

**ALASKA STATE LEGISLATURE  
HOUSE EDUCATION STANDING COMMITTEE**

May 10, 2019

8:02 a.m.

**MEMBERS PRESENT**

Representative Harriet Drummond, Co-Chair  
Representative Andi Story, Co-Chair  
Representative Grier Hopkins  
Representative Josh Revak  
Representative Chris Tuck

**MEMBERS ABSENT**

Representative Tiffany Zulkosky  
Representative DeLena Johnson

**COMMITTEE CALENDAR**

HOUSE BILL NO. 109

"An Act relating to residency requirements for public school enrollment for certain children of active duty military members."

- MOVED CSHB 109 (EDC) OUT OF COMMITTEE

PRESENTATION(S): STATE CAREER & TECHNICAL EDUCATION PLAN;  
REAUTHORIZATION~ CARL PERKINS ACT

- HEARD

HOUSE BILL NO. 67

"An Act relating to the duties of the Department of Labor and Workforce Development; and providing for an effective date."

- HEARD & HELD

HOUSE BILL NO. 155

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

- HEARD & HELD

**PREVIOUS COMMITTEE ACTION**

BILL: HB 109

SHORT TITLE: MILITARY CHILDREN SCHOOL RESIDENCY WAIVER

SPONSOR(s): REPRESENTATIVE(s) LEDOUX

03/25/19 (H) READ THE FIRST TIME - REFERRALS  
03/25/19 (H) MLV, EDC  
04/09/19 (H) MLV AT 1:00 PM GRUENBERG 120  
04/09/19 (H) -- MEETING CANCELED --  
04/11/19 (H) MLV AT 1:00 PM GRUENBERG 120  
04/11/19 (H) -- MEETING CANCELED --  
04/16/19 (H) MLV AT 1:00 PM GRUENBERG 120  
04/16/19 (H) Heard & Held  
04/16/19 (H) MINUTE(MLV)  
04/18/19 (H) MLV AT 1:00 PM GRUENBERG 120  
04/18/19 (H) -- MEETING CANCELED --  
04/23/19 (H) MLV AT 1:00 PM GRUENBERG 120  
04/23/19 (H) Moved CSHB 109(MLV) Out of Committee  
04/23/19 (H) MINUTE(MLV)  
04/24/19 (H) MLV RPT CS(MLV) NT 6DP  
04/24/19 (H) DP: KOPP, THOMPSON, JACKSON, TARR,  
TUCK, LEDOUX  
05/08/19 (H) EDC AT 8:00 AM CAPITOL 106  
05/08/19 (H) Heard & Held  
05/08/19 (H) MINUTE(EDC)  
05/10/19 (H) EDC AT 8:00 AM CAPITOL 106

BILL: HB 67

SHORT TITLE: DEPT. OF LABOR: TECHNICAL ED. PROGRAMS

SPONSOR(s): RULES BY REQUEST OF THE GOVERNOR

02/20/19 (H) READ THE FIRST TIME - REFERRALS  
02/20/19 (H) EDC, L&C, FIN  
04/05/19 (H) EDC AT 8:00 AM CAPITOL 106  
04/05/19 (H) Heard & Held  
04/05/19 (H) MINUTE(EDC)  
05/10/19 (H) EDC AT 8:00 AM CAPITOL 106

BILL: HB 155

SHORT TITLE: AK PERFORMANCE SCHOLARSHIP; ELIGIBILITY

SPONSOR(s): STORY

05/09/19 (H) READ THE FIRST TIME - REFERRALS  
05/09/19 (H) EDC, FIN  
05/10/19 (H) EDC AT 8:00 AM CAPITOL 106

**WITNESS REGISTER**

DEBORAH RIDDLE, Division Operations Manager  
Administrator, CTE Program  
Department of Education and Early Development (DEED)  
Juneau, Alaska

**POSITION STATEMENT:** During the presentation titled "State Career & Technical Education Plan; Reauthorization, Carl Perkins Act," provided an overview and answered questions.

GREG CASHEN, Career and Technical Education Coordinator  
Department of Labor and Workforce Development (DLWD)  
Anchorage, Alaska

**POSITION STATEMENT:** During the presentation titled "State Career & Technical Education Plan; Reauthorization, Carl Perkins Act," provided introductory information about his department.

PAUL LAYER, Vice President for Academics, Students and Research  
University of Alaska (UA)  
Fairbanks, Alaska

**POSITION STATEMENT:** During the hearing of HB 67, described the university's role in providing career and technical education in Alaska, and commented on two amendments to the bill suggested by the university.

