
Improving Student Achievement in Alaska

**Alaska Goals 2000 Annual Report
1995-96**



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June 30, 1996

Guiding Vision for Public Education in Alaska

Alaskans envision a public school system controlled by the public that will graduate world-class students who will:

- ◆ communicate effectively,
- ◆ think logically and critically,
- ◆ discover and nurture their own creative talents,
- ◆ possess essential vocational and technological skills,
- ◆ be responsible citizens,
- ◆ be committed to their own health and fitness, and
- ◆ accept personal responsibility for sustaining themselves economically.

1994 Alaska Education Regulations, Title 4, Chapter 4, Section 020

A l a s k a
GOALS 2000

State Level Activities

July 1, 1995 - June 30, 1996



Improving Student Achievement in Alaska

Goals 2000, a federal program to foster nationwide education reform, has been an important source of funding to support the coordinated, statewide movement to improve public education in Alaska. The Goals 2000: Educate America Act is designed specifically to help states and communities initiate, improve, and coordinate their reform efforts. In Alaska those efforts are centered in the Quality Schools Initiative and the Alaska 2000 reform efforts that preceded it. Together with the Alaska Quality Schools Initiative, Alaska Goals 2000 is helping Alaskans in their pursuit of an urgent and far-reaching goal: ensuring that all students will meet challenging standards so they will be prepared in a variety of individual ways to lead healthy, productive lives.

During the 1995-96 school year, Alaska's allocation for state and local education reform under the Goals 2000 program was \$1,547,345. Ninety percent of the allocation (\$1,392,611) was used to fund grants to local school districts (See table at back of this report). Ten percent of the allocation (\$154,734) was used to fund state-level activities.

Hundreds of Alaskans served on committees, panels, and task forces to develop and fine-tune the plans for education reform outlined in the Alaska Quality Schools and Alaska Goals 2000 initiatives. Thousands of educators, parents, community members, business leaders, and other Alaskans continue to influence the process. The achievements described in this report are victories for all these Alaskans in the continuing effort to improve education at all levels for Alaska's young people.

This report is organized according to the five components of the Alaska Quality Schools Initiative, which reflect the six goals in the Alaska Goals 2000 Comprehensive State Improvement Plan. These categories help us examine goals and achievements in an orderly fashion. But education, like the lives in which it takes place, does not fall easily into neat boxes or categories. Many activities and achievements overlap, reflecting the complexity and rich interrelationships of teaching and learning in Alaska schools today.



High Student Academic Standards and Assessment

Before the 1995-96 school year began, Alaska had already developed challenging standards for students in 10 subject, or content, areas. Standards are measures of quality. They indicate what students should know and be able to do in a given subject area.

The Content Standards for Alaska Students were created over several years by broad-based committees of educators, community members,

and subject area specialists. The standards were reviewed by hundreds of Alaskan educators, parents, advocacy groups, and community members, and adopted by the Alaska State Board of Education. They are intended to guide state and local school improvements in curriculum, instruction, and the assessment of how well students are learning. Standards are voluntary for all Alaska school districts.

Content Standards for Alaska Students have been developed for:

- ◆ English/language arts
- ◆ mathematics
- ◆ science
- ◆ technology
- ◆ world languages
- ◆ history
- ◆ geography
- ◆ government/citizenship
- ◆ skills for a healthy life, and
- ◆ the arts.

To provide equal opportunities for all students to meet these high standards, and to guide teacher implementation of the standards, curriculum frameworks and accompanying resource kits will be developed in each subject area. This year frameworks and resource kits were completed for math and science. The frameworks are in both written and electronic (CD-ROM) form.

The department collaborated with the University of Alaska Southeast to develop distance-learning courses in language arts, math, science, and social studies. These Kids 2000 courses help school district curriculum committees align their local curriculums with state content standards in the respective subject areas.

To ensure that work place skills will be integrated with academic skills, the department encouraged school districts to work with business partners and vocational education advisory councils to integrate academic and occupational curriculums.

