

**SB**

**139**

<TARGET><BILL>SB 139</BILL><SUBJECT>SB  
139</SUBJECT><COMM>SEDC28</COMM></TARGET>

SB 139

Governor's  
Education  
Package

STATE CAPITOL  
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Governor Sean Parnell  
STATE OF ALASKA

January 23, 2014

The Honorable Charlie Huggins  
President of the Senate  
Alaska State Legislature  
State Capitol, Room 111  
Juneau, AK 99801-1182

Dear President Huggins,

Alaska's future depends on the educational opportunities we provide to our children, and we must continue to raise the bar for all students so they are well prepared for success. Under the authority of Article III, Section 18 of the Alaska Constitution, I am transmitting a bill that supports family involvement and improves student achievement. No one knows better how to help a student succeed than his or her own family. The measures in this bill will increase opportunity for families to make wise choices regarding their student's education, ensure that the essential needs of Alaska's students are met, provide flexibility in assessment of achievement and the earning of necessary educational credits to suit an individual student's needs, and incentivize broader opportunities for students as they prepare to enter Alaska's workforce.

**Charter School: Increased Opportunities**

Alaska's current charter school law is one of the most restrictive in the nation. This bill would remove barriers that currently prevent opportunities for charter schools to be expanded. Local school districts have sole authority to approve or deny charter school creation. Under the measures of the bill, an applicant would have an avenue of appeal through the Commissioner of Education and Early Development if the application is denied by a local school board. The appeal option would provide additional oversight to ensure fairness in the charter school application process, and provide opportunity to replicate schools with proven records of success instead of forcing students to remain on waiting lists.

This bill will also ensure that all funding will follow a charter school student for the purpose of determining a charter school budget. As charter school students are already a part of the public school system, the additional provision regarding the funding is intended to enhance parity between charter and traditional neighborhood schools.

**Residential School Application and Stipend**

The bill will also remove barriers for providing more residential schools for our rural students and encourage the private sector to support this successful model. The bill would require that the

Department of Education and Early Development open an annual application period for new residential schools to expand opportunity for districts to offer this option to students and their families. Current law does not indicate how often an application period will be opened. The bill would also increase the stipend allowed for room and board for residential schools. This stipend was increased in the 2013 legislative session, but still does not cover the actual costs of residential schools, and the bill is an effort to close the gap.

#### **Tax Credit Contributions to Residential School Housing and Scholarships**

The bill would provide corporate income tax credit for cash contributions made for the construction, operation, or maintenance of residential school housing facilities. Taxpayers could also receive credit if they provide funding to a nonprofit organization that awards scholarships to dual-credit students – high school students who simultaneously receive college and high school credit for a course. The tax credits offered under this bill are intended to encourage a public-private partnership directed toward improving educational opportunities in Alaska.

#### **Increasing the Base Student Allocation**

This bill will provide for a three year plan to increase State funding through the base student allocation (BSA) formula. The allocation has not been raised since 2011; however, during that time, funding for fuel and utility costs has been provided outside the formula as those costs fluctuate – that funding is already included in my FY2015 budget. The proposed BSA increase recognizes that instructional costs have also gone up and that a modest increase will provide relief to school district budgets in support of delivering quality education to Alaska's students. I welcome the Legislature's consideration of these fundamental needs.

#### **Alaska Career and Technical Education Program**

In order to provide continued opportunity and choice to students as they prepare for the workforce, this bill would reauthorize through 2024 the Alaska technical and vocational education program, also known as career and technical education, which under existing statute is authorized only through June 30, 2014. The bill aims to encourage institutions receiving financing through career and technical education program to offer courses that permit high school students to earn dual credit upon course completion.

#### **Competency Exam Repeal**

This bill would repeal the requirement of AS 14.03.075 that secondary students pass a competency examination, also known as a High School Graduation Qualifying Examination, as a prerequisite for receiving a high school diploma. Based on the State's experience with the competency examination to date, little is being gained from use of the test, despite its significant cost in terms of funding, and staff and student time lost to instruction. Due to robust accountability measures that have been put in place since the competency exam was originally enacted, it is time to offer our students a more effective option.

Students would instead be required to take a college and career readiness assessment to qualify for a high school diploma. "College and career readiness assessment" would be defined in the statute as the SAT, ACT, or WorkKeys assessment. No minimum score would be designated. Rather than the one-size-fits-all approach of the competency exam, these assessment options provide data that allow

schools and districts to more accurately gauge effectiveness of their training and educational programs relative to student readiness for post-secondary opportunities and also provide valuable information for students and their families to plan successfully for those opportunities. The Department of Education and Early Development would provide funding for a single administration of a readiness assessment for each secondary student, allowing students to choose which assessment best meets their individual goals. Because these assessments are already used as qualifying assessments for the Alaska Performance Scholarship (APS), every high school student will have opportunity for his or her achievement to be evaluated for APS, without additional cost to students and their families.

#### **Course Credit Earned by Assessment**

This bill would require that a school district provide a high school student an opportunity to “test out” of a class. The requirement would apply to classes offered in the school in mathematics, language arts, science, social studies, and world languages. The student would prove mastery through a district-approved assessment and receive academic credit for the class toward his or her graduation. This change would encourage students who have the skills to advance more quickly through the high school curriculum and broaden the range of classes available to them, while allowing teachers to invest more fully in students who have not yet mastered the subject at hand.

Ensuring that Alaska’s students are adequately prepared for post-secondary education, training, and the workforce is paramount for a bright future, as is increasing the number of options available for each family to make the right educational choices to suit each student. I urge your prompt and favorable consideration of this bill.

Sincerely,

A handwritten signature in black ink that reads "Sean Parnell". The signature is written in a cursive, flowing style.

Sean Parnell  
Governor

Enclosure

DEPARTMENTS OF EDUCATION & EARLY DEVELOPMENTS (EED), LABOR & WORKFORCE DEVELOPMENT  
(DOL/WD) AND REVENUE (DOR)  
SB 139//HB 278 SECTIONAL ANALYSIS//VERSION A  
GOVERNOR'S EDUCATION PACKAGE

An Act increasing the base student allocation used in the formula for state funding of public education; repealing the secondary student competency examination and related requirements; relating to high school course credit earned through assessment; relating to a college and career readiness assessment for secondary students; relating to charter school application appeals and program budgets; relating to residential school applications; increasing the stipend for boarding school students; extending unemployment contributions of the Alaska technical and vocational education program; relating to earning high school credit for completion of vocational education courses offered by institutions receiving technical and vocational education program funding; relating to tax credits for scholarships for dual-credit students and contributions to residential school housing facilities; making conforming amendments; and providing for an effective date.

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	AGENCY IMPACTED
1	14.03.073- Course credit earned through mastery of course content (new section)	2	1-9	Requires school districts to allow high school students the opportunity to prove mastery through a district-approved assessment of course content for courses offered in mathematics, language arts, science, social studies, and world languages.	EED – Public School Districts
2	14.03.075- College and career readiness assessment	2	11-23	Repeals and reenacts AS 14.03.075 to change the high school graduation requirement from passing a competency exam in reading, English, and mathematics to participating in a college and career readiness assessment. Waivers will continue to exist for meeting graduation requirements under certain situations.	EED – Public School Districts
3	14.03.078-Report	2-3	24-31 1-22	Amends information required to be included in the annual February 15 report to the legislature by removing information related to the high school competency exam.	EED
4	14.03.120(d)-Education planning; reports	3-4	23-31 1-31	Amends information required to be included in the annual School Report Cards to the Public, which are submitted to the department by school districts related to the high school competency exam.	EED – Public School Districts

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	AGENCY IMPACTED
5	14.03.123 (f)-School and district accountability	4-5	31 1-15	Amends language to match what is measured on the standard-based assessments. Specifically "language arts" replaced "reading and writing". The requirement for including the HSGQE with the implementation of state criteria and priorities for the state accountability system will be removed.	EED – Public School Districts
6	14.03.250 –Application for charter school	5-6	16-31 1-10	Repeals and reenacts language regarding the application process for charter schools. Changes include the requirement that a local school board provide in writing a decision to approve or deny a charter school including and relevant findings of fact and conclusions of law.	EED-Public School Districts
7	14.03.253-Charter school application appeal to commissioner	6	11-20	Amends language to outline the possible actions the commissioner may take in an appeal process for a charter school application denied by the local school board.	EED – Public School Districts
8	14.03.255- Organization and operation of a charter school	6-7	21-31 1	Amended to remove the inclusion of the HSGQE as a required test for charter schools.	EED – Public School Districts
9	14.03.260- Funding for a charter school	7	2-16	Amended to require the inclusion of funds generated by special needs, secondary school vocational and technical instruction, and pupil transportation based on the amount generated by students enrolled in the charter school.	EED – Public School District
10	14.07.165-Duties	7-8	17-31 1-5	Replaces the reference to "secondary school student competency examination" for regulations and stated the board shall adopt for implementing the "college and career readiness assessment".	EED-State Board of Education & Early Development
11	14.07.165-Duties	8	6-8	Amended to add a new subsection clarifying the meaning of "child with a disability" as that provided in AS 14.30.350.	EED-State Board of Education & Early Development
12	14.16.100- Application for residential school	8	9-15	Adding a new section to provide for an annual open application period for residential applications. An application period in itself does not indicate that the department will approve new schools into the program.	EED – Public School Districts
13	14.16.200- State funding for districts operating residential schools	8	16-30	Amended to increase the per-pupil stipend rates from current law to 1.5 times current law.	EED – Public School Districts

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	AGENCY IMPACTED
14	14.17.470-Base student allocation	8-9	31 1-2	Amended to increase the base student allocation in FY2015 to \$5765.	EED – Public School Districts
15	14.17.470-Base student allocation	9	3-5	Amended to increase the base student allocation in FY2015 to \$5765.	EED – Public School Districts
16	14.17.470-Base student allocation	9	6-8	Amended to increase the base student allocation in FY2015 to \$5765.	EED – Public School Districts
17	23.15.835(d)-Special employee unemployment contributions for program	9	9-25	Amended to extend the Technical Vocational Education Program (TVEP) through June 30, 2024.	DOL/WD – TVEP Institutions
18	23.15.835- Special employee unemployment contributions for program	9-10	26-31 1-17	Amended to include in department report a description of each vocational course funded through TVEP that permits high school students to earn dual credit upon course completion. And to provide a copy of the articulation agreement in effect for the prior year or that is in process to include the number of high school students who earned dual credit under the agreement	DOL/WD – TVEP Institutions
19	23.15.835- Special employee unemployment contributions for program	10	18-24	Amended to require institutions receiving TVEP funding to establish and maintain at least one articulation agreement under which high school students have completed a vocational ed. course.	DOL/WD – TVEP Institutions – Public School Districts
20	23.15.850-Definitions	10-11	25-31 1	Amending to define articulation agreement and dual credit	
21	43.20.014(a)-Income tax education credit	11	2-28	Amends by adding two options to the list of opportunities for a taxpayer to claim a credit against their tax liability for a cash contribution made. 1. for the funding of a scholarship awarded by a nonprofit organization to a dual credit student to defray tuition, registration, course, and textbook fees. 2. for the construction, operation or maintenance of a residential housing facility by a residential school approved by DEED.	

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	AGENCY IMPACTED
22	43.20.014(a)- Income tax education credit	10-11	29-31 1-17	Amends by adding two options to the list of opportunities for a taxpayer to claim a credit against their tax liability for a cash contribution made. 1. for the funding of a scholarship awarded by a nonprofit organization to a dual credit student to defray tuition, registration, course, and textbook fees. 2. for the construction, operation or maintenance of a residential housing facility by a residential school approved by DEED. When the credit language reverts back to pre-2010 language, these two contributions will continue to apply.	
23	43.20.014(f)- Income tax education credit	12	18-23	Amended to define of dual-credit student and nonprofit organization.	
24	43.65.018(a)-Mining business education credit	12-13	24-31 1-19	Amends by adding two options to the list of opportunities that a taxpayer involved in the business of mining in the state may claim a credit against their tax liability. 1. for the funding of a scholarship awarded by a nonprofit organization to a dual credit student to defray tuition, registration, course and textbook fees. 2. for the construction, operation or maintenance of a residential housing facility by a residential school approved by DEED.	
25	43.65.018(a)- Mining business education credit	13-14	20-31 1-8	Amends by adding two options to the list of opportunities that a taxpayer involved in the business of mining in the state may claim a credit against their tax liability. 1. for the funding of a scholarship awarded by a nonprofit organization to a dual credit student to defray tuition, registration, course and textbook fees. 2. for the construction, operation or maintenance of a residential housing facility by a residential school approved by DEED. When the credit language reverts back to pre-2010 language, these two contributions will continue to apply.	
26	43.65.018(f)- Mining business education credit	14	9-14	Amended to define dual-credit student and nonprofit organization	DOR
27	43.75.018- Fisheries business education credit	14-15	15-31 1-10	Amends by adding two options to the list of opportunities that a taxpayer engaged in a fisheries business may claim a credit against their tax liability. 1. for the funding of a scholarship awarded by a nonprofit organization to a dual credit student to defray tuition, registration, course and textbook fees. 2. for the construction, operation or maintenance of a residential housing facility by a residential school approved by DEED.	DOR

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	AGENCY IMPACTED
28	43.75.018(a)- Fisheries business education credit	15	11-30	Amends by adding two options to the list of opportunities that a taxpayer engaged in a fisheries business may claim a credit against their tax liability. 1. for the funding of a scholarship awarded by a nonprofit organization to a dual credit student to defray tuition, registration, course and textbook fees. 2. for the construction, operation or maintenance of a residential housing facility by a residential school approved by DEED. When the credit language reverts back to pre-2010 language, these two contributions will continue to apply.	
29	43.75.018- Fisheries business education credit	15-16	31 1-5	Amended to define dual-credit student and nonprofit organization	DOR
30	43.77.045(a)-Fisheries resource landing tax education credit	16-17	6-31 1-2	Amends by adding two options to the list of opportunities that a taxpayer engaged in a floating fisheries business may claim a credit against their tax liability. 1. for the funding of a scholarship awarded by a nonprofit organization to a dual credit student to defray tuition, registration, course and textbook fees. 2. for the construction, operation or maintenance of a residential housing facility by a residential school approved by DEED.	
31	43.77.045(a)- Fisheries resource landing tax education credit	17	3-23	Amends by adding two options to the list of opportunities that a taxpayer engaged in a floating fisheries business may claim a credit against their tax liability. 1. for the funding of a scholarship awarded by a nonprofit organization to a dual credit student to defray tuition, registration, course and textbook fees. 2. for the construction, operation or maintenance of a residential housing facility by a residential school approved by DEED. When the credit language reverts back to pre-2010 language, these two contributions will continue to apply.	
32	43.77.045(f)- Fisheries resource landing tax education credit	17	24-30	Amended to define dual-credit student and nonprofit organization	DOR
33	Transition: Student testing in progress	17-18	31 1-5	A new section is placed in uncodified law to define that effective on August 31, 2014 former students that hold a certificate of achievement and are still required to pass the HSGQE to receive a diploma will be allowed opportunities to continue participation in the HSGQE until June 30, 2017.	EED – Adult test takers

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	AGENCY IMPACTED
34	Transition: Charter school applications	18	6-10	A new section is placed in uncodified law to apply an appeal processes for denied charter school applications received on or after September 1, 2014.	EED – Public School Districts
35	Transition: regulations	18	11-18	A new section is placed in uncodified law to allow the department to proceed with adopting regulations that are necessary to implement the changes made by this act.	EED – State Board of Education & Early Development
36	Effective date notice	18	19	Sections 17 and 33 take effect immediately under AS 01.10.070(c)	
37	Effective date notice	18	20	Section14 takes effect July 1, 2014	
38	Effective date notice	18	21	Sections 1, 15 and 18-20 take effect July 1, 2015	
39	Effective date notice	18	22	Section 16 takes effect July 1, 2016	
40	Effective date notice	18	23	Sections 22, 25, 28 and 31 take effect January 1, 2021	
41	Effective date notice	18	24-25	Except as provided, sections 36-40 take effect September 1, 2014	

# FISCAL NOTE

**STATE OF ALASKA**  
**2014 LEGISLATIVE SESSION**

Bill Version SB 139  
 Fiscal Note Number 1  
 (S) Publish Date 1/24/14

Identifier (file name) EED-K12-01-21-14 Dept. Affected Education & Early Development  
 Title Education Initiative Appropriation K-12 Support  
 Allocation Foundation Program  
 Sponsor Rules by Request of Governor  
 Requester Governor OMB Component Number 141

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY15 Appropriation Requested	Included in Governor's FY15 Request	Out-Year Cost Estimates					
			FY15	FY16	FY17	FY18	FY19	FY20
<b>OPERATING EXPENDITURES</b>								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants, Benefits								
Miscellaneous								
<b>TOTAL OPERATING</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>FUND SOURCE</b>		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1007	I/A Rcpts (Other)							
1156	Rcpt Svcs (DGF)							
		<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>POSITIONS</b>								
Full-time								
Part-time								
Temporary								

<b>CHANGE IN REVENUES</b>								

Estimated SUPPLEMENTAL (FY14) operating costs 0.0 (separate supplemental appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY15) costs 0.0 (separate capital appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No  
 If yes, by what date are the regulations to be adopted, amended, or repealed? \_\_\_\_\_ Discuss details in analysis section.

**Why this fiscal note differs from previous version (if initial version, please note as such)**

Initial version.

Prepared by Elizabeth Nudelman, Director  
 Division School Finance and Facilities  
 Approved by Mike Hanley  
 Division Commissioner

Phone (907) 465-8679  
 Date/Time 1/17/14 1:00 PM  
 Date 1/17/2014

FISCAL NOTE ANALYSIS #1

STATE OF ALASKA  
2014 LEGISLATIVE SESSION

BILL NO. SB 139

**Analysis**

This bill amends AS14.17.470 by increasing the base student allocation (BSA) of \$5,680 for the next three fiscal years.

The increases are as follows:

- \* FY2015: \$85 to \$5,765 totaling \$21,063,557.
- \* FY2016: \$58 to \$5,823 totaling \$14,365,810.
- \* FY2017: \$58 to \$5,881 totaling \$14,365,810.

The effective dates are July 1, 2014, July 1, 2015, and July 1, 2016, respectively.

# Fiscal Note Analysis #1

**Department of Education & Early Development**

Prepared by School Finance

Prepared 1/21/2014

FN: BSA Increase for FY15 - FY17

School District	BSA		
	FY2015	FY2016	FY2017
	\$5,765	\$5,823	\$5,881
	BSA increase of	Yr 2 BSA increase	Yr 3 BSA increase
	\$85	\$58	\$58
Alaska Gateway	\$ 116,325	\$ 79,375	\$ 79,375
Aleutian Region	19,214	13,110	13,110
Aleutians East Borough	82,323	56,173	56,173
Anchorage	6,300,208	4,298,965	4,298,965
Annette Island	64,873	44,267	44,267
Bering Strait	575,532	392,716	392,716
Bristol Bay Borough	34,093	23,263	23,263
Chatham	46,985	32,061	32,061
Chugach	39,687	27,080	27,080
Copper River	97,764	66,710	66,710
Cordova	63,598	43,397	43,397
Craig	76,683	52,324	52,324
Delta/Greely	148,381	101,248	101,248
Denali Borough	100,756	68,752	68,752
Dillingham	107,084	73,069	73,069
Fairbanks N. Star Borough	2,248,654	1,534,375	1,534,375
Galena	299,970	204,685	204,685
Haines Borough	53,073	36,215	36,215
Hoonah	35,820	24,443	24,443
Hydaburg	22,798	15,556	15,556
Iditarod Area	85,013	58,008	58,008
Juneau Borough	744,152	507,775	507,775
Kake	28,708	19,589	19,589
Kashunamiut	80,079	54,641	54,641
Kenai Peninsula Borough	1,460,987	996,909	996,909
Ketchikan Gateway Borough	404,180	275,793	275,793
Klawock	35,531	24,244	24,244
Kodiak Island Borough	442,438	301,900	301,900
Kuspuk	111,876	76,339	76,339
Lake & Peninsula Borough	136,086	92,859	92,859
Lower Kuskokwim	1,096,227	748,013	748,013
Lower Yukon	587,673	401,000	401,000
Mat-Su Borough	2,532,518	1,728,072	1,728,072
Nenana	96,096	65,571	65,571
Nome	144,622	98,683	98,683
North Slope Borough	450,425	307,349	307,349
Northwest Arctic Borough	565,387	385,793	385,793
Pelican	13,850	2,479	2,479
Petersburg	96,527	65,865	65,865
Pribilof	29,989	20,464	20,464
Saint Mary's	51,031	34,822	34,822
Sitka Borough	250,214	170,734	170,734
Skagway	17,581	11,996	11,996
Southeast Island	83,301	56,841	56,841
Southwest Region	191,356	130,573	130,573
Tanana	17,280	11,791	11,791
Unalaska	88,830	60,613	60,613
Valdez	114,824	78,350	78,350
Wrangell	55,481	37,858	37,858
Yakutat	23,831	16,262	16,262
Yukon Flats	112,706	76,906	76,906
Yukon/Koyukuk	190,659	130,097	130,097
Yup'it	131,933	90,026	90,026
Mt. Edgecumbe High School	58,345	39,811	39,811
<b>TOTAL</b>	<b>\$ 21,063,557</b>	<b>\$ 14,365,810</b>	<b>\$ 14,365,810</b>

# FISCAL NOTE

**STATE OF ALASKA**  
**2014 LEGISLATIVE SESSION**

Bill Version SB 139  
 Fiscal Note Number 2  
 (S) Publish Date 1/24/14

Identifier (file name) EED-PEF-01-21-14 Dept. Affected Fund Transfer  
 Title Education Initiative Appropriation Designated Savings  
 Allocation Public Education Fund  
 Sponsor Rules by Request of Governor  
 Requester Governor OMB Component Number 2929

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY15 Appropriation Requested	Included in Governor's FY15 Request	Out-Year Cost Estimates					
			FY15	FY16	FY17	FY18	FY19	FY20
<b>OPERATING EXPENDITURES</b>								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants, Benefits	21,063.6		14,365.8	14,365.8				
Miscellaneous								
<b>TOTAL OPERATING</b>	<b>21,063.6</b>	<b>0.0</b>	<b>14,365.8</b>	<b>14,365.8</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>FUND SOURCE</b>		(Thousands of Dollars)						
		FY15	FY16	FY17	FY18	FY19	FY20	
1002	Federal Receipts							
1003	GF Match							
1004	GF	21,063.6	14,365.8	14,365.8				
1005	GF/Prgm (DGF)							
1007	I/A Rcpts (Other)							
1156	Rcpt Svcs (DGF)							
		<b>21,063.6</b>	<b>0.0</b>	<b>14,365.8</b>	<b>14,365.8</b>	<b>0.0</b>	<b>0.0</b>	

<b>POSITIONS</b>							
Full-time							
Part-time							
Temporary							

<b>CHANGE IN REVENUES</b>							

Estimated SUPPLEMENTAL (FY14) operating costs 0.0 (separate supplemental appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY15) costs 0.0 (separate capital appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No  
 If yes, by what date are the regulations to be adopted, amended, or repealed? \_\_\_\_\_ Discuss details in analysis section.

**Why this fiscal note differs from previous version (if initial version, please note as such)**

Initial version.

Prepared by Elizabeth Nudelman, Director  
 Division School Finance and Facilities  
 Approved by Mike Hanley  
 Division Commissioner

Phone (907) 465-8679  
 Date/Time 1/17/14 1:00 PM  
 Date 1/17/2014

FISCAL NOTE ANALYSIS #2

STATE OF ALASKA  
2014 LEGISLATIVE SESSION

BILL NO. SB 139

**Analysis**

This fiscal note capitalizes the Public Education Fund (PEF) in order to provide sufficient funding to address the Public School Funding program (Foundation). There is a separate fiscal note for the Foundation Program that details the funding increase.

The effective dates are July 1, 2014, July 1, 2015, and July 1, 2016.

# FISCAL NOTE

**STATE OF ALASKA**  
**2014 LEGISLATIVE SESSION**

Bill Version SB 139  
 Fiscal Note Number 3  
 (S) Publish Date 1/24/14

Identifier (file name) EED-BHG-01-21-14 Dept. Affected Education & Early Development  
 Title Education Initiative Appropriation K-12 Support  
 Allocation Boarding Home Grants  
 Sponsor Rules by Request of Governor  
 Requester Governor OMB Component Number 148

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY15 Appropriation Requested	Included in Governor's FY15 Request	Out-Year Cost Estimates					
			FY15	FY16	FY17	FY18	FY19	FY20
<b>OPERATING EXPENDITURES</b>								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants, Benefits	2,249.5	4,710.8	2,249.5	2,249.5	2,249.5	2,249.5	2,249.5	2,249.5
Miscellaneous								
<b>TOTAL OPERATING</b>	<b>2,249.5</b>	<b>4,710.8</b>	<b>2,249.5</b>	<b>2,249.5</b>	<b>2,249.5</b>	<b>2,249.5</b>	<b>2,249.5</b>	<b>2,249.5</b>

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	2,249.5	4,710.8	2,249.5	2,249.5	2,249.5	2,249.5	2,249.5
1005	GF/Prgm (DGF)							
1007	I/A Rcpts (Other)							
1156	Rcpt Svcs (DGF)							
		<b>2,249.5</b>	<b>4,710.8</b>	<b>2,249.5</b>	<b>2,249.5</b>	<b>2,249.5</b>	<b>2,249.5</b>	<b>2,249.5</b>

POSITIONS								
Full-time								
Part-time								
Temporary								

CHANGE IN REVENUES								

Estimated SUPPLEMENTAL (FY14) operating costs 0.0 (separate supplemental appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY15) costs 0.0 (separate capital appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No  
 If yes, by what date are the regulations to be adopted, amended, or repealed? \_\_\_\_\_ Discuss details in analysis section.

**Why this fiscal note differs from previous version (if initial version, please note as such)**

Initial version.

Prepared by Elizabeth Nudelman, Director  
 Division School Finance and Facilities  
 Approved by Mike Hanley  
 Division Commissioner

Phone (907) 465-8679  
 Date/Time 1/13/14 9:45 AM  
 Date 1/13/2014

FISCAL NOTE ANALYSIS #3

STATE OF ALASKA  
2014 LEGISLATIVE SESSION

BILL NO. SB 139

Analysis

The legislation adds a new section at AS 14.16.100 that provides for an annual open application period for residential applications. The legislation amends AS 14.16.200 to increase the monthly stipend rates.

The legislation increases the stipend rate from 2x to 3x the stipend rates beginning in FY2015.

The calculations and fiscal note cost estimates respond to the seven currently approved programs. Three of the programs (Galena, Lower Kuskokwim, and Nenana) are funded for FY2014, and the additional four will be funded beginning in FY2015. Future schools that may be approved under the amended law are not included in the fiscal note cost estimate and adding schools, including district-wide and variable-term schools, would cause this annual cost to increase.

The residential program per pupil monthly stipend is paid for nine months, times the rate, times the actual count. Calculating the rate from current to proposed rates for the seven currently approved statewide residential programs increases the cost by \$2,113.1 annually.

<u>Program</u>	<u>Maximum Capacity</u>	<u>Region</u>	<u>Current Rate</u>	<u>Current Total</u>	<u>New Rate</u>	<u>New Total</u>	<u>Increase in State Cost</u>
Anchorage	4	Region II	\$800	\$28,800	\$1,200	\$43,200	\$14,400
Chugach	24	Region II	\$800	\$172,800	\$1,200	\$259,200	\$86,400
Nenana	88	Region III	\$968	\$766,656	\$1,452	\$1,149,984	\$383,328
Lower Kuskokwim	35	Region IV	\$1,006	\$316,890	\$1,509	\$475,335	\$158,445
Galena	210	Region V	\$1,184	\$2,237,760	\$1,776	\$3,356,640	\$1,118,880
Bering Strait	26	Region V	\$1,184	\$277,056	\$1,776	\$415,584	\$138,528
NW Arctic	40	Region V	\$1,184	<u>\$426,240</u>	\$1,776	<u>\$639,360</u>	<u>\$213,120</u>
Totals:				\$4,226,202		\$6,339,303	\$2,113,101

The program also provides for one round trip ticket per student capacity, at the least expensive means, between the student's community of residence and the school if the district expends money for the trip.

Total per pupil monthly stipends per legislation	\$6,339,303
Additional cost of round trip tickets for all seven programs based on FY2015 Budget	\$ 435,081
Add Boarding Home Program (AS 14.07.030)	<u>\$ 185,900</u>
Total program if legislation passes and residential is funded at 3x the boarding stipend:	\$6,960,284
Total appropriation in budget	\$4,710,800
Total funding necessary to fund Residential & Boarding Home :	<u>\$6,960,284</u>
Additional funding necessary to fund residential (fiscal note)	\$2,249,484

# FISCAL NOTE

STATE OF ALASKA  
2014 LEGISLATIVE SESSION

Bill Version SB 139  
Fiscal Note Number 4  
(S) Publish Date 1/24/14

Identifier (file name) EED-SSA-01-21-14 Dept. Affected Education & Early Development  
Title Education Initiative Appropriation Teaching and Learning Support  
Allocation Student and School Achievement  
Sponsor Rules by Request of Governor  
Requester Governor OMB Component Number 2796

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY15 Appropriation Requested	Included in Governor's FY15 Request	Out-Year Cost Estimates				
			FY16	FY17	FY18	FY19	FY20
<b>OPERATING EXPENDITURES</b>							
Personal Services							
Travel							
Services	(913.0)	2,759.4	(913.0)	(913.0)	(913.0)	(913.0)	(913.0)
Commodities							
Capital Outlay							
Grants, Benefits		434.5	434.5	434.5	434.5	434.5	434.5
Miscellaneous							
<b>TOTAL OPERATING</b>	<b>(913.0)</b>	<b>3,193.9</b>	<b>(478.5)</b>	<b>(478.5)</b>	<b>(478.5)</b>	<b>(478.5)</b>	<b>(478.5)</b>

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	(913.0)	2,759.4	(913.0)	(913.0)	(913.0)	(913.0)	(913.0)
1151	VoTech Ed (DGF)		434.5	434.5	434.5	434.5	434.5	434.5
1007	I/A Rcpts (Other)							
1156	Rcpt Svcs (DGF)							
		(913.0)	3,193.9	(478.5)	(478.5)	(478.5)	(478.5)	(478.5)

POSITIONS								
Full-time								
Part-time								
Temporary								

CHANGE IN REVENUES								

Estimated SUPPLEMENTAL (FY14) operating costs \_\_\_\_\_ (separate supplemental appropriation required)  
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY15) costs \_\_\_\_\_ (separate capital appropriation required)  
(discuss reasons and fund source(s) in analysis section)

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes  
If yes, by what date are the regulations to be adopted, amended, or repealed? 9/30/2014 Discuss details in analysis section.

**Why this fiscal note differs from previous version (if initial version, please note as such)**

Initial version

Prepared by Erik McCormick, Director of Assessment, Accountability & Info. Mgmt.  
Division Teaching and Learning Support  
Approved by Mike Hanley  
Division Commissioner

Phone 465-8686  
Date/Time 1/21/14 5:14 PM  
Date 1/21/2014

FISCAL NOTE ANALYSIS #4

STATE OF ALASKA  
2014 LEGISLATIVE SESSION

BILL NO. SB 139

Analysis

Repeal the HSGQE

The legislation changes the high school graduation requirement from passing a competency exam in reading, English, and mathematics to participating in a college and career readiness assessment.

Participation in the SAT, ACT or WorkKeys assessments will satisfy the requirement for participating in a college and career readiness assessment and will not require a minimum score to qualify for graduation.

The department will pay the fee for a single administration of a college and career readiness assessment for each secondary student in the two years prior to a student's graduation date.

The fiscal note is the result of the removal of the secondary student competency examination for students in high school. The new and continued fiscal impact that result from this legislation are : a) the cost of the ACT and SAT, and b) allowing former students who didn't pass the HSGQE the opportunities to continue participation and earn a public school diploma until June 30, 2017.

TVEP

In addition, the legislation continues the Alaska technical and vocational education program (TVEP) through June 30, 2024. The Technical and Vocational Education Fund authorized under AS 23.15.840 sunsets on June 30, 2014.

Out-year cost estimates are based on TVEP receipts included in the Department of Education & Early Development's (DEED) FY2015 budget request and will be revised on an annually based on the balance of the fund.

This funding is a grant from DEED to the Galena Project Education Vocational Training Center, currently \$434.5.

# FISCAL NOTE

**STATE OF ALASKA**  
**2014 LEGISLATIVE SESSION**

Bill Version SB 139  
 Fiscal Note Number 5  
 (S) Publish Date 1/24/14

Identifier (file name) DOLWD-CO-1-19-14 Dept. Affected Labor and Workforce Development  
 Title Education Initiative Appropriation Commissioner and Administrative Services  
 Allocation Commissioner's Office  
 Sponsor Rules by Request of the Governor  
 Requester Governor OMB Component Number 340

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY15 Appropriation Requested	Included in Governor's FY15 Request	Out-Year Cost Estimates					
			FY15	FY16	FY17	FY18	FY19	FY20
<b>OPERATING EXPENDITURES</b>								
Personal Services		509.1	509.1	509.1	509.1	509.1	509.1	509.1
Travel								
Services		26.8	26.8	26.8	26.8	26.8	26.8	26.8
Commodities								
Capital Outlay								
Grants, Benefits		4,997.2	4,997.2	4,997.2	4,997.2	4,997.2	4,997.2	4,997.2
Miscellaneous								
<b>TOTAL OPERATING</b>	<b>0.0</b>	<b>5,533.1</b>	<b>5,533.1</b>	<b>5,533.1</b>	<b>5,533.1</b>	<b>5,533.1</b>	<b>5,533.1</b>	<b>5,533.1</b>

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1151	VoTech Ed (DGF)		5,533.1	5,533.1	5,533.1	5,533.1	5,533.1	5,533.1
1007	I/A Rcpts (Other)							
1156	Rcpt Svcs (DGF)							
		<b>0.0</b>	<b>5,533.1</b>	<b>5,533.1</b>	<b>5,533.1</b>	<b>5,533.1</b>	<b>5,533.1</b>	<b>5,533.1</b>

POSITIONS								
Full-time		5	5	5	5	5	5	5
Part-time								
Temporary								

**CHANGE IN REVENUES**

Estimated SUPPLEMENTAL (FY14) operating costs 0.0 (separate supplemental appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY15) costs 0.0 (separate capital appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes  
 If yes, by what date are the regulations to be adopted, amended, or repealed? 7/1/2015 Discuss details in analysis section.

**Why this fiscal note differs from previous version (if initial version, please note as such)**

Not applicable, initial version.

Prepared by Paloma Harbour, Director  
 Division Administrative Services  
 Approved by Dianne Blumer, Commissioner  
 Division Office of the Commissioner

Phone 465-5984  
 Date/Time 1/19/14 4:30 PM  
 Date 1/19/2014

FISCAL NOTE ANALYSIS #5

STATE OF ALASKA  
2014 LEGISLATIVE SESSION

BILL NO. SB 139

**Analysis**

This proposed legislation extends the current Technical and Vocational Education Program (TVEP) allocation through June 30, 2024. Currently, the allocation expires June 30, 2014.

Out-year cost estimates are based on TVEP receipts included in the department's FY2015 budget request and will be revised on an annual basis based on the balance of the fund.

The grants line authorization represents the legislation's direct allocations that pass through the department to Kotzebue Technical Center; Alaska Vocational Technical Center; Northwestern Alaska Career and Technical Center; Southwest Alaska Vocational and Education Center; Yuut Elitnaurviat, Inc. People's Learning Center; Delta Career Advancement Center; and New Frontier Vocational Technical Center.

Personal services and services expenses are related to TVEP grant administration and revenue collection through the unemployment insurance tax system. Expenses related to these activities must be charged to a state fund source as they are related to a state program and are not an allowable federal expense.

Position counts are based on an average personal services cost of approximately \$100.0 per full-time position and rounded to the nearest whole number.

The proposed legislation would also require the department to collect information from Technical and Vocational Education Program (TVEP) recipients to ensure they are meeting statutory requirements and to amend grants accordingly if requirements are not met.

The department already gathers information from TVEP recipients for annual reporting purposes and currently administers the grants to the TVEP recipients so no additional fiscal impact is anticipated.

# FISCAL NOTE

**STATE OF ALASKA**  
**2014 LEGISLATIVE SESSION**

Bill Version SB 139  
 Fiscal Note Number 6  
 (S) Publish Date 1/24/14

Identifier (file name) UA-SYSBRA-1-23-14 Dept. Affected University of Alaska  
 Title Education Initiative Appropriation University of Alaska  
 Allocation Budget Reductions/Additions-Systemwide  
 Sponsor Rules by request of the Governor  
 Requester Governor OMB Component Number 1296

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY15 Appropriation Requested	Included in Governor's FY15 Request	Out-Year Cost Estimates				
			FY16	FY17	FY18	FY19	FY20
<b>OPERATING EXPENDITURES</b>	<b>FY15</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>
Personal Services							
Travel							
Services		5,431.8	5,431.8	5,431.8	5,431.8	5,431.8	5,431.8
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
<b>TOTAL OPERATING</b>	<b>0.0</b>	<b>5,431.8</b>	<b>5,431.8</b>	<b>5,431.8</b>	<b>5,431.8</b>	<b>5,431.8</b>	<b>5,431.8</b>

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1151	VoTech Ed (DGF)		5,431.8	5,431.8	5,431.8	5,431.8	5,431.8	5,431.8
1007	I/A Rcpts (Other)							
1156	Rcpt Svcs (DGF)							
		<b>0.0</b>	<b>5,431.8</b>	<b>5,431.8</b>	<b>5,431.8</b>	<b>5,431.8</b>	<b>5,431.8</b>	<b>5,431.8</b>

POSITIONS								
Full-time								
Part-time								
Temporary								

CHANGE IN REVENUES								

Estimated SUPPLEMENTAL (FY14) operating costs \_\_\_\_\_ (separate supplemental appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY15) costs \_\_\_\_\_ (separate capital appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? \_\_\_\_\_  
 If yes, by what date are the regulations to be adopted, amended, or repealed? \_\_\_\_\_ Discuss details in analysis section.

**Why this fiscal note differs from previous version (if initial version, please note as such)**

Initial Version

Prepared by Michelle Rizk  
 Division University of Alaska  
 Approved by Michelle Rizk  
 Division University of Alaska

Phone 907-450-8187  
 Date/Time 1/23/2014 9:00am  
 Date 1/23/2014

FISCAL NOTE ANALYSIS #6

STATE OF ALASKA  
2014 LEGISLATIVE SESSION

BILL NO. SB 139

**Analysis**

The Technical and Vocational Education Fund authorized under AS 23.15.840 sunsets on June 30, 2014. This bill extends the current Technical and Vocational Education program (TVEP) through June 30, 2024. Out-year cost estimates are based on TVEP receipts included in UA's FY2015 budget request and will be revised on an annual basis based on the balance of the fund.

TVEP funding has been instrumental in UA's ability to meet Alaska's workforce training and educational needs and continues to be the key source of funds for that purpose. The UA System office of Workforce Programs works with representatives from the UA campuses and the Alaska Workforce Investment Board to identify state priority industry sectors and high-demand jobs, including regional priorities for occupational training programs. The campuses submit proposals based on the identified needs, and funding is distributed to the highest priority programs.

# FISCAL NOTE

**STATE OF ALASKA**  
**2014 LEGISLATIVE SESSION**

Bill Version SB 139  
 Fiscal Note Number 7  
 (S) Publish Date 1/24/14

Identifier (file name) DOR-TAX-01-21-14 Dept. Affected Revenue  
 Title Education Initiative Appropriation Taxation and Treasury  
 Allocation Tax Division  
 Sponsor Rules by request of the Governor  
 Requester Governor OMB Component Number 2476

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY15 Appropriation Requested	Included in Governor's FY15 Request	Out-Year Cost Estimates				
			FY16	FY17	FY18	FY19	FY20
<b>OPERATING EXPENDITURES</b>	<b>FY15</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
<b>TOTAL OPERATING</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>FUND SOURCE</b>		(Thousands of Dollars)					
1002	Federal Receipts						
1003	GF Match						
1004	GF						
1005	GF/Prgm (DGF)						
1007	I/A Rcpts (Other)						
1156	Rcpt Svcs (DGF)						
		<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>POSITIONS</b>							
Full-time							
Part-time							
Temporary							

<b>CHANGE IN REVENUES</b>	<b>0.0</b>	<b>***</b>	<b>***</b>	<b>***</b>	<b>***</b>	<b>***</b>	<b>***</b>
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Estimated **SUPPLEMENTAL (FY14) operating costs** \_\_\_\_\_ (separate supplemental appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

Estimated **CAPITAL (FY15) costs** \_\_\_\_\_ (separate capital appropriation required)  
 (discuss reasons and fund source(s) in analysis section)

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No  
 If yes, by what date are the regulations to be adopted, amended, or repealed? \_\_\_\_\_ Discuss details in analysis section.

**Why this fiscal note differs from previous version (if initial version, please note as such)**

Initial version.

Prepared by Johanna Bales, Deputy Director  
 Division Tax  
 Approved by Angela M. Rodell, Commissioner  
 Division Department of Revenue

Phone (907) 269-6628  
 Date/Time 1/20/2014 10:30 a.m.  
 Date 1/20/2014

FISCAL NOTE ANALYSIS #7

STATE OF ALASKA  
2014 LEGISLATIVE SESSION

BILL NO. SB 139

**Analysis**

**Bill Language:**

This bill expands the education credit allowed against corporate income tax, mining license tax, fisheries business tax, and fishery resource landing tax to include contributions made for funding scholarships awarded to dual-credit students for tuition, registration, course and textbook fees and for contributions made for the construction, operation, or maintenance of a residential housing facility by a residential school approved by the Department of Education and Early Development.

**Revenues:**

This bill does not increase or decrease the aggregate amount of total education tax credits allowed against the tax types identified above. It merely identifies two additional types of contributions that can qualify for the credit. It is possible that taxpayers who have not made qualifying contributions and not claimed an education tax credit in the past, may contribute to one or both of these types of entities and claim a credit. However, it is difficult to determine the affect this bill will have on taxpayer behavior and, therefore, it is difficult to determine if this bill will affect revenue from the tax types identified above. It is important to note that the total education tax credit allowed for each entity each year is currently capped at \$5 million across all tax types. This bill does not increase the maximum contribution amount.

**Expenditures:**

Department of Revenue can implement and administer the provisions of this bill utilizing existing resources.

# **Alaska Department of Education & Early Development**

Senate Bill 139

House Bill 278

Presentation to  
Joint Senate & House  
Education Committee  
Hearing  
February 3, 2014



# Testing out for Credit

## Section 1 (Page 2, line 1)

- Requires a school district to provide a high school student an opportunity to “test out” of a core class.
- Core classes include math, language arts, science, social studies, and world languages
- District will approve assessment based on content and curriculum.
- Allows students to advance at their own pace, using school time to add to their skills and knowledge. Some students will be able to complete high school early or earn additional credits toward college.

# Repeal of High School Exit Exam

## Section 2 (Page 2, line 11)

- Removes exit exam (HSGQE). With more rigorous standards and other assessments in place, it is no longer needed.
- Provides choice of tools to inform students, parents, schools of readiness for college or career training. WorkKeys, SAT, ACT.
- These are qualifying assessments for the Alaska Performance Scholarship (APS), Bill removes the barrier of cost for students to qualify.
- During transition: Former students who have certificates of achievement will have opportunities to pass the exit exam until June 30, 2017, and gain a high school diploma.

# Charter Schools- Appeals

## Section 6&7 (Page 5, line17)

- Currently, no recourse is allowed for reconsideration of charter school application.
- This bill ensures integrity and accountability in the local review process.
- Allows for an appeal to the commissioner if denied.
- Commissioner may remand, approve, or confirm denial
- Final approval remains at the state board

# Charter Schools- Funding Clarification

## Section 9 (Page 7, line 2)

- Current language is designed to fund charter schools in the same manner as other schools in a district. Clarifying language includes formula driven components that a student generates.
- These include the **special needs, career and technical instruction, pupil transportation components**
- Also includes a facilities component (construction and major maintenance) that specific schools may generate.

# Residential schools

## Sections 12 & 13 (Page 8, line 9)

- Currently, districts can only apply to open a new residential school during open application periods. The bill would require that DEED open an annual application period.
- Does not require approval of programs
- Increases the boarding stipend to reflect understanding of actual costs to house and care for a student 24/7. This promotes the financial stability of such schools.

# Base Student Allocation Increase

**Sections 14-16:** (Page 8, line 31)

- FY 15 – Increase of \$85 per student to \$5,765
  - FY 16 – Increase of \$58 per student to \$5,823
  - FY 17 – Increase of \$58 per student to \$5,881
- 
- This allocation is in addition to the 25M one time funding that has been included in the budget to offset energy and increased fixed costs.

# Technical Vocational Education Program (TVEP)

**Sections 17-20** (Page 9, line 9)

- TVEP sunsets June 2014. This bill would extend that sunset until 2024.
- Currently provides funds to identified educational institutions across Alaska for technical and vocational education (or CTE).
- Requires institutions receiving TVEP to have an articulation agreement with a high school to ensure the opportunity for students to earn dual credit.
- Requires institutions to report on their dual credit opportunities and articulation agreements.

# Tax Credits

## **Sections 21-31:** (Page 11, line 2)

- Credit incentivizes the private sector to partner with local school districts in two ways:
- 1) fund scholarships to students earning dual credits (high school and college credit) to defray costs of tuition, registration, course and textbook fees, and
- 2) for housing at residential schools (construction, maintenance or operations).

**TALKING POINTS**  
**GOVERNOR'S EDUCATION INITIATIVE**  
**7 Components to Improve Education**

**1. Base Student Allocation (BSA) Increase**

- FY 15 – Increase of \$85 per student to \$5,765
  - FY 16 – Increase of \$58 per student to \$5,823
  - FY 17 – Increase of \$58 per student to \$5,881
- This allocation is in addition to the 25M one time funding that has been included in the budget to offset energy and increased fixed costs.
  - *The proposed BSA increase recognizes that instructional costs have also gone up and that a modest increase will provide relief to school district budgets in support of delivering quality education to Alaska's students.*

**2. Repeal of Exit Exam**

- Removes exit exam (HSGQE) that has outlived its usefulness. With more rigorous standards and other assessments in place, it is no longer needed.
- Provides choice of tools to inform students, parents, schools of readiness for college or career training. Currently, WorkKeys is required in 11<sup>th</sup> grade. This bill allows students to choose most relevant test; WorkKeys or the SAT, ACT.
- *The savings from repealing the exit exam will cover one administration per high school student of his or her choice of the SAT or ACT (college-prep) or WorkKeys (career-prep).*
- Because these assessments are used as qualifying assessments for the Alaska Performance Scholarship (APS), every high school student will have opportunity for his or her achievement to be evaluated for APS.
- Former students who have certificates of achievement will have opportunities to pass the exit exam until June 30, 2017, and gain a high school diploma.

**3. Testing out for Credit**

- This bill would require that a school district provide a high school student an opportunity to “test out” of a class and allow students to earn course credits in math, language arts, science, social studies, and world languages by demonstrating mastery of the content through a district-approved assessment. *Credit would also apply to the Performance Scholarship.*
- *This allows students to advance at their own pace, using school time to add to their skills and knowledge. Some students will be able to complete high school early or earn additional credits toward college.*

#### **4. Tax Credits**

- This credit incentivizes the private sector to partner with local school districts in two ways-1) fund scholarships to students earning dual credits (*high school and college credit*) to defray costs of tuition, registration, course and textbook fees, and 2) for housing at residential schools (construction, maintenance or operations).

#### **5. Technical vocational education program (TVEP)**

- TVEP sunsets June 2014. This bill would extend that sunset until 2024. TVEP currently provides funds to identified educational institutions across Alaska for technical and vocational education (or CTE).
- The bill requires institutions receiving TVEP to offer courses that permit high school students to earn dual credit by requiring articulation agreements between the institution and at least one high school.

#### **6. Charter schools- Appeals and Funding clarification**

- Currently, charter school applicants have no recourse for reconsideration if denied by their local school board. This bill would require local school boards to put in writing approvals or denials of charter school applications, with relevant findings of fact and conclusions of law. A written decision by the local board creates a public record and promotes accountability.
- If denied, applicants may appeal to the commissioner. The commissioner may remand the appeal back to the local school board for further review, uphold the denial, or suggest approval. If approval is suggested, the application goes to the state board for review and consideration.
- This bill provides clarification of current language designed to fund charter schools in the same manner as other schools in a district. The clarifying language includes specific formulaic components of the BSA that a student generates. These include the special needs, career and technical instruction, pupil transportation components as well as the facilities component (construction and major maintenance) that specific schools generate. These funding provisions provide more clarity and financial stability for charter schools.

#### **7. Residential schools**

- Districts can only apply to open a new residential school that would be available for funding during open application periods. The bill would require that DEED open an annual application period.
- The bill would also increase the boarding to reflect basic understanding of actual costs to house and care for a student 24/7. This promotes the financial stability of such schools.

## **RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT**

In Support of the Repeal of Alaska's Competency Examination Requirement

### **Resolution 01-2014**

WHEREAS, Alaska law presently requires secondary students to pass a competency examination (also referred to as an "exit exam" or the High School Graduation Qualifying Exam "HSGQE") in order to receive a high school diploma,

WHEREAS, Senate Bill 139, SB 111, House Bill 220 and HB 278, all presently in front of the Alaska Legislature, would repeal the competency examination requirement,

WHEREAS, the competency examination, fully implemented in 2004, is a test of basic skills,

WHEREAS, the competency examination is not an appropriate means of measuring college and career readiness,

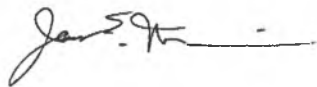
WHEREAS, the Department of Education & Early Development has, in the years since the enactment of the competency evaluation, developed a system of statewide assessments that allows both the Department and school districts to accurately measure academic competency and growth,

WHEREAS, the administration of the competency evaluation results in a significant loss of instructional time for students and teachers,

WHEREAS, the administration of the competency evaluation costs in excess of two million dollars annually,

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development respectfully requests that the Alaska Legislature repeal the statutory competency examination requirement.

PASSED by unanimous roll call vote, January 27, 2014.



Jim Merriner, Chair

On behalf of the Alaska State Board of Education & Early Development

## SENATE COMMITTEE REPORT First Committee of Referral

DATE: 1/24/14

FURTHER: Finance

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

DATE TURNED IN TO OFFICE: 3/14/14

Education Committee considered SENATE BILL NO. 139

### SB 139-EDUCATION: FUNDING/TAX CREDITS/PROGRAMS

"An Act increasing the base student allocation used in the formula for state funding of public education; repealing the secondary student competency examination and related requirements; relating to high school course credit earned through assessment; relating to a college and career readiness assessment for secondary students; relating to charter school application appeals and program budgets; relating to residential school applications; increasing the stipend for boarding school students; extending unemployment contributions for the Alaska technical and vocational education program; relating to earning high school credit for completion of vocational education courses offered by institutions receiving technical and vocational education program funding; relating to education tax credits; making conforming amendments; and providing for an effective date."

and recommends:

- be replaced with CS SB 139 (EDC) [ ] 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	LWF
CED	LAW
COR	LEG
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
Fiscal Info Forthcoming				

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
EED			✓	1

[ ] APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	Do PASS	Do NOT PASS	NO REC	AMEND
	Gardner				X
	Hedman			✓	
	Huggins			✓	
	Qualeux	✓			
CHAIR:	Stevenson	✓			

28-GS2716\U  
Mischel  
3/11/14

**CS FOR SENATE BILL NO. 139(EDC)**

**IN THE LEGISLATURE OF THE STATE OF ALASKA**

**TWENTY-EIGHTH LEGISLATURE - SECOND SESSION**

**BY THE SENATE EDUCATION COMMITTEE**

**Offered:**

**Referred:**

**Sponsor(s): SENATE RULES COMMITTEE BY REQUEST OF THE GOVERNOR**

**A BILL**

**FOR AN ACT ENTITLED**

1 **"An Act increasing the base student allocation used in the formula for state funding of**  
2 **public education; repealing the secondary student competency examination and related**  
3 **requirements; relating to high school course credit earned through assessment; relating**  
4 **to charter schools; relating to charter school student transportation; relating to**  
5 **residential school applications; increasing the stipend for boarding school students;**  
6 **relating to unemployment contributions for the Alaska technical and vocational**  
7 **education program; relating to earning high school credit for completion of vocational**  
8 **education courses offered by institutions receiving technical and vocational education**  
9 **program funding; relating to education tax credits; making conforming amendments;**  
10 **and providing for an effective date."**

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

**\* Section 1.** AS 14.03 is amended by adding a new section to read:

1           **Sec. 14.03.073. Course credit earned through mastery of course content.**

2           (a) A school district shall provide a high school student with the opportunity to earn  
3           credit for a course offered in the school in mathematics, language arts, science, social  
4           studies, and world languages, if the student proves mastery of the course content  
5           through a district-approved assessment. Course credit earned under this subsection  
6           shall meet district and statewide requirements for graduation and the course credit  
7           requirements of the Alaska performance scholarship program under AS 14.43.810 -  
8           14.43.849.

