



# Alaska's Renewable Revenue Curriculum

Senate Resources Committee

March 24, 2025

## Mission

Educate students about Alaska's natural resources.

## Vision

Empower students to be informed stewards of Alaska's natural resources.

## Values

- Innovation
- Collaboration
- Flexibility
- Fun



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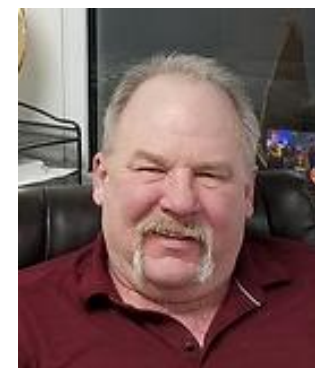
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# ARE Core Team



**Ella Ede**  
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**Beki Toussaint**  
Program Director



**Taylor Burgh**  
Operations Manager



**Natalie Gomez**  
Events & Marketing Manager



**Brant Hylinski**  
STEM Educator



**Naomi Mitchell**  
Interior Program Coordinator



**Leola Rutherford**  
STEM Educator

# K-12 STEM EDUCATION

## CLASSROOM VISITS

Guest teaching in schools across Alaska in person and on Zoom

## YOUTH PROGRAMS

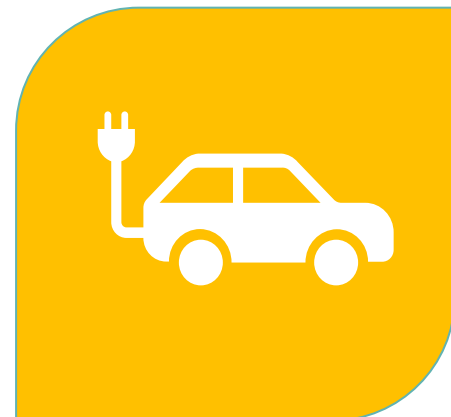
Deeper explorations in after school programs, STEM nights, & camps

## TEACHER TRAININGS

Educating teachers about our resources and how to implement them in the classroom



ROCKS & MINERALS



ENERGY



FORESTRY



WHAT IS A NATURAL RESOURCE



WHERE DO THEY COME FROM AND HOW DO WE GET THEM ?



WHAT ARE THE ASSOCIATED CAREERS?

# Spark



*Spark interest in learning about Alaska's resources*

# Ignite



*Ignite passion for understanding connections to our resources*

# Launch



*Launch into the next phase with the knowledge to make informed decisions*



***Understanding of our largest financial resource***

Alaska's Renewable Revenue Curriculum aligns with state curriculum standards in high school **Math, Science, Government, and History** incorporates:

- ✓ The Alaska Permanent Fund overview
- ✓ Investment management
- ✓ How the Fund converts nonrenewable resources into a renewable economic resource
- ✓ Financial literacy



**Standards Crosswalk**

OBJECTIVE	AK MATH	AK SCIENCE	AK GOV	AK HIS
Explore the impact of resource development revenues on the State of Alaska's finances and how the Alaska Permanent Fund functions as a renewable financial resource through savings, investing, and producing revenue.	N-Q.1-3 A-SSE.1 A-CED.1-3 F-BF.1	ESS3-1 ESS3-2 ESS3-3 ESS3-4	C-1 C-3 C-5 F-2 F-4 F-5	AH.CPD.6 AH.CPD.7 AH.CC.5

# Lessons Overview

## Create-a-State

Students simulate funding a state government with available natural resources



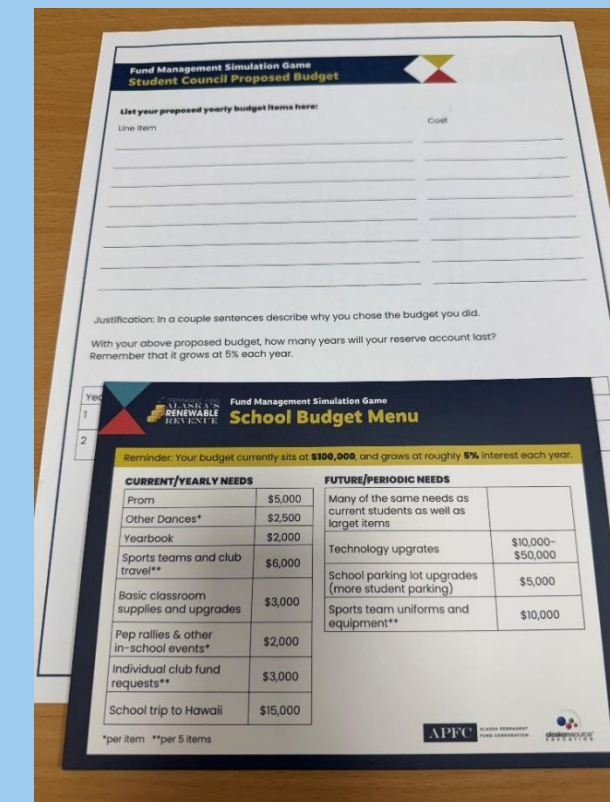
## Renewable Financial Resource

Students learn about investment types and the importance of diversification



## Fund Sustainability Simulation

Students learn the importance and challenge of managing money keeping future generations in mind