During 1995-96 the department began planning for a next step: the development of student benchmarks and performance standards at three levels in all content areas. Benchmarks are particular points in time—for example, grades 4, 8, and 11—at which students' proficiency is judged, or assessed. Performance standards specify how adept or competent students should be in order to be judged proficient in particular content standards.

Developing student benchmarks and performance standards will involve work by educators from all parts of the state, extensive public

input, and reflection upon some of the best ideas that can be gathered from similar national efforts.

Alaska law and regulation require a statewide assessment for students in grades 4, 8, and 11 in reading, language arts, and mathematics. For the first time in 1995-96 Alaska used the California Achievement Test, a student questionnaire, and for those school districts choosing to participate, a student writing assessment. Work will continue on developing and implementing a comprehensive system to assess student progress and the effectiveness of schools in helping students meet local and statewide standards.



Quality Professional Standards

Alaska Goals 2000 and the Alaska Quality Schools Initiative emphasize the importance of professional development for educators, and the belief that effective professional development shows measurable effects on students' abilities to meet standards. In 1994, the State Board of Education adopted standards for teachers. Standards are now being developed for administrators. Both sets of standards are closely aligned with national standards set by the Council of Chief State School Officers (CCSSO).

In order to be eligible for Alaska certification, an educator will be required to provide an institutional recommendation assuring that he or she meets or exceeds entry level performance of either Alaska or CCSSO standards.

Representatives of Alaska's six teacher education programs have shared in this reform process by participating in the Teacher Education Standards Committee (TESC) and the Professional Licensure Task Force (PLTF). The Task Force also includes representatives of teachers, school board members, principals, superintendents, parents, and community members.

To meet the requirements of new legislation passed in HB465, the department will help school districts develop evaluation systems based on the state teacher standards and including parent and student input into teacher evaluations.

During school year 1995-96 the department initiated or supported a wide variety of professional development activities to help educators keep pace with developments in learning theory and effective teaching practice, and to provide opportunities for teachers to broaden and deepen their subject area knowledge. This led to expanded efforts to train and support math, science, language arts, and social studies teachers as state leaders in their content areas. Making the expertise of teacher leaders available to school districts throughout the state was one way to strengthen the content knowledge of all Alaska teachers.

The teacher support sections of various curriculum frameworks also offered specific suggestions and methodologies for teachers.

The statewide School-to-Work Initiative funded through the department sponsored workshops for employers and educators on work-based learning, and for secondary and postsecondary educators on preparing young women to work in the trades, technology, and science occupations. The department helped school districts coordinate professional development funds from federal programs such as Even Start, Migrant Education, Safe and Drug Free Schools, and the Title VI Innovative Education Program. The sustained, ongoing professional development programs that resulted will prepare teachers and other educators to help students reach state standards.

Family, School, Business, and Community Network

Education is a shared responsibility among parents and family members, communities, businesses, government, and the schools. When schools work together with families and the community to support learning, children tend to succeed not only in school but also throughout life.

In school year 1995-96 the department began planning to strengthen family and community involvement at the school, school district, and state level and among all federal programs. In February 1996 the department and the State Board of Education joined the national network of Partnership 2000 schools. Through the partnership, schools and school districts will learn how to improve their connections with families and community groups, using the exemplary Epstein Model of Family Involvement. The Epstein Model focuses on six areas:

- ◆ basic obligations of families
- ◆ basic obligations of schools for communication
- ◆ involvement at school
- ◆ involvement in learning activities at home
- ◆ involvement in decision-making, governance, and advocacy, and
- ◆ collaboration and exchange with community organizations.

In addition, statewide committees and working groups will continue to include broad representation of parents, businesses, and community members.

In 1995 the department received a five-year grant under the national School-to-Work Initiative. In conjunction with Quality Schools standards, which outline what students should know and be able to do,



School-to-Work builds opportunities for students to demonstrate what they know and can do in real-life settings.

The statewide School-to-Work Implementation Task Force promotes the involvement of business in building a comprehensive School-to-Work system, and works to raise public awareness. Local School-to-Work partnerships customize opportunities to meet the unique needs of local students, whatever their future plans. Because they are intended to build a system that will be ongoing and self-sustaining, partnerships receive grant money for planning and implementing activities for only a limited number of years.

