





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

**January 17, 2011**

**From: Les Morse, Acting Commissioner**

**Agenda Item: 5**

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◆ **ISSUE**

The board is being asked to open a period of public comment on proposed changes to:  
4 AAC 09.160, Fund balance.

**BACKGROUND**

- The Governmental Accounting Standards Board (GASB) has issued Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions* effective for periods beginning after June 15, 2010. Statement No. 54 establishes new criteria for classifying fund balances into specifically defined classifications and clarifies definitions for governmental fund types. The statement establishes five fund balance categories in place of the current two fund balance categories.
- This proposed regulation change would align the language in 4 AAC 09.160 to the GASB Statement No. 54 language while maintaining the current 10% fund balance calculation in accordance with AS 14.17.505 Fund balance in school operating fund. This alignment does not change the calculation or process currently in place for districts.
- This is a corrected version of the proposed regulation due to drafting errors in the prior version. For clarity the regulation has been rewritten; the meaning has not changed.
- Behind this cover memo is the proposed regulation.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment.

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

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 09.160, Fund balance.

4 AAC 09.160 is repealed and readopted to read:

**4 AAC 09.160. Fund balance.** (a) All funds in the year-end fund balance of a district's school operating fund are subject to the 10 percent limit of AS 14.17.505(a) except for funds in the following five categories:

- (1) encumbrances;
- (2) inventory;
- (3) prepaid expenses, which may include fuel;
- (4) self insurance; and
- (5) federal impact aid received

(A) in response to the application for impact aid submitted in the fiscal year that immediately preceded the current fiscal year; and

(B) on or after March 1 of the current fiscal year that was awarded as a result of applications that were submitted before the application for impact aid for the current fiscal year.

(b) A district shall include in the report required under 4 AAC 06.121(5)(A) a schedule that identifies the amount of money in the categories listed in (a) of this section.

(c) For purposes of AS 14.17.505(a), "unreserved portion of the year-end fund balance of a school operating fund" means the portion of the fund balance remaining after the deduction of the items listed in (a) of this section. (Eff. \_\_/\_\_/2011, Register \_\_)

**Authority:** AS 14.17.505 AS 14.17.920

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

**January 17, 2011**

**From: Les Morse, Acting Commissioner**

**Agenda Item: 6**

◆ **ISSUE**

The board is being asked to re-adopt the proposed changes to 4 AAC 43, regarding the Alaska Performance Scholarship.

◆ **BACKGROUND**

- The proposed amendments to this regulation would add a new subsection that would:
  - A. Set out the curriculum requirements for 2013 graduates;
  - B. Set out the curriculum requirements for 2012 graduates; and
  - C. Set out an alternative pathway (a grace period) for 2011 and 2012 graduates who have not completed the curriculum requirements.
- This new version clarifies that the required social studies credits in the science and math curriculum allow the substitution of credits in foreign language, Alaska Native language, sign language, the fine arts, and cultural heritage -- in accordance with the statute establishing the scholarship.
- The new version creates a separate section for the grace period. The section clarifies eligibility for the grace period and the requirements for successfully completing the curriculum during the grace period.
- Behind this cover memo is the proposed amended regulation.
- Acting Commissioner Les Morse and Eddy Jeans, Education Policy Advisor, will be present to brief the board.

◆ **OPTIONS**

Re-adopt the proposed regulation.

Amend and re-adopt the proposed regulation.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Re-adopt the proposed regulation.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development re-adopt the proposed changes to 4 AAC 43, regarding the Alaska Performance Scholarship.

4 AAC 43.030 is amended by adding new subsections to read:

(b) For a student graduating from high school in 2012, the curriculum requirements for the Alaska performance achievement scholarship and Alaska performance opportunity scholarship are completion of either the 2012 mathematics and science curriculum or the 2012 social studies and language curriculum. The required courses are as follows:

(1) for the 2012 mathematics and science curriculum,

(A) either of the following:

(i) mathematics - four units of credit, and science - three units of credit;

(ii) mathematics - three units of credit, and science - four units of science;

(B) language arts - four units of credit;

(C) social studies - four units of credit; however, one unit of a foreign language, an Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies;

(2) for the 2012 social studies and language curriculum,

(A) mathematics - three units of credit;

(B) science - three units of credit;

(C) language arts - four units of credit;

(D) social studies - four units of credit; and

(E) foreign, Alaska Native, or American sign language - one unit of credit.

(c) For a student graduating from high school in 2012, the curriculum requirements for the Alaska performance honors scholarship are completion of either, as described in (d) of this section,

(1) the 2013 and after mathematics and science curriculum;

(2) the 2013 and after social studies and language curriculum.

(d) For a student graduating from high school in and after 2013, the curriculum requirements for all levels of the Alaska performance scholarship are completion of either the mathematics and science curriculum or the social studies and language curriculum described in this subsection. The required courses are as follows:

(1) for the 2013 and after mathematics and science curriculum,

(A) mathematics - four units of credit;

(B) science - four units of credit;

(C) language arts - four units of credit;

(D) social studies - four units of credit; however, one unit of a foreign language, an Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies;

(2) for the 2013 and after social studies and language curriculum,

(A) mathematics - three units of credit;

(B) science - three units of credit;

- (C) language arts - four units of credit;
- (D) social studies - four units of credit;
- (E) foreign, Alaska Native, or American sign language - two units of credit.

(e) The curriculum requirements described in this section do not excuse a student from compliance with the high school graduation requirements in 4 AAC 06.075 or graduation requirements imposed by the student's district. (Eff. 11/4/2010, Register 196; am \_\_/\_\_/2011, Register \_\_)

**Authority:** AS 14.07.060 AS 14.43.810 **Sec. 8, ch. 14, SLA 2010**

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

**4 AAC 43.035. Grace period for curriculum requirements.** (a) The commissioner may grant a student a grace period to meet curriculum requirements for the Alaska performance scholarship, if the standards set out in this section are met. A grace period grants the applicant one extra year of eligibility after the date of the applicant's high school graduation to complete the curriculum requirements of 4 AAC 43.030. A student who is granted a grace period is not eligible for the scholarship during the year in which the grace period is granted.

(b) In order to be eligible for a grace period, a student must

- (1) apply on a form prescribed by the department and the form must be received by the department no later than 30 days after the student graduates from high school;
- (2) have graduated from a high school in this state in 2011 or 2012;

(3) have attained the required grade point average and ACT, SAT, or WorkKeys score as described in 4 AAC 43.020; and

(4) be unable to complete the curriculum requirements described in 4 AAC 43.030 because of circumstances outside of the control of the student; those circumstances

(A) include the required curriculum not being reasonably available to the student because the student attended a small and remote high school in the state;

(B) do not include the student's attendance at a high school outside of the state.

(c) The commissioner will issue a written decision denying or granting the application for a grace period. In evaluating the application, the commissioner must consider the curriculum requirements of 4 AAC 43.030 that were available to the student at the student's school.

(d) If the application for a grace period is granted, the student shall

(1) obtain a passing grade on a course to meet the curriculum requirement for which the grace period was granted; and

(2) submit documentation to the commissioner of compliance with (1) of this subsection, no later than 30 days after the one-year anniversary of the granting of the grace period.

(e) A student who received a grace period and does not satisfy the requirements of (d) of this section is not eligible for the scholarship. (Eff. \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.07.060 AS 14.43.810 Sec. 8, ch. 14, SLA 2010

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

**January 17, 2011**

**From: Les Morse, Acting Commissioner**

**Agenda Item: 7**

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◆ **ISSUE**

This is a discussion regarding proposed legislation and committee assignments for the First Session of the 27<sup>th</sup> Alaska State Legislature that would impact the department and the board.

◆ **BACKGROUND**

- This agenda item will review legislation pertaining to education in the 27<sup>th</sup> Alaska State Legislature.
- Acting Commissioner Les Morse and Marcy Herman, Legislative Liaison, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

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

**January 17, 2011**

**From: Les Morse, Acting Commissioner**

**Agenda Item: 8**

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◆ **ISSUE**

This is a discussion regarding the department's FY 2012 operating and capital budget requests.

◆ **BACKGROUND**

- AS 14.07.150 gives the Commissioner of Education & Early Development the responsibility and authority for preparing and executing the budget and other fiscal affairs of the department, subject to the approval of the State Board. The development of the budget is part of the annual executive budget process.
- The Governor's Office of Management and Budget is responsible for preparing the annual request and issues instructions to all state agencies for budget development.
- The Governor released his operating and capital budgets on December 15, 2010, to the legislature.
- Behind this cover memo is the Governor's proposed FY 2012 Operating and Capital Budget for the department.
- Acting Commissioner Les Morse and Eddy Jeans, Education Policy Advisor, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.



# **FY2012 Operating & Capital Budget**

*December 15, 2010 – Agency Budget*

**Department of Education & Early Development**  
**FY2012 Operating Budget - Governor's December 15\***

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

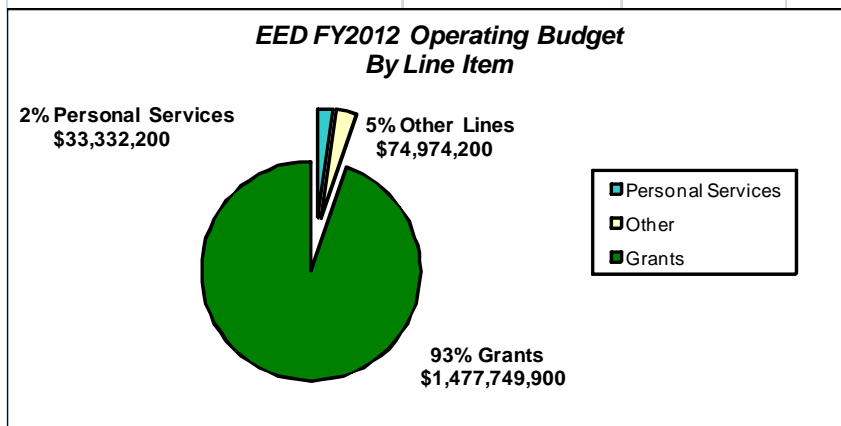
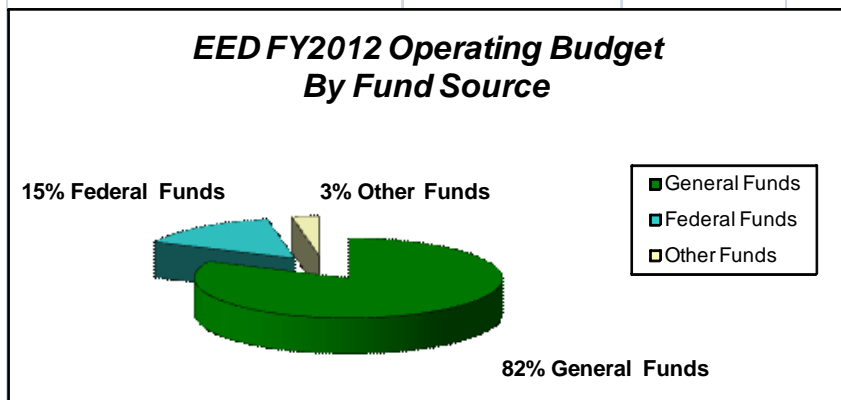
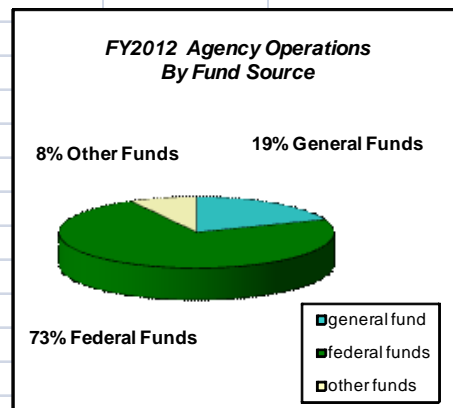
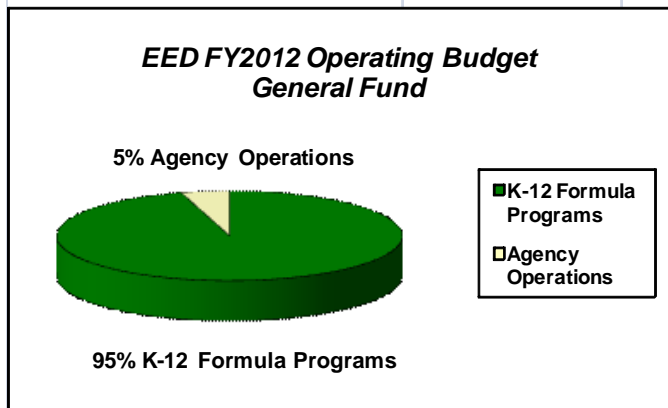
	General Funds	Federal Funds	Other Funds	Total
<b>K-12 Formula Programs</b>	1,238,650.3	20,791.0	21,300.0	<b>1,280,741.3</b>
<b>Agency Operations</b>	58,558.8	222,559.5	24,196.7	<b>305,315.0</b>
<b>Total</b>	<b>1,297,209.1</b>	<b>243,350.5</b>	<b>45,496.7</b>	<b>1,586,056.3</b>

