

1/30/09

OVERVIEW:  
DEED  
WORKKEYS  
PROGRAM

Mr. Chairman and members of the committee, my name is Marcia Olson. I am a Career & Technical Education Program Specialist for the Department of Education, and I've been asked to give you a brief overview of the Alaska Career Ready program.

### **Alaska Career Ready is**

- a program to ensure that Alaska students and job-seekers have the applied academic skills – sometimes called foundational skills -- that are required in various careers. These include skills such as Applied Math, Reading for Information, and Locating Information in graphical formats.
- The program provides the opportunity for students and job-seekers to do 4 main things: 1. assess their foundational skill levels; 2. practice and improve those skills; 3. learn what foundational skills are required by various careers; and 4. document their skills by earning a nationally-recognized certificate, called a Career Readiness Certificate.
- The program is a joint effort between the Department of Education and the Department of Labor.

### **Alaska Career Ready is based on the WorkKeys system.**

- WorkKeys is a job skills analysis and assessment system developed by the ACT Company. ACT is probably better known for its college entrance exam, the ACT test. The WorkKeys system is housed in the Workforce Development Division of the ACT company, and is geared specifically towards foundational skills as they are used in the workplace.
- The WorkKeys system sets out specific skills and levels of skills so that employers, students, and job seekers are all speaking the same language and using the same measurement system to talk about these skills. The system gives students, in particular, a way to see the connection between what they learn in school and what skills they will actually need to use on a job.
- To determine the skills to be included in the WorkKeys system, ACT has analyzed or "profiled" over 15,000 specific jobs, and they continue to profile thousands more each year. Through these profiles, they have determined several skill areas that are important in most careers, including the 3 areas I mentioned earlier (Applied Math, Reading for Information, and Locating Information in visual formats. (*Teamwork, Observation, Writing, Business Writing, Applied Technology, and Listening.*)
- Within each skill area, they have determined varying complexities or "levels" for the skill. Each job profile reports the level of each skill that is recommended for success in that type of job.
- The results of all job profiles are kept in a database that is accessible on the WorkKeys website. This provides students and job-seekers with an easy way to find out what levels of skills are recommended for success in hundreds of different careers.
- So the job profiling is the first part of the WorkKeys system. Then, based on these profiles, the ACT company has developed assessments for each of these skill areas, so that individuals can find out where their skills are and compare them to the skills required for a different careers.
- If a person scores at least the minimum level on each of the three assessments (Reading, Math, and Locating), he/she will earn a nationally recognized "Career Readiness Certificate" issued by ACT, which lists the skills the person demonstrated.
- The WorkKeys system is used in approximately 25 states, and by employers, schools, and job training programs across the country, such as Subaru, Dow Chemical, Northrop Grumman, Chicago Public Schools, Syracuse University, Aims Community College, New Jersey State AFL-CIO, British Petroleum, and many others.

### **Alaska Career Ready also has an instructional component.**

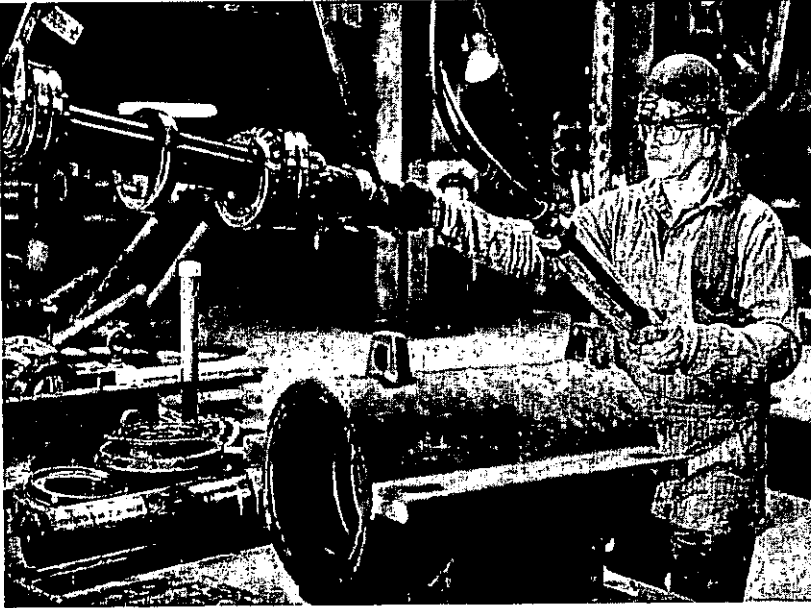
- There is a web-based instructional program that students and job seekers may use in order to practice and improve their skills. This software is not provided by the ACT company, but by an independent curriculum company called WIN. The lessons are based directly on the WorkKeys skills.
- The software provides practice tests, or “placement tests”, to determine initial skill levels; tens of thousands of lessons to practice and improve these skills; and a built-in management system that records each learner’s progress.

### **Education regulations**

- Current regulations require assessments be given starting with the 2009-2010 school year.
- 11th graders—WorkKeys® Assessment in each of 3 areas (Applied Math, Reading for Information, and Locating Information).
- 6th and 8th graders—informal placement test in each of the same 3 areas. These are not the WorkKeys tests; they are practice tests available from within the instructional software.
- The Department of Education is providing training and technical support for schools to provide the assessments.

	<b>First Semester</b>					
	<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Lunch</b>	<b>Period 4</b>	<b>Period 5</b>
<b>Teachers</b>	<b>8:15-9:35 AM</b>	<b>9:40-11:00 AM</b>	<b>11:05-12:25 PM</b>	<b>12:25-1:15</b>	<b>1:15 - 2:35 PM</b>	<b>2:40 - 4:00 PM</b>
<b>Arnold</b>		COMPUTER 1	A+ COMPUTING		COMPUTER 1	WEIGHT TRAINING
<b>Campen</b>	AK ISSUES	US HISTORY	AK ISSUES		US HISTORY	
<b>Calkins</b>		HEALTH & WELLNESS	HEALTH/WELLNESS		TEAM SPORTS	DIGITAL MEDIA
<b>Davis</b>		INT SCIENCE 1	INT SCI 1		ALGEBRA 1	COMPUTER 1
<b>Drain</b>					YEARBOOK	
<b>Drake</b>	ENGLISH 4	ENGLISH 4	ENGLISH 4		ENGLISH 1 YR	
<b>Fitzgibbon</b>		AK HISTORY	AK HISTORY		AK HISTORY	WORLD HISTORY
<b>Hart</b>		ALGEBRA 1	TRIGONOMETRY		APPLIED PHYSICS	ALGEBRA 1
<b>Hay</b>		ENGLISH 3	ENGLISH 3		PAC RIM	ENGLISH 3
<b>Hughes</b>		CONSTRUCTION	CONSTRUCTION			
<b>Hunter</b>		GEOMETRY	GEOMETRY		ALGEBRA 2	ALGEBRA 2
<b>Jackson</b>	GOVERNMENT	GOVERNMENT	GEOGRAPHY		GEOGRAPHY	
<b>Jacoby</b>		ENGLISH 1 YR	ENGLISH 1 YR		ENGLISH 1 YR	ENGLISH 1 YR
<b>Kimber</b>		JAPANESE 1	JAPANESE 1		ENGLISH 3	JAPANESE 1
<b>Larson</b>						SM ENGINE REPAIR
<b>Le</b>		CHINESE	PACIFIC RIM		CHINESE	PACIFIC RIM
<b>Lynn</b>		ENGLISH 2	LIT & COMPOSITION			
<b>Mahoney</b>		OCEANOGRAPHY	INTEGRATED SCI. 1		CHEMISTRY	SWIMMING
<b>McCrossin</b>	JOURNALISM	ENGLISH 2	SR. FUTURES		ENGLISH 2	
<b>Moll</b>	GENETICS	MARINE BIOLOGY	INT SCI 2			INT SCI 2
<b>Mulligan</b>	SR. FUTURES	ART	ART			ART
<b>Nance</b>			ADV COMP CONCEPTS			WEBSITE DESIGN
<b>Sullivan</b>		CONTENT READING	CONTENT READING		SPANISH 2	SPANISH 1
<b>Pucket</b>					WELDING	WELDING
<b>Raschick/</b>		ACCOUNTING				TUTORING
<b>Winslow</b>		HEALTH/WELLNESS	HEALTH & ETT		INTRO TO BUSINESS	HSQE MATH
<b>Young</b>		ALGEBRA YL 1	WEIGHT TRAINING		GEOMETRY	ALGEBRA YL 1

Teachers	Second Semester					
	Period 1	Period 2	Period 3	Lunch	Period 4	Period 5
	8:15-9:35 AM	9:40-11:00 AM	11:05-12:25 PM	12:25-1:15	1:15 - 2:35 PM	2:40 - 4:00 PM
Arnold		A+ COMPUTING	COMPUTER 1		COMPUTER 1	WT TRAINING
Campan	AK ISSUES	US HISTORY	US HISTORY		GLOBAL ISSUES	
Calkins		HEALTH & WELLNESS	INDIVIDUAL SPORTS		HEALTH & WELLNESS	DIGITAL YEARBOOK
Davis		INT. SCIENCE 1	COMPUTER 2		ALGEBRA 2	ALGEBRA 2
Drain					YEARBOOK	
Drake	SR. FUTURES	ENGLISH 4	CREATIVE WRITING		ENGLISH 1 YL	
Fitzgibbon		AK HISTORY	AK HISTORY		US HISTORY	WORLD HISTORY
Hart		ALGEBRA 1	CALCULUS		HSQE MATH	TRIGONOMETRY
Hay		ENGLISH 3	ENGLISH 3		LITERATURE	PACIFIC RIM
Hughes		CONSTRUCTION	CONSTRUCTION			
Hunter		ALGEBRA 2	GEOMETRY		PHYSICS	GEOMETRY
Jackson	GOVERNMENT	GEOGRAPHY	AK ISSUES		GEOGRAPHY	
Jacoby		ENGLISH 1 YR	ENGLISH 1 YR		ENGLISH 1 YR	ENGLISH 1 YR
Kimber		JAPANESE 1	JAPANESE 2 + JAPAN 3		AK NATIVE LITERATURE	SCI FI LITERATURE
Larson						SM ENGINE REPAIR
LE		PACIFIC RIM	PACIFIC RIM		CHINESE 2	CHINESE 1
Lynn		ENGLISH 2	LIT & COMPOSITION			
Mahoney		ADV. CHEMISTRY	CHEMISTRY		ENVIRONMENTAL SCI	SWIMMING
McCrossin	JOURNALISM	ENGLISH 2	SENIOR FUTURES		ENGLISH 2	
Moll	GENETICS	MARINE BIOLOGY	INT SCI 2			INT SCI 2
Mulligan		DRAWING/PAINTING	CERAMICS		ASIAN ART	ART & ART HISTORY
Nance			INT TO COMP PROG			ANIMATION
Sullivan		SPANISH 2	SPANISH 1		CONTENT READING	CONTENT READING 10
Pucket					WELDING	WELDING
Raschick					EMT	TUTORING
Winslow		ETT	BUSINESS CONCEPTS		HEALTH/WELLNESS	HSQE MATH
Young		ALGEBRA YL 1	WT TRAINING		GEOMETRY	ALGEBRA YL 1



# Alaska Department of Labor and Workforce Development

House Education Committee  
Click Bishop, Commissioner  
January 30, 2009



# Our Mission

- Provide safe and legal working conditions and advance opportunities for employment.
  - Workforce Development
    - Labor market information (Research & Analysis Section)
    - Employment assistance (Employment Security Division)
    - Worker training and education (Business Partnerships and Alaska Vocational Technical Center)
    - Unemployment compensation (Employment Security Division)
    - Assisting people with disabilities to obtain and maintain employment (Vocational Rehabilitation Division)
  - Regulatory
    - Assuring fair compensation for work performed (Labor Standards & Safety, Wage and Hour)
    - Assuring a safe workplace (Labor Standards & Safety, Occupational Safety & Health)
    - Assuring fair workers' compensation claim adjudication (Workers' Compensation Division and Appeals Commission)
    - Unemployment insurance tax collection/fraud detection (Employment Security Division)



# Alaska's Dynamic Labor Market

- Aging workforce—18% of Alaskans (124,500) are between the ages of 51 and 65.

**During 2007 Alaska had both –**

- **Unemployed Alaska Workers:** Approximately 22,000 unemployed each month (a 6.2% average annual unemployment rate), and
- **Imported workers:** nearly 20% of Alaska's workers -- 78,700 individuals -- were nonresidents.



# Nonresident Workers - Resident opportunities

## In 2006 nonresidents –

- Earned over \$1.7 billion, just over 13% of total wage and salary earnings.
- Accounted for over 29% of the oil industry workers – down from 31% in 2006.
- Received \$364.7 million in oil industry earnings – up from \$327.6 million in 2006.



# Alaska's Youth

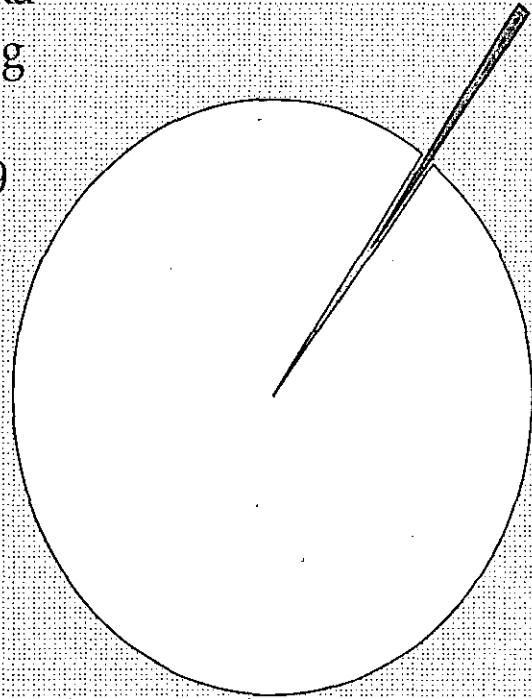
- 11,000 new Alaskan 18 year olds each year.
- 4,000 Alaskans ages 16-19 are not in school and not working.
- 62% of Alaska students who were freshmen in 2001 graduated high school in 2006 (does not include GED's).
- Only 62% of Alaskan high school graduates remain for training or employment; the rest leave the state.
- 2000 Census—over 57,000 Alaskans age 18 and over with no high school diploma.

**Alaska Youth First goal -- in school, engaged and prepared for Alaska jobs...**



# FY 10 Operating Budget is \$175.2 million...

State of Alaska  
GF Operating  
Budget  
\$4,564,039.9



Department of  
Labor GF Operating  
Budget  
\$31,001.0 (0.68%)

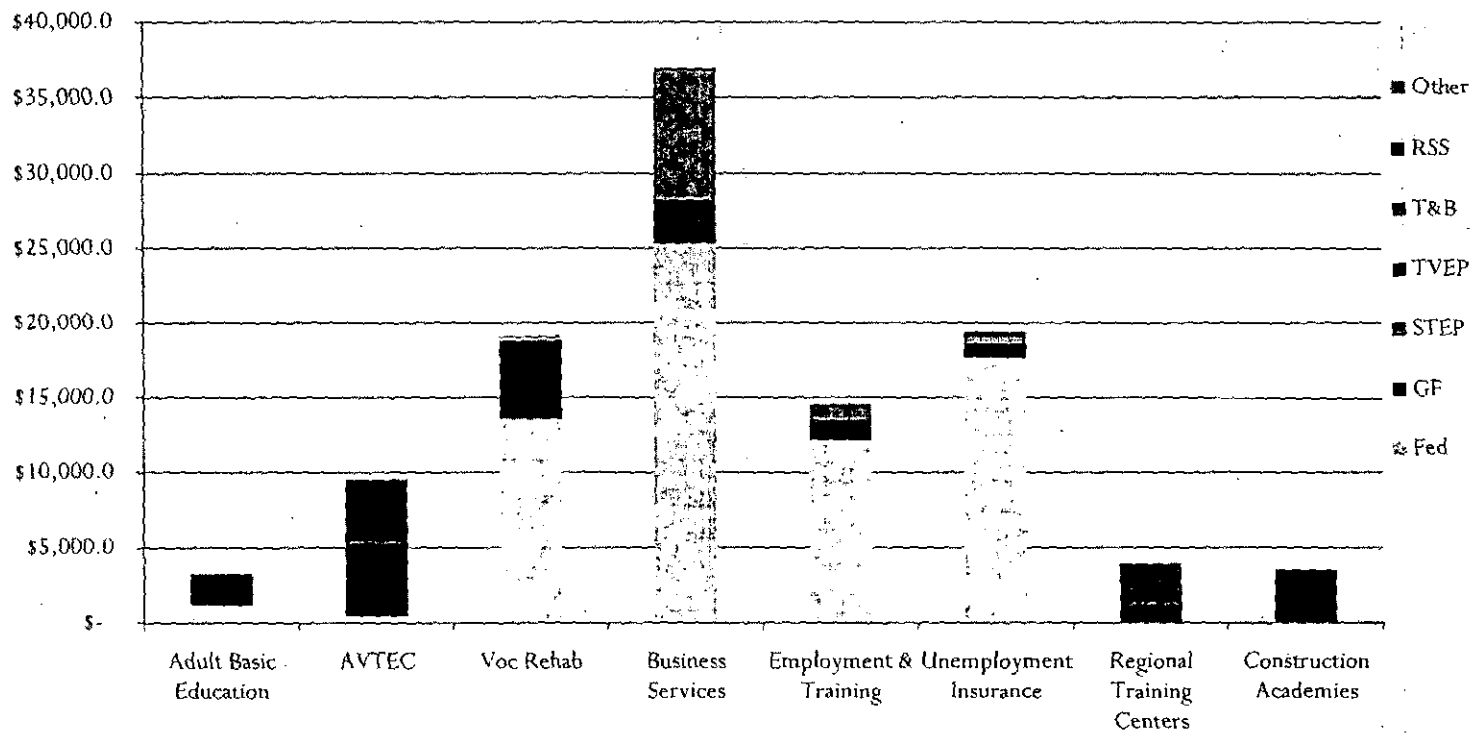
DOLWD Non-General Funds

Federal: \$85,751.6

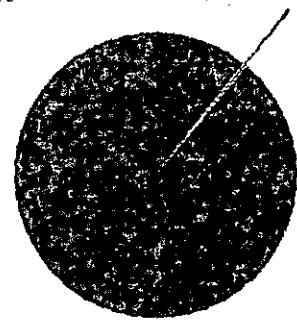
Other: \$58,432.5



# Workforce Development Program Funding - \$110.5 Million



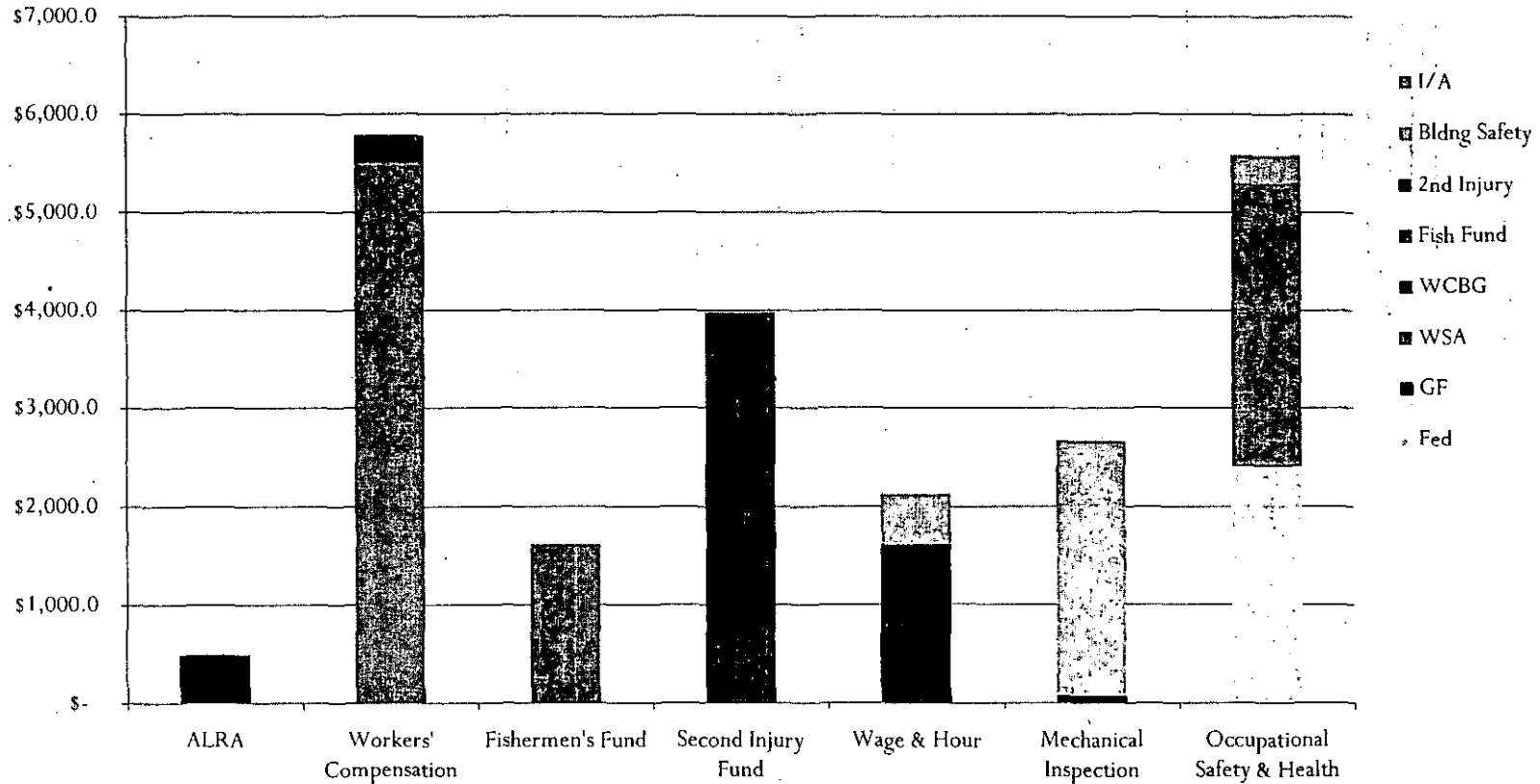
RSS - Receipt Supported Services  
 T&B - Training and Building Fund  
 TVEP - Technical Vocational Education Program  
 STEP - State Training and Employment Program  
 GF- General Funds  
 Fed - Federal



■ State GF Operating Budget  
 \$4.56 Billion  
 ■ DOLWD Training & Support GF  
 \$22.22 Million



# Regulatory Program Funding – \$22.2 Million Total Funds/\$2.2 Million GF



I/A: Interagency Receipts  
 WCBG: Workers' Compensation Benefit Guaranty Fund  
 WSA: Worker Safety Account  
 GF: General Fund  
 Fed: Federal Funds

# Training System at a Glance

## Secondary Education

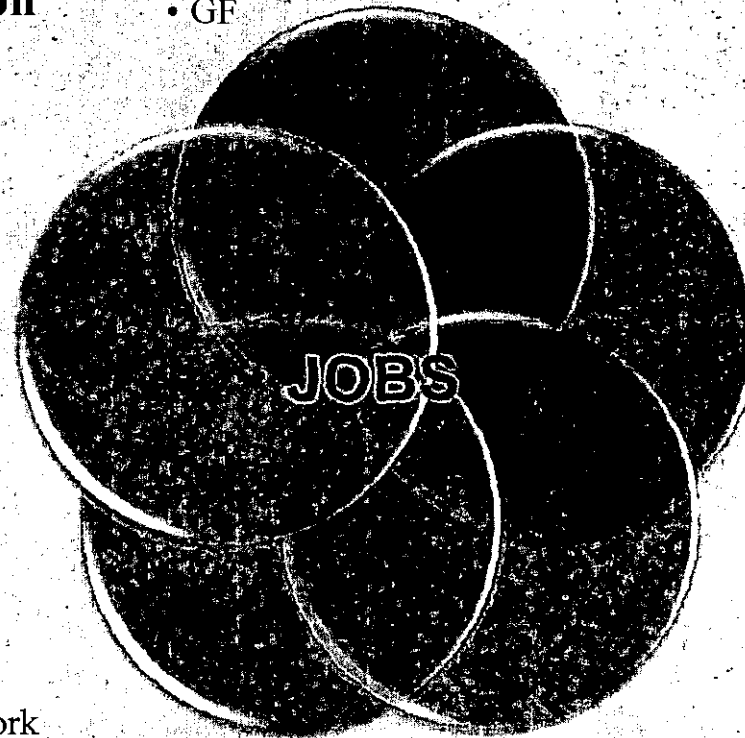
- DEED/High Schools
- Adult Basic Education
- Youth First
- Construction Academies
- College Ready/Work Ready
- Private Partners

## Employment Services

- Job Center Network
  - Counseling
  - Job/ Training Referral

## Funding

- *Federal*
  - Workforce Investment Act
  - Denali Training
  - Pipeline Training
- *State*
  - STEP
  - TVEP
  - GF



## Workforce Investment Board

- Policy Development
- System Oversight

## Postsecondary Education

- University of Alaska
- AVTEC
- Regional Training Centers
- Private Partners

## Grantees

- Competitive Selection



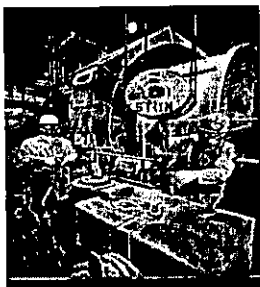
# State Entity Partnerships

- **University of Alaska**
  - Sharing of workforce data and projections
  - Training program performance report
  - Coordination of training and articulation agreements
  
- **Education and Early Development**
  - Career and Technical Education
  - Work Keys & Alaska Career Ready Certificate
  
- **Commerce, Community and Economic Development**
  - Meet the workforce needs of economic development projects
  
- **Transportation and Public Facilities**
  - Apprentice utilization on public construction projects



# Private Sector Partnerships

- **Workforce Investment Board**
  - Private sector dominated; sets workforce development policy
  - Regional Advisory Councils provide region-specific input
- **Gasline Training Plan Steering Committee**
- **Alaska Construction Academies**
  - Partnership with School Districts, Association of General Contractors and Home Builders Association to employ trainees; industry financial contributions in FY 08 totaled over \$600 thousand.
- **State Training and Employment Program Partners**
  - Private sector partners in STEP contributed over \$5 million to training efforts in FY 08
- **Alaska Occupational Safety and Health**
  - Successful efforts to enhance employer compliance vs. enforcement activity;
  - Voluntary Protection Program and SHARP
  - OSH Board Reviews Appeals
- **Workers' Compensation**
  - Medical Services Advisory Committee
  - Board and Appeals Commission



# FY 08 Key Program Accomplishments

## Workforce Development

- Alaska job center network connected 31,274 Alaskans with jobs.
- 6,673 individuals received employment and/or training services for jobs. 94% of trained participants entered employment.
- 529 Vocational Rehabilitation Division consumers were employed
- Issued 1,540 General Education Development Diplomas.
- AVTEC trained nearly 900 Alaskans.
- Published a gasline workforce training plan.

