

HB

305

<TARGET><BILL>HB 305</BILL><SUBJECT>HB
305</SUBJECT><COMM>HEDC29</COMM></TARGET>



THE STATE
of **ALASKA**
STATE LEGISLATURE

Rep. Lynn Gattis
Rep.Lynn.Gattis@akleg.gov

House Finance Committee
Education Finance Subcommittee Chair
Administration Finance Subcommittee Chair

Sponsor Statement

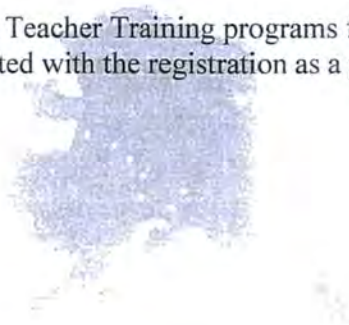
The Alaska Commission on Postsecondary Education is requiring yoga studios that offer Yoga Teacher Training programs associated with the Yoga Alliance to register with ACPE as a postsecondary educational institution.

Yoga Alliance is a nonprofit 501(c)(6) membership professional and trade association representing the yoga community internationally. Yoga Alliance celebrates the diversity of yoga styles, traditions, and lineages. They advocate for self-regulation in the yoga industry and for universal access to safe yoga practices. As the largest international nonprofit organization representing yoga teachers and schools, Yoga Alliance has a responsibility to protect and support the yoga community so it can freely practice and teach yoga. Yoga Alliance opposes unnecessary regulation that stifles the diversity of yoga, serves no benefit to the public, or unfairly targets the yoga community.

When a student completes the Yoga Teacher Training program they are awarded a certificate that then allows that person to register with the Yoga Alliance Registry. A yoga teacher who registers with the Yoga Alliance Registry earns the title of Registered Yoga Teacher (RYT) and may publish his or her online profile on the Yoga Alliance directory. **The teacher registry is not a certification program**; it is simply a listing of teachers who met Yoga Alliance's minimum requirements for teaching experience and have completed their trainings at a Registered Yoga School (RYS).

Yoga teachers or studios are not required to have a professional or occupational license under Alaska law. Until recently, yoga studios and teacher training programs have been free of state regulation and oversight. Yoga studios in Alaska have attempted to provide their clients a quality program and environment. Now they are being subjected to ACPE regulations, simply because they use terms such as "Yoga Teacher Training" and award a certificate of completion at the end of the course.

If passed, HB 305 will exempt Yoga Teacher Training programs from an unnecessary and costly application process, and fees associated with the registration as a postsecondary educational institution with ACPE.



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Alaska Statutes on the Regulation of Postsecondary Institutions

Sec. 14.48.010. Purposes. (a) It is the purpose of this chapter to provide for the protection, education, and welfare of the citizens of the state, its postsecondary educational institutions, and its students, by

- (1) establishing minimum standards concerning quality of education, ethical and business practices, health and safety, and fiscal responsibility, to protect against substandard, transient, unethical, deceptive, or fraudulent institutions and practices;
- (2) prohibiting the granting of false or misleading educational credentials;
- (3) regulating the use of academic terminology in designating educational institutions;
- (4) prohibiting misleading literature, advertising, solicitation, or representation by educational institutions or their agents;
- (5) providing for the preservation of essential academic records; and
- (6) providing certain rights and remedies to the public and the commission necessary to carry out the purposes of this chapter.

(b) This chapter may not be construed to preclude the development of innovative, alternative postsecondary educational delivery systems or programs if their purposes and their administration, operation, or management are in the public interest and do not conflict with those purposes set out in (a) of this section. (sec. 1 ch 25 SLA 1976)

Sec. 14.48.030. Exemptions. (a) The following educational programs, and institutions providing only the following educational programs, are exempt from the provisions of this chapter:

- (1) instruction provided at a level from preschool through grade 12, including preparation for general equivalency diploma examinations;
- (2) a program operated by the United States;
- (3) a program that does not offer educational credentials and is provided only to prepare individuals to take graduate examinations; and
- (4) a program that does not offer educational credentials and is only avocational or recreational in nature.

(b) Except as provided under AS 14.48.165, the commission may exempt the following educational programs, and educational institutions only providing programs exempt under (a) of this section and this subsection, from some or all of the provisions of this chapter:

- (1) a program operated by a state or a political subdivision of a state;
- (2) instruction sponsored by a bona fide trade, business, labor, professional, or fraternal association or organization, recognized by the commission, and conducted only for that association's or organization's membership;

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- (3) nonprofit postsecondary educational institutions offering undergraduate or graduate educational programs, from a facility in this state, that are acceptable for credit toward an associate, bachelor's, or graduate degree;
 - (4) a program that is provided without a fee, other than the actual cost of materials, to students;
 - (5) a program that does not offer education credentials;
 - (6) a short course of study that is not more than 15 days or 120 hours in duration;
 - (7) a program offered within the state by an out-of-state institution that is authorized to operate by the state in which it is located and is nationally or regionally accredited;
 - (8) a program or institution that is regulated by another agency or political subdivision of the state regarding the quality of course contents, facilities, and operation.
- (c) In this section, "nonprofit" means an organization that is exempt under 26 U.S.C. 501(c)(3). (sec. 1 ch 25 SLA 1976; am sec. 1 ch 50 SLA 1977; am sec. 1 ch 12 SLA 1992; am sec.2 ch 112 SLA 1997; am sec 1 ch 21 SLA 2005; am sec. 42 ch 89 SLA 2014)

Sec. 14.48.210. Definitions. In this chapter

- (6) "**educational credentials**" means degrees, diplomas, **certificates**, transcripts, reports, documents, or letters of designation, marks, appellations, series of letters, numbers, or words which signify, purport, or are generally taken to signify enrollment, attendance, progress, or satisfactory completion of the requirements or prerequisites for education at a postsecondary educational institution;
- (8) "postsecondary educational institution" means academic, vocational, technical, home study, business, professional, or other school, college, or university offering education primarily to persons who have completed or terminated their secondary education, or who are beyond the age of compulsory high school attendance, for attainment of educational, professional, or vocational objectives;



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Sponsor Statement for CSHB 305 (EDC)

There is no need to put programs like yoga, Zumba, or karate—primarily avocational and recreational activities—under the burdensome and costly application process associated with the registration as a postsecondary educational institution with the Alaska Commission on Postsecondary Education.

If passed in its current form, CS HB 305 will exempt programs in a field that:

- Does not require a professional or occupational license under AS 08
- Provides training primarily for recreational purposes
- Prepares program graduates to teach or instruct in that field, at an advanced training level

I urge you to support CSHB 305, as it serves to protect our state's recreational training programs from government overreach. Whether you are a yoga, Zumba, or karate instructor—you should not have to worry about the government issuing unnecessary regulations and overbearing fees on your program.



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Sectional Analysis
CS HB 305 (EDC)

“An act relating to an exemption from the regulation of postsecondary educational institutions.”

Section 1:

AS 14.48.030 (a). Adds new lines.

Exemptions to the Regulations of Postsecondary Institutions.

Exempts programs that are in a field that:

- A. Does not require a professional or occupational license under AS 08.
- B. Provides training primarily for recreational purposes; and
- C. At the advanced training level, prepares program graduates to teach or instruct in that field.

Section 2:

AS 14.48.030. Adds new subsection.

Exemptions to the Regulations of Postsecondary Institutions.

Requires the educational programs or institutions that are exempt under (a)(5) to provide students with written notice, before enrollment, that the program or institution is exempt from state authorization requirements.

Section 3:

AS 14.48.030. Adds new paragraphs.

Exemptions to the Regulations of Postsecondary Institutions.

Provides definitions to the terms “avocational,” “recreational,” and “vocational”.



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Administration Finance Subcommittee Chair

HB 305

**Summary of Changes
From Original Bill to Newest Version**

This document explains the changes made to the original version of this bill, Version A, to the committee substitute put forward the House Education Committee.

Section 1:

Section 1 was changed to broaden the number of recreational programs that would be exempt from state regulation of postsecondary institutions. Rather than exempt only Yoga Teacher Training programs, the bill's current language would exempt programs of a similar, avocational nature—such as karate or Zumba classes.

Section 2:

Section 2 added a new subsection in order to require educational programs or institutions to give students a written notice, prior to enrollment, about their exemption status. This was done to ensure that students would be fully aware that the institution or program was not regulated by state authorization requirements.

Section 3:

Section 3 added new paragraphs to clarify the meaning of terms like “avocational,” “recreational,” and “vocational”.



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CS FOR HOUSE BILL NO. 305(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-NINTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES GATTIS, Muñoz

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to an exemption from the regulation of postsecondary educational
2 institutions."

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

4 * **Section 1.** AS 14.48.030(a) is amended to read:

5 (a) The following educational programs, and institutions providing only the
6 following educational programs, are exempt from the provisions of this chapter:

7 (1) instruction provided at a level from preschool through grade 12,
8 including preparation for general equivalency diploma examinations;

9 (2) a program operated by the United States;

10 (3) a program that does not offer educational credentials and is
11 provided only to prepare individuals to take graduate examinations; [AND]

12 (4) a program that does not offer educational credentials and is only
13 avocational or recreational in nature; and

14 (5) a program that is in a field that

1 (A) does not require a professional or occupational license
2 under AS 08;

3 (B) provides training primarily for recreational purposes;
4 and

5 (C) at the advanced training level, prepares program
6 graduates to teach or instruct in that field.

7 * **Sec. 2.** AS 14.48.030 is amended by adding a new subsection to read:

8 (d) An educational program or institution that is exempt under (a)(5) of this
9 section shall provide students with written notice, before enrollment, that the program
10 or institution is exempt from state authorization requirements under this chapter.

11 * **Sec. 3.** AS 14.48.210 is amended by adding new paragraphs to read:

12 (12) "avocational" means of or relating to an activity that is done as a
13 hobby or for recreational purposes;

14 (13) "recreational" means an activity engaged in for the purpose of
15 personal satisfaction, pleasure, creative enrichment, or enhanced well-being;

16 (14) "vocational" means of or relating to a skill or trade pursued as a
17 career or for the purpose of gainful employment.

29-LS1401\H
Glover
3/23/16

CS FOR HOUSE BILL NO. 305(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-NINTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:

Referred:

Sponsor(s): REPRESENTATIVES GATTIS, Muñoz

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17 career or for the purpose of gainful employment.

Fiscal Note

State of Alaska
2016 Legislative Session

Bill Version: HB 305
Fiscal Note Number: _____
() Publish Date: _____

Identifier: HB305-EED-ACPE-3-24-16
Title: EDUCATIONAL EXEMPTION FOR YOGA
TRAINING
Sponsor: GATTIS
Requester: (H) EDC

Department: Department of Education and Early Development
Appropriation: Alaska Postsecondary Education Commission
Allocation: Program Administration & Operations
OMB Component Number: 2738

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2017 Appropriation Requested	Included in Governor's FY2017 Request	Out-Year Cost Estimates					
			FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits								
Miscellaneous								
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None								
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time								
Part-time								
Temporary								

Change in Revenues

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Estimated SUPPLEMENTAL (FY2016) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2017) cost: 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?

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By: Diane Barrans	Phone: (907)465-6740
Division: Alaska Commission on Postsecondary Education	Date: 03/24/2016 10:00 AM
Approved By: Diane Barrans	Date: 03/24/16
Agency: Alaska Commission on Postsecondary Education	

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2016 LEGISLATIVE SESSION

BILL NO. HB305

Analysis

This legislation proposes to create an exemption for yoga teacher training programs that would not be subject to the statutory and regulatory standards established in AS 14.48.

There is not an anticipated fiscal impact relating to the passage of this bill.



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What is Yoga Alliance?

Yoga Alliance is a 501(c)(6) non-profit association, and Yoga Alliance Registry is a related non-profit 501(c)(3) public charity that works with Yoga Alliance to support the yoga community. For the sake of simplicity, their website sometimes refers to the two related organizations collectively as "Yoga Alliance."

What are the benefits of being a member of the Yoga Alliance Registry?

On the Yoga Alliance Registry, your profile allows you to:

- **Promote who you truly are.** Your profile page provides you with a broader range of opportunities to express yourself. You can post your bio, list the types of yoga you teach, share images in your photo gallery and more. You can also link to your social media sites so potential clients or trainees can keep up with your busy teaching or training schedule.
- **Be discovered by new students or trainees.** The directory search is dynamic and helps potential students or trainees find what they're looking for based on a number of search options. Include special keywords about your teaching or training, such as specific styles and niche offerings, in your bio too. The "Keyword" search indexes the content of your entire profile page.
- **Teachers can display their yoga experience.** As a teacher, you can list all of the places you teach yoga on your profile page along with your experience. Your RYT designation is prominently placed on your page too. You can also display your total teaching hours since you completed your first registered teacher training.
- **Schools can showcase upcoming training programs.** Schools can list their upcoming teacher training programs on their profile and the dates will automatically appear in Directory search results. It's a great way for people skimming through search results to see what's coming soon at your school.



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History of Yoga Alliance

American yogis spent years debating whether there should be national standards for training yoga teachers that would apply across all yoga disciplines in the United States. Yet it wasn't until a Yoga Journal Conference in May 1997 that yogis from across the country finally turned talk into action and started developing non-binding guidelines for teachers and schools.

The Founding

At a conference in San Francisco, California, hosted by Yoga Journal, yogis from a variety of lineages and traditions began to discuss the idea of developing standards for yoga teacher trainings. Some of those attendees began exchanging emails and phone calls, putting together a loosely affiliated group called the Yoga Dialogue, facilitated by Christopher Baxter and initially comprised of about two dozen people.

In the fall of 1997, group members dubbed themselves the Ad Hoc Yoga Alliance and later held its first in-person meeting at the Kripalu Center for Yoga & Health in Stockbridge, Massachusetts. They delivered a presentation about standards, at an October 1998 Yoga Journal conference in Estes Park, Colorado, which included Nayaswami Gyandev McCord.

1999

Some members of the Unity in Yoga board of directors attended that same conference and saw the presentation. After a January 1999 meeting between the two groups, Unity in Yoga offered to roll its 10-year-old charity, organized as a 501(c)(3), completely over to the Ad Hoc Yoga Alliance.

Yoga Alliance also established its first board of directors and elected their first president Rama Berch, who is now known as Swami Nirmalananda. Other original board members include McCord, Pat Hansen, Sharon Shanthi Behl, Swami Ramananda, Hair Kaur Khalsa, Gloria Goldberg, Martin Pincus and John Willey.

Rama Vernon, the founder and president of Unity in Yoga prior to Yoga Alliance, recalled in a 2009 letter, "I was sitting at my altar meditating and chanting. Suddenly I heard an inner voice and it said - it was like a command - 'Bring the teachers together for if those who teach in the name of union cannot come together in the spirit of that union, who can?'"

Now a full-fledged nonprofit organization dedicated to promoting yoga, Yoga Alliance developed a registry to recognize yoga teachers and schools whose training met the designed minimum Standards.

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2004-2008

Yoga Alliance officially set up its first office in Reading, Pennsylvania, which was the home of the organization's only salaried employee, where it stayed until 2004 before relocating to Clinton, Maryland, where the staff grew to seven members.

"Our significant growth, now serving 9,700 Registered Yoga Teachers (RYT®s) and 380 Registered Yoga Schools (RYS®s), necessitates we expand our space," wrote then-executive director Sandra VanOosten in an October 27 "Yoga Matters" newsletter, citing the Washington, D.C.-area's large, non-profit-experienced labor pool as a main factor in relocating.

2006-2009

"The office had four suites within the office and only two people could fit into each of the suites," recalled Meetings and Special Projects Manager Jackie Gray, who joined the organization in 2006 and is our longest-serving employee. "And our file room outgrew us... That file room started to grow from a corner, to the hallways; we could barely pass up and down the hall."

In 2006, a "good month" would include seven school applications and about 20 to 30 teacher applications, according to Gray. "After that, applications started doubling and tripling." It took four staffers to assess the daily work load before the company moved to its current address in Arlington, Virginia in 2009.

2010-2014

Those numbers began escalating in October 2010, with the advent of online teacher registrations. Yoga Alliance receives about 1,000 teacher and 75 school applications every month during these years. An eight-member board of directors and 30 team members managed Yoga Alliance along with six committees focused on compensation, conference, governance, member benefits, schools and studios, and standards.



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Changes Beginning in 2012

Recognizing the need for member programs and services that go beyond the scope of a 501(c)(3), Yoga Alliance in 2010 incorporated a separate 501(c)(6) organization to serve as an association for yoga teachers, schools and studios and later announced that current registrants would automatically become members of this new organization. Currently, the two organizations, Yoga Alliance and Yoga Alliance Registry, operate in partnership to support the yoga community.

After the board of directors appointed Richard Karpel as president in July 2012, the former executive director of the American Society of News Editors focused on reforming Yoga Alliance, starting with establishing core values of transparency, service, excellence and learning.

