Michael J. Dunleavy appointed to the State Board Bob Griffin of Anchorage and Sally Stockhausen of Ketchikan, and reappointed Tiffany Scott of Kotzebue.

Mr. Griffin was appointed January 15 to fill the seat for the Public At-Large, replacing Barbara Thompson, who resigned. Mr. Griffin's term expires March 1, 2024. Mr. Griffin is an airline captain with Alaska Airlines and a retired U.S. Air Force fighter pilot. He is a current member of the Anchorage School District (ASD) Capital Improvement Advisory Committee and the former chair of the ASD Budget Advisory Commission. Mr. Griffin holds a bachelor's degree in professional aeronautics from Embry-Riddle Aeronautical University.

Ms. Stockhausen was appointed January 15 to fill the seat for the First Judicial District, replacing Rebecca Himschoot. Ms. Stockhausen's term expires March 1, 2021. Ms. Stockhausen has served as a special education teacher in Alaska for over 15 years. She currently holds certification in Alaska as a teacher, and serves as a special education teacher and department chair with the Ketchikan Gateway Borough School District. Ms. Stockhausen holds a bachelor's degree in elementary education from John Brown University and a master's degree in special education from the University of Alaska Anchorage.

Ms. Scott was reappointed March 1 to fill the seat for the Second Judicial District. Ms. Scott's term expires March 1, 2024. Ms. Scott is employed by the Maniilaq Health Center as a registered nurse in the emergency department. She holds an associate of applied science degree in nursing from the University of Alaska Anchorage and a bachelor of liberal arts degree in extension studies from Harvard University Extension School. Ms. Scott is a former member of the Matanuska-Susitna Borough School Board.

Lastly, the board approved the Commissioner's appointments of Karen Melin as Deputy Commissioner, Tamara Van Wyhe as Director of Innovation and Education Excellence, and Brittany Hartmann as Chief of Staff.

In April, the board welcomed Lieutenant Colonel (LTC) Jeremiah Hammill to the military advisor seat on the board. Lieutenant General Thomas Bussiere, Commander of the Alaskan Command, appointed LTC Hammill to the seat to replace the board's outgoing military advisor, Colonel Spencer Van Meter. The board also approved the Commissioner's appointments of Dr. Niki Tshibaka as Assistant Commissioner and Linda Mattson as Executive Secretary.

In June, the board re-elected James Fields as Chair, Dr. Keith Hamilton as First Vice-Chair, and Lorri Van Diest as Second Vice-Chair to serve from July 1, 2019 to June 30, 2020.

In July, Abigail Mainard of Eagle River High School began her one-year term as student advisor. The board chooses the student advisor from several students nominated by the Alaska Association of Student Governments.

In September, the board approved the Commissioner's appointment of Erin Hardin as Special Assistant to the Commissioner.

In December, the board selected Myriam Scott of Eagle River High School as its student-advisor elect. She will begin her term as student advisor on July 1, 2020.

# SIGNIFICANT STEPS

## Assessments

Alaska successfully administered the statewide English language arts, math, and science assessments during the 2018-19 school year.

Performance Evaluation for Alaska's Schools (PEAKS) and the Alaska Science Assessment are statewide summative assessments designed to provide important data for parents, educators, policy makers, communities, and businesses about how Alaska's schools and districts are performing. This information informs school improvement efforts at the state and local levels, and helps ensure there is equity in education for all students. Assessments are one piece of the larger education system, and Alaska's statewide summative assessments are one part of a balanced assessment system.

PEAKS assesses students in grades 3-9 on the state's current English language arts and mathematics standards, adopted in 2012. PEAKS was first administered in spring 2017. The Alaska Science Assessment assesses students in grades 4, 8, and 10 on the state's science standards. The spring 2019 administration assessed students on the now-former science standards, adopted in 2006. Starting in 2022, students will be assessed on Alaska's revised science standards that were adopted in June 2019.

In spring 2019, approximately 76,400 students participated in the third administration of PEAKS and the Alaska Science Assessment.

PEAKS is not a pass/fail assessment. Students score on a scale that is divided into four levels of achievement: advanced, proficient, below proficient, and far below proficient.

