

SB

170

<TARGET><BILL>SB 170</BILL><SUBJECT>SB
170</SUBJECT><COMM>SEDC27</COMM></TARGET>

ALASKA STATE LEGISLATURE



SENATOR JOE THOMAS

Senate Bill 170

"An Act requiring vocational education counseling in public schools."

One of the major functions of public education is to prepare our future workforce. During their school years young people make critical decisions which will ultimately affect their choice of a career later in life. Some young people have a clear idea of what they want to be doing after graduation, but many do not.

The adolescent years in particular are filled with many changes, making it a one of the critical phases of a person's life. If childhood is like traveling down a busy street, seventh grade is the junction. Recent research has specifically targeted the early adolescent years as a crucial point in development. It is a perfect time to introduce realistic career options.

Senate Bill 170 recognizes this junction in a young person's life, and provides for career counseling for every student in seventh, ninth and eleventh grades. Many schools are already offering this for all secondary students, but it should be available to every student in our state. The Department of Education and Early Development already has resources that can be directed toward this important task.

This bill would not prevent schools or districts from providing a more comprehensive program. It sets the minimum standards for career counseling, starting at seventh grade and continuing in ninth and eleventh grades. Seventh grade is when students start making important life choices. Ninth grade is the beginning of high school, when they are choosing courses which will affect their readiness for the workforce. In eleventh grade they are starting to look ahead to high school graduation, and what will come after commencement.

It is vital that we give our children the tools they need to prepare for their future, and to become a productive part of our workforce. SB 170 provides this for our students.

ALASKA STATE LEGISLATURE



SENATOR JOE THOMAS

Senate Bill 170

"An Act requiring vocational education counseling in public schools."

One of the major functions of public education is to prepare our future workforce. During their school years young people make critical decisions which will ultimately affect their choice of a career later in life. Some young people have a clear idea of what they want to be doing after graduation, but many do not.

The adolescent years in particular are filled with many changes, making it a one of the critical phases of a person's life. If childhood is like traveling down a busy street, seventh grade is the junction. Recent research has specifically targeted the early adolescent years as a crucial point in development. It is a perfect time to introduce realistic career options.

Senate Bill 170 recognizes this junction in a young person's life, and provides for career counseling for every student in seventh, ninth and eleventh grades. Many schools are already offering this for all secondary students, but it should be available to every student in our state. The Department of Education and Early Development already has resources that can be directed toward this important task.

This bill would not prevent schools or districts from providing a more comprehensive program. It sets the minimum standards for career counseling, starting at seventh grade and continuing in ninth and eleventh grades. Seventh grade is when students start making important life choices. Studies show this is when students either start taking school more seriously or start their academic decline. If they want to pursue a specific career, this is the time they need to start thinking about what they need to do to be successful in that occupation.

Ninth grade is the beginning of high school, when they are choosing courses which will affect their readiness for the workforce. The coursework they choose at this time will probably determine whether they are college bound or whether they would need to take in-depth career tech courses.

In eleventh grade they are starting to look ahead to high school graduation, and what will come after commencement. They are putting the finishing touches on their secondary education, and need to know which courses to take to make sure they are prepared for life after high school.

It is vital that we give our children the tools they need to prepare for their future, and to become a productive part of our workforce. SB 170 provides this for our students.

SB 170

One of the major efforts of our schools is to prepare our children for the workforce. Most of our schools are doing a very good job at this. They offer a wide variety of programs to help kids investigate what kind of jobs they want to do when they graduate. We have heard from many schools about how helpful SB 84 has been.

However not every school offers a comprehensive vocational counseling program. Senate Bill 170 assures that our young people will have the tools they need to make career choices by offering career counseling in the seventh, ninth and eleventh grades.

If a school already has a program in place, it is not affected by this bill. The bill gives guidance to districts that are not offering a comprehensive program.

Focusing kids on their education and potential career is probably more important today than in the past and will be increasingly important going forward. Often times the student's concept or knowledge of an occupation is not well founded or based on accurate knowledge or information of a specific career.

SB 170 starts in seventh grade because that is when students begin to make critical choices. Ninth grade is when they start high school, and if they have an idea of what they want to do, they may need help in choosing the courses they need to be prepared for the work they want to do. By eleventh grade they are thinking about graduation, and what they will be doing after high school.

We don't want our students to miss out on taking the courses they need to succeed in life.

As I said, many schools are already offering this for all secondary students, but it should be available to every student in our state. The

Department of Education and Early Development has indicated in their fiscal note that they already have the resources they need to carry this out.

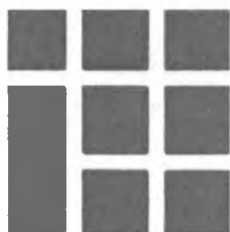
It is vital that we give our children the tools they need to prepare for their future, and to become a productive member of our workforce. SB 170 provides this for our students.

School-Based Career Development: A Synthesis of the Literature

Katherine L. Hughes
and
Melinda Mechur Karp

Institute on Education and the Economy
Teachers College, Columbia University

February 2004



Abstract

The Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 extended support for “career guidance and academic counseling.” A wide variety of such interventions are in existence. Since the No Child Left Behind Act of 2001 emphasizes evidence-based education, it is important to examine the research to determine the value of these programs. This synthesis of the research literature, covering meta-analyses and individual studies on comprehensive guidance programs, career courses, counseling interventions and computer-assisted career guidance, finds many benefits to students of career guidance and academic counseling interventions. On a variety of career-related and academic measures, student subjects did have increased outcomes. However, there are also limitations to the interventions and to the research methods studying them. Many of the interventions are short-term, low-dosage activities, with lasting benefits unclear. In addition, much of the research relies on self-reported responses to psychological inventories. Based on the findings of the research review, recommendations are to focus practice and research on middle-school students, and target resources towards ensuring that all middle- and high-school students have regular conferences with counselors to discuss their current and future academic programs. Finally, research should focus on exploring the relationships between guidance interventions and positive student behaviors, rather than attitudes.

Conclusion and Recommendations

In general, this review of the career guidance and academic counseling literature has produced many positive findings. Meta-analyses have found positive impacts of career guidance. Researchers have found benefits to students of comprehensive guidance programs, career courses, academic counseling and computer-based guidance systems. However, there are also limitations to these interventions and to the research methods studying them.

With regard to comprehensive guidance programs, much more research is needed. The attempts of Lapan, Gysbers and their colleagues to use statewide data to uncover relationships between the implementation of such programs and student outcomes are admirable. However, their research relies on self-report of variables such as student GPA, which would be better reported through transcripts. In addition, it would be useful to have a conceptual model explaining how the different elements of comprehensive guidance programs might impact students' grades and other variables.

Students do seem to benefit, both vocationally and academically, from participation in career courses. In particular, they seem to increase their knowledge of careers and their ability to make career-related decisions. On most career-related measures, students did see increased outcomes when compared with students not enrolled in a career course. In the one study exploring academic measures (Fouad, 1995), participants in a career course did improve academically. However, there is little evidence that any gains—either academic or career-related—are maintained over time.

The few studies on academic counseling or advising showed positive findings. It is interesting that this very common but rather low-profile intervention, helping students

plan their secondary school program, appears to be valuable according to certain academic measures. And the meta-analyses found that, of the different types of career guidance interventions, individual counseling interventions were most effective. This simple planning intervention may help students understand the connections between their goals and the necessary steps to take towards them. Thus this intervention is potentially very effective, but more research is needed.

Computer-assisted career guidance programs appear to contribute to students' career development, according to some career-focused inventories. However, these interventions were very short-term and the research tended to consist solely of pre- and post-test inventories, sometimes administered less than a week apart. As more than one author pointed out, the level of dosage of some of the interventions was quite low. With such small amounts of treatment, it is unclear what long-term benefits students might gain. It is also unclear whether computer-assisted programs alone or in combination with other interventions are most effective. Some have found that computer-based interventions by themselves fail to match outcomes produced in combination with some other intervention (Meier, 1991), while others have found that adding a computer program to a career course produces no additional benefits beyond the course alone (Garis & Niles, 1990).

One limitation found in common to many of the interventions and the research is that they focus on change in students' knowledge, and even more commonly, their attitudes. Students' actual behaviors were a minor focus, as in the studies that examined the effects of career courses on students' later course-taking, or research examining the relationship between academic counseling and later academic achievement. The element

of time was also a weakness in much of the research. Much like a history test that measures what students have learned in a half-semester of a history course, inventories were used to measure the digestion of career information, or a change in an attitude. In most cases no follow-up research was conducted over time to see the lasting nature of any knowledge gain or attitude change, or the relationship of these with actions taken later.

There is general agreement that career development is a desirable part of schooling, and there is evidence that many different types of career guidance interventions are effective, according to the measures chosen. Yet, the research overall does not help us in determining the optimum content of or method of delivery of career guidance. We have reviewed various interventions, but because of the diversity of goals, methods and measures, a clear direction for policy in this area is still unclear. We can, however, recommend the following:

Other career development activities that are more experiential in nature have been found to positively influence such variables as school attendance and completion. Compared to these types of activities, many of the guidance interventions reviewed seem inauthentic and artificial. Until additional research is done, students should engage in a variety of career development activities that complement one another.

Given the finding that career guidance and academic counseling is potentially very effective with middle school students, a greater investment in these activities in the middle schools should be made, and future research should be focused there as well.

Academic counseling appears to be a straightforward and cost-effective way to improve student outcomes. Resources should be targeted to ensure that all middle- and

high-school students have regular conferences with counselors to discuss their current and future academic programs.

Finally, research should focus on exploring the relationships between guidance interventions and positive student behaviors.

Meeting Script – Wednesday, February 22

CHAIRMAN MEYER

The Senate Education Committee meeting is called to order.

Today is Wednesday, February 22nd, and the time is 8:00 a.m. In attendance are:

- Co-Chair Thomas
- Vice-Chair Davis
- Senator Stevens
- Senator French
- and myself, Senator Meyer.

We do have a quorum to conduct business.

Welcome, everyone. First, is there any business to come before the committee before we get started? Seeing none...we'll go ahead and begin.

First on the agenda today is SENATE BILL 170, *Sponsored by Senator Thomas*, relating to vocational education counseling in schools. We will then hear SENATE BILL 199 (*which I sponsored*), relating to the vocational education funding factor.

It is our general practice to hold bills over so that committee members have more time to consider them, so we'll hear the two bills today and set them aside.

We'll go ahead and get started on SB 170; Senator Thomas, would you like to speak to the bill? (*He may make some comments, but will ask Murray to present the bill.*)

Mr. Richmond, please join us, put yourself on the record and proceed with your presentation.

{Murray's Presentation}

Thank you.

Are there any questions from committee members?

{Committee Questions/Comments}

Seeing none, we will open public testimony.

Signed up in the audience we have _____. Do you care to testify on SB 170 today? *(Might be on the list for questions only)*

Please come forward, put yourself on the record and proceed with your testimony.

{Audience Testimony}

Thank you. Are there any questions or comments from committee members?
Senator Thomas?

{Committee Questions/Comments}

Are there any further questions from committee members? Seeing none, we'll go to the folks online; we have _____. Do you care to testify on SB 170?

Please put yourself on the record and proceed.

{Teleconference Testimony}

Thank you. Are there any questions or comments from committee members?
Senator Thomas?

{Committee Questions/Comments}

Thank you. Is there anyone else who wishes to testify?

Seeing no one else, we will **close public testimony** and allow the committee an opportunity to discuss the bill.

{Committee Questions/Comments/Discussion}

Is there any other discussion? Comments? Questions?