Karpel also oversaw the launch of the professional member association for yoga teachers and schools that provide members with education, representation, communications and member benefits. Karpel's vision for education and outreach includes a series of online workshops and tutorials and more.

Yoga Alliance serves members through the website, email newsletters and daily engagement through social media. Yoga Alliance launched its member benefits program in 2013 for yoga teachers and yoga schools that includes discounted rates for liability insurance. Additional member perks include discounts on training, education, yoga apparel, travel, legal services and electronics.

2016 and Beyond

Today, the mission of Yoga Alliance is to promote and support the integrity and diversity of the teaching of yoga. Read about our programs and latest accomplishments as well as our plans for the future in our new annual publication, the 2016 State of our Union.



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MEMORANDUM

February 3, 2016

SUBJECT: Yoga teacher training (Work Order No. 29-LS1401\A)

TO: Representative Lynn Gattis
Attn: Chrystal Randolph

FROM: Kate S. Glover *KG*
Legislative Counsel

The draft bill you requested exempting yoga teacher training programs from postsecondary educational institution regulatory requirements is attached. Ms. Randolph explained that the Alaska Postsecondary Education Commission currently considers yoga teacher training programs to fall under AS 14.48 because students receive an "education credential," as defined under AS 14.48.210. As I discussed with Ms. Randolph, creating a narrow exemption for yoga teacher training programs could suggest that other similar programs are subject to AS 14.48. There may be, for example, martial arts instructor training programs that result in a certification. If the draft bill exempts only yoga teacher training programs, the Alaska Postsecondary Education Commission may interpret the statute to mean that all other instructor training programs that result in a similar credential are subject to its regulations. If you would like to avoid this result, you may want to consider providing a description of the type of program that would be exempt from AS 14.48, or changing the definition of "education credential" under AS 14.48.210.

If I may be of further assistance, please advise.

KSG:lem
16-075.lem

Attachment:

See e.g. <http://americankenpokarate.net/programs/karate-instructor-training/>. I do not know whether any such programs exist in Alaska, but the karate instructor training program described on this website is one example of another type of instructor training program that results in a certificate that could be considered an education credential.



THE STATE
of **ALASKA**
— DIVISION OF REGISTRATION —

Alaska Commission
on Postsecondary Education

March 7, 2016

The Honorable Mike Dunleavy
Alaska State Legislature
State Capitol, Room 11
Juneau, Alaska 99801

Dear Senator Dunleavy:

I am writing to make you aware of concerns relative to Senate Bill 190, "Exemption from Post-secondary [sic] Ed Regs." This bill is currently scheduled to be heard before the Senate Education Committee at its March 10 meeting and unfortunately I have a conflict and will not be able to participate that day. SB190 proposes to provide statutory exemption to a category of vocational education programs currently covered by certain consumer protections pursuant to AS 14.48, Institutional Authorization. The new exemption category in the bill is defined as:

"...a program that offers a certificate of completion and is in a field that does not require a professional or occupational license under AS 08."

As you are aware, institutional authorization is a governmental consumer protection function, delivered by each of the 50 states, designed to protect consumers enrolling in non-public postsecondary education institutions and programs. Institutional authorization ensures that Alaska postsecondary education providers document access to the financial, administrative, and vocational expertise or academic resources needed to provide students with the advertised programs of study. States provide students with the protections of authorization because the nature of postsecondary education often requires students to commit significant amounts of time and money prior to gaining the advertised credential. Specific to vocational programs, students may not be able to assess their program's quality until they begin to apply their acquired skills in the work world, when it is too late to secure a refund if the training has not increased employability or delivered essential skills. By extension, institutional authorization can also assure employers who hire graduates of approved vocational programs that the programs have met standards set out by the State. As part of the authorization process, training providers document that a vocational certification has value to regional employers, and that their communications to prospective and current students make clear the types of employment they

can reasonably expect to secure upon successful program completion. This information allows students to make informed enrollment decisions.

To paraphrase the overall policy objectives of institutional authorization (as set out in AS 14.48.010), these are to ensure minimum standards for educational quality, ethical practices, health and safety, and fiscal responsibility to protect consumers from substandard or fraudulent practices. The statute further provides for preservation of academic records in the event an institution closes and provides the Commission with authority to act on behalf of students when covered institutions fail to comply with state standards.

AS 14.48 also provides for exemptions from authorizations for programs where consumer protection may not be warranted. Examples include public institutions, short programs of study (fewer than 120 hours), and programs that are purely avocational, such as ballroom dancing, music lessons, and other recreational activities.

States that have failed to diligently regulate this category of vocational program have experienced a proliferation of schools charging unwary consumers thousands of dollars for training advertised as preparing them for high-paying careers, when in fact the training is actually in lower-paying vocational positions and the skills for which could otherwise be acquired from on-the-job training. Examples are dog grooming, medical office skills and transcription, and radio broadcasting. The issues students have encountered in unregulated environments include credentials that employers will not accept, starting wages far below the advertised potential, inability to get a refund of tuition when the school fails to deliver the advertised training, and the inability to get copies of transcripts or vocation certificates a student has earned if a school closes.

The construct of the proposed exemption category suggests that unless the State has elected to require licensure for an occupation, oversight of related education or training is unnecessary. Certainly, occupational licensing is designed to ensure that competent, professional, and regulated commercial services are available to Alaska consumers for certain occupations. If passed in its current form, SB190 would remove protections for students as well as for employers relying on training credentials granted by unregulated institutions.

Finally, regarding the yoga training program offered as an example of unnecessary regulation—under current state law, yoga programs advertised as offering training for personal development in the practice of yoga are exempt from regulation since its considered recreational training. It is only in the instance where the offered credential is advertised as qualifying its holder to teach yoga that the program must be authorized. When programs advertise that they are teacher training programs and that a graduate is qualified to teach yoga, the program is considered vocational training.

The Honorable Mike Dunleavy
March 7, 2016
Page 3

I hope this information is helpful in explaining the role of institutional authorization and the associated protections it provides to vocational students, employers, and the Alaska public.

Sincerely,



Diane Barrans
Executive Director

cc: The Honorable Lesil McGuire, Alaska State Senate



Application for Initial Authorization

Instructions: The Application for Initial Authorization to operate a postsecondary institution in Alaska must be submitted in its entirety using the checklist below. A list of all required documentation is provided within each section. If an item does not apply to the institution, leave the section blank.

Submit the application, fee, and all supporting materials to the address above at least 90 days prior to the quarterly Commission meeting at which the application will be considered (meetings are scheduled in January, April, July and October). In addition to reviewing the application materials, Commission staff will schedule a site visit once the completed application has been received.

NOTE: Full text of the laws governing the delivery of postsecondary education in Alaska is contained in [Alaska Statute 14.48](#) and the [Alaska Administrative Code, Title 20, Chapter 17](#). All institutions should become familiar with those statutes and regulations.

Institution Name: _____

Individual Completing Form: _____ Phone Number: _____

Email Address: _____ Fax Number: _____

Initial Application Fee

\$2,500.00 (non-refundable); check payable to: Alaska Commission on Postsecondary Education

- NOTE:** Fee will be waived for institutions which are tax-exempt under U.S.C 501(c)(3) and have an annual enrollment of less than 30 students.

Institutional Overview

1. **Administrative Summary for Postsecondary Institutional Authorization (Appendix A)**
2. **Supporting documentation for Appendix A:**
- a. mission statement (identify the institution's purpose, goals, and objectives)
 - b. identified need for the institution and prospective student pool
 - c. if Corporation, a copy of the Articles of Incorporation and bylaws
 - d. if 501(c)(3), a copy of the IRS Letter of Determination
 - e. brief summary of the institution's historical development and background
 - f. evidence of accreditation or other affiliations
 - g. list of the institution's governing board members board of directors, and, if applicable, a list of all shareholders holding 10% or more of outstanding shares

Administrative Overview

3. **List of key administrative positions and organizational structure**
4. **Resumes/Curricula Vitae for senior administrators**
5. **Consent for Release of Information (Appendix B)** for all owners and senior administrative officials
6. If an institution has not operated as a business prior to this application, **submit a business plan and budget for the first year of operation**

Faculty/Instructor

7. **List of supervisors and faculty with documentation of qualifications**, including applicable licenses to teach (if 20 or more faculty, submit hiring standards and procedures in place to verify qualifications for instructors)



Faculty/Instructor (Continued)

- 8. Selection criteria for new faculty/instructors
- 9. Evaluation plan for faculty/instructors
- 10. Employment policy for interim, substitute, and temporary instructors
- 11. Advanced degree credentials for all faculty members per 20 AAC 17.245 - **Degree-granting institutions only**

Facilities & Equipment

- 12. Site Information Form (Appendix C)
 - 13. Supporting documentation for Appendix C:
 - a. building safety inspection report
 - b. zoning report
 - c. health/sanitation report
 - d. lease, contractual agreement, or evidence of site ownership
 - e. detailed facility floor plan, including dimensions, functional use, and number of students to be accommodated
- 14. Fire Safety Inspection Checklist (Appendix D)
- 15. List of equipment by program, including owned or leased status, as required under 20 AAC 17.095(c)

Library and Learning Resources (Collegiate Institutions Only)

- 16. Description of location and availability
- 17. List of holdings, including volumes, periodicals, computer terminals, software, etc.

Finances

- 18. CPA audited financial statements for the most recently completed fiscal year, with the following exceptions (check any that apply):
 - An institution with annual tuition revenues of less than \$300,000 (from all sources) may submit an independent licensed certified public accountant's review report stating that the institution's financial statements for the most recently completed fiscal year were prepared in conformity with GAAP
 - An institution with annual tuition revenues of less than \$200,000 (from all sources) may submit a compilation report with full disclosure, including an accountant's cover letter stating that the institution's financial statements for the most recently completed fiscal year were prepared in conformity with Generally Accepted Accounting Principles (GAAP); the report must be prepared by an independent accounting service that is licensed as a business
 - A sole proprietorship or partnership and has annual tuition revenues of less than \$100,000 (from all sources) may submit a compilation report, with full disclosure, for the most recently completed fiscal year, including an accountant's cover letter stating the method of presentation and the scope of the accounting services provided; the report required must be prepared by an independent accounting service that is licensed as a business

NOTE: Financial statements must include, at a minimum:

- (1) an accountant's opinion letter;
- (2) a balance sheet;
- (3) an income statement;
- (4) a statement of cash flows; and
- (5) notes to the financial statements.



Evidence of Liability and Other Appropriate Insurance Coverage

- 19. **Determination of Institutional Liability Worksheet (Appendix E)**
- 20. **Supporting documentation for Appendix E:**
 - a. Surety Bond: If posting a bond, complete page 2 of Appendix E and attach the original bond document
 - b. Certificate of Deposit (CD): If assigning a CD, complete page 3 of Appendix E and attach the original CD
- 21. **Certificate of General Liability Insurance;** ACPE must be listed as certificate holder on general liability insurance and for additional liability or accident insurance required for institutions delivering occupational programs

Student Resources

- 22. **School Catalog Checklist (Appendix F)** - attach to school catalog or brochure
- 23. **School Handbook** (if applicable)
- 24. **Program Summary Form (Appendix G)**
- 25. **Enrollment Contract Checklist (Appendix H)** - Non-collegiate institutions only; attach to enrollment contract sample
- 26. **Meningitis Form (Appendix I)** with institution's letterhead
- 27. **Provide a copy of the institution's Exit Survey** per 20 AAC 17.062(b)

Marketing Materials

- 28. **Institutional marketing plan and samples of marketing documents**
- 29. **Specimen of copies of published materials, including:**
 - a. schedule of classes
 - b. enrollment/registration forms
 - c. admission application
 - d. tuition/fee/payment contracts or promissory notes
 - e. academic transcript/student records
 - f. grade report forms
 - g. leave of absence forms (optional)
 - h. drop/add/program amendment forms
 - i. certificate of completion or diploma
 - j. entrance examinations (optional)

Certification

I certify that all information listed in the checklist above and included as part of this application is complete and accurate.

Signature of owner or administrative official: _____ Date: _____

Printed name and title of administrative official: _____



Administrative Summary for Postsecondary Institutional Authorization

Instructions: Please complete the following administrative summary and attach all required supporting documents.

Administrative Summary

Institution Name: _____

Institution Type: _____ Business License Number: _____

Accreditation or Approval Body: _____

Licensing or Approval Body: _____

Fiscal Year:

Administrative Year:

Start Date: _____ End Date: _____

Start Date: _____ End Date: _____

Address Information

Physical Address: _____ City: _____ State: _____ Zip: _____

Mailing Address: _____ City: _____ State: _____ Zip: _____

Contact Information

Name of Owner or CEO: _____ Phone Number: _____

Administrative Contact Official: _____ Phone Number: _____

Contact E-mail Address: _____ Institution's Web Address: _____

Supporting Documentation

Provide the following information as separate documentation and attach to this form.

[] Mission (identify the institution's purpose, goals, and objectives) [] Historical development and background

[] If corporation, a copy of the Articles of Incorporation and bylaws [] Evidence of accreditation or other affiliations

[] If 501(c)(3), a copy of the IRS Letter of Determination

[] List of the institution's Governing Board or Board of Directors, and, if applicable, a list of all shareholders holding 10% or more of the shares outstanding

Certification

I certify that all information provided above is complete and accurate.

Signature of owner or administrative official: _____ Date: _____

Printed name and title of administrative official: _____



Consent for Release of Information

Instructions: This form must be filled out and submitted for all owners and senior administrative officials. **NOTE:** A photocopy of this release is to be honored as if it were an original.

I, _____ (**Complete Name**) hereby authorize the Alaska Commission on Postsecondary Education (ACPE) and/or its agents to obtain a credit report and make an independent investigation of my background, references, character, criminal, or police records, including those maintained by both public and private organizations and all public records for the purpose of confirming evidence of satisfactory reputation of business and professional integrity.

As an owner or a senior official of:

(Name of Institution/Corporation)

I release ACPE or its agents and any person or entity, which provides information pursuant to this authorization, from any and all liabilities, claims, or lawsuits relative to the information obtained from any and all of the above referenced sources used.

1. Personal Information

First Name: _____ Middle Name: _____ Last Name: _____

Maiden Name or Other Names Used: _____

Date of Birth: _____ SSN: _____ Driver's License #: _____ State: _____

2. Address Information

Present Street Address: _____ How long? _____

City: _____ State: _____ Zip: _____

Former Street Address: _____ How long? _____

City: _____ State: _____ Zip: _____

3. Contact Information

E-mail Address: _____ Phone Number: _____

Certification

I certify that all information provided is true and correct to the best of my knowledge. I release ACPE or its agents and any person or entity, which provides information pursuant to this authorization, from any and all liabilities, claims, or lawsuits in regards to the information obtained from any and all of the above referenced sources used.

Signature: _____ Date: _____



Site Information Form

Instructions: Please complete this form and attach all required materials for each school site, including student housing, if applicable.

Site Address

Site Name: _____

Street Address: _____

Alternate Address: _____

City: _____ State: _____ Zip: _____

Does the institution have student housing? If yes, owned or leased status? _____

Site Health and Safety Verification

List the approval authority, contact number, and approval dates for any inspection report or certification for this site, and attach copy. If none, provide name and agency phone number of the approval authority to confirm information.

	Approval Authority	Contact Number	Date	Attached?
Building Safety				<input type="checkbox"/>
Zoning				<input type="checkbox"/>
Health/Sanitation <i>(if applicable)</i>				<input type="checkbox"/>
Equipment or Hazardous Materials				<input type="checkbox"/>
Other: _____				<input type="checkbox"/>
Other: _____				<input type="checkbox"/>

Provide the following information as separate documentation and attach to this form.

- Lease, contractual agreement, or evidence of ownership
- Detailed Floor Plan - including dimensions, functional use, and number of students to be accommodated

Certification

I certify that the information on this form is complete and accurate, and that the above-named institution, per AS 14.48.060(7), "...is maintained and operated in compliance with all pertinent ordinances and laws relating to the safety and health of persons upon the premises of the institution," including all applicable federal, state and municipal licensing, zoning, health, safety and fire code requirements.

Signature of owner or administrative official: _____ Date: _____

Printed name and title of administrative official: _____



Fire Safety Inspection Checklist

Instructions: All postsecondary institutions must meet municipal, state, and federal fire safety requirements as stated under 20 AAC 17.060(h). If there are fire protection systems, complete Section A of this form. An independent third-party service must inspect all fire protection systems. In addition, a fire safety inspection report must be completed by the fire marshal in your area and attached to this form; if a fire marshal is not available, complete Section B. Please verify compliance by selecting the check box next to each item and, if necessary, attach additional pages as documentation. If the item does not apply, leave the check box blank.

