



MEMORANDUM

To: State Board of Education & Early Development
Date: May 12, 2022

Thru: Commissioner Michael Johnson
Telephone: (907) 269-4583

From: Susan McKenzie, Director
Division of Innovation and
Education Excellence
Subject: Agenda 17A. Division of
Innovation and Education
Excellence Standing Report

The Division of Innovation and Education Excellence (IEE) is dedicated to providing an excellent education for every student every day by focusing division efforts around the five priorities of the [Alaska Education Challenge](#); providing oversight of state and federally funded programs to ensure quality and equity of student services; and providing excellent technical assistance and support to districts statewide.

The IEE Division encompasses nine teams that manage a wide range of programs and activities for the State. These teams include the Assessment Team, the Career and Technical Education Team, the Early Learning Team, the ESEA Federal Programs Team, the Health and Safety Team, the School Recognition and Support Team, the Special Education Team, and the Teacher Certification Team. In addition, staff from each of these teams have been very involved in supporting the COVID Fiscal Team's work.

Included in the IEE Board Report are highlights of work with initiatives, compliance work, and support to districts as it relates to the Alaska's Education Challenge priorities.

**Alaska's Education Challenge Priority #1:
Support all students to read at grade level by the end of third grade.**

Reading Report from Director McKenzie

- Alaska Department of Education and Early Development (DEED) has added a long-term, non-permanent Reading Support Team. The team will work to implement reading initiatives and support districts in reading improvement efforts. The team consists of an Administrator,

Education Specialist, and an Education Associate. The newly hired team will begin work in June 2022.

- DEED and partners have provided professional development in the Science of Reading for Alaska School Districts. Each professional development opportunity offered this spring reached capacity and some offerings included a wait list:
 - Alaska Reading Playbook Webinar series (completed in April) held in partnership with the Region 16 Comprehensive Center (R16CC): 76 participants;
 - Supporting Effective Literacy Instruction (sessions end in June) held in partnership with NWEA and CORE: 100 participants; and,
 - Alaska Science of Reading Academy for Leaders (sessions running May-July) held in partnership with Education Northwest: 60 participants.
- Alaska's first Science of Reading Symposium was held in Anchorage at the Egan Convention Center April 29 through May 1.
 - Thirteen staff members from DEED attended the symposium to help with logistics and build capacity in reading within the department. The report follows:

Alaska Science of Reading Symposium Final Report, 2022



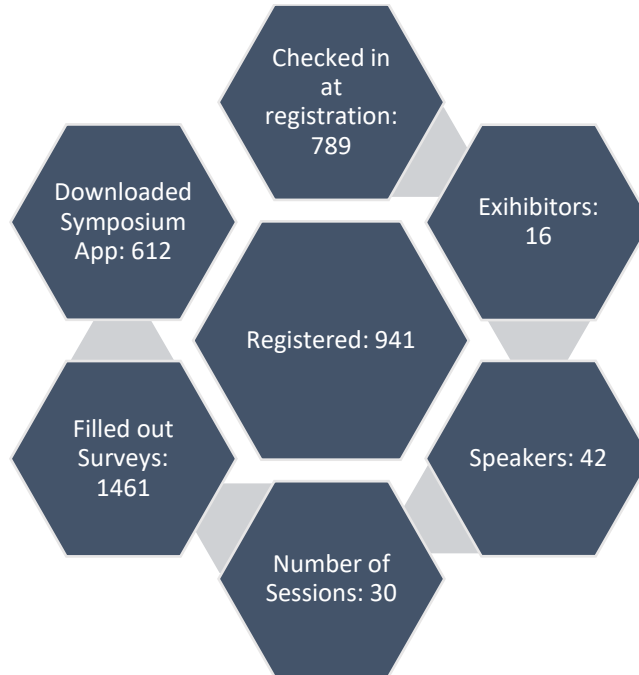
ALASKA SCIENCE OF READING SYMPOSIUM



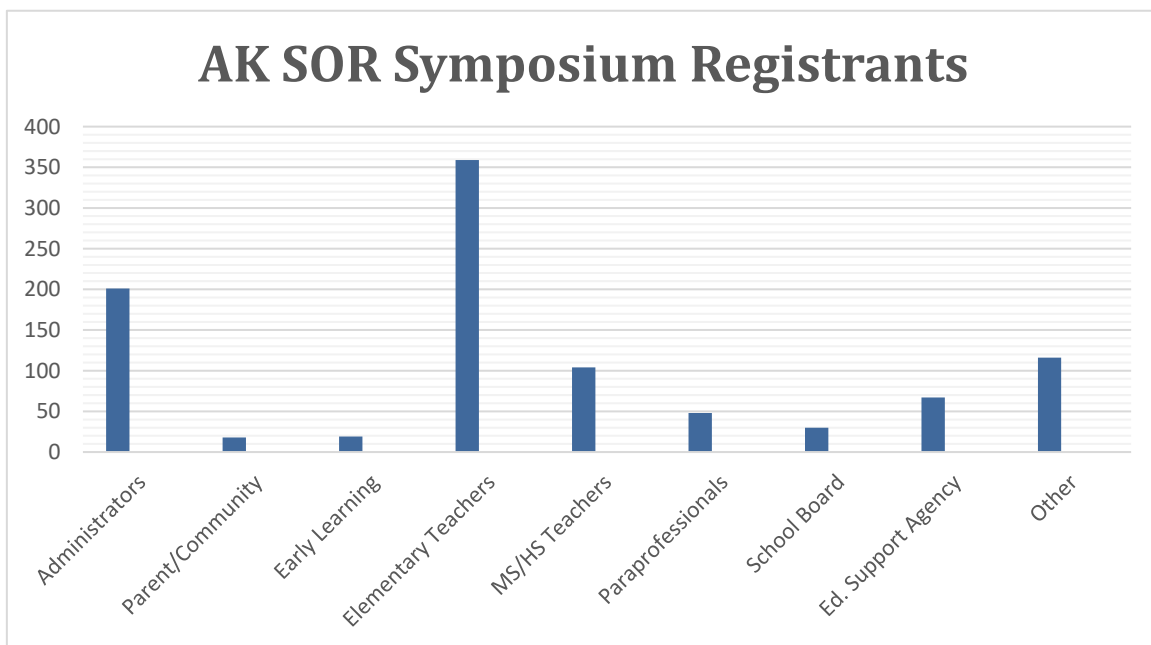
Inaugural Science of Reading Symposium Statistics and Feedback

- Dates: April 29-May 1, 2022

Event at-a-Glance:

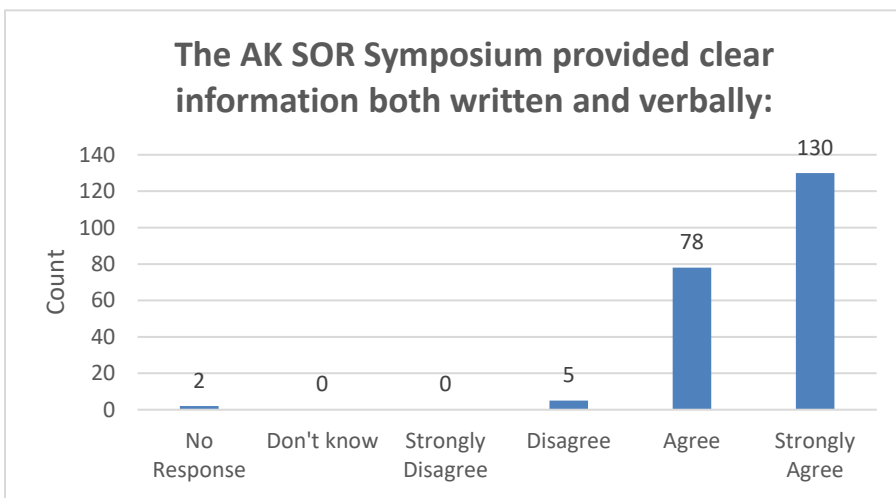
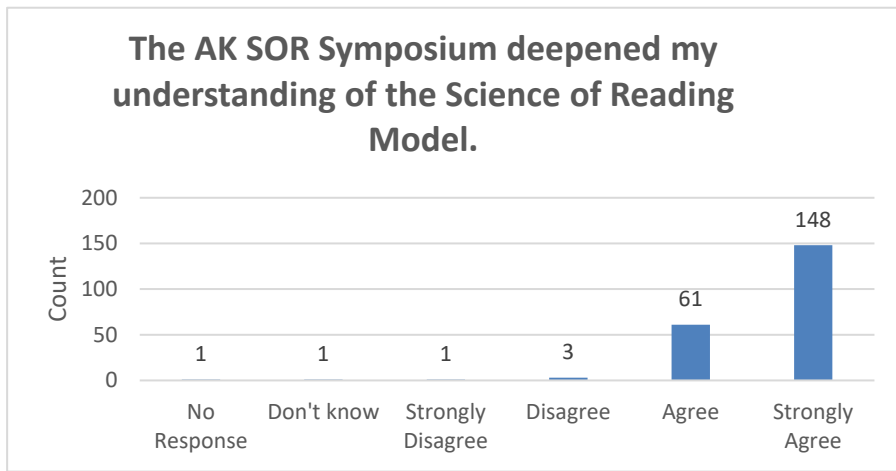
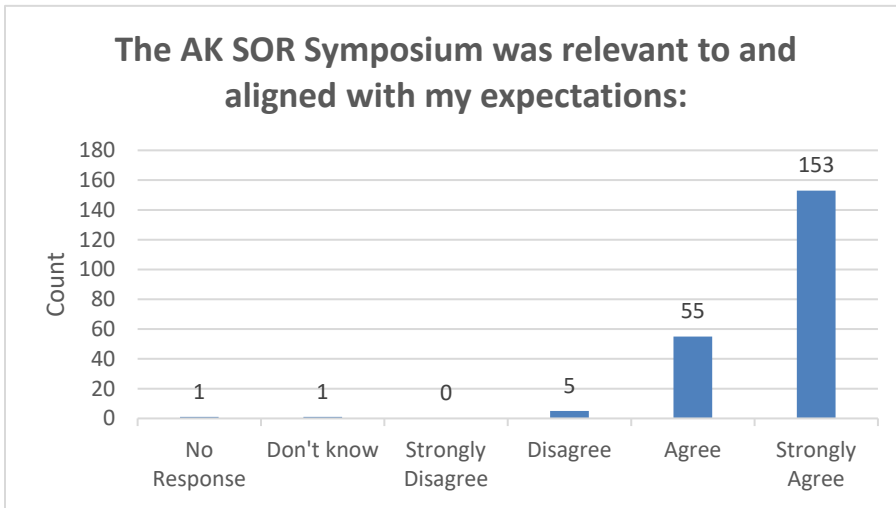


Who attended the AKSOR Symposium?