Overall, 39.2 percent of students scored at a proficient level in English language arts, 35.7 percent of students scored at a proficient level in mathematics, and 44.6 percent of students scored at a proficient level in science.

### Highlights:

- The 2017 grade 4 student class achieved growth over three years in English language arts proficiency
  - Grade 4: 38.8 percent proficient in 2017
  - Grade 5: 41.1 percent proficient in 2018
  - Grade 6: 45.5 percent proficient in 2019
- English learners achieved an increase in English language arts AND math proficiency
  - English language arts: 8.6 percent proficient in 2018 to 9.9 percent proficient in 2019
  - Math: 11.9 percent proficient in 2018 to 13.0 percent proficient in 2019

- Grade 9 students in 2019 achieved a 5.2 percent increase in math proficiency than grade 9 students the year prior. This was the second year the grade 9 math PEAKS assessment emphasized Algebra 1 concepts.
- The 2017 grade 8 student class achieved growth over two years in science proficiency
  - Grade 8: 46.9 percent in 2017
  - Grade 10: 53.6 percent in 2019

Neither PEAKS nor Alaska Science Assessment are high-stakes assessments for students. Results do not affect classroom grades, grade advancement, or graduation.

Resources to help the public understand PEAKS are available on the [PEAKS webpage](#).

2019 PEAKS and Alaska Science Assessment results are available on [DEED's Assessment Results webpage](#).

## School Health and Safety Program

DEED's 2019 School Health and Safety Program focus was primarily to advance the Alaska Education Challenge's "Nurturing Safety and Well-Being" commitment through the initial implementation of the Challenge's three holistic safety and well-being priority strategies: increasing the implementation of trauma-engaged practices in schools, increasing positive school climate, and increasing direct access to school-based nursing and counseling services for all students.

### Highlights of the Health and Safety Program's Education Challenge Implementation Efforts

- School Safety and Well-Being Summit  
DEED hosted a dedicated statewide School Safety & Well-Being Summit in Anchorage at the Egan Center September 18-20, 2019. The summit brought together school safety leadership from 37 districts as well as key educational stakeholders from other agencies to acquire new best practices and to share effective existing school safety practices with an emphasis on restorative disciplinary practices, positive school climate, school crisis preparedness, and trauma informed schools. (The Summit's content was aligned to the Education Challenge's safety and well-being commitment and its supporting strategies.) In all, 300 educators from across the state participated and the feedback provided on the event was exceptionally positive.
- Trauma Engaged Schools Framework  
DEED completed an interagency cooperative to develop *Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska*. This innovative framework is a tool to use to deepen understanding of trauma, trauma's impact on development, behavior, and learning, social and emotional supports, trauma-informed school environments, and



key roles for adults in creating supportive educational environments for students. The tool aims to help schools and communities translate this understanding into action through policies and practices that support the whole child. This tool was created for all Alaskans—educators, parents, and community members who want to be involved in leading their schools to trauma-engaged change. It has now been broadly distributed to districts across the state and is receiving both local and national accolades.

A collection of districts across the state are communicating they are already beginning to implement the “Framework” such as Juneau, Bering Straits, Sitka, Ketchikan, and Hoonah. The framework is also getting national attention with several presentations to Safe and Supportive Schools TA center, National Child Traumatic Stress network, and the Neglected and Delinquent TA center out of the American Institutes for Research.