Institution Name: _____ Street Address: _____

Facility Contact Person : _____ Phone Number: _____

SECTION A: Fire Protection Systems

- 1. At least one fire extinguisher (classification 2a 10BC) is provided for every 75 feet of direct travel distance
- 2. All fire extinguishers have been serviced within the last 12 months (attach copy of receipt or service report)
- 3. Sprinklers are provided throughout all basements used for training
- 4. Sprinkler system has been serviced within the last 12 months (attach copy of service report)
- 5. Fire alarm system is present and operable when the total number of occupants exceeds 50
- 6. Fire alarm system has been serviced within the last 12 months (attach copy of service report)
- 7. Operating smoke detectors are located in all training areas
- 8. Kitchen hood suppression system has been serviced within the last six months (attach copy of service report)

If a fire safety inspection by a municipal or borough agency is available in your area, attach the following forms:

- Fire Marshal Inspection Report
- Re-Inspection Report (If any violations were found during a prior inspection)

SECTION B: Fire Safety Self-Inspection Report *(only for use if fire marshal is unavailable in area)*

- 1. Changes in use or construction have been approved by the State Fire Marshal
- 2. All exit ways, including halls, corridors, aisles, and doorways are clear of obstructions
- 3. All exit and exit access doors are marked by an approved exit sign, illuminated and operational at all times.
- 4. All exit doors are unlocked during hours of occupancy.
- 5. All exit doors open from the inside without a key or special knowledge and are free of dead bolts or other special locks.
- 6. Panic hardware installed on doors is operational.
- 7. Working space of not less than 30 inches in width, 36 inches in depth, and 78 inches in height has been provided in front of all electrical service equipment (panels).
- 8. Extension cords and flexible cords are not being used as substitute for permanent wiring.
- 9. All electrical switches, outlets, and junction boxes are adequately covered by approved covers.



SECTION B, Continued (only for use if fire marshal is unavailable in area)

- 10. All storage is maintained 24 inches below the ceiling in non-sprinkler areas, or 18 inches below sprinkler head deflectors in areas with sprinklers.
- 11. Boiler, mechanical, and electrical equipment rooms are free of combustible storage.
- 12. Fire-rated doors and doors to hazard areas are kept closed at all times.
- 13. All storage of combustible materials is kept orderly and is separated from heat sources by a distance so that ignition cannot occur.
- 14. Holes and cracks in interior walls and/or ceiling tiles have been repaired to maintain required fire resistance.
- 15. All flammable or combustible liquids are stored in proper containers and locations.
- 16. All fire protection systems (sprinkler system, hood & duct system, special hazard system, fire alarm system, fire extinguishers) are annually service-tested and tagged.
- 17. Smoke detectors are operational and present in all training areas.
- 18. All employees/staff have been trained in emergency and fire reporting procedures.
- 19. A fire safety and evacuation plan is in place and has been distributed to all employees/staff.
- 20. A complete walkthrough inspection of the facility addressing the items above has been accomplished.

Certification

I certify that all information listed in the checklist above and included as part of this application is complete and accurate.

Signature of owner or administrative official: _____ Date: _____

Printed name and title of administrative official: _____

The State of Alaska Division of Fire and Life Safety has statewide jurisdiction for fire code enforcement and plan review authority. Building fire and life safety inspections are one of the programs used by the Division to further fire and life safety. For more information on statewide fire safety requirements, visit the Division web site at www.dps.alaska.gov/Fire or call (907) 269-2004

The following communities have received a deferral for full code enforcement. Contact the appropriate community for information regarding changes to fire safety and inspection requirements:

Anchorage Municipality (AFD) - (907) 267-4900
Juneau - (907) 586-0770 or (907) 586-0715
Fairbanks - (907) 459-6720
Kenai - (907) 283-7535
Ketchikan - (907) 228-4737

Kodiak - (907) 486-8072
Seward - (907) 224-3445
Sitka - (907) 747-1806
Soldotna - (907) 262-4792
Wasilla/Lakes - (907) 373-8830



Determination of Institutional Liability Worksheet

Institutions must post and maintain a surety bond or certificate of deposit (CD), as stated under [AS 14.48.100](#). The dollar amount required is higher of 1) the amount of revenue received in the longest enrollment period during the previous fiscal year, or 2) the projected revenue for the same period in the current year. New institutions, renewing institutions, or institutions that have added or deleted programs should provide the highest amount of revenue **projected** to be earned by the institution for all students enrolled in all programs during an enrollment period.

Instructions: To determine the amount of surety required, complete this form (Page 1). **NOTE:** Institutions determined by ACPE to be financially unsound may be required to post a substantially increased level of surety.

Surety Bond: If posting a bond, complete page 2 (*Educational Institution Surety Bond*) and attach the original bond document.

Certificate of Deposit (CD): If assigning a CD, complete page 3 (*Assignment of Negotiable Instrument*) and attach original CD.

Enrollment Period and Gross Revenue

Name of Institution: _____

Define your institution's longest term or enrollment period (semester, term, program, etc.) _____

Determine the gross revenues for the enrollment period listed above during the previous fiscal year or the institution's projected revenues for the same period in the current or upcoming fiscal year, whichever is HIGHEST. Include revenue from all funding sources, and for all commodities and services provided by the institution for postsecondary education. This includes revenue received for programs otherwise exempt from authorization and, for flight schools, the revenues received for private pilot, commercial pilot and ratings programs. _____

Surety Level Chart

If gross revenues are:	Surety for schools generating revenue:	Surety for flight schools & pay-as-you-go schools:
up to \$25,000	\$5,000	\$3,750
\$25,001 to \$50,000	\$10,000	\$7,500
\$50,001 to \$100,000	\$20,000	\$15,000
\$100,001 to \$150,000	\$30,000	\$22,500
\$150,001 to \$200,000	\$40,000	\$30,000
\$200,001 to \$250,000	\$50,000	\$37,500
\$250,001 to \$300,000	\$60,000	\$45,000
\$300,001 to \$400,000	\$80,000	\$60,000
\$400,001 to \$500,000	\$100,000	\$75,000
\$500,001 to \$750,000	\$150,000	\$112,500
\$750,001 to \$1,000,000	\$200,000	\$150,000
\$1,000,001 and above	\$250,000	\$200,000

Use the chart to enter the surety amount required for the institution listed above: _____

An original surety in this amount is: on file with the Commission enclosed being sent under a separate cover

Type of Surety: Bond Certificate of Deposit (CD) Bond or CD number: _____

Certification

I certify that the income reported above accurately represents this institution's highest revenues during one enrollment period or term over the past year, or in the next projected year.

Signature of owner or administrative official: _____ Date: _____

Printed name and title of administrative official: _____



ALASKA COMMISSION ON POSTSECONDARY EDUCATION
 Institutional Authorization
 P.O. Box 110505
 Juneau, Alaska 99811-0505
 (907) 465-6741 • FAX (907) 465-5316
 acpe.alaska.gov • EED.ACPE-IA@alaska.gov

Educational Institution Surety Bond

Bond number:	_____
Premium:	_____

KNOWN BY ALL PRESENT THAT _____ (**Name of Institution**) doing business as principal and _____ (**Name of Insurance Company**) a corporation duly authorized to transact surety business in the State of Alaska, as surety, are held and firmly bound unto the State of Alaska in the sum of _____ **Thousand Dollars** (_____) lawful money of the United States, for the payment of which, well and truly to be made, we and each of us, bind ourselves, our heirs, executors and administrators, successors and assigns, jointly and severally, firmly by these presents.

THE CONDITIONS OF THE ABOVE OBLIGATIONS ARE SUCH THAT whereas the above bounden principal has or is about to obtain an Authorization to Operate an educational institution in the State of Alaska, in accordance with the provisions of AS 14.48 and all rules and regulations appertaining thereunto, and desires to give bond as required by said law.

NOW, THEREFORE, if the said principal, in compliance with AS 14.48, does not pay any and all final and nonappealable orders of the Alaska Commission on Postsecondary Education or judgments of a court of this state having jurisdiction against said principal in favor of any student, enrollee, or his or her parents or guardians or class thereof for loss or damage as a result of an act or practice in violation of AS 14.48, they shall be paid by the surety.

THE TOTAL LIABILITY of the surety hereunder, during the period for which this bond is written shall not exceed the sum of _____ **Thousand Dollars** (_____).

LIABILITY UNDER THIS BOND commences _____ (**Date**) and shall be continuous until the authorization to operate is revoked or otherwise terminated by the Alaska Commission on Postsecondary Education or until forty-five (45) days after the Alaska Commission on Postsecondary Education, State of Alaska receives written notice from the surety of cancellation. The bond shall apply to all judgments and liabilities which arise during the effective period of the bond and to which the bond is applicable under the law, even if the judgments are settled or the liabilities are enforced after the effective period of the bond.

IN WITNESS WHEREOF, the said principal and the said surety have affixed their hand and seal this _____ day of _____ in the year _____.

Principal: _____

Surety: _____

By: _____

Surety Address: _____

(Signature of Principal's Authorized Representative)

By: _____

(Signature of Attorney-in-Fact)

 (Name and Title of Principal's Authorized Representative)

 (Name and Title of Attorney-in-Fact)



ALASKA COMMISSION ON POSTSECONDARY EDUCATION
Institutional Authorization
P.O. Box 110505
Juneau, Alaska 99811-0505
(907) 465-6741 • FAX (907) 465-5316
acpe.alaska.gov • EED.ACPE-IA@alaska.gov

Assignment of Negotiable Instrument: Certificate of Deposit

Certificates of deposit must be automatically renewable and made payable to the **State of Alaska**. In order for the interest on the certificate of deposit to be accurately reported to the Internal Revenue Service, the institution's tax I.D. number (not the State's) must be on the certificate of deposit. **The certificate of deposit must accompany this notarized Assignment of Negotiable Instrument form.**

THE UNDERSIGNED ASSIGNOR HEREBY assigns and transfers to the Alaska Commission on Postsecondary Education, the annexed

_____ **(Name of Banking Institution)** as and for the educational institution surety bond required by the laws of the State of Alaska (AS 14.48) for the postsecondary educational institution known as

_____ which is duly authorized to operate in the State of Alaska.

THE UNDERSIGNED DOES HEREBY irrevocably constitute and appoint the State of Alaska by and through its duly authorized agent as their attorney-in-fact to do all things necessary and appropriate to effectuate the purposes of this assignment.

IT IS HEREBY AGREED AND UNDERSTOOD that this assignment shall remain in full force and effect for the period of time provided by law for actions against said surety bond, unless earlier canceled by mutual written consent of the Assignor and Assignee.

Dated this _____ day of _____ in the year _____ in the city and state of _____

Assignor (Type or print name):

Signature:

This document is to certify that on this _____ day of _____ in the year _____, before me, the undersigned, a Notary Public in and for the State of _____ **Alaska**, duly commissioned and sworn, personally appeared _____ to me known to be the person(s) described in and who executed this above and foregoing assignment of negotiable instrument, and have acknowledged to me they have signed and sealed the document freely and voluntarily for the uses and purposes therein mentioned.

Witness, my hand and official seal the day and year in this certificate first above written.

Notary Public Signature:

My Commission Expires:



- Page # 13. **Description of minimum requirements to complete program of study/graduate** (must comply with AS 14.48.060(b)(4) and 20 AAC 17.075(17))
- Page # 14. **Academic/school calendar**
- Page # 15. **If offered, describe the extent and nature of all student services**, including academic advising, financial aid, career planning and placement, and student activities and organizations
- Page # 16. **Advanced standing and course challenge or waiver policies and procedures**, if any
- Page # 17. **Grievance policy**, including availability of appeal to the Commission
- Page # 18. **Prominent statement that no school can guarantee that its credits or programs are transferable**, and a clear statement that transfer of credits is always at the discretion of the receiving institution
- Page # 19. **A statement describing where student records are maintained** and how the student may access them
- Page # 20. **If a placement service or employment assistance is offered to graduates, describe the extent and nature of the service or assistance**, including the most recently calculated placement rate (must comply with 20 AAC 17.070(i))



ALASKA COMMISSION ON POSTSECONDARY EDUCATION
Institutional Authorization
P.O. Box 110505
Juneau, Alaska 99811-0505
(907) 465-6741 • FAX (907) 465-5316
acpe.alaska.gov • EED.ACPE-IA@alaska.gov

Program Summary

Instructions: List below all programs of study and majors, the clock or credit hours required, the credential awarded (certificate/diploma/degree), and the total cost of tuition for each program or major. Attach a copy of the curriculum guide or syllabus for each program listed below.

NOTE: The programs/majors reported on this form must correspond with the programs/majors listed in school catalog.

Institution Name: _____

Individual Completing Form: _____ Phone Number: _____

Program or Major

Total Clock/Credit Hours

Credential Earned

Total Tuition

Attach additional pages to this form, as necessary.

Certification

I certify that all information provided is complete and accurate.

Signature of owner or administrative official: _____ Date: _____

Printed name and title of administrative official: _____



Enrollment Contract Checklist (Non-Collegiate Institutions or Programs Only)

Instructions: An institution enrolling students in a non-collegiate program must provide a contract to be signed by the student and the institution on or before the date the student begins training or pays any non-refundable deposit, tuition, or fee, in accordance with 20 AAC 17.085. Please use the following checklist to ensure all required information is included in the institution's enrollment contract.

NOTE: Revisions to the enrollment contract, including to the curriculum or dates of instruction, must be documented by an executed revised enrollment contract, or commission-approved alternative form, on or before the date of implementation of any revisions.

Enrollment Contract Requirements

- 1. **Must be separate and distinct** from any other document and **clearly labeled as a contract**
- 2. **Name and address of institution**
- 3. **Name and description of each course or program of study, including:**
 - a. start and completion dates of instruction
 - b. number of hours of classroom instruction, distance instruction, and homework
 - c. days and hours of required attendance
- 4. **Total cost of course or program, to include (if applicable):**

- Tuition	- Supplies	- Housing
- Fees	- Equipment	- Deposits
- Books	- Rentals	
- 5. **Clear and conspicuous statement that the contract is legally binding instrument** when signed by the student and signed and accepted by the institution
- 6. **Clear and conspicuous caption, "Student's Right to Cancel,"** with a clear statement that the student has the right to cancel the enrollment contract with full refund of all tuition until the institution's close of business on the first day of instruction
- 7. **Procedure for cancellation** of the student's enrollment contract
- 8. Clear and conspicuous statement that **the institution, as signatory on the enrollment contract, is subject to all claims and defenses of the student** or the student's successors in interest arising under the contract
- 9. **Complete list of payment options or discount plans;** if tuition payment options include financial aid from the school or from third parties, the school must disclose its disbursement requirements
- 10. **Refund policy,** conditions necessary for obtaining a refund, and the procedure required for obtaining a refund (must comply with 20 AAC 17.115)
- 11. **Documentation that the institution collected a copy of the student's government-issued photographic identification, and a statement that the institution will maintain a legible copy of the identification in the student's file**
- 12. **The enrollment contract MAY NOT contain:**
 - a. student waiver of right to assert against the institution, or the institution's assignee, any claim or defense the student may have against the school arising under the contract
 - b. wage assignment provision
 - c. confession of judgment clause



Meningitis Form

NOTE: The Alaska Postsecondary Student Immunization Act (HB185) was signed into law on May 18, 2005 requiring educational providers in Alaska to obtain a signature from each student prior to attendance indicating that the student has either 1) received an immunization against meningococcal diseases, or 2) received written notification informing them of meningococcal disease.

Below is a sample of the electronic School Meningitis Release form available to download from our web site so that your organization's letterhead can be inserted. A copy of this form with the school letterhead insert must be submitted with this application.

**** Sample Form ****

MENINGITIS
Know Your Risk
Learn About Vaccination

**** Sample Form ****

Important Notice:

Information in this handout has been gathered from the Alaska Postsecondary Student Immunization Act (HB185), signed into law effective May 18, 2005. Additional information was gathered from the Alaska Department of Health and Social Services' Division of Public Health and the Web site of the American College Health Association at www.acha.org/Topics/meningitis.cfm. The Alaska Commission on Postsecondary Education (ACPE) cannot provide medical information and is not responsible for any medical information provided to schools or to students. For questions specific to meningitis, immunization, and related diseases, please consult a qualified medical professional.

Did you know?

- Meningococcal disease is a contagious but largely preventable bacterial infection that most often leads to meningitis, an inflammation of the membranes surrounding the brain and spinal cord, or a condition called meningococcal septicemia, which is an infection of the blood.
Meningococcal disease is caused by bacteria called Neisseria meningitidis that are spread person-to-person through the air (usually by sneezing or coughing), through direct contact with an infected person, such as oral contact with shared items like cigarettes or drinking glasses, or through intimate contact, such as kissing. This disease is not as contagious as things like the common cold or the flu, and it is not spread by casual contact or by simply breathing the air where a person with meningitis has been.
Meningococcal disease is a serious illness that can lead to death within a few hours of onset; one out of ten cases is fatal, and in one out of seven survivors it can lead to severe and permanent disabilities, such as brain damage, hearing loss, seizures, or limb amputation.

What are the symptoms of meningococcal disease?

