

HB

80

<TARGET><BILL>HB 80</BILL><SUBJECT>HB
80</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

HB80 Sponsor Statement

Repeal of College and Career Readiness Assessment Requirement

With the passage of HB278 in 2014, all secondary students must take the ACT, SAT or Work Keys exam to receive a high school diploma, at the States expense. The change in the States fiscal situation provides an opportunity to take a second look at this funding, without impacting the classroom.

Students that wish to be eligible for the Performance Scholarship or college admissions can still do so, but must pay for the testing themselves.

HB80 removes the mandate for student college and career readiness assessment, and in turn allows State spending for education to be targeted toward the classroom where the greatest return on investment can be realized.



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HB80

“An Act Repealing the requirement for secondary students to take college and career readiness assessments”

Sectional Analysis

Section 1

Repeal AS 14.03.075(a); removes mandate that a school may not issue a secondary school diploma to a student unless the student takes a career readiness assessment or receives a waiver.

Repeal AS 14.03.75(b); removes the requirement that schools must issue certificates of achievement who fails to qualify for a diploma.

Repeal AS 14.03.75(c); removes requirement that the department provides funding assessments

Repeal AS 14.03.75(e)(1); defines college and career readiness assessments as SAT, ACT, or WorkKeys.

Repeal AS 14.03.75(a)(5); removes requirement to for the State Board to adopt regulations pertaining to testing for children with disabilities

Repeal AS 14.03.75(b); defines “child with disability”

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version: HB 80
Fiscal Note Number: _____
() Publish Date: _____

Identifier: HB080-EED-SSA-2-27-15
Title: REPEAL COLLEGE/CAREER READINESS ASSESS.
Sponsor: GATTIS
Requester: House Education Committee

Department: Department of Education and Early Development
Appropriation: Teaching and Learning Support
Allocation: Student and School Achievement
OMB Component Number: 2796

Expenditures/Revenues

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

	FY2016 Appropriation Requested	Included in Governor's FY2016 Request	Out-Year Cost Estimates					
			FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)
Commodities								
Capital Outlay								
Grants & Benefits								
Miscellaneous								
Total Operating	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)

Fund Source (Operating Only)

1004 Gen Fund	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)
Total	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)

Positions

Full-time								
Part-time								
Temporary								

Change in Revenues								
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Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) 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? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 12/31/15

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By:	Paul Prussing, Deputy Director	Phone:	(907)465-8721
Division:	Teaching and Learning Support	Date:	02/27/2015 10:30 AM
Approved By:	Mike Hanley	Date:	02/27/15
Agency:	Commissioner		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2015 LEGISLATIVE SESSION

BILL NO. HB 80

Analysis

This bill repeals AS 14.03.075(a), the requirement for high school students to participate in college and career readiness assessments to qualify for a high school diploma.

This bill repeals AS 14.03.075(b), the award of a certificate of achievement for students that do not qualify for a diploma through the participation of a college and career readiness assessment.

The bill repeals AS 14.03.075(c), the requirement for the Department of Education & Early Development (DEED) to pay the fees for students to take a single administration of a college and career readiness assessment within two years prior to a student's graduation date.

This bill repeals AS 14.03.075(e)(1), the definition of "college and career readiness assessment."

This bill repeals AS 14.07.165(a)(5), removing from the state board's duties the requirement to implement regulations on the college and career ready assessments, providing for the needs of a student with a disability, setting standards for a waiver, and addressing the logistics of the assessments.

This bill repeals AS 14.07.165(b), the reference to the definition in this section of "child with a disability."

Currently, under AS 14.03.075 (c), DEED pays the fee for a single administration of a college and career readiness assessment (ACT, SAT, or WorkKeys) for each high school student within two years prior to a student's graduation date. The estimated cost is calculated based on 10,000 students tested at an exam price of \$52.50 = \$525.0.

Requirement to Test Students on Statewide Assessments

ISSUE: The ability to refuse to participate in statewide assessments has come under question. This document provides the legal requirements for districts and schools to test all students.

CURRENT SITUATION: Standardized student assessments are required to be administered in Alaska public schools under both state and federal law for purposes of school and district accountability and measuring student achievement. They are not associated with student grades or promotions.

STATE LAW: Alaska state regulations require school districts to test all students and do not allow a school or district to systematically exclude students.

4 AAC 06.737. Standards-based test ...Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in reading, writing, and mathematics annually to every student in grades 3 through 10, and each district shall administer the standards-based test in science annually to every student in grades 4, 8, and 10.

