

State Board of Education & Early Development
Unapproved Minutes
December 8, 2022
Department of Education & Early Development
Anchorage School District Board Room
5530 E Northern Lights Blvd
Anchorage, Alaska 99504

Thursday, December 8, 2022

Chair Fields called the meeting to order at 9:00 am. After a prayer and the pledge of allegiance, the board adopted the agenda for December 8, 2022. Member Van Diest moved to adopt the agenda and was seconded by Member Griffin. There were no objections to the adoption of the agenda. There were no potential conflicts of interest identified by board members at this meeting. All board members were present.

Public Comment

Public comment was opened at 9:02 am.

Dr. Mary Wegner, faculty at the University of Alaska Southeast, School of Education, testified about the artifact titled *AK Model of Teacher Preparation using a Competency-based Apprenticeship Program*. The opening paragraph of the document states "Alaska is not meeting the educational needs of enough students, families, and employers." Alaska does have a teacher shortage, and Dr. Wegner testified that the reason for this is complex. As a former superintendent of a school district in Alaska, Dr. Wegner provided her firsthand experience that the main reason that the new to the profession teachers are leaving both the profession and the State is because of the defined contribution retirement system for teachers is insufficient. Additionally, the demands placed on teachers are ever growing and are coupled with flat funding of the Base Student Allocation (BSA) which does not take inflation into account. The underfunding of the BSA does not increase with cost-of-living which results in districts being left with few options other than to increase class sizes and/or reduce or eliminate programs for students. An apprenticeship program will not solve the teacher shortage in Alaska. On page two of the *AK Model of Teacher Preparation using a Competency-based Apprenticeship Program*. There is a chart that compares an apprenticeship program with a traditional Education Preparation Program (EPP). Dr. Wegner stated for the record, the descriptions of learning and the definitions of accredited EPP program are not accurate, and the University of Alaska Schools of Education offer accredited programs based on data-based modeling, competency evaluations.

Dr. Amy Vinlove, Dean of the University of Alaska Fairbanks School of Education and Chair of the Alaska College of Education Consortium (ACEC) reported that in January of 2022 the United States Department of Labor in collaboration with the United States Department of Education designated teaching as an apprenticeship. Dr. Vinlove reported that she and her staff are attending national conferences with presentations from the Tennessee apprenticeship grow-your-own programs in a roundtable hosted by the United States Secretary of Education, partnering with a national learning network, working with Senator Holland's office to create legislation to sponsor Alaska's first apprenticeship programs, meeting with multiple districts who want to partner with UA education programs. UA is exploring Federal and State resources on establishing registered apprenticeship programs including the use of Workforce Innovation and Opportunity Act Funds. An apprenticeship may allow Alaska to: (1) open up new funding

streams to pay for high quality internship-based teacher preparation; (2) deepen in existing and foster new mutually beneficial partnerships with Alaska's school districts; and (3) potentially tap into Alaska's paraprofessional population in new ways. However, an apprenticeship in Alaska will not: (1) replace the need for high quality preparation from accredited universities – they require partnership with accredited professional preparation programs; (2) reduce the time it takes to become a certified and qualified teacher; (3) bypass the need for a Bachelor's degree, nor; and (4) allow paraprofessionals to use their experience in the classroom in exchange for the need of learning the science of teaching and learning. Dr. Vinlove reported that tapping into the existing paraprofessional population is beneficial, and that it offers a pool of potential teachers who have already expressed a willingness to work with children. However, being present in a school or classroom alone does not provide someone with the experience, qualifications, and knowledge to be an effective teacher, which requires formal education and training.

Dr. Tonia Dousay, Dean of the University of Alaska Anchorage School of Education and Committee Member of the Alaska College Education Committee (ACEC), stated that her career in public education began in Texas with her licensure in secondary agriculture education. This experience, coupled with Dr. Dousay's time in Wyoming and Idaho, demonstrated importance and relevance of experiential learning. Dr. Dousay arrived in Alaska on September 23, 2022, which was just in time to attend the summit where she was brought up-to-speed about ACEC's yearlong work on teacher apprenticeships. UAA has taken steps to support ACEC's efforts to register apprenticeships with the Department of Labor and Workforce Development (DLWD). UAA continues to support and improve the Bachelor of Arts (BA) in Early Childhood Education while considering the implications of an apprenticeship for a track that meets the guidelines of the DLWD while using the same assessments to ensure high quality teacher candidates enter Alaska classrooms. Registering teacher apprentice programs with school districts will open up opportunities for federal funding. Teacher apprentice programs sponsored by accredited teaching education programs will support the teaching profession. UAA expresses support of the State Board in its pursuit of implementing teaching apprentice programs.

Clayton Holland, Superintendent for the Kenai Peninsula Borough School District (KSPBD), stated that he oversees 42 schools in an area the size of West Virginia. Mr. Holland supports a competency base apprenticeship program. KSPD currently has a grow-your-own program for special education educators. One goal of the KSPD Ed Rising program for high school students is to retain educational expertise in the local area and community.

Scott Warren testified that he supports a competency-based apprenticeship program. Mr. Warren is a graduate of Selawik Davis-Ramoth Memorial School and the University of Alaska school system. Four decades as a paraprofessional, teacher, counselor, staff developer and school district administrator in both urban and rural districts. Mr. Warren has also served as a student teacher field instructor, adult vocational training center administrator and training consultant in training and industry. Mr. Warren acknowledged the need to grow, recruit, and retain educators within the unique state of Alaska. Mr. Warren supports providing competency-based pathways for teacher aids secondary and post-secondary students interested in education careers. Mr. Warren asserted that establishing a specific set of knowledge, skills and practices, critical to successful teaching, shared systematically and systemically between all stakeholders will improve teacher success in the classroom by training teachers in communities where they will live and teach.