- High fever, headache, and stiff neck are common symptoms of meningitis in anyone over the age of 2 years. A rash may also develop over parts of the body, or the entire body. Other symptoms include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. These symptoms can develop over several hours, or they may take 1 to 2 days. As the disease progresses, seizures may develop. If you notice these symptoms - in yourself, friends, or others - you should contact your college health service or local hospital immediately.

Who is at risk for meningococcal disease?

- Anyone can get meningococcal meningitis, but scientific evidence suggests that college freshmen living in campus housing are at moderately increased risk to get this disease when compared to the general college population. The reasons for this increased risk are still not known for certain, but factors may include such things as crowded living situations, bar patronage, active or passive smoking, irregular sleep patterns, and sharing personal items.
Other risk groups include infants and young children, household contacts to a person with meningococcal disease, refugees from parts of the world with high rates of meningococcal disease, laboratory workers who work with this bacteria, and military recruits.

Are there vaccines against meningococcal disease?

- Yes, there are two safe and effective vaccines that protect against four strains of the bacteria that cause meningococcal disease - serogroups A, C, Y, and W135. Immunization against meningococcal disease will decrease the risk of contracting the illness from these meningococcal strains.

How can meningococcal disease be prevented?

- Many cases of meningococcal disease can be prevented. The Centers for Disease Control and Prevention and the American College Health Association recommend that all first-year students living in residence halls be vaccinated against meningococcal disease. All other college students under the age of 25 years who wish to reduce their risk for the disease may choose to be vaccinated.
Vaccination is safe and effective. It protects against four of the five most common strains (or types) of bacteria that cause meningitis. Approximately 70 to 80 percent of cases in the college age group are caused by strains that are potentially vaccine-preventable. The most commonly reported adverse reactions among adolescents and adults in clinical studies were pain at the injection site, headache, and fatigue. These respond to simple measures (ibuprofen or acetaminophen) and resolve spontaneously within a few days.

Certification

Please select one or both of the options below:

- I have received a copy of this notice on meningococcal disease.
I have received an immunization against meningococcal disease.

Student Name _____

Student Signature _____ Date _____

For More Information

To learn more about meningitis and immunization, visit the websites of the American College Health Association, www.acha.org/Topics/meningitis.cfm, and the Centers for Disease Control and Prevention, www.cdc.gov/meningococcal/about/index.html.



Many Paths, One Yoga Alliance

March 28, 2016

The Honorable Wes Keller
Alaska State Legislature
State Capitol, Room 403
Juneau, AK 99801

Dear Chairman Keller:

Thank you for considering HB 305 in the House Education Committee on March 28, 2016. On behalf of Yoga Alliance¹ and our Alaska membership, I look forward to providing testimony in support of this important legislation and to answering any questions the committee may have.

As you know, the effect of HB 305 would be to clarify that the Alaska Commission on Postsecondary Education ("ACPE") institutional authorization process does not apply to yoga teacher training programs ("YTTs"). This clarification is important because institutional authorization by ACPE is designed for programs that provide "for attainment of educational, professional, or vocational objectives." Alaska Stat. § 14.48.210. Since participants in YTT programs primarily attend for recreational and avocational purposes, exempting these programs from ACPE regulation is appropriate and necessary to prevent undue burden on small yoga studios.

This letter explains how the revised legislative language of HB 305 applies to—and was specifically drafted to exempt—YTT programs, clarifies why ACPE institutional authorization for vocational training programs should not apply to YTTs, and describes why regulation of YTT programs is unnecessary and burdensome to Alaska small businesses. Yoga Alliance is pleased to wholeheartedly support HB 305 and urges its speedy enactment.

¹ Yoga Alliance is a non-profit membership trade association that represents yoga teachers and yoga teacher training schools around the world. Yoga Alliance was founded in 2011 by its sister organization, Yoga Alliance Registry, a non-profit, non-governmental public charity that sets *voluntary* standards for YTTs. Yoga schools that submit their training syllabus to Yoga Alliance's credentialing team and meet Yoga Alliance's voluntary standards may receive a Registered Yoga School (RYS) credential. In turn, yoga teachers who complete a RYS teacher training are generally eligible to apply to register as a Registered Yoga Teacher (RYT). Receipt of an RYS or RYT credential is voluntary and not required to run a YTT program or teach yoga.

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I. Legislative Language of HB 305

Yoga Alliance understands that the language of HB 305 will be amended to mirror the language in SB 190, which the Senate Education Committee recently approved with unanimous support. Although this amended language does not explicitly reference YTT programs, we support the legislation because we are aware that the language was drafted specifically to clarify that the ACPE institutional authorization process will not apply to YTT programs. In fact, concerns from the Alaska yoga industry were the catalyst for this legislation.

The bill as amended will exempt from ACPE institutional authorization “a program that is in a field that (A) does not require a professional or occupational license under AS 08; (B) provides training primarily for recreational purposes; and (C) at the advanced training level, prepares program graduates to teach or instruct in that field.”

This legislative language certainly applies to YTT programs: First, teaching yoga is not regulated in Alaska, or, for that matter, in any other state in the United States; yoga teachers do not need to have any professional or occupational license or credential in order to teach. Second, yoga training in general and YTT classes specifically are primarily taken by individuals for recreational purposes. As described more thoroughly below, most people attend YTT programs because they enjoy it and want to advance their own yoga practice, not to become full-time yoga professionals. Third, while it is not their primary purpose, YTT programs are advanced yoga programs and do provide attendees with a baseline of knowledge that may be used to teach yoga classes (although, as described above, a person does not need to complete a YTT to teach).

Taken as a whole, the language of HB 305, as amended, clearly exempts YTT programs from ACPE institutional authorization, because YTT programs, by definition, meet all three criteria for exemption described in the legislation.

II. YTTs Are Primarily Recreational and Do Not Provide Vocational Training

YTTs, despite their name, are primarily attended by participants who want to practice advanced yoga, and only a minority of participants ever go on to become full-time instructors. Further, the term “YTT” is used throughout the yoga community to represent an advanced level yoga class – synonymous with black belt classes in martial

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arts – and has been used in the community for decades. A close look at the contents of a typical YTT reveals that these programs do not share the characteristics of occupational and career schools. Although YTTs customarily provide a participant a certificate of completion at the program's conclusion, YTTs do not offer degrees, do not assign grades, and do not maintain transcripts. Further, under Alaska law, yoga instruction is not a licensed profession, and individuals may teach yoga regardless of whether they complete a YTT. In other words, YTTs cannot be considered vocational training because they are not a prerequisite to teaching yoga in Alaska or, for that matter, any other state in the country.

Regulation of YTTs by the ACPE is Unnecessary

Regulation of YTTs under the ACPE institutional authorization process is unnecessary from a consumer protection perspective. Tellingly, the yoga community is unaware of a single consumer complaint against an Alaska YTT that would have been addressed through the institutional authorization process. Furthermore, YTT consumers tend to be informed consumers because YTTs offer advanced yoga training to experienced yogis who are familiar with the yoga community and, in many cases, have a preexisting relationship with the YTT provider before signing up for the program. This means that YTT participants – unlike the average consumer – are often able to make informed choices about the services they procure.

Moreover, even without the ACPE's oversight, YTTs – as businesses providing services to consumers – must comply with an array of federal, state, and local consumer protection, anti-unfair-trade-practices, business, and premises safety laws and regulations, just like every other Alaska business. HB 305 would not alter this existing framework of consumer protections.

III. Regulations are Unnecessarily Burdensome to Alaska's Small Yoga Businesses

Finally, the expensive and complicated regulations present a significant burden on Alaska small yoga businesses. Most YTTs are small businesses, and the majority are owned and operated by women. The time and expense to comply with the ACPE's requirements (e.g., \$2,500 initial fee plus renewal fees; requirement to maintain a course catalog) have a detrimental effect on independent studios. Indeed, Yoga Alliance has been contacted by providers whose doors have been shuttered by onerous and expensive vocational training regulations.

Other states that have considered new regulation of YTTs in recent years have withdrawn such efforts based on the well-considered conclusions reached by state

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legislators who understand that YTTs do not constitute vocational training. In 2015, the states of Arkansas and Colorado passed legislation by overwhelming majorities specifically exempting YTTs from state occupational education regulations. Texas, New York, and Virginia have already enacted similar legislation, while several other states are currently considering such legislation during the current state legislative season. HB 305 is consistent with the national trend of states refraining from subjecting YTTs to vocational training regulation.

Thank you for the opportunity to share Yoga Alliance's views on HB 305. I hope you find it helpful as you consider the legislation. I look forward to testifying before your committee and answering any questions you may have.

Sincerely,

A handwritten signature in black ink that reads "Barbara J. Dobberthien".

Barbara Dobberthien
Executive Director

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Specific Exemption of YTTs from Occupational School Regulations

- The number of states that have specifically removed yoga teacher training programs (YTTs) from regulations governing occupational or vocational schools is growing.
- In the past five years, laws have been enacted in Arkansas, Colorado, New York, Texas, and Virginia to remove YTTs from the jurisdiction of state agencies tasked with regulating or licensing occupational or vocational schools. In addition, regulators in Georgia have determined to halt efforts to regulate YTTs, and since 1992, South Carolina's regulators have officially categorized yoga schools as avocational programs.
- Each law enacted to exempt YTTs from occupational school regulations has passed state legislatures with widespread, bipartisan support. Indeed, laws to protect YTTs in Arkansas and Texas were passed unanimously, and in Colorado, only a single nay vote was cast in each legislative chamber.

Nationwide Attempts to Regulate YTTs as Occupational Schools

- The majority of states have not attempted to regulate YTTs as occupational schools. In fact, 9 states have not enacted occupational school regulatory regimes at all.
- In 5 states (AR, CO, NY, TX, VA), YTTs are specifically exempted by statute from occupational school regulations.
 - *Arkansas.* Under Arkansas' occupational school law, amended earlier this year, "a program of instruction in yoga or in yoga teacher training" is excluded from the definition of "schools" subject to regulation. Further, the law specifies that it "does not apply to a school or training program that offers only avocational or recreational instruction or teacher instruction for the following subjects . . . yoga." See Ark. Code § 6-51-602.
 - *Colorado.* Under the Colorado occupational school law, also amended earlier this year, "yoga teacher training courses, programs, and schools" are specifically "exempt from the provisions of the [law]." See Colo. Rev. Stat. § 12-59-104.
 - *New York.* New York's occupational school law includes a specific exemption from state licensing requirements for "schools which provide instruction in the following subjects only: . . . yoga . . . , including the training of students to teach such subjects". See NY Educ Law §5001.
 - *Texas.* Under Texas occupational school law, "[a] program of instruction in yoga or that trains persons to teach yoga" is excluded from the definition of a "postsecondary program" otherwise subject to regulation. See TX Educ. Ann. § 132.001.

- *Virginia.* The scope of Virginia’s occupational school law is limited in that “instructional programs that are intended solely for recreation, enjoyment, personal interest, or as a hobby, *or courses or programs of instruction that prepare individuals to teach such pursuits*” are excluded from the definition of “vocational” schools subject to regulation. *See* VA Code Ann. § 23-276.1 (emphasis added). This legislative language was the byproduct of advocacy by Virginia’s yoga community to ensure that YTTs would not be subject to vocational training regulation.
- Further, based on publicly available information, approximately half of the states are not currently regulating YTTs as occupational schools or otherwise not widely or systematically regulating YTTs as occupational schools.
- Executive, legislative, and public opposition is growing rapidly in the minority of states that have determined to aggressively pursue YTTs under occupational school regulatory regimes. Yoga Alliance is currently working with state legislators in Arizona, Illinois, Michigan, and Missouri to specifically exempt YTTs from occupational education regulations.
- Importantly, in every state where YTTs are not subject to occupational school regulatory requirements, all other state, federal, and local business, consumer protection, and premises safety regulations still apply to YTTs, just like any other business providing a service to consumers.



Vocational Training Regulations Should Not Apply to Yoga Teacher Training Programs

Overview

- Under Alaska law, yoga instructors – like martial arts and dance instructors – are not required to hold a license in order to teach yoga. The vast majority of individuals who lead yoga classes in Alaska are *not* full-time instructors and do *not* earn a living from teaching.
- Within the yoga community, studios and practitioners host advanced yoga training classes that are called yoga teacher training programs or “YTTs.” The name “teacher training,” however, is a misnomer because most participants attend only to deepen their personal practice or practice yoga in a group setting. Further, *completion of a YTT program is not a prerequisite to teach yoga.*
- In recent months, the Alaska Commission on Postsecondary Education (ACPE) has informed several YTT programs in the state that they must follow regulations intended for postsecondary institutions and vocational programs. As a result, YTTs, which are primarily women-owned, small businesses, are subject to burdensome requirements and required to pay expensive fees.
- Many members of the yoga community, business owners, and concerned Alaska residents oppose the imposition of the ACPE’s regulations on YTTs because they are both unnecessary and onerous.

Regulating YTTs as Vocational Programs is Unnecessary

- ACPE’s mandate is to regulate postsecondary educational institutions that offer academic, vocational, or professional education “for attainment of educational, professional, or vocational objectives.” Alaska Stat. § 14.48.210. YTTs are not designed to prepare individuals to enter the workforce; rather, most participants in YTT programs attend only to practice advanced yoga, and only a minority of participants ever go on to become full-time instructors. As such, YTT programs are best classified as *avocational activities, not vocational training or professional education.*
- In Alaska, yoga instruction itself is *not* a licensed profession or occupation and completing a YTT program is not a prerequisite for an individual to become a yoga instructor. In fact, there are *no* prerequisites to teach yoga; indeed, only a small minority of yoga instructors complete a YTT before leading yoga classes.
- Applying vocational education regulations to YTTs effectively constitutes a solution in search of a problem. The yoga community is unaware of any consumer complaints about Alaska YTTs that would necessitate ACPE involvement. Further, exempting YTTs from the current regulatory scheme would only remove these programs from regulations designed for “vocational” schools. *All other state, federal, and local business, consumer protection, and premises safety regulations will still apply to Alaska’s YTTs.*

Regulating YTTs is Harmful to the Yoga Community and the State

- Most YTTs are small businesses, and the majority are owned and operated by women. The time and expense to comply with ACPE’s mandates (e.g., \$2,500 initial fee plus renewal fees; requirement to maintain a catalog) *have a detrimental effect* on independent studios. The current regulatory climate dissuades yoga providers from offering or expanding YTT programs.
- Extensive and expensive regulations inherently favor large, established studios, creating *an unfair advantage* for such studios and establishing a barrier to entry for small, independent yoga entrepreneurs.

2016
STATE
— of Our —
UNION



Overview of Yoga Alliance + Yoga Alliance Registry

Yoga Alliance® is the largest international nonprofit association representing the yoga community.

*Our international membership includes more than **67,700 yoga teachers** and **4,300 yoga schools** in **160 countries**.*



Overview of Yoga Alliance + Yoga Alliance Registry

Yoga Alliance Registry serves the public by providing a way to find yoga teachers and schools that meet the Registry's curricular Standards relating to yoga techniques, educational methodology, health and safety of the human body and yoga principles and ethics. Registered schools and teachers are eligible to use the trademarked title Registered Yoga School (RYSSM) or Registered Yoga Teacher (RYTSM). Every RYS and RYT is also a member of Yoga Alliance.

Headquartered in Arlington, Virginia, our staff is dedicated to fulfilling our mission to promote and support the integrity and diversity of the teaching of yoga.

As an evolving organization that is responsive to government, market and member drivers, Yoga Alliance delivers member value by:

- Providing an international platform that enables members to collectively advance the practice and teaching of yoga – in all its forms – to create health and wellbeing for all,
- Carrying the cost on important advocacy initiatives that protect the industry, schools and teachers from legislation, regulation and policies that limit their ability to grow, prosper and serve their clients and students,
- Giving members access to online workshops and resources on a diverse set of topics, and discounts on products and services from a pool of more than 30 insurance, travel, apparel, legal, technology and other partners,
- Maintaining and participating in accessible forums – regional meetings, yoga conferences and committees – for ongoing peer interaction and learning, to ensure diverse viewpoints and practices are shared and respected, and
- Promoting the benefits of yoga, the importance of RYSs and RYTt and the unique value of Yoga Alliance to the public and targeted audiences, elevating the credibility and perception of the industry.

Yoga Alliance also supports the work of Yoga Alliance Registry, which:

- Offers credentials that establish credibility of a school or teacher that has met standards and guidelines for safety and quality,
- Provides additional credibility and feedback for schools through the transparent Social Credentialing system, and
- Funds scholarships, grants, educational opportunities and yoga research initiatives through the Yoga Alliance Foundation.



Member benefits and services are provided through Yoga Alliance, including Member Perks and Online Workshops.



Yoga Alliance Registry conducts our credentialing and developmental activities. Our credentialing activities include the teacher and school registries.



