

Serving the Alaska Workforce

An Inventory of Programs and Policies

By

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March 1999

The National Conference of State Legislatures serves the legislators and staff of the nation's 50 states, its commonwealths and territories. NCSL is a bipartisan organization with three objectives:

- To improve the quality and effectiveness of state legislatures,
- To foster interstate communication and cooperation,
- To insure states a strong, cohesive voice in the federal system.

The Conference operates from offices in Denver, Colorado, and Washington, D.C.

The Alaska Human Resource Investment Council (AHRIC) was established by law in 1995 to replace three previous councils: the Alaska Job Training Council, the Governor's Council on Vocational Education, and the Employment Security Advisory Council. The AHRIC is the lead state planning and coordinating entity for federal, state, and local employment training and human resource programs. The council provides oversight for publicly funded employment education and job training programs to ensure that the services provided by these programs constitute a cost-effective and efficient system and lead to employment for Alaskans.

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Preface and Acknowledgements

This inventory of workforce development programs and school-to-career plans is a result of the project conducted by the National Conference of State Legislatures (NCSL) which was funded by the United States Department of Labor in Washington, D.C.

NCSL is a bipartisan organization that serves the legislators and staff of the nation's 50 states, its commonwealths and territories. NCSL provides research, technical assistance and opportunities for policymakers to exchange ideas on the most pressing state issues. NCSL is an effective and respected advocate for the interests of state government before Congress and federal agencies.

A special thanks is due to all those who responded to the survey and provided information to complete this inventory.

About the Author

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National Workforce Development Reform Summary

State legislatures are rethinking how young people are being prepared for their first jobs and how people already in the workforce can be retrained for different or better jobs. These reforms are being considered because of the changes and consolidations in federal vocational and job training programs.

Although millions of dollars are spent on workforce development each year, most states have no comprehensive system, nor do they have adequate ways to measure if the programs are successful. Because of this lack of accountability, taxpayers often question whether public funds are being spent effectively.

State reliance on federal mandates and complex funding formulas, differing eligibility requirements, overlapping services and turf battles among constituency groups, as well as administering agencies, create a confusing and sometimes mysterious web of programs. States need to consider building one coherent system from the many workforce preparation programs.

Many states are looking for ways to make their programs more efficient and effective by streamlining the system. Even states with low unemployment and increased jobs are examining ways to make better use of the millions of federal and state dollars allocated for training, improving skills and obtaining jobs. States are considering and implementing several reform options briefly outlined below.

Structural Options

- Develop a statewide strategic plan that includes a coordinated system of services. (Alaska, Conn., Ind., Iowa, Fla., La., Maine, Mich., Texas, Utah and Wis.)
- Establish by statute a state body to plan, oversee and evaluate all workforce development programs and serve as the state's human resource investment council (HRIC) that can oversee and manage all employment, training and related systems. (Alaska, Colo., Conn., Fla., Ill., Ind., Iowa, Mass., Md., Maine, Minn., Miss., N.J., Ore., R.I., Texas, Utah, Vt. Wash. and Wis.)
- Require legislative membership on HRIC. (Del., Mass., Md., Maine, Minn., N.J., Ore., R.I., Vt. and Wis.)
- Consolidate workforce development programs under one agency. (Ind., Iowa, Mich., Texas and Utah)
- Consider periodic legislative oversight of HRIC. (Alaska, Texas)
- Develop a performance management system with state benchmarks, outcomes and accountability or lose funding. (Alaska, Fla., Iowa, Ill., Mass., Maine, N.Y., Ore., Texas, Utah, Wash. and Wis.)
- Develop a state skill standards board that creates a statewide system of industry-defined and -recognized skill standards and credentials coordinated with national initiatives. (Texas) (Concentrate on industry-specific skill standards. (Calif., Ind., N.J., Ore., Utah, Wash. and Wis.))
- Develop an integrated case management system that allows agency staff to review relevant information about client history and program objectives without breaching confidentiality

(this may include common intake forms and databases and shared assessments). (Conn., Fla., Iowa, Minn., N.C. and Utah)

- Create a networked computer system that would improve program accountability, performance and access to data about jobs and job seekers. (Colo., Conn., Ga., Iowa, Md., Mich., Minn., Mo., Neb., N.J., N.C., Ore., Pa., Tenn., and Utah)
- Seek federal waivers and regulatory relief to coordinate and simplify federal and state funding. (Alaska, Ala., Idaho, Fla., Ind., Ky., Mich., Mo., Neb., Ohio, Ore., S.D., Tenn., Utah, Wash. and Wis.)
- Develop or expand school-to-work opportunities. (Alaska, Ala., Ariz., Calif., Colo., Conn., Fla., Ga., Hawaii, Idaho, Ind., Iowa, Ky., La., Maine, Md., Mass., Mich., Minn., Mo., Neb., Nev., N.H., N.J., N.M., N.Y., N.C., Ohio, Okla., Ore., Pa., R.I., Tenn., Texas, Utah, Vt., Wash., W.Va. and Wis.)
- Develop one-stop centers. (Alaska, Ark., Calif., Colo., Conn., Idaho, Ill., Ind., Iowa, Fla., Ky., La., Md., Mass., Maine, Mich., Minn., Mo., N.J., N.M., Nev., N.Y., N.C., Ohio, Okla., Ore., R.I., Tenn., Texas, Utah, Vt., Wash. and Wis.)
- Integrate welfare-to-work system (Fla., Mass., Mich., Utah and Wis.)

Policy Considerations

- Define workforce development and gain a common understanding of the term. (Conn., Fla., Mass., Maine, Mich., Texas, and Utah)
- Create a system that is outcome focused, adaptable, coordinated with other programs and locally controlled. (Alaska, Conn., Fla., Mass., Mich., Texas, and Utah)
- Structure programs that are responsive to the needs of the clients, employers and incumbent workers. (Conn., Fla., Mass., Maine, and Wis.)
- Consider the needs of rural and urban workers. (Alaska, Iowa, Fla.)

Local Connections

- Create local or regional workforce development boards. These boards would plan and oversee the delivery of all training and services programs and evaluate all policies and programs. Funds could be block grants to the local workforce development boards. (Colo., Conn., Fla., Mass., Mich., N.C., Texas and Utah)
- Increase involvement from businesses about occupational needs. (Alaska, Calif., Conn., Fla., Mass., Maine, N.J., Ohio, Texas and Utah)
- Create business incentives for training employees or students involved in school-to-work. (Ala., Colo., Conn., Ga., Hawaii, Ill., Iowa, Miss., Ohio, R.I. and Va.)
- Create partnerships among education, training and business. (Alaska, Colo., Conn., Mich. and Wis.)
- Develop curriculum and credit transfers between high schools, colleges and technical institutions. (Fla., N.Y., Texas and Wis.)
- Market and advertise available education and training services. (Fla., Maine, Mich. and Texas)

Many states have followed the federal lead in creating categorical programs, which, in turn, has contributed to the complicated array of separate services. Because a number of agencies share workforce development responsibilities, it is difficult to shape a comprehensive system without legislative involvement.

State legislatures need to analyze the strengths and weaknesses of the current structure and consider what changes will best address the needs of the employers and workers in order to create a comprehensive workforce development system that can lead the states into the 21st Century.

Background and Introduction

In 1998, the Alaska Senate Finance Sub-Committee on Human Resources reviewed all programs considered part of the state's human resource (workforce) investment system. The review focused on performance-based operation, budgeting and accountability of programs. This review resulted in legislation amending the Alaska Human Resource Investment Council's (AHRIC) enabling legislation, AS 44.19.620. This new legislation called for the centralization of client data for an annual system and program evaluation, established core performance and accountability measures, increased the influence of business and industry on the council, gave the AHRIC more authority to recommend program improvements and to implement the new Workforce Investment Act.

AS 44.19.626(g) requires the Alaska Human Resource Investment Council to perform an assessment of 21 state operated job-training programs not currently under AHRIC oversight.* Legislators wanted to know their accountability mechanisms, their funding sources, their customers, their annual performance, their relationship to programs currently under AHRIC's oversight, and other comparable issues.

In the fall of 1998, the Legislature commissioned the National Conference of State Legislatures (NCSL) to provide an inventory of all state workforce development programs. Rather than writing overlapping program inventories, the AHRIC, the NCSL and legislative leadership agreed it would be more efficient and cost effective if the AHRIC and the NCSL joined efforts and included the above-mentioned 21 programs in a system-wide assessment.

Program managers were asked to provide information about each program's mission, uniqueness, statutory authority, sources of funding, oversight, training delivery methods, class size, costs for administration, number of customers served, relationship to other programs, performance measures, anticipated changes and recommendations for improvements. The statistics are based on the most recently completed program year, July 1, 1997 through June 30, 1998.

Before change can occur, accurate and complete information about all programs within the system must be available. Too often, program information is provided on an as-needed basis in formats unique to each program. This inventory is an important first step toward an understanding of 39 individual programs and how they fit into the Alaska Workforce Development System.

Alaska Workforce Investment System

Alaska's human resource (workforce) investment system begins with the core federal employment education and job training programs developed by Congress and administered by state agencies. These programs are authorized under several federal acts: Job Training Partnership Act (JTPA), Wagner-Peyser Act, Adult Basic Education Act, Vocational Rehabilitation Act, Carl D. Perkins Vocational Education and Applied Technology Act, School to Work Opportunities Act, Temporary Assistance for Needy Families Act (TANF) and the

* Programs listed in Appendix A

Social Security Act-Title IV-F Food Stamp Act. State laws include those covering adult education and child care. Total federal funding to Alaska in Fiscal Year 1998 for these programs was approximately \$44 million. State funds contributed to the system in Fiscal Year 1998 were approximately \$12 million. The combined total of public funds is approximately \$56 million. This is reduced from the previous year primarily due to welfare reform, and changes in TANF funding.

In addition, thirteen Alaska Native grantees operate federal workforce development programs (JTPA & TANF) for Alaska's Native people in their respective regions under separate federal titles. These programs are not included in this report because Alaska's Native grantees have a direct relationship with the federal government and those public funds do not pass through the state treasury. However, these programs do cooperate and collaborate with the programs operated by the state.

Workforce Reform Initiatives

There are five major workforce reform initiatives currently underway in Alaska: Welfare Reform, One-Stop Career Centers through the Alaska Job Center Network, School-to-Work, implementation of new state legislation (SB 334) and preparations for implementing the new federal Workforce Investment Act. Each of these initiatives improves Alaska's workforce investment system by increasing collaboration between agencies, service providers and the private sector. It also reduces duplication, and co-locates services and information to better serve customers. Any analysis of Alaska's job training and employment support services should include mention of these reform initiatives, which are intended to improve service delivery and long-term performance.

Administration

Four state departments serve as the administrators of federal workforce development programs in Alaska. The Alaska Department of Community & Regional Affairs (DCRA), Division of Community and Rural Development (DCRD) administers the Job Training Partnership Act programs, which include Title II adult and youth job training, Title III services for Dislocated Workers and the State Training and Employment Program (STEP). Delivery of services is made through three Service Delivery Areas. The program administration is housed in the DCRA-DCRD Job Training Partnership Offices. DCRA-DCRD also administers the US Department of Labor's (USDOL) One-Stop Career Centers implementation grant responsible for the creation of Alaska Job Centers.

The Alaska Department of Labor (ADOL), Employment Security Division (ESD), administers and delivers Wagner-Peyser Employment Services, along with the Trade Adjustment Act, the North American Free Trade Agreement worker services and JTPA Title V Veterans services through sixteen offices statewide. ADOL also provides Labor Market Information and career information to a variety of customers.

The Alaska Department of Education (ADOE) administers grants to local education agencies, postsecondary institutions and community based organizations, for Carl D. Perkins Vocational and Technical Education initiatives, Adult Basic Education services, and School-to-Work partnerships. The Alaska Vocational Technical Education Center in Seward is the primary

postsecondary institution dedicated to vocational and technical learning in the state. The ADOE also administers Vocational Rehabilitation services for clients.

The Alaska Department of Health and Social Services, Division of Public Assistance, administers the Temporary Assistance for Needy Families Block Grant and the Alaska Temporary Assistance Program (welfare cash assistance and employment services), the Food Stamp Program and services available under the Social Security Act, Title IV-F.

Program Services

The above programs provide services for adults and youth, persons preparing for employment, incumbent (current) workers and workers in transition. Among the services provided are job training, job matching and employment services, access to labor market and occupation information, basic education including literacy and life skills training, vocational and technical education, welfare to work services and cash assistance, and support services such as child care, medical care and transportation.

In addition, the State of Alaska provides basic education and vocational-technical skill development through lifelong learning opportunities. They are offered through Alaska's public elementary and secondary schools, two postsecondary vocational and technical schools, the seventeen campuses of the University of Alaska, the Alaska Job Corps Center and private institutions sanctioned by the Alaska Commission on Postsecondary Education. The USDOL Bureau of Apprenticeship and Training's Anchorage office assists the state with technical assistance and monitoring of registered apprenticeship programs and apprenticeship training providers.

Findings

- The twenty-one programs listed in AS 44.19.626(g) served approximately 130,000 Alaskans at an annual investment by the state and federal government of \$26 million. A percentage of program funds came through inter-agency agreements, local contributions, student tuition, and the State Training & Employment Program (STEP). The number of persons served is high due to some duplication of customer contact with the services, and the universal services provided for 90,000 customers by DOL Employment Services (ES).
- General Information
Each of the twenty-one programs targets specific customers for occupational education and customized training. The majority of training is provided to groups of over fifteen, and most programs hold administrative costs below 15% of program funds. Most programs have existing performance measures, and the rest are in the process of developing them. All programs are held accountable by an identified internal or external policy board, and most boards were established by the Alaska Legislature.
- Programs under AHRIC Oversight
Three of the twenty-one programs listed in AS 44.19.626(g) fall under direct AHRIC oversight by nature of their funding source and AHRIC legislation: DOL Employment Services (ES); and DCRA Electrical Clerk and Power Plant Operator training programs, which are funded by STEP. The AHRIC already performs an annual assessment of these programs.
- AHRIC and State Board of Education Oversight
The State Board of Education provides oversight for the Vocational Rehabilitation program(s), and DOE receives guidance from the Governor's Committee on Employment and Rehabilitation of People with Disabilities, as required by federal law. The AHRIC provides indirect oversight by coordinating Vocational Rehabilitation services with all workforce investment programs, and assists with integrating and co-locating VR services through the Alaska Job Center Network.
- Programs that Train Public Employees
All of the twenty-one programs except three, DOC Inmate Services, DOC Prison Industries Program, and DOE Vocational Rehabilitation, serve public employees. This represents a significant state effort for on-the-job training and upgrading the skills of state and local public employees. Programs provide continuing education for public health & safety, infrastructure such as transportation and utilities, training to meet new requirements, and to improve government operations. Training is provided within state departments or by training partners such as the University of Alaska, Alaska Vocational Technical Center, Kotzebue Technical Center, community-based organizations, proprietary schools or private contractors.
- The following programs do not fall under the mission of the AHRIC: APDI, COA, FOC, RMW, SOCT, TP, STTA, VPSO, FT, FST, EIT, NHI, LTA, NLTA, BTE.* In general, they

* See Appendix B: Acronyms

do not provide services to Alaskans looking for work and do not assist employers looking for qualified workers. These programs are special in nature and have an oversight board. They have adopted accountability and performance measures or are developing them. More oversight by an outside group may lead to micro-management, undue interference, and increased costs of time and money for all involved.

- Two programs would benefit from connecting activities between their existing oversight bodies and the AHRIC: DOC Inmate Educational and Vocational Training Program and the Correctional Industries Program. Correctional institutions house large populations who need effective employment and job training that leads to gainful employment after their release. Inmate customers receive basic education, life skills, vocational and technical education, career information, and on-the-job training. Data shows that unemployment is high among offenders at the time of arrest, and even higher after leaving a correctional institution. The majority of inmates released and employed are earning below the poverty level. Increasing the success of this population, among other human and economic benefits, could reduce recidivism and reduce the overall cost of public support.

Alaska One Stop Career Center Initiative

Alaska Job Center Network (AJCN)

What is the purpose or mission of the programs(s)?

The AJCN's mission is to promote the development, collaboration and effectiveness of the local Job Centers. All the agencies providing job placement, job training and human services are being brought together in "one-stop" locations and linked electronically; with an eye to increasing cost effectiveness and improving customer satisfaction - both for job seekers and employers.

Please provide a brief program description.

The Alaska Job Center Network is Alaska's "One Stop" Career Center initiative, funded by a grant from the US Dept. of Labor. It is an interdepartmental project guided by a Steering Committee of Division Directors, Private Industry Council staff and Chaired by the Executive Director of the Alaska Human Resource Investment Council. As an initiative, the AJCN does not have programs under its direction. Rather its role is to facilitate communication between the partner agencies.

