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PACE
Statewide
Homeschool

September PACE Correspondence School Board Report

Enrollment: As of this writing, 9/24, the PACE enrollment count is at 258 with another 45 pending for a total of 303 students. This is up from the 248 in the August report, but still short of projected enrollment for the year. After reviewing previous board reports it seems that this is part of a larger trend. FY 25 was reported to have 425 students enrolled, FY 26 about 380, and now 303.

PowerSchool Migration: Moving from FileMaker to PowerSchool was put on pause in September for several reasons. Our primary concern was potential overlap with the state enrollment count. Moving everyone into PowerSchool while enrollments were still happening in FileMaker left too much room for error. We plan to start the process again as soon as count is over.

Another factor was the hours needed to lay the foundational work in PowerSchool. To make the transition as smooth as possible we have to set up curriculum lists and create PACE specific courses. A quick audit of the PACE courses in FileMaker returned over 6,000 courses. Most of those courses are variations of the same course. For example, U.S. History and US history, reported as their own courses. Jared was able to filter this list down to a much more manageable amount which we are then going through further. Once this is completed the courses will be put into a spreadsheet which we can upload into PowerSchool.

Curriculum: One of the difficulties with the PowerSchool migration is the absence of a course of study progression aligned with the Alaska Performance Scholarship program. PACE is a highly customizable program for families but this makes it difficult to create courses for every conceivable class. We believe that we can keep this customization while also aligning curriculum to meet the APS requirements. Our plan is to create a suggested course of study that will be provided to families upon enrollment. Within these course topics, families may choose the curriculum that best fits their needs. For example, American Literature is an APS course, but students may use African American Literature, Native American Literature, or something similar to fill that requirement.

We still believe that guardians should be able to choose their own curriculums and are preserving that as well. We plan to offer an English I through English IV track which still gives students the needed credits, but will not inherently make students eligible for the APS.

In summary, our goal is to create a suggested course of study to help students earn their APS, but if families choose not to participate, it will have no impact on their graduation progress.

SIP: This month I met with our School Improvement Specialist, Evan Hummel, to become familiar with our improvement plan. PACE completed their needs assessment last year so we are now aligning our Year 1 goals and milestones. Part of this process is the creation of a leadership team which includes community members. We hope to recruit three community members representing different parts of Alaska (P.O.W., Anchorage, and rural) to be a part of this team.

University Outreach: We have received emails from several Alaska universities asking to connect with PACE students. We are planning to offer virtual meetings to connect PACE juniors and seniors with these colleges. I communicated with APU about courses our students may be interested in and hope to have a meeting for interested PACE families before Winter Break.

Looking Ahead: There are two areas of improvement I hope to get PACE working on this year: technology and curriculum. Using a PLC model, I hope to have teachers address our computer and tablet loan policy as well as recovery procedures. Currently our tracking is decentralized and needs an enforcement

policy. The team will also seek to evaluate our current technology guidelines as this is an area of concern families have raised.

I also hope to use the PLC model to restart our curriculum evaluation process. Our current evaluation tool needs updating and only asks five questions which are heavily open to evaluator interpretation. DEED offers a resource to evaluate math curriculum which can be adapted to fit other subjects. Once this form is adapted it can be used to evaluate new and old curriculum in a multi-year cycle.