9           (b) The board shall adopt regulations implementing this section.

10       \* **Sec. 2.** AS 14.03.078 is amended to read:

11           **Sec. 14.03.078. Report.** The department shall provide to the legislature by  
12           February 15 of each year an annual report regarding the progress of each school and  
13           school district toward high academic performance by all students. The report required  
14           under this section must include

15                       (1) information described under AS 14.03.120(d);

16                       (2) [THE NUMBER AND PERCENTAGE OF STUDENTS IN  
17           EACH SCHOOL WHO PASS THE EXAMINATION REQUIRED UNDER  
18           AS 14.03.075, AND THE NUMBER WHO PASS EACH SECTION OF THE  
19           EXAMINATION];

20                       (3)] progress of the department

21                               (A) toward implementing the school accountability provisions  
22           of AS 14.03.123; and

23                               (B) in assisting high schools to become accredited;

24                       (3) [(4)] a description of the resources provided to each school and  
25           school district for coordinated school improvement activities and staff training in each  
26           school and school district;

27                       (4) [(5)] each school district's and each school's progress in aligning  
28           curriculum with state education performance standards;

29                       (5) [(6)] a description of the efforts by the department to assist a public  
30           school **or district** that receives a **low performance** designation **under AS 14.03.123**  
31           [OF DEFICIENT OR IN CRISIS];

1                   (6) [(7)] a description of intervention efforts by each school district  
2 and school for students who are not meeting state performance standards; **and**

3                   (7) [(8)] the number and percentage of turnover in certificated  
4 personnel and superintendents [;

5                   (9) THE NUMBER OF TEACHERS BY DISTRICT AND BY  
6 SCHOOL WHO ARE TEACHING OUTSIDE THE TEACHER'S AREA OF  
7 ENDORSEMENT BUT IN AREAS TESTED BY THE HIGH SCHOOL  
8 COMPETENCY EXAMINATION].

9 \* **Sec. 3.** AS 14.03.120(d) is amended to read:

10                   (d) Annually, before the date set by the district under (e) of this section, each  
11 public school shall deliver to the department for posting on the department's Internet  
12 website and provide, in a public meeting of parents, students, and community  
13 members, a report on the school's performance and the performance of the school's  
14 students. The report shall be prepared on a form prescribed by the department and  
15 must include

16                   (1) information on accreditation;

17                   (2) results of norm-referenced achievement tests;

18                   (3) results of state standards-based assessments in **language arts**  
19 [READING, WRITING,] and mathematics;

20                   (4) a description, including quantitative and qualitative measures, of  
21 student, parent, community, and business involvement in student learning;

22                   (5) a description of the school's attendance, retention, dropout, and  
23 graduation rates [, INCLUDING THE NUMBER AND PERCENTAGE OF  
24 STUDENTS WHO RECEIVED A DIPLOMA UNDER A WAIVER FROM THE  
25 COMPETENCY EXAMINATION REQUIRED UNDER AS 14.03.075(a),] as  
26 specified by the state board;

27                   (6) the annual percent of enrollment change, regardless of reason, and  
28 the annual percent of enrollment change due to student transfers into and out of the  
29 school district;

30                   (7) if Native language education is provided, a summary and  
31 evaluation of the curriculum described in AS 14.30.420;

1 (8) [THE NUMBER AND PERCENTAGE OF STUDENTS IN  
2 EACH SCHOOL WHO TAKE AND WHO SUCCESSFULLY COMPLETE AN  
3 ALTERNATIVE ASSESSMENT PROGRAM IN READING, ENGLISH, OR  
4 MATHEMATICS; AND THE NUMBER AND PERCENTAGE OF PUPILS IN  
5 EACH SCHOOL WHO SUCCESSFULLY COMPLETE THE ALTERNATIVE  
6 ASSESSMENT PROGRAM BUT WHO DO NOT REACH THE STATE  
7 PERFORMANCE STANDARDS AT THE COMPETENCY EXAM LEVEL IN  
8 READING, ENGLISH, OR MATHEMATICS; A SCHOOL MAY NOT REPORT  
9 RESULTS UNDER THIS PARAGRAPH UNLESS THE SCHOOL COMPLIES  
10 WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY  
11 REQUIREMENTS OF 34 C.F.R. 99;

12 (9) the performance designation assigned the school under  
13 AS 14.03.123 and the methodology used to assign the performance designation,  
14 including the measures used and their relative weights; and

15 (9) [(10)] other information concerning school performance and the  
16 performance of the school's students as required by the state board in regulation.

17 \* **Sec. 4.** AS 14.03.123(f) is amended to read:

18 (f) In the accountability system for schools and districts required by this  
19 section, the department shall

20 (1) implement 20 U.S.C. 6301 - 7941 (Elementary and Secondary  
21 Education Act of 1965), as amended;

22 (2) implement state criteria and priorities for accountability including  
23 the use of

24 (A) measures of student performance on standards-based  
25 assessments in language arts [READING, WRITING,] and mathematics [,  
26 AND INCLUDING COMPETENCY TESTS REQUIRED UNDER  
27 AS 14.03.075];

28 (B) measures of student improvement; and

29 (C) other measures identified that are indicators of student  
30 success and achievement; and

31 (3) to the extent practicable, minimize the administrative burden on

1 districts.

2 \* **Sec. 5.** AS 14.03.250 is repealed and reenacted to read:

3 **Sec. 14.03.250. Application for charter school.** (a) A local school board shall  
4 prescribe an application procedure for the establishment of a charter school in that  
5 school district. The application procedure must include provisions for an academic  
6 policy committee consisting of parents of students attending the school, teachers, and  
7 school employees and a proposed form for a contract between a charter school and the  
8 local school board, setting out the contract elements required under AS 14.03.255(c).

9 (b) The decision of a local school board approving or denying the application  
10 for a charter school must be in writing and must include all relevant findings of fact  
11 and conclusions of law.

12 (c) If a local school board approves an application for a charter school, the  
13 local school board shall forward the application to the state Board of Education and  
14 Early Development for review and approval.

15 (d) If a local school board denies an application for a charter school, the  
16 applicant may appeal the denial to the commissioner. The appeal to the commissioner  
17 shall be filed not later than 60 days after the local school board issues its written  
18 decision of denial. The commissioner shall review the local school board's decision to  
19 determine whether the findings of fact are supported by substantial evidence and  
20 whether the decision is contrary to law.

21 (e) The commissioner shall forward the application and the written  
22 recommendations of the commissioner to the state Board of Education and Early  
23 Development for review and approval. The application shall be forwarded not later  
24 than 30 days after the commissioner issues written recommendations. The state Board  
25 of Education and Early Development shall exercise independent judgment in  
26 evaluating the application.

27 \* **Sec. 6.** AS 14.03 is amended by adding a new section to read:

28 **Sec. 14.03.253. Charter school application appeal.** In an appeal to the  
29 commissioner under AS 14.03.250, the commissioner shall review the record before  
30 the local school board. The commissioner may request written supplementation of the  
31 record from the applicant or the local school board. After receiving the commissioner's

1 recommendations, the state Board of Education and Early Development may

2 (1) remand the appeal to the local school board for further review;

3 (2) approve the charter school application; or

4 (3) uphold the decision denying the charter school application.

5 \* **Sec. 7.** AS 14.03.255(a) is amended to read:

6 (a) A charter school operates as a school in the local school district except that  
7 the charter school (1) is exempt from the local school district's textbook, program,  
8 curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the  
9 principal of the charter school shall be selected by the academic policy committee and  
10 shall select, appoint, or otherwise supervise employees of the charter school; and (3)  
11 operates under the charter school's annual program budget as set out in the contract  
12 between the local school board and the charter school under (c) of this section. A local  
13 school board may exempt a charter school from other local school district  
14 requirements if the exemption is set out in the contract. A charter school is subject to  
15 [SECONDARY SCHOOL COMPETENCY TESTING AS PROVIDED IN  
16 AS 14.03.075 AND OTHER COMPETENCY] tests required by the department.

17 \* **Sec. 8.** AS 14.03.260(a) is amended to read:

18 (a) A local school board shall provide an approved charter school with an  
19 annual program budget. The budget shall be not less than the amount generated by the  
20 students enrolled in the charter school less administrative costs retained by the local  
21 school district, determined by applying the indirect cost rate approved by the  
22 Department of Education and Early Development. The "amount generated by students  
23 enrolled in the charter school" is to be determined in the same manner as it would be  
24 for a student enrolled in another public school in that school district **and includes**  
25 **funds generated by special needs under AS 14.17.420(a)(1) and secondary school**  
26 **vocational and technical instruction under AS 14.17.420(a)(3). A school district**  
27 **shall direct state aid under AS 14.11 for the construction or major maintenance**  
28 **of a charter school facility to the charter school that generated the state aid,**  
29 **subject to the same terms and conditions that apply to state aid under AS 14.11**  
30 **for construction or major maintenance of a school facility that is not a charter**  
31 **school.**

1 \* **Sec. 9.** AS 14.07.020(a)(16) is amended to read:

2 (16) establish by regulation criteria, based on low student performance,  
3 under which the department may intervene in a school district to improve instructional  
4 practices, as described in AS 14.07.030(14) or (15); the regulations must include

5 (A) a notice provision that alerts the district to the deficiencies  
6 and the instructional practice changes proposed by the department;

7 (B) an end date for departmental intervention, as described in  
8 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three  
9 consecutive years of improvement consisting of not less than two percent  
10 increases in student proficiency on standards-based assessments in  
11 mathematics and language arts [, READING, AND WRITING] as provided  
12 in AS 14.03.123(f)(2)(A); and

13 (C) a process for districts to petition the department for  
14 continuing or discontinuing the department's intervention;

15 \* **Sec. 10.** AS 14.07.020(b) is amended to read:

16 (b) In implementing its duties under (a)(2) of this section, the department shall  
17 develop

18 (1) performance standards in language arts [READING, WRITING,]  
19 and mathematics to be met at designated age levels by each student in public schools  
20 in the state; and

21 (2) a comprehensive system of student assessments, composed of  
22 multiple indicators of proficiency in language arts [READING, WRITING,] and  
23 mathematics; this comprehensive system must

24 (A) be made available to all districts and regional educational  
25 attendance areas;

26 (B) include a developmental profile for students entering  
27 kindergarten or first grade; and

28 (C) include performance standards in language arts  
29 [READING, WRITING,] and mathematics for students in age groups five  
30 through seven, eight through 10, and 11 - 14.

31 \* **Sec. 11.** AS 14.09.010 is amended by adding new subsections to read:

1 (e) A school district that provides transportation services under this section  
2 shall provide transportation services to students attending a charter school operated by  
3 the district under a policy adopted by the district. The policy must

4 (1) be developed with input solicited from individuals involved with  
5 the charter school, including staff, students, and parents; and

6 (2) at a minimum, provide transportation services for students enrolled  
7 in the charter school on a space available basis along the regular routes that the  
8 students attending schools in an attendance area in the district are transported; and

9 (3) be approved by the department.

10 (f) If a school district fails to adopt a policy under (e) of this section, the  
11 school district shall allocate the amount received for each student under (a) of this  
12 section to each charter school operated by the district based on the number of students  
13 enrolled in the charter school.

14 (g) Nothing in (e) of this section requires a school district to establish  
15 dedicated transportation routes for the exclusive use of students enrolled in a charter  
16 school or authorizes a charter school to opt out of a policy adopted by a school district  
17 for the purpose of acquiring transportation funding.

18 \* **Sec. 12.** AS 14.16 is amended by adding a new section to article 2 to read:

19 **Sec. 14.16.100. Application for residential school.** A school district shall  
20 apply to the department for approval to establish and operate a statewide or district-  
21 wide residential school. The department shall accept applications during an open  
22 application period conducted annually. A period of open application in itself does not  
23 indicate that the department will approve the establishment of a new residential  
24 school.

25 \* **Sec. 13.** AS 14.16.200(b) is amended to read:

26 (b) Costs that may be claimed by a district for reimbursement under (a) of this  
27 section are

28 (1) one round trip on the least expensive means of transportation  
29 between the student's community of residence and the school during the school year if  
30 the district expends money for the trip; and

31 (2) a per-pupil monthly stipend to cover room and board expenses as

1 determined by the department on a regional basis and not to exceed the following  
2 amounts:

- 3 (A) for the Southeast Region (Region I), \$1,230 [\$820];  
4 (B) for the Southcentral Region (Region II), \$1,200 [\$800];  
5 (C) for the Interior Region (Region III), \$1,452 [\$968];  
6 (D) for the Southwest Region (Region IV), \$1,509 [\$1,006];  
7 (E) for the Northern Remote Region (Region V), \$1,776  
8 [\$1,184].

9 \* **Sec. 14.** AS 14.17.450(d) is amended to read:

10 (d) If a charter school has a student count of more than 74 [120] but less than  
11 150 for the current year and is in the first three years [YEAR] of operation or had a  
12 student count of at least 75 [150 OR MORE] in the previous year of operation,

13 (1) the adjusted student count for the school shall be calculated by  
14 multiplying the student count by [95 PERCENT OF] the student rate for a school that  
15 has a student count of 150; and

16 (2) not later than February 15, the charter school shall submit for  
17 approval of the governing board of the district a plan for the following school year that  
18 includes a statement about whether the school will continue to operate if the student  
19 count remains the same that year and, if so, a projection of the funding anticipated  
20 from the state and other sources, a proposed budget, and a description of anticipated  
21 changes to the school staff, program, and curriculum; if the school intends to close if  
22 the student count remains the same the following year, the plan must describe transfer  
23 plans for students, staff, facilities, and materials.

24 \* **Sec. 15.** AS 14.17.470 is amended to read:

25 **Sec. 14.17.470. Base student allocation.** The base student allocation is \$5,765  
26 [\$5,680].

27 \* **Sec. 16.** AS 14.17.470, as amended by sec. 15 of this Act, is amended to read:

28 **Sec. 14.17.470. Base student allocation.** The base student allocation is \$5,823  
29 [\$5,765].

30 \* **Sec. 17.** AS 14.17.470, as amended by secs. 15 and 16 of this Act, is amended to read:

31 **Sec. 14.17.470. Base student allocation.** The base student allocation is \$5,881

1           [\$5,823].

2       \* **Sec. 18.** AS 23.15.835(d) is amended to read:

3           (d) Notwithstanding AS 23.15.840(a), for the fiscal years ending June 30,  
4           2009, through June 30, **2018** [2014], the money collected under this section or  
5           otherwise appropriated to the Alaska Workforce Investment Board, formerly known as  
6           the Alaska Human Resource Investment Council, shall be allocated directly in the  
7           following percentages to the following institutions for programs consistent with  
8           AS 23.15.820 - 23.15.850 and capital improvements:

9           University of Alaska	<b>47</b> [45] percent
10          [UNIVERSITY OF ALASKA SOUTHEAST	5 PERCENT]
11          Galena <b>Interior Learning Academy</b> [PROJECT	4 percent
12                EDUCATION VOCATIONAL TRAINING CENTER]	
13 <b>Alaska</b> [KOTZEBUE] Technical Center	9 percent
14          Alaska Vocational Technical Center	17 percent
15          Northwestern Alaska Career and Technical Center	3 percent
16          Southwest Alaska Vocational and Education Center	3 percent
17          Yuut Elitnaurviat, Inc. People's Learning Center	9 percent
18 <b>Partners for Progress in Delta, Inc.</b> [DELTA CAREER	3 percent
19                ADVANCEMENT CENTER]	
20 <b>Amundsen Educational Center</b> [NEW FRONTIER	2 percent
21                VOCATIONAL TECHNICAL CENTER]	
22 <b>Southern Southeast Alaska Technical Education Center</b>	<b>3 percent</b>

23       \* **Sec. 19.** AS 23.15.835(e) is amended to read:

24           (e) The institutions receiving funding under (d) of this section shall provide an  
25           expenditure and performance report to the department by November 1 of each year  
26           that includes [THE]

- 27                   (1) **the** percentage of former participants in the program who have jobs
- 28                   one year after leaving the program;
- 29                   (2) **the** median wage of former participants seven to 12 months after
- 30                   leaving the program;
- 31                   (3) **the** percentage of former participants who were employed after

1 leaving the program who received training under the program that was related or  
2 somewhat related to the former participants' jobs seven to 12 months after leaving the  
3 program;

4 (4) the percentage of former participants who indicate some level of  
5 satisfaction with the training received under the program; [AND]

6 (5) the percentage of employers who indicate satisfaction with the  
7 services provided through the program;

8 (6) a description of each vocational education course funded  
9 through the allocation set out in (d) of this section that permits high school  
10 students to earn dual credit upon course completion, and the number of high  
11 school students who earned dual credit in the past year;

12 (7) a copy of any articulation agreement established under (g) of  
13 this section that either was in effect for the preceding year or is in process for the  
14 next year of funding, and the number of high school students who earned dual  
15 credit under each articulation agreement; and

16 (8) other performance and financial information, as determined by  
17 the department, to verify the performance of the program.

18 \* **Sec. 20.** AS 23.15.835 is amended by adding new subsections to read:

19 (g) The institutions receiving funding under (d) of this section shall establish  
20 and maintain at least one articulation agreement under which dual credit may be  
21 earned by high school students upon completion of a vocational education course.

22 (h) An institution's failure to comply with (e) or (g) of this section shall result  
23 in a withholding penalty of 20 percent of the funding allocated under (d) of this  
24 section in the following year.

25 \* **Sec. 21.** AS 23.15.850 is amended by adding new paragraphs to read:

26 (3) "articulation agreement" means a dual-credit partnership between a  
27 school district and an institution receiving funding under AS 23.15.835(d) that  
28 describes vocational education courses, student eligibility, course location, academic  
29 policies, student support services, credit on a student's transcript, funding, and other  
30 items required by the partnering institutions;

31 (4) "dual credit" means simultaneous high school credit and credit

1 towards a career or vocational certification.

2 \* **Sec. 22.** AS 43.20.014(a) is amended to read:

3 (a) A taxpayer is allowed a credit against the tax due under this chapter for  
4 cash contributions accepted for

5 (1) direct instruction, research, and educational support purposes,  
6 including library and museum acquisitions and operations, and contributions to  
7 endowment, by an Alaska university foundation or by a nonprofit, public or private,  
8 Alaska two-year or four-year college accredited by a regional accreditation  
9 association;

10 (2) secondary school level vocational education courses, programs, and  
11 facilities by a school district in the state;

12 (3) vocational education courses, programs, and facilities by a state-  
13 operated vocational technical education and training school or a nonprofit tribal  
14 organization;

15 (4) a facility [OR AN ANNUAL INTERCOLLEGIATE SPORTS  
16 TOURNAMENT] by a nonprofit, public or private, Alaska two-year or four-year  
17 college accredited by a regional accreditation association;

18 (5) Alaska Native cultural or heritage programs and educational  
19 support, including mentoring and tutoring, provided by a nonprofit agency for public  
20 school staff and for students who are in grades kindergarten through 12 in the state;

21 (6) education, research, rehabilitation, and facilities by an institution  
22 that is located in the state and that qualifies as a coastal ecosystem learning center  
23 under the Coastal America Partnership established by the federal government; [AND]

24 (7) the Alaska higher education investment fund under AS 37.14.750;

25 (8) funding a scholarship awarded by a nonprofit organization to a  
26 dual-credit student to defray the cost of tuition, registration, course, and textbook  
27 fees;

28 (9) constructing, operating, or maintaining a residential housing  
29 facility by a residential school approved by the Department of Education and  
30 Early Development under AS 14.16.200; and

31 (10) childhood early learning and development programs and

1 educational support to childhood early learning and development programs  
2 provided by a nonprofit corporation organized under AS 10.20, a tribal entity, or  
3 a school district in the state, by the Department of Education and Early  
4 Development, or through a state grant.

5 \* **Sec. 23.** AS 43.20.014(a), as amended by sec. 14, ch. 92, SLA 2010, sec. 14, ch. 7,  
6 FSSLA 2011, and sec. 15, ch. 74, SLA 2012, is amended to read:

7 (a) A taxpayer is allowed a credit against the tax due under this chapter for  
8 cash contributions accepted

9 (1) for direct instruction, research, and educational support purposes,  
10 including library and museum acquisitions and operations, and contributions to  
11 endowment, by an Alaska university foundation or by a nonprofit, public or private,  
12 Alaska two-year or four-year college accredited by a regional accreditation  
13 association;

14 (2) for secondary school level vocational education courses and  
15 programs by a school district in the state;

16 (3) by a state-operated vocational technical education and training  
17 school; [AND]

18 (4) for the Alaska higher education investment fund under  
19 AS 37.14.750;

20 (5) for funding a scholarship awarded by a nonprofit organization  
21 to a dual-credit student to defray the cost of tuition, registration, course, and  
22 textbook fees;

23 (6) for constructing, operating, or maintaining a residential  
24 housing facility by a residential school approved by the Department of Education  
25 and Early Development under AS 14.16.200; and

26 (7) for childhood early learning and development programs and  
27 educational support to childhood early learning and development programs  
28 provided by a nonprofit corporation organized under AS 10.20, a tribal entity, or  
29 a school district in the state, by the Department of Education and Early  
30 Development, or through a state grant.

31 \* **Sec. 24.** AS 43.20.014(f) is amended by adding new paragraphs to read:

1 (3) "dual-credit student" means a secondary level student in the state  
2 who simultaneously earns college and high school credit for a course;

3 (4) "nonprofit organization" means a charitable or educational  
4 organization in the state that is exempt from taxation under 26 U.S.C. 501(c)(3)  
5 (Internal Revenue Code).

6 \* **Sec. 25.** AS 43.65.018(a) is amended to read:

7 (a) A person engaged in the business of mining in the state is allowed a credit  
8 against the tax due under this chapter for cash contributions accepted for

9 (1) direct instruction, research, and educational support purposes,  
10 including library and museum acquisitions **and operations**, and contributions to  
11 endowment, by an Alaska university foundation or by a nonprofit, public or private,  
12 Alaska two-year or four-year college accredited by a regional accreditation  
13 association;

14 (2) secondary school level vocational education courses, programs, and  
15 facilities by a school district in the state;

16 (3) vocational education courses, programs, and facilities by a state-  
17 operated vocational technical education and training school **or a nonprofit tribal**  
18 **organization**;

19 (4) a facility [OR AN ANNUAL INTERCOLLEGIATE SPORTS  
20 TOURNAMENT] by a nonprofit, public or private, Alaska two-year or four-year  
21 college accredited by a regional accreditation association;

22 (5) Alaska Native cultural or heritage programs and educational  
23 support, including mentoring and tutoring, provided by a nonprofit agency for public  
24 school staff and for students who are in grades kindergarten through 12 in the state;

25 (6) education, research, rehabilitation, and facilities by an institution  
26 that is located in the state and that qualifies as a coastal ecosystem learning center  
27 under the Coastal America Partnership established by the federal government; [AND]

28 (7) the Alaska higher education investment fund under AS 37.14.750;

29 **(8) funding a scholarship awarded by a nonprofit organization to a**  
30 **dual-credit student to defray the cost of tuition, registration, course, and textbook**  
31 **fees**;

1                   (9) constructing, operating, or maintaining a residential housing  
2                   facility by a residential school approved by the Department of Education and  
3                   Early Development under AS 14.16.200; and

4                   (10) childhood early learning and development programs and  
5                   educational support to childhood early learning and development programs  
6                   provided by a nonprofit corporation organized under AS 10.20, a tribal entity, or  
7                   a school district in the state, by the Department of Education and Early  
8                   Development, or through a state grant.

9           \* **Sec. 26.** AS 43.65.018(a), as amended by sec. 35, ch. 92, SLA 2010, sec. 14, ch. 7,  
10 FSSLA 2011, and sec. 21, ch. 74, SLA 2012, is amended to read:

11                   (a) A person engaged in the business of mining in the state is allowed a credit  
12                   against the tax due under this chapter for cash contributions accepted

13                               (1) for direct instruction, research, and educational support purposes,  
14                   including library and museum acquisitions and operations, and contributions to  
15                   endowment, by an Alaska university foundation or by a nonprofit, public or private,  
16                   Alaska two-year or four-year college accredited by a regional accreditation  
17                   association;

18                               (2) for secondary school level vocational education courses and  
19                   programs by a school district in the state;

20                               (3) by a state-operated vocational technical education and training  
21                   school; [AND]

22                               (4) for the Alaska higher education investment fund under  
23                   AS 37.14.750;

24                               (5) for funding a scholarship awarded by a nonprofit organization  
25                   to a dual-credit student to defray the cost of tuition, registration, course, and  
26                   textbook fees;

27                               (6) for constructing, operating, or maintaining a residential  
28                   housing facility by a residential school approved by the Department of Education  
29                   and Early Development under AS 14.16.200; and

30                               (7) for childhood early learning and development programs and  
31                   educational support to childhood early learning and development programs

provided by a nonprofit corporation organized under AS 10.20, a tribal entity, or a school district in the state, by the Department of Education and Early Development, or through a state grant.

\* Sec. 27. AS 43.65.018(f) is amended by adding new paragraphs to read:

(3) "dual-credit student" means a secondary level student in the state who simultaneously earns college and high school credit for a course;

(4) "nonprofit organization" means a charitable or educational organization in the state that is exempt from taxation under 26 U.S.C. 501(c)(3) (Internal Revenue Code).

\* Sec. 28. AS 43.75.018(a) is amended to read:

(a) A person engaged in a fisheries business is allowed a credit against the tax due under this chapter for cash contributions accepted for

(1) direct instruction, research, and educational support purposes, including library and museum acquisitions and operations, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) secondary school level vocational education courses, programs, and facilities by a school district in the state;

(3) vocational education courses, programs, and facilities by a state-operated vocational technical education and training school or a nonprofit tribal organization;

(4) a facility [OR AN ANNUAL INTERCOLLEGIATE SPORTS TOURNAMENT] by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(5) Alaska Native cultural or heritage programs and educational support, including mentoring and tutoring, provided by a nonprofit agency for public school staff and for students who are in grades kindergarten through 12 in the state;

(6) education, research, rehabilitation, and facilities by an institution that is located in the state and that qualifies as a coastal ecosystem learning center under the Coastal America Partnership established by the federal government; [AND]

1 (7) the Alaska higher education investment fund under AS 37.14.750;

2 **(8) funding a scholarship awarded by a nonprofit organization to a**  
3 **dual-credit student to defray the cost of tuition, registration, course, and textbook**  
4 **fees;**

5 **(9) constructing, operating, or maintaining a residential housing**  
6 **facility by a residential school approved by the Department of Education and**  
7 **Early Development under AS 14.16.200; and**

8 **(10) childhood early learning and development programs and**  
9 **educational support to childhood early learning and development programs**  
10 **provided by a nonprofit corporation organized under AS 10.20, a tribal entity, or**  
11 **a school district in the state, by the Department of Education and Early**  
12 **Development, or through a state grant.**

13 \* **Sec. 29.** AS 43.75.018(a), as amended by sec. 42, ch. 92, SLA 2010, sec. 14, ch. 7,  
14 FSSLA 2011, and sec. 23, ch. 74, SLA 2012, is amended to read:

15 (a) A person engaged in a fisheries business is allowed a credit against the tax  
16 due under this chapter for cash contributions accepted

17 (1) for direct instruction, research, and educational support purposes,  
18 including library and museum acquisitions **and operations**, and contributions to  
19 endowment, by an Alaska university foundation or by a nonprofit, public or private,  
20 Alaska two-year or four-year college accredited by a regional accreditation  
21 association;

22 (2) for secondary school level vocational education courses and  
23 programs by a school district in the state;

24 (3) by a state-operated vocational technical education and training  
25 school; [AND]

26 (4) for the Alaska higher education investment fund under  
27 AS 37.14.750;

28 **(5) for funding a scholarship awarded by a nonprofit organization**  
29 **to a dual-credit student to defray the cost of tuition, registration, course, and**  
30 **textbook fees;**

31 **(6) for constructing, operating, or maintaining a residential**

1 housing facility by a residential school approved by the Department of Education  
2 and Early Development under AS 14.16.200; and

3 (7) for childhood early learning and development programs and  
4 educational support to childhood early learning and development programs  
5 provided by a nonprofit corporation organized under AS 10.20, a tribal entity, or  
6 a school district in the state, by the Department of Education and Early  
7 Development, or through a state grant.

8 \* **Sec. 30.** AS 43.75.018(f) is amended by adding new paragraphs to read:

9 (3) "dual-credit student" means a secondary level student in the state  
10 who simultaneously earns college and high school credit for a course;

11 (4) "nonprofit organization" means a charitable or educational  
12 organization in the state that is exempt from taxation under 26 U.S.C. 501(c)(3)  
13 (Internal Revenue Code).

14 \* **Sec. 31.** AS 43.77.045(a) is amended to read:

15 (a) In addition to the credit allowed under AS 43.77.040, a person engaged in  
16 a floating fisheries business is allowed a credit against the tax due under this chapter  
17 for cash contributions accepted for

18 (1) direct instruction, research, and educational support purposes,  
19 including library and museum acquisitions and operations, and contributions to  
20 endowment, by an Alaska university foundation or by a nonprofit, public or private,  
21 Alaska two-year or four-year college accredited by a regional accreditation  
22 association;

23 (2) secondary school level vocational education courses, programs, and  
24 facilities by a school district in the state;

25 (3) vocational education courses, programs, and facilities by a state-  
26 operated vocational technical education and training school or a nonprofit tribal  
27 organization;

28 (4) a facility [OR AN ANNUAL INTERCOLLEGIATE SPORTS  
29 TOURNAMENT] by a nonprofit, public or private, Alaska two-year or four-year  
30 college accredited by a regional accreditation association;

31 (5) Alaska Native cultural or heritage programs and educational

1 support, including mentoring and tutoring, provided by a nonprofit agency for public  
2 school staff and for students who are in grades kindergarten through 12 in the state;

3 (6) education, research, rehabilitation, and facilities by an institution  
4 that is located in the state and that qualifies as a coastal ecosystem learning center  
5 under the Coastal America Partnership established by the federal government; [AND]

6 (7) the Alaska higher education investment fund under AS 37.14.750;

7 **(8) funding a scholarship awarded by a nonprofit organization to a**  
8 **dual-credit student to defray the cost of tuition, registration, course, and textbook**  
9 **fees;**

10 **(9) constructing, operating, or maintaining a residential housing**  
11 **facility by a residential school approved by the Department of Education and**  
12 **Early Development under AS 14.16.200; and**

13 **(10) childhood early learning and development programs and**  
14 **educational support to childhood early learning and development programs**  
15 **provided by a nonprofit corporation organized under AS 10.20, a tribal entity, or**  
16 **a school district in the state, by the Department of Education and Early**  
17 **Development, or through a state grant.**

18 \* **Sec. 32.** AS 43.77.045(a), as amended by sec. 49, ch. 92, SLA 2010, sec. 14, ch. 7,  
19 FSSLA 2011, and sec. 25, ch. 74, SLA 2012, is amended to read:

20 (a) In addition to the credit allowed under AS 43.77.040, a person engaged in  
21 a floating fisheries business is allowed a credit against the tax due under this chapter  
22 for cash contributions accepted

23 (1) for direct instruction, research, and educational support purposes,  
24 including library and museum acquisitions **and operations**, and contributions to  
25 endowment, by an Alaska university foundation or by a nonprofit, public or private,  
26 Alaska two-year or four-year college accredited by a regional accreditation  
27 association;

28 (2) for secondary school level vocational education courses and  
29 programs by a school district in the state;

30 (3) by a state-operated vocational technical education and training  
31 school; [AND]

1 (4) for the Alaska higher education investment fund under  
2 AS 37.14.750;

3 (5) for funding a scholarship awarded by a nonprofit organization  
4 to a dual-credit student to defray the cost of tuition, registration, course, and  
5 textbook fees; and

6 (6) for constructing, operating, or maintaining a residential  
7 housing facility by a residential school approved by the Department of Education  
8 and Early Development under AS 14.16.200; and

9 (7) for childhood early learning and development programs and  
10 educational support to childhood early learning and development programs  
11 provided by a nonprofit corporation organized under AS 10.20, a tribal entity, or  
12 a school district in the state, by the Department of Education and Early  
13 Development, or through a state grant.

14 \* **Sec. 33.** AS 43.77.045(f) is amended by adding new paragraphs to read:

15 (3) "dual-credit student" means a secondary level student in the state  
16 who simultaneously earns college and high school credit for a course;

17 (4) "nonprofit organization" means a charitable or educational  
18 organization in the state that is exempt from taxation under 26 U.S.C. 501(c)(3)  
19 (Internal Revenue Code).

20 \* **Sec. 34.** AS 14.03.075 and AS 14.07.165(5) are repealed.

21 \* **Sec. 35.** The uncodified law of the State of Alaska is amended by adding a new section to  
22 read:

23 RETROACTIVE ISSUANCE OF A HIGH SCHOOL DIPLOMA. (a) A school  
24 district shall issue a high school diploma to a student who was issued a certificate of  
25 achievement under AS 14.03.075, as it read on August 31, 2014.

26 (b) In this section, "school district" has the meaning given in AS 14.30.350.

27 \* **Sec. 36.** The uncodified law of the State of Alaska is amended by adding a new section to  
28 read:

29 TRANSITION: CHARTER SCHOOL APPLICATIONS. Sections 6 and 7 of this Act  
30 apply to charter school applications filed with a local school board on or after September 1,  
31 2014.

1 \* **Sec. 37.** The uncodified law of the State of Alaska is amended by adding a new section to  
2 read:

3 TRANSITION: REGULATIONS. The Department of Education and Early  
4 Development, the Department of Labor and Workforce Development, and the Department of  
5 Revenue may adopt regulations necessary to implement their respective changes made by this  
6 Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not  
7 before the effective date of the relevant provision of this Act implemented by the regulation.

8 \* **Sec. 38.** Sections 18 and 37 of this Act take effect immediately under AS 01.10.070(c).

9 \* **Sec. 39.** Section 15 of this Act takes effect July 1, 2014.

10 \* **Sec. 40.** Sections 1, 16, and 19 - 21 of this Act take effect July 1, 2015.

11 \* **Sec. 41.** Section 17 of this Act takes effect July 1, 2016.

12 \* **Sec. 42.** Sections 23, 26, 29, and 32 of this Act take effect January 1, 2021.

13 \* **Sec. 43.** Except as provided in secs. 38 - 42 of this Act, this Act takes effect September 1,  
14 2014.



# LEGISLATIVE RESEARCH SERVICES

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## Research Brief

TO: Senator Berta Gardner  
FROM: Tim Spengler, Legislative Analyst  
DATE: February 11, 2014  
RE: Charter Schools and Boarding Schools in Alaska  
*LRS Report 14.182*

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***You asked for information about charter and boarding schools in Alaska. Specifically, you wished to know how many prospective charter schools have been denied approval and for what reasons. Also, you wished to know if boarding schools in the state have waiting lists.***

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To date, 54 applications have been filed with the State of Alaska to establish charter schools in various communities in the state since the Alaska Charter School Act of 1995.<sup>1</sup> According to the Alaska Department of Education and Early Development (DEED), the only application not approved by the State came from the Juneau's Montessori Borealis School in 2005.<sup>2</sup> The school, which was (and still is) an alternative school within the Juneau School District, was seeking increased autonomy. The state board of education turned down the initial application citing concerns regarding whether the school would sufficiently serve low-achieving and minority students. While board members said they would reconsider their decision, Montessori organizers chose not to move forward based on myriad issues including school location and classroom availability.<sup>3</sup>

Half of the charter school applicants (27) since 1995 currently operate as charter schools in Alaska. The other 26 applications (excluding Montessori Borealis), either never opened their doors or are no longer in operation. Below we indicate what became of these endeavors.

- Twelve never opened for various reasons including organization and logistical difficulties inherent in the process and/or the financial challenges of operating a charter school;
- Four closed of their own volition for similar reasons to those listed above, including the loss of key organizing members;
- Four closed primarily as the result of low enrollment;
- Three converted to correspondence schools;
- One closed and reopened as a district program;
- One application was withdrawn; and
- One is currently delayed in opening while organizers look for adequate facilities.

In Attachment B, we provide a table from the Alaska Department of Education and Early Development (DEED) with information about each of the 54 charter school applicants. The table includes school name, location, school district, year of

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<sup>1</sup> We received information for this report from Marian Svobodny, DEED's charter school program manager, provided this information. Ms. Svobodny can be reached at (907) 465-8718.

<sup>2</sup> It is possible that some prospective charter schools have been denied on the local school board level. In our review we did find examples of local denials, but such instances may have eluded our search.

<sup>3</sup> We provide, as Attachment A, a June 19, 2005, article from the *Juneau Empire* highlighting the effort made by the Montessori Borealis School to become a charter school.

proposal, renewal date, school type, grades served, and a “notes” section that shows the current status of each school. Another DEED document that you may find of interest is “Charter School Briefing,” which we provide as Attachment C. The brief includes information on charter school organization, operation, funding, and staffing, and discusses how Alaska’s charter statutes compare to those in other states.

There are three full-time boarding schools in Alaska: the Galena Interior Learning Academy, Mt. Edgecumbe High School (Sitka), and the Nenana Student Learning Center.<sup>4</sup> Authorities in all schools report that their institutions typically have waiting lists ranging from five to 25 students, depending on the time of year.

We hope this is helpful. If you have questions or need additional information, please let us know.

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<sup>4</sup> The Chugach School District has a program called Voyage to Excellence with a short-term (from a few days to a 30-day summer program) residential component designed to help students transition from high school to adult life ([http://www.edline.net/pages/Chugach\\_VTE\\_Program](http://www.edline.net/pages/Chugach_VTE_Program)).

**Attachment A**

"Montessori Charter Won't Seek State Approval for Now," *Juneau Empire*, June 19, 2005

**Montessori charter won't seek state approval for now - School couldn't find affordable, appropriate space for classrooms**

Juneau Empire (AK) - Sunday, June 19, 2005

*Author: ERIC FRY ; JUNEAU EMPIRE*

Organizers of the Montessori Borealis charter school in Juneau have decided they won't reapply this year for state approval.

The Alaska Board of Education turned down the charter school's application June 10, citing concerns about whether the school would sufficiently serve low-achieving and minority students. Board members said they were willing to reconsider their decision.

But Montessori Borealis organizers have not been able to find rental space in the Mendenhall Valley for three elementary classrooms, as required by the Juneau School Board when it approved the charter application on April 5.

The local board wanted Montessori Borealis in the Valley because the existing Juneau Community Charter School is downtown, Cowan said. The board wanted optional programs spread around the district, she said.

The school was expected to serve about 120 students from kindergarten through grade nine. The kindergartners would have been taught in a Douglas Montessori school, and an adolescent program would have continued in rented space downtown. But organizers needed space for the elementary students, who have been housed in Harborview and Glacier Valley elementary schools.

"There's not a lot of real estate that's acceptable to use as classrooms," said Fred Weiler, spokesman for the school's organizers.

The available rental space was designed for other purposes, and was nearly always too expensive, he added.

Superintendent Cowan said she will recommend to the Juneau School Board on Tuesday that the district run the Montessori elementary and adolescent programs in regular classrooms.

The students will be those who had been accepted by lottery into the proposed charter school, she said.

She's not sure where the classrooms will be. Cowan said she will talk to school principals soon.

The 34 Montessori adolescents have been operating as a quasi-home school under the auspices and partial funding of a statewide correspondence program run by another district.

The Juneau district will gain state funding by bringing those students into the fold.

Cowan said the district expects that Montessori Borealis will reapply for charter status someday.

Weiler, one of the school's organizers, said supporters hope to work with the school's critics to address legitimate concerns.

Some Juneau residents vigorously opposed the charter application, saying the school would draw students and money away from regular schools. They also faulted the district's existing Montessori program for not matching the diversity of ethnicity and income in the district as a whole.

"We're still very far apart," said Edith McHenry, one the school's severest critics, whose written and oral

presentations influenced the state school board.

"It would involve a considerable amount of work to resolve the issues of location, the lottery and not doing harm to other schools," she said.

"We're not giving up," Weiler said. "Hopefully, we'll be able to do the (regular) school model this year."

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**Section:** Local

**Record Number:** 10AD89562729942B

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**Attachment B**

History of Alaskan Charter Programs, DEED, November 25, 2013

# History of Alaskan Charter Programs

School	City	School District	Proposed	Renew Date	Closed	School Type	Grades	Notes
Academy Charter School	Palmer	Matanuska-Susitna Borough School District	1997	7/1/2015		Citizen/Community	K-8	Renewal in 2005
Alaska Mandarin Chinese Charter School	Anchorage	Anchorage School District	1999		N/A	Bi-Lingual Immersion	K-1	Application withdrawn
Alaska Native Cultural Charter School	Anchorage	Anchorage School District	2008	6/8/2022		Native Ways of Knowing / Traditional	PK-8	Renewals in 2010 and 2012. Grade 8 added in FY14.
Alyeska		Yukon Koyukuk School District	2007		2008	Correspondence	K-12	Closed by district
American Charter Academy	Wasilla	Matanuska-Susitna Borough School District	2010	7/1/2015		Standards Based, Conversion	K-12	Grades K-1 were added 6/8/13.
Anvil City Science Academy	Nome	Nome City School District	1998	5/30/2018		Science	5-8	Renewals in 2003, 2008,2013
Aquarian Charter School	Anchorage	Anchorage School District	1997	7/1/2022		Language and Arts	K-6	Renewals in 2002 and 2012
At Yatx'l Satu Keinas Ax	Juneau	Juneau Borough School District	1999		N/A	Tlingit Immersion	K-2	Never opened
Athabascan Charter School	Ft. Yukon	Yukon Flats School District	2000		N/A	Home Based, Tribal, Bi-Lingual	K-12	Never opened
Aurora Borealis Charter School	Kenai	Kenai Peninsula Borough School District	1997	7/1/2017		Individual Learning Styles	K-8	Renewal in 2012
Ayaprun Elitnaurvik Yup'ik Immersion School	Bethel	Lower Kuskokwim School District	1999	3/20/2019		Yup'ik Language Immersion	PK-6	Renewal in 2009
Bayview Charter School	Seward	Kenai Peninsula Borough School District	1997		1999	Montessori	K-7	Closed by charter program
Birchtree Charter School	Palmer	Matanuska-Susitna Borough School District	2010	3/28/2015		Waldorf Model	K-8	
Chatham Traveling School		Chatham School District	1997		N/A	Experimental, Holistic, Technology	9-10	Never opened
Chinook Montessori Charter School	Fairbanks	Fairbanks North Star Borough School District	1996	7/1/2021		Montessori	K-8	Renewal in 2011
Craig Charter School	Craig	Craig City School District	1998		N/A	Alternative	9-12	Never opened
Delta Cyber Charter School	Delta	Delta Greely School District	2000		2007	Correspondence	K-12	Converted to a correspondence program

School	City	School District	Proposed	Renew Date	Closed	School Type	Grades	Notes
Do Something Charter School	Anchorage	Anchorage School District	1997		N/A	Alternative, Business, Technical	9-12	Never opened
Eagle Academy Charter School	Eagle River	Anchorage School District	2004	6/30/2019		Spalding Method, Multi-Sensory	K-6	Renewal in 2009
Effie Kokrine Charter School	Fairbanks	Fairbanks North Star Borough School District	2005	9/1/2015		Conversion, At-Risk, Native	7-12	
Family Partnership Charter School	Anchorage	Anchorage School District	1997	7/1/2022		Correspondence	K-12	Renewals in 2002 and 2012
Fireweed Academy	Homer	Kenai Peninsula Borough School District	1997	7/1/2017		Theme Immersion	K-6	Renewal in 2012
Fronteras Spanish Immersion Charter School	Wasilla	Matanuska-Susitna Borough School District	2008	12/7/2022		Spanish Immersion	K-8	Renewal in 2012
Frontier Charter School	Anchorage	Anchorage School District	2003	6/30/2023		Correspondence, Homeschool	K-12	Renewal in 2013
Greatland Adventure Academy		Kenai Peninsula Borough School District	2014			Emphasis on academics, athletics and fine arts	7-8	Delayed opening from 2013 to 2014
Highland Tech High Charter School	Anchorage	Anchorage School District	2003	6/30/2023		Alternative, Business, Technical	6-12	Renewal in 2013
Horizon Charter School	Eagle River	Matanuska-Susitna Borough School District	2000		2004	Correspondence, Home School	K-12	Closed by charter program
Juneau Community Charter School	Juneau	Juneau Borough School District	1997	7/1/2016		Alternative, Arts and Music	K-8	Renewal in 2008
Kaleidoscope School of Arts & Sciences	Kenai	Kenai Peninsula Borough School District	2004	6/20/2014		Arts and Sciences	K-6	
Ketchikan Charter School	Ketchikan	Ketchikan Gateway Borough School District	1997	7/1/2022		Core Knowledge	K-8	Renewal in 2012
Midnight Sun Family Learning Center	Wasilla	Matanuska-Susitna Borough School District	1997	7/1/2015		Technology, Citizenship	K-8	
Montessori Borealis Charter School	Juneau	Juneau Borough School District	2005		N/A	Montessori	K-9	Never opened
New Beginnings Charter School	Fairbanks	Fairbanks North Star Borough School District	2000		2002	Alternative, Residential, Native, Core, Vocational, Substance Abuse Treatment	7-12	Closed by charter program

School	City	School District	Proposed	Renew Date	Closed	School Type	Grades	Notes
North Slope Montessori Charter School	Barrow	North Slope Borough School District	1999		N/A	Montessori	K-8	Never opened
North Star Montessori Charter School	Juneau	Juneau Borough School District	1999		N/A	Montessori	1-6	Never opened
Northern Lights Charter School	Soldotna	Kenai Peninsula Borough School District	2004		N/A	Core, Life Skills, Civic	9-12	Never opened
P.A.C.E.	Craig	Craig City School District	2000		2005	Correspondence	K-12	Converted to a state-wide correspondence program
Project Education	Galena	Galena City School District	1996		1999	Vocational	11-14	Closed by charter program
Rilke Schule-German School of Arts & Sciences	Anchorage	Anchorage School District	2007	3/28/2020		German Immersion, Arts and Sciences	K-8	Renewal in 2010
S.I.S.D N.E.W.S.	Thorne Bay	Southeast Island School District	2001		N/A	Correspondence, Standards Based	K-12	Never opened
S.P.Y.D.E.R.	Anchorage	Anchorage School District	1997		N/A	Sports Focus	7-12	Never opened
Soldotna Montessori Charter School	Soldotna	Kenai Peninsula Borough School District	2006	6/30/2017		Montessori	K-6	Renewal in 2012
Star of the North Charter School	North Pole	Fairbanks North Star Borough School District	2004	3/16/2014		Conversion, At-Risk	7-12	
Takotna Training Center	Takotna	Iditarod Area School District	2000		2001	Project Based, Core Knowledge	9-12	Closed by district due to enrollment
Tongass School of Arts & Sciences	Ketchikan	Ketchikan Gateway Borough School District	2003	6/30/2021		Arts and Sciences	PK-6	Renewal in 2011
Twindiy-Bridge Charter School	Wasilla	Matanuska-Susitna Borough School District	2005	6/30/2020		Correspondence	K-12	Renewal in 2010
Valley Tech High		Matanuska-Susitna Borough School District			2008	Technology, industry	9-12	
Village Charter School (1)	Anchorage	Anchorage School District	1996		N/A	Gardner Multi-Intelligences	K-9	Never opened
Village Charter School (2)	Anchorage	Anchorage School District	1998		2005	Core	K-8	Closed by charter program
Walden Pond Charter School	Anchorage	Anchorage School District	1997		2000	Traditional	7-12	Closed by charter program
Watershed School	Fairbanks	Fairbanks North Star Borough School District	2005	12/1/2018		Waldorf Model	K-8	Renewal in 2008

School	City	School District	Proposed	Renew Date	Closed	School Type	Grades	Notes
Winterberry Public (Charter) School	Anchorage	Anchorage School District	2005	8/31/2018		Waldorf Model, Standards Based	K-8	Renewal in 2008
Wiseman Charter School	Wiseman	Yukon Koyukuk School District	1998		2001	Traditional	K-12	Closed by district due to low enrollment
Y.E.S.S.	Fairbanks	Fairbanks North Star Borough School District	1999		N/A	Special Education	4-12	Never opened

**Attachment C**

"Charter School Briefing," DEED, January 2, 2014

## Charter School Briefing

### Current Status

Establishment of Charter Schools:

AS 14.03.250 – 14.03.290 outlines the statutory authority and rules for charter schools in Alaska.

Approval: Must be approved by the local school board in the area where the school will operate, and the State Board of Education & Early Development. Local boards establish the procedures for approval which must include:

- Academic policy committee consisting of parents of students attending the school, teachers, and school employees; and
- A form for a contract between the local school board and the charter school, which must include: description of educational program and levels of achievement for the program; admission policies and procedures; administrative policies; budget/finance information; facility information; staffing and teacher-student ratio; number of students served; term of contract which may not exceed 10 years; termination clause; statement of compliance with state and federal laws; and other requirements and exemptions agreed upon.

Once approved by the local school board the application is forwarded to the department to be put before the State Board for approval.

This is one area identified as being restrictive-only having one entity, the local school board, who must begin the authorization of a charter school.

Organization and Operation:

A charter school operates as a local school within a school district, which allows for the operation under our current funding statutes to school districts. Charters have exceptions that are different from other local schools, including:

- Exemptions from local textbook, program, curriculum and scheduling requirements;
- The principal of the charter school shall be selected by the academic policy committee, and shall select, appoint, or otherwise supervise the employees;
- Operate the schools based on the budget outlined in the contract between the school and the school district; and
- Other exemptions set out in the contract.

#### Funding:

The local school board shall provide a budget not less than the amount generated by the student enrollment, less administrative costs retained by the district.

This is interpreted differently in some districts. Some districts interpret this as only the base student allocation, and the minimum local contribution. Some districts may include funding generated based on intensive needs students and transportation funding.

This is an area that nationally is deemed to be restrictive to charter schools-a lack of autonomy on all areas of their finances.

#### Employees:

All provisions of an existing negotiated agreement applicable to a teacher or employee of the local district apply to employees within the charter school, unless the district and bargaining unit representing the employees agree to an exemption. All teachers, under state statute, must be certified teachers.

#### Current charter Schools in Alaska:

Alaska has 27 charter schools in 8 school districts within 13 different communities. I have attached the charter school directory.

### **Measuring Alaska's charter statute to other states**

The National Alliance for Public Charter Schools rates charter schools from across the country. Alaska receives a rank of 41, which is based on receiving 63 out of 228 points. A summary of key reasons for lower rankings and points follows:

- Alaska only has one authorizing option, and no appeal if denied by the local authorizer (the local school board).
- Alaska law does not require the contract to specify requirements of the authorizer (local board) other than funding the local board will provide, and limits charter schools to 10 year authorizations before renewal.
- Charter schools are not fiscally and legally autonomous from the authorizer (local school board).
- Alaska charter school law does not provide exemptions to state laws, including teacher certification laws. Alaska law does not provide for automatic exemption from the local bargaining contract.

- Alaska law is not explicit regarding responsibility (authorizer/local district or charter school) for special education compliance and how funding is handled.
- Alaska law is not explicit on equal access to all funding streams generated (all operational local and state, categorical state and federal funding, and transportation funding).
- Alaska law does not allow the charter school direct access to funding for construction, leases, or major maintenance, but requires the charter to work through the authorizer/local district as do other schools in the district.
- Alaska law requires participation in the relevant retirement system.