The AJCN has just begun its third year of a three-year project. By July of this year, we will have collocated eight full service local Job Centers across the state, as well as approximately a dozen "satellite" Job Centers where some, but not all of the services will be available. We have installed a computer network, with standardized software, as an expansion of the state's WAN. The work of integrating these programs is done by interagency committees. The AJCN staffs and facilitates where necessary, these various interdepartmental committees including: the Technical Group (DP staff), a Performance Measures Committee, a Training Committee, a Marketing Committee and a Cost Allocation Committee.

This federal initiative is based on these four core values:

- Universality of Service
- Customer Choice
- Integration of Programs
- Performance Measurement

Who are your program customers and how many do you serve?

Since our role is to facilitate the work of others; the 500 staff who work for the various government agencies and nonprofits are our customers.

Please provide a brief description of training class setting and average class size.

N/A.

What geographic areas do your programs serve?

The entire state of Alaska.

What services are offered by this program?

We do not provide services in this sense.

Who provides these services?

The local Job Center staff who are our customers, work for state, municipal or nonprofit agencies and deliver their services through the network of local Job Centers we are developing.

The AJCN office consists of two professional staff and two senior volunteers. We additionally contract for consulting, training and other professional services.

At what level are decisions on services made?

Federal: Grant guidelines, based on the four values above.

State: Policy decisions that affect the entire state, made by the Steering Committee.

Local: Decisions of how to allocate resources to serve the community are all made at the local level. Workgroups in each community have come together in order to decide how to improve customer service (in employment related services) and how to use these Federal funds to do so. This initiative has as a premise that the best decisions for a community will be made in that community.

What are the program outcomes and/or performance measures?

We are currently developing customer satisfaction measurement tools to be used in Job Centers for both Job Seekers and Employers. These should be implemented in early 1999. We are also facilitating the development of cross-departmental performance measures through the Performance Measures Committee.

The AJCN is also currently drafting a set of Standards for Job Centers in Alaska, to be implemented no later than December 1999, which will establish minimum standards which must be maintained by Job Centers.

Please report program performances for Program Years 1998 and 1997.

In 1997 and 1998, we opened 5 local Job Centers including: Ketchikan Job Center, Juneau Job Center, Yukon - Kuskokwim (Bethel) Job Center, Eagle River Job Center, Mat-Su Job Center, and (Kenai) Peninsula Job Center.

How is program oversight provided (include a brief description)?

The AJCN is guided by a Steering Committee made up of the Division Directors of Alaska Employment Security (DOL), Community and Rural Development (DCRA), Vocational Rehabilitation (DOE), and Public Assistance (DHSS); the Private Industry Council Directors and is Chaired by the Executive Director of the Alaska Human Resource Investment Council. They meet monthly by teleconference and quarterly hold a statewide video conference that is widely noticed. The Project Manager reports to the Steering Committee.

Do you anticipate any significant program changes in the new fiscal year?

Funding for this initiative will end in December of 1999.

What are the program priorities for PY 1999?

Completion of two Anchorage Job Centers (one in Muldoon and one in Downtown), a Fairbanks Job Center, and approximately twelve satellite Job Centers in Alaska's smaller communities and the neighborhoods of Anchorage, our largest city.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

The original One Stop grants were pilots not under statute, but have been codified this year as portions of the Workforce Investment Act of 1998, Public Law 105-220-August 7, 1998

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: One Stop Planning and Implementation Grant

Amount: Approximately \$1.7 million (our grant runs January to December)

What percentage of this funding is used for program administration?

If "program administration" in this context, means our staff and office, the answer is less than 10 percent. The lion's share of the funds are for computer equipment and installation, with additional funds supporting the work of the interdepartmental committees and working groups including facilitation, training and travel.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

The AJCN is by definition, an interagency initiative that promotes interagency ventures. Within the AJCN itself we currently also have eight interagency committees (though as a matter of policy, most are ad hoc and disappear once they have fulfilled their mission), eight interagency Workgroups (the management teams creating and managing local Job Centers), and to date, three Local Advisory Committees (private sector advisory groups working with local Workgroups). We also work very closely with many other related efforts such as the AHRIC, the WorkStar Board, Anchorage United Way, Rural Partnerships, School to Work, University of Alaska, local Community Colleges, state and local Chamber of Commences, ARDORS, the Small Business Development Center, the AFL-CIO and its affiliates, tribal organizations, and tangential state programs such as Child Support Enforcement, Alaska Housing, Headstart, Veterans programs, Maternal Child Health etc.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department

When we become aware of another related program or initiative, we combine them into our efforts.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

I think that the AHRIC is on the right track and that the passage of the WIA has given us a template and a timetable to use. We need the continuing commitment of the members from the private sector to assist, and we need the full engagement of the Administration in order to succeed.

Department of Administration

Alaska Professional Development Institute

What is the purpose or mission of the program?

To assist our customers in achieving their important goals and objectives by providing quality and cost-effective training and organizational design and development (ODD) services.

Please provide a brief program description

The APDI is a program within the Division of Personnel, Department of Administration. APDI provides training to improve performance in an employee's current position, as well as training towards advancement as deemed appropriate by the agency. Training is offered in program categories as noted in #1 above. Classes are conducted by in-house trainers and private training vendors, contracted with APDI through the state procurement process. Training sessions are pre-scheduled, open enrollment classes; sessions are also conducted as dedicated, customized classes at agency request. Training is regularly scheduled in Juneau, Anchorage, and Fairbanks; training is also frequently scheduled in regional hubs. Sessions may be conducted anywhere in Alaska where there is a need and a sufficient number of participants. ODD services are provided to agencies seeking organizational change, streamlining operations, improving customer services, and increasing program effectiveness and efficiency.

Who are your program customers and how many do you serve?

The APDI market is primarily State of Alaska agencies and their political subdivisions, also municipalities, federal agencies, Native organizations, and non-profit organizations. To date in FY99, the APDI has served over 3145 students/employees. This number represents students in "open enrollment" courses only. However, 45-65% of business comes from clients who contract with APDI to offer dedicated and/or customized classes just for their agencies. They get courses customized to their specific needs, when and where they want them. And they get a price discount, which makes their dollars stretch farther. Since courses are tracked by agency and not by individual head count, a figure on this amount is not available, but could probably be arrived at by doubling the open enrollment headcount for an overall total number. Finally, state agencies have the opportunity to simply rent either one of our two computer labs (one in Juneau, one in Anchorage) at a non-profit price and conduct their own in-house training. This type of computer training is becoming more common as agencies look for ways to computer-educate their staff.

Please provide a brief description of training class setting and average class size.

Training and ODD services are held in no-charge meeting sites, typically in the APDI classrooms and computer labs in Juneau and Anchorage. Class size may range from 6 to 100+; however a typical class size is 8-16 participants, providing maximum interaction and learning potential.

What geographic areas do your programs serve?

Training is regularly scheduled in Juneau, Anchorage, and Fairbanks; training is also frequently scheduled in regional hubs. Sessions may be conducted anywhere in Alaska where there is a need and a sufficient number of participants; APDI has conducted non-profit sessions in St. Paul, Barrow, Nome, etc.

What services are offered by this program? (For example: Intake? Referral? Training? Job seeking? Basic Education? Others?) Please be specific.

Training in:
Supervision & Management
Personnel Management
Employee Development
Communications
Job-related Technical
Computer Skills, and
Organizational Design and Development Services

Who provides these services? (For example: Agencies themselves? Subcontractors? Referrals? Others?)

Classes are conducted by in-house trainers: two APDI staff members as well as numerous employees in a variety of agencies who train proprietary sessions as part of their job responsibilities. APDI also provides classes conducted by private training vendors, contracted with APDI through the state procurement process.

At what level are decisions on services made? Please explain.

Decisions are made at the State level, through requests, surveys, needs of agencies.

What are the program outcomes and/or performance measures?

Program Evaluations are conducted at the end of each training/ODD session to assess value of training. Further, an in-depth analytical, statistical survey was conducted by APDI in October, 1998 which indicated statistically significant favorable program outcomes and measurements.

Please report program performances for Program Years 1998 and 1997.

The owners of this survey may wish to contact individual agencies to assess agencies own goals/objectives—and the extent to which APDI services has helped them reach their goals/objectives. Regarding the APDI October 1998 survey noted above, program outcome evaluations were identified in surveys with supervisors, managers, supervisors of supervisors, agency human resource managers, and Department of Administration Commissioner's Office. Indices included work motivation, role ambiguity, utilizing abilities, responsibility on the job, sense of achievement. Implications were drawn regarding transfer of training. Statistically

significant results were found to confirm the value and relevancy of APDI training and ODD services as it relates to improved performance of agency employees taking APDI courses.

How is program oversight provided (include a brief description)? For example, does a board or council provide oversight; if so, what is the name of board/council and how do they report?

As a state entity located within the Division of Personnel and Dept of Administration, the APDI must adhere to the same state policies, procedures, and protocols. Audit controls within the Division and Department oversee APDI operations.

Do you anticipate any significant program changes in the new fiscal year?

As state agencies labor to respond to shrinking funds, the APDI will more aggressively market its ODD services to agencies seeking organizational change, streamlining operations, improving customer services, and increasing program effectiveness and efficiency.

What are the program priorities for PY 1999?

- (A) The APDI will continue to market its ODD services to agencies seeking organizational change, streamlining operations, improving customer services, and increasing program effectiveness and efficiency.
- (B) The APDI will continue to build in-house expertise in best practices in managing human resources and organizational change. This expertise will in turn be shared with agencies through training, facilitating agency strategy sessions and focus groups, providing options and information, providing budget analyses and statistical implications regarding proposed changes, providing labor relations expertise and union contractual considerations related to proposed changes, etc.

Has your program requested or received waivers to either federal or state regulations? If so, please describe.

No.

What is the legal citation creating your program? Please list either state and federal laws, as applicable. (For example, Job Training Partnership Program Title IV-A, Public Law 97-300, Section 402, U.S. Department of Labor).

Alaska Statute Title 39, Sec. 39.25.050:

“The director of personnel shall...(3) develop, in cooperation with appointing authorities and others, programs for the improvement of employee effectiveness and morale; [and]...(7b)...may contract with municipalities, private organizations, and other persons to provide personnel research or personnel training sessions for them and charge a fee for doing so.”

What are the program funding source(s) and amount of program funding for the current fiscal year?

Non-State (federal, local, etc.)
Source: Program Receipts
Amount: \$38.1 authorized for FY99

State
Source: Interagency Receipts
Amount: \$327.3 authorized for FY99

What percentage of this funding is used for program administration?

Approximately 37% in FY99

Are matching funds are required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures? Please list examples of such cooperation.

The APDI frequently networks and forms partnerships with University of Alaska, Alaska Municipal League, municipalities (Anchorage, Ketchikan, etc.) and boroughs (North Slope, etc.) Most importantly, the APDI forms partnerships with state agencies to assist them in meeting their goals.

Are you aware of any other programs/initiatives that deal with job training issues and programs similar to those handled by your agency/department. If so, please list a contact person and phone number.

No. The APDI is the only non-profit, self-supporting state entity (charged by state statute) to provide training and ODD services to improve the productivity of state employees.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

APDI expertise will be shared with agencies seeking organizational change, streamlining operations, improving customer services, and increasing program effectiveness and efficiency. Specific APDI services include dedicated training designed for a high ROI for agency training dollars. ODD services include facilitating agency strategy sessions and focus groups, providing options and information, providing budget analyses and statistical implications regarding proposed changes, providing labor relations expertise and union contractual considerations related to proposed changes, etc.

APDI seeks opportunities to partner with other entities in providing cost-effective services that promote best practices for agencies seeking organizational change, improved service delivery and customer service, and flexible organizational design.

Department of Community and Regional Affairs

Title II Programs, Job Training Partnership Act

What is the purpose or mission of the programs(s)?

To provide job training and supportive services to economically disadvantaged adults and youth.

Please provide a brief program description.

Economically disadvantaged individuals determined eligible for program services are provided training and other services to assist them in securing employment.

Who are your program customers and how many do you serve?

Economically disadvantaged youth, adults, and older workers.

Please provide a brief description of training class setting and average class size.

None are provided directly by this office. At the local level, this can vary from on-the-job training, to individualized training, to small classroom settings, to courses at universities and other training institutions.

What geographic areas do your programs serve?

All of Alaska.

What services are offered by this program?

Intake, referral, training, job seeking and basic education.

Who provides these services?

Services are provided by the three JTPA Alaska Service Delivery Areas and their subcontractors.

At what level are decisions on services made?

Local level.

Individual SDAs receive guidance from the local Private Industry Council who guides them on services for population groups and areas of emphasis.

What are the program outcomes and/or performance measures?

- (1) Adult entered employment rate at 13 weeks following termination;
- (2) adult wage at employment;
- (3) welfare entered employment rate at 13 weeks following termination;
- (4) welfare wage at employment;
- (5) youth employability enhancement;
- (6) youth entered employment rate at termination.

Please report program performances for Program Years 1998 and 1997.

JTPA Title II Program	PY96 (FY 97)	PY97 (FY 98)	TO DATE PY 98 (FY 99)
Adult Employment Rate at 13 Weeks	53.6 %	63.7 %	64.0 %
Average Weekly Earnings	\$ 469.52	\$ 463.18	\$ 473.00
Welfare Employment Rate at 13 Weeks	64.50 %	60.60 %	61.00 %
Average Welfare Weekly Earnings	\$ 405.06	\$ 385.95	\$ 412.00
Youth Entered Employment Rate	43.50 %	38.90 %	46.00 %
Youth Employability Enhancement Rate	36.40 %	36.90 %	53.00 %

How is program oversight provided (include a brief description)?

The Alaska Human Resource Investment Council provides broad policy guidance and agencies report on activities to the AHRIC. The Job Training Partnership Office monitors grantees through site visits on an annual basis and through desk review of periodic financial and performance reports. Technical assistance is provided through day to day monitoring and contact with SDA staff.

Do you anticipate any significant program changes in the new fiscal year?

No. We expect the phase out of the JTPA program and the start-up of the Workforce Investment Act for implementation by June 30, 2000.

What are the program priorities for PY 1999?

Begin preparations for development of Workforce Investment Act systems and procedures; begin preparations for the transition of JTPA program activities to the new WIA structure; continue monitoring Service Delivery Area activities and providing technical assistance to the same, purchase and install a new Management Information System.

Has your program requested or received waivers to either federal or state regulations?

Approved Waivers:

The allowance of stand-alone work experience, job search assistance, job search skills training, or job club for all adults and youth, in instances when an individual service strategy substantiates its use as appropriate.

The allowance of on-the-job training (OJT) for youth may be 70 percent of the average adult wage, or the state's minimum wage, whichever is higher.

The reduction of cost categories for the JTPA program to two: program and administration.

Include the exclusion of Social Security Disability Income (SSDI) under the definition of 'family income.'

Exclude up to 50 percent of Social Security and Old Age Survivors' Insurance benefit payments from the definition of 'family income' when it comes to income eligibility requirements for JTPA programs.

Provide support services to 14 and 15-year-old youth who are not attending school full time because of expulsion, suspension, or truancy.

Allow Service Delivery Areas (SDA) to begin summer programs before the school year ends.

Provide On-the-Job Training (OJT) for periods in excess of six months.

Allow limited training as post-termination service, for up to one year, for youth and all adults (Title II and Title III).

Permit limited internships for youth (Title II) and adults (Title III) with private for-profit employers.

Permit biennial (instead of annual) State monitoring of higher tier subrecipient procurement systems and financial systems.

Eliminate the negative impact of terminations for illness or death.

Eliminate the JTPA small purchase threshold of \$25,000 for individual referral training, provided that the State abides by the federal threshold of \$100,000 set at 41 USC,403(11).

Permit a one time, one-year only allowance to purchase and install a new Management Information System (MIS).

What is the legal citation creating your program?

Title II of the Job Training Partnership Act, Public Law 97-300.

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: JTPA

Amount: JTPA Title II A and C combined: \$4,053,665

Title IIB estimate for June: \$3,208,610

What percentage of this funding is used for program administration?

The amount of funds available for state and local administration varies between 5 percent and 20 percent depending upon the specific Title II program.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

The School to Work program by coordinating on the development of a Business Education Compact trial project. The One-Stop AJCN by serving on committees for system development.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

Various Native organizations throughout the state receive and administer JTPA funds directly from the federal government.

The Employment Service, Leroy Davis, 465-5934

Vocational Education, DOE, Sue Ethellgah, 465-8729

School to Work, DOE, Sally Saddler, 465-8726

Alaska Commission on Aging, DOA, Susan Doerflinger, 465-4874

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

No answer.

Title III Programs, Job Training Partnership Act

What is the purpose or mission of the programs(s)?

Facilitate the return of workers to employment when there is layoff, plant closure, economic downturn, or natural disaster.

Please provide a brief program description.

Workers dislocated from their employment are provided information regarding unemployment insurance, resume preparation, interviewing skills, job training and other specific programs. Also assist small communities develop this coordinated response to plant closures.

Who are your program customers and how many do you serve?

Customers are dislocated workers and small communities. We serve from 3,000 to 8,000 dislocated workers per year. Last year we served about 70 communities.

Please provide a brief description of training class setting and average class size.

N/A.

What geographic areas do your programs serve?

All areas in Alaska.