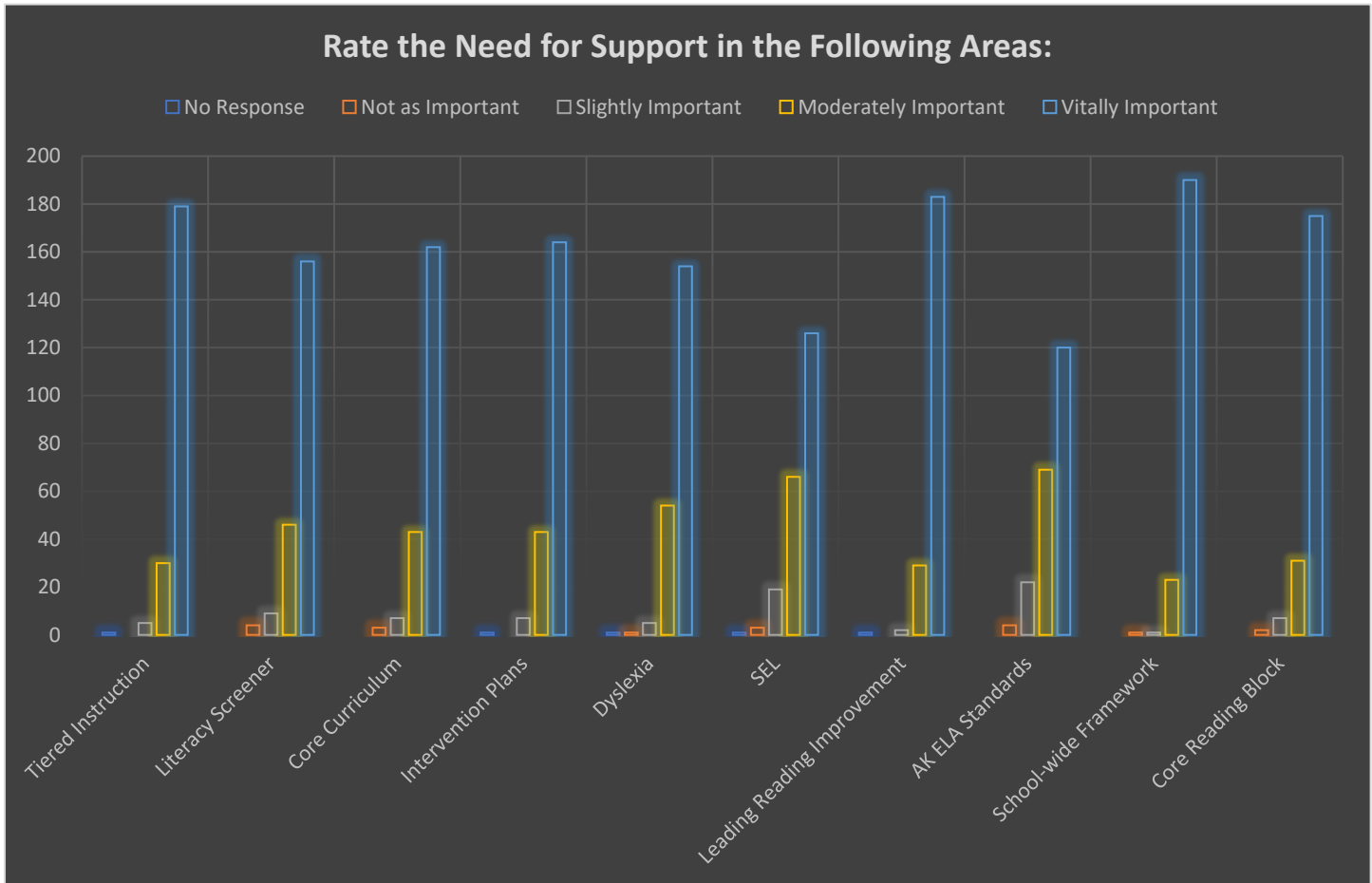


Alaska School Districts Represented at the Symposium: 42/54 districts

Participant Feedback on the AK SOR Symposium (215 surveys completed):



Survey Results for Future Need on the Following SOR Areas:



Sample AK SOR Symposium Survey Comments:

- “_____ school district did not send a cohort. A handful of us are here but we came in our own. Why? Get out the pins and needles and start prodding, please.”
- “Coaching would be absolutely amazing. I need to know how to take this information into my classroom.”
- “This information needs to be brought to ALL districts, this needs to be made a high importance, funding needs to be available but really we can probably get by with all the free offerings as long as we go all in. We can use what we have to build and grow, we just have to go all in!!!”
- “I felt like I got a lot of selling the importance and the urgency and got little “here’s what to do.”
- “The state needs to direct, mandate and fund this across the state.”
- “Board and school district level support, hard to make large, long-lasting changes without support at the district level.”
- “I wish our Superintendent had attended this Symposium. I think our whole district needs the instruction that we received the past 2 1/2 days.”