**Position Count:**

Full-time 337

Part-time 12

Non-perm 8



**Department of Education & Early Development  
FY2012 Governor's December 15 Budget**

	<b>General Funds</b>	<b>Federal Funds</b>	<b>Other Funds</b>	<b>Total</b>
<b>K-12 Formula Programs:</b>				
Foundation Program	1,075,458,600	20,791,000	0	1,096,249,600
Boarding Home Grants	1,690,800	0	0	1,690,800
Youth in Detention	1,100,000	0	0	1,100,000
Special Schools	3,318,400	0	0	3,318,400
Pupil Transportation	64,228,400	0	0	64,228,400
Alaska Challenge Youth Academy	6,008,600	0	0	6,008,600
School Performance Incentive Program	0	0	0	0
School Debt Reimbursement	86,845,500	0	21,300,000	108,145,500
<b>Subtotal K- 12 Formula Programs</b>	<b>1,238,650,300</b>	<b>20,791,000</b>	<b>21,300,000</b>	<b>1,280,741,300</b>

	<b>Positions</b>			<b>General Funds</b>	<b>Federal Funds</b>	<b>Other Funds</b>	<b>Total</b>
	<b>PFT</b>	<b>PPT</b>	<b>NP</b>				
<b>Agency Operations:</b>							
Executive Administration	5			851,000	0	22,400	873,400
Administrative Services	10			689,500	145,000	703,000	1,537,500
Information Services	6			287,200	0	428,100	715,300
School Finance & Facilities	13			1,647,400	0	770,300	2,417,700
Student and School Achievement	70			10,767,900	165,750,300	660,300	177,178,500
State System of Support	7			2,061,600	0	0	2,061,600
Statewide Mentoring Program	0			3,900,000	0	600,000	4,500,000
Teacher Certification	5			724,000	0	16,400	740,400
Child Nutrition	9			94,600	50,553,600	0	50,648,200
Early Learning Coordination	3			10,214,600	267,100	0	10,481,700
Professional Teaching Practices Commission	2			289,900	0	0	289,900
Alaska State Council on the Arts	6			713,500	786,700	210,000	1,710,200
Mt. Edgecumbe Boarding School	37	8		4,170,100	0	5,300,700	9,470,800
State Facilities Maintenance	8			0	0	1,149,700	1,149,700
State Facilities Rent	0			2,115,800	0	26,000	2,141,800
Library Operations	35		4	4,729,200	3,039,800	1,068,300	8,837,300
Archives	10			1,059,200	40,000	103,700	1,202,900
Museum Operations	14	4		1,956,600	60,000	0	2,016,600
ACPE - Program Admin & Operations	97		4	1,100,000	1,917,000	13,137,800	16,154,800
Alaska Performance Scholarship Awards				8,221,900	0	0	8,221,900
WWAMI Medical Education	0			2,964,800	0	0	2,964,800
<b>Subtotal Agency Operations</b>	<b>337</b>	<b>12</b>	<b>8</b>	<b>58,558,800</b>	<b>222,559,500</b>	<b>24,196,700</b>	<b>305,315,000</b>
<b>Total</b>	<b>337</b>	<b>12</b>	<b>8</b>	<b>1,297,209,100</b>	<b>243,350,500</b>	<b>45,496,700</b>	<b>1,586,056,300</b>

**Department of Education & Early Development**  
**Operating Budget Comparison - General Funds**  
**FY2011 Management Plan to FY2012 Governor's December 15 Budget**

	<b>FY2011 Mgmt. Plan</b>	<b>FY2012 Governor's</b>	<b>Mgmt. Plan to Governor's</b>	<b>% Change</b>
<b>K-12 Formula Programs:</b>				
Foundation Program	1,063,200.0	1,075,458.6	12,258.6	1.2%
Boarding Home Grants	1,690.8	1,690.8	0.0	0.0%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,303.0	3,318.4	15.4	0.5%
Pupil Transportation	63,839.2	64,228.4	389.2	0.6%
Alaska Challenge Youth Academy	5,826.8	6,008.6	181.8	3.1%
School Debt Reimbursement	0.0	86,545.5	86,545.5	0.0%
<b>Subtotal Formula Programs</b>	<b>1,138,959.8</b>	<b>1,238,350.3</b>	<b>99,390.5</b>	<b>8.7%</b>
	<b>FY2011 Mgmt. Plan</b>	<b>FY2012 Governor's</b>	<b>Mgmt. Plan to Governor's</b>	<b>% Change</b>
<b>Agency Operations:</b>				
Executive Administration	813.4	851.0	37.6	4.6%
Administrative Services	643.0	689.5	46.5	7.2%
Information Services	256.9	287.2	30.3	11.8%
School Finance & Facilities	1,608.6	1,647.4	38.8	2.4%
Student and School Achievement	10,156.2	10,767.9	611.7	6.0%
State System of Support	1,624.3	2,061.6	437.3	26.9%
Statewide Mentoring Program	3,900.0	3,900.0	0.0	0.0%
Teacher Certification	702.2	724.0	21.8	3.1%
Child Nutrition	90.5	94.6	4.1	4.5%
Early Learning Coordination	8,584.7	10,214.6	1,629.9	19.0%
Professional Teaching Practices Commission	282.3	289.9	7.6	2.7%
Alaska State Council on the Arts	692.8	713.5	20.7	3.0%
Mt. Edgecumbe Boarding School	4,112.3	4,170.1	57.8	1.4%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	2,115.8	2,115.8	0.0	0.0%
Library Operations	4,563.4	4,729.2	165.8	3.6%
Archives	1,017.0	1,059.2	42.2	4.1%
Museum Operations	1,878.1	1,956.6	78.5	4.2%
ACPE - Program Admin & Operations	650.0	1,100.0	450.0	0.0%
Alaska Performance Scholarship Awards	0.0	8,221.9	8,221.9	100.0%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
<b>Subtotal Agency Operations</b>	<b>46,656.3</b>	<b>58,558.8</b>	<b>11,902.5</b>	<b>25.5%</b>
<b>Total Education</b>	<b>1,185,616.1</b>	<b>1,296,909.1</b>	<b>111,293.0</b>	<b>9.4%</b>

**Department of Education & Early Development**  
**Operating Budget Comparison - Total Funds**  
**FY2011 Management Plan to FY2012 Governor's December 15 Budget**

	FY2011 Mgmt. Plan	FY2012 Governor's	Mgmt. Plan to Governor's	% Change
<b>K-12 Formula Programs:</b>				
Foundation Program	1,086,638.4	1,096,249.6	9,611.2	0.9%
Boarding Home Grants	1,690.8	1,690.8	0.0	0.0%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,303.0	3,318.4	15.4	0.5%
Pupil Transportation	63,839.2	64,228.4	389.2	0.6%
Alaska Challenge Youth Academy	5,826.8	6,008.6	181.8	3.1%
School Debt Reimbursement	106,258.5	108,145.5	1,887.0	1.8%
<b>Subtotal Formula Programs</b>	<b>1,268,656.7</b>	<b>1,280,741.3</b>	<b>12,084.6</b>	<b>0.95%</b>

	FY2011 Mgmt. Plan	FY2012 Governor's	Mgmt. Plan to Governor's	% Change
<b>Agency Operations:</b>				
Executive Administration	835.8	873.4	37.6	4.5%
Administrative Services	1,413.0	1,537.5	124.5	8.8%
Information Services	685.0	715.3	30.3	4.4%
School Finance & Facilities	2,349.8	2,417.7	67.9	2.9%
Student & School Achievement	206,687.2	177,178.5	-29,508.7	-14.3%
State System of Support	1,624.3	2,061.6	437.3	26.9%
Statewide Mentoring Program	4,500.0	4,500.0	0.0	0.0%
Teacher Certification	718.6	740.4	21.8	3.0%
Child Nutrition	35,623.2	50,648.2	15,025.0	42.2%
Early Learning Coordination	8,845.3	10,481.7	1,636.4	18.5%
Professional Teaching Practices Commission	282.3	289.9	7.6	2.7%
Alaska State Council on the Arts	1,691.8	1,710.2	18.4	1.1%
Mt. Edgecumbe Boarding School	9,339.4	9,470.8	131.4	1.4%
State Facilities Maintenance	1,116.5	1,149.7	33.2	3.0%
State Facilities Rent	2,141.8	2,141.8	0.0	0.0%
Library Operations	5,967.2	8,837.3	2,870.1	48.1%
Archives	1,155.3	1,202.9	47.6	4.1%
Museum Operations	1,938.1	2,016.6	78.5	4.1%
ACPE - Program Admin & Operations	14,108.1	16,154.8	2,046.7	14.5%
Alaska Performance Scholarship Awards	0.0	8,221.9	8,221.9	100.0%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
<b>Subtotal Agency Operations</b>	<b>303,987.5</b>	<b>305,315.0</b>	<b>1,327.5</b>	<b>0.4%</b>

**Total Education**    **1,572,644.2**    **1,586,056.3**    **13,412.1**    **0.9%**

**Positions:**

Full-time	337.0	337.0	0.0
Part-time	12.0	12.0	0.0
Non-Perm	4.0	8.0	4.0
<b>Total</b>	<b>353.0</b>	<b>357.0</b>	<b>0.0</b>