## Regulatory

- Occupational Safety: 21% reduction in the rate of lost workday accidental injuries and illness – from 2.02 to 1.59 per 100 employees.
- Wage & Hour: Wage claim resolution time is 4.5 months, 1.5 months less than the target of 6 months.
- Workers' Compensation: 169 uninsured employers were detected and there were 60 uninsured injuries .



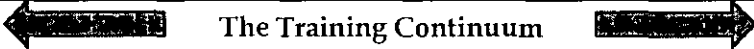
## A Note About Apprenticeship

- A registered program providing
    - on-the-job-training at wages commensurate with skills attained
    - enhanced through courses of related instruction
  - Goal: increase the number of apprentices to improve Alaska hire and give hope to our youth that there are job opportunities in Alaska.
    - Data sharing agreement with U.S. Dept. of Labor
    - Apprentice Coordinator hired—partnership with federal apprenticeship office
    - Working with mining and other industries to develop registered apprenticeships
    - 25 local job center staff trained as apprenticeship liaisons; working directly with employers to establish registered apprenticeship programs
- \* 10 year result: over 91 percent (3,144) of the 3,439 active or completer apprentices are Alaska residents .**



# FY 10 General Fund Continuation Increments

- **Construction Academy continuation--\$3.5 Million GF\***
  - Construction career training for youth and adults in Anchorage, Fairbanks, Mat-su, Juneau, Kenai, and Ketchikan.
- **On-the-Job Training and Registered Apprenticeship Incentives--\$ 585.0 GF\***
  - 200 participants targeted for industry related occupational training.
- **Coordinator to integrate Vocational Education/Set Standards--\$130.0 GF\***
  - Consistent standards for training programs/Program Accreditation.
  - Connect Education and Workforce Development.
- **Regional Economic Data Gathering--\$95.0 GF\***
  - Research & Analysis' support regional/local workforce planning.
- **Training Program Guide--\$50.0 GF\***
- **Continue designated grant to SAVEC--\$195.0 GF\***
- **Vocational Rehabilitation lease cost increase--\$130.0 GF**
- \* **Funded in FY 09 but counted as one-time items and removed from the budget base. Year over year GF change from FY 09 Authorized to FY 10 Request is \$214.6.**

		 <b>The Training Continuum</b>			
		Secondary	Postsecondary Training	On the Job	Reemployment Assistance
Workforce Training Related Programs and FY 10 Expected Funding Amount	Private Training System	Build-up Program and other programs in the schools	Employer paid tuition	Match state funding for training programs. Apprenticeships and Training Programs.	
	Gasline Training Plan \$860.0 GF		Training System Coordination focusing on Accreditation and Skills Standards. Regional economic data gathering.	Apprenticeship and OJT Incentives to Expand Skilled Opportunities. Increase registered apprentices and trainees. <i>Number Served: 200</i>	
	Construction Academies \$3.5 million GF	Train in and out of school youth as well as young adult workers in basic construction, welding, and other skills. <i>Number served: 1,000 High School/300 Adults</i>			
	Youth First \$2,321.8 GF	Secondary School Youth Career Awareness, Preparation and Job Experiences. Now working in tandem with DEED's Work Ready/College Ready. Captures all kids--not just those identified as "high risk" <i>Number served: 2,000</i>			
	AVTEC \$10,326.2 Total \$4,852.9 GF		Vocational Training for in-demand occupations. <i>Number Served: 893</i>		
	TVEP \$9,447.0 TVEP		Allocated to various training entities and the University of Alaska to support operations and training programs.		
	STEP \$8,568.1 STEP		Used through the Job Center Network and Competitive Grant Awards to Train Workers who are Unemployed or face the threat of Unemployment. Fills funding gaps not met by WIA programs. <i>Number served: 2,000 to 2,500</i>		
	Gasline Worker Federal Grant \$2.5 million Federal	Summer Camps for College Bound Students <i>Number Served: 100</i>	Regional Training Center/AVTEC Targeted Training <i>Number Served: 350</i>	Apprenticeship and OJT Incentives to Expand Skilled Opportunities/Fairbanks Pipeliner Training <i>Number served: 350</i>	
	Denali Training Fund \$3.15 Million Federal	Denali Training Fund includes a \$1 million per year allocation for competitive youth employment grants in rural Alaska, preferably connected with Denali Commission projects. <i>Number served: 1,000</i>			Denali Training Fund offers approximately \$2.15 million in competitive grants for rural workforce development projects, preferably connected with Denali Commission Projects. <i>Number served: 250</i>
	Workforce Investment Act \$12.7 Million Federal	Youth Funding focuses on at-risk in-school and out of school youth (ages 14 to 21) <i>Number Served: 500</i>			- Adult Program focuses on Job Center Services to unemployed individuals including counseling, assessments, job referral, and training. <i>Number Served: 530</i> - WIA Dislocated Worker program focuses on Job Center services to workers unemployed by virtue of business downsizing or closure. <i>Number served: 560</i>

# Alaska Department of Labor and Workforce Development

## Capital Projects

Project	Priority	Amount	Notes
AVTEC Deferred Maintenance	1	\$ 1,500.0 GF	Facility Deferred Maintenance
AVTEC Dormitory Replacement	2	\$ 20,000.0 AHCC	Replace existing 120 bed dormitory that has numerous ADA and code deficiencies.
AVTEC Heavy Equipment/Diesel/Pipe Welding Training Facility	3	\$ 12,000.0 AHCC	Add a 16,000 square foot steel fabricated to AVTEC's Applied Technology campus to replace the current facility, which has numerous code and safety issues.
Workers' Compensation .Net Upgrade and Rewrite	4	\$ 3,092.2 WSA	Replace outdated Workers' Compensation system
AWP—Fairbanks Pipeline Training Center Equipment	5	\$ 2,310.5 AHCC	Funding to equip the Center to include large diameter pipe, sideboom and welding equipment.
DVR MIS Interface	6	\$ 275.4 GF	Interface between DVR Management Information System and Social Security and Unemployment Insurance databases to improve services to clients.

# House Education Committee

- AVTEC Presentation
  - Fred Esposito
    - Director
  - January 30, 2009



# Alaska Vocational Technical Center



Great careers for  
Alaska's future

# Who Our Students Are

- Average student age is 26
- 70% male - 30% female
- Students attend from all over Alaska
  - 55% from Southcentral including Anchorage
  - 45% from the rest of the state

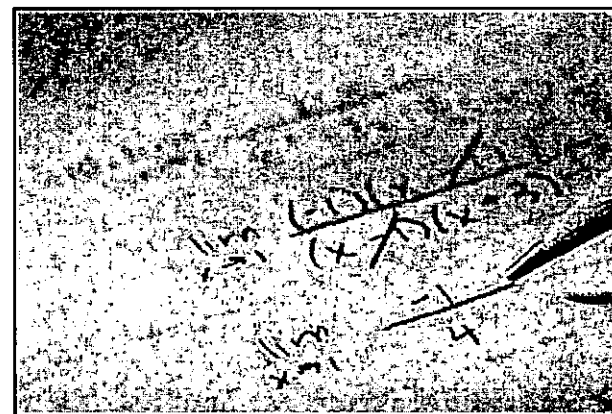


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**AVTEC**

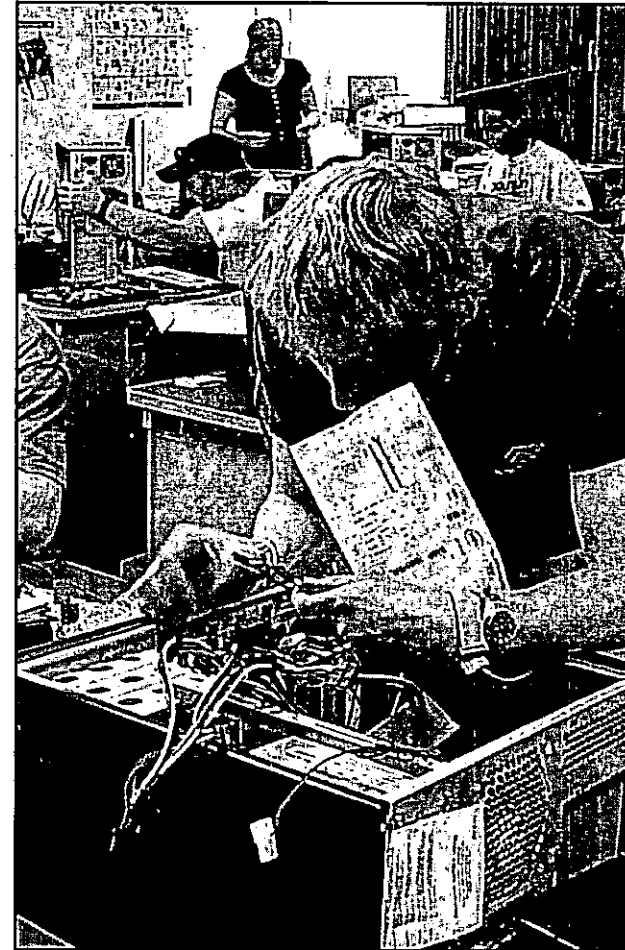
# Training Program Facts

- Good math & reading skills necessary for all programs
- Earn UA Credit at AVTEC
- Programs are Nationally Accredited by the Council on Occupational Education and Industry Certified



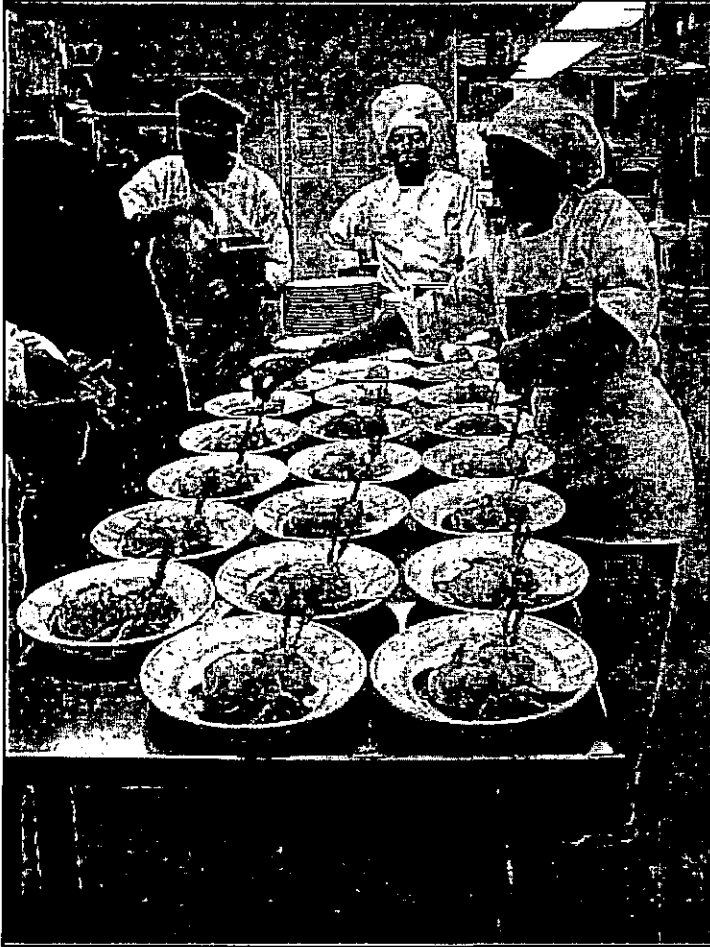
# Graduating Students

- Last year 83% of enrolled students graduated or completed training upgrades at AVTEC
- Among all 2007 AVTEC graduates, 93% were employed in training-related jobs or continued with their education.



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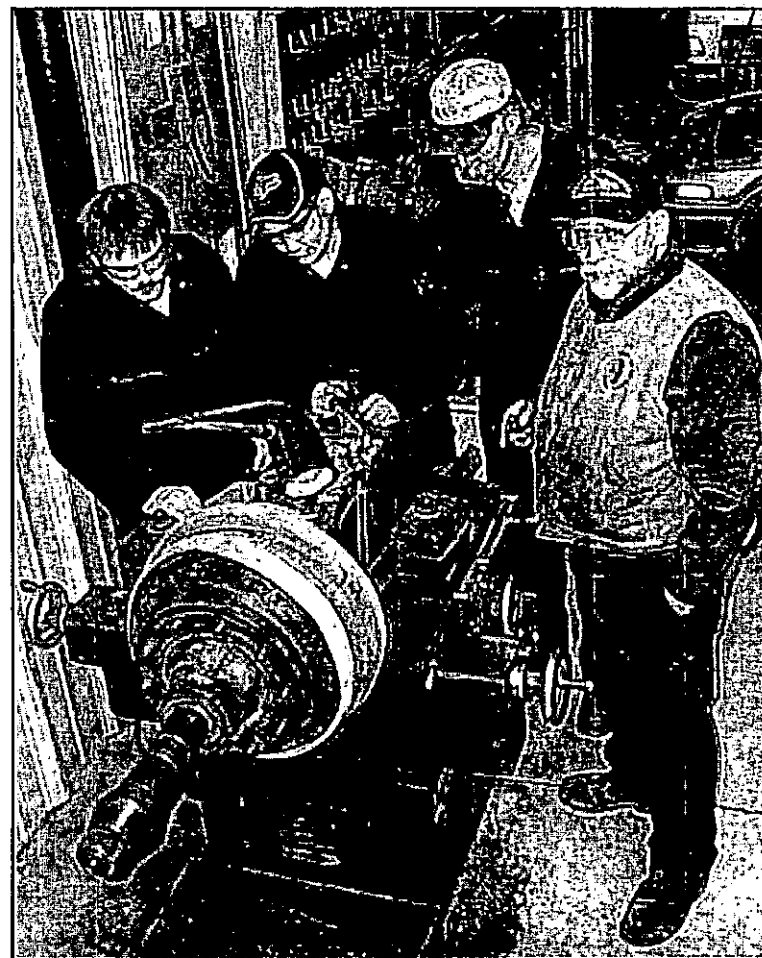
# Training Programs



- Alaska Maritime Training Center
- Alaska Culinary Academy
- Certified Nurse Assistant
- Licensed Practical Nurse
- Automotive Technology
- Diesel/Heavy Equipment Technology
- Industrial Electricity

# Training Programs continued

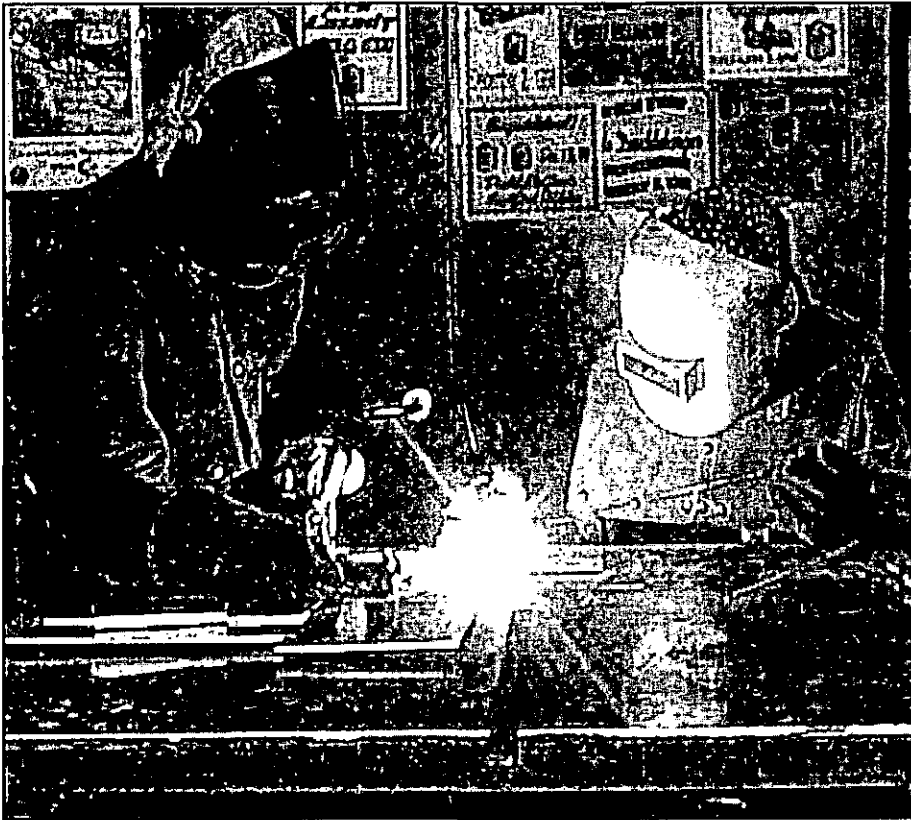
- Power Plant Operation
- Structural Welding
- Pipe Welding
- Business and Office Technology
- Computer Network and PC Support
- Web Development
- Construction Trades



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# Training Programs continued

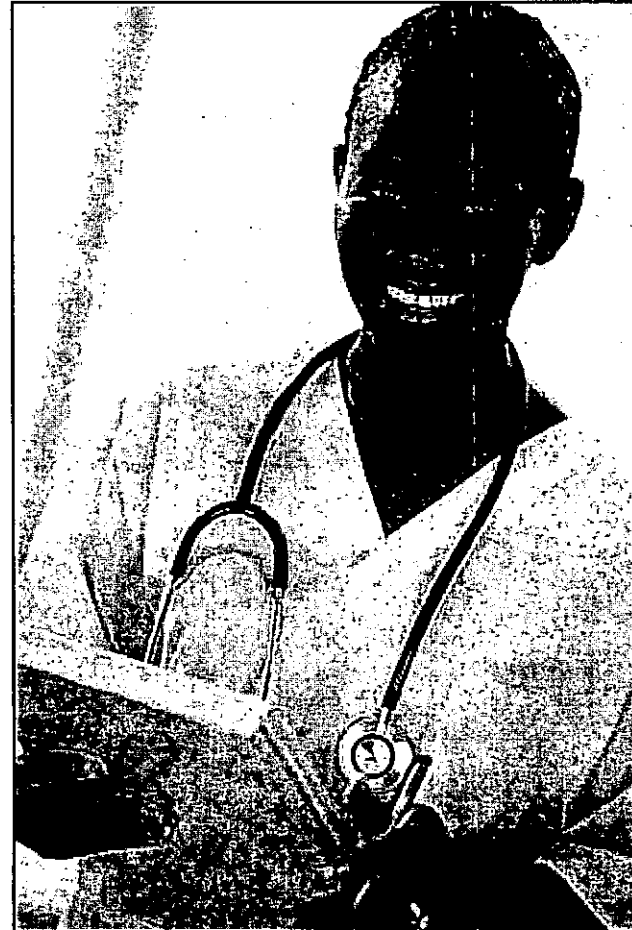


- Plumbing and Heating
- Apprenticeship Related Instruction
- Connected Education
- New: Hydro Plant Operation
- Coming:
  - Wind Turbine Operation
  - Medium/Heavy Duty Truck

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# Student Services

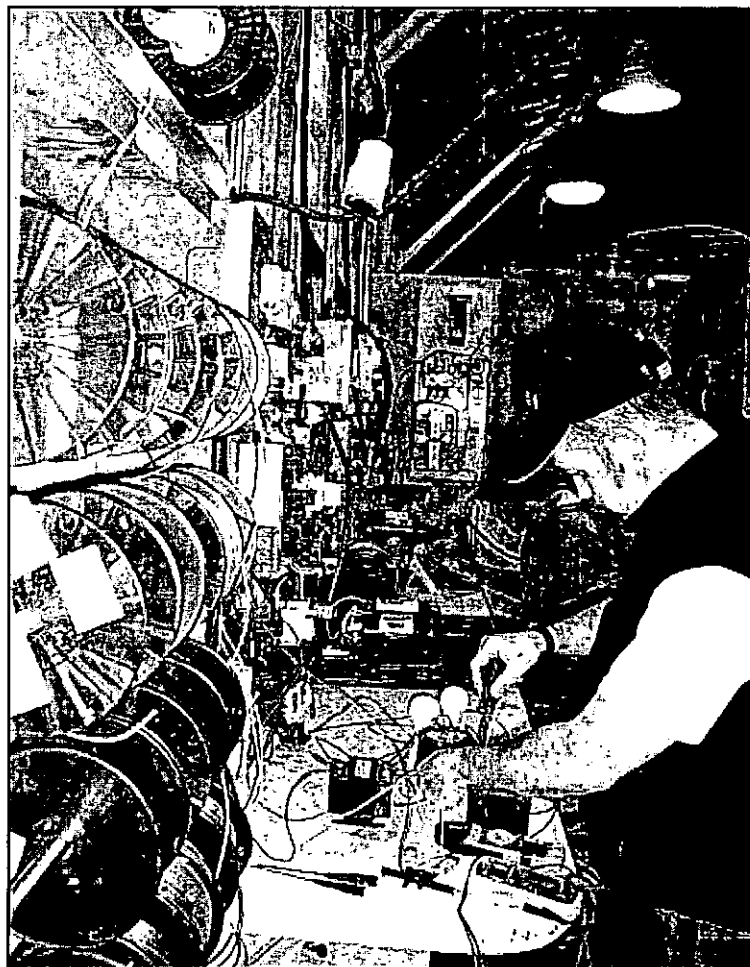
- Housing for 150 students and 17 families
- Food Services
- Counseling Services
- Recreation
- Learning Resources
- Placement Services



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# Great Careers for Alaska's Future

- Visit us on the web at:
  - **[www.avtec.edu](http://www.avtec.edu)**
  
- Fred Esposito, Director
  - **Alaska Vocational  
Technical Center**
  - **(AVTEC)**
  
- P.O. Box 889 ~ Seward,  
Alaska 99664  
1-800-478-5389 or  
(907) 224-3322



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**AVTEC**

<b>FY09 ABE Grant Distribution</b>			
<b>Grantee</b>	<b>Region</b>	<b>FY2009 Grant Allocation</b>	<b>Percentage</b>
Aleutian/Pribilof Islands Assn., Inc.	Aleutian Pribilof Region	\$134,500	5.37%
Nine Star Enterprises, Inc., Anchorage	Anchorage Region	\$558,899	22.31%
UAF-Bristol Bay Campus	Bristol Bay Region	\$118,319	4.72%
Adult Learning Programs of Alaska, Fairbanks	Fairbanks Region	\$260,083	10.38%
UAA-Kenai Peninsula College	Kenai Region	\$176,265	7.04%
UAA-Kodiak College	Kodiak Region	\$102,299	4.08%
UAF-Kuskokwim Campus	Lower Kuskokwim Region	\$249,728	9.97%
Human Resource Company, Palmer	Matanuska-Susitna Region	\$196,848	7.86%
Kawerak, Inc., Nome	Nome Region	\$144,294	5.76%
Ilisagvik College, Barrow	North Slope Region	\$125,992	5.03%
Northwest Arctic Borough School District, Kotzebue	Northwest Arctic Region	\$136,315	5.44%
Southeast Regional Resource Center, Juneau	Southeast Region	\$216,855	8.66%
UAA-Prince William Sound Community College, Valdez	Prince William Sound Region	\$84,731	3.38%
<b>Sum of grant money:</b>		<b>\$2,505,128</b>	

Provided by the Alaska Department of Labor and Workforce  
January 27, 2009

# House Education Committee

- AVTEC Presentation
  - Fred Esposito
    - Director
  - January 30, 2009



# Alaska Vocational Technical Center



Great careers for  
Alaska's future

# Who Our Students Are

- Average student age is 26
- 70% male - 30% female
- Students attend from all over Alaska
  - 55% from Southcentral including Anchorage
  - 45% from the rest of the state

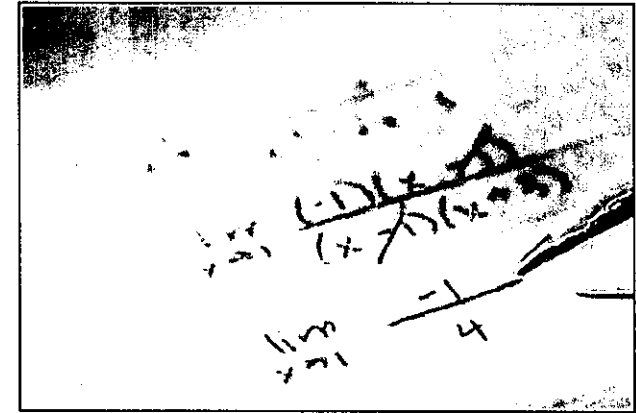


[www.avtec.edu](http://www.avtec.edu)



# Training Program Facts

- Good math & reading skills necessary for all programs



- Earn UA Credit at AVTEC
- Programs are Nationally Accredited by the Council on Occupational Education and Industry Certified

# Graduating Students

- Last year 83% of enrolled students graduated or completed training upgrades at AVTEC
- Among all 2007 AVTEC graduates, 93% were employed in training-related jobs or continued with their education.



