



Representative Andi Story

Alaska State Legislature

House Bill 155

February 17, 2020

Sponsor Statement

“HB 155 An Act relating to eligibility for the Alaska performance scholarship program”

The goal of HB 155 is to allow Career Technical Education (CTE) courses to count towards eligibility for the Alaska Performance Scholarship (APS). All too often students who desire CTE classes do not have room in their schedule to simultaneously pursue a CTE track and meet APS eligibility.

HB 155 recognizes the importance of CTE for all students, whether they are headed to college, apprenticeships, postsecondary training or entering the workforce.

National research tells us that graduation rates are higher for students who take CTE courses, particularly those who take three or more courses as part of a coordinated program of study. These students are often referred to as “concentrators”. In Alaska, data shows that students who are CTE concentrators are 19% more likely to graduate than their counterparts.

HB 155 offers two avenues for a student to incorporate CTE courses in their APS application. Under the math/science option, a student may replace one credit of social studies with one credit of CTE. (Note - A credit is equivalent to one year, or two semesters of course work.)

For students pursuing a more rigorous CTE track, HB155 allows a student to replace two years of world language with two years of CTE, with one year required to be in a sequence of increasing rigor within a career cluster.

Financial assistance provided by APS is vital to many young Alaskans and it is important that students who choose a path that includes CTE have access to these resources.

Career and Technical Education offers students the opportunity to apply knowledge in a real world context, develop practices that enrich their lives, and attain skills that can lead to skilled jobs and future occupations.

Contact

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HOUSE BILL NO. 155

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTY-FIRST LEGISLATURE - FIRST SESSION

BY REPRESENTATIVE STORY

Introduced: 5/9/19

Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to eligibility for the Alaska performance scholarship program."**

2 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

3 * **Section 1.** AS 14.43.820(a) is amended to read:

4 (a) Subject to appropriation, the commission shall award an Alaska
5 performance scholarship to an applicant who

6 (1) is a resident of the state as defined in AS 01.10.055;

7 (2) graduated or will graduate within six months from a high school in
8 the state;

9 (3) except as provided in (c) of this section, has completed a core
10 academic curriculum of high school level coursework that includes

11 (A) four years of mathematics, four years of language arts, four
12 years of science, and four years of social studies, one year of which may
13 include a foreign language, an Alaska Native language, fine arts, [OR] cultural
14 heritage, or career and technical education; or

15 (B) three years of mathematics, four years of language arts,

three years of science, four years of social studies, and two years of

(i) a foreign language or an Alaska Native language; or

(ii) career and technical education, one year of which includes two semesters of sequentially more rigorous content within a career cluster;

(4) has a minimum grade-point average in high school of 2.5 or higher; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(5) has achieved a minimum score on a

(A) college entrance examination; or

(B) standardized examination designed to measure a student's level of preparedness to make the transition to work, as selected by the department; and

(6) is enrolled in good standing in a course of study at a qualified postsecondary institution in this state that is intended to result in the award of a certificate or degree.

* **Sec. 2.** AS 14.43.820(g) is amended to read:

(g) In this section,

(1) "career cluster" means a group of jobs and industries that are related by skills or products;

(2) "district" has the meaning given in AS 14.17.990.

Fiscal Note

State of Alaska
2020 Legislative Session

Bill Version: HB 155
Fiscal Note Number: _____
() Publish Date: _____

Identifier: HB155-EED-ACPE-2-10-20
Title: AK PERFORMANCE SCHOLARSHIP;
ELIGIBILITY
Sponsor: STORY
Requester: House Education

Department: Department of Education and Early Development
Appropriation: Alaska Commission on Postsecondary Education
Allocation: Program Administration & Operations
OMB Component Number: 2738

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2021 Appropriation Requested	Included in Governor's FY2021 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	FY 2021	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2020) cost: 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2021) cost: 0.0 (separate capital appropriation required)

Does the bill create or modify a new fund or account? No
(Supplemental/Capital/New Fund - discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version/comments:

Not applicable; initial version.

Prepared By:	Stephanie Butler, Executive Director	Phone:	(907)465-6740
Division:	Alaska Commission on Postsecondary Education	Date:	12/23/2019 09:14 AM
Approved By:	Neil Steininger, Administrative Services Director	Date:	01/06/20
Agency:	Office of Management and Budget		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2020 LEGISLATIVE SESSION

BILL NO. HB 155

Analysis

This bill would amend the qualification criteria of an Alaska Performance Scholarship (APS) applicant by adding an option for career and technical education to the academic curriculum; and inserts a definition for career cluster.

The Alaska Commission on Postsecondary Education (ACPE) would be required, subject to appropriation, to award students who have either successfully completed two years of foreign language or an Alaska Native language; or career and technical education coursework, one year of which includes two semesters of sequentially more rigorous content within a career cluster.

The legislation as proposed would not significantly change current program costs, as there is no requirement to modify or change ACPE operating systems. The legislation could result in a number of new students eligible for the scholarship; however, it is not anticipated at this time that the change would be sufficient to impact the annual appropriation needed to fund APS awards.

Fiscal Note

State of Alaska
2020 Legislative Session

Bill Version: HB 155
Fiscal Note Number: _____
() Publish Date: _____

Identifier: HB155-EED-SSA-2-10-20
Title: AK PERFORMANCE SCHOLARSHIP;
ELIGIBILITY
Sponsor: STORY
Requester: House Education

Department: Department of Education and Early Development
Appropriation: Education Support and Administrative Services
Allocation: Student and School Achievement
OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2021 Appropriation Requested	Included in Governor's FY2021 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	FY 2021	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2020) cost: 0.0 (separate supplemental appropriation required)

Estimated CAPITAL (FY2021) cost: 0.0 (separate capital appropriation required)

Does the bill create or modify a new fund or account? No
(Supplemental/Capital/New Fund - discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 03/31/21

Why this fiscal note differs from previous version/comments:

Updated for second session and to accurately reflect out-year funding.