Yoga Alliance Registry conducts its public charity developmental activities such as scholarships and donations, under the name Yoga Alliance Foundation.

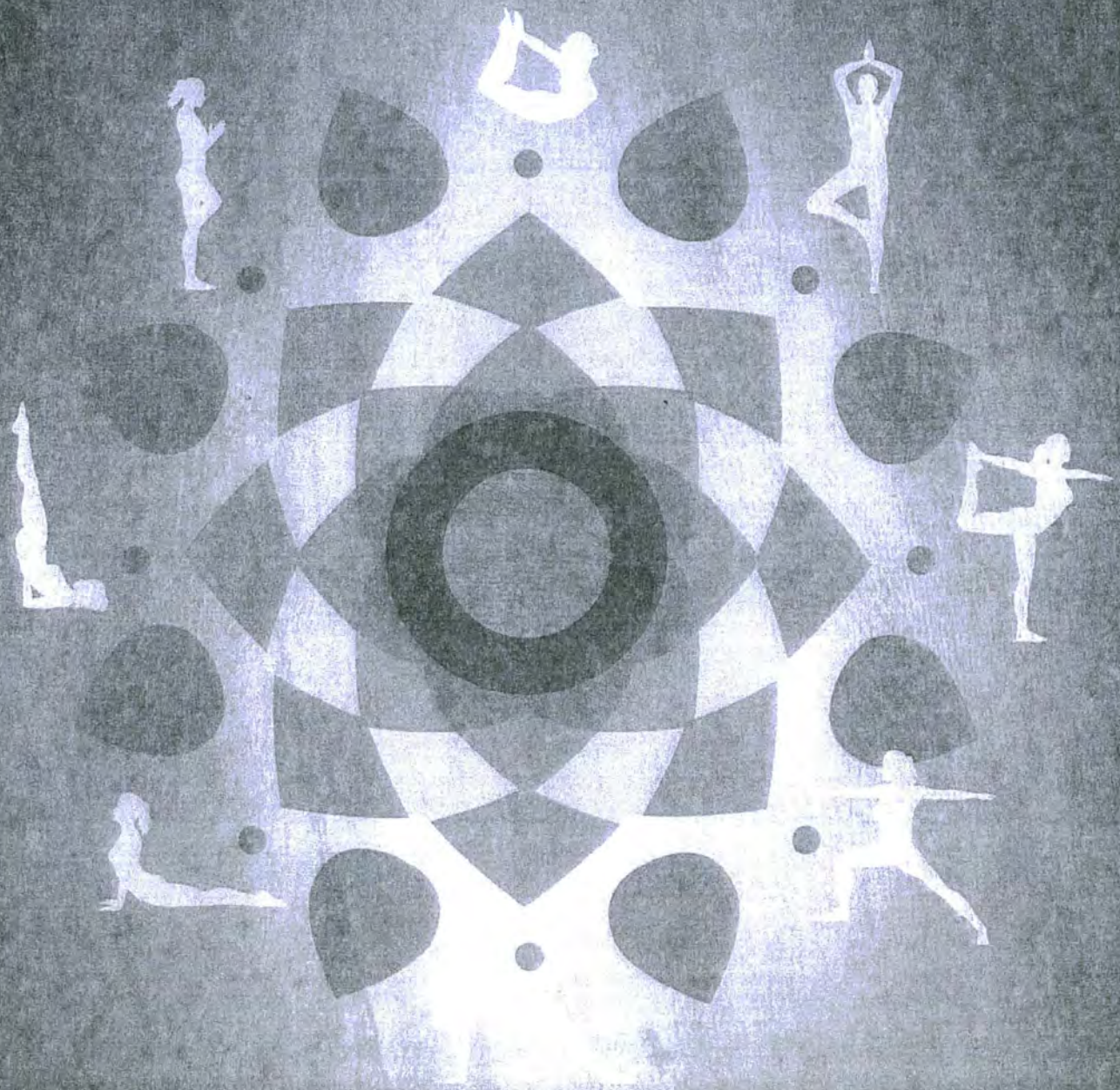
Yoga Alliance and Yoga Alliance Registry are related organizations that work together to support the yoga community. Yoga Alliance, founded in 2001, is a nonprofit 501(c)(6) membership organization under the United States Internal Revenue Code (IRC). It supports the yoga profession through credentialing, benefits and services. It supports the yoga profession through providing awards and grants.

Yoga Alliance Registry, founded in 1999, is a nonprofit (IRC 501)(3) organization that provides a public service through its teacher and school credentialing programs and the public directory of RYTt and RYSs. The two related organizations are collectively referred to as Yoga Alliance.

Yoga Alliance Mission + Guiding Principles

MISSION

Yoga Alliance promotes and supports the integrity and diversity of the teaching of yoga.



Yoga Alliance Mission + Guiding Principles

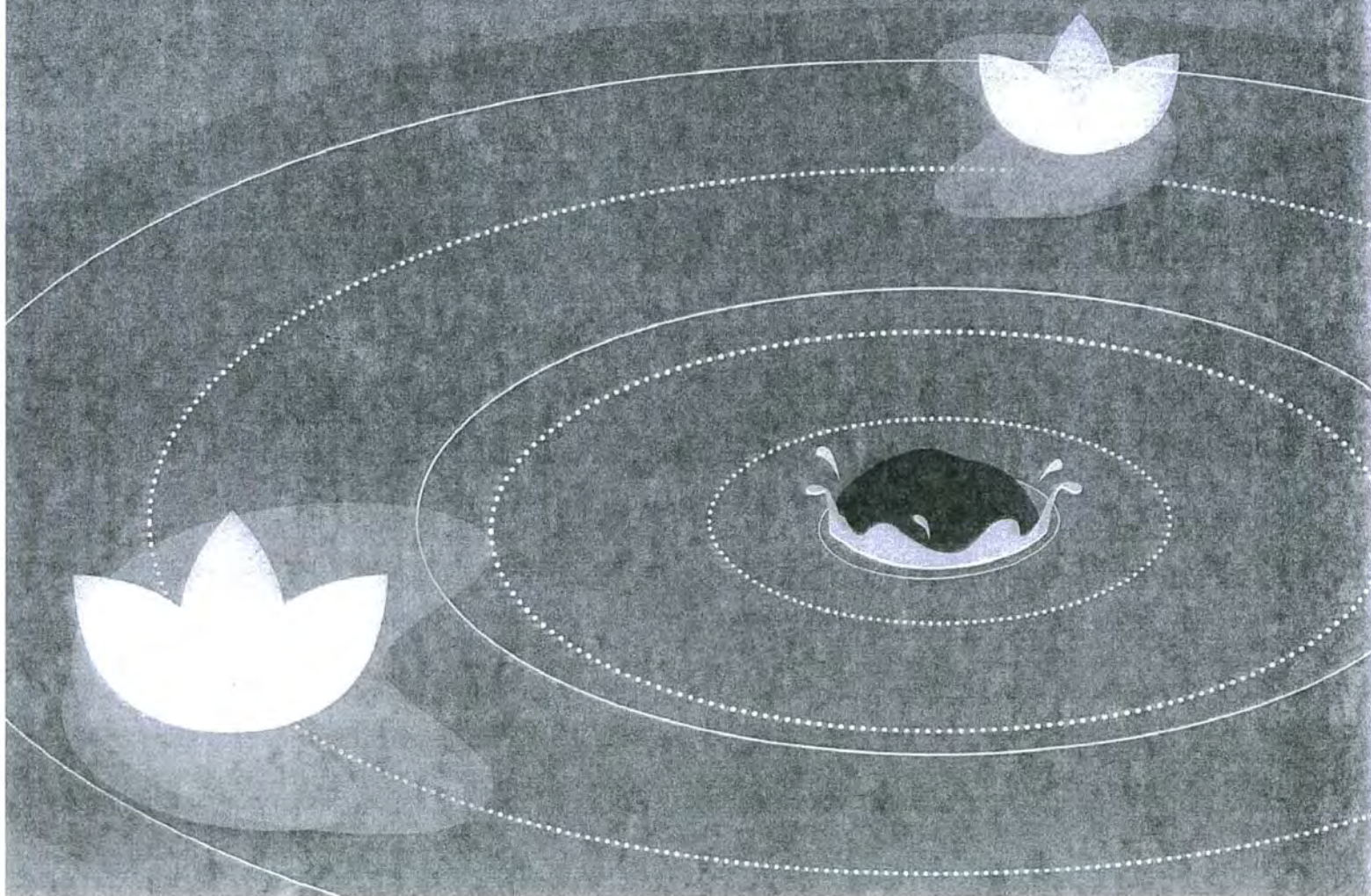
GUIDING PRINCIPLES

We are the largest international nonprofit association representing the yoga community. Yoga Alliance:

- Celebrates the diversity of yoga styles, traditions and lineages,
- Advocates for self-regulation in the yoga industry and universal access to safe yoga practices,
- Upholds the worldwide growth of yoga through education and community,
- Educates the public on the value and credibility of voluntary registration by yoga teachers and yoga teacher training schools with Yoga Alliance Registry (YAR), our related 501(c)(3) non-membership public charitable organization,
- Encourages safe yoga instruction by promoting adoption of YAR quantitative Standards by yoga teacher training schools,
- Inspires members to foster an informed yoga community by providing fair and full feedback to Registered Yoga Schools, which increases accountability and promotes continual improvement,
- Advocates to protect the yoga community from unfair or unnecessarily burdensome patents, taxation, or government regulation,
- Guides yoga teachers and yoga schools in achieving success with conscious and effective business practices, and
- Serves the member community by supporting scholarship programs, providing benefits, and developing strategic alliances.

Letter from Leadership

Yoga has grown into a multi-billion dollar industry as more and more people throughout the world find value in its practice. Yet yoga isn't just a blossoming industry of teachers, studios and schools – it's a unique community. It is exhilarating to know that all of us have played a role in upholding the integrity of yoga. Through individual practice, teaching and training, the Yoga Alliance community has been an integral part in making yoga as widespread as it is today.



Letter from Leadership

TO OUR COMMUNITY

February 2016

We all recognize yoga as a profound personal practice. It encompasses the mind, body and spirit, and promotes personal growth both on and off the mat.

Every day, Yoga Alliance works to bridge the gap between the personal and the professional elements of yoga. Many organizations promote the numerous and diverse styles of yoga. While this is also at the heart of what we do, we stand for the integrity of yoga as well—creating and maintaining fair standards.

Grounded in ancient tradition and responsive to requirements of contemporary life, we work continuously to fulfill our mission of promoting and supporting the integrity and diversity of the teaching of yoga. Yoga Alliance is a group of dedicated individuals who live by the values of service, community, learning and excellence.

As the yoga industry grows, the value that our organization provides soars. Because we are the largest international nonprofit association representing the yoga industry, we can leverage our resources and work together on important initiatives. Together, we achieve results far beyond the reach of any single yogi.

We are pleased to share these results with you in this State of Our Union—results that couldn't be possible without you, our members. As stewards of our organization's financial resources, we are proud of these accomplishments and the continuing increase in our membership. From 2014 to 2015, we grew 17 percent—that's over 72,000 members internationally!

Whether it's through Social Credentialing, our Online Workshops and publications, advocacy initiatives, Member Perks, our Foundation activities or community outreach events, we hope you take advantage of all the benefits and opportunities that are available to you. Without your support and guidance, these programs would not exist.

Our membership has rapidly grown into the largest, most diverse group of yoga teachers and schools in the world. Whether you're already a member or hope to become one, we encourage you to join us as we continue our work and advance the practice of yoga for all.



Brandon Hartsell

Brandon Hartsell
Chairman and Treasurer
of the Board



Barbara Dobberthien

Barbara Dobberthien
Executive Director and
Chief Operating Officer

Our Board and Committees

Yoga Alliance and Yoga Alliance Registry are led by a volunteer board of directors. Our board is comprised of experienced yoga teachers and experts in fields such as technology, business and finance. We also benefit from the guidance and advice of over 100 committee members. Because of their dedication, generosity and collective wisdom, Yoga Alliance continues to grow and provide better support to our membership and the larger yoga community.

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 Jean Di Carlo-Wagner, E-RYT 500, San Diego, CA
 Joanna M. Dunn, E-RYT 500, RPYT, Leavenworth, WA
 Deni Ehrenberg, RYT 200, Columbus, OH
 Gyl Elliott, E-RYT 500, Arcadia, CA
 Tara Engeran, E-RYT 500, New Orleans, LA
 Aly Faper, E-RYT 200, Charlotte, NC
 Irene Flores, Chicago, IL
 Aily L. Ford, E-RYT 200, Clearwater, FL
 Suzanne Garacochea, RYT 200, Charleston, SC
 Lori Gaspar, E-RYT 500, Glen Ellyn, IL
 Cathy Geier, Seattle, WA
 Leslie M. Glickman, E-RYT 500, South Boca Raton, FL
 Jasmine Grace, E-RYT 500, Columbus, OH
 Sharon Greenspan, RYT 200, Virginia Beach, VA
 Kim Grether-Salloux, RYT 200, Livingston, MT
 Britty L. Hamby Austin, TX
 Becca Hewes, E-RYT 500, Norman, OK
 Marianne Hirtz, E-RYT 200, Canfield, OH
 Angela L. Hubbs, New York, NY
 Jessica Jennings, E-RYT 500, RPYT, Los Angeles, CA
 Nicole Cyrille Joseph, E-RYT 500, Nashville, TN
 Alan M. Kaye, RYT 200, Woodland Hills, CA
 Katherine King, RYT 200, Burlington, MA
 Christopher J. Kourtnatos, E-RYT 500, Tubingen, Germany
 Amy Kraft, E-RYT 500, Scottsdale, AZ
 Carol Krucoff, E-RYT 500, Chapel Hill, NC
 Eduardo Krumholz, E-RYT 200, RYT 500, Monument, CO
 James A. Kulackoski, E-RYT 500, Chicago, IL
 Caudine LaRochelle, E-RYT 200, RYT 500, Mississauga, Ontario, Canada
 Suzanne E. Leitner-Wise, E-RYT 500, Alexandria, VA
 Darren Mair, E-RYT 500, San Francisco, CA
 Elizabeth F. Mayotte, E-RYT 200, RYT 500, Clarksville, MD
 Catherine (Cassie) A. McClellan, E-RYT 200, Amelia Island, FL
 John (JJP) McClellan, E-RYT 200, Amelia Island, FL
 Victoria McCole, Savannah, GA
 Terri McDermott, E-RYT 200, Traverse City, MI
 Linda S. McGrath, E-RYT 500, Los Gatos, CA
 Lisa M. McGuade, E-RYT 500, Charleston, SC
 Hal D.J. McQuinn, E-RYT 200, Okotoks, Alberta, Canada
 Surendra Mehta, Diamond Bar, CA
 Barbara Metzdorf, E-RYT 500, RCYT, Santa Fe, NM
 Jennifer Kaye Mindlin, E-RYT 500, RPYT, Sacramento, CA
 Tejinder S. Monga, E-RYT 500, RCYT, Dallas, TX

Stuart F. Moody, RYT 200, San Rafael, CA
 Sherry Zak Morris, E-RYT 200, Vista, CA
 Karen K. Moss, E-RYT 500, Memphis, TN
 Barbara A. Murray, RYT 500, Carriffr, CA
 Anielle Nash, E-RYT 500, RPYT, Gienburnie, Ontario, Canada
 David Nelson, E-RYT 200, San Francisco, CA
 Gwen M. O'Hanion, E-RYT 200, West New York, NJ
 Jennifer L. O'Sullivan, E-RYT 500, Alexandria, VA
 Annie Okerlin, Tampa, FL
 Darryl Olive, E-RYT 500, Kansas City, MO
 Gene Ore, RYT 200, Miami, FL
 Kymer Owens, RYT 200, Asheville, NC
 Anne Phyle Palmer, E-RYT 500, RPYT, Seattle, WA
 Michael Plasha, E-RYT 500, RPYT, Erie, PA
 Maureen Priest, E-RYT 200, Skippanck, PA
 Jennifer S. Prugh, E-RYT 500, San Jose, CA
 Anne Quagliaroli, E-RYT 500, South Windsor, CT
 Mimi Ray, E-RYT 500, Grand Rapids, MI
 Marisa Robinson, RYT 200, Elgin, IL
 Susanne J. Robinson, East Longmeadow, MA
 Kathleen G. Santor, E-RYT 500, Henderson, NV
 Linda K. Schlesinger-Gessner, Folsom, CA
 Lillian A. Schwartz, E-RYT 500, Asheville, NC
 Natalie Seagraves, E-RYT 200, Santa Rosa, CA
 Kim Shand, E-RYT 500, Mountain Lakes, NJ
 Sanjeeta K. Sharma, E-RYT 200, RYT 500, La Puente, CA
 Dave Sims, E-RYT 500, Indianapolis, IN
 Jessica S. Tague, Chicago, IL
 Kaye Temples Yarborough, E-RYT 500, RPYT, RCYT, Raleigh, NC
 Erin Thomas, E-RYT 200, Bloomington, IN
 Laura K. Thompson, E-RYT 200, Ogden, UT
 Therese Tibbits, Irvine, CA
 Antoine Tinawi, E-RYT 500, Saint-Laurent, Quebec, Canada
 Thalia Tooke, RYT 200, San Francisco, CA
 Kenneth W. Toy, E-RYT 500, Hampton, NH
 Dawn Trapp, E-RYT 200, RPYT, Boise, ID
 Carrie Tyler, E-RYT 500, Newburyport, MA
 Noeleen Tyrrell, E-RYT 200, Co. Leitrim, Ireland
 Rob Walker, E-RYT 500, Calgary, Alberta, Canada
 Karen Walsh, RYT 500, Farmington, NJ
 Judy Weaver, E-RYT 500, Lighthouse Point, FL
 MaryLou Webb, E-RYT 500, Springfield, MO
 Cara Wen, E-RYT 500, San Jose, CA
 Katrina W. Wneicnel, RYT 500, Weddington, NC
 Julie M. Whitbeck-Lewinski, Cranberry Township, PA
 Sue Woodd, E-RYT 200, Surrey, United Kingdom
 Debbie L. Woods, RYT 200, Glenview, IL

Every effort has been made to present an accurate list of committee members as of February 2016. Our humblest apologies if we have inadvertently omitted you. Please contact us at info@yogaalliance.org.