[www.avtec.edu](http://www.avtec.edu)



# Training Programs

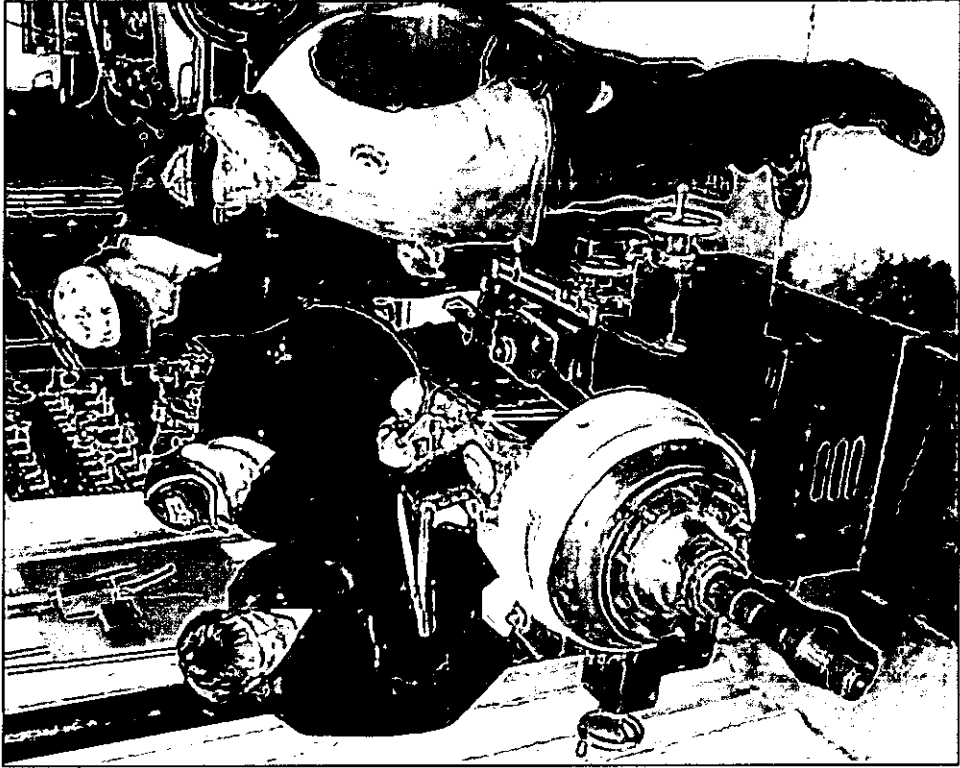


- Alaska Maritime Training Center
- Alaska Culinary Academy
- Certified Nurse Assistant
- Licensed Practical Nurse
- Automotive Technology
- Diesel/Heavy Equipment Technology
- Industrial Electricity

[www.avtec.edu](http://www.avtec.edu)

# Training Programs continued

- Power Plant Operation
- Structural Welding
- Pipe Welding
- Business and Office Technology
- Computer Network and PC Support
- Web Development
- Construction Trades



# Training Programs continued

- Plumbing and Heating
- Apprenticeship Related Instruction
- Connected Education
- New: Hydro Plant Operation
- Coming:
  - Wind Turbine Operation
  - Medium/Heavy Duty Truck



[www.avtec.edu](http://www.avtec.edu)



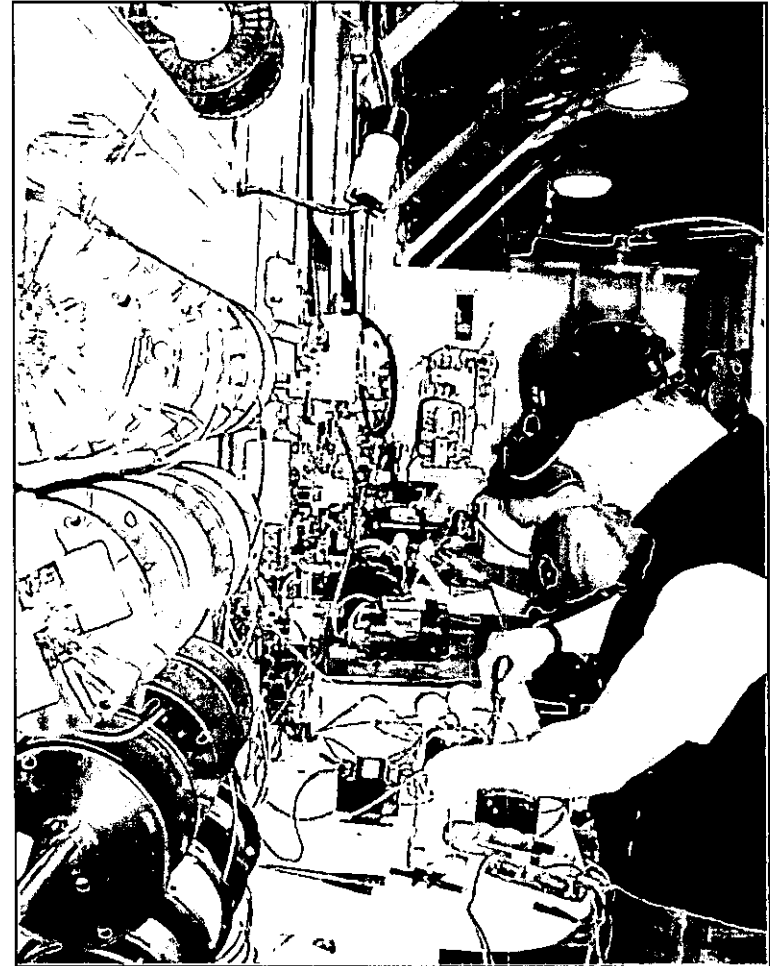
# Student Services

- Housing for 150 students and 17 families
- Food Services
- Counseling Services
- Recreation
- Learning Resources
- Placement Services



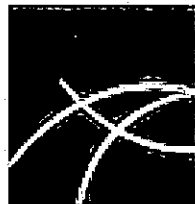
# Great Careers for Alaska's Future

- Visit us on the web at:
  - [www.avtec.edu](http://www.avtec.edu)
  
- Fred Esposito, Director
  - **Alaska Vocational  
Technical Center**
  - **(AVTEC)**
- P.O. Box 889 ~ Seward,  
Alaska 99664  
1-800-478-5389 or  
(907) 224-3322



[www.avtec.edu](http://www.avtec.edu)





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*Many Traditions One Alaska*

# Workforce Programs

*The University of Alaska is committed to preparing today's student for tomorrow, recognizing that tomorrow's careers will require advanced skills, greater knowledge, and more flexibility than ever before.*

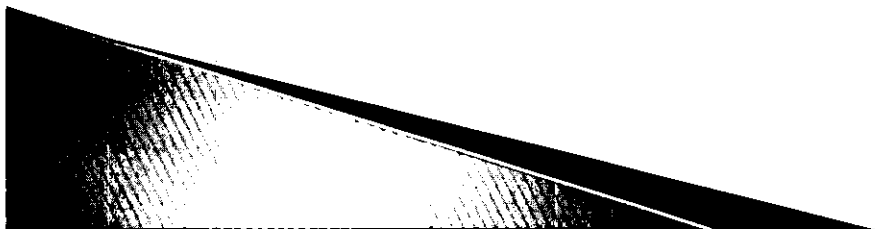
**Education Committee**

**Fred Villa, Associate Vice President**

**January 23, 2009**

# Overview / Talking Points

- ▶ *UA's role in WFD: Career exploration and employability skill development, training and educating the new workforce, professional development of the existing workforce*
- ▶ *Explanation of UA awards: O.E., Certs. AA's, Bachelor's, Master's, PhD's*
- ▶ *Campuses: locations, areas served, highlight programs*
- ▶ *Career Pathways and Programs: 4-H, FFA, Career Academies, Tech Prep, ANSEP, Summer Camps,*
- ▶ *Training Performance and Investments*
- ▶ *Partnerships: State Agencies (DOLWD, EED), RTC's, School Districts, Business/Industry and related Consortiums, Organized Labor, Native Corporations,*





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## Role in Workforce Development

- ▶ Support pre-college programs with career pathways and activities
- ▶ Prepare students to enter the work force to industry standards
- ▶ Train the existing work force through professional development opportunities

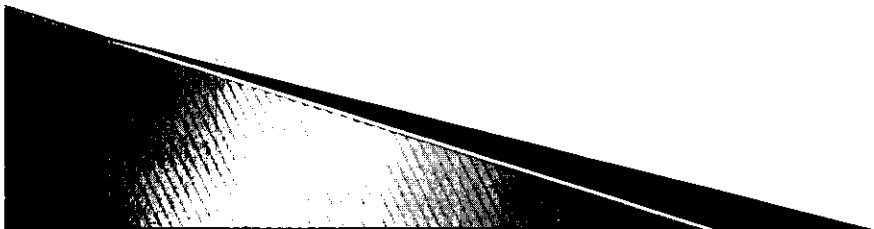




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# Award Levels

- ❖ Occupational Endorsements: 9–29 credits
- ❖ Certificate Awards: 30 credits minimum
- ❖ Associate's Degree: 60 credits minimum
- ❖ Bachelor's Degree: 120 credits minimum
- ❖ Master's Degree: Bachelor plus 30 credits minimum
- ❖ Doctor's Degree: credit hours vary by program



# Main Administrative Units (MAUs)

## University of Alaska Statewide

**UAA**

**Anchorage Main Campus**  
**Community and Technical College**  
Chugiak-Eagle River Campus  
Kodiak College  
Kenai Peninsula College  
Matanuska Susitna Campus  
Military Programs  
Prince William Sound C.C.

**UAF**

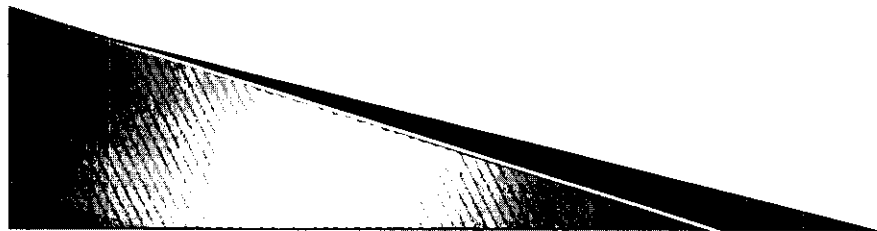
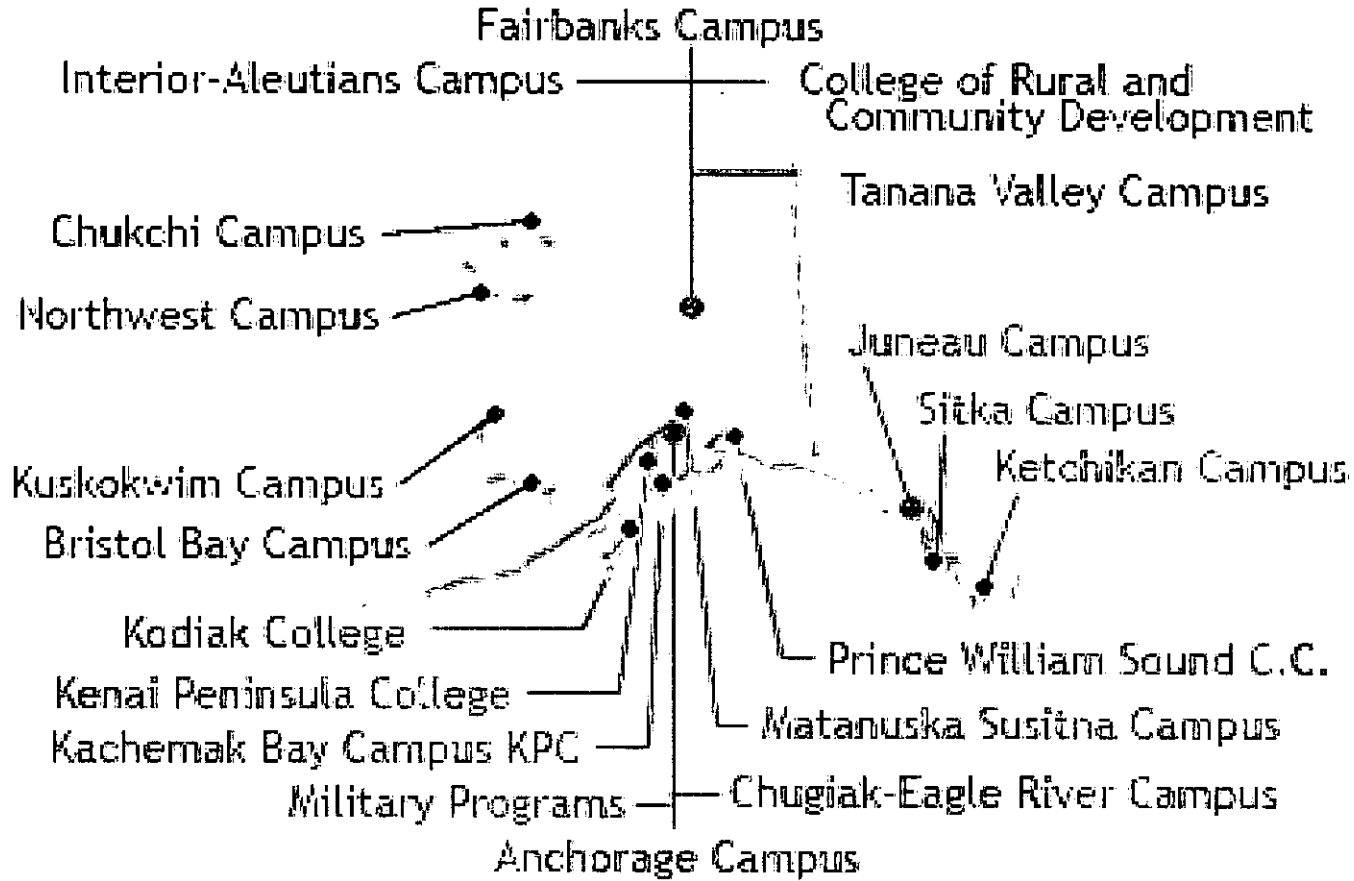
**Fairbanks Main Campus**  
**College of Rural and Community Development**  
Bristol Bay Campus  
Chukchi Campus  
Cooperative Extension  
Interior-Aleutians Campus  
Kuskokwim Campus  
Northwest Campus  
Tanana Valley Campus

**UAS**

**Juneau Main Campus**  
Ketchikan Campus  
Sitka Campus



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## Campus Affiliated Sites

Copper Basin Extension Center, Glenallen

Cordova Extension Center, Cordova

Chugiak/Eagle River Campus, Eagle River

Kachemak Bay Campus, Homer

McGrath Center, McGrath

Nenana Center, Nenana

Tok Center, Tok

Yukon Flats Center, Ft. Yukon

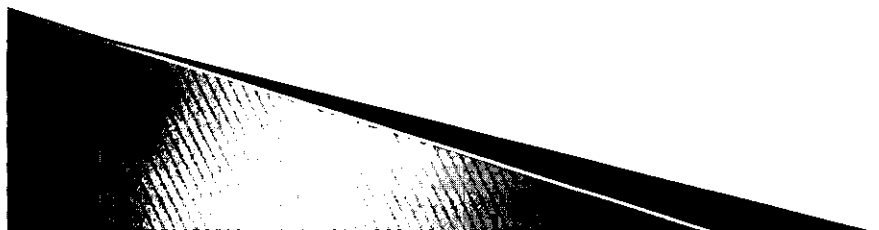
Yukon-Koyukuk Center, Galena



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## Campus Affiliated Military Sites

Eielson AFB Military Education Services, Eielson AFB  
Elmendorf AFB Military Education Services, Elmendorf AFB  
Ft. Richardson Military Education Services, Ft. Richardson  
Ft. Wainwright Military Education Services, Ft. Wainwright



# Alaska's Pathways to Successful Careers

Pre-school through 6

Middle School 7-8

High School 9-12-

Post Secondary

**Career Awareness**

**Career Exploration**

**Career Preparation**

**Career Choice**

**Health Care**

**Process Industry**

**Construction**

**Hospitality**

**Transportation**

**IT & Computer Technology**

**Say YES**   
Youth Employability Skills

**to your Future!**





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## Program Highlights Career Pathways

- ▶ 14 Career Clusters
  - Demonstrating all UA programs:  
<http://www.alaska.edu/swacad/wp/careerclusters/>
- ▶ UAA Career Pathways
  - Demonstrating all UAA programs
  - Distributed to every school district in the state
- ▶ Hot Jobs
  - Construction and Engineering
  - Health



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## Program Highlights K-12 Outreach

- ▶ Career Academies – Construction, Culinary Arts, Process Technology, Electrical, Painting and Drywall
- ▶ Future Teachers – Promotes teacher education careers
- ▶ Robotics and Pre-Engineering Programs (ANSEP)
- ▶ Health Career Clubs – Promotes Health Careers
- ▶ 4-H and FFA – Programs that promote communication, community service, leadership, not just agriculture



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## Additional Outreach Programs

- ▶ **Adult Basic Education (ABE)– Enrollment: 1176**
  - Courses Preparing Students for GED
  - English as a Second Language (ESL)
  - Citizenship Preparation
- ▶ **Tech Prep –**
  - Over 1200 students in secondary course of study
  - 340 students additionally enrolled in UA
  - 34 school districts in FY08
- ▶ **Dual Credit – Enrollment: 4214 in FY08**
  - Most Popular Courses by number: Computer Information Office Systems, Computer and Networking Technology, Early Childhood Education, Construction Technology, English, and Welding



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## UA Agency Partnerships in Workforce Training

- ▶ **Labor and Workforce Development**
  - Apprenticeships
  - AVTEC
  - Hot Jobs
  - One-stop Job Centers
  - Research & Analysis
- ▶ **Education and Early Development**
  - Career and Technical Education
  - Tech Prep
  - Teacher Mentorship
  - Early Childhood Education
- ▶ **Health and Social Services**
  - Allied Health
  - Behavior Health
  - Nursing
  - Social Sciences



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## UA Private Sector Partnerships in Workforce Training

- ▶ **Alaska Workforce Investment Board**
  - Identify state's priorities for workforce needs
  - Establish policies and guidelines
  - Support Regional Advisory Councils
- ▶ **Alaska Commission on Postsecondary Education**
  - Maintains Alaska Learning Exchange System – ALExSys
  - Distributes Student Loans
- ▶ **Alaska Process Industries Careers Consortium**
  - Promotes careers in Alaska process industries including oil, gas, mining, power generation, and associated industries
  - Systemically supports curriculum review of UA-related programs with UA faculty and industry representatives
  - Promotes student internships, teacher externships, and employability skills training
  - Provider of the North Slope Training Cooperative safety training program
- ▶ **Putting Alaska's Resources to Work**
  - Promotes policies, extracts data, and industry interests for the oil, gas, and mining industries in Alaska
- ▶ **Organized Labor**
  - UA developed an Apprenticeship Technology program to recognize these quality training programs
  - Organized labor has recognized UA programs that support entry-level apprenticeship training
- ▶ **Native Corporations**
  - Working closely with Native Corporations to support their training efforts regionally and statewide
- ▶ **Private Businesses and Industries**
  - Meeting the specific needs of businesses and employers through professional development and regulatory training



## Campuses and Regional Training Centers

Tanana Valley Campus – Partners for Progress, Delta  
Community and Technical College – AVTEC, Seward

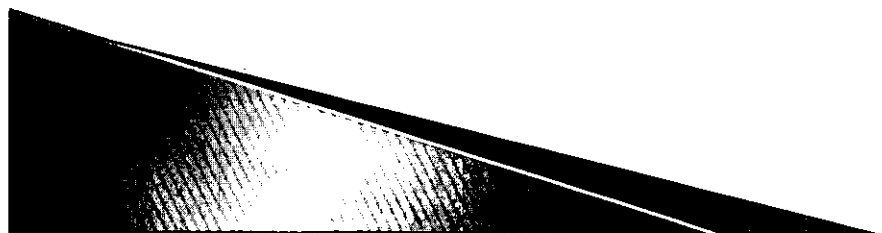
Bethel Campus – YUUT, Bethel

Chukchi Campus – KotzTech Learning Center, Kotzebue

Northwest Campus – NacTech, Nome

Sitka Campus – Sitka Education Consortium, Sitka

Bristol Bay Campus – SAVEC, King Salmon





## Workforce Programs Performance Summary Technical Vocational Education Program FY01 – FY08

\$25.9 million to UA – follows the AWIB HD/HG

- ▶ Student Enrollment
  - increased from 17,724 to 26,007
  - 47% increase
- ▶ Students Receiving Degrees or Awards
  - increased from 1,768 to 2,610
  - 48% increase



## Workforce Programs Performance Summary Technical Vocational Education Program FY01 – FY08

### Distribution of TVEP Funds

- ▶ UAA – 55.3%,
- ▶ UAF – 24.7%,
- ▶ UAS – 17.8%
- ▶ SW – 2.2%



## Workforce Programs Performance Summary Technical Vocational Education Program FY01 - FY08

### Program Distributions

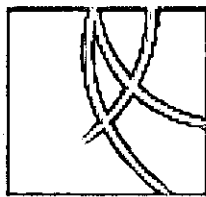
- ▶ Allied Health 17%
- ▶ Information Technology 15.1%
  - ▶ Transportation 10.5%
  - ▶ Nursing 9.6%
  - ▶ Early Childhood 8.8%
  - ▶ Process Technology 7%