# SAT Prep Companies: ‘Uncoachable’ SAT Good for Business

By Gabrielle Karol

Published March 06, 2014  
FOXBusiness

The College Board this week announced changes to the SAT, promising to make the college entrance exam more aligned with high school and college curricula – and less susceptible to coaching.

Starting in the spring of 2016, students taking the test will no longer be quizzed on arcane and esoteric vocabulary words (possibly including words like arcane and esoteric). Instead, the test will focus on more everyday words. And the essay will become optional for the first time since 2005, bringing the “perfect score” back down to 1,600.

College Board President David Coleman says the changes will make the SAT a less-coachable exam. But SAT prep companies say this is actually good news.

“We have a pretty direct comparison with the GMAT,” says Veritas Prep Director of Admissions Scott Shrum, referring to the entrance exam for business schools, which was revised in 2012. “Across the board ... we had a very busy time during the first half of 2012 with people who were very worried about the [new GMAT]. I would be shocked if it were any different for this.”

## **Tutors: Actually Good News for Business**

By aligning the test with Common Core standards and creating a less-coachable exam, the College Board says it will help level the playing field for students who don’t have the means to pay for expensive test prep. On the low end, test prep can cost hundreds of dollars; on the high end, companies like Veritas Prep can command upwards of \$7,000 for private tutoring.

Erin Billy, the owner of California-based company TestMagic, agrees that the SAT has favored students who can afford tutoring.

“We work with local organizations to offer reduced costs or free help to the students,” says Billy. His company’s prep courses can range from \$800 to \$2,200.

But while the new test promises to reduce the effectiveness of test prep, the SAT tutors say they are skeptical. Many believe that students will still benefit from extra (and expensive) help, regardless of the new changes.

“Adding more to the curriculum and more material to the test just means more course offerings for us,” says Billy. The new SAT will include a new emphasis on social studies, for instance, which both Bill and Shrum say is good news for tutors.

“One of the changes is that you will be tested on a finite number of documents, like the Bill of Rights and the speeches of Dr. Martin Luther King, Jr. This invites more opportunity for coaching,” says Shrum.

But another notable change, some say, calls the College Board’s bluff when it comes to coaching. The College Board also announced Wednesday that it will be partnering with online education startup Khan Academy to provide free digital test prep for the new exam.

“There is always going to be space for test prep,” says Daniel Kennedy, who runs a two-person tutoring business called Kennedy Test Prep in New York City. “The very fact that they’re working with the Khan Academy proves the validity of test prep.”

### **Does It All Come Down to Money?**

While Shrum and Billy applaud some of the changes that do away with the “gimmicks” of the SAT, Kennedy questions the true motives of the College Board.

“Changes are being made really to try and get back the market share they are losing to the ACT, which is easier,” says Kennedy. The ACT doesn’t have an essay and places a lighter emphasis on vocabulary; last year, the ACT was taken by more students than the SAT for the first time.

Shrum agrees that the College Board seems to be playing catch-up with the ACT.

“In at least eight states now, they are using the ACT as an exit exam for graduation. Nobody is using the SAT in this way. If they can drive demand and revenue ... it will be great for business,” says Shrum.



## Alaska Regional Training Centers (RTCs)

### Program and Facility Inventories

May 2012





ALASKA DEPARTMENT OF LABOR  
& WORKFORCE DEVELOPMENT

## Alaska Regional Training Centers (RTCs) Program and Facility Inventories

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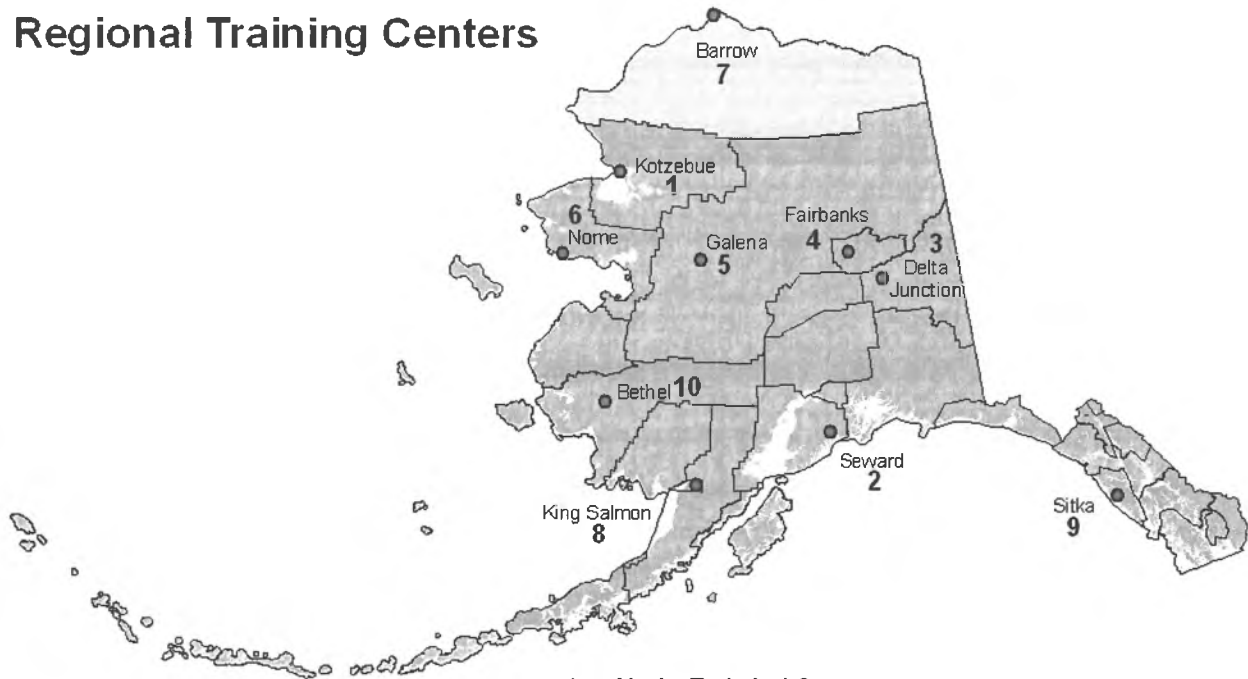
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## Alaska Regional Training Centers Program and Facility Inventories

### Purpose:

This booklet has been prepared by the Alaska Department of Labor and Workforce Development, Alaska Workforce Investment Board (AWIB), staff to provide the reader with information on each of Alaska's Regional Training Centers (RTCs). This includes a detailed list by institution of the facilities available and the courses, programs or sessions offered. Listed below is the map of where each institution is located throughout Alaska.

### Regional Training Centers



- (1) Alaska Technical Center
- (2) AVTEC
- (3) Delta Career Advancement Center
- (4) Fairbanks Pipeline Training Center
- (5) Galena Interior Learning Academy
- (6) NACTEC - Northwestern Alaska Career and Technical Center
- (7) North Slope Training and Education Cooperative
- (8) SAVEC - Southwest Alaska Vocational Education Center
- (9) SE Alaska Career Center  
UA Workforce Programs
- (10) Yuu't Eliitnaurviat - Peoples Learning Center

Source: DOLWD/Division of Business Partnerships  
Prepared by DOLWD/Research and Analysis Section  
Rev 5/2010

## Alaska Regional Training Centers (RTCs)

### RTC Mission:

The mission of Alaska's Regional Training Centers (RTCs) is to collaborate to leverage partnerships and resources to provide coordinated workforce development, education, and training in conjunction with local, statewide and federal partners to prepare its citizens to enter into the Alaskan Workforce.

### Definition:

Alaska's Regional Training Centers (RTC's) are public or non-profit centers created through partnerships. They were created by partners whose mission is development and educational activities linked to employment opportunities in Alaska. RTC's provide coordinated workforce development, education, and training in conjunction with local, statewide and federal partners to prepare its citizens to enter into the Alaskan Workforce.

Characteristics of RTC's include:

- Regional and state partnerships include the following organizations:
  - Industry
  - Alaska Native, regional and community organizations
  - Economic development entities
  - Local boroughs, city, state, federal and tribal governments
  - Registered Apprenticeships (union and non-union)
  - K-12 school districts
  - Accredited college and university educational institutions
  - Alaska Department of Labor and Workforce Development One-Stop Career Centers
  - AWIB Regional Advisory Councils (RAC's)
- Career pathway articulation from K-12 to post-secondary education, training, including tech prep and registered apprenticeships.
- Assist participants' transition from K-12 to careers and use a variety of tools such as Career Plans, Career Pathways, WorkKeys, etc.
- Assist participants with recertification courses.
- Incorporate career and technical education standard-based curriculum, certification and credentials.
- Use industry-based standards to prepare youth and adults for the Alaskan Workforce.
- Governed by a regional or state board.

# Alaska Regional Training Center Program and Facility Inventory

RTC Name: Alaska Technical Center  
 RTC Website: www.nwarctic.org/atc

**RTC Contact Information**

Name: Cheryl Edenshaw  
 Title: Director  
 Address: P.O. Box 51, Kotzebue, AK 99752  
 Phone: 907-442-3733  
 Email:

Affiliation:  Independent  Part of District  Non-Profit  
 Other (explain) \_\_\_\_\_

➤ **List members of your "governing board" with organizations:**

Sandy Shroyer-Beaver, President	Helena Jones, Member
Paula Mills, Vice-President	Daisy Lambert, Member
Margaret Hansen, Treasurer	Brad Reich, Member
Patricia Thomas, Secretary	Tillie M. Ticket, Member
David Miller, Parliamentarian	Angela Washington, Member
	Robert Wells, Member

➤ **Historical Background:**

On the north shore of Kotzebue sits the 23,000 square foot modern main facility, which houses the administrative offices, classrooms and learning resource center. In 1981 the Alaska Technical Center was constructed as an adult vocational/technical training school designed specifically to meet the demands of rural Alaskans. Although ATC is a small school, it is a highly effective training center. ATC continues to provide four nine-month courses, employer-designed short courses and adult basic education/GED. The Alaska Technical Center is part of a statewide vocational training system, working together with industry and state agencies to provide a comprehensive and unified response to Alaska's training needs.

➤ **Mission Statement:**

To graduate students with the skills and confidence to be good citizens.

➤ **Vision Statement:**

To provide access to the best vocational/ technical training in Alaska, to form a partnership with customers which addresses their needs and the needs of students, and to create an environment which promotes commitment to education, careers, and life.

➤ **Facilities:**

<b>Classroom/Shop/Dorm/Conference Rooms</b>	<b>Capacity</b>	<b>Equipment</b>
Dormitory	40	20 rooms: Two beds, desks, chairs, wardrobe closets per room for a total of 40; Laundry: 4 washers and 4 dryers; Large recreation room: four couches, two pool tables, foosball table, ping pong table, two televisions, VCR/DVD player, and a radio.
Cafeteria	50	Commercially equipped
Conference/Training Room	50	Tables and chairs for 50 person capacity, projection and visual aid materials + Smart board
Classroom/ Office Occupations	12	Computer Lab with 12 stations, printer, Internet, & all office equipment required and materials

		required for instruction + Smart board
Classroom/ Clinical Lab PCA / CNA	15	Medical practice CPR mannequins, EMT equipment, 2 hospital beds, all required materials, equipment , and visual aids, to instruct class + Smart board
Classroom/Millwright	15	Classroom with tables and chairs + Smart board;
Process Technology Lab	10	Millwright machine lab space with milling, boring, and turning machinery with air handling, conveyer belt equipment, hand tools; Core Driller lab space with LF50 Core Drilling machine with all accessories
Classroom Area in Construction Shop	15	Desks, white board, with visual aide capability
Classroom	15	Tables, chairs, Smart Board, white board and all materials needed for instruction
Construction shop three areas	15	Carpentry, Plumbing Electrical, hand tools, table saws, power miters, planners, dry wall tools, welding and cutting tools to demonstrate all facets of construction.

Testing Room	6	Computers and monitoring equipment, printer, Internet
Flight Simulator Lab / Chukchi Campus Partner	3	Simulator, computer and software support

➤ Courses, programs, sessions offered during July 1, 2010 - June 30, 2011:

Program/Course/Session	Credential / Degree	# of Students Served	Tied to Apprenticeship
OFFICE OCCUPATIONS Administrative Assistant 32 Week Course 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Practicum
OFFICE OCCUPATIONS Accounting Clerk 32 Week Course 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Practicum
OFFICE OCCUPATIONS Clerk/Receptionist 14 Week Course 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Practicum
OFFICE OCCUPATIONS Workplace Computer Skills 14 Week Course 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Practicum
OFFICE OCCUPATIONS Accounting Skills 14 Week Course 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Practicum

<b>Program/Course/Session</b>	<b>Credential / Degree</b>	<b># of Students Served</b>	<b>Tied to Apprenticeship</b>
INDUSTRIAL MINE TECHNOLOGY NCCER Core 2 Week Course 2 Sessions	NCCER Certification, ATC Certificate	14	Prerequisite for all NCCER Modules
INDUSTRIAL MINE TECHNOLOGY Millwright Level 1 2 Week Course 2 Sessions	NCCER Certification ATC Certificate	14	Practicum
INDUSTRIAL MINE TECHNOLOGY Millwright Level 2 4 Week Course 2 Sessions	NCCER Certification ATC Certificate	14	Practicum
INDUSTRIAL MINE TECHNOLOGY Millwright Level 3 4.5 Week Course 2 Sessions	NCCER Certification ATC Certificate	14	Practicum
INDUSTRIAL MINE TECHNOLOGY Welding Level 1 2.5 Week Course 2 Sessions	ATC Certificate	14	Practicum
HEALTH OCCUPATIONS Personal Care Attendant 6 Week Course Spring Semester	State of Alaska PCA Certificate, ATC Certificate	6	Clinical Practicum
HEALTH OCCUPATIONS Certified Nurse's Assistant 12 Week Course Spring Semester	State of Alaska Certified Nursing Assistant Certificate, ATC Certificate	10	Clinical Practicum

<b>Program/Course/Session</b>	<b>Credential / Degree</b>	<b># of Students Served</b>	<b>Tied to Apprenticeship</b>
HEALTH OCCUPATIONS Medical Terminology 12 Week Course 1 Session	ATC Certificate, UAF Credits	6	
HEALTH OCCUPATIONS Chemistry 14 Week Course 1 Session	ATC Certificate, UAF Credits	6	Lab
HEALTH OCCUPATIONS Anatomy & Physiology 1 12 Week Course 1 Session	ATC Certificate, UAF Credits	6	Lab
HEALTH OCCUPATIONS Anatomy & Physiology 2 14 Week Course 1 Session	ATC Certificate, UAF Credits	6	Lab
CONSTRUCTION TRADES TECHNOLOGY NCCER Core 2 Week Course 1 Session	NCCER Certification, ATC Certificate	17	Prerequisite for all NCCER Modules
CONSTRUCTION TRADES TECHNOLOGY Carpentry Level 1 4 Week Course 1 Session	NCCER Certification, ATC Certificate	17	Practicum
CONSTRUCTION TRADES TECHNOLOGY Carpentry Level 2 4 Week Course 1 Session	NCCER Certification, ATC Certificate	12	Practicum
CONSTRUCTION TRADES TECHNOLOGY Electrical Level 1 2.5 Week Course 1 Session	NCCER Certification, ATC Certificate	12	Practicum

<b>Program/Course/Session</b>	<b>Credential / Degree</b>	<b># of Students Served</b>	<b>Tied to Apprenticeship</b>
CONSTRUCTION TRADES TECHNOLOGY Plumbing Level 1 2 Week Course 1 Session	NCCER Certification, ATC Certificate	12	Practicum
Boilers/ Burners 2 Sessions	State of Alaska Certification, ATC Certificate	15	Short Course
Toyo Stove & Water Heaters 1 Session	ATC Certificate	10	Short Course
Driver's Training 5 Sessions	AK Driver's License	45	Short Course
Commercial Driver's License 1 Session	AK Commercial Driver's License	8	Short Course
Standard First Aid & CPR 2 Sessions	American Heart Association Certification, ATC Certificate	26	Short Course
HazWoper 40 hr 8hr Refresher 1 Session	Certification, ATC Certificate	15	Short Course
Water Treatment & Distribution 1 Session	AK State Certification, ATC Certificate	20	Short Course

Program/Course/Session	Credential / Degree	# of Students Served	Tied to Apprenticeship
Waste Water Treatment 1 Session	AK State Certification, ATC Certificate	20	Short Course
OSHA, MSHA 2 Sessions	OSHA, MSHA Certification, ATC Certification	95	Short Course
Excel Level 1 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Short Course
Summer Construction Academy 1 Session	ATC Certificate, NCCER Core Curriculum Certification	21	Short Course

➤ **Courses, programs, sessions offered during July 1, 2011 - June 30, 2012:**

Program/Course/Session	Credential / Degree	Expected # of Students	Tied to Apprenticeship
OFFICE OCCUPATIONS Administrative Assistant 32 Week Course (18 + Clerk Receptionist) 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Practicum
OFFICE OCCUPATIONS Accounting Clerk 32 Week Course (18 + Clerk Receptionist) 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Practicum

<b>Program/Course/Session</b>	<b>Credential / Degree</b>	<b>Expected # of Students</b>	<b>Tied to Apprenticeship</b>
OFFICE OCCUPATIONS Clerk/Receptionist 14 Week Course 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	15	Practicum
OFFICE OCCUPATIONS Workplace Computer Skills 14 Week Course 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Practicum
OFFICE OCCUPATIONS Accounting Skills 14 Week Course 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Practicum
INDUSTRIAL MINE TECHNOLOGY NCCER Core 2 Week Course 2 Sessions	NCCER Certification, ATC Certificate	15	Prerequisite for all NCCER Modules
INDUSTRIAL MINE TECHNOLOGY Millwright Level 1 2 Week Course 2 Sessions	NCCER Certification, ATC Certificate	15	Practicum
INDUSTRIAL MINE TECHNOLOGY Millwright Level 2 4 Week Course 2 Sessions	NCCER Certification, ATC Certificate	15	Practicum
INDUSTRIAL MINE TECHNOLOGY Millwright Level 3 4 Week Course 2 Sessions	NCCER Certification, ATC Certificate	15	Practicum

Program/Course/Session	Credential / Degree	Expected # of Students	Tied to Apprenticeship
INDUSTRIAL MINE TECHNOLOGY Welding Level 1 2.5 Week Course 2 Sessions	ATC Certificate	15	Practicum
HEALTH OCCUPATIONS Personal Care Attendant 6 Week Course 2 Sessions	State of Alaska PCA Certificate, ATC Certificate	6	Clinical Practicum
HEALTH OCCUPATIONS Certified Nurses Assistant 12 Week Course 2 Sessions	State of Alaska Certified Nursing Assistant Certificate, UAF Credits, ATC Certificate	20	Clinical Practicum
HEALTH OCCUPATIONS Medical Terminology 12 Week Course 2 Sessions	ATC Certificate, UAF Credits	10	
HEALTH OCCUPATIONS Chemistry 14 Week Course 2 Sessions	ATC Certificate, UAF Credits	5	Lab
HEALTH OCCUPATIONS Anatomy & Physiology 1 12 Week Course 2 Sessions	ATC Certificate, UAF Credits	5	Lab
HEALTH OCCUPATIONS Anatomy & Physiology 2 14 Week Course 2 Sessions	ATC Certificate, UAF Credits	5	Lab

Program/Course/Session	Credential / Degree	Expected # of Students	Tied to Apprenticeship
CONSTRUCTION TRADES TECHNOLOGY NCCER Core 2 Week Course 2 Sessions	NCCER Certification, ATC Certificate	30	Prerequisite for all NCCER Modules
CONSTRUCTION TRADES TECHNOLOGY Carpentry Level 1 4 Week Course 2 Session	NCCER Certification, ATC Certificate	30	Practicum
CONSTRUCTION TRADES TECHNOLOGY Carpentry Level 2 4 Week Course 2 Sessions	NCCER Certification, ATC Certificate	30	Practicum
CONSTRUCTION TRADES TECHNOLOGY Electrical Level 1 2 Week Course 2 Sessions	NCCER Certification, ATC Certificate	30	Practicum
CONSTRUCTION TRADES TECHNOLOGY Plumbing Level 1 2 Week Course 2 Sessions	NCCER Certification, ATC Certificate	30	Practicum
Boilers/Burners 1 Session	State of Alaska Certification, ATC Certificate	10	Short Course
Toyo Stove & Water Heaters 1 Session	ATC Certificate	10	Short Course
Driver's Training 3 Sessions	AK Driver's License	40	Short Course

Program/Course/Session	Credential / Degree	Expected # of Students	Tied to Apprenticeship
Commercial Drivers License 1 Session	AK Commercial Driver's License	10	Short Course
Standard First Aid & CPR 2 Sessions	American Heart Association Certification, ATC Certificate	25	Short Course
Emergency Trauma Technician 1 Sessions	AK State Certification, ATC Certificate	15	Short Course
HazWoper 40 hr 8hr Refresher 2 Sessions	Certification, ATC Certificate	30	Short Course
Water Treatment & Distribution 1 Session	AK State Certification, ATC Certificate	15	Short Course
Waste Water Treatment 1 Session	AK State Certification, ATC Certificate	15	Short Course
OSHA, MSHA 2 Session	OSHA, MSHA Certification, ATC Certification	25	Short Course
Summer Construction Academy 1 Session	ATC Certificate, NCCER Core Curriculum Certification	20	Short Course

Program/Course/Session	Credential / Degree	Expected # of Students	Tied to Apprenticeship
Excel Level 1 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	15	Short Course
Excel Level 2 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	15	Short Course
Excel Level 1 Intensive 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	10	Short Course
Word Level 1 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Short Course
Word Level 2 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Short Course
Word Level 1 Intensive 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	10	Short Course

Program/Course/Session	Credential / Degree	Expected # of Students	Tied to Apprenticeship
Word Level 2 Intensive 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	10	Short Course
Excel Level 2 Intensive 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	10	Short Course
QuickBooks Intensive 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	10	Short Course
QuickBooks 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	10	Short Course
Access Level 1 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Short Course
Access Level 2 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Short Course

Program/Course/Session	Credential / Degree	Expected # of Students	Tied to Apprenticeship
Access Level 1 Intensive 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	10	Short Course
Access Level 2 Intensive 1 Session	ATC Certificate, Microsoft Certification, UAF Credits, optional	10	Short Course
PowerPoint 2 Sessions	ATC Certificate, Microsoft Certification, UAF Credits, optional	6	Short Course

➤ **Describe the process used in selecting training, courses, and curriculum:**

Local regional organizations are surveyed to establish employment needs. ATC also uses NANA's survey results for training and educational needs for shareholders in and out of region. Training programs are developed in response to market demand and curriculum is based on industry standards, such as the National Center for Construction Education Research, Microsoft Certification, IC<sup>3</sup>, and State of Alaska PCA and CNA Certification, as well as alignment with University of Fairbanks courses.

➤ **Describe the student recruitment process:**

The ATC Recruiter provides information to all high schools in the region and their counselors and other regions upon request. The ATC recruiter travels throughout the region to meet with high school students, adults, parents, and community leaders to not only provide information about the ATC training opportunities, but also obtain training needs of each community. ATC training opportunities are also provided at career fairs, local media - KOTZ Radio

Station, GCI television scanner, posters at all public places and local Job Service. The ATC recruiter outreach also includes contacts through the website and our toll-free phone number. ATC also has articles about student activities published in the Arctic Sounder newspaper. ATC has also developed a “business partnership” with regional employers who assist ATC with recruitment during community visits with the Northwest Arctic Borough.

- **Describe the process of determining the success of the program and how data is attained:**

ATC measures success by graduate completion and placement into the work force on an annual basis. Data is also obtained from employers, when ATC is contacted as a reference for ATC graduates.

- **Does each participant use an individual learning plan or career pathway?**  
\_\_\_\_\_ Yes  No (ATC works closely with funding agencies that may acquire their own individual learning plans for their clients.)

- **Describe the role the DOLWD One-Stop-Centers have with your RTC:**

ATC works with the local Job Center in Kotzebue on a regular basis. As part of the employability process, students enroll in the State of Alaska’s ALEXSYS. ATC students are able to participate in the Career Readiness 101 class. We also refer applicants to the Job Center to access and apply for funding to cover training costs.

**Other:**

# Alaska Regional Training Center Program and Facility Inventory

RTC Name: AVTEC - Alaska's Institute of Technology

RTC Website: www.avtec.edu

## RTC Contact Information

Name: Fred Esposito

Title: Director

Address: PO Box 889 Seward, AK 99664

Phone: 907-224-6150

Email: [fred.esposito@avtec.edu](mailto:fred.esposito@avtec.edu)

Affiliation:  Independent     Part of District     Non-Profit  
 Other (explain)    ADLWD

➤ **List members of your "advisory and governing board".**

<b>John V. Crews - Chair</b> , Holland America-Princess Tours	<b>Rosalie Kairaiuak</b> , Shareholder Records Manager, Calista Corporation
<b>Shawn Aspelund, Training Specialist Organization Capability, B.P</b>	<b>Lloyd Kompkoff</b> , Vice President Board of Directors, Chenega Corporation
<b>Louis Bencardino</b> , Alaska Railroad	<b>Dave Matthews</b> , V.P. & Alaska Area Manager, Price Gregory International, Inc.
<b>Martin Cary</b> , Vice President, Broadband Services, GCI Business Development	<b>Richard Swoboda</b> , Facilities Maintenance Superintendent, State of Alaska, DOTPF
<b>Dana Cruz</b> , Vice President, Cruz Construction, Inc.	<b>Desiree Walsh</b> , Human Resources, CH2M Hill Alaska
<b>Charlie Deer</b> , Industry Representative	<b>Captain Bob Winter</b> , State of Alaska Marine Pilot, Retired U.S. Coast Guard Officer
<b>Susan Denison</b> , Human Resources Umbrella, LLC.	<b>Carol Wren, Director</b> , Employment and Training Services, Cook Inlet Tribal Council
<b>Willard Dunham</b> , City of Seward Representative	<b>AWIB Board</b> <b>Jeff Selvey</b> , Executive Director <b>Jim L. Lynch</b> , Chair

➤ **Historical Background:**

AVTEC is Alaska's oldest and largest institute for skills training in a wide variety of industrial and technological fields. AVTEC is a division of the Alaska Department of Labor and Workforce Development and is approved by the Alaska Commission on Post Secondary Education.

➤ **Mission Statement:**

AVTEC is a postsecondary vocational and technical training center. Our mission is to train a diverse and effective workforce that supports the economic growth and stability of our state.

➤ **Vision Statement:**

AVTEC is Alaska's Preferred technical training center, recognized for its student-centered environment and training excellence. Through creative and collaborative partnerships, AVTEC is the state's most responsive leader in strengthening business and industry by building the highest quality workforce. AVTEC is the model for best practices in teaching and learning in postsecondary education and vocational training in Alaska.

➤ **Facilities:**

Classroom/Shop/Dorm/Conference Rooms	Capacity	Equipment
Dormitories	148 Dorms	2 beds, desk, chairs 4 washer, 4 dryers, wardrobe closet per room, recreation room with pool table and tv.
First Lake Facility	61	3 classrooms, table, chairs computer lab, business office.

Family Housing	17 Apartments	Beds, tv, kitchen equipment.
Applied Technologies Dept. Shop	62	3 classrooms, desk, chairs, WELDING AREAS 42, assorted welding machines 20, assorted Oxy-Fuel welding cutting units 3, Plasma cutters 3, metal shear/bending machines 24, metal welding booths 10, portable welding screens  HEAVY DIESEL TRUCK AREAS 3 drive on lifts 4 overhead cranes 2 hydraulic presses Numerous hydraulic push-pull units and attachments 2 class 8 trucks (semis) 1 road grader 2 back hoes 2 small crawler/dozers 1 boom truck 1 S160 Bobcat trainer
Culinary Building	17	2 Kitchens, commercial equipment
Connected Education	30	Computer lab, desk chairs
Cafeteria	60	Commercial Equipment

Maritime Training Facility	75	Simulator, class rooms, desk, chairs, and computers.
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➤ **Courses, programs, sessions offered during July 1, 2010 - June 30, 2011:**

<b>Course/program/session</b>	<b>Credential Degree</b>	<b># of Students Served</b>	<b>Tied to Apprenticeship</b>
Automotive Technology	Certificate	10	
Medical Coding & Billing	Certificate	3	
Business & Office Technology	Certificate	31	
Certified Nurse Assistance	SOA Certified Nurse Asst.	99	
Combination Welding	Certificate	12	
Diesel Heavy Equipment	Certificate	20	
Facility Maintenance Construction	Certificate	11	
Industrial Electricity	Certificate	28	
Information Technology	Certificate	17	
Licensed Practical Nurse	Certificate LPN	18	
Master Mate 200 Gross Ton	Certificate	4	
Pipe Welding	Certificate	3	
Plumbing & Heating	Certificate	15	
Power Plant Operator	Certificate	19	

Professional Cooking & Baking	Certificate	25	
QMED	Certificate	7	
Structural Welding	Certificate	11	
<b>Total</b>		<b>335</b>	

➤ **Courses, programs, sessions offered during July 1, 2011 – June 30, 2012:**

Course/program/session	Credential Degree	Expected # of Students	Tied to Apprenticeship
Advanced Power Plant	Certificate	5	
Medical Coding & Billing	Certificate	36	
Bulk Fuel	Certificate	31	
Business & Office Technology	Certificate	31	
Certified Nurse Assistance	SOA Certified Nurse Asst	94	
Combination Welding	Certificate	26	
Diesel Heavy Equipment	Certificate	27	
Facility Maintenance Construction	Certificate	10	
Industrial Electricity	Certificate	26	
Information Technology	Certificate	16	
Licensed Practice Nurse	Certificate LPN	20	
Master Mate 200 Gross Tons	Certificate	3	
Plumbing & Heating	Certificate	11	

Power Plant Operator	Certificate	12	
Professional Cooking & Baking	Certificate	28	
QMED	Certificate	5	
Village Internet Agent	Certificate	10	
<b>Total:</b>		<b>391</b>	

Tied to Apprenticeship:

\*Related Studies Program

For more information please go to [www.avtec.edu](http://www.avtec.edu) under training programs.

➤ **Describe the process used in selecting training, courses, and curriculum:**

Training programs are determined primarily by Alaska workforce development trends, industry requests. Curriculum development decisions are made in partnership with the instructor and advisory committee. In some cases it may be determined to use commercially available curriculum, AVTEC developed curriculum, or a combination of the two.

➤ **Describe the student recruitment process:**

Catalogs are produced and sent to communities, Job Centers, and schools throughout the state. AVTEC staff attends job fairs and visit high schools. Some print ads and radio announcements are used on a limited basis. Mass mail out to all Alaska 17-18 year olds has been done for the past few years using information from the PFD database.

➤ **Describe the process of determining the success of the program and how data is attained:**

Primary indicators are graduation rate and training related employment. AVTEC also does student employer surveys.

- **Does each participant use an individual learning plan or career pathway?**  
\_\_\_\_\_ Yes  No (ATC works closely with funding agencies that may acquire their own individual learning plans for their clients.)

- **Describe the role the DOLWD One-Stop-Centers have with your RTC:**

Job Centers have catalogs and information about AVTEC. We work closely with all Job Centers in assisting Job Centers arrange funding and training. Most Job Centers proctor our entry test called the TABE test for incoming students.

**Alaska Regional Training Center  
Program and Facility Inventory**

**RTC Name:** Partners for Progress in Delta, Inc. / Delta Career Advancement Center

**RTC Website:** [www.partnersforprorogressindelta.org](http://www.partnersforprorogressindelta.org)

**RTC Contact Information**

**Name:** Karen Cedzo  
**Title:** Partner Coordination and Program Development  
**Address:** PO Box 956  
**Phone:** 907-895-5040/907-895-4605  
**Email:** [karen.cedzo@gmail.com](mailto:karen.cedzo@gmail.com)

**Affiliation:**  Independent     Part of District     Non-Profit  
 Other (explain) \_\_\_\_\_

➤ **List members of your “governing board” with organizations:**

Mary Leith, <i>President</i> Mayor of Delta Junction	Randy Cheap, <i>Vice President and Secretary</i> Fairbanks Manager, Alaska Works Partnership
Jon Dufendach, <i>Treasurer</i> President of CampWater Industries	Fred Schlutt, <i>Director</i> Vice Provost for Extension and Outreach Cooperative Extension Service Director
Eric Stewart, <i>Director</i> President, Copper Current Electric	Susan Whitener, <i>Director</i> Dean, University of Alaska Fairbanks Community and Technical College
Duncan Ware, <i>Director</i> Delta/Greely School District Superintendent	

➤ **Historical Background**

Partners for Progress in Delta evolved since 2003 as a result of the US Department of Defense’s identification of the lack of a skilled workforce in Delta Junction as it was gearing up to reactivate Fort Greely for use as a Missile Defense site installation. The Delta/Greely School District brought educational and training partners together to explore ways to work together to kick off a Construction Trades program in the high school and offer more career advancement and training opportunities to youth and adults in the area to make them competitive for emerging jobs. The commitment of the founding partners led to an ambitious effort to raise private, federal and state funds to construct a building to house a

Construction Trades program and other vocational programs such as welding and a computer lab and a classroom. Funding came from the Rasmuson Foundation, the major Missile Defense contractors, Denali Commission, school district and many private individuals and businesses who supported the concept. The building opened in January 2005 and we held our first summer academy in June 2006. Partner commitment continued and the founding partners agreed to incorporate as a 501c 3 nonprofit to meet the goal of building a skilled workforce in the region. In 2008 we were named in HB2 creating the Regional Training Centers.

➤ **Mission Statement:**

Partners for Progress in Delta, Inc., (PPD), an educational consortium located in Delta Junction, serves as a gateway for learning and training in Alaska, providing the state with a long-term asset for developing and maintaining Alaska's workforce.

➤ **Vision Statement:**

Greater Delta and Interior residents (high school students and adults) are competitive for current and emerging workforce and career advancement opportunities in Alaska's Interior region and elsewhere because the Partners for Progress in Delta, Inc. delivers quality custom technical and career pathway programs to increase and support Alaska's skilled workforce.

➤ **Facilities:**

Classroom/Shop/Dorm/Conference Rooms	Capacity	Equipment
Classroom	25	Instructor wireless projection system station, video conferencing capacity
Lab	20	Instructor wireless projection system station, 20 Computers, video conferencing capacity
Shop		7,000 square-foot shop space with a six-inch radiant heated concrete slab, 10 portable welding stations, a safety training zone for fall protection, a smart board and projection capability, 28,000-gallon

		underground fire suppression water tank, 18' x 36' overhead doors, 18' x 16' side overhead door, overhead hoist with a one-ton rating, 140' x 24' outdoor covered storage and a 140' x 80' outdoor fenced storage yard, and stand-alone water and septic systems.
Bunkhouse (completion date May 2012) to be located next to the Delta Career Advancement Career Center on North Clearwater Road.	Six-person	State-funded, student-built, heated bunkhouse (no water) is being constructed by high school Construction Trades students.

➤ **Courses, programs, sessions offered during July 1, 2010 – June 30, 2011:**

<b>Course/program/session</b>	<b>Credential Degree</b>	<b># of Students Served</b>	<b>Tied to Apprenticeship</b>
Construction Trades at the high school level Arctic Engineering at the graduate level Birds of Alaska Certified Nurse Aide CIOS F255 Microcomputer Graphics: Photoshop CS CITS F203 Information Technology Support Fundamentals Cold Climate Housing Workshop (CES) COMM A111 Fundamentals of Oral Communication CPR/First Aid/AED Customized QuickBooks to meet business community needs Drinking Water for Emergencies EMT II Forklift Operator Heavy Equipment Operator Academy Holiday Baking Natural Resources Management			

Private Pilot Ground School Solar Energy Workshop (CES) Welding I and II CDL Training—Prep Course for the state exam CDL Training for Farmers (CES)			
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➤ Courses, programs, sessions offered during July 1, 2011 – June 30, 2012:

Course/program/session	Credential Degree	Expected # of Students	Tied to Apprenticeship
<p>Accuplacer Testing            Pre-Algebra            CCNA            Fundamentals of Oral Communication            CDE MATH F161            CDE MATH F050            CDE MATH F060            Fundamentals of Oral Communication            Non-Profit Sustainability Workshop            Elementary Russian 1A            Digital Photography            Beginning Computers            Microsoft Word            Microsoft Excel            Bush Physics            CDE Math Exam            CDE Oceans Exam            DEC Exam 1            DEC Exam 2            CDE Health Exam            CDE Biology Exam            UAS CCNA Exam            CDE History Exam            Accuplacer Math/English Exam</p>	<p>UAF CTC classes being offered range from certificates and CEUs to one-to-three credits toward a degree.</p>	<p>We aim for 10 in each class with some classes running less and a few closer to 12-15 students.</p>	<p>The June Academy in Heavy Equipment Operator leads to certifications in forklift operation, Occupational Safety and Health Administration (OSHA) certificates in safety, certificate in CPR/First Aid and Automated External Defibrillator (AED) certification.</p>
<p>June Academy in Heavy Equipment Operator</p>		<p>12</p>	<p>Many of our participants go on to apprenticeships in the Trades.</p>

<p><b>The class line up for the Spring 2012 semester includes the following classes:</b></p> <p>Birds of Alaska  Certified Nurse Aide  Elementary Algebra  Computer Business Applications:  Word I and II  Computer Business Applications:  Excel I and II  Computer Business Applications:  PowerPoint  Digital Photography Photo  Processing  Elementary Russian  Fundamentals of Oral  Communication  Information Technology Support  Fundamentals Job  Readiness Skills Preparatory  College English  Weatherization Academy  Heavy Equipment Operator  Intensive Summer Academy</p>	<p>The June Academy  in Heavy  Equipment  Operator leads to  certifications in  forklift operation,  Occupational  Safety and Health  Administration  (OSHA) certificates  in safety, certificate  in First Aid and  Automated  External  Defibrillator  (AED) certification</p>	<p>10  10</p>	
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➤ **Describe the process used in selecting training, courses, and curriculum:**

Our partner UAF Community and Technical College (CTC) does routine surveys to measure regional demand for courses. In addition, we can test interest in or meet the stated need for a class through special topics classes offered through CTC. UAF CTC has made it possible to deliver classes to meet area residents preferred time blocks (outside the typical 15-week academic semester). Partners for Progress in Delta, Inc. organizes an annual Industry Roundtable to gauge area industry needs and priorities. The board regularly assesses opportunities for new courses or workshops, and, as such, is responsive to the community. We have continued the summer intensive three-week academies because of annual demand. Heavy Equipment Operator and Welding continue to be popular. At the K-12 level 8<sup>th</sup> Graders are regular visitors to the high school Construction Trades classes to become aware of vocational career options.

➤ **Describe the student recruitment process:**

UAF CTC advertises its semester line up of classes in the Delta Wind. In addition, UAF CTC has flyers and mailers to let the residents know what classes will be available each semester and throughout the year. UAF CTC also includes the Delta Career Advancement Center in its catalog of all classes. Summer academies are advertised more broadly in the region through publications in Tok and Glennallen, with special outreach to school districts

and Tanana Chiefs Conference with assistance from Alaska Works Partnership.

➤ **Describe the process of determining the success of the program and how data is attained:**

Enrollment is the primary determinant of demand. Generally, UAF CTC classes require a minimum of six students. Our academies are limited to a maximum of 10-to-12 for Heavy Equipment and for Welding to ensure there is hands-on training on real equipment. We also contract with the Alaska Funding Exchange to survey our students to assess the value of classes and whether the student was helped in his/her job or was able to qualify for a job or

advancement in position.

➤ **Does each participant use an individual learning plan or career pathway?**

\_\_\_\_\_ Yes  No)

Underway at the Delta/Greely School District

➤ **Describe the role the DOLWD One-Stop-Centers have with your RTC:**

There is no Job Center in Delta any longer, but we have had good response from the Fairbanks office when needed.

**Other:**

Of special interest is the development of an emergency water technician state certificate program combining the inventiveness of one of our board members, cooperation from UAF Community and Technical College and the Alaska State Department of Environmental Conservation. This 16-hour and proposed 80-hour course can lead to trained water technicians around the state that can be of real assistance during times of natural or man-made emergencies that cause the absence of clean water for drinking.

# Alaska Regional Training Center Program and Facility Inventory

RTCName: *Fairbanks Pipeline Training Center*  
*Alaska Works Partnership*



RTC Website:  
[www.alaskaworks.org](http://www.alaskaworks.org)

RTC Contact Information: Randy

Cheap, Field Representative

Alaska Works Partnership  
PO Box 74313, Fairbanks, AK 99707  
Ph 907-457-2597  
[rcheap@alaskaworks.org](mailto:rcheap@alaskaworks.org)

Alaska Regional Training Center  
Program and Facility Inventory

RTC Name: Fairbanks Pipeline Training Center/Alaska Works Partnership

RTC Website: [www.alaskaworks.org](http://www.alaskaworks.org)

RTC Contact Information:

Randy Cheap  
Alaska Works Partnership  
PO Box 74313, Fairbanks, AK 99707  
Ph 907-457-2597  
[rcheap@alaskaworks.org](mailto:rcheap@alaskaworks.org)

)- List members of your "governing board:"

Name/Affiliation	Name/Affiliation
Bret Helms, Fairbanks Plumbers & Pipefitters JATC	Jay Quakenbush, IBEWL.U.1547
Chris Gregg, Alaska Painters & Allied Trades L.U.1959	Ron McPheeters, Alaska Laborers L.U. 341
John Palmatier, Alaska Regional Council of Carpenters	John Garrett, Alaska Sheetmetal Workers L.U.23
Kevin Hanley, Alaska Piledrivers & DiversJATC	Ken Peltier, Alaska Operating Engineers Employer Training Trust
Gary Dixon, Alaska Teamsters L.U. 959	

)- List member of your staff:(Fairbanks Staff)

Name/Position	Name/Position
Randy Cheap, Field Representative	Tom Borce, Health & Safety Instructor
Nelle Andrews, Manager, Apprentice Outreach	Lynne Hutchison, Reception/Secretary
Allison Foley, Apprentice Career Guide and Case Manger	Tiffany Caudle, Program Assistant & Case Manager
Wade Stark, Trades Instructor	

)- Mission Statement:

Develop relationships of good faith on behalf of trade unions, joint-administered apprenticeship programs, industry associations, employers, educators,
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government and interested parties through outreach and job training programs that increase the number of Alaska residents in trade apprenticeship programs leading to careers in construction and increase Alaska hire in the construction industry.

);- **Vision Statement:**

**Build Alaska One Community at a Time.**

);- **Facilities:**

<b>Classroom/Shop/Dorm/Conference Rooms</b>	<b>Capacity</b>	<b>Equipment</b>
Shop A	3,166 sq. ft.	Stations for Trade Tools open floor
ShopB	4,696 sq. ft.	Table saw, power tools, forklift, hand tools, mock-up stations
ShopC	5,500 sq. ft.	Under development for welding
Classroom1	792 sq. ft.	Interactive whiteboard, trainee stations
Classroom4	930 sq. ft.	Interactive whiteboard, misc. health and safety equipment
Training Yard	52 acre	Heavy equipment for building pipelines & roads
Welding Shop	6,400 sq. ft	18 welding stations 2 classrooms
Mechanical Shop	3,000 sq. ft.	Overhead crane/welding equipment/heavy equipment mechanic tools
Truck Barn	3,000 sq. ft.	Classroom and offices/ shop

)- Courses, programs, sessions offered during the year:

Course/program/session	Credential - Degree	Expected #of students	Tied to Apprenticeship
NSTC	NSTC certified	250	Yes
1staid/CPR	Red Cross Certified	150	Yes
OSHA 10	OSHA certified	250	Yes
Confined Space/Fall Protection/Hazwopper/Respiratory Protection/Hazard Communication/	OSHA Certified	100	Yes
Lead Certified Renovator	EPA Certified	200	
Weatherization Tech	Certificate of Completion	100	Yes
Fairbanks Construction Academy; Basic Skills Carpentry, Electrical, Plumbing, Welding, Weatherization	Certificate of Completion	100	Yes
Various Apprenticeship Courses	Qualified by National Training Programs	Varied	Yes
Arctic Pipeline Construction	Qualified by National Training Programs	85-130	Yes

)- Describe the process used in selection training courses, and curriculum:

Courses selected on the basis of construction industry and employer needs  
 All course based upon and meet industry standards, government agencies (e.g. OSHA, Red Cross , USDOL National Apprenticeship standards.

)- Describe the student recruitment process:

Students are selected by user groups or by application for open programs.  
Recruitment is regional and statewide depending upon training event. Outreach

includes multi-media methods, connects Local Job Centers, Village Administrators, Alaska Native employment and training entities, contacts through website and toll-free phone numbers. All trainees complete applications providing required data, resumes, work experience, referrals.

}> **Describe the process of determining the success of the program and how data is attained:**

Evaluations are filled out by participants to gauge customer satisfaction and by instructors about class participation. Attendance is recorded and competencies gained are assessed prior to certification. All individuals trained provide identifier information used by the ADOLWD Research and Analysis Section for reporting program performance outcomes to state and federal grant agencies. Primary indicators are completion of training, employment as a result of training, employment in a construction occupation, and gains in income by measuring pre and post training earnings. Employer satisfaction surveys are also used.

}> **Does each participant use an individual learning plan or career pathway?**

Yes     No

Individuals served by public training funds requiring individual employment or learning plans occur from time to time. Case managers provide math and literacy testing to evaluate the need for math and technical reading refreshers or education by another approved source.

}> **Describe the role the DOLWD One Stop Centers have with your RTC:**

DOLWD has a direct role in recruitment for our Fairbanks Construction Academies (FCA) by providing space for orientations and proctoring the key train assessment required for a completed application. They serve on our local advisory board for the FCA They provide supportive services to many participants attending other training events. Apprentices are provided employment and support services through Job Centers on an individual needs basis with co-case management by Job Center staff and AWP case managers.

RTC Inventory

RTC Name: Galena Interior Learning Academy [GILA]

RTC Website: www.galenaalaska.org

If the information requested below is in a catalogue or website, please forward this information instead of completing this inventory.

➤ RTC Contact Information:

(Name of person, position, address, email address)  
**Isabella Apfelbeck, Special Programs Coordinator;**  
 PO Box 359, Galena, Alaska 99741; 1-907-656-1205 x 121;  
 isabella.apfebeck@galenanet.com

➤ List members of your "governing board:" **GCSD School Board of Education**

Name/Affiliation	Name/Affiliation
Ed Pitka, President	
Kim Kopp	
Susie Sam	
Shanda Huntington	
Shawn Bjorgen	

➤ List member of your "advisory board:"

Name/Affiliation	Name/Affiliation
Same as governing board	

➤ List member of your staff:

Name/Position	Name/Position
No staff: Special Programs Coordinator works alone	

➤ Mission Statement:

See website

➤ Vision Statement:

See website

➤ Facilities:

Classroom/Shop/Dorm/Conference Rooms	Capacity	Equipment
Iditarod Dorm- 16 suites-36 single rooms	52	Ranges/refrigerators/microwaves/ two conference rooms/ two laundry rooms/ workout room with equipment
Autoshop	12	Classroom, workshop 60x80'; variety of equipment; vehicle hoist; tire machine, wheel balancer; brake lathe; scan tool; hydraulic press
Classrooms available in numerous buildings throughout GILA campus	varies	Standard classroom equipment
Hanger -	8-12	Frasca 420 FAA approved flight simulator
2 flight training airplanes		Cessna 150 and a Cessna 172 - both with dual controls
New Multi-purpose shop 6500ft	10 welding stations  Multi-purpose wood shop	8x 250 amp ACDC welders; 2x plasma cutters; 4x TIG welders; 1 iron worker; 4x 110V wire feed welders; 3x 220V wire feed welders  Table saw; band saw; drill press; scroll saws; routers; joiners; lathe; planers; jig saws; radial arm saws
Cosmetology Salon 1500 ft <sup>2</sup>	12	reception area, clinic, classroom, dispensary, facial, manicure and pedicure stations, coatroom and office. There are 6 single stations and 6 double stations equipped with electrical outlets, mirrors, wet sanitizer, storage cabinet and hydraulic styling chairs
Two Seasons Dining Hall	Varies	A working dining hall that provides up to 250 meals per sitting. All required equipment

Courses, programs, sessions offered during the year:

Course/program/session	Dates Offered	Teacher's Name	Credential/Degree	Expected # of students	Tied to Apprenticeship
Cosmetology	Ongoing	Jenna Lee	Hairdresser: 1650 hours course: SOA licensing requirements	Various: 3 post secondary : 15 high school	No
Aircraft Dispatcher	2011	FAA approved dispatchers	FAA Dispatcher Course 212 hours course prescribed by FAA	8 grantee	No
Private Pilots License and Instrument Rating Ground School	Fall	Josh Kaufield or Joe Erickson if more adult students	FAA approved certification PPL, Instrument Rating Ground School	Depends: both high school and adults	

- Describe the process used in selecting training, courses, and curriculum:

Request from industry or community for training

- Describe the student recruitment process:

Industry/community selects students to be trained subject to final approval from GILA.

High school student and industry based

- Describe the process of determining the success of the program and how data is attained:

Follow up information received from industry/community and/or DOLWD.

- Does each participant use an individual learning plan or career pathway? Starting to implement in high school Yes \_\_\_ No \_\_\_

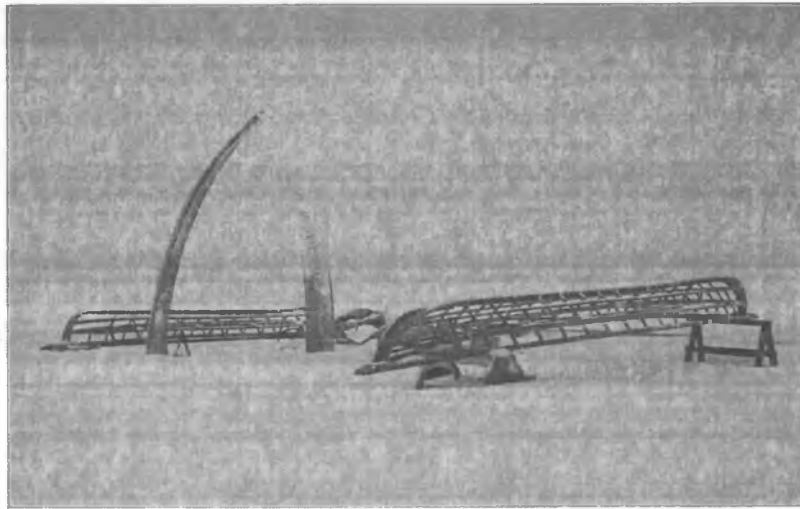
If yes, attach a sample of the plan:

➤ Describe the role the DOLWD One Stop Centers have with your RTC:

No One Stop Centers located in Galena.

# Alaska Regional Training Center Program and Facility Inventory

RTC Name: North Slope Training and Education  
Consortium (Ilisagvik)



RTC Website:  
[www.ilisagvik.edu](http://www.ilisagvik.edu); and  
[www.north-slope.org](http://www.north-slope.org)

## RTC Contact Information

**Name:** Kathy Leary, Training Manager - Workforce Development, Ilisagvik College

**Address:** P.O. Box 749 Barrow, Alaska

**Phone:** 907-852-1868

**Email:** [kathy.leary@ilisagvik.edu](mailto:kathy.leary@ilisagvik.edu)

**Affiliation:** X Non-Profit Tribal College

**Name:** Kristine Hilderbrand

**Title:** Training and Development Manager, NSB Human Resources

**Address:** P.O. Box 69 Barrow, Alaska 99723

**Phone:** 907-852-0349

**Email:** [kristine.hilderbrand@north-slope.org](mailto:kristine.hilderbrand@north-slope.org)

**Affiliation:** X **Other:** Local government -NSB Division of Training and Development

➤ **List members of your “governing board” with organizations:**

Pearl Brower, Interim President Ilisagvik College	Ilisagvik College Board of Trustees
Charlotte Brower, Mayor	North Slope Borough Assembly
NSB Division of Training and Development	Regional Advisory Council

➤ **Historical Background:**

Ilisagvik College and is located in Barrow, Alaska and serves an 89,000 square mile Arctic tundra region which is not connected by roads or rail. The region is ice-locked nine months of each year and is home to the Inupiat who have lived here for thousands of years whaling, hunting, and fishing. Higher education has only come to the North Slope of Alaska in recent years, with the incorporation of Ilisagvik College occurring in 1996. Ilisagvik College now is the only Native-controlled and accredited tribal community college in Alaska. We are committed to meeting the professional needs of North Slope employers while helping our students become competitive in the increasingly demanding job markets.

