

State of Alaska FY2009 Governor's Operating Budget

Department of Education and Early Development

Department of Education and Early Development

Mission

The mission of the Department of Education & Early Development is to ensure quality standards-based instruction to improve academic achievement for all students.

Core Services

- Provide and evaluate a Comprehensive Student and School Assessment and Accountability System for all students and schools in Alaska that is based on student, school, educator, and culturally responsive standards and state and federal requirements.
- Develop and administer a standards and performance-based educator licensure system to ensure high quality and student achievement.
- Provide and support standards-based professional development and mentoring for Alaska's educators to ensure high quality and student achievement.
- Provide a statewide program to ensure all students have the foundational skills required for a successful transition to college and/or the workforce after high school.
- Secure and award state, federal, and private educational funding to school districts and other educational organizations to result in higher student achievement.
- Providing high quality data to school districts and stakeholders through the use of the Alaska Statewide Longitudinal Data System.

End Result	Strategies to Achieve End Result
<p>A: Schools meet Adequate Yearly Progress (AYP) as defined in the Statewide Comprehensive Accountability Plan</p> <p><u>Target #1:</u> Increase the number of schools demonstrating AYP by 5%</p> <p><u>Measure #1:</u> Percent change in number of schools meeting AYP</p>	<p>A1: Improve student performance on statewide assessments that measure proficiency in reading, writing and mathematics based on Alaska standards and content.</p> <p><u>Target #1:</u> Increase by 5% the percentage of students who meet the proficiency level in standards-based assessments in grades 3 through 10 reported for all students in all subcategories.</p> <p><u>Measure #1:</u> The percentage change of students who meet the advanced / proficiency level in standards-based assessments in grades 3 through 10 reported for all students in all subcategories.</p> <p><u>Target #2:</u> Increase by 5% the percentage of 10th grade students who meet the proficiency level on the state high school graduation qualifying exam for all students in all subcategories.</p> <p><u>Measure #2:</u> The percentage of change 10th grade students who meet the proficiency level on the state high school graduation qualifying exam for all students in all</p>

	subcategories. <u>Target #3:</u> Increase individual student achievement on Alaska's Standard Based Assessments. <u>Measure #3:</u> The percentage of schools that qualify for the Alaska School Performance Incentive Program. <u>Target #4:</u> Through Mentorship reduce the turnover rate for teachers <u>Measure #4:</u> The percentage change in teachers recruited and retained through Mentorship
End Result	Strategies to Achieve End Result
B: Increase the Statewide Graduation Rate <u>Target #1:</u> Decrease statewide student drop-out rates by 2% a year <u>Measure #1:</u> The percent change in statewide drop-out rates	B1: Improve statewide student graduation rates by implementing statewide WorkReady / CollegeReady curriculum and assessment program <u>Target #1:</u> Increase the number of students receiving a Career Readiness Certificate <u>Measure #1:</u> The percentage change of students receiving a Career Readiness Certificate

Major Activities to Advance Strategies	
<ul style="list-style-type: none"> • Provide school districts with state performance standards in reading, writing and math at the appropriate grade level. • Develop Kindergarten through 9th grade instructional units for reading, writing and math for statewide use. • Improve the Standard Based Assessments in reading, writing and math for grades 3 through 10. • Provide professional development opportunities for standards based instruction. • Provide technical assistance to school districts in aligning curriculum to state standards. 	<ul style="list-style-type: none"> • Collaboratively work with school districts to develop data based programs that provide students with opportunities to learn. • Develop and disseminate formative assessments to guide instruction. • Implement the statewide assessment database and unique student identification numbers to analyze individual student achievement. • Recruit and retain high quality teachers and principals. • Implement a program to prepare all students with the transitional skills required for college and/or the workforce after high school

FY2009 Resources Allocated to Achieve Results	
FY2009 Department Budget: \$1,186,893,900	Personnel: Full time 329 Part time 14 <hr/> Total 343

Performance Measure Detail

A: Result - Schools meet Adequate Yearly Progress (AYP) as defined in the Statewide Comprehensive Accountability Plan

Target #1: Increase the number of schools demonstrating AYP by 5%

Measure #1: Percent change in number of schools meeting AYP

The Number of Schools Demonstrating Adequate Yearly Progress (AYP)

Year	Statewide Total
2003	206
2004	290 +40.78%
2005	292 +0.69%
2006	307 +5.14%
2007	328 +6.84%

The above figures are taken from the Adequate Yearly Progress (AYP) Media Kit located on the Department's web site.