(Alaska's Education Challenge Priority #1 continued)

School Recognition and Support

- Comprehensive Literacy and Statewide Development (CLSD) 2022 Spring Convening:
 - DEED's School Recognition and Support Team organized and facilitated the fifth convening of CLSD subgrantees, held virtually on April 5, 2022.
 - There were 29 participants from 13 districts, representing 13 of the 16 subgrantees in attendance. The three districts unable to attend were provided the zoom recording.
 - The five-hour-long convening focused on project workbook technical assistance and support, Year 3 reporting requirements, program data analytics, subgrantee spotlights, and rich reflection-focused breakout room conversation.
 - Subgrantee teams walked away with the closing of Year 3, collaborated with similar CLSD districts over project goals, and sustained relationships with the Alaska CLSD Network.

Special Education

- DEED has posted a request for information concerning the procurement of an Early Literacy Assessment/Screening that includes dyslexia screening to assist districts with identifying students with potential literacy disabilities or shortcomings early on in their educational careers.
 - Next steps include completing the procurement process and selecting a vendor to support this activity.
 - This action is independent from the potential Alaska Reads Act and if the act is passed, the department will integrate this resource into the program as needed.
- DEED's eLearning site includes the new Dyslexia training, designed to inform education staff of what dyslexia is and how it can manifest in students and affect their ability to read.
 - Early intervention is critical in supporting students as early as kindergarten.
 - This eLearning module is supported by the department's reading focus and the proposed Early Literacy Assessment/ Screening.

Alaska's Education Challenge Priority #2:

Increase career, technical and culturally relevant education to meet student and workforce needs.

Career and Technical Education (CTE)

- School district applications for FY2023 Perkins CTE funds are open and available. DEED will distribute \$4.36 million to districts for implementing CTE Programs of Study during the 2022-2023 school year. Districts complete a local needs assessment process and consult with a local advisory committee as part of the application process.
- DEED was part of a joint presentation to the Senate Finance Committee on April 14, 2022 on the status of statewide CTE and workforce development. Participating partners included the Associated General Contractors, Alaska Safety Alliance, Primary Care Association, Department of Labor and Workforce Development, and the University of Alaska. Access the recorded presentation [here](https://www.ktoo.org/gavel/video/2022041128/senate-finance-committee/) (https://www.ktoo.org/gavel/video/2022041128/senate-finance-committee/).

- The CTE team is processing grant proposals for programs that connect secondary students to post-secondary credits, credentials, and opportunities. Funding is available for 3-5 grants over three years. Grant recipients will implement funded programs starting in July 2023.

Early Learning

- The CTE/Head Start initiative for high school students to work towards a career in Early Childhood Education has not been growing as hoped.
 - The University of Alaska reported that there are no enrollments for Spring.
 - Presentations in Petersburg and Fairbanks have been conducted. One district commented that districts are so overwhelmed at present that maintaining any meeting schedule has been difficult.
 - A recent presentation of “Kids to College” has not resulted in any Fall registrations so far.

Special Education

- Alaska’s State Systemic Improvement Plan (SSIP) has been slightly modified to include more schools in the program to increase graduation rates. This program initially focused on one school district with successful progress components shared with districts statewide.
 - This program focuses on the areas of increasing employability skills, soft job skills, career-interest, improving transition planning, summer work programs, transition camps for students, and professional development opportunities for teachers in transition planning.
 - Graduation rates statewide have improved significantly since the development of this program. The state currently has an average 70% rate of graduation for students with disabilities. The data indicates this rate is starting to plateau, but there continues to be room for continued growth.

Alaska’s Education Challenge Priority #3:

Close the achievement gap by ensuring equitable educational rigor and resources.

Assessment

- The AK STAR administration window for spring 2022 was successfully completed from March 28 – April 29, 2022. In partnership with NWEA, the assessments team launched the student assessment portal for the AK STAR English Language Arts (ELA) and mathematics assessments.
 - Key activities since January 2022 include:
 - Continued assessment development activities with NWEA and subcontractor ETS, to include system and technology elements, data elements, technical manuals, and district and student readiness tools.
 - Development and delivery of student readiness resources, to include the Educator Guide to AK STAR Student Readiness, the AK STAR Student Tutorial video, AK STAR practice tests, and grade-specific guides for families to engage in student preparation activities.