Prepared By: Tamara Van Wyhe, Director
Division: Innovation and Education Excellence
Approved By: Heidi Teshner, Director of Finance and Support Services
Agency: Department of Education and Early Development

Phone: (907)269-4583
Date: 01/09/2020 01:45 PM
Date: 02/10/20

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2020 LEGISLATIVE SESSION

BILL NO. HB 155

Analysis

This bill adds an option for students who take career and technical education (CTE) courses to obtain an Alaska Performance Scholarship (APS) under the CTE track.

The options include substituting a math, science, or social studies course for a CTE course. It also adds the opportunity for students who take two years of sequentially rigorous CTE courses to substitute a year of math and a year of science for CTE courses.

There is no fiscal impact to the Department of Education and Early Development under this bill.

ALASKA PERFORMANCE SCHOLARSHIP



To apply for the APS and other financial aid opportunities, students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year. Visit fafsa.ed.gov

Required Curriculum

(for all levels)

Students can choose either curriculum option.

Contact your counselor for information about APS courses. Approved courses may also be available through resources such as the University of Alaska or others. Eligibility is determined based upon courses with a letter grade contained in your high school's permanent student record.

Math & Science Curriculum:

Science (4 credits)	
Math (4 credits)	
Social Studies (4 credits)	
Language Arts (4 credits)	Option: 1 credit CTE

Social Studies & Language Curriculum:

Science (3 credits)	
Math (3 credits)	
Social Studies (4 credits)	
Language Arts (4 credits)	
World Language (2 credits)	or 2 credits CTE* same language for both credits

*1 year sequentially more rigorous content within a career cluster

Level 1

UP TO **\$4,755** per year

Level 2

UP TO **\$3,566** per year

Level 3

UP TO **\$2,378** per year

Required GPA

3.5 or greater

3.0 or greater

2.5 or greater

Required Testing

"Certificate" means a career & technical education certificate and does not include associate's degrees.

ACT/SAT: Use APS for degree or certificate

**ACT 25
SAT 1210***

*for SAT taken March 2016 or later

**ACT 23
SAT 1130***

*for SAT taken March 2016 or later

**ACT 21
SAT 1060***

*for SAT taken March 2016 or later

WorkKeys: Use APS for certificate only A combination score of 13 or higher with no score below 4, is required in Applied Math, Graphic Literacy, and Workplace Documents

WorkKeys 13

WorkKeys 13

WorkKeys 13

On track to qualify? Get ready to put your APS award to work!
Download Initial Award and Continuing Eligibility Checklists at APS.alaska.gov

Questions? Visit APS.alaska.gov



rev. 01/23/2018



ALASKA PERFORMANCE SCHOLARSHIP



To apply for the APS and other financial aid opportunities, students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year. Visit fafsa.ed.gov

APS QUALIFYING COURSES

Only approved courses can be used to complete the required APS curriculum. Eligibility is determined based upon courses with a letter grade contained in your school's permanent student record. Each requirement is for a complete unit of credit (half-credit courses count as half of a required APS course).

The State Board of Education & Early Development has published the following approved standard courses. Any course consisting of a complete unit of credit and matching the titles of the approved standard courses can be used to meet the APS curriculum requirements.

Public School Districts may also approve standard courses. Each school district is responsible for providing students with a complete list of APS-qualifying courses.

For private/homeschool students applying for the APS to the Department of Education & Early Development (EED) using the APS Eligibility Determination Application, the use of any additional courses to meet the APS curriculum requirements must first be approved by EED.

STUDENTS MAY ALSO USE APPROVED ADDITIONAL COURSES AS FOLLOWS:

Social Studies & Language Curriculum option:

Up to one additional course may be substituted for a standard course in each subject area (math, science, language arts, and social studies).

Math & Science Curriculum option:

Up to one additional course may be substituted for a standard course in math and language arts, and up to two additional courses may be substituted for standard courses in science and social studies. Additionally, for the Math & Science Curriculum option only, a foreign language, Alaska Native Language, American Sign Language, cultural heritage, or fine arts course may be substituted for one standard course of social studies.

Please note: Students in public school districts can select additional courses only from a list of approved additional courses provided by their district.

or CTE course

MATH

standard courses

- ☐ algebra 1
- ☐ algebra 2
- ☐ geometry
- ☐ trigonometry
- ☐ pre-calculus
- ☐ calculus
- ☐ calculus 2
- ☐ statistics

SCIENCE

standard courses

- ☐ physical science
- ☐ earth science
- ☐ biology
- ☐ chemistry
- ☐ physics
- ☐ marine biology
- ☐ anatomy & physiology

LANGUAGE ARTS

standard courses

- ☐ composition
- ☐ American literature
- ☐ world literature
- ☐ speech & debate
- ☐ advanced composition
- ☐ creative writing
- ☐ British literature

SOCIAL STUDIES

standard courses

- ☐ world history
- ☐ American history
- ☐ geography
- ☐ American government
- ☐ civics
- ☐ economics
- ☐ Alaska history
- ☐ western civilization
- ☐ eastern civilization
- ☐ psychology
- ☐ sociology

WAYS TO ACCESS APPROVED COURSES:

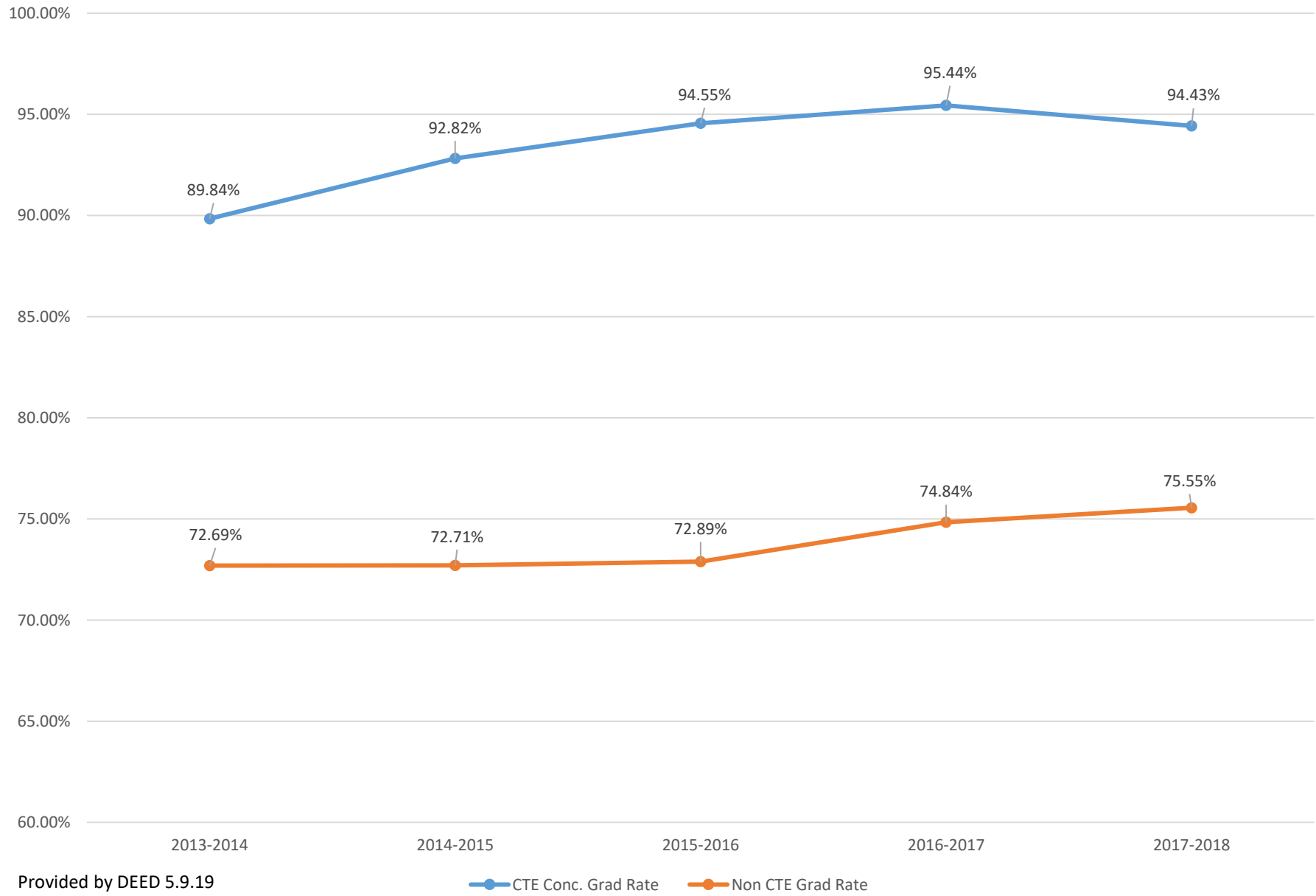
Several alternative sources to access approved APS courses are available (such as the University of Alaska or others). In most cases, a fee will be required to enroll in these courses. If you are considering using courses from outside of your school to qualify for the APS, ensure these courses are approved by your district.



















Questions? Visit APS.alaska.gov



CTE Concentrator vs. Non CTE Graduation Rate over Time



Career Cluster Name	Description	Career Cluster Name	Description
	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fuel, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.		Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
	Careers in designing, planning, managing, building and maintaining the built environment.		Preparing individuals for employment in career pathways that relate to families and human needs.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.		Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.		Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
	Planning, managing and providing education and training services, and related learning support services.		Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
	Planning, services for financial and investment planning, banking, insurance, and business financial management.		Planning, managing, and performing marketing activities to reach organizational objectives.
	Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.		Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.		Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.



RESOLUTION 2019-2
Supporting HB 155

WHEREAS, the Alaska Association for Career & Technical Education (Alaska ACTE) is the state's only member-driven organization for career and technical education (CTE) professionals;

WHEREAS, the mission of Alaska ACTE is to provide leadership to ensure all students have access to quality CTE;

WHEREAS, the goal of HB 155 is to increase access to CTE by giving students the opportunity to take CTE courses that count towards eligibility for the Alaska Performance Scholarship (APS);

WHEREAS, HB 155 offers greater flexibility for students as they choose courses and recognizes the importance of CTE in student preparation for college, career, apprenticeships, and other postsecondary training opportunities;

WHEREAS, financial assistance provided by APS is vital to many young Alaskans and it is important that students who choose a path that includes CTE have access to these resources;

WHEREAS, Alaska Hire is good for Alaska's families, communities, and our state as a whole;

WHEREAS, all students can benefit from CTE and whether college bound or not, CTE offers valuable skills and a pathway to certifications and jobs;

WHEREAS, CTE offers students the opportunity to apply knowledge in a real world context and develop practices that enrich their lives while attaining skills that can lead to jobs and future occupations;

THEREFORE BE IT RESOLVED that Alaska ACTE supports HB 155 and requests the Alaska legislature to pass legislation that will provide avenues for students to incorporate CTE courses in their APS application.

A handwritten signature in blue ink, appearing to read "M Frazee".

Alaska ACTE President, Missy Frazee

October 2019

Date



Learning that works for Alaska

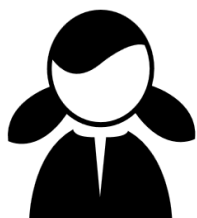
The CTE brand logo, brand positioning theme and brand extensions are the property of

WHO ARE ALASKA'S CTE STUDENTS?