Seeing none, we will set SENATE BILL 170 aside for now.

Next, the committee will hear SB 199, which allows the vocational education funding stream in the BSA to be used for 7th and 8th grade programs, as well as for 9th through 12th grades as it does now. My staff will present the bill, Edra...

{Edra's Presentation}

Thank you.

Are there any questions from committee members?

{Committee Questions/Comments}

Seeing none, we will open public testimony.

Signed up in the audience we have _____. Do you care to testify on SB 199 today? *(Might be on the list for questions only)*

Please come forward, put yourself on the record and proceed with your testimony.

{Audience Testimony}

Thank you. Are there any questions or comments from committee members?
Senator Thomas?

{Committee Questions/Comments}

Are there any further questions from committee members? Seeing none, we'll go to the folks online; we have _____. Do you care to testify on SB 199?

Please put yourself on the record and proceed.

{Teleconference Testimony}

Thank you. Are there any questions or comments from committee members?
Senator Thomas?

{Committee Questions/Comments}

Thank you. Is there anyone else wishing to testify?

Seeing no one else, we will **close public testimony** and allow the committee an opportunity to discuss the bill.

{Committee Questions/Comments/Discussion}

Is there any other discussion? Comments? Questions?

Seeing none, we will set SENATE BILL 199 aside for now.

Our next meeting will be Friday, February 24th, at 8:00 a.m., **here in the Beltz room** We will take Senate Bill 182 back up, which is the Pupil Transportation bill.

With that, if there's nothing further to come before the committee, we are adjourned.

2011 Senate Bill 84

“How did you spend the money?”

During the February 4th 2012 CTE state coordinators' workshop, two questions were asked of all participants. “How did your district use the SB84 funds this year, and what would you do if you could also spend the funds 6-12?” The following information and testimonies were collected and listed in the order that they were received.

Kuspuk School District

\$74,000.00

- Kuspuk used some of the money - have not spent it all - to help purchase materials and supplies for high school students to participate in wood and metal shop programs - wood shop they worked on construction of small sheds, dog houses and other basic carpentry types of projects. In metal shop, they use the materials to manufacture metal framed cargo wagons (welded) that could be pulled behind 4 wheelers for carrying freight, possibly passengers, as well as practicing their welding and metal working skills on repairs to snow machines and 4 wheelers. Items that were manufactured were sold to community members in an attempt to put money back into the program. We have also offered some culinary arts coursework to students where they work on food service and use the materials to fund programs such as a "dinner night out" or selling products at local sporting events - again the money goes back into the system to supplement the cost of the program.
- If the program was allowed to be expanded to *middle school* students, we would offer more courses such as this to work down to the middle school aged students in our sites. Being that we are a small district, exclusion of our 7th and 8th grade students from our 9th-12th grade students is difficult due to the secondary settings that we offer versus traditional high school and middle school facility settings. Inclusion of this age group would just make the program more seamless.

- Probably the most important thing would be to get a full time CTE person to instruct these programs in our district. At this point, we utilize personnel with some background and/or interest in these subject areas: wood shop/carpentry, metal shop/welding, culinary arts, etc. We can't afford to staff a person that just does CTE items, the staff we utilize have other core areas that they teach and the CTE offerings are a secondary subject area that they are able to offer instructionally to the district and students.
- The SB84 money was very useful but we all know that there is so much more that we could be doing in this area if we got more than a one-time shot of money that had strings attached (not to be used for administrative purposes and to only be used for 9-12 grades).

Craig City School District

\$38,567

- Fund used for consumables for the CTE programs (not covered by Perkins grant), partial CTE teacher salary and benefits, CTE professional development travel expenses
- Professional development for *middle school counselors* and teachers to help all students create Programs of Study for HS and Postsecondary, so they can focus their energy on preparing for education and training needed to get and keep a job after their education is complete.

Unalaska

\$

- Here in Unalaska we used much of the money to develop Tech Prep programs in Welding, and Computer Aided Drafting (AutoCAD 2012) and the CADD program is updated every year for the next 5 years. We are currently trying to figure out how to create a Carpentry Tech Prep program.
- If new monies were available it would be nice hire another teacher to teach Junior High CTE programs so all the students have the opportunity to experience CTE, as it is now we only see about 25%.

Cordova Public Schools

\$38,340

- District Business Manager “The money is in the general fund and will be spent on salaries, benefits, and supplies for the vocational technical program.”
- Our districts CTE staff have taught and lived in the community of Cordova for many years. We can envision multiple ways in which CTE could grow and evolve in our district thereby better serving our students and community.

Klawock City School District

\$19,024

- The funds have been used for travel for Staff Development, Supplies and Materials including wood for our construction program, food for our food and nutrition program, and software for computer applications.
- Should SB 84 be expanded to include Middle School we would use the funds to increase opportunities / offerings in Middle School.

Yukon School District

\$69,262

- The funds were used to enhance our CTE program. The funds were spent on providing intensive sessions in CTE courses for students through partnerships with the local communities, Yukon Flats School District, Kuspuk School District, and Galena City Schools. New CTE courses were developed and are continuing to be developed.
- Career exploration by offering a camp or intensive session to *allow middle school* students to do activities to learn about careers they would be good at, they would enjoy and provide job shadow opportunities for these students and guest speakers in their classrooms.
- More options which means more teachers and more money to provide travel opportunities for students to learn more about different careers.

Pelican

\$

- The district chose to use the funds to purchase consumable materials (wood) for the new CTE course in construction. The students are getting NCCER training.
- Additional funds would be used to support the *middle school* students in the construction trades.

Copper River School District

\$63,332

- How did you spend the funds? Support Personnel
- What would you do if they could expand the use of SB84 funds to include *middle school students*? Offer more Vocational Education classes and choices.

Sitka

\$124,000

Support of CTE teaching position what would have been lost without SB84 funds.

Anchorage School District

\$3,600,068

- More than 2400 student class/course opportunities were provided with more than 60% occupancy in the first semester.
- After-school CTE classes were provided including transportation home from all eight comprehensive high schools.
- Additional high school funding allowed CTE teachers to teach full time in their subject area. CTE teachers no longer must teach outside their content area in order to accommodate the school FTE budget.
- After-school King Career Center exploratory as well as intensive capstone classes are offered during both first and second semester.
- Summer Career Camp is planned for up to 700 students at both KCC and comprehensive high school sites.
- Additional teaching positions were created for Career Engineering and Health Academies at certain high schools.
- Professional development and training for HQT academic teachers to acquire professional certifications in health, engineering and construction.
-

(Anchorage continued)

- Computer On-line CTE credits and certificates with WorkKeys assessments, and ACT Career Ready 101 tutorials training were offered.
- Materials, equipment and supplies were provided to support the more than 14 new full-time equivalents, FTE, CTE teaching positions.
- New courses and programs developed and offered such as Robotic Engineering, Bio-Tech Research, Bio Med Service School Academy, and Heavy-Equipment Simulation.

Anchorage *Middle School* PLCP Program:

- *Middle school* career guide program provides students with a Personal Learning and Career Plans PLCP.
- If additional funding was provided to middle schools, Career Guides would be able to continue their mission of providing the above goals and more. If the positions are cut, the possibility that the PLCP's development will flounder or go away is a reality. We are on the cusp of being able to integrate this. At risk students are able to focus on a career and set goals for their future and perhaps prevent dropping out of school.
- Currently there are 10 career guides serving over sixty-thousand 7th & 8th graders. Approximately 80% of all 8th graders enter high school with a PLCP.
- *Middle School* Career Guides provide opportunities and resources to help students explore their interests and plan goals for the future. A few of the goals include:
 - Guiding students in writing a Personal Learning and Career Plan (PLCP) which is a state CTE goal.
 - Preparing 8th graders to transition to high school. They review graduation requirements and discuss career goals and how to develop a career pathway throughout high school using the information they developed on the PLCP's.
 - Reinforcing the career clusters as they work with students on their career interests.
 - Supporting classroom instructors with guest speakers and subject related career lessons, career fairs, and parent meetings.

Mat-Su Borough School District \$

All expenditures of SB 84 funds were aligned with strategies outlined in three guiding documents for the State of Alaska, Alaska Career and Technical Education Plan, Alaska Health Workforce Plan, and The Alaska Gas Line Inducement Act.

Matanuska Susitna Borough School District Career Technical Education new district- wide programs include:

- New aviation program located at Palmer High School.
- New architectural, technical drafting program located at Colony High School.
- Extended day session, career and technical education course offerings spring semester at several high school sites.
- New process technology program to be located at Career and Technical High School.
- New biomedical sciences program to be located at Houston High School and Career and Technical High School.

Matanuska Susitna Borough School District Career Technical Education program improvements:

- Expansion of welding program at Houston High School.
- Upgrade tools and equipment for welding/construction/woods labs at each high school site.
- Technology upgrades at each comprehensive high school to support all career and technical education programs; as well as, Accuplacer and WorkKeys assessments labs.

Kenai Peninsula School District \$840,000

How much SB84 funds did your district or school receive and how did you spend it on CTE initiatives and projects

- Equipment for Poly Com, Distance Education Bridge, Server and Green House Supplies
- After School Academies
- Hiring of “Industry Experts to offer Tech support/advice in the CTE classrooms
- Hiring of “Fractional” CTE staff for one-two hour blocks during school day

(Kenai continued)

- Capital Improvements to update/construct/improve our current CTE facilities
- Supplies for Health, Natural Resources and Transportation pathways
- MOA for Nautical Science class with AVTEC
- Travel/Training for our Type “M” certificated teachers and to assist Economically disadvantaged

What would you do if they could expand the use of SB84 funds to include middle school students?

- Unless we received additional funding we are only using the funds for high school. If we received funds above and beyond our \$840,000 yearly allocation, then we would be interested in hiring additional ***middle school*** CTE teachers as exploratory courses for our high school CTE pathways. We would also use funds to update/improve/enhance equipment/supplies for these middle school programs.

Juneau School District

\$427,000

- Restored programs and expanded CTE course offerings in all high schools including before and after school classes supporting the following career pathways: Health Sciences, Business and Media Arts-Accounting, Desktop Publishing, Video Production, Culinary Arts, Trades-Construction, Mechanics, Natural Resources and STEM-Oceanography, GIS
- Purchased 12 passenger van to transport CTE students to work sites including house build project, business and industry visits
- Purchased instructional materials to support CTE courses and programs

Possible ***middle school*** funding:

- Career exploration including counseling and career pathway skill exploratory and skill building courses

4-Greatest CTE needs:

- Funding for CTE teachers to maintain and build career pathways in this time of deep budget cuts
- Connecting CTE courses to align with APS that provide science/math/LA/SS credit for CTE courses
- Technology upgrades;
- ***Middle school*** exploratory courses
- Career guides

Fairbanks North Star Borough School District **\$1,600,000**

- 4.8 FTE high school teachers in diversified cooperative education, culinary arts, woods, and graphic design/multimedia design.
- ProStart supplies and instructional materials; general culinary arts supplies and equipment; distance delivery equipment.
- ProStart summer training for teachers
- Buses for the Department of Labor Career Expo
- Project Lead the Way Biomedical Sciences supplies
- Welding equipment for Hutchison HS
- We are finalizing a comprehensive equipment replacement plan for the next few years. We anticipate spending all allocated funds this year.
- If we could utilize funds at the *middle school level* we would consider positions and equipment to provide exploration and instruction in the areas of woods/construction, computer applications and technology, auto mechanics, and culinary arts.

Southwest Region School District **\$119,000**

On what CTE projects did you spend any or all of the funds?