Department of Education & Early Development									
Operating Budget - Changes from FY2011 Management Plan to						FY2011 Management Plan			
FY2012 Governor's December 15 Budget		337	12	4	1,185,610.0	257,878.5	129,155.7	1,572,644.2	
Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total	
Personal Services	Bargaining unit and health insurance adjustments				934.2	54.6	465.5	1,454.3	
Foundation Program	Public School Trust Fund increase from Revenue (total - \$12,350)				1,650.0		0.0	1,650.0	
Foundation Program	Remove FY11 Foundation Program_PEF tracking and Federal allocation				-1,050,483.0	-2,664.4		-1,053,147.4	
Foundation Program	FY12 Foundation Program need (BSA \$5,680)				1,063,108.6			1,063,108.6	
Foundation Program	Remove Age-4 Pre-K Pilot Program - OTI				-2,000.0			-2,000.0	
Pupil Transportation	Remove FY11 Pupil Transportation_PEF tracking				-63,839.2			-63,839.2	
Pupil Transportation	FY12 Pupil Transportation entitlement				64,228.4			64,228.4	
School Debt Reimbursement	Remove FY11 School Fund amount						-21,200.0	-21,200.0	
School Debt Reimbursement	FY12 School Fund projection						21,600.0	21,600.0	
School Debt Reimbursement	FY12 Debt Reimbursement increment				86,545.5		-85,058.5	1,487.0	
Special Schools	FY12 SESA increment				15.4			15.4	
Alaska Challenge Youth Academy	FY12 increment based on BSA @ \$5,680				181.8			181.8	
Executive Administration	FY12 increment for Military Compact support				21.1			21.1	
Administrative Services	FY12 increase in I/A receipts to support Accounting Tech III						78.0	78.0	
Student & School Achievement	ARRA - remove carryforward					-40,000.0		-40,000.0	
Student & School Achievement	ARRA - add FY12 carryforward					10,000.0		10,000.0	
Student & School Achievement	FY12 remove Education Task Force on Higher Ed/Careers OTI funding				-12.7			-12.7	
Student & School Achievement	FY12 base funding support for School Health & Safety Coordinator				200.0			200.0	
Student & School Achievement	FY12 remove Autism Resource Center OTI (MHTAAR)						-212.0	-212.0	
Student & School Achievement	FY12 MH Trust Recommendations - Autism Resource Center OTI (MHTAAR)						100.0	100.0	
Student & School Achievement	FY12 MH Trust Recommendations Autism Resource Center (GF/MH)				150.0			150.0	
Student & School Achievement	FY12 Alaska Technical & Vocational Education Program Funding decrease (TVEP)				-65.4		0.0	-65.4	
State System of Support (new component in FY11)	FY12 increase for content coaches and school district trustee				400.0			400.0	
Child Nutrition Programs	FY12 increase Federal Receipt authority for food and nutrition program reimbursements					15,000.0		15,000.0	
Child Nutrition Programs	ARRA - Remove carryforward					-12.5		-12.5	
Early Learning Programs	FY12 - remove Best Beginnings OTI grant				-380.0			-380.0	
Early Learning Programs	FY12 - Transfer in Pre-K Program: base funding				2,000.0			2,000.0	
Alaska State Council on the Arts	FY12 Transfer in PCN from ACPE for Fine Arts Administrator	1						0.0	
Mt. Edgecumbe Boarding School	FY12 - remove Fuel/Utility funding distribution				-51.5			-51.5	
Library Operations	FY12 - Broadband Technologies Opportunities Program (BTOP) - Fed ARRA & SDPR			4	0.0	1,994.3	710.0	2,704.3	
Library Operations	FY12 - Stratton Library building maintenance funding				24.0			24.0	
ACPE - Program Admin & Ops	FY12 - Increase Federal Receipt authority for College Access Challenge Grant award					1,100.0		1,100.0	
ACPE - Program Admin & Ops	FY12 - GF increment for Alaska Advantage Education Grant to maintain existing per student maximum for needs-based funding				1,100.0			1,100.0	
ACPE - Program Admin & Ops	FY12 - Transfer out PCN to ASCA	-1						0.0	
ACPE - Program Admin & Ops	FY12 - Remove Educ Task Force on Higher Ed/Careers OTI				-650.0			-650.0	
ACPE - Program Admin & Ops	FY12 - Increase in I/A Receipts for RSA with UA for BTOP grant						158.0	158.0	
ACPE - Alaska Performance Scholarship Awards (new component in FY12)	FY12 - awards for the FY11 graduation class				8,221.9			8,221.9	
<b>Total Proposed Operating Changes</b>		<b>0.0</b>	<b>0.0</b>	<b>4.0</b>	<b>111,299.1</b>	<b>-14,528.0</b>	<b>-83,359.0</b>	<b>13,412.1</b>	
<i>Total FY2012 Operating</i>		<i>337</i>	<i>12</i>	<i>8</i>	<i>1,296,909.1</i>	<i>243,350.5</i>	<i>45,796.7</i>	<i>1,586,056.3</i>	

Alaska Department of Education & Early Development  
 Public School Funding Program  
 FY2011 Authorized vs FY2012 Projected  
 Prepared 11/19/2010

	FY2011 Authorized	FY2012 Projection	Difference
Regular ADM	119,500.50	118,907.90	(592.60)
Correspondence ADM	10,364.00	10,564.00	200.00
<b>Total ADM</b>	<b>129,864.50</b>	<b>129,471.90</b>	<b>(392.60)</b>
<b>Adjusted ADM</b>	<b>237,587.66</b>	<b>240,882.01</b>	<b>3,294.35</b>
Basic Need *	\$1,349,497.9	\$1,368,209.8	\$18,711.9
Required Local Effort	(233,272.0)	(235,380.7)	(2,108.7)
Deductible Impact Aid	(61,654.4)	(66,651.5)	(4,997.1)
Supplemental Funding Floor	238.2	190.6	(47.6)
Quality Schools Grant	3,801.4	3,854.1	52.7
Military Flow Through and Other	26,027.3	26,027.3	0.0
<b>Foundation Total</b>	<b>\$1,084,638.4</b>	<b>\$1,096,249.6</b>	<b>\$11,611.2</b>
Pre-K Pilot Program 4-yrs old	\$2,000.0		(\$2,000.0)
<b>Total</b>	<b>\$1,086,638.4</b>	<b>\$1,096,249.6</b>	<b>\$9,611.2</b>
<u>Funding Sources</u>			
1004 General fund	1,052,483.0	1,063,108.6	10,625.6
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	10,700.0	12,350.0	1,650.0
(1) 1188 Fed Unrestricted	2,664.4		
<b>Total</b>	<b>\$1,086,638.4</b>	<b>\$1,096,249.6</b>	<b>\$12,275.6</b>

FY11

- \* Hold Harmless Provision
- \* 75% ISER
- \* 13x Intensive
- \* Base Student Allocation at \$5,680

FY12

- \* Hold Harmless Provision
- \* 87.5% ISER
- \* 13x Intensive
- \* Base Student Allocation at \$5,680

**Alaska Department of Education & Early Development**  
**FY2012 Projected State Program Allocations based on Legislative Appropriations.**

Projected allocations are subject to adjustment based on individual program requirements.

PREPARED 12/2/10	FY2012 Projected ADM	Total Foundation @ \$5,680	Boarding Home	Residential Boarding Program	Youth in Detention	Special Schools	AK Challenge Youth Academy	Pupil Transportation	Debt Retirement	PROJECTED FY2012 TOTALS
ALASKA GATEWAY	398	7,006,626						604,844		7,611,470
ALEUTIAN REGION	33	1,366,274						0		1,366,274
ALEUTIANS EAST	262	5,272,685						75,194	617,331	5,965,210
ANCHORAGE	48,480	307,010,379			368,635	1,281,368		19,854,204	47,010,653	375,525,239
ANNETTE ISLANDS	278	2,247,075						18,626		2,265,701
BERING STRAIT	1,658	27,466,427						81,242		27,547,669
BRISTOL BAY	164	1,852,688						389,172		2,241,860
CHATHAM	158	2,812,111						12,403		2,824,514
CHUGACH	280	2,312,876						0		2,312,876
COPPER RIVER	471	6,871,999						631,724		7,503,723
CORDOVA	326	3,371,706						98,126	941,932	4,411,764
CRAIG	625	4,832,300						89,856		4,922,156
DELTA/GREELY	959	10,211,507						1,201,872		11,413,379
DENALI	700	5,237,098						463,250		5,700,348
DILLINGHAM	507	5,905,442	34,310					555,714	823,584	7,319,050
FAIRBANKS	14,320	111,683,595			111,008			10,186,698	9,848,312	131,829,613
GALENA	3,709	19,413,209		962,800				80,649		20,456,658
HAINES	289	3,089,485						179,118	910,269	4,178,872
HOONAH	115	1,809,531						35,075	69,895	1,914,501
HYDABURG	53	1,054,592						0		1,054,592
IDITAROD	331	5,440,002	21,300					40,723		5,502,025
JUNEAU	5,038	39,430,210			87,328			2,828,910	14,193,166	56,539,614
KAKE	85	1,326,673						17,817		1,344,490
KASHUNAMIUT	318	3,494,947						1,591		3,496,538
KENAI	9,088	72,282,474	26,960		224,690			5,686,856	1,874,534	80,095,514
KETCHIKAN	2,143	17,312,351			66,897			1,548,110	2,468,894	21,396,252
KLAWOCK	132	1,875,810						30,228		1,906,038
KODIAK	2,556	23,988,015						1,510,880	2,407,390	27,906,285
KUSPUK	329	6,292,706	7,540					220,430		6,520,676
LAKE AND PENINSULA	317	8,996,251						119,939	903,060	10,019,250
LOWER KUSKOKWIM	4,035	57,418,665		95,000	95,753			863,404		58,472,822
LOWER YUKON	1,979	28,874,243						1,979		28,876,222
MAT-SU	17,267	135,873,821	4,920		62,004			12,398,398	15,259,528	163,598,671
NENANA	1,104	7,019,280		447,100				117,300		7,583,680
NOME	701	8,188,733			83,685			276,400	229,810	8,778,628
NORTH SLOPE	1,572	13,627,513						1,527,984	1,208,424	16,363,921
NORTHWEST ARCTIC	1,760	29,223,116	17,120					40,480	4,345,443	33,626,159
PELICAN	10	432,056						740		432,796
PETERSBURG	452	5,577,973						127,916	497,691	6,203,580
PRIBILOF	86	1,320,080						0		1,320,080
SAINT MARYS	160	3,195,710						12,320		3,208,030
SITKA	1,300	11,461,673						554,896	2,621,793	14,638,362
SKAGWAY	60	398,019						2,220		400,239
SOUTHEAST	163	4,485,593						181,769		4,667,362
SOUTHWEST	630	9,373,257	68,630					386,466		9,828,353
TANANA	42	967,428						20,580		988,008
UNALASKA	415	3,793,096						275,560	833,318	4,901,974
VALDEZ	667	4,226,234						455,561	97,559	4,779,354
WRANGELL	412	3,854,512						190,632	212,650	4,257,794
YAKUTAT	108	1,433,547						80,028		1,513,575
YUKON FLATS	248	7,135,624						63,633		7,199,257
YUKON/KOYUKUK	1,322	11,276,286	5,120					85,986		11,367,392
YUPIIT	457	6,587,717						914		6,588,631
Mt. EDGE CUMBE	400	3,211,093								3,211,093
OTHER	1	26,027,300				2,037,014	6,008,576		770,300	34,843,190
Sub Totals	129,472	1,096,249,613	185,900	1,504,900	1,100,000	3,318,382	6,008,576	64,228,418	108,145,536	1,280,741,325
TOTALS	129,472	\$1,096,249,613	\$185,900	\$1,504,900	\$1,100,000	\$3,318,382	\$6,008,576	\$64,228,418	\$108,145,536	\$1,280,741,325

1 OTHER INCLUDES OTHER ADJUSTMENTS.

2 OTHER INCLUDES ALLOCATION TO SPECIAL EDUCATION SERVICE AGENCY (SESA).

3 OTHER INCLUDES ESTIMATED ALASKA CHALLENGE YOUTH ACADEMY.

4 OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2012 ESTIMATED STATE AID

Updated 11/19/10

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% & 90% ESTIMATED NEW BONDS CURRENT PAY	SCHOOL DIST.	ESTIMATED TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2012
ALEUTIANS EAST				133,652	\$483,679			ALEUTIANS EAST	617,331
ANCHORAGE			1,170,717	31,009,257	12,744,229		2,086,450	ANCHORAGE	47,010,653
CORDOVA				647,328	294,604			CORDOVA	941,932
DILLINGHAM				823,584				DILLINGHAM	823,584
FAIRBANKS		12,833		8,441,517			1,393,962	FAIRBANKS	9,848,312
HAINES				910,269				HAINES	910,269
HOONAH				69,895				HOONAH	69,895
JUNEAU				11,385,228	693,518		2,114,420	JUNEAU	14,193,166
KENAI				1,014,221			860,313	KENAI	1,874,534
KETCHIKAN				2,010,931	240,963		217,000	KETCHIKAN	2,468,894
KODIAK				950,841	931,549		525,000	KODIAK	2,407,390
LAKE & PEN						903,060		LAKE & PEN	903,060
MAT-SU				9,240,232	3,037,226		2,982,070	MAT-SU	15,259,528
NOME				140,660	89,150			NOME	229,810
NORTH SLOPE				503,532	704,892			NORTH SLOPE	1,208,424
NORTHWEST ARCTIC				3,634,593	275,445	435,405		NORTHWEST ARCTIC	4,345,443
PETERSBURG				183,453	314,238			PETERSBURG	497,691
SITKA				1,758,314	524,567		338,912	SITKA	2,621,793
UNALASKA	146,362			686,956				UNALASKA	833,318
VALDEZ				66,140	31,419			VALDEZ	97,559
WRANGELL				212,650				WRANGELL	212,650
<b>TOTALS</b>	<b>146,362</b>	<b>12,833</b>	<b>1,170,717</b>	<b>73,823,253</b>	<b>\$20,365,479</b>	<b>\$1,338,465</b>	<b>10,518,127</b>		<b>107,375,236</b>