- Transforming Schools Toolkit:  
DEED, in collaboration with AASB, is in the process of creating an Implementation Toolkit to complement the Transforming Schools Trauma Framework. It is being developed as a supplemental and highly practical resource to assist Alaska schools becoming fully trauma engaged and practicing. The toolkit is intended for districts to use with staff. It will contain training, professional learning, tools, activities and resources that illustrate, expand on, and can be used to implement the content for each of the framework’s chapters. The Toolkit will be completed in 2020.
- ACEs/Trauma Informed Schools eLearning Courses  
DEED’s eLearning Program provides more than 50 trainings to districts at no cost and now serves more than 25,000 school district employees. Since January 1, 2019 users completed 26,057 courses. The most heavily trafficked courses DEED continued to be those focusing on school health and safety topics. DEED continued its development of distance-delivered trainings to assist districts with becoming trauma informed. In 2018 DEED premiered its first trauma specific courses *Overcoming ACEs in Alaska Schools* and *Trauma Sensitive Schools*. In 2019, DEED added a suite of custom-developed trauma-focused courses for district use. DEED’s trauma informed schools course offerings presently include:
  - *Overcoming ACEs in Alaska Schools:* This first course defines adverse childhood experiences and explains how they affect children’s brains, learning, and behavior.
  - *Trauma Sensitive Schools:* The second course provides insight into the paradigm shift schools undergo as they become better equipped to support students’ responses to traumatic experiences and the impact they may have on learning and behavior.
  - *Trauma Engaged and Practicing Schools:* The Trauma-engaged course will provide tools for teachers to use in their classrooms to include restorative practices, mindfulness activities, co- and self-regulation, social emotional learning, multi-tiered system of supports and describe the process of being a

“trauma-informed school” and the steps for moving from “trauma-aware” to “trauma-informed practice”.

- *Classroom Practice*: Trauma can have a profound effect on how students perform in school. Teachers who take a trauma-engaged approach are sensitive to the fact that some students have experienced significant trauma and can provide the supportive environment they need for success. This course walks you through strategies you can use in your classroom.
- *Self-regulation*: is the ability to manage emotions and behavior. Students who have experienced trauma may have trouble developing self-regulation skills. This course provides a foundation for understanding self-regulation and walks you through how to help students develop these skills.
- *Mind-Body Connection*: To ensure the academic success of students who have experienced trauma, it is necessary for schools to address their health emotional well-being. This course provides a good foundational understanding of how non-academic mindfulness tools and techniques can help students focus in the classroom. You may also find these activities helpful and healing for yourself.
- *Emotional Intelligence*: Students who have experienced trauma can react to stress in unpredictable ways because trauma can impede their ability to develop emotional intelligence. This course gives foundational information about emotional intelligence and walks you through strategies you can use with students.
- *Upcoming courses for FY2020*:
  - *A Guide to Family Partnerships*
  - *A Guide to Childhood Traumatic Grief*
  - *Collaborate with Early Learning to develop courses for PK and Head start staff*
  - *Trauma Engaged Counselors Tools & Techniques*
  - *Self Care for Educators*
- New Trauma Recovery Demonstration Grant

DEED has been awarded a \$5 million five-year federal grant by the U.S. Department of Education to expand delivering mental health services to students who have experienced trauma and are struggling in school as a result. The funding will enable DEED to oversee and facilitate a robust partnership between the Alaska Child Trauma Center and the Fairbanks North Star Borough School District to increase low-income, at-risk students’ access to mental health services. Additionally, DEED will be able to develop a trauma-specific mental health services model that can be replicated across the state.
- Alaska Safe Children’s Act

DEED continued progress on the state authored student training to support districts with the implementation of the Alaska Safe Children’s Act in grades 7-12. Each grade band will include 5 modules for dating violence awareness and prevention and sexual

assault/abuse awareness and prevention that will be delivered via eLearning. The state authored curriculum will be available to districts for the 2020-2021 school year. In addition to the curriculum, the committee finalized *Implementing the Alaska Safe Children's Act – A Resource for Alaska Schools*. This implementation guide offers information, recommendations and resources to assist school districts, schools, and teachers in Alaska in implementing the Alaska Safe Children's Act. The document includes the following six sections: Background Information; How to Respond to Disclosures of Abuse; Classroom Implementation; Mandatory Training and eLearning Professional Development for Staff; Prevention in Schools; and School Practices and Policies.

- **2019 School Health and Wellness Institute**  
DEED partnered with the Department of Health and Social Services to co-sponsor the 14<sup>th</sup> annual School Health and Wellness Institute (SHWI) on October 28-30, 2019 in Anchorage. The SHWI is Alaska's single largest gathering of educators and other professionals focused solely on school health. It brought together more than 150 school personnel including teachers, counselors, school nurses, school administrators and others to provide 3 days of professional development and address new and emerging school health topics. This year's SHWI was fashioned in alignment to the nationally endorsed Centers for Disease Control Whole School, Whole Community, Whole Child (WSCC) Model. It included sessions on trauma-engaged school practices, resilience and mindfulness, youth substance use, suicide prevention and more.