TERI COTHREN, Project Manager  
Workforce Programs  
University of Alaska  
Anchorage, Alaska

**POSITION STATEMENT:** During the hearing of HB 67, answered questions.

DEBORAH RIDDLE, Division Operations Manager  
Administrator, CTE Program  
Department of Education and Early Development (DEED)  
Juneau, Alaska

**POSITION STATEMENT:** During the hearing of HB 67, provided information and answered questions.

GREG CASHEN, Career and Technical Education Coordinator  
Department of Labor and Workforce Development (DLWD)  
Anchorage, Alaska

**POSITION STATEMENT:** During the hearing of HB 67, provided information and answered questions.

MARY HAKALA, Staff  
Representative Andi Story  
Alaska State Legislature

Juneau, Alaska

**POSITION STATEMENT:** During the hearing of HB 155, reviewed the bill's provisions on behalf of Representative Story, sponsor.

SAM JORDAN, Grants Administrator  
Alaska Staff Development Network  
Juneau, Alaska

**POSITION STATEMENT:** Provided video clips to the committee focusing on the fundamental of kids.

**ACTION NARRATIVE**

[8:02:24 AM](#)

**CO-CHAIR ANDI STORY** called the House Education Standing Committee meeting to order at 7:38 a.m. Representatives Hopkins, Revak, Tuck, Drummond, and Story were present at the call to order.

**HB 109-MILITARY CHILDREN SCHOOL RESIDENCY WAIVER**

[8:03:53 AM](#)

CO-CHAIR STORY announced that the first order of business would be HOUSE BILL NO. 109, "An Act relating to residency requirements for public school enrollment for certain children of active duty military members." [Before the committee was the proposed committee substitute (CS) for HB 109, Version 31-LS0728\S, Caouette, 4/24/19, adopted as a work draft on 5/8/19.]

CO-CHAIR DRUMMOND commented that HB 109 is a good bill. She said it honors the sacrifices that U.S. military families make and is something that can be done to make the kids of military members welcome and successful in Alaska's schools.

REPRESENTATIVE TUCK stated he is a proud sponsor of HB 109. He noted it is something that the U.S. Department of Defense (DOD) is trying to do in all 50 states to make the transition easy for [military] families.

[8:05:48 AM](#)

CO-CHAIR DRUMMOND moved to report the proposed CS for HB 109, Version S, out of committee with individual recommendations and the accompanying zero fiscal note. There being no objection, CSHB 109(EDU) was reported from the House Education Standing Committee.

**PRESENTATION(S) : STATE CAREER & TECHNICAL EDUCATION PLAN;  
REAUTHORIZATION, CARL PERKINS ACT**

[8:06:30 AM](#)

CO-CHAIR STORY announced that the next order of business would be a presentation about the Alaska Career and Technical Education (CTE) Plan and reauthorization of the Carl D. Perkins Career and Technical Education Act.

[8:07:41 AM](#)

DEBORAH RIDDLE, Division Operations Manager, Administrator, CTE Program, Department of Education and Early Development (DEED), provided an overview of the State Career and Technical Education (CTE) Plan. She began by explaining that the 1917 [National Vocational Education Act (Smith-Hughes Act)] was the first time that funds were awarded for vocational education. In [1963] it became the Vocational [Education] Act. In 1984 [the Vocational Education Act] was amended and became referred to as the [Carl D. Perkins Act]. In 1990 the Act was retitled and reauthorized as the [Carl D. Perkins Vocational and Applied Technology Education Act]. In 1998 the Act was amended again (Perkins III). The State of Alaska operated under the [2006 Carl D. Perkins Career and Technical Education Act (Perkins IV)] until it was reauthorized in 2018 as the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

MS. RIDDLE pointed out that through its course of changes, the Perkins Act has moved from vocational types of classes that were not considered as rigorous as the core classes to career and technical education with a focus on science, technology, engineering, and math (STEM). Perkins IV and V created courses and programs that are rigorous and that use an academic focus along with the workforce development piece tied into it.

MS. RIDDLE brought attention to a PowerPoint presentation provided in the committee packet [titled "Perkins An Opportunity to ReThink CTE," dated September 2018, by Scott Stump, Assistant Secretary,] Office of Career, Technical, and Adult Education (OCTAE), U.S. Department of Education. She related that this powerful presentation talks about the levers of CTE and how CTE can provide a lever for students who are looking at a career focus, not necessarily a college focus.

[8:10:24 AM](#)

MS. RIDDLE explained that one of the changes made by Perkins V is that it is tied to the 2015 Every Student Succeeds Act (ESSA). Language throughout Perkins V addresses pieces in ESSA that talk about the consultation, focusing on the academics, looking at accountability in a different way, and making it more accessible for different states. In the past, most of the compatibility indicators, or targets, were determined by OCTAE at the U.S. Department of Education, and between OCTAE and the state. A big change is that now the districts can negotiate within the state to determine [the state's] own targets that fit [the state's] needs better. This is outlined in a paper done by the Department of Labor & Workforce Development (DLWD).

MS. RIDDLE related that DEED is excited about some shifts in those indicators. There are fewer, but the state gets to choose one of the three or can choose all three. Those are work-based learning, postsecondary credit and attainment, and credential attainment during high school. This ties into the Alaska Education Challenge that has been driving a lot of the work being done at DEED. The second goal in the Alaska Education Challenge is using CTE to help raise the graduation rate. There has been a push for work-base learning, which ties in with apprenticeships. There is the postsecondary credit, the dual credit, [and DEED] is working closely with the university on how to do that. Credentials are certificates so that students in high school can earn some industry certifications before they leave high school.