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

BOND ENTITLEMENT	\$96,844,276
CASH ENTITLEMENT	12,833
<b>SUB TOTAL</b>	<b>96,857,109</b>
ESTIMATED NEW DEBT	10,518,127
<b>EST. STATE AID-FY2012</b>	<b>107,375,236</b>
PRIOR YEAR EED OVERHEAD	770,300
<b>TOTAL FY2012 STATE AID</b>	<b>108,145,536</b>

**FY2010 Division of Teaching & Learning Support Component / Program Funding**

Component / Program	Federal	Federal NCLB	Federal ARRA	General Fund	GF / Mental Health	GF/ Match	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program	
														PFT	PPT
<b>Student and School Achievement</b>															
ESEA Title 1 Grants to LEAs		35,500.0											35,500.0	9	
ESEA Title 1B - Even Start		306.0											306.0	1	
Title I-Part C Migrant Education		7,250.0											7,250.0	5	
Title I-Part D Neglected & Delinquent		560.0											560.0		
Title I-Part 1003(g) School & District Improvement		1,415.0											1,415.0		
Special Education	36,200.0												36,200.0	9	
Special Education - Preschool	1,300.0												1,300.0	1	
Improving Teacher Quality		14,000.0											14,000.0	2	
Math and Science Partnerships		900.0											900.0	1	
Title II D Technology		484.0											484.0	2	
Title IV 21st Century Community Learning		5,714.0											5,714.0	2	
State Assessments		3,600.0		7,663.0									11,263.0	16	
Language Acquisition		1,162.0											1,162.0	1	
Education for Homeless Children & Youth		168.0											168.0	1	
Vocational Education Career & Tech	4,500.0					245.1							4,745.1	5	
Charter/Correspondence Schools				119.5									119.5	1	
Counseling (suicide prevention & at risk)					39.8								39.8	1	
School Health and Safety				200.0									200.0	1	
Alaska Longitudinal Data System (Unity Project)				610.7									610.7	2	
Spec. Ed. State Improvement Grant Support (secondary transitions)	700.0				150.0			100.0					950.0	2	
Autism Resource Center					300.0								300.0		
Senate Youth									1.0				1.0		
Director's Office				575.0									575.0	4	
Galena TVEP Grant										350.8			350.8		
School Leadership (RAPPS)									134.0				134.0		
Alaska Mineral & Energy Resources Education Fund-Operating				100.0									100.0		
WorkKeys				414.0									414.0	1	
Alaska Transition to Teaching (AKT2)		650.0											650.0	3	
ARRA Carryforward			10,000.0										10,000.0		
Unallocated/Carryforward	14,637.1	26,704.2					307.5		117.8				41,766.6		
<b>Total</b>	<b>57,337.1</b>	<b>98,413.2</b>	<b>10,000.0</b>	<b>9,682.2</b>	<b>489.8</b>	<b>245.1</b>	<b>307.5</b>	<b>100.0</b>	<b>252.8</b>	<b>350.8</b>	<b>0.0</b>	<b>0.0</b>	<b>177,178.5</b>	<b>70.0</b>	<b>0.0</b>

**Division of Teaching & Learning Support (continued)**

Component / Program	Federal	Federal NCLB	Federal ARRA	General Fund	GF / Mental Health	GF/ Match	GF/PR	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program		
															PFT	PPT	
<b>State System of Support</b>																	
State System of Support				2,061.6										2,061.6			
Total	0.0	0.0		2,061.6	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	2,061.6	7	0	
<b>Statewide Mentoring Program</b>																	
Statewide Mentoring Program				3,900.0				600.0						4,500.0			
Total	0.0	0.0		3,900.0	0.0	0.0		600.0	0.0	0.0	0.0	0.0	0.0	4,500.0	0	0	
<b>Teacher Certification</b>																	
Teacher Certification				9.5			714.5	16.4						740.4	5		
Total	0.0	0.0		9.5	0.0	0.0	714.5	16.4	0.0	0.0	0.0	0.0	0.0	740.4	5	0	
<b>Child Nutrition</b>																	
Child Nutrition	50,187.5			29.9		64.7							366.1	50,648.2	9		
Total	50,187.5		0.0	29.9	0.0	64.7		0.0	0.0	0.0	0.0	0.0	366.1	50,648.2	9	0	
<b>Early Learning Coordination</b>																	
Early Learning Coordination	267.1			8,214.6										8,481.7	3		
Total	267.1	0.0		10,214.6	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	8,481.7	3	0	
<b>RDU Totals</b>																	
Student & School Achievement	57,337.1	98,413.2	10,000.0	9,682.2	489.8	245.1	0.0	307.5	100.0	252.8	350.8		0.0	177,178.5	70	0	
State System of Support	0.0	0.0	0.0	2,061.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,061.6	7		
Statewide Mentoring Program	0.0	0.0		3,900.0	0.0	0.0	0.0	600.0	0.0	0.0	0.0		0.0	4,500.0	0	0	
Teacher Certification	0.0	0.0		9.5	0.0	0.0	714.5	16.4	0.0	0.0	0.0	0.0	0.0	740.4	5	0	
Child Nutrition	50,187.5	0.0	0.0	29.9	0.0	64.7	0.0	0.0	0.0	0.0	0.0		366.1	50,648.2	9	0	
Early Learning Coordination	267.1	0.0		10,214.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	10,481.7	3	0	
Total	107,791.7	98,413.2	10,000.0	25,897.8	489.8	309.8	714.5	923.9	100.0	252.8	350.8	0.0	366.1	245,610.4	94	0	

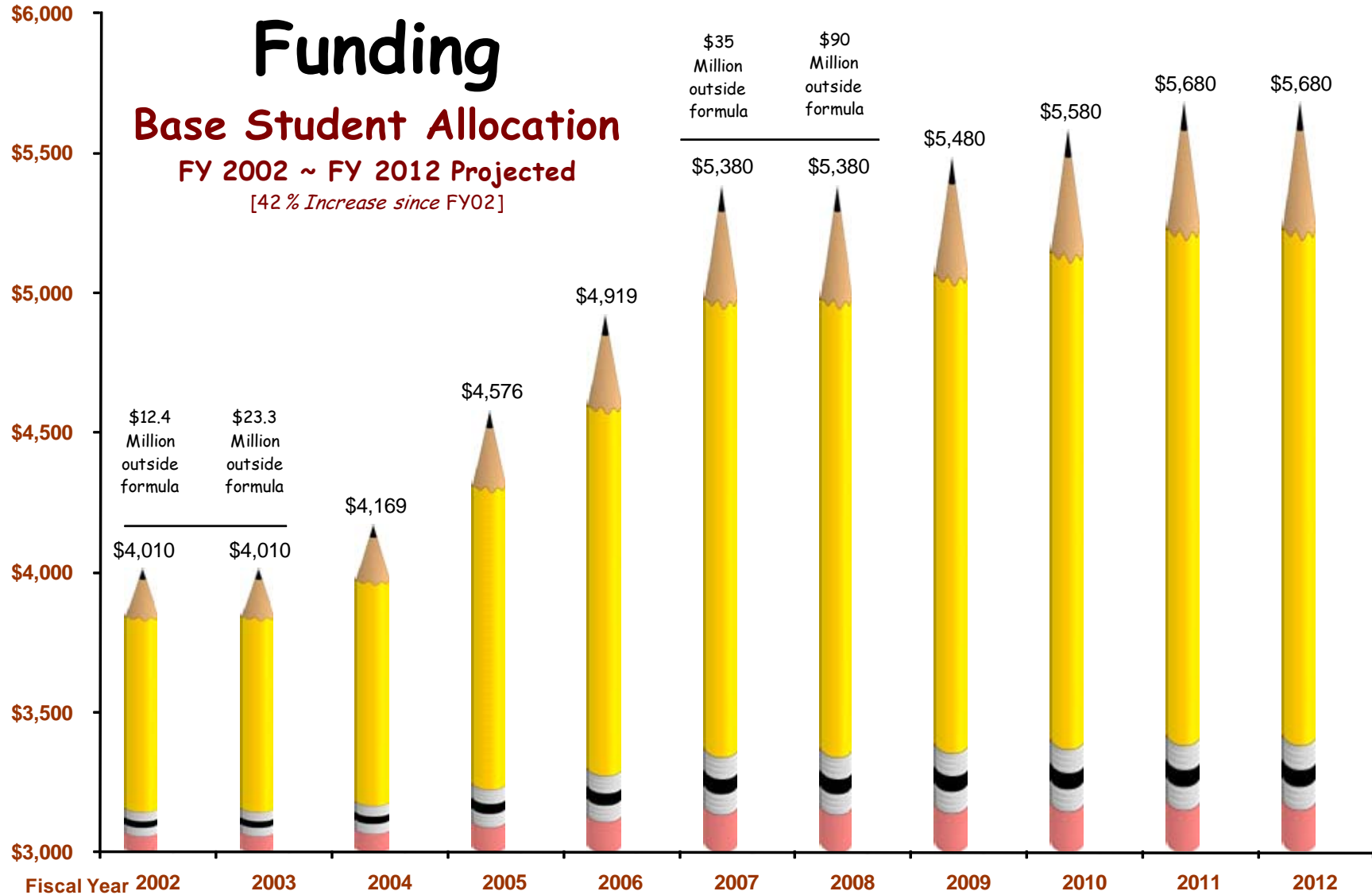
# Alaska K-12

## Funding

### Base Student Allocation

FY 2002 ~ FY 2012 Projected

[42% Increase since FY02]



**Capital Budget - FY2012 Governor's December 15**

<b>Deferred Maintenance</b>	<b>General Funds</b>	<b>Other Funds</b>	<b>Total</b>
Mt. Edgecumbe High School Deferred Maintenance	800,000.0	-	800,000.0

**Capital Projects**

Abandoned School Site Assessments	125,000.0	-	125,000.0
Stratton Library Roof & Siding Replacement	900,000.0	-	900,000.0

**School Construction Grants**

Kuinerramiut Elitnaurviat K-12 School Renovation/Addition, Quinhagak	28,489,312.0	-	28,489,312.0
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**Major Maintenance Grants\***

St. Mary's Complex Renovation Completion	105,954.0	-	105,954.0
Valley Park Elementary School Roof Replacement	1,211,170.0	-	1,211,170.0
Nome Elementary Boiler Replacement	545,838.0	-	545,838.0
Pelican High School Mechanical Upgrades	150,628.0	-	150,628.0
Annette Island District Phone System Replacement	95,422.0	-	95,422.0
Arctic Village K-12 School Soil remediation	5,517,065.0	-	5,517,065.0
Alakanuk emergency Electrical Service Repairs	89,621.0	-	89,621.0
Kake City District-wide Lighting Upgrades	59,215.0	-	59,215.0
Tri-Valley K-12 School Gymnasium & Locker Room Roof	691,312.0	-	691,312.0
St. Mary's Back-up Generator Replacement, 3 Buildings	1,133,912.0	-	1,133,912.0
Scammon Bay K-12 School Generator & Fuel Tank	1,696,152.0	-	1,696,152.0
Sand Point K-12 School Gym Floor & Bleacher Replacement	151,540.0	-	151,540.0
Yakutat Elementary Kitchen Renovation Completion	52,172.0	-	52,172.0
Pitka's Point K-8 School Renovation	8,360,235.0	-	8,360,235.0
<b>Total MM:</b>	<b>19,860,236.0</b>	<b>-</b>	<b>7,774,913.0</b>
<b>Total DM:</b>	<b>800,000.0</b>	<b>-</b>	<b>800,000.0</b>
<b>Total FY12 Capital</b>	<b>1,025,000.0</b>	<b>-</b>	<b>1,025,000.0</b>
<b>Total MM/SC:</b>	<b>48,349,548.0</b>	<b>-</b>	<b>7,774,913.0</b>
<b>Total All:</b>	<b>50,174,548.0</b>	<b>-</b>	<b>50,174,548.0</b>

\*Funded by the Alaska Housing Capital Corporation Receipts - a sub-fund of the General Fund

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

**January 17, 2011**

**From: Les Morse, Acting Commissioner**

**Agenda Item: 9**

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◆ **ISSUE**

The board is being asked to approve its consent agenda.