- Development and dissemination of AK STAR manuals for educators, including the AK STAR User and Student Management Guide, AK STAR Test Administration Directions Spring 2022, AK STAR Test Coordinator Manual Spring 2022, AK STAR Test Seasons Checklist Spring 2022, and Assessments Calculator Policy.
 - Annual training for the District Test Coordinators (DTCs), held in Anchorage in February 2022, delivered essential information on the AK STAR system features and functionality, administration protocols, and DEED policy guidance for the AK STAR assessments.
 - Distribution of the AK STAR toolkit, including infographics, a social media kit, a video series, presentation templates and talking points for educators, student-facing resources, and professional learning highlights.
 - Continued communications and outreach related to the transition to AK STAR, including presentations on the overall vision and program activities for the AK STAR System with key stakeholder groups throughout the state (district leadership teams, DTCs, technology directors, and conference attendees).
 - Development of content and logistics in preparation for the June 2022 launch of the certified facilitator program. Continued planning for future assessment literacy initiatives with NWEA, Region 16 Comprehensive Center, SERRC, and DEED.
 - Alignment to the Alaska's Education Challenge goal:
 - With the successful first administration of the AK STAR assessments, DEED is underway with an important goal of delivering a through-year, balanced approach to assessment that will produce student performance and progress data along with projected proficiency scores for the statewide summative assessment.
 - Through a multi-pronged messaging and professional learning effort, DEED expects to build educator capacity at all levels throughout Alaska districts. This increased professional capacity will ensure educators have the knowledge and skills to effectively analyze student assessment data and make informed decisions to address student academic needs.
- Monitoring District Assessment Activities
 - The assessment team monitored assessment administration activities and metrics throughout the testing window from March 28 – April 29, 2022 and provided technical support and guidance to district staff upon request.
 - In collaboration with NWEA, DEED provided high-touch support to Anchorage School District at the start of the AK STAR administration window to mitigate challenges and address administration concerns. Anchorage School District was able to resume testing and successfully administer the AK STAR and other assessments within the testing window.
 - Key activities this winter include:
 - Providing technical support to districts, as needed, through the administration and monitoring process.
 - Collaborating with assessment vendors to provide necessary resources and customer service to Alaska educators before, during, and after the close of testing.
 - Alignment to the Alaska's Education Challenge goal:

- By collaborating closely with the districts, DEED is able to bring current and relevant information and resources from the assessment vendors to best serve district needs.

COVID Fiscal Team

- DEED recently released a competitive grant application seeking applicants for evidence-based, comprehensive after school programs. The purpose of this competitive grant is to provide school districts and community-based organizations the opportunity to establish innovative strategies to carry out activities that will address unfinished learning and provide enrichment activities through afterschool programs. Grants will range from \$250,000 to \$750,000 and will be distributed over two years. The request for applications will ask potential grantees to provide evidence-based programming that intentionally supports one of the five goals of Alaska's Education Challenge, particularly reading. These grants will be funded by DEED's American Rescue Plan (ARP) Act state reservation.
- DEED received one application for Emergency Assistance to Non-Public Schools (EANS II) funding. This is the second round of funding from the U.S. Department of Education to support private schools with COVID-related expenses. DEED is currently working with the one private school to provide services to address learning loss and reading support.

Data and Accountability

- Accountability System – The accountability system and school designations are slated to return using data from the 2021-2022 school year.
 - The U.S. Department of Education issued an accountability addendum template in December 2021.
 - Due to the introduction of the AK STAR assessment in the spring, calculating the Growth indicator is problematic for the 2022-2023 accountability system. As the accountability system must have two academic indicators, the simplest way forward is to replace Growth with 3rd Grade ELA Proficiency.
 - Since AK STAR is in the first year of implementation, aggregating up to 3 years of data is problematic because it would combine scores from different tests.
 - Without aggregation, many schools would not have the minimum of 10 students in each of the grade spans (K to 6, 7 to 12) required to calculate a given indicator. To address this, DEED proposes combining the grade spans to calculate indicators. In modeling the impact of combining grade spans using the 2019 data, about 28 additional schools could have values on a given indicator.
 - While the modeling cannot tell us what will happen, it does give us a general idea of the appropriateness of a given decision to meaningfully differentiate schools in an equitable manner.
- Community Engagement – The team has presented the accountability addendum to stakeholders in meetings with the Community of Practitioners, the Assessment Advisement group, and Accountability Advisement group. Feedback has been largely supportive. As of April 27, 2022, the presentation and response survey were posted on DEED's webpage and announced in the ESEA Federal Programs newsletter. Responses were accepted through May 11, 2022.
- Report Card and Native language instruction – The Report Card Data Collection is intended to satisfy AS 14.03.120, which contains a component relating to Native language education that must be included in this collection, AS 14.03.120(b)(7). Furthermore, AS 14.30.420 specifies

what information relating to Native language education needs to be reported. However, the Native language education component has not previously been included in the collection. In order to be in compliance with the above statutes, DEED worked with districts to add questions to the Report Card Data Collection to satisfy these requirements.

Early Learning

- Head Start and Pre-Elementary Administrators participate in a monthly Community of Practice.
 - Topics have included: Alaska's Core Knowledge and Competencies, Coaching, Staff Wellness, Inclusionary Practices, and Learn & Grow.
 - This Community of Practice will continue in FY2023.