[8:13:33 AM](#)

MS. RIDDLE stated that Perkins V offers some new definitions that weren't in Perkins IV. What will be talked about today is systems alignment, which is the collaboration between secondary, postsecondary, workforce, industry partners, and parents. This is an opportunity for a highly collaborative experience for districts and the state to provide a CTE program that's going to work best for Alaska's students. Professional development is also being looked at in a different way - how to better coordinate, blend, and integrate CTE professional development and the teachers who are teaching the core classes.

MS. RIDDLE reported that DEED is currently working on the state plan for Perkins V and has two years to come up with a plan. A transition plan must be submitted on May 24. It describes how the state will get the money out the door and how it will evaluate programs of study. Due in April 2020 is a needs

assessment and some more of the conceptual and philosophical parts of the plan. To do this, an advisory committee has been established that includes staff from DLWD and representatives from industry, different unions, parents, teachers, and tribal organizations. There is a list that DEED is required to reach out to, so the advisory committee is robust. Additionally, there is a working group comprised of educators, CTE leaders, and teachers to figure out the nuts and bolts. The advisory committee helps guide DEED on where it is going and if it is on the right track. The working group is helping with getting the actual work done, what the documents will look like, and how it will streamline and reduce the burden on the districts.

MS. RIDDLE elaborated that the May 24 plan talks about the programs of study, the components of each program, how those tie into the academics, and how the needs of special populations are being met, which includes students with disabilities, students in nontraditional occupations such as male nurses or female truck drivers, and foster children. The plan must talk about how the funds will be allocated, the accountability measures, and look at the targets that must be done.

[8:15:46 AM](#)

REPRESENTATIVE HOPKINS recalled Ms. Riddle stating that this ties in with ESSA. He asked whether DEED had put forth an ESSA plan that has been approved by the [federal] government.

MS. RIDDLE replied yes, an ESSA plan was approved last year, and an amendment was done this year.

[8:16:15 AM](#)

CO-CHAIR DRUMMOND drew attention to slide 6 of the OCTAE PowerPoint presentation and addressed the bullet point that asks the question, "How can 'reserve' funds best be used to spark innovation and incentivize 'high-quality?'" She requested an explanation of "reserve" and asked what the question means.

MS. RIDDLE responded that there is a reserve fund within the Perkins funding. She explained that Alaska uses its reserve fund a bit differently than most states because Alaska has so many small districts. In the formula that is used, a school district must meet \$15,000 to be able to receive Perkins funds. Many of Alaska's districts don't meet the \$15,000, so [DEED] uses its [Perkins] reserve funds to get those small districts up to that \$15,000 piece so that they can receive the Perkins funds

and be able to offer CTE using Perkins. The state can use its leadership funds for a variety of things, such as professional development, but has also offered incentive grants to programs that have started something that is innovative. One incentive grant went to the Bristol Bay Regional CTE group. The Bristol Bay, Southwest Region, and Lake and Peninsula pool their money together in a collaborative and some money was granted to them to build that up. There are other ways to foster innovation, but [DEED] uses its reserve grants to help ensure that all districts that want to participate in CTE can participate.

MS. RIDDLE, responding to Co-Chair Drummond, confirmed that the reserve funds are within the Carl Perkins funds and not within the larger education budget.

[8:18:50 AM](#)

CO-CHAIR STORY drew attention to the two-page document in the committee packet titled "Carl D. Perkins Career and Technical Education Act Reauthorization." She referred to the first bullet under the heading "Streamlined Accountability" and offered her understanding that the state will no longer have to report on the individual basic CTE participant program and will now only have to report on the CTE Concentrators.

MS. RIDDLE answered that the state doesn't have to stop doing that and a decision in this regard will be made in conjunction with the advisory committee and the working group. She pointed out that the CTE programs are utilized by "dabblers," students who are just trying something out and participating in CTE class, and this helps drive some decisions about programming moving forward.

CO-CHAIR STORY agreed it does give an indication of the interest and said she hopes the committee will take that into account. She turned to the third bullet under "Streamlined Accountability" that states, "The Act maintains current law that if a state agency or school district fails to meet at least 90% of the state-determined level of performance for any core indicator for all students (not each subgroup), the State agency shall develop and implement a program improvement plan for the indicator." She asked how this affects the CTE programs and whether it means that 90 percent of kids must be proficient or whether the 90 percent refers to something else.

MS. RIDDLE replied, "Those are the students who are participating in the CTE, so the 90 percent." The target is set

so that when the state collects its data the cutoff point is 90 percent and that is the goal that must be met for all the students in CTE right now. She requested clarification on which document Co-Chair Story is referring to.

CO-CHAIR STORY stated it is the document titled "Carl D. Perkins Career and Technical Education Act Reauthorization" and she is referring to [the third bullet] under the heading "Streamlined Accountability." She asked what the 90 percent of the state-determined level of performance is referring to.