The Arctic Training Cooperative- Savaat Center and Ilisagvik College - collaborate with other North Slope agencies and businesses in assessing their human resource and training needs so that we can provide industry appropriate short and long-term courses. We also recruit and train new students and unemployed/underemployed residents who, after training, will be able to apply for positions in these same organizations. By working in partnership with these entities, we can synchronize comparable trainings in order to maximize funds.

➤ **Mission Statement:**

The Arctic Training Cooperative (1) facilitates academic, vocational, and technical training opportunities; (2) offers guidance for human resource development; (3) coordinates workforce development, education, and training for residents in collaboration with local, regional state, and federal agencies to prepare North Slope residents and youth for entry into the workforce.

➤ **Vision Statement:**

We are dedicated to serving the educational and employment needs of the Alaskan North Slope. Our mission is to provide quality post-secondary academic, vocational, and technical education to better prepare North Slope residents for the Workforce.

➤ **Facilities:**

Classroom/Shop/Dorm/Conference Rooms	Capacity	Equipment
Ilisagvik College, Classrooms, Shops, Conference Rooms	6-40	Laptops, Computer stations, Projectors, Internet access, Whiteboards, Teleconference
Savaat Center; Training Rooms	20, 40	Same as above
Inupiat Heritage Center	180	Projector, teleconference, speakers
NSBSD CO2; Classroom	30	Polycom, Projector, Internet access, Whiteboard

➤ **Courses, programs, sessions offered:**

Course/program/session	Credential Degree	Expected # of Students	Tied to Apprenticeship
See Catalog - Too many to list <a href="http://www.ilisagvik.cc">www.ilisagvik.cc</a>	AA, Certificate, Endorsement, Industry Certifications		Under Development
Savaat Center: Job Club, others under development		15/month	

ABE/GED		20/month	
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➤ **Describe the process used in selecting training, courses, and curriculum:**

NWCCU (Accreditation Commission), advisory boards comprised of local employers and resource agencies, federal and state guidelines and regulatory mandated certifications (ex. NCCER, OSHA, etc), other industry and labor standards.

➤ **Describe the student recruitment process:**

On staff Recruiter, Career Fairs, Bridges Case Management, village visits, advertising through regular local media - weekly radio spots and PSA's, publications and brochures, and other media and marketing tools.

➤ **Describe the process of determining the success of the program and how data is attained:**

Annual program assessments through portfolios, student evaluations, student and staff satisfaction surveys, employer feedback and employment statistics. Persistence and completion tracking. Standardized testing. Data is attained through surveys instruments, student and employment records, enrollment data, and service use statistics.

➤ **Does each participant use an individual learning plan or career pathway?**

Yes  Under development - is used in some areas but is not institutionalized as a regular process. (ATC works closely with funding agencies that may acquire their own individual learning plans for their clients.)

➤ **Describe the role the DOLWD One-Stop-Centers have with your RTC:**

We are currently a coalition of partners that includes North Slope Borough Division of Training and Development as a facilitating entity and Ilisagvik as a training entity.

**Other:**

# Alaska Regional Training Center Program and Facility Inventory

RTC Name: Northwestern Alaska Career and Technical Center

RTC Website: [www.nacteonline.org](http://www.nacteonline.org)

**RTC Contact Information**

Name: Douglas J. Walrath

Title: PhD.

Address: Milepost 4.5 Nome-Beltz Campus, Box 131 Nome AK 99762

Phone: (907) 443-3507

Email: [dwalrath@nomeschools.com](mailto:dwalrath@nomeschools.com)

Affiliation:  Independent     xPart of District     Non-Profit  
 Other (explain) \_\_\_\_\_

➤ List members of your "governing board" with organizations:

Albert Washington/BSSD Board Member	Mike Brawner/NPS Superintendent
Barb Nichols/NPS Board Member	Bob Metcalf/UAF-NWC Director
Rob Picou/BSSD Superintendent	

➤ Historical Background:

The NACTEC program began in 2003 as a joint venture Regional Training Center (RTC) located in Nome. The goal is to prepare students for the world of work after high school. This joint venture was established through collaboration between the Bering Strait School District, Nome Public Schools and City of Nome.

➤ **Mission Statement:**

NACTEC will prepare students for the world of work by assisting in the development of life skills, work readiness skills, academic skills, and career awareness while maintaining the academic standards of Nome Public Schools, Bering Strait School District, and affiliate partners in an atmosphere that respects diversity and individual identity.

➤ **Vision Statement:**

Our students will develop work ethics and employment skills to become capable of independent living while sustaining a healthy cultural identity.

➤ **Facilities:**

<b>Classroom/Shop/Dorm/Conference Rooms</b>	<b>Capacity</b>	<b>Equipment</b>
NACTEC House/Dorm	26 students	Kitchen, Multi-bath/bedroom facility
Auto/Small Engines Shop & classroom	20+	Basic outboard, dynamometer, tools, workbenches
Welding shop/classroom/metal fab	20+	Stick, oxyfuel, MIG, TIG, plasma cutting, metal fabrication equipment

Woods shop	20+	Basic woods/carpentry tools & equipment
Video Teleconference facility	3-5	2 monitors, camera, Elmo projector
Classroom/conference room	20	Smartboard/projector
Heavy Equipment Simulator Center	8	Eight individual Caterpillar Simulators including: excavators, graders, scrapers, loaders, dozers, loaders, and off-highway trucks.
Welding Simulator Center	2	Two Lincoln welding simulators complement welding shop equipment. Capacity for on-site delivery or village training via Caravan.

➤ **Courses, programs, sessions offered during July 1, 2010 - June 30, 2011:**

Course/program/session	Credential Degree	# of Students Served	Tied to Apprenticeship
Renewable Energy		8-10	
Welding - SMAW	Dual Credit	8-10	
Welding - GMAW	Dual Credit	8-10	
Welding - Oxyfuel	Dual Credit	8-10	

Course/program/session	Credential Degree	Expected # of Students	Tied to Apprenticeship
NCCER Core	Dual Credit & Certification	8-10	
NCCER Carpentry I	Dual Credit & Certification	5-7	
Aviation		12	
Heavy Equipment		10-12	
Fishing Industry/Outboard Motors	Certification	8-10	
Small Engine Repair	Dual Credit	8-10	
American Red Cross First Aid	Certification	50	
American Red Cross CPR	Certification	30	
American Red Cross AED	Certification	20	
Introduction to Health Field	Dual Credit	8-10	
Emergency Trauma Technician	Dual Credit and Certification	8-10	

Certified Nurse Aide and Personal Care Attendant	Dual Credit and Certification	5	
Food Service	Dual Credit and Certification	8-10	
Culinary Arts	Dual Credit	6-8	
Driver's Education	Certification	30	
Careers in Education		6-8	
Video Technology		6-8	
Native Arts/Business	Dual Credit	6-8	
Native Arts/Marketing	Dual Credit	10-12	
Entrepreneurship	Dual Credit	8-10	
High Latitude Range Management	Dual Credit	8-10	
Small Business Grant Writing		5-7	
Journalism	Dual Credit	6-8	
Careers in Legal System	Dual Credit	6-8	

Marine Safety Instructor	Certification	16-20	
Drill Conductor	Certification	8-12	

➤ **Courses, programs, sessions offered during July 1, 2011 - June 30, 2012:**

---TBD in April, 2012 --- Close overlap with 2011 training programs			

➤ **Describe the process used in selecting training, courses, and curriculum:**

Input at local, regional, state, and national level all assist in determining what business/industry needs are addressed through courses offered. A local Advisory Board convenes annually that represents the needs of all villages in the Bering Strait region. The nature of dual credit alignment through Northwest Campus and industry-based certification achievement is a crucial determining factor. State data, projections, and forecasts provide a global picture of workforce and training needs.

➤ **Describe the student recruitment process:**

NACTEC staff members travel to villages in the Bering Strait region several times throughout the school year. Recruitment fliers are developed for each training program and sent to principals at each site to post, as well as posted to [www.nacteconline.org](http://www.nacteconline.org). A two-page re-cap of each training program is developed, posted to website, and emailed to affiliate partners. Recruitment extends to UAF-Northwest Campus who provide adjunct faculty for numerous courses. On air radio spots play at different times of the year.

- **Describe the process of determining the success of the program and how data is attained:**

Program success is quantified with the following measures:

- 1) Historical growth in number of students served
- 2) Number of certifications achieved
- 3) Number of college dual credits achieved
- 4) External program evaluation

Students complete an end of session satisfaction survey, that in conjunction with an exit interview provide the necessary information.

- **Does each participant use an individual learning plan or career pathway?**  
 Yes  No (ATC works closely with funding agencies that may acquire their own individual learning plans for their clients.)

- **Describe the role the DOLWD One-Stop-Centers have with your RTC:**

The Nome Job Center partners with NACTEC to provide assistance to students to access computer-based, workforce development tools for our students. The entire complement of AKCIS/ALEXsys tools go hand-in-hand through this partnership. Job Center personnel also serve on the NACTEC Advisory Board and as a member of the local Health Consortium which coordinates allied health training programs to meet local needs.

**Other:**

# Alaska Regional Training Center Program and Facility Inventory

RTC Name: Southwest Alaska Vocational Education  
Center (SAVEC)



Southwest Alaska Vocational & Education Center  
Training Alaskans to fill Alaskan Jobs

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RTC Website: [www.savec.org](http://www.savec.org)

#### RTC Contact Information:

Steven Angasan, Executive Director

SAVEC  
P.O. Box 615  
King Salmon, AK 99633  
907-246-4600

## Alaska Regional Training Center Program and Facility Inventory

RTC Name: Southwest Alaska Vocational Education Center (SAVEC)

RTC Website: www.savec.org

➤ **RTC Contact Information:**

✚ Steven Angasan, Executive Director

SAVEC  
P.O. Box 615  
King Salmon, AK 99633  
907-246-4600  
eldon@savec.org

➤ **List members of your "governing board:"**

- ✚ Pearl Strub, Bristol Bay Economic Development Corporation
- ✚ Dave McClure, Bristol Bay Housing Authority
- ✚ Ralph Anderson, Bristol Bay Native Association
- ✚ Shelby Boothe, Bristol Bay Borough
- ✚ Melvin Brown, Bristol Bay Native Corporation
- ✚ Robert Clark, Bristol Bay Health Corporation
- ✚ Dr. Deborah McLean-Nelson, UAF - Bristol Bay Campus
- ✚ Randy Alveraz, Lake and Peninsula Borough

➤ **List members of your "advisory board:"**

- ✚ Our Board Serves as Our Advisory Board. They represent all the major organizations in Bristol Bay who came together to form SAVEC.

✚

➤ **List members of your staff:**

Name/Position	Name/Position
Steven Angasan, Executive Director	Adelheid Herrmann, Instructional Operations Manager
Annette Wilson, Outreach / Drivers Ed Instructor	Becky Savo, Administrative Assistant
Wilton Ray Cottle, Maintenance Specialist	

➤ **Mission Statement:**

To promote, coordinate and provide high quality training and education to residents of Southwest Alaska.

➤ **Vision Statement:**

We are committed to building communities, changing lives, and assist our residents in living their dreams.

➤ **Facilities:**

- ✦ The SAVEC Complex is wireless with CAT 5 available in each office and SMART boards in each classroom

Classroom/Shop/Dorm/Conference Rooms	Capacity	Equipment
Classrooms - 241 & 242 with divider	50 to 60	SMART Bds, Full Streaming Video Distance Delivery, printer, tables, chairs
Computer Lab Classroom Room 252	14	SMART bd, whitebd, 14 computers, printer
Classrooms 204	20 to 30	SMART boardd, white board, computer , printer, tables/chairs
Classroom 253	10	Equipped with EMT equipment, exam table, scales
Classroom/Lab - 135	25	SMART board, computer/printer, surround sound
Library	5 to 8	1 computer, large table w/chairs
Shop	20	White bds, construction equipment & tools
Conference Board Rooms Suite - 140/139	20	SMART bd, computer connect to printer
Two (2) Instructor Rooms	2	Queen bed, TV, computer, ironing board/iron, dresser, study desks, lamps, fans

Fifteen (15) Student Rooms	30	Twin beds, dressers & study desks, desk lamps, & fan
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➤ **Courses, programs, sessions offered during the year:**

Course/program/session	Dates Offered	Teacher's Name	Credential/Degree	Expected # of students	Tied to Apprenticeship
Hazwoper 40 hour	1 or 2 wk March	MAPTS	Certificate	5 to 12	N/A
Hazwoper 8 hour	1 or 2 wk March	MAPTS	Certificate	25 to 30	N/A
Heavy Equipment Operators	Spring	Operator's Union	Certificate of Completion	20	N/A
General Maintenance Technicians	Spring	CH2M Hill	NCCER Cert-Cert of Completion	20	N/A
Weatherization	On-Demand	AK Works & BBHA	Cert of Completion	20 to 40	N/A
Basic Safety - NCCER	On-Demand	Beacon	NCCER Certification	10 - 20	N/A
Introduction to Construction Math	On-Demand	Beacon	NCCER Certification	10 - 20	N/A
Introduction to Power Tools	On-Demand	Beacon	NCCER Certification	10 - 20	N/A

Course/program/ session	Dates Offered	Teacher's Name	Credential/ Degree	Expected # of students	Tied to Apprentice ship
Introduction to Hand Tools	On- Demand	Beacon	NCCER Certification	10 - 20	N/A
Basic Rigging	On- Demand	Beacon	NCCER Certification	10 - 20	N/A
Basic Employability Skills	On- Demand	Staff	NCCER Certification	10 - 20	N/A
First Aid/CPR	On Demand	Local Instructor	Certification	10-20	N/A
NSTC	On Demand	Beacon	Certification	10-20	N/A
Alaska Driver's Education On- Line	All Year	Wilson, Herrmann	Certificate of Completion	30	N/A
Keyboarding and Document Processing	On Demand	UAF-BBC- Becky Walker	Certificate of Completion	10-15	N/A
Record Keeping	On Demand	UAF-BBC	Certificate of Completion	10-15	N/A
Office Procedures & Machines	On Demand	UAF-BBC	Certificate of Completion	10-15	N/A
Computer Operations and Software Apps	On Demand	UAFBBC	Certificate of Completion	10-15	N/A
CDL License Upgrades to Statewide	On Demand	CEE, Operating Engineers, YUUT	Certificate of Completion & License	10-15	N/A
OSHA 10	On Demand	Lake and Pen CTE	Certification	10-20	N/A
Weatherization	On Demand	Alaska Works	Certificate of Completion	10-20	N/A

➤ **Describe the process used in selecting training, courses, and curriculum:**

SAVEC custom designs Career and Technical Education Classes for business/industry partners, agencies, communities, and Native Organizations. All courses/programs are based upon community/business needs.

➤ **Describe the student recruitment process:**

When courses are offered, SAVEC advertises and recruits in the following ways:

1. Reader Boards in King Salmon/ Dillingham
2. Flyers at key locations (airport, post office, village councils, grocery stores, etc.)
3. By public radio
4. Newspapers (on occasions)
5. SAVEC Web-site
6. Village Councils
7. Bristol Bay Agencies
8. One Stop Job Centers
9. Key employers, board members agencies,

➤ **Describe the process of determining the success of the program and how data is attained:**

The majority of our training is based upon receiving industry recognized certifications (i.e. OSHA 10, First Aid CPR, HAZWOPPER 8 & 40 Hour, NSTC, NCCER, Welding Certifications, etc.) The program's success is measured by students passing their certifications. SAVEC maintains student files of which contain copies of each certification received and training hours. SAVEC is also recognized by the Alaska Council of Postsecondary Education (ACPE). SAVEC receives a site visit from ACPE who thoroughly checks out our student records and financial reports prior to approval. SAVEC maintains student record information including grades on a customized student data base that was develop by an outside contractor in 2007. The extensive data base was developed utilizing our Federal Earmark grant funds in 2005-07 school years. Job follow-up is maintained on the same data base. SAVEC conducts participant evaluations of training/instructor for each class.

➤ **Does each participant use an individual learning plan or career pathway?**

- Yes , for CTE Partnership, and STEP program courses,  
 No for some general courses

We must qualify that the statement will be true upon adoption of a Individual Learning Plan at our next available CTE partnership meeting. The Lake and Pen/Bristol Bay Borough School District /SAVEC Career and Technical Education Program started a CTE Partnership meeting with an MOA in April 2011, and is in development. 3 start-up "mini-courses," following the example of NACTEC in Nome, were done in 2011-2012.

The CTE partnership is actively seeking funding, and will develop a program to the extent feasible for the upcoming FY2012. Individual learning plans will be developed for each student who attended course, and received dual-credits for course taken.

- ✦ Each short program leads to a career pathway; however, not always formally (i.e. Heavy Equipment Operator Training, General Maintenance, etc.) Each student receives university credit for each course they take at SAVEC. Formal development of career pathways "will" occur once state funding is received that allows us to develop full-time programs staffed with adequate faculty and staff. Many of SAVEC's course/programs are grant funded and from one to four weeks in length.

➤ **Describe the role the DOLWD One Stop Centers have with your RTC:**

We work with the Alaska Department of Labor in the absence of a local One Stop. They have also assisted us in recruitment of students for various programs. The AWIB was key to the formation of a Youth component at SAVEC. Jeff Selvey and Greg Cashen of AWIB were invaluable to the Lake and Pen/BBBSD/ SAVEC CTE MOA signed in April of 2011.

A Future Fisheries Training program and possible EDA and USDA grant program for Fisheries Training will demand a new communication with the Alaska Department of Labor, other AK DOL sites in Alaska, the AWIB, and others. SAVEC cannot do it without assistance from the Alaska Department of Labor, and our partnership is growing stronger. SAVEC uses the expertise of TVEP and STEP grant managers, and program managers, and also uses their technical assistance to the extent possible, especially with, EGRaMS, a new online grant program in use by the AKDOL.

A future King Salmon Air Force Base Re-Use Plan is also in development with all of the agencies in Alaska. SAVEC will request both state and federal assistance for the feasibility of expansion and acquisition of many vacant USAF properties located near the present Building 647 for expansion of vocational education to the extent feasible. The plan will require participation from every interested agency and political entity located within the Bristol Bay and Southwest Alaska to be successful.

The participation of the DOLWD will be requested for FY2012.

# Alaska Regional Training Center Program and Facility Inventory

RTC Name: *S.E. Alaska Career Consortium*

RTC Website: [www.ssd.k12.ak.us/SEACC/programs.htm](http://www.ssd.k12.ak.us/SEACC/programs.htm)

**RTC Contact Information**

**Name:** Karen Martinsen

**Title:** Ex. Director

**Address:** 205 Baranof St. Sitka, AK 99835

**Phone:** 907-966-1355 Fax 966-1353

**Email:** [edu@ak.net](mailto:edu@ak.net)

**Affiliation:**  Independent     Part of District     Non-Profit  
 Other (explain) \_\_\_\_\_

➤ **List members of your "governing board" with organizations:**

Steve Bradshaw, Superintendent, Sitka School District	Greg Reynolds, Pres.
Jeff Johnston, Director, UAS-Sitka Campus	Randy Hawk, Mt. Edgecumbe High School
Sitka Tribe of Alaska	Lydia Johnson, Tribe
Lexi Fish, Comm. Memleu	Dave Reid, Job Center

➤ **Historical Background:**

SEACC began as the Sitka Education Consortium in 1995 as a way to avoid duplication of services, enhance career and technical education and build the needed infrastructure to serve the region. Once we pooled funds, we were able to hire a PT Director in the late 90's. A grant from EDA then allowed us to build a Regional Training Center, upgrade a classroom building at Sheldon Jackson Campus and build a "state-of-the-art" welding facility at UAS-Sitka. Our first major project was a Youth Build construction program that enables drop outs to complete a GED, learn work ethics and technical skills while building a home for low income families.

➤ **Mission Statement:**

SEACC exists to make available prime training for Alaskans who 1) seek entry level skills, 2) desire specific trade-oriented training and /or 3) aspire to improve current workforce marketability. SEACC is dedicated to assisting agencies, educators, businesses, and other organizations to create and deliver superior workforce development programs for ongoing improvement of regional job growth, addressing identified priority industries.

➤ **Vision Statement:**

SEACC coordinates a regional career education system (RTC) for engaging industry, the workforce, and education and training providers in order to prepare Alaskans with marketable skills to meet industry demands.

➤ **Facilities:**

<b>Classroom/Shop/Dorm/Conference Rooms</b>	<b>Capacity</b>	<b>Equipment</b>
<b>SEACC - 5,000sf 3 classroom, 1 commons 4 offices</b>	<b>60 students</b>	<b>9 computers, 2 printers, 1 SmartBoard video conf system, desks, chairs, book binding system</b>
<b>Sitka High School - shops, technology labs</b>	<b>120</b>	<b>Extensive construction, small engines and welding equipment</b>
<b>UAS - 15 classrooms, tech lab, welding shop, construction area, small engines area, nursing/health care facility</b>	<b>Limited mostly by # of staff, not space - 900 students currently</b>	<b>Extensive in health care, construction, technology, welding, etc.</b>
<b>Sheldon Jackson College Dorms and classroom space, along with large recreation building w/pool</b>	<b>200 for class and dorms</b>	<b>Hatchery GIS, Computers Science labs</b>
<b>Cent. Hall</b>	<b>300</b>	<b>City convention hall</b>
<b>Classroom/Shop/Dorm/Conference Rooms</b>	<b>Capacity</b>	<b>Equipment</b>

➤ **Courses, programs, sessions offered during July 1, 2010 - June 30, 2011:**

Course/program/session	Credential Degree	# of Students Served	Tied to Apprenticeship
Youth Build	NCCER AK. D.L. OSHA F.A. UAS-Const. 120/222	10 mo. Prog. 18 Students	2
Career Services	College Fair World of Workfair	1,000	-
Tech Prep	Course Credits	15-20	

➤ **Courses, programs, sessions offered during July 1, 2011 - June 30, 2012:**

Course/program/session	Credential Degree	Expected # of Students	Tied to Apprenticeship
Energy-Related Jobs Prog.	BEES, OSHA, BERT, NCCER Hazwhop, Adv. Cold Climate First AID/CPR	38	4-8
7+Regional High Schools Career Guide for High Schools	AKCIS Resumes PLCP	240 Ind. Services 1000 @ Job Fairs, etc.	
College Fair World of Work Job Fari Tech Prep/Increase membership of schools in S.E.	Info	1000	

➤ **Describe the process used in selecting training, courses, and curriculum:**

Local economic projects/data Member input  
Listed and project Capital projects  
Number of homes obtaining weatherization upgrades  
Unemployment Stats  
"Trends" and DOL data/State data  
Surveys from local industry, participant interests

➤ **Describe the student recruitment process:**

Referrals  
PSA/Radio Talk Shows  
Posters around town

➤ **Describe the process of determining the success of the program and how data is attained:**

Projected outcome v. actual outcomes  
Employed rate post training  
Number of courses, credentials, licenses, etc.  
Using Labor MIS system

➤ **Does each participant use an individual learning plan or career pathway?**

Yes  No (ATC works closely with funding agencies that may acquire their own individual learning plans for their clients.)

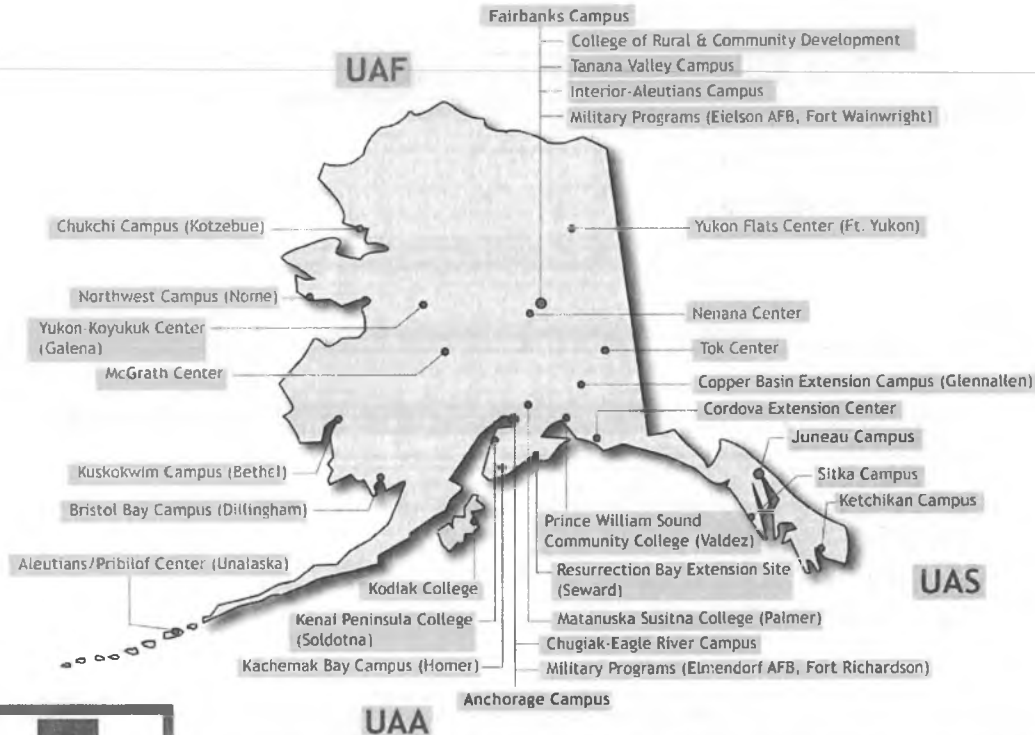
➤ **Describe the role the DOLWD One-Stop-Centers have with your RTC:**

Weekly interaction  
Plan major events collaboratively  
Consortium Members  
Referrals both ways  
ITA

# Alaska Regional Training Center Program and Facility Inventory

RTC Name: UA Workforce Programs

RTC Website: <http://www.alaska.edu/research/wp/>



*Many Traditions One Alaska*

## RTC Contact Information

**Name:** Fred Villa

**Title:** Associate VP of Workforce Programs

**Address:** Suite 202 Butrovich Bldg., Fairbanks, AK 99775-5320

**Phone:** P: 907.450.8008 F: 907.450.8002

**Email:** [fred.villa@alaska.edu](mailto:fred.villa@alaska.edu)

**Affiliation:**  Independent  Part of District  Non-Profit

Other (explain) University of Alaska

➤ **List members of your “governing board” with organizations:**

- University of Alaska Board of Regents
  - <http://www.alaska.edu/bor/members/>

➤ **List Members of your “advisory board:”**

- Board of Regents > Campus Advisory Committees> School/College Advisory Committees> Program Advisory Committees

➤ **Historical Background:**

Preparing a qualified workforce is one of the most important missions of the University of Alaska. The University offers a variety of workforce programs in response to the need to prepare Alaskans for economic opportunity. Recognizing workforce development is a continuum, UA established the following three-tier approach for meeting Alaska’s workforce needs:

- 1) **Pre-college programs** connect youth with career pathways and help them prepare for academic rigors.
- 2) **Academic certificate and degree programs** prepare students for careers.
- 3) **Professional development** courses provide continuing education to Alaska’s workforce.

The University’s workforce development programs take place throughout the state at the University’s 16 campuses (and regional centers) as well from its specialized workforce programs such as the University of Alaska Corporate Programs (UACP) and the Mining and Petroleum Training Service (MAPTS).

Over 200 career programs take two years or less to complete including: occupational endorsements, one-year certificates, two-year certificates, associate of applied science degree programs and more.

➤ **Mission Statement:**

The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples. (10-06-00)

The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF--America's arctic university--promotes academic excellence, student success and lifelong learning.

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment. (09-18-07)

The mission of the University of Alaska Southeast is student learning enhanced by faculty

scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska. (06-03-11)

➤ **Facilities:**

- For specific information, see each campus' website below.
- For comprehensive information on University of Alaska facilities, see <http://www.alaska.edu/facilities/2011FacilityInventoryFINAL.pdf>

➤ **Courses, programs, sessions offered during July 1, 2011 - June 30, 2012:**

See UA Office of Workforce Programs <http://www.alaska.edu/research/wp/>; For campus specific information, please visit their websites and online course catalogs. The links connect to academic and career and technical training program offerings.

➤ **University of Alaska Anchorage** <http://www.uaa.alaska.edu/academics/>

- UAA-Community & Technical College  
[www.uaa.alaska.edu/ctc/programs/academic/index.cfm](http://www.uaa.alaska.edu/ctc/programs/academic/index.cfm)
  - Chugiak-Eagle River Campus  
<http://www.uaa.alaska.edu/ctc/programs/campuses/eagleriver/index.cfm>
- UAA- Kodiak College <http://www.koc.alaska.edu/current-students/degrees-certificates>
- UAA – Prince William Sound Community College  
<http://www.pwsc.edu/academics/academic-programs/>
- UAA – Kenai Peninsula College <http://www.kpc.alaska.edu/KPC/maiors/>
  - Kachemak Bay Campus [http://www.kpc.alaska.edu/KBC/academic\\_programs/](http://www.kpc.alaska.edu/KBC/academic_programs/)
- UAA – Matanuska-Susitna College <http://matsu.alaska.edu/office/student-services/degree-programs/>

UAA	On-Campus Housing*	Degrees offered	Programs for High Demand Jobs*			
			Construction	Healthcare	Information Technology	Transportation
Anchorage Campus	yes	Certificate, Associate, Bachelor's, Master's	✓	✓	✓	✓
Community and Technical College	--	Occupational Endorsement, Certificate, Associate, Bachelor's	✓		✓	✓
Kodiak College	no	Occupational Endorsement, Certificate, Associate	✓		✓	
Prince William Sound Community College	yes	Occupational Endorsement, Certificate, Associate, Bachelor's	✓	✓	✓	
Kenai Peninsula College	in progress	Occupational Endorsement, Certificate, Associate, Bachelor's		✓	✓	✓
Kachemak Bay Campus	--	Occupational Endorsement, Certificate, Associate, Bachelor's		✓	✓	
Matanuska-Susitna College	no	Occupational Endorsement, Certificate, Associate		✓	✓	✓

\*as noted in the "Going to College in Alaska," 2011-2012 edition available at [http://akadventure.alaska.gov/Portals/0/Content/GTCAIK\\_FINAL.pdf](http://akadventure.alaska.gov/Portals/0/Content/GTCAIK_FINAL.pdf)

➤ **University of Alaska Fairbanks** <http://www.uaf.edu/uaf/academics/cte/>

- UAF – Community and Technical College <http://www.ctc.uaf.edu/programs/index.html>
- UAF – Center for Distance Education (e-learning) <http://distance.uaf.edu/>
- UAF - Bristol Bay Campus <http://www.uaf.edu/bbc/programs/>
- UAF –Chukchi Campus <http://www.uaf.edu/chukchi/>
- UAF –Interior-Aleutians Campus <http://www.uaf.edu/iac/programs/>
- UAF –Kuskokwim Campus [http://www.bethel.uaf.edu/index\\_files/Page537.html](http://www.bethel.uaf.edu/index_files/Page537.html)
- UAF –Northwest Campus  
[http://www.nwc.uaf.edu/index.php?option=com\\_content&task=category&sectionid=9&id=46&Itemid=34](http://www.nwc.uaf.edu/index.php?option=com_content&task=category&sectionid=9&id=46&Itemid=34)

UAF	On-Campus Housing*	Degrees offered	Programs for High Demand Jobs*			
			Construction	Healthcare	Information Technology	Transportation
Fairbanks Campus	yes	Occupational Endorsement, Certificate, Associate, Bachelor's, Doctoral	√	√	√	√
Community and Technical College	yes	Occupational Endorsement, Certificate, Associate	√	√	√	√
Center for Distance Education (e-learning)	--	<i>Center for Distance Education is part of the College of Rural and Community Development. CDE courses carry university credit and are applicable to UAF degree and certificate programs. See: <a href="http://distance.uaf.edu/">http://distance.uaf.edu/</a></i>				
Bristol Bay Campus	no	Certificate, Associate, Bachelor's, Master's		√	√	
Chukchi Campus	no	Certificate, Associate, Bachelor's, Master's	√	√	√	
Interior-Aleutians Campus	no	Occupational Endorsement, Certificate, Associate, Bachelor's, Master's	√	√	√	
Kuskokwim Campus	yes	Certificate, Associate, Bachelor's, Master's		√	√	
Northwest Campus	no	Certificate, Associate, Bachelor's, Master's		√	√	

\*as noted in the "Going to College in Alaska," 2011-2012 edition available at [http://akadvantage.alaska.gov/Portals/0/Content/GTCIAK\\_FINAL.pdf](http://akadvantage.alaska.gov/Portals/0/Content/GTCIAK_FINAL.pdf)

- **University of Alaska Southeast** <http://www.uas.alaska.edu/academics/alpha.html>
  - UAS – Juneau Campus <http://www.uas.alaska.edu/academics/index.html>
  - UAS – Ketchikan Campus  
<http://www.uas.alaska.edu/ketchikan/programs/degrees.html>
  - UAS – Sitka Campus <http://www.uas.alaska.edu/sitka/programs/index.html>

UAS	On-Campus Housing*	Degrees offered	Programs for High Demand Jobs*			
			Construction	Healthcare	Information Technology	Transportation
Juneau Campus	yes	Certificate, Associate, Bachelor's, Master's	√	√	√	√
Ketchikan Campus	--	Certificate, Associate, Bachelor's, Master's	√	√	√	√
Sitka Campus	--	Occupational Endorsement, Certificate, Associate, Bachelor's, Master's	√	√	√	√

\*as noted in the "Going to College in Alaska," 2011-2012 edition available at [http://akadvantage.alaska.gov/Portals/0/Content/GTCIAK\\_FINAL.pdf](http://akadvantage.alaska.gov/Portals/0/Content/GTCIAK_FINAL.pdf)

- Describe the process used in selecting training, courses, and curriculum:

UA's workforce development and training efforts are jointly led by UA Workforce Programs and UA Corporate Programs (UACP). Workforce Programs, which oversees UACP, works on a statewide level to anticipate the workforce needs of Alaska business and industry, then engages industry partners and UA programs to meet those needs. Meanwhile, UACP, which was launched in 1999, acts as the single point of contact for Alaska business and industry to access the university's vast expertise and resources for continuing education and training. The first step in the university's effort is determining the current and future workforce needs in the state. A systematic approach to determining needs is taken in conjunction with being actively involved with industry leaders to be certain UA programs are aligned with industry needs and that the curriculum is aligned with current industry standards. UA does this by partnering with industry consortia, such as the Alaska Process Industry Careers Consortium, and by closely monitoring the Alaska Workforce Investment Board to see where high-growth areas are.

➤ **Describe the student recruitment process:**

On a system level, once the university has identified areas of need, it takes a comprehensive approach to filling the need. Often the approach starts at the high school level with programs such as tech prep, or utilization of dual credit, or bridging programs such as RAHI and ANSEP. There is a lot of focus on partnership with schools. Students can access information on recruitment and admissions to the University of Alaska and its campuses here: <http://www.alaska.edu/student-services/index.xml>

➤ **Describe the process of determining the success of the program and how data is attained:**

Primary indicators of success are enrollment, graduation rates and training related employment. Data are attained through the University's information management system and support from the Alaska Department of Labor and Workforce Development, Research and Analysis.

➤ **Does each participant use an individual learning plan or career pathway?**

\_\_\_\_\_ Yes  No

Educational pathways through career clusters are developed for the UA system. All declared majors have academic advisors.

➤ **Describe the role the DOLWD One-Stop-Centers have with your RTC:**

Job Centers are partners with campuses within the UA system.

# Alaska Regional Training Center Program and Facility Inventory

(UA Statewide Corporate Programs (UACP) reports to the UA Office of Workforce Programs. UACP can be a resource for RTCs to connect with UA programs and/or third party providers. UACP supplements, but does not replace existing RTC relationships with UA programs.)

RTC Name: University of Alaska Statewide Corporate Programs (UACP)  
 RTC Website: [www.alaska.edu/UACP](http://www.alaska.edu/UACP)

**RTC Contact Information**

**Name:** Duane Heyman

**Title:** Executive Director

**Address:** 1815 Bragaw Street, Suite 102, Anchorage, AK 99508

**Phone:** 907.786.6949

**Email:** [duane.heyman@alaska.edu](mailto:duane.heyman@alaska.edu)

**Affiliation:**  Independent     Part of District     Non-Profit  
 Other (explain) Part of University of Alaska

➤ **List members of your “governing board” with organizations:**

Fred Villa, Assoc. V.P. of Workforce Programs	Office of Academic Affairs University of Alaska System

➤ **Historical Background:**

Established in 1999 to serve the training and education needs of business and industry. A one-stop resource for employers' complete education and training needs. Access to a highly accomplished network of resources including Regional Technology Centers, technology leaders and professional educators.

UACP merged with the Mining and Petroleum Training Service (MAPTS), bringing valuable mining and safety expertise to the team. MAPTS is recognized as a Center of Excellence by the Alaska Department of Labor and Workforce Development.

Through UACP the University of Alaska is a member of the Global Corporate College, a nationwide network of colleges to service Fortune 500-type companies both nationally and internationally.

➤ **Mission Statement:**

UACP helps employers identify the outcomes they want to achieve and find the combination of ingredients that will get them where they want to go. These resources can be University or non-university, including Regional Training Centers and third party providers.

In conjunction with its training partners, UACP is equipped to address clients' entire training needs. It can plan, coordinate, direct and evaluate an organization's training program, as well as provide instruction, course materials and certificates of completion. UACP also organizes instruction around employees' work schedules and arranges for continuing education or credit units (if applicable) upon request. In addition, UACP provides employers with assessments, surveys, consultation and analysis to help them meet their desired outcomes.

➤ **Vision Statement:**

Through UACP, businesses, government agencies and nonprofit organizations have a single point of contact for accessing a vast assortment of education and training services, including Regional Training Centers and third party providers. UACP operates statewide through all the resources of the University of Alaska system, which encompasses 17 campuses. It is a trusted partner to close an employer's talent gap, including keeping employees up to date and meeting succession planning needs.

➤ **Facilities:**

<b>Classroom/Shop/Dorm/Conference Rooms</b>	<b>Capacity</b>	<b>Equipment</b>
Conference and Class Room at 1815 Bragaw St.	14/40	Free parking, overhead projector, screen, white boards, comfortable seats
Mining and Petroleum Training Service facilities in Soldotna, Anchorage, Juneau and statewide	Wide selection	Depends on location
UAA, UAF, UAS, Prince William Sound Community College, UA satellite campuses	17 campuses stateswide	Depends on location

➤ **Courses, programs, sessions offered during July 1, 2010 - June 30, 2011:**

<b>Course/program/session</b>	<b>Credential Degree</b>	<b># of Students Served</b>	<b>Tied to Apprenticeship</b>
Mining and Petroleum Training Service <a href="http://www.alaska.net/~mapts/courses">www.alaska.net/~mapts/courses</a>	Usually non credit, however can be for credit.	2,000+	Can be
UAA, UAF, UAS web sites			

➤ **Courses, programs, sessions offered during July 1, 2011 – June 30, 2012:**

Course/program/session	Credential Degree	Expected # of Students	Tied to Apprenticeship
Ditto			

➤ **Describe the process used in selecting training, courses, and curriculum:**

For Regional Training Centers, Statewide Corporate Programs can facilitate:

- Access
- Consulting
- Delivery
- Single point of accountability

By combining the services of RTCs with UA and third party resources to offer employers the best of local training combined with statewide coordination.

➤ **Describe the student recruitment process:**

Per employer requirements.

➤ **Describe the process of determining the success of the program and how data is attained:**

Per employer requirements. All standard evaluation methodologies are available.

- **Does each participant use an individual learning plan or career pathway?**  
Possible Yes \_\_\_\_\_ No (ATC works closely with funding agencies that may acquire their own individual learning plans for their clients.)

- **Describe the role the DOLWD One-Stop-Centers have with your RTC:**

UACP works closely with DOLWD to coordinate activities and grants with the University of Alaska. Programs can be combined with Regional Training Center and third party provider resources.

**Other:**

Conference Room and Class Room rentals.

# Alaska Regional Training Center Program and Facility Inventory

RTC Name: Yuut Elitnaurviat - The People's Learning Center

RTC Website: www.yuut.org

**RTC Contact Information**

Name: Kurt Kuhne

Title: Executive Director

Address: PO Box 869, Bethel AK, 99559

Phone: 907-543-0999

Email: kkuhne@yuut.org

Affiliation:  Independent     Part of District     Non-Profit  
 Other (explain) \_\_\_\_\_

➤ List members of your "governing board" with organizations:

Name/Affiliation	Name/Affiliation
Gene Peltola, YKHC Chairman	Jerry Drake, BCSF
Ron Hoffman, AVCPRHA Vice-Chairman	Lee Foley, City of Bethel
Mary Pete, KUC Treasurer	John Guinn, ONC
Gary Baldwin, LKSD	Matthew Nicholai, Chalista
Myron Naneng, AVCP Inc	AK National Guard

➤ Historical Background:

Yuut Elitnaurviat is unique in that is not an organization that was created and then sought out partners. Rather it is a group of partners who recognized a regional need, sat down together, came up with a plan to better the socio-economic outlook of the YK Delta Region, and then created a separate legal non-profit corporation to implement that plan.

➤ **Mission Statement:**

“... To Prepare Local People for Local High Wage Jobs...”

➤ **Vision Statement:**

Striving to prepare local workers for higher wage jobs through career preparation and employment training programs.

➤ **Facilities:**

<b>Classroom/Shop/Dorm/Conference Rooms</b>	<b>Capacity</b>	<b>Equipment</b>
Construction Trades Shop Classroom	16 persons	SMART Board, White Board, Punch Clock, Folding Tables & Chairs, Storage Room, Work Room
Construction Trades Shop Work Area	20 Persons	Power Tools, Hand Tools, Work Benches, High ceiling
Multi-purpose Room	48 persons	Cafeteria-style tables, Projector screen, High ceiling
Classroom Suite- divisible (rm. 201 & 202)	36 persons	SMART Boards, Tables &

		Chairs
Health Classroom-divisible (205A & 205B)	36 persons	SMART Board, Hospital beds, sinks, Medical equipment, Tables & Chairs
Academic Classroom (Rm. 203) <i>(occupied by UAF KuC, Adult Basic Ed.)</i>	20 persons	SMART Board, Tables & Chairs, Storage cabinets, Tables & Chairs
Conference Room	15 persons	White board/bulletin board, Table & Chairs
Library/Study/Offices (Rm. 102, 103, 104) <i>(occupied by UAF KuC, Adult Basic Ed.)</i>	20 persons	1,372 sq. ft., SMART Board
Medical Office/Clinical / Classroom Suite <i>(occupied by ANTHC Dental Health Aide Therapy Program)</i>	~20 persons	2,398 sq. ft. SMART Board, Dental Chairs, Laboratories, X-Ray
East Dormitory (18 Beds, 7 Rooms)	18 persons	Kitchen, Tables & Chairs, Communal Area, Storage
West Dormitory (18 Beds, 7 Rooms) <i>(primarily occupied by ANTHC Dental Health Aide Therapy Program)</i>	18 persons	Kitchen, Tables & Chairs, Communal Area, Storage

➤ **Courses, programs, sessions offered during July 1, 2010 - June 30, 2011:**

Course/program/session	Dates Offered	Teacher's Name	Credential/Degree	Expected # of students	Tied to Apprenticeship
Personal Care Attendant Training	June 14 - July 3, 2010	Mary Weiss	SOA PCA Certificate	10	No
CTT 150 - Residential Plumbing Level 1	June 21 - July 2, 2010	Richard Giancoli	NCCER Plumbing Level 1	15	Yes
Finish & Trim Carpentry	July 12 - 16, 2010	Dennis Dishion	Credit toward Construction Technology Maintenance Cert	15	Yes
CTT 100 - Construction Technology Core	October 18 - November 5, 2010	Dennis Dishion	NCCER Core Curriculum	15	Yes
CTT 106 - Construction	October 18 - November	Dennis Dishion	Credit toward Construction	15	yes

Mathematics	5, 2010		Technology Maintenance Cert		
CTT 193 - Boilers, Burners and Residential Oil Heaters	November 8 - 19, 2010	Richard Giancoli	Related to NCCER Plumbing Level 1 and Const. Maint. Cert	15	yes
CTT 100 - Construction Technology Core	November 29 - December 17, 2010	Dennis Dishion	NCCER Core Curriculum	15	yes
CTT 106 - Construction Mathematics	November 29 - December 17, 2010	Dennis Dishion	Credit toward Construction Technology Maintenance Cert	15	yes
CTT 100 - Construction Technology Core	January 10, 2011 - Jan. 28	Dennis Dishion	NCCER Core Curriculum	15	Yes
CTT 106 - Construction Mathematics	January 10, 2011 - Jan. 28	Dennis Dishion	Credit toward Construction Technology Maintenance Cert	15	Yes
CTT 193 - Boilers, Burners and Residential Oil Heaters	January 31, 2011 - Feb. 11	Richard Giancoli	Related to NCCER Plumbing Level 1 and Const. Maint. Cert	15	yes
CTT 150 - Residential Plumbing Level 1	February 21 - March 4, 2011	Richard Giancoli	NCCER Plumbing Level 1	15	Yes
CTT 110 - Residential Carpentry Level 1, Part 1	March 14 - 25, 2011	Dennis Dishion	NCCER Carpentry Level 1	15	Yes
CTT 170 - Residential Electrical Level 1, Part	April 11 - 22, 2011	Steve Reale	NCCER Electrical	15	Yes

1			Level 1		
CTT 110 - Residential Carpentry Level 1, Part 2	April 25 - May 6, 2011	Dennis Dishion	NCCER Carpentry Level 1	15	Yes
CTT 170 - Residential Electrical Level 1, Part 2	May 16 - 27, 2011	Steve Reale	NCCER Electrical Level 1	15	yes

➤ **Courses, programs, sessions offered during July 1, 2011 - June 30, 2012:**

Course/program/session	Dates Offered	Teacher's Name	Credential/Degree	Expected # of students	Tied to Apprenticeship
Residential Carpentry Level 2	July 9 - August 1, 2011	Dennis Dishion	NCCER Carpentry Level 2	12	Yes
Personal Care Attendant Training	July 16 - August 1, 2010	Clifford Geimer	SOA PCA Certificate	10	No
Finish & Trim Carpentry	August 27 - 31, 2011	Dennis Dishion	Credit toward Construction Technology Maintenance Cert	12	Yes
CTT 100 - Construction Technology Core	September 20 - October 4, 2011	Dennis Dishion	NCCER Core Curriculum	14	Yes
CTT 106 - Construction Mathematics	September 20 - October 4, 2011	Dennis Dishion	Credit toward Construction Technology Maintenance Cert	14	Yes
CTT 110 - Residential Carpentry Level 1	October 11 - 30, 2011	Dennis Dishion	NCCER Carpentry Level 1	12	Yes
ABUS 154 - Human Relations	October 11 - 30, 2011	Vicki Koehler	UAF Credit	12	No
Personal Care Attendant Training	October 13 - 30, 2011	Clifford Geimer	SOA PCA Certificate	10	No
CTT 193 - Boilers, Burners and	November 8 - 12, 2011	Richard Giancoli	Related to NCCER	15	Yes

Residential Oil Heaters			Plumbing Level 1 and Const. Maint. Cert		
CTT 150 - Residential Plumbing Level 1	November 13 - 22, 2011	Richard Giancoli	NCCER Plumbing Level 1	12	Yes
CTT 170 - Residential Electrical Level 1	November 29 - December 18, 2011	Steve Reale	NCCER Electrical Level 1	12	Yes
DEVS 104 - University Communications	November 29 - December 18, 2011	Ben Kuntz	UAF Credit	12	No
CTT 100 - Construction Technology Core	January 17 - 31, 2012	Dennis Dishion	NCCER Core Curriculum	14	Yes
CTT 106 - Construction Mathematics	January 17 - 31, 2012	Dennis Dishion	Credit toward Construction Technology Maintenance Cert	14	Yes
Personal Care Attendant to Certified Nursing Assistant Bridge	January 31 - 19, 2012	Mary Weiss	SOA CNA Certificate	10	No
CTT 193 - Boilers, Burners and Residential Oil Heaters	February 7 - 26, 2012	TBD	Related to NCCER Plumbing Level 1 and Const. Maint. Cert	15	Yes
CTT 135 - Boilers Troubleshooting and Boiler Repair	February 7 - 16, 2012	TBD	Related to NCCER Plumbing Level 1 and Const. Maint. Cert	20	Yes
CTT 110 - Residential	March 6 -	Dennis	NCCER	12	Yes

Carpentry Level 1	25, 2012	Dishion	Carpentry Level 1		
DEVS 150 – Life Work Planning	March 6 – 25, 2012	TBD	UAF Credit	12	No
CTT 170 – Residential Electrical Level 1	April 3 – 22, 2012	Steve Reale	NCCER Electrical Level 1	12	Yes
DEVS 104 – University Communications	April 3 – 22, 2012	TBD	UAF Credit	12	No
Residential Carpentry Level 2	May 1 – 20, 2012	Dennis Dishion	NCCER Carpentry Level 2	12	Yes

➤ **Describe the process used in selecting training, courses, and curriculum:**

Board Direction/regional employment opportunities, partnership with KUC, and other National industry guidelines.

➤ **Describe the student recruitment process:**

Radio, News Paper, Word of Mouth, Partner Referrals.

➤ **Describe the process of determining the success of the program and how data is attained:**

Primary indicators are graduation rate and training related employment.

➤ **Does each participant use an individual learning plan or career pathway?**  
\_\_\_\_\_ Yes  X  No (ATC works closely with funding agencies that may acquire their own individual learning plans for their clients.)

➤ **Describe the role the DOLWD One-Stop-Centers have with your RTC:**

Yuut has the Career Guide grant from the DOL. We have little relationship with the local One Stop Center.