## Create-A-State:



Essential Question: How do states have money to run their government?  
What role do natural resources play?

Students simulate funding a state government with available natural resources and are challenged to think about how they can transform a nonrenewable resource into a renewable resource.

### Learning Outcomes:

- Students describe how Alaska's government funds its needs with different revenue streams.
- Students can articulate potential issues with having a non-diverse revenue stream.





## The Permanent Fund: A Renewable Financial Resource

Essential Question: How do the mineral revenues from Alaska's oil and gas industries provide for Alaskans today and in the future? What is the Alaska Permanent Fund? How does Alaska invest the Permanent Fund and manage it for the long run, as a renewable financial resource? What are the risks/rewards associated with investing and why is it important to diversify your investments?

Students learn about investment types and the importance of diversification.

### Learning Outcomes:

- Students explain how the Fund benefits Alaskans today and saves money for future generations.
- Students identify who manages and invests the Fund.
- Students can define and give an investment example of a stock, bond, and real estate.





# Fund Sustainability Simulation Game

Essential Question: How does the money of the Permanent Fund get managed and spent?

Students learn the importance and challenge of managing money keeping future generations in mind.

## Learning Outcomes:

- Students practice compromise and long-term planning.
- Students can explain the concept of the POMV (Percent of Market Value) rule and why it was enacted.
- Students can describe the Legislative roles and responsibilities concerning spending.



**Fund Management Simulation Game**  
**Student Council Proposed Budget**

List your proposed yearly budget items here:

Line Item	Cost

Justification: In a couple sentences describe why you chose the budget you did.

With your above proposed budget, how many years will your reserve account last?  
Remember that it grows at 5% each year.

CURRENT/YEARLY NEEDS		FUTURE/PERIODIC NEEDS	
Prom	\$5,000	Many of the same needs as current students as well as target items	
Other Dances*	\$2,500	Technology upgrates	\$10,000-\$50,000
Yearbook	\$2,000	School parking lot upgrades (more student parking)	\$5,000
Sports teams and club travel**	\$6,000	Sports team uniforms and equipment**	\$10,000
Basic classroom supplies and upgrades	\$3,000		
Pep rallies & other in-school events*	\$2,000		
Individual club fund requests**	\$3,000		
School trip to Hawaii	\$15,000		