Analysis of results and challenges: This year, 328 schools made AYP targets and 170 did not make AYP out of a total of 498 schools. Last year, 307 schools met AYP out of 497 schools and 190 did not make AYP.

In percentages this year, 65.9% of schools made AYP and 34.1% did not make AYP. Last year, 61.7% of schools made AYP and 38.3% did not make AYP. In 2003, the first year the department released the AYP lists, 42% of schools made AYP and 58% did not make AYP.

This analysis was taken from the August 09, 2007 news release posted on the Department of Education & Early Development's web site [Adequate Yearly Progress Media Kit].

The Department of Education & Early Development provides detailed assessment information at the link provided below.

A1: Strategy - Improve student performance on statewide assessments that measure proficiency in reading, writing and mathematics based on Alaska standards and content.

Target #1: Increase by 5% the percentage of students who meet the proficiency level in standards-based assessments in grades 3 through 10 reported for all students in all subcategories.

Measure #1: The percentage change of students who meet the advanced / proficiency level in standards-based assessments in grades 3 through 10 reported for all students in all subcategories.

Grades 3 through 10 Proficiency / Advanced Standards Based Assessment Levels			
	Reading	Writing	Math
2006 Proficient / Advanced	78.41%	74.82%	66.67%
2007 Proficient / Advanced	82.34%	74.61%	71.79%
Changes from 2006 to 2007	3.93%	-0.21%	5.12%

Analysis of results and challenges: 2006 results are preliminary. Preliminary results are reported until the school districts have reviewed AYP data and advised the State of necessary changes.

2006 is the first year both a 10th grade Standards Based Assessment and 10th grade HSGQE test was administered. 10th graders' results represent both populations using only the HSGQE questions. The Participation Rate may not include all of these students as some may be 2nd year 10th graders.

Target #2: Increase by 5% the percentage of 10th grade students who meet the proficiency level on the state high school graduation qualifying exam for all students in all subcategories.

Measure #2: The percentage of change 10th grade students who meet the proficiency level on the state high school graduation qualifying exam for all students in all subcategories.

HSGQE Proficiency Levels for Grade 10			
	Reading	Writing	Math
2003	69.7%	83.4%	70.2%
2004	70.1%	86.2%	66.7%
Change from 2003 to 2004	0.6%	3.4%	-3.5%
2005	69.1%	84.1%	71.9%
Change from 2004 to 2005	-1.4%	-2.4%	7.8%
2006	73.7%	89.9%	77.1%
Change from 2005 to 2006	4.6%	5.8%	5.2%
2007	90.9%	81.2%	80.6%
Change from 2006 to 2007	17.2%	-8.7%	3.5%
Change from 2003 to 2007	21.2%	-2.2%	10.4%

Analysis of results and challenges: 2006 results are preliminary. Preliminary results are reported until the districts have reviewed AYP data and advised the State of necessary changes.

2006 is the first year both a 10th grade SBA and 10th grade HSGQE test was administered. 10th graders' results represent both populations using only the HSGQE questions. The Participation Rate may not include all of these students as some may be 2nd year 10th graders.

Target #3: Increase individual student achievement on Alaska's Standard Based Assessments.

Measure #3: The percentage of schools that qualify for the Alaska School Performance Incentive Program.

Analysis of results and challenges: Beginning in Spring 2005, the Standards Based Assessment (SBA) was instituted for grades 3 through 9 , and grade 10 was added in 2006. In the spring of 2007 we had comparable results for three years in grades 3-9 and two years in grade 10. The trends demonstrate increased number of students are proficient in each grade level in both reading and mathematics. In writing the trend demonstrates increased number of students becoming proficient in 5 of 8 grade levels assessed. When examining the mean scale score for all content areas, which provides for a finer grain method of examining improvement, positive trends of improvement are evident in all grade levels of reading and mathematics and in 6 of 8 grade levels in writing. The department will carry forward and continue analysis to develop longitudinal data analysis, and inform districts on areas that need focused improvement.

The Spring 2005 Standards Based Assessments are considered the baseline year for grades 3-9 , and Spring 2006 Standards Based Assessment is the baseline for grade 10. The growth in student achievement was recognized this year as forty-two schools qualified for the Alaska School Performance Incentive Program. The department expects more schools to qualify in future years as the program is adjusted to increase validity, and as schools work with students to improve achievement.

Comprehensive sets of tables and data for all assessments are available at the links provided below.