**Other:**

Name	Title	Organization	Phone	Email	Address	City	Zip
<b>Alaska Technical Center</b>							
Cheryl Edenshaw	Director	Alaska Technical Center	907-442-3733	<a href="mailto:cedenshaw@nwarctic.org">cedenshaw@nwarctic.org</a>	PO Box 51	Kotzebue	99752
Norman Eck	Superintendent	NWABSD	907-442-3472	<a href="mailto:neck@nwarctic.org">neck@nwarctic.org</a>	PO Box 51	Kotzebue	99752
Jon Wehde	Secondary CTE Director	NWABSD	907-442-3472	<a href="mailto:jwehde@nwarctic.org">jwehde@nwarctic.org</a>	PO Box 51	Kotzebue	99752
Jerry Covey	Consultant	JSCC		<a href="mailto:jsc@rci.net">jsc@rci.net</a>			
<b>AVTEC</b>							
Fred Esposito	Director	AVTEC	907-224-6150	<a href="mailto:fred.esposito@alaska.gov">fred.esposito@alaska.gov</a>	PO Box 889	Seward	99664
Dick Harrell	Assistant Director	AVTEC	907-224-6151	<a href="mailto:dick.harrell@alaska.gov">dick.harrell@alaska.gov</a>	PO Box 889	Seward	99664
<b>Delta Career Advancement Center</b>							
Karen Cedzo	PPD Coordination & Program Development	Delta Career Advancement Center	907-895-5040	<a href="mailto:kcc@wildak.net">kcc@wildak.net</a>	PO Box 956	Delta Junction	99737
Mary Leith	President	Delta Career Advancement Center	907-895-4605				
<b>Fairbanks Pipeline Training Center</b>							
Mike Andrews	Executive Director - AWP	AK Works Partnerships	907-569-4711	<a href="mailto:mike.andrews@alaskaworks.org">mike.andrews@alaskaworks.org</a>	1413 Hyder St	Anchorage	99501
Randy Cheap	Northern Director	AK Works Partnerships	907-457-2597	<a href="mailto:rcheap@alaskaworks.org">rcheap@alaskaworks.org</a>	PO Box 74313	Fairbanks	99707
Jim Sampson	Director - Fbxs Pipeline Training Center Trust	Fbxs Pipeline Training Center Trust	907-455-1234	<a href="mailto:fbtc@alaska.net">fbtc@alaska.net</a>	PO Box 74313	Fairbanks	99707
<b>Galena Interior Learning Academy</b>							
Isabella Apfelbeck	Director	GILA	907-656-1883 x 121	<a href="mailto:isabella.apfelbeck@galenanet.com">isabella.apfelbeck@galenanet.com</a>	PO Box 299	Galena	99741
Chris Reitan	Superintendent	Galena City School District	907-656-1883 x 109	<a href="mailto:chris.reitan@galenanet.com">chris.reitan@galenanet.com</a>	PO Box 299	Galena	99741
<b>Ilisagvik College and North Slope Workforce Training Partners</b>							
Harold Snowball	Human Resource Manager	North-Slope Borough	907-852-0364	<a href="mailto:harold.snowball@north-slope.org">harold.snowball@north-slope.org</a>	PO Box 69	Barrow	99723
Kristine Hilderbrand	Development Manager	North-Slope Borough	907-852-0364	<a href="mailto:kristine.hilderbrand@north-slope.org">kristine.hilderbrand@north-slope.org</a>	PO Box 69	Barrow	99723
Kathy Leary	Training Manager	Ilisagvik College	907-852-1868	<a href="mailto:kathy.leary@ilisagvik.edu">kathy.leary@ilisagvik.edu</a>	PO Box 749	Barrow	99723
<b>NACTEC - Northwestern Alaska Career and Technical Center</b>							
Doug Walrath	Director	NACTEC	907-443-3507	<a href="mailto:dwalrath@nomeschools.com">dwalrath@nomeschools.com</a>	PO Box 131	Nome	99762
Rob Picou	Superintendent	Bering Straits School District	907-624-4261	<a href="mailto:rpickou@bssd.org">rpickou@bssd.org</a>	PO Box 225	Unalakleet	99684
Mike Brawner	Superintendent	Nome Public Schools	907-443-6191	<a href="mailto:mbrawner@nomeschools.com">mbrawner@nomeschools.com</a>	PO Box 131	Nome	99762
<b>SAVEC - Southwest Alaska Vocational Education Center</b>							
Steven Angasan	Executive Director	SAVEC	907-246-4600	<a href="mailto:steven@savec.org">steven@savec.org</a>	PO Box 615	King Salmon	99613
Annette Wilson	Community Outreach Coordinator	SAVEC	907-246-4600	<a href="mailto:annette@savec.org">annette@savec.org</a>	PO Box 615	King Salmon	99613
Becky Savo	Administrative Assistant	SAVEC	907-246-4600	<a href="mailto:becky@savec.org">becky@savec.org</a>	PO Box 615	King Salmon	99613
Adelheid Herrman	Instructional Services Manager	SAVEC	907-246-4600	<a href="mailto:herrmann@qcl.net">herrmann@qcl.net</a>	PO Box 615	King Salmon	99613
<b>SEACC - S.E. Alaska Career Consortium</b>							
Karen Martinsen	Executive Director	SEACC/Sitka Works!	907-966-1355	<a href="mailto:edu@ak.net">edu@ak.net</a>	PO Box 58	Sitka	99835
Steve Bradshaw	Superintendent	Sitka School District	907-747-8622	<a href="mailto:bradshaws@mail.ssd.k12.ak.us">bradshaws@mail.ssd.k12.ak.us</a>	PO Box 58	Sitka	99835
Greg Reynolds	Board President	UAS - Sitka	907-738-5518	<a href="mailto:greg.reynold@uas.alaska.edu">greg.reynold@uas.alaska.edu</a>			
<b>UA Workforce Programs</b>							
Fred Villa	Associate VP of Workforce Programs	University of Alaska	907-450-8008	<a href="mailto:fred.villa@alaska.edu">fred.villa@alaska.edu</a>	PO Box 7755010	Fairbanks	99775
Duane Heyman	Executive Director, UA Statewide Corp Programs	University of Alaska	907-786-6949	<a href="mailto:duane.heyman@alaska.edu">duane.heyman@alaska.edu</a>	1815 Bragaw, STE 102	Anchorage	99508
Deshana York	UA Corp Programs	University of Alaska	907-786-1198	<a href="mailto:deshana.york@alaska.edu">deshana.york@alaska.edu</a>	1815 Bragaw, STE 102	Anchorage	99508
Bruce Rowe	Manager - UA Statewide Corporate Programs	University of Alaska	907-786-1168	<a href="mailto:Bruce.Rowe@alaska.edu">Bruce.Rowe@alaska.edu</a>	1815 Bragaw, STE 102	Anchorage	99508
Greta Goto	Programs Manager	University of Alaska	907-786-1171	<a href="mailto:glgoto@alaska.edu">glgoto@alaska.edu</a>	1815 Bragaw, STE 102	Anchorage	99508

**Yuut Elitnaurviat - Peoples Learning Center**

Kurt Kuhne	Executive Director	Yuut Elitnaurviat	907-543-0992	<a href="mailto:kkuhne@yuut.org">kkuhne@yuut.org</a>	PO Box 869	Bethel	99559
Tiffany Tony	Operations Director	Yuut Elitnaurviat	907-543-0990	<a href="mailto:ttony@yuut.org">ttony@yuut.org</a>	PO Box 869	Bethel	99559
Jeremy Osborne	Director of Programs	Yuut Elitnaurviat	907-543-0996	<a href="mailto:josborne@yuut.org">josborne@yuut.org</a>	PO Box 869	Bethel	99559

Name	Title	Organization	Phone	Email	Address	City	Zip
<b>Staff</b>	<b>DOLWD Staff</b>	<b>Position</b>	<b>Email</b>	<b>Phone</b>			
Corine Geldhof	Director Business Partnerships	<a href="mailto:corine.geldhof@alaska.gov">corine.geldhof@alaska.gov</a>	907-465-5937				
Mike Shiffer	Assist. Dir Business Partnerships	<a href="mailto:mike.shiffer@alaska.gov">mike.shiffer@alaska.gov</a>	907-269-3729				
Jeff Selvey	AWIB Executive Director	<a href="mailto:jeff.selvey@alaska.gov">jeff.selvey@alaska.gov</a>	907-269-7485				
Bejean Page	AWIB Administrative Assistant	<a href="mailto:bejean.page@alaska.gov">bejean.page@alaska.gov</a>	907-269-7327				
Jason Bluhm	AWIB Program Coordinator	<a href="mailto:jason.bluhm@alaska.gov">jason.bluhm@alaska.gov</a>	907-269-7329				
Louise Dean	AWIB Program Coordinator	<a href="mailto:louise.dean@alaska.gov">louise.dean@alaska.gov</a>	907-269-7487				
Gerry Andrews	Gasline Training Administrator	<a href="mailto:gerry.andrews@alaska.gov">gerry.andrews@alaska.gov</a>	907-269-4675				
Colette Smith	AWIB	<a href="mailto:colette.smith@alaska.gov">colette.smith@alaska.gov</a>	907-269-7485				
Marcia Olson	CTE Coordinator	<a href="mailto:marcia.olson@alaska.gov">marcia.olson@alaska.gov</a>	907-269-3018				
<b>EED/Other</b>	<b>Position</b>	<b>Email</b>	<b>Phone</b>				
Helen Mehrkens	DEED CTE Administrator	<a href="mailto:helen.mehrkens@alaska.gov">helen.mehrkens@alaska.gov</a>	907-465-3240				
Diane S Maples	Statewide AK Tech Prep Coordinator	<a href="mailto:andism@uaa.alaska.edu">andism@uaa.alaska.edu</a>	907-786-4903				
Don Levine	DEED CTE	<a href="mailto:don.levine@alaska.gov">don.levine@alaska.gov</a>	907-465-8681				

Alaska  
Technical  
Vocation  
Education  
Program  
Fund Recipients

**TVEP Fund Recipients (AS 23.15.835(d))**

Organization - Named in Statute	New Name		Based In	Contact Name
University of Alaska		45%	Fairbanks	Fred Villa
University of Alaska Southeast		5%	Juneau	John Pugh
Galena Project Education Vocational Training Center	Galena Interior Learning Academy	4%	Galena	John Riddle
Kotzebue Technical Center	Alaska Technical Center	9%	Kotzebue	Cheryl Edenshaw
Alaska Vocational Technical Center		17%	Seward	Fred Esposito
Northwestern Alaska Career and Technical Center		3%	Nome	Doug Walrath
Southwest Alaska Vocational and Education Center		3%	King Salmon/Naknek	Steven Angasan
Yuut Elitnaurviat, Inc. People's Learning Center		9%	Bethel	Kurt Kuhne
Delta Career Advancement Center	Partners For Progress in Delta, Inc.	3%	Delta	Karem Cedzo
New Frontier Vocational Technical Center	Amundsen Educational Center	2%	Soldotna	Carmen Franchino

# Alaska State Legislature

## Senate Education Committee

**Senator Gary Stevens, Chair**

State Capitol, Room 429  
Juneau, Alaska 99801-1182  
(907) 465-4925 Phone  
(907) 465-3517 Fax  
[Senator.Gary.Stevens@akleg.gov](mailto:Senator.Gary.Stevens@akleg.gov)



**MEMBERS:**

Senator Charlie Huggins  
Senator Mike Dunleavy  
Senator Berta Gardner  
Senator Bert Stedman

### MEMORANDUM

**TO:** TVEP-Funded Regional Training Centers

**FROM:** Senator Gary Stevens, Chair  
Senate Education Committee

**DATE:** February 21, 2014

**RE:** Hearing on TVEP Funding: February 26, 2014

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I encourage you to participate in the upcoming Senate Education Committee hearing regarding TVEP funding and funding allocations. Please be prepared to answer questions regarding your respective training center, including submitting to my office written responses to the list of questions, attached. I would appreciate receiving your response to the questions by 2:00 P.M. Tuesday, February 25, 2014.

As you may know, we have in our committee the Governor's omnibus education bill which contains numerous educational policy components. One of them is extending funding and funding allocations of non-competitive TVEP funds distributed to some of the various vocational training centers around the state. We will be conducting a hearing specifically regarding TVEP funding on Wednesday, February 26, 2014 at 8:00 A.M. in the Beltz room of the Alaska State Capitol. Your availability, on record, to describe your training center, use of TVEP funds, and to answer other relevant questions is very much appreciated.

Thank you for the important work that you do. We look forward to hearing from you.

[attachment]

Senate Bill 139

Questions for regional training centers and institutions receiving TVEP funds, per AS 23.15.835(d):

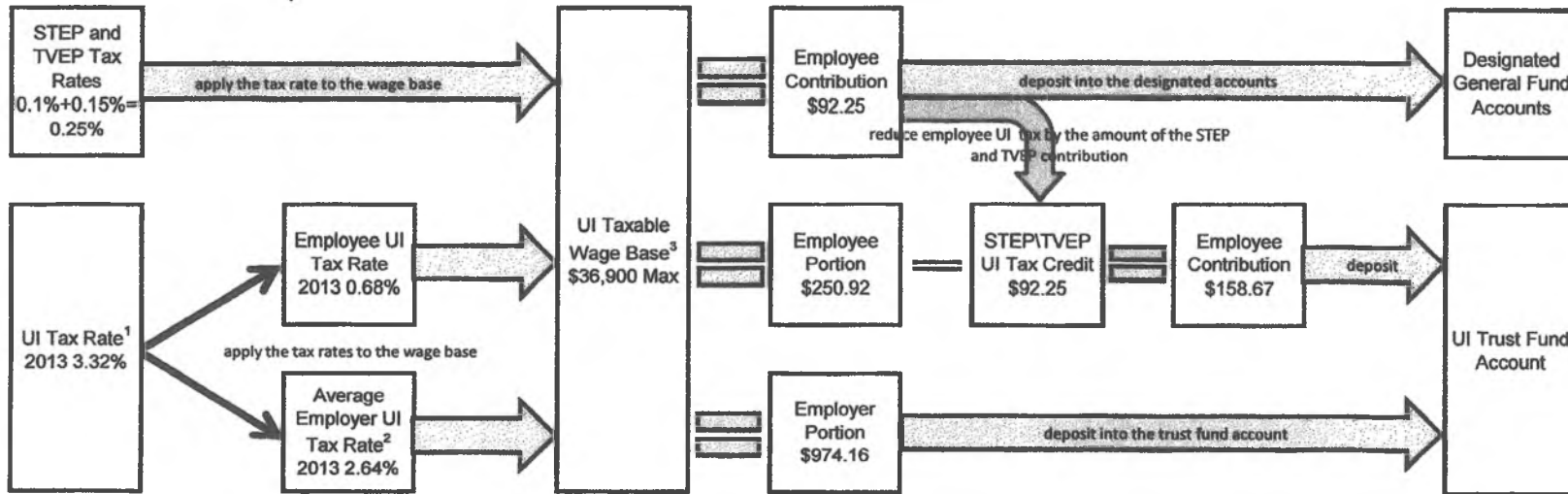
1. How long have you been in operation?
2. What is your governance structure?
3. What manner of public/private partnerships do you share?
4. What specific training programs do you offer?
5. How many participants do you currently have in those respective programs?
6. What do you offer in the form of degrees and/or certificates in these programs?
7. How many certifications have you issued and in what training fields, since you began operating? Since beginning to receive TVEP funds?
8. Describe the demographic profile of your student body.
9. What are the technical and vocational labor demands in your region and how successful are you in satisfying that demand?
10. What is your annual budget? What other sources of funding do you have besides TVEP?
11. What annual level of TVEP funding have you received historically and to date?
12. What specifically do TVEP funds pay for at your training center?
13. What would you do if TVEP were reduced or eliminated? Increased?
14. Do you operate a residential facility in conjunction with your programs? If so, please give some history of its construction, and current manner of operation and maintenance. Current number of residents?
15. What is your student/teacher ratio?
16. How many faculty do you employ? Describe their certification levels.
17. Describe how your training center benefits your local community or region.
18. Please share any other highlights and needs of your training center.
19. Are there other regional training centers you feel should be receiving TVEP funds?
20. Do you believe the current allocation structure for distributing TVEP funds is adequate and fair? If not, how would you recommend adjusting it?

The committee would appreciate receiving your response to these questions by 2:00 P.M. Tuesday, February 25, 2014. Responses may be submitted electronically via e-mail to [Tim.Lamkin@akleg.gov](mailto:Tim.Lamkin@akleg.gov), or via fax at: 907-465-3517

**State of Alaska Tax Flow Chart:**

**Unemployment Insurance (UI)  
State Training and Employment Program (STEP)  
Technical and Vocational Education Program (TVEP)**

The STEP and TVEP tax rates are set in statute (AS 23.15.630 and AS 23.15.835 respectively) and are applied to the annual UI taxable wage base. The amount of STEP and TVEP revenue is not affected by the UI tax rate. For further information please contact Jim Wilson (465-4520). The calculations provided below are per employee, assume the maximum wage for 2013, and are based on the 2013 UI tax rate.



- 1) The UI tax rate is calculated each year to ensure solvency of the trust fund account and cover benefit payments.
- 2) The exact employer tax rate varies by employer. The rate provided above is the average employer UI tax rate. For more information please reference the UI Tax Calculation Cookbook ([http://labor.alaska.gov/research/uiprog/Tax\\_Cookbook.pdf](http://labor.alaska.gov/research/uiprog/Tax_Cookbook.pdf)).
- 3) The UI maximum taxable wage base per employee is calculated each year as 75% of the average annual wage in Alaska (AS 23.20.175).

Further reference materials:  
2011 UI Actuarial Study and Financial Handbook  
UI Tax Calculation Cookbook

To: Senator Gary Stevens

From: Fred Villa, Associate Vice President, University of Alaska Statewide

Subject: Responses to questions forwarded by the Office of Senator Gary Stevens, Chair of the Alaska Senate Education Committee

Date: February 25, 2014

1. How long have you been in operation? *The University of Alaska was established in 1917.*
2. What is your governance structure? *The University of Alaska consists of three accredited universities and one accredited community college with 13 associated community campuses plus additional small community-based training centers. The system is governed by the UA Board of Regents with system leadership by the University of Alaska President, Pat Gamble.*
3. What manner of public/private partnerships do you share? *Due to the comprehensive nature of the UA system, all manners of public and private partnerships exist. Specifically in the area of workforce development and career and technical education (CTE), all programs supported by TVEP funds have industry advisory committees serving the campuses, colleges and schools. We also have strong relations and are considered a critical partner with State agencies particularly with the Alaska Dept. of Labor and Workforce Development and the Alaska Dept. of Education and Early Development in the implementation of the Alaska Career and Technical Education Plan. We work closely to leverage resources (faculty and facilities) with all of the regional training centers. The UA Mining and Petroleum Training Services also is leveraging a partnership with the Yukon College to utilize their mine training simulators for hard-skills training of new underground miners for Alaska, in Alaska.*
4. What specific training programs do you offer? *UA categorizes training programs supported by TVEP investments into Career Clusters as a way to demonstrate and track performance. By investment levels, UA currently supports the following career clusters through 58 different grant allocations at 23 different schools or colleges within the UA system: Health Sciences; Architecture and Construction; Mining, Manufacturing and Process Technology; Career Pathways; Education and Training; Fisheries, Agriculture and Natural Resources; Transportation, Distribution and Logistics; Business, Management and Administration; Information and Technology; Arts and AV Technology; Law and Public Safety; Human Services.*
5. How many participants do you currently have in those respective programs? *The current enrollment of students in the UA TVEP supported programs is approximately 10,489; this represents nearly 1/3 of all of the UA full-time student enrollment headcount. Broken down by UA career clusters student enrollment: Health Sciences (2,137); Architecture and Construction (628); Mining, Manufacturing and Process Technology (855); Career Pathways (\*1,956); Education and Training (685); Fisheries, Agriculture and Natural Resources (302); Transportation, Distribution and Logistics (610); Business, Management and Administration*

February 25, 2014

Page 1 of 6

(\*2,670); Information and Technology (228); Arts and AV Technology (60); Law and Public Safety (30); Human Services (178). \*Note: Outreach and recruiting efforts, not specifically enrollment in programs.

6. What do you offer in the form of degrees and/or certificates in these programs? *The UA system offers more than 500 programs with UA awards of completion from occupational endorsement (min. 9 credits), workforce certificates (min. 30 credits), associate degrees (min. 60 credits), bachelor degrees (min. 120 credits), as well as master and doctoral degrees. Approximately ½ of the programs are considered workforce development, meaning students should be able to complete the program in two years or less.*
7. How many certifications have you issued and in what training fields, since you began operating? *From FY07 – FY12, the number of graduates from programs supported by TVEP increased more than 25 percent (3,084 to 3,871). This equates to more than 90 percent of FY12 graduates. UA campuses offer hundreds of non-credit certificate programs ranging from personal and community development to professional and technical skills development. For example, FY14 UA TVEP proposals identified more than 100 industry certifications offered in their courses including but not limited to: MSHA, IADC well control, OSHA 24 Hazwoper, NCCER (National Center for Construction Education and Research) multiple modules, veterinary technician licensing exam, Cisco CCNA and CCENT, Microsoft MTA, MCTS and CIPT, MSPS survey technician, pharmacy technician, Red Car/Firefighter Type 2, Alaska Off-highway Class D Driver's License, Personal Care Attendant, pre-nursing certification, UA Coast Guard certifications, Alaska Police Standards Council certifications, and many others.*
8. Describe the demographic profile of your student body. *More than 70 percent of UA students are pursuing a degree or certificate, and the remaining are non-degree seekers taking courses for personal or career enrichment. UA has an exceptionally high proportion of part-time students compared to similar institutions nationally, with 60 percent enrolling part-time, compared to 40 percent on average nationally. UA student demographics for FY13 include: 58.5% female and 41.5% male; 15% Am. Indian/AK Native, 1.3% Native Hawaiian/Pacific Is., 5.2% Asian, 3.1% Black, 57.9% White and 17.4% Not Reported.*
9. What are the technical and vocational labor demands in your region and how successful are you in satisfying that demand? *Due to the geographic locations of campuses and centers, the Alaska Dept. of Labor and Workforce Development Research & Analysis occupational forecasts and Economic Trends would most accurately describe the various demands that the UA system addresses. Our process for investing TVEP funds for programs is based on three overall criteria:*
  - i. *Alaska's Workforce Investment Board Priority Industries*
  - ii. *UA's Workforce Development Guidelines and Principles*
    1. *Career Pathways*
    2. *Economic Development*
    3. *High Demand Occupations*
  - iii. *Local UA Campus Priorities*

*Each of these criteria are considered in order for proposals to be considered for TVEP funding.*

10. What is your annual budget? What other sources of funding do you have besides TVEP?  
*The table below provides a summary of the University of Alaska's overall revenue sources, with instruction and student related activity making up about 45% of total expenditures, with the remainder applied to research and service activities. TVEP funding is primarily applied to instructional activities and comprises about 1.3% of revenue for that function. Student tuition and fees make up approximately 1/3 of revenue for this area.*

**UA Funding by Source FY10-FY14 Management Plan (Thousand \$)**

Funding Sources:	FY2010	FY2011	FY2012	FY2013	FY2014
1002 Fed Rcpts (Fed)	131,558.5	132,798.7	137,953.7	147,944.3	150,852.7
1003 G/F Match (UGF)	4,777.3	4,777.3	4,777.3	4,777.3	4,777.3
1004 Gen Fund (UGF)	320,076.9	332,005.3	343,277.4	352,881.6	365,890.8
1007 I/A Rcpts (Other)	14,170.0	15,301.1	16,201.1	16,201.1	16,201.1
1037 GF/MH (UGF)	300.8	605.8	605.8	605.8	655.8
1048 Univ Rcpt (DGF)	288,813.8	300,319.7	314,092.1	327,835.6	300,068.3
1061 CIP Rcpts (Other)	7,300.0	7,630.7	9,530.7	10,530.7	10,530.7
1092 MHTAAR (Other)	1,617.0	1,693.2	1,481.5	1,481.5	1,745.0
1151 VoTech Ed (DGF)	4,723.6	5,201.9	5,042.6	5,449.1	5,380.0
1174 UA I/A (Other)	51,521.0	51,521.0	58,121.0	58,121.0	58,121.0
1175 BLic&Corp (DGF)	-	-	-	-	-
<b>Total Budget</b>	<b>824,858.9</b>	<b>851,854.7</b>	<b>891,083.2</b>	<b>925,828.0</b>	<b>914,222.7</b>

11. What annual level of TVEP funding have you received historically and to date? *UA was an original recipient of the TVEP funding when it was established by HCSCSSB 289 (FIN) 2000 for FY01. At that time the UA distribution was 52% of the total at \$1,700.0. Legislative reauthorizations changed percentages and distribution levels. During the timeline from FY01-FY09 UA TVEP receipts totaled \$25,936.7 for an annual average of ~\$2,882.0. Under the current authorization of TVEP (FY10-FY14) the UA system has received an additional total of \$27,911.3 or annual average of ~\$5,582.3. The grand total to the UA system for TVEP since FY01 has been \$53,848.0.*

12. What specifically do TVEP funds pay for at your training center? *UA TVEP funds are categorized into continuing, first time, and one-time funding. Continuing funding refers to programs that*

*have or are being evaluated for their effectiveness in delivering workforce development impacting programs. Successful programs are required to seek and acquire revenue to displace TVEP grants. TVEP grants are reduced by 5% after the third year of funding to further encourage industry or other support to meet the programs operational costs. First time grants are used for the initial start-up of programs or to meet longer term needs for programs when they are first identified. If funding is required past the first year, it would move into the continuing category. One-time funding is typically used to replace, add, or upgrade technology and facilities to ensure programs are relevant to the current practices used in the workplace. Currently the UA TVEP is distributed with ~72% invested in continuing programs, ~13% invested in first-time grants, and ~15% funding one-time requests.*

13. What would you do if TVEP were reduced or eliminated? Increased? *If TVEP was increased the University of Alaska would approach the distribution of TVEP funds as it does now resulting in even greater impact for the State. Our current funding level only allows us to address about ½ of the top tier proposals from the UA campuses. If TVEP were reduced or eliminated it would negatively impact UA's ability to respond to existing and emerging workforce development needs, especially during times of tight budgets. Programs on continuation funding would be at risk and funding for new programs and technology upgrades to train students in highly technical fields would be severely restricted. Rural campus programs that depend on this funding to upgrade labs and offer programs would additionally be at risk to provide job training in their regions.*

*How UA TVEP Works: UA annually initiates a process for TVEP grant applications. There are no entitlements. Every program seeking funding must submit a proposal if they hope to receive a UA TVEP grant, regardless if continuing, first-time or one-time in nature. Each grant application must meet the principles and guidelines for investment stated above (Question 9). Those requests are tiered and ranked by the UA campuses and submitted to the UA Workforce Development Committee who in turn deliberate the proposals. Recommendations from the committee are given to the UA President. Based on his final decision, the grants are awarded.*

14. Do you operate a residential facility in conjunction with your programs? If so, please give some history of its construction and current manner of operation and maintenance. Current number of residents? *Residential facilities are available at the three main university campuses in Anchorage, Fairbanks and Juneau as well as some of the regional campuses including: Valdez, Soldotna and Bethel. Total capacity at the residential facilities is 2,519 at the main university campuses and 175 at the rural campuses.*
15. What is our student/teacher ratio? *Student/teacher ratios vary by course, enrollment, setting, safety, and accreditation requirements. Typical field and technical labs may have student/teacher ratios of 5 to 1, and more traditional type classroom activities may range closer to 8-20/1.*
16. How many faculty do you employ? Describe their certification levels. *UA system employs adjuncts, term-, and tenure-track faculty depending on their specific teaching assignments.*

*Qualifications can range from subject matter expertise and industry experience with professional certifications and licenses, to associate, bachelor, master or PhD degree levels as required for the accreditation of programs or industry training standards. The University of Alaska system employed 1,072 regular instructional full time faculty equivalents and 1,177 adjunct faculty in fall 2012.*

17. Describe how your training center benefits your local community or region. *The impact of the University of Alaska's investments with TVEP funds on the State cannot be estimated nor overstated. We have supported the creation of programs and regional training centers including the Fairbanks Pipeline Training Center, University of Alaska Southeast Mine Training Center and the Delta Career Advancement Center. The UA TVEP investments helped develop, expand and more than double the number of highly qualified nurses and engineering students, and increase the capacity for process technology students for the oil-gas-mining industries. UA TVEP investments currently include fisheries technology, apprenticeship technology, pharmacy technology, vet techs, marine-, road-, and heavy equipment diesel technology, millwright and welding technology, surveying technicians, Alaska's Middle College, Future Educators of Alaska, wild land fire science training, career pathways for dual credit programs, health information systems training, occupational health and safety technicians, and technical equipment and systems upgrades for programs across the UA system.*
18. Please share any other highlights and needs of your training center. *UA TVEP investments mirror the industry-led workforce development plans and priority industries across the State and the Alaska Career and Technical Education Plan. Those plans include: Alaska Construction Plan, Alaska Health Workforce Coalition Workforce Development Plan, Alaska Oil & Gas Plan (under development), Alaska Mining Workforce Development Plan (under development), Alaska Education Consortium, and the Alaska Fisheries, Seafood, Maritime Workforce Development Plan (under development). Our top six investments are in Health, Construction, Oil Gas & Mining, Career Pathways, Education, and Fisheries.*

*UA TVEP: created the first federally recognized apprenticeship program for core drillers to assist the mining industry; UA career pathways and career clusters are a basis for postsecondary outreach to students seeking guidance and information to plan their futures after high school; is providing bridge-funding for students seeking dual credit through the Tech Prep (technical preparation) program now led by the UA Transitions Coalition; transitioned Denali training funds for nursing and health careers into programs that are available across Alaska; partnered with the Alaska Rural Honors Program to offer process technology and introduction to education careers as part of their curriculum; purchased a mobile refrigeration training simulator that travels to communities throughout Alaska to provide local training to fish harvesters and processors; provided modern low-sulfur diesel engines for students to understand new technology as it was being implemented; provided funding to develop the industry-led Fisheries, Seafood, Maritime Workforce Development Plan; continues to support programs that are identified by the State and employers as critical needs for the workforce.*

19. Are there other regional training centers you feel should be receiving TVEP funds? *Further distributing the limited pool of funding available through the TVEP should be based on demonstrated impact of the workforce development programs by education/training providers and not strictly driven by geographic location. Unnecessary duplication of services and investing in additional infrastructure is costly verses encouraging the mobility of training programs and services available to where and when needed. Accountability to the State also requires justifying the tax structure to employers who are paying the U/I tax that support the TVEP.*
20. Do you believe the current allocation structure for distributing TVEP funds is adequate and fair? If not, how would you recommend adjusting it? *Performance should reflect the centers' ability to provide programs that meets the needs of employers. The economic models that each TVEP recipient uses should be represented in the level of funding and accountability measures of each center so it can be assessed for the service it provides both regionally and to the State. The current allocation of TVEP appears to be fair. However, funding to the UA system has proven to be effective and efficient and could provide even greater results from a larger investment by the State.*



## University of Alaska Technical Vocational Education Program

The Technical Vocational Education Program (TVEP)\* provides grants to high-demand career and technical education entities for industry-specific, on-the-job and classroom training.

UA manages its TVEP funds as a single allocation to initiate or enhance high-priority workforce development programs. The funding must meet the following criteria:

- High-demand and or regional workforce needs
- Increased access and flexibility of training delivery
- Improved persistence of educational progress
- Promote collaboration across the UA System by expanding partnerships



TVEP is used for one-time capital funding, high-demand program expansion and startup of new initiatives.

Industry advisory committees guide the university programs to ensure they meet current employer requirements and assist graduates of both credit and non-credit programs to gain employment upon successful completion.

Significant UA TVEP funding supports these industry clusters:

- Fisheries, agriculture & natural resources
- Mining, manufacturing & process technology
- Science, technology engineering & research
- Energy, environmental science & green Jobs
- Health sciences
- Human services
- Architecture & construction
- Education & training
- Transportation, distribution & logistics

Programs throughout the UA System and across the state receive support annually from UA TVEP funds, impacting thousands of students.

*\*The Alaska Legislature established the TVEP fund in 2000 from a portion of the Unemployment Insurance (U/I) receipts taken by the Alaska Department of Labor and Workforce Development's Employment Securities Division and allocated to UA, DOLWD's Alaska Vocational Technical Education Center (AVTEC) and other Regional Training Centers. This funding will sunset in fiscal year 2014 without legislative reauthorization.*

For more information on TVEP at UA Statewide, contact Associate Vice President of Workforce Programs Fred Villa at 907/450-8008 or [fvilla@alaska.edu](mailto:fvilla@alaska.edu)



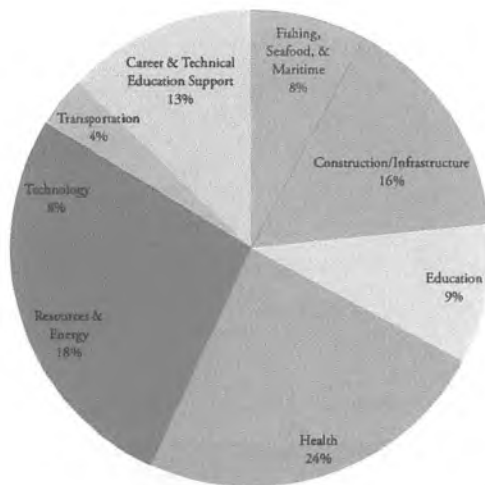
**UNIVERSITY**  
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*Many Traditions One Alaska*

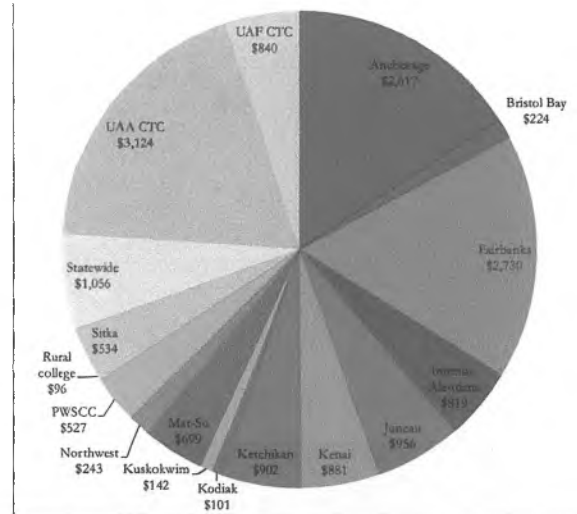


## University of Alaska Technical Vocational Education Program

TVEP Supports High Priority Industries  
FY10 - FY13



TVEP Supports UA's Campuses Statewide  
(in \$1,000)  
FY10 - FY13



## UA TVEP Funds Support Regional Workforce Priorities

### Southeast Workforce Priorities:

In Southeast Alaska, TVEP funds have supported industry-identified workforce priorities especially in **marine** transportation and **fisheries** technology. These programs are implemented in alignment with both public and private sector partners, including Vigor Alaska/Ketchikan Shipyard and Icicle Seafoods. The University of Alaska Southeast also works closely with local and regional economic development entities, such as the Southeast Conference and the Juneau Economic Development Council.

### Southcentral Workforce Priorities:

As the University of Alaska's **Health** Campus, UAA has focused a significant portion of their TVEP funds to expand or develop new health programs, such as nursing, ultrasound technology, paramedic training, physical therapy and expanded functions in dental. Many of these health programs are distance delivered and/or offered at rural campuses on a rotating schedule, making this high-demand training available to students across the state.

### Interior Workforce Priorities:

TVEP funding supports the **oil and gas** industries by expanding program delivery and hands-on equipment needs for process technology programs in the Kenai Peninsula, Anchorage and Fairbanks. The funding also goes to the Fairbanks Pipeline Training Center, which is an integral part of the overall success in supporting this workforce priority in Alaska's interior.

### Statewide Workforce Priorities:

TVEP funding supports the delivery of **Mine** Safety and Health Administration regulatory training across the state and the startup of the University of Alaska Southeast Mine Training Center, which includes a state-of-the-art mine training simulator. TVEP also supports initiatives focused on creating clear education pathways from K-12 to career, many with an emphasis on rural and native student success.



## University of Alaska Statewide 2014 TVEP Program Highlights

### Well Control - UA Mining and Petroleum Training Service (MAPTS)



**TVEP Funding:** \$124,200 for a full-time well control instructor to offer International Association of Drill Contractors (IADC) certified WellCAP and Well Intervention training to various occupations for Alaska's oil & gas industry. MAPTS also received \$50,000 for partial funding of two Mine Safety and Health Administration instructors.

**Overview:** MAPTS well control instructors provide IADC certified WellCAP and Well Intervention classes to drillers, engineers, tool pushers, well site leaders, electricians, motorman, pit watchers and well integrity coordinators who operate on the North Slope, Cook Inlet and various oil and gas fields. MAPTS is one of only two providers of well control training within the state, training 300 Alaska employees each year. Students are employed by Conoco-Phillips, BP, Doyon Drilling, Kuukpik Drilling, Nordic Calista Services, Nabors Drilling, ASRC/AES, among others.

**High-Priority Industries Supported:** Energy and natural resource development

#### **Program Advocacy:**

- *"I need the well control training to move up and it has taught me that it helps to work as a team."* - Matthew Gallen, well control student
- *"Using the simulators really helped solidify the concepts and kill techniques."* - James Niedermeyer, well control student

### Career & Technical Education (CTE) - UA Statewide

**TVEP Funding:** \$120,000 for a statewide coordinator.

**Overview:** Since 2013 UA has allocated TVEP funds to support its leadership efforts to advance CTE and Career Pathways as the framework to affect student outcomes. The measured outputs respond to high-demand workforce needs, promote cross campus collaboration and aligns with UA's Shaping Alaska's Future initiative. The partnerships with the Alaska Commission on Postsecondary Education, the Alaska Departments of Education and Early Development and Labor and Workforce Development continue to grow with the TVEP funding. Representation from these agencies has provided ongoing communication, planning and implementation of activities in support of Career Pathways/Programs of Study to agency members and beyond.



## High-Priority Industries Supported: All

### Program Advocacy:

- *"Career Pathways/Programs of Study are helping all youth in Alaska to identify their career passion and develop a plan to achieve their dreams."* - Cathy LeCompte, Associate Dean, UAA Community and Technical College

### Future Educators of Alaska (FEA) - UA Statewide



**TVEP Funding:** \$275,000 for program development and support.

**Overview:** FEA is University of Alaska (UA) Statewide's only outreach program specifically designed to recruit indigenous students from Alaska's highest-need school districts into education careers with the goal of increasing Alaska Native educators in the state. Currently there are 500 primarily middle school students participating in 56 FEA clubs within 24 Alaska school districts. This year's funding will help FEA expand these numbers by building FEA clubs for high school students.

## High-Priority Industries Supported: Education and training

### Program Advocacy:

- *"I am a former FEA student. While currently pursuing my B.S. in Elementary Education through the University of Phoenix, I am teaching Unangam Tunuu and History within my local school and advising current high school students as the district FEA Coordinator. I could not express enough gratitude toward the FEA community whose exemplary college-prep program prepares students, like me, to become teachers."*  
- Anna Melovidov, FEA Coordinator
- *"The benefits for the Alaska Native students participating in the program include increased academic success, increased self-esteem and confidence, improved public speaking ability, and increased interest in the education profession."* - Jamie Stacks, former Superintendent of Pribilof School District



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*of* **ALASKA**

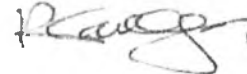
*Many Traditions One Alaska*

For more information on TVEP at UA Statewide, contact Associate Vice President of Workforce Programs Fred Villa at 907/450-8008 or [fvilla@alaska.edu](mailto:fvilla@alaska.edu)

**MEMORANDUM**

**To:** Senator Gary Stevens  
Alaska State Legislature

**From:** Richard A. Caulfield, PhD, Provost, University of Alaska Southeast



**Subject:** Responses to questions regarding TVEP for Alaska Senate Education Committee

**Date:** February 24, 2014

**1. How long have you been in operation?**

*The University of Alaska Southeast (UAS) has been serving Southeast Alaska since the 1950s. In 1986, multiple community campuses in the region were combined into an integrated multi-campus university serving the entire region. Today, UAS is one of three regionally-accredited universities within the University of Alaska statewide system.*

**2. What is your governance structure?**

*UAS focuses on student learning and student success at both the undergraduate and graduate levels. This includes a broad array of programs in career and technical education. The University of Alaska statewide system is governed by the UA Board of Regents with system leadership provided by President Patrick Gamble. Chancellor John Pugh provides leadership at the university-wide level, assisted by Provost Richard Caulfield who also serves as Executive Dean, School of Career Education. The Sitka and Ketchikan Campuses are served by campus directors Dr. Jeff Johnston and Dr. Priscilla Schulte, respectively. UAS deans and directors work with faculty, staff, and student governance groups and with community representatives in ensuring that the UAS mission is fulfilled.*

**3. What manner of public/private partnerships do you share?**

*UAS has extensive public and private partnerships focusing on producing an educated and highly-skilled workforce for Southeast Alaska and indeed all of the state. Examples of these partnerships include:*

- Private sector: Sealaska Corporation, Hecla/Greens Creek Mine, Coeur Kensington Mine, Icicle Seafoods, Northern Southeast Regional Aquaculture Association, Vigor Alaska, PeaceHealth;*
- Public sector: Southeast Conference, Juneau Economic Development Corporation, City and Borough of Juneau, Alaska Department of Labor and Workforce Development, Alaska Department of Education and Early Development, City and Borough of Sitka, City and Borough of Ketchikan, US Forest Service (Pacific Northwest Lab, Tongass National Forest), Alaska Department of Fish and Game, National Oceanic and Atmospheric Administration, Bartlett Community Hospital, Southeast Alaska Regional Health Corporation (SEARHC), Sitka Hospital, UA Mining and Petroleum Training Service, Alaska Marine Highway System, K-12 school districts throughout Southeast Alaska; and*
- Tribes and Non-profit entities: Central Council of Tlingit and Haida Indian Tribes of Alaska, Ketchikan Indian Community, OceansAlaska, Juneau Arts and Humanities Council, Juneau Symphony.*

**4. What specific training programs do you offer?**

*UAS focuses strategically on providing career and technical education and training in Southeast Alaska that falls within identified Career Clusters linked to career pathways for K-12 and adult students. UAS programs<sup>1</sup> include the following:*

- **Health Sciences:** Health Information Management (AAS), Health Sciences (AAS), Pre-Nursing Qualifications (CERT), Pre-Radiologic Technology Qualifications (CERT), Healthcare Information Technology (OE), Health Information Management—Coding Specialist (OE), Healthcare Privacy and Security (OE)
- **Architecture and Construction:** Construction Technology (AAS), Drafting Technology (CERT), Residential Building Science (CERT), Building Energy Retrofit Technician (OE), Residential/Light Construction (OE)
- **Mining:** Mine Mechanic (AAS), Entry Level Miner (WC), MSHA training
- **Career Pathways:** Tech-Prep and dual enrollment, K-12 partnerships
- **Fisheries, Agriculture and Natural Resources:** Fisheries Technology (AAS, CERT)
- **Transportation, Distribution and Logistics:** Power Technology (Diesel, Automotive, USCG Marine Oiler—AAS), Diesel/Heavy Duty Technology (OE), Diesel/Marine Technology (OE), Marine Engine Room Preparation (OE), Marine Transportation (OE), USCG certifications (e.g. Basic Seamanship, Able Seaman, Radar Observer, Master 100 ton, Advanced Fire Fighting)
- **Business, Management, and Administration:** Business Administration (AAS), Accounting Technician (CERT), Small Business Management (CERT), Accountant (OE), Administrative Office Support (OE)
- **Law and Public Safety:** Law Enforcement (AAS, OE)

**5. How many participants do you currently have in those respective programs?**

*Enrolled Majors in UAS TVEP-funded Programs, 2008-2009 through Fall of 2013-2014*

<i>Students</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
<b>Juneau</b>	<b>32</b>	<b>35</b>	<b>37</b>	<b>43</b>	<b>52</b>	<b>61</b>
<i>AAS Business Administration</i>	27	27	31	35	42	50
<i>AAS Construction Technology</i>	4	4	4	3	1	2
<i>AAS Power Technology - Diesel Heavy</i>	1	3		2	3	3
<i>OEC Diesel Heavy Duty</i>		1	2	3	6	6
<b>Ketchikan</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>4</b>
<i>AAS Fisheries Technology</i>	2	1	1	2	4	3
<i>CT2 Fisheries Technology</i>		1	1	1	1	
<i>OEC Marine Transportation</i>						1
<i>OEC Network Technician</i>				1		
<b>Sitka</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>41</b>	<b>52</b>	<b>45</b>
<i>AAS Health Information Mgt</i>	14	13	14	14	15	13
<i>AAS Health Science</i>	1	3	1	2	1	2
<i>AAS Law Enforcement</i>						2
<i>CT1 Pre-Radiologic Technology</i>					1	
<i>CT2 Health Info Mgmt Coding Specialist</i>			9	11	13	14
<i>CT2 Healthcare Privacy &amp; Security</i>		4	2	4	4	4
<i>OEC Healthcare Information Technology</i>			1	8	7	6
<i>OEC Law Enforcement</i>			3	2	11	4
<b>GRAND TOTAL</b>	<b>49</b>	<b>57</b>	<b>69</b>	<b>88</b>	<b>109</b>	<b>110</b>

*Data source: UA Decision Support Database, compiled from closing extracts.*

<sup>1</sup> Key to program offerings: AAS, Associate of Applied Science (60 credits); CERT, Certificate (30 credits); OE, Occupational Endorsement (9-29 credits); WC, Workforce Credential, non-credit units

6. What do you offer in the form of degrees and/or certificates in these programs?

See #4 above and key for degrees and certificates offered.

7. How many certifications have you issued and in what training fields, since you began operating?

**Graduates of TVEP-funded Occupational Endorsements, Certificates, and AAS Degrees, 2009-2014**

*Students*

	2009	2010	2011	2012	2013	2014
<b>Juneau</b>	<b>89</b>	<b>115</b>	<b>122</b>	<b>120</b>	<b>142</b>	<b>140</b>
AAS Business Administration	68	84	81	84	94	95
AAS Construction Technology	8	12	16	10	8	6
AAS Power Technology - Diesel/Heavy	9	10	16	16	28	27
OEC Diesel/Heavy Duty	4	9	6	10	9	6
OEC Construction Technology			3			
OEC Mine Mechanic					3	2
AAS Power Technology - Mine Mechanic						4
<b>Ketchikan</b>	<b>11</b>	<b>14</b>	<b>21</b>	<b>26</b>	<b>23</b>	<b>13</b>
AAS Fisheries Technology	11	13	20	22	19	10
CT2 Fisheries Technology		1	1	3	3	2
OEC Marine Transportation					1	1
OEC Network Technician				1		
<b>Sitka</b>	<b>60</b>	<b>110</b>	<b>140</b>	<b>164</b>	<b>164</b>	<b>125</b>
AAS Fisheries Technology						1
AAS Health Information Mgt	46	65	63	58	54	45
AAS Health Science	12	12	12	19	18	10
AAS Law Enforcement						5
CT1 Pre-Radiologic Technology	2	2	1	3	1	1
CT2 Health Info Mgmt Coding Specialist		15	25	34	30	24
CT2 Healthcare Privacy & Security		16	6	6	6	5
OEC Healthcare Information Technology			5	8	7	7
OEC Law Enforcement			28	36	48	27
<b>Grand Total</b>	<b>160</b>	<b>239</b>	<b>283</b>	<b>310</b>	<b>329</b>	<b>278</b>

Data source: UA Decision Support Database, compiled from closing extracts.

UAS students may also prepare for external agency certification through enrollment in UAS courses. Agencies often do not release data regarding the number of certifications and licensures issued to students successfully completing exam preparation courses. Certifications and licensures include:

Campus	Certification/Licensure	Agency
Sitka	Water Operator Certification	Alaska Department of Environmental Conservation
	Wastewater Operator Certification	Alaska Department of Environmental Conservation
	Wastewater Operator Certification	American Backflow Prevention Association
	Certified Nurse Aide Certification	National Nurse Aide Assessment Program
	Registered Health Information Technician	American Health Information Management Assn
	Welding Certifications	American Welding Society

<b>Ketchikan</b>	<i>Oiler</i>	<i>US Coast Guard</i>
	<i>Operator of Uninspected Passenger Vessel</i>	<i>US Coast Guard</i>
	<i>Able Seaman</i>	<i>US Coast Guard</i>
	<i>Code of Federal Regulations (CFRs) 46</i>	<i>Federal</i>
	<i>200 Ton Upgrade</i>	<i>US Coast Guard</i>
<b>Juneau</b>	<i>Licensed Nursing Home Administrator</i>	<i>Alaska Department of Education</i>
	<i>Oiler</i>	<i>US Coast Guard</i>
	<i>Commercial Drivers' License Type B</i>	<i>Alaska Department of Transportation</i>
	<i>Refrigerant certification</i>	<i>Environmental Protection Agency</i>
	<i>Certified Nurse Aide Certification</i>	<i>National Nurse Aide Assessment Program</i>
	<i>Emergency Medical Technician - 2</i>	<i>State of Alaska</i>
	<i>Building Analyst certification</i>	<i>Building Performance Institute Testing Center</i>
	<i>Microsoft Office Specialist</i>	<i>Microsoft</i>
	<i>Certified Master Status--Automotive</i>	<i>National Institute for Automotive Service Excellence</i>
	<i>Human Resources Certifications: PHR</i>	<i>Human Resource Certification Institute</i>
	<i>Human Resources Certifications: SPHR</i>	<i>Human Resource Certification Institute</i>
	<i>Human Resources Certifications: GPHR</i>	<i>Human Resource Certification Institute</i>
	<i>Emergency Medical Technician - 1</i>	<i>State of Alaska</i>
	<i>CPR Completion card</i>	<i>Red Cross</i>
	<i>General Contractors with Residential Endorsements</i>	<i>AGC</i>
	<i>Alaska General Contractors licensure</i>	<i>AGC</i>
	<i>Residential Ventilation Installation</i>	<i>Heating, Refrigeration Air-Conditioning Institute of Canada</i>

**8. Describe the demographic profile of your student body.**

*For the Fall 2013 semester, there were 3,644 students enrolled at UAS, with 2,684 taking courses at the Juneau campus, 626 attending Ketchikan, and 888 enrolled at Sitka. A majority of our students (approximately 70% of all undergraduates) take classes part-time. Also, a growing number take courses from more than one campus and in an online/eLearning format.*

*Sixty-five percent of our students are women, and 17.3% are Alaska Native/American Indian. UAS serves students of all ages, ranging from high school students to senior citizens. Students between 18 and 24 years old make up 29% of the total student population; 25 to 29 years of age make up 16%; 30-39 percent make up 20%. Of our 217 first-time freshmen, 64% are recent high school graduates. Most (78%) recent high school graduates are from SE Alaska. Half of our students (1,820) are seeking UAS endorsements, certificates, and degrees, and half (1,824) are non-degree seeking (which includes students pursuing workforce credentials and students taking UAS courses who are seeking degrees from other UA universities). Data source: UA Decision Support Database, compiled from closing extracts.*

**9. What are the technical and vocational labor demands in your region and how successful are you in satisfying that demand?**

*Southeast Alaska's economy is driven by the following major sectors: mining, healthcare and social services, visitor services, commercial fishing and seafood processing, and government. Other important sectors are shipbuilding and vessel repair, marine transportation, construction, mariculture, business and financial services, and retail services.*

*UAS offers degrees and/or certificates in each of these areas, funded in part by TVEP dollars. Nearly all UAS programs have active industry advisory committees that help us identify changes in demand and employer expectations. Data about labor demand in Southeast Alaska comes primarily from the Alaska Department of*

Labor and Workforce Development, Southeast Conference, Juneau Economic Development Council, and private and public employers—see below:

- Southeast Conference, 2013. *The Maritime Economy of Southeast Alaska*. <http://www.seconference.org/sites/default/files/FINAL%20Southeast%20Alaska%20Maritime%20Economy%20Sept%2010%20for%20web.pdf>
- Southeast Conference, 2013. *Southeast Alaska by the Numbers 2013*. <http://www.seconference.org/southeast-alaska-numbers>
- Juneau Economic Development Council, 2013. *Juneau and Southeast Alaska Economic Indicators*. <http://www.iedc.org/sites/default/files/JEDC%20Economic%20Indicators%202013.pdf>
- Alaska Department of Labor and Workforce Development. *Alaska TRENDS*. <http://labor.state.ak.us/trends/apr11.pdf>

**10. What is your annual budget? What other sources of funding do you have besides TVEP?**

Authorized Budget	FY09	FY10	FY11	FY12	FY13	FY14
Juneau	41,570.2	42,123.1	42,885.4	43,049.2	44,553.9	43,835.7
Ketchikan	4,947.6	4,976.0	4,997.8	5,529.4	5,792.5	5,656.9
Sitka	7,923.0	7,386.2	7,295.6	7,790.9	8,155.2	8,402.4
<b>Total Region Budget</b>	<b>54,440.8</b>	<b>54,485.3</b>	<b>55,178.8</b>	<b>56,369.5</b>	<b>58,501.6</b>	<b>57,895.0</b>

*Other sources of revenue include: 1) Unrestricted: Tuition and fees, indirect cost recovery, university receipts (fees for non-traditional course delivery), and auxiliary enterprise revenue (student housing, student recreation center) and 2) Restricted: Federal grant revenue, state grant revenue, and university receipts (grant revenue from private, non-state, non-federal organizations)*

**11. What annual level of TVEP funding have you received historically and to date?**

*Over the past 5 year trend, UAS has received an average of 13.5% of the total TVEP funding allocated to the University of Alaska. The amount varies a little each year depending upon the progress and actual cost of budgeted activities.*

	FY09	FY10	FY11	FY12	FY13	FY14	Average
<b>TOTAL UAS TVEP RECEIVED</b>	760.1	760.1	646.3	660.1	646.3	555.9	

<b>UAS % of UA TVEP</b>	16.1%	16.1%	13.3%	13.1%	11.9%	10.3%	13.5%
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**12. What specifically do TVEP funds pay for at your training center?**

*TVEP funding at UAS campuses has been important in two ways: 1) funding faculty and staff positions for high-demand career and technical education programs and pathways, and 2) funding equipment that enables UAS to offer high quality education and training. TVEP funding is particularly important to enable UAS to be responsive to dynamic industry needs—when the university needs to ramp up quickly in response to new workforce needs and opportunities. Funding also allows the university to pilot new workforce initiatives, such as the Ketchikan Campus “Maritime and Multi-skilled Worker” credential created in partnership with Vigor Alaska.*

**13. What would you do if TVEP were reduced or eliminated? Increased?**

*TVEP funding is vital to our efforts to provide quality career and technical education in Southeast Alaska. TVEP funding enables UAS campuses to develop meaningful partnerships with industry so that graduates/completers are trained for what employers need. TVEP funding enables us to partner effectively with high schools in the region to offer career pathways from secondary into post-secondary education. TVEP funding allows us to be responsive to new workforce needs, such as in shipbuilding and vessel maintenance and in mine training. TVEP funding also ensures that our graduates are trained on current equipment.*

*Increased TVEP funding would enable UAS to be even more proactive in meeting the career and technical education needs of Southeast Alaska. We seek to expand our hands-on mine training opportunities in the region, working in partnership with the UA Mining and Petroleum Training Service. Doing so will reduce the need for new or incumbent workers to leave the region for required safety and/or hands-on training—taking them away from families and jobs. We seek to expand maritime training to meet the needs of the Alaska Marine Highway System—enabling more Alaskans to take jobs on board ship and to stay current with USCG licensing and certification requirements. We are working actively with Vigor Alaska to build a Multiskilled workforce for shipbuilding and vessel maintenance and repair in Ketchikan; with possibilities of partnerships with community college training facilities in the Pacific Northwest. These and other opportunities will be all the more difficult if TVEP funding is reduced. If funding is increased, we can see more Alaskans getting the education and training they need and becoming successful in finding jobs locally.*

- 14. Do you operate a residential facility in conjunction with your programs? If so, please give some history of its construction and current manner of operation and maintenance. Current number of residents?**  
*UAS' Juneau Auke Lake Campus currently has a three-story 18,000 square foot coed residence hall with 84 beds, and two- and four-bedroom townhouse-style apartments in 7 buildings with a total of 200 beds. The apartments were built in 1984 for a cost of \$12.7M. Banfield Hall, the coed residence, was built in 1995 at a cost of \$3.5M. These facilities are available to students enrolled at all levels of instruction, including both undergraduate and graduate. UAS and its partners periodically use local hotels to house participants in short-term intensive education and training—like that provided in for Entry Level Miner training.*

- 15. What is our student/teacher ratio?**

*The student to faculty ratio at UAS is 9:1, based on 1,445.7 full-time equivalent students (full-time plus 1/3 part time) and 166.8 full-time equivalent instructional faculty (full time plus 1/3 part time). Data source: UA Decision Support Database, compiled from Fall 2013 opening extracts.*

- 16. How many faculty do you employ? Describe their certification levels.**

*UAS employs 166.8 full-time equivalent instructional faculty. Approximately 50% of all UAS faculty have a doctorate degree, 30% have a Master's degree or equivalent, and the remaining 20% have an Associate degree and/or specialized credentials.*

- 17. Describe how your training center benefits your local community or region.**

*Working with industry and other education providers, the three UAS campuses provide quality education and training in career and technical education for Southeast Alaska. UAS graduates Alaskans who are prepared to go to work in the key high-demand workforce sectors important to our communities and region: mining, tourism, fisheries and seafood processing, healthcare and social services, marine transportation, law enforcement, and government.*

*Producing local graduates means that more Alaskans take local and regional jobs—reducing costs to employers who otherwise have to recruit from elsewhere, only to find that they leave after a brief period of employment. Moreover, the dollars our graduates earn stay in our communities. And our young people have industry mentors and role models nearby who encourage them to study hard and take advantage of local education and training rather than leaving the region and the state.*

*UAS career and technical education is successful because of our partnerships—with K-12 education in offering dual enrollment, Tech-Prep, and career pathways, and with industry that provides scholarships, internships, practicum opportunities, and vital assistance in designing a relevant curriculum. We're especially appreciative of investments made by companies such as Hecla/Greens Creek, which funds in part our Mine Mechanic program, and Iclie Seafoods which has been a strong supporter of our Fisheries Technology Program. UAS also works closely with Native organizations such as the Central Council of Tlingit and Haida Indians of Alaska, Sealaska Corporation, Goldbelt, Inc., and Ketchikan Indian Community. By*

*developing aligned career pathways, we can ensure that graduates have both the 'employability skills' and the industry-specified job skills needed to be a safe, competent, and skilled worker.*

**18. Please share any other highlights and needs of your training center.**

*See Attachment A: UAS FY14 TVEP Program Highlights*

**19. Are there other regional training centers you feel should be receiving TVEP funds?**

*UAS is not in a position to judge how best to allocate such resources. That said, our institution serves all of Southeast Alaska through its campuses in Juneau, Sitka, and Ketchikan. Career and technical education is an integral part of our mission. We'll continue to partner with others in our region to leverage resources, avoid duplication, and align with industry standards and needs. Increasingly, career and technical education offerings are available online, making education and training available even to remote communities. UAS will continue to broaden its offerings and partnerships to meet these needs and opportunities.*

**20. Do you believe the current allocation structure for distributing TVEP funds is adequate and fair? If not, how would you recommend adjusting it?**

*We believe that the current allocation of TVEP funding to the University of Alaska system and other education and training providers across the state is essential to building a skilled Alaskan workforce. The amount UAS receives approximates the proportion of UA students we serve. The mechanism used for allocation is fair. More and more employers are looking for those with some degree of post-secondary education—whether apprenticeship training, certificates or industry-recognized credentials, or degrees leading to good-paying jobs. Even in tight budget times, expanding Alaska's investment in TVEP-funded programs will build our state's future and provides opportunities for future generations.*



## University of Alaska Southeast 2014 TVEP Program Highlights

### Maritime & Multi-Skilled Worker (MMW) - UAS Ketchikan

**TVEP Funding:** \$85,000 to hire a term assistant professor of power technology to develop and deliver this new pilot program in response to industry needs. The program is approved by the US Coast Guard (USCG) and was developed in concert with the Alaska Marine Highway System and Alaska Ship and Drydock/Vigor Inc.