What services are offered by this program?

All of the above. In addition, the state provides Rapid Response/Career Transition Centers.

Who provides these services?

Employees in Alaska Department of Community and Regional Affairs (SDAs), Service Delivery Areas (grantees).

At what level are decisions on services made?

On the state and local levels. The DCRA provides services at the state level. The SDAs deliver services at the local level.

What are the program outcomes and/or performance measures?

Entered employment rate; and wage at placement.

Please report program performances for Program Years 1998 and 1997.

	<i>PY96</i> <i>(FY97)</i>	<i>PY97</i> <i>(FY98)</i>	<i>To date PY98</i> <i>(FY99)</i>
<i>Entered Employment Rate</i>	<i>76.3 %</i>	<i>73.1 %</i>	<i>76.9 %</i>
<i>Average hourly wage at termination from program</i>	<i>\$14.54</i>	<i>\$13.87</i>	<i>\$12.64</i>

How is program oversight provided (include a brief description)?

Only at the highest policy level – Alaska Human Resource Investment Council.

Do you anticipate any significant program changes in the new fiscal year?

No program changes anticipated for next year.

What are the program priorities for PY 1999?

Providing services to dislocated workers as needs are identified. Promoting peer network and enhancing Rapid Response services.

Has your program requested or received waivers to either federal or state regulations?

Approved Waivers:

The allowance of the State to expend Title III funds in the year of allotment plus two following years, provided that it meets the 80 percent expenditure requirement in the year of allotment.

Allow individualized assessment without penalty during basic readjustment enrollment for potential Title III retraining.

Allow limited training as post-termination service, for up to one year, for youth and all adults (Title II and Title III).

Permit limited internships for youth (Title II) and adults (Title III) with private for-profit employers.

Permit biennial (instead of annual) State monitoring of higher tier subrecipient procurement systems and financial systems.

Eliminate the negative impact of terminations for illness or death.

Eliminate the JTPA small purchase threshold of \$25,000 for individual referral training, provided that the State abides by the federal threshold of \$100,000 set at 41 USC,403(11).

Permit a one time, one-year only allowance to purchase and install a new Management Information System (MIS).

What is the legal citation creating your program?

Job Training Partnership Act, Title III, Public Law 102-367, Section 301-326, U.S. Department of Labor.

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: JTPA Title III

Amount: \$5,569,805

What percentage of this funding is used for program administration?

15 percent.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

- Ketchikan Career Transition Center public private partnership.
- Rural Governance Steering Committee.
- Lake and Peninsula Borough Impact Study and Planning Guide.
- Municipal and Regional Division, Partners in Services to Rural Alaska.
- Bristol Bay Native Association referrals to services, Workforce Development Job Bank, Employment/Training services and opportunities.
- TRICORP (Prince Rupert, BC) technical assistance for their program development.
- Bristol Bay Borough, support economic conference coordination.
- Work closely to provide support to 27 Village Councils in Bristol Bay.
- One-Stop, Bethel, support their efforts.
- ACVP, partners in Y/K Outreach Project.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

Native non-profits.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

No answer.

State Training and Employment Program (STEP)

What is the purpose or mission of the programs(s)?

To provide training and other assistance to individuals who have exhausted their unemployment insurance benefits or are at risk of doing so, to assist them to secure long-term employment and, thereby, help to replenish unemployment insurance funds.

Please provide a brief program description.

Funds are received from the Alaska Department of Labor by the Job Training Partnership Office. Funds are then provided to the three Service Delivery Areas, which provide services with both existing staff and contractors and subgrantees.

Who are your program customers and how many do you serve?

State residents who are unemployed and (a) are receiving unemployment insurance benefits; (b) have exhausted the rights to unemployment insurance benefits in the past three years; or, (c) are employed, but need to upgrade skills to stay employed.

Please provide a brief description of training class setting and average class size.

As with all job training programs in Alaska, training can vary from on-the-job training, to individualized training, to small classroom settings, to courses at universities and other educational institutions.

What geographic areas do your programs serve?

The three Alaska Service Delivery Areas provide services throughout the state.

What services are offered by this program?

The program offers the full range of services noted and others through the Service Delivery Areas and their contractors and subgrantees.

Who provides these services?

Services are provided by the SDA staff and by their contractors and subgrantees.

At what level are decisions on services made?

At the state level. Decisions on services are made by the SDA staff through the development of Individual Service Strategies for all clients.

What are the program outcomes and/or performance measures?

See answer below.

Please report program performances for Program Years 1998 and 1997.

New claims for UI benefits filed by individuals completing STEP training will decrease by 40 percent during the five calendar quarters following their exit from the program when compared with the five calendar quarters immediately prior to participation.

Result: For FY96 applicants, UI claims fell from 483 claims prior to participation to 302 claims in the year after participation, a reduction of 37.5 percent.

Twenty percent of the STEP participants who are claiming UI benefits when they begin participation will claim less than their maximum benefit amount available on their UI claim when they are referred to STEP within the first five weeks of their initial claim.

Result: Of 180 clients receiving STEP assistance within this first five weeks of UI claim, 105 or 59 percent claimed less than their maximum benefit amount available.

Ten percent of the STEP completers will obtain jobs that did not exist (according to UI wage records) in the calendar quarter preceding their STEP participation.

Result: in PY98, 39 percent of the clients successfully completing the program entered a newly created job.

Fifty percent of the STEP completers who participate in occupational training will obtain employment in the occupation in which they received training or in a closely related occupation.

Result: data not available.

At least twenty-five percent of the STEP participants who receive occupational training will receive training in “shortage occupations” as identified by the Research and Analysis Section of the Alaska Department of Labor.

Result: In FY97, 774 STEP clients received occupational training and 276 (35 percent) found employment in shortage occupations.

At least forty percent of the STEP program completers will have been severely affected by fluctuations in the state economy or technological changes in the workplace.

Result: In FY97, 34 percent listed this as a reason for entering STEP.
In FY98, 23 percent listed this as a reason for entering STEP.

How is program oversight provided (include a brief description)?

The Alaska Human Resource Investment Council provides general policy direction for this program and agencies report to the AHRIS on program activities on an annual basis. The Job Training Partnership Office is responsible for program monitoring through site visits and desk review of periodic financial and program performance reports.

Do you anticipate any significant program changes in the new fiscal year?

The onset of the Workforce Investment Act may result in the restructuring of the existing Service Delivery Areas in the next fiscal year. Existing service delivery systems and procedures are expected to continue.

What are the program priorities for PY 1999?

The three Service Delivery Areas establish their own priorities for this program through their biannual plans.

Has your program requested or received waivers to either federal or state regulations?

No waivers have been sought nor received.

What is the legal citation creating your program?

Alaska Statute 23.15.620-660.
Title 8, Alaska Administrative Code, Chapter 87.

What are the program funding source(s) and amount of program funding for the current fiscal year?

State

Source: Alaska Department of Labor
Amount: \$3,297,300

What percentage of this funding is used for program administration?

In the past up to 15 percent of program funds have been available for administration.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

None.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

No.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

No answer.

Electrical Clerk Training Program and Power Plant Operator Training State Training and Employment Program (STEP)

What is the purpose or the mission of the mission of the program(s)?

The mission of the Power Plant Operator training is to get people certified to run powerhouses in rural Alaska. Having a trained operator in every community is essential. Trained operators are more likely to care for the equipment and keep it running. This protects the investments the State has made into the purchase of new generators and powerhouses and reduces emergency situations that are very expensive to remedy in rural Alaska.

The Utility Clerk training helps teach the Utility Clerks how to do the paperwork involved with running the Utility. Specifically, they are taught the rules and regulations of the Power Cost Equalization (PCE) program, how to apply for bulk fuel loans, what expenses are reportable to APUC, how to collect money from nonpaying customers and how to budget. This training is very important to keeping utilities operating in rural Alaska.

Please provide a brief program description.

Participants in Power Plant Operator training attend the Alaska Vocational and Technical Center in Seward Alaska. The program content there is:

- Engine theory, maintenance, and troubleshooting
- Electrical theory and troubleshooting techniques
- Generator theory and maintenance
- Introduction to electrical distribution systems
- Operation of diesel electric sets

- Control panels
- Parallel units
- Load Management
- Fuel Management
- Waste heat recovery
- Plant management skills
- Power plant safety
- Establishing good work practices
- Industrial First Aid and CPR
- Job search skills.

The Utility Clerk program content is:

Overview of Utility Operations and functions of:

- Board of Directors
- General Manager
- Plant Operator
- Administration/Fiscal Office
- Electric Utility Glossary Terms
- Role of Local Utility Administrator in an Independent vs. Regional Utility
- Outline of Major Administrative Functions:
 - Tariff and Rate Making
 - Budget
 - General Accounting and Reporting
 - Payroll and Payroll Tax Reporting
 - Accounts Payable
 - Fuel and Non-fuel Expenses
 - Collections – Sample Contracts
 - Administrative Costs
 - Amortization of Expenditures
 - Capital Improvements and Depreciation
 - Financial Planning
 - PCE Reporting
 - Periodic Reporting to APUC
 - General APUC Requirements
 - APUC Correspondence
 - Monthly reporting to the Division of Energy
 - Maximize PCE Benefits
 - Review all PCE Forms
 - Bulk Fuel Revolving Loan Fund
 - Review Program
 - Complete Sample Loan Application
 - Planning for Loans
 - Calendar and Dates
 - Recurring Activities
 - Special Dates
 - Annual Date
 - Prepare Calendars

Who are your program customers and how many do you serve?

Our program customers are rural Alaskans. Preference is given to people that are currently unemployed, or in danger of losing their job due to changing technology. We typically take twenty Power Plant Operators and ten Utility Clerks in a fiscal year.

Please provide a brief description of training class setting and average class size.

Power Plant Operator training is held at the Alaska Vocational and Technical Center (AVTEC) in Seward Alaska. The training is eight weeks in length. Students are housed on campus. Sixty percent of the training time is spent with hands on training. There is a mock powerhouse set-up at AVTEC. The other forty- percent of the time is spent using training manuals and textbooks. The students also prepare resumes and learn interviewing skills before graduating. There are typically twelve students per class, ten of which are participants in our program.

The Utility Clerk training is held in Anchorage at the Division of Energy office. The training is two days in length. An Anchorage accounting firm has been contracted to provide the training. Most of the training takes place in a lecture format, however there are large blocks of time reserved for question and answer period. Staff from the Division of Energy and the Public Utility Commission participate in the training, and make themselves available to the clerks while they are here in Anchorage. These classes average in size from five to eight people.

What geographic areas do your programs serve?

Both of the above mentioned programs specifically target rural Alaskans. Typically, rural Alaska is considered communities with a population of 2000 or less. Participants in both of the programs are selected from all over the state.

What services does this program offer?

The Power Plant Operator course offers training, education and job seeking skills. Before participants are accepted into the program each utility or community must sign an employment agreement. This states that upon successful completion of training, this person will be employed for not less than two years.

The Utility Clerk training provides training and education. Typically the clerks are already employed by the city or utility but need the training in bookkeeping and Power Cost Equalization. In some cases, we may have the community sign employment agreements to guarantee employment.

Who provides these services?

The Power Plant Operators attend training at the Alaska Vocational and Technical center in Seward, Alaska. There, they receive their training, learn how to write a resume, interview and look for employment and, if necessary, they are given basic education classes to make them able

to complete their course work. Our agency makes sure that the employment agreement has been signed, guaranteeing their future employment.

The Utility clerk training has been held two times. Our staff members provided the first training. A contractor, a local accounting firm, held the second and any future training sessions.

At what level are decisions on services made?

Decisions are made in our Division's Director's office along with myself; input from the local community level is always welcome.

What are the program outcomes and/or performance measures?

The number of people employed after they complete training measures our program's effectiveness. At the current time, our program enjoys a one hundred percent success rate.

Please report program performances for Program years 1998 and 1997.

Power Plant Operators 1997:

20 trained 20 employed as operator or alternate.

Power Plant Operators 1998:

11 trained 11 employed as operator or alternate.

Utility Clerks 1997:

8 trained 8 employed.

Utility Clerks 1998:

4 trained 4 employed.

How is program oversight provided?

The Division of Energy is partners with the Department of Education to provide up to date training for the Power Plant operators at the vocational school in Seward. There is a group that includes engineers and training coordinators from Alaska Village Electric (AVEC), Pression Power, the Division of Energy and AVTEC that meet once a year to assure up to date training for the students.

The Division of Energy and Alaska Public Utilities Commission (APUC) provides oversight for the Utility Clerk training. Materials are provided to the contractor for training.

Do you anticipate any significant program changes in the new fiscal year?

There are no significant program changes anticipated.

What are the program priorities for PY 1999?

Program priorities for the program year 1999 are to successfully train and place twenty Power Plant operators in permanent employment for at least two years. We also hope to train twenty

Utility Clerks and have them placed in permanent positions. Trained Utility Clerks will also provide correct Power Cost Equalization reports, enabling the Division of Energy staff to process payments more efficiently.

Has your program requested or received waivers to either state or federal regulations?

We have not received or requested any waivers.

What is the legal citation creating your program?

The initial STEP legislation was passed by the Alaska Legislature in 1989. AS.23.15.620, CH.95 SLA1989. It has been amended/extended on three occasions and the regulations may be found in 8 AAC. 87.

What are the program funding source(s) and amount of program funding for the current fiscal year?

The program is funded with Federal money at \$53,060 for fiscal year 1999.

What percentage of this funding is used for program administration?

There are no funds in this program for administration.

Are matching funds required?

No matching funds are required for this program.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

The Division of Energy partners with the Department of Education to provide Power Plant operator training at the Vocational school in Seward, Alaska.

Are you aware of any programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

I am not aware of any program similar to the ones described here.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

There are several ways our training in particular could be enhanced. One way would be to hold the training in "hub" communities such as Bethel, Nome or Kotzebue. This way, participants would not have to travel so far from home or experience the culture shock that often goes along with traveling across the state to attend training.

Another way to enhance our training would be to have more advanced or even refresher courses that put operators back in the classroom and help keep their skills updated.

A third and final way we could enhance our training programs would be to have more. There is a need for advanced operator training, bulk fuel operator training and additional utility clerk training sessions.

The training programs we have do not create new jobs, necessarily. The main goal is to have people doing the job they were hired to do correctly, safely and make sure the environment stays clean. The programs we have help protect the State's investment in powerhouses, bulk fuel tank farms and even the Power Cost Equalization program.

Welfare-to-Work (WTW)

What is the purpose or mission of the program(s)?

To provide training and other supportive services to assist individuals receiving Temporary Assistance for Needy Families obtain the skills and other requirements necessary for them to seek long-term and sustaining employment.

Please provide a brief program description.

Funds are received from the U.S. Department of Labor by the Job Training Partnership Office (JTPO) and are provided to the Division of Public Assistance, Department of Health and Social Services. DPA provides training and related services to welfare recipients, primarily through contractors and grantees at the local level. Special project funds are held by the JTPO and awarded as grants for innovative projects.

Who are your program customers and how many do you serve?

Seventy percent (70 percent) of program funds are provided for direct services to individuals receiving TANF assistance. Of the services provided, at least 70 percent must be to long-term, hard to serve individuals and up to 30 percent can be for individuals who are at risk of becoming welfare dependent. The remaining 30 percent of the program funds are used for "Special Projects" designed to provide innovative services or to target special subgroups of eligible individuals (e.g., non-custodial parents).

Please provide a brief description of training class setting and average class size.

This can vary from individualized assistance, to small classroom settings, to courses at universities and other educational institutions. There are no restrictions in this area.

What geographic areas do your programs serve?

The Division of Public Assistance serves eligible individuals throughout the state.

What services are offered by this program?

The full range of services are available through the program.

Who provides these services?

Services are primarily provided by contractors and grantees of DPA as well as special projects grant recipients.

At what level are decisions on services made?

Decisions on program services are made by the Division of Public Assistance in consultation with the JTPO. DPA provides grants and contracts for case management activities. Decisions regarding the specific services an individual needs and receives are made by the contractors and grantees in coordination with DPA staff.

Federal

Source: USDOL block grant

Amount: \$2.96 million

State

Source: Alaska General Fund

Amount: \$1.46 million

What are the program outcomes and/or performance measures?

Performance standards:

1. Number of WTW recipients placed into unsubsidized employment;
2. Duration of unsubsidized employment of WTW recipients; and,
3. Increase in wages for WTW clients receiving post-employment services.

A specific, numerical performance standard has not yet been established for #1 above. Specific, numerical standards are not expected to be established for #2 and #3, but data pertaining to these measures will be collected. Final regulations for the WTW program have not yet been promulgated. The final regulations may contain specific, numerical performance standards, which the Department will then adopt.

Please report program performances for Program Years 1998 and 1997.

The program was not implemented in PY 97, and performance data is not currently available for PY 98.

How is program oversight provided (include a brief description)?

General oversight and guidance are provided by the Alaska Human Resource Investment Council. Involved agencies report to the AHRIC on an annual basis. The Job Training Partnership Office is responsible for financial and programmatic oversight through annual

monitoring of the Division of Public Assistance and the eight “Special Project” grantees. This occurs through site visits and desk monitoring of periodic financial and performance reports.