Target #4: Through Mentorship reduce the turnover rate for teachers

Measure #4: The percentage change in teachers recruited and retained through Mentorship

Change in Teacher Turnover Rates After Implementation Year

Region / Area	Turnover for 1st & 2nd-Year Teachers: 99/00 - 04/05	Turnover of Mentored Teachers in 05/06 School Year (after initial year)	Turnover of Mentored Teachers in 06/07 School Year (after 3rd year)
Statewide	23.80%	21.00%	N/A
Non-urban*	34	26.00%	N/A

*Does not include Anchorage, Fairbanks, Juneau and Mat-Su.

Analysis of results and challenges: Mentors are teachers with extensive classroom experience, often in a variety of grade levels in urban and rural Alaska. They are released from teaching to provide mentoring for a two-year period. Mentors receive formal training in 8, 3-day Mentor Academy sessions held over 2 years. Topics focus on formative (in-class) assessment tools, the analysis of student work, and differentiated instruction. 1st and 2nd year teachers from participating school districts receive mentoring.

Nationally, research shows that effective mentoring slows teacher attrition by half while increasing student achievement. Teachers who receive quality mentoring gain the skills of a teacher with 5 years' experience in just 2 years. Mentors also become instructional leaders when they return to their districts.

B: Result - Increase the Statewide Graduation Rate

Target #1: Decrease statewide student drop-out rates by 2% a year

Measure #1: The percent change in statewide drop-out rates

Dropout Rates - Statewide Totals

School Year	No. of Students Enrolled	Dropout Count	Dropout %
2003-2004	62,473	3,033	4.90%
2004-2005	62,733	3,791	6.00%
2005-2006	63,132	3,672	5.80%
Change in % from 2004 - 2005 to 2005 - 2006	-0.20%		

Note: Dropout rates are based on October 1 enrollments. The data provided above is for informational purposes only. The WorkReady / CollegeReady program implementation and baseline year is FY2008. Comparison data will be provided as it becomes available.

Analysis of results and challenges: A dropout is a student who was enrolled in the district at sometime during the school year and whose enrollment terminated. Dropouts do not include graduates, transfers to state or district approved education programs. Students with absences due to suspension, illness or medical conditions are not reported as dropouts. As defined by the National Center for Education Statistics, a student who leaves the district to obtain a GED is a dropout.

B1: Strategy - Improve statewide student graduation rates by implementing statewide WorkReady / CollegeReady curriculum and assessment program

Target #1: Increase the number of students receiving a Career Readiness Certificate

Measure #1: The percentage change of students receiving a Career Readiness Certificate

Graduation Rates - Statewide

School Year	No. of High School Graduates	Graduation Rate as a %
2004-2005	6,905	61%
2005-2006	7,361	60%
Change in % from 2004 - 2005 to 2005 - 2006	-1.00%	

Note: The data provided above is for informational purposes only. The WorkReady / CollegeReady program implementation and baseline year is FY2008. Comparison data will be provided as it becomes available.

Analysis of results and challenges: In 2006 185 of 260 schools that used the graduation rate as their other indicator (AYP requires the incorporation of another indicator, like Graduation Rates and Attendance Rates) met or exceeded the threshold rate of 55.58%. This represents a percentage of 71% of the schools meeting the graduation rate threshold.

High School Completion - Alaska school districts establish local high school graduation requirements that meet or exceed the state regulatory standards. Students are awarded high school credit on the basis of a passing grade for a course of study prescribed by the local school board. In the case of special education students precluded from taking regular course offerings, a certificate of achievement is awarded. In order to graduate, Alaska students must pass the High School Graduation Qualifying Examination, an alternative assessment program, or be waived from passing the exam, and have earned at least 21 units of credit and completed at least the following:

- language arts – 4 units of credit
- social studies – 3 units of credit
- mathematics – 2 units of credit
- science – 2 units of credit
- health/physical education – 1 unit of credit
- remaining required credits as specified by the local school board.

Many districts require more credits than the state minimum. In 2006, some 7,361 graduates were awarded a regular high school diploma and 373 were given a certificate of completion.

By incorporating the WorkKeys assessment system and the aligned curriculum into the instructional programs in individual schools, the gaps between the students scores and the essential skills required by employers and post-secondary institutions can be accurately identified and addressed through additional instruction. By engaging the students and demonstrating the correlation between education and work/college readiness, the students can document their essential skills with the Career Readiness Certificate that is portable and nationally recognized. The benefits of incorporating this program have been demonstrated to include increasing WorkKeys scores for higher lever certificates, job placement rates, passing rates on required high school exit exams, schools making AYP, attendance rates, graduation rates, SAT/ACT scores, postsecondary course retention and entrance measures, as well as decreasing the dropout rate.