Elementary and Secondary Education Act (ESEA) Federal Programs

- The U.S. Department of Education – Office of Migrant Education (OME) requires each State to conduct an annual review of the program's eligibility determinations through a process called prospective re-interviewing. Re-interviewing allows confirmation of the state's eligibility determinations and the accuracy of the numbers of migratory children that the State reports to OME. In addition, re-interviewing helps to identify and fix any problems in the state's identification and recruitment (ID&R) processes. It is essential to have strong ID&R processes to ensure eligible migratory children receive the Title I-C funded services designed to address their unique educational needs that are a result of their migratory lifestyle. The Migrant Education Program contracted with the Southeast Regional Resource Center (SERRC) to conduct the 2021-2022 independent re-interviews by April 30, 2022. Results: 49 migratory families were re-interviewed, regarding 50 migratory children. Of the 50 children, 45 remain eligible for the program, four (4) are being reviewed by DEED prior to a final eligibility determination, and one (1) was found to be ineligible for the program.
- The ESEA Federal Programs team hosted its annual ESEA Consolidated Application Technical Assistance Workshop virtually the week of April 11 and 18. This workshop provided guidance and technical assistance to districts in complying with the provisions under ESEA. DEED staff provided programmatic and Grant Management System (GMS) application updates to approximately 115 district staff throughout the state. The team solicited district presentation proposals with a focus on innovative ways they are using their ESEA funding to address Alaska's Education Challenge. There were four district presentations total. In addition to DEED and district presentations, Brustein & Manasevit, PLLC presented federal updates. Brustein & Manasevit, PLLC is nationally recognized for its federal grants management and education regulatory and legislative practice.
- DEED has been reaching out individually to districts to make them aware of the Department of Health and Social Services' (DHSS) Out-of-Home Placement Report (OOH Report). This is a confidential weekly report districts can elect to receive that will provide important current information on Foster Care students who are placed in the communities within the district's boundaries. The report relays information such as date of removal from home, case worker contact information, foster parent contact information, etc.
- The ESEA Federal Programs team is nearing completion of the ESEA Federal Programs Compliance Monitoring for FY2022. This includes the fiscal and programmatic review of 12 school districts. The ESEA Federal Programs team's vision for monitoring is to help build school district awareness of the requirements associated with accepting federal funds, capacity to self-assess against the requirements of the grants, and understanding of how they can best utilize

grant funding to improve services for students. Monitoring is an opportunity to identify districts' technical assistance and support needs and leverage federal funds in support of better outcomes for all students. With this in mind, the monitoring system is designed to accomplish the following objectives: focus on what matters, improve communication with districts, differentiate and customize support for districts, and ensure basic ESEA requirements are met.

School Recognition and Support

- School Improvement Grants
 - The Project for Successful School Improvement
 - Cohort 1 Schools were able to meet in person prior to the Science of Reading Symposium at the end of April 2022 to work together and obtain technical assistance from the School Improvement team on the completion of their three-year plans.
 - Cohort 1 Schools are completing their three-year comprehensive school improvement plans after working with Empowerment Specialists and district liaisons and engaging in stakeholder meetings. These meetings are centered around taking a deeper look at the school's assets and needs through a situational analysis, which is conducted through three review processes, looking at the school profile, adult practices, and student programs.
 - The plans are to be presented to their local school boards before being turned in to DEED for final approval.
 - All designated schools not in Cohort 1 are submitting a condensed school improvement plan and grant application for the 2022-2023 school year in preparation of the expectations of a deeper look at school improvement and the development of a three-year plan in 2022-2023.
 - DEED will continue to provide technical assistance for these schools as plans and budgets are submitted and reviewed for alignment with their needs assessment and allowable expenditures per federal regulations.
- Parent and Family Guides Project is part of the Standards Refresh and Refocus initiative in conjunction with the Region 16 Comprehensive Center (R16CC).
 - DEED obtained official permission to use and adapt Mississippi's Family Guides for Alaska purposes, revising and adapting the booklets for Alaska families.
 - Family Guides will include Alaska Content Standards (Math, Science, and English Language Arts) parent-friendly language for grades K-8 and include suggestions on how families can make standards learning happen in their home.
 - The revised booklets will be made available online in digital format and in print format for schools to distribute this fall.
 - Additional Goal: Work to create translated adaptations of the booklets in several regional native dialects as well as other languages found across the state to be made part of a potential series of podcasts.
 - Alignment to the Alaska's Education Challenge goal:
 - #3 Closing the Achievement Gap by ensuring equitable educational rigor and resources—these guides will help all families regardless of location in the state understand our standards and what is expected of students in grades K through 8.
 - #5 Improve the safety and well-being of students through school partnerships with families, communities, and tribes—the guides will help strengthen the partnership

between school and families statewide with the helpful ideas of what each standard looks like in school and how they might help at home.

Special Education

- Alaska's Alternate Assessment window is closing for students not able to participate in the AK STAR assessment. This modified assessment is designed to support students with more severe special needs.
 - Alternate academic achievement standards (Essential Elements) are assessed allowing a student to demonstrate their knowledge that includes linking to general education standards, college and career readiness standards, and academic expectations for students.
 - Alaska remains under the 1% population requirement imposed under federal regulations.

Alaska's Education Challenge Priority #4:

Prepare, attract, and retain effective education professionals.

