

## Research on school finance, the teacher workforce, and related topics in Alaska

The following is a list of recent publications and reports by CAEPR and ISER focused on school finance, teacher workforce issues (recruitment, retention, and turnover), and related topics. This represents only a small portion of the education-related products from CAEPR and ISER. All CAEPR/ISER reports are available on the web at Scholarworks@UA, and you can see many of our peer-reviewed journal publications on journal websites or via the UAA/APU Consortium Library. For more information, please contact Dr. Dayna DeFeo at [djdefeo@alaska.edu](mailto:djdefeo@alaska.edu).

**Equitable compensation to attract and retain qualified teachers in high-need Alaska public schools.** Matthew Berman & Dayna J. DeFeo. (2023). *Educational Policy*. <https://doi.org/10.1177/08959048231174883>

**Adaptation Isn't Just for the Tundra: Rethinking Teaching and Schooling in Alaska's Arctic.** Diane Hirshberg, Douglas Cost, Ed. Alexander, E. (2023). In: Hirshberg, D.B., Beaton, M.C., Maxwell, G., Turunen, T., Peltokorpi, J. (eds) *Education, Equity and Inclusion*. Springer Polar Sciences. Springer, Cham. [https://doi.org/10.1007/978-3-030-97460-2\\_2](https://doi.org/10.1007/978-3-030-97460-2_2)

**How much does Alaska spend on K-12 education? (2022 update).** Matthew Berman & Dayna J. DeFeo (2022). Anchorage, AK: Institute of Social and Economic Research. (Report No. 1857). <http://hdl.handle.net/11122/12960>

**School district energy costs in Alaska.** Diane Hirshberg & Nathan Green.(2021). Prepared for the Legislative Budget and Audit Committee of the Alaska Legislature. Anchorage, AK: Institute of Social and Economic Research and Fairbanks, AK: Alaska Center for Energy and Power. <https://lba.akleg.gov/wp-content/docs/Alaska-School-District-Expenditures-on-Energy.pdf>

**Recruiting, hiring, and training Alaska's rural teachers: How superintendents practice place-conscious leadership.** Dayna J. DeFeo & Trang C. Tran (2019). *Journal of Research in Rural Education* 35(2), 1-17. <https://jrre.psu.edu/sites/default/files/2019-06/35-2.pdf>

**Statute and implementation: How phantom policies affect tenure value and support.** Dayna J. DeFeo, Matt Berman, & Diane Hirshberg (2018). *Educational Policy*, 34(2), 350-376. <https://doi.org/10.1177/0895904818773917>

**It's more than just dollars: Problematizing salary as the sole mechanism for recruiting and retaining teachers in rural Alaska.** Dayna J. DeFeo, Diane Hirshberg & Lexi Hill (2018). *Alaska Native Studies Journal* 4(1). <https://scholarworks.alaska.edu/handle/11122/8323>

**How much does Alaska spend on K-12 education?** Dayna J. DeFeo, Matt Berman, Alexandra Hill, & Diane Hirshberg. (2019). Anchorage, AK: Institute of Social and Economic Research. (Report No. 1766). <https://scholarworks.alaska.edu/handle/11122/11102>

**Growing our own: Recruiting Alaska's youth and paraprofessionals into teaching.** Dayna J. DeFeo & Trang C. Tran (2019). Anchorage, AK: Institute of Social and Economic Research. (Report No. 1765). <https://scholarworks.alaska.edu/handle/11122/11114>

**The cost of teacher turnover in Alaska.** Dayna J. DeFeo, Trang C. Tran, Diane Hirshberg, Dale Cope, & Pam Cravez, P. (2017). Anchorage, AK: Institute of Social and Economic Research. (Report No. 1634). <http://hdl.handle.net/11122/7815>

**Salary & benefits schedule and teacher tenure study.** Diane Hirshberg, Matthew Berman, Dayna J. DeFeo, & Alexandra Hill, L. (2015). Anchorage, AK: Institute of Social and Economic Research. (Report No. 1584). <http://hdl.handle.net/11122/6411>

