

ALASKA LEGISLATURE COMMITTEE FILES 2007-2008 SL&C 12597

# Bethel



Simeon Williams, 23, of Hooper Bay is building a school for his young son. By the time his seven-month-old enters kindergarten, Williams will also have built a career for himself as a journey carpenter. A graduate of AWP's Bethel Youth Construction Academy, Williams currently works as an apprentice helping to build the Hooper Bay K-12 School.

Williams is an example of how a AWP's Youth Construction Academy helps youth people decide on and train for lifelong careers.

"I didn't think about going into construction work but I wanted a job in the village," Williams said. So he attended Alaska Works Partnership's Youth Construction Academy in Bethel where he learned skills he could put to work in his own community.

His proficiency and can-do attitude landed him a job with Neeser Construction to help build the Hooper Bay school. Superintendent Chuck Holbrook recommended Williams for a carpentry apprenticeship where Williams could refine



**Williams currently works as an apprentice helping to build the Hooper Bay K-12 School.**



his skills through classroom instruction and on-the-job training.

The Bethel Youth Construction Academy was held at the Yuut Elitnaurviat People's Learning Center. Twelve students from the Bethel area participated. Students also received daily math instruction, OSHA 10 and HILTI certification. Training was provided by the Southern Alaska Carpenter Joint Apprenticeship and Training Committee.

Williams says the hours in construction work are long but the pay is good and the benefits of becoming a journeyworker will provide a good living for his family. Although Williams at first thought he wanted to stay in Hooper Bay, he now says he's willing to go where ever there is work.

"Eventually you work yourself out of a job in the village and you have to find another school or fire department to build," he said. "It doesn't really matter where I go as long as I have a job."

That's good news for his current boss. Already, Williams is considered a "Neeser Hand."

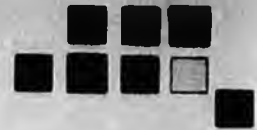
*Students who attended were from the villages of:*

- Bethel
- Kipnuk
- Hooper Bay
- Kwethluk
- Kasigluk



**AWP Partners: Lower Kuskokwim School District, YUUT Elitnaurviat, Inc., Southern Alaska Carpenter Joint Apprenticeship and Training Committee.**

# Klawock



Josiah Huestis is a go-getter. He is purchasing property on Prince of Wales Island and in the coming year plans to build his own house doing most of the work himself. After that he figures he'll "get serious" about a possible career in construction. Huestis is 17 years old.

Huestis was one of 14 participants, who took part in the Klawock/Prince of Wales Youth Construction Academy held June 5-16. He heard about the academy from the PACE Statewide Correspondence School where he graduated in 2006. The Academy offered students, ages 16-24, career exploration, classroom instruction, and hands-on training in carpentry.

Although Huestis is no stranger to construction – his father is a contractor – he had never received any formal training. The Academy helped him start thinking and planning on his own which boosted his confidence and sharpened his skills.

Rich Carlson, Superintendent of the Klawock City School District, said that the academy was enormously successful on many levels.

"It was a very demanding course," he said. In addition to instruction in basic carpentry, students received math enrichment, earned First Aid/CPR certification and OSHA and HILTI training and certification. "One hundred percent of the students graduated and we had a 99.3 percent attendance rate."

According to pre and post Academy test scores, Academy participants jumped ahead three months to a full year in their math skills, Carlson said. "They went immediately from the classroom to the construction site and were able to apply it right away."

As with all of the Youth Construction Academies, classroom instruction was followed

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## Youth Academy participants jumped ahead three months to a full year in their math scores.

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*Students were from the communities of:*


- Klawock
- Craig
- Thorne Bay
- Hydaburg
- Whale Pass



by hands-on training. Many Academies feature a community service project to hone their new skills. Klawock/Prince of Wales Youth Construction Academy students built three school bus shelters as their final training assignment.

"The academy is an example of action-oriented education that is purposeful. What surprised me, to be honest, was how engaged [students] were. They were very excited about their learning and about applying it to an outcome," Carlson said. "These are all educational premises, but to see it unfold in an eleven day period was phenomenal."

With Alaska Works Partnership and the Prince of Wales Vocational Education Consortium, Carlson is already planning another Youth Construction Academy for 2007. Meanwhile, graduate Josiah Huestis is putting his new knowledge and confidence to work. He is helping his father build a lodge in Whale Pass. And when the snow finally melts, he looks forward to breaking ground on a place of his own.



**AWP Partners: The Prince of Wales Vocational Education Consortium is comprised of Alaska Works Partnership, Klawock City School District, Southeast Island School District, Craig City School District, Alaska Department of Education, University of Alaska Southeast Tech Prep program, Prince of Wales Chamber of Commerce, 3-B Construction, Cleary Computer Services, Klawock Bay Inn, Klawock IRA Council, Communities Organized for Healthy Options (COHO), and PACE Statewide Correspondence School. Training was provided by Southern Alaska Carpenter Joint Apprenticeship and Training Committee.**

# Ninilchik



Deep in the heart of the Kenai Peninsula, amongst moose and mosquitoes, hammers pounded and saws zipped to the background murmur of men at work. The 19-23 year old Native youth were building a log cabin at the Cook Inlet Tribal Council Leadership Camp in Ninilchik as part of their final project at their Youth Construction Academy.

Two of the nine participants were brothers Les and Edward Kayoukluk, who are originally from Unalakleet but now live in Anchorage.

"I got a tremendous amount of knowledge from the academy," said Les. "It was a good opportunity to make a career of construction work." Not long after attending the academy, Les went to work for Cook Inlet Housing Authority to help remodel senior housing in Anchorage.

His brother, Ed, agreed that the academy was a great way to learn about a career path in construction. "I started working in medical administration but didn't like sitting behind a desk."

The Ninilchik Youth Construction Academy evolved when the Cook Inlet Tribal Council Inc. (CITCI) contacted Alaska Works Partnership to provide a youth construction academy with an emphasis on carpentry. The academy took place May 8-27 and like other construction academies included basic carpentry, health and safety, math enrichment, leadership training and career exploration. Classroom instruction was conducted in Anchorage followed by hands-on training at the CITC Leadership Camp in Ninilchik.

Nine students completed the 2006 program. This was AWP's second Youth Construction Academy in Ninilchik. In 2005, participants built a bathhouse as their final project.

The academies provide a positive situation for industry, students, and their villages said Randy Alvarez, journeyman carpenter and instructor for Southern Alaska Carpenters Apprenticeship Training Program. He explained that building contrac-



tors often come to villages but cannot find local residents who have the construction skills or qualifications they need to be hired. Although they might like to teach the building trades to young Natives, contractors rarely have the time.

"This program puts some of their own people to work in the villages," Alvarez said. The cabin that Les and Ed Kayoukluk helped to build will likely serve generations of Native youth as a place to learn about their cultural heritage. And the construction skills these brothers learned at the Ninilchik Youth Construction Academy will likely serve them both well into their futures.

*Students attending were from the communities of:*

- Palmer
- Anchorage
- Wasilla
- Galena
- Kotlik



**AWP Partners: Cook Inlet Tribal Council, Southern Alaska Carpenters Apprenticeship Training Program.**

# Anchorage



Little Leaguers and other ball players have new dugouts at the Harmon Baseball fields thanks to some all-star students of a construction academy that took place in Anchorage this summer.

One of those students was Kevin Ambro. Before the Anchorage Youth Construction Academy, his construction experience consisted of helping his dad build a shed. Today he has over 1,000 hours of construction experience and is working with journeymen to help build a \$66 million dollar, 50,000-square-foot cancer treatment center at Providence Hospital.

Ambro was one of 14 students who attended the Anchorage Youth Construction Academy held June 5-23. Students received safety training and certification, tool safety instruction, forklift certification, and carpentry instruction. The final project for Anchorage students was the construction of baseball dugouts. Ambro says the Academy's classroom instruction and hands on training helped pave his way for a carpentry apprenticeship and a subsequent job with Davis Constructors.



"I learned a lot at the Academy," Ambro said. "Things like basic layout for building construction. The construction math was especially helpful."

The Anchorage School District provided the King Career Center as the training facility for

the Academy and the Anchorage Home Builders Association had contractors lined up to hire the Academy's graduates. Carpentry training was provided by the Southern Alaska Carpenters Apprenticeship Training Program.

"I'm just thrilled we've finally put this partnership together," said Carol Comeau, Anchorage School District Superintendent. "We need to show students and families that these are wonderful jobs to build Alaska. These are lifetime careers."