Do you anticipate any significant program changes in the new fiscal year?

No substantial changes are anticipated for this program in the next fiscal year.

What are the program priorities for PY 1999?

Continued administrative oversight and technical assistance to the Division of Public Assistance and the Special Project grantees.

Has your program requested or received waivers to either federal or state regulations?

None requested or received.

What is the legal citation creating your program?

Balanced Budget Act of 1997.

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: U.S. Department of Labor

Amount: \$2.96 million

State

Source: Department of Health and Social Services, State General Fund

Amount : \$1.46 million

What percentage of this funding is used for program administration?

Up to 15 percent of the funds may be used for administration.

Are matching funds required?

Yes. Federal funds must be matched on a one to two basis.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

N/A.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

N/A.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

N/A.

Department of Corrections

**Basic Correctional Officer Academy, Probation Officer Academy, Supplemental Academy and Support Staff Academy
(All training is for Alaska Department of Corrections Employees.)**

What is the purpose or mission of the programs(s)?

To provide training for all Department of Corrections Staff.

Please provide a brief program description.

The training provided is for current employees of the Alaska Department of Corrections.

All new Probation and Correctional Officers are required to attend a basic Academy in their first 12 months of employment. 13 AAC 85.230 defines this requirement and 13 AAC 87.060 outlines the minimum training requirements. This Training must be completed in their first 12 months of employment.

We conduct a minimum of 2 Basic Correctional Academies per year. These classes are 240 hours (13 AAC 87.060). In FY 99, 3 Basic CO Academies will be conducted. Average class size is 24.

There is 1 one Probation Officer Academy conducted each year. This class is 120 hours (13 AAC 87.060). Average student load is 18.

We conduct one Municipal Correctional Officer Academy per year. This Class is 120 hours. (13 AAC 87.080).

We average 3 Support Staff Academies each year. These classes are designed for non-officer staff. These Classes are 37 ½ hours and are not mandated by statute. These classes average 20 students.

We conduct firearms training, training for trainers, CPR and First Aid, FATS training, EEO, ADA, Sexual Harassment Prevention, Cultural Diversity and other subjects as they become available or required.

Who are your program customers and how many do you serve?

All Staff employed by the Alaska Department Of Corrections. The Department has approximately 1400 employees.

Please provide a brief description of training class setting and average class size.

The training is conducted in a professional (academic) environment. We share a facility with the Anchorage Police Training Academy. We have 4 classrooms and 2 indoor handgun ranges. Our classrooms are capable of holding 18 to 75 students depending on configuration.

What geographic areas do your programs serve?

The Academies are conducted at the training Academy located in Anchorage.

The Academy Staff provides some of the annual training in all areas of the state where staff are assigned.

What services are offered by this program?

Training.

Who provides these services?

Department of Corrections staff conducts the preponderance of the training. Some classes such as Civil Law are taught by attorneys from the Attorney Generals Office.

At what level are decisions on services made?

The training provided by the Academy is driven by federal, state and local policies.

What are the program outcomes and/or performance measures?

The programs are success-based training. Depending on the subject the evaluations are written examination (objective) or student performance (subjective) and in some case a combination of both.

Please report program performances for Program Years 1998 and 1997.

The students are already Department of Corrections Employees. In the case of Probation or Correctional Officers their successful completion of the Academy is required to continue employment with the department.

How is program oversight provided (include a brief description)?

Oversight is by the Alaska Police Standards Council.

Do you anticipate any significant program changes in the new fiscal year?

The Academy curriculum is a living document that is in constant change meeting new mandated federal/state and department guidelines. Programs that will be added in 1999 are Verbal Judo, Pressure Point Control Tactics and Americans with Disabilities Act (ADA).

What are the program priorities for PY 1999?

In addition to our normal 2 Basic Correctional Officer Academies we will conduct 1 additional Correctional Officer Academy to fill some positions that were vacated by a Retirement Incentive Program.

Has your program requested or received waivers to either federal or state regulations?

None that I am aware of.

What is the legal citation creating your program?

State-13 AAC 85.230; 13 AAC 87.060.

What are the program funding source(s) and amount of program funding for the current fiscal year?

State

Source: General Fund

Amount: \$664,4000

What percentage of this funding is used for program administration?

57 percent of this funding is used in program administration witch includes student travel, housing and per diem costs for many students.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

We are not involved in any cooperative arrangement with any other agencies.
We do occasionally provide training that other law enforcement agencies attend.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

I am not aware of any other program in the State of Alaska that provides the programs that we offer.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

None.

Inmate Educational and Vocational Training Programs

Educational and vocational training is provided in 13 correctional facilities (pre-trial and sentenced) as well as at the Pt. McKenzie Rehabilitation Project overseen by Community Corrections.

All facilities provide ABE, GED Preparation and Life Skills (Health & Safety, Communication Skills, Cross-Cultural Awareness, Pre-Release/Pre-Employment).

Sentenced facilities provide vocational and apprenticeship programs. Apprenticeships in Cooking, Baking, Building Maintenance, Butcher/Meat Cutter are currently offered at three sentenced facilities. Limited vocational programming is also offered in the areas of Emergency Trauma Technician, Hazardous Materials Handling & Transport and Wildland Firefighting. Comprehensive vocational training is offered in Computer Skills, Horticulture and Building Trades at the female offender facility.

Offenders can also participate in college level courses at their own expense.

What is the purpose or mission of the programs(s)?

The mission of DOC Inmate Education is to provide inmates with academic and vocational training that will better enable them to meet their obligations to family, job and society, both while incarcerated and while released. It is our belief that an improvement in an inmate's educational level will increase the likelihood that the individual will be able to be gainfully employed upon release and that this will improve the chances that the individual will not reoffend. Additionally, inmates who engage in educational activities while incarcerated appear to have less difficulty in positively adapting their behavior within an institution. This may lead to increased productivity in an institutional job, as well as providing more positive management strategies.

Please provide a brief program description.

Inmate education programs are offered at all institutions throughout the system. There are five areas of education programming which are listed below. All facilities provide ABE, GED and Life Skills. Sentenced facilities also provide vocational training and will assist inmates pursuing a college diploma when possible.

Adult Basic Education (ABE) - includes instruction in reading, writing, and computational skills below the ninth-grade level. Also includes English as a Second Language (ESL) and Literacy instruction.

General Equivalency Degree (GED) - includes instruction in the areas of writing, science, social studies, reading and mathematics for grades 9 through 12 as preparation for the GED examination.

Life Skills Programming - includes learning opportunities directed at independent living through practical preparation in a variety of areas. There are four core curriculum areas, including:

- Health and Safety - anger & stress management, CPR/First Aid, personal hygiene.
- Communication - interpersonal relationships, parenting, assertiveness, values clarification.
- Cultural - cross-cultural communication, Native languages, cultural awareness events.
- Pre-Release/Pre-employment - budgets, consumer education, job seeking, resume writing.

Post-Secondary Education - includes college-level courses in which inmates may enroll on a correspondence basis. The inmate is responsible for all expenses.

Vocational Education Programs - include a sequence of courses that are directly related to the preparation of an individual for employment in occupations that do not require a college degree. U. S. Department of Labor approved apprenticeship programs are also offered.

Who are your program customers and how many do you serve?

DOC education and vocational programming is provided to inmates in the Department's facilities. There are approximately 2500 inmates in the 13 institutions and an additional 100 at Pt. MacKenzie.

Please provide a brief description of training class setting and average class size.

Training class setting varies by facility and by program. Several facilities have minimal space for programming and educational programs frequently have to share available space with other institutional functions such as chaplaincy, classification and disciplinary boards, and other institutional activities. Class size also varies and is also limited by the lack of programming space in most DOC facilities. Typically, class size varies from 10 to 30 inmates, dependent upon the location. The women's facility program can accommodate 10 inmates per instructional module. The Office Skills program at the Juneau facility can provide services to 15 to 20 inmates at any given time. The class size for Hazardous Material courses is approximately 40 per class.

What geographic areas do your programs serve?

Alaska DOC includes 13 institutions scattered throughout the state, as well as the Pt. MacKenzie Rehab. Project located in the Matanuska-Susitna Valley north of Anchorage. Vocational

programs are located at Pt. Mac and at the institutions in Palmer, Seward, Juneau, Fairbanks, Eagle River and Kenai.

What services are offered by this program?

All institutions provide Basic Education, GED preparation and Life Skills. The classroom-based vocational programs provide sequenced courses that are directly related to preparing individuals for employment, while the U.S. DOL approved apprenticeships provide limited classroom instruction and on-the-job training. The institutional education coordinator conducts screening for the vocational programs. There is minimal assistance with gaining employment in most of the programs at this time.

Who provides these services?

Each institution is assigned one or two education coordinators, depending upon the size of the facility. These individuals are responsible for the planning, delivery and evaluation of all educational programs in their given facilities. They also provide some direct instruction. Most of the direct instruction in our facilities is provided by part time contractors, particularly vocational education. Some ABE/GED and Life Skills programming is provided by volunteers and inmates may also provide instruction in this area if they are qualified.

At what level are decisions on services made?

State and local levels.

Most individual institution plans are developed by the education staff at the facility. They submit a yearly plan for services to the Criminal Justice Planner, who reviews it with a mind toward meeting DOC policy for the provision of education programs and the requirements of the Cleary Final Settlement Agreement.

Planning for major programming changes, such as occurred when one facility was designated to house women during FY98, may be initiated by the Central Office administrators but will typically also involve staff at the facility level.

What are the program outcomes and/or performance measures?

Efforts have been made to identify program outcome/performance measures for the inmate educational and vocational programs. During the 1998 legislative session, the following performance measures were identified:

The percent of GED program enrollees who passed at least one part of the exam (out of the total GED enrollees in prison).

The percent of GED graduates out of total Alaska inmates enrolled in GED classes.

The percent of life skill enrollees who have successfully completed a course.

Historically, it has been difficult to compile statistical information on the inmate education programs in DOC. The current Department management information system (OBSCIS) does not reflect information on educational history and/or participation by inmates. Additionally, a lack of equipment and a standardized method of data collection has resulted in scattered data collection, most of which has been done by hand. In previous fiscal years, data that was collected was aggregate data that did not enable DOC to determine the educational status or progress of individual inmates.

During FY98, DOC contracted with University of Alaska Institute of Social and Economic Research (ISER) to compile information from 1997 and to build a database for future data collection.

Please report program performances for Program Years 1998 and 1997.

The compilation of calendar year 1997 data by ISER included data on four sentenced and four pretrial facilities. The other facilities were eliminated from the study due to lack of data for the entire calendar year. Some highlights of that study include:

During CY 1997, 5008 inmates were eligible for education programs (defined as incarcerated for at least 10 days). Nearly half of these attended at least one class during the year.

Women attended class in higher numbers and for longer hours than men. Close to 100 percent of all eligible women attended classes as compared with 40 percent of eligible men.

The oldest and youngest inmates were the least likely to attend classes.

Alaska Natives appear to attend classes at about the same rates as other racial and ethnic groups.

Sentenced inmates are more likely to attend classes than un-sentenced inmates are.

The study describes the factors that contribute to the likelihood of inmates participating in educational and vocational programs, as well as those that hinder this participation. The limitations on the data are thoroughly described, including the lack of entry-level aptitude data. During late FY 1998 and early FY99, the ISER team began training education staff in the use of the new database. Trouble-shooting on the system is still in progress.

For FY 1998, we were able to manually compile statewide correctional information on the participation levels of inmates in ABE/GED programs. During FY 98, 731 inmates met the federal criteria of being a full-time student (12+ hours) and additional 429 inmates were part-time students. There was a total of 23,885 contact hours with these individuals and 182 individuals completed their GED's.

How is program oversight provided (include a brief description)?

The criminal justice planner provides internal review with responsibility for statewide oversight of the programs, including ongoing review of records, monthly reports and annual education plans. It may also include on-site reviews.

External review may occur at the request of other agencies, such as DOE. This is typically the case with programs that are federally funded. External review also occurs by some providers, such as the University of Alaska.

Do you anticipate any significant program changes in the new fiscal year?

Beginning in FY 1999, there has been a focus on providing vocational training to the female offenders at HMCC and on assuring that females still housed at outlying facilities were receiving equitable services. Additionally, attention has been placed on the new data collection requirements. Finally, with the changes in population due to overcrowding in correctional facilities, there has been a need to restructure programs, especially vocational programs, so that shorter-term inmates can reasonably be expected to complete them.

What are the program priorities for PY 1999?

Continuing the development of programs for female offenders in both the academic and vocational areas.

Development of services for waived juveniles as their numbers are rapidly increasing in our system.

Explore methods of providing more short-term vocational programming, as the ongoing transfer of inmates out of state has resulted in few being able to complete long-term programs.

Has your program requested or received waivers to either federal or state regulations?

We have a waiver from the U.S. Department of Labor that enables journeyman level DOC staff in our facilities to supervise more than one inmate apprentice.

What is the legal citation creating your program?

The Alaska Constitution provides for the rehabilitation of prisoners. Additionally, the Alaska Statutes charge the Department with this task. Finally, the Clearly Final Settlement Agreement stipulates requirements for educational and vocational training.

For apprenticeships, we adhere to the standards established by the U.S. DOL. For vocational programming, we require that all programs be provided by entities that are approved by the Alaska Post-Secondary Commission or a comparable body.

What are the program funding source(s) and amount of program funding for the current fiscal year?

For Fiscal Year 1999:

\$389,500	State general funds allocated to combined inmate education programs
\$ 41,270	C. Perkins 1 percent corrections setaside from DOE using an RSA
<u>\$ 13,537</u>	Title 1 Neglected & Delinquent from DOE using an RSA
\$444,307	Total in DOC budget

Additionally, federal money has been obtained and/or managed by other entities for use with DOC's inmates.

\$ 66,000	ABE/Literacy federal funds administered by DOE through comp. Grant
<u>\$ 59,000</u>	Gender Equity grant obtained & administered by University of Alaska
\$ 125,000	Funds not in DOC budget that are used for inmate education services

What percentage of this funding is used for program administration?

None of the above funds are used for program administration. There is one administrative position in inmate programs component, the Criminal Justice Planner that oversees inmate education, in addition to programs in other areas. About 1/3 of this individual's time is spent on inmate education program administrative duties. This position is not included in the budget noted above.

There are some minor administrative functions that are performed by the education coordinators at the local facilities and which involve oversight of the program within a given correctional facility. These positions are funded out of the Division of Institutions.

Are matching funds required?

Yes: the ABE/Literacy funds administered via grant by state DOE require a match from the grant recipient; the current grant indicates that the requirement is for 25 percent match in cash and/or in-kind

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

The program developed for the female offender facility was first conceptualized through joint work on the part of DOC and University of Alaska staff members. UAA applied for and administered the gender equity grant as they are a certified post-secondary institution and eligible to receive these funds, while DOC is not.

Partnerships with other entities have been somewhat limited in other facilities. At the Palmer facility, the DOC staff have an agreement whereby the inmates in the Building Maintenance Apprenticeship provide services to Habitat for Humanity. At the Seward facility, planning for future programming has typically included the local Industry Advisory Committee, which includes various business and industry representatives in the area.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

There are other local programs that deal with job training issues, but they do not typically provide services within the correctional facilities unless they contract with the Department to do so. In other states, educational programs for inmates in correctional facilities are frequently provided by the state's department of education, or by a school district or local university, but this has not been the case in Alaska for many years. Prior to FY 1987, the State DOE administered the educational services in the correctional facilities. DOC took over administration of these services, utilizing existing correctional staff, when the budget was cut after a drop in oil prices. It would be difficult to get an outside entity to provide these services at current funding levels.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

There needs to be an increased effort made to educate the non-correctional entities in the State regarding the value of providing training to inmates. Often the belief exists in communities that providing training to inmates takes away from what is available in the community. This is fairly shortsighted in that it fails to recognize that most inmates return to the community and would hopefully be more productive citizens if they obtained some training while incarcerated.

Correctional Industries Program
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What is the purpose or mission of the programs(s)?

The mission is to assist in the rehabilitation of prisoners by providing meaningful and realistic work experiences as much like those that prevail in private industry as possible.

Please provide a brief program description.

The program currently functions at five correctional centers and operates eight correctional industries business operations that employ approximately 170 inmate workers.

Juneau Commercial Laundry

Kenai Metal Fabrication Plant

Kenai Furniture Plant

Seward Furniture Plant

Fairbanks Garment/Flat Goods Shop

Palmer Auto-Body Repair Shop

Palmer Meat Processing Plant

Marketing and Customer Service Functions with two showroom located in Juneau and Anchorage

The products and services produced by Alaska Correctional Industries are available to local, state and federal government agencies, school districts, non-profit organizations, and approved designated private sector wholesalers.

Who are your program customers and how many do you serve?