2018-2019 STATEWIDE AVERAGES

DEMOGRAPHICS



43%

Of CTE participants are female

41%

Are economically disadvantaged

31%

Are NTO*

14%

Are disabled

8.7%

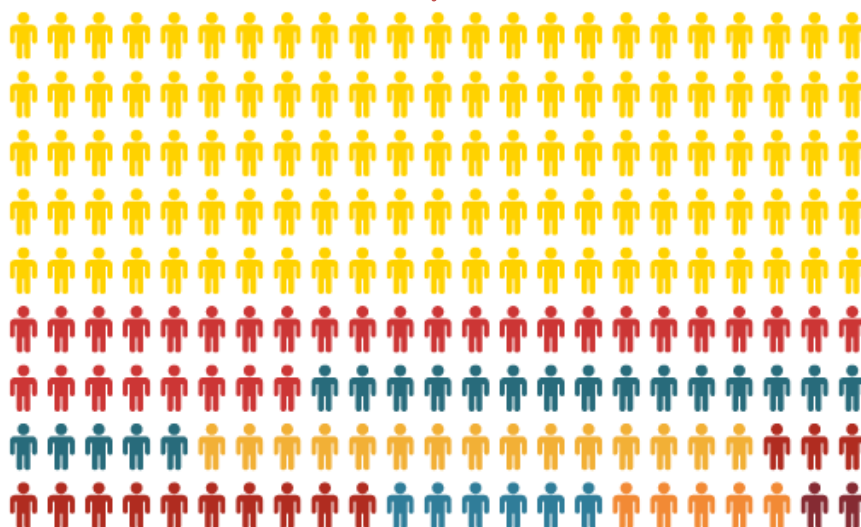
Are Migrant

6.5%

Are EL†

* Nontraditional Occupations

† English Learners



👤 Caucasian— 55%; 👤 Alaska Native—15%; 👤 Two or more races—10%; 👤 Asian—7%; 👤 Hispanic—6%;
👤 Black—3%; 👤 Pacific Islander—2.5%;
👤 American Indian—1%

CTE IN ALASKA



95% GRADUATION

CTE concentrators‡ are 17% more likely to graduate than their non-CTE counterparts.

‡ Students with ≥ 2.0 HS CTE credits



17.5%

Alaskan graduates are CTE concentrators



30%

Of students took at least one CTE class in high school

73%

Of CTE concentrators go on to postsecondary, adv. training, the military, or employment.

	2013	2014	2015	2016	2017	2018	2019	7 year trend
Female participants	44.23%	43.61%	43.05%	42.32%	42.56%	42.77%	43.02%	↘
Economically disadvantaged	38.28%	38.06%	34.77%	38.00%	40.20%	40.74%	40.57%	↗
NTO	23.55%	22.03%	17.84%	18.20%	29.46%	31.89%	30.72%	↑
ELL & Migrant	12.52%	13.35%	12.59%	13.46%	13.37%	14.06%	15.15%	→
Disabled	12.15%	12.47%	13.04%	11.00%	13.98%	13.96%	13.80%	→
	2013	2014	2015	2016	2017	2018	2019	7 year trend
Caucasian	55.47%	55.06%	54.38%	54.60%	54.19%	54.69%	55.34%	→
Alaska Native	15.92%	15.81%	15.94%	15.98%	16.09%	15.00%	14.88%	→
Asian	7.62%	7.82%	7.21%	7.44%	7.23%	7.60%	7.22%	→
Multiracial	6.66%	6.94%	10.16%	8.28%	9.49%	9.21%	9.64%	↗
Hispanic	6.78%	6.79%	6.37%	6.80%	6.51%	6.84%	6.38%	→
Black	3.87%	3.68%	3.26%	3.34%	3.07%	3.13%	2.80%	→
Pacific Islander	2.26%	2.50%	1.74%	2.30%	2.05%	2.22%	2.60%	→
American Indian	1.42%	1.41%	0.94%	1.26%	1.37%	1.33%	1.13%	→
	2013	2014	2015	2016	2017	2018	2019	7 year trend
CTE Concentrator graduation rate	89.54%	89.84%	93.00%	94.55%	95.44%	94.43%	84.72%	→
CTE Participants	38.73%	34.76%	29.35%	32.47%	31.70%	33.56%	30.08%	↘
% of AK grads who are CTE Concentrators	24.89%	19.24%	17.80%	18.46%	18.47%	17.38%	17.50%	↘
Placement rate	77.06%	80.52%	79.80%	78.90%	79.00%	69.45%	72.69%	↘

CAREER TECH

A newsletter for Alaska ACTE Members
www.alaskaacte.org



From the Leadership - 1
Northern Region Update - 2
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HAPPY NEW YEAR - A PROMISING FUTURE FOR CTE

By Missy Frazee, President

Happy New Year to you! As the President of Alaska ACTE, I'd like to take a moment to thank you for all the work you do for Alaska. Building a strong Alaskan workforce is no easy task. We are battling economic challenges, social challenges and resource challenges that make our work even more important to the prosperity of our state.

Alaska ACTE is committed to helping education and industry unite to address our workforce challenges. Our mission is to **provide leadership to ensure that all students have access to quality Career & Technical Education**. We are the network that aligns education and industry to develop a strong Alaska workforce.

As we head into the next decade, your association is committed to increasing our communication and outreach to you. We want to highlight the incredible CTE programs in school districts, colleges, universities and training centers across the state. Our goal is to help you connect to more partners, build stronger CTE programs and help students close out the next decade as part of a **STRONG ALASKA WORKFORCE**. Each newsletter will highlight different regions of our state to share program highlights in secondary education, post-secondary education and industry.

