

# **State of Alaska FY2009 Governor's Operating Budget**

## **Department of Education and Early Development Teaching and Learning Support Results Delivery Unit Budget Summary**

## Teaching and Learning Support Results Delivery Unit

### Contribution to Department's Mission

To improve student performance.

### Core Services

- Provides leadership and technical assistance to schools related to state and federal education requirements and strategies that will result in improved student success;
- Provides assistance to parents, families and schools to achieve greater involvement in students' education;
- Administers statewide testing and assessment, provided technical assistance to district staff, and collects and analyzes data;
- Provides ongoing and daily technical assistance to grantees related to increased student achievement, educational improvement, school health and safety;
- Administer and provide technical assistance to schools on school choice options, such as Statewide Correspondence Programs and Charter Schools;
- Issues and administers state and federal grants, contracts and Reimbursable Services Agreements for the provision of direct student instruction and professional development;
- Administer Teacher Certification, National Council for Accreditation of Teacher Education (NCATE), and assure quality of in-state teacher preparation programs; and
- Administer Youth in Detention and Special Schools.

### FY2009 Resources Allocated to Achieve Results

**FY2009 Results Delivery Unit Budget: \$212,715,300**

**Personnel:**

Full time	87
Part time	0
<b>Total</b>	<b>87</b>

### Key RDU Challenges

- The No Child left Behind (NCLB) Act requires a Statewide Accountability Plan. This plan includes all statewide assessments, whether state or federally mandated, data collecting and reporting requirements, a system for designating schools in need of improvement and schools that are highly successful. Amendments to the Accountability Plan now include reporting school results for making Adequate Yearly Progress both through the status model (percent of students meeting the annual targets) and through the growth model (the percent of students not proficient who are on track to be proficient in 4 years).
- NCLB requires a new and higher level of monitoring and accountability for school district programs, student achievement, and teacher and paraprofessional qualifications.
- NCLB requires that schools and districts be identified annually to determine if they meet Adequate Yearly Progress (AYP). Required actions increase the longer a school or district fails to meet AYP. Providing meaningful assistance

to help schools and districts develop plans that will result in higher student achievement and meeting AYP continues to be a challenge.

- NCLB requires that school districts with schools identified as needing improvement provide supplemental educational services and/or school choice options for students in the school improvement site. This is a challenge for Alaska's rural and remote schools, where these providers and options are limited.
- NCLB requires that all limited English proficient (LEP) students in grades K-12 be tested each year for English language proficiency. It also requires LEP students to be tested on the Standards Based Assessments (SBAs) in reading, writing and math in grades 3-10. These assessments are in English and can present difficulty to newly arrived immigrant LEP students as well as to Alaska Native students in immersion programs who are being taught in their Alaska heritage language in the early grades.
- NCLB requires that teachers and paraprofessionals meet the federal "highly qualified" requirements. The deadline for all teachers to be highly qualified in core content courses they teacher was June 30, 2007. Every district must have a Highly Qualified Teacher Plan to show that if teachers are still not highly qualified they are being provided training to become highly qualified. This is a challenge for teachers in small rural schools. Many paraprofessionals are also required to take a state-administered, rigorous test that demonstrates competency in key subject areas such as reading, writing and mathematics.
- NCLB requires the department to review teacher preparation and reading endorsement programs in the state to ensure compliance and alignment with NCLB. This is an ongoing challenge.
- NCLB requires the state to offer alternative routes to teacher certification. This will require significant regulation changes.
- Reauthorization of the Individuals with Disabilities Education Act (IDEA) in late 2004 now requires the department to align state regulations related to special education with the new act.
- The reauthorization of federal Head Start and Carl Perkins Vocational Education programs occurred in 2006 and has created many new requirements for grant recipients and the state.

## **Significant Changes in Results to be Delivered in FY2009**

Improve student results through focus on instruction, curriculum, professional development, and assessments aligned to state standards and grade level expectations (GLEs).