Local partnerships are community consortiums of businesses, local government, local service organizations, schools and school districts, postsecondary institutions, organized labor, parents, and students. School-to-Work encourages the integration of academic and vocational learning so that students will see their education as a first step toward achieving their life goals. Projects may include career exploration, job shadowing, internships, cooperative learning, apprenticeships, and making connections for postsecondary education or training. Many rural partnerships recognize subsistence as a viable lifestyle choice, while they also explore cutting-edge industry and the latest technology.

During the 1995-96 school year, 12 local School-to-Work partnerships began planning, and 11 others began implementing their systems. Among other activities at the state level, training was begun to create a cadre of Alaska business, education, and community officials who will serve as work-place mentors for students. An Alaska Resource Guide for Preparing Young Women for Trades, Technology and Science Occupations was published.



School Excellence Standards

Alaska's education reform efforts include initiatives to improve school governance, accountability, and management. One goal of the Quality Schools Initiative is to develop Quality School Standards that will measure schools against research-proven indicators for school accreditation. During the 1995-96 school year the department contracted for an updated analysis of effective schooling research upon which to base criteria and performance indicators for schools.

Revisions were planned for the Alaska Report Card, which compiles information on enrollment, transience rates, attendance, dropout rates, graduation rates, promotion, and standardized test results in Alaska schools. The revised Report Card will contribute to the development of a uniform system of performance indicators throughout the state.

Through a grant from the U.S. Department of Education the department assisted with planning and implementation of a number of

charter schools that expand the choices in schooling available to Alaska students. This year three charter schools were approved by the State Board of Education. Operated as public schools within school districts, charter schools are designed by community members, parents, and teachers for particular purposes or groups of students. Among those approved this year were schools focused on such approaches as use of community resources, alternative approaches to instruction, and emphasis on vocational education.

The department also continued to promote school improvement by:

- ◆ helping to involve parents and students in school decision-making through the Partnership 2000 model of family and community involvement, and
- ◆ beginning to develop criteria for identifying Distinguished Schools under Title I of the Improving America's Schools Act.

Integrated Use of Technology

The Quality Schools Initiative recognizes that technology must be integrated across all curriculum areas, that teacher training is essential to ensure that students reach technology standards, and that students must have access to appropriate networks and technologies to acquire necessary skills.

To help schools acquire access to hardware and technology services, the department provided opportunities for districts to apply for funding under several grant programs and acknowledged that some districts considered this one of their most critical needs for school reform. New state standards for teacher preparation and certification require training and competence in instructional technology, and the department worked with other agencies to help ensure that educators will have appropriate training in use of technology so as to increase students' learning related to standards.

To integrate technology into school management, design and planning was begun for the On-Line Alaska School Information System (OASIS), which will connect the department with all district offices for electronic record keeping and data exchange.

The State Library Electronic Doorway (SLED) gave public and school library patrons access to the catalog listings of major library collections and periodical indexes, and provided access to the Internet in many communities. The University of Alaska Distance Learning program offered one-way audio/two-way video courses to learners in remote locations throughout the state.

Alaska also continued its participation in the federally funded Pacific Northwest Star Schools Partnership, expanding the curriculum available to students in a number of rural and urban schools.

The department also worked with other government agencies such as the Governor's Telecommunication Information Council to support community technology planning efforts and to help establish stable funding sources for educational technology.

Alaska
GOALS 2000

School District Activities

July 1, 1995 - June 30, 1996



Goals 2000 legislation specifies that at least 90 percent of the funds received by each state must be used for competitive subgrants to local school districts. Alaska's Goals 2000 Comprehensive State Improvement Plan also states as one of its guiding principles that "school districts, with support from the state, must chart their own path to excellence."

For school year 1995-96, the first year of Alaska Goals 2000 funding, the department established a competitive process to award subgrants to school districts in three areas: planning and implementation of local education reform, professional development, and preservice teacher education. Fund awards were capped at \$100,000 for the first year that a district received funding and will be capped at \$75,000 for the second or third year that a district receives funding. To allow time for advance planning and implementation of plans, funds awarded under a grant for any year could be spent over a period of two years.