MS. RIDDLE responded that targets are determined and 90 percent of that must be met. If a school district doesn't [meet the target], [DEED] will work with OCTAE to look at the targets and make sure that the goals are set high enough to be rigorous, yet still attainable. When a district doesn't meet that 90 percent, [DEED] works with the district on an improvement plan and helps the district figure out a way to raise those marks to meet the targets. But, she added, it is based on CTE participants.

MS. RIDDLE, at Co-Chair Story's request, provided an example of a goal. She said if it is wanted to have 86 percent of the [CTE] students attain technical skills to get a certificate, then it would be 90 percent of that.

[8:22:37 AM](#)

MS. RIDDLE resumed her overview. She drew attention to a graph [titled "CTE Concentrator vs. Non CTE Graduation Rate over Time"] and said DEED looks at these statistics annually. The graph reports from the previous year and the statistics are popular with school boards and parents. The department has some demographics on the students and the number of students participating in CTE. Close attention is paid to the graduation rate and the CTE graduation rate is one of DEED's priorities. The graduation rate is 95 percent for concentrators, which are students who take two years of CTE courses in a rigorous pathway. A concentrator is 19 percent more likely to graduate than his or her non-CTE counterparts. She noted that the back page shows the six-year trend since 2013.

[8:24:30 AM](#)

CO-CHAIR DRUMMOND said it is good that the graduation rate of CTE students is rising. She noted, however, that the percentage of students participating seems to be declining. She requested Ms. Riddle's thoughts in this regard.

MS. RIDDLE answered it could be offerings at the specific sites and barriers being removed for those students.

MS. RIDDLE pointed out that 42 of the state's 54 districts have applied for and utilize Perkins funds.

CO-CHAIR STORY inquired as to why all the districts are not participating.

MS. RIDDLE replied that the 12 districts not participating in Perkins are very small, so offering those programs might be more than what a small school can handle. Also, Perkins is heavy on the paperwork and DEED is trying to reduce that burden on the districts because sometimes the districts feel that those federal requirements are more than they want to take on.

8:26:43 AM

REPRESENTATIVE TUCK asked whether there is room within the Perkins Act for the Board of Education to be able to handle the paperwork on behalf of those smaller districts.

MS. RIDDLE explained that Perkins is individual, and DEED has reduced [the paperwork] as much as it can. For Perkins V, DEED is going to work with DLWF to provide some of those studies. A district must look at the labor market information for its Needs Assessment, and DEED is going to work with DLWF so that [the districts] won't have to do that. The department has reduced some of the application pieces, but unfortunately Perkins requires each of the districts to come up with their own individual plan. The department offers work sessions and as much help as it can to get that done, but [each district] must have an advisory committee, which is good practice, and talk about their data.

8:28:02 AM

CO-CHAIR STORY invited Mr. Cashen to provide comments for the presentation.

GREG CASHEN, Career and Technical Education Coordinator, Department of Labor and Workforce Development (DLWD), said his department works daily in cooperation with DEED and University of Alaska on career and technical education planning - Perkins V reauthorization. He stated he is available for any questions.

**HB 67-DEPT. OF LABOR: TECHNICAL ED. PROGRAMS**

8:28:54 AM

CO-CHAIR STORY announced that the next order of business would be HOUSE BILL NO. 67, "An Act relating to the duties of the Department of Labor and Workforce Development; and providing for an effective date."

CO-CHAIR STORY stated that before the committee considers HB 67, she would first like the committee to better understand the cooperative work that has been underway to support and advance CTE in Alaska. She has therefore invited representatives from the Department of Education and Early Development (DEED), the Department of Labor & Workforce Development (DLWD), and the University of Alaska (UA) to give a description of their role in providing CTE to Alaska.

8:29:39 AM

PAUL LAYER, Vice President for Academics, Students and Research, University of Alaska (UA), described the university's role in providing career and technical education in Alaska and how the university interfaces with DEED and DLWD. He pointed out that the University of Alaska is the largest provider of career and technical education in the state and provides those programs for both postsecondary students and the university's dual enrollment programs with kindergarten through grade 12 (K-12) students. The university works closely with DLWD and DEED through committees, which has been ongoing for a long time. The university values those collaborations with those departments and looks forward to continuing to serve Alaskans through its career and technical education programs.

REPRESENTATIVE HOPKINS inquired about the sort of data that the university works with and provides to DLWD and DEED.

MR. LAYER deferred to Ms. Cothren to provide an answer.

8:32:32 AM

TERI COTHREN, Project Manager, Workforce Programs, University of Alaska, offered two examples to answer the question about data and how the university works with DEED and DLWD. She said the university works through its institutional research office with DEED annually to report on postsecondary data related to Perkins to meet the federal requirements. The university also works

with DLWD annually to report on the technical/vocational education program to meet the requirements for that program and provide that data through an annual report to the legislature.