Jacqueline Garcia, State Director for Alaska, Department of Labor Office of Apprenticeship, advocates for apprenticeship programs. In Alaska there are over 2,000 apprentices within 280 programs. Ms. Garcia advocated for associate teacher apprenticeship program in rural Alaska, particularly in rural

communities where resources are limited. Currently, Alaska only has one track for individuals to become teachers which is through college. Ms. Garcia advocated for another career path to become teachers through a Registered Apprenticeship Program (RAP) to help with teacher shortage. Ms. Garcia explained that a RAP is an industry-driven high quality career pathway where employers can develop and prepare future workforce. She further clarified that RAPs are programs for individuals to obtain paid work experience, receive progressive wage increases, classroom instructions and a portable, nationally recognized credential. Ms. Garcia cited 5 components to a RAP: (1) Registered Apprentice Programs are industry led – vetted and approved to ensure alignment with industry standards, and that apprentices are trained for highly skilled, high demand occupations; (2) Registered Apprentice Programs allow individuals to have paid jobs – apprentices have progressive wages as skills and productivity increase; (3) Structured on-the-job learning and mentorship – programs provide on-the-job learning from a mentor. An apprentice is a core teacher in a classroom to gain experience with a journeyman teacher; (4) Supplemental classroom education based on employees unique training needs. RAPs are used by Alaska Natives and tribal schools. RAPs are based on where programs are located that bolster diversity, equality, and inclusion; and (5) Apprentices earn nationally recognized credentials. Ms. Garcia also identified benefits of a RAP: (1) Technical assistance; (2) National credential quality standards; (3) Tax credits; (4) Federal resources; and (5) Recruiting incentives.

Greg Benson, Apprenticeship Coordinator for University of Alaska programs, testified that apprenticeship can work anywhere for any profession. Apprenticeship provides paid on-the-job training to learn skills in classrooms vs. college degree-based programs to certify teachers that may defer future teachers because of the difficulty of certain classes that are taught in 4-year college degree programs. Apprenticeship may be likened to military service on-the-job training. Mr. Benson advocated for work schedule flexibility in a future apprenticeship program. Mr. Benson offered assistance in coordinating teacher apprenticeship programs through the University of Alaska system.

Public comment closed at 9:32 a.m.

Work Session

Agenda Item 1. UAA School of Education Update

Acting Commissioner Teshner stated that last year provisional approval as provided to UAA for the Early Childhood Education Program under the requirement that the UAA Early Childhood Education Program provide an annual report to the School Board. University of Alaska Anchorage Provost, Denise Runge, and Dean of the University of Alaska Anchorage School of Education, Dr. Tanya Dousay, were present to brief the board.

Dr. Dousay stated that she has been Dean of UAA School of Education since July 1, 2022, and previously served as the Associate Dean for Assessment and Accreditation at the University of Idaho in 2019. Dr. Dousay participated in the State of Alaska Department of Education and Early Development Alaska Reading Leadership Summit, and also participates in biweekly meetings with the Early Childhood Program. Dr. Dousay spoke to the timeline of the program that shows a 3-year (2022-2025) data collection for the program. Year one will pilot assessments, check quality assurance, and archive data. NAEYC reaccreditation for Associate of Applied Science (AAS) program, which is a feeder program for the Bachelors in Early Child Education (BAEC) program. Quality assurance of assessment and compliance with NAEYC reaccreditation will provide a way to examine parallel Alaska Reads Act implications, begin implementing the standards into coursework to comply with standards set forth by NAEYC and the Council for the Accreditation of Educator Preparation (CAEP).

Dr. Dousay reports that the University of Alaska Anchorage will send three faculty and at least six students to the 2023 RTI/MTSS Conference in Anchorage. Dr. Dousay anticipates that the University of Alaska Anchorage will receive CAEP accreditation by 2028. Dr. Dousay reported on a quality assurance plan for accreditation of teacher preparation program, including four praxis exams that include coursework and a final portfolio as well as 900 hours of clinical experience in the classroom. Clinical experience occurs with mentor teachers that assist participants in studying case analysis. Dr. Dousay reported that the UAA has started a “Keep-In-Touch” (KIT) Survey that includes a variety of survey mechanisms used to collect mentor, teacher, and site administrator feedback on clinical experiences. KIT surveys also include surveys for students that asks where graduates are headed after the program/after graduation, and what impact are they having on the classroom. The surveys are being deployed and are accessible to the institution and organized in a Google drive. Dr. Dousay is testing and using two new enterprise platforms BBUltra and Watermark SSL for database and information transfer. Dr. Dousay is examining opportunities to reduce fees to students. Dr. Dousay discussed application of student and partner data including standardization and using that data for the annual report for CAEP accreditation as well as Title II reports for the federal government. Dr. Dousay discussed conversations between faculty about assessment evaluation during meetings and inputting the data and quality assurance system into actionable items for continuous improvement. Alaska Technical Vocational Education Program funding allows UAA to hire a placement coordinator. Dr. Dousay discussed annual changes including curriculum changes and assessment plans with the institution. She discussed strategic enrollment. The Bachelors in Early Child Education (BAEC) program has 38 students this semester. Between October 1 and Thanksgiving, admissions tripled that resulted in the addition of 12 adjunct instructors and a request for a new faculty member due to increase demand. By 2028, UA will be within 80% of their 2018 enrollment figures for the School of Education. Dr. Dousay reported that they are incorporating feedback from students, partners, and alumni. Praxis support will be provided through a free extracurricular Praxis Boot Camp, which is an effort led by Dr. Dousay, to support students through Praxis exams. Dr. Dousay discussed assessment and coursework requirements – seven of the courses that are required in the key assessments directly relate to language and literacy, education, the science of reading and expectations that the students are performing for both what UA and the State Board requires. The courses include what is required to be collected for CAEP. Dr. Dousay discussed class delivery, which includes virtual, in-person, and hybrid. UA is working with directors of Head Start facilities to get students placed for clinical hours. Next semester, UA will have 10 candidates, placed statewide, sometimes in their own communities (2 in Anchorage; 2 in Eagle River; 1 in Kenai; 2 in Kodiak; 2 in the Matanuska Susitna valley; and 1 in Wrangell). Dr. Dousay reported that the Early Childhood Committee (ECC) is diverse in its composition, as required by the provisional approval issued by DEED.