- Upgrade facilities in improve safety, infrastructure, and equipment so vocational education programs could be expanded.

If new SB84 legislation allowed for the use for *middle school* students, what would your district do?

- Expand course offerings to *middle school* students to better prepare them for the high school curriculum, allowing for further progress in courses of study.

What is your greatest CTE need?

- Continue facility upgrade to ensure the safety of students and expand current programs.
- The development other programs of study in the areas of technology, health care, industry (emphasis on local careers), business, and education.
- Increase staffing to meet to the other courses of study outlined above.



Alaska Association for
Career & Technical Education

Preparing Alaskans for Successful Careers

www.actealaska.org

RESOLUTION 11-2
IMPACT OF SB 84

WHEREAS, the Alaska State Legislature provided dedicated funds for CTE in Alaska, and those funds have provided for immediate and positive impact across the State, allowing for extended day offerings with staffing, supplies, and transportation; and

WHEREAS, the current language of SB 84 is exclusive to high school; and

WHEREAS, the teaching and learning of CTE Career Pathways, Personal Learning and Career Plans (PLCP), and other career exploration activities are needed at the middle school or earlier grades.

THEREFORE BE IT RESOLVED that AACTE thank the legislators and other shareholders who supported SB 84 and further encourage the Alaska State Legislature to broaden the use of dedicated funds to include grades 6-12 to continue to build the needed CTE system throughout Alaska.

SENATE COMMITTEE REPORT First Committee of Referral

DATE: 1/20/12

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 2/22/12

Education Committee considered SENATE BILL NO. 170

SB 170-VOCATIONAL ED. COUNSELING IN SCHOOLS

"An Act requiring vocational education counseling in public schools."

and recommends:


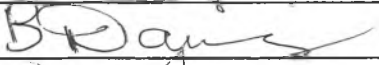

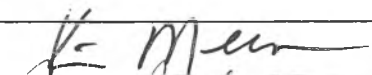
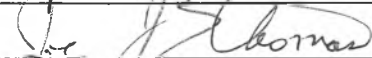
- be replaced with CS _____ (_____) Same Title New Title
- adopt previous CS _____ (_____) Same Title New Title
- attached amendment(s)
- adopt _____ Letter of Intent
- further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED			✓	

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	French	✓			
	DAVIS	X			
	French			✓	
CO-CHAIR: 	Moya	✓			
CO-CHAIR: 	Thomas	✓			

SENATE COMMITTEE REPORT First Committee of Referral

DATE: 2/17/12

FURTHER: Labor and Commerce

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 2/22/12

Education Committee considered SENATE BILL NO. 199

SB 199-VOCATIONAL EDUCATION FUNDING FACTOR

"An Act relating to the vocational and technical instruction funding factor for public school funding."

and recommends:


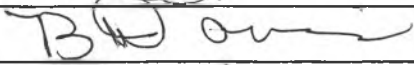

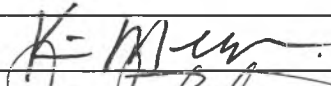

- be replaced with CS _____ (_____) Same Title New Title
- adopt previous CS _____ (_____) Same Title New Title
- attached amendment(s)
- adopt _____ Letter of Intent
- further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

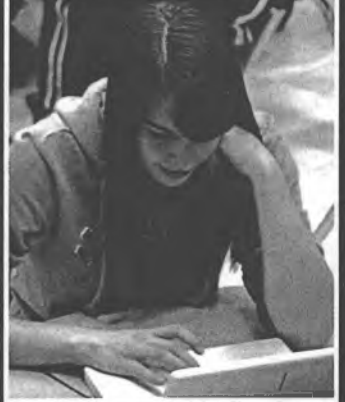
NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED			✓	

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	French	✓			
	DAVIS	X			
	Stearns			X	
CO-CHAIR: 	Meyer	✓			
CO-CHAIR: 	Thomas	✓			

ALASKA TECH PREP



*Pathways
to Bright Futures*

's PLAN OF STUDY

See your counselor to set up your personalized portfolio at AKCIS!

Choose a Career Cluster. For help go to: www.careerclusters.org or take an interest survey at akcis.intocareers.org or www.careerclusters.org/ccinterestsurvey.php.

- | | | |
|--|--|---|
| <input type="checkbox"/> Agr, Food & Natural Resources | <input type="checkbox"/> Government & Public Admin | <input type="checkbox"/> Law, Public Safety, Corrections & Security |
| <input type="checkbox"/> Arch & Construction | <input type="checkbox"/> Health Sciences | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Arts, A/V Technology & Comm | <input type="checkbox"/> Hospitality & Tourism | <input type="checkbox"/> Science, Tech, Engineering & Math |
| <input type="checkbox"/> Business Mgmt. & Admin | <input type="checkbox"/> Human Services | <input type="checkbox"/> Transportation, Distribution & Logistics |
| <input type="checkbox"/> Education & Training | <input type="checkbox"/> Information Technology | |

8th Grade	
Semester 1	Semester 2

ANCHORAGE SCHOOL DISTRICT

Credits Required for Graduation

- Language Arts 4 credits
 Social Studies 4 credits
 Mathematics 2.5 credits
 Sciences 3 credits
 Physical Education/
 Health Education . . . 1.5 credits
 Electives 7.5 credits

Total 22.5 credits

See your high school counselor, handbook or the ASD website, www.asdk12.org, for additional requirements.



9th Grade		10th Grade	
Semester 1	Semester 2	Semester 1	Semester 2

Work-Based Learning Opportunities	Career & Technical Student Organizations	Certifications
<input type="checkbox"/> Apprenticeship <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Service Learning <input type="checkbox"/> Paid/Unpaid Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> School-Based Enterprise	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

WHAT IS A CAREER PATHWAY? A plan that includes a wide range of occupations that use common skills and knowledge. In Alaska, it includes a six-year plan that is tailored to each student's needs as mapped out in a Plan of Study.

WHAT IS A PLAN OF STUDY? Suggested classes within a career pathway that aligns high school and postsecondary options. This may include college education, apprenticeship, or other training that leads students to an industry-recognized credential or certificate.

- PLAN AND ORGANIZE YOUR FUTURE CHECKLIST:**
- | | | |
|--|--|---|
| <input type="checkbox"/> Keep your grade reports; know your GPA | <input type="checkbox"/> Include your best high school work | <input type="checkbox"/> Apply for college or other training |
| <input type="checkbox"/> Print out your Tech Prep college transcripts | <input type="checkbox"/> Track community service or volunteer work | <input type="checkbox"/> Apply for financial aid at: www.fafsa.ed.gov |
| <input type="checkbox"/> Gather info from colleges and other training programs | <input type="checkbox"/> Take placement tests (Accuplacer, SAT and/or ACT) | <input type="checkbox"/> Figure out school and housing costs |
| | | <input type="checkbox"/> Meet with an advisor |
| | | <input type="checkbox"/> Register for classes and attend orientation |

List potential employment options based on your interests, abilities and/or skills. For help go to www.careerclusters.org. Click on the Resources tab and then Career Clusters Models to find sample career occupations. Other helpful resources can be found at: akcis.intocareers.org or alexsys.labor.state.ak.us.

	11th Grade		12th Grade		13th Grade		14th Grade	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Accuplacer, Compass, WorkKeys, ACT and/or SAT								

2 - Year Program	Registered Apprenticeships	4 - Year Program	Certifications	Licenses, OJT Training
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERESTED IN AN APPRENTICESHIP?

Research apprenticeship opportunities at: www.jobs.state.ak.us/apprentice

WHAT IS TECH PREP? In a Tech Prep program, the student begins courses of study in high school and continues in postsecondary, apprenticeship or workforce training programs. Tech Prep is designed to prepare students to enter and succeed in a postsecondary institution or career.

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture 	<p>Total number circled in Box 1</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
--------------	---	---	---	---

BOX 2	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education 	<p>Total number circled in Box 2</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
--------------	--	---	---	---

BOX 3	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies 	<p>Total number circled in Box 3</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
--------------	---	---	--	---

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

BOX 4	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible 	School subjects that I like: <ol style="list-style-type: none"> 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics 	Total number circled in Box 4 <input style="width: 50px; height: 30px;" type="text"/>
--------------	--	--	--	---

BOX 5	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology 	Total number circled in Box 5 <input style="width: 50px; height: 30px;" type="text"/>
--------------	---	---	---	---

BOX 6	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient 	School subjects that I like: <ol style="list-style-type: none"> 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law 	Total number circled in Box 6 <input style="width: 50px; height: 30px;" type="text"/>
--------------	--	---	--	---

BOX 7	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver 	School subjects that I like: <ol style="list-style-type: none"> 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language 	Total number circled in Box 7 <input style="width: 50px; height: 30px;" type="text"/>
--------------	--	---	---	---

BOX 8	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	<p>Total number circled in Box 8</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 9	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	<p>Total number circled in Box 9</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 10	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgmental 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	<p>Total number circled in Box 10</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 11	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	<p>Total number circled in Box 11</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 12	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	<p>Total number circled in Box 12</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>

BOX 13	Activities that describe what I like to do: 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings.	Personal qualities that describe me: 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated	School subjects that I like: 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts	Total number circled in Box 13 <input style="width: 50px; height: 30px;" type="text"/>



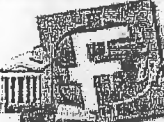

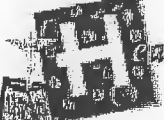

BOX 14	Activities that describe what I like to do: 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money.	Personal qualities that describe me: 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive	School subjects that I like: 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications	Total number circled in Box 14 <input style="width: 50px; height: 30px;" type="text"/>






BOX 15	Activities that describe what I like to do: 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise.	Personal qualities that describe me: 1. Detail-oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	School subjects that I like: 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education	Total number circled in Box 15 <input style="width: 50px; height: 30px;" type="text"/>

BOX 16	Activities that describe what I like to do: 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another.	Personal qualities that describe me: 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner	School subjects that I like: 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	Total number circled in Box 16 <input style="width: 50px; height: 30px;" type="text"/>

Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.

The 16 Career Clusters

 <p>Agriculture, Food & Natural Resources</p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
 <p>Architecture & Construction</p>	<p>Careers in designing, planning, managing, building and maintaining the built environment.</p>
 <p>Arts, A/V Technology & Communications</p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
 <p>Business, Management & Administration</p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
 <p>Education & Training</p>	<p>Planning, managing and providing education and training services, and related learning support services.</p>
 <p>Finance</p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
 <p>Government & Public Administration</p>	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>
 <p>Health Science</p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
 <p>Hospitality & Tourism</p>	<p>Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>
 <p>Human Services</p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
 <p>Information Technology</p>	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p>

 <p>Law, Public Safety, Corrections & Security</p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
 <p>Manufacturing</p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
 <p>Marketing, Sales & Service</p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
 <p>Science, Technology, Engineering & Mathematics</p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p>
 <p>Transportation, Distribution & Logistics</p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p>

FOUR MINUTES FOR YOUR FUTURE (8th grade ILCP)

Name _____

Guided Dialogue Prompts for Student-Led Conferences

Team _____ Date _____

You will be sharing your 8th grade Individualized Learning and Career Plan (ILCP) with your parents/guardians during Student-Led Conferences third quarter. You will share five items:

A. Who am I?

B. Where am I going?

C. How will I get there?

*If time permits, please discuss other items from your ILCP. We want to honor the conferences time frame and limit your sharing to 3-4 minutes. After that time, you are encouraged to share additional information at home.

Describe your biggest challenge in achieving your dream and an idea (or two) that might help you meet or surpass that challenge.