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## Program Performance High Demand/High Growth Occupation Degree Production

- ▶ Allied Health and Nursing: 407
- ▶ Applied Engineering: 219
- ▶ Behavioral Health: 308
- ▶ Business: 469
- ▶ Construction: 46
- ▶ IT: 126
- ▶ Natural Resources: 229
- ▶ Process Technology: 93
- ▶ Protective Services: 77
- ▶ Teacher Education: 390
- ▶ Transportation: 134

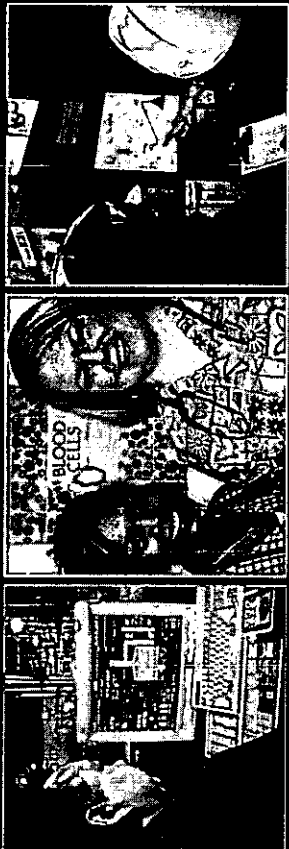


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Fred Villa  
AVP Workforce Programs  
University of Alaska Statewide  
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2008

Training Tomorrow's Workforce Today



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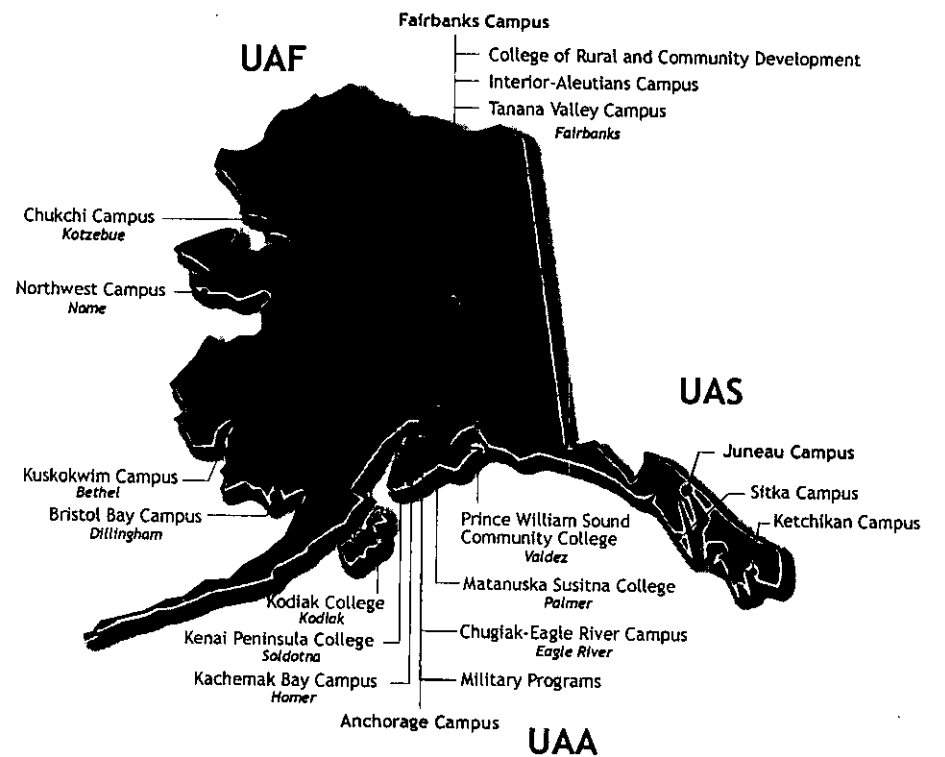
© Todd Paris/UAF

UA provides leadership and resources to create business-education consortiums in:

- health
- construction
- oil & gas
- teacher education
- information technology
- transportation & logistics

# Community Campuses

## Workforce Training Centers



Over 4,600 students are enrolled in workforce programs at UA campuses right now—programs that respond directly to the state's industry and business needs.

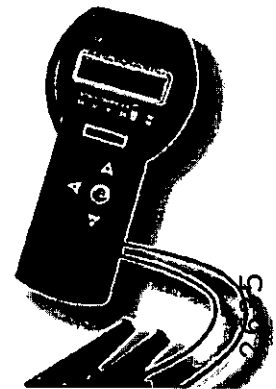
Students who complete the training have the competitive edge for some of the state's most in-demand jobs.

Return on investment is substantial. Earning power increases an average of 17 percent by taking a single class. According to the U.S. Bureau of Labor Statistics, 80 percent of the fastest-growing jobs in the United States require some level of higher education training after high school.

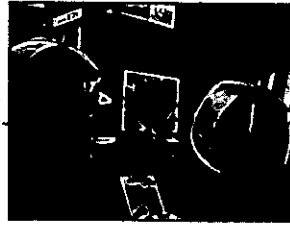
That's why UA takes workforce training so seriously. It's what our students want and what our state needs.

Over 200 of our career programs take two years or less to complete. They include:

- Nearly 40 occupational endorsements
- 30 one-year certificates
- 58 two-year certificates
- 75 associate of applied science degree programs
- And more



© Nina Tarakoff

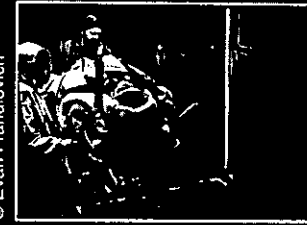


The Chukchi Campus of UAF serves the residents of the Northwest Arctic Borough, covering more than 36,000 square miles and 11 villages. Chukchi's close ties with community organizations provide the education and training needed for numerous aspects of rural life. One of its workforce success stories is with Maniilaq Association. Certification and retention of village-based substance abuse and mental health counselors in the region's villages witnessed a dramatic improvement once the training was offered in Kotzebue. This has had a multiplier effect by increasing the payroll in the region and promoting healthier lives.

Chukchi supports students with courses, equipment, tutors, advising or classroom space in the following programs:

- Social work
- General associate and bachelor's degrees
- Native language (Iñupiaq) education
- Veterinary science
- Construction trades technology
- Health programs, including nursing degrees and certificates
- Rural human services
- Aviation
- Community health
- Rural development
- Teacher certification and elementary education degrees
- Business administration, applied business and accounting

© Evan Franulovich



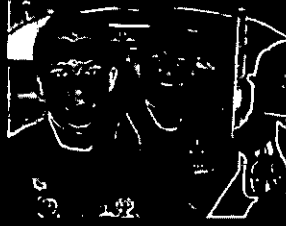
The Bristol Bay Campus of UAF serves a 55,000-square-mile area and 32 communities including Dillingham, where the campus is located, Ivanof Bay, Port Alsworth, Fogak and King Salmon. The campus offers bachelor's degrees, associate degrees and certificates.

Bristol Bay works collaboratively with surrounding communities to meet local needs in vocational and technical education and to prepare students for the workforce.

Job readiness and basic computer skills in partnership with local village organizations have allowed training in Ilwok, New Smythok and Fogak Training in New Smythok in preparation for construction of a new school focuses on plumbing, construction, safety, hand and power tools and carpentry skills, all of which can lead to a UAF certificate.

Exploration of various career pathways for youth include camps in aviation, health care, fine arts, culinary arts and early childhood education. Students attending the medical camp spend three days job shadowing nurses. They earn CPR certification and train with the Dillingham Volunteer Fire Department. Students in the culinary arts camp work in commercial kitchens preparing actual meals and earn safe food handling certificates from the state of Alaska.

© Darcy Duviea



### UAF Tanana Valley Campus

© Darcy Duviea



UAA's Community & Technical College is the community college arm of UAA, similar to the relationship between Tanana Valley Campus and UAF. Each year, CTC's 40 programs produce almost 300 graduates.

CTC meets learners where they are, and guides them with their next step along an educational pathway to a bright future. CTC offers occupational endorsements, associate degrees, baccalaureate degrees and master's degrees. CTC serves students by listening to industry and community partners first, and provides developmental courses for students needing additional preparation for college or work readiness.

CTC provides a portal to education for numerous fields of study across UAA and provides important outreach to military educational services at Eielson Air Force Base and Fort Richardson.

#### CTC graduates:

- Manage medical laboratories and health providers' offices, and work in local hospitals, dental and medical clinics.
- Work as technicians, pilots, administrators and air traffic controllers.
- Install, maintain and support business computer networks and telecommunications systems.
- Serve as career and technical educators and advisors in the K-12 systems.
- Prepare, serve and assure the safety of food served in commercial dining establishments.
- Work as technicians and managers within the construction and design

# Partnering

**King Career Center and Hutchison High School** – High school vocational technical education programs are aligned with local UA community campuses to prepare students for success in high-growth job industries such as automotive technology and construction.

**Organized Labor** – UA programs prepare students for union apprenticeships, provide credit and share curriculum and instructors.

**School Districts** – Our Tech Prep program gives over 1,200 students at more than 50 Alaska schools the opportunity to obtain high school and college credit for successfully completing the same class.

**Corporate Programs** – University of Alaska Corporate Programs (UACP) is business and industry's one-stop portal to UA. Educational and training programs are customized to an organization's business objectives. Clients include Alyeska Pipeline Service Co., Alaska Airlines, Boeing, Alaska Department of Transportation, the Municipality of Anchorage and Weidner Investment Services Inc.

**Alaska Vocational Technical Education Center** – UA works in partnership with AVTEC in Seward to address health care industry needs for certified nursing assistants and licensed practical nurses.

**Southwest Alaska Vocational Education Center** – UAF's Bristol Bay Campus works in partnership with Southwest VOC-ED in Dillingham to address regional workforce needs in natural resource development and technical training.

## CAREER PATHS



chnology

Mining and Petroleum Training

**MANUFACTURING**

Culinary Arts

**Construction** – Newly developed construction management programs are at maximum capacity for enrollment.

**Education** – The K-12 Teacher Mentor project provides support and resources for 400 beginning teachers in 190 schools across the state.

**Engineering** – Anchorage and Fairbanks show enrollment growth of 38 percent (250 students) in the last three years.

**Health** – Health programs enrollment increased 61 percent during the past five years and the number of graduates rose 41 percent.

**Resource Development** – Process Technology program trains replacement workers on the North Slope in close collaboration with industry.

**Diesel/Heavy Equipment Technology**

careers

# for Success

**Alaska Works** – This statewide consortium works in close collaboration with UA's community campus programs to contribute to the value of our graduates in apprenticeships for the skilled trades.

**Delta Partners for Progress** – This consortium of educational partners includes UAF's Cooperative Extension Service and Tanana Valley Campus to provide technical training programs in construction, heavy equipment operation, mining and natural resource development, welding and workplace safety.

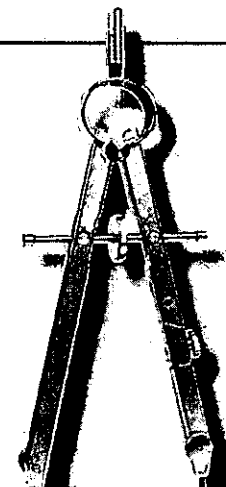
**Kotzebue Technical Center** – In partnership with UAF's College of Rural and Community Development and the Chukchi Campus, UA works with Kotzebue Tech Center to support and provide college credit for the certified nurse's assistant program in Kotzebue.

**North Slope Training Cooperative** – In partnership with the Alaska Process Industry Careers Consortium, UA is a service provider for the environmental, occupational health and safety training required to work in the oil and gas sector on the North Slope and along the trans-Alaska pipeline.

**Elitnaurviat, People's Learning Center** – In partnership with UAF's College of Rural and Community Development and the Kuskokwim Campus, UA partners with Elitnaurviat to provide training and education opportunities for the people of the Yukon-Kuskokwim Delta Region by offering culturally relevant and regionally responsive training programs.



Science  
Technology  
Engineering  
Math  
Teacher Education  
Health Care  
Natural Resources  
Construction  
Hospitality  
Transportation



**For more information, contact:**

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**CONSTRUCTION**

**Process Industry**

**Welding**

**Professional Piloting**

*Investing in Alaska's*

# **WORKFORCE**

Students attending the Bristol Bay Campus medical camp, from left to right: Richard Brown of Naknek; Malcolm Wright, instructor; Sarah Swartz of King Salmon, as the simulated "victim"; and Jason Checknek



**Health**

© Kevin Myers



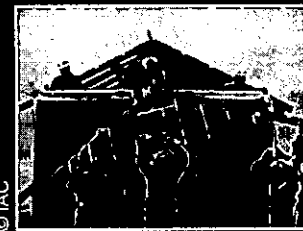
UAS Juneau, located in the state's capital city within the temperate coastal region of Southeast Alaska, serves 2,800 students. UAS provides quality, career-oriented workforce development programs in health, transportation, construction and natural resources. These programs attract and retain Alaska students by offering one- and two-year technical education designed to prepare them for high-demand occupations.

Many programs are delivered via distance to the region's island communities, whose students are not able to access their program-of-choice via the road system.

These and other workforce efforts include:

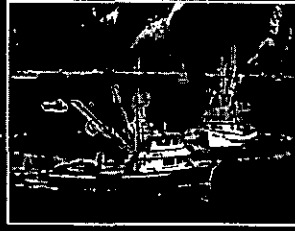
- Pre-engineering program in collaboration with UAA and UAF Schools of Engineering.
- Construction technology in collaboration with mining and construction industries, as well as other public and private partners.
- Award-winning automotive technology program.
- Diesel technology endorsement recognized by the International Union of Operating Engineers Local 302 for apprenticeship.
- Apprenticeship Fair in collaboration with Alaska Works Partnership, providing education about apprenticeships and training for 800 youngsters in 8<sup>th</sup> through 12<sup>th</sup> grade.

© IAC



## Interior-Aleutians Campus

© Kevin Myers



UAS Sika contributes to workforce development efforts for the Southeast region and Alaska by responding to community and statewide needs. On-site programs and exceptional distance delivery of courses are available for those seeking occupational endorsements, two-year degrees and continuing education.

In addition to training in welding and construction, other workforce programs include:

- Alcoholism abatement
- Retail/grocery training
- Accounting for nonprofit organizations
- Barber/stylist training and certification
- Health information management
- Environmental technology
- Community wellness advocates
- Elder care training
- Alaska naturalists in tourism
- Rural water and wastewater operations

© Kevin Myers



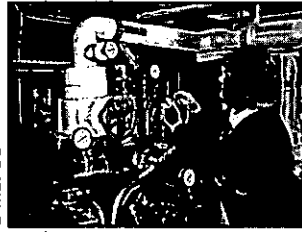
UAS Ketchikan contributes to its workforce and economic development by offering a variety of short courses, community education and vocational training in response to local needs. These programs provide specific job-related skills that enable graduates to function effectively in a technology-dependent society. Some courses may only be one- or two-day workshops, others meet more frequently throughout the semester.

Business owners are encouraged to contact UAS Ketchikan directly for training needs. UAS Ketchikan has the ability to coordinate and develop coursework that is industry specific.

UAS Ketchikan's strengths include:

- A professional faculty focused on student success and learning. Faculty members are effective instructors capable of meeting the needs of a diverse student body face-to-face or via distance delivery.
- A support staff dedicated to helping students complete their educational goals.
- Strong bonds with the community as evidenced by over a dozen business and educational partnerships.

© Mat-Su



Mat-Su College offers associate degrees, certificates, occupational endorsements, and the first two years of a bachelor's degree for 1,600 students in the vast Matanuska-Susitna Borough region north of Anchorage.

Students at Mat-Su advance seamlessly to UAA to complete a bachelor's degree.

Mat-Su offers the only heating and refrigeration training facility in the state. Other programs include:

- Computer-aided design and drafting (CADD) training.
- Architectural and engineering technology, associate degree and certificate programs in civil, mechanical, electrical, structural and architectural drafting.
- Accounting, computer information and office systems, computer systems technology, human services, small business administration and two-year associate degrees.

Through partnerships with other UA campuses, Mat-Su students earn two-year degrees in early childhood development, nursing, information technology, or a bachelor's degree in human services (UAA) or natural resources management (UAF).

In partnership with the Mat-Su Borough School District, Mat-Su College serves more than 300 high school students each year through the Tech-Prep program.

© Kodiak



Kodiak College offers the first two years of a bachelor's degree for 1,600 students in the vast Matanuska-Susitna Borough region north of Anchorage. Students at Kodiak advance seamlessly to UAA to complete a bachelor's degree. Kodiak offers the only heating and refrigeration training facility in the state. Other programs include:

- Computer-aided design and drafting (CADD) training.
- Architectural and engineering technology, associate degree and certificate programs in civil, mechanical, electrical, structural and architectural drafting.
- Accounting, computer information and office systems, computer systems technology, human services, small business administration and two-year associate degrees.

Through partnerships with other UA campuses, Kodiak students earn two-year degrees in early childhood development, nursing, information technology, or a bachelor's degree in human services (UAA) or natural resources management (UAF). In partnership with the Kodiak Borough School District, Kodiak College serves more than 300 high school students each year through the Tech-Prep program.

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Kenai Peninsula College

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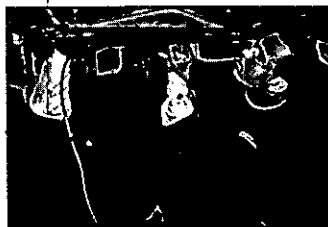


Prince William Sound Community College serves 44,000 square miles throughout Prince William Sound and the Copper Basin region, via the Valdez main campus and extended sites in Cordova and Glennallen. Prince William Sound Community College is under the UAA umbrella.

**Workforce training includes:**

- Oil spill response training: In partnership with Alyeska Pipeline Service Co. and UA Corporate Programs, training is provided to more than 350 commercial fishing vessels and 1,200 crew members and captains in Prince William Sound, Homer, Seward and Kodiak.
- Safety training: Hazardous Waste Operations and Emergency Response, asbestos abatement and first aid/CPR.
- Wheel of Learning millwright program: In partnership with industry and the Valdez City School District, the program for machine shop workers and managers starts in high school, continues with college courses, follows up with industry internships and results in a two-year degree.
- UAA Bachelor of Science in technology program, designed for the working professional, can be customized to suit individual workforce needs.

© Darcy Duvle



Nome's Northwest Campus is the service hub for 15 villages in the Bering Strait region. Working in collaboration with community and business partners, Northwest Campus provides access to workforce training and occupational certificates.

**Program highlights include:**

- **Health care:** The new certified nursing assistant program provides instruction via distance delivery audio conferences, intensive face-to-face classes in Nome and a clinical setting in Fairbanks.
- **Workforce development for rural high school students:** Career exploration in construction trades, welding, veterinary technician, early childhood education and aviation, for college credit.
- **Professional development:** Continuing education for teachers and preparation for teacher aides. As a result of this training program, 100 percent of Bering Strait School District's full-time paraprofessionals are now considered "highly qualified" under the federal No Child Left Behind Act.
- **Computer continuing education:** Web page design, desktop publishing, hardware and software troubleshooting.
- **High-latitude range management:** This occupational endorsement leads to employment in natural resources management with regional agencies, corporations, reindeer herders and the reindeer industry in western

© Darcy Duvle



The Kuskokwim Campus in Bethel provides the largest number of community-based courses and has 100 community-based students in an average community. The campus offers the largest number of courses, more than 100 in total. The campus offers the largest number of courses, more than 100 in total. The campus offers the largest number of courses, more than 100 in total.

Kuskokwim Community College offers the largest number of courses, more than 100 in total. The campus offers the largest number of courses, more than 100 in total. The campus offers the largest number of courses, more than 100 in total.

- High school training
- Alaska Native Services and English as a Second Language (ESL) programs
- Adult health programs including:
  - Small business development
  - High school dual credit and dual credit programs
  - High school certificate programs: AA, AAS, BA and BS degrees
  - Community and a business development courses
  - Occupational endorsement:
    - Computer training - the most technology certification and workplace basic skills



## Inside This Issue

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### High School Students Get Head Start on Welding Career Education

"These programs reflect the college's interest in providing high-quality, relevant programs that support community partnerships and prepare students for career opportunities locally and statewide."

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*A student practices hands-on skills learned in the veterinary sciences program offered through UAF's Interior-Alutians and Chukchi Campuses. Through the new program, students can pursue a certificate or an associate of science degree.*

**University of Alaska Statewide Corporate Programs**  
*Workforce Training and Professional Development*



## UAA Kenai Peninsula College College Partners with State on Proposed Corrections Program

In an effort to assist the Alaska Department of Corrections (DOC) in meeting their recruitment and retention needs, UAA's Kenai Peninsula College (KPC) is preparing to offer two new programs – an undergraduate certificate in corrections and an occupational endorsement certificate in corrections. The programs, which will be available online, are still in the development and approval phase. KPC hopes to make them available to students starting in fall 2009.

Corrections is an area of high demand, according to the Alaska Department of Labor, which estimated there would be a 31 percent increase in the number of correctional officer positions during the period of 2001–2010. Compounding the challenge is the fact that, within the next five years, 27 percent of the State of Alaska's entire workforce, including corrections, will be eligible for retirement, according to the state's

"This is a great example of an elected official learning of workforce training needs, then approaching the college, and the college responding. This is the way it is supposed to work."

division of personnel.

"The university is trying to satisfy the workforce demand of Alaska's industries, and there is clearly a high demand in this industry," says Gary Turner, director of KPC. "This program will help meet the statewide demand for corrections officers, and will offer professional development opportunities for those already employed."

The idea for the new programs was first presented to KPC by Alaska Representative Paul Seaton (District 35 – Homer), who learned of the need through discussions with DOC. After approaching KPC, Rep. Seaton arranged an initial meeting between Turner, KPC's Kachemak Bay Campus



▲ A group of corrections employees pose for a recruitment video.

director Carol Swartz and DOC deputy commissioner Dwayne Peoples to kick off the planning process. He also supported the effort to obtain \$50,000 in state funds to develop the new programs as a pilot project.

"This is a great example of an elected official learning of workforce training needs, then approaching the college, and the college responding. This is the way it is supposed to work," Turner says.

The program development process, which is a partnership between KPC and DOC, is being co-led by Randy Rosencrans, an adjunct professor at the KPC Kachemak Bay Campus and a lieutenant with the Homer Police Department, and Ruben Foster, an adjunct professor at KPC's Kenai River Campus, who serves as the district supervisor for DOC's Kenai Probation/Parole Office.

"We are working hand-in-hand with the industry to create something they need," Turner says. "We are fortunate to have people at the college who know the system inside and out."



▲ Probation officers transport and book a probationer/parolee into the Anchorage Correctional Complex following arrest. Probationers/parolees have certain terms and conditions they must comply with; if they break those conditions, it can result in their return to custody.

### For more information, contact:

- 907.262.0315
- [ifgjt@uaa.alaska.edu](mailto:ifgjt@uaa.alaska.edu)
- [www.kpc.alaska.edu](http://www.kpc.alaska.edu)

## UAF Interior-Aleutians and Chukchi Campuses New Program Treats Shortage of Veterinary Care in Rural Alaska

When thinking of the challenges of living in rural Alaska, access to veterinary care may not be top-of-mind, but the need is still very real. A new veterinary sciences program offered through UAF's Interior-Aleutians (IAC) and Chukchi Campuses aims to address the need for primary and crisis care for animals in Alaska's rural areas.

"Due to the geography of rural Alaska, the availability of veterinary care can be sparse. We are giving students the knowledge, tools and skills to address the needs in their communities," says Suzanne Nolan, veterinary sciences program manager and faculty member at IAC.

The new program offers a veterinary sciences certificate, which was approved by the UA Board of Regents in spring 2007, and an associate of science degree with an emphasis in veterinary sciences, which was approved in spring 2008. The credits from the associate's degree



▲ Veterinary sciences students visit UAF's Large Animal Research Center in fall 2007 as part of the basic animal husbandry for veterinary science course.

will transfer to a bachelor's degree for students who wish to continue their education in the veterinary field.