Assessment

- Stakeholder Engagement for the Assessment Program: The assessment team has increased avenues and opportunities for stakeholder engagement in various aspects of the state assessment program.
 - Key activities this winter included:
 - Recruitment for standard setting and alignment studies in English Language Arts (ELA), mathematics, and science, to take place in June 2022.
 - Kickoff meeting for the Assessment Advisory Panel on March 2, 2022 covering agenda topics of summative assessment, AK STAR toolkit, accountability plan, and assessment reporting.
 - Seeking educators to participate in the [*Stackable, Instructionally-embedded, Portable Science \(SIPS\) Assessments project*](#) professional development and pilot curriculum and assessment activities for three-dimensional science assessment.
 - Alignment to the Alaska's Education Challenge goal:
 - By engaging educators meaningfully in varied aspects of the test development and decision-making processes, DEED increases visibility, buy-in, investment, and support related to assessment.
 - By increasing Alaska educators' contributions to the assessment design, the assessment products will be more representative of the geographical, cultural, social, economic, and educational needs of students and families around the state. This will make the assessments more effective at providing valid and reliable information about Alaska students.
 - By enhancing stakeholder knowledge and understanding of the different assessment types along with their purpose and uses, DEED will increase awareness of the value of a balanced assessment system.

Early Learning

- The Early Childhood Career Technical Education Program of Study is designed to support students looking to enter the Early Learning Profession, specifically Head Start and Preschool

programs. This was presented at the Career & Technical Education spring workshop. Several districts expressed interest in utilizing this statewide program.

- The Early Childhood Career Technical Education Program of Study will be included in the Career & Technical Education clearinghouse once it comes online.

Health & Safety

- eLearning - The following chart shows the number of course completions for our highest trafficked health and safety eLearning courses for educators, as well as the student facing courses on suicide prevention and those under the Alaska Safe Children’s Act.

DEED Online eLearning Courses	January – March 2022	Lifetime #'s
Part A: Suicide Awareness	453	21,506
Part B: Suicide Prevention	207	11,222
Part C Suicide Intervention	133	7,285
Part D: Responding to Suicide- Postvention Guidelines	107	6,050
Overcoming ACEs in Alaskan Schools	91	2,374
Trauma-Engaged and Practicing Schools	37	648
Trauma-Sensitive Schools	12	307
Classroom Practices	16	186
Emotional Intelligence	15	87
Family Partnerships	7	32
Mind-Body Connections	5	46
Childhood Traumatic Grief	20	653
Self-Regulation	88	143
Self-Care	33	564
Trauma-Engaged Infant and Early Childhood Mental Health	16	64
Understanding Homeless (Released Winter 21)	46	75
Overcoming Anxiety and Stress in Alaskan Schools (Released Spring 21)	18	247
Opioids 101 and the Opioid Epidemic 101	4	157
Narcan Administration for an Opioid Epidemic	5	205

E-Cigarette Use Among Alaska Teens (Released Summer 21)	13	81
Domestic Violence & Sexual Assault Training for Educators	524	29,146
Mandated Reporters of Child Abuse & Neglect	738	29,062
Prenatal Alcohol and Drug Related Disabilities	516	20,807
Navigating Transitions (student courses)	35	921
Brees Law (student courses)	890	6,435
Total Course Completions	4,029	138,303

School Recognition and Support

- Teacher of the Year Selection Process
 - The School Recognition and Support Team answers day-to-day questions for the Alaska Teacher of the Year nomination and selection process. The team works to coordinate the nomination process as well as organize and facilitate the selection process. The criteria for Teacher of the Year include an expert in their field who guides students of all backgrounds and abilities to achieve excellence, collaborates with colleagues, students, and families to create a school culture of respect and success, deliberately connects the classroom and key stakeholders to foster a strong community at large, demonstrates leadership and innovation in and outside of the classroom walls that embodies lifelong learning, expresses themselves in an engaging and articulate way, and has five (5) or more years of experience in the field of education.
- Teacher of the Year updates on progress, changes, challenges, or key successes
 - Kelly Shrein, 2022 Alaska Teacher of the Year attended Washington Week for the National Teacher of the Year Program from Saturday, April 23 to Friday, April 29, 2022.
 - The nomination form for the 2023 Alaska Teacher of the Year was open to the public and promoted via email blasts and social media posts throughout the school year. The nomination form closed on January 31, 2022.
 - Round 2 was conducted and submitted by a DEED review team by March 18, 2022, from 28 candidates to the top eight (8). The top eight (8) moved on to Round 3.
 - The top eight (8) candidates provided:
 - Three (3) letters of recommendation;
 - An essay explaining why they became an educator and why they should be selected as the Alaska Teacher of the Year; and,
 - A 2–3-minute introduction video.
 - Round 3 candidates were reviewed on April 8, 2022 to narrow down to the final four (4). The final four (4) candidates provided:
 - A 3–5-minute video of direct instruction with students;
 - A 15-minute presentation, which may include a PowerPoint, posters, class projects, or examples of student work. The presentation provides each finalist with the opportunity to be creative and provide instructional context for the 3-5-

- minute direct instruction video submitted and highlights the finalist’s successes, skills, and strengths as an educator;
- A lesson plan which correlates with the direct instruction video and showcases the ability to plan engaging instruction; and,
- A Zoom interview with a School Recognition and Support Team member answering three (3) questions.
- The Selection Panel Committee is comprised of five (5) individuals outside of DEED who review, score, and make a recommendation for the final four candidates from April 11-April 22, 2022.
- Final decision of the Teacher of the Year is made by the Alaska Commissioner of Education.
- Announcement of the 2023 Alaska Teacher of the Year Winner and Runner Up will occur in fall 2022.