**Overview:** Prepares students for high-paying jobs and provides them with an introduction to basic industrial skills that can be applied to occupations in ship building, mining, seafood processing plants and marine engine rooms as well as other industrial occupations. This comprehensive course fully prepares students to take the USCG exam for a Qualified Member of the Engine Department with Oiler and Fireman/Water Tender endorsements. Having USCG approval and the Alaska Marine Highway System partnering to provide internships, ship tours and a representative on the program advisory committee offers significant advantages to students.

**High-Priority Industries Supported:** Construction; natural resource development; fishing, seafood, and maritime; transportation

### **Program Advocacy:**

- *"All of the skills in this new program prepare students for employment."*  
- Doug Ward, Director of Development for Vigor Alaska
- *"The QMED certification that I will get for this class is really important to break into the industry. It's a great program that gives me confidence that I can succeed in this field."*  
- Joshua Ruiz, MMW student
- *"I've found that it's harder as a female to get hired in a male dominated profession when you have no skills. This course offers the basics that I can build on to break into careers that are not usually pursued by women."*  
- Jessica Palma, MMW student

### Health Information Management (HIM) - UAS Sitka

**TVEP Funding:** \$105,400 for a HIM assistant professor to expand statewide eLearning delivery to increase the number of graduates across Alaska.



**Overview:** The Associate of Applied Science in HIM degree program prepares graduates for employment as health information specialists, a fast-growing occupation in Alaska. Graduates are eligible to take the national accreditation examination and receive the Registered Health Information Technician (RHIT) credential. The program is accredited by the Commission on Accreditation for Health Information and Information Management in cooperation with the Council on Accreditation of the American Health Information Management Association.

**High-Priority Industry Supported:** Health care

**Program Advocacy:**

- *“My education enabled me to take the Registered Health Information Technician certification exam. Without the certification I would not have been able to obtain the position I have at Alaska Psychiatric Institute.”* - Donna Knowles, 2010 HIM graduate
- *“I benefited from the fact that I was able to attend classes online at my convenience.”*  
- Deborah Miller, 2010 HIM graduate
- *“The program helps students be connected to facilities like Providence Seward Medical Center through the outreach efforts of the UAS staff.”*  
- Jeannette Bailey, PSMC Health Information Management Supervisor

**Power Technology - UAS Juneau**



**TVEP Funding:** \$55,600 to upgrade diesel training equipment.

**Overview:** The power technology program at UAS includes an occupational endorsement and an associate of applied science degree with emphasis areas in diesel, mine mechanic, and USCG Marine Oiler. The UAS program partners with Hecla/Greens Creek and Coeur/Kensington mines, with local construction and equipment companies and with the Local 302 International Union of Operating Engineers. Students learn in classroom and shop environments and through internships in workplace settings.

**High-Priority Industries Supported:** Construction; energy; fishing, seafood and maritime; natural resource development; transportation

**Program Advocacy:**

- *“The UAS Power Technology program has good connections with the local mines, providing an easy transition from school to a career. I currently work as an intern for the Hecla Greens Creek Mine.”* - Hunter Kirkpatrick, power technology student
- *“This program is well known in the mechanic field and almost seems to guarantee consideration for employment from the positions available in Alaska. I have already received a diesel mechanic job offer as well as an interview with another company.”*  
-Cory McMaster, power technology student



For more information on TVEP at UAS, contact Provost  
Richard Caulfield, PhD at 907/796-6486 or [racaulfield@uas.alaska.edu](mailto:racaulfield@uas.alaska.edu)

*learn · engage · change*



# GALENA CITY SCHOOL DISTRICT

GALENA, ALASKA 99741  
PHONE (907) 656-1205  
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**SUPERINTENDENT**  
Chris Reitan

February 22, 2014

Re: Questions for regional training centers and institutions receiving TVEP funds, per AS 23.15.835(d)

Dear Senator Stevens and the Senate Education Committee;

Thank you for allowing Galena City School District to provide the Senate Education Committee information on the programs we offer at our Galena Interior Learning Academy that benefit from TVEP funding.

As the Senate Education Committee weighs the information you are receiving regarding the current utilization of TVEP funding, I believe it is important for me to share a little bit of the history of Galena Interior Learning Academy that will provide the committee a broader understanding of our history and focus.

Galena City School District is in its 18<sup>th</sup> year of operating the Galena Interior Learning Academy (GILA) on the vacated Galena Air Force Base. GILA is a statewide boarding facility for students seeking choice. It is Alaska's 2<sup>nd</sup> longest operating boarding school and offers students industry-standard certifications in aviation and cosmetology; students can also receive university credit (dual credit) in carpentry, welding, aviation, automotive, computer technology, health sciences and culinary arts courses through tech prep agreements with the University of Alaska Fairbanks Interior Aleutians Campus. GILA provides access for rural Alaskan students to CTE and academic course offerings that are unaffordable to smaller schools, and allows students to develop the skills necessary to transition to a college path, vocational post-secondary path, or directly to the work force upon graduation. Currently, GILA is serving 211 students from over 70 communities, most of them rural and remote, and over 92% of the students are Alaska Native.

GCSD has worked hard to ensure the Galena Interior Learning Academy provides a strong balanced educational option that blends traditional academic programming with a strong CTE focus. GILA provides opportunities for students to develop the skills necessary to transition to a college path, vocational post-secondary path, or directly to the work force upon graduation.

Thank you for this opportunity to provide the Senate Education Committee information on how TVEP funding is benefitting the students attending Galena Interior Learning Academy.

Sincerely,

Chris Reitan, GCSD Superintendent

## Questions for regional training centers and institutions receiving TVEP funds, per AS 23.15.835(d)

**1. How long have you been in operation?** Galena Interior Learning Academy is in its 18<sup>th</sup> year of operation. Its first year of operation was the 1997-98 school year. GILA was founded on the premise of providing a solid academic background with a strong Career and Technical Education (CTE) emphasis for primarily rural, Alaskan Native high school students with post-secondary training opportunities.

**2. What is your governance structure?** Galena Interior Learning Academy is a component of the Galena City School District. Galena City School District is operated by a five member board of trustees elected by the community of Galena. Galena City School District is a component of the City of Galena.

**3. What manner of public/private partnerships do you share?** Galena Interior Learning Academy has a strong partnership with the University of Alaska Fairbanks Interior Aleutians Campus (UAF-IAC). Many of our CTE courses are aligned with UAF-IAC courses with students having the opportunity of earning dual credit (university and high school credit) that meets GCSD graduation requirements.

**4. What specific training programs do you offer?** Galena Interior Learning Academy offers the following programs of study: cosmetology, aviation, automotive, construction trades, computer science, health science, and culinary arts

**5. How many participants do you currently have in those respective programs?** Attachment A provides an outline of all of our CTE courses and the number of participants in each course.

**6. What do you offer in the form of degrees and/or certificates in these programs?** State Cosmetology Certification, FAA Private Pilot's License, State Food Handler's Card, Food Safety Protection Manager Certification and university credit in the following courses of study: automotive, health science, computer science, construction trades

**7. How many certifications have you issued and in what training fields, since you began operating? Since beginning to receive TVEP funds?** Attachment B provides an outline for the FY 13 results utilizing TVEP funding. Previous year's results would be similar.

**8. Describe the demographic profile of your student body.** 92% of our student body is rural, Alaskan Native students representing every geographic region of Alaska.

**9. What are the technical and vocational labor demands in your region and how successful are you in satisfying that demand?** Galena Interior Learning Academy's CTE programs have not specifically been aligned to the Interior Region. Our focus has been to develop CTE courses of study that provide our primarily rural Alaskan Native student population to earn certifications and university credit that would allow them to utilize these skills and knowledge in either a rural or urban setting. Our focus is to provide our students a direct path into the workforce, a direct path towards more post-secondary technical training options, or a direct path into university programs.

**10. What is your annual budget? What other sources of funding do you have besides TVEP?** GCSD has four major funding sources that allow us to provide technical training for high school and post-secondary students. The largest population that we serve is our high school student body.

1. TVEP funding
2. Carl Perkins funding
3. Monies received from the Base Student Allocation
4. Post-secondary student tuition

FY 14 budget for our CTE programs is \$1,003,967. This dollar amount includes all costs associated with salaries, benefits, equipment, and instructional supplies. This dollar amount does not include all building costs that include property insurance, utilities, preventative maintenance, and emergency maintenance.

**11. What annual level of TVEP funding have you received historically and to date?** Galena Interior Learning Academy has traditionally received 4% of TVEP funding.

**12. What specifically do TVEP funds pay for at your training center?** TVEP funds support Galena Interior Learning Academy's CTE course offerings. They provide monies to offset some of the costs associated with instructor salaries, equipment, and instructional materials.

**13. What would you do if TVEP were reduced or eliminated? Increased?** If TVEP funding were reduced or eliminated we would trim our CTE course offerings limiting the number of CTE programs we could provide. If TVEP funding were increased we would look to expand our CTE programs, especially in those areas that current research indicates are expanding industries. Health sciences is one particular field that would be expanded based on current industry demand.

**14. Do you operate a residential facility in conjunction with your programs? If so, please give some history of its construction, and current manner of operation and maintenance. Current number of residents?** GCSD operates two residential halls. Ptarmigan Hall is our high school boarding school facility. We currently have 211 high school students residing in Ptarmigan Hall. Iditarod Hall houses our post-secondary students and provides some options for staff housing. Both of these facilities are housed on the former Galena Air Force Base where the Galena Interior Learning Academy is located. Both facilities were repurposed after the Air Force Base was closed to provide housing for high school and post-secondary students. Galena City School District provides all the preventative and emergency maintenance for the facilities. The City of Galena operates the facilities that provide all utilities for the Galena Interior Learning Academy campus functions.

**15. What is your student/teacher ratio?** Student teacher ratios across all of our CTE programs of study are 12 to 1.

**16. How many faculty do you employ? Describe their certification levels.** In our CTE programs we employ 8 instructors. Three of the instructors are Type M certified as industry experts. Five of the instructors have earned their Professional Teaching Certification. 5 of the instructors are also operating as adjunct professors through UAF-IAC providing dual credit options for our students.

**17. Describe how your training center benefits your local community or region.** Galena City School District's operation of Galena Interior Learning Academy benefits the entire state. Our student body population represents every region of Alaska.

**18. Please share any other highlights and needs of your training center.** Galena City School District has operated the Galena Interior Learning Academy (GILA) on the vacated Galena Air Force Base. GILA is currently in its 18<sup>th</sup> year of operation. GILA is a statewide boarding facility for students seeking choice. Currently, GILA is serving 211 students from over 70 communities, most of them rural and remote, and over 92% of the students are Alaska Native. GILA began operations in 1997 using vacated Air Force Base facilities with its core mission being providing career and technical education (CTE) with post-secondary opportunities for rural, Alaskan Native students.

**19. Are there other regional training centers you feel should be receiving TVEP funds?** If TVEP funds are increased I believe there are other programs in the State of Alaska that could benefit from the funding and increase technical training opportunities state-wide. Increasing the number of regional training centers without increasing TVEP funding would diminish program development across all TVEP programs diminishing the quality and quantity of programs that could be offered.

**20. Do you believe the current allocation structure for distributing TVEP funds is adequate and fair? If not, how would you recommend adjusting it?** Galena City School District is appreciative of the funding allocation currently provided by TVEP funds.

**Galena Interior Learning Academy CTE Offerings Attachment A  
Spring 2014**

<b>CTE Areas</b>	<b>Student Numbers</b>
<b>Construction Trades</b>	
Welding I	18
Welding II	6
Aluminum Welding and Fabrication	13
Intro to Electricity	12
Woodworking	23
Carpentry	14
<b>Total</b>	<b>86</b>
<b>Percent of High School Students</b>	<b>37.07%</b>
<b>Computer Technology</b>	
Video Production	15
Beginning Computers	20
Advanced Video and Web Productions	9
Graphic Art	31
Autocad	7
<b>Total</b>	<b>82</b>
<b>Percent of High School Students</b>	<b>35.34%</b>
<b>Aviation Technology</b>	
Private Pilot Ground School	22
Advanced Flying -Private Pilot	8
<b>Total</b>	<b>30</b>
<b>Percent of High School Students</b>	<b>12.93%</b>
<b>Automotive Technology</b>	
Intro to Auto Tech	40
Automotive I	13
Advanced Auto II	4
Driver's Ed	54
<b>Total</b>	<b>111</b>
<b>Percent of High School Students</b>	<b>47.84%</b>
<b>Culinary Arts</b>	
Intro to Culinary Arts	55
Culinary Arts I	10
<b>Total</b>	<b>65</b>
<b>Percent of High School Students</b>	<b>28.02%</b>
<b>Cosmetology</b>	
Intro to Cosmetology	34
Cosmetology 9 & 10	8
Cosmetology 11 and 12	10
Advanced Cosmetology Studies	1
<b>Total</b>	<b>53</b>
<b>Percent of High School Students</b>	<b>22.84%</b>
<b>Health Sciences</b>	
Professional Skills for the Workplace	10
Medical Terminology	7
Anatomy and Physiology	10
<b>Total</b>	<b>27</b>
<b>Percent of High School Students</b>	<b>11.64%</b>
<b>Career Exploration</b>	
Introduction to Occupations	37
Career and Post-Secondary Planning	36
<b>Total</b>	<b>73</b>
<b>Percent of High School Students</b>	<b>31.47%</b>
<b>Total High School Population in Galena</b>	<b>232</b>
<b>Total High School Students Enrolled in CTE Courses</b>	<b>527</b>

# Galena Interior Learning Academy

## FY 13 TVEP Results

### Attachment B

The Galena Interior Learning Academy (GILA) is a 9-12 grade vocational boarding school that also offers postsecondary adult vocational training. GILA is a section of the Galena City School District that opened for post-secondary students in mid-2002.

For more information about the Galena Interior Learning Academy:

<http://gila.galenaalaska.org/>

Cosmetology	1 Student Earned State Certification 16 Students Applied for State Permits
Aviation	3 Students Earned Private Pilot's Licenses 8 Students Soloed 17 Students Earned University Credit
Culinary Arts	40 Students Earned State Food Handler's Card
Computer Technology	73 Students Earned University Credit
Welding	19 Students Earned University Credit
Residential Carpentry	10 Students Earned University Credit
Health Sciences	12 Students Earned University Credit
Wild Fire Control	8 Students Earned University Credit

Senate Bill 139

Questions for regional training centers and institutions receiving TVEP funds, per AS 23.15.835(d):

**Alaska Technical Center • ATC • (Kotzebue Technical Center)  
Northwest Arctic Borough School District • Box 51 • Kotzebue, AK 99752**

1. How long have you been in operation?  
*Alaska Technical Center was established in 1981, and has continuously provided workforce development training since that time.*
2. What is your governance structure?  
*Alaska Technical Center is the only postsecondary training center that is part of a school district, Northwest Arctic Borough School District (NWABSD). NWABSD and ATC have a proven record of success in articulating secondary and postsecondary programs to help students prepare to enter the workforce. Our governing body is the NWABSD Board of Education, made up of elected representatives from Ambler, Buckland, Deering, Kiana, Kivalina, Kobuk, Kotzebue, Noatak, Noorvik, Selawik, and Shungnak.*
3. What manner of public/private partnerships do you share?  
*ATC has developed a number of long term, substantive partnerships with agencies, businesses and other organizations. These include Northwest Arctic Borough, NANA Regional Corporation, NANA Development Corporation, Maniilaq Association, Aaqaluk Trust, Kikiktagruk Inupiat Corporation, Teck Alaska/Red Dog University of Alaska Fairbanks, Chukchi College, Shell Oil, ConocoPhillips, Nova Copper, and the Alaska Process Industry Careers Consortium.*
4. What specific training programs do you offer?  
*The Alaska Technical Center has four fully implemented core program areas: office occupations, construction trades technology, millwright maintenance technology, and health occupations. A culinary arts program and a one and two year process technology program are in development for FY 15. In addition, the Alaska Technical Center provides Adult Basic Education, including a regional GED program. ATC also provides a variety of responsive market-based short-term training in areas such as industrial safety, driver education, commercial driver's license preparation, core drilling, boiler and heater maintenance, work readiness, customer service training, software applications, emergency responder training, work readiness, and rural water and wastewater systems training. We also offer face-to-face and video distance delivery introductory courses in our core program areas for high school students dual enrolled at ATC and funded by a partnership with NWABSD and Aaqaluk Trust.*

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5. How many participants do you currently have in those respective programs?  
*We currently have 42 adult students enrolled in the four core programs. As of today, our short training programs offered this semester have served 46 students. We have 74 students enrolled in short training programs scheduled for the remainder of this semester. There are 49 high school students dual-enrolled at ATC this semester. We project serving approximately 211 total students in these programs this semester. The total for these programs for first semester was 52 core, 122 in short trainings, and 137 high school students dual enrolled, for a total of 311. In addition, our regional ABE/GED programs have a current enrollment of 91. We anticipate serving at least 625 students for FY 2014.*
6. What do you offer in the form of degrees and/or certificates in these programs?

*The four fully implemented programs, and industry, state and university standards they are articulated with are:*

*Business Technology*

- *ATC Certificate*
- *Courses meet requirements for Microsoft Office Software Certification.*
- *Courses are aligned with the University of Alaska, Fairbanks certificate and degree programs, and are available for dual credit*

*Construction Trades Technology*

- *ATC Certificate*
- *Courses are certified through National Center for Construction Education and Research (NCCER)*
- *Courses are aligned with University of Alaska, Fairbanks certificate and degree programs, and are available for dual credit*

*Health Occupations*

- *ATC Certificate*
- *Courses meet requirements for Alaska State License/Certification*
- *Courses are aligned with University of Alaska, Fairbanks certificate and degree programs, and are available for dual credit*
- *CPR Certification is through Red Cross*

*Process Technology: Millwright Maintenance*

- *ATC Certificate*
- *Courses are certified through National Center for Construction Education and Research (NCCER)*
- *Courses are aligned with University of Alaska, Fairbanks certificate and degree programs, and are available for dual credit*
- *Courses are aligned with the Teck/Red Dog apprenticeship.*

Two new programs are in development for implementation for the 2014-2015 (FY 15) academic year:

*Culinary Arts*

- *ATC Certificate will be awarded*
- *Courses are in process of being aligned with SafeServe requirements*
- *Courses are in process of being aligned with National Restaurant Association ProStart standards*
- *Courses are in process of being aligned with University of Alaska, Fairbanks certificate and degree programs*
- *Courses are in process of being aligned with industry standards by coordination with industry partner NANA Development Corporation*

*Process Technology One Year and Two Year Programs*

- *ATC Certificate*
- *Courses are in process of being certified through National Center for Construction Education and Research*
- *Courses are in process of being aligned with University of Alaska, Fairbanks certificate and degree programs*
- *Course are being aligned with Teck/Red Dog apprenticeship*
- *Courses are in process of being aligned with the standards of the Center of Advancement of Process Technology*

7. How many certifications have you issued and in what training fields, since you began operating?

*Since opening, ATC has issued 6039 certificates in the areas of business, construction, culinary arts, health care, millwright, and short training programs.*

Since beginning to receive TVEP funds?

*Since the inception of TVEP in 2000, through FY 13, ATC has issued 3029 certificates.*

8. Describe the demographic profile of your student body.

*Our Northwest Arctic Borough lists our 2012 population as 81.1% Alaska Native. The average age of residents in our region is 25. These demographics tend to be reflected in our student body.*

9. What are the technical and vocational labor demands in your region and how successful are you in satisfying that demand?

*Our region's technical and vocational labor demands are well documented in the January, 2010 McDowell Report commissioned by the University of Alaska, Fairbanks and the Northwest Arctic Borough School District. The purpose of this report was "to document the workforce needs and preferences of the Northwest Arctic Borough's major employers and to determine the implications of those employer needs for an effective career pathways approach to local education and training".*

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*The results are the basis for our expansion and program development at Alaska Technical Center. The findings underscore the importance of the business, construction, culinary, education, health care, millwright and process technology career pathways upon which we focus. As we further develop longer, more technically oriented programs, we seek to grow incrementally rather than exponentially. We want to focus on quality and excel within the career pathways that are in demand by Alaska's employers.*

10. What is your annual budget? What other sources of funding do you have besides TVEP?

*Our annual budget is approximately \$2.5 million, about 40% of which comes from TVEP. Grants, partner sponsored training, and revenue from high-demand short training programs make up the remainder of our budget.*

11. What annual level of TVEP funding have you received historically and to date?
- Initially ATC received 11% of the TVEP allotted funding each year. When TVEP was subsequently restructured, ATC's share was decreased to 9%, where it has remained to date.*

12. What specifically do TVEP funds pay for at your training center?

*TVEP funds the foundation of our operation. Our \$968,400 TVEP funding is used as follows: Instruction 42.7%, Dormitory 12.8%, Counseling and Placement 11%, Operations 14.5%, Food Service 11%, and Administrative Support 8%.*

13. What would you do if TVEP were reduced or eliminated? Increased?

*TVEP forms a foundation that allows us to leverage additional revenues to offer quality, current relevant training to meet business and industry workforce needs. If the program were reduced or eliminated we would be forced to make training program cuts. If funds were increased, the ATC, along with our other regional training center partners could increase collaboration to ensure that Alaska's workforce development needs are met through in-state training programs.*

14. Do you operate a residential facility in conjunction with your programs? If so, please give history of its construction, and current manner of operation and maintenance. Current number of residents?

*Alaska Technical Center operates a 40-bed dormitory for adult learners. It was constructed in 1983. It is utilized to house both short and long term students participating in training programs. Dorm attendants, who provide 24-hour coverage, and shape residence life in collaboration with counseling and administrative staff, staff it. A shared .5 FTE facility maintenance specialist provides maintenance for both the instructional complex and the dormitory. As of this date, the facility is full.*

15. What is your student/teacher ratio?

*This varies depending on the various programs offered at any given time, and the safety, state and industry requirements for each area. In our four core areas, our average student/teacher ratio ranges 12-15:1. This ratio is higher for our adult basic education/GED program.*

16. How many faculty do you employ? Describe their certification levels.

*We have four core area instructors, and two adult basic education instructors (funded from another source). All have college degrees related to their specialty areas. Four have Alaska teaching certificates. Two are National Center for Construction Education and Research (NCCER) certified. One holds a Registered Nurse's license and is an American Cross approved instructor. All core instructors are approved as adjuncts by the University of Alaska, Fairbanks.*

17. Describe how your training center benefits your local community or region.

*The Alaska Technical Center (ATC) is an active partner with agencies, businesses and organizations in our region. ATC provides services that have a crosscutting benefit within our region and the state; we offer programs that meet industry standards in high-demand career pathways. Our programs result in an ever-increasing number of people who hold skilled jobs and are self-sufficient. This benefits our students, our communities, our employers, our region, and the state as a whole. Strong individuals make strong communities.*

18. Please share any other highlights and needs of your training center.

*As we move forward in implementing culinary arts and the highly technical and challenging Process Technology program, beginning next year, we have a great opportunity in front of us. We will be able to better serve the needs of Alaska industry and train our students for success in high demand, high paying jobs. Programs of this magnitude will require us to continue to work with our partners for technical assistance, and for financial resources for curriculum, materials, advanced equipment, and student academic support.*

19. Are there other regional training centers you feel should be receiving TVEP funds?

*TVEP funds have been of great benefit to all of Alaska's postsecondary training centers. We are currently much more effective in training Alaska's workers in Alaska than we were in 2000. ATC supports the further development of our network of regional training centers. Doing this in a quality way will require additional resources as time goes on; we have already absorbed funding decreases, and are concerned that dividing current available funds amongst additional programs would not be fair to the individuals whom we are preparing to enter into or advance in the workforce.*

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20. Do you believe the current allocation structure for distributing TVEP funds is adequate and fair? If not, how would you recommend adjusting it?

*As stated above, we are advocates for Alaska Technical Center and Alaska's other regional training centers. The current TVEP allocations allow us to provide cost effective training for our students. Through conservative spending, and the stability that the TVEP funding offers, we are positioned to team with partners to benefit our future workforce, and thus our state. While we certainly could utilize additional funding, given Alaska's current fiscal situation, we feel that the existing allocation structure is adequate.*

The committee would appreciate receiving your response to these questions by 2:00 P.M. Tuesday, February 25, 2014. Responses may be submitted electronically via e-mail to [Tim.Lamkin@akleg.gov](mailto:Tim.Lamkin@akleg.gov), or via fax at: 907-465-3517

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# Northwestern Alaska Career and Technical Center

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<http://www.nacteconline.org>



February 25, 2014

To: Honorable Senator Gary Stevens, Chair  
Senate Education Committee

From: Doug Walrath, Director

RE: Data Request for TVEP Funding Hearing on February 26, 2014

Questions for regional training centers and institutions receiving TVEP funds, per AS 23.15.835(d)

1. NACTEC is currently in the 12<sup>th</sup> year of operation, with the past 11 years providing vocational training.
2. NACTEC's Governance Structure consists of a **Governing Board** of five that meets quarterly, comprised of the Superintendents of Bering Strait School District and Nome Public Schools, a school board member of each district, and the Director of UAF-Northwest Campus. NACTEC's **Advisory Board**, of 25-30, meets annually and consists of a representative of each of the 16 regional communities, and Nome partners to include: Norton Sound Health Corporation, Norton Sound Economic Development Corporation, Bering Straits Native Corporation, Kawerak, Inc., Nome Eskimo Community, City of Nome, Nome One Stop Job Center, UAF-Northwest Campus, Bering Strait School District, Nome Public Schools, Nome Youth Facility and related industry partners.
3. NACTEC was formed through a collaborative agreement between Nome Public Schools (NPS) and Bering Strait School District's (BSSD) and operates on an annual Memorandum of Agreement, reviewed and updated annually by organizational leaders.

#### **Nature of Partnership between BSSD-NPS & NACTEC**

- a. *What NACTEC partnership provides to both districts:* 30 CTE courses and programs delivered annually. Survival swimming program (AMSEA) delivered within each program. Red Cross First Aid or CPR/AED certificated training delivered in each program. Eight hours of Career Guidance/Counseling provided in each two-week training program. Between 32-125 hours of CTE instruction per training program. Life Skills and Career Skills training identified by industry as essential skills. Transportation, housing, meals, and 24/7 student supervision.
- b. *What BSSD provides to partnership:* HR services, Payroll, Purchasing, Business office support, Accounting, Accounts Payable, Air Transportation Coordination, VTC hardware and services, Tech Support, Legal Counsel, CTE Coordination and limited Perkins Funding.
- c. *What NPS provides to partnership:* Usage of NACTEC office, classroom, & three shops, electric, heat, internet access, lunch services, custodial services in Nome-Beltz High School (NBHS), and campus snow removal.

- d. *What NACTEC partnership brings to Nome-Beltz High School:* Nearly \$1 million in facility upgrades to NBHS. Renovated NACTEC office and classroom spaces, renovated Auto Shop and brought back from overflow storage to functioning shop, renovated Wood Shop and Auto Shop, renovated two bathrooms next to Wood/Auto shops, turned mezzanine space above RC into JROTC instructional environment, and an additional investment in over \$200,000 in shop equipment/tools.

Private industry partnerships supporting NACTEC operations utilizing Education Tax Credits to sustain operations include: Bering Straits Native Corporation (5x), Siu Alaska Corporation, Era Alaska, Norton Sound Economic Development Corporation, Glacier Fish Company (3x), Trident Seafood (3x), American Seafoods (3x), Arctic Storm/Fjord (3x), and Starbound LLC (3x).

Other partnerships include shared usage of shop facilities for adult training programs. For example, UAF-Northwest Campus adjunct faculty led adult instruction with snow machine repair, four-wheeler repair, and metal artwork/fabrication not otherwise available on UAF-NWC campus. Alaska Works Partnership conducted a Carpenter Construction course at NACTEC prior to Nome hospital construction project. As a result this training led to employment opportunities on new NSHC hospital in 2010-12. **See attached** Alaska Construction Academy *Blueprint for Success* story about a former Bering Strait School District student, and adult trainee who advanced through training to work on NSHC hospital project, continued on to Fairbanks, completed his construction apprenticeship and is now fully employed as a result of continual training/work model.

4. NACTEC offers up to 30 Career Exploration training programs delivered in two to four week intensives including: Driver's Education (only program offered in region), High School Career Exploration, Aviation, Culinary Arts, Food Service, Native Arts/Business, Native Arts/Marketing, Business Entrepreneurship, Small Business Grant Writing, Fisheries, Seafood, and Maritime Industries, Video Technology, Oxy-fuel Welding, Gas Metal Arc Welding, Shielded Metal Arc Welding, Metal Fabrication, Heavy Equipment, Small Engines, Automotive Maintenance, NCCER Core/Carpentry I, Facilities Maintenance, Renewable Energy, Intro to Health, Emergency Trauma Technician, Professionalism in Workplace, Certified Nursing Assistant, ETT/Pre-session (Health Aide precursor), Careers in the Military, and STEM Enrichment Camp.
5. **See attached** document for re-cap of all FY13 training programs – file is named "FY13\_NACTEC\_Calender\_Count\_092713". Enrollment closes two weeks prior to training programs; thus not all FY14 enrollment numbers currently available.
6. The majority of NACTEC courses are offered for dual credit or certification. For Bering Strait School District students, two-week courses lead to .25 elective credits toward graduation. 212 college credits were earned by high school students in FY13. Certificates earned include: State of Alaska Learner's Permit and Class D Driver's License, State of Alaska Food Worker's Card, ServSafe Food Manager Certificate, First Aid, CPR and Automated Electronic Defibrillator (AED) certificates, Emergency Trauma Technician certificate, Certified Nursing Assistants, Personal Care Attendants certificate, and NCCER certificates (construction).

7. The following two pages display certifications earned at NACTEC since inception in FY04 in the first document. The second document displays certifications attained during TVEP-funded years of FY09-FY14.

**Certifications Earned at NACTEC FY04 - Present**

<b>Allied Healthcare</b>	
American Red Cross First Aid	433
American Red Cross AED	145
American Red Cross CPR	216
American Red Cross CPR/AED	48
American Red Cross Infant CPR	36
American Red Cross Child CPR	49
American Red Cross Child AED	25
American Red Cross Babysitter's	70
American Red Cross Lifeguard	4
American Heart Association Healthcare Provider	32
Medic First Aid international	25
EMT I	3
ETT	46
Personal Care Attendant	14
Certified Nursing Assistant	36
<b>TOTAL Certificates</b>	<b>1182</b>

<b>Hospitality and Tourism</b>	
ServSafe Food Manager	17
Food Worker Card	420
Hunter Safety	21
<b>TOTAL Certificates</b>	<b>458</b>

<b>Transportation</b>	
Driver's Permit	172
Driver's License	75
<b>TOTAL Certificates</b>	<b>247</b>

<b>Construction</b>	
NCCER CORE	75
NCCER Carpentry I	11
<b>TOTAL Certificates</b>	<b>86</b>

<b>Information Technology</b>	
A+ Technology	5
<b>TOTAL Certificates</b>	<b>5</b>

<b>Career Field</b>	<b>Total Certificates Awarded</b>
<b>Allied Health</b>	<b>1182</b>
<b>Hospitality and Tourism</b>	<b>458</b>
<b>Transportation</b>	<b>247</b>
<b>Construction</b>	<b>86</b>
<b>Information Technology</b>	<b>5</b>
<b>Grand Total Certificates</b>	<b>1978</b>

**Table 1.** Certifications earned at NACTEC, by training field, since inception.

## Certifications Earned at NACTEC FY09 - Present

<b>Allied Healthcare</b>	
American Red Cross First Aid	262
American Red Cross AED	100
American Red Cross CPR	168
American Red Cross CPR/AED	48
American Red Cross Infant CPR	36
American Red Cross Child CPR	49
American Red Cross Child AED	25
American Red Cross Babysitter's	68
American Red Cross Lifeguard	0
American Heart Association Healthcare Provider	32
Medic First Aid international	25
EMT I	3
ETT	35
Personal Care Attendant	5
Certified Nursing Assistant	15
<b>TOTAL Certificates</b>	<b>871</b>

<b>Hospitality and Tourism</b>	
ServSafe Food Manager	17
Food Worker Card	417
Hunter Safety	13
<b>TOTAL Certificates</b>	<b>431</b>

<b>Transportation</b>	
Driver's Permit	105
Driver's License	55
<b>TOTAL Certificates</b>	<b>160</b>

<b>Construction</b>	
NCCER CORE	39
NCCER Carpentry I	7
<b>TOTAL Certificates</b>	<b>46</b>

<b>Information Technology</b>	
A+ Technology	0
<b>TOTAL Certificates</b>	<b>0</b>

<i>Career Field</i>	<i>Total Certificates Awarded</i>
<b>Allied Health</b>	<b>871</b>
<b>Hospitality and Tourism</b>	<b>431</b>
<b>Transportation</b>	<b>160</b>
<b>Construction</b>	<b>46</b>
<b>Information Technology</b>	<b>0</b>
<b>Grand Total Certificates</b>	<b>1508</b>

**Table 2.** Certifications earned at NACTEC during TVEP-funded years.

8. NACTEC's student population averages in excess of 95% Alaska Native across all high school training programs. Bering Strait School District (BSSD) represents 89% of NACTEC's trainees since inception. The BSSD demographic profile reported to DEED of their student population is 98.8% Alaska Native.
  
9. Norton Sound Health Corporation (NSHC) is our largest regional employer. NACTEC has had 40 past students enroll in Certified Nursing Assistant training. 36 of 40 (90%) successfully attained certification. According to NSHC records 61% of these trainees stayed in region and went to work for NSHC, or were currently enrolled in continuing and advanced nursing degree programs. 78% of the trainees noted previously, were also reported by UAF-Northwest Campus as attaining additional college credits, leading to advanced training and higher pay jobs, such as Registered Nurse. NSHC partners with NACTEC, providing adjunct faculty support to lead Food Service, Intro to Health, ETT, CNA, and Pre-session/ETT instruction with NSHC professionals. Construction, Fisheries/Seafood, Natural Resource Development, and Transportation sectors are other state priority training industries and labor demand areas in our region, which NACTEC offers training programs. Since TVEP funding came to NACTEC in 2009 the unemployment rate in the Nome Census Area has dropped from 13.1% to 10.1%.

10. NACTEC's operating budget has averaged \$1.28M from FY10-FY14. Over the past five years NACTEC's budget has derived from: General Fund (DOL): 31.3%, TVEP: 24.2%, Education Tax Credit (industry support): 25.7%, State Grants: 12.4%, and CDQ and other support comprising 6.5% of our budget. NOTE: See question #3b & 3c as to in-kind services of Bering Strait School District and Nome Public Schools which significantly reduces NACTEC's operating budget due to contributions of both districts.
11. NACTEC has received 3% of the TVEP funding allocation since FY09.
12. TVEP funds are used for staff (certified/classified) salary and fringe, student/staff travel, contractual and other (utilities, gas & oil, fuel & propane, insurance, phone, postage, fees/dues) costs.
13. TVEP represents 24.2% of NACTEC's operating budget. Elimination of TVEP funding could essentially eliminate NACTEC as a training provider. Effectively, it would either eliminate a teaching position or significantly reduce the amount of training programs provided. Reducing one of four teaching positions is not realistic as we have four teachers each scheduled a different "shift" in our residential program. Reducing one position would mean students would be unsupervised for 25% of their time, which is not a reality. A reduction, likewise, creates an extremely volatile situation as NACTEC already operates on 44.5% "soft monies" from industry support and state grants for annual operations. An increase in TVEP funding, dependent on %, would lead to the ability to begin developing longer term programming planning. Over the past five years we have been six months into the fiscal/training year, prior to securing the remaining balance of operating funds (Education Tax Credit – industry partner funding) to complete the annual training budget. Additionally an increase would result in increased training opportunities during summer months. Enrollment has climbed from 112 students in the first year of operation to 403 students in FY13. Each successive year enrollment has increased and continues to get closer to capacity. Summer months are prime months for internships, job shadows and related fieldwork experiences for our student population.
14. NACTEC operates a residential facility. Our student dorm, the NACTEC House, is designed to lodge 26 students, 13 females on one floor, 13 males on another floor, along with two additional rooms to provide housing for upward of four House Parents to provide supervision during non-instructional hours. The dorm facility opened in 2008 and is used exclusively for NACTEC-related training and programs. Over 2000 students have stayed at the dorm during training programs since opening. The dorm facility was built with \$3M legislative funds and \$800,000 HUD grant (\$3.8M facility). Facility maintenance is supported by TVEP funds, as well as other funding sources. Current enrollment averages 21 trainees per training program, which is 81% capacity throughout the training year.
15. NACTEC is a 24/7 operation. Student ratio varies dependent on time of day. Initially it begins at 26:1 ratio (or other number enrolled) from 7 am to 10:30 am and is during evening hours as well. From 3:30pm to 11pm a certificated counselor/social worker leads the entire group with the assistance of 2-3 classified House Parents, employed in a "Casual Time" capacity. During daytime instruction student-teacher ratios are dependent on program and enrollment. For example, Driver's Education is restricted to a 4 to 1 ratio as 4 is the amount of students who can fit in the car for road practice/instruction. See **document** provided in Q#5 for exact ratios (during core instruction hours of 10:30 am to 3:30 pm).

16. NACTEC has seven full-time employees: (1) Director, (1) Program Coordinator, (1) Administrative Assistant, and (4) certificated Teachers: Business/Marketing, Family and Consumer Science, Technology Education, and Counselor/Social Worker preferred. In order to meet training needs of 30 different programs all staff lead some instruction, e.g., Director leads Careers in Military, Program Coordinator leads Video Technology, Administrative Assistant shares Driver Education instruction with one certificated teacher. Additional adjuncts are hired within the Nome region to lead instruction outside expertise of NACTEC staff. Some of these adjuncts work pro bono as it is in their best interests to contribute to a skilled workforce to meet their industry needs, e.g, Norton Sound Health Corporation.
17. NACTEC grew out of the common interests across the school boards of Nome Public Schools and Bering Strait School Districts. It was this grassroots level interest in building a Regional Training Center, which has led to the current success. As a result of this partnership students from Bering Strait School District's fifteen villages (89% of NACTEC's enrollment) have access to a wide array of vocational training programs, from Driver's Education to Certified Nursing Assistant that did not previously exist. As reported by site principals, NACTEC provides training programs which keep students engaged in school and provide an opportunity to "experience" training programs of interest. Prior to TVEP funding, BSSD's graduation rate was 32% in FY08. With the variability of start up years having passed (FY04-FY08) the graduation rate for BSSD increased by 29%, rising to 61% in FY13. During this same time frame the unemployment rate in the Nome Census Area dropped from 13.1% to 10.1%. (Source for statistics DEED: Report Card to Public, and *Trends Magazine*, Feb. 2014 and Feb. 2011). Nome Public Schools benefits with NACTEC coming on to campus included nearly \$1M of upgrade to facilities (HUD grants) and new shop equipment for shared usage. Additionally, new training programs not offered at NBHS became available for their student population. Adult training also became available utilizing shop facilities not available elsewhere in the community. Training at NACTEC is a benefit to business/industry, not only due to a skilled workforce being developed, but also the commerce impact with nearly 400 trainees a year flying into Nome to receive training.
18. NACTEC's greatest **need** is stable and reliable operational funding support. Operating on 44.5% "soft monies" each year brings unpredictability and uncertainty in planning training programs. Although we use the Governor's Integrated Strategic Workforce Development Plan and the *Call to Action: Career and Technical Education Plan* as a framework for the training delivered, we do so proceeding year-by-year without stable funding. This does not permit the ability to build training programs for multi-year projections.

**Highlights** of NACTEC: 1. BSSD principals report that NACTEC provides a level of engagement, and exposure to workforce opportunities and post-secondary training that their students would otherwise be without. Graduation rates have steadily climbed from 32% FY08, to 61% in FY13. This 29% increase in graduation rates has occurred during same time unemployment rate has dropped by 3% in the Nome Census Area. 2. NACTEC has partnered with ten different school districts to provide training to students from 55 different communities. We have developed a model of success working with others that could be expanded with state support, without the expensive duplicity of services across all districts. 3. NACTEC led the efforts to build a local Health Consortium ten years ago and is made up of regional partners: Norton Sound Health Corporation, UAF-Northwest Campus, Kawerak, Inc., Nome Eskimo Community, Nome Public Schools, Bering Strait School District, Nome Job Center, and Northwest AHEC. This partnership resulted in a CNA training program starting in 2003, expansion to a locally funded RN program in 2011, approval of NSHC Quyanna Care Center to become CNA trainee site in 2014, and a new Health Aide precursor course to NACTEC in 2014. We continue to meet once a month, as we have for the past ten years.

19. Before allocating more TVEP funding to additional recipients I would recommend the legislature consider the following to guide their decision making:
- TVEP funding is intended to reduce the unemployment rate – what is the unemployment rate in the region requesting funding? *Does the need for funding represent the purpose of the funding?* Does the entity represent a borough or census area for measure? If not, then look to provide support across a larger geographical area. Reducing funding in effort to provide a “little to all” in the short term will end up hurting statewide workforce development efforts in the long run.
  - How does a new RTC support the integrated strategic workforce development plan for the state, within the region? What alignment exists between what a new RTC is proposing, and industry need locally, and state priority-training areas? Does this result in duplicity of expensive training programs that could occur elsewhere?
  - Have an annual TVEP open application period just as DEED did for residential funding programs (AS 14.16.200 and regulations, 4 AAC 33.090).
  - For the benefit of developing a coordinated statewide workforce development plan it would be short-sighted to get caught up in funding individual requests without first: 1. Reviewing current TVEP recipients (as is being done here) and 2. Analyzing costs to determine how sharing amongst training centers, benefitting a larger geographical area, could build a stronger statewide workforce while holding down operational costs to administer each program.
20. In order to determine equity in distribution there are several important questions to be investigated. The data examined to answer this question would indicate the division of TVEP funds would be less than equitable based on the following:
- Accounting for the cost per trainee using TVEP reported data (see below).
  - An equitable measure of trainees being reported should account for varying length of training programs should be accounted for when determining per trainee costs. This could be reported in number of instructional hours per trainee reported, based on enrollment within training program.
  - What is the impact of training? Utilize unemployment rate measures and/or analysis of individual trainees for data sources. In order to accurately capture employment rates of high school trainees, conduct analysis at appropriate time interval following training. E.g. A high school junior measure of training would be two years after training as opposed to current one year measure following training.
  - A more equitable division of TVEP funding would come from a careful analysis of question #10, related to sources of funding each RTC operates under and what percentage of operating budgets are derive from “soft monies” year-by-year. If an RTC is delivering quality training, meeting defined criteria, then it would be preferable to have a more equitable distribution of funds across training providers with hard money/soft money allocations in annual training budgets.

Training Provider:	TVEP %	TVEP Amount	Trainees Reported	Cost/Trainee
UA/UAS	50%	5,380,000	4,675	\$1,150
AVTEC	17%	1,829,000	847	\$2,159
Kotzebue - ATC	9%	968,400	139	\$6,967
Yuut Elitnaurviat	9%	968,400	1,698	\$570
Galena (GILA)	4%	430,400	1	\$430,400
Delta Career Center	3%	322,800	145	\$2,226
NACTEC	3%	322,800	270	\$1,196
SAVEC	3%	322,800	121	\$2,668
Amundsen Education Center	2%	215,200	22	\$9,782

**Table 3.** Per Trainee Costs as Reported in FY13 TVEP Report.

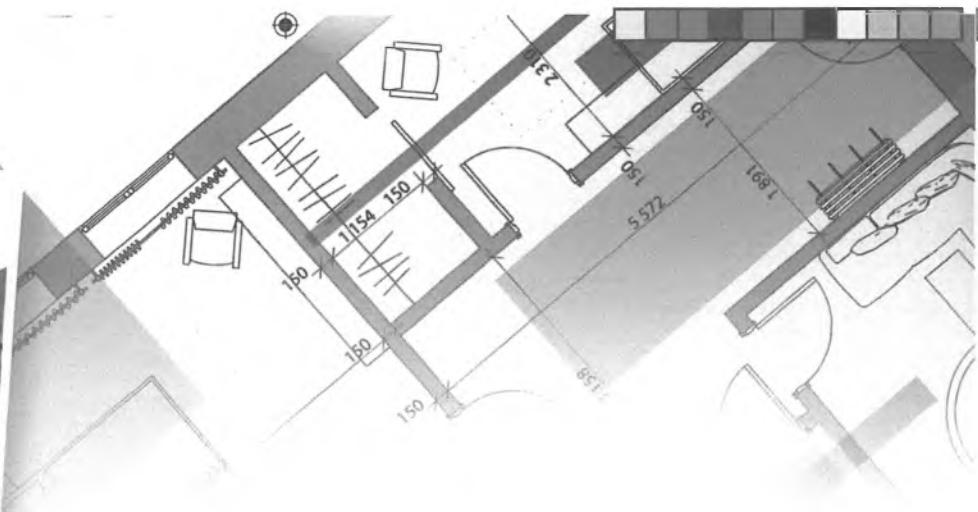
## 2012-2013 NACTEC TRAINING CALENDAR COUNT

SESSION	DURATION	SESSION DATES	COURSE DESCRIPTION	Enrollment	Enrollment total
1	10 Days	Sept 4-14 2012	Aviation	10	13F, 12M
1	10 Days	Sept 4-14 2012	Career Exploration	11	
1	10 Days	Sept 4-14 2012	Driver's Education	4	
2	4 Days	Sept 25-28 2012	Jr. High Career Exploration	22	9F, 13M
3	14 Days	Oct 8-19 2012	Culinary Arts	10	12F, 11M
3	14 Days	Oct 8-19 2012	Driver's Education	4	
3	14 Days	Oct 8-19 2012	Fishing Industry/Outboard Engines	9	
1.2	4 Days	Oct 20-23 2012	Anchorage Career Fair	7	3F, 4M
4	14 Days	Oct 29-Nov 9 2012	Driver's Education	7	10F, 11M
4	14 Days	Oct 29-Nov 9 2012	Welding (Oxy-Fuel)	6	
4	14 Days	Oct 29-Nov 9 2012	Native Arts/Business	8	
5	4 Days	Nov 13-16 2012	Jr. High Career Exploration	20	10F, 10M
6	14 Days	Nov 26-Dec 7 2012	Heavy Equipment	9	13F, 12M
6	14 Days	Nov 26-Dec 7 2012	Introduction to Health Field	9	
6	14 Days	Nov 26-Dec 7 2012	Careers In Education	4	
6	14 Days	Nov 26-Dec 7 2012	Driver's Education	3	
7	4 Days	Jan 8-11 2013	Jr. High Career Exploration	21	11F, 10M
8	14 Days	Jan 21-Feb 1 2013	Video Technology	9	4F, 12M
8	14 Days	Jan 21-Feb 1 2013	Driver's Education	3	
8	14 Days	Jan 21-Feb 1 2013	Welding (SMAW)	4	
8	14 Days	Jan 21-Feb 1 2013	High Latitude Range Management	0	
9	4 Days	Apr 30 - May 2 2013	NPS Jr. High Career Exploration	42	19M, 23F
10	14 Days	Feb 18-Mar 2013	Arctic Survival	11	12M, 12F
10	14 Days	Feb 18-Mar 2013	Driver's Education	4	
10	14 Days	Feb 18-Mar 2013	Native Arts/Marketing	9	
11	4 Days	Mar 5 - 8 2013	Jr. High Career Exploration	14	7M, 7F
12	14 Days	Mar 18 - Mar 29 2013	Small Engines	9	12M, 10F
12	14 Days	Mar 18 - Mar 29 2013	Driver's Education	4	
12	14 Days	Mar 18 - Mar 29 2013	Professionalism Workplace	9	
13	4 Days	Apr 9 - Apr 12 2013	Jr. High Career Exploration	18	5M, 13F
14	14 Days	Apr 15 - Apr 26 2013	Driver's Education	4	12M, 12F
14	14 Days	Apr 15 - Apr 26 2013	ETT	11	
14	14 Days	Apr 15 - Apr 26 2013	Metal Fabrication / Welding	9	
15	4 Days	May 6 - May 10 2013	Freshman Transition Camp	26	9M, 17F
16	26 Days	May 20 - June 14 2013	NCCER Core / Renewable Energy	8	11M, 12F
16	26 Days	May 20 - June 14 2013	Business Entrepreneurship	10	
16	26 Days	May 20 - June 14 2013	Certified Nursing Assistant	5	
<b>Total of students for FY13:</b>					<b>373</b>
<b>Other NACTEC Training Opportunities</b>					
COURSE DESCRIPTION		TRAINING DATES		Enrollment	
ServSafe Food Service		Aug 22 - 23 2012		7	
Red Cross Instructor Cert.		Aug 27 - 29 2012		2	
AMSEA- Arctic Survival		Oct 23 - 25 2012		3	
NPS Driver's Education		Oct 15 - Dec. 20 2012		8	
BSSD Transition Camp		Nov 16 - 20 2012		7	
Skyrider's Ground School		Apr 15 - May 9 2013		3	
<b>Other Training Opportunity Total:</b>					<b>30</b>
<b>Grand Total FY13 Trainees Served:</b>					<b>403</b>

**Certificates earned during FY13:**

Food Handler Certifications	129	American Heart Association CPR/AED	18
Red Cross First Aid	71	Alaska Learner's Permit	24
Red Cross CPR	56	NCCER Core Certification	6
Red Cross AED	56	Alaska Drivers's License	5
Red Cross Babysitter	24	Certified Nursing Assistant - CNA	5

*212 college credits were earned in FY13.*



## A BLUEPRINT FOR SUCCESS: STORIES ABOUT ALASKA CONSTRUCTION ACADEMY STUDENTS AND EMPLOYERS FY14

Alaska Construction Academies were created in 2006 to attract and train young people and adults for entry-level jobs in construction and trade apprenticeship programs. The high levels of satisfaction expressed about the construction academies by participants and Alaska employers led to the creation of "A Blueprint for Success: Stories about Alaska Construction Academies Students and Employers FY14". Construction academy participants are finding great jobs and Alaska employers are finding the right kind of employees for their businesses – a perfect match!