Industry experts around Alaska agree that this kind of training is long overdue. Vicki Portwood, Executive Officer for the Anchorage Home Builders Association and the Alaska State Home Building Association said, "Our construction workforce issues are huge. The average age of our carpenters is 52. We need to train the next generation. The construction academy will help get us started in bridging the gap."

All 14 graduates of the Anchorage Youth Construction Academy who wanted jobs in construction after their training went to work. Eleven went to work on construction jobs in the Anchorage area. One graduate entered the National Guard but plans to return from Basic Training and continue his construction career. One graduate left for college and another went to work at a family business.



**AWP Partners: Anchorage School District, Anchorage Home Builders Association, Alaska State Home Building Association, U.S. Department of Labor, Associated General Contractors of Alaska, Southern Alaska Carpenter Joint Apprenticeship and Training Committee, Alaska Department of Labor and Workforce Development.**

# For more information

**Construction  
Academy**

**ALASKA  
Works**

**Partnership, Inc.**



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Fax 1-907-457-2591

**Helmets to Hardhats**

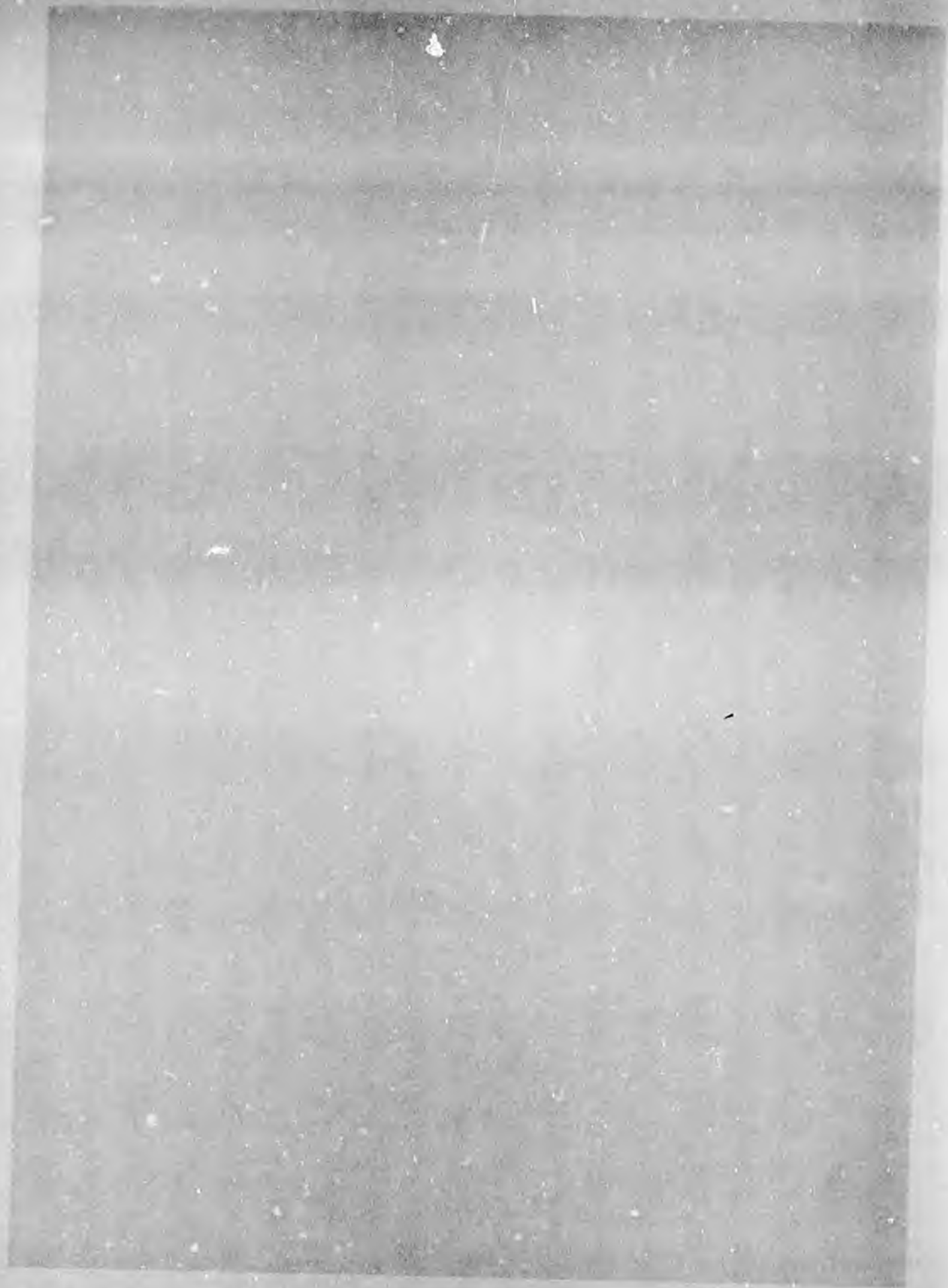
Phone 1-907-790-8883  
1-866-993-8181 (toll free)

**BMR Apprenticeship (toll free)**

1-866-297-9566  
1-856-457-2597

We're on the web!  
[www.alaskaworks.org](http://www.alaskaworks.org)

Financed in part by grants from the Daniel Commission's Training Fund awarded through the Alaska Department of Labor and Workforce Development, Division of Business Partnerships and the President's High Skills Job Training Initiative as well as grants from the U.S. Department of Labor's Employment and Training Administration. BMR operates an equal opportunity program, auxiliary aides and services are available upon request to individuals with disabilities.





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January 31, 2007

**Senator Johnny Ellis**  
**Chairman, Senate Labor & Commerce Committee**  
**Alaska State Legislature**  
**Alaska State Capitol**  
**Juneau, Alaska 99801**

Dear Senator Ellis,

I understand the Senate Labor and Commerce Committee will be holding a hearing this week on workforce development in Alaska. The University of Alaska Fairbanks has a great story to tell in this area of focus.

UAF is America's arctic university, and as a Land, Sea and Space Grant institution, we have an astonishing range of responsibilities to educate our students, develop the state's workforce, reach out to Alaskans through our community campuses and conduct important and relevant research. We have incredible breadth, depth and diversity, and we are committed to being even better than we are--to being the university that Alaska must have as it prepares for its second 50 years of statehood. We provide the education to attain everything from a GED to PhD; from adult basic education to rocket science. Our College of Rural and Community Development provides educational opportunities to the rural areas of our state, as well as focuses on workforce development throughout our Fairbanks community and the rest of the state. UAF has much to offer in the area of workforce development, both in the aspect of current high demand jobs in the state to more traditional occupations.

The Tanana Valley Campus of the University of Alaska Fairbanks is Alaska's quality choice for career and technical education, academic preparation, and lifelong learning. TVC's core purpose is community-driven education built on the values of academic excellence, student empowerment, innovation, flexibility, and community collaboration.

We work in concert with the Alaska Process Industries Career Consortium (APICC), Putting Alaska's Resources to Work (PARW) and the University's Allied Health Alliance (AHA). These synergies are reflective of essential partnerships that enable us to be successful. We are working actively to produce quality graduates who can hit the ground running. These partnerships across the community and the state enable us to do this successfully.

TVC's success is based on active community partnerships. Our Community Advisory Council, made up of leaders in business, industry, labor, and non-profits, advises us

Workforce Development at TVC  
1/31/07  
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regularly about employer needs, instructional quality, and emerging employment trends. Commissioner of Labor Cllck Bishop, who has served on our TVC Advisory Council, can attest to the work we are accomplishing in workforce development. We're partnered with major community employers like Fairbanks Memorial Hospital, Fort Knox Mine, Fairbanks Native Association, and with union apprenticeship programs. They help us ensure delivery of quality education and training. As part of UAF's College of Rural and Community Development, we also partner with sister campuses all over Alaska in making the most of our resources and serving the diverse needs of the Great Land.

Below is a listing of some of the many businesses, industries and agencies that have worked closely with TVC over the years to help us prepare Alaskans for Alaska's jobs.

Alyeska Pipeline Service Company  
BP Exploration  
Denali Center/Fairbanks Memorial Hospital  
Denali Commission  
Department of Labor  
Fairbanks Native Association  
Fairbanks North Star Borough School District  
Flint Hills Resources  
Greater Fairbanks Chamber of Commerce  
Gene's Chrysler  
Key Bank of Alaska  
Tanana Chiefs Conference  
Usibelli Coal Mine

TVC's active partnerships with business, industry, labor, school districts, and community organizations provide students with quality workforce education and training to meet Alaska's current and emerging needs. TVC recently was recently awarded a \$1.99 million grant from the US Department of Labor to strengthen training opportunities in Interior Alaska's energy, construction and power generation industries. This grant involves a partnership of five community groups: TVC, the Fairbanks North Star Borough School District, Alaska Job Center, Operating Engineers Local 302 and Interior Alaska Regional Council. It will enable TVC to train workers for jobs in high-growth, high-demand industries, including process technology, automotive technology, diesel/heavy equipment and drafting/CADD technologies.