"The associate's degree gets people well on their way to obtaining a bachelor's degree. It provides a nice pathway for someone who wants to go all the way to Doctor of Veterinary Medicine," Nolan says.

Additionally, the university is in the process of developing a veterinary technician track for the associate's degree. The proposed track would prepare individuals to take the Veterinary Technician National Examination, which is a requirement to become a licensed veterinary technician.

The proposed track is also being developed to meet the requirements for American Veterinary Medical Association (AVMA) accreditation. In some states, students must have graduated from an AVMA-accredited program to sit for the licensure test. While that is not the case in Alaska currently, Nolan says it will be a requirement in the future.

"The challenge is there aren't any AVMA-accredited programs in Alaska currently, so anyone who wants to sit for the test would have to leave the state," she says. "Having an AVMA-accredited program would be a real benefit to the



▲ Veterinary sciences students participate in an anatomy lab intensive held in Fairbanks in May 2008. Photo by Frank Francis-Chythlook.

"Due to the geography of rural Alaska, the availability of veterinary care can be sparse. We are giving students the knowledge, tools and skills to address the needs in their communities."

state. That's our biggest focus right now."

Nolan says the program has received a lot of support from the local veterinarian community. For example, an emergency animal clinic in Fairbanks recently opened its doors to students, who were able to tour the inside of a working vet clinic and familiarize themselves with the machines and equipment.

"This is not just an Alaska issue. There is a nationwide shortage of veterinarians and veterinary technicians. The local veterinarians recognize this and are very supportive of our efforts," Nolan says.

The program is also receiving funding support from a number of sources, including a grant from the U.S. Department of Agriculture, which is helping to pay for program and course development, as well as tuition, fees and travel for Alaska Native students enrolled in the program.

*Veterinary continued on p. 4*



▲ Students in the veterinary sciences program discuss the different feed types necessary to provide a complete balance diet for rabbits.

*Veterinary continued from p. 3*

"Part of the goal is to bring more Alaska Native students into higher degree-seeking fields," Nolan says, adding that the grant can fund 10 students per semester.

To meet the needs of students who are spread across Alaska, most of the veterinary sciences classes are offered through distance delivery, using the Internet and audio conferences. Selected courses, such as anatomy laboratory or animal husbandry, also have hands-on, face-to-face, intensive laboratory and practical sessions, held in Fairbanks, at rural campus centers or other appropriate locations.

Graduates of the program have many career opportunities available to them, including working in an animal clinic or hospital, wildlife disease management, public health, research, military service, food safety and food production.

"Students who graduate from the program are not limited to working in an animal hospital," Nolan says. "This is a great knowledge base that would allow people to expand into many different career fields."

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- <http://drumbeats.uaf.edu/IAC/vsc>

## Spotlight

### Suzanne Nolan

In her new position at UAF's Interior-Aleutians Campus, Suzanne Nolan gets to do two things she enjoys the most.

"I love being able to combine veterinary technology and teaching," says Nolan, who is a faculty member and program manager for the new veterinary sciences program offered by UAF's Interior-Aleutians and Chukchi Campuses.

Nolan initially joined the university in January 2008 as the program administrative assistant and veterinary technician. In her new position, which she assumed in August, Nolan is responsible for the organization and logistics for the new veterinary sciences program, which offers a certificate and an associate's degree. She maintains inventory, advises students, assists in curriculum development, teaches courses, and ensures the program is aligned with American Veterinary Medical Association standards.

Before moving to Fairbanks in 2002, Nolan earned a bachelor of science degree in zoology from the University of Idaho and worked in emergency veterinary hospitals in Oregon and Anchorage. After making Fairbanks her home, she worked at the Chena Ridge Veterinary Clinic and the After Hours Veterinary Emergency Clinic, where she still works part-time.

After several years, Nolan decided to expand her horizons and become a middle school science teacher. After obtaining her teaching credential at UAF, she taught at the Star of the North Charter School in North Pole for several years.

"I loved the community of learners and structure at the school. Phenomenal teachers and awesome students," she says. "However, I missed the veterinary medicine experience, so I decided to come back to the field."

Following her decision, Nolan sat for the Veterinary Technician National Examination and became a licensed veterinary technician in January 2008.

"Now I am able to interact with students and pass on my love for veterinary medicine and life-long learning," says Nolan, who is a member of the National Association of Veterinary Technicians and the Alaska Veterinary Technician Association.

Nolan's parents and grandparents were public school teachers, "so my involvement in education may be genetic," she says. "I thank my family for instilling in me a love of learning and a desire to share knowledge with others."

Nolan, who was born and raised in central Idaho, "always felt a pull to the North." She moved to Anchorage in 2001, then on to Fairbanks in 2002.

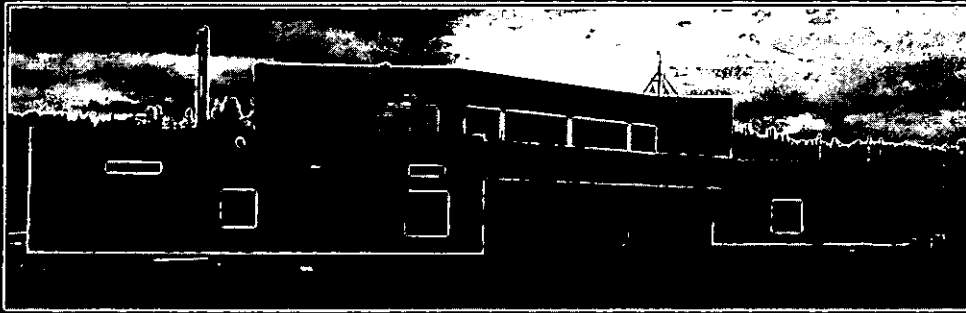
"I have been happy here ever since," says Nolan, who enjoys all types of outdoor activities, ranging from hiking and biking to kayaking and camping, as well as traveling and "spending time with critters of all shapes and sizes."



## Spotlight

## UAF Interior-Aleutian Campus

*Clara Johnson, Director*



UAF's Interior-Aleutians Campus (IAC) recently celebrated its 20-year anniversary of striving toward its mission to integrate life-long educational opportunities with rural Alaska and Alaska Native communities, cultures and ways of life.

IAC is a decentralized branch campus of the UAF College of Rural and Community Development. It serves Interior Alaska, a geographic area the size of France, as well as communities along the Aleutian Chain, a territory encompassing more than 200,000 square miles of primarily road-less area.

Through rural learning centers and a blended delivery system, IAC delivers coursework to more than 53 rural communities. The campus provides learning opportunities and scheduling to meet the needs of rural, mostly Alaska Native, students who have a lifestyle that incorporates subsistence hunting, fishing and gathering, and who also contend with extremes of weather and other challenges unique to life in rural Alaska.

In addition to serving an expansive area, IAC serves an Alaska Native population that is culturally and linguistically diverse. Nine of the 11 Athabascan language groups and the two distinct Aleut dialects are spoken within the campus' service area.

To meet the unique needs of its students, IAC has developed courses for credit, certificate and associate degree programs that are place-appropriate and career-based. For example, IAC's tribal management program was developed to meet the need of local tribal governments and private employers for skilled fiscal, programmatic and administrative staff. IAC's newest program in veterinary science will meet locally-identified needs for personnel trained to provide basic care for animals.

IAC has put a special emphasis on increasing enrollment in Science, Technology, Engineering and Math (STEM) and Education. With the help of a National Science Foundation-funded project, rural Alaska enrollment in STEM degrees at IAC increased by 1,080 percent – up from 5 students to 59.

All IAC programs have one critical, unique feature – a strong connection to Alaska's tribal people. All programs were developed through consultation with IAC's Council of Elders and aligned with the campus' mission, goals and status as an Alaska Native Serving Institution.

As to the future, IAC plans to continue to develop new programs and partnerships, and continue its history of innovation to overcome the challenges of delivering education in rural Alaska.

## UAF Interior-Aleutian Campus Degrees and Programs

- Access to College of Rural and Community Development courses and programs
- Community Health (Certificate, A.A.S.)
- Construction Trades Technology (Certificate, A.A.S.)
- Early Childhood (Certificate, A.A.S.)
- Educator: Para-Professional (Certificate, A.A.S.)
- General Program (A.A., A.S.)
- Human Services (Certificate, A.A.S.)
- Rural Development (B.A, M.A.)
- Rural Human Services (Certificate)
- Tribal Management (Certificate, A.A.S.)
- Veterinary Science (Certificate, A.S.)
- Veterinary Technician (under development)
- Rural Nutrition Science (under development)

## Other IAC Programs

- Alaska Tribal Technical Assistance Center – Transportation Training and Support
- Ten Hune Daal'oye Upward Bound Program
- Early College Program
- Reach to Teach – Bachelors of Arts in Education Support
- Tribal Management Projects (Tribal Justice, Tribal Natural Resource Management, Tribal Government)

For more information, contact:

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- [www.iac.uaf.edu](http://www.iac.uaf.edu)

## UAS Juneau Automotive Technology Program Receives National Re-certification

The automotive technology program at UAS in Juneau has received a five-year re-certification by the National Automotive Technicians Education Foundation (NATEF) and the National Institute of Automotive Service Excellence (ASE).

NATEF, a nonprofit foundation responsible for the evaluation of automotive programs nationwide, offers certification in eight subject areas. UAS' automotive program, which received its initial certification in 2003, was re-certified in all eight areas, including engine repair, automatic transmissions/transaxles, manual drive train and axles, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, and engine performance.

"This is great news for automotive-minded young people and their parents," says Donald Seyfer, chair of NATEF. "Because this program increases cooperation between local education and industry leaders, it gives added assurance that

UAS' graduates will be employable entry-level technicians. As a result of the quality education provided by UAS, the motoring public will also benefit since better repair technicians will join the work force."

The UAS automotive technology program, which offers a certificate in automotive technology and an associate's degree in power technology with automotive emphasis, works

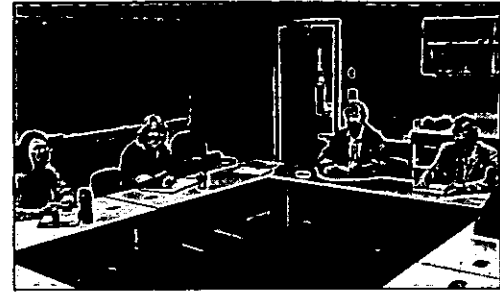
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"Because this program increases cooperation between local education and industry leaders, it gives added assurance that UAS' graduates will be employable entry-level technicians."

---

closely with local industry in Juneau to train students to enter the local work force. The program also assists those already employed with furthering their technical skills.

"During the past few months, we have worked closely with NATEF to make certain our program continues



▲ Pictured left to right are Kristy Smith, UAS career education administrative manager; Karen Schmitt, UAS dean of career education; Darrin Marshall, evaluation team member and UAA automotive instructor; and Jerry Million, NATEF evaluation team leader and automotive instructor at North Pole High School. Photo by Tony Martin

to meet strict industry standards," says Tony Martin, automotive technology program head. "We are very excited that we have been re-certified to continue the program. Students will be assured of a quality education and shop owners will be assured of getting quality job applicants."

To achieve this coveted recognition, UAS' automotive technology program underwent a rigorous evaluation process, including an extensive self-study followed by a site visit. In April 2008, after UAS submitted its application and self-evaluation materials to the NATEF office, an evaluation team visited UAS to review the self-study documents, inspect the facility and instructional aids, and meet with Martin and members of the administrative team.

The evaluation team, which used nationally accepted standards of excellence in areas such as instruction, facilities and equipment, was led by Jerry Million of the automotive program at North Pole High School, along with team members Darrin Marshall from UAA's automotive program and Sam Russell from Mendenhall Auto Center.

Upon completion of the evaluation, NATEF recommended



▲ Tony Martin, UAS assistant professor of automotive technology, shows a group of junior high school students a Dodge Magnum that acts as a training aid in the UAS auto lab.

# with business and industry

"We are very excited that we have been recertified to continue the program. Students will be assured of a quality education and shop owners will be assured of getting quality job applicants."

that UAS be re-certified by the ASE, which is a national nonprofit organization that tests and certifies repair technicians, in addition to certifying automotive training programs. There are more than 2,000 NATEF and ASE-certified programs at secondary and post-secondary institutions across the nation.

Karen Schmitt, dean of career education at UAS, gives credit to Martin for the strong program and successful re-certification.

"Tony (Martin) is dedicated to making the UAS automotive technology program an area of excellence for UAS. The re-certification of the program rewards Tony's dedication," she says.



▲ Pictured left to right are Tony Martin, UAS assistant professor of automotive technology; Jerry Million, NATEF evaluation team leader and automotive instructor at North Pole High School; and Darrin Marshall, evaluation team member and automotive instructor at UAA. Photo by Tony Martin.

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○ [www.uas.alaska.edu/automotive](http://www.uas.alaska.edu/automotive)



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## UAF Tanana Valley Campus Program Trains Paralegals to Meet Local Need

In the early 1990s, around the time the paralegal studies program was in development at UAF's Tanana Valley Campus (TVC), a local law firm had just hired a paralegal from the Midwest after completing a nationwide search.

"All of a sudden, people realized we were importing people for jobs," says Ed Husted, paralegal studies program coordinator at TVC. "They started asking 'why can't we train them here?'"

Jump forward to present day, and TVC's paralegal studies program is the main source of paralegal employee candidates for Fairbanks-area law offices.

"If you need a paralegal, you don't need to go to the Midwest anymore," Husted says. "Just give me a call."

The program, which offers an associate's of applied science degree in paralegal studies, trains students for employment as paralegals in both private and government law offices. Upon graduation, students are qualified to work under the supervision of a lawyer, performing rudimentary legal research; producing drafts of letters, office memoranda, pleadings, contracts, wills and similar documents; conducting client and witness interviews; engaging in basic fact-finding and investigation; and assisting in trial preparation and discovery.

"Our goal is to give students practical skills and get them into the job market," Husted says, adding that, in addition to training students to enter the field, the program also provides opportunities for currently practicing paralegals to continue their education or upgrade their existing skills.



▲ Melonie Robinett, the recipient of UAF's 2007 Ruth Lister scholarship, plans to graduate from TVC's paralegal studies program at the end of the fall 2008 semester. Photo by Todd Paris, UAF Marketing and Publications.

The program, which graduates an average of 12 – 15 students per year, enjoys an almost 100 percent job placement rate. Husted, along with the eight adjunct faculty members and the program advisory committee, actively assists graduates in locating employment through frequent contact with the law firms and government offices that make up the local job market. Husted says many students find work even before they complete the program.

---

"If you need a paralegal, you don't need to go to the Midwest anymore. Just give me a call."

---

Husted credits part of the job placement success rate to the fact that the program size is kept in line with current community needs.

"We're careful to graduate an appropriate number of students to meet the needs of the community. People don't want to get a degree that doesn't lead to employment," Husted says, adding that the program is focused on meeting the needs of the Fairbanks area, but that students are prepared to work anywhere.

While many students go directly from graduation to employment, others use the degree as a stepping stone to obtain higher degrees. One of these students is Melonie Robinett, who recently completed her required paralegal internship and plans to graduate from the paralegal studies program at the end of the fall 2008 semester. Robinett, the recipient of UAF's 2007 Ruth Lister scholarship, recently told Husted she may decide to pursue a bachelor's degree in political science or justice at UAF prior to entering the job market.

When she does seek employment, Robinett and all of the other paralegal graduates will find the program's American Bar Association (ABA) approval is a valuable asset.

"ABA approval carries credibility and opens doors. If you have a degree that is ABA approved, that will get you the interview. That will get you the job over the guy who doesn't have an ABA-approved degree," Husted says, adding that ABA approval is a distinction enjoyed by only approximately 25 percent of the paralegal programs in the nation.

The TVC program, which was last approved in 2001, is currently in the re-approval process, which includes an in-depth application and a site visit. Husted says he expects the program to be re-approved after the site visit in September.

In addition to the TVC paralegal studies program, the UAA justice department also offers a paralegal certificate program that is approved by the ABA.

### For more information, contact

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- [www.tvc.uaf.edu/programs/paralegal](http://www.tvc.uaf.edu/programs/paralegal) (TVC) or <http://justice.uaa.alaska.edu/> (UAA)

# raining that works

## UAF Geophysical Institute Alaska Volcano Observatory Marks 20th Anniversary

When officials decided this summer to cancel dozens of flights in and out of Alaska because of volcanic ash in the flight routes, they relied on information from the Alaska Volcano Observatory (AVO). Reports from AVO also prompted scientists to be evacuated from Alaska's Kasatochi Island because of an impending eruption at the volcano in August. These are just two examples of efforts made by AVO, which marked its 20th anniversary of volcano hazard mitigation and research in Alaska this year.

AVO, which is a collaborative project between the UAF Geophysical Institute, the U.S. Geological Survey, and the Alaska Division of Geological and Geophysical Surveys, was formed in 1988, in response to the 1986 Augustine Volcano eruptions. Those eruptions, which caused significant disruptions to air travel in southcentral Alaska and raised concerns among residents of nearby communities, uncovered a lack of tools and infrastructure to monitor and warn officials and the public about volcanic activity and risks.

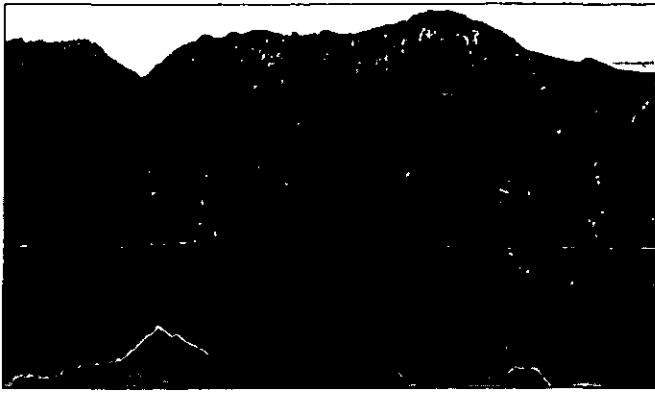
Since its founding, AVO has sought to fill that need, focusing its efforts on three primary objectives - to monitor and study Alaska's hazardous volcanoes; to assess, predict and record volcanic activity; and to provide information and warnings of volcanic hazards to officials and the general public.

Working closely with the Federal Aviation Administration, National Weather Service, other response agencies, and the public and private sector, AVO has responded to more than 40 volcanic eruptions in Alaska over the past 20 years, including three this summer alone. One notable eruption was Mount Redoubt in 1989 and 1990 - the first major eruption AVO responded to. That eruption, which nearly caused the catastrophic crash of a passenger jet that encountered airborne ash, underscored the importance of AVO's work in Alaska.

"The impact of volcanic activity on the aviation industry is significant, and the stakes are high," says Steve McNutt, a UAF research professor and the coordinating scientist at AVO.

Today, AVO continues its important work in Alaska, where there is volcanic activity almost daily at more than 100 volcanoes in the region. AVO is now recognized worldwide as a leader in the monitoring, research and education of volcanoes and volcanic hazards. In fact, AVO has the world's largest volcano monitoring network, incorporating seismic, GPS, Web cameras and infrasonic sensors. While the monitoring network has come a long way in 20 years, McNutt says there is an ongoing effort to expand and improve.

"The job is not done," he says.



▲ The former crater lake on Kasatochi Island in the Aleutians. Photo by Brie Drummond, courtesy of U.S. Fish and Wildlife Service.

"We've taken on a big job and we're trying to do it right."

In addition to research, hazard assessment and eruption monitoring, AVO is also playing a key role in educating and training future volcanologists. Volcanology students at UAF have the opportunity to work side-by-side with research scientists at UAF's Geophysical Institute, as well as with professionals at other AVO partner agencies.

"Students are involved in all phases of operation. They take classes, do research projects, analyze data, and assist with crisis response," McNutt says. "Here, it's not just hypothetical work in a classroom. This is a real operating volcano observatory, which gives students the extra elements of reality and rigor."

In AVO's first 20 years, more than 65 past and current students have been involved in the program. This includes students who already earned advanced degrees at UAF, and students currently working on AVO-related projects. AVO graduates have gone on to prestigious positions within government and academia, both in and out of Alaska. Of those who stay in the state, many continue their careers at AVO, where they carry on the tradition of research and education begun 20 years ago.



▲ Looking down on the former crater lake on Kasatochi Island in the Aleutians. Photo by Dave Schneider, copyright Digital Globe.

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• [www.avo.alaska.edu](http://www.avo.alaska.edu)



## UAA Center for Human Development Alaskans with Disabilities Benefit from Workforce Development Efforts

More than 85,000 individuals and families in Alaska experience disabilities, and serving a population of this size takes a considerable number of employees. Developing this workforce – and making sure the workforce is adequately trained – is a main priority at UAA's Center for Human Development (CHD).

CHD, which is housed in UAA's College of Health and Social Welfare, is a University Center for Excellence in Developmental Disabilities Education, Research and Service, and is authorized by the Developmental Disabilities Assistance and Bill of Rights Act of 2000. There are 67 such centers across the U.S., at least one in every state and territory, and CHD is the only one serving Alaska.

CHD's mission is to improve the quality of life for people who experience disabilities and their families, explains Kelly Donnelly, director of CHD's Community

Supports Training Network. Part of achieving that mission, Donnelly says, is workforce development, with an overall goal of building capacity and increasing professionalism of the direct service workforce in disability and human services.

"For people who are already working, we want to provide opportunities for them to build on existing skills, while also training those just entering the workforce," Donnelly says. "We can also be a resource for employers in the areas of recruitment and retention, apprenticeships, training and staff development, and informal and formal recruitment networks."

CHD's numerous workforce development efforts currently include the Learn as You Earn program, the Trust Training Cooperative, the Long-Term Care Apprenticeship program, and Children's Behavioral Services projects, among others.

### Learn as You Earn

Learn as You Earn, a statewide, distance-delivered program offered in partnership with Prince William Sound Community College, allows students to pursue an associate's degree or certificate in disability services, while continuing to live and work in their home community.

"This program was started because social service agencies were finding that too many staff were getting training, but it never added up to anything. No degree, no certificate, no occupational endorsement," says Dr. Marjorie Kassier, associate director of CHD.

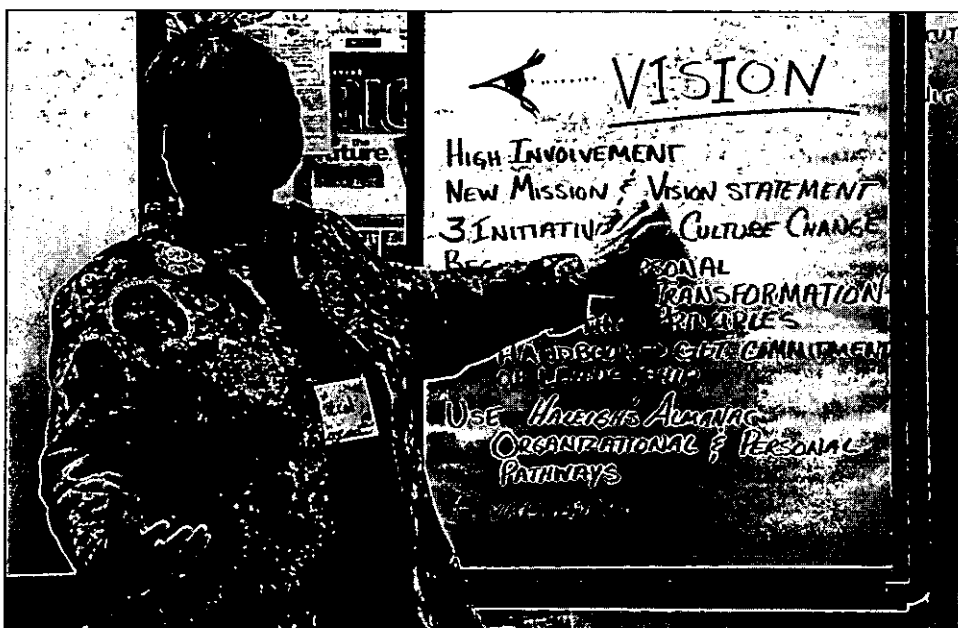
Learn as You Earn is directed at people who provide community, familial, workplace, educational or respite support to children or adults with disabilities. Approximately 98 percent of the students are already working.

"The goal is to provide skills and knowledge to people who are already working in the profession, but who may have been hired with little or no prior knowledge or training," Kassier says, adding that more than 3,000 disability services credit hours have been delivered since the program's inception 12 years ago.