Yoga by the Numbers

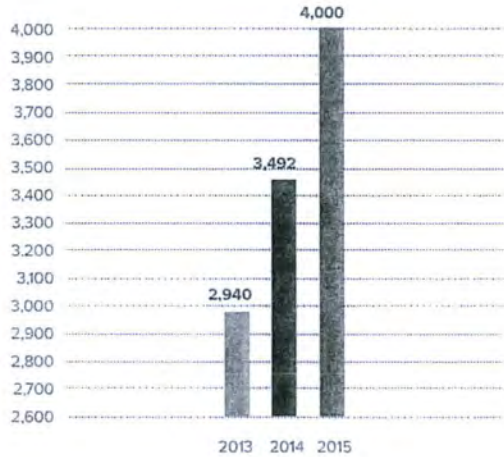
As the popularity of yoga climbs, our community continues to grow.

Keeping in mind our commitment to listen and respond to the changing needs of this community, we surveyed both the general public and our members in 2015 to learn more about their perceptions of both yoga practice, and of Yoga Alliance as an organization.

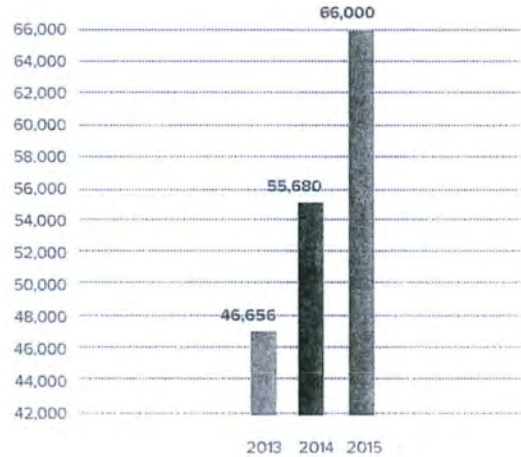


Yoga by the Numbers

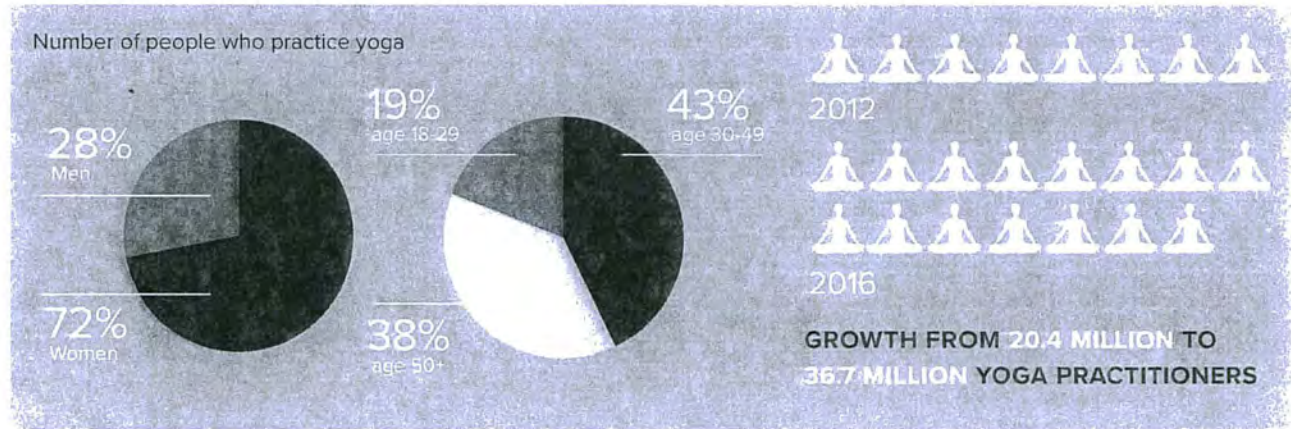
Registered Yoga Schools (RYSs)



Registered Yoga Teachers (RYTs)



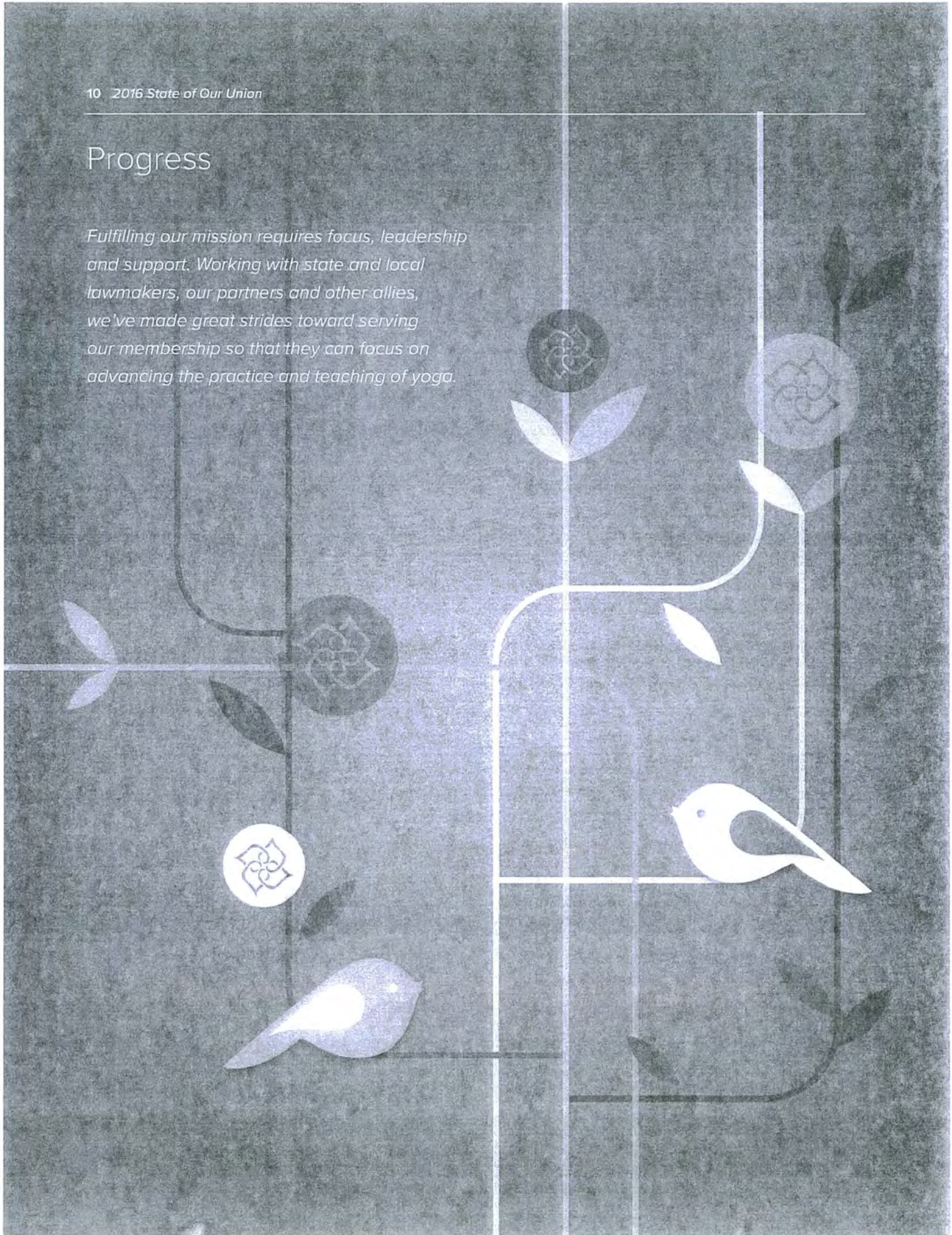
KEY FINDINGS FROM THE 2016 YOGA IN AMERICA STUDY



- 34 percent of Americans say they are somewhat or very likely to practice yoga in the next 12 months – equal to more than **80 million Americans**.
- **The top five reasons for starting yoga are:** flexibility (61 percent); stress relief (56 percent); general fitness (49 percent); improve overall health (49 percent) and physical fitness (44 percent).
- **86 percent of practitioners** self-report having a strong sense of mental clarity, 73 percent report being physically strong and 79 percent give back to their communities – all significantly higher rates than non-practitioners.
- People who practice yoga are **significantly more involved in other forms of exercise** like running, cycling and weight-lifting, compared to non-practitioners.
- **37 percent of practitioners** have children under the age of 18 who also practice yoga.
- Students spend **\$16 billion per year** on classes, gear and equipment, up from \$10 billion in 2012.
- 74 percent of practitioners have been **doing yoga for five years or less**.
- 50 percent of yoga teachers have been teaching for **more than six years**.

Progress

Fulfilling our mission requires focus, leadership and support. Working with state and local lawmakers, our partners and other allies, we've made great strides toward serving our membership so that they can focus on advancing the practice and teaching of yoga.



Key Accomplishments

YOGA ALLIANCE REGISTRY



"I love the 'Connect with Me' feature on Yoga Alliance's Directory. I have been approached [by potential employers/students] a few times and feel like it is definitely an added value to being a part of the YA community. Thank you for being proactive and providing great features like this to your registered teachers. YAI!"

Kimberly T., E-RYT 500, Houston, Texas

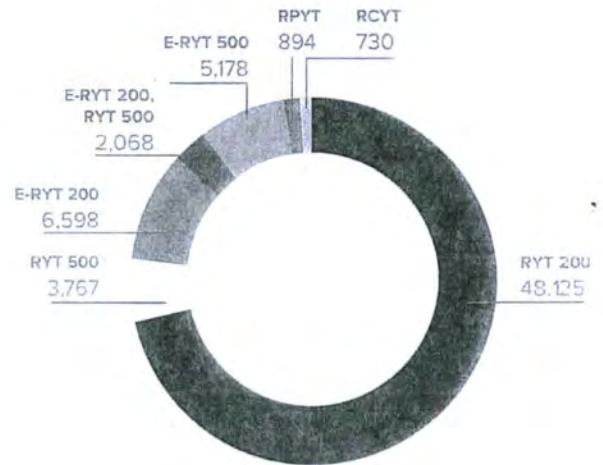


Yoga Alliance Registry serves the entire yoga community, including the yoga-practicing and yoga-curious public. Our voluntary Registry enables yoga practitioners of all skill levels to find and research over 67,700 teachers and 4,300 schools. Our registrants have met either our RYS Standards or our RYT Requirements, and represent a wide variety of disciplines, styles and lineages.

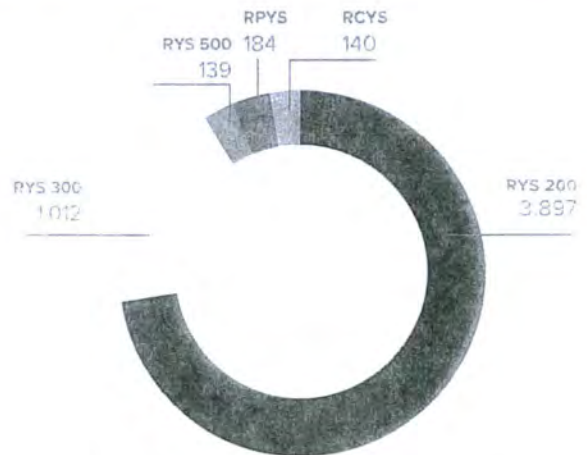
In April 2015, we improved our Registry to include a more intuitive user interface, better search capability and the "Connect with Me" feature. This feature gives users the ability to directly contact any RYT or RYS through a secure email gateway.

By using our Registry, anyone can make informed choices about the yoga teacher or school that is right for them. Our Registry received over half a million unique pageviews in 2015, double the traffic of 2014. As a service to our registrants, we promote our Registry through digital and print advertising.

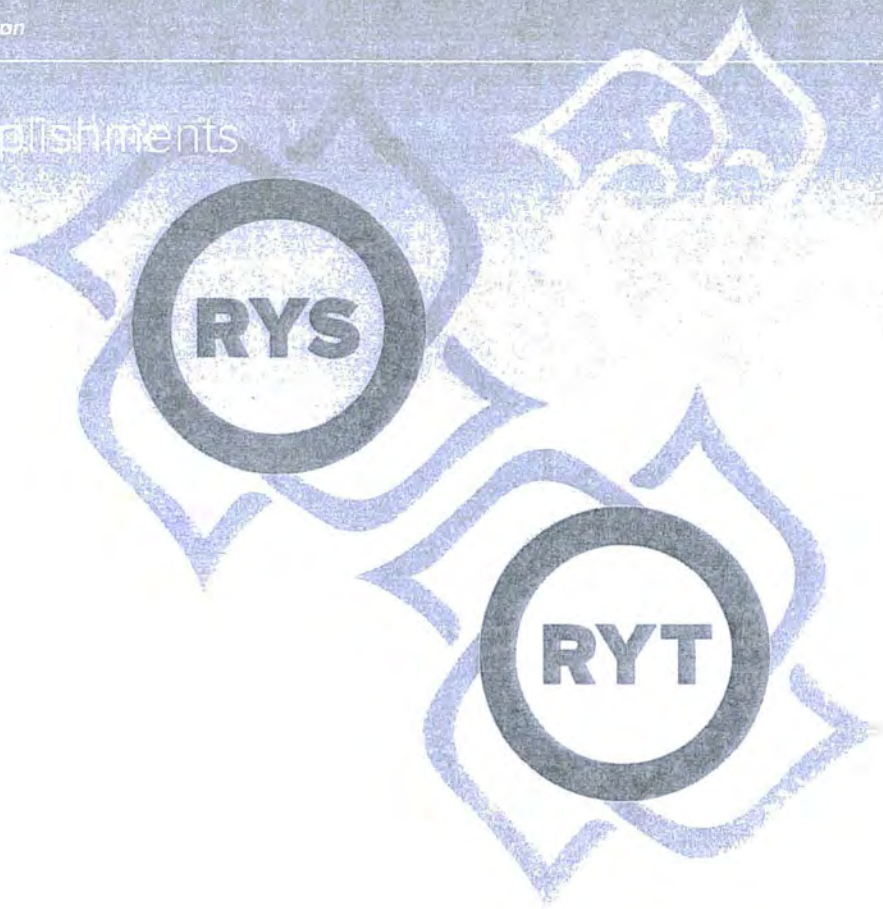
TEACHERS



SCHOOLS



Key Accomplishments



As the leading credentialing organization for the international yoga community, Yoga Alliance Registry provides a set of minimum Standards for yoga schools that specify hours of study in certain educational categories. We continually evaluate these Standards to ensure that we're promoting safe and competent teaching practices that are relevant to the community.

For yoga schools, registering with Yoga Alliance Registry means that their curriculum has met our quantitative Standards and that they have kept up with their annual registration fees. A school that joins our Registry may call itself a Registered Yoga School (RYS[®]) and be listed on our online directory of RYSs.

For yoga teachers, joining Yoga Alliance Registry means meeting our teacher requirements, meeting our Continuing Education requirements and paying their annual registration fees. Registered teachers are eligible to use the title Registered Yoga Teacher (RYT[®]). Teachers with significant teaching experience may be eligible to apply for the title Experienced Registered Yoga Teacher (E-RYT[®]).

Key Accomplishments

SOCIAL CREDENTIALING



OVER
48,000

TEACHER TRAINEES
have provided feedback

TO OVER

3,600

distinct schools

through

SOCIAL CREDENTIALING



As the popularity of yoga grows each year, so does the need for increased rigor and oversight of yoga schools. We introduced our Social Credentialing system in late 2013 to meet the increasing demand for oversight. Social Credentialing requires verified teacher trainees to provide objective, non-anonymous and systematic feedback about the RYS they attended. According to our 2015 Member Survey, 95% of our RYT's thought reviewing their RYS was an important part of their registration.