### **Increased Focus on Third Grade Reading Proficiency**

On October 1, 2019, Commissioner Johnson announced that DEED had received a \$20.7 million five-year federal grant from the U.S. Department of Education to expand the state's efforts to improve literacy skills for all students. DEED will use the grant funds to develop and implement a comprehensive state literacy program that will include reading coaches, professional development for educators, support for parents and caregivers, and competitive sub grants for school districts to advance literacy skills.

The federal grant provides funding to DEED over five school years, starting with \$4.9M in the current school year (2019-2020). For the following four school years, \$3.9M will be distributed to DEED each year.

"We intentionally applied for this grant to support the implementation of the first goal in the Alaska's Education Challenge – supporting all students to read at grade level by the end of third grade," said Commissioner Johnson. "There is no question that reading proficiently improves student outcomes and quality of life. I look forward to working with parents and educators to utilize this federal grant on behalf of Alaska's students."

Quoting from an ExcelinEd factsheet, Commissioner Johnson pointed out that, “Students who cannot read by the end of the third grade are four times more likely to drop out of high school, and high school dropouts make up 75 percent of citizens receiving food stamps and 90 percent of the Americans on welfare. Nearly 85 percent of teenagers in the juvenile justice system cannot read to learn and seven out of ten adult prisoners cannot read above a fourth grade level.” The Commissioner also noted that a focus on reading outcomes is emphasized in the Alaska Legislative Task Force on Reading Proficiency and Dyslexia final report, “The students that do not read proficiently by third grade fall further and further behind. As their peers use reading skills to acquire new skills, these students remain on square one.”

### **Implementing the Every Student Succeeds Act (ESSA)**

In December 2015, the president signed into law the Every Student Succeeds Act (ESSA), which is authorized for four years. ESSA replaces the No Child Left Behind Act of 2002 (NCLB) and the Obama administration’s waiver program under NCLB.

ESSA maintained some provisions of NCLB, but intentionally provided more flexibility and authority to the states. No longer is a school required to be designated for improvement simply by missing one academic achievement target for one subgroup of students in a single year. ESSA requires states to develop plans that address standards, assessments, school and district accountability, and support for struggling schools, giving states more flexibility in the process of how to hold schools accountable and how to provide support to schools in the greatest need of support.

On March 13, 2019, the U.S. Department of Education approved an amendment to Alaska’s ESSA plan. Alaska’s plan to implement ESSA was previously approved by the U.S. Department of Education on May 16, 2018. As part of that approval, Alaska was required to submit an amendment to the state plan by January 15, 2019, and provide data to ensure that low-income and minority children enrolled in schools assisted with Title I, Part A funds are not served at a disproportionate rate by inexperienced, out-of-field, and ineffective teachers.

DEED considered input provided by stakeholders during the compilation and analysis of the data through multiple webinars with district personnel and an online feedback form for the public.

Alaska’s amendment and approval letter from the U.S. Department of Education are available on DEED’s [ESSA webpage](#).

On September 30, 2019, DEED released school designations as part of Alaska’s accountability system for all public schools, known as the [System for School Success](#). The designations are based on multiple measures of student success, including graduation rates, academic growth and achievement, grade 3 English language arts proficiency, and other measures of school

quality and student success in school year 2018-2019. This is the second year for the Alaska-developed accountability and support system as part of the state's ESSA plan. More detailed information about school designations is available on the System for School Success [webpage](#).

## New School Data Portal Available for Alaska's Families

On September 30, 2019, DEED released a new online data portal for Alaska's families entitled [The Compass: A Guide to Alaska's Public Schools](#). The purpose of the online portal is to provide Alaska's families with important information about their child's school so they can make the best decisions for their child's educational experience.



"The Compass can be a vehicle for transformation, not just information," noted Commissioner Johnson. "The data displayed should drive school improvement discussions on behalf of our students."