\*per item \*\*per 5 items

APFC ALASKA PERMANENT FUND CORPORATION

# Teacher Resources

## Curriculum Workbook

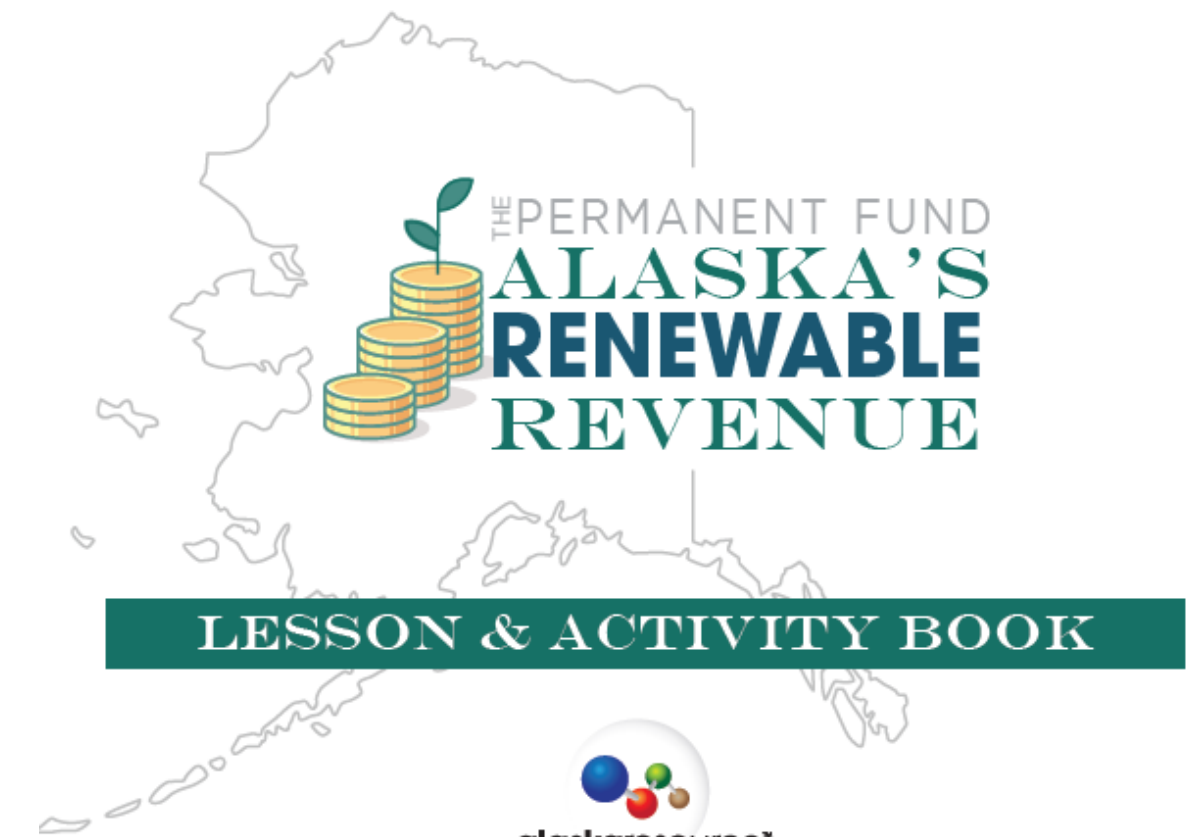
- Full workbook, including lesson plan materials and activity components to be used in the classroom (or at home).