UAF's Tanana Valley Campus is all about community-driven education, serving the needs of students in the greater Fairbanks area and beyond. At TVC we focus on workforce development, academic preparation, and lifelong learning. Our programs prepare students for employment in fields as diverse as allied health, process technology, diesel technology, welding, applied business, culinary arts, and information technology. TVC welcomes non-traditional students: those returning to college after many years; those seeking new tools for the workplace; and those with family and work obligations that make full time study impossible. No matter what the circumstances, we're here to serve students.

TVC offers over 40 certificate and degree programs in a variety of exciting fields, many in the high-demand professions currently necessary to fill the demand in Alaska. TVC's active partnerships with business, industry, labor, school districts, and community organizations provide students with quality workforce education and training to meet

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Alaska's current and emerging needs. We partner with the Hutchison Career Center in Fairbanks. We share a state-of-the-art facility, the Hutchison Institute of Technology, with the Fairbanks North Star Borough School District, to provide training to high school students in various areas of high demand job opportunities.

There are considerable unmet needs in fulfilling our promise to Alaskans in the area of workforce development, and there are tremendous opportunities as well. In order to carry out the mission of workforce development, continued funding for high demand job training programs and expanded funding for equipment, supplies and facilities is necessary.

We welcome you and all legislators to take a closer look at what we provide to Alaskans as we partner with business and industry to address the needs to fill the high demand jobs in Alaska, through our Tanana Valley Campus, as well as the rest of the UAF programs. Please let me know if we can provide further information for your committee or membership.

Sincerely,

*Stephen B Jones*

Chancellor Steve Jones

## COMMUNITY PERSPECTIVE

Rick Caulfield, Director, Tanana Valley Campus, UAF  
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### A WORKFORCE FOR FAIRBANKS' FUTURE

One of the things I've always liked about Fairbanks is how we value both practical skills and academic success. It's not surprising to find the plumber thawing my pipes well versed in philosophy or religion. And it's not uncommon to find university professors who lecture by day and wire their house by night. We live in a place that values an unconventional can-do attitude and a spirit of self-reliance.

That said, Fairbanks and Interior Alaska face a major challenge in growing a skilled workforce. Some even say that we face a 'Perfect Storm' in meeting workforce needs: a growing population, a graying workforce, and significant new projects on the horizon. If even half of the development projects that appear in News-Miner headlines prove up we face major challenges in educating and training skilled workers for future jobs.

This challenge applies to all major sectors of our economy: health care, construction, mining, transportation, and retail industries. The need exists both for technical training as well as so-called 'soft skills' and job readiness. I continue to hear about Fairbanks employers having to look out of state for qualified employees when we should be training people right here in our own community. This is a good challenge to have—and fortunately we've got a great foundation to build on.

In addressing this, many people are surprised to learn that less than a quarter of Alaska's new jobs in the coming decade will require a Bachelor's degree or more. Department of Labor data show that ¼ of Alaska's future jobs will require vocational training, an Associate's degree, apprenticeship training, or on-the-job training. In many instances these are good paying jobs with great futures.

Workforce development is a major focus at UAF's Tanana Valley Campus (TVC). Our faculty and staff are dedicated to expanding the local workforce in partnership with the private and public sector. We're making good progress—TVC students make up 40% of UAF's enrollment and 20% of total credit hours. TVC has programs for registered nurses, diesel/heavy equipment mechanics, culinary workers, entrepreneurs, welders, medical/dental receptionists, police officers, radiologic technicians, automotive technicians, medical and dental assistants, process technicians, certified nursing assistants, aviation mechanics and more. We have over forty certificate and degree programs and are continually looking at new possibilities.

But even with all this, I hear employers saying that a lack of qualified job applicants is limiting economic growth. Our response is to develop targeted training that produces quality graduates. Here are a few highlights:

- **TVC's FAST TRACK TRAINING**—With federal funding, TVC will offer low-cost training at Hutchison Institute of Technology in six certificate areas: Automotive Technology, Diesel/Heavy Equipment, Drafting/CADD, Power Generation, Instrumentation, and Safety, Health, and Environmental Awareness. This fulltime program begins in May 2006. It's a partnership of TVC, FNSBSD, Operating Engineers Local 302, the Fairbanks Job Center, and Interior Alaska Regional Council.
- **NURSING AND ALLIED HEALTH**—TVC offers training for registered nurses and radiologic technicians in partnership with UAA and Fairbanks Memorial Hospital (FMH). FMH is a huge supporter of training a home-grown workforce—from certified nursing assistants to paramedics, RNs, LPNs, and EMTs. There is great demand for skilled medical and dental assistants and for medical reimbursement technicians.
- **PROJECT RAVE—RURAL ALASKA VOCATIONAL EXPLORATION**  
With Alaska Department of Labor support, Alaska Native and other high school students in the Interior will explore career opportunities through an exciting, intensive two-week camp in Fairbanks during June 2006.

- **TECH-PREP IN HIGH SCHOOL**—Tech-Prep allows high school students to begin earning college credit in their junior or senior year in areas such as computer technologies, applied business, and industrial arts. Tech-Prep gives you a head start in college and it's available at low cost.
- If you'd like more information about programs available through TVC, check out our website at [www.tvc.uaf.edu](http://www.tvc.uaf.edu). We're here to serve you!

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Rick Caulfield is director of UAF's Tanana Valley Campus, the community college arm of UAF. He can be reached at 455-2850, [rfrac@uaf.edu](mailto:rfrac@uaf.edu). February 12-18 is National Career and Technical Education Week.



## **About the UAF Tanana Valley Campus**

### **Mission Statement**

"TVC is Alaska's quality choice for career and technical education, academic preparation, and lifelong learning. TVC's core purpose is community-driven education built on values of academic excellence, student empowerment, innovation, flexibility, and community collaboration."

UAF's Tanana Valley Campus is all about community-driven education, serving the needs of students in the greater Fairbanks area and beyond. At TVC we focus on workforce development, academic preparation, and lifelong learning. Our programs prepare students for employment in fields as diverse as allied health, process technology, diesel technology, welding, applied business, culinary arts, and information technology.

UAF's Tanana Valley Campus takes pride in the many talented faculty and adjunct faculty that teach our programs. These instructors bring real-life application to the classroom, enriching the student experience and ensuring a quality education. For more information, see: [www.tvc.uaf.edu/courses/index.html](http://www.tvc.uaf.edu/courses/index.html)

Our wide range of courses covers the following areas of study:

#### **Allied Health**

Certified Nurses Aide  
Dental Assistant  
Healthcare Reimbursement  
Medical Assistant  
Medical/Dental Receptionist  
Nursing  
Paramedic Academy  
Phlebotomy  
Radiological Technology  
Emergency Medical Services

#### **Business and continuing education**

Administrative Assistant Academy  
Applied Accounting  
Applied Business  
Certified Public Manager  
Computer Applications  
Culinary Arts  
Entrepreneurship

**Human Resources**  
**Finance**  
**Information Technology Specialist**  
**International Business**  
**Marketing**  
**Public Management**  
**Small Business Development Center**  
**Tourism**  
**Professional Development**  
**Northern Military Programs**

**Automotive and Aviation**  
**Automotive Technology**  
**Aviation Maintenance Technology**  
**Diesel/Heavy Equipment**  
**Professional Piloting**

**Construction Trades/Oil and Gas Indust.y**  
**Construction Management**  
**Drafting Technology**  
**Welding and Materials Technology**  
**Process Technology**  
**Tech Prep Program**

**Fast Track Training**  
**Automotive**  
**Diesel/Heavy Equipment**  
**Drafting**  
**Power Generation**  
**Environmental Awareness**  
**Instrumentation**

**Public Safety and Law**  
**Emergency Services**  
**Hazardous Materials**  
**Municipal Fire Control**  
**Law Enforcement Academy**  
**Paralegal Studies**  
**Paramedic Academy**  
**Wildland Fire Control**

**Human Services**  
**Early Childhood Education**

**2/15/07**

**WORKFORCE**

**DEVELOP'T:**

**HEALTH**

**CARE**

**INDUSTRY**

**United States Physician Shortage Elimination Act of 2007  
(Introduced in House)**

HR 410 IH

**110th CONGRESS**

**1st Session**

**H. R. 410**

To amend the Public Health Service Act to increase the number of primary care physicians serving health professional shortage areas, and for other purposes.