Second Vice Chair Stockhausen asked if is there a representative from the Dyslexia Association on the ECC? Dr. Dousay responded that this is being examined, but many members returned so overlapping appointments are being considered.

Second Vice Chair Stockhausen asked if NAEYC is not requiring Praxis? Dr. Dousay responded that it is still required, but it is not considered as a key assessment of candidate progress.

Second Vice Chair Stockhausen asked if the University is considering taking students/professors to Alaska Reading Symposium? Dr. Dousay responded yes.

First Vice Chair Kowalski requested an explanation of Slide #5 which shows a gap between admitted fall and enrolled during fall. Dr. Dousay responded that the trend is approaching a 55% conversion rate for

registration. Conversion is anticipated to be 40-60%. Positive feedback has been received about new scholarship program.

Members Griffin and Hamilton both expressed support of UA's progress.

Agenda Item 2. Competency Based Apprenticeship Program

Acting Commissioner Teshner stated that Dr. Barbara Adams, education consultant with Adam's Analytic Solutions, and Jerry Covey, education consultant with JSC Consulting, would present what they have learned from other states and the Teacher Recruitment and Retention working groups about apprenticeship programs. Dr. Adams and Mr. Covey presented about a teacher apprenticeship model in Alaska. Dr. Adams discussed that the apprenticeship model is not to replace any other track to earning a teaching certificate, but it will be another avenue to earn that type of a degree. Mr. Covey discussed the national need for teachers and his experience in K-12 education for six years. Mr. Covey reports that in Washington 3,000 people in their school system do not have a teaching degree. Mr. Covey expressed that the impacts of COVID-19 have been negative. Mr. Covey also discussed the history of the university systems that offered teacher education programs. The number of universities offering teacher education programs has been reduced from three to one. Mr. Covey further asserted that fewer than five percent of educators are Alaska Native. A teacher apprenticeship program would allow more teachers of similar backgrounds as their students to become educators in their communities. Mr. Covey discussed their research on the Tennessee model that was built and developed in cooperation with their Department of Education, multiple universities, and school districts using a three-way agreement to ensure alignment with State requirements. Mr. Covey discussed the opportunity of an apprenticeship program using federal funding of a similar program in Alaska to complement existing educator programs in Alaska. Dr. Adams reiterated comments from the testimony of Jacqueline Garcia of the U.S. Department of Labor that the teacher apprenticeship program would be industry driven by school districts in partnership with higher education and the Department of Education and Early Development as an alternative pathway to teacher licensing. Dr. Adams reported that she has been working on the apprenticeship program since April 2020, an action plan was created in April 2021 that identified six areas of action, one of which was retirement and benefits. Alternative certification through a federally registered apprenticeship program was cited as a recruitment tool for teachers. Mr. Covey cited successes of other state models that Alaska has the capability of emulating. Dr. Adams discussed competency-based, time based, and hybrid-based apprenticeship models. Dr. Adams encouraged the state to pursue a competency-based model. Competency-based programs do not honor credit for experience, but rather a competency personalized learning plan to ensure quality teachers.

Second Vice Chair Stockhausen expressed support of a competency-based teacher apprenticeship program. Dr. Adams reiterated mentor quality and the importance of competency demonstrations.

Member Griffin cited his 43 years of experience in aviation and how the apprenticeship model is successful in the industry.

Member Hamilton discussed feedback he had received via email. He asked how the teacher apprenticeship program is different from what the university is already doing. Dr. Adams responded with three differences: (1) Teacher apprenticeship programs offer immediate on-the-job training. This would benefit a teacher aid who is already in the classroom who would continue getting paid while pursuing their education and their certification. (2) Because the apprentice would have a job, it would allow the person seeking certification to continue in their employment. (3) The structure would reduce

the time commitment burden on the educators and allow future educators to learn in their own districts.

Mr. Covey stated that the Alaska university system has a 1,000-hour timeframe in school; the Tennessee model has a 6,000-timeframe commitment for apprenticeships during which their pay will increase which is a requirement under federal apprenticeship programs. Keeping apprenticeship programs in local schools allows future educators to learn about policies, procedures, cultures, employees, parents, students, curriculum, and professional development for three years. The target groups for the apprenticeship programs will be future educators who are already present in and familiar with their communities. Mr. Covey discussed that small rural districts would have an opportunity to craft their apprenticeship programs in ways that fit better with their communities rather than if the program was entirely crafted by one of the “big five” school districts in Alaska using a “one-size-fits-all” model. Mr. Covey commented that the education system in Alaska is 50 years old, so it should be examined and refitted for current Alaska needs.

Member Hamilton asked what it would take to start the teacher apprenticeship program, it shows a cost of \$3 million. How much of that total has been raised and what are the funding sources for that cost? Dr. Adams responded that in Tennessee they used state funds for a “grow-your-own” model program. Communities in Tennessee submit an application to the federal government in partnership with the state. Mr. Covey discussed the benefits of the tax credit program for education that would also help future program initiatives.