Key Department Challenges

1. Continuous academic growth for all students, including closing the achievement gap in reading, writing and math

Parents, community leaders, state legislators and many other Alaskans want to know about the quality of education in their local schools. They also want to be able to improve the schools that need help and to ensure that each and every school is accountable for producing results. The decade long school reform effort to implement a standards-based system of public education has great promise in helping close the achievement gap among our students. Curriculum and assessments that are aligned to standards will help us to target the skill levels of all students and adjust their instruction to help each child be successful.

2. Continue to refine state assessment and accountability system **Statewide Assessment System**

The state of Alaska has adopted a comprehensive assessment system for all students that includes a developmental profile for children entering kindergarten or first grade, standards-based assessments for grades 3 through 10 and a High School Graduation Qualifying Examination. This assessment system will give the state and communities solid information to hold schools and communities accountable for the academic achievement of children. Each year, all schools will report certain information to their communities and state about their progress.

Alaska's assessment system needs to be fully aligned to state performance standards. Curriculum must also be aligned to state performance standards. Teachers need to be prepared to deliver standards-based instruction and know how to use the results of the assessments to adjust to individual needs of students. There has never been a time that quality and aligned assessments have been so important. Work is continuing on the statewide student assessment system to provide:

- Standard Based Assessments for grades 3-10 aligned to Alaska Standards.
- Assessments that can be given electronically or hard copy.
- Assessments that allow the state of Alaska to control the administration dates and make up tests windows.
- Assessments that return results quickly so they are instructional tools.
- Assessments that include a growth measure across grade levels. This is critical to measure progress of each student, classroom, school, district, or state. This growth measure was approved under a pilot by the U.S. Department of Education as an additional method to measure Adequate Yearly Progress under the No Child Left Behind (NCLB) Act.
- Assessments that incorporate our grade level expectations to clarify the specific skills each standard is addressing.
- Formative assessment aligned to state standards for monitoring student progress.
- Developmental profile that is aligned to the new Early Learning Guidelines and K-2 content standards

The need to have assessments aligned to our standards is critical. The need to have control over the testing dates so we get a full year of teaching before we are judged on our growth is absolutely necessary. Getting results back in a very timely manner is required in order to use the full power of assessment to drive our instruction.

High School Graduation Qualifying Exam (HSGQE)

The high-stakes consequences of the High School Graduation Qualifying Exam were implemented for students graduating in the spring of 2004. Students that have met all other graduation requirements for a school district but have not passed all three sections of the HSGQE receive a certificate of achievement rather than a high school diploma. The State Board of Education & Early Development adopted regulations governing a process for requesting a waiver from passing the HSGQE for students under certain conditions and an appeal process to the Department of Education & Early Development for students that have had a waiver request denied by the local school board.

3. Promote the continuous growth of professionals and para-professionals to provide effective standards-based instruction

Teacher Preparation, Recruitment and Retention

Many strategies will need to be employed to meet the NCLB requirements for highly qualified teachers and paraprofessionals. Working with Alaska's universities and teacher preparation programs and Alaska's school districts to develop training and mentoring programs, incentives, adequate housing in many of the rural areas, and incentives to retain teachers will be critical to delivering the high quality instruction to all Alaska's students.

Focus on a performance-based teacher certification system and promoting and supporting in-service training that directly impact instruction through the use of best practices and data will be key elements of the strategy to improve quality instruction.

4. Increase effective instructional time

The State Board of Education is committed to removing barriers to effective instructional time. The board has directed the department to minimize or eliminate statutory or regulatory requirements that detract from or take valuable time away from classroom instruction. A thorough review of all requirements is under way.

5. No Child Left Behind (NCLB)

The federal No Child Left Behind (NCLB) legislation requires that each state implement a Statewide Accountability Plan to measure whether a school is making Adequate Yearly Progress (AYP). This plan must include all statewide assessments, whether state or federally mandated, data collection and reporting requirements, a system for designating schools in need of improvement and schools that are highly successful.

While the federal NCLB law does contain many of the elements that Alaska had already built into the state's accountability plan, NCLB will provide specific challenges for the state in a number of areas including:

1. Highly Qualified Teachers and Paraprofessionals – meeting the federal definitions;
2. Choice and Supplemental Services for schools identified as needing improvement, particularly in rural and remote schools;
3. Reading proficiency required in English by the end of third grade and difficulties with heritage language immersion programs;
4. Special education students, and
5. Data reporting.