In 2015 alone, over 25,000 trainees provided their feedback to 3,100 RYSs. Since the inception of Social Credentialing, we've collected over 48,000 reviews of over 3,600 schools.

This feedback has been instrumental for both Yoga Alliance Registry and the general public. By incorporating feedback into a school's listing in the Registry, the Social Credentialing system also yields insight into a school's culture and training experience. People who are interested in teacher training at an RYS can see these reviews and use them to help decide whether the training is right for them.

Additionally, our staff is able to use Social Credentialing to see trends and hold our schools accountable to the standards they promise to uphold.

Key Accomplishments

ADVOCACY



As the largest international nonprofit organization representing yoga teachers, yoga schools and the yoga community, we actively monitor issues that are important to the yoga community and advocate on the community's behalf. Our activity in the legislative, regulatory and policy arena has increased dramatically, and Yoga Alliance has worked consistently to protect the yoga community from the burden of unnecessary regulations and limitations.

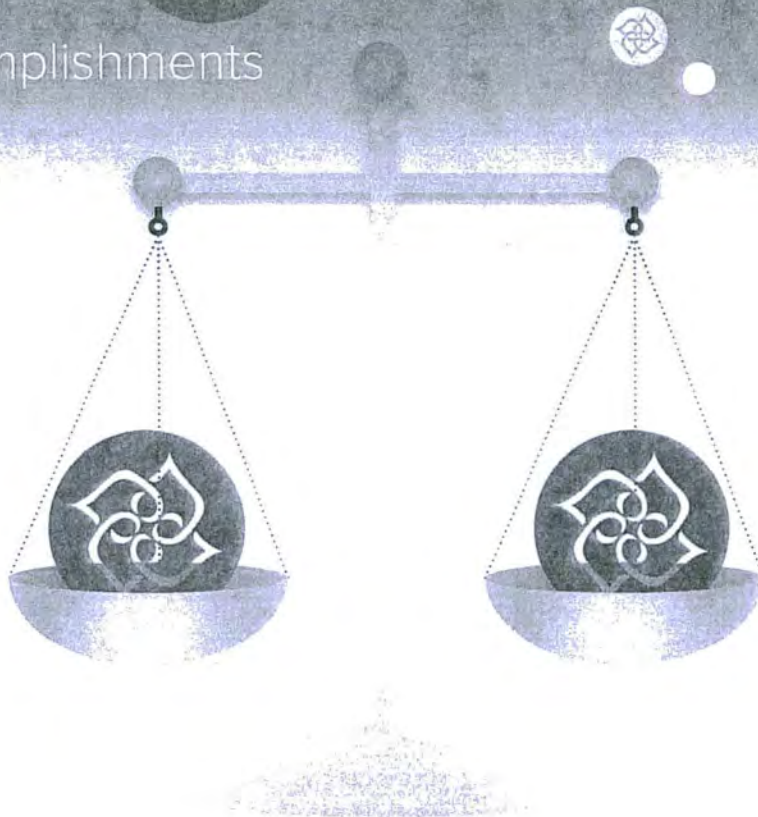
Yoga Alliance's official stance on government regulation of yoga serves as guidance for our allies at the U.S. state and local level, and as a resource for our international members and allies. Additionally, our Advocacy in Action page provides background information and the latest updates about matters facing the yoga community, including state regulatory issues, patent and copyright issues and attempts to prohibit the practice of yoga.

We won several key victories this year on behalf of the yoga community:

- **New Laws in Arkansas and Colorado.**
Thanks to the grassroots efforts of Yoga Alliance members and our allies, bills were signed into law in Arkansas (February 2015) and Colorado (March 2015) to protect the rights of yoga schools to operate without unnecessary restriction. Our contributions have included underwriting costs for legal counsel, lobbying, targeted email campaigns to state officials, local coordination, public petitions and local and national media outreach.
- **Bikram's Yoga College of India v. Evolution Yoga.**
Maintaining the position that yoga poses and sequences of poses cannot be copyrighted, Yoga Alliance provided support to Evolution Yoga, LLC's legal counsel against the Bikram's Yoga College of India lawsuit claiming Evolution committed copyright infringement by teaching a series of poses made popular by Bikram Choudhury. Oral arguments were made to the Ninth Circuit Court of Appeals in

Key Accomplishments

ADVOCACY



May 2015, and on October 8, the Court affirmed a previous ruling by a federal district court that Bikram Choudhury's sequence of 26 yoga poses is not entitled to copyright protection.

On December 8, Bikram entered another petition to the court for a rehearing en banc, which would've brought the case before a larger panel of judges in the same court, but it was denied.

- **Sedlock v. Baird, et al.**

Yoga Alliance supported Yoga for Encinitas Students (YES!) in its arguments to the California Court of Appeals to allow yoga as a health and wellbeing activity in schools. It is Yoga Alliance's position that yoga is not inherently religious and that the Encinitas School District should be allowed to continue its yoga physical education program. Arguments were heard in March 2015. On April 3, 2015, the Court determined the school district's yoga program to be "devoid of any religious, mystical or spiritual trappings," affirming

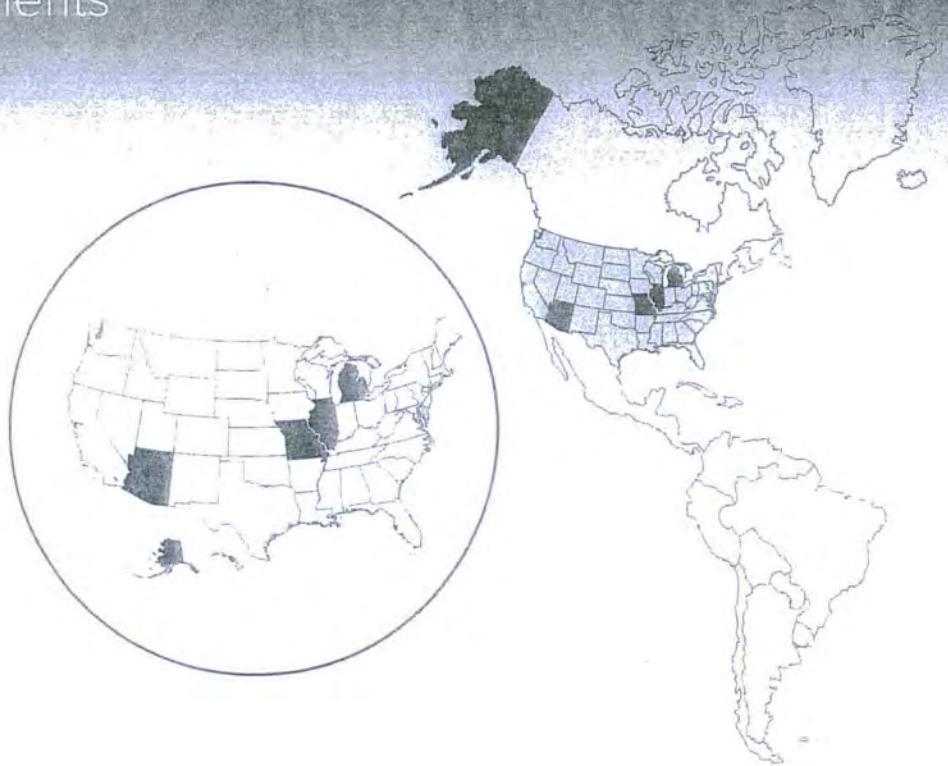
the trial court ruling. The plaintiffs did not seek further review by the California Supreme Court of the Court of Appeal's ruling by the May 13, 2015 deadline, finalizing the victory.

- **Music Licensing.**

Three Performing Rights Organizations (PROs)—the American Society of Composers Authors and Publishers (ASCAP), Broadcast Music Incorporated (BMI) and Society of European Songwriters, Artists and Composers (SESAC)—have pursued to collect license fees from yoga studios and teachers for music played at the studio and/or during class. Because playing music in a yoga studio is considered a public performance, these fees are legally applicable; a music performance requires permission by the music owner, usually in the form of payment. Yoga Alliance successfully negotiated rates with ASCAP and SESAC to provide music licenses at special rates for YA members and the yoga community at large.

Key Accomplishments

ADVOCACY



Additionally, we're continuing to advocate for the yoga community in a few new places:

- **Alaska.** Yoga Alliance was contacted by yoga teacher training programs (YTTs) in Alaska regarding recent interactions with the Alaska Commission on Postsecondary Education (ACPE). We learned that the ACPE requires Alaska YTTs to comply with state regulations meant for vocational or professional programs and pay annual fees to operate in the state. On behalf of Alaska yoga community, we're actively fighting this in the state legislature.
- **Arizona.** Some of our members in Arizona contacted us regarding regulations on YTTs by the Arizona State Board for Private Postsecondary Education (SBPPE). Yoga Alliance is working with Arizona's legislators, regulators, and decision makers to make sure that YTTs are no longer harmed by needless and burdensome requirements. More recently, a Yoga Alliance representative participated in an SBPPE meeting to present our case, answer questions, and mark another step toward solutions that will help the yoga community thrive.
- **Illinois.** In early 2015, members of the Illinois yoga community contacted Yoga Alliance regarding concerns about the Illinois Board of Higher Education's (IBHE) actions to regulate YTTs as private "vocational" schools. Yoga Alliance is currently working with legislators to fight this effort and protect Illinois YTTs.
- **Michigan.** Yoga Alliance was alerted to potential YTT regulations by the Department of Licensing and Regulatory Affairs (LARA). These regulations require expensive fees and numerous regulatory hurdles. Yoga Alliance is concerned that LARA's requirements are not only unnecessary, but harmful to the yoga community and small businesses in this state. We have assembled a team on the ground that is working with Michigan regulators and legislators to make sure we are heard by key decision makers.

Key Accomplishments

ADVOCACY



- **Missouri.** We were contacted by members of Missouri's yoga community regarding actions by the Missouri Department of Higher Education (MDHE) to regulate YTTs as "vocational schools" under its Postsecondary School Certification Program. With our help, Representative Elijah Haahr pre-filed a bill in the Missouri House of Representatives on December 10, 2015 that would prevent state regulators from imposing burdensome and unnecessary regulations on YTTs. Companion legislation was also introduced in the state Senate in early 2016.
- **Slovenia.** Members of Slovenia's yoga community contacted Yoga Alliance to voice concerns that regulations on yoga studios and teacher training programs will harm the practice of yoga in their country. In addition to opposing unnecessarily burdensome government regulation of yoga, we disagree that yoga is a type of sport and, therefore, can be regulated by Slovenia's Ministry of Education, Science and Sport. Yoga Alliance sent a letter to the minister on May 20, 2015 offering observations about the issue and outlining our stance.

For the latest updates on our Advocacy work, visit our website.

Key Accomplishments

EDUCATION



We believe it is imperative that our members are equipped with the proper resources to build upon their knowledge of yoga. Our Online Workshops allow for the sharing of insights from talented yoga teachers, school/studio owners and entrepreneurs with our members anywhere in the world.

In 2015, we offered 21 Online Workshops, almost doubling the number we hosted in 2013 and 2014 combined. Over 5,300 people attended these

workshops live, while recordings of our workshops were replayed over 12,000 times this year alone. That translates to over 32,000 workshop views since we began this program in 2013.

Topics covered in our workshops span the many facets of yoga, including business topics, legal guidance, teaching tips and information about Yoga Alliance programs. Many of these workshops are eligible for Yoga Alliance CE or RYS curriculum hours as well.

Here's a sample of our 2015 programs:

- Creating Themes for Yoga Classes
- Facebook Marketing for Yoga Teachers and Studios
- From Yogi to Yogipreneur: Success Beyond the Studio
- Healthy Teacher-Student Relationships
- How to Stand Out and Promote Yourself Online
- Profitable Private Yoga Retreats
- Share Your Yoga Classes Online
- Transitioning from Independent Contractors to Employees

Key Accomplishments

COMMUNITY OUTREACH



We believe that our members comprise diverse, thriving communities. To better serve these communities, it's important for us to check in with them in the same way that we check in with our bodies during our yoga practice—ready to listen and observe.

In January 2015, we launched a bold initiative to connect with our members and other yoga participants. Our Chief Ambassador, Andrew Tanner, E-RYT 500, traveled around the United States and Canada to meet with yoga teachers, school owners and studio directors who wanted to share their thoughts with us. We met them at conferences like Yoga Journal LIVE!, yoga festivals like Wanderlust, community events and other speaking engagements. Andrew also led several discussions on the future of the yoga industry at these events and explained how Yoga Alliance is working to serve teachers and school owners everywhere.

NUMBER OF MEMBERS
who received

FREE

PROFESSIONAL HEADSHOTS
at outreach events

1,627

Total Savings

— TO MEMBERS —

\$81,350

To date, we have engaged with thousands of people in 16 cities throughout the U.S. and Canada.

We plan on continuing to meet our members at events, festivals, yoga studios and conferences around the world to deepen our bond with them and build relationships with other yoga practitioners. By providing a forum for dialogue, we're embracing our diversity and living our yoga.

When we can't meet members in person, we maintain an active social media presence that allows them to engage with us online. Our social media growth has mirrored the growth of yoga. In 2015, our Facebook presence grew more than 47 percent from 78,000 fans to over 115,000. We experienced similarly rapid growth on Instagram

Key Accomplishments

PUBLICATIONS



Yoga Alliance maintains a wide variety of online resources and publications to help members stay current on issues impacting the yoga community and to support their teaching, training and business.

Yoga Insider is our monthly news aggregation on a variety of yoga topics. In 2015, we shared over 450 stories from local, national and international media outlets.

Our newest resource, the Index of Yoga Research, is a compilation of published peer-reviewed research about yoga and its effect on overall health and well-being. Since introducing it in February of 2015, we've compiled over 400 findings in 12 different categories.

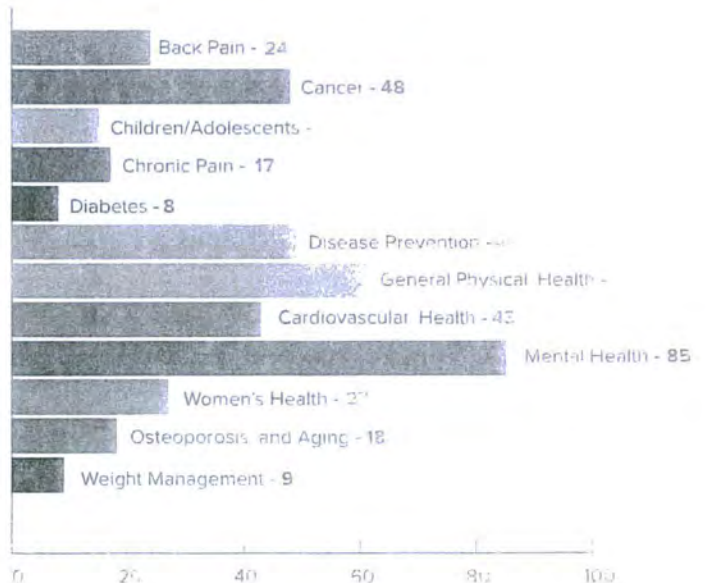
The monthly newsletter provides our membership with important information about Yoga Alliance, the yoga community and member benefits. It reaches over 100,000 members and is always available to view in our online archive.

Our article archive is a free resource available to anyone and contains informative pieces on a variety topics. We published 68 articles in 2015, bringing our archive to a total of 121 articles.

As a leader in the yoga community, we will continue to create content that educates our members and the public on important issues and topics for yoga teachers, studios and schools.

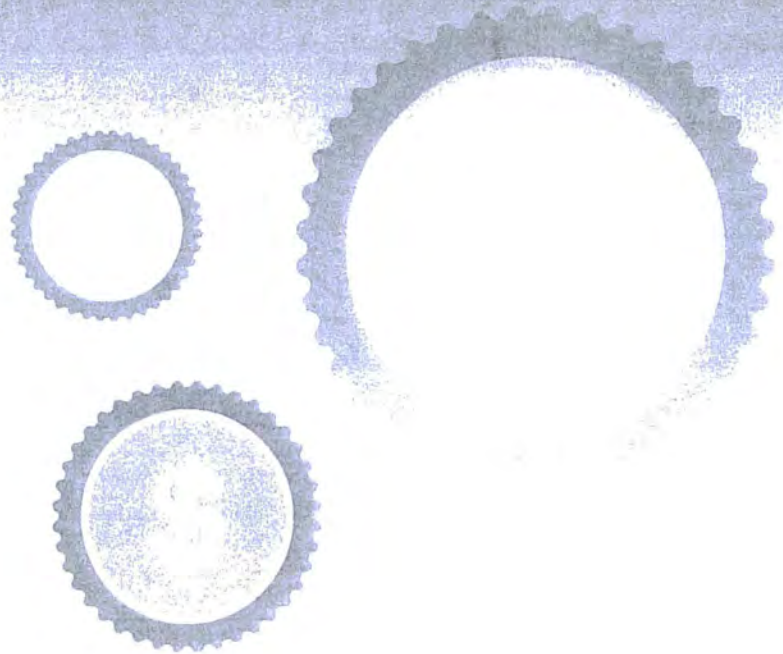
INDEX OF YOGA RESEARCH

by percentage



Key Accomplishments

PERKS



Yoga Alliance selectively partners with companies around the world to provide members access to discounts on insurance, technology, travel, and other products and services to support yoga teachers and businesses. In 2015, we expanded the Member Perks program to 37 programs. We review partner companies, their products and services

for ethical business practices, sustainable manufacturing and sourcing, quality, support for the yoga community and service to the community. Please visit our website for the most current list of partners and their available perks.