Member Hamilton asked how many students would the \$3 million dollars help. Mr. Covey responded that the \$3 million is to develop the program which will help students in the future. Once the program is built, the program could be eligible for federal funding.

Military Advisor Lt. Col Fowley expressed support for an apprenticeship program and cited his experience as a leader of the U.S. Air Force 176 Defense Squadron and asked if it will cost \$3 million to sustain the program in the future. Dr. Adams responded that the cost would be to cover credits for competency assessments and program approval so districts would not incur large expenses since federally registered apprenticeship moves apprentices up on a competency-based pay scale.

First Vice Chair Kowalski asked if federal support would offset progressive competency-based pay scale funding? Mr. Covey responded that the decision would be up to the school district.

First Vice Chair Kowalski commented that the teacher apprenticeship program may help support tribal compacting and teacher support for tribal compacting. Mr. Covey agreed.

Chair Fields discussed the need to find other ways to certify educators. Chair Fields suggested that the State Board of Education consider a resolution to direct the department to develop a new pathway to educator/teacher certification. Chair Fields thanked Dr. Adams and Mr. Covey for their time in doing the research for Teacher Apprenticeship programs.

Member VanDiest discussed the overlap of research between the University of Alaska and Dr. Adams and Mr. Covey. Member VanDiest earned a mathematics degree, became a teacher, and cited a need for assistance to organize classroom activities. Member VanDiest discussed the importance of including the university system in future teacher certification programs.

Student Advisor Cothron discussed the importance and value of good teachers in educational experience to help grow student passions.

Agenda Item 3. Commissioner Recruitment Update

Acting Commissioner Teshner introduced Bobi Jo Grimes, Human Resources Strategic Partner at the Department of Education and Early Development, to give the commissioner recruitment update. Ms. Grimes presented that a contract for assistance with the recruitment was awarded to a vendor, Ray & Associates, on October 20, 2022. The recruitment committee held an initial meeting with the vendor to outline expectations and timelines on November 7, 2022. Since then, the vendor has created and disseminated a survey regarding the qualities that stakeholders would like to see in the next commissioner. The vendor has interviewed each board member individually and provided an executive summary of the information. In addition, the vendor has met with several stakeholder groups identified by the Recruitment Committee and provided an executive summary of the feedback. At those meetings, the vendor has asked for recommendations and contact information for suggested candidates. Ms. Grimes has provided information about DEED including demographics which will be included in the job announcement. The vendor will finalize the candidate program the following week with the intent for the job announcement and application to go live December 13, 2022. The announcement will be sent through several education publications that are national, by direct outreach, and to existing contacts in the vendor's database. The application will be live December 13 through January 13. Once the application period closes, the vendor will complete an initial screening process on all candidates and will determine which applicants meet qualifications on profile. Member VanDiest asked that since the opening of the advertising of the position correlates with the holidays, what happens if there are not enough candidates that meet qualifications of profile? Ms. Grimes said that vendor will be required to extend the recruitment period to ensure a minimum of five candidates. Member Hamilton asked if dates have been put forward for board involvement and selection process? Ms. Grimes responded that those dates have not been selected, but they will be scheduled when they are determined.

Agenda Item 4. Draft Report to the Legislature

Acting Commissioner Teshner introduced Grant Robinson, Public Information Officer, at the department who would provide this report. Mr. Robinson discussed that the draft is ready for any edits and that the report is a list of actions the State Board of Education as taken. Member Hamilton thanked Mr. Robinson for his assistance in preparing the report this year. Member Griffin commented that in years past the report had received positive feedback. Second Vice Chair Kowalski asked Chair Fields about the timeline for when the legislative meeting and presentation would occur. Chair Fields responded that the meeting with the legislature usually occurs mid-March.

Agenda Item 5. Mount Edgecumbe High School Land Sale

Acting Commissioner Teshner reminded the board that this item was also discussed during the September 2022 board meeting. The U.S. Coast Guard (USCG) is seeking to add a fast response cutter to Sitka and requires land that the USCG is currently leasing from MEHS, Track C1 and F to build more support buildings and a pier for the fast cutter. This item was presented to the MEHS Advisory Board on November 3, 2022, and timelines for planning were discussed. A three-member committee was formed to discuss this in more detail in order to provide a recommendation to the full advisory board. A document outlining the advisory board's stipulations for the agreement was provided to the State Board. The advisory board expressed willingness to agree to sell Lot C and C1 at market value and to lease Lot F1. The advisory board would like DEED to work with the University of Alaska Southeast to obtain a portion of Lot D to relocate the playground and memorial bench that is currently located on Lot F1. DEED and MEHS are exploring partnership opportunities with the USCG or other opportunities. An

offer letter from the USCG was provided in the board packet and USCG Lieutenant Commander Mitch Schumacher was present to answer any questions.

Member Van Diest asked to clarify if this was approval for sale of the land or DEED negotiation authority. Acting Commissioner Teshner responded that this is approval to negotiate which would provide DEED the authority to negotiate and sell the land on behalf of the State Board of Education.

Member Erickson asked if the \$950,000 offer included the lease and the sale? Acting Commissioner Teshner stated that during the negotiation process, a market-value lease as well as a lease-to-own options would be considered and negotiated.

Member Hamilton asked where the land sales proceeds go. Acting Commissioner Teshner reported that the land sales proceeds would go to MEHS for operations and maintenance, with an emphasis on deferred maintenance.

Chair Fields asked if UAS's Track D is adjacent to Track F? Acting Commissioner Teshner responded that Track F is not waterfront; Track D has a portion between Track F and the waterfront. Chair Fields asked what will occur if UAS wants market value for their property? Acting Commissioner Teshner responded that DEED has not had conversations with UAS for Track D. If UAS does not wish to allow use of Track D, then MEHS will look for another place to move the playground and memorial bench. Second Vice Chair Stockhausen confirmed that this was acceptable by the MEHS Advisory Board.