The projects supported by Goals 2000 in Alaska school districts reflect the diversity of approaches to education reform in Alaska's varied school districts. The following highlights of district activities are selected from the reports participating districts submitted for fiscal year 1995-96.

Alaska Gateway Borough School District

Funds Expended \$88,222

As part of a collaborative approach to delivering preschool services to villages, a partnership of the school district, Head Start, Even Start, and other agencies serving young children worked to involve families in their children's education. Outreach programs such as health screening, parent training, social work, and nutrition were provided. District staff provided Head Start personnel with on-the-job training and training in developmentally appropriate instruction, language development for young children, and other areas.

A committee of teachers worked to align district curriculum with Alaska Content Standards and developed performance benchmarks for students in grades kindergarten through 6 in science, math, language arts, and technology. One of the results of Goals 2000 planning and efforts to develop performance benchmarks was drafting of a computer program to manage the benchmarks for each student, though the program was not supported by Goals 2000 funding during this year.

Alyeska Central School

Funds Expended \$43,498

The FY 96 Goals 2000 grant of this state-level correspondence school focused on establishing a distance delivery infrastructure and producing four videotapes to help students achieve the Alaska Content Standards. The videos described the standards and modeled effective teaching techniques for home teachers. In addition, a loan program was established for students who did not have computers, and Internet access was provided for students in a pilot group and parent members of the Parent Outreach Leadership Team. Computer and Internet access have helped improve communication among parents, the Parent Outreach Leadership Team, and school staff.

The Goals 2000 local improvement plan is an important basis for each year's planning. Supervisors, teacher representatives, clerical staff, and the parent leadership team meet regularly to monitor and support continuous improvement in student achievement. Work continued on development, piloting, and implementation of a performance-based teacher evaluation system. English, math, and social studies curriculums developed this year incorporate Alaska Content Standards, particularly in technology.

Anchorage School District

Funds Expended \$85,157

The Goals 2000 grant addressed the need to increase parent and community involvement at Muldoon Elementary and in three other schools in the Muldoon community. A Parent Resource and Volunteer Center was established along with a program to pay low income parents a stipend for up to 15 hours of work at school a week. As parents became involved with the school and their children's education, they became actively involved in decision-making at the school and in their community. During the 1995-96 school year, 47 parent volunteers assisted at Muldoon Elementary School working a total of approximately 2,600 hours. Partnerships with the military, Foster Grandparents, churches, Rural Student Vocational Programs, and the University supported the program.

Annette Island School District

Funds Expended \$100,000

The Goals 2000 grant was used to improve student learning by providing teacher training and building a technological infrastructure to support learning. The Board of Education allocated more than

\$100,000 in matching funds for staff salaries, computer hardware, and software to facilitate this project. The inservice and equipment will allow staff to align performance standards with state standards, design curricular framework and benchmarks, assess achievement, and integrate the use of computer technology in achieving performance standards. The school will target learning styles of Native students, limited English proficiency students, and other populations perceived to require special learning strategies to achieve high standards and expectations and will provide ongoing support for staff and students using technology.

Teachers have requested remote or dial-in access to the network for students on extended absences as a result of family trips, illness, or subsistence fishing. This will allow parents to share in student learning at home, and to help express concerns and set future direction for the school. The district has observed positive impact from the Goals 2000 grant in each of the schools in the district.

Chugach School District

Funds Expended \$93,365

As part of Goals 2000 the district developed a comprehensive School-to-Work program that includes content standards and performance standards in career development, service learning, personal development, and social development. By aligning instructional programs with the objectives of Goals 2000, district standards, and the needs of local employers and communities, schools have integrated and applied curriculum that helps students focus their learning experiences and prepare for the workplace or further educational pursuits. A private sector evaluation team will oversee that the program design and resulting student achievement reflect the needs of private enterprise. We have developed an instructional format called The Chugach Instructional Model, which integrates technology across the curriculum and identifies student performance standards.