All of the Learn as You Earn coursework is delivered via distance, using audio conferences, videos and printed materials. This fall, the program will also begin delivering classes online for the first time. In addition to the classes, students must also complete 250 hours of supervised fieldwork, which takes place where the student is already living and working.

While holding the certificate or degree is certainly a benefit, Kassier says many students come away from the program with something even more important.

"The message most students receive is that what they are doing is a profession. They realize it's more than



▲ Carol Switzer, one of CHD's community faculty who works at Denali Center in Fairbanks shares the importance on having a "vision."

# to Alaska's unique issues

just being a nice, caring person. There are skills and knowledge to be learned, and what they do has incredible impact on people with disabilities," Kassier says. "That's a big deal, because employers have trouble retaining people who don't feel proud of what they are doing."

## Trust Training Cooperative

The Trust Training Cooperative, a new workforce development undertaking for CHD, is an effort to coordinate and provide training, education and career development opportunities for people working with the beneficiaries of the Alaska Mental Health Trust Authority.

The Alaska Mental Health Trust Authority, often referred to as simply "the Trust," is an Alaska organization dedicated to assisting people with mental illness, developmental disabilities, chronic alcoholism, Alzheimer's disease and related disorders, and traumatic head injury resulting in permanent brain injury.

"The Trust works to identify areas of service needs, put programs in place, and work with the university and the state to coordinate services so they are more effective," says Beverly Tallman, CHD associate director.

One of the major issues identified by the Trust was a lack of access to education and training for staff serving Trust beneficiaries, especially those at small agencies or in rural areas. In response to this issue, the Trust worked together with CHD to develop the Trust Training Cooperative last summer.

Through the cooperative, CHD is now in the process of setting up two new programs – a learning management system, which will allow staff to track all trainings completed, and a learning content management system, which will enable agencies to easily develop and share trainings. Both will be launched as pilot programs this fall.



▲ Learn as You Earn students utilize distance-delivery technology to pursue associate's degrees or certificates in disability services.

"We expect the result will be better-trained employees, improved employee recruitment and retention, and better outcomes for the consumers who receive support services," Tallman says.

## Long-Term Care Apprenticeship Program

Similar to apprenticeships in other industries, CHD's new Long-Term Care Apprenticeship program accepts people who are already employed, provides them with training, and places them alongside an experienced mentor to learn a trade.

The apprenticeships program offers two focus areas – one for certified nursing assistants (CNAs) working in long-term care facilities, and one for in-home and community-based service providers.

Through the CNA apprenticeship, students select from one of four specialty areas, including dementia care, restorative care, geriatrics and leadership. They then complete 10 weeks of distance-delivered classes through Prince William Sound Community College, as well as 1,000 hours of on-the-job learning for each specialty. At the end of their apprenticeship, they receive a nationally recognized certificate of apprenticeship from the U.S.

Department of Labor.

The second apprenticeship, directed toward in-home and community-based service providers, includes 240 hours of classes, plus 3,000 hours of on-the-job learning. Students who successfully complete the program earn a direct service specialist occupational endorsement offered through Prince William Sound Community College.

In addition to coordinating the apprenticeship program, CHD also helps students find scholarship money.

"We work to find pockets of resources so people can have their training paid for," Tallman says. "We're focusing on how to get training to the least-trained and lowest-paid employees."

## Children's Behavioral Services

CHD is involved in numerous workforce development projects in the area of children's behavioral services, including a certificate program for people who work in children's residential services, efforts to recruit more Alaska Natives into the profession, a network to connect certified person-centered planners with consumers needing their services, and several others.

*Disabilities continued on p. 12*

*Disabilities continued from p. 11*

In just one example, CHD is providing administration and training activities for the State of Alaska's Fetal Alcohol Spectrum Disorder (FASD) and Severe Emotionally Disturbance (SED) Demonstration Project, also called the 3M Project.

The goal of the project, which was launched in October 2007, is to reduce the number of youth who are dual-diagnosed with FASD and SED, and are being treated in residential psychiatric treatment centers. Specifically, the project focuses on modeling desired behaviors, mentoring youth, and monitoring them as treatment is delivered.

"We're trying to show there is a viable alternative to residential psychiatric treatment centers for youth who are diagnosed with FASD and SED," says Donnelly.

The project, which allows the state to use Medicaid money that was formerly spent on residential psychiatric treatment on new home and community-based services, is one of only 10 states chosen for the demonstration.

As part of the project, CHD is coordinating a conference, which will be held October 7 – 10, 2008 at the Anchorage Hilton Hotel. The conference, which will present FASD education and highlight innovative research, practices, programs and partnerships, is targeted at advocates, direct service professionals and paraprofessionals, clinicians, employment support providers, parents, state agency personnel, and others serving youth with FASD and SED.

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## UAA Kodiak College High School Students Get Head Start on Welding Career Education

When the students at Kodiak High School accept their high school diplomas next spring, several of them will likely also be graduating with a certificate in welding from UAA's Kodiak College.

Through the tech prep welding program, which is a partnership between Kodiak College, the Kodiak Island Borough School District and local industry,

students can earn college credit and industry certifications while still in high school. Upon completion of the certificate requirements, students can graduate with not only their high school diploma, but with an undergraduate technology career specialty certificate in welding, as well.

Preparing students to meet employment demand in the construction industry is a high priority for Kodiak College. According to the State of Alaska Department of Labor, job opportunities in the construction industry are expected to grow 21.2 percent between 2004 – 2014. In addition to the 3,750 new jobs that will be created by that growth, a total of 4,001 employees will also be needed to replace a retiring workforce.

"This clearly demonstrates the urgency to develop and provide training and education opportunities that will prepare Alaskans with the knowledge and skills necessary to



▲ Curt Sather (middle), a certified welding inspector and adjunct instructor at Kodiak College, recently provided certification testing to high school students participating in the welding tech prep program in Kodiak. Sather is pictured here with tech prep students Eli Baker (left) and Caleb Heinrichs (right), after Heinrichs successfully passed a certification test.

According to the State of Alaska Department of Labor, job opportunities in the construction industry are expected to grow 21.2 percent between 2004 – 2014. In addition to the 3,750 new jobs that will be created by that growth, a total of 4,001 employees will also be needed to replace a retiring workforce.

support future workforce needs within Alaska's construction industry," says Lorraine Stewart, career and technical program coordinator at Kodiak College.

The tech prep program began delivery in fall 2007, and a total of four high school students are on track to finish the program requirements and obtain the certificate in spring 2009, Stewart says. Even if all of the students do not complete the program requirements, she adds, they will have earned college credit and industry

# sustaining Alaska's workforce

"These programs reflect the college's interest in providing high-quality, relevant programs that support community partnerships and prepare Kodiak students for career opportunities locally and statewide."

certifications that provide a valuable head start in their future academic careers and in obtaining employment.

In addition to the high school students participating in the tech prep program, there are also numerous students pursuing the welding certificate at the college level.

To obtain the welding certificate, students must complete nine classes, plus an internship. Through the tech prep program, high school students can complete five classes at the high school for dual credit, and take the remaining four courses at the college. In addition, students must complete an internship. This summer, several high school students are participating in welding internships at local businesses.

"From the feedback we've received, (employers) are very happy with the students' work. Employers are seeing that students are coming out prepared and that they have the foundational skills. The students are setting a good precedent for the future," Stewart says.

In addition to classes and an internship, both high school and college students can complete testing for welding certifications. During 2008, there were 28 successful tests, which included 10 by high school students.

"The certifications help when an applicant goes to apply for a position. It helps them get the job over someone who doesn't have the certification," says Anthony Cavan, who teaches welding at Kodiak High School and is also an adjunct welding instructor at Kodiak College.

The response from local business and industry to the welding program has been very positive, Cavan says.



▲ Anthony Cavan (left), the Kodiak High School welding instructor and adjunct instructor at Kodiak College, explains how to safely operate an oxy-acetylene torch to Benjamin Watkins (right), a Kodiak College student.

"We've gotten great support from the local business community," he says. "The local businesses are not only supporting students with employment, but also with time, supplies and materials."

Stewart adds that several businesses and organizations have also stepped up to help pay for welding courses for the high school students.

Kodiak College plans to continue promoting, enhancing and increasing capacity of the welding program, Stewart says. For example, the college recently received funding to purchase a welding simulator that will provide training opportunities to students living in rural villages surrounding Kodiak Island.

"The purchase of new, up-to-date equipment and portable training materials is important because it expands teaching capacity and increases student enrollment both on the local campus and in rural locations," Stewart says.

In addition to the certificate in welding, Kodiak College also offers an associate of applied science technology

degree and an undergraduate technology career specialty certificate in industrial safety and construction technology. The new certificate in construction technology will be offered starting this fall, and Stewart says the college hopes to build a construction tech prep program with the high school, using the successful welding program as a guide.

"As designed, the technology degree and certificate programs at Kodiak College will prepare Alaskans to meet future workforce and economic opportunities within the construction industry throughout the state of Alaska," Stewart says. "These programs reflect the college's interest in providing high-quality, relevant programs that support community partnerships and prepare Kodiak students for career opportunities locally and statewide."

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- [lstewart@kodiak.alaska.edu](mailto:lstewart@kodiak.alaska.edu)
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## UAA & UAF Engineering Programs University Ramps Up Efforts to Double Engineering Grads by 2012

Hearing the cries from across the state for more engineers, UAF and UAA have made a joint commitment to double the number of engineering graduates by the year 2012, bringing the total number of UA graduates to at least 200 per year.

The move came in response to the needs of an industry looking forward to consistent growth, while also battling high vacancy rates, often high turnover rates due to out-of-state hires, and a wave of imminent retirements.

"There are steady drivers, like retirements and general growth of the industry. Then, there are the big things that make major regime shifts. The gas pipeline is one of those. If the gas pipeline goes through, it'll have a huge impact on the demand for engineering professionals," says Doug Goering, dean of UAF's College of Engineering and Mines.

According to Rob Lang, dean of UAA's School of Engineering, there are already hundreds of engineering positions open in Alaska – and that doesn't include new projects on the horizon.

"No matter where you go, there are lots of vacancies that companies haven't been able to fill, and that will continue to increase with new projects," he says. "Whether it is the gas pipeline, wind projects or coal gasification, the number of projects potentially out there will increase the need for engineers. Companies want us to respond by getting more students into the engineering programs."

The university is meeting the challenge head-on, implementing plans that combine recruitment initiatives with retention techniques,

and culminating with efforts to match students with the right jobs.

"We want to get more students in, and then make sure they're successful," Goering says.

Recruitment efforts at both UAA and UAF focus on outreach to local high schools, as well as building awareness and interest in engineering amongst high school students. One of the major efforts is the university's support of an engineering career academy that is being launched as a pilot project at two Alaska high schools this fall. The academy, which is being tested at Lathrop High School in Fairbanks and Dimond High School in Anchorage, provides students with the opportunity to take pre-engineering courses at the high school level.

---

"No matter where you go, there are lots of vacancies that companies haven't been able to fill, and that will continue to increase with new projects. Companies want us to respond by getting more students into the engineering programs."

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"It's a special project designed to increase the level of awareness of high school students, and help them be better prepared to pursue an engineering degree in college," says Goering, adding that the university is doing everything it can to support the new project.

Faculty and staff at both UAA and UAF are also involved in numerous engineering-related activities at the middle and high school level. For example, staff members have

mentored teams competing in robotics competitions at the state, national and even international level, and have also volunteered for events such as Math Counts, a nationwide math program for middle school students.

"These kinds of activities generate excitement and enthusiasm, and that translates into interest in pursuing engineering," Lang says. "Once students get involved, they often realize it's an interesting, challenging, fun career path."

Another strong recruitment tool for the university is the Alaska Native Science & Engineering Program (ANSEP), which is a program that seeks to increase the number of Alaska Natives in the field by working with students from the time they are freshmen in high school all the way through graduate school.

The university recognizes that recruiting students into an engineering program is only the first step, though.

"Once we get students to the institution, we do everything we can to make sure they're successful," Goering says. Retention efforts at UAF include better advising, opportunities for engineering students to live in close proximity in the dorms, more social activities, and enhanced engineering labs, where students can go to get help with their classwork.

"We want to show students what they're supposed to do, give them the extra help, make them feel welcome, and help them have an enjoyable time. It makes a big difference. We have a very good retention rate," says Goering, adding that about 80 percent of freshmen in the engineering program return for their sophomore year. "We believe these initiatives to help support students once they are here will have a significant impact on graduation rates."

At UAA, retention efforts include

# Alaska's future

a design competition, which allows students to design, build and demonstrate a project exemplifying something they've learned in class. Faculty members also make a conscious effort to engage undergraduate students in research projects.

"We want to make learning more exciting, more project-based. We want students to actually use what they learn, and get them engaged beyond just the classroom," Lang says. "It seems to be very effective."

The final piece of the puzzle is connecting students with internship opportunities and, eventually, employment in the real world.

"Because there are so many vacancies, there are lots of internship opportunities for students. We try to help them find work opportunities that allow them to put their skills into practice. That translates directly into what they will be doing as an engineer," Lang says, adding that faculty members work closely with

"Because there are so many vacancies, there are lots of internship opportunities for students. We try to help them find work opportunities that allow them to put their skills into practice. That translates directly into what they will be doing as an engineer."

UAA's Career Services Center to assist students with internships and employment.

Even though the effort to grow the number of engineering graduates is in its early stages, both campuses are already seeing an impact. For example, UAA's program has grown 20 percent a year for the past three years. And UAF has seen a large surge of incoming freshman engineering students – an 85 percent increase in fall 2007 alone.

With this kind of growth, there are always growing pains. At UAA, for example, the issue is space.

"The challenge now is that we're out of space with the students we have," Lang says. "But it's a wonderful challenge to have."

Both Lang and Goering say the UA statewide system has placed a significant emphasis on engineering, especially when it comes to funding. For example, Lang says the UAA School of Engineering recently hired seven new faculty members, and a new engineering facility is at the top of UAA's new capital priorities.

"UA has really gotten behind funding the facilities and staff we need," he says.

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▲ About 150 students gather for Darryl Jordan's 7:30 a.m. engineering seminar class, held weekly at UAA. Even more students would have enrolled, but the classroom was already at capacity. Rob Lang, UAA School of Engineering dean, says a new engineering facility is needed to meet the demand, and the project is at the top of UAA's new capital priorities. Photo by Dr. Joe Mixsell.



Addressing Alaska's workforce issues, collaborating with business and industry representatives, and providing solutions for more than 80 years.

# UA@Work

## Inside this issue. . . .

We've selected eleven University of Alaska workforce stories to highlight in the UA @ Work Fall 2008 newsletter.

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If you would like more information about articles in this newsletter, please contact UA Statewide Corporate Programs at 1815 Bragaw Street, Suite 102, Anchorage, AK 99508.

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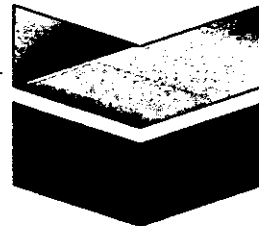


Fred Villa,  
Associate Vice President  
of UA Workforce Programs.



Duane Heyman,  
Executive Director  
of UA Statewide  
Corporate Programs.

# Chevron



## Chevron Donates \$1 Million to Benefit UA Workforce Programs

Chevron, one of the world's leading energy companies, has donated \$1 million to support UA's Alaska Native Science and Engineering Program (ANSEP), and the Process Technology, Instrumentation and Computer Electronics programs located at UAA's Kenai Peninsula College (KPC) Kenai River Campus. This gift is the largest single corporate gift that KPC has received in its 44-year history.

Chevron has recently increased its activity within Alaska. Currently, Chevron has over 400 employees in Alaska and produces 34,000 barrels of oil equivalent daily. With this increase comes the need for a larger workforce, particularly in the fields of engineering, process technology and instrumentation.

"Chevron is committed to support the communities where we work," says John Zager, Chevron Alaska manager. "We believe in recruiting and training locally, and we want to be an active contributor in helping to grow Alaska's workforce for the future."

Process technology is one of the fastest growing programs at UA. "Chevron's generous commitment to our programs will have an incredible impact on our current and future students," says Gary Turner, director of KPC. "We plan to use the funds to upgrade teaching labs, to purchase industry-standard training equipment, and to establish a scholarship program in these areas of study."

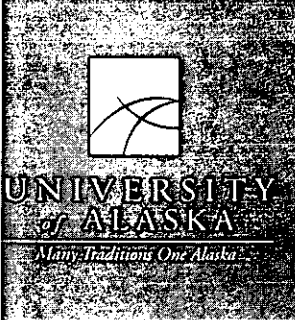
ANSEP, another fast-growing program at UA, increases recruitment and retention rates among Alaska Natives at the university level. ANSEP students at UAA will benefit from Chevron's gift through expanded program and support opportunities.



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# UAA@WORK

Summer 2008

No. 12

Connecting Alaska employers with University of Alaska resources

## Inside This Issue

### *UA WWAMI Program*

#### **Alaska's Medical School Grows to Help Meet Need for Physicians**

"WWAMI is Alaska's medical school and we're training physicians here in Alaska," says Dennis Valenzano, PhD, director of Alaska's WWAMI program.

**Page 4-5**

### *UAA Department of Anthropology*

#### **Master's Program Prepares Alaskans for Anthropology Careers**

"Potential clients have been told that the most popular cultural resource management consultants are already booked two years ahead. Plus, most of the established companies are run by people who will be retiring within the next five to 10 years," says Diane Hanson, coordinator of the graduate program in anthropology.

**Page 6-7**

### *UAS and the Ketchikan Construction Academy*

#### **UAS Partners with Construction Academy to Build Local Workforce**

"Our ultimate goal is to meet the needs of the construction industry in Ketchikan and have the people we train become employed," says Pamela Roth, executive director of the Southern Southeast Alaska Building Industry Association (SSEABIA).

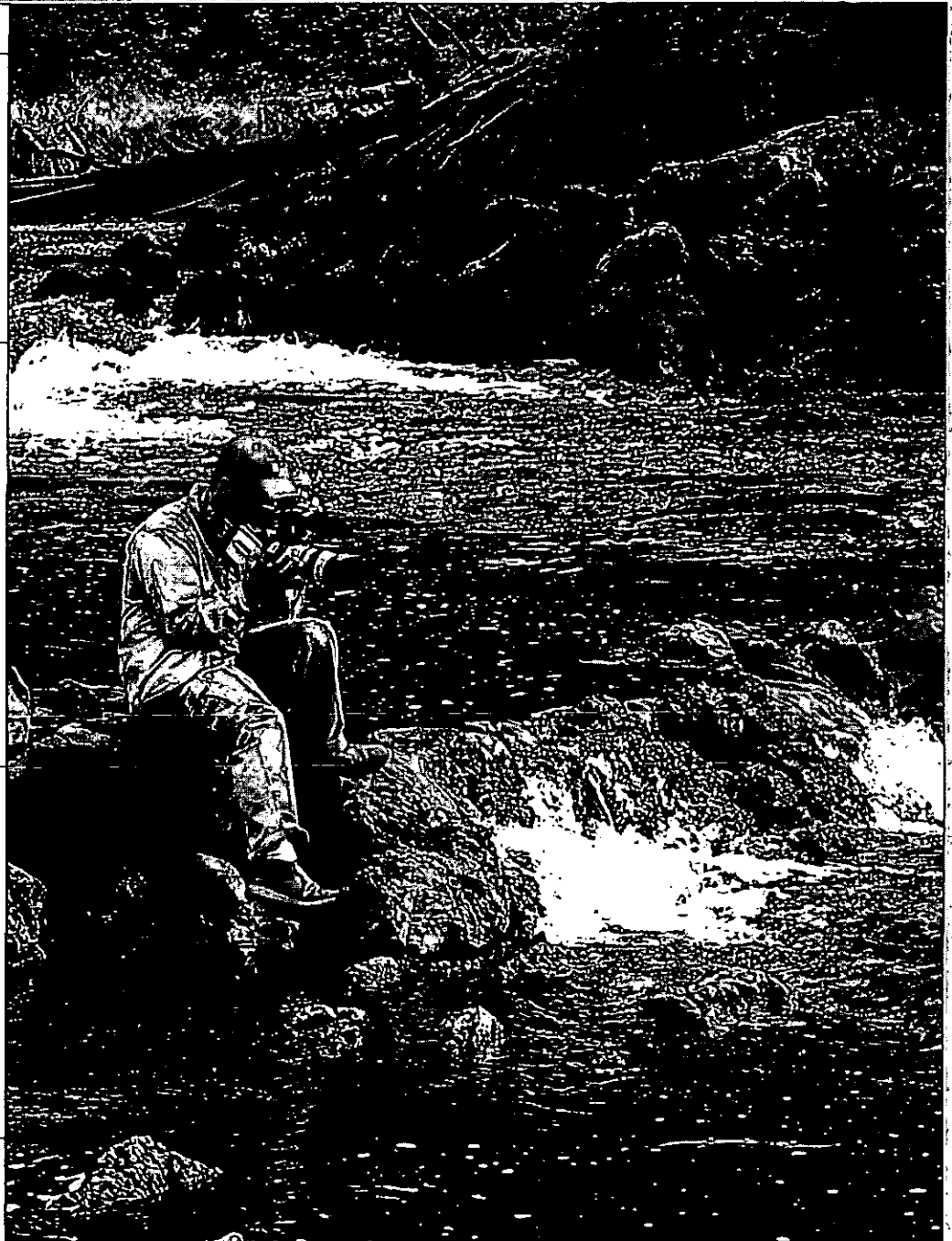
**Page 7-8**

### *UAF Interior-Aleutians Campus*

#### **New Program Feeds Growth of Nutrition Education in Rural Alaska**

"Post-secondary nutrition science education is a significant gap in Alaska. Our project will create multiple new entry points to nutrition science education," says Sarah McConnell, Troth Yeddha' program coordinator.

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*A UAA graduate student in applied cultural anthropology participates in ecological study. This student has now gone on to the PhD program in anthropology at UAF. - Story on p. 6*

**University of Alaska Statewide Corporate Programs**  
Workforce Training and Professional Development



Addressing Alaska's workforce issues, collaborating with business and industry representatives, and providing solutions for more than 80 years.

## UAA Kachemak Bay Campus' Writers' Conference Inspiring Setting Draws Diverse Writers for Eighth Annual Conference



▲ Best-selling author Anne Lamott, who penned the nonfiction "Bird by Bird," is the keynote speaker at the eighth annual Kachemak Bay Writers' Conference, which takes place June 6 - 10 in Homer. (Photo by Mark Richards)

From June 6 - 10, a diverse group of accomplished authors, aspiring writers, literary enthusiasts, students, teachers and professionals will gather in Homer for Alaska's premier statewide writing event – the eighth annual Kachemak Bay Writers' Conference.

The nationally recognized conference, which is held at the Land's End Resort in Homer and is sponsored by UAA's Kenai Peninsula College – Kachemak Bay Campus, features five days of workshops, readings, craft talks and panel presentations focused on fiction, poetry, nonfiction and other genres, as well as delving into the business of writing.

"This conference brings writers, students, literary enthusiasts and others from across the U.S. to discuss the art, process and techniques of writing, along with related topics, such as publishing," says Carol Swartz, director of the Kachemak Bay Campus. "Participants refine their writing and gain new ideas and inspiration. They leave this

conference with new friends, renewed energy and insights, as well as a refreshed sense of themselves within a greater community of writers."

The conference – the only one like it in the state – also provides a valuable professional development opportunity for writers and teachers, including UA faculty members, and is an educational opportunity for creative writing students. Many previous participants have gone on to have their work published, Swartz says.

Homer certainly offers an inspirational locale for the conference, which strives to create an environment that fosters and promotes creativity.

"This conference brings writers, students, literary enthusiasts and others from across the U.S. to discuss the art, process and techniques of writing."

"The community of Homer is such an inspiring setting for the literary and visual arts," Swartz says. "We want to create a nurturing atmosphere for people to connect and learn."

Each year, approximately 150 participants, plus 15 to 20 presenters, attend the conference, which usually sells out by the early registration deadline in May. An additional 200 to 300 people attend the "Festival of Readings," which are public readings held throughout Homer during the conference. This year's "Festival of Readings" will be held on Saturday, Sunday and Monday evenings.



▲ The conference's location, in Homer on the shores of Kachemak Bay, provides an inspiring location for conference participants to connect, create and learn.