Significant Changes in Results to be Delivered in FY2009

- Continued increase in student achievement
- Full implementation of the WorkReady/College Ready program
- Increase support for the Alaska Statewide Mentoring Project
- Continuous improvement and development of the state assessments used for school accountability
- Providing quality data through the Alaska Longitudinal Data System

Major Department Accomplishments in 2007

Developed Grade Level Expectations for grades K through 2 to align with the content standards in reading, writing, and math from grades 3 through 10.

Fully implemented a growth model to measure growth of student performance on the standards based assessments in grades 3 through 10 based on Alaska standards.

Implemented a statewide teacher mentoring project involving 381 teachers with less than 2 years experience and 24 trained mentors in 36 of Alaska's school districts and 169 schools. The project also served 81 principals in 27 school districts across the state.

Began implementation of a performance-based teacher certification system to ensure that teachers new to Alaska have both the content knowledge and the ability to deliver effective instruction in order to receive professional certification – this proposal will receive public scrutiny prior to implementation.

Field tested the science standards based assessment to comply with the federal No Child Left Behind Act which requires all states to begin assessing student proficiency levels in science in the 2007/2008 school year.

Enhanced the question pool of formative assessments items in grades 3-10 that are aligned to Alaska grade level expectations for use by Alaska teachers and parents.

Implemented the Alaska School Performance Incentive program and conducted some initial evaluation analysis.

Prioritization of Agency Programs

(Statutory Reference AS 37.07.050(a)(13))

The K-12 Support programs and Mt. Edgecumbe Boarding School provide the direct support of education service delivery to the public school system in Alaska and are the top priorities of the Department of Education & Early Development.

The Teaching and Learning Support and Education Support Services RDUs provide the leadership and support to fulfill the mission established by the Alaska State Board of Education & Early Development.

The Professional teaching practices Commission, the Alaska State Library and Museums, Alaska State Council on the Arts as well as the Alaska Commission on Postsecondary Education offer unique contributions to the mission of the Department of Education & Early Development within their areas of education support and service delivery.

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|----------------------------------|---|
| 1. K-12 Support | 5. Professional Teaching Practices Commission |
| 2. Mt. Edgecumbe Boarding School | 6. Alaska State Library and Museums |
| 3. Teaching and Learning Support | 7. Alaska State Council on the Arts |
| 4. Education Support Services | 8. Alaska Commission on Postsecondary Education |

Contact Information	
Commissioner: Barbara Thompson, Interim Phone: (907) 465-8727 Fax: (907) 465-4156 E-mail: barbara.thompson@alaska.gov	Administrative Services Director: Mark Lewis Phone: (907) 465-2875 Fax: (907) 465-3452 E-mail: mark.lewis@alaska.gov

Department Budget Summary by RDU

All dollars shown in thousands

	FY2007 Actuals				FY2008 Management Plan				FY2009 Governor			
	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds
<u>Formula Expenditures</u>												
K-12 Support	960,356.0	20,791.0	11,958.0	993,105.0	985,238.2	20,791.0	12,095.1	1,018,124.3	896,778.2	20,791.0	14,300.0	931,869.2
AK Challenge Youth Academy	5,449.3	0.0	0.0	5,449.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>Non-Formula Expenditures</u>												
K-12 Support	1,888.2	0.0	0.0	1,888.2	2,500.0	0.0	0.0	2,500.0	2,500.0	0.0	0.0	2,500.0
Education Support Services	3,868.4	119.6	1,386.4	5,374.4	3,019.3	145.0	1,624.2	4,788.5	3,007.8	145.0	1,648.6	4,801.4
Teaching and Learning Support	11,901.7	162,976.5	5,571.7	180,449.9	15,552.9	191,876.9	2,520.7	209,950.5	16,944.0	191,909.4	3,861.9	212,715.3
Commissions and Boards	606.6	564.9	251.8	1,423.3	614.3	643.5	462.1	1,719.9	624.6	656.0	462.1	1,742.7
Mt. Edgecumbe Boarding School	3,582.0	0.0	4,094.1	7,676.1	3,002.8	0.0	3,939.1	6,941.9	3,452.4	0.0	3,976.5	7,428.9
State Facilities Maintenance	1,677.1	0.0	947.5	2,624.6	1,635.2	0.0	1,093.5	2,728.7	1,885.2	0.0	1,105.6	2,990.8
Alaska Library and Museums	6,202.4	879.2	518.8	7,600.4	6,304.7	1,145.5	801.1	8,251.3	6,656.7	1,145.5	803.0	8,605.2
Alaska Postsecondary Education	1,543.3	127.8	11,357.3	13,028.4	1,698.0	140.0	11,590.9	13,428.9	2,130.1	470.0	11,640.3	14,240.4
Totals	997,075.0	185,459.0	36,085.6	1,218,619.6	1,019,565.4	214,741.9	34,126.7	1,268,434.0	933,979.0	215,116.9	37,798.0	1,186,893.9