Please remove this section and turn it into the box in the front office for a prize drawing!

Student Name _____ Team _____

Yes, I have discussed my child's Individualized Learning and Career Plan.

Parent Signature: _____

Comment:

News From Mrs. Gould's CAREER CORNER...

Please join me during Student-Led Conferences for a Parent Presentation on:

Preparing Your 8th Grade Student For High School

For your convenience four sessions will be offered!

Dates: Wednesday, Feb. 16th and Thursday, Feb. 17th
Times: 1:30 - 2:00pm or 4:30 - 5:00pm
Where: Pre-Med Lab/Health Academy

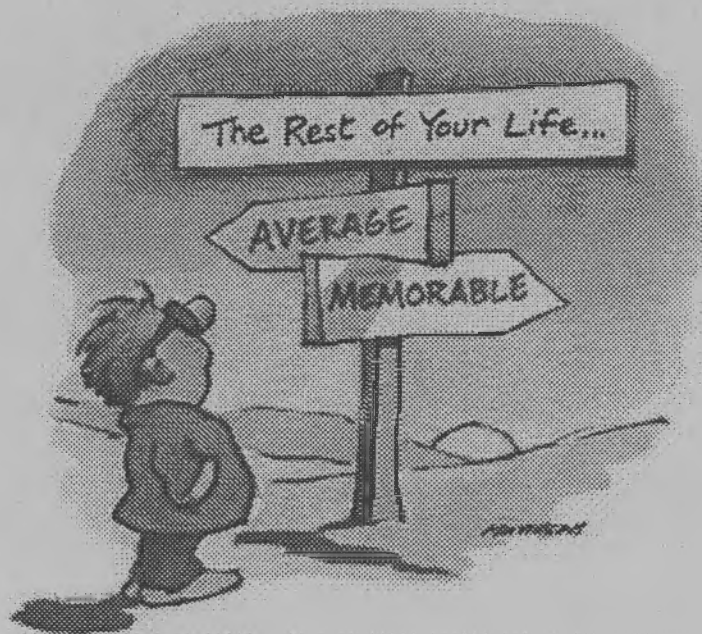
- Topics:
- Using the EXPLORE Score Report to inform your choices
 - The importance of choosing a career area of preference
 - The importance of planning now for high school and beyond
 - Freshmen grades and GPA
 - Barriers to success

Career Development Tips for Parents of Middle School Students

1. Make a phone call or stop by school and get to know your Middle School Career Guide.
2. Encourage your child to use the library and online resources to gather information. Invite your child to help you do research if you are conducting a job search yourself.
3. Participate in parent involvement activities at your child's school, particularly those relating to career exploration.
4. Have your employer sponsor learning activities at your child's school. For example, ask your employer to agree to present at a Power Lunch Presentation, Career Fair, or After-School-Academy activity.
5. Look for opportunities for your child to volunteer for a charity or a community organization. This will encourage your child to be of service to the community and

to develop interpersonal and organizational skills. The experience will look great on a resume.

6. Make your child aware of the connections between education and careers. Talk about how you apply your own education to your work.
7. Discuss with your child the changing nature of the job market. Discuss the shift toward downsizing and the rise in temporary workers as compared to the past.
8. Encourage your child to find summer and seasonal employment. Evaluate the job application and give feedback on communication skills if an interview is involved.
9. Plan leisure time activities that explore interests, abilities and skills.
10. During vacations, work with your child to explore the occupations and careers that are abundant in the community. Seek out colleges and tour their campuses.
11. Consider allowing your child or other students to shadow you for a day at your work place to help them learn about your job.



If you have questions, comments or concerns please contact:

Jill Gould - CMSS Career Guide

Phone: 742-5153 Email: Gould_Jill@asdk12.org

Career Guide folder at a glance

Left side of folder

Career Clusters Interest Inventory (Green Sheet)

Seventh grade students are introduced to the 16 National Career Clusters by taking this activity. They circle activities they like, personal qualities that describe themselves and school subjects they like. Once done, they tally their numbers and find their top 3 career clusters. This begins the exploration into their future.

16 Career Clusters (yellow sheet)

A comprehensive list of the 16 National Career Clusters and a brief summary of careers in each area.

Four Minutes for your Future (blue sheet)

Just one example to help students during their student led conferences. Students organize their thoughts as they present their future plans to a significant adult.

News from Mrs. Gould's Career Corner (pink sheet)

An example of how the Middle School Career Guides get information to parents. It may include upcoming events, parent workshops, or tips to help parents in their career conversations with their students.

Right side of folder

ASD Middle School Career Guides pamphlet

An overview of what a career guide does and some duties.

ACKIS pamphlet

The Alaska Career Information System is an interactive web-based program. It is a great way for students, staff and parents to explore colleges, careers, create resumes, and create a portfolio to house the work that they do.

8th Grade Personal Learning Career Plan (PLCP)

Once 8th graders take the EXPLORE and review their results, they will think and reflect in the sections labeled: Who am I, Where am I going, and How will I get there? Students now have a 7th grade and 8th grade personal plan to compare and see their growth.

7th Grade Personal Learning Career Plan (PLCP)

Once 7th graders have a grasp of the career clusters they scored highest in, they begin the process of exploring Who am I, Where am I going, and How will I get there. This begins the process of career exploration for them.

College and Career Ready Initiative (blue sheet)

An overview of the EXPLORE assessment and what it involves. Frequently asked questions are answered on the back.

Go EXPLORE

The EXPLORE Assessment is a major tool in our career guide kit.

The results are used to...

- Guide students in writing a Personal Learning and Career Plan (PLCP), which will also sharpen their goal setting skills.
- Prepare 8th graders for high school by reviewing requirements, demonstrating readiness for class placement, and showing them how they can facilitate improvements.
- Reinforce the application of Career Clusters as they match their Interest Inventory results to their career choices.
- Explain the World-of-Work Map through which we open doors to related occupations, job descriptions, educational requirements, salary expectations and job growth trends.
- Share intervention information with teaching colleagues in an effort to design an action plan.
- Meet with parents in informal settings such as workshops and Student Led Conferences.
- Invite presenters for luncheons, career days and intensive training in an effort to help students connect with mentors.

I am your...



Architect



CDC Tech



Pharmacist



Inventor



Trainer



President



Internist



Vet

Within the school day Career Guides...

- Help each student create a Personal Learning and Career Plan for their future.
- Provide students and teachers with online career resources and other opportunities for exploration.
- Instruct students on the 16 National Career Clusters terminology, identification and synthesis.
- Help to ease the transition to high school for our 8th graders through ILCP lessons and tours.
- Instruct students in the use of portfolios and resumes as part of goal setting.
- Forge connections with School Business Partners.
- Implement the Explore test, with follow-up lessons and interest inventory. Facilitate student/parent dialogue on this topic.
- Support classroom educators with guest speakers and subject related career lessons.
- Facilitate and coordinate career fairs, themed luncheons, intensives and career focused game sessions.
- Organize events designed to promote goal setting related to post secondary education.
- Produce video and radio broadcasts on topics related to college and career readiness.

Beyond the school day Career Guides...

- Bring students to tour the King Career Center, university campuses, high schools, and work sites within their field of interest.
- Host parent workshops on college and career readiness topics.
- Collaborate with teaching colleagues to utilize Explore results.
- Orchestrate mentorships and apprenticeship opportunities whenever possible.
- Take part in Teacher Industry Externships (TIE), OJT collaboration with a variety of careers in the workforce.
- Connect with educators and counselors, at middle and high school levels to discuss student plans.
- Attend conferences dealing with career exploration and readiness.
- Assist our communities with workshops and resources to help students.

Career Guides

Enriching the Middle School Experience

Middle school career guides work closely with students, parents, teachers and the community to connect career education to the core curriculum and to each student's life. This helps our students see the relevance of their education for their future. It inspires them to consider the wide variety of career options and helps them to set goals towards their dream.



“With the addition of a career guide on staff, students are more motivated and inspired to set goals, research career resources, and engage in a mentorship to prepare for their future.”

—**Jeanne Fischer, Principal**

Insights & Perspectives

Josh, 8th grade student

“I think I have found something that even I can do! I have so much trouble with school, I didn't think that was ever going to happen to me!”

Alan Bolton, Exxon Mobil, AK

“We had a great time with the kids. It is rewarding for us also to see their interest and questions about what jobs we do. Thanks again for the opportunity to volunteer.”

Shannon Gallagher, Assistant Principal

“Having a career guide to collaborate with the administration and provide immediate interventions for struggling students has been an invaluable asset.”

Lauren Bradley, 8th grade teacher

“If anyone wants to know what a career guide does; I have 120 students planning on getting to school early tomorrow so they can sign up for 4 of 21 different choices of career seminars—their only complaint is that they can't do more!”

Kim, middle school parent

“Did you know that...
...a police officer's starting pay is over \$22 an hour?
...tourism is one of the largest career fields in Alaska?
...you can get paid to guide someone on a hunting trip?
Who knew there were so many jobs in the film business?”
“These are just a few of the comments from my son Eric. He had a great day learning about careers and it opened his eyes to some careers he had no idea were out there.”

Malisa Johnson, 8th grade counselor

Career guides introduce a world of career exploration to students who would otherwise not know about their available opportunities.



Anchorage School District
Educating All Students for Success in Life

ASD Middle School Career Guides

*Providing opportunities and resources
to help students explore their interests
and plan goals for the future.*



Aren't sure what you want to do?

Might want to work in healthcare... or business... or possibly law?

- Pick an Occupation Cluster from the AKCIS Index and explore more possibilities than you can imagine.
- Check out these careers and many more. Includes real world interviews with people working at these jobs every day!

Wondering what careers are the best fit for your personal skills and interests?

AKCIS interactive self-assessment tools help you find the perfect match.

Wondering which school is the right one for your major field of study?

Narrow down the options with your personal search criteria:

- AKCIS provides information on more than 4,000 institutions
 - ✓ accredited two- and four-year colleges & universities
 - ✓ technical & vocational schools
- AKCIS describes registered apprenticeship programs
- Search Alaska and nationwide

Aren't sure how to pay for college?

Create a customized list of scholarships & loans matching your:

- educational plans
- abilities
- background

Need a little help on job search skills?

AKCIS tools include:

- tips for completing application forms
- a personal resume generator
- preparation and tips for interviews

To create your own AKCIS portfolio & explore your future, talk with your school counselor or career resource advisor.

Access and update your portfolio online 24/7 from anywhere. Ask your school counselor or career resource advisor for the site username and password.

To locate an AKCIS site near you, check out www.akcis.org and click on **list of AKCIS sites** or call the AKCIS Helpline at (877) 269-7974 or 269-6929 in Anchorage.

Your AKCIS site is:

Username _____

Password _____





**ALASKA DEPARTMENT OF LABOR
& WORKFORCE DEVELOPMENT**

AKCIS is a service to Alaskans made available through a partnership between the Alaska Commission on Postsecondary Education and the Alaska Department of Labor & Workforce Development.

Alaska Commission on Postsecondary Education
800 E. Dimond Blvd, Ste 200, Anchorage, Alaska, 99515-2049
AKadvantage.alaska.gov
(877) 269-7974 Toll Free
269-6929 in Anchorage

**Wondering what to do with your life?
Need a little help deciding?**



gives you the tools



**The Alaska Career Information System (AKCIS)
is a free, interactive, Web-based
education and career planning system
designed specifically with you in mind.**



www.akcis.org

8th Grade Personal Learning Career Plan

Career Exploration

Navigating toward my future!