Although we cannot predict the future, we can use knowledge and research from the last decade to advocate for CTE in our state. Research shows that students who engage in CTE are more likely to graduate high school, persevere through post-secondary education, and earn a higher wage upon graduation. In fact, graduates with technical or applied sciences associates degrees can out earn bachelor's degree holders by \$11,000! (*Schneider 2013, College Measures*)

In the coming year, look for Alaska ACTE news on professional development opportunities, region updates, volunteer opportunities and networking events. You are part of a network of CTE professionals and your success is important to us. You can also follow us on Facebook, Instagram and Twitter!

NORTHERN REGION UPDATE

By: Ronnie Hawley, Northern Region Rep



Alaska ACTE's Northern Region is represented by the programs in the North Slope Borough and includes the North Slope Borough School District (NSBSD) and Ilisagvik College.

North Slope Borough School District

www.nsbsd.org

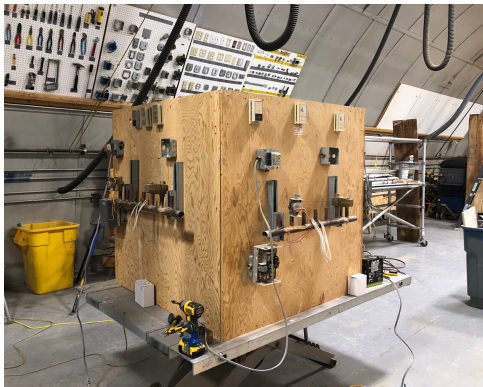
NSBSD provides a variety of CTE programs to students including wood shop, carpentry, welding, hydroponics, business and drones. The district partners with Alaska EXCEL, ANSEP, Project Lead the Way, Ilisagvik College and numerous local businesses to bring high quality programs to students.

Nunamiut School

Students at Nunamiut school participated in a week long intensive program in December to learn about culinary arts, native arts, sewing and behavioral health.

Tikigaq School - Hydroponics

Tikigaq School implemented a hydroponics growing cabinet to introduce students to the lifecycle of food production. High school students checked Ph and water levels while middle school students harvested the food for use in the school's kitchen.



Ilisagvik College

www.ilisagvik.edu

A lot is happening on the Ilisagvik campus. CDL and Drivers Ed preparation happened in Barrow, Kaktovik, Nuiqsut, Pt. Hope and Wainwright. Students were able to study and test online for the proctored DMV exams. This allowed students to complete DMV forms for their permit or off-system license from their home village. These are critical requirements for many jobs in the region! The driving program in Barrow now includes the new addition of a stop light.

On campus the school held NCCER education in Carpentry, Welding, Project Supervision and Heavy Equipment. New courses in Hydronic Systems and Fuel Gas & Fuel Oil Plumbing Systems were introduced in the Fall.

In efforts to reach students, Ilisagvik hosts weekly middle school outreach programs to introduce students to the programs available on the campus.



SOUTHCENTRAL REGION UPDATE

By: Tyler Gilligan, Southcentral Region Rep



Alaska ACTE's Southcentral Region comprises schools, colleges and training programs in Anchorage, Mat-Su, Prince William Sound, Kenai Peninsula and Kodiak. With the densest population of the state, the South Central region is in no short supply of phenomenal CTE training programs!

Mat-Su School District

<https://www.matsuk12.us/domain/94>

Mat-Su's Wildland & Fire Fighting CTE Program of Study in Mat-Su provides an opportunity for students to engage in a sequence of courses that prepares them for "Red Card" credentialing through the Department of Natural Resources, for post-secondary articulation and for skilled entry into the forestry and fire fighting industry. Students are provided work-based learning with the Departments of Natural Resources on their Hot Shot Fire Fighting Crews and with the Parks and Recreation Departments clearing and maintaining trail systems. This program has clear connections to Emergency Management careers, Emergency Medicine careers, Outdoor Survival skills and training, Environmental Science careers, and to a life of adherence to a top level of required physical fitness.

Alaska Vocational Technical Education Center - AVTEC

www.avtec.edu/departments/alaska-maritime-training-center

The State of Alaska has more coastline than all of the United States combined, making Alaska's maritime environment very challenging. The Alaska Vocational Technical Center (AVTEC) is home to the Alaska Maritime Training Center, a United States Coast Guard (USCG) approved training school with forty USCG approved courses. As one of the few maritime training schools in the country offering Ice Navigation courses and one of the first schools in the country with the newly USCG updated and approved Qualified Member of the Engine Department (QMED) Junior Engineer course, the AMTC at AVTEC stays busy preparing Alaskan's for work in the maritime industry.

High school students can begin their maritime training through AVTEC's online Nautical Skills course. Students learn about maritime careers, chart navigation, safety, nautical rules, knot tying and more!

PROFESSIONAL DEVELOPMENT CONFERENCE - HIGHLIGHTS

By: Missy Frazee, President



"This conference is vital to the foundation of CTE efforts in Alaska. Thank-you for the continued commitment to providing this PD and networking time."
PDC Attendee



Each year the Alaska ACTE hosts a Professional Development Conference (PDC) in Anchorage to provide education and industry an opportunity for professional growth and collaboration. More than 150 teachers, administrators, faculty and industry spent 4 days in hands-on workshops, breakout sessions, and program tours to learn best practices in CTE. The conference was headlined by keynote speaker, Dr. Kevin Fleming (*photo top right*).

Each year the association recognizes outstanding educators, counselors and CTE supporters during the conference at the Awards Luncheon. This year the association honored six individuals who exhibit excellence in CTE (*from right to left pictured in top left photo*).