EXCLUSIVELY ENDORSED PARTNERS



ENDORSED PARTNERS



AFFINITY PARTNERS



Foundation + Scholarships

Our Yoga Alliance Foundation scholarship program continues to grow!

Meet the winners below.



Marissa Angeletti, E-RYT 200
Denver, Colorado

Recipient of a 2015 Advanced Training Scholarship



Alisha Gard, RYT 200
Oakland, California

Recipient of a 2015 Advanced Training Scholarship



Jade Beauvais
British Columbia, Canada

Recipient of a 2015 Aspiring Yoga Teacher Scholarship



Jens Augsperger, RYT 200
Mannheim, Germany

Recipient of a 2014 Aspiring Yoga Teacher Scholarship



Chelsea Curtin, RYT 500
Santa Cruz, California

Recipient of a 2013 Advanced Training Scholarship



Janina Edwards, E-RYT 200, RYT 500
Atlanta, Georgia

Recipient of a 2014 Advanced Training Scholarship

FOUNDATION

Yoga Alliance Foundation is part of Yoga Alliance Registry, and serves the public through:

- Engaging in charitable and education activities.
- Awarding scholarships and other forms of aid to qualified students and schools of yoga.
- Supporting safe and high-quality professional training practices, and
- Fostering, promoting and disseminating research of yoga, with an emphasis on training, education and raising awareness.

SCHOLARSHIPS

Since it began in 2013, the Yoga Alliance Foundation scholarship program has awarded over \$21,000 to 12 current or aspiring yoga teachers. The Advanced Training scholarship is awarded to RYT 200s who plan to enroll in a RYS 300 program; the Aspiring Yoga Teacher Scholarship was introduced in 2014 and is awarded to non-RYTs who plan to enroll in a RYS 200 program. Scholarships are awarded based on service in the yoga community, leadership and financial need.

2013 Gift of Yoga Scholarship winner Chelsea Curtin, RYT 500, used her award to fund teacher training at a RYS 300. In a recent follow-up, she noted, "This scholarship was such a gift. I would not have been able to afford the training on my own. This training has opened several doors already, helping me build connections in my community, and I know it will continue to benefit me for many years to come."

Foundation + Scholarships



Becca Cerra
Snafer, Minnesota
*Recipient of a 2015 Aspiring
Yoga Teacher Scholarship*



Katie Fortier
Westminster, Massachusetts
*Recipient of a 2015 Aspiring
Yoga Teacher Scholarship*



Rachele Guastella
Grand Rapids, Michigan
*Recipient of a 2015 Aspiring
Yoga Teacher Scholarship*



Joy Kilpatrick, RYT 500
Durango, Colorado
*Recipient of a 2013 Advanced
Training Scholarship*



Brigid Korce
Durango, Colorado
*Recipient of a 2014 Aspiring Yoga
Teacher Scholarship*



Joanne Spence, E-RYT 200
Pittsburgh, Pennsylvania
*Recipient of a 2014 Advanced
Training Scholarship*

GET INVOLVED

Tax deductible donations to the Yoga Alliance Foundation help fund yoga scholarships, grants, education and research initiatives. There are now multiple ways to give:

- Shop through AmazonSmile
- Make a direct donation through Paypal
- Contribute during registration, renewal or upgrade through your Yoga Alliance account
- Text "YOGA" to 91999 to donate from your mobile device

"Being chosen for a Yoga Alliance Foundation scholarship is very humbling and exciting. It has shown me that I am seen as having the potential to be a catalyst for growth in communities."

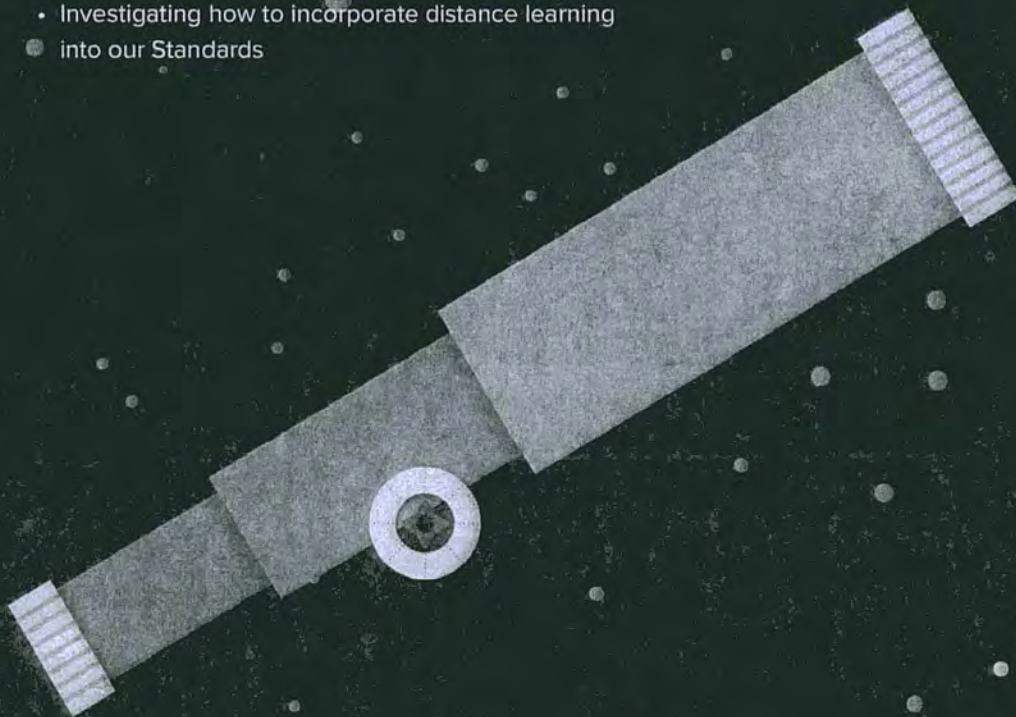
Jade Beauvais, 2015 Aspiring Yoga Teacher Scholarship Recipient

Poised for Growth

Yoga Alliance and Yoga Alliance Registry bring standards, leadership and community to a previously underrepresented and fragmented industry. Our programming in 2016 will continue on our path of success and lay the foundation for new and improved benefits for years to come.

The board, committees and staff of Yoga Alliance and Yoga Alliance Registry will be working on the following projects in 2016:

- Continuing Education standards review
- Launching a new YACEP (Yoga Alliance Continuing Education Provider) designation and its accompanying directory
- Reviewing our Continuing Education requirements and how CE credits are tracked
- Exploring membership options for studios and other yoga centers
- Expanding the impact of the Foundation
- Investigating how to incorporate distance learning into our Standards



Yoga Alliance Registry Mission

First, Yoga Alliance Registry's (YAR) voluntary school registry for teacher training programs serves the public by establishing minimum curricular standards relating to: ***yoga techniques, educational methodology, health and safety of the human body, and yoga principles and ethics***. Yoga Alliance Registry advances education by developing, monitoring, and improving standards for high-quality yoga instruction, and promotes health and safety of the public by providing a mechanism for aspiring yoga teachers to ensure that the training they receive covers fundamental health and safety basics as well as core yoga principles and techniques that are common to the diverse forms of yoga practice. Specialized standards are established for schools that train teachers in prenatal yoga techniques or to teach yoga to children, which require additional guidelines to accommodate the unique health and age-appropriate needs of these groups. The principal benefit from this activity is both educational and furthering the public interest in having information about the offerings of yoga teacher training programs. This is a public benefit and any private benefit to the schools is simply ancillary to the primary public benefit.

Second, YAR's teacher registry serves the public by providing them a way to find yoga teachers who have completed their training at schools meeting YAR minimum standards. Yoga Alliance Registry conducts

no certification test or independent assessment of Registered Yoga Teachers ("RYTs"). Rather, the RYT credential is derivative of the RYS or school registry, and is entirely voluntary. This serves the public by providing an easy method for yoga students and practitioners to find yoga teachers who have received yoga teacher training that meets minimum standards in safety, anatomy, and yoga techniques and principles, without having to independently investigate the educational credentials and background of the yoga teachers. In addition, the specialized RYT registrations help members of the public find teachers with training in prenatal yoga or yoga techniques suitable for children. The principal benefit from this activity is in providing information to the public interest regarding the nature of the training received by yoga teachers so the public may make informed choices about their yoga instructors. This is a public benefit and any private benefit to the teachers is simply ancillary to the primary public benefit.

Yoga Alliance Registry is a non-membership organization and its registries include both for-profit and non-profit organizations and does not promote or prefer one group of schools or teachers over any other.

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1.888.921.9642 (toll-free) or 1.571.482.3355

www.yogaalliance.org



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[/groups/Yoga-Alliance-84643](https://www.linkedin.com/groups/Yoga-Alliance-84643)



[/yogaalliance](https://www.pinterest.com/yogaalliance)



[/yogaalliance](https://www.instagram.com/yogaalliance)



info@yogaalliance.org

Chrystal Randolph

From: Rep. Lynn Gattis
Sent: Tuesday, February 16, 2016 3:40 PM
To: Chrystal Randolph
Subject: FW: Vote YES on HB 305!

From: Amanda Montavon [mailto:amontavon@alaskapacific.edu]
Sent: Tuesday, February 16, 2016 3:33 PM
To: Rep. Lynn Gattis <Rep.Lynn.Gattis@akleg.gov>
Subject: RE: Vote YES on HB 305!

Awesome, Thank you!

I do have a few more points to share if you are interested in my perspective:

1. I am a teacher of a Yoga Teacher Training (YTT) program credentialed by the Yoga Alliance (non-profit who is globally recognized for creating the industry standard for YTT programs). All of my programs have already been approved by ACPE and I have a good working relationship with ACPE, but I do feel that the YTT programs are not vocational schools, are being unfairly targeted by the ACPE and putting unrealistic financial strains on other small local yoga businesses/studios that would also like to offer YTT programs.

a. Despite the name, Yoga Teacher Training, the Yoga Alliance only requires that 25 out of the 200 hours are on teaching methodology. One hundred hours are required to be spent just doing Yoga focusing on techniques used in the Yoga practice. The other 75 hours are on Yoga philosophy, Yoga lifestyle and anatomy. By far the majority of participants in these programs are taking the program for personal development and some may end up teaching 1-4 hours a week. Upon completion, I encourage all of my YTT participants to teach at least one class a week, because I believe sharing knowledge and supporting others on their Yoga path will help them advance in their own practice.

From my personal observation, conversation with other Yoga teachers and following up with participants from my YTT programs I would say that about 30-50% of participants who complete YTT programs may never teach yoga in a professional capacity and they just take the class for personal development, 40-60% of participants may teach a Yoga class once or twice a week (1-3 hours a week) and see it more as a service to their community and as a way to further their own progression on the Yoga path. There are very few (1-10%) Yoga teachers who work full time as instructors, view teaching as a future career or as their primary source of income. Teachers who do end up making a career out of teaching do so based upon their years and years of experience not because they took a 200 hour YTT.

- b. There is only a 'certification of completion' given to participants in a YTT program; participants do not become a certified yoga teacher, they are recognized by the Yoga Alliance by completing their standards for Yoga teachers and are able to become a Registered Yoga Teacher in the Yoga Alliance registry.

Other similar programs are offered in the state and are not governed by ACPE such as gyms partnering with the American Council on Exercise Program to offer a prep course for the Personal Training Exam or for the Aquatic Exercise Association offering weekend courses to become a Certified Water Aerobics Instructor, Zumba certifying Zumba Instructors, YogaFit classes being offered in gyms and actually giving a 'certified yoga instructor' certificate, Reiki masters completing weekend trainings and certifying other Reiki practitioners... these programs are not being targeted by ACPE and these programs offer more of a vocational type of training where the larger component to YTTs is the spiritual philosophy and yoga lifestyle, which is much more personal and far less professional.

c. Unlike Acupuncturists and Massage Therapists, Yoga teachers are not licensed by the state, and until they are it is my opinion that these programs should not be governed by ACPE. If you stay up to date on Yoga trends... it is looking like Yoga Therapists are working towards receiving licensure from states in which they practice. Becoming a Yoga Therapist requires a completely different type of training and has a different governing body (not the Yoga Alliance).

I am the person who made ACPE aware of the YTT programs in Alaska. I had a potential participant ask me to call ACPE to inquire about the possibility of using their GI Bill for the course fee (the answer was no), and I feel a responsibility to clearly state why YTT programs are not vocational schools and are being unfairly targeted by ACPE. Thank you so much for your time!

Sincerely,

Amanda Montavon

8591 Gold Bullion Blvd.

Palmer, AK 99645

From: Rep. Lynn Gattis [mailto:Rep.Lynn.Gattis@aklegov.gov]

Sent: Tuesday, February 16, 2016 3:32 PM

To: Amanda Montavon

Subject: Re: Vote YES on HB 305!

Great! It's my bill!

Sent from my BlackBerry 10 smartphone.

From: Amanda Montavon

Sent: Monday, February 15, 2016 12:30 PM

To: Rep. Lynn Gattis

Subject: Vote YES on HB 305!

Dear Representative Lynn Gattis,

As your constituent, I am asking for your support on HB 305, an important bill that would protect the rights of yoga studios to operate in Alaska without unnecessary and burdensome regulation by the Alaska Commission on Postsecondary Education (ACPE).

HB 305 would prevent the ACPE from requiring advanced yoga programs – known as yoga teacher training programs (YTTs) – around the state to pay expensive fees and to comply with unnecessary requirements in order to continue operation.

ACPE is only supposed to license occupational/vocational schools in Alaska, but YTTs are not occupational/vocational programs. In fact, the vast majority of individuals who attend YTTs do not make a living teaching yoga, but rather, attend class for avocational reasons – like personal growth or practicing yoga with like-minded individuals. HB 305 seeks to protect this activity.

Further, many yoga studios that offer YTTs are small businesses with tight budgets. The fees and administrative requirements imposed by ACPE are hefty and harmful to these small businesses. HB 305 would support and grow Alaska's vibrant yoga community.

There is no need for regulation. YTTs have been around for years, and we are not aware of a single complaint against these programs. As the saying goes, "if it's not broken, why fix it?"

Please support Alaska small business and the yoga community by voting "Yes" on HB 305.

Sincerely,

Amanda Montavon

8591 Gold Bullion Blvd.

Palmer, AK 99645



Frequently Asked Questions

Why is ACPE requiring yoga studios to register as Post-secondary Institutions?

Some yoga studios offer a Yoga Teacher Training (YTT) program that is sanctioned by Yoga Alliance. Upon completion of the YTT program, a student is issued a certificate of completion. Under AS 14.48.210(6), a "certificate" is considered an "Educational Credential," and therefore ACPE can collect a registration fee.

How long has ACPE been requiring yoga studios that offer YTT to register with them as a post-secondary educational institution? When did it all start?

2014

What is the cost to register with ACPE as a post-secondary institution?

Initial Authorization Fee- \$2,500

Renewal of Authorization Fee- \$500 - \$2,500.*

*The Renewal of Authorization fee is set at 3% of average tuition receipts during the most recent authorization period.

Are people that teach yoga in Alaska required to have a professional or occupational license?

No. Department of Commerce and Economic Development does not regulate the yoga industry or yoga studios.

Does the certificate issued by the yoga studio provide the student with any employment advantages?

No. Alaska does not have a minimum standard to be a yoga teacher. Anybody can establish a yoga studio and teach yoga in Alaska. The certificate awarded by studios that have curriculum sanctioned by Yoga Alliance can only be used to register on the Yoga Alliance Registry.

As a member of Yoga Alliance Registry, you can customize your profile, which allows people who are looking for a Registered Yoga Teacher (RYT®) or Registered Yoga School (RYS®) to learn more about you. **The teacher registry is not a certification program**; it is simply a listing of teachers who met Yoga Alliance's minimum requirements for teaching experience and have completed their trainings at a Registered Yoga School (RYS).



THE STATE
of **ALASKA**
STATE LEGISLATURE

Rep. Lynn Gattis

Rep.Lynn.Gattis@akleg.gov

House Finance Committee

Education Finance Subcommittee Chair
Administration Finance Subcommittee Chair

Testifiers for HB 305

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