◆ **BACKGROUND**

- There are three items being presented on the consent agenda.
- Behind this cover memo are items 9A through 9C:

9A. Endorsement of the Family Engagement Plan;

9B. Endorsement of the Early Literacy Plan;

9C. Approval of the Appointment of Patricia Owen as Health and Safety Coordinator.

◆ **OPTIONS**

Approve the entire consent agenda.

Remove any number of consent agenda items and approve the remainder of the consent agenda.

Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the entire consent agenda.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the consent agenda consisting of: 1) endorsement of the Family Engagement Plan; 2) endorsement of the Early Literacy Plan; and 3) approval of the appointment of Patricia Owen as Health and Safety Coordinator.

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

**January 17, 2011**

**From: Les Morse, Acting Commissioner**

**Agenda Item: 9A**

◆ **ISSUE**

In its December meeting, the board reviewed the Family Engagement Plan from the Family Engagement Working Group. The plan is now being submitted for the board's endorsement.

◆ **BACKGROUND**

- The Family Engagement Working Group began meeting May 2010 as a result of the Alaska Education Plan's goal: "Schools will form strong partnerships with families and communities, and will respect and embrace local culture."
- Educators, parents, community members, and organizations met to determine ways to grow a culture of family engagement to support student learning.
- The working group prepared detailed action templates that include who would be responsible for taking the lead, as well as how and when actions might be completed.
- The Family Engagement Action Plan recommends actions that are research-based best practices to enhance student achievement
- Behind this cover memo is the Family Engagement Plan.
- Acting Commissioner Les Morse and Cyndy Curran, Director of Teaching & Learning Support, will be present to brief the board.

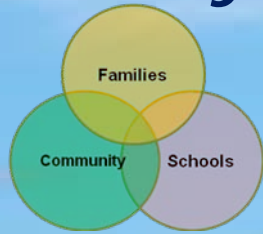
◆ **OPTIONS**

Endorse the plan.

Amend the plan and endorse as amended.

Seek more information.

# Family Engagement Action Plan



Alaska State Board of  
Education and Early  
Development



The Alaska Department of Education and Early Development (EED) is committed to preparing every student to graduate high school ready for college and career. Research is clear that quality family and community engagement in student learning is critically important to achieving that goal. Family engagement also emerged as an idea of extreme importance to Alaskans in the development of the Alaska Education Plan.

Developed out of the thoughtful visioning of Alaskans from all walks of life at the 2008 Alaska Education Summit, the Alaska Education Plan supports the role of families, communities, and local cultures in the schools. As stated in the Alaska Education Plan: "Family engagement has emerged as a central focus in Alaska education. Viewing parents as the first and best teachers of their children goes beyond their role in early education. Engagement means involving families in every aspect of educational planning, implementation, and evaluation throughout their children's education."

Many in our Alaskan communities have been working diligently on improving family engagement for years by making concerted efforts to grow a culture of trust and partnership between families, community members, and formal educators toward the goal of growing successful and happy graduates. This collection of Family Engagement Actions seeks to be a starting point in consolidating efforts and ideas statewide as well in increasing the level of accountability around family engagement efforts for the betterment of student success.

As with the Alaska Education Plan, please consider these Family Engagement Actions an invitation to work together to achieve Alaska's vision for our children's education.



The Department of Education and Early Development (EED) relies on community members from around the state who are knowledgeable and passionate about improving learning opportunities for Alaska's young people. EED is grateful to the members of the Family Engagement Working Group, who include:

**Sue Hull\***  
Association of Alaska School Boards

**Karin Halpin\***  
Alaska Parent Information and Resource Center

**Shirley Pittz\***  
Alaska Department of Health and Social Services

**Bridget Smith\***  
Alaska Initiative for Community Engagement

**Abbe Hensley\***  
Best Beginnings

**Paula Pawlowski\***  
Alaska Parent Teacher Association

**Janice Banta\***  
Anchorage School District

**Bunny Schaeffer**  
Northwest Arctic School District, Alaska State Board of Education

**Pam Christianson**  
Anchorage School District

**Jennifer Rinaldi**  
Anchorage School District

**Jennifer Schmitz**  
Anchorage School District

**Betsy Paskvan**  
Anchorage School District

**Leslie Campbell**  
Fairbanks North Star Borough School District

**Liz Po**  
Fairbanks North Star Borough District

**Melinda Myers**  
Thread

**Gerry Brisco**  
Alaska Comprehensive Center

**Karen Zeman**  
Spirit of Youth

**Nina Harun**  
Fairbanks School Board

**Debbie Bogart**  
Anchorage's Promise

**Amy Loyd**  
Cook Inlet Tribal Council

**Becky Judd**  
Alaska Department of Health and Social Services, AK ICE

**Laura Galliher**  
Koniag

**Sharon Lockwood**  
Fairbanks Council of PTA

**Dr. Ellsworth James**  
Bridge Builders

**Julie Fate-Sullivan**  
PTA –Anchorage

**Tara Olkjer**  
Parent-homeschool

**Marcella Libbrecht**  
Parent

**Tina Lane**  
Parent

**Kitte Miller, M.D.**  
Parent

**Ann McCoy**  
Alaska Pacific University

**Kathy Zamudio**  
Cordova School District

**Carol Wren**  
Cook Inlet Tribal Council

**Stephanie Garrard**  
Wells Fargo Bank

**Bonnie Paskvan**  
GCI

**Amey Tamagni**  
Alaska Parent Teacher Association

**Lynn Hohl**  
Alaska Parent Teacher Association

**Leesa Arnes**  
Alaska Parent Teacher Association

**Cathy Crew**  
Alaska Parent Teacher Association

**Suellen Appellof**  
Alaska Parent Teacher Association

**Sarah Tuggle**  
Alaska Parent Teacher Association

**Jordan Marshall**  
Alaska Parent Teacher Association

**Samantha Moore**  
PTA-Kenai Peninsula

**Amy Maitland**  
Cook Inlet Tribal Council

**Nick Jordan**  
Cook Inlet Tribal Council

**Hillary Seitz**  
University of Alaska, Anchorage

**Brenda Hartley**  
Parent

**James Merriner**  
Alaska State Board of Education, Interior Distance Education of Alaska

**Sally Rue**  
Alaska Initiative for Community Engagement

**Phyllis Carlson**  
Alaska Department of Education and Early Development

**Cyndy Curran**  
Alaska Department of Education and Early Development

**Alyse Galvin**  
Alaska Department of Education and Early Development

**\*Team Leaders**



Families play a critical role in student success. As noted by the Harvard Family Research Project:

From the time children are born, parents influence their cognitive, social, and emotional development. Parents' interactions and activities help shape children's readiness for school, and consistent engagement during children's elementary years is also related to positive academic and behavioral outcomes. Family engagement remains important in adolescence and predicts healthy youth behaviors and higher rates of college enrollment.

It is widely acknowledged that family engagement is a critical component of children's school success "from cradle to career." Research suggests that family engagement promotes multiple benefits for students, including improved readiness for school, increased achievement, superior social skills and behavior, and increased likelihood of high school graduation.

In the 2002 research review *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Anne T. Henderson and Karen L. Mapp conclude that there is a strong relationship between family involvement and student success, regardless of race/ethnicity, economic status, or parents' level of education. It is clear that when families are involved in their children's learning, both at home and at school, their children do better in school.

Parents, educators, administrators, and the community share responsibility for family engagement. Three consistent elements of successful family engagement efforts that emerge from the research are that:

1. All parties work together to build a foundation of trust and respect;
2. Family engagement efforts and strategies are firmly connected to learning objectives; and
3. Efforts to reach out and engage parents go beyond the school house doors and do so consistently throughout the year.

(Henderson and Mapp, 2002).

It is clear that Alaska's efforts to support and improve family and community engagement efforts in our schools will pay dividends in meeting our state's goal to graduate all students ready for college and career.



The Alaska Family Engagement Plan is built around the following nationally recognized components critical to the goal of maximizing student success and achievement through family engagement:

**Welcoming Every Family**

Every family coming into the school or interacting with school personnel feels welcome.

**Two-Way Communication**

Families and school staff engage in regular, two-way, meaningful communication about student learning.

**Sharing Power**

Families and school staff are equal partners in decisions that affect children and work together to create policies, practices, and programs.

**Supporting Student Success**

Families and school staff continuously collaborate to support students' learning and healthy development, both at home and at school.

**Collaborating with Community**

Families and school staff are connected to expanded learning opportunities, community services, and civic participation.

**Speaking for Every Child**

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.





## State Level

Overarching  
Actions

- Schools and districts are supported in developing annual Family Engagement Plans with the direct involvement of staff, students, families, and members of the community.
- Develop a statewide, public information campaign on the importance of family engagement.
- Develop a statewide system of support for districts and schools looking for additional assistance in their family engagement efforts.
- Provide resources to schools about partner organizations that can help schools with family engagement.
- Inspire action by recognizing excellence in culturally appropriate family engagement practices.
- Develop and distribute a toolkit of shared resources based on research and best practices on family engagement.
- Encourage each district to devote a portion of its in-service time every fall to offer training in family engagement in its schools.

Overarching  
Actions

- Encourage educators' professional development in family engagement.

State  
Actions

- State EED to provide a list of organizations utilizing “best practices” in family engagement.

**Welcoming  
Every Family**

- Send a letter to every newborn’s parent, emphasizing the important role the parent has as the child’s first teacher in learning.
- Send a letter to every five-year-old’s parent emphasizing the important role the parent has in student success at school, as a partner with the child’s teacher.

**Two-Way  
Communication**

- A section of EED’s Web site is devoted to providing pertinent family information on available resources and allows families and students to provide feedback and ask questions.
- Actively encourage public input during State Board of Education and Early Development meetings and public interaction during EED leadership visits to districts and schools.

**Sharing  
Power**

- Create opportunities for family engagement in all levels of decision-making, including decisions affecting all ages of children from cradle to career.
- Design and make available model policies supporting parent collaboration at district and school levels that support collaboration and parents as advocates.

Supporting Student Success

- Develop accessible ways to help every Alaskan family be aware of what their child should know and be able to do academically and where they can go for help. Make readily available grade level expectations as well as learning stages for 0-5 year-olds (Early Learning Guidelines).
- Make available to families, schools, and districts materials that help families understand what they can do to support student learning. To the extent practicable, these materials should be translated into families' native languages.