REPRESENTATIVE HOPKINS asked whether this work of data sharing, planning, and coordination is ongoing throughout the year with DEED and DLWD or whether the university sits once a year with the departments to work together.

MS. COTHREN replied it is ongoing. She explained there are monthly meetings throughout the year with DLWD Research and Analysis, and an individual from that office is shared with DEED for the Perkins reporting. The meetings are monthly to coordinate efforts. While the examples she mentioned are related to CTE, there are other reporting efforts that come up throughout the year.

CO-CHAIR STORY requested Ms. Riddle to describe the role of DEED in providing career and technical education in Alaska and how DEED currently interfaces with its partners at the University of Alaska and DLWD.

[8:34:55 AM](#)

DEBORAH RIDDLE, Division Operations Manager, Administrator, CTE Program, Department of Education and Early Development (DEED), explained that DEED is the main source of the Perkins funds and disseminates those funds to the districts. She said DEED provides guidance and information for the districts to receive and utilize those funds according to the federal requirements. As well, DEED promotes CTE within the state. The department tries to be more than just Perkins and tries to keep its finger on the pulse of what schools are doing. The department helps districts coordinate with the university system to articulate their programs all the way from the beginning to where they can go right into a program at the university. The department has a member who sits on the Alaska Workforce Investment Board (AWIB) and participates in several of the committees to provide the education perspective to those committee meetings. There is more, but those are the big ones.

[8:36:00 AM](#)

REPRESENTATIVE HOPKINS asked how much money the State of Alaska receives in federal Perkins funds.

MS. RIDDLE answered that this last year the state received \$4.7 million and the preliminary numbers for next year are a little over \$5 million. For the prior 25 years it was \$4.25 million as Alaska was a minimum allocation state and additional funds have now been put in.

REPRESENTATIVE HOPKINS inquired whether DEED also disseminates State of Alaska funds on that.

MS. RIDDLE replied there is a match of \$250,000. Responding further, she confirmed it is \$5 million plus the \$250,000 match.

CO-CHAIR DRUMMOND noted there is already a significant amount of ongoing cooperation between DEED, DLWD, and the University of Alaska in relation to the Perkins funds. She recognized HB 67 is not DEED's bill but asked why the bill is necessary.

MS. RIDDLE answered DEED feels it is important to collaborate with everyone and it is a requirement of the Act and she believes DEED also has some requirements that way. She said it is important that DEED use the resources and the perspectives of the different entities that work together.

REPRESENTATIVE TUCK asked whether he is correct in understanding that HB 67 does not look at just state agencies, but looks at all CTE that is being provided, whether private or public.

[8:38:05 AM](#)

GREG CASHEN, Career and Technical Education Coordinator, Department of Labor and Workforce Development (DLWD), replied it is just state funded training programs, not private.

CO-CHAIR STORY offered her understanding that the Perkins funding is going to all the districts. She asked whether the primary role played by DEED is helping the districts with their CTE decisions or whether it is the districts' decisions that drive the programs that are developed for secondary, high school, school boards, superintendents, and communities.

MS. RIDDLE responded that Perkins sets a guideline, a standard, for a quality CTE program. Not all the courses that are offered in high schools are CTE funded, but most of them follow that same framework for the rigor. The department does provide a lot of guidance and assistance, but it is local control and the districts choose what programs they want. The districts must fulfill requirements in order to receive the Perkins funding.

REPRESENTATIVE TUCK drew attention to the proposed new language that would be added by HB 67 in Section 1, paragraph (8), on page 2, lines 9-12. He observed that lines 11-12 state "and any other entities involved in providing or funding the programs." He presumed that "programs" means career and technical education. He asked what the other entities would be.

MR. CASHEN offered his belief that it is only looking at state funded programs, but DLWD would also coordinate with private entities and attempt to coordinate what career and technical education programs that private entities provide, although DLWD would not have any oversight of any private training entities. He said he believes that was referenced in the bill's first hearing [4/5/19] before the committee.

REPRESENTATIVE TUCK stated that it helps to know what the intent is. He said he isn't sure the language reflects that intent entirely and therefore is something that needs to be worked on.

[8:41:25 AM](#)

CO-CHAIR DRUMMOND recalled that during the bill's first hearing it was heard that the Alaska Commission on Postsecondary Education (ACPE) already has oversight over the private career training programs throughout the state. She offered her belief that that needs to be coordinated with this entire effort to pull in the private piece, so the departments know exactly what is going on in the state in terms of every career and technical education program, whether postsecondary or in a public school. She said she will at some point be proposing an amendment in addition to those recommended by Mr. Layer of the university. All the incredible ongoing efforts in the state absolutely need to be coordinated and she appreciates the effort of the department to un-silo the various efforts and firm those up in the bill. It is unlikely the bill will change what is happening, it just needs to be formalized, and pulling in the ACPE would be a good idea.

CO-CHAIR STORY referenced the language on page 2, line 11, of the bill that states, "and any other entities". She asked whether DEED thinks this language means the school districts or whether the school districts are covered under DEED.