*The Compass* presents school-level data reported to DEED in an easily accessible and understandable online format. Visitors can view a profile of their school, compare their school's data over multiple years, compare two schools, and explore educational options in their local school district and across the state.

DEED plans to expand the information available in *The Compass* to include school-level financial data and per-pupil expenditures per the new federal education requirements in ESSA. Additional data made available in the future may include extracurricular activities and course availability, among other options. DEED is seeking public feedback on what additional data Alaskans would like to see in the future.

## OTHER DEPARTMENT FUNCTIONS

### **Mt. Edgecumbe High School (MEHS)**

[Mt. Edgecumbe](#) is the state-operated residential school in Sitka. The board serves as the MEHS board. Parents and others participate on an advisory board. In fall 2019, over 430 students were accepted at MEHS. Over 160 new students were accepted, and over 270 returning students were welcomed back to Sitka. This year's student body represents over 120 different communities across Alaska. 70 percent of accepted students were from home high schools of 100 students or less. 13 percent of accepted students were from home high schools of 500 students or more.

### **Alaska State Council on the Arts**

The [Alaska State Council on the Arts](#) supports educators, artists, community-based organizations, and statewide partners in delivery of arts education in schools and communities. The council awards funding to Alaskan schools, districts, educators, and organizations in several categories. Other grants to communities also serve students through school outreach and education programs provided by Alaskan arts and culture organizations.

### **The Division of Libraries, Archives, and Museums (LAM)**

The [Division of Libraries, Archives, and Museums](#) offers library and information services to state agencies and the Legislature, provides for the orderly management of current state records, preserves non-current public records of permanent value for study and research, and operates the state museums.

Additionally, LAM provides a range of services that benefit lifelong learners and K-12 and postsecondary students. Examples are:

- [Hands-on Loan Program](#): As part of LAM's outreach to students in rural areas across the state, the Sheldon Jackson Museum maintains a collection loan program for schools, libraries, and museums in Alaska.
- [Live Homework Help](#) provides live tutoring for students in grades four to early college, seven days a week, from noon to 2 a.m. Use has grown exponentially in the past several years.
- [Alaska's Digital Archives](#) shares historical Alaskan videos, photographs, and documents with students and researchers.
- [Alaska's Statewide Library Electronic Doorway \(SLED\) Databases](#) and [Digital Library](#) contain hundreds of full-text online books, magazines, newspapers, and other research resources targeted to elementary, middle school, high school, and college students' academic needs.
- Through [OWL \(Online with Libraries\)](#), nearly 100 rural libraries have high-speed internet access.

## **Professional Teaching Practices Commission (PTPC)**

The [Alaska Professional Teaching Practices Commission](#) governs educators' ethical and professional standards and their compliance with state law and contractual obligations. Certificate holders fund the Commission. The Commission reports by fiscal year. In FY2019, it accepted 53 cases and sanctioned 13 educators. Sanctions may vary from warnings to suspensions and revocations of certificates. View the FY2019 Annual Report at [2019 PTPC Annual Report](#).

# SCHOOL AND STUDENT DATA

## Graduation and Dropout Rates

All states report a four-year graduation rate for cohorts of students. Alaska has reported this data since the 2010-2011 school year. A student who entered 9<sup>th</sup> grade in the 2015-2016 school year would be a member of the 2019 cohort. Cohort groups include students who transfer into an Alaska public school.

The graduation rate is calculated as the number of graduates in the cohort who receive a regular diploma by June 30, divided by the number of all students assigned to the cohort.

Year	4-yr. graduation rate	Graduate count*
2011	68.0%	8,064
2012	69.4%	7,987
2013	71.8%	7,795
2014	71.2%	7,672
2015	75.6%	8,251
2016	76.1%	8,108
2017	78.2%	8,385
2018	78.5%	8,454
2019	79.8%	8,419

\*Graduate count is the number of students who graduated with a regular diploma during the school year (July 1-June 30). This count includes all students who graduate during the school year, regardless of cohort year.

**In 2019, the preliminary five-year graduation rate was 83.8%.** This refers to a cohort of students who were 9<sup>th</sup>-graders five school years previously. Many of the students graduated in four years, but others needed all or part of a fifth year.