Collaborating With Community

- Formally recognize the role that partnerships play in engaging parents.
- Encourage local school districts to identify a Community Partner Liaison and work with a community advisory committee to develop an action plan for family and community engagement that builds local partnerships.
- Encourage schools to provide ongoing professional development training to school leadership and staff on culturally appropriate practices and policies, including creating a culturally welcoming environment for the community.

Speaking For Every Child

- Make parental and student rights under local, state, and federal law easily accessible on the state education web site.

# District Level

## Overarching Actions

- Develop an action plan for family and community engagement to be updated annually.
- Provide ongoing training for teachers, administrators, and parents on family engagement.
- Provide resources to schools about partner organizations that can help schools with family engagement.
- Local school boards adopt a policy, resolution, or proclamation acknowledging the critical importance of family engagement in increasing student achievement.
- Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity as well as the unique demands of parenting children with special needs.
- Make available a list of family resources (community, school, faith-based) that is, to the extent practicable, offered in a family's native language.
- Develop incentives/awards for schools recognizing excellence in culturally appropriate family engagement practices.
- Devote a portion of in-service time in the fall to build knowledge about partnerships, including how to welcome and engage students and families, and to enhance staff skills in reaching out to families in a way that is strengths-based, collaborative, and supports families.
- A team of district employees and families develops a district-wide professional development program addressing strategies for culturally relevant family engagement in every school.
- Provide a district-level community liaison. The specialist/liaison would work with schools, families, students, and communities to support communication between schools and their communities.
- Create a pilot project modeling all areas of family engagement and incentivize schools to participate.

## District Actions

Welcoming Every Family

- Develop and distribute a district “map” (in multiple languages) so parents, students, and community members can easily find information and navigate the school system.

Two-Way Communication

- Devote a section on the district’s web site to allow for input on what’s working in the community in terms of student and family support.
- Schedule parent/teacher conferences at times when parents can attend and consider holding them at locations other than the school building.

Sharing Power

- Align principals’ performance as it relates to the promotion and support of effective family engagement practices.
- Support the creation of parent organizations at the district and school levels.
- Create teams of parents and professionals to guide decision-making at all levels.

Supporting Student Success

- Provide cultural proficiency training for school staff and administration.
- Build or enhance student information systems that allow parents to have easy access to student academic, attendance, and other pertinent information.

Collaborating With Community

- Coordinate and participate in events that support community groups.
- Make available cultural liaisons to assist in outreach to communities.
- Partner with community groups to increase public awareness of truancy laws, stressing the importance of school attendance.
- Collaborate with community resources (mental health, community-based organizations, etc.) to provide low-cost or no-cost parenting classes throughout the school district during the school year.

Speaking For Every Child

- Make parental and student rights under local, state, and federal law easily accessible on the district web site.

## School Level

### Overarching Actions

- Employ a community café model of gatherings to maximize family involvement.
- Develop a family and community engagement plan with the active participation of students, families, and community members.
- Identify a family engagement specialist or liaison.

### Welcoming Every Family

- Create a network of mentor parents to assist new families in learning about the school.
- Establish a parent resource room/office to be the hub for support for students and family needs.
- Host special traditional celebrations afterschool/weekends. Provide a “community center” (e.g. weekend bingo, tutoring, beading, open gym opportunities, arts/crafts, and educational workshops).
- Consider offering incentives for teachers and community members to come in and credit for students to tutor peers.
- Distribute a family-friendly school walk-through checklist and provide incentives to families to participate.
- At preschool/kindergarten orientations, share information with parents on how to be engaged.

### Two-Way Communication

- Complete a beginning of school year family engagement survey, make adjustments based on results, and survey again at end of the year to determine the effectiveness of school efforts. Share results with all families.
- Provide parents with student grade-level expectations, report cards, conferences, and follow up as needed.

## School Actions

Two-Way  
Communication

- Provide parents and staff with current contact information and include preferred ways and times for parents, teachers, and staff to reach each other.
- Utilize all existing communication systems (PowerSchool, newsletters, Back-to-School information, Robocalls, etc.) to keep parents informed and engaged.
- Encourage parents and teachers to communicate regarding students' positive behavior and achievements.
- Encourage and provide opportunities for informal interactions between staff, administration, and families.
- Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.
- Regularly distribute student work for parental/family members' comments and review.

Sharing  
Power

- Provide opportunities for parents to join committees that set school policies, goals, or evaluation of programs.

Supporting  
Student Success

- Encourage teachers to keep families and students informed and reminded about homework through multiple means of communication, such as emails and a Homework Hotline.
- Provide training to help families understand and prepare for transitions into elementary, middle, and high school.
- Provide information or training for parents about testing so that they understand what type of testing is being given and how results will be used to increase academic success.
- Sponsor academic workshops and distribute information to assist families in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.

Supporting Student Success

- Help parents and students understand future career/college pathways. Have materials and counseling available to explain living wage, career options, and pathways for gaining necessary skills for applying to college/voc-tech.
- Provide workshops that help parents and students make connections between coursework choices and future careers.
- Provide parents with an annual school calendar of important dates and events and develop a web site that is user-friendly and contains current contact information.
- Create a database to capture what families can do in terms of volunteerism or services to the school.
- Provide training for parents so they can know and understand school and district discipline processes.
- Provide training for in-school parent volunteers. Provide opportunities for parents who are unable to come to the school during the day to volunteer in other ways.

Collaborating With Community

- Use community facilities (library, museum, community hall) for learning opportunities.
- Make local agencies and businesses aware of local school happenings.
- Recruit community members to volunteer in school (e.g. seniors' bus).
- Participate in community clean-up or beautification projects.
- Sponsor a community health fair at the school.
- Invite community organizations to promote and provide leadership training for parents.

Speaking For Every Child

- Provide training for parents so they can know and understand school, district, state, and federal student and family rights as well as resources available.

# Community Level

Overarching  
Actions

- Encourage cultural organizations to collaborate with schools. Work with elders and longstanding respected people in the community who can share clear messages with families about the value of education.

Welcoming  
Every Family

- Make a unified effort with all entities (medical, social, educational organizations, etc.) to engage each set of parents as a child is born to help the family know how special they are, what their role is, and how to connect with resources. Provide ongoing support for families to know what to do and who to turn to when they are not sure.

Two-Way  
Communication

- Continually assess needs and share information about family resources and opportunities with families and schools.

Sharing  
Power

- Community agencies collaborate with schools to educate and support parents in sharing power in decision-making that impacts policies and programs affecting children.

Community Actions

Supporting Student Success

- Partner with schools to provide social work and case management to support families of children with extended absences.
- Attend celebrations of student talent and achievement, supporting every youth.

Collaborating With Community

- Community advocacy groups, partnering with school districts, work with groups such as School Business Partnerships, Chambers of Commerce, and Rotaries to educate business owners on the importance of family engagement and what they can do to help. For example, a business owner can allow employees time off to attend parent-teacher conferences or volunteer at a school.

Speaking For Every Child

- Community businesses enhance efforts to be family and young person friendly, making all feel welcome to conduct business.

# Family Level

**Overarching  
Actions**

- Begin work to develop a collaborative relationship with your child’s teacher and principal early in the school year.
- Maintain high expectations for your children and share them with the teacher.

**Welcoming  
Every Family**

- Build relationships with other families and talk about how to help each other in supporting children.

**Two-Way  
Communication**

- Provide teachers with important information you feel may impact your child’s learning. (Changing family circumstances.)
- Inform the teacher when you notice your child having difficulty with homework.
- Read all materials sent home from school and ask questions when an item is unclear to you.

**Sharing  
Power**

- Help set goals and develop a personalized education plan for each child.

**Family Actions**

Supporting Student Success

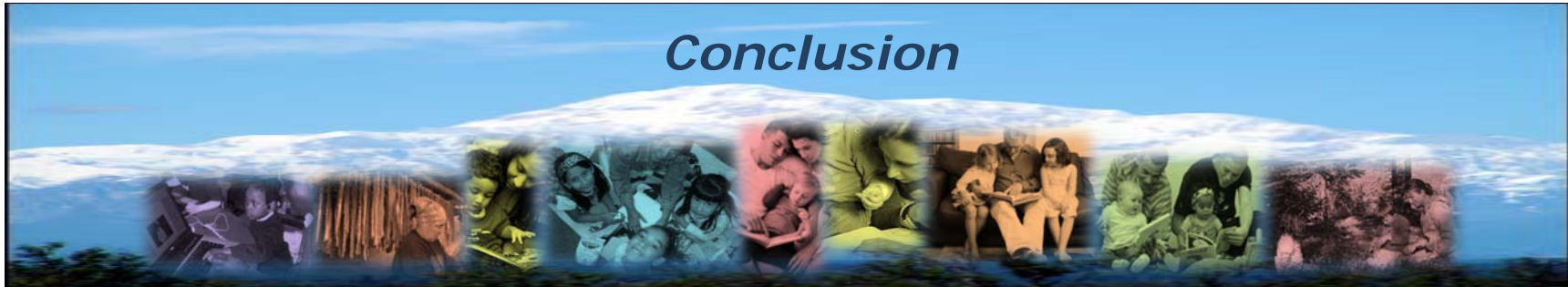
- Attend school meetings on learning expectations, assessments, and grading procedures.
- Create regular routines at home (meals, homework, sleep).
- Work with your child to find a place for homework that is comfortable, quiet, and well lit.
- Discuss your child’s school day and homework daily.
- Set the expectation for your child that attending school is a “non-negotiable” unless he/she is sick.
- Identify non-academic activities that can motivate the child’s interest in learning.
- Talk to your children often about the value of education and its importance to their future.
- Attend school activities and training opportunities that will help you support your child’s learning.
- Read every day, by yourself and with your child.
- On homework, let your child find the solution if at all possible. Give guidance, not answers.

Collaborating With Community

- Encourage student engagement outside the school day, such as attending local sporting events, engaging in youth activities, or participating in service-learning projects.
- Encourage student community service.
- Thank local merchants and other business owners who support activities at school.

Speaking For Every Child

- Honor your school’s processes as you advocate for your child and other students.



These identified actions are the result of many Alaskans coming together in the Family Engagement Working Group, looking at research, and considering what we already have in place here in Alaska. We respected that every Alaskan family and community looks a little different, that many families have different feelings about formal education, and that families speak many different languages. We also respected that all families want the best for their children. Students thrive when they know that everyone around them - in the home, in the community, and in the schools - has the highest expectations of their behavior, schoolwork, and citizenship and wholly support them.

Overwhelming evidence shows that effective family engagement has a large positive impact on student success and readiness for career and college. Just a few nods to the concept is not enough, family engagement must become an integrated core value of the Alaska education system. As we move forward to grow Alaska Family Engagement, we must be diligent to monitor how these actions are affecting student success.

The actions identified in this plan encourage people at all levels in the education system to foster more opportunities for intentional engagement between families, communities, teachers, staff, district, and state level administrators. Our State Education Plan clearly states that when we partner with families, and respect the culture of every family, students will succeed.

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

**January 17, 2011**

**From: Les Morse, Acting Commissioner**

**Agenda Item: 9B**

◆ **ISSUE**

In December the board reviewed the Early Literacy Plan from the Early Literacy Working Group. The plan is now being submitted for the board's endorsement.

◆ **BACKGROUND**

- The Early Literacy Working Group began meeting May 2010 as a result of the Alaska Education Plan's goal: "All students will graduate prepared for careers or postsecondary training and education."
- Educators, parents, community members, and organizations met to determine ways to expand early literacy opportunities for children from birth to age five.
- The working group prepared detailed action templates that include who would be responsible for taking the lead, as well as how and when actions might be completed.
- The Early Literacy Plan recommends actions for adults in families, preschools, child care and community settings that are research-based best practices to expand early literacy opportunities for children.
- Behind this cover memo is the Early Literacy Plan.
- Acting Commissioner Les Morse and Cyndy Curran, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

Endorse the plan.

Amend the plan and endorse it.

Seek more information.