Member Erickson asked about Track F1 and why would MEHS not sell this property? Is there a use for that property, like a boat ramp? Acting Commissioner Teshner responded that currently Track F1 is not part of the sale because the playground and memorial bench are located there. Until a new location can be found for those items, MEHS does not wish to sell Track F1.

Member Hamilton asked if the recommendations from the MEHS Advisory Board were final and Second Vice Chair Stockhausen responded yes. There was no further discussion.

Agenda Item 6. Annual March Meeting Dates

Acting Commissioner Teshner reported that the State Board and DEED have an opportunity to receive Alaska Native Governance and Protocols training from First Alaskan's Institute. The training is a day and a half-day event that would be for key department staff and board members and would help with tribal compacting. Member Hamilton requested the March meeting be changed to Tuesday, March 14, Wednesday, March 15, and Thursday, March 16, to accommodate state basketball schedules.

Agenda Item 7. Regulations to go out for public comment

Agenda Item 7A. Limited Teacher Certificates

Acting Commissioner Teshner discussed House Bill (HB) 19 *Limited Teacher Certificates; Languages* which became law on October 5, 2022 and is effective December 15, 2022. Susan McKenzie, Director of Innovation and Education Excellence, and Sondra Meredith, Administrator for Teacher Certification and Education, were present to brief the board. Ms. Meredith presented that the regulations were developed for new statute related to HB 19, which allows more flexibility for immersion programs to find talented individuals to provide instruction not only in instruction but also certify the educators in other content areas. Identified roadblocks were requirements for a bachelor's degree and examinations. HB 19 allows for mechanisms to prove competency in place of a bachelor's degree and examinations.

Ms. Meredith stated the change allows for previous means (bachelor's degrees and testing) to be used, but another mechanism now exists to prove skill level such as portfolios and evaluations. First Vice Chair Kowalski thanked DEED for their work and conversations with stakeholders on HB 19. There was no further discussion.

Agenda Item 7B. Out of State Teacher Reciprocity

Acting Commissioner Teshner discussed Senate Bill (SB) 20 *Out of State Teacher Reciprocity* which was sponsored by Senator Stevens. SB 20 was signed into law on September 4, 2022. Susan McKenzie, Director of Innovation and Education Excellence, and Sondra Meredith Administrator for Teacher Certification and Education, were present to brief the board. Ms. Meredith stated that previously an individual with a valid out of state certificate would hold an initial license, but they would still have to prove that they meet basic competency and content exam requirements for a regular license. Since they are already licensed with multiple years of teaching experience, this was seen as a barrier to entering the teaching profession in Alaska. Changes to statute allow experienced licensed teaching professionals could directly hold a teaching license in Alaska without the competency requirements. The regulations define what a regular certificate is. The regulation allows 90 days to complete mandatory training requirements and two years to complete Alaska studies and Alaska multicultural training requirements. If they have not met those two requirements, then their license will expire.

First Vice Chair Kowalski asked how many more teachers will become eligible for teaching certificates? Ms. Meredith responded that there are approximately 900 teachers that come in through the state with the initial certifications, but there is significant attrition for renewal into a regular license.

Military Advisor Lt. Col Fowley commented that this will help the military population and their spouses to become licensed in Alaska.

Second Vice Chair Stockhausen asked about experienced teachers. If a teacher has ten years of experience, does the state only accept six years of out of state experience? Does DEED turn teachers away because of that requirement? Ms. Meredith responded that there are statutory limits on bachelors and masters degrees, but the Teacher Recruitment and Retention working group is having conversations about the statute to find solutions for that in the future.

Member Van Diest expressed support of this statutory and regulatory change. Ms. Meredith mentioned that this requires DEED to prioritize military spouse applications. There was no further discussion.

Agenda Item 19. Executive Session: Interview for Student Advisor-Elect

This item was moved up in the agenda. Chair Fields motioned and Member Hamilton seconded the following motion: I move the State Board of Education and Early Development convene in executive session to interview candidates for student advisor-elect for the remainder of the 2022-2023 school year. An executive session is necessary so as to not prejudice the reputation and character of any person being interviewed. The motion passed unanimously in a roll call vote.

Chair Fields motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development reconvene into regular session. The motion passed unanimously in a roll call vote.

Chair Fields motioned and Member Van Diest seconded the following motion: I move the State Board of Education and Early Development select Felix Meyers as its Student Advisor-Elect for the remainder of

the school year 2022-2023. On July 1, 2023, Felix Meyers's one-year term will begin as the Student Advisor to the board and continue through June 30, 2024. The motion passed unanimously in a roll call vote.

Business Meeting

Agenda Item 8. Approve Draft Board Report to Legislature

First Vice Chair Kowalski motioned and Member Van Diest seconded the following motion: I move the State Board of Education and Early Development approve the draft report to the legislature. The motion passed unanimously in the roll call vote.

Agenda Item 9. Mount Edgecumbe High School Land Sale

Member Van Diest motioned and Second Vice Chair Stockhausen seconded the following motion: I move that the State Board of Education and Early Development authorize the Commissioner, subject to a Final Best Interest Decision, to negotiate and enter into an agreement to sell approximately 1.56 acres over three parcels of land owned by the Department of Education and Early Development and located at 1460, 1470, and 1480 Seward Avenue in Sitka, Alaska. If the proposed sale is found to be in the best interest of the State of Alaska, Department of Education and Early Development, and Mt. Edgecumbe High School, this motion also authorizes the Commissioner/Acting Commissioner to finalize the negotiated sale when possible. Member Hamilton asked if the motion also allows DEED to lease land instead of sell. Assistant Attorney General Sonneborn from the Department of Law confirmed that this is allowable. The motion passed unanimously in a roll call vote.