Career Guidance Award: Laralinn Hill, Mat-Su Borough School District

Leadership Award: Julia Renfro, Alaska Commission on Postsecondary Education (AKCIS)

New CTE Teacher of the Year: Adam Wood, East High School Metal Fabrication

CTE Teacher of the Year: Brian Marvin, Northwestern Alaska Career and Technical Center

Innovative Program Award: Becky Toussaint, Alaska Resource Education

Community Contribution Award: Ben Craig, Anchorage Technology Forum

Hands-on Workshops

New to the conference this year were full-day, hands-on workshops in Culinary, Health Science and the Educators Rising curriculum. Culinary teachers participated in CHOPPED: Prepare, Eat and Compete where they learned to prepare an appetizer, main dish and dessert before participating in a Chopped-style competition. Participants left the workshop with 4 lessons plans and a full belly! Look for a growing list of hands-on opportunities next year.

2020 Professional Development Conference

Save the date for the 2020 Professional Development Conference to be held **October 11-14, 2020** at The Hotel Captain Cook in Anchorage, Alaska. A call for presenters will come later in the Spring.



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

Alaska Commission on Postsecondary Education

EXECUTIVE OFFICE

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February 13, 2020

The Honorable Andi Story
Alaska House of Representatives
Alaska State Capitol, Room 403
Juneau, Alaska 99801

Dear Representative Story:

Thank you for the opportunity to provide communication regarding HB 155, which would expand the eligibility requirements for the Alaska Performance Scholarship (APS) to include a high school career and technical education (CTE) pathway. The Commission is very aware of the need to expand CTE opportunities in Alaska and supports CTE as integral to the future success of our Alaska students and our state. The Commission's next meeting is in April, and the agenda includes consideration of a formal resolution in support of HB 155.

If passed, HB 155 will allow more Alaska students with the opportunity to be eligible for the APS, and will specifically expand options for high school CTE students. Creating this high school pathway aligns with the existing APS CTE award. A CTE pathway is becoming increasingly urgent, based on data that 65% of Alaska's best jobs in 2025 will require a postsecondary credential, including a high need for an Alaska workforce with CTE credentials.

Thank you for your commitment to ensure Alaska students have an opportunity to pursue their education goals, and for the privilege of providing this letter regarding HB 155.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Butler".

Stephanie Butler
Executive Director

Mary Hakala

From: TRISH ZUGG <Trish.Zugg@matsuk12.us>
Sent: Tuesday, February 18, 2020 9:06 AM
To: Rep. Andi Story
Cc: Mary Hakala; JUSTIN AINSWORTH
Subject: HB 155 Eligibility for APS

Good Morning Representative Story,

I'm writing in support of HB 155 which allows CTE credits to be used for eligibility for the Alaska Performance Scholarship.

Simply put, Career & Technical Education (CTE) works for students. In a data-driven decision making era, CTE certainly speaks volumes with its data on success.

Speaking from a data standpoint, for the Mat-Su Borough School District (MSBSD), 97% of our CTE Concentrators graduate from high school. That is compared to a respectable overall graduation rate of 83-85%. This is certainly because CTE adds relevance to education and answers the question of "when will I ever use this Math" or "when will I ever use this Science". At a Concentrator level, rigorous academics are embedded with the skills and employability training covered over a series of courses which increase in rigor in a single program area. Where academics and learning make sense contextually in a student's future, lifelong learning is also breed.

Further, 73% of CTE Concentrators in MSBSD go on to postsecondary, advanced training, the military, or employment. Affordability and scholarship to help ALL those invested and aligned for postsecondary study in CTE, certainly is a smart return on investment for Alaskans. Motivation for further training and study is amplified with affordability and scholarship, that coupled with a student who has already launched their skills training in high school is sure to raise the bar for program completion. Pursuit of postsecondary training will match our students/young adults with placement into high wage, high demand, livable wage futures.

As Alaska is dominantly a resource extraction and unique infrastructure state, and one with an aging population seeking quality healthcare providers; CTE success data in these "hard to fill in the workforce" and labor market demanded program areas, proves to be the best return on investment for Alaska!

Thank-you for all you do in support of effective 21st Century CTE, workforce development, and for supporting postsecondary options for All of Alaska's training options!

Patricia Zugg - CTE Program Administrator

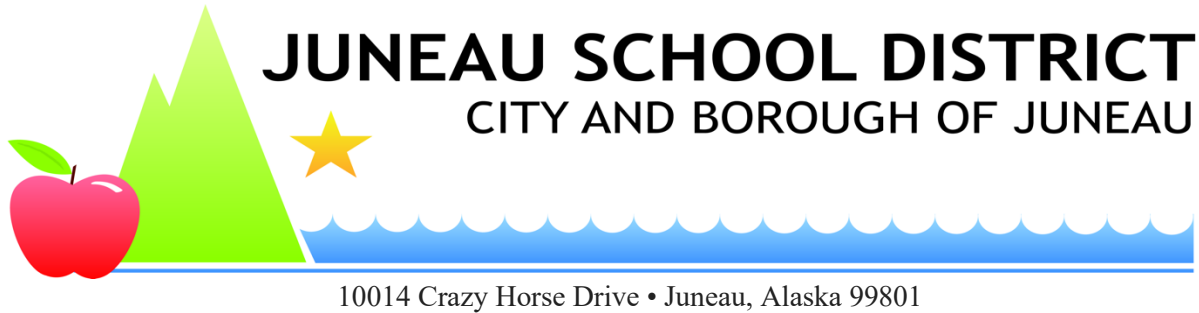
Matanuska-Susitna Borough School District

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~ Association for Career & Technical Education (ACTE) – Region V Policy Committee

Our future is in Career Connected Learning!



February 17, 2020

Representative Andi Story
Alaska State Capitol, Room 403
Juneau, Alaska 99801

Dear Representative Story:

I am writing in support of HB 155, *An Act relating to the eligibility for the Alaska Performance Scholarship (APS) program*. This bill now provides our students the opportunity in their high school schedules to take Career and Technical Education (CTE) courses that count towards the APS program.

HB155 provides students the opportunity to prepare for postsecondary education and Alaska's workforce while in high school. This bill support students taking both both rigorous academic and career and technical courses that helps prepare them for careers in the trades, business, health sciences, and STEM.