*Every Child, Every Day*



*Talk*  
*Listen*  
*Read*  
*Play*

**Early Literacy Builds Strong Alaskans**

## ***Early Literacy Action Plan***

Alaska State Board of Education & Early Development  
December 2010



# Introduction – The Importance of Early Literacy

The Alaska Education Plan recognizes there are great differences in the academic preparation of children entering kindergarten. To achieve the plan's goal that all students graduate from high school ready for careers and college, we must begin our efforts before children reach school age. Children who enter school with the early literacy skills necessary to begin learning to read, and to learn other cognitive skills, are more likely to graduate.

From birth to age five, much happens in a child's life that is directly related to how the child will perform in later years of learning. Everyday interactions with caregivers, family members, early childhood educators, and community members are opportunities to grow early literacy skills.

In support of the Alaska Education Plan, a partnership of early learning certified educators, parents, agencies, and advocates formed the Early Literacy Working Group. The group studied plans from previous Alaska early learning initiatives -- including Ready to Read, Ready to Learn -- and initiatives from other states.

The group explored what actions must be taken to ensure that every child, in every family, is offered the opportunity to be ready to read. To ensure that all children are ready to succeed in higher learning, they must possess the communication and thinking skills that are most effectively gained in their early years.

From birth, children are continually in the process of becoming readers and writers as they gather early literacy skills. These early literacy skills are what children know about reading and writing before they actually begin those activities.

When children's brains are stimulated from birth, they will have much greater success in gaining early literacy skills. Language acquisition happens in a baby's brain long before a child is speaking in full sentences. When babies are talked to by speakers using many words and expressions, the babies are receiving important information and gaining the skills to develop sounds.

Research has shown elevated brain development activity in pre-school children who have had lots of exposure to early literacy activities such as being read to daily, being sung to, and talked to throughout the day.

The American Library Association has identified six pre-reading skills that are the basic building blocks of literacy:

**Phonological Awareness:**

The ability to hear and play with the smaller sounds in words.

**Oral Language:**

Knowing the names of things.

**Letter Knowledge:**

Knowing that letters are different from each other, that they have different names, and are related to sounds.

**Print Awareness:**

Noticing print, knowing how to handle a book, and how to follow the written word on a page.

**Print Motivation:**

A child's interest in and enjoyment in books.

**Narrative Skills:**

The ability to describe things and events and to tell stories.

The Early Literacy Working Group identified its primary goal as getting early literacy information out to parents, other caregivers, early childhood educators and community members. The group then developed this action plan to get the word out and grow opportunities for early childhood professionals, parents and community members to become more intentional in delivering early literacy skills. Actions in this plan will provide Alaskans with the knowledge to ensure that all children arrive in kindergarten with the skills needed for success in literacy and life.

# Team Members

The Department of Education & Early Development (EED) is grateful to the members of the Early Literacy Working Group:

Sarah San Martin  
University of Alaska Anchorage

Sue Sherif  
Alaska State Library

Kathleen Hanson  
University of Alaska Anchorage

Erin Kinavey  
Department of Health and  
Social Services, Infant Learning

Kimmer Ball  
University of Alaska Anchorage

Paula Pawlowski  
University of Alaska Anchorage

Ashley Patrick  
University of Alaska Anchorage

Karen Keller  
Anchorage Public Library

Julia Jackson  
Thread Alaska

Teresa Holt  
Gov.'s Disabilities Council

Lisa Danielson  
RurAL CAP

Beth Snyder  
Anchorage School District  
Homeless Program

Dewayne Ingram  
Anchorage School District  
Indian Education

Karin Halpin  
Alaska Parent Information and  
Resource Center

Karen Iris  
Alaska Literacy Association

Jackie Sparrow  
St Mary's Preschool

Susan Anderson  
CIRI Foundation

Carol (Bunny) Schaeffer  
EED State Board and Northwest  
Arctic Borough School District

Terrie Chang  
Anchorage Public Library,  
Ready to Read

Joy Lyon  
Alaska Association for the  
Education of Young Children

Melissa Pickle  
RurAL CAP

Peggy Marciniac  
Alaska Pacific University

Cynthia Berns  
Old Harbor Native Corp.

Heidi Cook  
Anchorage Imagination Library  
and Early Learning Partnership

Lena Amason Berns  
Old Harbor Native Corp.

Posie Boggs  
International Dyslexia Assn.

Polly Smith  
Alaska Literacy Project

Elizabeth Haskett  
Anchorage Public Library

Debi Baldwin  
RurAL CAP

Abbe Hensley  
Best Beginnings

Shawna Moore  
University of Alaska Anchorage

Carol Comeau  
Anchorage School District

Barbara Brown  
Best Beginnings

Kitte Miller, M.D.  
Parent

Marie VanHaften  
Student

Laurie Smith  
University of Alaska Anchorage

Shirley Pittz  
Department of Health and  
Social Services, Early Learning  
Systems

Chelsea Heisman  
University of Alaska Anchorage

Sharon Anderson  
Yupit School District

Jessica Thomas  
UAA Early Literacy

Stephanie O'Brien  
Thread Alaska

Matt Lasch  
University of Alaska Anchorage

Hilary Seitz  
University of Alaska Anchorage

Cynthia Curran  
EED

Paul Sugar  
EED

Alyse Galvin  
EED

# Assessments

We must be able to show that resources spent on early literacy are making a difference in Alaska children's readiness for reading. Data is critical in determining where to best put resources in order to grow student success.

Alaska developed Early Learning Guidelines (ELGs) to assist caregivers and parents in knowing the milestones for children at various ages in five domains of development. The domains contain goals and accompanying indicators that reflect expectations for children's knowledge and behavior from birth to age five. The five domains are: 1) Physical Well-Being, Health, and Motor Development; 2) Social and Emotional Development; 3) Approaches to Learning; 4) Cognition and General Knowledge; and 5) Communication, Language, and Literacy. Although each of these domains is important to overall success and wellness of a child, the last three are more directly related to early literacy.

The Revised Alaska Developmental Profile (RADP) can help us see trends in early literacy results. The RADP covers the same five domains of development that are articulated in the ELGs. Because the RADP has been administered for only for one year, there is not yet a trend line.

In Alaska, every kindergartner (and first-grader who did not attend public kindergarten) undergoes a RADP assessment, based on teacher observations, to identify, record and summarize the skills and behaviors the student demonstrates at the beginning of his or her public school career. Samples of RADP ratings are supplied in Addendum C.

The state's third-grade Standards Based Assessments (SBAs) provide another data point about the effectiveness of early literacy efforts. The reading and writing components of the SBAs identify students' skill levels.

Throughout the Action Plan, when early literacy information is mentioned, it is intended to include the ELGs and the RADPs.

# Action Plan

## To Increase Public Information on Early Literacy

### Goals:

- Alaskans are aware of how important they are in a child's ability to learn.
- Alaskans know how young children learn, and how their interactions can impact the learning process.
- Alaskans are aware of what a child's literacy skills should be at various stages.
- Alaskans know what they can do to help a child gain the skills necessary to be on track to read by 3rd grade.

### **Develop a public information campaign educating the public about early literacy efforts and encouraging their participation.**

- ◇ Focus on the core message:
  - Why early literacy efforts are so important to a child;
  - Why it is important to the community at large, and to the specific targeted community group;
  - How these groups can help promote, or continue to promote, the development of early literacy in young children in the community;
  - What the child literacy milestones are;
  - Factors affecting early literacy development, including health and societal factors; and
  - The importance of the community group's role as an influential factor.
  
- ◇ Create a speakers bureau for early literacy topics.

Every child needs time with adults to build early literacy skills.

- Speakers reach out to community groups through in-person presentations and/or electronic/print/video communication.
- Speakers focus their presentations on the following:
  - How parents/caregivers/teachers need to see themselves as part of a collaborative team raising the child.
  - That caregivers (including parents) and early childhood educators spend much of a child's waking hours influencing the child's early literacy development.
  - Ensure that parents/caregivers/teachers are provided resources to become more knowledgeable about early literacy milestones.
- ◇ Develop a state early literacy web site with information, video clips, etc. as a portal to existing early literacy websites.
- ◇ Develop social networking avenues for engaging parents on early literacy topics: Google, Facebook, Twitter, blogs, Smartphone apps, etc.
- ◇ Develop early literacy PSA's and run them over a sustained period using key messages.
- ◇ Develop a local radio call-in show on early literacy topics, or develop a TV program that could be sent out. Consider a separate television channel for early literacy content.
- ◇ Develop a regular electronic newsletter for programs and communities. Include a resource calendar. Feature photos from a different region each month. Include program information from around the state, region, city, etc. List sponsors for advertising.
- ◇ Conduct activities that promote personal conversations at the program/community level – community cafes, etc. Connect these to local programs.

Oral Language: Talk with, share stories, read together.

Letter Knowledge: Play with shapes. Talk about what's different and the same. Sing alphabet song and read Alphabet books.

- ◇ Develop simple, catchy, consistent messages for parents, caregivers, and teachers that can be used in media, materials, etc.
- ◇ Develop and distribute CD's to parents of newborn babies, with core early literacy messages.
- ◇ Develop a common early literacy brand to which all community groups can subscribe and display openly to unify the common effort of promoting Early Literacy throughout the state and relate it back to the core message.
- ◇ Encourage community groups and businesses to create child/family-literacy friendly environments with books and other early literacy materials in their stores, office waiting areas, restaurants, and other places where young children frequent.
- ◇ Publicly recognize and celebrate places where best practices in early literacy are happening.

**Narrative Skills: Tell stories. Let children tell stories with props, dress-up clothes, puppets, and wordless books. Let children talk, not just listen.**

## **Integrate early literacy skills into everyday activities for Alaska's children.**

- ◇ Encourage parents, caregivers, and teachers to include cultural relevance for every child by sharing stories of the child's culture, of their geographical area, and their values.
- ◇ Host early literacy institutes for parents, caregivers, and teachers. Share what works in Alaska, the latest on the national scene, research reports, etc.
  - Include facets of multi-lingual and multi-cultural approaches shown to be more effective for growing early literacy skills in many homes and educational settings.
  - Include training opportunities for using ELGs and activities supporting five domains of early learning.
- ◇ Improve continuity of quality care and retention of caregivers and childhood educators and avoid disruptive turnover.
  - Exploring opportunities for how to increase the pay for them, particularly those with higher degrees in early childhood in settings with successful early literacy outcomes.
  - Explore growing accessible and affordable opportunities for professional development for rural and urban Alaskans.
- ◇ Reach out to future parents while they're in high school (with programs called Preparing Alaska's Future Families or Growing Alaskan Parents). Develop outreach to students through clubs, organizations, and classes.
- ◇ Encourage parents, caregivers, and teachers to develop relationships with neighborhood kindergartens and become familiar with the setting, expectations and the RADP. Help future kindergarten teachers to know families and their culture.
- ◇ Make books, storytimes and reading activities accessible to children.

**Print Motivation: Make book time special, keep interactions around books positive, read every day.**

- ◇ Get word out about, and support, programs mailing books to homes, how families can engage children with books, community reading opportunities through libraries and other community gatherings.
- ◇ Grow family literacy opportunities where families speak more than one language.
- ◇ Conduct activities that promote personal conversations about early literacy at the program/community level – community cafes, etc. Connect these to local programs.

### **Partner to grow effectiveness.**

- ◇ Identify and connect existing early literacy efforts and develop additional programs as needed and make them readily available in the community.
- ◇ Recognize, support, coordinate, and connect with programs and agencies already working with families that have young children; use a common language based on ELGs, shared training, and shared data.
- ◇ Invite communities, agencies, and programs to join a network as partners. Use regional organizations as hubs to reach out to local communities.

Print Awareness: Let children hold the book. Point to print, especially repeated or important words. Read everything, everyday.