Dropout rates are calculated by taking the total number of students in grades 7-12 who drop out of public school during the school year and dividing by the October 1 enrollment count for all students in grades 7-12.

Preliminary information for the 2018-2019 school year shows a grade 7-12 dropout rate of 3.0% compared to 3.1% in 2017-2018. The dropout rate has gradually declined from 6.0% in 2004-2005 to its current level.



## National Assessment of Educational Progress (NAEP)

Every two years the U.S. Department of Education, through the National Assessment of Educational Progress (NAEP), tests large samples of 4<sup>th</sup>-graders and 8<sup>th</sup>-graders in each state (plus the District of Columbia and Department of Defense schools) in reading and mathematics. The most recent NAEP results were released in 2019.

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 achievement categories.

NAEP's definition of proficiency is rigorous. 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.

- In the highest-scoring state, 49% of its students scored proficient or advanced in 4<sup>th</sup>-grade reading;
- In the highest-scoring state, 52% of its students scored proficient or advanced in 8<sup>th</sup>-grade reading;
- In the highest-scoring state, 54% of its students scored proficient or advanced in 4<sup>th</sup>-grade math; and
- In the highest-scoring state, 47% of its students scored proficient or advanced in 8<sup>th</sup>-grade math.

NAEP summarizes a state's results by the number of states (plus D.C. and Department of Defense schools) it has scored *lower than*, *statistically the same as*, and *higher than*.

- In 4<sup>th</sup> grade math, Alaska scored lower than 46 states, statistically the same as 4 states, and higher than 1 state.
- In 8<sup>th</sup> grade math, Alaska scored lower than 37 states, statistically the same as 11 states, and higher than 3 states.
- In 4<sup>th</sup> grade reading, Alaska scored lower than 50 states and statistically the same as 1 state.
- In 8<sup>th</sup> grade reading, Alaska scored lower than 47 states and statistically the same as 4 states.

The following data, comparing Alaska results to the national average, are from results released in 2019. Alaska's performance on the NAEP is poor. It is similar to the national average because that also is poor. Some states perform notably better than Alaska and the national average. The department has cited Alaska's performance on NAEP as one indication of the need to implement higher standards in English language arts and math.

### Math

Alaska 4<sup>th</sup> grade: 73% basic or above; 33% proficient or above; 5% advanced.  
Nation 4<sup>th</sup> grade: 80% basic or above; 40% proficient or above; 9% advanced.  
Alaska's average scale score is 232. The national average is 240.

Alaska 8<sup>th</sup> grade: 63% basic or above; 29% proficient or above; 7% advanced.  
Nation 8<sup>th</sup> grade: 68% basic or above; 33% proficient or above; 10% advanced.  
Alaska's average scale score is 274. The national average is 281.

### Reading

Alaska 4<sup>th</sup> grade: 53% basic or above; 25% proficient or above; 5% advanced.  
Nation 4<sup>th</sup> grade: 66% basic or above; 35% proficient or above; 9% advanced.  
Alaska's average scale score is 204. The national average is 219.

Alaska 8<sup>th</sup> grade: 63% basic or above; 23% proficient or above; 2% advanced.  
Nation 8<sup>th</sup> grade: 72% basic or above; 32% proficient or above; 4% advanced.  
Alaska's average scale score is 252. The national average is 262.

For more information, see:

<https://www.nationsreportcard.gov/>

[Alaska 2019 NAEP Results - 4th Grade Reading](#)

[Alaska 2019 NAEP Results - 4th Grade Mathematics](#)

[Alaska 2019 NAEP Results - 8th Grade Reading](#)

[Alaska 2019 NAEP Results - 8th Grade Mathematics](#)

# APPENDIX A

# Mt. Edgecumbe High School

## State Board of Education Report

December 2019

Prepared by: Janelle Vanasse, Superintendent/Director

### Note from the Superintendent

We are beginning our strategic plan revision process. We are working to align the MEHS strategic plan to the Alaska Education Challenge. As part of our previous plan, MEHS has worked to identify consistent data and goals to monitor each year. Many of these already align with the Alaska Educator Challenge and with the process of revision will fit nicely into the statewide plan. Current goals include those set around: Academic Growth, Academic Achievement, College & Career Readiness, and Healthy Living & Leadership Skills. Two of these are highlighted for this report with current data reports.