**IN THE HOUSE OF REPRESENTATIVES**

**January 11, 2007**

Mr. CONYERS (for himself, Mrs. CHRISTENSEN, Mr. DAVIS of Illinois, Mr. BISHOP of Georgia, Ms. JACKSON-LEE of Texas, and Mr. JACKSON of Illinois) introduced the following bill; which was referred to the Committee on Energy and Commerce

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**A BILL**

To amend the Public Health Service Act to increase the number of primary care physicians serving health professional shortage areas, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America In Congress assembled,*

**SECTION 1. SHORT TITLE.**

This Act may be cited as the 'United States Physician Shortage Elimination Act of 2007'.

**SEC. 2. FINDINGS.**

Congress finds the following:

- (1) The average life expectancy in the United States has increased to 80 years of age, causing an ever-increasing demand for medical care.
- (2) In 1975, United States medical schools graduated approximately 12,716 physicians. Half of these physicians entered programs of medical studies as graduates of United States colleges and universities. The other half consisted of

graduates of foreign institutions admitted to United States medical schools under the J-1 Visa Program.

(3) Presently, the number of applicants, foreign and domestic, seeking admission to United States medical schools has decreased to approximately 39,109.

(4) During the last 20 years, median tuition and fees at medical schools have increased by 229 percent (122 percent adjusted for inflation) in private schools and by 479 percent (256 percent adjusted for inflation) in public schools.

(5) The Association of American Medical Colleges, in its Statement on the Physician Workforce, dated June, 2006, called for an increase of 1,500 National Health Service Corps program awards per year to help meet the need for physicians caring for underserved populations and to help address rising medical student indebtedness.

(6) The National Health Service Corps program has a proven record of supplying physicians to underserved areas, and has played an important role in expanding access for underserved populations in rural and inner city communities.

(7) Continued expansion of the National Health Service Corps program is strongly recommended.

(8) The growing debt incurred by graduating medical students is likely to increase the interest and willingness of graduates of United States medical schools to apply for National Health Service Corps program funding and awards.

(9) One third (250,000) of active physicians are over the age of 55 and are likely to retire in the next ten years, while the population will have increased by 24 percent. These demographic changes will cause the population-to-physician ratio to peak by the year 2020.

(10) The Indiana State Medical Licensing Board has estimated that in 20 years there will be 200,000 fewer physicians available to deliver medical services.

(11) In 2005, the Council on Graduate Medical Education stated in a report to Congress that there will be a shortage of not fewer than 90,000 full-time physicians by 2020.

(12) A decrease in Federal spending to carry out programs authorized by title VII of the Public Health Service Act threatens the viability of programs used to solve the problem of inadequate access to health care.

(13) A continuing decline in the number of family physicians may lead to renewed shortages of safety net and rural physicians.

(14) There is a declining ability to recruit qualified medical students from rural and underserved areas, coupled with greater difficulty on the part of community health centers and other clinics to attract adequate personnel.

**SEC. 3. REAUTHORIZATION OF NATIONAL HEALTH SERVICE CORPS SCHOLARSHIP PROGRAM AND LOAN REPAYMENT PROGRAM.**

(a) Reauthorization of Appropriations- Section 338H(a) of the Public Health Service Act (42 U.S.C. 254q(a)) is amended by striking '\$146,250,000' and all that follows through the period and inserting '\$300,000,000 for each of fiscal years 2007 through 2011.'

(b) Scholarships for Medical Students- Section 338H of such Act is further amended by adding at the end the following:

(d) Scholarships for Medical Students- Of the amounts appropriated under subsection (a) for a fiscal year, the Secretary shall obligate \$30,000,000 for contracts for scholarships under this subpart to individuals who are accepted for enrollment, or enrolled, in a course of study or program described in section 338A(b)(1)(B) that leads to a degree in medicine or osteopathic medicine.'

**SEC. 4. REAUTHORIZATION OF CERTAIN PROGRAMS PROVIDING GRANTS FOR HEALTH PROFESSIONS TRAINING FOR DIVERSITY.**

(a) Grants for Centers of Excellence- Section 736(h)(1) of the Public Health Service Act (42 U.S.C. 293(h)(1)) is amended by striking '\$26,000,000' and all that follows through '2002' and inserting '\$33,610,000 for each of fiscal years 2007 through 2011.'

(b) Educational Assistance for Individuals From Disadvantaged Backgrounds- Section 740(c) of such Act (42 U.S.C. 293d(c)) is amended by striking '\$29,400,000' and all that follows through the period and inserting '\$35,650,000 for each of fiscal years 2007 through 2011.'

**SEC. 5. EXPANSION OF RESIDENCY TRAINING PROGRAMS AND PRIMARY CARE SERVICES OFFERED BY COMMUNITY HEALTH CENTERS.**

Part C of title VII of the Public Health Service Act (42 U.S.C. 293k et seq.) is amended--

(1) by adding before section 747 the following:

**'Subpart I--In General'; and**

(2) by adding after section 748 the following:

**'Subpart II--Additional Programs**

**SEC. 749. GRANTS TO EXPAND MEDICAL RESIDENCY TRAINING PROGRAMS AT COMMUNITY HEALTH CENTERS.**

- (a) Program Authorized- The Secretary may make grants to community health centers--
- (1) to establish, at the centers, new or alternative-campus accredited medical residency training programs affiliated with a hospital or other health care facility; or
  - (2) to fund new residency positions within existing accredited medical residency training programs at the centers and their affiliated partners.
- (b) Use of Funds- Amounts from a grant under this section shall be used to cover the costs of establishing or expanding a medical residency training program described in subsection (a), including costs associated with--
- (1) curriculum development;
  - (2) equipment acquisition;
  - (3) recruitment, training, and retention of residents and faculty; and
  - (4) residency stipends.
- (c) Applications- A community health center seeking a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.
- (d) Preference- In selecting recipients for a grant under this section, the Secretary shall give preference to funding medical residency training programs focusing on primary health care.
- (e) Definition- In this section:
- (1) The term 'accredited', as applied to a new or alternative-campus medical residency training program, means a program that is accredited by a recognized body or bodies approved for such purpose by the Accreditation Council for Graduate Medical Education, except that a new medical residency training program that, by reason of an insufficient period of operation, is not eligible for accreditation on or before the date of submission of an application under subsection (c) shall be deemed accredited if the Accreditation Council for Graduate Medical Education finds, after consultation with the appropriate accreditation body or bodies, that there is reasonable assurance that the program will meet the accreditation standards of such body or bodies prior to the date of graduation of the first entering class in that program.
  - (2) The term 'community health center' means a health center as defined in section 330.

**SEC. 749A. GRANTS TO IMPROVE DELIVERY OF  
PRIMARY CARE SERVICES IN COMMUNITY HEALTH  
CENTERS.**

**(a) Primary Care Access Grants-**

**(1) PROGRAM AUTHORIZED-** The Secretary, acting through the Administrator of the Health Resources and Services Administration, may make grants to community health centers for the purpose of increasing the number of medical service providers associated with such centers.

**(2) GRANTS-** A recipient of a grant under this subsection shall be eligible to receive such grants for a total of 5 fiscal years.

**(3) USE OF FUNDS-** A recipient of a grant under this subsection shall use amounts from the grant for one or more of the following activities:

**(A)** To recruit residents for medical residency training programs at the community health center.

**(B)** To establish a multi-community physician mentoring program to encourage upper level residents to remain in the State in which the community health center and medical residency training program are located.

**(C)** To enter into contracts for technical assistance for the purpose of recruiting or retaining primary health care staff.

**(D)** To enter into contracts for technical assistance in preparing contracts with local providers of primary health care to provide services for medically underserved communities.

**(4) APPLICATION-** A community health center seeking a grant under this subsection shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

**(b) Grants for Primary Care Facility Capital Expenditures-**

**(1) PROGRAM AUTHORIZED-** The Secretary, acting through the Administrator of the Health Resources and Services Administration, may make grants to community health centers for the purpose of increasing primary health care capabilities through the construction, expansion, or renovation of facilities.

**(2) GRANTS-** A recipient of a grant under this subsection shall be eligible to receive such grants for a total of 5 fiscal years.

**(3) USE OF FUNDS-** A recipient of a grant under this subsection shall use amounts from the grant for one or more of the following activities:

**(A)** To acquire or lease facilities.

**(B)** To construct new facilities.

**(C)** To repair or modernize existing facilities.

**(D)** To purchase or lease medical equipment.

(c) Definition - The term "community health center" means a health center as defined in section 399.