The recipients of the vocational and on-the-job training are inmates incarcerated within the state's correctional system. In addition however, the program provides activities for the inmates that would otherwise be idle and potentially detrimental to the correctional environment. Also, one of the goals of the program is to have participants acquire or improve effective work habits and occupational skills thereby increasing the probability of opportunities for employment after release. Employment after release has reduced recidivism and the costs of continued incarceration. Lastly, agencies and individuals purchasing products and services or receiving business as a result of the Correctional Industries Program could also be considered customers.

Please provide a brief description of training class setting and average class size.

There are not established class settings. 98 percent of all training is on-the-job training in a realistic private sector work environment. Inmate participants are employees and acquire or improve their job skills while being employed.

There is not an average "class size" but participation depends upon the work of the industry being performed and on actual customer orders being produced or serviced.

What geographic areas do your programs serve?

The program operates at five correctional centers and within the central offices of the Department of Corrections. The correctional centers are located in the northern, central and southeast areas of the state.

What services are offered by this program?

On-the-job training services are offered by the program.

Who provides these services?

The services are provided by the Department of Corrections with state employee staff.

At what level are decisions on services made?

On the state level.

On-the-job training services are a function of the operating business. There is a public hearing process prior to the implementation of the industry. The public hearing process provides an opportunity for persons or organizations that may be affected by the plans of the Correctional

Industries Program to appear and present testimony concerning those plans. This process focuses more on competition concerns rather than training concerns.

What are the program outcomes and/or performance measures?

Objective: To provide as many real work opportunities for prisoner as possible with available resources.

Measures: Utilize any existing resource revenues to expand existing operation or implement new operations.

Initiate the development of additional industries space at correctional center for the implementation of new industries operations.

Identify any opportunities for implementing “Free Venture” industries.

Objective: To maintain an adequate level of gross sales volume in order to maximize the potential self-sufficiency and stabilization of existing operations.

Measures: Increase our customer’s awareness of the products and services offered by ACI.

Provide an awareness of the existing “State Use Law” to the supply personnel of state agencies.

Maintain favorable quality in all services and products offered by Correctional Industries.

Identify potential new markets and additional product lines.

Secure the necessary approvals to expand the existing ACI markets.

Expand the ACI market/sales force.

Objective: To provide vocational education training in order to develop the prisoner workers’ occupational skills.

Measures: Provide vocational education in conjunction with on-the-job training.

Implement the “Training and Industries Enhancement (TIE)” process in conjunction with Correctional Industries work sites where resources and staff exists.

Formalize the coordination of inmate work opportunities.

Objective: To minimize the negative impact of the Correctional Industries operations upon existing private sector enterprises and labor forces in the state.

Measures: Increase cooperative efforts with labor organizations and private businesses within the State.

Insure that the Correctional Industries public hearing process precedes any market expansion.

Maintain and/or increase communication with the local Chamber of Commerce chapters and existing labor organizations.

Objective: To continually assess and identify the departmental needs for inmate work opportunities and vocational education.

Measures: Exchange information and maximize communication regarding the Correctional Industries functions through the department and between the various divisions.

Provide orientation instruction at the department’s training academy for new Correctional Officers.

Enhance the coordination of Correctional Industries operations with other departmental functions at the institutional level.

Objective: Reduction of staff overtime.
Measures: Implementation of revised work schedules.
Improve efficiencies in distribution.
Implement formal approval process for necessary overtime.
Implement customer charge-back for after hour deliveries.

Objective: Increase efficiency in distribution.
Measures: Develop five-year equipment acquisition plan.
Establish storage facilities for raw material and finished product.
Formalize work schedule for truck driver.
Establish contract for common carrier services.

Objective: Improve efficiency in procurement.
Measures: Provide procurement training/resource manual for field staff.
Review routine purchase requirements to establish contracts.
Request statute revision to facilitate raw materials purchase.

Objective: Develop and implement industries programming at Combined Hiland Mountain Correctional Center for long term sentenced female population.
Measures: Provide vocational training for long term female offenders.
Provide on-the-job training for long term female offenders.

Please report program performances for Program Years 1998 and 1997.

Statistical performance measures were not established for the objective and accomplishment measures as established within the operating budget. Actual recorded gross sales activity exceeded FY97 and FY98 targeted levels.

How is program oversight provided (include a brief description)?

The Correctional Industries Commission is established to provide general policy direction to the correctional industries program through the commissioner of Corrections. The Commission consists of nine members that are appointed by the Governor.

Do you anticipate any significant program changes in the new fiscal year?

A new garment shop is scheduled to open in May 1999. This new industry will provide employment and on-the-job training to the female population incarcerated at the department's Hiland Mountain Correctional Center.

What are the program priorities for PY 1999?

To maintain existing production capacity within the framework of a maintenance operating budget.

Has your program requested or received waivers to either federal or state regulations?

The Department of Corrections is certified under the Prison Industries Enhancement (PIE) Programs, U.S. Department of Justice that allows for the interstate commerce of correctional industries produced products and allows the program to market its goods and services to the federal government. One PIE program has been implemented in conjunction with a private sector business at the Lemon Creek Correctional Center.

What is the legal citation creating your program?

Alaska Statutes Chapter 32, Section 33.32.010-080.

What are the program funding source(s) and amount of program funding for the current fiscal year?

State

Source: General Fund

Amount: \$1,158,600

What percentage of this funding is used for program administration?

100 percent of the general fund monies in the Correctional Industries-Administration component is utilized for associated staff administration expenses.

Two budget components provide funding for the operation of the Correctional Industries Program. The first component (Correctional Industries-Administration) funds the personal services/benefits of the state positions required to manage and operate the correctional industries production or service enterprises. The funding source for this component is the general fund.

The second component (Correctional Industries-Product Cost) funds all the operational expenses of the program also including the expenses of the Correctional Industries Commission. For this purpose, Section 33.32.020 of the Alaska Statutes established an intragovernmental service fund known as the Correctional Industries Fund. The Correctional Industries Production component allows for and reflects the operation of the Correctional Industries Fund. In accordance with the existing statutes, all expenses of the Correctional Industries Program, except salaries and benefits of state employees, are financed from the Correctional Industries Fund. In addition, all monies received by the state for services rendered or products sold by the correctional Industries Program are deposited in the Correctional Industries Fund.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

Through the PIE program, the Correctional Industries Program operates a hospital laundry in conjunction with the Alaska Sterile Laundry at the Lemon Creek Correctional Center. The program is interested and active in seeking out other cooperative ventures with private sector companies.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

The program is an active member and a participant with the National Correctional Industries Association. Fifty member states currently have Correctional Industries Programs in place as do the Federal Prison System and several other countries including Canada.

Gwyn Smith Ingley (410) 837-5036
Executive Director
Correctional Industries Association

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Networking and interaction with other workforce groups within the State of Alaska need to be implemented.

Department of Education

Adult Basic Education (ABE)

What is the purpose or mission of the programs(s)?

The purpose of the ABE program is to assist adults in becoming literate, completing their secondary school education, obtaining knowledge necessary for employment and self-sufficiency, and obtaining the education skills necessary to become full partners in their children's education.

Please provide a brief program description.

The Adult Basic Education program consists of 13 regional adult education programs, 4 volunteer literacy programs, 1 housing authority program, 1 corrections program and 1 staff development program.

Programs provide an open/entry and exit program during daytime, evening and weekend hours. Instruction is provided in basic education, General Education Development (GED) preparation, English literacy (English as a Second Language (ESL)) life skills, citizenship, workplace literacy, family literacy and basic computer literacy.

Who are your program customers and how many do you serve?

The program customers are adults over the age of 16 who are not enrolled in school and who do not have a high school diploma. They are the most educationally disadvantaged adults in the state.

Programs serve 14,000-15,000 students annually. About half are part-time (less than 12 hours of instruction.)

Please provide a brief description of training class setting and average class size.

Most instruction is accomplished by one-to-one teaching. The largest program in the state, the UAA Adult Learning Center in Anchorage, has some one-to-one teaching but primarily runs classes of 30-35 students. Organized classes usually run for 6-10 weeks and repeat themselves several times per year.

What geographic areas do your programs serve?

The corrections grant serves all 14 state operated corrections facilities. The housing authority grant serves housing clients in Anchorage and Fairbanks. Four volunteer literacy programs serve clients in Anchorage, Fairbanks, Juneau and Wasilla (Mat-Su).

ABE programs serve students in all parts of Alaska through 13 geographic regions:
North Slope (Barrow)

Northwest Arctic (Kotzebue)
 Bering Straits (Nome)
 Interior (Fairbanks, McGrath and others)
 Lower Kuskokwim (Bethel)
 Prince William Sound (Valdez)
 Bristol Bay (Dillingham)
 Kenai Peninsula (Kenai, Homer, and Seward)
 Aleutian/Pribilofs (Unalaska, Sandpoint and others)
 Mantanuska-Susitna (Wasilla, Palmer and others)
 Anchorage
 Kodiak Island
 Southeast Alaska (Juneau, Ketchikan, Sitka and others)

What services are offered by this program?

Intake, referral, counseling, case management, basic education, GED preparation, GED test taking, citizenship testing, life skills, ESL, assessments and accommodations for physical, emotional and learning disabilities.

Who provides these services?

Intake	Provided by local ABE staff or referring agency staff
Referral	Local ABE staff
Counseling	Provided by local ABE staff or local relevant agency such as a mental health clinic for mental health issues
Case Management	ABE staff
Basic education	ABE staff
GED Preparation	ABE staff or GED Test Site
GED Test Taking	ABE staff or GED Test Site
Citizenship Testing	ABE staff or private agency
Life Skills	ABE staff or related agencies
ESL	ABE staff
Pre and post-testing (assessments)	ABE staff or GED Test Site
Accommodations for physical, emotional, and learning disabilities	ABE staff

At what level are decisions on services made?

Federal: The USDOE interprets guidelines based on Federal Adult Education Acts.

State: A regional formula guides the amount of funding and targets the numbers of students for local programs to serve.

Local: Local programs make all decisions for services to be provided based on state and federal

guidelines.

What are the program outcomes and/or performance measures?

Program outcomes are reported on an annual statistical reporting form as described below.

Performance measures are being developed in FY99 and will be implemented in FY2000. Performance measures will show a 5 percent increase (over FY98 as the baseline year) in the measurable outcomes of students in each level of adult education as defined by the USDOE Office of Adult and Vocational Education. These levels are Pre-Beginning Literacy, Beginning Literacy, Intermediate Literacy, Adult Secondary, Pre-Beginning ESL, Beginning ESL, Intermediate ESL, Advanced ESL. Performance measures will also show a 5 percent increase (over FY98 as the baseline year) in the measurable outcomes of students in obtaining and retaining jobs and in continuing into higher education or vocational training.

Please report program performances for Program Years 1998 and 1997.

In FY97-98 ABE programs, as a whole, met or exceeded their local objectives. Each program indicated the number of students it would serve in each of the program's performance areas, such as ESL or GED preparation. Emphasis was on numbers of full-time students served rather than on measurable outcomes of students. The following table shows the percentage of students at the Beginning and Intermediate ABE levels who completed that level and advanced to a higher academic level (rows 1 and 2); the percentage of students who started at the adult secondary level (equivalent to grade 9-12) and earned a GED; and the percentage of students who voluntarily reported getting jobs.

FY97	FY98
Beginning ABE 19 %	Beginning ABE 35 %
Intermediate ABE 27 %	Intermediate ABE 35 %
Got a GED 68 %	Got a GED 60 %
Got a Job 8 %	Got a Job 7 %

How is program oversight provided (include a brief description)?

Each local program is required to have an active advisory council made up of a broad range of community members. All programs annually report on suggestions made by advisory councils that were incorporated into their programs. Examples include extending program hours to accommodate working students and offering specific life skills classes.

Do you anticipate any significant program changes in the new fiscal year?

Yes, a new Request for Proposal (RFP) will be issued in the spring of 1999. Changes will be the ones required in the new Adult Education and Family Literacy Act.

What are the program priorities for FY 1999?

Program priorities for FY99 are:

- (1) Assisting local programs with developing good student information systems, for better accountability.
- (2) Completing the development of the first two ABE program standards.
- (3) Providing technical assistance to ABE staff to begin to better understand the significance of measurable outcomes.
- (4) Developing the State Transition Plan with other Workforce Investment Act (WIA) partners.
- (5) Strengthening partnerships with WIA partners.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

Adult Education Act (Public Law 100-297 as amended by the National Literacy Act of 1991 (Public Law 102-73)

Alaska Statutes AS 14.07.060; giving the State Board of Education the authority to act;

AS44.19.620; Referring to membership in AHRIC;

AS44.27.020; Indicating the Department of Education as administrator of Alaska's Adult Basic Education Program;

Workforce Investment Act, Adult Education and Family Literacy Title II, U.S. Department of Education (Enacted on August 8, 19998 and to take effect on July 1, 1999)

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: USDOE

Amount: \$674,453

State

Source: General Fund

Amount: \$1,736,800

What percentage of this funding is used for program administration?

\$50,000 or approximately 2 percent of the total amount of funding available.

Are matching funds required?

Yes.

Source: USDOE requires a state matching fund of 25 percent and a maintenance of effort.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

1. Alaska Human Resource Investment Council (AHRIC)
2. Alaska Adult Education Association (AAEA)
3. National Adult Education Professional Development Consortium, Inc. (NAEPDC)

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

Some Native organizations receive funding from the Bureau of Indian Affairs to provide ABE instruction.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

One of the reasons adults participate in ABE programs is to gain entry into the job market. Historically, however, there have been other reasons, just as valid, (i.e., to learn to speak English, to pass a Citizenship Test, to master a level of basic education that would prepare them to study for the GED, or to obtain needed life skills that lead to greater self-sufficiency). The new ABE Act to take effect on July 1, 1999 still indicates that the most disadvantaged learners are to be the first served. (Even though some ABE programs already have workforce development strategies in place, it is going to take some transitional time for all programs to gear their instruction, curriculum, and student support primarily toward workforce objectives.)

Following are some of our strategies for statewide workforce development. We are developing a program standard based on the new Alaska Employability Standards. The standard requires increasing measurable outcomes in student success in obtaining and retaining jobs or in pursuing vocational or educational training after completing ABE program goals. We will be developing more connections with workforce partners. Programs will draw on the successful experiences of other ABE programs for models that incorporate workplace literacy into the traditional ABE curriculum.

Vocational Technical Education

What is the purpose or mission of the programs(s)?

To provide occupational training and workforce readiness skills for individuals through secondary and post secondary training opportunities; and, to particularly assist special populations in achieving employable skills.

The federal legislation emphasizes services to "special populations," including the poor, the handicapped, the economically disadvantaged, disabled, single parents, foster children, those not properly served because of sex bias and those with limited English proficiency.

It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population... by concentrating resources on improving educational programs leading to academic, occupational training, and re-training skill competencies needed to work in a technologically advanced society.

Please provide a brief program description.

Training via secondary school programs and post secondary certificates and associate degrees is offered in major occupational areas: Business Management and Office Occupations; Technical and Industrial Skills; Health Occupations, Natural Resources/Seafood Processing; Marketing and Tourism; Family and Consumer Science. Job placement is the ultimate goal for vocational training.

Title II of the federal Act details information on distribution of basic grants for allocating funds to secondary and post secondary education programs; programs for single parents, displaced home makers, single pregnant women and sex equity; with 8.5 percent being reserved for state leadership activities to foster professional development, curriculum development and dissemination and assessment of programs receiving federal assistance

Technical assistance is provided to school districts for professional development activities and curriculum development for teachers, counselors, and administrators to integrate academic skills with vocational education training.

Who are your program customers and how many do you serve?

Students, at educational sites, represent the largest group of program participants second only to the teachers, counselors, and administrators responsible for assuring their instruction. Vocational education programs and courses are offered in some capacity in all areas of the state, by public secondary schools, branches of the University of Alaska system, and two state-funded technical centers. An annual incentive grant is provided to assist corrections education with vocational training.

Students in the public school system are the primary beneficiaries, receiving (1) guidance assistance in preparation for careers and (2) occupationally-specific training. State leadership activities promote professional development and continuous skill training for vocational teachers including integrating academic skill standards and coordinating instruction with academic teachers to assist students in meeting the High School Qualifying Exam Standards.

Eligible recipients may only use funds for vocational program improvement with the full participation of special populations; priority must be given to sites that serve the highest concentrations of special populations

The most accurate unduplicated data available for secondary schools indicates that 22,025 students were served in vocational education programs in FY98. Post-secondary counts for FY98 reported 24,500 as benefiting from Federal Perkins' funds for program improvement; services for special populations are not included in this total.

The Department of Education provides training for vocational teachers, counselors, and administrators at the secondary and post secondary level through on-site in services at the local level, statewide meetings and technical training sessions, conferences and institutes. In many instances this training is provided in collaboration with professional development activities for education reform initiatives and numbers served are not readily disaggregated. Approximately 2500 educators received vocationally-related professional development in FY98.

Please provide a brief description of training class setting and average class size.

Secondary school training classes occur at school sites and where feasible have related work site training components that provide on-the-job skill training either through cooperative work experiences or student internships. Average class size is not reported. An increasing trend indicates coordination between secondary and post secondary classroom instructors and facilities for joint instruction and non-duplication of facilities and services.