4 AAC 06.820. Participation... (b) A school or district may not systematically exclude students from assessment.

FEDERAL LAW: Federal law requires states that receive funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) to implement assessments in each school district that include math, reading or language arts, and science. Assessments must be implemented in grades 3-8 and in at least one high school grade in grades 10-12 for reading/language arts and math. A science assessment must be administered at least once in grades 3-5, 6-9, and 10-12. Alaska administers science assessments in grades 4, 8, and 10.

The act requires that the state assessments must provide for the participation of all students in the tested grades. Districts and schools that do not receive Title I funds are still required to administer assessments to all of their students.

POTENTIAL US ED ACTION: If a state education agency (SEA) fails to comply with the assessment requirements in ESEA, the U.S. Department of Education (US ED) has a range of enforcement actions it can take. These include:

- sending a letter to the SEA requesting that it come into compliance;
- increasing monitoring;
- placing a condition on the SEA's Title I, Part A grant award or its ESEA flexibility request;
- placing the SEA on high-risk status (34 C.F.R. § 80.12);
- issuing a cease and desist order (GEPA section 456 (20 U.S.C. § 1234e));
- entering into a compliance agreement with the SEA to secure compliance (GEPA 457 (20 U.S.C. § 1234f));

- withholding all or a portion of the SEA's Title I, Part A administrative funds (ESEA section III(g)(2) (20 U.S.C. § 6311(g)(2)));
- and suspending, and then withholding, all or a portion of the state's Title I, Part A programmatic funds (GEPA section 455 (20 U.S.C. § 1234d)).

An SEA, such as the Department of Education & Early Development (EED), has similar enforcement actions available to it with respect to noncompliance by a school district, including withholding a district's Title I, Part A funds. *See, e.g.*, GEPA section 440 (20 U.S.C. § 1232c(b)).

In addition, EED or a school district could find itself out of compliance with a wide range of additional federal programs that rely on statewide assessment results, putting additional funds at risk.

These additional programs include, but are not limited to:

- the School Improvement Grants (SIG) program;
- ESEA Title III (language instruction for English language learners);
- Part B of the Individuals with Disabilities Education Act (IDEA);
- programs for rural schools under ESEA Title VI;
- migrant education under ESEA Title I, Part C;
- and programs focused on professional development and other supports for teachers, such as ESEA Title II.

STUDENT DATA: Regarding concerns related to the sharing of personally identifiable information, EED does not submit individual-level data to the US ED.



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards

and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at www.schoolcounselor.org/studentcompetencies. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.



Resources Used in Development of ASCA Mindsets & Behaviors

The following documents were the primary resources that informed ASCA Mindsets & Behaviors.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
ASCA National Standards for Students	American School Counselor Association	Describes the knowledge, attitudes and skills students should be able to demonstrate as a result of the school counseling program.
AVID Essentials at a Glance	AVID	Promotes a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready, and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Collaborative Counselor Training Initiative	SREB	Offers online training modules for middle grades and high school counselors that can improve their effectiveness in preparing all students for college, especially those from low-income families who would be first-generation college students.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Eight Components of College and Career Readiness Counseling	College Board	Presents a comprehensive, systemic approach for school counselors to use to inspire and prepare all students for college success and opportunity, especially students from underrepresented populations.
English Language Arts Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the English Language Arts Certificate.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
NETS for Students 2007	International Society for Technology in Education	Describes the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.
Ramp-Up to Readiness	University of Minnesota	Provides a schoolwide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills and habits necessary for success in a high-quality college program.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.

HB 80 "An Act repealing the requirement for secondary students to take college and career readiness assessments."

Testimony in favor of HB 80 sponsored by Representative Gattis and co-sponsored by Representative Clover.

I am in favor of repealing the requirement for graduation set forth last year for students to take a College and Career Ready known as CCR assessment. The current assessments are defined as the ACT, the SAT, or the WorkKeys exam.

Below is a screen shot of the Excel spreadsheet we are using in our district to track which test students are taking. These include all of our juniors as well as any senior who had not already taken one of these tests.

On Tuesday, March 3rd we will be administering the ACT to approximately 80 students at Soldotna High School. We are actually testing at our sports center as we did not have the physical space at our school for testing the ACT as per their requirements.

As high school counselors we are having to facilitate and in some cases proctor all of these tests.