Anchorage School District
Educating All Students for Success in Life

Name
 Date..... Team.....
 High School
 Teacher Period

Who am I?

Reflections about me as I plan for my future:

Several interests I have include:

1.
2.
3.

I feel a strong sense of accomplishment when I:

.....

Some things I find challenging:

.....

.....

.....

Something more I would like people to know about me:

.....

Three words that teachers or adults at my school would use to describe me:

1.
2.
3.

One thing about school that is going well:

.....

One thing about school I want to improve:

.....

Check here if you did not take the *EXPLORE* test.

About My *EXPLORE* Report...

Look at the scores on your *EXPLORE* Score Report.

Share your thoughts:

.....

.....

ASD High School Graduation Requirements:

Subject	Credits Required	Your Plan
English (Language Arts)	4 (8 semesters)	_____
Mathematics	2.5 (5 semesters)	_____
Social Studies	4 (8 semesters)	_____
Science	3 (6 semesters)	_____
P.E./Health	1.5 (3 semesters)	1.5
Electives	7.5 (15 semesters)	7.5

What are your thoughts and reactions to the high school graduation requirements as compared to *Your Plans*?
 Explain how this changes your coursework plan:

.....

.....

.....

College Readiness

Look at *Your Scores* and compare them to the *EXPLORE* Benchmark Scores:

	Your Score	Benchmark	Placement
English		13	
Math		17	
Reading		15	
Science		20	

Are the scores you earned on the *EXPLORE* test a good representation of how you generally perform in school? ___ Yes ___ No

Explain:

.....

.....

For Official Use Only

Where am I going?

Most jobs include tasks that fall into four categories. Read the table below and check two boxes that describe the areas you would most like to work with.

Do you prefer working with:	Check here	Basic work tasks involved with the four categories:
Data		facts, numbers, files and business procedures
Things		machines, tools, living things and materials such as food, wood or metal
Ideas		knowledge, insights, theories and new ways of saying or doing something
People		care, service, leadership, sales

- Write the *Career Area Preference* you selected on the *EXPLORE test*:
- Do you still agree with that choice? Yes No
- List other jobs you find interesting and would like to learn more about using the *World of Work Map*:

How will I get there? Making an action plan!

Take advantage of all courses and activities high school offers that will help you get started on the path to your career goal and dream. Share what you'd like to do in the future with your guidance counselor and plan courses that move you in the right direction. On the lines below identify what you can do in high school to help prepare for the future:

Personal responsibilities:

Academic actions:

Extracurricular activities:

.....

.....

.....

After high school graduation I am considering furthering my education in the following ways:

(Check all that apply)

- Apprenticeship/On-the-job training
- Technical/Vocational Training
- Associate's Degree (1-2 year degree)
- Bachelor's Degree (4-5 year degree)

- Advanced degree (Masters Degree or Ph D.)
- Military (branch)
- I don't know
- I'd like to meet with a career guide about:

Select an inspirational quote that is meaningful to you and record it on the lines below:

.....

.....

.....

Example: "Turn your dreams into wishes, your wishes into goals, your goals into reality, and your dreams will come true." -Author unknown



Name

7th Grade Personal Learning Career Plan

Career Compass

MAPPING MY FUTURE



Anchorage School District
Educating All Students for Success in Life

Date

Team

Teacher/Period

Who am I?

About me

Three words that my family and friends would use to describe me:

I feel the happiest when I

I look up to because

Three interests I have:

Responsibilities I have (chores, newspaper route, caregiver for a family member):.....

Accomplishments I am proud of (outstanding math student, chess champion, hat trick in hockey, first chair violinist, skateboard tricks):

Something else I want people to know about me:

About School

Subjects I am interested in:

Things about school that are going well:

Three academic challenges:

Where am I going?

About my future

When I think about my future, I see myself (career)

Top three Career Clusters from my career survey:

.....

I would like to learn more about the following careers:

.....

ASD High School Graduation Requirements:

English – 4 credits (8 semesters)

Math – 2.5 credits (5 semesters)

Social Studies – 4 credits (8 semesters)

Science – 3 credits (6 semesters)

P.E./Health – 1.5 (3 semesters)

Electives – 7.5 credits (15 semesters)

..... I would like to meet with the Career Guide about

..... I plan to graduate from high school

After high school graduation, I am considering (check all that apply):

..... Apprenticeship/On-the-Job Training

..... Technical/Vocational Training (certification)

..... 1-2 year degree (Associate Degree)

..... 4-5-year degree (Bachelor's Degree)

..... Advanced degree (Master's Degree or Ph.D.)

..... Military (branch) _____

..... I don't know

How will I get there?

About My Plans – These are identified as important in school. Which of these do you need?

Rate yourself on a scale of 1-3 with 1 being less and 3 being more.

..... Attend school on time each day

..... Participate in class

..... Complete homework

..... Turn homework in on time

..... Respect yourself/teachers/others

My to-do list (check all that interest you):

..... Talk about high school graduation requirements with my parent/guardians.

..... Talk about classes and careers with my parents/guardians, teachers, counselors, and Career Guide.

..... Research career information online.
Resources you can access and things you can do to begin your volunteer resume:

<http://www.explorestudent.org>

<http://akcis.introcareers.org>

<http://www.careerclusters.org>

<http://www.careerready101.com>

..... Check assignments/grades on Zangle with my parents/guardians.

..... Join a club/sport/or other activity
Check all that you do now, or that you want to do in the future:

Now Future

___ ___ Lessons (music, swim, dance, etc.)

___ ___ Sports

___ ___ Volunteer

___ ___ Girl/Boy Scouts

___ ___ Play/Drama

___ ___ After school activity

College and Career Ready Initiative

Helping All Students Prepare for the Future

Eighth-grade students will take the EXPLORE assessment during first quarter of the school year. Middle schools will determine a test date during the fall testing window. For more information contact your middle school Career Guide.

“Who am I?”

Take a realistic look at academic strengths, weaknesses and career-related interests.

“Where am I going?”

Explore educational and career pathways.

Engage in conversations about career possibilities and educational/training pathways.

“How will I get there?”

Career planning is a continuous process. Develop initial high school plans that meet interests and career-related goals. It's not too early to start planning!

Eighth-grade Emphasis:

The importance of students doing their best on the EXPLORE

The EXPLORE results contain information about work-related interests, educational plans, career goals, and academic skills. Teachers, counselors, career guides and parents can use EXPLORE results to help students make plans for high school and their future.

EXPLORE at a Glance

Educational & Career Planning Component (45 minutes)

- Career Interest Inventory – helps students explore personally relevant career options
- Plans & Background Information – gathers information about students' school coursework plans, educational and career plans after high school
- Needs Assessment – collects information about students' perceived needs

English Test

30 minutes – 40 questions

Usage/mechanics and rhetorical skills

(punctuation, grammar and usage, sentence structure, strategy, organization and style)

Reading Test

30 minutes – 30 questions

Prose, fiction, humanities and social studies

Mathematics Test

30 minutes – 30 questions

Pre-algebra, elementary algebra, geometry and statistics/probability

Science Test

30 minutes – 28 questions

Earth/space sciences, life sciences and physical sciences (Format: data representation, research summaries and conflicting viewpoints)

Turn over for frequently asked questions and answers

Frequently Asked Questions About the EXPLORE

Q: *Do the EXPLORE results tell students what type of career they should pursue?*

A: No. The results will indicate the students' self-reported career area preference. It will also encourage students to explore specific career clusters based on student answers on the career interest inventory.

Q: *What does the career interest inventory assess?*

A: The personalized EXPLORE score report (results) encourages students to investigate careers that are consistent with their work-related interests. This information is identified on the World-of-Work Map that identifies career areas based on primary work task interests – data, ideas, people, and things.

Q: *Are the EXPLORE results intended to determine if a student should or should not consider going to college?*

A: Absolutely not. The purpose of this assessment is to identify current academic progress and career-related plans and goals. This will allow students to investigate career possibilities and identify a plan for achieving their post-secondary plans. It is not intended to discourage students from obtaining their educational and career goals.

If results indicate that interests are stronger than skills, students should be encouraged to consider future coursework and/or strategies for improvement. With guidance from parents and school staff, students can map out a plan for obtaining their desired career-related goals.

Q: *Are there additional online resources available to students and parents that provide more information on the EXPLORE assessment and the World-of-Work Map?*

A: Yes. More information can be obtained at www.explorestudent.org. Families are encouraged to investigate the quick link World-of-Work Map at the above website. This can be a helpful tool prior to and after the EXPLORE is administered. The quick link can provide extensive information on career areas, occupations, and specific work-tasks (annual average salary, employment size and growth, entry requirements and related occupations and majors for each career area).

Q: *How can students best prepare for the EXPLORE assessment?*

A: Students are encouraged to answer test questions to their best ability and not rush through the career-interest questions when it is being administered. The personalized EXPLORE score report can only be fully utilized if students answer questions to the best of their ability. In doing so, there is a much better chance that the results can be useful in future educational and career planning.

An important reminder:

Families are encouraged to save all assessment results, including the EXPLORE score report that will be mailed home at the beginning of January. Because career planning is an ongoing process, it will be helpful to retain the paperwork in order to refer to it throughout your child's academic career.

Want to learn more about EXPLORE?

Check out www.explorestudent.org



Anchorage School District
Educating All Students for Success in Life



**UAA Community &
Technical College**
UNIVERSITY of ALASKA ANCHORAGE

Cathy LeCompte, MNPL
Associate Dean of Academic Affairs

T 907.786.4084 • F 907.786.6401
afcal02@uaa.alaska.edu
www.uaa.alaska.edu/ctc

Physical Address
University Center, Suite 141
3901 Old Seward Highway

Mailing Address
3211 Providence Drive
Anchorage, AK 99508-4614



www.alaska.edu/techprep

Diane Maples
Statewide Tech Prep Coordinator
907.786.4903

Front cover design inspired by First Place Winner Patricia Manning
and Second Place Winner Lynette Thompson.

This publication was developed with the assistance of Federal Carl D. Perkins Career & Technical Education Act of 2006 funds. These contents do not necessarily represent the policy of Alaska Department of Education and Early Development, nor endorsement by the Federal Government.

What's Your Story?

news for & from alaska's middle schoolers vol. 7 no. 2

Spring 2011

PUBLIC SAFETY



Page 10

EARTH SCIENCES



Page 2

TECHNOLOGY



Page 4

ANIMAL SCIENCE



Page 1

I want to be a police officer.



RALPH BELL
8th Grade, Hopscon MS, Barrow

I want to be an architect.



EMILY CAREY
8th Grade, Mears MS, Anchorage

I want to be a doctor, basketball player or join the air force.



KYE BURROWS
8th Grade, Effie Kadrine Charter, Fairbanks

I want to be a food critic.



MENON PAULI
8th Grade, Dzuritti Mears MS, Juneau

I want to be a computer programmer.



BRADLEY MORTON
8th Grade, Polaris K-12, Anchorage

I want to work with animals.



REIGIL ANAGAIK
7th Grade, Pease MS, Fairbanks

I want to be a marine biologist, fictional novel author, marine veterinarian, or professional swimmer.



OLIVIA BECKHAM
8th Grade, Seward MS, Seward

JOSHUA AN
8th Grade, Mears MS, Anchorage

Inside this issue:

Earth science jobs **P. 2**

P. 4 Computer technology jobs

Alaska Performance Scholarship **P. 6**

AKCIS **P. 7**

P. 8 Working with animals

Center for Alaska Coastal Studies **P. 9**

P. 9 Alaska 4-H

P. 9 Seward SeaLife Center

Public safety jobs **P. 10**

P. 10 Working dogs

P. 11 Public Safety Training Academy

Mears middle school students in the news **COVER**

Personal stories inside!