## **Major RDU Accomplishments in 2007**

- Developed test items for Standards Based Assessments in reading, writing, and mathematics for grades 3-10 including content and bias review with statewide committees;
- Field-tested Standards Based Assessments and field-tested future test items for the High School Graduation Qualifying Examination (HSGQE);
- Administered the Alaska Standards Based Assessments in grades 3 through 10, and the High School Graduation Qualifying Examination in grade 10, and the High School Graduation Qualifying Examination retake exam in grades 11, 12, and for adults;
- Distributed, administered, scored, and reported results of the new task based Alternate Assessment in grades 3-10;
- Administered an alternative assessment program for students with disabilities who are on a diploma track. This program includes the Modified HSGQE and the Non-standardized HSGQE;
- Developed and field tested a science assessment in grades 4, 8 and 10;
- Implemented the second year of testing for students who are Limited English Proficient;

- Administered the TerraNova/CAT 6 examination in grades 5 and 7;
- Statewide administration of the Kindergarten Developmental Profile, and started the development of a new updated developmental profile based on the new Early Learning Guidelines and the K-2 Standards;
- Improved and continued to implement an individualized student identification system to measure student assessment results more accurately;
- Continued the development of classroom assessments that will be highly aligned to the state's grade level expectations and statewide standards-based assessments;
- Implemented the first year of the Alaska Statewide Mentor Project, including mentoring for beginning teachers and coaching for principals (see new Statewide Mentoring Program component);
- The Special Education Continuous Improvement Monitoring Process continued to be refined and improved. This system of self-monitoring by the state will ensure better student outcomes for students with disabilities;
- Held the annual Winter Education Conference for school district staff, with a focus on data driven decision-making, using formative assessments, and using researched based instructional strategies. Technical assistance and up-to-date information about the provisions of NCLB were provided to approximately 250 staff;
- Provided standards-based professional development to approximately 2,000 Alaska educators;
- Provided resources to school districts to assist in program evaluation and student intervention programs relating to meeting performance standards in reading, writing, and math; and
- Completed the initial phases to implement the Alaska Statewide Longitudinal Data System for federal and state data collection and reporting to provide quality data to stakeholders and policy makers.

Contact Information
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**Teaching and Learning Support  
RDU Financial Summary by Component**

*All dollars shown in thousands*

	FY2007 Actuals				FY2008 Management Plan				FY2009 Governor			
	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds
<b>Formula Expenditures</b>	None.											
<b>Non-Formula Expenditures</b>												
Student and School Achievement	5,764.0	125,337.8	1,317.9	132,419.7	5,130.5	156,154.5	1,257.6	162,542.6	6,609.3	156,154.5	2,082.7	164,846.5
Statewide Mentoring	0.0	0.0	3,900.0	3,900.0	3,900.0	0.0	600.0	4,500.0	3,900.0	0.0	1,100.0	5,000.0
Teacher Certification	0.0	0.0	353.8	353.8	0.0	0.0	663.1	663.1	0.0	0.0	679.2	679.2
Child Nutrition	53.7	37,493.2	0.0	37,546.9	53.5	35,462.2	0.0	35,515.7	54.6	35,489.0	0.0	35,543.6
Head Start Grants	6,084.0	145.5	0.0	6,229.5	6,068.9	260.2	0.0	6,329.1	6,073.0	265.9	0.0	6,338.9
Early Learning Programs	0.0	0.0	0.0	0.0	400.0	0.0	0.0	400.0	307.1	0.0	0.0	307.1
<b>Totals</b>	<b>11,901.7</b>	<b>162,976.5</b>	<b>5,571.7</b>	<b>180,449.9</b>	<b>15,552.9</b>	<b>191,876.9</b>	<b>2,520.7</b>	<b>209,950.5</b>	<b>16,944.0</b>	<b>191,909.4</b>	<b>3,861.9</b>	<b>212,715.3</b>

**Teaching and Learning Support  
Summary of RDU Budget Changes by Component  
From FY2008 Management Plan to FY2009 Governor**

*All dollars shown in thousands*

	<u>General Funds</u>	<u>Federal Funds</u>	<u>Other Funds</u>	<u>Total Funds</u>
<b>FY2008 Management Plan</b>	<b>15,552.9</b>	<b>191,876.9</b>	<b>2,520.7</b>	<b>209,950.5</b>
<b>Adjustments which will continue current level of service:</b>				
-Student and School Achievement	264.8	0.0	-299.6	-34.8
-Teacher Certification	0.0	0.0	16.1	16.1
-Child Nutrition	1.1	26.8	0.0	27.9
-Head Start Grants	4.1	5.7	0.0	9.8
-Early Learning Programs	-392.9	0.0	0.0	-392.9
<b>Proposed budget increases:</b>				
-Student and School Achievement	1,214.0	0.0	1,124.7	2,338.7
-Statewide Mentoring	0.0	0.0	500.0	500.0
-Early Learning Programs	300.0	0.0	0.0	300.0
<b>FY2009 Governor</b>	<b>16,944.0</b>	<b>191,909.4</b>	<b>3,861.9</b>	<b>212,715.3</b>