The Alaska Construction Academies (AkCA) have a successful track record for training Alaska's new generation of construction workers. The key to the success of all the AkCA is two-fold – 1) students and adults who take advantage of the quality education and training offered through the construction academies, and 2) the employers who hire and invest in the graduates of the academies. Each year the AkCA recognizes these young adults and their employers and applauds their dedication and commitment to participate in and develop a skilled and successful workforce.

"A Blueprint for Success" documents the journeys of 17 young adults as they create their futures in the construction field and the employers who are training and nurturing these employees to add to the success of their Alaska businesses. The AkCA programs highlighted in the "Blueprint" include: Anchorage, Dillingham, Juneau, Mat-Su, Fairbanks, Kenai Peninsula, Ketchikan, Kodiak, Nome, Fairbanks Pipeline Training Center, and the Voyage to Excellence program.

The AkCA appreciate these exceptional employers for their dedication to developing a skilled workforce by hiring AkCA students. The Construction Education Foundation supports education and training that leads to employment and careers in construction.

For more information regarding the Alaska Construction Academies, contact the Executive Director, Kathleen Castle, or access the website at [www.alaskaca.org](http://www.alaskaca.org).

The Alaska Department of Labor and Workforce Development, Division of Business Partnerships and the Denali Commission fund AkCA through grants to the Construction Education Foundation.



## A BLUEPRINT FOR SUCCESS

*Josh Menadelook and Kip Marshall, GHEMM Company, Inc.*

### JOSH MENADELOOK

Josh Menadelook grew up on Little Diomed Island until he was 14 years old when he moved to Nome. At age 17 he attended the Alaska Job Corps program, focusing on carpentry classes. Josh has been working construction jobs since he was 18 – he is now 27 years of age.

As an adult, Josh learned about the Alaska Construction Academies (AkCA) from the Alaska Works Partnership staff and found that it provided him additional and varied construction skills that would enhance the skills he had already acquired. Now working for GHEMM Company based in Fairbanks, Josh is using all of the skills he learned through the AkCA to work on construction projects throughout the state.

In addition to improving his construction skills, Josh is seeing a marked improvement in his on-the-job communications skills with colleagues, supervisors, and those in the other trades who are working projects with him. Josh says, "Listening to and watching my supervisors help me learn what I need to know."

GHEMM Company was established in 1952 and is a building contractor. Josh's supervisor, Kip Marshall first heard about the AkCA in a local television commercial. Kip recognizes and values Josh's initiative and confidence on the job, which have resulted from Josh's experiences in the AkCA, an apprenticeship through the local carpenters union, and all of Josh's other construction related work throughout his life.

"Josh has great skills and is very hard working," says Kip. So far Josh has worked on forming concrete, framing and tying rebar. As the current construction project continues, Josh will be working on sheetrock and finish carpentry.

Josh encourages all who have an interest in construction to consider enrolling in the AkCA. "The AkCA is a great first step," he says. Having this opportunity to get construction experience is invaluable.

"The AkCA is a great first step. Having the opportunity is invaluable."

Josh Menadelook

**SUPERVISOR:**  
Kip Marshall, GHEMM Company, Inc.

**COMPANY:**  
GHEMM Company, Inc.  
3861 Schacht Street  
Fairbanks, AK 99701  
ghemm@ghemm.com



Alaska State Legislature

Senate Bill 139

Questions for regional training centers and institutions receiving TVEP funds, per AS 23.15.835(d):

1. How long have you been in operation?  
Under Apprenticeship Program:  
Since June of 2002 as currently organized
2. What is your governance structure?  
501 (c) 3, Non-Profit
3. What manner of public/private partnerships do you share?  
Public:
  - A. University of Alaska, Bristol Bay Campus:
    - a. Incorporating member of 501 (c) 3 organization
    - b. An accrediting agent providing college credits for adult and youth
    - c. Reduced fees for credit
    - d. King Salmon Center located in SAVEC's facility
  - B. Bristol Bay Borough:
    - a. Incorporating member of 501 (c) 3 organization
    - b. Local cash contribution
    - c. Receives employee training for HAZWOPER, HAZWOPER Refresher, OSHA 10 hour and OSHA 30
    - d. Crane Operator training
  - C. Lake and Peninsula Borough:
    - a. Incorporating member of 501 (c) 3 organization
    - b. Local cash contribution
  - D. Bristol Bay Economic Development Corporation:
    - a. Incorporating member of 501 (c) 3 organization
    - b. \$194,138.00 cash award for Bristol Bay Rural Jobs Innovation and Accelerator Challenge
    - c. Provides scholarships to students from their service area to attend training at SAVEC
  - E. Bristol Bay Housing Authority:
    - a. SAVEC's financial and policy manager
    - b. Authored USDA HUD grant that established SAVEC as the career and workforce training center serving southwest Alaska
    - c. Incorporating member of 501 (c) 3 organization
  - F. Bristol Bay Borough School District
    - a. SAVEC's welding equipment housed at BBBSD Shop
  - G. United States Air Force: King Salmon Air Force Base:

- a. Provides the remodeled facility that houses SAVEC
- b. Lease for land and Right of Entry for CDL testing area

Private

- A. Bristol Bay Native Association:
    - a. Incorporating member of 501 (c) 3 organization
    - b. USDA/EDA grantee of Bristol Bay Rural Jobs Innovation and Accelerator Challenge \$405,023.00
    - c. Subcontracted to SAVEC \$303,653.00 to build capacity and to provide fisheries and seafood processing training to the Bristol Bay Region
  - B. Bristol Bay Native Corporation:
    - a. Cash donation for Bristol Bay Rural Jobs Innovation and Accelerator Challenge
  - C. Bristol Bay Area Health Corporation:
    - a. Incorporating member of 501 (c) 3 organization
  - D. Bristol Bay Chamber of Commerce:
    - a. SAVEC is member of organization
    - b. Names SAVEC as Business of the Year 2013
  - E. Alaska Marine Safety Education Association:
    - a. SAVEC is member of organization
    - b. Provides instructors for training
    - c. Trained four SAVEC staff in Marine Safety Instructor and Drill Conductor
    - d. Staff eligible to become USCG approved Drill Conductors
  - F. Bristol Bay Tribes through BBNA, BBAHC and BBHA
    - a. Residents of SAVEC service area
  - G. Paug-vik Incorporated:
    - a. Provided land use for training
  - H. Bay Area Fire Equipment:
    - a. Provided equipment for SAVEC training
4. What specific training programs do you offer?  
 SAVEC continues to grow its base of programs providing career and workforce training:, Marine Safety, CPR/AED & First Aid, Driver's License Preparation, and certification courses as needed by industry. HAZWOPER 40, HAZWOPER 8 Hour, CDL To Lift Off Road Restriction, HACCP, Flagger, OUPV, OSHA 10, OSHA 30

5. How many participants do you currently have in those respective programs?

CPR/AED & First Aid: 9 Students just completed, in process of recruiting  
 Drill Conductor: In process of recruiting  
 Marine Safety Training: In process of recruiting  
 Driver's License Preparation: Ongoing Enrollment: Registered: 12  
 Test of Adult Basic Education: Ongoing Enrollment: Registered 2  
 Flagger: Registered 30  
 HAZWOPER 40: Registered: 5

HAZWOPER 8 hour Refresher Registered: 20

6. What do you offer in the form of degrees and/or certificates in these programs?

Where applicable, the University of Alaska Bristol Bay Campus is our agent providing college credits for adult and youth, reduced fees for credit. Other certifications are recognized nationally or by the State of Alaska.

7. How many certifications have you issued and in what training fields, since you began operating?

Instructional Activity	Students
Roustabout Training	23
24 - Hour HAZWOPER	23
Initial Health and Safety	23
Commercial Drivers Licensing (CDL)	23
Confined Space	22
NSTC Training	22
Alaska Works Program (AWP) Level I, Section I Apprenticeship Training	11
CDL Refresher (2 villages)	
Type D Drivers Licensing (2 villages)	33
Halibut Seminar (3 villages)	35
AWP Level I, Section II Apprenticeship Training	15
7 Generations Environmental Workshop	14
Heavy Equipment Operators	7
A + Computer Hardware Course	11
Instructional Activities	
Bristol Bay Economic Development Corporation Peer Program Workshop	13
Bristol Bay Native Association Contemporary Issues for Child Care Providers	65
AWP Building Maintenance Repair, Level I Training Aleutian Housing Authority	16
Building Maintenance Repair Level I	16
NDT Welding Program One Year	8
NDT Ultrasonic Testing Level I	5
NDT Radiography Level I	8

NDT Penetrant Testing Level I & II	8
NDT Magnetic Particle Testing Level I & II	8
NDT Radiation Safety	8
NDT Flux Cored Welding	7
Fundamentals of Welding II	7
Ultrasonic Testing Level I	3
Bristol Bay Borough High School Shielded Metal Arc Welding & NDT	9
Basic Hand and Power Tools BBBHS	10
Introduction to Welding	9
Village Internet Technician Training	7
Lake and Peninsula School District In-service	6
Bristol Bay Area Health Corporation (BBAHC) & Bristol Bay Borough	6
Bristol Bay Native Association Providers Conference	30
Village Computer Technician Training	10
*Grant Writing for Community Development	7
*Bristol Bay Regional History	11
*Microcomputer Database – Access	7
*Introduction to Photo Editing	11
* Introduction to Drawing	6
*Pottery Concepts and Techniques	7
*Introduction to Computers	11
Emergency Medical Technician Training	1
Microcomputer Operating Systems	10
Lake and Peninsula School District Strategic Planning	28
<b>Total Certifications Prior to TVEP</b>	<b>620</b>
<b>Total Since Beginning to Receive TVEP Certifications</b>	<b>1510</b>
<b>Grand Total Certifications Since Began Operating</b>	<b>2130</b>

Since beginning to receive TVEP funds?

TVEP Courses 2006 - 2014	Times Taught	Students
HAZWOPER 40 Hour	11	92
HAZWOPER 8 Hour Refresher	10	184
Boiler Maintenance Repair	1	20
Confined Spaces	1	10

CPR/First Aid	11	136
CPR/Commercial Drivers License	1	16
Design Build Computers	1	7
Drill Conductor	1	5
Driver's Ed Behind the Wheel	3	4
Driver's Ed Preparation	11	23
Fly Fishing	2	11
Food Worker Cert	1	11
Hazard Analysis Critical Control Point	1	10
Heavy Equipment Operator	4	74
Intro Precious Clay	1	4
LPSD OSHA 10 Training	1	11
LPSD Emergency Trauma Training	1	8
LPSD CTE Small Engines	1	10
LPSD CTE Administrative Assistant	1	6
LPSD First Aid	1	8
LPSD CTE Office Skills	1	11
LPSD CTE OSHA 10	1	7
LPSD CTE Welding Fabrication	2	20
LPSD/BBBSD CTE	1	9
Marine Safety Instructor Training	1	14
MSHA 48B	1	18
NCCER Core Curriculum	7	135
NCCER Rigging	4	74
NCCER Scaffolding	9	164
NCCER Sheet metal	1	18
NSTC	12	233
Office Occupation Jobs Readiness Skills	1	14
Office Occupations Power Point	1	6
Onboard Drills	1	18
OSHA 10 Hour	5	77
OUPV Restricted	1	6
Microsoft Office Publisher	2	16
Surface Mining	1	11
Welding	1	3
Youth Construction	1	6
<b>Total TVEP Classes/Trainees</b>	<b>119</b>	<b>1510</b>

8. Describe the demographic profile of your student body.

Demographics Ethnicity/Gender		
StudentEthnicity	StudentGender	StudentCount
AK Native-Aleut	Female	103
AK Native-Aleut	Male	444
AK Native-Aleut	Unknown	26

AK Native-Athabascan	Female	28
AK Native-Athabascan	Male	54
AK Native-Athabascan	Unknown	1
AK Native-Eskimo other	Female	12
AK Native-Eskimo other	Male	30
AK Native-Eskimo other	Unknown	7
AK Native-Inupiaq	Female	21
AK Native-Inupiaq	Male	31
AK Native-other	Female	38
AK Native-other	Male	178
AK Native-other	Unknown	16
AK Native-SE Native	Male	3
AK Native-unspecified	Female	155
AK Native-unspecified	Male	407
AK Native-unspecified	Unknown	29
AK Native-Yup'ik	Female	34
AK Native-Yup'ik	Male	255
AK Native-Yup'ik	Unknown	4
Asian/Pacific Islander	Female	9
Asian/Pacific Islander	Male	24
Asian/Pacific Islander	Unknown	2
Black/Non-Hispanic	Female	1
Black/Non-Hispanic	Male	22
Hispanic	Female	1
Hispanic	Male	24
Native American (not AK)	Female	2
Native American (not AK)	Male	9
Native American (not AK)	Unknown	1
Other	Female	1
Other	Male	10
Unspecified	Female	196
Unspecified	Male	264
Unspecified	Unknown	97
White	Female	226
White	Male	611

White	Unknown	40
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Demographics Age		
Age From	Age To	Student Age Count
0	9	5
10	19	88
20	29	376
30	39	267
40	49	136
50	59	132
60	69	12
		1016

9. What are the technical and vocational labor demands in your region and how successful are you in satisfying that demand?

The fishing and processing industries generate about 12,000 jobs directly and another 36,000 jobs are created by support industries like marine and airline transportation operations, financial services, local, state and federal government natural resource development workers, tourism and hospitality workers, and private sector labor.

SAVEC with technical assistance help from the Bristol Bay Native Association is building capacity in the fisheries, seafood, maritime trades and industry support sectors. SAVEC is working with individuals and small 'mom and pop' operations to train, educate and build a workforce that meets the demands of these industries. SAVEC has a small staff and we believe we have done exceptionally well to tackle the issue. Much of the workforce for these industries is imported and we would like to change that by developing a local and statewide workforce.

One other industry we have been involved in, in the past, has been the oil and gas industry. SAVEC had a contract with CH2M Hill but lost it when CH2M Hill lost their contract on the North Slope. The General Maintenance Technician program brought in people from Bristol Bay and throughout the state. It was an economic boost not only to the residents of Bristol Bay but also to the whole Bristol Bay economy.

10. What is your annual budget?

\$1,192,025.00

What other sources of funding do you have besides TVEP?

Governor's General Fund	\$195,000.00
BBEDC Fish Jobs	\$194,138.00
BB Rural Jobs Accelerator Challenge	\$167,947.00
Bristol Bay Housing Authority	\$124,290.00
Vending	\$3,000.00
Facility Use Fee	\$30,000.00
Tuition	\$36,000.00
Books and Supplies	\$850.00
Miscellaneous	\$13,000.00
Local Contributions	105,000.00
<b>Total</b>	<b>\$869,225.00</b>

11. What annual level of TVEP funding have you received historically and to date?

<b>TVEP Budget 2006-2014</b>	
FY 14	\$322,800.00
FY 13	\$322,800.00
FY 12	\$302,600.00
FY 11	\$312,100.00
FY 10	\$283,400.00
FY 09	\$258,000.00
FY 08	\$228,000.00
FY 07	\$209,600.00
FY 06	\$199,300.00
<b>Total</b>	<b>\$2,438,600.00</b>

12. What specifically do TVEP funds pay for at your training center?

Wages and Benefits:

Executive Director, Instructional Operations Manager, and Administrative Assistant

13. What would you do if TVEP were reduced or eliminated? Increased?

Our goal is to train Alaskans to accept Alaska jobs. However, additional funding is needed to take it to the next level of educational and career development. If increased, we can build SAVEC's capacity with faculty to meet regional needs.

14. Do you operate a residential facility in conjunction with your programs?

SAVEC provides part time housing as needed by students and instructors.

If so, please give some history of its construction, and current manner of operation and maintenance. The SAVEC building is located on the King Salmon Air Force Base.  
Current number of residents? None.

15. What is your student/teacher ratio?

Each individual training dictates the student/teacher ratio:

	Student/Teacher Ratio
Marine Safety Instructor Training	10/1
Drill Conductor	10/1
CPR/AED/First Aid	8/1
Flagger	10/1
Computer Lab	12/1
HAZWOPER 40 Hour	10/1
HAZWOPER 8 Hour	20/1
CDL	17/2
OUPV	12/1
NSTC	20/1
NCCER	20/1
OSHA 10	20/1
MSHA	20/1

16. How many faculty do you employ? Describe their certification levels.

<b>SAVEC FACULTY</b>	
Steven Angasan	Alaska Marine Safety Instructor
Anishia Elbie	Certified as a CPR/First Aid Instructor Alaska Marine Safety Instructor
Annette Wilson	Certified as a CPR/First Aid Instructor Alaska Marine Safety Instructor Driver's License Preparation
Adelheid Herrmann	USCG approved Marine Safety Instructor Career Pathways Leadership Certification

17. Describe how your training center benefits your local community or region.

SAVEC is an economic engine in the region providing a workforce that is trained to work locally, in the region, state or nation. Our Commercial Drivers License (CDL) classes lifted the 'off-road' restriction allowing residents to go anywhere in the nation and work. Fishing is the mainstay of the Bristol Bay economy and SAVEC has recently received one-time grants from federal agencies and our local Community Development Quota (CDQ) group to develop our fisheries program. Our partnerships around the region help us to serve all the people of Bristol Bay and others around the state.

18. Please share any other highlights and needs of your training center.

**Highlights:**

The highlights of SAVEC go back to inception. It continues to allow those residents in the region to stay within the region to receive valuable workforce training. This basic value continues to allow for continued success of students and the center.

**Needs:**

Energy costs are a concern to SAVEC as it is for everyone in Alaska especially rural Alaska. If we were to get our energy costs down not only would we be helping the students but we would be able to look at expansion of our programs into sectors of the fishing, seafood, and maritime trades and partner with others to do boat building and repair, refrigeration courses etc.

Maintenance is another concern – we need help with items such as roof repair and weatherization of our building.

19. Are there other regional training centers you feel should be receiving TVEP funds?

Yes

20. Do you believe the current allocation structure for distributing TVEP funds is adequate and fair? Regional training centers are different, just as every region is different. Prior to TVEP funding, federal funding was our mainstay, but has since evolved to State funding. Funding is crucial to our success.

If not, how would you recommend adjusting it?

Funding TVEP grantees for longer periods of time leads to stability in planning.

The committee would appreciate receiving your response to these questions by 2:00 P.M. Tuesday, February 25, 2014. Responses may be submitted electronically via e-mail to [Tim.Lamkin@akleg.gov](mailto:Tim.Lamkin@akleg.gov), or via fax at: 907-465-3517

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# Yuut Elitnaurviat

P E O P L E ' S L E A R N I N G C E N T E R

Striving to prepare local workers for higher wage jobs through career preparation and employment training programs

Senate Education Committee  
SB 139

2/21/2014

Response to questions for regional training centers and institutions receiving TVEP funds, per AS 23.15.835(d):

1. How long have you been in operation?

*Yuut Elitnaurviat (YE) was incorporated in 1992.*

2. What is your governance structure?

*YE is an independent 501(c)(3). Our "owners" or governance is made up of the Chief Administrators of 10 employers from our region. Those employers are: The Yukon Kuskokwim Health Corp; Association of Village Council President, Inc; Association of Village Council Presidents Regional Housing Authority; The City of Bethel; The Lower Kuskokwim School District; Orutsaramiut Native Council (Bethel Tribe); The Kuskokwim Campus of the University of Alaska Fairbanks; The Bethel Community Services Foundation; Calista; and The National Guard.*

3. What manner of public/private partnerships do you share?

*YE is very involved in many public and private partnerships, and we have many MOU's and MOA's articulating those relationships- from the University, School District to private foundations as well as private employers. One example is the STEM Ready program which came out of a need identified collectively by YE, the Rasmuson Foundation and the Lower Kuskokwim School District. Rasmuson funded the initial pilot program- which YE facilitated. The program is now funded by the school district, and YE partners with them on providing housing and some coordination. This is just one way that YE works creatively with its partners to address the workforce development and education challenges in our region. Most everything listed #4 is delivered in partnership with one or many other partners.*

4. What specific training programs do you offer?

We categorize our programs into 7 different areas. They include: Drivers Education which includes Class D Driving (permits, licenses and defensive driving) and Commercial Driving (Class C, B and A training and testing); Adult Basic Education (GED); Construction trades and Apprenticeships (Carpentry, Electrical, Plumbing, Maintenance, Welding, etc); Health Care (First Aid/CPR, PCA, CNA, Nursing; Dental Assisting, DHAT); College Readiness (STEM Ready, Aviation Ready); Public Safety (TPO/VPO and VPSO); and Career Guide Services.



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P E O P L E ' S L E A R N I N G C E N T E R

Striving to prepare local workers for higher wage jobs through career preparation and employment training programs

5. How many participants do you currently have in those respective programs?

*Because we primarily are working with employers to deliver on demand training, this is kind of a moving target. Today, we have 4 students in the Commercial Driving Class A program, 12 Students in the Facility Maintenance Technician Certificate program, 10 students in the CNA program, 5 in the DHAT program, 5 students in the Aviation Ready program, our career guides are in villages providing services and the ABE center generally has around 100 students registered and working towards their GED. YE will be delivering Crane Operator training and a weatherization and energy efficiency classes this spring as well.*

6. What do you offer in the form of degrees and/or certificates in these programs?

*Class D License, Class C,B and A commercial driving, GED certificates, PCA and CNA certificates, NCCER certificates at many levels, Certificate in Facility Maintenance, Boiler Certificates, Water and Wastewater certificates., Welding certificates, Journeyman Electrical, Plumbing and Carpentry, as well as Industry endorsements.*

7. How many certifications have you issued and in what training fields, since you began operating?

*Just last year alone we trained and tested around 350 individuals for their Drivers Permit, graduated 230 folks with their GED, tested and passed 97 Class D drivers Licenses (regular Driver License) and 30 CDL licenses, trained 30 CNA students (some waiting to test). There have been hundreds of NCCER certificates issues over the years, many of which were dual credit with the University.*

Since beginning to receive TVEP funds?

*The start of the TVEP program coincided with the development of our program (though we were created for other reasons- the timing was similar). Initially, TVEP was a major portion of our operating budget. When TVEP was last increased, it coincided with the opening of our main administration and classroom building. Our TVEP increased, but so did out training. TVEP now represents less than 25% of our operating budget.*

8. Describe the demographic profile of your student body.

*Our Student Body is demographically similar to our region, with 92.5% of them being Alaska Native (primarily Yup'ik) and the other 7% being from many different ethnic backgrounds.*

9. What are the technical and vocational labor demands in your region and how successful are you in satisfying that demand?



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PEOPLE'S LEARNING CENTER

Striving to prepare local workers for higher wage jobs through career preparation and employment training programs

*YE serves the whole YK-Delta, which is the same as the Calista region- an area the size of the State of Oregon. We have workforce demands from just about every type of labor you can imagine- from Mining, Health Care, Welding, Fish Processing, Heavy Equipment, education and career prep, and so on.*

*I believe that YE is uniquely situated to be knowledgeable and responsive to the needs in our region based on the structure of our governance. For industries that do not sit our board, we are constantly reaching out to assess their needs and meet their demands.*

*YE has the infrastructure to meet much of the demand. Convincing industries to invest in developing the local workforce is where some of the struggle lies.*

10. What is your annual budget? What other sources of funding do you have besides TVEP?

*YE's budget is roughly \$4,500,000 annually. We receive funding through federal program grants as well as through facility use by private entities. When an employer has the required skill set to train their own staff, we often partner to provide the training space. We also deliver a few small state grants from the DOL and the Denali Commission. Many of our programs are paid for, at least in part, by the employer. When possible, we leverage State, Federal and Employer dollars to deliver the best value to the student and employer.*

11. What annual level of TVEP funding have you received historically and to date?

*I believe initially we received 4%. When the formula was changed and the program was reauthorized, we received 9%. The dollar amount has varied greatly over the years depending on the funds available for the program.*

12. What specifically do TVEP funds pay for at your training center?

*YE uses TVEP funds to cover overhead. This allows us to provide our services for a reasonable cost to the end user. I believe the ability for us to use TVEP in this way is one of the greatest strengths of the program. This allows YE to deliver more training opportunities to more people.*

13. What would you do if TVEP were reduced or eliminated? Increased?

*Simple economics would dictate the answer to this question. Less money would mean less training, and more money would mean more training. We are truly a non-profit, with expenses pretty close to revenue every year. I do not see that changing.*



# Yuut Elitnaurviat

P E O P L E ' S L E A R N I N G C E N T E R

Striving to prepare local workers for higher wage jobs through career preparation and employment training programs

14. Do you operate a residential facility in conjunction with your programs? If so, please give some history of its construction, and current manner of operation and maintenance. Current number of residents?

*YE has three dorms on our campus, that can house up to 108 students. The two smaller, family style dormitories are used by the Lower Kuskokwim School District for their "Ready" programs. The larger 68- bed bunkhouse is used by YE for our programs. Typically, our programs are delivered in intensive modules. A student comes for 10 to 20 days, returns home, and then come back for the next module. Our dorm is also used in conjunction with other trainings put on by employers of the region. We have purchased a sophisticated reservation system which allows us to manage the bunkhouse appropriately. The original dorms were purchased with Federal and Private monies, and the bunkhouse was a State appropriation. Operations and maintenance are funded with revenue that is generated by their use as well as from TVEP funds. Occupancy varies depending time of year and programs that are being delivered. Prior to the completion of then bunkhouse this fall, we were at maximum capacity most of the time. Building the bunkhouse has allowed us to put "Ready" program kids in dorms who were previously housed with host families in the community.*

15. What is your student/teacher ratio?

*This varies depending on class. In the CDL program, there is a maximum of 4 students allowed. In the TPO/VPO, there may be as many as 40. GED may have as many as 25 to 1. For the most part, our classes are about 10 to 12 students per teacher.*

16. How many faculty do you employ? Describe their certification levels.

*YE has 15 staff. On staff, we have two driving instructors for both regular and commercial driving. Both are certified to test CDL. The CDL instructor has 20+ years teaching and driving with over 1 million miles in a class A vehicle. Since YE delivers many industry driven classes, we have found that contracting specific instructional services is the most economical. We have contracts with instructors with varying backgrounds that can cover most every topic demanded. If an employer has the expertise, they will either use their employee to instruct in our facilities, or we will contract with that individual to contract for us. Whichever is the most reasonable for the situation. All instructors in the Construction Trades are certified and licensed at the highest level available in their respective areas of expertise. Additionally, most have been approved to be adjunct to UAF to allow for dual credit. Today, in addition to our 15 direct employees, we have approximately 15 other contracted instructors we use. Keeping an instructor on staff for a program that is only asked for once or twice per year is not economical.*

17. Describe how your training center benefits your local community or region.



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PEOPLE'S LEARNING CENTER

Striving to prepare local workers for higher wage jobs through career preparation and employment training programs

*With the exception of one other entity, YE provides most all of the workforce development initiatives for the regions. YE is keenly aware of the workforce needs in our region, and are constantly reaching out to industry to assist them in meeting their needs. Every year, the YE board reviews its program priorities to assure that the needs are being met. Since the Board of YE is made up of the largest employers in the region, we are often able to see trends happening far before they do. Additionally, the facilities are often used by our partner organizations to deliver many social service initiatives that are going on in our region: Health Families, Undoing Racism, CASA, etc. Without these facilities, these programs would not have appropriate space to train, or would have to bring everyone to Anchorage at great expense.*

*Our region is very large, yet small at the same time. Many residents of our region have never left the State, and some have never been to Anchorage. Sending people with that background to Anchorage, Fairbanks, Sitka, or other places is like sending them to the moon. Bethel is the place where they receive healthcare, shop, etc. They often have family here, and feel safe here. We provide a drug and alcohol free environment where people can focus on what they came here to do. It's also good for Bethel. Having 20 VPO's in full uniform walk into the AC store leaves a great impression on the people of Bethel of the good things happening in our region.*

*Lastly, YE does not train to train. Workforce development is part of everything we do- it's in our blood. When we deliver a permit class to high school kids, every slide talks about going to work. When we are teaching adults to pass the GED, our career guides work with them to prepare for entry into the workplace. Our other students punch time clocks, and are sanctioned for being late or missing class. We have a zero tolerance for alcohol and drugs, and randomly breathalyze students. We are trying to make their experience here as close to what they can expect when he/she joins the workforce.*

18. Please share any other highlights and needs of your training center.

*YE is proud of the work we have been allowed to do over the last 12 years. We have grown and are continually adjusting to the needs in our region. We do, however have many opportunities. One workforce issue that YE has not been successful in addressing is Early Childhood Development. We do have a shovel ready project that would build a facility and program. Unfortunately we have not been able to secure much of the funding needed to get it going. This is a need that was identified when YE was just in early planning. With 8 school districts and many Head Start programs in our region, this continues to be an unmet need.*

19. Are there other regional training centers you feel should be receiving TVEP funds?



# Yuut Elitnaurviat

P E O P L E ' S L E A R N I N G C E N T E R

Striving to prepare local workers for higher wage jobs through career preparation and employment training programs

*YE is very regionally focused. Though we know of many other training centers around the State, it would not be appropriate for us to recommend or not recommend any center that is outside our region. However, there is one other program in this region that has been successful at delivering a specific workforce training program. That program is Yuut Yaqungviat. It is a flight school based in Bethel that is meeting an industry need. If the TVEP pot were to get larger, and other entities were allowed to enter, I would recommend them for consideration.*

20. Do you believe the current allocation structure for distributing TVEP funds is adequate and fair?

*YE is satisfied with our TVEP allocation. The amount we receive requires us to be frugal, yet still allows us to provide services to a large number of people at a reasonable cost. YE is not aware of the criteria used to add TVEP recipient or exactly how the percentages are figured. YE's position is that there should be no additional organizations added if the TVEP allocation is not increased. YE believes that TVEP has been highly successful. Diluting the money will take a good program and make it mediocre at best.*

If not, how would you recommend adjusting it?

## Delta Career Advancement Center, Delta Junction

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### 1. How long have you been in operation?

Partners for Progress in Delta, Inc., a **consortium of educational partners**, has been **working together since 2003** to address a shortage of skilled workers in the region. The Department of Defense completed an Economic Adjustment Plan in 2002 when it identified Fort Greely as the site of the Ground-based Midcourse Missile Defense System. Funds were provided to the City of Delta Junction to address concerns in the report.

The **Delta Career Advancement Center** was constructed with funding from the Department of Defense Community Impact funds to the City of Delta Junction, Denali Commission, state funds through the school district, private funds through individuals, businesses and Rasmuson Foundation. It **opened in January 2005** and became the home for the new Construction Trades program created at the high school. The first Entry Level Heavy Equipment Operator Academy was offered in June 2006 and is a popular annual intensive program. UAF Community & Technical College, Cooperative Extension Service and Alaska Works Partnership have offered a wide range of classes at the Center since January 2005. The **Delta Career Advancement Center was named a Regional Training Center** by the Legislature in 2008.

As a partnership, our core purpose is summarized as follows: “The combined missions of the partners reinforce a commitment to career advancement, workforce development, academic preparedness, community education and life-long learning. The Delta Career Advancement Center, a collaborative project, is a gateway for learning and training in the area.”

### 2. What is your governance structure?

Partners for Progress in Delta, Inc. is a **501 (c) 3 nonprofit** committed to career advancement through education and training to develop Alaska’s skilled workforce. We have a **seven member board** of directors consisting of one each from the founding partners—Alaska Works Partnership (AWP), Delta/Greely School District (DGSD), University of Alaska Fairbanks Community & Technical College (UAF CTC) and Cooperative Extension Service (CES)—plus one industry representative and an additional appointee each by UAF CTC and DGSD of community members. The board generally meets monthly as needed.

### 3. What manner of public/private partnerships do you share?

Partners for Progress in Delta, Inc. is an educational **consortium of educational partners** including a State of Alaska school district, two University of Alaska Fairbanks entities and Alaska Works Partnership. Jointly these partners leverage funds to raise and receive private funds. These partners worked together to raise funds for the existing 9,600 square-foot facility that houses a 7,000 square-foot workshop, a computer lab and a smart classroom.

In addition, Partners for Progress works collaboratively with the Alaska Science Building Network, Center for Employment Education and the Alaska Operating Engineers and Employees Training Trust to deliver specialized training and instruction not offered by the school district or university. We have also assisted other regional training centers to provide, for example, an opportunity to have their students tested at our facility or to extend to them the opportunity to identify someone from their region to apply to the academy.

Area businesses have donated surplus supplies for the Construction Trades program at the high school. Area and Interior businesses provide a reduced rate for the rental of the heavy equipment which greatly reduces our total cost of operation, and we have a good relationship with the Fairbanks Pipeline Training Center for use of equipment at no cost. Our private sector board members donate time,

## Delta Career Advancement Center, Delta Junction

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equipment and skills to make the operation successful. One board member worked with the Department of Environmental Conservation to develop and get approved a 16-hour Emergency Water Treatment class which he then taught three times, donating his instruction time.

#### 4. What specific training programs do you offer?

- Annually each June since 2006, the Delta Career Advancement Center is the hub for the **Entry Level Heavy Equipment Operator and Mechanic Academy**. This is a competitive, three-week intensive academy focused on hands-on training for 10 successful applicants. Outreach extends to rural communities, accepting students from Delta, Tok, Juneau, Glennallen, Barrow, Dot Lake, Copper Center, Stevens Village, Tanacross, Nulato and Nikolai.

Partners for Progress in Delta, Inc. offers this academy each June in cooperation with the Alaska Operating Engineers and Employees Training Trust and Alaska Works Partnership. The past two years we have added an emphasis on heavy equipment mechanics as there is a growing need for skilled heavy equipment mechanics in the state. Most recently we have learned that our training program will be approved as a pre-apprenticeship training program providing direct indenture into the Operating Engineers without an application process. **Since 2006, we have had 80+ participants to date and 20 have been accepted into apprenticeships with the Trades.** The 20<sup>th</sup> was accepted by the International Brotherhood of Electrical Workers (IBEW) as a direct indenture from the Construction Trades high school program, and he was recognized at the May 2013 high school graduation.

**In 2014 emphasis will be increased for heavy equipment mechanic training.**

Importantly, the academy has had tremendous support from the City, local businesses and the Deltana Fair Association. Academy participants have the opportunity to operate each of the pieces of equipment used during the hands-on two-week portion of the program including a dozer, grader, excavator, water truck, backhoe, compactor, and end dump. **The three-week academy results in 20-hour MSHA, Forklift operator, First Aid/CPR/AED training and certifications.**

- The **Delta High School** career and technical programs delivered at the Center include: AutoCAD, Metals, Construction Trades and Aerospace. The Construction Trades classes go well beyond a typical “shop” class that might construct sawhorses. Students at the Delta High School Program create real-world projects that serve the community. For example, students helped construct the existing facility, some have built the vendor booths used by the Farmers’ Market, others helped construct concession and announcer stands for the football team, picnic benches for the local community park and metals classes produce and sell to the public State of Alaska Forestry approved burn barrels.  
**Dual credit is given for English, welding and Certified Nurse Aid courses. There is a School-to-Apprenticeship Agreement in place with the Trades since 2003.**
- **University of Alaska Fairbanks Community and Technical College**—delivers a range of workshops, testing services and classes for academic credit and skill certification opportunities, as well as customized non-credit skills building classes at the Delta Career Advancement Center. Career advancement areas of emphasis include applied business, computer skills, fire science, welding, AutoCAD, and Allied Health. In particular, the UAF CTC Certified Nurse Program is a spring

## Delta Career Advancement Center, Delta Junction

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favorite with a waiting list to get into this program. In 2013 four of the program's graduates were hired at the new assisted living facility in Delta.

- Cooperative Extension Service holds workshops on cold climate construction, energy, gardening and horticulture, food processing and preservation, preparation for state pesticide certification, Department of Transportation trucking regulations, small business financing and economic development.
- **Center for Employment Education (CEE)** delivered a prep class to prepare area residents to take the state test required to earn a permit to acquire a Commercial Drivers' License. We then worked with the CEE to offer a 10-hour driving class ending with a road test.

**5. How many participants do you have currently in those respective programs?**

Annually, we have 10 in the summer academy. Another 54 took fall 2013 university classes and we have a series of late start classes this spring—everything from a series of small business development one-day workshops to the nine-credit Certified Nurse Aide class being offered again beginning in March. There is a waiting list for the Certified Nurse Aide class which is limited to 10.

In addition, this year there are 58 high school students taking career and technical classes at the Center. Classes offered this year are: AutoCAD, Aerospace—Build a Plane, Metals I and Metals II, Construction Trades I and Construction Trades II. Several college-bound high school students are taking university classes, another y have come since July to the center for testing—everything from Work Keys to Accuplacer and individual testing for on-line classes.

In the past decade, CES reports from 2003 to 2013 there were over 7,000 contacts made in Delta through workshops and presentations offered by Extension professionals. This includes workshops, presentations and special events by a variety of Extension faculty and staff.

In addition, the community depends on the Center as the location to apply for a Bureau of Land management subsistence permit each summer. Approximately 500 people come to the facility to complete applications.

**6. What do you offer in the form of degrees and/or certificates in these programs?**

Our partners—Alaska Works Partnership, Delta/Greely School District, University of Alaska Fairbanks Community & Technical College and Cooperative Extension Service—offer technical and vocational education to help develop the region's workforce. Each partner offers proven training with recognized certification and accreditation relating to their expertise and mission. The University of Alaska Fairbanks Community & Technical College offers everything from certificates and associate/bachelor degrees to noncredit workshops and one-credit classes. Many of the courses help students to prepare and be successful for state examinations, such as the Certified Nurse Aide program.

**7. How many certifications have you issued and in what training fields since you began operating?**

Of 80 participants in the annual Entry Level Heavy Equipment Operator and Mechanic Academy since 2006 (10 maximum per academy because of the hands-on nature of the program and instruction), 20 have been accepted into apprenticeships with the Trades. This summer academy has been approved as pre-apprenticeship training with an opportunity for direct indenture into the Operating Engineers. Of the 15 who took the CDL prep class, eight were eligible for the pilot driving class and three of those four earned their CDL. We would like to offer this driving class at the 20-hour level but funds limit us to

## Delta Career Advancement Center, Delta Junction

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four possible candidates for the 10-hour CDL driving class. Our Cooperative Extension Service partner delivers required pesticide training annually from the center to a number of sites around the state through video conferencing.

**8. Describe the demographic profile of your student body.**

From high school students to senior citizens, the Delta Career Advancement Center is a gateway for career and personal growth through learning and training. Delta has a large Slavic population and they have been eager to acquire skills that will lead to jobs and/or advancement. English as a Second Language is an important series of classes for this population. The summer academy attracts young adults aged 17-30. The university classes attract high school students wanting a jump on college to folks who had to quit college to raise a family and now want to finish their program, to many just looking to do better at their current job, position themselves for advancement or something new. Delta has a number of small businesses and those folks are looking to update skills and learn new techniques to market their services and products. The Cooperative Extension Service series of one-day, small business development workshops have been well-received in the community, especially among small "mom and pop" businesses.

**9. What are the technical and vocational labor demands in your region and how successful are you in satisfying that demand?**

Boeing and its subcontractors are always looking for employees with a strong work ethic who have some basic skills upon which they can build. These same Missile Defense employers are also interested in having Cybersecurity classes required for accreditation and certification in the field offered at the Center and we are exploring this with them. Several businesses depend on the Center to offer welding classes for their employees. We also have identified a need for drivers who have earned their CDL. Contractors are hiring apprentices to the Trades for local public and private jobs.

**10. What is your annual budget? What other sources of funding do you have besides TVEP?**

In FY 14 we have \$322,800 through TVEP to fund our operation. We have a small reserve in private funds for special projects and for maintenance and replacement. Our board is working on a long-range plan to develop additional sources of funding to meet area employer demands.

**11. What annual level of funding have you received historically and to date?**

We have received 3% of available TVEP funds in each of the following years:

FY09	\$283.4
FY10	\$283.4
FY11	\$292.4
FY12	\$302.6
FY13	\$326.9
FY14	\$322.8

**12. What specifically do TVEP funds pay for at your training center?**

We have no employees and the board has focused on directing as much as we can for the delivery of programs. Partners for Progress in Delta, Inc. has a Memorandum of Agreement with the school district to help fund 50% of the Center's operating costs for fuel, phones, custodial and electric. TVEP funds also cover the costs of delivering university programs at the Center. Partners for Progress in Delta, Inc.

## Delta Career Advancement Center, Delta Junction

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has an agreement with the UAF Community & Technical College for them to provide an on-site UAF coordinator and arrange for any instructors to teach UAF classes in demand in the area. If we cannot hire a local adjunct, then an instructor travels from Fairbanks to Delta to deliver a class. A good example is the Certified Nurse Aide program; it combines video conferencing, on-site instruction by a Fairbanks-based instructor and hands-on clinical work in Fairbanks. TVEP funds also cover the cost of the annual Entry Level Heavy Equipment Operator and Mechanic Academy, including student and instructor food and lodging, an academy coordinator and program supplies and rental of the equipment.

**13. What would you do if TVEP were eliminated or reduced? Increased?**

TVEP funding is critical to our operation. Since a third of the budget is directed at the summer academy, we have a large commitment to ensure continuation of a quality program that has just been approved as a pre-apprenticeship training leading to direct indenture into the Operating Engineers. We believe we operate cost efficiently and effectively. We have received capital funding toward construction of a stand-alone expansion because of the increased demand for career and technical classes. In addition, there is a large entrepreneurial sector in the area that would like to expand small business opportunities for the agricultural community. An increase in funding would enable us to work with the Center for Employment Education to offer a 20-hour CDL driving class. The more time in training can only improve the chances for success for those who might not have any or little experience. Currently, we focus on those with some experience to ensure successful completion with only 10 hours of instruction. In addition, with an increase in funding we could develop specialized classes for high school students during spring break and other select times during the academic year.

**14. Do you operate a residential facility in conjunction with your programs?**

No. We reserve a block of rooms at a local motel for any out-of-town participants in our June summer academy. We have had participants from Delta, Tok, Juneau, Glennallen, Barrow, Dot Lake, Copper Center, Stevens Village, Tanacross, Nulato and Nikolai.

**15. What is your student/teacher ratio?**

We employ no instructors. We contract with others to deliver training at the center. The construction academy has four instructors for 10 students. University classes can range from four to 25 in a classroom.

**16. How many faculty do you employ? Describe their certification levels.**

We do not employ faculty. Our individual partners provide instructors. For example, the Delta/Greely School District has its **Career and Technical Education Construction Trades/Metals and Automotive high school instructor located in the Center. He was named by the Alaska Workforce Investment Board in 2012 as the CTE instructor of the year for the State of Alaska.** He has worked in construction and construction management for more than 35 years.

We contract with the UAF Community & Technical College to provide/hire instructors for university classes offered in Delta. The University of Alaska Fairbanks hires adjuncts from the Delta community to teach as many of its classes as it can. Instructors must meet UAF requirements for teaching—in some instances a master's degree is required.

Instruction is also delivered via video conferencing. For example, we provide a site for those working on master's degrees to link with their Fairbanks-based class by a video link. This permits local employers

## Delta Career Advancement Center, Delta Junction

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to encourage such continued education because their employee might be gone for only a two-hour block of time rather than all day if they had to drive to Fairbanks.

### 17. Describe how your training center benefits your local community or region.

Our program is life changing. A high school graduate with no clear direction might find that the summer academy an avenue to career awareness and developing a work ethic that employers ask for on a regular basis. Another graduate might benefit from dual credit and other University classes that can put them a step ahead if they plan to attend college. Someone looking to advance in their career can benefit from taking practical classes at the Center. We provide teaching opportunities for the area resident with specific skills and training to deliver through one of our partners' classes that help residents get ahead. We purchase locally as often as we can—renting equipment for the academy locally and placing academy participants in locally owned lodging. Furthermore, the high school would have a far less enriched career and technical education component. We have been described as a model for the state because the emphasis has been on working collaboratively, cost efficiently and effectively as a consortium of educational partners who can deliver their programs without each needing individual facilities or duplicating the efforts of others.

### 18. Please share highlights and needs of your training center.

Since 2003 our educational partners have accomplished the following:

- Begin **Construction Trades** program at the high school. *100 + high school students since fall 2002, several of whom have been accepted into the Trades*
- Build a facility in which partners deliver education and training programs for workforce development. The **Delta Career Advancement Center opened in January 2005** and is jointly operated by the Delta/Greely School District and Partners for Progress in Delta, Inc.
- Hold first **Industry Roundtable** in 2005. We held our eighth Industry Roundtable in November 2013 to update our supporters and discuss with them their needs for future training and education.
- Hosts since 2006 an intensive summer **Introduction to Heavy Equipment Operator Academy** with outreach to rural communities, accepting students from Delta, Tok, Juneau, Glennallen, Barrow, Copper Center, Dot Lake, Stevens Village, Tanacross, Nulato and Nikolai.
- **Incorporate as Partners for Progress in Delta, Inc.** in 2007 as a 501 (c) 3 nonprofit.
- Named by the State of Alaska Legislature a **Regional Training Center in 2008**.
- Deliver for-credit and non-credit classes reaching 400+ students.

Partners for Progress in Delta operates, jointly with the Delta/Greely School District, the Delta Career Advancement Center. The **founding educational consortium partners**—Delta/Greely School District, Alaska Works Partnership, University of Alaska Fairbanks Community and Technical College and Cooperative Extension Service—deliver a range of workshops, testing services and classes for credit and non-credit skills building classes, as well as skill certification opportunities at the Delta Career Advancement Center. Partners for Progress in Delta is a **gateway for learning in the region** which includes Pogo Mine, the oil pipeline and Fort Greely. The Center houses a workshop for welding, metals and Construction Trades programs, a computer lab and a smart classroom. The Delta Career Advancement Center hosts nights for students and parents career planning, as well as the annual Industry Roundtable through which we share information about what we are doing and hear about area employer needs.

## Delta Career Advancement Center, Delta Junction

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In addition, our annual summer academy exemplifies life changing for many. Since 2006, more than 82 young adults have been introduced to the safe operation of heavy equipment through our **Introduction to Entry Level Heavy Equipment Operator Intensive Summer Academy**. Partners for Progress in Delta offers this academy each June in cooperation with the Alaska Operating Engineers and Employees Training Trust and Alaska Works Partnership. The past two years we have added an emphasis on heavy equipment mechanics as there is a growing need for skilled heavy equipment mechanics in the state. Most recently we have learned that our training program will be approved as a pre-apprenticeship training program providing direct indenture into the Operating Engineers without an application process. Since 2006, we have had 20 apprenticeship placements resulting from the summer academy and high school Construction Trades classes; the 20<sup>th</sup> was accepted by the International Brotherhood of Electrical Workers (IBEW) as a direct indenture from the Construction Trades high school program, and he was recognized at the May 2013 high school graduation.

Of these 20 placements, many were young adults who previously had not thought about their future and how they might fit into the workforce. Not all plan to attend college right after high school.

- In one instance a bank teller left her position to become a heavy equipment operator who is earning a good wage working throughout the state.
- In another instance someone who took the high school sequence is pursuing a career in the U.S. Coast Guard as a journeyman electrician.
- Yet another academy participant is working on a civil engineering degree at UAF—he wanted to understand what it meant to move dirt so he could be a better engineer.
- A young man from Nulato who was “mechanic-oriented” during the 2012 Academy was accepted into Operating Engineers Local 302 as an apprentice heavy equipment mechanic. He went from Delta to Palmer for more training, graduated from the program at the top of his class, and in the summer of 2013 got a job with a contractor working in Boundary.
- Another success story is that of the high school student who took the high school Construction Trades classes, participated in the summer academy, was accepted into an IBEW apprenticeship, is now a journeyman and currently is working on a college degree by taking classes at the Delta Career Advancement Center.

We survey all of our academy participants annually and many tell us they appreciate the “hands-on experience and the opportunities to learn to get a well-paying job.” Additional comments include statements such as the following:

- “It was very helpful in teaching me how to operate equipment the correct way...it was a great experience.”
- “This center helps students find their career. People here have connections with employers.”
- “I learned, practiced a lot.”
- “I learned how important a good work ethic is on any job.”
- “It made me realize what I wanted to do.”

Our **Delta/Greely School District** partner uses the facility throughout the year for delivery of many of its career and technical education classes. **In FY13, 138 Delta High School students used the facility for AutoCAD, Metals, Welding, Construction Trades, Word and Excel, First Aid, QuickBooks and Automotive classes with Aviation introduced in FY14. Dual credit is given for English, welding and**

## Delta Career Advancement Center, Delta Junction

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### **Certified Nurse Aid courses. There is a School-to-Apprenticeship Agreement in place with the Trades since 2003.**

In addition, the Delta Career Advancement Center has been the hub of the Delta High School Career Day programs for several years, including the fall 2012 daylong “Women in the Trades” focus. The school district launched an Aerospace program in fall 2013 with an eye on building career awareness in the aviation field, as well as providing a practical environment for understanding the value of math and reading skills.