## Screen early for literacy skills.

- ◇ Determine what professional screening tools exist, consider enriching with early literacy components, and make them readily available to children, by partnering with health care professionals and local preschools and schools.
- ◇ Explore partnering with other state agencies for distribution of screening tool (possibly wheel or calendar) to each newborn family along with the birth certificate.
- ◇ Encourage and train in the use of age-appropriate and developmentally-appropriate self-screening tools for parents to identify children's skills and connect to further resources, if appropriate.

Phonological Awareness:  
Sing songs. Play with rhymes. Read rhyming books.

# Conclusion

Early literacy skills are not only the primary building blocks in learning, they are the foundation for success in today's job market. Making the brain ready in the first few years of life -- while the brain is most receptive and active -- to do all of the communicating, decoding and processing necessary in school is critical. The Early Literacy Working Group focused on public information and getting resources to families, caregivers and pre-schools because all families want what is best for their child, yet not all families understand how important their role is as the first teacher of these key skills.

Increasing the public's awareness of children's high rate of early brain development will encourage everyone who interacts with our youngest Alaskans to take advantage of every precious opportunity. Alaskans want what is best for their children and want their children to have choices for their future. The community recognizes a need for a literate job force.

The good news is that we know that the early years set the framework for literacy, and we know that simple activities can grow the early brain. We now need to share that message in a way that is provocative. We need to be clear about how every interaction with our newborns is critical. We need to give support to help community, family and childhood providers make the time every day to engage all children: playing with, talking with, reading with, and listening to them. These actions will not only bring cherished memories but impact our community in ways that extend well beyond children's first five years.

Every Alaskan newborn deserves the chance to reach his or her full potential. At a time when children are the most dependent on adults for food, shelter and loving care, the connections in their brains are also growing the most. Therefore, children have the greatest need in this rapid period of brain development for positive attention and time with adults.

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

**January 17, 2011**

**From: Les Morse, Acting Commissioner**

**Agenda Item: 9C**

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◆ **ISSUE**

The board is being asked to approve the appointment of Patricia Owen as Health and Safety Coordinator, an exempt position.

**BACKGROUND**

- The position, which is part of the Governor's Domestic Violence and Sexual Assault initiative, will report under the Division of Teaching & Learning Support, Student and School Achievement.
- The primary purposes of the position are to coordinate a statewide health and safety program with special attention to domestic violence and sexual assault; serve as the state expert in all areas of health education, school safety, curriculum, instruction, and assessment to the department and school districts; and collaborate with the Governor's Domestic Violence and Sexual Assault coordinator on statewide initiatives.
- The position is fully exempt, range 21 with benefits, and located in Juneau.
- Behind this cover memo is Patricia Owen's resume.
- Acting Commissioner Les Morse will be present to brief the board.

◆ **OPTIONS**

Approve the appointment.  
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the appointment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the appointment of Patricia Owen as Health and Safety Coordinator.

## Patricia G. Owen

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*7677 N. Douglas Hwy.  
Juneau, Alaska 99801  
Phone 907-586-6202  
Email Kato-Owen@gci.net*

### **PROFESSIONAL EXPERIENCE**

#### **Public Health Specialist II, State of Alaska, Division of Public Health, (Oct. 2004 – present)**

Serve as the School Health Program Specialist for the Section of Chronic Disease Prevention and Health Promotion Programs (Tobacco, Cancer, Diabetes, Heart Disease and Stroke, Obesity, Arthritis, Nutrition) to establish and build partnerships between the department's of Health and Education & Early Development, Alaska school districts and other health and educational organizations to promote health and prevent chronic disease in school settings. Provide training and technical assistance on Coordinated School Health Programs and School Wellness. Oversee the administration and implementation of the Youth Risk Behavior Survey (YRBS) in collaboration with the Department of Education & Early Development, the Centers for Disease Control and Prevention, and Alaska school districts. Serve as coordinator of the annual Alaska School Health and Wellness Institute. Served as Project Director for Alaska's Team Nutrition Grant in collaboration with EED, responsible for grant application, budget, project activities and evaluation, solicitation and managing school wellness grant program.

#### **Health Program Manager II, State of Alaska, Division of Public Health, (July 2001 – Sept. 2004)**

Manager of the Community-based Health Promotion Grant Program. Oversee solicitation and award process, monitor progress and provide technical assistance to grantees. Serve as Project Coordinator for the state health promotion/chronic disease prevention clearinghouse/ database project (Alaska Health Education Library Project). Manage website, oversee statewide advisory committee, conduct outreach activities, maintain inventory of health promotion services and resources throughout the state. Serve as Alaska's representative for the Pacific Northwest Region, University of Washington, Consumer Health Advisory Committee. Provide and coordinate training and serve as resource person for health promotion and health education information and practice. Serve as resource for unit publications. Other duties include providing technical expertise to statewide health promotion planning activities related to cardiovascular health (Take Heart Alaska), nutrition and physical activity, obesity, women's health, and other statewide efforts, including the Department's Worksite Wellness activities. Also provide support for coordination of continuing education opportunities for Certified Health Education Specialists

## Patricia G. Owen

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### **Health Program Manager I, State of Alaska, Division of Public Health, (1990 – 2001)**

Program Coordinator of the state's Behavioral Risk Factor Surveillance System (BRFSS), responsible for implementing and maintaining the system. Duties include hiring, training and supervising BRFSS staff, coordinating with the Centers for Disease Control and Prevention and ensuring the collection and accumulation of risk factor survey data in accordance with BRFSS operating procedures. Responsible for establishing and working with a statewide committee to address state specific issues with regard to the BRFSS questionnaire. Also responsible for risk factor survey analysis, report writing, publication and dissemination of results. Other duties include assisting with other health promotion program planning activities including those related to tobacco, chronic disease nutrition, school health, worksite wellness and evaluation of community-based health promotion programs. Serve as the state media contact and the cardiovascular disease contact for the National Heart, Lung and Blood Institute and co-coordinator of the state cardiovascular disease prevention plan steering committee. Serve as the department's Distance Learning Coordinator for the Public Health Training Network, Centers for Disease Control and Prevention. Also serve as project coordinator for the state health promotion/chronic disease prevention clearinghouse/database project. (Alaska Health Education Library Project).

### **EDUCATION AND CERTIFICATIONS**

Graduate Certificate in Social Marketing and Public Health, University of South Florida, College of Public Health, 2004

Certified Health Education Specialist, National Commission for Health Education Credentialing, Inc., April 2003

Bachelor of Arts Degree; Health Promotion and Health Education, The Union Institute and University, Cincinnati, Ohio, October, 2002

### **CONTINUING EDUCATION (School Health Related)**

Strengthening Our Practice, Refining Our Aim, San Francisco, CA, April 20-22, 2010, National Professional Development (School Health)

School Health Programs: Achievement Through Partnership, Alexandria, VA, Dec. 12-14, 2007 (Part I), Seattle, WA, Sept. 16-18, 2008 (Part II), National Association of Chronic Disease Directors, Directors of Health Promotion and Education and the Society of State Directors for Health Physical Education and Recreation (funded by CDC)

Division of Adolescent and School Health, Centers for Disease Control and Prevention, Funded Partners Meeting, Atlanta, GA, April 28-May2, 2008

Division of Adolescent and School Health, Centers for Disease Control and Prevention, Funded Partners Meeting, Washington DC, Jan 29- Feb. 1, 2006

Health Education Program Evaluation, Patricia Dolan Mullen, Dr. P.H., University of Texas, Alaska Health Education Consortium, 1993

Cultural Competence: Applications to Designing Materials to Prevent Alcohol, Tobacco, and Other Drug Problems, Workshop, Center for Substance Abuse and Prevention, Clearwater Beach, Florida, May 15, 1993

## Patricia G. Owen

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### **PRESENTATIONS (School Health Related) as presenter or trainer**

- Alaska School Nurses Association, March 28, 2009, *Coordinated School Health*, Presentation
- Association of Alaska School Boards, Nov. 2008, *Youth Risk Behavior Survey*, Roundtable
- Alaska School Counselors Association, Nov. 2007, *Youth Risk Behavior Survey*, Presentation
- Alaska Public Health Nurses Conference, Anchorage, AK April 20, 2006, *School Health and Wellness*, Presentation
- Alaska Diabetes Educators Conference, Anchorage, AK Sept. 16, 2006, *School Wellness Policies*, Presentation
- Alaska Health Summit, Nov. 29, 2005, *How Schools Work and How to Work with Schools*, Moderator
- Alaska Health Summit, Nov. 29, 2005, *School Wellness Policies*, Moderator
- Alaska Association for Health, Physical Education, Recreation and Dance, Annual Convention, Nov. 11-12, 2005, *School Health Index*, Workshop
- 39<sup>th</sup> Annual Alaska Principals Conference, Anchorage, AK October 16-18, 2005, *Healthy Schools, Healthy Youth*, Presentation
- Association of Alaska School Boards, Making Children Our Top Priority (Early Bird Session), Nov. 3, 2005, *Planner and Presenter*
- Community Wellness Advocate Training, Sitka AK, Sept. 2005, *Coordinated School Health Programs*, Presentation

### **SAMPLE PUBLICATIONS/REPORTS as primary author or contributing member**

- State of Alaska, Department of Health and Social Services. (2006, June) Alaska School Wellness Toolkit , A Resource for Local School Wellness Policy Development and Implementation, Anchorage, AK
- State of Alaska, Dept. of Health and Social Services. (2002, April) Healthy Alaskans 2010, Target and Strategies for Improved Health. Juneau AK
- State of Alaska, Department of Health and Social Services. (1994) Healthy Alaskans 2000. Juneau, AK
- State of Alaska, Department of Health and Social Services, Division of Public Health. (1994, 1996, 1998, 2000) Alaska Health and Safety Education Resource Directory Juneau, AK
- State of Alaska, Dept. of Health and Social Services, Division of Public Health, (1993) Beliefs and Opinions about HIV and AIDS, Behavioral Risk Factor Surveillance System. Juneau, AK
- Alaska Marine Safety Education Association. (1989) Marine Safety Instructor Training Manual. Sitka, AK
- State of Alaska, Department of Health and Social Services, Section of Emergency Medical Services. (1983) Cold Water Winners Curriculum (Water Safety) Juneau, AK

### **AWARDS:**

- 2005 Barbara Berger Award for Excellence in Health Education and Promotion in Alaska, Alaska Health Education Consortium
- 2003 President's Bronze Medal for Academic Excellence, Union Institute and University

## Patricia G. Owen

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### **MEMBERSHIPS**

American School Health Association, 2008 – present

Society of State Directors of Health, Physical Education, and Recreation, Associate Member, 2005-present

National Coalition of Public Health Communication, 2003-2005

National Wellness Association, 2002-2005

Directors of Health Promotion and Education, Associate Member, 1994-present

Alaska Health Education Consortium, 1983 - present

Offices held: Treasurer, 1991; President Elect, 1992; President, 1993; Past President, 1994;

Continuing Education Chair 1996-1997; Secretary 1998-1999; Continuing Ed. Chair 2002-03;

Membership Chair 2005

Alaska Public Health Association, 1985 - present.

Alaska Marine Safety Education Association, 1985 - 1990.

Founding Member and Board Member

### **OTHER**

National School Health Committee, Directors of Health Promotion and Education, 2006 – 2009

Comprehensive School Health Education Task Force, American Cancer Society, Northwest Division, 1998-1999

Juneau School District, Health Education Curriculum Advisory Committee, 1997

Comprehensive School Health Education Task Force, American Cancer Society, Alaska Division, 1995

### **AREAS OF EXPERTISE:**

- Grant writing and management
- Program development (planning, implementation and evaluation)
- Maximizing resources and leveraging funds
- Planning, coordinating and implementing trainings and conferences
- Public speaking and presentations
- Facilitating, coordinating and collaborating with a variety of organizations, committees, workgroups
- Collection, interpretation and reporting public health and school health related data.
- Knowledge of best-practices for school health and safety programs