Denali Borough School District

Funds Expended \$84,332

During the 1995-96 school year, Goals 2000 efforts focused on three key factors associated with high student achievement: meaningful parent involvement, partnerships between schools and community, and extended learning time. Schools began establishing school-business partnerships throughout the community, and have involved community members, parents, students, and staff in long-range planning, curriculum committees, school-to-work committees, and other school and districtwide activities. All families with home computers and

modems can connect to the district network, and our parent volunteer program has expanded to include a cadre of trained parent volunteers to assist with the application of technology in the classroom.

Learning time has been extended by providing a home/school connection. The district has a computer network that can serve all families that have home computers and modems. All three schools are connected to the Internet, with one school having a high speed, direct (non-modem) connection. All teachers in the district use a local, internal network for communication with other staff (including clerical and administrative personnel) and most teachers have an Internet e-mail address. Districtwide technical support is provided by a full-time technology coordinator who is a certified teacher, and maintenance personnel have been trained in computer repair and troubleshooting. Optional staff development has been provided to help teachers integrate technology across all curriculum areas in the classroom.

Fairbanks North Star Borough Schools

Funds Expended \$99,465

Hunter Elementary is a kindergarten through 6th grade school with 442 students, many of whom come from low income families. Three especially promising research-based programs were implemented in this school to help all students achieve high standards in education. The programs, Success For All®, Reading Styles Inventory®, and Reading Recovery®, focused on prevention, early intervention, learning styles, and intensive, one-on-one reading instruction. Technology was used extensively in this project.

Hoonah School District

Funds Expended \$1,286

Although Hoonah does yet not have an approved local improvement plan in place, work has continued through the Alaska Onward to Excellence (AOTE) Program. The AOTE advisory board includes students, parents, business and community leaders, school staff, and school board members. The two main areas of focus are writing/reading skills and aligning the curriculum to the Alaska Content Standards. The Board met regularly and expected to submit its local improvement plan by September 1997.

City and Borough of Juneau School District

Funds Expended \$58,018

The Goals 2000 grant was directed at enabling all students to meet the Alaska Content Standards and student performance standards. Each of the district's eight schools developed a school improvement plan based on needs assessments as part of their annual goal setting process. Funds were distributed to schools under a subgranting process under which applications were reviewed and selected by the district's Goals 2000 Team. Individual schools were required to plan improvement activities that linked directly to the 10 Alaska content standards and to any of the 10 identified Alaska 2000 initiatives.

At one middle school the entire staff received training in Conflict Resolution and implemented a Peer Mediation Program through all grades with all students. Disciplinary referrals to the office decreased by approximately 30%. An elementary school created and implemented a playground rubric to address student behaviors and defined effective adult supervisor approaches to misbehaviors. By improving communication between playground supervisors, targeting the most "at risk" students, and providing more constructive play options, the school reduced the number of discipline incidents to a record low. Another elementary school developed and implemented a Job Corps program giving students many opportunities to contribute to a positive school climate.

Klawock City Schools

Funds Expended \$13,797

Klawock Schools used the Goals 2000 grant to align the local math and language arts curriculum with state and local standards. Working with a visiting curriculum specialist, teams of elementary, middle, and high school teachers developed standards for mathematics in kindergarten through 12th grade, and began working on standards for language arts in those same grades. This effort will continue with the alignment of standards in these areas as well as science and social studies. We will also be developing benchmarks and assessments for language arts and math.

Lower Kuskokwim School District

Funds Expended \$71,777

The major focus of this grant was to support a systemic approach to curriculum development. The grant supported curriculum reform through a strategic planning process to integrate state standards into

district math, science, and social studies curriculums. Sites that received subgrants used the “training of trainers” method to delineate curriculum outcomes and develop action plans. Projects included aligning Yup’ik life skills with state standards, developing math and science performance assessments, and developing three science units using Yup’ik knowledge about summer fish camp.