### Current Enrollment/Admissions Information

October Count

Grade	F	M	ALL
9	69	51	120
10	74	39	113
11	57	42	99
12	58	39	97
total	258	171	429

### Student numbers by region

Region		
Anchorage & Valley	62	14.52%
Far North	90	21.08%
Interior	17	3.98%
Southcentral	22	5.15%
Southeast	49	11.48%
Southwest	187	43.79%

2 students undetermined



## Expanded Leadership

Providing leadership opportunities has long been a goal for MEHS. We have a strong student government and National Honor Society. As part of our school improvement process we have been looking for additional leadership opportunities for students. This was our third year in sending a group of students to the First Alaskans Youth and Elder Conference and our second year partnering with the National Guard for their Explorers program.

## Data Highlight

### Academic Growth

*MEHS students will demonstrate an accelerated or appropriate academic growth*

MEHS met or exceeded our growth targets measured by NWEA MAP. The school growth placed MEHS above the 90<sup>th</sup>ile for school wide growth on a national comparison.

### Academic Achievement

*MEHS students will demonstrate proficiency at the appropriate grade or post-secondary level*

#### State Assessment

33% of our 9<sup>th</sup> grade students will be proficient on state exams and 50% of our 10<sup>th</sup> graders in science PEAK assessment data available online: [MEHS PEAKS assessment data](#)

Year	9 ELA	9 Math	10 Science
2018-19	21.9%	30.0%	50.6%
2017-18	27.5%	20.7%	45.7%
2016-17	25.2%	15.7%	59.6%

#### ACT Readiness Benchmarks

Percentage refers to the percentage who met benchmarks of those who took the test

Year	# total	# took ACT	English 18	Math 22	SS Read 22	Science 23
2018-19	82	55	40%	25%	16%	11%
2017-18	100	62	52%	27%	37%	16%
2016-17	100	67	49%	22%	31%	18%

## Initiative/Strategy Highlight

### Junior Advisory

This year MEHS implemented a Junior Advisory course. This is a one-day a week course that occurs before the normal school day for most juniors. In school improvement planning around our goal to have students college and career ready, we observed a gap in our advising. Junior year is a critical time for exploring options and making choices that impact options for post-secondary.

Topics include:

Career Exploration

Post-secondary options

College and program comparisons

Scholarship Knowledge

Scholarship Preparation

Budgeting Information

Career and/or college preparation prerequisites

Matching personal values/goals with post secondary options for the “right fit”

Creating a balanced student profile

In addition to the above broader topics, it is the time and place for the school to provide:

ACT/SAT testing dates and procedures

Course Selection information for Senior Year

Opportunities for summer and special programs

Post-secondary planning timelines and expectations

Junior Class announcements

Special Speakers

### College and Career Guide

This is the third year that MEHS is partnering with the Alaska Fellows program to sustain a college and career guide at MEHS. The position is modeled after the National College and Career Advising Corps and receives training from the Alaska Commission on Post Secondary Training. Students, particularly first generation and low income, get one on one assistance in post-secondary planning and preparation. Joelle Jura is our guide this year and she is doing an excellent job. We already have more juniors that have either taken or signed up for an ACT test than last year. Getting our students prepared to take this test and gaining the advantage of taking it more than once is one of our indicator strategies for increasing college readiness.

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

**January 20, 2020**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 4**

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**◆ ISSUE**

The board is being asked to approve Commissioner Johnson's appointment of Bernie Sorenson as Project Coordinator.

**◆ BACKGROUND**

- AS 14.07.145(e) states the Commissioner may employ and remove personnel in exempt or partially exempt service subject to approval of the board.
- Commissioner Johnson has appointed Bernie Sorenson as Project Coordinator.
- Behind this cover memo are: 1) a copy of AS 14.07.145(e), and 2) Bernie Sorenson's resume.