Funding Source Summary			
<i>All dollars in thousands</i>			
Funding Sources	FY2007 Actuals	FY2008 Management Plan	FY2009 Governor
1002 Federal Receipts	164,448.3	193,609.1	193,978.2
1003 General Fund Match	870.2	894.3	917.7
1004 General Fund Receipts	996,048.7	1,018,547.8	932,888.0
1005 General Fund/Program Receipts	36.8	73.9	73.9
1007 Inter-Agency Receipts	7,393.8	7,770.9	7,845.2
1014 Donated Commodity/Handling Fee Account	219.7	341.8	347.7
1037 General Fund / Mental Health	119.3	49.4	99.4
1043 Impact Aid for K-12 Schools	20,791.0	20,791.0	20,791.0
1053 Investment Loss Trust Fund	2,000.0		
1066 Public School Fund	11,958.0	12,095.1	14,300.0
1092 Mental Health Trust Authority Authorized Receipts	225.0	500.0	450.0
1106 Alaska Post-Secondary Education Commission Receipts	11,267.7	11,290.9	11,340.3
1108 Statutory Designated Program Receipts	229.3	902.8	902.8
1145 Art in Public Places Fund	0.5	30.0	30.0
1150 ASLC Dividend	1,900.0		1,345.0
1151 Technical Vocational Education Program Account	209.6	228.0	257.7
1156 Receipt Supported Services	901.7	1,309.0	1,327.0
Totals	1,218,619.6	1,268,434.0	1,186,893.9

Position Summary		
Funding Sources	FY2008 Management Plan	FY2009 Governor
Permanent Full Time	331	329
Permanent Part Time	15	14
Non Permanent	0	0
Totals	346	343

FY2009 Capital Budget Request				
Project Title	General Funds	Federal Funds	Other Funds	Total Funds
Mt. Edgecumbe High School Deferred Maintenance	0	0	1,914,000	1,914,000
Alaska State Library, Archives and Museum: Planning and Design of New Facility	0	0	4,500,000	4,500,000
Outreach and Compliance Access Database Project	0	0	40,000	40,000
School Construction Grants	0	0	19,099,558	19,099,558
School District Major Maintenance Grants	0	0	80,702,477	80,702,477
Department Total	0	0	106,256,035	106,256,035

This is an appropriation level summary only. For allocations and the full project details see the capital budget.

Summary of Department Budget Changes by RDU

From FY2008 Management Plan to FY2009 Governor

All dollars shown in thousands

	<u>General Funds</u>	<u>Federal Funds</u>	<u>Other Funds</u>	<u>Total Funds</u>
FY2008 Management Plan	1,019,565.4	214,741.9	34,126.7	1,268,434.0
Adjustments which will continue current level of service:				
-K-12 Support	-88,118.9	0.0	0.0	-88,118.9
-Education Support Services	-11.5	0.0	24.4	12.9
-Teaching and Learning Support	-122.9	32.5	-283.5	-373.9
-Commissions and Boards	10.3	12.5	0.0	22.8
-Mt. Edgecumbe Boarding School	-0.4	0.0	37.4	37.0
-State Facilities Maintenance	0.0	0.0	12.1	12.1
-Alaska Library and Museums	204.3	0.0	1.9	206.2
-Alaska Postsecondary Education	0.0	0.0	-179.6	-179.6
Proposed budget decreases:				
-K-12 Support	-887,047.9	0.0	0.0	-887,047.9
Proposed budget increases:				
-K-12 Support	886,706.8	0.0	2,204.9	888,911.7
-Teaching and Learning Support	1,514.0	0.0	1,624.7	3,138.7
-Mt. Edgecumbe Boarding School	450.0	0.0	0.0	450.0
-State Facilities Maintenance	250.0	0.0	0.0	250.0
-Alaska Library and Museums	147.7	0.0	0.0	147.7
-Alaska Postsecondary Education	432.1	330.0	229.0	991.1
FY2009 Governor	933,979.0	215,116.9	37,798.0	1,186,893.9