AKadvantage.alaska.gov



PRSRIT STANDARD
U.S. POSTAGE
PAID
ANCHORAGE AK
PERMIT #69

Alaska Commission on Postsecondary Education
800 East Diamond Blvd., Ste. 200
Anchorage, Alaska 99515



I want a job in the earth sciences...

I want to be a forensic anthropologist or travel writer.



ROBIN MCKNIGHT

8th Grade, Seward MS, Seward

I want to be a marine biologist, archeologist, or astronomer.



MARIA JACKSON

8th Grade, Seward MS, Seward



MARTIN SCHUSTER

“A little bit of enthusiasm and curiosity goes a long, long way.”

“My childhood was split between growing up in Anchorage and spending time with my family in a small farming town in Austria where I spent most of my time outdoors. In high school, I took my first biology class and loved it. I think even then I realized that there were endless possibilities for travel and adventure for someone interested in biology.

After taking a scientific diving class through the marine science program at UAF, I was hooked on marine biology. Swimming through kelp forests and seeing firsthand how much life we have in our waters was one of the most amazing experiences in my life to that point. Since then, I have photographed leopard seals and penguins in the Antarctic, trawled the Chukchi Sea for benthic invertebrates, and cruised the Bering Sea in a U.S. Coast Guard Icebreaker. My next goal is to travel to the Antarctic again and dive under the massive ice sheets that extend from the glaciers over the ocean.”

Who helped you along the way?

“My father influenced me the most, teaching me to work hard and not complain. This has served me well in my field work experiences because when you are out on an expensive and time-limited project, you either work hard or you don't get asked to come out again.”

Advice about career training?

“Don't be intimidated by college. Find someone, either a student or a professor, in a field you might be interested in and ask them questions about their work.”



High School Graduated:
Robert Service HS, Anchorage, AK
College Graduated:
University of Alaska Fairbanks:
B.S. in Biology
Current College:
University of Alaska Fairbanks
Major:
Marine Biology



“I love the outdoors.”

High School Graduated:
West Anchorage HS, Anchorage, AK
College Graduated:
University of Alaska Fairbanks: B.S.
Geography & Environmental Studies
Current College:
University of Alaska Fairbanks
Major:
Chemical Oceanography

KRISTEN SHAKE

“I grew up in Anchorage and Girdwood along with my two younger brothers and sister. I was a pretty rambunctious kid and didn't really enjoy being at school up until the 3rd grade. I had an excellent 3rd grade teacher, Mrs. Hager. I was full of energy all the time, but she was able to spark my interest in learning. I will always be grateful for her guidance because I don't think I would be as successful as I have been thus far in my educational career if it weren't for her.”

What do you currently study?

“I am a Chemical Oceanography graduate student with the School of Fisheries and Ocean Sciences at UAF. I really enjoy the fact that I was able to get such a great education relatively near my hometown of Anchorage. My family has been incredibly supportive and without their guidance and help, I don't think I'd be where I am today.”

Do you have any advice for students?

“I think students need to ask themselves where they feel happiest. If they feel happy in the classroom, learning about the world around them, then they should pursue that interest. If they feel happy with their dad in the garage fixing up an old car, then they should learn more about fixing cars. Whatever students decide to do, it is important that they incorporate higher learning into their plans. Broadening one's horizons is a key step in becoming an adult.”

I want to be a geologist.

7th Grade, Central MS, Anchorage



GABRIELLE JONES

I want to be a marine scientist or PE teacher.

8th Grade, Polaris K-12, Anchorage



ALISA AIST

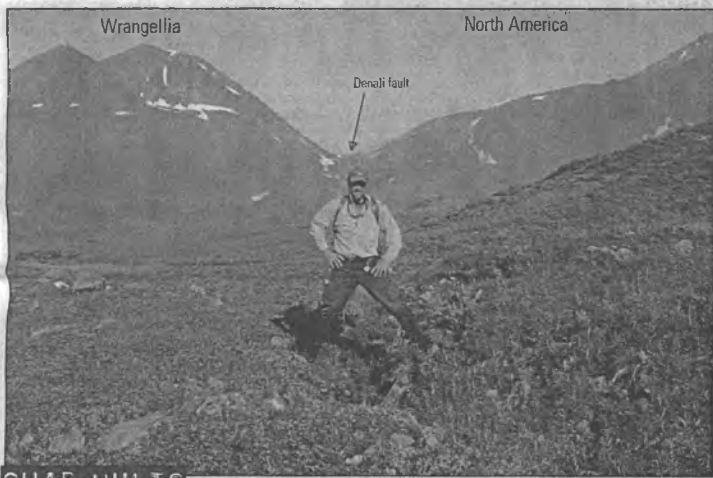
I want to be a marine biologist, fictional novel author, marine veterinarian, or professional swimmer.



OLIVIA BECKHAM



“The decisions you make add up to your life.”



CHAD HULTS

Colleges Graduated:
Shoreline Community College,
Seattle, WA: Associate of Art and Sciences
Western Washington University, Bellingham,
WA: B.S. and M.S. in Geology
Current Career:
Geologist for US Geological Survey, Anchorage



Photo: East of Paxson along the Denali Fault, Chad is standing on the rupture caused by the November 3, 2002 7.9 magnitude earthquake. This is the line where the edge of North America meets with "exotic" rocks to the south. The fault moved rocks 8 feet horizontally.



Science

Answers to the "why" and "how" of life!

Science is about asking questions and finding out the answers through research and testing, as well as trial and error.

Scientists discover truths about the world around us that inspire them to create new technologies and new ways of doing things.

From the invention of the cell phone, to the discovery that DNA can be used to identify crime suspects, science is changing the way we live every day.

Also, three to four years of science in high school will help you qualify for the Alaska Performance Scholarship!
(See page 6.)



"I work as a geologist with the US Geological Survey at the Alaska Science Center. My main duty is to compile a geologic map of Alaska. This effort has been underway for over a decade so the complexity is mind-blowing."

What schooling did you take to enter your career?

"To become a geologist I had to obtain a Bachelor of Science in geology. To become a well-paid geologist I also got a Master of Science in geology. These degrees required many advanced math, physics, and chemistry courses."

What do you like best about your career?

"I have many opportunities to shape my career because the topics available to study are endless. I have freedom to use my imagination to figure out the geology of Alaska. To do my research, I get to hike in the mountains, boat in the ocean, and fly in a helicopter around the state. The office work is intellectually stimulating--literature research, computer analysis, and laboratory work."

Words of wisdom for those about to enter high school?

"Although getting excited about math or English while in middle school or high school is hard to do, these are the tools you will use in any career you choose. A great man said to me, 'The decisions you make add up to your life.' The decisions you make, whether large or small (when to wake up in the morning, what to wear, whether or not to do your homework), shape your life. If you take control of your decisions you will have control of your quality of life."

I want a career in computer technology...



JOSH CHRISTIE

"I was born in Alaska and attended middle and high school in the Matanuska-Susitna Valley where I developed an interest in computers and decided to attend AVTEC."

What did you want to be when you were young?

"When I was younger, I thought I wanted to be a crime scene investigator (CSI). That changed when I got into high school. My aunt, Stephanie, inspired me to pursue a career in computers."

Advice for students?

"If you are not quite sure of what you want to do, go to college and you'll get to experience a little bit of everything. If you know what you want to do, try going to a career school."

High School Graduated:
Colony HS, Palmer, AK
Current College:
AVTEC - Alaska Institute of Technology, Seward
Major:
IT - Network Technician



8th Grade, Mears MS, Anchorage

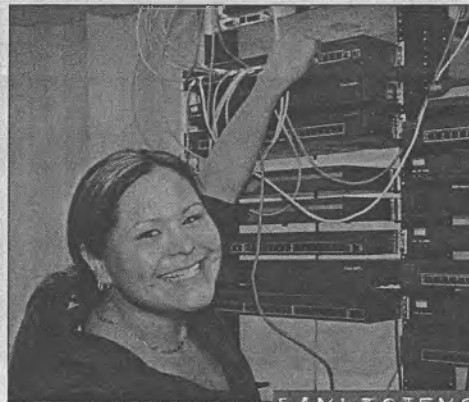
JONATHAN GREENE



BRADLEY MORTON



Education & training after high school is very important!



RAMI TOTEMOFF

High School Graduated:
Tatitlek Community School, Tatitlek, AK
Current College:
AVTEC - Alaska Institute of Technology, Seward
Major:
IT - Network Technician



"I grew up in the small secluded village of Tatitlek in the Prince William Sound, where I graduated with a class of five."

What are you studying?

"I am attending the Information Technology training at AVTEC in Seward. The training is eight hours a day, focusing on what I want and need to learn."

How did you end up there?

"I always knew I was going to continue my education after high school, but I did not know what I wanted to do. I attended the University of Alaska Anchorage for three years and took a break by working as an intern at the Chenega Corporation in Anchorage, in the Information Technology Department. One of the employees encouraged me to enhance my training and education at AVTEC."

Do you have any advice for students?

"Just do it! Education and training after high school is very important!"

Sudoku

3			6			2	
9	7		4		8		6
2		5		9	1		7
9	8		1	6			5
			4	2			1 9
4			7		3		2
	1		2		3		4
			5		7		3
3	5					9	

How to play: Fill in the blank spaces with the numbers 1 - 9. Every row, column and 3 x 3 box must contain all nine digits with no number repeated.

WORD FIND

F C O T I A S K P A D
 G A M E S V Y E A C A
 I R L C E G E L L O C
 F E I H C P G T M M E
 S E L N A T E I E P K
 C R M O T P E T R T D
 H E A L A S K A E E C
 O A U O D A P T G R O
 O R N G L P U R S U E
 L T R Y K L E A R N Y
 T D R A W E S R I W A

Find these words in any direction:

data
 games
 career
 college
 school
 seward
 tatitlek
 degree
 palmer
 alaska
 geek
 pursue
 chief
 learn
 any
 technology

CHECK OUT AVTEC!

AVTEC (Alaska's Institute of Technology), located in Seward (south of Anchorage on the Kenai Peninsula), is a component of the Alaska Department of Labor and Workforce Development. To learn more about this school and its many programs, visit AVTEC's Web site at www.avtec.edu.



MARIA HERNANDEZ



"During my middle and high school years, I was interested in a lot of different things, like photography and traveling, but I was already a computer geek. While I was in school, I worked for a hospital doing data entry and analysis for a study on children born to drug-addicted mothers. That's when I realized I wanted to learn more about how databases can help analyze information that will impact peoples' lives.

I have a Bachelor's degree in Psychology with a minor in Computer Information Systems. For me, these two degrees combined my interest in working with people with my secret love for computers."

What do you do in your job?

"I am an IT Applications Training Supervisor. My team helps school district staff use computer systems and applications. We also work with the technical staff to make sure that the databases and programs we have are accurate, useful, and are accomplishing their business purpose."

Colleges Graduated:
 University of Miami, FL:
 B.A. in Psychology, Minors in
 Computer Information Systems
 and Photography
 University of Pennsylvania, PA:
 Master of Social Work

Current Career:
 Information Technology (IT)
 Training Supervisor, Anchorage
 School District

"Technology grows and develops so quickly."

What do you like best about your career?

"Technology grows and develops so quickly--it's exciting that we get to be the first to try out new things and help determine if they would be of benefit to the school district."



DAVID Q. BRAND

"I grew up in Anchorage and Eagle River and went to Gruening Middle School and Chugiak High School. I loved all sorts of games, from board games to computer games.