Work Keys Internet Version	Work keys P/P Accommodations	ACT In School	ACT Makeup	ACT Saturday Voucher	SAT Saturday Voucher
11/10/14 - 02/13/15	3/4/15 - 3/18/15	3/3/2015	3/31/2015	2/7/2015	1/24/2015

The state is providing a wonderful opportunity for students to take one of these tests; however in the current fiscal environment this does not seem to be a wise use of resources.

The Alaska Performance Scholarship requires a student score at a certain level one of these tests AND students must also have completed a rigorous curriculum as well as maintained a certain grade point average to qualify. These monies can be used up to six years after high school graduation and can also be used toward an advanced degree in the state.

Curriculum and grade point average have been proven to be higher predictors of success in college than SAT standardized tests. This article is but one of many examples:

<https://www.insidehighered.com/news/2014/02/19/study-finds-little-difference-academic-success-students-who-do-and-dont-submit-sat>

In addition to the financial concerns associated with the current CCR requirement is the concern over the time it is taking away from school counselors in being able to help students with not only their college and career choices but with their social and emotional needs as well.

Several counselors in the Kenai Peninsula Borough School District addressed our school board on February 2nd with these concerns. Our local paper The Peninsula Clarion covered this story in their article <http://peninsulaclarion.com/news/2015-02-03-2>

Standardized testing was also mentioned in the opinion piece that week by the editor

“Time to stop leaving kids behind” <http://peninsulaclarion.com/opinion/2015-02-05/time-to-stop-leaving-kids-behind>

Attached is the Mindset Behaviors Survey 2014 from the American Schools Counseling Association outlining the K-12 College- and Career-Readiness (CCR) Standards used by school counselors in their programs. It is ironic that a school counselor’s ability to deliver a program based on these CCR standards is directly impacted by the excessive amount of coordination for the CCR Assessments currently being spent by school counselors who also serve as a building’s test coordinator. The sample statistics from a survey taken by KPBSD school counselors support this statement: As the survey results made clear, serving as a school’s testing coordinator directly impacts the level of direct and indirect services counselors are able to provide to their students.

Currently educators in our district and the state are focused on creating assessments to meet the evaluation standards related to student growth. The student learning objectives known as the student growth maps in our district will measure what students are learning in all grades and subject areas. I personally do not feel our students need to take an additional test that may or may not measure what they have learned.

Thank you for this opportunity to submit my testimony in favor of HB 80.

LaDawn Druce

38240 Robinson Loop Rd.

Sterling, AK 99672

* I am the school counselor at Ninilchik School and River City Academy and one of three counselors at Soldotna High School.

Janet Ogan

From: Margaret Griffin <MGriffin@KPBSD.k12.ak.us>
Sent: Tuesday, March 03, 2015 9:52 AM
To: Rep. Wes Keller
Subject: HB 80

I support HB 80 and the repeal of the graduation requirement.

Margaret Griffin, School Counselor
margaret_ak@yahoo.com
907-244-1184 iPhone
907-260-7073 work

Margaret Griffin
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Janet Ogan

From: Samantha Johnson <SJohnson3@KPBSD.k12.ak.us>
Sent: Tuesday, March 03, 2015 9:48 AM
To: Rep. Wes Keller
Subject: HB 80

I support HB 80, as a school counselor at KPBSD.

Sammie Johnson

KMS School Counselor

907-283-1726

Janet Ogan

From: Erin Neisinger <ENeisinger@KPBSD.k12.ak.us>
Sent: Tuesday, March 03, 2015 3:41 PM
To: Rep. Lora Reinbold; Rep. Wes Keller; Rep. Jim Colver; Rep. Liz Vazquez; Rep. Harriet Drummond; Rep. Jonathan Kreiss-Tomkins; Rep. Paul Seaton
Subject: HB 80 YES from a school counselor's perspective

I support HB 80 to remove the CCRA as a graduation requirement.

Erin Neisinger

L-Z School Counselor

907-260-7074

Soldotna High School

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www.careerready.alaska.gov

Alaska Career Ready Employers

Who Recognize, Request (Prefer) or Require WorkKeys Assessments
and/or the National Career Readiness Certificate (NCRC)

Require the NCRC or WorkKeys assessments:

- **ACE Dragon Coatings and Foam, Kenai** – profiled Application Specialist Industrial Painter Apprentice Year 1 On-the-Job Training and plan to require AM Level 4, RI Level 4, WO Level 3 and LU Level 3
- **Alaska Dept. of Corrections, Div. of Offender Habilitation** – profiled the **contract ABE/GED Instructor/Tutor** job and require WorkKeys assessments at AM Level 6, RI Level 5 and LI Level 4
- **Alaska Teamsters-Employer Service Training Trust** asks all applicants to obtain a score of 4 or better on the WorkKeys assessments (LI, AM, RI) to add to their application packet
- **Blood Bank of Alaska** – profiled the entry level **Phlebotomist** job and require AM Level 3, RI Level 4 and LI Level 4
- **Construction Academy** participants statewide are required to take the WorkKeys assessments as a pre-requisite for getting into the Academy
- **Fairbanks and Anchorage Sheet Metal Workers** – Fairbanks requires Apprenticeship applicants to score at: RI Level 4, AM Level 6, LI Level 4 prior to application submission (Anchorage plans to do the same in spring 2014)
- **Frontier Community Services, Direct Service Professional, Soldotna**, requires applicants to obtain a score of 4 of Reading for Information and Locating Information, and Level 3 on Workplace Observation WorkKeys assessments
- **Juneau Alliance for Mental Health** – profiled the Behavioral Health Associate job and require applicants to obtain a score of 4 on WorkKeys assessments (LI, RI) and Level 3 in Workplace Observation (WO) and possibly 2 in Listening for Understanding (LU).
- **MASST (Mature Alaskans Seeking Skills Training)** worker trainees in job centers are taking the WorkKeys assessments to earn an NCRC
- **Operating Engineers** - requires Apprenticeship applicants to have a minimum level 4 on all 3 WorkKeys assessments (RI, LI, AM)
- **Peak Oilfield Services, Roustabout** – requires applicants to have a minimum Level 2 in Listening for Understanding, and Level 4 in Reading for Information and Locating Information WorkKeys assessments.
- **Plumbers & Pipefitters** - Apprenticeship applicants in Anchorage and Juneau must take the WorkKeys assessments and score at: RI Level 4, AM Level 5, and LI Level 4 prior to their application submission

Require the NCRC or WorkKeys assessments (continued):

- **Southern Alaska Carpenters Union Training Center**, in Anchorage, **Carpenters Apprentice Year 1** - plan to require applicants to obtain a minimum of Reading for Information, Locating Information and Applied Math Level 4 (Silver NCRC)

Request (Prefer) the NCRC or WorkKeys assessments:

- **ABC (Associated Builders and Contractors)** - added WorkKeys Applied Mathematics Level 4 as an option to meet the math requirement
- **AJEATT/IBEW Inside Wireman Electrician Apprenticeship Program** in Anchorage accepts WorkKeys Applied Math Level 6 as an option to meet the math requirement. Applicants are encouraged to get their NCRC. Students who need to improve their math skills can use KeyTrain/CR 101 in their computer lab to prepare for a math class
- **Big Lake Country Club (Assisted Living), Big Lake**
- **Cameron Plumbing and Heating, Juneau** - requests applicants to take WorkKeys Assessments for the NCRC prior to interviewing for their Bookkeeper position.
- **Conam Construction Company, Statewide**
- **Expro Americas, Kenai**
- **GCI** - has added wording to some entry level jobs to include a preference for the NCRC. They profiled and request the Bronze NCRC for Field Service Technicians
- **Hall Quality Builders, Inc., Kenai**
- **Job Ready, Inc. (DBA ResCare AK), Soldotna**
- **Lynden Transport, Soldotna**
- **NAPA Auto Parts, Anchorage**
- **Marlow Manor Assisted Living** in Anchorage profiled the **Residential Living Assistant** job and requests applicants take specific WorkKeys assessments.
- **NANA Management Services (NMS)** - uses WorkKeys and the NCRC
- **Pollard Wireline, Kenai**
- **Sportsman's Warehouse, Soldotna, Hunting Department positions only** - requests hunting department applicants take WorkKeys assessments for the NCRC
- **State of Alaska - Accounting Clerk** job class was profiled and a Silver NCRC is now accepted as an option to meet minimum qualifications
- **State of Alaska - ESSI** positions for Job Centers and UI will be requesting the WorkKeys assessments
- **State of Alaska - Office Assistant I** was profiled and a Bronze NCRC is now accepted as an option to meet minimum qualifications
- **Weatherford, Nikiski**

Recognize the NCRC or other WorkKeys assessments:

- AK Salon, Soldotna
- AK Trucking Service LLC, Statewide
- Alaska Enterprise Solutions, Inc., Anchorage
- Alaska Interstate Construction, LLC in Anchorage
- Alaska Sea Life Center, Seward
- Alaskan Auto Center, Anchorage
- Aleutian Spray Fisheries, Inc.
- Alyeska Resort, Girdwood
- Amundsen Educational Center, Inc., Soldotna
- Aero Air, LLC, Anchorage
- Alaska Airlines recruitments by Ranstad Sourceright, Anchorage
- Anchorage Senior Activity Center, Anchorage
- Arctic Branding and Apparel, Anchorage
- Arctic Catering, Anchorage
- Arctic Nutrition LLC, GNC, Soldotna
- Arctic Storm (At-Sea Processing), Seattle
- Bells Nursery - Mosesian Farms, Anchorage
- BDO, USA, LLP, Anchorage
- Big Lake Country Club (Assisted Living), Big Lake
- Bishop's Attic, Soldotna
- Bombay Deluxe, Inc., Anchorage
- Boys and Girls Clubs Alaska of Anchorage
- Boys and Girls Clubs Alaska of Kenai Peninsula
- Bristol Resource Solutions, LLC, Anchorage
- Captain Cook Hotel, Anchorage
- Central Peninsula Hospital, Soldotna
- Charis Place Assisted Living, Kenai
- Checkmate Pawn Shop Inc., Juneau
- Chili's Grill and Bar, Anchorage
- City of Nenana/Nenana Library

Recognize the NCRC or other WorkKeys assessments cont.:

- **CompNova, Anchorage**
- **Computing Alternatives, Anchorage**
- **Consumer Care Network, Inc., Kenai**
- **Cook Inlet Spill Prevention & Response, Inc., Nikiski**
- **Copper River Seafoods, Anchorage, Togiak, Cordova, Dutch Harbor, Kenai**
- **Country Foods, Kenai**
- **Delivery Solutions, Eagle River**
- **Denali Graphics and Frame, Anchorage**
- **Dianne's Restaurant, Anchorage**
- **Emerald Alaska, Kenai and Statewide**
- **Extreme Construction and Maintenance LLC**
- **FAVCO, seafood processing and distribution, Anchorage**
- **FEMA (Federal Emergency Management Agency), Anchorage**
- **First National Bank of Alaska in Anchorage**
- **Frontier Community Services, Soldotna**
- **Glacier Gardens in Juneau**
- **Grayling Construction, Anchorage**
- **Hertz Corp., Park Ridge, NJ (Anchorage)**
- **Hiler Enterprises, Inc., Sterling**
- **Hotel Captain Cook, Anchorage**
- **Installation Services, LLC, Soldotna**
- **Job X in Juneau**
- **K Magic Mobile - DJ/VJ Productions, Juneau**
- **Microline Marketing, Juneau**
- **Midas - Soldotna**
- **Midnight Sun Homecare, Anchorage**
- **Murray and Associates, P.C. (Engineering), Juneau**
- **Nine Star Education and Employer Services, Anchorage**
- **North Pacific Seafoods, Pedersen Point Plant, Naknek**
- **North Pacific Seafoods, Red Salmon Cannery, Naknek**
- **North Pacific Seafoods, Togiak Fisheries, Togiak**

Recognize the NCRC or other WorkKeys assessments cont.:

- Northern Geotechnical Engineering, Inc., Anchorage
- Odom Corporation, Soldotna
- Offshore Systems, Nikiski
- O'Rielly Auto Parts, Soldotna
- Pacific Seafood, Kodiak
- Peak Oilfield Service Company, Nikiski
- Personnel Plus Employment Agency, Anchorage
- Piedmont Airlines, Anchorage
- Phillips Family Trucking, Inc., Statewide
- Prestige Care and Rehabilitation Center of Anchorage
- Priority Energy Services, LLC, Statewide
- Public Employees Local 71, Anchorage
- Rally Automotive Repair, Anchorage
- Readylink Nurse Staffing, Anchorage
- Reliable Transfer Corporation
- River and Sea Marine, Soldotna
- Spectrum Healthcare Resources, Anchorage
- Speedy Auto Glass, Anchorage
- Stanley Ford Dealerships, Statewide
- Swan Employer Services, Anchorage
- Tax America, Anchorage
- Team Industrial
- The Student Conservation Association, Anchorage
- The Waterworks, Anchorage
- Tudor Auto and Truck Repair, Anchorage
- The Home Depot, Juneau and Kenai
- Udelhoven Oilfield System Services, Inc., Kenai
- Valdez Subway, LLC
- 4 A ERA, LLC, Anchorage