What geographic areas do your programs serve?

Vocational training programs are present throughout all areas of the state. 52 of Alaska's 53 school districts provide some form of vocational training. Two Technical Training Centers and other post secondary sites provide both on-campus and off-site training to students from every geographic region of the state.

What services are offered by this program?

For secondary school students, the most critical element of training is the academics that they receive and which are re-emphasized and reinforced in their vocational training classes. Career guidance counseling is provided to high school students to assist them in making a transition either into further training opportunities or directly into the workforce as well as pursuing a particular technical area of study.

Intake, referral and job seeking placement are more frequently elements of post secondary training programs, but are particularly emphasized for special populations at the secondary and post secondary level. Post secondary training programs coordinate basic education services to emphasize acquisition of skills - from basic education skills to occupationally-specific training skills. Special education services for secondary students include parental involvement, career counseling, student assessment, work experience in coordination with their high school academic and vocational courses.

Who provides these services?

Secondary schools traditionally provide direct training; and, in some instances in coordination with apprenticeship training programs. Post Secondary training is primarily accomplished directly by the agencies subcontractors being involved only for highly specialized or unique training components.

At what level are decisions on services made?

Federal: In accordance to USDOE's guidelines for federal Perkins Act and Applications for Receipt of Federal Funds

State: In accordance with the State Board of Education, State Regulations, Alaska's Quality Schools Initiative and the State Plan for Vocational Education

Local Plans of Service: are submitted to the State in accordance with their local boards of education and/or vocational advisory committees.

What are the program outcomes and/or performance measures?

The following general performance measures are required of all secondary programs receiving funds under the federal Perkins Act:

Competency-based instruction according to job-specific skills including student attainment of job readiness skills and academic skills.

Students enrolled in vocational technical education courses shall demonstrate satisfactory competency gains in job specific occupations;

All special population students and the parents and/or guardians of special populations students receive information prior to entering ninth grade related to: opportunities available in vocational programs and non-traditional careers; eligibility requirements for enrollment in said programs; specific courses available at local high school; potential employment opportunities available upon completion of education; and, placement services;

Authentic assessments, such as student portfolio evaluations, and/or student testing, including indicators of satisfactory competency gains in pre-employment competencies.

Postsecondary program outcomes/and or performance measures are identical to items 1-4 except for references to parental notification for pre-high schoolers; and, must also include gender-equity recruitment for non-traditional jobs; receipt of postsecondary degree or certificate; related-employment or military placement

Placement services available to graduates; and student placement in
(a) military, (b) employment, or (c) continued post secondary training

Please report program performances for Program Years 1998 and 1997.

All programs reported outcome and competency-based curricula

1998 program performance results have not been compiled

1997 program performance reports indicated baseline assessments (rating scale) for curriculum and student services; evaluation of student progress; evaluation of program effectiveness; coordination and cooperation with other agencies; involvement of employers, community, and special populations.

How is program oversight provided (include a brief description)?

The State Board of Education serves as the State Board of Vocational Technical Education to provide oversight for all K-12 programs and in collaboration with the Alaska Human Resources Investment Council. Local boards of education provide oversight to their local schools with local vocational advisory councils frequently providing additional input from community and business partnerships. The Department of Education reviews performance reports and participates in technical assistance activities.

Do you anticipate any significant program changes in the new fiscal year?

Increased accountability measures regarding data collection, student performance, and program outcomes will be implemented

Changes required by the federal Perkins Act of 1998 significantly reduce supplementary and direct services for non-traditional training (single parents, displaced home makers, gender equity) through the elimination of a 8.5 percent set aside and full time gender equity position

Coordination of services, data collection, and performance measures with the Workforce Investment Act and The Adult Basic Education Act

Increased emphasis on secondary-to-post secondary articulation

Reconfiguration of consortia based on geographic needs and configuration of rural service program delivery

What are the program priorities for PY 1999?

Student achievement levels: academic skills and technical skills

- Increased technical training for instructors
- Development and implementation of Vocational Curriculum Standards
- Development and implementation of Quality Vocational Program Standards
- Development and implementation of State Professional Development plan for vocational instructors
- Training Alaskans for high skills/high wages in new and emerging occupations and consistent with labor market demands
- Interagency collaboration for the development of a five year state plan for vocational education

Has your program requested or received waivers to either federal or state regulations?

The 1990 Vocational and Technical Education Act (Perkins) established a formula for distributing post secondary vocational education funds based on the number of Pell grant recipients. If used, this formula would have provided limited state-wide funding access for vocational program improvement. Alaska received a waiver enabling eligible vocational programs at post secondary sites to apply for competitive grants.

What is the legal citation creating your program?

Carl Perkins Vocational and Applied Technology Education Act, Public Law, Title II Basic State Grants for Vocational Education ; U.S. Department of Education

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: Carl Perkins Vocational and Applied Technology Act

Amount: \$4,214,921 FY98

What percentage of this funding is used for program administration?

5 percent.

Are matching funds required?

Yes.

Source: State General Fund

Amount: \$250,000

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

No answer.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

- Adult Basic Education: Marsha Partlow (907-465-8714)
- Alaska Career Information System: Tim Weiss (907-465-2981)
 - Alaska School-to-Work Initiative: Sally Saddler (907-465-8726)

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Increased coordination with other service providers, employers, state agencies, and advisory groups (AHRIC, STW, business/industry, Department of Labor, etc.) .

Increased resources for comprehensive, integrated, academic and occupational vocational technical programs, including a strong teacher preparation component.

Increased public/student awareness of Alaska's labor market needs and targeting training in skill areas in which there are significant workforce shortages.

Improved data collection and data assessment system: to be able to evaluate the labor market demand for and impact of vocational training programs, Alaskans must be able to track the movement of student through the system into the labor market -beginning when students enroll in vocational-technical education at the secondary level and continuing through high school graduation, post secondary enrollment, program completion, and at least three to five years of labor market experience.

Increased technical assistance for implementation of performance standards and measures as well as the establishment of a state performance accountability system.

Focusing resources on a limited number of key occupational career paths rather than trying to provide a broad-based potpourri of courses.

Strengthen post secondary vocational training programs: system-wide occupational curriculum and program delivery that schools can articulate with via regional K-14 consortia; increased program planning and communication between secondary and post secondary administrators and instructors.

Develop capacity for technical college delivery system.

Enhanced and concurrent vocational training for those enrolled in adult basic education.

Focused resources for vocational and technical education programs for adults and school dropouts to complete their secondary school education .

Collaboration with school to work partnerships for career preparation, technical training components, and work-site learning.

Tech Prep

What is the purpose or mission of the programs(s)?

To create a program of study that combines, at a minimum, two years of secondary education, with a minimum two years of postsecondary education; continuation of the federal investment in the vocational education enterprise. The state eligible agency, AK DOE, is responsible for (1) coordinating the development submission, and implementation of the State Plan; (2) submitting an application to the Secretary of Education; (3) awarding grants to consortia on a competitive basis or on the basis of a formula.

Please provide a brief program description.

The Tech Prep program constitutes a nonduplicative sequence or course of study that integrates academic and vocational and technical instruction, and utilizes workbased and worksite learning enabling students to progress along a seamless delivery system from high schools to post secondary training. Tech Prep programs offer the prospects of a common core of required proficiency in math, science, reading, writing, communications, and technologies leading to an associate's degree or a postsecondary certificate in a specific career field.

Who are your program customers and how many do you serve?

Teachers, counselors, and administrators responsible for developing and delivering a secondary-post secondary program are expected to work, in tandem, with appropriate employer input. A primary focus of Tech Prep programs is to enable instructors from secondary and post secondary schools/colleges to jointly (a) develop curriculum and (b) share appropriate professional development opportunities. These activities, while documented, have not systematically reported the numbers of professionals served

Vocational education programs form the basis of technical instruction that articulates with post secondary instruction avoiding duplication or repetition of course work. Tech prep students frequently shorten the time required to complete their post secondary certificates or two year degrees having completed a sequence of courses that begins at the high school level. Students may receive college credit for articulated classes prior to high school graduation. Students, at educational sites, ultimately will represent the largest group of program participants.

Students in the public school system are the primary beneficiaries, receiving (1) guidance assistance in preparation for careers and (2) occupationally-specific training; (3) emphasis on rigorous academic standards that transitions to occupational training at post secondary institutions.

Please provide a brief description of training class setting and average class size.

Carried out under an articulation agreement between the participants in a consortium: Secondary school training classes occur at school OR college sites and where feasible have related work site training components that provide on-the-job skill training either through cooperative work experiences or student internships. Average class size is not reported. Inservice training for secondary and post secondary classroom instructors to provide education and training in areas or skills in which there are significant workforce shortages; Effective sharing of facilities and personnel provides cost effective use of facilities, equipment, and staff.

What geographic areas do your programs serve?

Vocational training programs are present throughout all areas of the state; 52 of Alaska's 53 school districts provide some form of vocational training and are eligible to participate in a Tech Prep consortia with the State's Two Technical Training Centers and other post secondary sites by providing both on-campus and off-site training to students.

FY98 reports indicate four consortia:

Juneau School District: Computer network/lan technology Career Pathway with University of Alaska, Southeast

Matanuska-Susitna (Mat-Su), School District: (1) Microsoft Certification Program and (2) Technical English with Mat-Su College (UA)

Alaska Works Partnership (Construction Trades) with Fairbanks School District, Fairbanks Area Painters and Allied Trades Apprenticeship, University of Alaska-Fairbanks,

Delta Greely School District: Natural Resources Career Path - Mine Training will lead either to employment or to Environmental Studies program at University of Alaska, Fairbanks.

Schools may also use their basic grants from Title I of the Perkins Act to develop/implement tech prep programs; however, these activities are not frequently identified in their reporting system to the State.

What services are offered by this program?

For secondary school students, the most critical element may be the career guidance/ counseling provided to assist them in selecting a particular technical area of study; Technical training and the acquisition of academic skills forms the foundation for ultimate employment - including learning at work-sites in conjunction with business and all aspects of an industry.

Inservice training that focuses on postsecondary education faculty in the use of contextual and applied curricula and instruction; joint training for teachers in the tech prep consortia particular in the use and application of technology; training for counselors to help them provide information on related employment opportunities.

Intake, referral and job seeking placement are more frequently elements of the post secondary training components, but are particularly emphasized for special populations at the secondary and post secondary level.

Who provides these services?

Secondary schools in consortia with post secondary colleges/technical centers provide direct services to students and instructors; linkages with apprenticeship programs and employers are represented in some consortia.

At what level are decisions on services made?

Federal: In accordance to USDOE's guidelines for federal Perkins Act and Applications for Receipt of Federal Funds

State: In accordance with the State Board of Education, State Regulations, Alaska's Quality Schools Initiative and the State Plan for Vocational Education

Local: Plans of Service are submitted to the State in accordance with their local boards of education and/or vocational advisory committees.

The state eligible agency (DOE) must give special consideration to Tech Prep applications that developed in consultation with business and industry, institutions of higher education, and demonstrate how Tech Prep students meet high academic and employability competencies.

What are the program outcomes and/or performance measures?

Performance measures and data collection will be developed during FY2000 and implemented in FY2001 as part of Alaska's Vocational Education Transition Plan for the Carl Perkins Act of 1998.

Students are to meet core academic standards developed by the State;

Articulated agreements between consortium participants indicating a common core of instruction of at least 2 years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction;

Student completers; secondary-post secondary transition and/or employment placement;

Non-traditional jobs and/or in the use and application of technology; receipt of postsecondary degree or certificate; related-employment or military placement.

Please report program performances for Program Years 1998 and 1997.

1998 program performance results have not been compiled

1997 program performance reports indicated baseline assessments (rating scale) for curriculum and student services; evaluation of student progress; evaluation of program effectiveness; coordination and cooperation with other agencies; involvement of employers, community, and special populations.

How is program oversight provided (include a brief description)?

The State Board of Education serves as the State Board of Vocational Technical Education to provide oversight for all K-12 programs and in collaboration with the Alaska Human Resources Investment Council.

Local boards of education provide oversight to their local schools with local vocational advisory councils frequently providing additional input from community and business partnerships.

Site-based advisory councils provide oversight to local post secondary programs with the University of Alaska System receiving oversight from the Alaska Human Resource Investment Council, the Board of Regents, and a Statewide Postsecondary Advisory Council for Vocational Education.

Do you anticipate any significant program changes in the new fiscal year?

Increased accountability measures regarding data collection, student performance, and program outcomes will be implemented.

Changes required by the federal Perkins Act of 1998 amends membership in Tech Prep consortium to include one or more institutions of higher education that award a baccalaureate degree and may include employers or labor organizations.

Grant recipients may use the amount provided from their Tech Prep grant to develop and operate a four-year or six-year Tech Prep education program that initiates with the last two years of secondary schooling.

Coordination of services, data collection, and performance measures with the Workforce Investment Act and The Adult Basic Education Act.

Increased emphasis on seamless secondary-to-post secondary articulation .

Reconfiguration of consortia based on geographic needs and configuration of rural service program delivery.

Increased use of distance delivery and technology.

What are the program priorities for PY 1999?

Student achievement levels: academic skills and technical skills

Increased technical training for instructors

Development and implementation of curriculum and programs crucial to Alaska's economic sectors: continued growth of seafood processing tech prep consortium; construction technology; health occupations; computer technology

Development of a system of performance standards and measures as part of a systemic data collection and evaluation system

Technical assistance/Inservice for model tech prep secondary-post secondary programs

Identification of specific Alaska career paths appropriate for tech prep career paths in high skills/high wages, in new and emerging occupations, and consistent with labor market demands

Interagency collaboration for the development of a five year state plan for tech prep

Cohesive interagency planning to promote model consortium configurations.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

FY98 programs are governed under the 1990 Carl D. Perkins Vocational and Applied Technology Title, Public Law 101-392, U.S. Department of Education:

Title III-Part E:- Tech Prep Education

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal: CFDA# 84.243A

Source: Carl Perkins Vocational and Applied Technology Act of 1990: Separate authorization is provided for Tech Prep.

Amount: \$231,238

What percentage of this funding is used for program administration?

Up to 5 percent.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

Alaska School to Work Initiative; Adult Basic Education; Consortium partnerships sited above; interagency (University of Alaska), Alaska Vocational Technical Center, AHRIC, Alaska Career Information system, local advisory councils.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

Adult Basic Education: Marsha Partlow (907-465-8714)
Alaska Career Information System: Tim Weiss (907-465-2981)
Alaska School-to-Work Initiative: Sally Saddler (907-465-8726)

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Increased coordination with other service providers, employers, state agencies, and advisory groups (AHRIC, STW, business/industry, Department of Labor, etc.)

Increased resources for comprehensive, integrated, academic and occupational vocational technical programs, including a strong teacher preparation component;

Increased University focus and commitment to tech prep model (11-14 grades) to foster occupational preparation and meet Alaska's workforce needs

Increased public/student awareness of Alaska's labor market needs and targeting training in skill areas in which there are significant workforce shortages;

Improved data collection and data assessment system: to be able to evaluate the labor market demand for and impact of vocational training programs, Alaskans must be able to track the movement of student through the system into the labor market -beginning when students enroll in vocational-technical education at the secondary level and continuing through high school graduation, post secondary enrollment, program completion, and at least three to five years of labor market experience.

Increased technical assistance for implementation of performance standards and measures as well as the establishment of a state performance accountability system.

Focusing resources on a limited number of key occupational career paths rather than trying to provide a broad-based potpourri of courses

Strengthen post secondary vocational training programs: system-wide occupational curriculum and program delivery that schools can articulate with via regional K-14 consortia; increased program planning and communication between secondary and post secondary administrators and instructors

Since Alaska does not have a community college system and most of its post secondary vocational education programs are imbedded in the University of Alaska, a statewide consortium including all university sites would offer a more focused delivery system for the articulation of curriculum, instruction, and program planning secondary-to-postsecondary

Develop capacity for technical college delivery system

Enhanced and concurrent vocational training for those enrolled in adult basic education

Focused resources for vocational and technical education programs for adults and school dropouts to complete their secondary school education

Collaboration with school to work partnerships for career preparation, technical training components, and work-site learning

Alaska School-to-Work Initiative

What is the purpose or mission of the programs(s)?

To use venture capital funds to build business, education and community partnerships to create a school-to-work system that ensures all Alaska students leave school prepared for the world of work and life-long learning.

Please provide a brief program description.

30 local partnerships are currently implementing School-to-Work systems by developing and implementing each of the following 12 required components of a School-to-Work system:

School Based Learning:

- Connection to Postsecondary Options
- Career Pathways
- Participation by All Students

Work Based Learning

- Work Experiences
- Workplace Mentoring
- Safe, Healthy, Legal Workplaces

Connecting Activities

- Support and Involvement of Community
- Training/Professional Development
- Sustainable System
- Integrated Reporting System
- System Evaluation

Marketing/Public Awareness

Who are your program customers and how many do you serve?

Communities centered on 32 school districts, including approximately 117,000 students (90 percent of the state's total) and at least 2,200 of Alaska's 17,000 employers.