Agenda Item 10. Approve March Meeting Dates

Member Erickson motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development approve the dates of March 14 to March 16, 2023 for the State Board of Education's regularly quarterly March meeting and Alaska Native Governance and Protocols Training. The motion passed unanimously in a roll call vote. There was no discussion.

Agenda Item 11. Regulations to go out for public comment

Agenda Item 11A. Limited Teacher Certificates

Member Hamilton motioned and Member Van Diest seconded the following motion: I move the State Board of Education and Early Development open a period of public comment on the repeal and readoption of 4 AAC 12.388 Limited world language immersion teacher certificate, and corresponding updates to 4 AAC 12.397(e) (Mandatory training requirements) and 4 AAC 12.405 (Renewal of certificates). The motion passed unanimously in a roll call vote. There was no discussion.

Agenda Item 11B. Out of State Teacher Reciprocity

Member Griffin motioned and Member Erickson seconded the following motion: I move the State Board of Education and Early Development open a period of public comment on the amendment of 4 AAC.12.305 Teacher certificate (initial, professional, master) and 4 AAC 12.900 Definitions. The motion passed unanimously in a roll call vote. There was no discussion.

Agenda Item 12. Approve Career and Technical Education Recognition Process

Member Erickson moved and Member Van Diest seconded the following motion: After considering all public comment, I move the State Board of Education and Early Development approve the proposed Career and Technical Education Recognition Program that recognizes innovation in Work Based Learning and student engagement.

Member Griffin commented that he recognizes the value of these programs and is encouraged by the expansion into other areas.

Chair Fields mentioned that this item was discussed yesterday, December 7, 2022, during the professional development meeting.

Member Van Diest gave a brief overview of the program, commenting that the CTE committee wanted to promote work-based learning which is a connection that a student has with an industry partner which could be a job shadowing experience or internship for a capstone course to increase student engagement. Statements on the rubric and nomination form are based on the 2018 ACTE program that is developed nationwide on national standards. Member Van Diest encourages nominations for school districts and programs. Member Van Diest is working with Brad Billings at the Department of Education and Early Development for the CTE Conference in February 2023. Member Van Diest expressed gratitude for the support for the committee and board.

Student Advisor Cothron shared her positive experience taking a class at the Kings Career Center and expressed support and enthusiasm for the opportunity for students to explore different pathways and increase career pathway options and qualifications for all high school students.

The motion passed unanimously in a roll call vote.

Agenda Item 13. Approve Special Assistant to the Commissioner

Member Hamilton motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development approve the Acting Commissioner's appointment of Laurel Shoop as Special Assistant to the Commissioner, effective immediately.

Action Commissioner Teshner shared Ms. Shoop's previous experience with the Department of Education and Early Development including her role as a procurement officer. Acting Commissioner Teshner also stated that Ms. Shoop has been serving as the Special Assistant since September 2022. The motion passed unanimously in a roll call vote.

Agenda Item 14: Approve Director of Libraries, Archives and Museums

Second Vice Chair Stockhausen motioned and First Vice Chair Kowalski seconded the following motion: I move the State Board of Education and Early Development approve the Acting Commissioner's appointment of Dr. Amy Phillips-Chan as Director of the Division of Libraries, Archives and Museums effective immediately.

Member Erickson commended Dr. Phillips-Chan's work in the Carrie M. McLain Memorial Museum in Nome. First Vice Chair Kowalski commented on Dr. Phillips-Chan's impressive resume and the good fortune experienced in having her work as the Director of Libraries, Archives, and Museums. Member Hamilton also commented on Dr. Phillips-Chan's impressive resume and the difficulty in finding outstanding people to lead the museum in her important role at the State of Alaska. Member Hamilton also commented on the depth of experience that Dr. Phillips-Chan brings to the State of Alaska. Acting Commissioner Teshner added that Dr. Phillips-Chan has been with the Department of Education and Early Development since November 14, 2022. During her four weeks, she is working very well with the division and department.

The motion passed unanimously in a roll call vote. Chair Fields formally welcomed Dr. Phillips-Chan to the Department of Education and Early Development.

Agenda Item 15. Museum Collections Advisory Committee Appointments

First Vice Chair Kowalski motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development appoint Judith Daxootsú Ramos and Amanda Lancaster to serve three-year terms on the Museum Collections Advisory Committee.

Acting Commissioner Teshner discussed the Museum Collection Advisory Committee as a five-member committee that these two members, Judith Daxootsú Ramos and Amanda Lancaster, are joining. Dr. Phillips-Chan, Director of Libraries, Archives, and Museums, thanked the board for her confirmation and stated that three applications were received this year. LAM's outreach makes efforts to ensure diversity in backgrounds on the committee. Judith Daxootsú Ramos and Amanda Lancaster will be great additions to the committee. Addison Fields, Chief Curator of the Alaska State Museum, stated that the Museum Collection Advisory Committee is a five-person committee that approves acquisitions over \$5,000 and any items being removed from the Museum's permanent collection. One seat is open in 2022 and the other will become open in 2023. The State Board of Education's action will allow these seats to be filled. The motion passed unanimously in a roll call vote.