While many of the conference attendees are from Alaska, there are a growing number who come from the lower 48.

"All year long, I get e-mails from people who are interested in attending or presenting at the conference," says Swartz, who adds that, as of April, more than a dozen registrants from Outside had already registered for this year's conference. "It's definitely on the map for writers' conferences."

This year's conference features 20 presenters, including keynote speaker, Anne Lamott, the best-selling author of the nonfiction books "Bird by Bird," "Operating Instructions," "Traveling Mercies" and "Plan B." Lamott, who has been honored with a Guggenheim Fellowship, has also authored six novels and recently published an essay collection titled "Grace (Eventually)."

While a number of noted writers from Outside participate in the conference, the majority of presenting faculty are Alaska-based.

"One of the conference goals is to feature Alaska writers," Swartz says.

This year's line-up of Alaska presenters include John Straley, a poet, private investigator and novelist from Sitka, who was appointed as the twelfth Alaska Writer Laureate in 2006, and Jo-Ann Mapson, a best-selling novelist and assistant professor with UAA's creative writing and literary arts department.

# to educational resources

The conference also features industry experts including Jeff Kleinman, a literary agent and intellectual property attorney, who will participate in panel discussions, such as "Publishing Books in the Digital Age," and lead workshops on topics like "Secrets to Query Letters" and "Agent 101."

The popular, present-day conference grew out of a well-received visiting writers series hosted by the campus in the past. About eight years ago, after the campus received a donation to support and enhance writing skills, it was decided to use some of the funds to organize a writers' conference.

"Initially, it wasn't planned as an annual conference. But there was a tremendous response, and it met the needs of aspiring writers, published authors and literary enthusiasts, and also strengthened the Alaska community of writers. So we've kept doing it and it's grown every year," Swartz says.

The success of the conference, Swartz says, is due in large part to its sponsors, including the Alaska Humanities Forum, Alaska State Council on the Arts, UA BP/ConocoPhillips Fund, Alaska Community Foundation, ConocoPhillips Alaska, Era Aviation, First National Bank of Alaska, KBC Caroline Coons Writers' Endowment, Land's End Resort, Usibelli Foundation, Alaska Airlines and many other agencies and private donors.

"Without them, we could not hold this conference," Swartz says. "The in-kind and direct funding is what makes this possible."

For more information, contact:  
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## UAF Career Services Career Services: Your Future is Not Set in Stone

By Megan Otts, UAF Student

Labor statistics indicate the average American will change jobs more than 10 times between the ages of 18 and 40.

Patti Picha, director of UAF Career Services, says that's where her department comes in. Career Services is a free resource available to all UAF students, staff and alumni. The department helps people explore career options, improve job search techniques, sharpen interviewing skills, design and prepare resumes, and ultimately find fulfilling employment. Career Services counselors can also assist with selecting and applying for graduate school.

### Taking the first step

Picha says she regularly deals with people who are unhappy with their current jobs and would like to change careers, but are unsure of where to start. Picha recommends taking the STRONG inventory, an assessment tool that matches a person's interests with a specific career field.

Once clients have settled on a career field, counselors help them to identify jobs that sound appealing. Picha recommends O\*Net, an online system that matches keywords or skill sets with 10 possible occupations.

### Perfecting the professional package

In 2004, Rory O'Neill, a 2001 UAF graduate, became frustrated with his search for a new job in the engineering management/information technology field. According to O'Neill, he was applying for positions, but was not offered many interviews. He scheduled an appointment with Career Services.

"We attacked the resume first, then I received coaching on

interviewing and they conducted mock interviews," he says. "I was amazed how well that employment landscape was mapped and understood by Career Services counselors."

Within a few months, a project manager job two pay grades above O'Neill's current position opened up and, after two interviews, he was offered the position. Seven months later, he was appointed to an interim position and, in August 2006, O'Neill beat out a national pool of candidates to become executive director of the department.

### Applying for your dream job

Ty Keltner, a 2002 UAF alumnus, came to Career Services last fall with a specific corporate job in mind.

"Career Services helped me formulate a resume to address the direct needs listed in the job description," he says. "They also helped me get in contact with past people who held the position to learn more about the company's expectations and the requirements of the job."

According to Picha, the most important thing to consider when applying for a job is what the company wants and what is expected from applicants.

"I always take the job description, put it next to the potential cover letter and resume, and make sure that the documents they are handing in reflect the job description," she says.

Keltner says he is waiting to hear back on the job, but thanks to Career Services, he feels confident that he submitted a quality resume.

For more information, contact:  
• 907-474-7596  
• [lyfsc@uaf.edu](mailto:lyfsc@uaf.edu)  
• [www.uaf.edu/career](http://www.uaf.edu/career)



Addressing Alaska's workforce issues, collaborating with business and industry representatives, and providing solutions for more than 80 years.

## UA WWAMI Program Alaska's Medical School Grows to Help Meet Need for Physicians

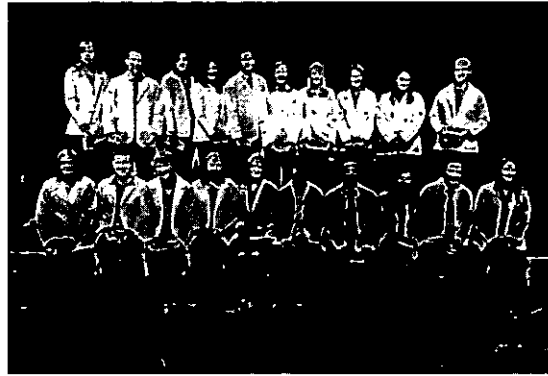
Alaska's population is growing. The number of Alaskans over 65 is estimated to triple during the next 20 years. One-third of Alaska's currently practicing physicians are expected to retire in the next 10 to 15 years. And the new generation of physicians want a more balanced life, with fewer work hours and more stable schedules.

According to the Alaska Physician Supply Task Force, all of these factors combined mean Alaska will need to add 1,100 practicing physicians to the workforce over the next 20 years – nearly double the 1,347 physicians currently practicing in the state.

The task force, which released its report in August 2006, had a number of recommendations for meeting this need. One of the recommendations was to increase the number of students in the Alaska WWAMI Biomedical Program from 10 students per year to 30. The program, which is based at UAA and billed as "Alaska's medical school," took a significant step toward this goal when it doubled its class size from 10 students to 20 this year. Plans for continued growth are underway.

"We're looking to further increase the class size as funding is provided and facilities are available," says Dennis Valenzano, PhD, director of Alaska's WWAMI program. He adds that the proposed UAA health sciences building, which is currently in the planning phase, would include classroom space to accommodate 30+ WWAMI students.

WWAMI, which stands for Washington, Wyoming, Alaska, Montana and Idaho, is a collaborative education program designed to provide



▲ Pictured above is the 2007 Alaska WWAMI class – the first class of 20 students and the largest class ever in the Alaska WWAMI program's history. In the back row, left to right, are Rebekah Smith; Adam Schwarz; Linnaea Schuttner; Elizabeth Hankinson; Kenneth Foerster; Tania Deisher; Dana Kerr; Tiffany Kelly; Ileana Bembenek; and Christopher Davis. In the front row, left to right, are Sophie Spencer; Zachary Kaltborn; Jodie Totten; Summer Engler; Kristin Eastman; Daniel Norfleet; Zachary DeBoard; Claire Doran; Cody Augdahl; and Amanda Beery.

medical school opportunities in states without their own four-year medical schools.

"WWAMI is Alaska's medical school and we're training physicians here in Alaska."

Through the state-subsidized program, Alaska students can earn their doctor of medicine (MD) degree through the University of Washington (UW) School of Medicine, while only paying UW's in-state tuition. Students are admitted to the program through UW, and become part of a class of more than 180 students from all five WWAMI states.

Although the WWAMI program is accredited through UW, Alaska students are able to complete three of their four years of medical school in Alaska. Students from Alaska spend their first year completing basic

medical science courses at UAA. Students from all five WWAMI states spend their second year at UW. They are then able to complete their third and fourth year clinical clerkships in any of the WWAMI states, including Alaska. Alaska's clerkships are offered at a variety of clinics and hospitals throughout the state.

"WWAMI is Alaska's medical school and we're training physicians here in Alaska," Valenzano says. "Students can complete up to three of their four years of medical school here in the state."

By increasing the time spent studying in Alaska, program organizers hope to maintain the high percentage of WWAMI graduates who return to Alaska to practice medicine. Since Alaska joined the WWAMI program in 1971, 50 percent of the Alaska graduates have returned to practice in their home state. When including graduates from other WWAMI states who come to work in Alaska, the number increases to 85 percent.

To successfully increase the number of physicians in Alaska, Valenzano says there also needs to be a focus on building a "pipeline" of future students who are interested in the profession, aware of the WWAMI program, and qualified to apply.

"Due to the time it takes to produce a physician, we need to be planning ahead and anticipating 10 to 20 years in the future," he says. "We need to be educating future students about the opportunities to go to medical school in Alaska. We also need to make sure they are making themselves as eligible and competitive as possible, by taking the right classes in high school and during their undergraduate years."

To accomplish this, WWAMI offers a number of community outreach programs, such as the Della Keats/U-DOC Summer Enrichment Program. Through the six-week,

# Alaska's work force issues

summer program, disadvantaged, minority high school students explore health care careers and get an introduction to college life by living and studying on campus.

The concurrently held Short-term Education Program for Under-represented Persons (STEP-UP) Program is similar, but has more of an emphasis on research. At the end of the summer, STEP-UP students travel to Washington DC, where they present their research findings at the program's national conference.

"Both of these programs encourage minority, disadvantaged students to prepare for and enter health careers," Valenzeno says.

WWAMI also hosts the annual Alaska PreMed Summit, a one-day event designed to educate potential students about the WWAMI program and prepare Alaskans to enter health careers. Approximately 200 students, parents and teachers attended the third annual summit, which was held at UAA in March.

In addition to training physicians, WWAMI also assists with a physician assistant training program, called MEDEX, and a dental health aide therapist training program, called DENTEX, which is a program of the Alaska Native Tribal Health Consortium. Both MEDEX and DENTEX are offered in partnership with the UW School of Medicine.

Beyond these programs, WWAMI is also working to develop more research opportunities.

"Through WWAMI, we are trying to fill the mission of a medical school in Alaska, which means we must meet the needs of more than just medical students," Valenzeno says.

## UA Statewide Corporate Programs UACP Moves to New Location

UA Statewide Corporate Programs (UACP), the educational organization established in 1999 to serve the training and education needs of Alaska business and industry, recently moved its offices to the former Alyeska Pipeline Service Company building at 1815 Bragaw Street in Anchorage. UACP was previously located in the University Lake Building on the UAA campus.

UACP's move was part of the relocation of all of the Anchorage-based UA Statewide offices. In addition to UACP, UA's Land Management, Office of Risk Services, Office of Human Resources, Alaska Distance Education Consortium, UA Foundation, Video Conferencing Services and Network Operations are now all located in the Bragaw building.

Prior to occupying the new office space, the building underwent a complete remodel, including updated lighting, interior design and the addition of an elevator. UACP's office, which is three times larger than before, features a state-of-the-art classroom and a large conference room that can hold up to 20 people. Both the classroom and conference room will be available at competitive rates for use by UACP clients, university groups and other users, based on availability.

"Statewide Corporate Programs now has new offices, with larger, more flexible facilities that will enable us to grow and serve our clients better," says Duane Heyman, UACP



▲ UACP's Anchorage offices are now located at the corner of Bragaw and Reka, near East High School.

executive director. "Those familiar with the old building will not believe the transformation."

Both the classroom and the conference room are located close to the main entrance on the ground floor, have convenient restrooms facilities, and offer plenty of parking.

The modern classroom, which can accommodate up to 40 people, also features Wi-Fi and floor-accessible Internet access; convenient wall and floor power sockets; magnetic white boards/projection screens on all four walls; modular tables to accommodate a wide variety of configurations; comfortable chairs for all-day use; and special lighting.

The conference room may be booked now; the classroom will be available in early June. To make a reservation, contact 907.786.1531 or corporateprograms@alaska.edu.

For more information, contact  
• 907.786.4789  
• [wwami@uaa.alaska.edu](mailto:wwami@uaa.alaska.edu)  
• <http://biomed.uaa.alaska.edu>

For more information, contact  
• 907.786.1531  
• [corporateprograms@alaska.edu](mailto:corporateprograms@alaska.edu)  
• [www.alaska.edu/uacp](http://www.alaska.edu/uacp)



Addressing Alaska's workforce issues, collaborating with business and industry representatives, and providing solutions for more than 80 years.

## UAA Department of Anthropology Master's Program Prepares Alaskans for Anthropology Careers

Anthropology – it may not be a career field that makes headlines very often, like construction or health care, but it is a high-demand field, all the same. Just ask UAA's department of anthropology.

"Agencies in Alaska seem to ask on a yearly basis how many new graduates we will have, because they need the work done now," says Kerry Feldman, UAA anthropology professor who teaches in the department's master's degree program. "Our students are often hired even before completing their master's theses."

The department established its anthropology master's degree program in 1999, with the support of about 20 federal, state and private agencies and organizations in Alaska.

"The missions and goals of these organizations require that they have employees trained in social science research methods and theory, especially regarding knowledge of Alaska Native cultures, history and pre-history," Feldman says.

The degree offers an emphasis in either general or applied anthropology. Within the applied anthropology emphasis, students can follow specialized tracks, including applied cultural anthropology and cultural resource management. Diane Hanson, coordinator of the graduate program in anthropology, notes that the UAA program is the only applied anthropology training program in Alaska, and one of only 17 programs



▲ A UAA anthropology professor and student work on excavating a pre-historic site on the Kenai Peninsula, as part of a climate change research project.

in the entire U.S. with a cultural resource management track.

"Potential clients have been told that the most popular cultural resource management consultants are already booked two years ahead. Plus, most of the established companies are run by people who will be retiring within the next five to 10 years."

The demand for graduates in the areas of applied cultural anthropology and cultural resource management is increasing, Feldman says, due to the retirement rate of the current workforce, and the growth of agencies and organizations that require employees with these types of skills.

For example, applied cultural anthropology, which focuses on current social issues, is an increasingly high-demand area in Alaska, due to the state's growing diversity.

"Alaska's increasing diversity will require expertise to deliver quality services to diverse populations in

health, education, welfare, economic advancement, legal issues and more," Feldman says. "Applied cultural anthropologists can provide this expertise."

The demand for graduates in the area of cultural resource management, which involves the inventory, assessment and conservation of archaeological sites and remains, is also growing. These experts, who are often an important part of project planning and compliance with environmental laws, can educate a client about cultural sites and potential problems, and assist with negotiations and navigating federal regulations.

"Potential clients have been told that the most popular cultural resource management consultants are already booked two years ahead," Hanson says. "Plus, most of the established companies are run by people who will be retiring within the next five to 10 years. Either this will cause Outside companies to move into Alaska to fill the void, or under-qualified individuals will start doing the work."

UAA's program is working to fill that void. In the first eight years of the program, 18 students completed their master's theses. Four of those



▲ A UAA graduate student in applied cultural anthropology participates in ecological study. This student has now gone on to the PhD program in anthropology at UAF.

students have gone on to pursue PhD programs, while the other 14 have gained employment with diverse organizations including the U.S. Army Corps of Engineers, Alaska Department of Fish and Game – Division of Subsistence, Alaska Office of History and Archaeology, National Park Service, Environmental Protection Agency, and private research and consulting firms.

All of the employed anthropology graduates, except two, currently work in Alaska, Feldman says. This high rate of Alaska job placement is due, in large part, to the department's successful internship program, which all master's degree students in the applied track are required to complete.

Through the internship program, students receive on-the-job training with organizations including the U.S. Army Corps of Engineers, National Park Service, U.S. Fish and Wildlife Service, Alaska Department of Health and Social Services – Division of Public Health, USDA Forest Service, Alaska Office of History and Archaeology, and private firms.

"The students from our program are often sought after for full-time employment by the organizations they were introduced to as interns," Feldman says.

Feldman adds it's important to note the anthropology program goes beyond providing training to get students a job – it prepares students for life-long careers.

"Our program does not simply train students for a particular job, but provides them with the theoretical, methodological and practical experience needed for a career in their ever-changing fields," he says.

For more information, contact

- 907.786.6849
- [afkdf@uaa.alaska.edu](mailto:afkdf@uaa.alaska.edu) or [afdkh@uaa.alaska.edu](mailto:afdkh@uaa.alaska.edu)
- <http://anthropology.uaa.alaska.edu/>

## UAS and the Ketchikan Construction Academy UAS Partners with Construction Academy to Build Local Workforce

Ketchikan, like the rest of Alaska, is facing a daunting challenge caused by the increasing demand for workers in the construction industry – and the inadequate number of interested, qualified employees. Currently across the state, 1,000 new construction workers are needed each year to replace retiring workers – and that number is expected to grow significantly over the next several years.

"The workforce is aging, the number of jobs is growing, and the construction industry is struggling to find ways to entice people to come into the industry. We need to find qualified employees," says Pamela Roth, executive director of the Southern Southeast Alaska Building Industry Association (SSEABIA).

These factors were the driving force behind the creation of the Ketchikan Construction Academy, one of six construction academies in the state. In 2006, the Alaska Legislature awarded a \$1 million grant to create the Anchorage Construction Academy, a pilot project to recruit, train and place young people and adults into construction jobs.

The success of the Anchorage academy led to a \$3.5 million legislative appropriation in 2007 to expand the academies to Fairbanks, Juneau, Kenai, the Mat-Su Valley and



▲ The inaugural group of 10 adult students recently completed the first class of the Ketchikan Construction Academy. Pictured left to right in the first row are Nick Chatham, instructor Charles "Chas" Edwardson, John Gabriel and Crispulo Zamora. In the back row are Ben Jensen, Josh Spromberg, Steve McNabb, Christopher Ruecker and Gary Townsend. (Not pictured are students Karl Cox and Richard Nemanic.) (Photo by Wendy Gierard)

Ketchikan. With the support of local chapters of the Alaska State Home Building Association, the statewide academies are expected to provide construction training to 1,000 high school students and 300 adults this year.

"Our ultimate goal is to meet the needs of the construction industry in Ketchikan and have the people we train become employed."

"It's a great way to train a workforce in the community where they'll live and work," says Wendy Gierard, assistant director of workforce development at UAS-Ketchikan, which is a partner in the Ketchikan Construction Academy.

In Ketchikan, the inaugural group of 10 adult students recently completed the academy's first class,

(Construction cont. p.8)



Addressing Alaska's workforce issues, collaborating with business and industry representatives, and providing solutions for more than 80 years.

(Construction cont. from p.7)

held at the UAS-Ketchikan campus. The three-credit, 50-hour class, called basic construction techniques, used classroom teaching and hands-on experience to provide an overview of tool usage, building procedures and codes, jobsite planning, layout, and foundation, floor, wall and roof framing methods.

"We're teaching them what is expected from an entry-level laborer on the job," says Charles "Chas" Edwardson, a UAS adjunct professor and a local builder.

As a follow-up to the class, the SSEABIA is working to place the students into on-the-job training opportunities with local builders this summer. With support from the grant, the participating builders will receive a financial incentive to help cover wages, in return for hiring, mentoring and training academy participants.

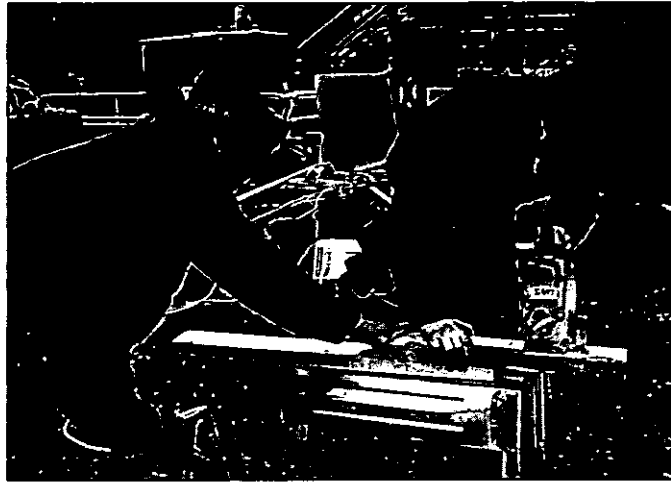
As a next step, the academy plans to offer a series of other courses at UAS-Ketchikan this fall.

"We want to encourage students to take additional courses to round out their skills, so they can pursue an area they're really interested in. There are all kinds of different pathways students can go and we want to share those pathways with them," Gierard says. "Our plan is to provide training that will give students the foundation they need to get into the career of their choice."

A unique aspect of the academy is that there is no cost to the participants – the academy pays for all tuition, books, tools and other supplies.

"It's a nice way for people to get their foot in the door without putting out a lot of money," Gierard says.

The adult training is just one component of the academy. Like the other academies in the state, Ketchikan's construction academy



▲ Ketchikan Construction Academy students Josh Spromberg (left) and Christopher Ruecker (right) work on a project for their basic construction techniques class. The three-credit, 50-hour class used classroom teaching and hands-on experience to provide an overview of tool usage, building procedures and codes, jobsite planning, layout, and foundation, floor, wall and roof framing methods. (Photo by Wendy Gierard)

reaches out to high school students, as well as adult learners.

"We're working in partnership with the Ketchikan Gateway Borough School District to make sure the curriculum being taught meets the needs of the local industry. We want to make sure students come out with the skills needed to be employed in Ketchikan," Roth says.

Specifically, grant funding is being provided to hire an additional instructor to teach construction trades at the high school. The academy is also working to set up a "tech-prep agreement" with the high school, which allows students to receive high school credit at the same time they are earning college credit for their coursework.

"Our goal is to have the kids coming out of the high school be able to step into the program at the university," Roth says.

Edwardson, who has operated a general contracting business in Ketchikan for the past 14 years, believes the focus on high school students is especially important.

"We're getting older and the younger people are not stepping in," he says. "We need to focus more on vocational training in the high schools. Hopefully, the academy will help generate more students from the high school."

Plus, by piquing the interest of local students and preparing them with the basic skills to enter the workforce, the academy will address another important issue – providing Alaskans for Alaska's jobs.

"If we don't provide Alaskans for Alaska jobs, we'll have a transient workforce," Edwardson says.

"Transient workers don't buy homes, cars or boats, or put their kids in our schools. The stability of the local economy depends on us providing Alaskans for Alaska jobs."

In addition to the SSEABIA, UAS-Ketchikan and Ketchikan Gateway Borough School District, other Ketchikan Construction Academy partners include the Associated General Contractors of Alaska, Ketchikan Job Center, Ketchikan Indian Community, Ketchikan Youth Initiatives, and Alaska Works Partnership, Inc.

"Our ultimate goal is to meet the needs of the construction industry in Ketchikan and have the people we train become employed," Roth says.

For more information, contact:

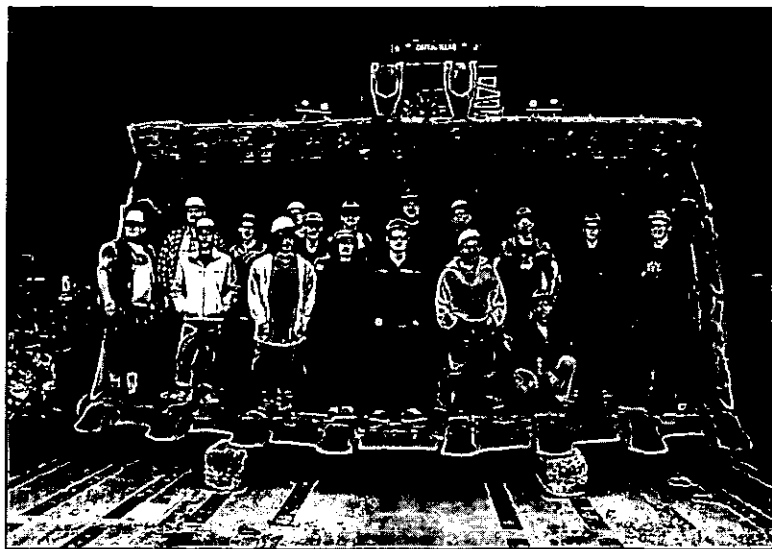
- 907.228.4523
- wendy.gierard@uas.alaska.edu
- www.uas.alaska.edu

## UAF Tanana Valley Campus Fast Track Training Gets High Marks from Employers, Grads

Since launching the Fast Track Training program two years ago, UAF's Tanana Valley Campus (TVC) has trained 42 students in high-demand job areas, and expects to graduate 57 more this spring. During the third year of the program, which is also the last year students can receive free tuition, program organizers hope to graduate 90 more. The priority application deadline for 2008 – 2009 was in April, and classes begin this summer.