Special Education

- The annual Alaska State Special Education Conference (ASSEC) was conducted this spring, targeting Alaskan special education professionals and other persons involved in supporting students with special needs.
 - State and national vendors cover subjects including Inclusion, Empowering students with disabilities, Secondary Transition, Collaboration, Stakeholder Engagement, Autism Spectrum Disorder, Early Literacy, Assistive Technology, Trauma and Resiliency.
 - Options were available to earn continuing credits for teacher certification.

Teacher Certification

- Alaska Teacher Recruitment & Retention (TRR) Action Plan Implementation
 - The implementation phase of the TRR Action Plan began in winter of 2022. The first TRR Implementation convening was held on February 24, 2022 via Zoom. Based on information gathered at the convening, four subcommittees have been formed to dive deeper into the recommendations. An organizational meeting was held for each subcommittee between April 19 and May 3, 2022. Subcommittee membership is open to all interested stakeholders.
 - More information concerning the TRR Action Plan Implementation can be found [here](https://education.alaska.gov/trr) (https://education.alaska.gov/trr) or by contacting Barbara Adams at barbara.adams.aas@gmail.com.
- Paraprofessional Data – With the ongoing discussions around growing your own (GYO) teacher programs, there has been increased interest in the educational background of Alaska’s paraprofessionals. The following information is extracted from the annual classified staff accounting data collection for Alaska during the 2021-2022 school year.

Category	Number
Classified staff	8,663
Instructional Aides (Paraprofessionals)	3,176
Holds an associate degree or higher	710
Has completed 48 semester hours or more	384

- TEACH-AK Update – The Educator Application and Certification Hub of Alaska (TEACH-AK) project to move most of the Teacher Certification Office’s applications and other services to a web-based environment continues to evolve.
 - Teacher Certification’s historic data has been uploaded to the new system, and data validation is in process.
 - Historical documents are being extracted from Teacher Certification’s SharePoint repository and will be uploaded into the new system by early June 2022.
 - The workflow for the back office is being refined, and staff training is being planned for July 2022.
 - The new system will go live in late August 2022.

Alaska’s Education Challenge Priority #5:

Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

Early Learning

- Stakeholder engagement for the 2022-2027 Head Start Collaboration Grant (a non-competitive grant for \$125,000 that DEED has received since 2007):
 - DEED hosted four feedback sessions with Head Start programs for the future priorities of the 2022-2027 Head Start Collaboration Grant.
 - Four additional surveys have been sent out for feedback on the prior 2017-2022 grant and the narrative goals for the 2022-2027 grant.
 - Feedback from the surveys will be incorporated and webinars summarizing the changes will take place before this grant is submitted by July 1, 2022.

Health & Safety

- Positive Behavior Interventions & Supports (PBIS) – Health & Safety staff along with IEE leadership started the implementation of a three-year cohort for PBIS. The purpose of this is to support school teams with a behavioral framework that will result in positive behavior and school culture, leading to systemic change in schools. The first cohort of this project are the CSI Lowest 5% schools with goals around school culture, climate, or behavior. Teams consist of a school administrator and two other school staff. There will be three cohorts in this project. Currently, in the first cohort we have nine districts (Alaska Gateway, Bristol Bay, Kodiak, Kuspuk, Lower Kuskokwim, Nome, Northwest Arctic, Yukon Flats, and Yupiit). There are 17 schools within these districts participating. Almost 70 people from Alaska attended the NWPBIS conference in Tacoma, Washington in April 2022 as the first main implementation activity for school and district teams.
- *Transforming Schools: A Framework for Trauma Engaged Practice in Alaska* - Last fall, DEED was contacted by [MDRC](#), a national social policy advocacy organization, to showcase Alaska’s Transforming Schools framework for a project funded by the Robert Wood Johnson Foundation. Sharon Fishel, Pat Sidmore (Department of Public Health), and Heather Coulehan (Association of Alaska School Boards) were interviewed on Healing Centered Practices. The MDRC project website and overview can be accessed here: [Educational Equity: Solutions Through Social and Emotional Well-Being](#). Two briefs that reference the

Transforming Schools framework are at the bottom of the website. Sharon also presented on a national panel for this project on May 3, 2022.

- The Health & Safety team was contacted by [Readiness and Emergency Management for Schools \(REMS\) Technical Assistance Center](#), requesting permission to feature Alaska's Transforming Schools: Trauma-Engaged Toolkit on their website toolbox.

Special Education

- All districts on the FY2022 compliance monitoring schedule have been completed. Districts are now in the process of submitting corrective actions or have demonstrated completion of corrective actions.
- The FY2023 monitoring travel schedule is being developed at this time.

Other Updates

COVID Fiscal Team

- DEED continues to work with districts by providing technical assistance to help districts complete, update, and revise their mitigation plans and district ARP plans as needs arise. DEED also provides monthly technical support to districts through the "COVID Coffee Break," a recurring and informal office hour provided to districts for additional support.