MS. RIDDLE answered she would say through DEED.

REPRESENTATIVE TUCK further observed that lines 11-12 state, "and any other entities involved in providing or funding the programs." He inquired whether donations that take advantage of the state's education tax credits would be considered the "providing or funding" of any of these state programs.

MR. CASHEN replied he is unsure and will get back to the committee with an answer.

[8:44:08 AM](#)

CO-CHAIR STORY requested Mr. Cashen to describe his role and sense of collaboration between the university and DEED.

MR. CASHEN explained that his role is with the Alaska Workforce Investment Board (AWIB), located in the commissioner's office of the Department of Labor and Workforce Development. He said AWIB is the lead state planning and coordinating entity for human resource programs in the state and AWIB's role under statute is that it is responsible for the facilitation and development of an effective employment training and education system which aligns workforce, education, and economic development.

MR. CASHEN noted that DLWD didn't have a career and technical education coordinator until about 2009. In 2009 AWIB began working with DEED and the university to develop the first statewide career and technical education plan. The plan called for strategies to improve career and technical education and prepare Alaskans with required skills needed for postsecondary training and careers in high growth occupations in Alaska.

MR. CASHEN said another role of AWIB is to provide oversight of employment related education training programs operated by the state. The Alaska Workforce Investment Board is required to report annually to the legislature on the performance of these training programs, including Carl Perkins, the state training employment program, as well as workforce innovation opportunity or federal funded programs that the department operates.

MR. CASHEN explained that AWIB's role is more of a coordinating entity to get all the different entities together to improve the current technical education in Alaska. The Workforce Investment Board consists of representatives from DEED, University of Alaska, and DLWD, as well as organized labor, other education, postsecondary education, business, and industry. Meetings are on a regular monthly basis and AWIB is involved in Perkins V

reauthorization and contributes at meetings every month related to that plan.

[8:47:16 AM](#)

CO-CHAIR DRUMMOND stated that Mr. Cashen just described what is included in Section 1, paragraph (8), and therefore it sounds like DLWD, through AWIB, is already doing what is in paragraph (8). She asked where this is enumerated in other statute and why it needs to be said again in HB 67.

MR. CASHEN offered his belief that the new requirements of Perkins V, the new state plan, require that DEED consult with the Alaska Workforce Investment Board and create further alignment between the Perkins V plan as well as the Workforce Innovation Opportunity Act (WIOA) state plan. Nationwide, states are working to create more synergies between the WIOA state plan and Perkins V. Some states, such as Montana, are submitting a combined state plan that includes both WIOA and Perkins V. Many states are trying to create more alignment between the current technical education system and postsecondary and employment training opportunities.

CO-CHAIR DRUMMOND surmised the missing piece is the coordination with the Department of Education and Early Development, which it still appears has been ongoing.

MR. CASHEN replied correct. Responding further, he said the Workforce Innovation Opportunity Act (WIOA) is a federal act where the U.S. Department of Labor provides most of the federal funding to the [Alaska] Department of Labor & Workforce Development for job training efforts.

[8:49:43 AM](#)

REPRESENTATIVE TUCK inquired whether Mr. Cashen's quotes related to the Alaska Workforce Investment Board (AWIB) are in statute.

[MR. CASHEN nodded in the affirmative.]

REPRESENTATIVE TUCK asked which title in statute is related to the Alaska Workforce Investment Board.

MR. CASHEN responded that it is Alaska Statute (AS) 23.15.

[8:50:21 AM](#)

REPRESENTATIVE HOPKINS observed that the bylaws for the Alaska Workforce Investment Board are in AS 23.15.550 and that DEED and DLWD sit on AWIB. He surmised that the coordination exists in AWIB's quarterly meetings and that the monthly meetings follow up with the different breakout committees.

MR. CASHEN replied correct.

REPRESENTATIVE HOPKINS asked whether those are separate meetings from when the university meets to share data, programs, and processes with DLWD.

MR. CASHEN answered correct.

REPRESENTATIVE HOPKINS inquired whether the data and analytic person at DLWD is also shared with DEED.

MS. RIDDLE replied, "We meet every month ... we have a data person ... we have a data sharing agreement with the University of Alaska, and that's how we get our information."

[8:51:50 AM](#)

CO-CHAIR STORY offered her appreciation to all the partners and everyone involved in working on this important part of education and workforce development in Alaska. She offered further appreciation for bringing HB 67 forward, stating it is good to take a re-look at this and to hear the partners before the committee today.

[8:52:52 AM](#)

The meeting was recessed at 8:52 a.m.

[9:33:06 AM](#)

CO-CHAIR STORY called the meeting back to order. Present at the call back to order were Representatives Hopkins, Tuck, Drummond, and Story.

[9:33:31 AM](#)

CO-CHAIR STORY drew attention to the 4/8/19 letter from Mr. Layer to Commissioner Tamika Ledbetter of the Department of Labor & Workforce Development (DLWD), which proposes two amendments to HB 67. She invited Mr. Layer to comment about these two proposed amendments. ["Page 2, Line 10 - Remove the

word 'programs'; and "Page 2, Line 12 - Remove 'providing or funding the programs' and replace with 'career and technical education'"].