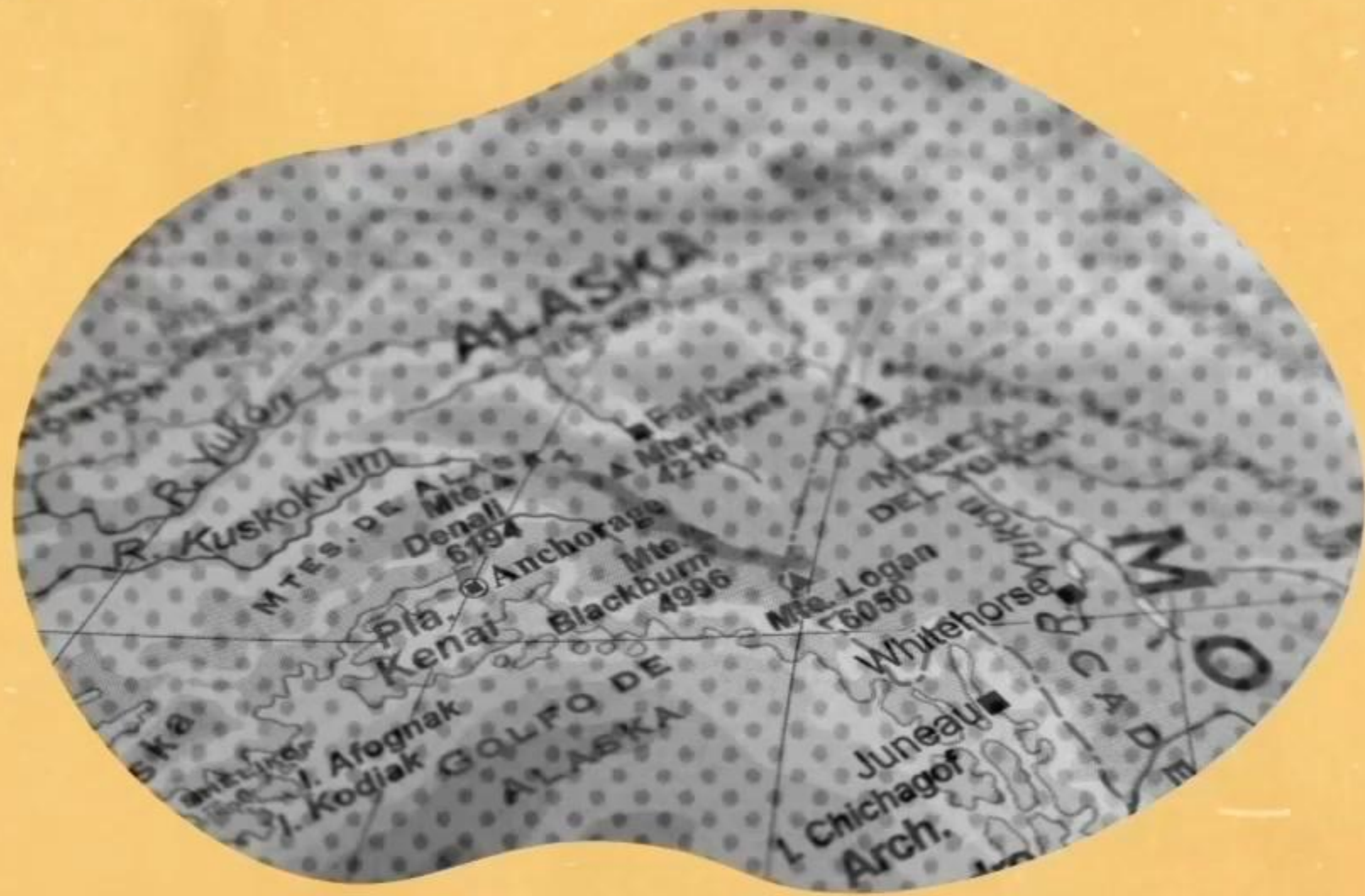
## Teaching Kit

- Includes workbook as well as all lesson material manipulatives and print-outs.

## Educational Videos

- The curriculum utilizes three videos for students to watch in the classroom to solidify concepts taught in each of the three lessons.





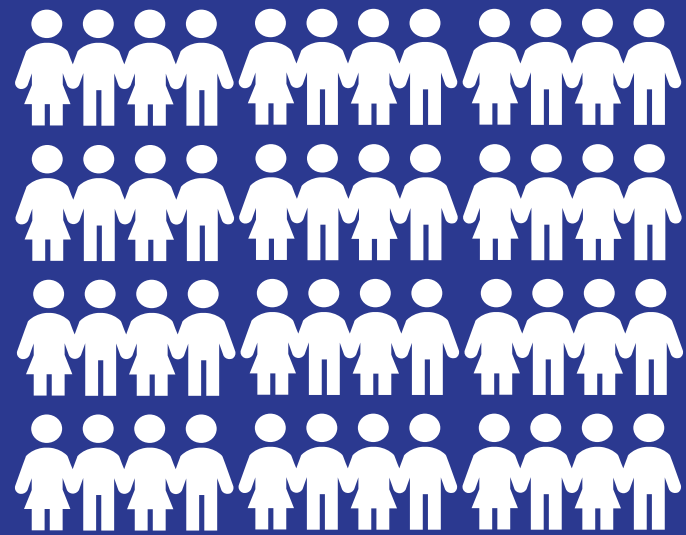
# Curriculum Integration Into ARE's Programs



# Implementation of Alaska's Renewable Revenue Curriculum

675

Students taught



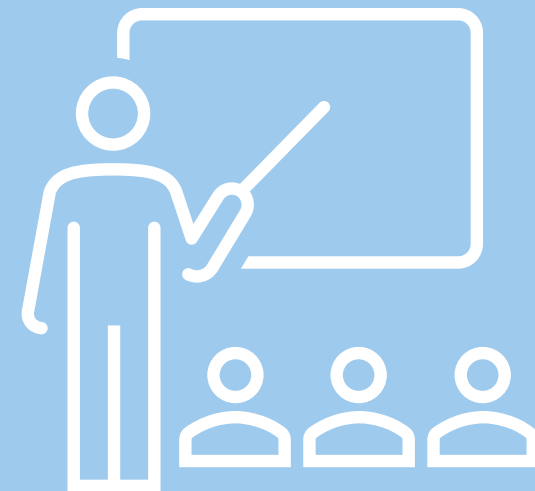
1,153

Student contact hours



85

Teachers trained



22

Communities



# Teacher Testimonials



**“The lessons are easy to use and very engaging for students”** – *12<sup>th</sup> grade Economics teacher*

**“The Renewable Revenue curriculum has been invaluable to me in the classroom. The materials make this sometimes-cumbersome topic fun with games and personal buy-in. The hands-on lessons allow the students to better understand something that will directly affect them as Alaskans.”** – *9<sup>th</sup> grade Alaska Studies teacher*

**“These lessons are a fun, hands-on way to teach students about complex topics and make them relevant to their lives. My students loved them!”** – *9<sup>th</sup> grade Alaska Studies teacher*







# Thank You!

[akresource.org/aks-renewable-revenue](https://akresource.org/aks-renewable-revenue)

[apfc.org/ak-curriculum/](https://apfc.org/ak-curriculum/)



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