## SEC. 749B. AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated \$200,000,000 for fiscal year 2007 and such sums as may be necessary for each fiscal year thereafter to carry out this subpart.

- (A) To recruit residents for medical residency training programs at the community health center.
  - (B) To establish a multi-community physician mentoring program to encourage upper level residents to remain in the State in which the community health center and medical residency training program are located.
  - (C) To enter into contracts for technical assistance for the purpose of recruiting or retaining primary health care staff.
  - (D) To enter into contracts for technical assistance in preparing contracts with local providers of primary health care to provide services for medically underserved communities.
- (4) APPLICATION - A community health center seeking a grant under this subsection shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.
- (b) Grants for Primary Care Facility Capital Expenditures -
- (1) PROGRAM AUTHORIZED - The Secretary, acting through the Administrator of the Health Resources and Services Administration, may make grants to community health centers for the purpose of increasing primary health care capabilities through the construction, expansion, or renovation of facilities.
- (2) GRANTS - A recipient of a grant under this subsection shall be eligible to receive such grants for a total of 5 fiscal years.
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  - (B) To construct new facilities.
  - (C) To repair or modernize existing facilities.
  - (D) To purchase or lease medical equipment.



25th  
ALASKA STATE LEGISLATURE

Senator Johnny Ellis, Chair  
Senator Gary Stevens, Vice Chair  
Senator Bettye Davis  
Senator Lyman Hoffman  
Senator Con Bunde



State Capitol, Room 9  
465-3704

## Senate Labor & Commerce Committee

### AGENDA

Thursday, February 15, 2007

1:30 PM – Call to Order

Note time

Note members present and any excused.

#### Purpose of Meeting:

Overview: Workforce Development: Health Care Industry

1. Karen Perdue, University of Alaska Health/Workforce Programs
2. Rob Betit, Alaska Nursing Home and Hospital Association
3. Karleen Jackson, Commissioner of Health and Social Services  
(alternate: Bill Hogan, Dept. Commissioner)

Announcements

Adjourn



**Alaska Mental Health Trust**  
**Workforce Development Initiative**  
**An Overview of Workforce Related Data**

**Scott Adams, Psy.D & Mimi Bradley, Psy.D.**

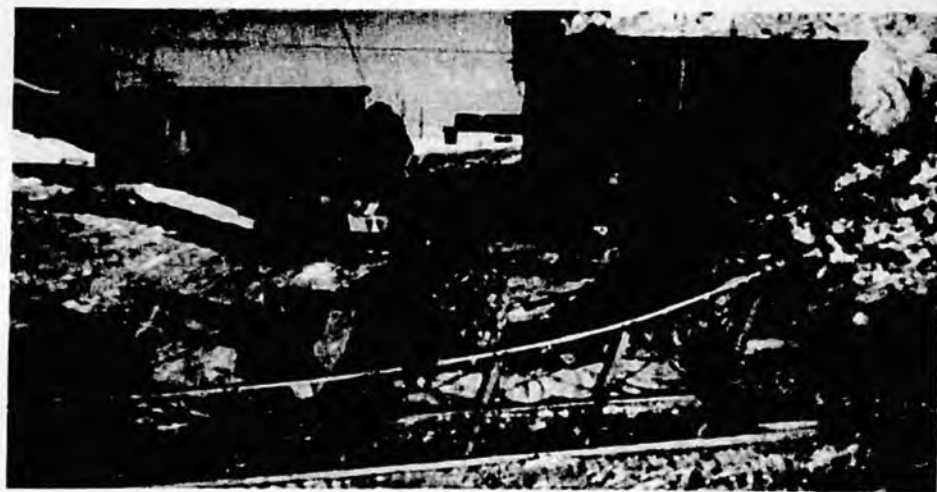
**WICHE Mental Health Program**

# Context: Workforce Components and Trends

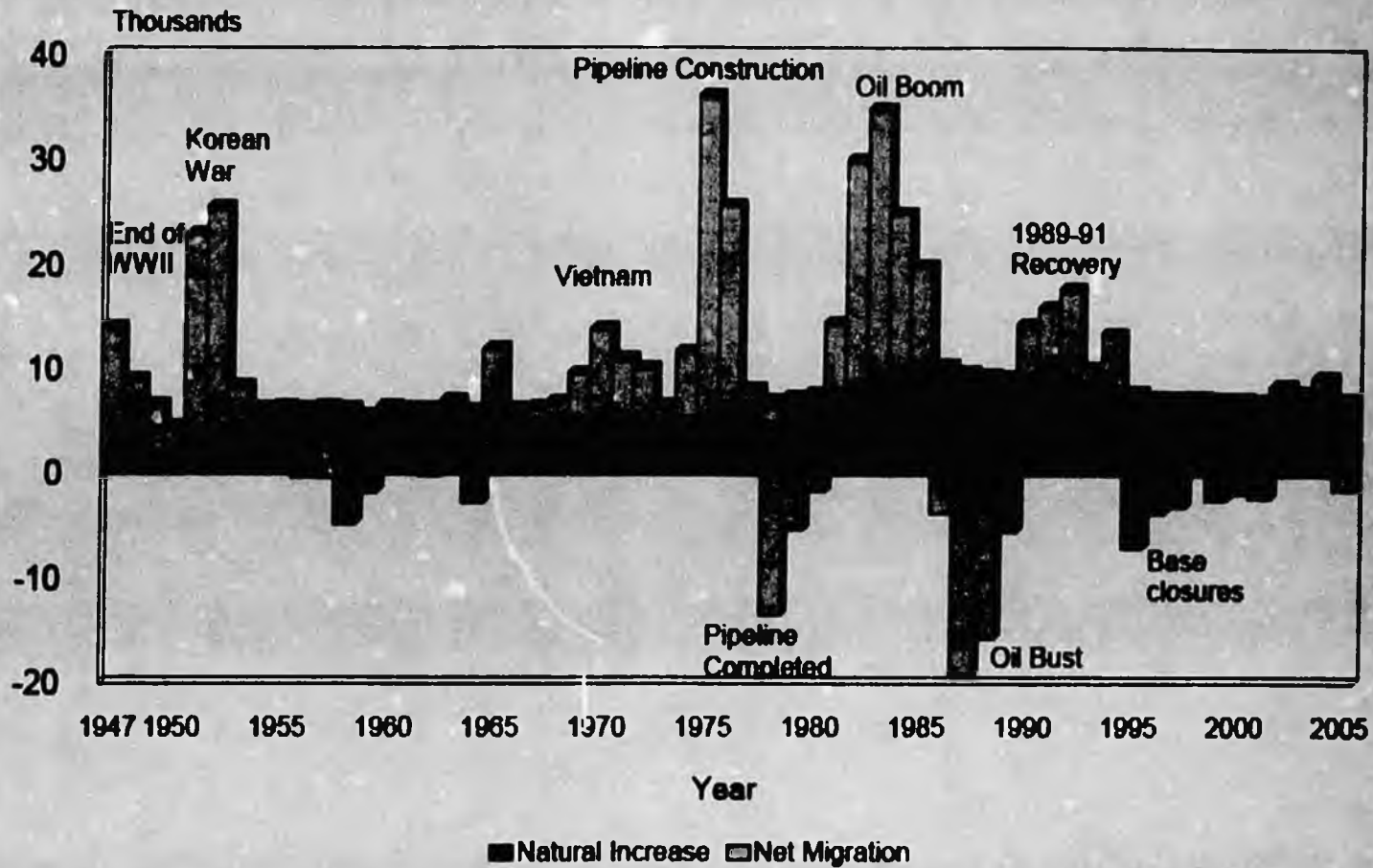
**Establishing and sustaining an effective healthcare workforce involves several components:**

- **A profile of present *population* and demographics;**
- **An estimation of the *prevalence* of illness;**
- **An analysis of the professional *occupations* available to serve the community;**
- **A picture of the *higher education* programs designed to supply well-trained professionals.**

# Population Data



# Components of Population Change for Alaska, 1947-2005



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section, Demographics Unit.

# Alaska Population Data

- By 2025, Alaska is projected to be the 45th most populous with 885 thousand people (up from 48th).
- Alaska's rate of population change, at 46.6%, ranks as the 8th largest.
- Alaska's dependency ratio—number of youth (under 20) and elderly (ages 65+) for every 100 people of working ages—could rise from 65.1 in 1995 to 80.6 in 2025.
- By 2025, non-Hispanic Whites are projected to compose 57.1% of Alaska's population, down from 73% in 1995.
- From 1995 to 2025, the non-Hispanic Asian and Pacific Islander population is projected to grow by 641.1%, an increase from 4.3% to 21.5% of the state population.
- The Hispanic population by 162.7%, over the 30 year period.
- The non-Hispanic Asian and Pacific Islander growth rate ranks 1st largest, while the Hispanic growth rate ranks 11th largest.