97% of Juneau School District students who take 2 credits in a career pathway graduate from our high schools and 80% of those students go onto further education and/or employment (Alaska Department of Education and Early Development Perkins Reports 2018-2020).

Currently, our school district requires 23 credits to graduate within a 24-credit earning window in 6 periods per day over 4 years. There is not much time in a student's schedule to engage in CTE career pathways if they want to be eligible for the current APS scholarship.

The new CTE option within the APS now provides the much-needed opportunity for students to engage in these high demand career courses and pathways while in high school as we prepare them for further training and entre to Alaska's workforce.

Thank you for your support of Career and Technical Education! Feel free to contact me for further information.

Sincerely,

Carin Smolin
Career and Technical Education Coordinator
Juneau School District
907.523.1877
carin.smolin@juneauschools.org



2019-2020

Juneau-Douglas High School: Yadaa.at Kalé Career & Technical Education Highlights

House Build students with teacher **Andy Bullick** and the UAS Construction team are working on installing flooring for House Build 1 and preparing for International Residential Code certification. Students are planning to participate in the Habitat for Humanity House Build program in March in Hawaii. **Basic Construction** students built a playhouse for a local daycare and used the Carpenters *Career Connections* curriculum applying skills to small construction projects. **Metals 1** students are learning stick welding, and **Metals 2** students are using advanced welding skills fabricating design projects.

CAD 1 students with teacher **Colin Dukes** are planning potential designs for a community project with CBJ. Last semester students developed ideas for the Cope Park Bike Park. **Woods** classes are developing employability skills, learning shop safety, and building dovetailed boxes while students in advanced woods are building furniture and skis.

Intro to Trades students are learning how to use the basic tools of woods, metals, and small engine repair in simple projects. Woods students built birdhouses. Small Engines students learned to fasten bolts, cut threads, and repair damaged bolts, and measure engine components using calipers, micrometers, and feeler gauges. They also learned how to safely lift vehicles, change tires, and inspect brakes. Metals students taught JDHS teachers basic welding at a recent staff inservice.

Auto Mechanics students with teacher **Chris Hinkley** have worked on a number of automotive systems including: changing wheels to studded tires, oil changes, replacing brake systems, replacing power steering lines, scanning for error codes, and rebuilding engines! Students learned to approach difficult jobs, keep the workplace organized and clean, and how to work through challenges. **Small Engines** students are learning the fundamentals of engines as well as basic maintenance and troubleshooting. Students completely disassembled and reassembled single cylinder lawn mower engines and were all able to get them running!

Video Production students with teacher **Lexie Razor** and industry trainer **Mikko Wilson** learned the technical skills of video production and are producing bi-weekly live 10-minute student newscasts on YouTube: <http://JDHSVideo.org>.

Fisheries Tech students with teacher **Henry Hopkins** are monitoring an instream salmon eggs incubator, engaging in salmon scale analysis, and working with Fish and Game and DIPAC learning about hatchery operations.

Oceanography students with teacher **Ben Carney** are studying tides and tsunamis and will begin assessing climate change with respect to ocean and biodiversity. **NOSB** students are preparing for the upcoming state competition through their research on “resilience in ecosystems” with a focus on kelp ecosystems.

Exploring Business students with teacher **Chris Heidemann** are learning about supply and demand, basic economics and playing the stock market game. **Contemporary Cuisine** students earned AKDEC Food Worker Cards while learning about sanitation and safety. Students are learning about careers in the hospitality industry and skills in baking and preparing complicated side dishes and whole meals. **Work Readiness** students are learning Microsoft Excel and Word, learning about their personality and career interests through research projects.

Human Anatomy and Physiology students with teacher **Jasmine James** are studying skeletal and muscular system and joint movements. The classes will be going on field trips to both Bartlett Hospital and SEARHC to learn about careers.

15 Emergency Trauma Technician students with instructor **Scott Ferguson** completed training and earned state certification.

Intro to Health Sciences students with teacher **Henry Hopkins** are learning the importance of vaccine compliance and interpreting vaccine records, researching the outbreak of the coronavirus, and job shadowing at Bartlett Hospital and local medical offices. **Outdoor Biology** students made traditional Atlatl spear throwers used for hunting, learned about the science of trajectory, and mapped Tlingit Aani Southeast Alaska Cultural Sites.

Intro to Engineering Design students with teacher **Chris Hinkley** are learning the design process, sketching, dimensioning, and CAD modeling. Students utilize the CNC, 3d printer, lathe and other tools for a series of small hands on projects, while simultaneously working on larger year-long projects. There are three teams in the class: one working to design and build an electric guitar, another creating an exoskeleton arm, and the third group building an electric bicycle.

Girls in the **IGNITE club** with teacher **Caplan Anderson** explore interests and non-traditional careers in STEM and the Trades. Students recently built a roof on a barn for Gastineau School and are in the planning phase for site prep and fencing with UAS mentor Robin Gilcrist.

JDHS Robotics is comprised of two teams, "Bots in Black" and "Accidental Volunteers." After a successful Southeast Regional competition, both teams are headed to the State competition. Team members took note at Regionals of the strengths and weaknesses of their robot and are making improvements for the state competition.

AP Computer Science Principles students working with TMHS teacher **Carol May** have learned a block-based programming platform, the basics of JAVA and digital filters, graphics, audio, cyber security, digital ethics, and handling big data. In preparation for the AP exam, students are working on their "Create Performance Task", where they will design their own app. **Introduction to Computer Science** students working with JDHS Teacher **Lexie Razor**, have been learning about the programming language Python and writing linear programs, figuring out loops and rays as well as some basic graphics.

Alaska Native Design students with teacher **Lyle James** are learning how to draw humanoid faces and Southeast Alaska animal clan designs. Students in 3D Alaska Native Design are carving grease bowls.