**◆ 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 Bernie Sorenson as Project Coordinator.

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.**





# BERNIE SORENSON

ORGANIZATIONAL DEVELOPMENT  
COACH & CONSULTANT

## PROFILE

Seasoned executive coach and consultant specializing in leveraging individual and team strengths to optimize performance outcomes. Has worked with senior executives and management teams utilizing a dynamic and demanding set of processes and practices that lead to goal setting to guide individuals and teams beyond the barriers that have limited them individually and collectively.

## CONTACT



[Redacted contact information]



[Redacted contact information]



[Redacted contact information]

## EXPERTISE

Adult Learning & Training  
Organizational Improvement  
Leadership, Team Building  
Project Management  
Change Management  
Organization & Individual  
Assessment

## EDUCATION

### Certified Systemic Team Coach

*Academy of Executive Coaching (AoEC) | 2019*

### Certified for Executive Coaching

*Center for Executive Coaching | 2015*

### Certified Life Coach | 2015

### M.S in Educational Leadership

*University of Montana | 1991*

### B.S in Elementary Education | Minor in Reading

*University of Montana | 1988*

## PROFESSIONAL EXPERIENCE

### Organizational Coaching and Consulting

*Sorenson Consulting | 2009 - Present*

- Providing consultation and expertise on large-scale, complex change systemically
- Meeting client needs by providing professional learning experiences that included change management and overall system analysis
- Developing strategy and plans for change management alongside and with project leaders and their teams, the executive team
- Using an effective cycle of effective team management (assessment, professional learning plan, project development), using coaching, consulting and mentoring
- Supporting executives, directors and managers as they become highly effective change leaders

### Education Northwest & Southeast Regional Resource Center

*Alaska, Washington, Oregon | 2013 - Present*

- Modeled, demonstrated, and co-taught lessons using various instructional and classroom management best practices
- Completed daily observations and provided immediate feedback to all teachers which improved instruction and student achievement
- Worked with teachers to increase their familiarity with and utilization of available instructional resources and professional development opportunities
- Regularly reviewed weekly lesson plans, observed teachers in the classroom, and provided teachers with reflective and actionable feedback
- Administered quarterly assessments and provided leadership in the utilization of student performance data to customize and improve instruction
- Created and supported professional learning communities of teachers to improve the effectiveness of their teaching strategies

## PERSONAL

Strong Communicator  
Strategic Problem Solver  
People Skills  
Energetic Personality  
Self - Motivated  
Success Oriented

## PROFESSIONAL EXPERIENCE *(Continued)*

### **21<sup>st</sup> Century Learning Program Design and Implementation Leader**

*Alaska | 2009 – 2012*

- Led ongoing department training and performance support for eLearning development.
- Designed, developed, delivered, and evaluated high-quality, learner-focused, interactive training programs to drive performance and achieve business goals
- Designed and developed participant guides, learning reinforcement materials, manager toolkits and HRIS reference guides
- Increased manager engagement in employee development with education and tools to support the manager role in training reinforcement and application
- Participated in onsite meetings with clientele throughout the project cycle and into support
- Conducted end user training, database administration, and web server configuration as the software back end subject matter expert

### **Juneau High School District**

*High School Principal*

- Supervised, assessed and evaluated all components of the instructional process, including regular teacher evaluations
- Trained and supervised certified and support staff, developed curriculum and instruction.
- Administrative Responsibilities - budgeting, scheduling, teacher assignments and evaluations, discipline, and other related areas.
- Supervised and evaluated the performance of staff to achieve the vision and mission of the institution.
- Developed, proposed, and implemented alternative scheduling to ensure 90 minutes per week of teacher professional development.

*Assistant Superintendent*

- Provided management consultant services while conducting symposiums and conferences to interpret organizational and program effectiveness.
- Expertly managed fiscal, equipment, and human resources to ensure efficient organizational goal accomplishment
- Managed district-wide federal programs, and instructional programming

*Glacier Valley*

- Developed techniques and strategies to improve TAKS scores, resulting to higher test scores than the previous years.
- Led and monitored the development and implementation of research-based instructional practices
- Collaborated with Instructional Resource Teachers to design and implement professional development
- Hired, supervised and evaluated school personnel with a focus on reflective practice and continuous improvement