<b>15 WICHE States</b>	<b>% Change Pop. Ages 18-64 2000 to 2025</b>	<b>% Change Pop. Ages 65+ 2000 to 2025</b>	<b>Net People Entering or Leaving the Workforce</b>
<b>California</b>	<b>24.6</b>	<b>102.6</b>	<b>1,473,050</b>
<b>Arizona</b>	<b>68.9</b>	<b>190.5</b>	<b>861,676</b>
<b>Nevada</b>	<b>76.4</b>	<b>201.3</b>	<b>527,136</b>
<b>Washington</b>	<b>28.7</b>	<b>108.5</b>	<b>347,108</b>
<b>Utah</b>	<b>38.9</b>	<b>113.2</b>	<b>299,775</b>
<b>Oregon</b>	<b>25.3</b>	<b>83.9</b>	<b>173,927</b>
<b>Nation</b>	<b>16.5</b>	<b>81.5</b>	<b>148,799</b>
<b>Idaho</b>	<b>36.8</b>	<b>119.4</b>	<b>112,068</b>
<b>Colorado</b>	<b>17.1</b>	<b>109.0</b>	<b>21,191</b>
<b>Alaska</b>	<b>17.2</b>	<b>222.5</b>	<b>-10,384</b>
<b>South Dakota</b>	<b>-1.8</b>	<b>56.9</b>	<b>-69,531</b>
<b>Wyoming</b>	<b>-4.2</b>	<b>122.9</b>	<b>-83,936</b>
<b>North Dakota</b>	<b>-10.9</b>	<b>50.5</b>	<b>-89,836</b>
<b>Hawaii</b>	<b>6.6</b>	<b>87.3</b>	<b>-90,271</b>
<b>Montana</b>	<b>4.2</b>	<b>104.9</b>	<b>-103,902</b>
<b>New Mexico</b>	<b>3.0</b>	<b>134.4</b>	<b>-252,654</b>

Source: U.S. Bureau of the Census, Population Division; higheredinfo.org

## Total and Average Annual Domestic Net Migration for Alaska: 1990–2000 and 2000–2004

State	Total number		Average annual number	
	1990–2000	2000–2004	1990–2000	2000–2004
<b>Alaska</b>	–30,354	–2,918	–3,035	–730

Source: U.S. Census Bureau, Population Estimates Program, 2004.

## Largest Migration Inflow and Outflow: 1995 to 2000

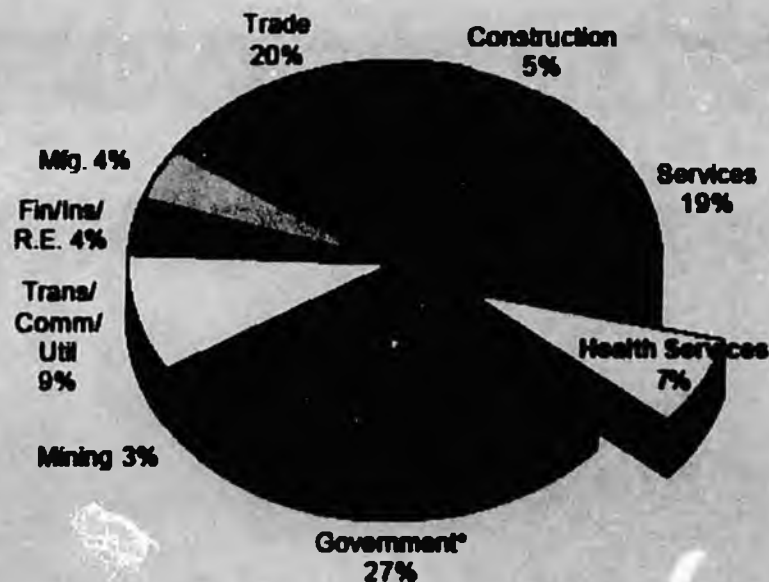
<b>Alaska</b>	<b>Largest inflow was <i>from</i>:</b>	<b>Size of inflow</b>
	California	12,518
	<b>Largest outflow was <i>to</i>:</b>	<b>Size of outflow</b>
	Washington	16,635

Source: U.S. Census Bureau, Census 2000. <http://www.census.gov/prod/2003pubs/censr-8.pdf>



# **Occupational Data and Trends**

## 2 Health Services is a Big Player In Alaska's employment picture

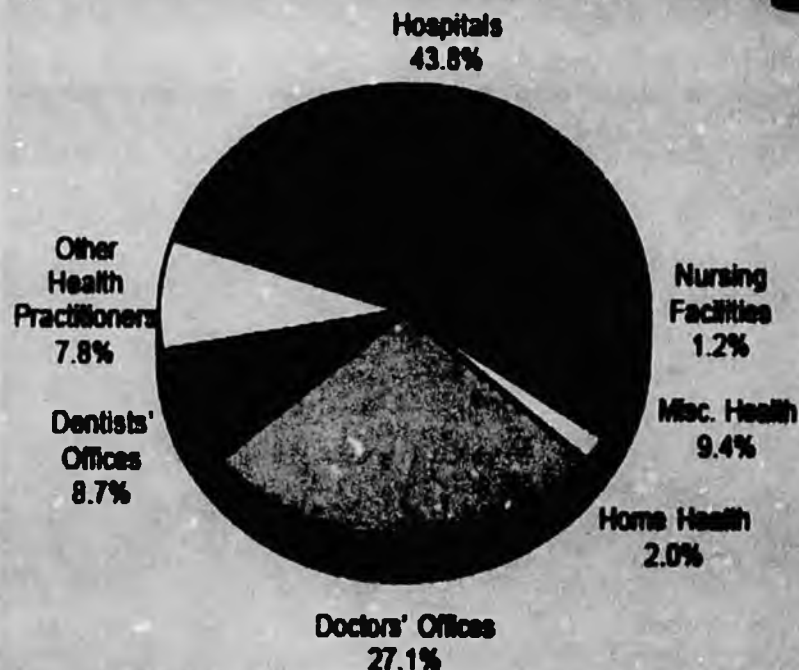


\*Public health care employment was subtracted from government and added to health services

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

## Where the Jobs Are In Alaska's health services - 2002\*

# 9



\*Average of first nine months

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

- Health services composes 7% of Alaska's Workforce.
- 70.9% of health service jobs are in hospitals and doctor's offices.
- Health services and hospital jobs earn more than the state average.

<b>Occupation</b>	<b>Employment Total (2002)</b>	<b>Projected Employment Total (2012)<sup>7</sup></b>	<b>Numeric Change</b>	<b>Growth Rate %<sup>10</sup></b>
Registered Nurses (Only some in BH)	5,004	6,670	1,666	33.3
Personal and Home Care Aides	1,488	2,109	621	41.7
Home Health Aides	1,173	1,646	473	40.3
Nursing Aides, Orderlies, and Attendants	1,704	2,148	444	26.1
Social and Human Service Assistants	1,123	1,501	378	33.7
Mental Health and Substance Abuse Social Workers	469	648	179	38.2
Pharmacists	364	541	177	48.6
Counselors, All Other	683	843	160	23.4
Healthcare Support Workers, All Other	470	614	144	30.6
Substance Abuse and Behavioral Disorder Counselors	513	645	132	25.7

	# of Times in Top 10	Ranks	Avg
Home Health Aides			
Registered Nurses (Only some in Top 10)			
Social and Human Service Assistants			
Personal and Home Care Aides	3	2,2,4	2.7
Physician Assistants	3	5,9,3	5.7
Nursing Aides, Orderlies, and Attendants	2	4,5	4.5
Mental Health and Substance Abuse Social Workers	2	6,4	5.0
Physician Assistants	2	9,3	6.0
Healthcare Support Workers, All Other	2	9,6	7.5
Licensed Practical and Licensed Vocational Nurses	2	10,5	7.5
Personal Care and Service Workers, All Other	2	7,9	8.0
Pediatricians, General	1	1	1.0
Medical and Public Health Social Workers	1	6	6.0
Clinical, Counseling, and School Psychologists	1	6	6.0
Counselors, All Other	1	8	8.0
Rehabilitation Counselors	1	9	9.0
Substance Abuse and Behavioral Disorder Counselors	1	10	10
Mental Health Counselors	1	10	10.0
Psychiatrists	1	10	10.0