Below is a sampling of classes offered as needed and as demand warrants—for credit and not-for-credit through **UAF Community and Technical College**:

- Arctic Engineering, (graduate level) was video conferenced from the main UAF campus
- Birds of Alaska
- Certified Nurse Aide course through a combination of in-person instruction at the Center, videoconferencing and hands-on training in Fairbanks. Of the 2013 spring graduates, four were hired to work at the newly opened Quality Care Center for seniors in Delta. The enclosed newsletter features a story about the CNA program.
- Computer Business Applications: Microsoft Word and Excel
- Developmental Math
- Digital Photography
- EMT II
- English 111
- English as a Second Language
- Fundamentals of Oral Communication
- Information Technology (distanced delivered from Nome)
- Introductory Russian
- One student joined the Cisco Networking Academy training twice weekly in our facility. Another student took a distance delivered Communications class via video conferencing throughout the semester.
- Private Pilot Ground School
- Quick Books
- Small Business Marketing
- Welding I and Welding II
- Graduate student working on a master’s degree in Natural Resources Management took a class vis-à-vis video conferencing at the Center

In addition we offer a number of **workshops** on a variety of topics to **build skills for employment**.

- Archaeological Fieldwork—an introductory class to build entry level skills for work on archaeological digs—developed in cooperation with the U.S. Army Garrison—Fort Wainwright.
- CDL Prep Class and a CDL 10-hour intensive driving class with testing at the end. Worked with the Center for Employment Education to offer a pilot 10-hour Commercial Drivers’ License (CDL) driver training and testing in Delta. Of eight applicants four were interviewed and selected for this pilot training. Three of the four earned their CDL license.
- Alaska Works Partnership offered two Weatherization classes

## Delta Career Advancement Center, Delta Junction

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- Certiport
- Culinary Arts classes
- Drinking Water for Emergencies—meets the needs of the Alaska State Defense Force, a 16-hour training on decontaminating water in the event of disasters
- English as a Second Language workshop
- Heating Efficiently with Oil (Systems and Controls)—a CEU course for operating oil burners offered in cooperation with the Alaska Science Building Network
- ServSafe for food handler certification

Our **Cooperative Extension Service (CES)** increased its use of the Center with a series of videoconference classes, workshops and discussions. The local CES 4H program depends on the Delta Career Advancement as a place for its monthly meetings.

- Alaska Residential Building
- DOT Trucking Regulations
- Solar Energy for Alaskans
- Required pesticide applicator classes are delivered from Delta at the Center via video conference to link with Anchorage, Kodiak, Juneau, Fairbanks and other areas around the state.
- Workshops on “Raising Chickens” and “Raising Fruits” were delivered from Fairbanks to the Center for local participation.
- Introduction to Specialty Food, Business, Family Child Care, as well as several sessions commemorating the 150th anniversary of the land-grant 1862 Morrill Act, were available through videoconferencing.
- Small Business Development video conferenced workshops kicked off this spring to provide intensive one-day training on everything from “Starting a Small Business” and “Writing a Business Plan” to “How to Get a Business Loan” and “Social Media and Mobile Marketing for Small Business.”
- The Harvest Wrap-Up is a casual event bringing researchers, along with representatives of Alaska Division of Agriculture and CES together with area farmers to discuss successes and failures of the past crop season. The researchers share information from the various trials that they are currently engaged in and discuss future research projects. The event at the Center encourages dialog among producers, and an opportunity for producers to provide some direction toward prioritizing research needs. This also allows for networking among the researchers to make the best use of personnel and resources and to minimize duplication of efforts.

The Delta Career Advancement Center also serves as an important site for testing for appropriate placement in classes with Accuplacer testing, Center for Distance Education (CDE) testing, and the ACT tests offered throughout the year as the Center is now listed as a testing site.

As required by the Department of Labor and Workforce Development we annually survey our students and area employers. Student respondents to our annual survey consistently say they would take another class or recommend others to take a class at this center. The satisfaction level among students who comment on the facility and the instructors runs around 95-99%. Employers tell us that they urge employees to take classes and training and in most cases are satisfied with the work ethic of employees hired who took classes at the Delta Career Advancement Center.

## Delta Career Advancement Center, Delta Junction

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At a February 2013 Delta Junction Chamber of Commerce Meeting we shared our vision and plans for construction of a stand-alone expansion facility, and attendees were asked if they supported us. We heard an enthusiastic "yes." For this reason the board is committed to working with the community to continue to offer a range of classes and training that can make a difference for the residents of our region. Continued TVEP funding is critical to this effort. In FY1 we received \$45,000 toward preparation of an architectural schematic; and in FY14 we received a \$1 million capital appropriation toward construction of the facility.

**19. Are there other regional training centers you feel should be receiving TVEP funds?**

Regional Training Centers work within their regions to benefit their communities. We work hard to listen to our community to deliver the programs they need to help build Alaska's workforce.

**20. Do you believe in the current allocation structure for distributing TVEP funds is adequate and fair? If not, how would you recommend adjusting it?**

We would probably all like to see a larger pie to accommodate the many regional needs that exist, but it is certain that any less than what we receive currently cannot lead to any increased capacity.

**Senate Education Committee**  
Alaska State Legislature

Senate Bill 139

Responses from Amundsen Educational Center

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**1. How long have you been in operation?**

We held our first classes in 2001, having been incorporated in 1997. In 2008 we merged with New Frontier Vocational Technical Center, which had been in operation since 1985.

**2. What is your governance structure?**

We are a non-profit organization, governed by a Board of Directors.

**3. What manner of public/private partnerships do you share?**

Amundsen Educational Center partners with public agencies such as Department of Vocational Rehabilitation, Workforce Investment Act, the Job Center, and Career Support and Training Services to recruit and fund students. We often have students for re-training funded by worker's compensation.

Amundsen Educational Center partnered with Samaritan's Purse to build our new 4800 sq ft training facility. Samaritan's Purse provided much of the funding and volunteer labor to help us with this new infrastructure.

We partner with our local Kenaitze Indian Tribe for student recruitment and funding, and medical support for Alaskan Native students. We also partner with other native organizations and corporations throughout the state such as CIRI, Kawerak, Aqqaluk Trust Fund, the Alaska Council of Village Presidents, Norton Sound Economic Development Corporation and Bering Straits Foundation to name a few, for funding and recruitment of students.

We partner with Alaska Christian College through our residence life program to offer social and ministry opportunities. We partner with New Hope Counseling Center to offer support and counseling to students at discounted rates.

We partner with the Learning Center at the University Of Alaska Kenai River Campus (KPC) for students who need to obtain their General Education Diploma.

We partner with local businesses such as First National Bank Alaska, Freedom Realty and Residential Mortgage to fund and sell the spec homes that our residential construction program builds. We use many local businesses as subcontractors on the homes.

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Page 1 of 6

Responses from Amundsen Educational Center

For our educational delivery, we partner with LS Coding and Education from Arizona as a distance learning provider for our Professional Medical Coding Program. We partner with McGraw Hill to offer the most up to date curriculum in our Office Occupation programs.

We partner with churches locally, statewide and nationally who support our organization financially, send volunteer work teams and help us with advertisement and recruitment. We also partner with Covenant Youth of Alaska for recruitment of students.

**4. What specific training programs do you offer?**

We offer training in Office Occupations which includes Accounting Clerk, Computer Information Processor, General Office Clerk and Administrative Assistant.

We offer Professional Medical Coding with the recent upgrade to ICD-10.

We offer a Residential Construction Program.

We offer Individual Course Offerings for students who do not wish to take a full program, but need training in a specific area. Many times this is a person who is gaining specific training for their present job.

**5. How many participants do you currently have in those respective programs?**

Professional Medical Coding – 7

Office Occupations – 6

Residential Construction – 2

**6. What do you offer in the form of degrees and/or certificates in these programs?**

We offer Diplomas which are authorized by the Alaska Commission on Postsecondary Education. We also offer a certificate of completion to students who take Individual Course Offerings.

**7. How many certifications have you issued and in what training fields, since you began operating? Since beginning to receive TVEP funds?**

In the five years of receiving TVEP funding we have awarded 157 Diplomas and Certificates:

Building Hope Construction - 32

Professional Medical Coding - 29

Office Occupations – 70

Individual Course Offerings – 26

Before New Frontier Vocational Technical Center merged with Amundsen Educational Center in 2008, it awarded over 1000 diplomas in office occupations. Amundsen Educational Center awarded over 50 diplomas in residential construction in the period between 2001-2008.

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**8. Describe the demographic profile of your student body.**

Our student body is comprised of students ranging from 16 – 70 years old. We have students from the central Kenai Peninsula and from rural Alaskan villages including, but not limited to, Hooper Bay, Koyuk, White Mountain, Mountain Village, Unalakleet and Norvik.

**9. What are the technical and vocational labor demands in your region and how successful are you in satisfying that demand?**

All three of our programs, Residential Construction, Professional Medical Coding and Office Occupations are listed as “Hot Jobs” by the State of Alaska.

Our Residential Construction program has gained a solid reputation in our community, having now built over \$2,225,000 worth of real estate on the Kenai Peninsula. The present project was sold before construction began based solely on our reputation as contractors. We have been approached by several local builders who have jobs waiting for our students upon completion of our program.

Professional Medical Coding training is a high demand job. A major change is coming in October, 2014, moving from ICD9 with 14,000 codes, to ICD 10 with 60,000 codes. We are offering the new training to match the demand. Our students take the National Exam through the American Academy of Professional Coders (AAPC). Certified Coders are required to earn 36 Continuing Education Units every 2 years. Our Anatomy class provides 24 CEUs.

The Accounting Clerk and Bookkeepers are also listed among the “Hot Jobs” in Alaska. There has also been a demand for receptionist, schedulers, data entry clerks, and basic computer information processors and administrative assistants. We have a good reputation in our community for providing employees to companies, offices and organizations such as oil field jobs, doctor’s offices and non-profits.

**10. What is your annual budget? What other sources of funding do you have besides TVEP?**

Our current operating budget is \$589,888. Our TVEP funding for 2013-14 is \$215,000. Our other sources of income are tuition, donations and the sale of the spec house. Tuition is often paid by a funding source such as native tribal organizations, Department of Vocational Rehabilitation and Workforce Investment Act funds.

**11. What annual level of funding have you received historically and to date?**

FY 10 - \$188,900  
FY 11 - \$195,000  
FY 12 - \$201,700  
FY 13 - \$218,000  
FY 14 - \$215,200

Total Funds received to date: \$1,018,800

**12. What specifically do TVEP funds pay for at your training center?**

Personnel services, local travel, advertising, utilities, consultant services, telecom, facilities, computer software and IT support, office supplies, accountant and insurances.

**13. What would you do if TVEP were reduced or eliminated? Increased?**

If our TVEP funding were to be eliminated or reduced we would need to immediately scale down the programs we offer to students. If our funding were to increase, we would be able to offer a larger variety of programs for training and preparation for high demand jobs in the workforce both locally and statewide. One such program we would like to start is an IT program. A critical need exists for IT personnel in rural Alaskan villages.

**14. Do you operate a residential facility in conjunction with your programs? If so, please give some history of its construction, and current manner of operation and maintenance. Current number of residents?**

We do have a residential facility. We are a faith-based non-profit organization and our residence program focuses on mentoring and teaching life skills. We conduct Bible studies and give discipleship training. Because this component is religious in nature, it is completely separate from our training programs. Our residence life program mainly targets young people from off road system villages.

As stated previously, one of our programs is residential construction. The first three years of the school's existence, the students built campus infrastructure as part of their training. Funds for the materials were raised through donations. The land was donated by a local businessman. We now have three cabins and a shop/student lounge building on our 48 acre campus.

Currently, we have a Residence Life Director who, along with his family, lives in one of the cabins. The other two cabins are available for student housing and the fourth building serves as a student lounge and laundry facility. The first semester this year we had 4 students living on campus. Currently we have one married couple living on campus.

**15. What is your student/teacher ratio?**

Maximum ratio is 12:1. Currently our ratio is 6:1 in Office Occupations; 7:1 in Professional Medical Coding and 2:1 in Residential Construction.

**16. How many faculty do you employ? Describe their certification levels.**

We have four faculty members on our staff:

Judi Walgenbach, Program Director

*B.B.A. in Business Administration, University of Iowa*

*M.A. in Business Education, University of Iowa*

Keith Pieh, Lead Instructor for Building Hope Construction:

*General Contractor with a Residential Endorsement*

*BA North Park College;*

Nikki Cloud, Professional Medical Coding Facilitator

*Certified Professional Coder, American Academy of Professional Coders*

*Accounting Clerk Diploma, New Frontier Vocational Technical Center*

*4 years, United States Navy*

*Master of Arts in Leadership and Administration, Theological University of America*

*Master of Arts in Biblical Information and Resource Management, Theological*

*University of America*

Jacki Walgenbach, Office Occupations Facilitator

*Over 14 years experience as Administrative Assistant*

*1 year, Kenai Peninsula College*

**17. Describe how your training center benefits your local community or region.**

We develop programs to meet the needs of our community. It allows students to stay local and still develop a career they enjoy and get them quickly into the workforce.

We reach beyond our local community to remote Alaskan villages to provide students with career training and life coaching that can be utilized in their village in construction, office occupations or the medical field.

By offering the latest training in Professional Medical coding, we are helping to keep the growing medical community on the Central Peninsula supplied with coders who have been trained for the new requirements.

**18. Please share any other highlights and needs of your training center.**

The best feature of our training center is the ability to deliver vocational training to a wide demographic. We are able to give marketable training in concentrated, focused programs,

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allowing our students to economically and efficiently receive training and get into the workforce quickly.

Our new training center is giving us a higher profile in our community and providing students with a pleasant, modern environment in which to train.

Our number one need is to develop more programs, such as the above mentioned IT program, to offer a wider variety of training for hot jobs.

**19. Are there other regional training centers you feel should be receiving TVEP funds?**

There are none that we are aware of.

**20. Do you believe the current allocation structure for distributing TVEP funds is adequate and fair? If not, how would you recommend adjusting it?**

We have no recommendations at this time.



# Technical and Vocational Education Program

## ● Performance

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*For Participants Exiting Programs in State Fiscal Year  
2013*

A report prepared for the  
Alaska Legislature  
by the  
Alaska Department of Labor  
and Workforce Development

February 2014

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\*Training program names do not exactly match those used on the previous page because there they are listed as they appear in statute (AS 23.15.835(d)) and here they are listed as they are more commonly known or as they currently refer to themselves.

# Introduction

The Alaska Legislature created the Technical and Vocational Education Program (TVEP) in 2001 to help meet Alaska's demand for trained workers. TVEP is funded by 0.15 percent of the wages on which employees are required to make unemployment insurance contributions under Alaska Statute (AS) 23.20.175. That amount is then distributed as follows according to AS 23.15.835 (the names are listed here as they are in statute, though the trainers in some cases refer to themselves differently or have made changes to their titles as reflected elsewhere in this report):

University of Alaska	45 percent
Alaska Vocational Technical Center (AVTEC)	17 percent
Kotzebue Technical Center	9 percent
Yuut Elitnaurviat, Inc. People's Learning Center	9 percent
University of Alaska, Southeast	5 percent
Galena Project Education Vocational Training Center	4 percent
Delta Career Advancement Center	3 percent
Northwestern Alaska Career and Technical Center	3 percent
Southwest Alaska Vocational and Education Center	3 percent
Amundsen Educational Center	2 percent

For more information about TVEP: <http://labor.alaska.gov/bp/tvep.htm>

## Performance Measures Summary

For this report, the Department of Labor and Workforce Development's Research and Analysis Section (R&A) collects information from the Technical and Vocational Education Program (TVEP) recipients on participants who exited a program during state fiscal year 2012 (July 1, 2011 through June 30, 2012). Using this data R&A identifies and tracks the participants to report the performance measures reported here are those specifically set out in AS 23.15.835(e):

- 1) the percentage of former participants who have a job one year after leaving the training program;*
- 2) the median wage of former participants seven to 12 months after leaving the program;*
- 3) the percentage of former participants who were employed after leaving the training program who received training under the program that was related to their jobs seven to 12 months after leaving the training program;*
- 4) the percentage of former participants of a training program who indicate that they were satisfied or somewhat satisfied with the overall quality of the training program;*
- 5) the percentage of employers who indicate that they were satisfied with the services received through the workforce development system.*

Not all training programs provided customer satisfaction information (marked as "NA" in the tables) and some did not provide complete information on training participants. Also, where providers focused on youth, measuring the percentage working in training-related jobs wasn't meaningful because a large percentage would still have been in high school or postsecondary training.

The third measure is also problematic for some programs because matching training to jobs is an imperfect, developing process. General training such as work readiness and basic office skills relate to a variety of jobs, but none so specifically that they can be deemed "training-related." The report excludes this measure where it would clearly be more misleading than helpful.

# University of Alaska Workforce Programs\*

The University of Alaska’s vocational education students were defined two ways:

- Students who were enrolled in a vocational degree—such as Occupational Endorsement Certificate (OEC), Certificate (CT1, CT2), Associate of Applied Science (AAS)—and took at least three credits in GPA-eligible courses, and earned credits
- Non degree-seeking students who took at least three credits in vocational, GPA-eligible courses and earned credits. To be defined as someone who completed or exited and included in this report, the students must not have returned to take another class in fall of 2012.

\*Although the University of Alaska Southeast gets a separate allocation under AS 23.15.835(d), its participants are included here and not separately broken out because the University of Alaska has an integrated system.

For more information about the University of Alaska Vocational Education Programs:

<http://www.alaska.edu/research/wp/>

<b>Statutory<sup>[1]</sup> Training Program Performance Indicators for Participants Exiting in FY 2012</b>	
Total Training Participants Identified	4,675
Employed in Alaska One Year After Leaving Training Program <sup>[2]</sup>	2,734
Median Total Wages 7-12 Months After Exit <sup>[3]</sup>	\$12,516
Percentage of Participants Employed in Training-Related Jobs	15%
Participants Satisfied with Training	87%
Employers Satisfied with Training	NA

<sup>[1]</sup>AS 23.15.835(e).

<sup>[2]</sup> Worked in the fourth quarter after completing training with the first quarter defined as the first full quarter after training was completed. Does not include federal or self-employed workers.

<sup>[3]</sup> Median wages during the third and fourth quarter after training was completed with the first quarter defined as the first full quarter after training was completed. Does not include self-employment income or any federal wages.

# Alaska Vocational Technical Center (AVTEC)

Located in Seward, AVTEC is an adult vocational school. AVTEC provides training courses in areas such as maritime technology, culinary arts, applied technologies (e.g., welding, diesel and heavy equipment technologies), health care, information technology, and energy and building technology.

AVTEC has a statewide advisory board comprised of representatives from the maritime transportation, oil and gas, tourism, Alaska Native Corporations, and other sectors of the Alaska economy. The board provides insights and guidance into the development of programs and curriculum that will best meet the needs and requirements of Alaskan employers.

For more information on AVTEC: <http://avtec.edu>

<b>Statutory<sup>[1]</sup> Training Program Performance Indicators for Participants Exiting in FY 2012</b>	
Total Training Participants Identified	847
Employed in Alaska One Year After Leaving Training Program <sup>[2]</sup>	515
Median Total Wages 7-12 Months After Exit <sup>[3]</sup>	\$12,662
Percentage of Participants Employed in Training-Related Jobs	41%
Participants Satisfied with Training	NA
Employers Satisfied with Training	NA

<sup>[1]</sup> AS 23.15.835(e).

<sup>[2]</sup> Worked in the fourth quarter after completing training with the first quarter defined as the first full quarter after training was completed. Does not include federal or self-employed workers.

<sup>[3]</sup> Median wages during the third and fourth quarter after training was completed with the first quarter defined as the first full quarter after training was completed. Does not include self-employment income or any federal wages.

# Alaska Technical Center

The Alaska Technical Center is an adult career and technical education school designed to meet the training needs of rural Alaskans. The Alaska Technical Center has four core program areas: office occupations, building industrial technology, industrial mine maintenance, and health occupations. In addition, the Alaska Technical Center provides Adult Basic Education, GED programs, and a variety of short-term training during the year.

ATC partners with Maniilaq Association, NANA Regional Corporation, Northwest Arctic Borough, and the Northwest Arctic Borough School District to maximize resources and address workforce development issues affecting northwest Alaska. Career training includes:

- Millwright maintenance: Red Dog Mine has hired 85-100 percent of the graduates of the Millwright training program over the last twenty years.
- Construction trades: NCCER Core training and NCCER Welding training
- Health occupations: courses align with the University of Alaska Fairbanks and are available for dual college credit for Certified Nursing Assistant, Personal Care Attendant, and Emergency Trauma Technician
- Business technologies: Accounting Technician, Administrative Assistant, and Microsoft Office courses

For more information about the Alaska Technical Center: <http://www.nwarctic.org/atc>

<b>Statutory<sup>[1]</sup> Training Program Performance Indicators for Participants Exiting in FY 2012</b>	
Total Training Participants Identified	139
Employed in Alaska One Year After Leaving Training Program <sup>[2]</sup>	87
Median Total Wages 7-12 Months After Exit <sup>[3]</sup>	\$8,752
Percentage of Participants Employed in Training-Related Jobs	13%
Participants Satisfied with Training	NA
Employers Satisfied with Training	NA

<sup>[1]</sup> AS 23.15.835(e).

<sup>[2]</sup> Worked in the fourth quarter after completing training with the first quarter defined as the first full quarter after training was completed. Does not include federal or self-employed workers.

<sup>[3]</sup> Median wages during the third and fourth quarter after training was completed with the first quarter defined as the first full quarter after training was completed. Does not include self-employment income or any federal wages.

# Yuut Elitnaurviat

Yuut Elitnaurviat in Bethel is a 501c(3) corporation that provides training and education for the people of the Yukon-Kuskokwim Delta Region. Training programs cover adult basic education, construction, driving courses (including mining and driving programs), health care, and public safety and career services, a college readiness program, and facility use. The YE Regional Vocational Campus consists of two, 22-bed dormitories; a construction trades shop and a 20,000 square foot state of the art Technical Education and Support Services (TESS) Building.

- Construction trades: federally registered YK Delta Apprenticeship program has apprentices in the fields of industrial carpentry, plumbing, and electrical.
- Health Care: Hosts a Dental Therapy Program and has the only dental training clinic in rural Alaska.
- Hosts the UAA/Recruiting and Retention of Alaska Natives into Nursing, regional nursing program. Additional health care trainings also include Personal Care Attendant (PCA) Training, Certified Nursing Assistant (CNA) and a PCA-CNA Bridge.

For more information about Yuut Elitnaurviat: <http://www.yuut.org/>

<b>Statutory<sup>[1]</sup> Training Program Performance Indicators for Participants Exiting in FY 2012</b>	
Total Training Participants Identified	1,698
Employed in Alaska One Year After Leaving Training Program <sup>[2]</sup>	1,001
Median Total Wages 7-12 Months After Exit <sup>[3]</sup>	\$10,539
Percentage of Participants Employed in Training-Related Jobs	*
Participants Satisfied with Training	89%
Employers Satisfied with Training	NA

<sup>[1]</sup> AS 23.15.835(e).

<sup>[2]</sup> Worked in the fourth quarter after completing training with the first quarter defined as the first full quarter after training was completed. Does not include federal or self-employed workers.

<sup>[3]</sup> Median wages during the third and fourth quarter after training was completed with the first quarter defined as the first full quarter after training was completed. Does not include self-employment income or any federal wages.

\* Not a meaningful measure given the type of training done by this provider.

# Galena Interior Learning Academy

The Galena Interior Learning Academy (GILA) is a 9-12 grade vocational boarding school that also offers postsecondary adult vocational training. GILA is a section of the Galena City School District that opened for post-secondary students in mid-2002. A summary of program of study outcomes is provided below:

- Cosmetology
  - 1 student earned State certification
  - 16 students applied for State permits
- Aviation
  - 3 students earned private pilot's licenses
  - 8 students soloed
  - 17 students earned university credit
- Culinary Arts
  - 40 students earned State food handler's card
- Computer Technology
  - 73 students earned university credit
- Welding
  - 19 students earned university credit
- Residential Carpentry
  - 10 students earned university credit
- Health Sciences
  - 12 students earned university credit
- Wild Fire Control
  - 8 students earned university credit

For more information about the Galena Interior Learning Academy: <http://gila.galenaalaska.org/>

<b>Statutory<sup>[1]</sup> Training Program Performance Indicators for Participants Exiting in FY 2012</b>	
Total Training Participants Identified <sup>[2]</sup>	1
Employed in Alaska One Year After Leaving Training Program <sup>[3]</sup>	1
Median Total Wages 7-12 Months After Exit <sup>[4]</sup>	Suppressed to protect confidentiality
Percentage of Participants Employed in Training-Related Jobs	NA
Participants Satisfied with Training	NA
Employers Satisfied with Training	NA

<sup>[1]</sup> AS 23.15.835(e).

<sup>[2]</sup> GILA does not provide information on secondary students served due to confidentiality concerns.

<sup>[3]</sup> Worked in the fourth quarter after completing training with the first quarter defined as the first full quarter after training was completed. Does not include federal or self-employed workers.

<sup>[4]</sup> Median wages during the third and fourth quarter after training was completed with the first quarter defined as the first full quarter after training was completed. Does not include self-employment income or any federal wages.

# Delta Career Advancement Center

Partners for Progress in Delta partners with the Delta/Greely School District, Alaska Works Partnership, and the University of Alaska Fairbanks Cooperative Extension Service and Community and Technical College to provide training at the Delta Career Advancement Center. The educational consortium incorporated in 2007 and was named a state regional training center in 2008. Delta Career Advancement Center's 9,600 square foot facility houses a "smart" classroom for two-way interactive communication, a computer lab and a career library/conference room.

The Delta Career Advancement Center provides job training in areas such as development of the Pogo Mine, possible railroad extension, a natural gas line project, school district improvements, and public construction of roads and military housing.

- Serves as a testing site for appropriate placement in classes with students taking Accuplacer tests and proctored exams for the Center for Distance Education (CDE) and other branches of the University of Alaska.
- Hosts an annual Entry Level Heavy Equipment Operator and Mechanics Academy with outreach to rural communities, accepting students from Delta, Tok, Glennallen, Copper Center, Tanacross and Nikolai.
- Some of the courses offered, through the University of Alaska Fairbanks Community & Technical College UAF CTC), include Certified Nurse Aide, Applied Business, American Sign Language I and II, Beginning AutoCad, Applied Mining and Technology, Process Technology, Drafting, and Welding.

For more information about the Delta Career Advancement Center: <http://partnersforprogressindelta.org/>

<b>Statutory<sup>[1]</sup> Training Program Performance Indicators for Participants Exiting in FY 2012</b>	
Total Training Participants Identified	145
Employed in Alaska One Year After Leaving Training Program <sup>[2]</sup>	64
Median Total Wages 7-12 Months After Exit <sup>[3]</sup>	\$14,960
Percentage of Participants Employed in Training-Related Jobs	*
Participants Satisfied with Training <sup>[4]</sup>	96%
Employers Satisfied with Training <sup>[5]</sup>	50%

<sup>[1]</sup> AS 23.15.835(e).

<sup>[2]</sup> Worked in the fourth quarter after completing training with the first quarter defined as the first full quarter after training was completed. Does not include federal or self-employed workers.

<sup>[3]</sup> Median wages during the third and fourth quarter after training was completed with the first quarter defined as the first full quarter after training was completed. Does not include self-employment income or any federal wages.

\*Not a meaningful measure given the type of training done by this provider.

# Northwestern Alaska Career and Technical Center

The Bering Strait School District (BSSD) and Nome Public Schools (NPS) developed the Northwestern Alaska Career and Technical Center (NACTEC), located in Nome.

NACTEC was designed to provide Bering Strait School District and Nome high school students with the necessary resources and skills for jobs, postsecondary education, and independent living through instruction in four focus areas: career and technical skills, career exploration, life skills, and work readiness skills. Students may take several courses some of which include dual University of Alaska credit. Several certification courses are also available.

Intensive sessions are offered throughout the school year in the following areas: Art, Aviation, Business Communications, Building Trades (NCCER), Career Exploration, Career Fair/Anchorage Career Fair, Careers in the Legal System, Certified Nursing Assistant (CNA), College Registration in Alaska, Driver's Education, Early Childhood Education, Emergency Trauma Technician (ETT), Entrepreneurship (Start Your Own Business), Field Biology (Salmon Lake Camp), Financial Leadership (Money Management), Fishing Industry/Outboard Motors, Food Service, Preparing for Postsecondary Education, Guiding: Outdoor Leadership, Health Career Exploration, Introduction to the Health Field, Jr. High Career Exploration, Machine Shop, Marketing, Metal Fabrication, Small Engine Repair, Video Technology, and Welding.

For more information about NACTEC: <http://nacteconline.org/>

<b>Statutory<sup>[1]</sup> Training Program Performance Indicators for Participants Exiting in FY 2012</b>	
Total Training Participants Identified	270
Employed in Alaska One Year After Leaving Training Program <sup>[2]</sup>	35
Median Total Wages 7-12 Months After Exit <sup>[3]</sup>	\$1,964
Percentage of Participants Employed in Training-Related Jobs	*
Participants Satisfied with Training	75%
Employers Satisfied with Training	NA

<sup>[1]</sup> AS 23.15.835(e).

<sup>[2]</sup> Worked in the fourth quarter after completing training with the first quarter defined as the first full quarter after training was completed. Does not include federal or self-employed workers.

<sup>[3]</sup> Median wages during the third and fourth quarter after training was completed with the first quarter defined as the first full quarter after training was completed. Does not include self-employment income or any federal wages.

\* Not a meaningful measure given the type of training done by this provider.

# Southwest Alaska Vocational Education Center

The Southwest Alaska Vocational and Education Center (SAVEC) was founded in June 2002 as a 501 (c)3 organization in the Bristol Bay region. The center provides career and workforce development training. Courses may include commercial driver training, weatherization, and heavy equipment operation. Many of the courses provided are in partnership with other training organizations such as CH2MHill and Alaska Works Partnership. The partners and courses may vary each year. SAVEC is able to provide distance education including Alaska Drive Education Preparation.

An example of training provided at SAVEC:

- Weatherization Technician training, Heavy Equipment Operation, Commercial Driver's License, CPR First Aid, Hazard Analysis Critical Control Point (HACCP)

For more information about SAVEC: <http://www.savec.org/>

<b>Statutory<sup>[1]</sup> Training Program Performance Indicators for Participants Exiting in FY 2012</b>	
Total Training Participants Identified	121
Employed in Alaska One Year After Leaving Training Program <sup>[2]</sup>	76
Median Total Wages 7-12 Months After Exit <sup>[3]</sup>	\$20,773
Percentage of Participants Employed in Training-Related Jobs	*
Participants Satisfied with Training	82%
Employers Satisfied with Training	NA

<sup>[1]</sup> AS 23.15.835(e).

<sup>[2]</sup> Worked in the fourth quarter after completing training with the first quarter defined as the first full quarter after training was completed. Does not include federal or self-employed workers.

<sup>[3]</sup> Median wages during the third and fourth quarter after training was completed with the first quarter defined as the first full quarter after training was completed. Does not include self-employment income or any federal wages.

\* Not a meaningful measure given the type of training done by this provider.

# Amundsen Educational Center

Amundsen Educational Center (AEC) formerly New Frontier Vocational Technical Center (NFVTC) is a vocational school located on the Kenai Peninsula in Soldotna. Amundsen focuses on providing opportunities for training to rural Alaskans for entry level business, construction, and medical office occupations. Programs and courses teach skills for accounting clerk, professional medical coding, computer operation, residential construction skills, and employment skills training.

Diplomas and certificates provided by AEC:

- Residential Construction
- Advanced Residential Construction
- Accounting Clerk
- General Office Clerk
- Administrative Assistant
- Professional Medical Coding
- Computer Literacy

For more information about Amundsen: <http://www.aecak.org/>

<b>Statutory<sup>[1]</sup> Training Program Performance Indicators for Participants Exiting in FY 2012</b>	
Total Training Participants Identified	22
Employed in Alaska One Year After Leaving Training Program <sup>[2]</sup>	15
Median Total Wages 7-12 Months After Exit <sup>[3]</sup>	\$4,508
Percentage of Participants Employed in Training-Related Jobs	*
Participants Satisfied with Training	NA
Employers Satisfied with Training	NA

<sup>[1]</sup> AS 23.15.835(e).

<sup>[2]</sup> Worked in the fourth quarter after completing training with the first quarter defined as the first full quarter after training was completed. Does not include federal or self-employed workers.

<sup>[3]</sup> Median wages during the third and fourth quarter after training was completed with the first quarter defined as the first full quarter after training was completed. Does not include self-employment income or any federal wages.

\* Not a meaningful measure given the type of training done by this provider.

## Methodology

Training programs provided identifying information on participants, training start dates, and training completion or exit dates. Some programs also provided information on types of training.

The Alaska Department of Labor and Workforce Development's Research and Analysis Section then matched participant records with data provided by employers as part of their mandatory unemployment insurance reporting. Employers provide information on their employees' wages and occupations as well as their industry type and geographic locations within the state. Because the self-employed are not covered by unemployment insurance and the federal government has a separate unemployment insurance program, no data are available for those two groups.

### **The Programs and the Performance Measures**

Because each program is unique and serves a different clientele with varying needs and work histories, comparing the wages and employment measures across programs may not be appropriate. Some programs provide services to younger workers, older workers, those with few skills, or those recently laid off. Many programs serve clients who are likely to continue their education or become self-employed upon completion of their training. Those workers would not be included in the post-training wages and employment statistics.



Home » Training Programs » TVEP

## Alaska Technical Vocational Education Program (TVEP)

In 2000, legislation was enacted establishing the Alaska Technical Vocational Education Program. Recipients of TVEP non-competitive grant funds are part of a statewide vocational training system, working together with industry and state agencies to provide a comprehensive and unified response to Alaska's training needs.

TVEP funds must be used for technical and vocational training programs that align with workforce regional demands and the Alaska Workforce Investment Board's industry priorities. The AWIB's policy on vocational and technical education entitled "Alaska's Future Workforce Strategic Policies and Investment Blueprint" describes Alaska's framework and guiding principles for development of technical and vocational education within Alaska's workforce development system.

### Current Division of Business Partnerships TVEP Grantees

- Alaska Technical Center – Kotzebue
- New Frontier Vocational Technical Center - Soldotna
- Northwestern Alaska Career & Technical Education Center - Nome
- Partners for Progress Delta – Delta Junction
- Southwest Alaska Vocational and Education Center – King Salmon
- Yuut Eliitnaurviat People's Learning Center - Bethel

## Training Programs

- Alaska Construction Academies
- Alaska Youth First
- Denali Training Fund
- STEP
- WIA Adult
- WIA Dislocated Worker
- WIA Youth

## Training Strategies

- Alaska Career Ready
- Career and Technical Education Plan
- Registered Apprenticeships

## Training Partners

- Individual Case Management (iCM) System

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 State of Alaska Email Phone: 907-269-4651 Fax: 907-269-0068

Questions for regional training centers and institutions receiving TVEP funds, per AS 23.15.835(d):

1. How long have you been in operation?

AVTEC was established in 1969 in Seward and opened a training center in Anchorage in 2000 to provide Allied Health programs.

2. What is your governance structure?

AVTEC is a Division of the Department of Labor & Workforce Development. Its governing Board is the Alaska Workforce Investment Board. It is nationally accredited by the Commission of the Council on Occupational Education.

3. What manner of public/private partnerships do you share?

AVTEC maintains partnerships with the following organizations:

- University of Alaska – Tech Prep articulation agreements;
- UAA School of Engineering – Ice and coastal infrastructure design simulations;
- Lake and Peninsula School District – Intro to Fisheries, and Maritime Basic Safety Training to High School students in King Salmon;
- Chugach School District – Maritime, Welding, and Career Exploration classes to High School students in Chenega and Tatitlek;
- Yukon-Kuskokwim Health Corporation – Certified Nurse Assistant training in Bethel;
- Yukon River Towing – variety of U.S. Coast Guard approved Maritime courses;
- Alaska Native Tribal Health Consortium – Certified Nurse Assistant classes and Rural Water Treatment Plant Operator training;
- Amak Towing Company – Maritime tug operator training;
- Norton Sound Economic Development Corporation – Seafood Processor training;
- Aleutian Pribilof Island Community Development Association – Refrigeration training in Atka;
- Alaska Energy Authority – Rural Power Plant Operator and Above Ground Bulk Fuel Storage Tank Operator training;
- Teck Cominco Alaska – Industrial Electrical Apprenticeship training for Red Dog Mine employees;
- Crowley, Conoco Phillips and Shell oil companies – Maritime training and port development research projects;
- Alyeska Pipeline – Alaska Native scholarship funding;
- Alaska Marine Highway System – Maritime training;
- Cook Inlet Tribal Council – Healthcare training;
- Heckla Greens Creek Mine – Scholarships and equipment donations;

- Chugach Alaska Corporation – Outreach and recruitment of shareholders and descendants.

4. What specific training programs do you offer?

AVTEC provides 17 nationally accredited certificate level programs and one Associate of Applied Science degree program. Certificate programs include: Accounting Specialist, Medical Administrative Assistant Administrative Assistant, Professional Cooking & Baking, Structural Welding, Pipe Welding, Industrial Electricity, Power Plant Operator, Master Mate not more than 200 Tons, Qualified Member of the Engine Department, Diesel/Heavy Equipment Technology, Information Technology, Construction Trades, Plumbing & Heating, Refrigeration, Certified Nurse Assistant, and Practical Nurse. The associate degree program is Registered Nurse. Additionally, AVTEC provides a large number of short (usually two weeks or less) incumbent worker, professional upgrade, industry certification, and apprenticeship related studies training classes.

5. How many participants do you currently have in those respective programs?

460 current enrollees (210 in certificate programs and 260 in distance delivered Apprenticeship Related Studies). FY13 total enrollment was 1,114 with 386 certificate programs and 728 in short-term training, an increase of 138 enrollees from FY12.

6. What do you offer in the form of degrees and/or certificates in these programs?

See the response to question 4.

7. (a) How many certifications have you issued and in what training fields, since you began operating?

Approximately 16,200 certifications in certificate programs and 32,000 short term training completers since 1969.

(b) Since beginning to receive TVEP funds?

Since FY01 approximately 4,700 certificates and 9,100 short-term completers.

8. Describe the demographic profile of your student body.

In FY13 AVTEC's student body demographics were: approximately 40% White, 37% Native, with the remaining 23% a mixture of two or more races, Black, Asian, Hispanic, Pacific Islander, or not specified; 58% came from Anchorage/Matsu, 18% from Southcentral, 11% Southwest, 3% Northwest, 4% Interior, 4% Southeast, 2% out of state.

9. What are the technical and vocational labor demands in your region and how successful are you in satisfying that demand?

AVTEC's mission is to support the workforce needs of all of Alaska. AVTEC is only one piece of the State's overall workforce development effort and the demand in the State is far greater than AVTEC's capacity to deliver trained workers. However, AVTEC is very effective at preparing Alaskans for employment. Training-related placement rate averages 89% for the past 5 years with several programs having 100% placement in training-related employment.

10. (a) What is your annual budget?

AVTEC's FY2015 budget totals \$15.65M. This includes the TVEP of \$1.85M and another \$1.3M in federal pass through funds for student grants and loans.

- (b) What other sources of funding do you have besides TVEP?

Unrestricted General Fund (UGF), General Fund Program Receipts (GFPR – student tuition and fees), Interagency Receipts (IA – grants and contracts from other state agencies), Statutory Designated Program Receipts (SDPR – contract training with non-state agencies, and Education Tax Credit donations), Federal Receipts (Fed – pass through federal grants and loans to students), and CIP Receipts (CIP – funds to cover maintenance staff working on capital projects).

11. What annual level of TVEP funding have you received historically and to date?

FY01 \$1.09M, FY02 and FY03 \$1M, FY04 \$1.2M, FY05 \$1.19M, FY06 and 07 \$1.1M, FY08 \$1.25M, FY09 and FY10 \$1.6M, FY11 \$1.77M, FY12 \$1.71M, and FY13 \$1.85M, FY14 \$1.85M, and if the current allocation is maintained in FY15 \$1.84M.

12. What specifically do TVEP funds pay for at your training center?

TVEP funding is vital to the AVTEC operations. It is used to pay for basic operational costs and helps ensure staff are paid, training programs are offered, facilities maintained, and student support services available.

13. (a) What would you do if TVEP were reduced or eliminated?

If reduced, AVTEC would have to eliminate one or more training programs depending on the level of decrease. If it were necessary to produce \$1.84M in reductions, AVTEC would have to eliminate entire training departments including Allied Health, Maritime Training Center, and Energy and Building Technology and possibly others in order to account for the loss of TVEP funds and student tuition and other funding impacts from program reductions. Eliminating these programs

would have ripple effects likely to result in negative consequences for industry support and related contributions, so it is difficult to access the full impact.

(b) Increased?

Depending on the level of increase AVTEC could add training capacity and update and replace training equipment.

14. (a) Do you operate a residential facility in conjunction with your programs?

Yes.

(b) If so, please give some history of its construction, and current manner of operation and maintenance.

AVTEC has two resident dormitories with a capacity to house 160 students. One of the dormitories is a new 112-bed dormitory that just opened January 1, 2014 to replace a dormitory built in the 1970s. The second dormitory is a 48-bed dormitory built in 2002 to increase student housing capacity. Also, there are three apartment complexes with a total of 17 family apartments comprising two one-bedroom apartments, two four-bedroom apartments, and 13 two-bedroom. These apartments were purchase from the local economy and were built in the 1970s. Additionally, all resident students are provided meals in a cafeteria and a Student Services Center that provides students with afterhours recreational, sports activities, library, and computer lab. All buildings are maintained by AVTEC's maintenance staff. Students pay room and board, and student services fees that help cover these expenses.

(c) Current number of residents?

Today there are 120 students in the dorms and 48 residents in family housing (occupying 15 of the 17 apartments). AVTEC does anticipate that is residency rates will go up in the future due to its newly completed dormitory.

15. What is your student/teacher ratio?

Average maximum ratio is 15:1. However, it varies by program dependent upon lab size, equipment, and other safety concerns for practical hands-on portion of training. For instance the maximum capacity of Pipe Welding is ten students because of the size of the lab space and number of welding booths.

16. (a) How many faculty do you employ?

AVTEC has 39 full-time instructors and three full-time instructional aides. The Instructor count includes program department heads.

(b) Describe their certification levels.

A minimum of five years journey-level trade experience is required. Sixteen instructors have master degrees, nine bachelor degrees, 11 associate degrees, and three with no postsecondary degree.

17. Describe how your training center benefits your local community or region.

AVTEC serves a statewide constituency which extends to students coming from all parts of the state for training and requires AVTEC to take into account all aspects of the state's economy. Training programs are reflective of the major industries providing high skill high wage careers in Alaska including transportation, hospitality, healthcare, construction, mining, oil and gas, and information technology.

For students enrolling in a training program AVTEC provides a proven model of delivery and a reputation for high quality training leading to good jobs. AVTEC has a proven record of success in training Alaskans and transforming them into successful entry level workers in less than a year. AVTEC makes good on its motto "Career in a Year".

The success of AVTEC's delivery model is proven by its graduation and training-related employment statistics. Training-related placement rate averages 89% for the past 5 years with several programs having 100% placement in training-related employment. Meaning students coming to AVTEC are reasonably assured a training related employment opportunity upon completion of training.

AVTEC's nationally accredited and industry recognized 8-10 month certificate programs are competency based, hands-on, and intensive. Curriculum is focused and concentrated specifically on the knowledge and skills required in the specific discipline needed to be employed in the industry. Additionally, employability skills (attendance, safety, communication, teamwork) demanded by employers are incorporated into each program. For employers recruiting for well-trained Alaskans with proven good work ethics AVTEC provides a ready source of graduates. AVTEC's attendance policy is driven by the demands of industry, and they are another factor that makes AVTEC unique from the traditional college delivery method.

18. Please share any other highlights and needs of your training center.

AVTEC maintains an industry advisory board for each and every training program area. These boards are made up of employers from that industry who hire training program graduates. They advise on curriculum, equipment, instructor qualifications, etc. AVTEC enjoys excellent support from its industry partners as evidenced by the strong job placement rate.

AVTEC has some unique and one of a kind programs. Its U.S. Coast Guard approved Ice Navigation course is the first the U.S. This program would not be

possible without AVTEC's maritime simulator and strong buy in from industry and user groups. The entire maritime program is unique in the U.S. as training starts from entry level mariners all the way up to pilot group training and assessments.

The on campus 100 Kilowatt wind turbine which is connected to a diesel generated power plant and tied into campus buildings allows AVTEC to provide one of a kind Wind Diesel Power training through its Industrial Electricity program which is also the only one of its type in state.

19. Are there other regional training centers you feel should be receiving TVEP funds?

20. Do you believe the current allocation structure for distributing TVEP funds is adequate and fair? If not, how would you recommend adjusting it?

Again, AVTEC is only one piece of the State's overall workforce development effort and there are many other programs that help meet this need across the state, but AVTEC does not have sufficient information on all of those programs to adequately speak about them or to suggest which of those programs should or should not get TVEP funding."

**Technical Vocational Education Program Receipts Appropriations  
(FY01-FY15)**

Department	Appropriation	Allocation	01FnlBud	02FnlBud	03FnlBud	04FnlBud	05FnlBud	06MgtPln	07MgtPln	08MgtPln	09MgtPln*	10MgtPln	11MgtPln	12MgtPln	13MgtPln	14MgtPln	15Gov
DEED	Teaching & Learning Support	Student and School Achievement	-	-	-	-	-	205.3	209.6	228.0	377.9	377.9	416.2	403.4	435.9	430.4	434.5
DEED	Teaching & Learning Support	Quality Schools	-	182.2	182.2	182.1	222.3										
<b>DEED</b>			<b>-</b>	<b>182.2</b>	<b>182.2</b>	<b>182.1</b>	<b>222.3</b>	<b>205.3</b>	<b>209.6</b>	<b>228.0</b>	<b>377.9</b>	<b>377.9</b>	<b>416.2</b>	<b>403.4</b>	<b>435.9</b>	<b>430.4</b>	<b>434.5</b>
DOLWD	Employment Security	Unemployment Insurance						-	310.0	344.8	361.6	367.8	378.7	389.4	400.1	400.3	398.8
DOLWD	Business Partnerships	Business Services						-	-	-	-	128.5	131.7	134.5	137.5	137.5	137.1
DOLWD	Business Partnerships	Kotzebue Tech Operations Grant	548.0	500.9	500.9	500.9	611.1	564.5	576.4	626.9	850.2	850.2	936.3	907.7	980.8	968.4	977.7
DOLWD	Business Partnerships	SW AK Voc Educ Ctr Ops Grant	-	-	-	-	-	205.3	209.6	228.0	283.4	283.4	312.1	302.6	326.9	322.8	325.9
DOLWD	Business Partnerships	Yuut Operations Grant	-	-	-	-	-	205.3	209.6	228.0	850.2	850.2	936.3	907.7	980.8	968.4	977.7
DOLWD	Business Partnerships	Northwest Alaska Center						-	-	-	283.4	283.4	312.1	302.6	326.9	322.8	325.9
DOLWD	Business Partnerships	Delta Career Advancement Cntr						-	-	-	283.4	283.4	312.1	302.6	326.9	322.8	325.9
DOLWD	Business Partnerships	New Frontier Voc Tech Center						-	-	-	188.9	188.9	208.1	201.7	218.0	215.2	217.3
DOLWD	AVTEC	Alaska Vocational Tech Center	1,096.0	1,001.8	1,001.8	1,009.5	1,347.1	1,129.0	1,129.0	1,253.7	1,606.0	1,606.0	1,768.6	1,714.5	1,852.7	1,852.9	1846.8
<b>DOLWD</b>			<b>1,644.0</b>	<b>1,502.7</b>	<b>1,502.7</b>	<b>1,510.4</b>	<b>1,958.2</b>	<b>2,104.1</b>	<b>2,434.6</b>	<b>2,681.4</b>	<b>4,707.1</b>	<b>4,841.8</b>	<b>5,296.0</b>	<b>5,163.3</b>	<b>5,550.6</b>	<b>5,511.1</b>	<b>5533.1</b>
UnivAK	University of Alaska	Systemwide Reduction/Addition	-	-	-	0.1	631.3	-	-	-	-	-	-	46.3	-	-	51.8
UnivAK	University of Alaska	Statewide Services	1,781.0	1,368.9	1,368.9	394.9	124.4	150.5	150.5	150.5	-	150.0	150.0	152.8	152.8	219.0	219
UnivAK	University of Alaska	Systemwide Education/Outreach						-	-	-	1,331.2	1,181.2	1,181.2	1,172.2	1,360.5	1,523.3	1523.3
UnivAK	University of Alaska	Anchorage Campus	-	828.2	828.2	1,125.2	1,082.0	1,080.3	1,162.0	1,227.3	1,452.3	1,452.3	1,740.3	1,401.4	1,401.4	1,395.6	1395.6
UnivAK	University of Alaska	Kenai Peninsula College	-	-	-	-	70.0	70.0	200.0	-	-	-	135.0	193.9	193.9	152.7	152.7
UnivAK	University of Alaska	Kodiak College						-	-	-	-	-	-	29.6	29.6	135.2	135.2
UnivAK	University of Alaska	Matanuska-Susitna College	-	-	-	180.0	150.0	150.0	90.0	180.0	180.0	180.0	90.0	224.0	224.0	100.3	100.3
UnivAK	University of Alaska	Prince Wm Sound Comm College	-	70.0	70.0	120.0	120.0	120.0	50.0	50.0	50.0	50.0	147.5	234.2	234.2	111.4	111.4
UnivAK	University of Alaska	Bristol Bay Campus						-	-	-	-	-	43.1	75.2	75.2	60.0	60
UnivAK	University of Alaska	College of Rural & Comm Dev	-	-	186.6	286.6	126.6	126.6	60.0	60.0	115.0	115.0	69.9	70.0	70.0	41.0	41
UnivAK	University of Alaska	Fairbanks Campus	-	186.6	-	-	251.7	280.0	290.0	247.9	341.9	341.9	341.9	366.1	366.1	364.2	364.2
UnivAK	University of Alaska	Interior-Aleutians Campus	-	-	-	-	100.0	100.0	-	-	-	-	157.8	114.7	317.5	296.5	296.5
UnivAK	University of Alaska	Kuskokwim Campus	-	-	-	25.0	40.0	40.0	-	-	-	-	56.7	-	-	60.0	60
UnivAK	University of Alaska	Northwest Campus	-	105.0	105.0	105.0	75.0	75.0	75.0	75.0	75.0	75.0	54.0	54.0	44.4	39.7	39.7
UnivAK	University of Alaska	UAF Community and Tech College	-	147.0	147.0	244.0	132.0	132.0	240.0	473.1	418.1	418.1	226.6	261.9	333.2	325.2	325.2
UnivAK	University of Alaska	Juneau Campus	-	111.2	111.2	186.2	390.2	446.2	357.5	353.5	443.1	443.1	490.9	221.1	241.9	107.7	107.7
UnivAK	University of Alaska	Ketchikan Campus	-	52.0	52.0	127.0	132.0	52.0	207.0	317.0	317.0	317.0	317.0	241.6	220.9	167.4	167.4
UnivAK	University of Alaska	Sitka Campus	-	-	-	75.0	75.0	-	-	-	-	-	-	183.6	183.5	280.8	280.8
<b>UnivAK</b>			<b>1,781.0</b>	<b>2,868.9</b>	<b>2,868.9</b>	<b>2,869.0</b>	<b>3,500.2</b>	<b>2,822.6</b>	<b>2,882.0</b>	<b>3,134.3</b>	<b>4,723.6</b>	<b>4,723.6</b>	<b>5,201.9</b>	<b>5,042.6</b>	<b>5,449.1</b>	<b>5,380.0</b>	<b>5431.8</b>
		<b>TOTAL</b>	<b>3,425.0</b>	<b>4,553.8</b>	<b>4,553.8</b>	<b>4,561.5</b>	<b>5,680.7</b>	<b>5,132.0</b>	<b>5,526.2</b>	<b>6,043.7</b>	<b>9,808.6</b>	<b>9,943.3</b>	<b>10,914.1</b>	<b>10,609.3</b>	<b>11,435.6</b>	<b>11,321.5</b>	<b>11,399.4</b>

\* Revenue increased in FY09 because, per CH 47, SLA 2008 (HB 2), the amount of each employee's contribution diverted from the UI Trust to the TVEP account went from one-tenth of one percent to .15 percent of wages.