Agenda Item 16. Questions Regarding Standing Reports

Member Griffin presented a document he put together titled *Alaska Reads Act: Reasons to be Optimistic*. In 2022, the National Assessment on Education Progress (NAEP) showed Alaska as one of the lowest COVID-19-related learning loss states. Low-Income 4th grade reading was only one point behind the next state, which may indicate that Alaska is making progress in relation to other states. He also showed some small gains in math. Member Griffin discussed that free or reduced lunch students improved their results. He expressed his encouragement that other states that served as examples for the Alaska Reads Act legislation including Florida and Mississippi saw significant gains in Low-Income 4th grade reading as well as gains in 8th grade math scores since 2003. In 2020, Florida had 34.2% of their high school graduates pass at least one AP test with a score of three or higher, which was second highest in the nation – only behind Connecticut. Member Griffin commented on a chart that showed 4th grade reading NAEP scores and how Florida has seen significant increases in their test scores since passing the equivalent of the Alaska Reads Act in their state. He commented that children on free or reduced lunch programs in Florida and Mississippi outperformed all states. Member Griffin shared a case study of Miami Dade Public Schools where 55% of their children are on free or reduced lunch programs (previously 66%), 59% of their children do not speak English in their homes, and 94% of the children are classified as ethnic minorities. Miami Dade Public Schools has a 90.1% graduation rate and out of almost 52,000 juniors and seniors who took AP Tests scored with a three or higher, which translates to a 65% pass rate. He shared that the 4th grade NAEP reading scores for children on free or reduced lunch programs were six points higher than upper/middle income 4th grade readers in Alaska. He commented on an unusual gender gap in 4th grade reading for girls and boys with a difference of 13 points versus the national average of seven points. Member Griffin encourages the education system in Alaska to examine what the cause of that anomaly might be. He shared that the Top 15 districts within Alaska are rural. The "big five" districts, who educate two thirds of the students in the state, ranked closely together, about two percent from each other. Finally, Member Griffin shared that the Alaska poverty rate is fairly low being 12th lowest in the nation. Alaska does not have an unusually ethnically diverse or language diverse population for its size and closely align with the United States as a whole. First Vice Chair Kowalski discussed the gender gap impact with subpopulations and the need for relevant education for males including innovative programs in schools.

There was no further discussion on this presentation.

Member Griffin thanked Mary Suzzuk Huntington, Superintendent of Mt Edgecumbe High School (MEHS) and the MEHS Advisory Board for allowing him to sit in on the MEHS Advisory Board meeting during his layover in Sitka on December 1, 2022.

First Vice Chair Kowalski commented that the participation rates for the statewide assessment seem to trend down. What are districts doing to address participation rate declines? Elizabeth Greninger, Assessment Administrator, responded that they have performed outreach to districts to talk about importance of assessments and strategies to increase participation. Ms. Greninger and her team are working with district testing coordinators to identify reasons for low participation rates. Ms. Greninger discussed correspondence school participation rates declined significantly.

Chair Fields discussed correspondence school assessment participation and public perception of formative versus summative assessments. Ms. Greninger has explored remote testing options for summative assessment and during the CSSO meeting Ms. Greninger gathered information from other states. Ms. Greninger also shared that she can explore remote testing options as a pilot program for next school year if it is the will of the State Board.

Ms. Greninger expressed that interim MAP growth does have higher rates of participation and one reason for that is remote testing. The integrated assessment in Spring 2023 with AK STAR representing the growth component may be an incentive for families although testing would still occur in person. There may be incentives in correspondence program participants to want to take the exams for their growth results.

Chair Fields asked for clarification if the students take formative, they would not have use of that information unless they take the summative? Ms. Greninger responded with a scenario. Students this year took 2022 fall MAP growth, then they will take winter MAP growth as a standalone assessment, and finally the spring 2023 assessment brings the summative AK STAR with the MAP Growth component. There is no standalone MAP growth assessment in the spring. If the student does not take the spring AK STAR assessment, there will be no trajectory of the MAP growth performance over the entire school year because the scores are used in final calculation of scores.

Chair Fields asked for clarification if DEED is withholding the use of interim assessments information. Ms. Greninger clarified that DEED is not withholding the interim assessments, but there is a more comprehensive picture when all three assessments are taken across the school year.

First Vice Chair Kowalski asked if there are going to be changes to school designations under comprehensive or targeted support. John Jones, Accountability System Manager with the department, responded that this year, using data from the 2021 school year, the Data Team is doing final checks and verifications on the calculations and anticipate providing results of the accountability system to the districts in the next week or two with the public release of that information next year. Second Vice Chair Stockhausen asked if participation rates is one of the categories that will be evaluated for designations? Mr. Jones responded that yes the participation rate does figure into the calculation of the academic achievement indicator.

Second Vice Chair Stockhausen asked if the calculation showed subpopulation groups or just a school-wide calculation? Mr. Jones responded that yes it does look at student groups as well.

First Vice Chair Kowalski asked if schools under designations will stay there, but 2019, 2020, and 2021 will not count towards designation status so some schools will be in designation status for four or five years? Mr. Jones responded yes.

Member Griffin asked about summative results for future years and how it is more useful if results could be results sooner. Ms. Greninger reported that the delay this year was due to the process of proposed cut scores this year. Next year a validation study is scheduled for the summer, so as soon as testing is completed, the results will be presented to the State Board of Education. MAP growth results release is targeted for mid-April 2023 to help districts plan for future school years. Chair Fields and the Board of Education directed Ms. Greninger to pursue research on remote assessments.

First Vice Chair Kowalski clarified with Sondra Meredith, Teacher Certification Administrator, that only the top categories were included in the vacancy report.

First Vice Chair Kowalski asked about the Alaska Pacific University (APU) accreditation process. Ms. Meredith reported that the APU visit went well. The department has access to the reports and nothing reviewed showed cause for concern. Second Vice Chair Stockhausen proposed to invite APU to present to the State Board of Education.

