



NCLB Making a Difference in Alaska

- President Bush's 2005 budget proposal increases federal education funding for Alaska to more than \$309.7 million – 37% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$35.3 million – \$11.6 million over 2001 levels – to help Alaska's neediest children.
- Alaska has received \$6.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$2.7 million for Alaska. In total, over six years, Alaska is set to receive approximately \$14.4 million in Reading First funds.
- After touring parts of northern Alaska at the request of the congressional delegation, U.S. Education Secretary Rod Paige requested and obtained \$10 million from the FY 2004 federal budget for the development of teacher housing in rural Alaska. (Statement by Senator Ted Stevens, 2/16/04)
- "The Kenai Peninsula Borough School District made significant improvement under the federal *No Child Left Behind Act's* accountability standards this year, state officials announced. The marked improvement – 14 schools went from noncompliance in 2002-03 to compliance in 2003-04 – can be attributed to several different efforts, from targeted intervention for low-performing students to changes in the state's AYP guidelines, said Assistant Superintendent Sam Stewart. 'We got great cooperation from parents and students,' he said. 'Other changes that may have influenced it is some of our intervention efforts to make sure we're meeting the needs of each student. That's a goal we continue to strive to.'" (*The Peninsula Clarion*, 8/5/04)
- "Nearly two out of three Alaska schools met goals for test scores and attendance this past year, a reversal from the previous school year when nearly the same number of schools fell short of making progress. According to data released by state education officials, some schools improved their standings because students made notable academic progress. With other schools, it was a matter of reaching out to families and getting students to show up on crucial test days, since state guidelines that assess progress require high participation from kids." (*Anchorage Daily News*, 8/5/04)