Matanuska-Susitna Borough Schools

Funds Expended \$1,524

The Matanuska-Susitna local improvement plan was approved in January 1997. Matanuska-Susitna has identified the most significant barrier to school success as inadequate reading skills. To address this issue, a districtwide reading intervention program based on Lindamood-Bell Reading strategies will be expanded. A major goal is curriculum development to incorporate state standards and current research into the curriculum.

The district is also working to increase technology access and staff development to further integrate technology into the curriculum. Mentor/master programs will be implemented, and teachers will be encouraged to participate in action research and best practice programs in their classrooms. Partnerships with local communications companies will be expanded to help plan for the increased use of telecommunications. Representatives of business and the University will become more involved in curriculum planning and developing standards-based assessment.

Mt. Edgecumbe High School

Funds Expended \$43,585

Mt. Edgecumbe High School undertook a schoolwide project to improve student learning by developing and implementing a program based on integrated student projects, providing intense staff development, and building partnerships with Environmental Futures and Global 21st Century Preparatory Schools. Learning skills were distilled from the Alaska 2000 performance standards, and faculty and administration worked together to blend these skills into competency matrixes to be used for evaluation. Using the Total Quality Management model, we continue to generate and examine data to assess student learning and plan for the efficient delivery of instruction.

Nome School District

Funds Expended \$94,433

Approximately 50% of the children entering kindergarten in Nome Public Schools were behind developmentally, socially and physically. The focus of this grant was to address this problem by collaborating with local agencies to establish a comprehensive early childhood program. Preschool children are now cared for under one roof. This provides equal access to high quality programs, assists parents in acquiring skills and accessing available services, and increases collaboration among all involved agencies. We now serve more than 100 students, 32 of whom are receiving speech therapy, physical therapy, or occupational therapy services as students with disabilities.

All three child care programs' staff and the kindergarten staff meet monthly to plan activities, coordinate and exchange information and also coordinate use of shared areas of the facility. Norton Sound Health Corporation programs provide health and dental screening on a regular basis. The Nome Rotary Club hosts weekly luncheons for parents. Child care is provided and guest speakers deliver presentations on topics of special interest. Parent newsletters are sent home weekly and parents are invited to special presentations by professional staff.

Dial-R screening is administered regularly to gather data for our project evaluation.

Onward to Excellence Consortium

Funds Expended \$96,023

Consortium Members:

Chugach School District
Lower Kuskokwim School District
Yukon Koyukuk School District
Northwest Regional Education Laboratory
University of Alaska Southeast

During the 1995-96 school year members of the Consortium worked to strengthen and implement Goals 2000 local improvement plans through comprehensive training and technical assistance. The Alaska Staff Development Network at the University of Alaska Southeast delivered four standards-based distance delivery courses. The Northwest Regional Educational Laboratory conducted six training sessions for 63 school facilitators and board members. Teams from 21 communities were trained to lead and sustain an ongoing, research-based education improvement process designed specifically for small, rural, Alaskan schools.

The focus of this program is on developing and implementing standards in 12 content areas, assessment strategies, performance levels, student assessment portfolios, a kindergarten through 12th grade developmental report card, and a competency-based diploma.

Sitka School District

Funds Expended \$88,270

Based on results of the district's annual needs assessment, efforts under the Goals 2000 grant focused on improving reading instruction in kindergarten through 12th grade, and improving both student and staff ability to use technology effectively. Every student was given a diagnostic reading assessment at the beginning of the year to identify needs on which to base instruction. State standards for English language arts and technology were used to guide instruction and staff training. Twenty-eight different training sessions focused on such programs as Reading Recovery®, Lindamood-Bell Reading Process, and Reading in the Content Areas. Other professional development focused on integrating technology throughout the district. Goals 2000 funds enabled us to purchase state-of-the-art training materials in reading, behavior management, technology, parenting, and other areas. These were circulated through the Kettleson City Library System for use by families, staff, community members, and area universities that offer teacher training.

Unalaska Schools

Funds expended \$60,167

Report not available.