Agenda Item 17. Commissioner's Report

Acting Commissioner Teshner reported an update on the Alaska Reads Act regulations that are anticipated to be presented at the January 25, 2023 State Board meeting. Director McKenzie and her team have been working to develop templates, applications, forms, and tools to assist with implementation at the district level. Director McKenzie and her team have also presenting at various forums to target teachers, principals, and superintendents. Director McKenzie's team has been performing outreach to various subgroups to ensure all questions are answered. There will be webinars for language immersion programs scheduled. The timeline for adoption of the regulations package will be to present them to the board during the April meeting. Director McKenzie and her team will host weekly webinars starting in January 2023 about the Alaska Reads Act; topics will be posted on the department's website.

Acting Commissioner Teshner reported on the Computer Science State Plan. Faye Tanner, Computer Science and Coding Coordinator, is in the process of finalizing the draft of the Computer Science State Plan with an estimated completion and submission to the board in March 2023.

Acting Commissioner Teshner reminded the board that Governor Dunleavy's budget will be released Thursday, December 15, 2022. The State Board will review the budget at the January 25, 2023 meeting.

Acting Commissioner Teshner reported that Tim Mearig, Facilities Manager, retired November 13, 2022, and Joe Willhoite will now serve as the Facilities Manager.

Acting Commissioner Teshner shared that Lacey Sanders will return to the department as the Deputy Commissioner on December 12, 2022.

Acting Commissioner Teshner reported that the Director of Finance and Support Services position is still vacant, and the department is actively trying to fill that role.

Agenda Item 18. Consent Agenda

Member Van Diest motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development approve the consent agenda consisting of approval of the minutes of the September 6 and 7, 2022 board meeting and the October 26, 2022 board meeting. The motion passed unanimously in a roll call vote. There was no discussion.

Board Comments

Member Hamilton thanked the Anchorage School District for opening their building during a record breaking snow event. He welcomed and thanked Dr. Phillips-Chan and Felix Meyers for their upcoming service to the State of Alaska. Member Hamilton shared his excitement about the teacher apprenticeship program and commented on upcoming changes in Alaska's educational system including new legislators, the Alaska Reads Act, and a new Commissioner.

Student Advisor Cothron expressed her enthusiasm for sitting with the State Board and becoming familiar with the work.

Military Advisor Lt. Col Fowley welcomed Felix Meyers. Lt. Col Fowley expressed his encouragement of the progress made by the teacher apprenticeship program and the updated regulations specifically targeting teachers to move to Alaska with existing teaching certificates, which will help the military population. He also expressed being personally thankful for the Municipality of Anchorage in its snow removal efforts. Lt. Col Fowley thanked Ms. Andrews for her support in assisting him with virtual attendance to this meeting due to heavy snowfall.

Member Erickson expressed excitement for the teacher apprenticeship program. He commented on his positive impressions of Student Advisors Cothron and Meyers and the encouragement for children becoming active in the State Board of Education activities. Member Erickson expressed gratefulness for the standing reports being consolidated into the board packet. He expressed thankfulness for Acting Commissioner Teshner and the future leadership that Lacey Sanders will bring.

Member Griffin thanked the Anchorage School District for use and maintenance of their facilities during unprecedented snowfall. Member Griffin expressed excitement for Dr. Dousay to be leading the University of Alaska programs. He thanked Dr. Barbara Adams and Jerry Covey for their work on the teacher apprenticeship research. Member Griffin welcomed Student Advisors Cothron and Meyers as both occupying student advisor seats simultaneously. Member Griffin thanked Suzzuk Huntington again for her invitation to visit the Mt. Edgecumbe High School campus. Member Griffin thanked Director McKenzie on her work on the Alaska Reads Act, acknowledging the aggressive timeline. Member Griffin thanked Dr. Greninger for her availability to answer questions from the State Board of Education.

Member Van Diest expressed appreciation for the Anchorage School District for opening their facility despite the snow event challenges. Member Van Diest welcomed Dr. Phillips-Chan and Laurel Shoop. Member Van Diest thanked Tim Mearig for his work with the department and welcomed Lacey Sanders back. Member Van Diest expressed looking forward to the teacher apprenticeship program and the results of the work of Jerry Covey and Dr. Barbara Adams. Member Van Diest expressed that she is happy to hear that the regulations related to teacher certification will hear public comment. She thanked UAA and Dr. Dousay for their transparency and honesty in their program as well as their willingness to work with the State Board. Member Van Diest reiterated the invitation given by First Vice Chair Kowalski and Director McKenzie to attend the second annual Science of Reading Symposium. Member Van Diest thanked Ms. Andrews for her organizational help and support.

Second Vice Chair Stockhausen expressed her appreciation for the work in the area of teacher recruitment and retention including removing barriers through regulations and the establishment of additional pathways, especially in the arena of apprenticeships. Second Vice Chair Stockhausen expressed encouragement about the special education update and addressing the workload for special education teachers. Second Vice Chair Stockhausen thanked Dr. Dousay and UAA for the update and encouraged students and teachers to attend the Science of Reading Symposium.

First Vice Chair Kowalski thanked the Anchorage School District for use of their facilities during a challenging time. First Vice Chair Kowalski acknowledged the workload of department staff through reading the committee reports. First Vice Chair Kowalski echoed support about a registered teaching apprenticeship program and the hope that more Alaskans will stay in their communities to contribute to student success, including high school students. First Vice Chair Kowalski commented that she is looking forward to applications for tribal compacting in January. She thanked UAA for their transparency in reaccreditation of their programs.

Chair Fields proposed a subcommittee for special education citing that even though the program is in compliance, there needs to be an examination of its effectiveness. Chair Fields thanked UAA for their presentation. Chair Fields thanked Jerry Covey for his work in apprenticeship programs. Chair Fields discussed the Leadership Summit that created an opportunity for leadership to align their efforts in education in Alaska – most importantly the superintendents and administrative association as well as the local school boards.

The meeting adjourned at 2:16 p.m.