When I was 13, I wanted a computer, so my uncle showed me how to build one. While working for my neighbor's company, I built a computer from the ground up all by myself. I was very proud of that accomplishment. When I started formal training I was the star of the class because I had already gotten my feet wet and wasn't afraid of computers.

Now, I am a Chief Information Officer for the US Air Force, working on Elmendorf Air Force Base. My team can accomplish almost anything. We help users when they have problems, manage how data travels, and are in charge of the large servers that help my organization get its work done. The most difficult thing in my job is explaining to people why we have different levels of security, and that you need to take precautions to keep information safe."

What education and training do you have in IT?

"I have a Bachelor's degree in Computer Science. I am also a Certified Information Systems Security Professional, which is one of the hardest certifications to get in the IT world."

Any advice for Alaska's middle school students?

"Carpe diem! Seize the day! But be responsible in doing it, for every action has a reaction."

"Carpe diem! Seize the day!"

High School Graduated:
 Chugiak HS, Anchorage, AK
 College Graduated:
 University of Alaska
 Anchorage and American
 InterContinental University:
 B.S. in Computer Science
 Current Career:
 CISSP, Chief Information
 Officer for US Air Force
 673 Civil Engineer Group,
 Anchorage



Alaska Performance SCHOLARSHIP



Did you know there's a new scholarship for college or career training in the state that any Alaskan can earn by taking challenging classes in high school, earning good grades and test scores?

HOW DO YOU GET IT?

Get started off in high school on the right foot! Plan to follow one of these two pathways to success:

- ★ **Math and Sciences** - Four years of math, four years of English, four years of science, and four years of social studies (one of which can be a world language, fine arts, or cultural heritage).
- ★ **Social Sciences and Language** - Three years of math, four years of English, three years of science, four years of social studies, and two years of the same world language.

Make sure you study hard and earn the highest grade point average (GPA) and test scores you can--the better your results, the larger your scholarship! To learn more about the Alaska Performance Scholarship, go to APS.alaska.gov.



I want to work in sports medicine, as a doctor or surgeon.

8th Grade, Mears MS, Anchorage

RACHEL BRADY

I want to be a chemical engineer.



8th Grade MS, Anchorage

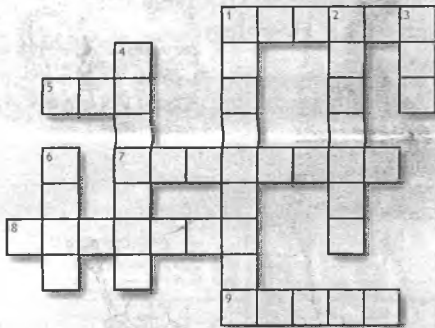
JOSHUA A.

I want to be a graphic designer.



8th Grade, Polaris K-12, Anchorage

JENNICA LENAMOND



Crossword Puzzle

Across:

1. 49th state
5. Grade Point Average (abbr.)
7. Joshua wants to be a chemical ____.
8. College takes a little ____ and determination.
9. Joseph wants to ____ Tae Kwon Do to blind kids.

Down:

1. Emily wants to be an ____.
2. Rachel wants to work in sports medicine as a doctor or ____.
3. Alaska Pacific University (abbr.)
4. AKCIS is where you can learn about different ____.
6. Manon wants to be a ____ critic.

DO YOU KNOW which Alaska college campus this is?

Can you picture yourself here?



Answer: Alaska Pacific University in Anchorage.



Be the first person in your family to go to college!

Even if no one in your family ever went to college, that doesn't mean that you can't. It takes just one person in a family to act upon that dream and be the example for others to follow. It may seem scary at first, but all it takes is a little courage and determination. Talk to your teachers, counselor or principal about what college is and how to prepare. Ask questions! Find out what you can do now to get ready. Take high school classes that will help prepare you. Did you know there's a new scholarship that rewards taking challenging classes? (See above.) Find out about mentoring or enrichment programs to help you succeed in education during and after high school. Seek role models. Surround yourself with other people who have succeeded and ask how they did it. You may find someone else who was also the first to go to college!





I want to be an architect.

8th Grade, Mears MS, Anchorage

EMILY CAREY

I want to be an optometrist.

8th Grade, Mears MS, Anchorage

GRANT JURASEK

I want to be a food critic.

8th Grade, Dzantiki Heeni MS, Juneau

MANON PAUL



8th Grade, Effie Kokrine Charter, Fairbanks

KYE BURROWS

I want to be a doctor, basketball player or join the air force.

I want to be an actress or singer.

7th Grade, Barnette Magnet, Fairbanks

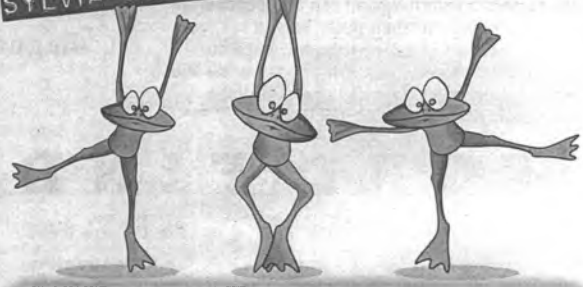
SYLVIA-LEI ARENAS



I want to be a lawyer or chef.

8th Grade, Clark MS, Anchorage

SHEYANNE HUNTER



I want to teach Tae Kwon Do to blind kids.

7th Grade, Clark MS, Anchorage

JOSEPH ARZATE

I want to join the army.

8th Grade, Hopson MS, Barrow

SAMUEL AHSOK



MUSICIAN DOCTOR PLUMBER
 CARPENTER ACCOUNTANT
 DESIGNER PROFESSOR

AKCIS

Careers, Careers, Careers....

A great place to learn all about hundreds of different careers. Ask your teacher or counselor if your school has an active Alaska Career Information System (AKCIS) account. AKCIS is free to all Alaska schools! If your teacher or principal needs more information, tell them they can call the AKCIS Helpline (877) 269-7974 or in Anchorage at 269-6929, or by email at akcis@alaska.gov.

akcis.org

I want a career working with animals...



LINDSAY WINGERTER, DVM

"I was always interested in animals. My first word was 'dog'! I mushed dogs since kindergarten and I raised sheep and goats for 4-H."

What postsecondary education did you take?

"After completing four years of undergraduate study to get a Bachelor of Science in Animal Science, I had four years of intense veterinary medical school."

Tell us about your job.

"I love it when I can diagnose, treat and cure diseases--especially since my patients can't talk! And puppy breath is one of my favorite smells."

A big part of my job is teaching and communicating with owners. I love it when I can let people know how best to care for their pets. To be a vet, you need to take lots of science classes, but also develop your people skills. This job is mostly about animal health, but I've never seen a German Shepherd drive himself to the clinic."

High School Graduated:
Monroe Catholic High School, Fairbanks, AK
Colleges Graduated:
Montana State University: B.S. in Animal Science
Washington State University: Doctor of Veterinary Medicine
Current Career:
Veterinarian, Alaska Veterinary Clinic, Anchorage



8-week-old Louis gets an exam from Dr. Wingerter.

"I love it when I can diagnose, treat and cure diseases."

I want to be a dog rehabilitator or author.



JOYCE WENDLING

6th Grade, Flyod Dryden MS, Juneau

I want to be a veterinarian.



JESSICA ADLER

8th Grade, Polaris K-12, Anchorage

I want to be a veterinarian. Animals are an important part of community life and need to be healthy at all times.



BERNICE PIKOK

8th Grade, Hopson MS, Barrow

I want to be a veterinarian or nurse.



MADDIE FLORES

7th Grade, Polaris K-12, Anchorage

WORD FIND

B L X B H V S C U R E
A E S U Y E X T V E I
R A T E N T R U S T S
R R A I M E D I C A L
O N O U C R O T I L A
W R G Y O I A I E A M
P H C P C N E O N S I
L L L P E A R N C K N
E O U U E R R H E A A
H C B P V I D E R L T
A R S I O A Y O U T H
E X C H A N G E G Y O

Find these words in any direction:

- medical tuition
- science alaska
- dog youth
- animals recycle
- care senior
- clubs help
- barrow puppy
- exchange goats
- cure learn
- veterinarian

The Alaska 4-H Youth Development Program



Do you like to help others?

Would you like to learn about another culture?

Want to learn a new skill?

4H is a nationwide program where you can work on projects that interest you. Not only can you learn, make new friends and have a lot of fun with 4-H, but 4-H high school seniors are eligible to apply for a scholarship to the University of Alaska which could cover one whole year of tuition!

Through 4-H, you will find special projects, activities, clubs, and even camping opportunities. 4-H gives you the opportunity to meet new friends who share your interests, become more confident through problem solving and overcoming challenges. You can give back to the community through service projects, and gain independence and leadership by making important decisions on your own.

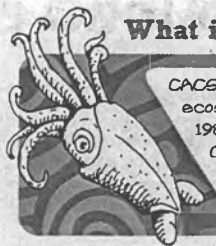
4-H in Alaska currently has programs in Anchorage, Bethel, Fairbanks/Tanana, Kenai Peninsula, and Mat-Su/Copper River areas. If there isn't yet a program near you, or if you want to learn something that isn't currently offered, 4-H can help you start your own project or club. Now is a great time to learn project development and leadership skills that will help you be successful in life.

Current 4-H projects and activities include: training your dog, raising livestock, cooking, sewing, crafts, health & nutrition, gardening, leadership development & public speaking, recycling & sustainability, babysitting & childcare development, civics & governance, career awareness & exploration. 4-H even has a foreign exchange program, and more!

Learn more about Alaska's 4-H: www.alaska4h.org



What is the Center for Alaska Coastal Studies?



CACS has been learning and teaching about the marine and coastal ecosystems of beautiful Kachemak Bay, on the Kenai Peninsula, since 1982. The Center holds Junior Naturalist Summer Camp, Alaska Whale Camp, and EcoAdventure Camp each summer.

Learn more about the Center and these summer opportunities for students at www.akcoastalstudies.org.

7th Grade, Ryan MS, Fairbanks



ABIGAIL ANAGAIK

I want to work with animals.

8th Grade, Hopson MS, Barrow



ADAMARIE AHNGASUK

I want to be a veterinarian.

7th Grade, Barnette Magnet, Fairbanks



KAITLYN MARTIN

I want to be an animal caretaker or physical therapist.

8th Grade, IDEA Homeschool, Fairbanks



LINDY HOZA

I want to work with horses.

How long does it take to become a veterinarian?

Veterinary school usually takes four years beyond the bachelor's degree. The fourth year is usually spent in a veterinary clinic, helping to treat animals. There are currently 28 veterinary schools in the United States accredited by the American Veterinary Medical Association (AVMA).



Alaska SeaLife Center

The Alaska SeaLife Center, located on the shores of Resurrection Bay in Seward, is Alaska's only public aquarium and ocean wildlife rescue center. Visitors to this "window on the sea" have close encounters with puffins, octopuses, sea lions and other sealife while peeking over the shoulders of ocean scientists studying Alaska's rich seas and diverse sealife.