MR. LAYER pointed out that the rationale for the amendments regarding use of the word "programs" is stated in the letter. The university develops programs and has that in place. He offered his appreciation for the commissioner's and the department's willingness to entertain those amendments. He emphasized that the university has a great working relationship with the departments regarding CTE programs and the monthly meetings do work to coordinate and to inform each of the groups about where they are with their programs.

[9:35:11 AM](#)

CO-CHAIR STORY inquired whether the two proposed amendments effectively deal with the issue of monitoring and what that might mean in regulating or guiding what CTE courses are taught in the state. She recalled that in a previous meeting the definition of "monitoring" was discussed and requested Mr. Layer's thoughts on that.

MR. LAYER responded that the monitoring is not addressed in the university's comments. He stated that working closely with the department at the meetings and looking at data and doing data analysis has been working very well for the university. That coordination is the most important of that for the university.

CO-CHAIR STORY recalled the committee's 4/5/19 hearing on HB 67 at which Commissioner Ledbetter spoke about the need for alignment between jobs and training to ensure that the state is not training more people or less people than the state needs. She requested Mr. Layer's thoughts on how that might work and whether that would impact university training programs.

MR. LAYER answered that that has been addressed through the coordination meetings. In working with the [Department of Labor & Workforce Development] the university helps to coordinate an assessment of workforce needs in the state and because the university is part of that conversation the university can quickly develop and expand certain programs to meet those needs. This collaboration with the workforce reporting has worked very well for the university.

[9:37:24 AM](#)

CO-CHAIR STORY requested that a representative of DEED answer the same question about monitoring, what impact that would have on DEED programs, and what that means to the department.

MS. RIDDLE offered her understanding that the intent of HB 67 is just to keep track of what is going on and to help coordinate those efforts. That definition of monitoring works well for DEED should the language need to be changed to reflect the intent of the bill.

REPRESENTATIVE TUCK related that he has looked up the function of the Alaska Workforce Investment Board and AWIB's function is to coordinate and plan. He suggested that "coordinate and monitor" be replaced with "coordinate and plan" because he believes that planning is what is wanted -- the ability to plan any type of career and technical education by looking at the Department of Education and Early Development, the University of Alaska, and other career and technical entities. He recalled from the bill's first hearing that "monitor" is the ability to audit, and he doesn't believe that that is the intention.

[9:39:19 AM](#)

CO-CHAIR STORY invited DLWD to make any further comments.

MR. CASHEN stated his department doesn't have any additional testimony and is open to some of the recommendations to modify the language to improve the comfort level of the committee and university and other entities.

CO-CHAIR DRUMMOND noted there is likely not enough time to move HB 67 beyond this committee this session, but there would be time next session. She said the committee has ideas on what needs to be done in terms of amending the bill. She inquired whether it would create problems for DLWD if HB 67 didn't pass.

MR. CASHEN replied he doesn't believe so. He said DLWD will continue working with DEED, the University of Alaska, and other training providers statewide to promote career and technical education, provide efficiencies, and prepare Alaskans for the available employment opportunities in the future.

CO-CHAIR DRUMMOND commented that it is clear the cooperation is ongoing, and she congratulates the department on that.

REPRESENTATIVE HOPKINS stated he thinks the entire bill would be problem solved if the commissioner of DLWD was elected as chair

of AWIB because AWIB's bylaws state that the board shall act as the lead state planning and coordinating entity for state workforce investment programs including, but not limited to, all state laws involving employment training, career, and technical education workforce development.

[9:42:31 AM](#)

CO-CHAIR STORY said she would like to hear Representative Tuck's proposed amendment so it would be out there to discuss.

REPRESENTATIVE TUCK stated he is concerned about the term "monitor" because that could mean getting into people's business and he doesn't believe that that is DLWD's intent. Further, the University of Alaska is concerned about the term as well. He offered his belief that DLWD's intent is to see what is going on and then make necessary adjustments to ensure that workforce needs are being met. Given that the statutes for AWIB use the terms "planning and coordinating," he suggested the following: on page 2, line 9, of the bill, replace the word "monitor" with "plan" and after the word "state" insert "provided"; on page 2, line 10, delete "programs"; and on page 2, line 12, delete "providing or funding the programs" and insert "career and technical education."

REPRESENTATIVE TUCK posited that his proposed amending language would allow DLWD to coordinate and plan future needs in career and technical education by looking at DEED, the University of Alaska, and other entities to see what is going on in the state. With his proposed amending language, page 2, lines 9-12, would read as follows: "coordinate and plan state provided career and technical education through a cooperative effort with the Department of Education and Early Development, the University of Alaska, and other entities involved in career and technical education."

[9:44:47 AM](#)

CO-CHAIR STORY stated she welcomes any comments to the committee on Representative Tuck's proposed amendment. She said it's clear that career and technical education is important to the state. She thanked the partners for bringing forth the bill.