Yukon/Koyukuk Schools

Funds Expended \$41,010

Yukon Koyukuk School District serves 10 school sites located in a subarctic wilderness area larger than New England. Goals 2000 funding provided one-third of the cost of providing equal access to technology for 587 low income Athabaskan bilingual students. The students were in grades kindergarten through 12. In each school within the district we installed an Ethernet local area network to enhance computer-based curriculum integration and Internet connectivity. Today our students use e-mail regularly and can access the school library via the local area network.

A l a s k a
GOALS 2000

Subgrant Funds Awarded to School Districts

Fiscal Year 1996

Dollar figures in the preceding school district narratives show the amount of federal Goals 2000 funds each district *expended* during this fiscal year. Dollar amounts in the following chart show the amount of funds each participating school district was *awarded* this year. Since school districts may spend Goals 2000 grant funds over a period of two years, only the amount of funds *awarded* to districts will add up to the total dollars allocated for subgrants to school districts this year.

FY 96

SCHOOL DISTRICT	FUNDS AWARDED
Alaska Gateway Borough Contact: Larry (Woody) Wilson, Asst. Superintendent	\$100,000
Alyeska Central School Contact: Darby Anderson, Superintendent	\$85,749
Anchorage Contact: Fred Stofflet	\$97,041
Annette Island Contact: Robert Pratt, Superintendent	\$100,000
Chugach Contact: Roger Sampson, Superintendent	\$94,300
Denali Borough Contact: John Novak, Superintendent	\$84,332
Fairbanks North Star Contact: Doug Crevensten, Grants Director	\$100,000
Juneau Contact: Annie Calkins, Assistant Superintendent	\$100,000
Klawock Contact: Morris Ververs, Superintendent	\$23,000
Kodiak Island Contact: Betty Walters, Assistant Superintendent	\$45,764
Lower Kuskokwim Contact: John Weiss, Assistant Superintendent	\$100,000
Mt. Edgecumbe High School Contact: Lin Laughy, Superintendent	\$44,600
Nome Contact: Robert Kinna, Superintendent	\$100,000
Onward to Excellence Consortium Contact: Chugach School District	\$100,000
Sitka Contact: Jan Roan, Assistant Superintendent	\$100,000
Unalaska Contact: Joseph Beckford, Superintendent	\$76,065
Yukon/Koyukuk Contact: Niki McCurry, Assistant Superintendent	\$41,760

Alaska Goals 2000 Planning Panel, 1995-96

Sammy Crawford, Soldotna High School, Kenai

Delissa Culpepper, Community Health Education, Anchorage

Bettye Davis, Alaska State Legislature, Anchorage

Leland Dishman, North Slope Borough Schools, Barrow

Vivian Echavarria, Alaska Area Native Health Service, Anchorage

Saul Friedman, Hegland, Fleischner, Friedman, Brennan & Cooke, Anchorage

Tom Gallagher, BP Exploration, Anchorage

Harry Gamble, Alaska Department of Education, Juneau

Duane Guiley, Alaska Department of Education, Juneau

John Hoffman, Monroe High School, Fairbanks

Carole Huntington, Association of Alaska School Boards, Galena

Jacqueline Imle, Sears Elementary School, Kenai

Stowell Johnstone, Alaska State Board of Education, Anchorage

Dan Krawczyk, Alaska Junior College, Anchorage

Dorothy Larson, Alaska Federation of Natives, Anchorage

Loren Leman, Alaska State Legislature, Anchorage

Marshall Lind, University of Alaska Southeast, Juneau

Jody Marcello, Blatchley Middle School, Sitka

Nancy Norman, Finger Lake Elementary School, Palmer

Nita Reardon, Kotzebue Elementary School, Kotzebue

David Rees, Alyeska Pipeline Service, Eagle River

Carol Rose, Association of Alaska School Boards, Juneau

Roger Sampson, Chugach School District, Anchorage

Ell Sorenson, Wrangell City Schools, Wrangell

Sandy Stephens, Anchorage School District, Anchorage

Fred Stofflet, Anchorage School District, Anchorage

Betty Walters, Kodiak Island School District, Kodiak

Sue Wilken, Fairbanks Board of Education, Fairbanks

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