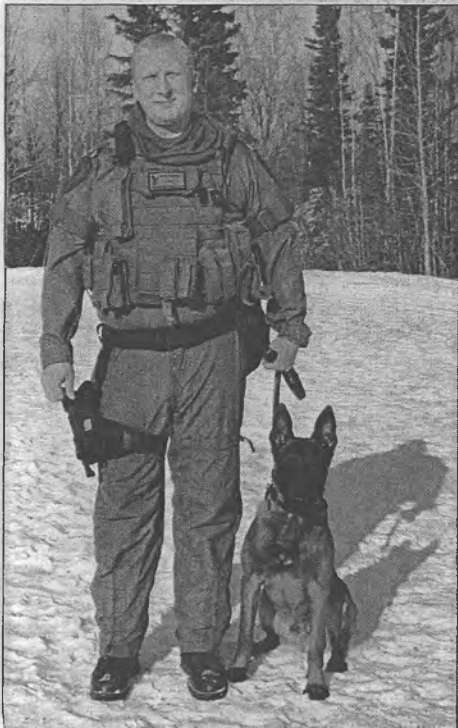
Research projects help scientists discover reasons for declining marine animal populations and environmental changes. In the picture above, researcher Jo-Ann Mellish from the Alaska SeaLife Center releases a Steller sea lion after fitting it with high tech tracking devices.

Marine mammal research conducted under NMFS permit no. 881-1668.



Photo courtesy of the Alaska SeaLife Center

I want to work in public safety...



Jason Whetsell in SWAT Gear and Alex

Alex (a one-and-a-half-year-old Belgian Malinois) just recently finished both his patrol training and drug training. He is Jason's third dog. Jason's previous dogs, Bosco and Dutch, are retired and live with Jason and his family, along with Alex.

Jason and his dogs have visited many classrooms, talking about what they do and answering students' questions. If you would like Jason and Alex to visit your classroom, have your teacher contact Jason at: JWhetsell@muni.org.

More about APD's canine unit at: dollarsfordogs.org.

High School Graduated:
Cordova High School, Cordova, AK
Colleges Graduated:
University of Alaska Anchorage,
Wayland Baptist University, Anchorage
Current Career:
Police K-9 Officer, Municipality of Anchorage

JASON WHETSELL

"I grew up in Cordova, Alaska. I was always interested in firefighting and I enjoyed playing basketball. My postsecondary education was focused on being a firefighter/medic. Once I chose to get into law enforcement, I applied to and attended the police academy."

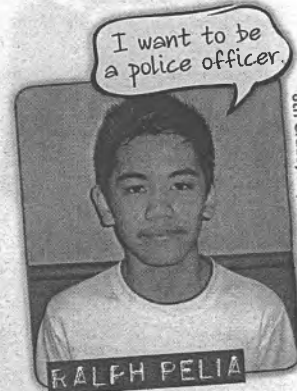
"This is the best job in the world."

What do you do?

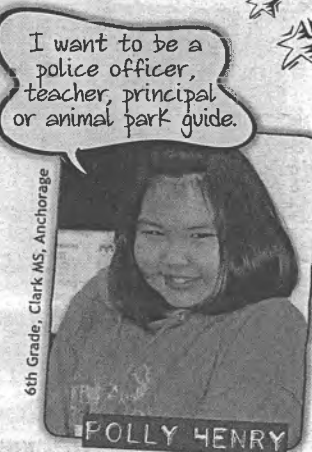
"I am a police officer who handles a canine. I train the dogs and am also on the SWAT team and work as the tactical K-9. We assist other units in the police department in catching bad guys. I feel this is the best job in the world and I wouldn't want to do anything else."

Words of wisdom for those about to enter high school?

"Work hard at everything you do. I became a police officer to get into the K-9 unit. I set that goal for myself, worked hard, and took pride in what I did. That approach made things fun and I had a great time while I worked to get where I am."



8th Grade, Hopson MS, Barrow



6th Grade, Clark MS, Anchorage

Working Dogs

Besides being man's best friend, dogs can play many other important roles in our lives and in some careers.

- ✓ **Service Animals:** trained dogs can help those who are not able to see or hear, or who experience other challenges that dogs can assist with.
- ✓ **Scent Detection:** with their keen sense of smell, dogs are trained to detect bombs or other suspicious substances.
- ✓ **Search & Rescue:** dogs can help find people after natural disasters or during emergencies.
- ✓ **K-9:** dogs can be useful in law enforcement by tracking or taking down suspects, as well as detecting illegal substances.



Public Safety Training Academy

The Alaska Law Enforcement Training Program in Sitka provides specialized classes and practical training for a variety of law enforcement careers, including instruction in criminal investigation, police procedure, laws, and physical skills.

The course meets the requirements of the Alaska Police Standards Council, which certifies officers in Alaska. Students who complete the program also earn 12 credits from the University of Alaska Southeast.

www.dps.state.ak.us/ast/academy

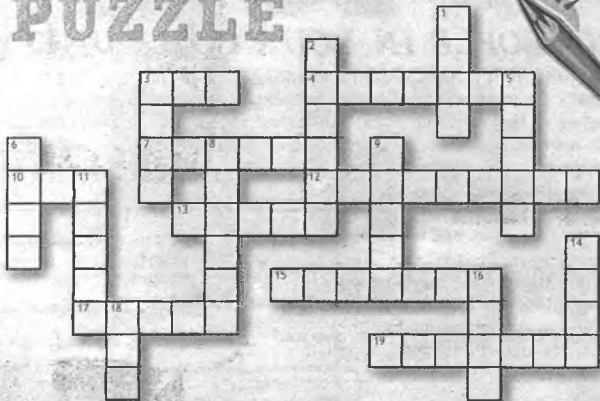
Alaska Department of Public Safety



JOY MOSER

High School Graduated:
New Horizons High School,
Delta Junction, AK
College Graduated:
University of Alaska Fairbanks:
A.A.S. in Municipal Fire
Suppression and B.S. in
Biological Sciences
Current Career:
Firefighter for Fairbanks Fire
Department

CROSSWORD PUZZLE



Down

- Jason is shown in SWAT ____.
- Joy's current ____ is firefighter.
- Joy works for the Fairbanks ____ Department.
- Working dogs have great ____ detection.
- Jason's current dog's name is ____.
- ____ is a rescue.
- Capt. Kuiper grew up on the ____ Peninsula.
- Jason says: This is the best job in the ____.
- Dogs have a ____ sense of smell.
- Jason and his ____ have visited many classrooms.
- University of Fairbanks (abbr.)

Across

- Jason's approach made things ____.
- Working dogs include Service ____.
- Search ____ dogs help find people.
- The Public Safety Training Academy provides training for a variety of ____ enforcement careers.
- Forrest's major is ____ Management.
- Capt. Kuiper says they have to be trained in many areas, including ____ rescue.
- Jason has ____ three dogs.
- Jason's retired dogs are Bosco and ____.
- Alex is a ____ Malinois.

CAPTAIN FORREST KUIPER

"I grew up on the Kenai Peninsula and attended Sterling Elementary, Soldotna Middle School and Skyview High School. Like many Alaskans, my interests and hobbies while growing up revolved around the outdoors. I enjoyed skiing, camping, hunting and fishing. I am the Captain of the University Fire Department on the UAF campus and am working towards a Bachelor's of Emergency Management at UAF.



The most rewarding aspect of emergency services for me is the opportunity to help the citizens of the community who are in need. The most challenging aspect is the fact that we have to be knowledgeable and skilled in so many different areas: emergency medical services, firefighting, hazardous materials, vehicle extrication, water rescue, and more."

High School Graduated:
Skyview HS, Soldotna, AK
College Graduated:
University of Alaska Fairbanks:
A.A.S. in Municipal Fire Control &
Hazardous Materials Control
Current College:
University of Alaska Fairbanks
Major:
Emergency Management

"I plan to serve Alaskans for many years."

"I was born in Nome and raised in Delta Junction. During my senior year in high school I worked several jobs and volunteered for the Delta Junction Fire Department. I was a UA Scholar and also received two British Petroleum scholarships because of my academic achievements."

How did you get to the career you're in today?

"Initially, I worked for the University Police Department in a student position as a community service officer. While working towards my employment with the University Fire Department (UFD), I volunteered for the Chena-Goldstream Fire and Rescue, a volunteer fire department adjacent to the university. After being hired in 2001, I became a lead medic for the UFD. The experiences I gained prepared me for the challenges and stresses of a fire service career."

Since graduating, I've become involved as a program assistant at the University of Alaska Fairbanks, and plan to continue teaching and attending college classes as a way of refreshing my skills and giving back to the community to which I owe so much. I plan to serve Alaskans locally for many years."

What advice can you offer to students?

"Actively seek learning experiences throughout the rest of your lives."

Want to learn firefighting or emergency services skills while going to school?

The UAF Fire Department is open to anyone who is interested in getting into emergency services. The student firefighter program serves the UAF campus and surrounding neighborhoods. Students attend college and work for the department at the same time. The experience they get from real world emergency responses, as well as the academic studies at UAF, makes graduates of the program highly competitive in the emergency services field.



www.uaf.edu/fire



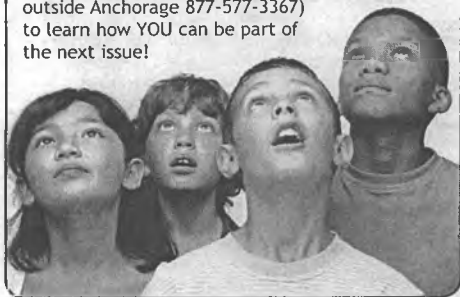
What will your story be?

Have you started writing your own story? You can start by doing the following:

1. Set goals for your future;
2. Learn and work towards those goals; AND,
3. Ask for help from others (parents, friends, teachers, counselors, principals and anyone who you know and trust) who want to support you in reaching your goals.

Your actions and attitude can help you create a satisfying and successful life story.

Interested in sharing your story? Ask your teacher or parent to call 269-7980 (toll-free outside Anchorage 877-577-3367) to learn how YOU can be part of the next issue!



Alaska Commission on Postsecondary Education Your State Higher Education Agency

The Alaska Commission on Postsecondary Education--funded by the Alaska Student Loan Corporation--promotes access to and success in education and career training beyond high school. This *What's your Story?* Middle School Newspaper, published twice a year, provides encouragement and resources for students about to enter high school.

AKadvantage.alaska.gov



Unsure of What You Want To Be When You Grow Up ???

ASK PEOPLE IN YOUR COMMUNITY!

There are many different careers in our communities. One of the best ways to learn about your options is from people who work in them. That person might be a parent, relative, teacher, or family friend. If you don't know anyone who works in the area that interests you, ask your parents or teachers for some ideas on who you could ask about the work they do.

- You can ask:**
- What do you do in your career? _____
 - What do you like most and least about your job? _____
 - What did you do to prepare for your career? _____
 - What subjects/activities help prepare for this career? _____
 - Is there any other advice you can give me? _____

Ms. Perkins' 8th grade students at Mears Middle School participate in a geocaching unit as part of a P.E. and science collaborative. This course encourages outdoor activity and investigative science. Students learn to use a GPS as they enter and read coordinates. Then, they participate in a 10-station race, competing against each other to find the most geocaches, using clues contained in one to find another. Students also spend time in the computer lab setting up investigative scenarios in which a mock wilderness crime scene is created. Students use their GPS and research skills to find out what happened, like real crime scene investigators.



Pictured: Emily Carey, Rachel Brady, Joshua An, Grant Jurasek, Sierra McNell, Hattie Little-Burgener

Send us your news!

WHAT ARE MIDDLE SCHOOL STUDENTS DOING IN YOUR AREA?

Maybe there is an exciting summer program or camp in your town. There might be a community service project in which middle school students are actively involved. We'd love to include your news in the fall issue of *What's Your Story?*

Call us at 269-7980 (Anchorage area) or toll-free at (877) 577-3367 (outside the Anchorage area) and we'll tell you how to share your news and become part of *What's Your Story?*