[CO-CHAIR STORY held over HB 67.]

CO-CHAIR STORY passed the gavel to Co-Chair Drummond.

[9:45:15 AM](#)

The committee took a brief at-ease.

**HB 155-AK PERFORMANCE SCHOLARSHIP; ELIGIBILITY**

[9:45:34 AM](#)

CO-CHAIR DRUMMOND announced that the final order of business would be HOUSE BILL NO. 155, "An Act relating to eligibility for the Alaska performance scholarship program."

[9:45:55 AM](#)

CO-CHAIR STORY, as the sponsor of HB 155, introduced the bill. She explained that the goal of the bill is to give students the opportunity to take career technical education courses that count toward eligibility for the Alaska Performance Scholarship (APS). She offered her belief that students who are interested in this field need to have the opportunities to take advantage of the Alaska Performance Scholarship. All too often students who desire CTE classes do not have room in their schedules to simultaneously take individual CTE classes or follow a CTE track while still meeting APS eligibility. This is especially true with limited course offerings in small to medium schools and scheduling challenges. The bill would offer greater flexibility for students as they choose courses and would recognize the importance of CTE in student preparation for college, career, apprenticeships, and other postsecondary training opportunities. Financial assistance 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. All students can benefit from CTE. Whether college bound or not, CTE offers valuable skills and a pathway to certification and jobs.

[9:47:34 AM](#)

MARY HAKALA, Staff, Representative Andi Story, Alaska State Legislature, reviewed the provisions of HB 155 on behalf of Representative Story, sponsor. She drew attention to the chart in the committee packet titled "Alaska Performance Scholarship" and noted that the proposals in HB 155 are printed in green. She explained that under the math and science curriculum, HB 155 proposes to offer one credit of CTE under the social studies option. Under the social studies and language curriculum, HB 155 proposes to replace two credits of world language, which is two years or four semesters, with two credits of CTE. This

would therefore focus a little more on the concentrators and it would require that one year be sequentially more rigorous within a career cluster.

MS. HAKALA brought attention to a graph in the committee packet provided by DEED, which compares the graduation rates of CTE concentrators, students who take three or more classes in CTE, to non CTE concentrators. She said she interprets this chart as clearly indicating that CTE can play a role in motivating students.

MS. HAKALA then directed attention to two pages in the committee packet regarding the 16 career clusters. Lastly, she drew attention to the document from [Thunder Mountain High School] in Juneau. She said career and technical education today looks much different than when she was a kid in high school. Now, there is a whole array of new 21st Century career technical education opportunity.

CO-CHAIR STORY pointed out that the opportunities provided at Thunder Mountain High School include marine biology, digital arts, finance and investing, AP computer science, human anatomy, outdoor biology, woods, robotics, and work readiness. She said these are all excellent courses that she believes students should be able to get credit for.

MS. HAKALA pointed out that the sponsor does not yet have a fiscal note for HB 155, but it has been requested and will be forthcoming.

[9:50:58 AM](#)

REPRESENTATIVE TUCK thanked the sponsor for bringing forth HB 155. He recounted that during debate of the Alaska Performance Scholarship in about 2012 or 2013, he was concerned about not having equal opportunities for rural Alaskans to be able to have the classes and ability to apply for and receive the Alaska Performance Scholarship, which could result in a legal challenge. He related that while serving on the school board an attorney called him to share that had it not been for shop classes, he would never have taken the other courses and graduated from high school. Although this person never did enter the trades, he related further, this person went on to higher education and become an attorney and now those skills developed in shop class save all kinds of money because this person can do these things himself.

REPRESENTATIVE TUCK pointed out that these days even shop mechanics must have many computer skills to be able to perform their jobs. He further pointed out that home economics is science because it deals with measurements, chemical reactions, diets, and how diet affects the body. He offered his belief that it is the career and technical education components of things that make education relevant, engaging, and inspiring, because people want to be able to apply what they are learning immediately to the things that they are doing.

[9:53:26 AM](#)

CO-CHAIR DRUMMOND held over HB 155.

[9:54:10 AM](#)

CO-CHAIR DRUMMOND announced that the committee would take a few moments to check in on a few of Alaska's schools.

MS. HAKALA stated that Mr. Jordan of the Alaska Staff Development Network has assembled some video clips for the committee which focus on the fundamental of kids.

[9:54:57 AM](#)

SAM JORDAN, Grants Administrator, Alaska Staff Development Network, stated the clips provide views from the Lower Kuskokwim School District, Anchorage School District, Southwest Region School District, and the Juneau School District. The video clips included Native dancing, cooking, dressing out wild animals, construction, ulu making, plays, Native sports, painting/art, health, Legos, house building, robotics, symphony/music, health, language, drafting, welding, art, computers, and activities.

CO-CHAIR DRUMMOND remarked that the video is excellent and that kids matter.

[10:02:17 AM](#)

#### **ADJOURNMENT**

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 10:02 a.m.