Ed Rising taught by TMHS teachers **Gretchen Kriegmont and Luke Gunkel**, have 11 students this semester who are learning about developmental psychology and how it can be utilized to create a more personalized learning experience for each student in the classroom. Students apply their learning through internships in elementary classrooms.



2019-2020

Thunder Mountain High School

Career & Technical Education Highlights

Marine Biology students with teacher **Kristen Wells**, Dr. Shannon Atkinson and Kendall Mashburn with UAF, and Ashwin Sreenivasan with UAS, are rearticulating two marine mammal skeletons this spring, a harbor seal, sea otter, and humpback whale flipper. The students are also involved in a training on remote monitoring of marine species using quadcopter/drones and will experience controlling a drone and taking a picture. **Applied Science-STEM** students learned coding and engineering design and engaged in project-based learning using 3D and 2D technology. Students are also engaged in the **Ocean Guardian Program** working on local projects including reducing single-use plastic items going to the landfill from the schools.

Digital Arts students with teachers **Kent Mearig and Kristen Wells**, are learning fundamentals of good digital design, photo manipulation in Photoshop, and layout and design in Illustrator.

Finance and Investing students with teacher **Svetlana Filkova** learned about personal finance and investments. All students created a financial portfolio and learned about budgets, loans, taxes, insurance, how to read their paychecks, analyze financial records, and buy and sell stocks. **Exploring Business** students are learning about basic economics.

AP Computer Science Principles students working with TMHS teacher **Carol May** have learned a block-based programming platform, the basics of JAVA and digital filters, graphics, audio, cyber security, digital ethics, and handling big data. In preparation for the AP exam, students are working on their "Create Performance Task", where they will design their own app. **Introduction to Computer Science** students working with JDHS Teacher **Lexie Razor**, have been learning about the programming language Python and writing linear programs, figuring out loops and rays as well as some basic graphics.

Human Anatomy and Physiology students with teacher **Kathleen Galau** are looking into the process the FDA uses to approve new medications, learning about Alaska Native medicinal plants and determining how to have them approved by the FDA. The classes will be going on field trips to both Bartlett Hospital and SEARHC to learn about health careers.

Outdoor Biology students with teacher **Adrianna Northcutt** learned about Coast Guard careers and cold water survival and boating safety taught by active Coast Guard members. Students were introduced to the "Kids Don't Float program" and some students will receive state training to become ambassadors to teach other students about this safety. Students also worked with DIPAC and Fish and Game and raised over 100 king salmon fry in their classroom tank.

Forensic Science students have learned about the psychology of observation and memory and engaged with the school psychologist in how it relates to forensic science.

Work Readiness students with teacher **Alan Young** explored career interests, learned about taxes, time management, job search and interview skills, and engaged in projects such as learning how to buy a car. They are also doing research on college options and have frequent guest presenters to talk about real-life experiences in various career pathways.

Ed Rising taught by **Gretchen Kriegmont and Luke Gunkel**, have 11 students this semester who are learning about developmental psychology and how it can be utilized to create a more personalized learning experience for each student in the classroom. Students apply their learning through internships in elementary classrooms.

Earth Science students with teacher **Topaz Shryock** are learning about plate tectonics. Students recently designed models of what the Mendenhall Valley looked like through time in regards to the glacier and sea levels.

15 Emergency Trauma Technician students with instructor **Scott Ferguson** completed training and earned state certification.

Culinary students in **Jay Watt's** classes have earned AKDEC Food Worker Cards while learning about sanitation and safety. **Contemporary Cuisine** students are learning knife skills and beginning a unit on soups. **Culinary 1** students are learning the fundamentals of classic French mother sauces. They are also working on restaurant design including researching themes, interior design, menus, and real estate transactions.

Woods students in **Al Tingley's** classes are learning employability skills, shop safety skills, and building small boxes and cutting boards.

Alaska Native Design students with teacher **Lyle James** are learning how to draw humanoid faces and Southeast Alaska animal clan designs. Students in 3D Alaska Native Design are carving grease bowls.

TMHS **Robotics** teams took almost all of the awards at Southeast regionals: Inspire, Winning Alliance Captain, Think Award, and Connect, and four teams qualified for state in February. This year's challenge involves picking up and stacking interlocking blocks and teams have been experimenting with many different designs and are in their final stages of programming. When they are not building, teams are out in the community spreading the fun of robotics and STEM. The all-female team mentored two Girl Scout FLL robotics teams, and all the teams helped run events at the district elementary science night.



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Alaska Council of School Administrators

February 18, 2020

The Honorable Representative Andi Story
Alaska State Legislature
Capital Building, Rm 403
Juneau, AK 99801

Dear Representative Story,

The Alaska Council of School Administrators (ACSA) offers its support for HB 155, “an act relating to eligibility for the Alaska performance scholarship program.” We recognize the important role Career and Technical Education (CTE) plays in student learning and applaud your effort to expand eligibility requirements for students who wish to continue their education through the Alaska Performance Scholarship (APS).

ACSA’s purpose is to provide a voice that champions possibilities for **all** students, including those interested in pursuing apprenticeships and other postsecondary training opportunities. We have continually prioritized CTE in our annual [Joint Position Statements](#) (attached), because we recognize the valuable skills and opportunities it offers students. Students concentrated in CTE programs are more likely to graduate and see higher career earnings than their peers who focused on academic courses but did not obtain a college degree.

Data from 2018 shows that economically disadvantaged students from low income households as well as students from rural communities are more likely to enroll in CTE courses. For these students, HB 155 provides a critical opportunity to build future-ready skills.

This legislation would benefit students across the state and strengthen Alaska’s economic growth and stability. We are eager to support this policy and work together to advance these shared goals.

Thank you for your commitment to improving public education for all students in Alaska. Please let us know if we can be of further assistance.

Sincerely,

Robin Jones
President