Please provide a brief description of training class setting and average class size.

Not applicable. As a statewide initiative, the School-to-Work office does not work directly with classes.

What geographic areas do your programs serve?

Local School-to-Work partnerships serve all of Alaska's 8 labor market (geographic) areas as defined by the Job Training Partnership Act and labor market information.

What services are offered by this program?

Services provided include school-based learning, work-based learning, and connecting activities to provide all students with relevant, integrated curriculum, career exploration, and exposure to a variety of workplaces.

Who provides these services?

Alaska funds 30 local partnerships with 3-year implementation grants to build local systems. Local partnerships must include local education agencies and organizations, parents and students, postsecondary educational institutions, employers and organized labor. Services are provided by all members of the local partnership, with technical assistance and support from the state School-to-Work Office. Grant awards are issued to local partnerships, all of which include school district membership.

At what level are decisions on services made?

At the local level within federal guidelines and state-approved plan.

What are the program outcomes and/or performance measures?

Program outcomes are to establish local partnerships among business, education (K-12, postsecondary, academic and vocational) and community organizations to provide all students with career development, contextual learning, and community connections to help them make successful transitions from school to the world of work and lifelong learning. These outcomes are measured by two yearly surveys sponsored by the National School-to-Work Office, in which Alaska's local partnerships are required to participate as a condition of continued funding: The Mathematica Local Partnership Survey, and the National School-to-Work Progress Measures Survey. Progress measures include the following:

- Participation in local partnerships.
- School-to-Work activities.
- Business establishments participating in School-to-Work.
- Local partnership capacity to report secondary student background data (demographics).
- Outside resources to sustain School-to-Work.

Please report program performances for Program Years 1998 and 1997.

PY 1997: 4 local partnerships in planning phase, 13 in year 1 of implementation, 12 in year 2 of implementation.

PY 1998: 4 local partnerships in planning phase, 13 in year 2 of implementation, 12 in year 3 of implementation. These are selected results from the National Progress Measures Survey.

How is program oversight provided (include a brief description)?

As part of the Alaska Department of Education, the Alaska School-to-Work Initiative is accountable to the Alaska State Board of Education. There is a School-to-Work Council appointed by the Commissioner of Education that includes representatives from each stakeholder group. The Alaska Human Resource Investment Council also provides oversight for coordination with the state workforce investment system. The AHRIC has a School-to-Work Task Force with a majority of business and industry members. The School-to-Work Coordinator provides quarterly reports to the AHRIC and ensures that School-to-Work connects with Alaska's workforce development system through cross membership in the School-to-Work Council.

Each local partnership has an oversight committee whose makeup reflects the membership of the local partnership as a whole. These committees report to the state office through the School-to-Work coordinator.

Do you anticipate any significant program changes in the new fiscal year?

1. Decline in funds to lowest level as we enter the last year of federal funding
2. Need to analyze impact of Carl Perkins 3 and Workforce Investment Act on School-to-Work sustainability
3. Transition technical assistance support to the newly created state Business Education Compact

What are the program priorities for PY 1999?

Implement an Internet-based School-to-Work Management Information System

Establish a statewide Business Education Compact

Promote sustainability and accountability among local partnerships

Identify Model Sites to promote best practices

School-to-Work Sustainability Institute (March 8-11, 1999)

Implement public outreach strategy to seek support for School-to-Work from communities, legislators, and businesses

Conduct independent evaluation of School-to-Work implementation

Work with business and education communities to promote career pathways

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

School-to-Work Opportunities Act of 1994, Public Law 103-239.

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: U.S. Department of Labor

Amount: \$1,300,000

What percentage of this funding is used for program administration?

No more than 10 percent.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

The State School-to-Work Coordinator is active in the following:

- Quality Schools Initiative Standards Group
- Adult Basic Education/Vocational Education Work Group
- Improving Alaska Schools Act (IASA) team
- Goals 2000
- National Occupational Information Coordinating Committee—Alaska State Occupational Information Coordinating Committee
- Alaska Transition Initiative-Vocational Rehabilitation
- Alaska's 3 Job Training Partnership Act Private Industry Councils

Monthly School-to-Work Coordinator teleconferences provide opportunities for coordinators to connect with other agencies on a less regular basis, such as the State Risk Management Office and Welfare to Work organizations.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

Linda Vanballenberghe, Alaska Department of Education Vocational Education (907) 465-8704
Marsha Partlow, Alaska Department of Education Adult Basic Education
(907) 465-8714

Gretchen Guess, Alaska Department of Education Alaska Human Resources Investment Council
Representative (907) 465-2800

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Establish School-to-Work as the “first stop” in Alaska’s “one-stop” employment and training system. This could involve the following steps:

- Creating state recognized career pathways
- Providing all students with Alaska specific occupational and career information
- Operating a business education compact that promotes connections among business and education, and provides training and technical assistance for local partnerships to support student learning
- Ensure a School-to-Work coordinator is in all districts to help students and teachers connect learning with the world of work
- Use the Occupational Data Base to evaluate School-to-Work success in helping prepare Alaska students for the career of their choice
- Explore strategies to link School-to-Work opportunities to workforce development policies through tax credits and legislation promoting School-to-Work opportunities in safe, healthy, legal workplaces.

These steps would help extend School-to-Work to all districts, not just the 32 that are currently organized.

High School Completion for Young Parents

Three school districts receive funding through High School Completion for Young Parents: Fairbanks School District, Juneau School District and Mat School District.

What is the purpose or mission of the program(s)?

Programs provide standards-based academic and occupational skills training to enable young parents at risk of dropping out of school to earn a high school diploma or GED, make a

successful transition from school to work or further education, learn positive parenting and gain employability skills leading to economic self-sufficiency.

Please provide a brief program description.

Programs include academic and occupational skills curricula based on standards and assessment according to the Quality Schools Initiative. Basic skills, remediation and ABE referrals are available. Career counseling including Alaska Career Information System (AKCIS) assists students in making constructive choices in vocational/technical education based on local labor market information and leading to jobs with potential for advancement. Students learn employability and marketable skills, decision-making and high order thinking while becoming good parents and breaking the intergeneration cycle of welfare dependency. Child-care and transportation to school or work is available. Programs emphasize skill development in reading, writing and math.

Who are your program customers and how many do you serve?

At this time, 117 pregnant and parenting students are served. These students face multiple barriers to high school completion, including early parenthood, academic and economic disadvantage, dysfunctional home lives and health issues.

Please provide a brief description of training class setting and average class size.

Comprehensive services are provided to students to enhance opportunities for high school completion and work success. Flexible scheduling enables students to gain work experience while completing high school graduation requirements. Participants are required to maintain employment while enrolled. On site child care in Mat-Su, Fairbanks and most recently Juneau provides a lab setting for students to learn child development and parenting first-hand while completing course objectives. Case management ensures non-duplication of services offered by multiple agencies including Health & Social Services, Labor and Education as well as links with employers and postsecondary agencies. Programs are delivered in Alternative School settings where average class sizes fluctuate.

What geographic areas do your programs serve?

Programs serve students enrolled in the Juneau, Fairbanks and Mat-Su school districts. Students from other districts may relocate and be served under program objectives. Programs deliver curricula that may be replicated by other districts, including those in rural areas.

What services are offered by this program?

Services are comprehensive to reflect the needs of the learners, including intake, career counseling, occupational and academic skills training, parenting education, social and health service referrals, ABE, tutoring and job search. School district staff provides services.

Who provides these services?

Direct Services and on-site supervision are provided by professional staff hired by the school district. Referrals are made for certain needs such as mental health counseling, Alaska Temporary Assistance Program (ATAP) and Adult Basic Education.

At what level are decisions on services made?

The request for applications describes program services and components that must be provided. School districts propose how they will complete program objectives and evaluation according to standards as approved by the department.

What are the program outcomes and/or performance measures?

Program outcomes include measurable student learning gains based on academic, vocational and employability skills standards. All students are expected to successfully complete the program and make the transition to work or further education or training.

Please report program performances for Program Years 1998 and 1997.

Mat-Su and Fairbanks have received these funds in previous years, including 1997 and 1998, and have reported reaching high program standards. In excess of 80 percent of students completed program objectives, measurably reducing the rate of teen pregnancies and increasing high school completion and employment among this at-risk group. FY99 is the first program year for the Juneau school district.

How is program oversight provided (include a brief description)?

Programs are selected for funding through a competitive grant process and administered by DOE. Agencies are responsible for completing program objectives as described in the application process. An annual performance report is required and data is supplied to USDOE in the department's annual performance report.

Do you anticipate any significant program changes in the new fiscal year?

The needs of these students and their children continue. This is a traditionally under-served group of at-risk students with multiple educational and societal risk factors. Changes in ATAP, restricting benefits and eligibility for assistance, further underscore the pressing need for marketable skills. Comprehensive programs yield the most student success when delivered in a flexible atmosphere giving students time to maintain employment as well as schoolwork.

What are the program priorities for PY 1999?

Priorities for PY1999 continue to be serving this group of at-risk youth and their families, providing the standards-based academic and vocational/technical skills as well as comprehensive services needed to encourage high school completion and employability. The current funding

level of \$125,000 is stretched among three programs and is inadequate to serve all eligible students.

Has your program requested or received waivers to either federal or state regulations?

No waivers have been requested at this time.

What is the legal citation creating your program?

Legislative appropriation according to AS 47.18.010 and AS 47.18.900, Adolescent Pregnancy Projects.

What are the program funding source(s) and amount of program funding for the current fiscal year?

High School Completion for Young Parents, legislative appropriation

Fairbanks SD Options Program -	\$44,320
Juneau School District -	\$38,430
Mat-Su Alternative School -	\$41,000
	\$ 1,250 administrative costs to DOE
Total	\$125,000

What percentage of this funding is used for program administration?

School districts are limited to 5 percent of the grant award for program administration, including indirect costs. The Department of Education receives 1 percent of the legislative appropriation for grants administration.

Are matching funds required?

Matching funds are not required.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

Programs must integrate academic and vocational competencies, be tied to Alaska's economic development efforts, reflect needs of local employers, include participation and evaluation of those to be served while developing program objectives. Programs are linked to Alaska Content and Employability Standards, National Occupational Skills Standards. Coordination is required between program providers and local and statewide social service agencies, including Departments of Labor, H&SS, Education and apprenticeship training programs statewide.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

ABE and Literacy programs, Marsha Partlow, 465-8714

Even Start, Early Childhood and Family Literacy, Kathi Wineman, 465-8706
Secondary and postsecondary vocational/technical education, Linda VanBallenberghe, 465-8740
STW partnerships, Sally Saddler, 465-8726
Health Education, Beth Shober, 465-2887

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

According to areas for vocational/technical program improvement prioritized by DOE and statewide workgroups of vocational educators, programs and services for this at-risk group should continue to upgrade curriculum based on connecting workers and employers in the local community, deliver and assess standards-based instruction based on labor market needs, enhance STW transition and enhance linkages with postsecondary and apprenticeship skills training.

Alaska Career Information System (AKCIS)

What is the purpose or mission of the program(s)?

The Alaska Career Information System (AKCIS) is a comprehensive career guidance system that provides information and exploration tools to people throughout Alaska. Delivery is provided primarily through computerized career assessment instruments, databases of occupational and educational information, workbooks and the Internet.

Please provide a brief program description.

AKCIS is a cooperative project of the Alaska Department of Education and the Alaska Department of Labor. Occupational information is provided by the Department of Labor. The system contains information on occupations, programs of study and training, schools in and out of Alaska, financial aid, entrepreneurship, job search pointers, industry facts, figures and outlooks for major industries in Alaska.

Who are your program customers and how many do you serve?

Software and services are provided to over 273 sites in Alaska, including elementary schools, middle and high schools, vocational and proprietary schools, colleges and universities, employment service centers, JTPA centers, vocational rehabilitation offices, correctional institutions, counseling centers, public libraries, Alaska Native agencies, adult learning programs, and military bases. It is currently being used by over 82,000 Alaskans. Access is also available through the Internet version.

Please provide a brief description of training class setting and average class size.

Workshops on the use of Alaska Career Information System software, and career counseling, information and development are held for staff of agencies and schools who use AKCIS software. Other related workshops are also conducted on specialized subjects or for specialized audiences. Average class size is 15.

What geographic areas do your programs serve?

Statewide.

What services are offered by this program?

AKCIS provides training, information, materials, resources, technical assistance, and training on use of the software. Direct advice to career seekers is available through e-mail or the Web-based online discussion groups run by the Alaska Career Information System at <http://www.educ.state.ak.us/AKCIS/>

Who provides these services?

The Alaska Career Information System provides the AKCIS directly to contracting agencies and schools. These agencies and schools provide direct services to youth and adults.

At what level are decisions on services made?

At the state level. The Departments of Education and Labor set goals and priorities and made decisions on program operation and administration.

What are the program outcomes and/or performance measures?

Outcomes, performance measures and standards are based on those set by the Association of Computer-Based Systems for Career Information (ACSCI). ACSCI is an international organization that sets extensive voluntary standards and performance measures for computer-based career information delivery system. AKCIS completes an annual review based on these standards and fully meets the standards set forth by that organization. The standards are lengthy, but can be found at: <http://www.acsci.org>

Please report program performances for Program Years 1998 and 1997.

Program Year 1997:

- 30 percent increase in sites using AKCIS (An increase from 176 to 236 sites).
- Licensing fees lowered to allow smaller sites to afford the system.
- Macintosh version of AKCIS introduced.
- Training software developed.

Program Year 1998:

- 16 percent increase in sites using AKCIS (an increase from 236 to 273 sites).
- Internet version of AKCIS test version introduced.

How is program oversight provided (include a brief description)?

The Alaska Occupational Information Coordinating Committee (AOICC) acts as the advisory committee for the Alaska Career Information System. The AOICC is housed in the Department of Labor and also reports to the Alaska Human Resources Investment Council.

Do you anticipate any significant program changes in the new fiscal year?

No.

What are the program priorities for PY 1999?

Long-term program viability.

Full implementation of Internet version.

Has your program requested or received waivers to either federal or state regulations

No.

What is the legal citation creating your program?

State-base career information delivery system, such as AKCIS, are mentioned in, but not necessarily created by, the following act:

Carl D. Perkins Vocational-Technical Education Act Amendments (20 U.S.C. 2301 et seq.)
Section 118

“(b) State Level Activities,—In order for a state to receive a grant under this section, the eligible agency and the Governor of the state shall jointly designate an entity in the state—

- (1) to provide support for a career guidance and academic counseling program designed to promote improved career and educational decisionmaking by individuals (Especially in areas of career information delivery and use.

What are the program funding source(s) and amount of program funding for the current fiscal year?

AKCIS receives money by contracting with agencies, schools, organizations and businesses. These funds are not tracked by source. Also, the funds are received continuously throughout the program year.

We have an authorization level set by the state legislature that restricts how much money we can take in. However, we do not necessarily take it as much as we authorized. The amount we actually take in each year varies.

Program receipts include money from contracts for service and software that arrive as cash or checks from non-state government agencies. We are allowed to take in up to \$151,600 of these type of funds.

Interagency receipts includes funds transferred from other state-government agencies (can be either state or federal funds). We are allowed to accept up to \$106,500 of these type of funds.

What percentage of this funding is used for program administration?

Funds are used to create, maintain and market AKCIS.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

Alaska Department of Labor works in cooperation to provide occupational information to the Alaska Career Information System.

Alaska Occupational Information Coordinating Committee (AOICC) advises the Alaska Career Information System, providing suggestions for content, marketing and administration.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

The Alaska Department of Labor, Research and Analysis Section provides labor market information for AKCIS, as well as publishing some related information separately in publications such as TRENDS, and conducting workshops such as “Improved Career Decisionmaking.” Contact Brynn Keith, 907-465-4518.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

No answer.

Alaska Vocational Technical Center (AVTEC)

I. ALLIED HEALTH TECHNOLOGY DEPARTMENT

- A. Emergency Medical Technician
- B. Certified Nurses Assistant

II. BUSINESS & OFFICE TECHNOLOGY DEPARTMENT

- A. Business & Office Technology Course
- B. PC Support Course

C. LAN Support Course

III. DEPARTMENT OF APPLIED TECHNOLOGY

- A. Automotive Technology Course
- B. Diesel Engine Technology Course
- C. Heavy Equipment Technology Course
- D. Pipe Welding Course
- E. Structural Welding Technology Course

IV. ENERGY AND CONTROL TECHNOLOGY DEPARTMENT

- A. Industrial Electricity
- B. Inspection & Maintenance of Emission Systems (I/M)
- C. Power Plant Operation Course
- D. Electrical Apprenticeship

V. FOOD SERVICE TECHNOLOGY DEPARTMENT

- A. Food Service Course
- B. Commercial Baking Course

VI. LEARNING RESOURCES DEPARTMENT

- A. GED Preparation
- B. Reading & Mathematics Improvement
- C. Writing Skills
- D. English as a Second Language
- E. Introduction to Macintosh Computers

VII. MARITIME & FISHERIES DEPARTMENT

- A. U.S. Coast Guard Licensing Preparation Courses (11 Each)
- B. Fishing Methods Courses (4 Each)
- C. Technical Assistance Courses
- D. Marine Electronics and Safety and Survival Training

VIII. PHYSICAL PLANT TECHNOLOGY DEPARTMENT

- A. Plumbing and Heating
- B. Refrigeration Technology
- C. Residential Electrical Maintenance
- D. Structural Maintenance
- E. Related Studies Program

What is the purpose or mission of the programs(s)?