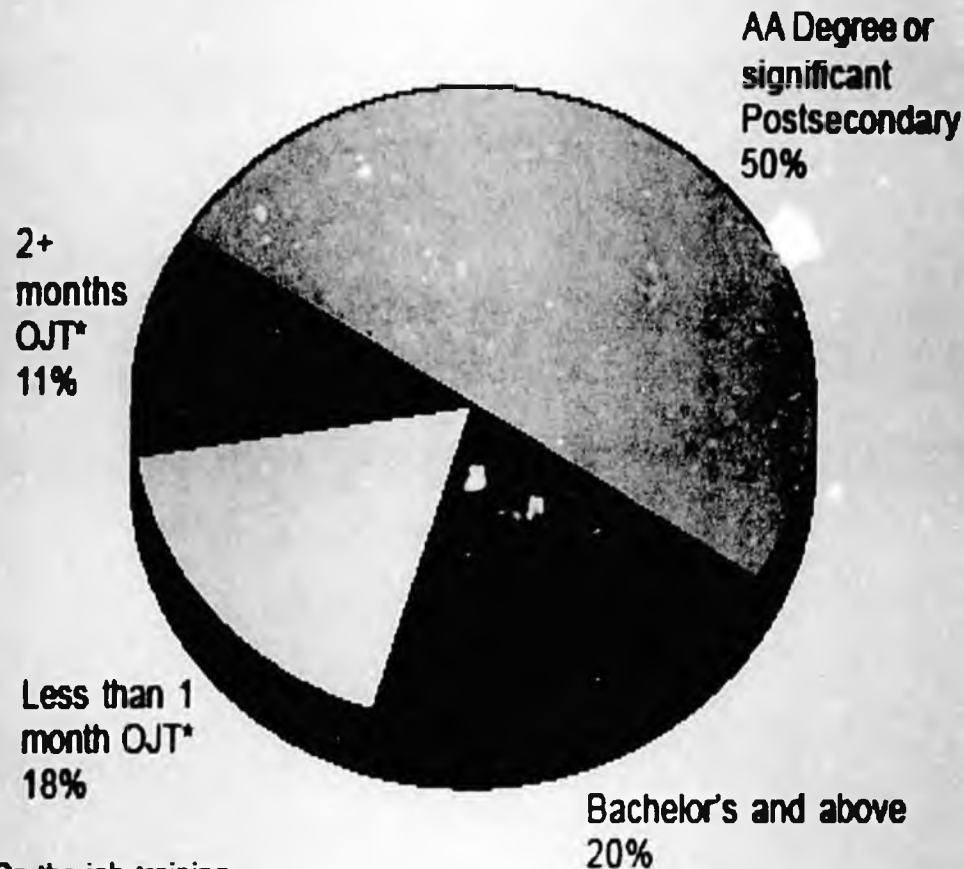
## BEHAVIORAL HEALTH VACANCY RATES - HEALTH PROFESSIONS 2005 SURVEY

<b>Behavioral Health</b>	<b>Positions</b>	<b>Vacancies</b>	<b>Vacancy Rate</b>
Village Counselor	28	10	36%
Psychologist	37	10	27%
Psychiatric Nurse Practitioner	15	4	27%
Psychiatrist	20	4	20%
Family Services Worker	7	1	14%
Mental Health Specialist	65	9	14%
Social Worker	169	24	14%
Chemical Dependency Counselor	8	1	13%
Counselor	179	21	12%
Behavioral Health Aide	65	7	11%
Human Services Worker/Personnel	104	10	10%
Psychiatric Nurse	32	3	9%
Psychiatric Technician	16	1	6%
Psychiatric Aide	101	6	6%
Residential Aide	40	2	5%
Behavioral Health Clinician	2	0	0%
Developmental Specialist	1	0	0%
Family Crisis	6	0	0%
Family Service Aide	4	0	0%
Licensed Marital & Family Therapist	1	0	0%
Social Work Assistant	1	0	0%
<b>TOTAL</b>	<b>901</b>	<b>113</b>	<b>13%</b>

# Educational Requirements for Healthcare Jobs in Alaska

## **11** Future Alaska Health Care Jobs By education level required - 2010

As the pie chart shows, 79% of healthcare jobs require an AA degree or less, but with some on-the-job training.

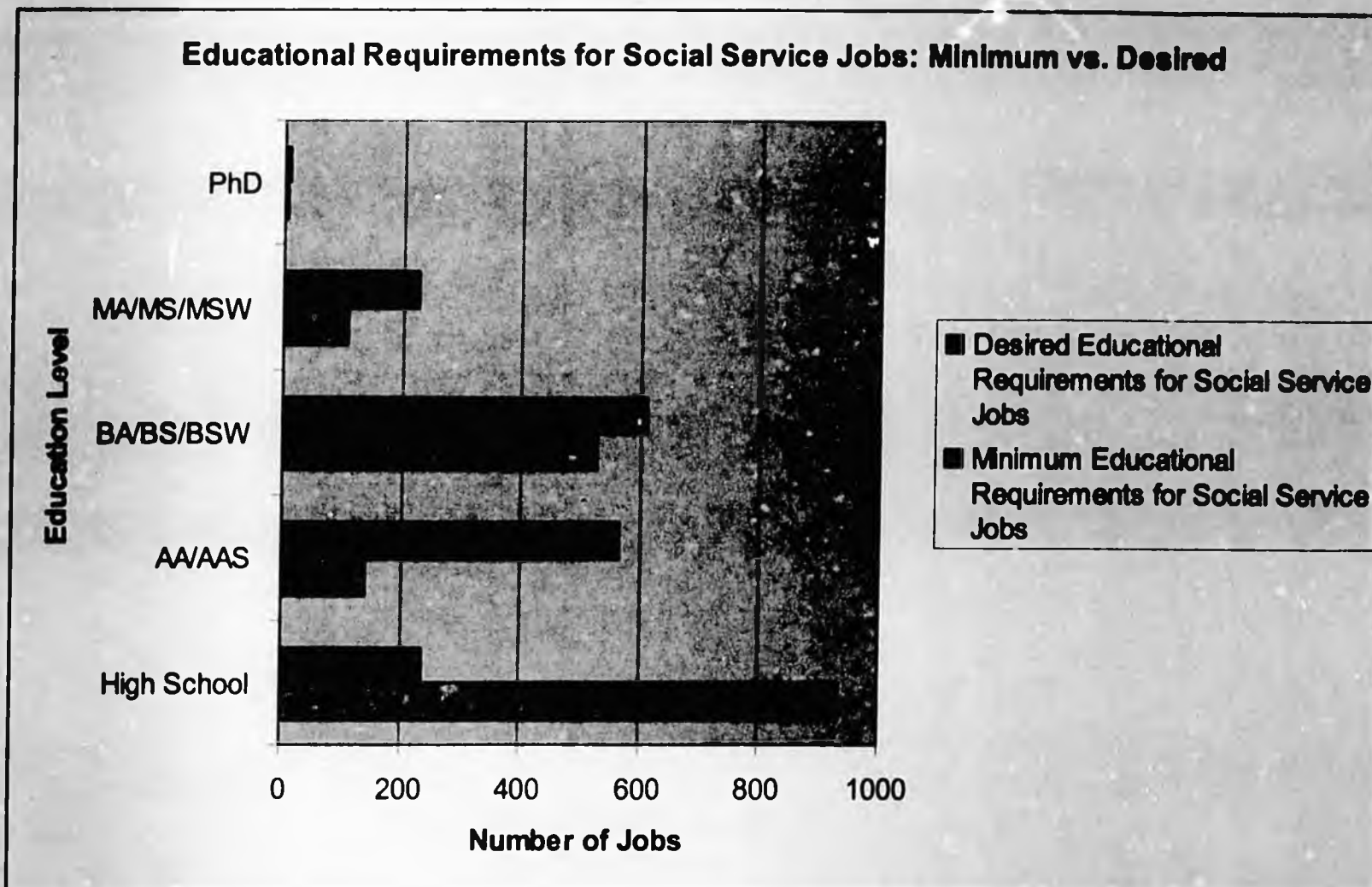


The remaining jobs require a Bachelor's degree or higher.

\*On-the-job training

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

# Educational Requirements for Social Service Jobs: Minimum vs. Desired



Source: The 2002 Social Services Job Survey (2003).

# 2002 Social Services Job Survey

Across provider agencies who participated in the study and reported on 25 different professional positions, 59.1% hire below minimum qualifications and 68% allow experience as a substitute for training.

This does not include data regarding clinical psychologists or occupational therapists, as their qualifications and related hiring are fixed.