The primary goal of the Fast Track Training program, which debuted in June 2006, is to meet interior Alaska's workforce needs by providing students with intensive certificate programs in high-growth, high-demand areas. The program offers nine- to 12-month certificate programs in six areas, including diesel/heavy equipment, automotive, instrumentation, health/safety/environmental awareness, drafting/CADD, and power generation.

A quick look at the employment of Fast Track graduates indicates the program is working. Nina Tartakoff, Fast Track Training program coordinator, says many graduates are now working in jobs directly related to their training, with companies such as CH2M Hill, UAF, NANA Services,



▲ Fast Track students during a field trip to Fort Knox Gold Mine. (Photo by Nina Tartakoff)

Warbelows Air Ventures, Flint Hills Resources and Northern Alaska Tour Company. Meanwhile, other students have chosen to continue their education by pursuing higher degrees.

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"With today's shortage of skilled automotive technicians, TVC's Fast Track Training program is a great resource for us."

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"Employers have been giving us feedback that they are very happy with the skills students are learning in the program," Tartakoff says.

Seekins Ford is just one company seeing the benefits of the training program.

"With today's shortage of skilled automotive technicians, TVC's Fast Track Training program is a great resource for us," says Al Haynes, parts and service director at Seekins Ford.

The program has also been a

success with students like Doug Chichester, who received a certificate in instrumentation through the Fast Track Training program, and also obtained an associate's degree in process technology from TVC.

"There are lots of places to use these skills. You could be working at pump stations on the pipeline, in the gold mining industry monitoring crushers, or at fish processing plants making sure all the systems are functioning at optimum levels. This program is teaching us things on the leading edge of a worldwide technological expansion," says Chichester, who now works as an instrumentation technician for BP.

The Fast Track program was initially funded through a three-year, \$1.99 million grant from the U.S. Department of Labor, which allowed TVC to offer free tuition to students for the first three years.

While the free tuition will only be available through the 2008 – 2009 academic year, the six certificates will continue to be offered, but in a less intensive time frame. Future students will be able to take a few courses at a time, rather than committing to complete the entire program in nine to 12 months.

"Many students found it difficult to complete the certificate in a year, while working and taking care of their families," Tartakoff says. "The more flexible timetable for taking courses will be a benefit to some students, though many students liked being able to complete the certificate and get on to further training or out to work in the field."

For more information, contact:

- 907.455.2800
- [fystrk@uaf.edu](mailto:fystrk@uaf.edu)
- [www.tvc.uaf.edu/programs/Fastrack](http://www.tvc.uaf.edu/programs/Fastrack)



## UAF International Arctic Research Center UAF Hosts Ninth International Conference on Permafrost

From June 29 – July 3, 2008, approximately 800 people from 30 different countries will gather at UAF for the Ninth International Conference on Permafrost (NICOP). Professors, post-doctoral fellows, graduate students, engineers and other professionals, and government agency representatives are expected to attend the conference, which was convened by the U.S. Permafrost Association, and is themed "permafrost on a warming planet: impacts on ecosystems, infrastructure and climate."

"This meeting is important because it is drawing attention and participation from scientists and engineers around the globe who are all struggling with similar issues."

"The goal of the conference is to bring together a large group of scientists and engineers, so that information can be shared on current topics of interest relating to permafrost in a changing climate," says Elizabeth Lilly, NICOP coordinator. "Gathering individuals from so many countries in one place fosters an environment for sharing and cooperation, which will help all of us prepare and better deal with changes that do occur."

"This meeting is important because it is drawing attention and participation from scientists and engineers around the globe who are all struggling with similar issues," adds Larry Hinzman, director of UAF's International Arctic Research Center and a professor of civil and environmental engineering at UAF.



"Permafrost affects every aspect of our lives in the north," he says. "Our permafrost is warming and, in many places, degrading. This is initiating a myriad of problems for infrastructure stability, but it also initiates changes in ecosystem dynamics. It is important that we share information on our understanding of the changes and our ideas to mediate or adapt to these changes."

The five-day conference will feature daily plenary sessions on a variety of topics, including "living in Alaska: a permafrost-dominated region," "thermal state and fate of permafrost," "engineering challenges in the 21st century," "hydrology and terrestrial processes" and "alpine and polar periglacial processes."

In addition, there will be approximately 400 oral and poster presentations, and a public lecture titled "Mountain Hazards," featuring Andi Kaab. The conference will also include local field trips to the U.S. Army's Cold Region Research and Engineering Laboratory Permafrost Tunnel, the Cold Climate Housing Research Center, Caribou-Poker

Creeks Research Watershed, Creamer's Field Migratory Waterfowl Refuge, and other areas with permafrost features.

Two short courses, including a graduate-level course on permafrost and an educational outreach class for K – 12 teachers, and a one-day technical workshop on permafrost foundation construction methods will be held prior to the official start of the conference. Optional field trips, to destinations such as the Dalton Highway, Pogo Mine, Seward Peninsula, Denali National Park, and Arctic Coastal Plain, will also be offered before and after the conference.

This will be the second time the conference has been hosted at UAF; the Fourth International Conference on Permafrost was held in Fairbanks in 1983. This year's conference is significant, as it marks the 25<sup>th</sup> anniversary of the first conference at UAF, as well as the 25<sup>th</sup>-anniversary of the formation of the International Permafrost Association. Plus, this year's conference coincides with International Polar Year, a two-year initiative focusing international research efforts and public attention on the Earth's polar regions.

In addition to the university, the conference has a number of major sponsors, including Arctic Foundations, Inc., Alyeska Pipeline Service Company, Duane Miller & Associates, and BP Alaska.

While the deadline for paper submissions has already passed, conference registrations continue to be accepted. Registration and cost information, as well as a calendar of events and field trip details, may be found at [www.nicop.org](http://www.nicop.org).

For more information, contact:

- 907.479.8891
- [elilly@nicop.org](mailto:elilly@nicop.org)
- [www.nicop.org](http://www.nicop.org)

# to Alaska's unique issues

## UAF Interior-Aleutians Campus New Program Feeds Growth of Nutrition Education in Rural Alaska

UAF's Interior-Aleutians campus (IAC) recently received a \$1 million, three-year grant to launch a nutrition education program in rural Alaska. The Troth Yeddha' Nutrition program, which is currently recruiting students for fall 2008, will combine education and outreach efforts with the goal of increasing the number of Alaska Natives working in the nutrition field. In the words of Aleut elder and advisory council member Alice Petrivelli, the program will ultimately "help us to help our people stay healthy."

The program addresses both industry and health needs in Alaska. According to a post-secondary nutrition education needs assessment prepared for UA in 2005, 64 percent of all Alaskans are overweight or obese - conditions that increase health risks, such as diabetes, kidney problems and high blood pressure.

Alaska Natives are at no less risk for the development of obesity and other health-related challenges. In fact, this population is experiencing the greatest increase of diabetes in all of North America. This is attributed, in part, to the replacement of traditional foods with convenient snacks and highly processed staples.

In addition to outlining health challenges, the 2005 needs assessment identified that additional educational opportunities were needed to train workers to fill vacancies in Alaska's nutrition-related occupations.

"IAC's interest is in providing nutrition education, combined with cultural relevance, to our rural Alaska workforce and students that want to enter this workforce," says Clara



▲ IAC students participate in a one-credit, intensive nutrition course offered in collaboration with Tanana Chiefs Conference in March 2008 in Nenana. (Photo by Sarah McConnell)

Johnson, IAC director.

Currently, the nutrition-related education available in Alaska is limited. UAS's Community Wellness Advocate program offers a nutrition concentration, and the UAA Culinary Arts, Hospitality, Dietetics and Nutrition department offers a minor in nutrition. However, there are no certificates, associate's degrees or four-year degrees in nutrition offered

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"Post-secondary nutrition science education is a significant gap in Alaska. Our project will create multiple new entry points to nutrition science education."

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in Alaska.

"Post-secondary nutrition science education is a significant gap in Alaska," says Sarah McConnell, Troth Yeddha' program coordinator. "Our project will create multiple new entry points to nutrition science education, designed for Alaska Natives and rural Alaskans."

Through the Troth Yeddha'

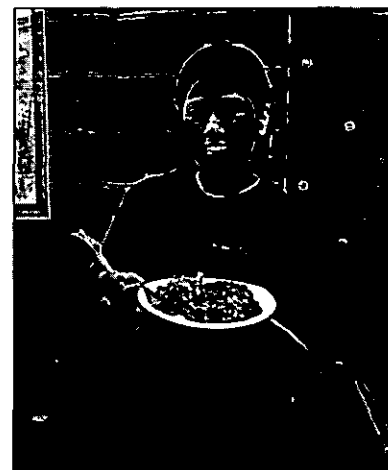
program, students can take the one-credit nutrition and lifestyle change course; the seven-credit, one-semester rural nutrition leadership academy; or rural nutrition services courses that may be used as an area of concentration or for an occupational endorsement that is currently being designed. A certificate and an associate's of science degree in nutrition will also be developed in the future, McConnell says.

With its multiple points of entry, the program truly offers something for everyone. For example, the one-credit class is "for anyone in the community who wants to improve their health," McConnell says.

Meanwhile, the leadership academy is designed for students who are already working in the community and want to use the information in their current jobs, and the rural nutrition services area of concentration and occupational endorsement is targeted at students who are just entering the workforce or are exploring a new career.

The program is currently recruiting students for the first

(Nutrition cont. p.12)



▲ Stacey Wells displays a healthy lunch of "Sloppy Jane." The meal, made of buffalo meat, vegetables and a delicious sauce, was created by students in a one-credit, intensive nutrition course offered in March 2008 in Nenana. (Photo by Sarah McConnell)

(Nutrition cont. from p.12)

leadership academy, which will begin this fall. A total of 10 scholarships, which cover tuition, books, travel and other expenses, are available for the fall academy. The scholarships are funded through the \$1 million grant, which was awarded by the U.S. Department of Agriculture, Cooperative State Research Education and Extension Service's National Research Initiative, Human Nutrition and Obesity Program.

A total of 40 scholarships, including 20 for the leadership academy and 20 for the area of emphasis and/or occupational endorsement, will be awarded over the next three years. Students from the more than 50 communities served by IAC have priority in the scholarship selection process.

"Our dream is to have one student from each village served by the Interior-Aleutians campus complete the program," McConnell says.

Courses, all which were developed specifically for the program, will focus on topics such as nutrition for the generations, nutrition and lifestyle change, Alaska Native food systems, rural nutrition counseling, community nutrition interventions, and current issues in rural Alaska nutrition. The courses will be offered through "blended delivery," which includes face-to-face classes and audio conferences.

All of the courses incorporate outreach efforts, which McConnell says may include elder interviews to discover and share traditional knowledge, or the unique use of community talking circles.

"Our idea is to work in partnership with the community to combine Native knowledge and traditional skills with new wellness knowledge and skills," Johnson says.

For more information, contact:

- 907.474.6080
- ffssm@uaf.edu
- www.uaf.edu/iac

## UAS and UAA School of Nursing UAS Partners with UAA to Train Nurses Locally

Not long ago, students in Southeast Alaska who wanted to become registered nurses (RNs) had very limited opportunities to train locally. Meanwhile, local health care providers were importing nurses from Outside, and the entire state was facing a critical nursing shortage.

While Alaska continues to grapple with the need for nurses, a partnership between UAS and the UAA-School of

Nursing's associate degree outreach delivery program is starting to make a difference for students and the health care industry in Southeast. UAA's outreach delivery program is also making an impact statewide.

"Nurses are needed in very large numbers," says Karen Schmitt, dean for the career education program at UAS. "This program has definitely made a dent. UA partnered with the health care industry to set a goal of doubling nurse graduates within five years, and we've done better than that, going from slightly under 100 to more than 200 RN graduates per year statewide."

Through UAA's outreach delivery program, students in 10 communities across the state who wish to obtain associate's degrees in nursing can be admitted into the UAA program, but complete much of their education in their hometown at local UA



▲ Ami Reifstein, right, a recent graduate of the UAA School of Nursing's associate degree outreach delivery program at UAS, receives instructions in working the equipment in the Bartlett Regional Hospital obstetrics ward from her preceptor, Sandy Frickey, Alaska March of Dimes 2006 Maternal/Child Care Nurse of the Year. (Photo by Michael Penn)

campuses. Classes are primarily delivered via the Internet, and the students obtain most of their clinical experience locally. In addition to the 10 outreach sites, students can also pursue the associate's degree at the main UAA campus in Anchorage.

"In the past, students who wanted to become nurses had to go to Anchorage or leave the state. By offering this program, people can get the education they need and find employment in their hometown."

The outreach delivery program was established in 2002, after a task force comprised of members of the health care industry, UA and the UAA School of Nursing was developed to explore ways to increase the number of RN grads in Alaska. One of the task force's recommendations was to expand UAA's associate's degree

# sustaining Alaska's workforce

program through distance delivery to other UA campuses.

Partnering with UAA's highly regarded nursing program makes the most sense for UAS, Schmitt says.

"It is much more cost-effective and efficient for us to be in partnership with UAA," she says. "Building a program from scratch in Juneau would take more than money – it would take years before such a program would be accredited. The nursing shortage in Alaska requires immediate attention."

The outreach delivery program was first delivered in Fairbanks and Kodiak. In January 2004, it was expanded to Bethel, Juneau and Ketchikan. Kenai and Sitka were added the next year, and in 2006, Homer, Kotzebue and the Mat-Su campuses joined as program partners. Valdez was added as an outreach site in January 2008, and additional sites may be added in the future.

In Juneau, where 10 students are accepted into the program every two years, a total of 16 students have graduated with associate's degrees in nursing to date – nine from the first cohort in 2005 and seven from the second cohort in 2007. A third cohort of 10 students began in January 2008; they are expected to graduate in December 2009.

"In the past, students who wanted to become nurses had to go to Anchorage or leave the state. By offering this program, people can get the education they need and find employment in their hometown. People who want to stay here can stay here," says Chris Urata, UAA assistant professor of nursing at the UAS-Juneau campus.

In addition to the benefits for students, local health care providers are also seeing the value of the program.

"The program has provided our community and our hospital with

nurses who are from the region and want to continue to live and work here," says Bartlett Regional Hospital's education services manager, Dianne Bigge, who adds that the hospital has hired several of the graduates from the last two cohorts at UAS-Juneau.

Partnerships with local health care providers, such as Bartlett Regional Hospital, are a central component of the success of the program, which requires students to gain work experience in clinical settings.

For example, in Juneau, students gain work experience through local clinical rotations at Bartlett Regional Hospital, Wildflower Court long-term care facility, Hospice and Home Care of Juneau, Reifenstein Dialysis Center, and Southeast Alaska Regional Health Consortium, as well as local physicians' offices. During their third and fourth semesters, students also spend time in Anchorage, where they

obtain clinical experience at places such as the Children's Hospital at Providence and Alaska Psychiatric Institute.

Following completion of the program, graduates take the National Council Licensure Examination (NCLEX-RN) to obtain their RN licensure. They are then eligible to work in hospitals, physicians' offices and home care. Students interested in furthering their education may also pursue a bachelor's degree in nursing, through UAA's RN to BS program.

#### For more information, contact

- 907.796.6123 (UAS-Juneau), 907.786.4550 (UAA)
- [afcju@uaa.alaska.edu](mailto:afcju@uaa.alaska.edu) (UAS-Juneau), [aynurse@uaa.alaska.edu](mailto:aynurse@uaa.alaska.edu) (UAA)
- [www.uas.alaska.edu/academics/undergrad/assoc/aas/nursing\\_uaa](http://www.uas.alaska.edu/academics/undergrad/assoc/aas/nursing_uaa) (UAS-Juneau), <http://nursing.uaa.alaska.edu/students/aas.cfm> (UAA)

## UA Increases Graduates in High Demand Areas by 50 Percent

The number of University of Alaska graduates system-wide with degrees or certificates in high-demand jobs areas (including technology, engineering, health and transportation) increased by 50 percent between 1999 and 2007, according to a forthcoming report by ISER. The report, entitled "University of Alaska: How Is It Doing? Understanding Alaska Research Summary No.12," will be available on the ISER Web site at [www.iser.uaa.alaska.edu/](http://www.iser.uaa.alaska.edu/).



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[www.iser.uaa.alaska.edu](http://www.iser.uaa.alaska.edu)

Understanding Alaska: [www.alaskaneconomy.uaa.alaska.edu](http://www.alaskaneconomy.uaa.alaska.edu)

Citizen's Guide to the Budget: <http://citizensguide.uaa.alaska.edu>



Addressing Alaska's workforce issues, collaborating with business and industry representatives, and providing solutions for more than 80 years.

## UAA Engineering, Science and Project Management UAA Hosts Project Management Conference September 15 – 18

With major projects, such as a natural gas pipeline, on the horizon in Alaska, the need for qualified project management professionals is becoming more and more apparent. That makes the ProMAC 2008 conference, which will be held September 15 – 18 at the Captain Cook Hotel in Anchorage, a very significant and timely event.

"The project management discipline is a fundamental requirement for companies interested in improving their productivity, effectiveness and bottom line, and UAA's Engineering, Science and Project Management (ESPM) department is poised to change how technology-oriented projects are managed in the state of Alaska and the Pacific Rim," says Dr. Jang Ra, chair of the ESPM department, which is hosting ProMAC 2008 for the Japan-based Society of Project Management.

ProMAC 2008 will be the fourth international project management conference; previous conferences have been held in Singapore, Japan and Australia.

"The conference will serve as an important forum for the exchange of ideas and experiences to revolutionize today's project management knowledge and techniques for the future," says Danny Elmore, project manager for

ProMAC 2008. "Holding this prestigious, international forum in Anchorage provides Alaska's elected officials, leaders of business and industry, and project-minded executives with the opportunity to engage in productive dialog with their international colleagues, and to share ideas and develop relationships that will benefit their own organizations and the state of Alaska."

"The conference will serve as an important forum for the exchange of ideas and experiences to revolutionize today's project management knowledge and techniques for the future."

Approximately 400 people from around the globe, including Japan, Korea, China, Taiwan, Australia, Singapore and Canada, as well as from across Alaska and the U.S., are expected to attend the conference. Elmore says he expects attendees to include senior executives, program and project managers, project team members, customers and other stakeholders, educators, consultants and other specialists, trainers and researchers.

While there is sure to be a large number of international attendees, Elmore says he hopes there is a good turn-out of Alaskans at the conference, as well.

"The importance of a strong Alaskan presence at the conference is a stepping stone for Alaska to become a mecca for project management professionals," Elmore says.

The four-day conference will feature plenary speeches by national and international leaders in the field of project management. Confirmed speakers to date include Kazuhiko Hanaoka, corporate vice president of the corporate IT unit for Fujitsu, Limited; Jong-Shin Kim, president/CEO of Korea Hydro & Nuclear Power Co., Ltd.; Satoshi Kurishima, senior vice president and senior executive manager of the financial systems sector at NTT DATA Corporation; Mark Nelson, president/CEO of ASRC Energy Services; Anand Vadapalli, senior vice president of network and IT at Alaska Communications Systems; and Samar Walther, capital projects manager at ConocoPhillips Alaska, Inc.

The conference will also include approximately 300 presentations, ongoing poster sessions, and exhibitors including the Association for the Advancement of Cost Engineering, Project Management Institute Alaska Chapter, Society of Project Management, and UAA's ESPM department.

Additional events, such as bus trips to Seward and the Matanuska Glacier, dinner at the Anchorage Museum, and trips to tour the North Slope, are also planned. The full conference schedule may be found at [www.uaa.alaska.edu/promac](http://www.uaa.alaska.edu/promac).

Registrations are currently being accepted online at [www.uaa.alaska.edu/promac](http://www.uaa.alaska.edu/promac); the early registration deadline is July 10, although registrations will be accepted after that date. The deadline for speakers to submit abstracts and biographies is May 15.

For more information, contact:

- 907.786.1940
- [promac2008@uaa.alaska.edu](mailto:promac2008@uaa.alaska.edu)
- [www.uaa.alaska.edu/promac](http://www.uaa.alaska.edu/promac)

# Alaska's future

## ProMAC 2008 Organizing Committees

A total of 70 individuals on six organizing committees are involved in planning ProMAC 2008. Local organizing committee members include:

- Chair, Danny Elmore, UAA
- Jon M. Ah You, Alyeska Pipeline Service Company
- Chris Block, Captain Cook Hotel
- Robert Bulger, PMI Alaska Chapter
- Paula Donson, Alaska Railroad Corporation
- Joyce E. Douglas, State of Alaska
- Mike Fisher, Northern Economics
- Steve Gebert, Alaska Communications Systems
- Teresa Helleck, PMI Alaska Chapter
- James Hemsath, Alaska Industrial Development and Export Authority
- Ki Kim, UAA
- Patricia Opheen, U.S. Army Corps of Engineers
- LuAnn Piccard, UAA
- Burt Rosenbluth, ConocoPhillips
- Tom Sheffrey, AACEI Alaska Section
- Bill Thompson, CH2M Hill
- Charles Wagner, U.S. Department of Transportation
- Heather Wagner, GCI
- Michael Wortham, BP
- Roshelle Wright, Anchorage Convention and Visitors Bureau

## The Right Career Move

Fall 2008 Class Schedule

UAA Engineering, Science & Project Management

Classes held in the Anchorage University Center

Registration information & assistance: 907.786.1924 or ayespm@uaa.alaska.edu



### Engineering, Science Management

CRN	Course No	Title	Days	Time	Date
71683	ESM A601-601	Engineers in Organizations (3)	M	530p-9p	8/25-12/13
76248	ESM A608-601	Legal Envrmnt/Engineer Mgt (3)	R	530p-9p	8/25-12/13
76249	ESM A619-601	Computer Simulation/Systems (3)	W	530p-9p	8/25-12/13
71686	ESM A620-601	Statistics for ESM (3)	T	4p-6p	8/25-12/13
71689	ESM A684-601	ESM Project (3)	F	530p-9p	8/25-12/13
71690	ESM A698-601	Individual Research (3)	ARR	ARR	8/25-12/13
71691	ESM A699-601	ESM Thesis (1-9)	ARR	ARR	8/25-12/13

### Project Management

CRN	Course No	Title	Days	Time	Date
72977	PM A601-601	Project Mgmt Fundamentals (3)	W	530p-9p	8/25-12/13
72981	PM A614-601	Project Cost Management (3)	T	530p-9p	8/25-12/13
72982	PM A620-601	Project Human Resource Mgmt (3)	W	530p-9p	8/25-12/13
72983	PM A622-601	Project Communications Mgmt (3)	R	530p-9p	8/25-12/13
72984	PM A624-601	Project Risk Mgmt (3)	M	530p-9p	8/25-12/13
72985	PM A685-601	PM Case Study & Research (6)	F	530p-9p	8/25-12/13

### Project Management Professional Development

CRN	Course No	Title	Days	Time	Date
77477	PM A590-601	PMP Certification Prep (3PDC)	WRF &RF	830-430p	10/1,2,3,9,&10
77478	PM A590-602	PMP Certification Prep (3PDC)	MTWRF	830-430p	11/10,11,12,13,&14
77479	PM A590-603	MS Project Software (1PDC)	TW	830-430p	10/14&15
77480	PM A590-604	PM/Non-Project Managers (1PDC)	WR	830-430p	11/5&6
77481	PM A590-605	Project Controls (1PDC)	TW	830-430p	10/7&8

PDC = Professional Development Credit (non-academic credit)      NOTE: Continuous registration no longer enforced.

ESPM department's new state-of-the-art classroom at University Center, Anchorage





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# UA@Work

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If you would like more information about articles in this newsletter, please contact UA Statewide Corporate Programs at 1815 Bragaw Street, Suite 102, Anchorage, AK 99508.

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UA @ Work is produced by UA Statewide Corporate Programs to connect Alaska employers with the University's workforce training and professional development resources.

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## The University is the place where Alaska's future begins

—UA President Mark Hamilton

Photo by Todd Paris, UAF Marketing and Communications

For information on partnering with the University of Alaska for employee training and professional development for your business, agency or organization, contact UA Statewide Corporate Programs today.



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