Client Evaluator	100.0%	
SA/Paraprofessional	100.0%	
CD Counselor I	100.0%	
CD Clinical Supervisor	100.0%	
Case Manager/Coordinator	100.0%	
MR Clinical Associate	100.0%	
CD Counselor II	100.0%	
Eligibility Worker	100.0%	
Paraprofessional Counselor	100.0%	
Team Leader/Coordinator	80.0%	60.0%
Infant Learning Educator	80.0%	60.0%
Program Manager	70.0%	60.0%
Individual Support Worker	66.7%	41.7%
LPN	66.7%	66.7%
Administrator	61.1%	50.0%
RN	50.0%	50.0%
Recreation/Activity Therapist	50.0%	50.0%
Infant Learning Associate	50.0%	75.0%
Clinical Director/Supervisor	40.0%	20.0%
Vocational Specialist	33.3%	66.7%
Respite Worker	28.6%	42.9%
Licensed Clinician	12.5%	37.5%
Clinician/Therapist/Counselor	10.0%	50.0%
Clinical Psychologist	0.0%	0.0%
Occupational Therapist	0.0%	0.0%
Infant Learning Therapist	0.0%	50.0%

Source: The 2002 Social Services Job Survey (2003).

**Recruitment**  
**Retention & Turnover**  
**Data**

# SORRAS DATA

<b>Total Recruitment Strategy Cost Breakdown by Organization Type</b>				
	<b>Year 2 All Facilities</b>	<b>Year 2 Urban Facilities</b>	<b>Year 2 Rural Facilities</b>	<b>Year 1 All Facilities (Rural)</b>
<b>Regional Tribal Health Corporation</b>	\$13,160,439	\$3,645,669	\$9,514,770	\$8,238,608
<b>Non-tribal Hospital</b>	\$8,274,817	\$4,899,550	\$3,375,267	\$2,111,385
<b>Behavioral Health Providers</b>	\$1,158,832	\$559,761	\$599,071	\$595,398
<b>Community Health Center</b>	\$1,021,435	\$133,000	\$888,435	\$439,918
<b>Unaffiliated Tribal Health Orgs</b>	\$322,116	\$0	\$322,116	\$395,234
<b>Other Rural Health Providers</b>	\$181,826	\$0	\$181,826	\$270,150
<b>Total</b>	<b>\$24,119,465</b>	<b>\$9,237,980</b>	<b>\$14,881,485</b>	<b>\$12,050,693</b>

# SORRAS DATA

Total Recruitment Cost Breakdown by Strategy Type	Year 2 All Facilities	Year 2 Urban Facilities	Year 2 Rural Facilities	Year 1 All Facilities (Rural)
	Total	Total	Total	Total
Cost of locums	\$12,914,085	\$3,926,880	\$8,987,205	\$4,944,266
Staff time	\$3,997,481	\$1,247,444	\$2,750,033	\$3,604,870
Moving expenses (inc. travel)	\$2,751,820	\$1,506,500	\$1,245,320	\$792,156
Recruiting firms	\$1,434,248	\$1,060,000	\$374,248	\$588,164
Advertising	\$1,234,945	\$713,864	\$521,081	\$301,534
Training and orientation	\$837,166	\$466,077	\$371,089	\$258,134
Travel/accommodations on-site interview	\$474,705	\$205,615	\$269,090	\$240,070
Recruitment related staff travel	\$242,616	\$91,000	\$151,616	\$55,681
Other costs	\$118,000	\$8,000	\$110,000	\$1,265,818
Website management	\$91,499	\$5,000	\$86,499	NA
Membership organization	\$22,900	\$7,600	\$15,300	NA
<b>Grand Total</b>	<b>\$24,119,465</b>	<b>\$9,237,980</b>	<b>\$14,881,481</b>	<b>\$12,050,693</b>

# SORRAS DATA

<b>Recruitment Cost Compared to Y1</b>				
	<b>Y2 All Facilities</b>	<b>Y2 Urban Facilities</b>	<b>Y2 Rural Facilities</b>	<b>Y1 All Facilities (Rural)</b>
<b>Average recruitment activity costs</b>	\$304,879	\$887,837	\$212,832	\$148,172
<b>Average recruitment related staff time</b>	\$62,461	\$138,604	\$50,001	\$48,714
<b>Average number hired</b>	10.30	57.22	4.35	4.45
<b>Total number hired</b>	824	515	309	285
<b>Average number recruited</b>	13.71	72.33	6.17	4.83
<b>Total number recruited</b>	1083	651	432	338
<b>Mean average cost per hire</b>	\$34,413	\$25,004	\$36,074	\$38,018
<b>Mean average cost per recruit</b>	\$27,927	\$20,514	\$29,162	\$31,353

# SORRAS II DATA

Average Recruitment Cost Per Hire by Provider Type	Year 2 All Facilities	Year 2 Urban Facilities	Year 2 Rural Facilities	Year 1 All Facilities (Rural)
	Avg.	Avg.	Avg.	Avg.
<b>Clinical Psychologist</b>	\$374,987	\$0	\$357,379	\$34,563
<b>Physician</b>	\$126,782	\$119,307	\$135,752	\$73,739
<b>Psychiatrist</b>	\$106,117	\$65,301	\$177,546	\$237,678
<b>Pharmacist</b>	\$71,322	\$39,852	\$105,939	\$63,886
<b>Dentist</b>	\$35,542	\$33,477	\$36,001	\$27,315
<b>LCSW</b>	\$33,931	\$13,986	\$35,926	\$20,566
<b>Midlevel</b>	\$25,655	\$6,115	\$37,724	\$32,201
<b>Masters Level Therapist</b>	\$22,541	\$3,709	\$28,818	\$16,571
<b>Registered Nurse</b>	\$17,688	\$10,527	\$36,096	\$42,575
<b>Dental Hygienist</b>	\$3,225	\$947	\$7,130	\$40,572

# Cost Per Hire SORRAS I

## Cost Per Hire: Alaska Versus Continental U.S.

	<b>Rural Alaska Hospitals</b>	<b>Continental U.S.<sup>1</sup></b>	<b>All Other Rural Alaska Facilities (Clinics, Mental Health Centers)</b>	<b>Continental U.S. Clinics (Nursing and Specialty Services)<sup>1</sup></b>
Total cost*	\$1,700,245	308,314,688	\$5,406,182	\$20,944,949
Total hires	87	70,753	198	5789
<b>Cost Per Hire</b>	<b>\$19,543</b>	<b>\$4,358</b>	<b>\$27,304</b>	<b>\$3,618</b>

\*These figures excludes the cost of locums and new recruit training

<sup>1</sup> Staffing.org study

# Most Common Strategies Used to Recruit Providers

Strategy	SORRAS I		SORRAS II	
	Percentage	Rank	Percentage	Rank
Word of mouth/networking	92%	1	89%	1
Emphasize rural lifestyle	91%	2	88%	2
Introductions/spend time with staff	83%	3	83%	4
Conduct on-site visit	79%	5	81%	5
Emphasize good community	79%	6	79%	7
Positive working environment	79%	7	86%	3

# Most Effective Recruitment Strategies

Strategy	SORRAS I		SORRAS II	
	Percentage	Rank	Percentage	Rank
Websites	28%	1	18%	2
Word of mouth/networking	26%	2	18%	1
Newspaper ads	16%	3	10%	4
Emphasize quality of life	11%	4	9%	6
Financial/benefit incentives	9%	5	8%	8
Hiring temp to full-time	8%	6	9%	5

# Least Effective Recruitment Strategies

## Least Effective Recruitment Strategies

	SORRAS I		SORRAS II	
<b>Newspaper ads</b>	32%	1	18%	1
<b>Websites</b>	16%	2	14%	2
<b>Journals</b>	13%	3	9%	3
<b>Professional Recruiting Firm</b>	7%	4	4%	6
<b>Recruiting Office</b>				
<b>Financial Institution</b>				
<b>Localities</b>				
<b>Recruiting Agency</b>				
<b>Other</b>				

## **Barriers to Recruitment Overall: SORRAS I**

<u>Barrier</u>	<u>% Reporting</u>
Locating qualified candidates	71
Geographic isolation/harsh living	61
Spousal compatibility/job availability	57
Lack of urban amenities	53
Housing availability	51
Competitive salary/benefits	49

## **Factors That Would Make Recruitment Efforts More Effective**

<u>Factor</u>	<u>% Reporting</u>
Offer higher salaries	14
Easier way to identify candidates	14
Bigger recruiting budget	12
Need more candidates	12
More effective use of websites	8
Better marketing of community/facility	8