I. ALLIED HEALTH TECHNOLOGY DEPARTMENT

Mission : To provide the highest quality medical services to meet the diverse demands of Alaskan communities and industry training through courses which utilize the time of the adult learner in the most efficient manner.

II. BUSINESS & OFFICE TECHNOLOGY DEPARTMENT

A. Business & Office Technology Course

Mission: To provide students with the technical skills and professional work habits for career success in today's business and industry. The Business & Office Technology Department is committed to the continuous improvement of its program to meet the changing needs of business and industry, to provide a professional learning environment, and to meet the needs of Alaska's diverse multicultural communities.

B. Information Technology Course

Mission : To prepare technicians with support and service skills necessary to keep modern computers, computer networks, and their users operating smoothly.

III. DEPARTMENT OF APPLIED TECHNOLOGY

A. Automotive Technology Course

Mission : To train students in the skills, attitudes, and safe work habits that will enable them to become employed in the automotive repair field.

B. Diesel Engine Technology Course

Mission : To prepare students with the necessary knowledge and skills to enter the diesel equipment and repair and maintenance field.

C. Heavy Equipment Technology Course

Mission : To teach students the necessary skills and competencies of servicing, maintaining and repairing equipment to secure employment in the field.

D. Pipe Welding Course

Mission : To allow students with previous welding experience to acquire the necessary skills and knowledge to successfully pass the ASME 6G Pipe Welding Certification Test.

E. Structural Welding Technology Course

Mission : To provide those skills necessary to successfully pass the AWS-D1.1 Structural Certification Test and become employed in the welding and fabrication industry.

IV. ENERGY AND CONTROL TECHNOLOGY DEPARTMENT

A. Industrial Electricity

Mission : To provide students with the comprehensive technical training necessary for early success in entry level positions and steady advancement toward senior level positions in the many fields of electrical maintenance.

A. Inspection & Maintenance of Emission Systems (I/M)

Mission : To graduate individuals demonstrating skills which would make them desirable employees in the field of inspection and maintenance of automotive emission control systems.

B. Power Plant Operation Course

Mission : To graduate individuals demonstrating skills that would make them desirable employees in the field of power plant operation.

C. Electrical Apprenticeship Program

Mission : To deliver needed electrical training to students who could not otherwise receive the apprenticeship or up-grade training necessary to become an electrician.

V. FOOD SERVICE TECHNOLOGY DEPARTMENT

A. Food Service Course

Mission : To provide training in the job related social and technical skills required to get and keep a job within the Alaska culinary industry.

B. Commercial Baking Course

Mission : To provide a balanced training experience encompassing both technical and practical objectives to meet the employment demands of Alaskan bakery and/or food service establishments.

VI. LEARNING RESOURCES DEPARTMENT

Mission : To teach applied vocational academic skills, provide academic support, and deliver adult basic education services.

VII. MARITIME & FISHERIES DEPARTMENT

Mission : To provide Alaskans statewide with the skills and technical knowledge to enable them to be productive in our continually evolving maritime and fishing industries.

VIII. PHYSICAL PLANT TECHNOLOGY DEPARTMENT

A. Plumbing and Heating Course

Mission : To provide through classroom instruction, demonstration and laboratories, methods for installation, maintenance, service, repair and diagnostics of residential and light commercial plumbing and heating.

- B. Refrigeration Technology Course
Mission : To provide through classroom instruction, demonstration and laboratories, methods for installation, maintenance, service, repair and diagnostics of refrigeration.
- C. Residential Electrical Maintenance Course
Mission : To provide through classroom instruction, demonstration and laboratories, methods for installation, maintenance, service, repair and diagnostics of residential and light commercial electrical systems.
- D. Structural Maintenance Course
Mission : To provide through classroom instruction, demonstration and laboratories, methods for maintenance and repair of residential and commercial buildings.
- E. Related Studies Program
Mission : To deliver needed training by correspondence to students throughout the State of Alaska who could not otherwise receive the apprenticeship or up-grade training necessary to become more skilled as a worker, technician, or manager.

Please provide a brief program description.

- I. ALLIED HEALTH TECHNOLOGY DEPARTMENT
Because many employment opportunities are located in some of Alaska's more remote areas, knowing how to respond to an emergency is very important. The Allied Health Technology Department offers the following certificate levels: Cardiopulmonary Resuscitation; Industrial First Aid; Shipboard Emergency Medicine; Emergency Medical Technician I, II, & III; EMT I Re-certification; Certified Nurses Assistant (CNA).
- II. BUSINESS & OFFICE TECHNOLOGY DEPARTMENT
 - A. Business & Office Technology Course
The Business & Office Technology Course is an individualized, self-paced program. Each student, regardless of past experience, age, or skill level, can progress at their own rate. Whether you are preparing for employment, retraining for a new vocation, or upgrading skills, the Business & Office Technology program will provide you with the current skills employers are looking for. The Business & Office Technology program offers the following certificate levels: Business/Office Clerk; General Business/Office Assistant; Accounting Clerk; Administrative Assistant with emphasis in Legal, Medical, or Information Processing.
 - B. Information Technology Course
Information Technology students learn through a combination of classroom and hands-on learning. Early in the program, each student assembles and configures their own PC, gaining a solid conceptual knowledge of the personal computer. This computer is then utilized in later lab exercises as the student learns to configure, upgrade, and troubleshoot PC's and local area networks. The Information

Technology Course offers the following certificate levels: PC/Network Support Technician; PC Support Technician; Network Support Technician

III. DEPARTMENT OF APPLIED TECHNOLOGY

A. Automotive Technology Course

Using sophisticated diagnostic and service equipment, automotive students learn how to service and repair automobiles and light trucks. Developing professional attitudes and pride in workmanship is encouraged throughout the course. Approximately 60 percent of the course is hands-on shop work and 40 percent classroom instruction. The Automotive Technology Course offers the following certificate levels: PC/Network Support Technician; PC Support Technician; Network Support Technician.

B. Diesel Engine Technology Course

The Diesel Engine Technology program covers the maintenance and repair of the types of diesel engines commonly used in Alaska. Approximately 80 percent of the course is shop work and 20 percent is classroom instruction. Instruction is individualized so students may progress at their own rate. The Diesel Engine Technology Course offers the following certificate levels: Diesel Mechanic, Entry Level; Diesel Mechanic Helper; Diesel Marine Oiler.

C. Heavy Equipment Technology Course

The hands-on approach to the Heavy Equipment Technology program helps students learn how to service, maintain, and repair equipment ranging from dump trucks to bulldozers. Approximately 80 percent of the course is shop work and 20 percent is classroom instruction. Instruction is individualized so that students may progress at their own rate. The Heavy Equipment Technology course offers the following certificate levels: Construction Equipment Mechanic Helper; Heavy Equipment Oiler; Heavy Equipment Tire Repairer

D. Pipe Welding Course

The Pipe Welding Course covers stick electrode welding of schedule 80 steel pipe in the 2g, 5g, and 6g positions. The emphasis is on making X-ray quality welds. Pipe welding students spend 90 percent of the day in the welding lab and 10 percent in classroom instruction. The Pipe Welding Course offers the following certificate: Certified Pipe Welder.

E. Welding Technology Course

The Welding Technology Course places emphasis on stick electrode welding. Destructive tests are performed on all groove welds in both the stick and wire feed processes. Welding on steel is emphasized, however, all students are expected to become proficient welders on nonferrous materials such as aluminum. Instruction is individualized so that students may progress at their own rate. The Welding Technology program offers the following certificate levels: Combination Welder; Welder SMAW; Wire-Feed Welder; Aluminum Welder; Welder Helper.

IV. ENERGY AND CONTROL TECHNOLOGY DEPARTMENT

A. Industrial Electricity Course

The Industrial Electricity Course is presented in three parts: classroom presentation, experimental lab work, and electrical maintenance shop work. The program content includes: introduction to industrial electricity and electronics, industrial electrical distribution systems, blueprint reading & electrical schematics, low voltage, annunciation & alarm systems and motors and motor controls. The Industrial Electricity course offers the following certificate levels: Electrical Maintenance Technician; Maintenance Electrician Helper.

B. Inspection & Maintenance of Emission Systems (I/M)

The I/M course includes emission and fuel system diagnosis and repair procedures. Successful completion of this course, including passing the written test, qualifies the student to take the 8 hour rules and regulation course administered by the Municipality of Anchorage or the Fairbanks North Star Borough. The I/M course offers the following certificate levels: I/M Technicians; Advance I/M Technicians.

C. Power Plant Operation Course

Power Plant students train in a working power plant. Using a combination of hands-on and classroom instruction, students learn to perform routine maintenance and make common repairs on diesel-electric sets and related equipment. Students spend 60 percent of the course operating and maintaining diesel generator sets representative of installations in rural Alaska. The Power Plant Operation course offers the following certificate levels: I/M Technicians; Advance I/M Technicians

V. FOOD SERVICE TECHNOLOGY DEPARTMENT

A. Food Service Course

The Food Service course provides concentrated hands-on practice combined with classroom instruction. Food Service students study menu planning, food costing, and record keeping. The Food Service course offers the following certificate levels: Cook; Cook Helper; Food Service Worker.

B. Commercial Baking Course

The Commercial Baking course is an individualized training so that students may progress at their own rate. The course content includes production by hand-craft techniques. The classroom subjects covered are functions of ingredients, formula instruction, product troubleshooting and production mathematics. The Commercial Baking course offers the following certificate levels: Baker; Baker Helper.

VI. LEARNING RESOURCES DEPARTMENT

The Learning Resources Department is available to AVTEC students and the community. This department provides GED instruction, and tutoring in reading, mathematics, writing,

study skills, and English as a second language. Individualized programs and scheduling are developed with the instructor.

VII. MARITIME & FISHERIES DEPARTMENT

From a world class simulator to basic net repairs, students learn by doing, directed by staff that has extensive background in the marine and fishing sectors. Students train on color echosounders and sonar, navigation equipment, and a variety of hydraulic, electrical, and engine systems. Most of AVTEC's maritime license and certificate programs are U.S. Coast Guard (USCG) approved. The Maritime and Fisheries Department offers the following certificate levels: OUPV/Master 100GT; Master/Mate, Limited; Able Seaman; Lifeboatman; Radar Observer; Automatic Radar Plotting Aids (ARPA); Prince William Sound Pilotage; Celestial Navigation; Merchant Mariner Document (MMD); Small Boat Commercial Fishing; Fishing Vessel Operator; Trawling Technology; Longlining; Small Boat Electric's; Coastal Navigation; Net Construction and Repair; Vessel Stability; Fish Finding Systems; Small Boat Fish Finding Systems; Electronic Navigation Systems; Vessel Operator & Crewmember Safety Training; Emergency Equipment & Procedures; Shipboard Emergency Medicine; Marine Safety & Survival; CPR

VIII. PHYSICAL PLANT TECHNOLOGY DEPARTMENT

A. Plumbing and Heating Course

The Plumbing and Heating course provides students with the information and hands-on experience necessary to keep plumbing and heating systems functioning efficiently. Approximately 55 percent of the training is hands-on and 45 percent is classroom instruction. The Plumbing and Heating course offers the following certificate levels: Plumbing & Heating Repairer; Assistant Plumbing & Heating Repairer.

B. Refrigeration Technology Course

Refrigeration Technology course provides training in the installation, maintenance and repair of refrigeration equipment in a wide variety of locations including homes, hotels, schools, hospitals, etc. Graduates from AVTEC's Refrigeration Technology course will meet EPA certification requirements and be prepared to work in this exciting and specialized trade. The Refrigeration Technology course offers the following certificate levels: Refrigeration Unit Repairer; Assistant Refrigeration Unit Repairer

C. Residential Electrical Maintenance Course

The Residential Electrical Maintenance course provides a solid foundation in electrical theory and hands-on experience in the installation, troubleshooting, and repair of electrical systems used in residential and light commercial buildings. Approximately 50 percent of the training is hands-on and 50 percent is classroom instruction. The Residential Electrical Maintenance course offers the following

certificate levels: Residential & Light Commercial Electrical Repairer; Assistant Residential & Light Commercial Electrical Repairer.

D. Structural Maintenance Course

Students acquire a thorough knowledge of structural maintenance practices. Using a variety of general and specialized tools, students learn to maintain installations and repair various facility equipment. Approximately 50 percent of the program is hands-on and 50 percent is classroom instruction. Students gain practical experience by maintaining AVTEC's training and living facilities. The Structural Maintenance course offers the following certificate levels: Maintenance Carpenter; Assistant Maintenance Carpenter.

E. Related Studies Program

The Related Studies Program provides instruction to persons enrolled in apprenticeship programs. Apprenticeship is a combination of on-the-job training and formal instruction in a highly skilled occupation. Training in the practical (hands-on) aspects of the occupation is conducted at the job site under the supervision of a journeyman. The theoretical aspects of the occupation are presented either in a classroom setting or through correspondence courses. All of the Related Studies Program courses meet the requirements and have been approved for apprenticeship training by the Department of Labor, Bureau of Apprenticeship and Training.

Who are your program customers and how many do you serve?

	FY 97	FY 98
<i>Enrollments</i>		
Number of applications	2,254	2,521
Number enrolled	1,447	1,642
% graduated or completed upgrade	90 %	92 %
% placed in jobs or further education	76 %	61 %*
<i>Students</i>		
% Men	83 %	83 %
% Women	17 %	17 %
% Veterans	5 %	6 %
% Handicapped	3 %	1 %
Average age of students	35	36
% Alaska Native/Native American	24 %	21 %
% African-American	1 %	2 %
% Hispanic	1 %	1 %
% Asian-American	2 %	1 %
% Caucasian	58 %	58 %
% unknown ethnicity	15 %	17 %

Hometowns

% from Southeast Alaska	5 %	5 %
% from Central Alaska	10 %	12 %
% from Northwest Alaska	9 %	4 %
% from Southwest Alaska	6 %	8 %
% from Southcentral Alaska	67 %	67 %
% from Outside	5 %	3 %

*** FY98 Job placement figures are incomplete until June 1999**

Please provide a brief description of training class setting and average class size.

Training class settings are a combination of formal classroom instruction and practical lab application. The majority of a student’s seven-hour instructional day is hands-on application in a lab or shop environment. The average class size is 15 students per instructor. A few exceptions occur where equipment limitations, safety constraints, or state mandated regulations require less than a 15-to-1 ratio. Example – The Certified Nurses Assistant program is mandated to no more than six students per instructor for practical application.

What geographic areas do your programs serve?

Regions and some of their cities:

- 1 South-Eastern Juneau, Sitka, Ketchikan, Petersburg, Haines
- 2 Central Fairbanks, Barrow, Tok, Ft. Yukon
- 3 North-Western Nome, Kotzebue, Unalakleet
- 4 South-Western Bethel, Emmonak, Aniak, Kalskag, Mt. Village
- 5 South-Central Anchorage, Seward, Cordova, Kenai, Homer, Palmer, Valdez

What services are offered by this program?

AVTEC’s primary service is as a post-secondary vocational training institution to prepare its graduates for entry level/apprentice positions in the Alaska job market. In addition to the training programs, AVTEC also provides the following support services to facilitate the students’ success in their respective training areas.

Student Services – Supervised dormitory rooms for 121 students, a four-plex family housing unit, and a full-service cafeteria that provides three meals per day. A Student Service Center provides a gymnasium, game room, snack bar, racquetball, weight room, sauna, showers/lockers, mailroom, and arts and crafts.

Learning Resource Department – Provides a range of services including: GED testing, Adult Basic Education, applied math, English, a staffed computer lab, and library and tutor services.

Counseling Department - Includes professional counselors, a job placement counselor, and a full-time Alaska Temporary Assistance Program (ATAP) comprehensive caseworker.

Admissions Office - Includes a financial aid officer and a JTPA case worker.

Who provides these services?

AVTEC staff provides all the training and support services.

At what level are decisions on services made?

At the state level.

What are the program outcomes and/or performance measures?

The outcome for programs are to enroll students to full capacity, graduate all students enrolled and place all graduates in employment in the field they are trained for.

Performance Measures: Enrollment/Capacity, Graduates/Enrollment, and Placement /Graduates.

Please report program performances for Program Years 1998 and 1997.

Allied Health Technology Department

FY 97 Capacity 304	Enrollment 165	Graduates 162	Grad Rate 98.2 %
FY 98 Capacity 261	Enrollment 166	Graduates 162	Grad Rate 97.6 %

Business & Office Technology Department

Business & Office Technology Course

FY 97 Capacity 45	Enrollment 52	Graduates 35	Grad Rate 67.3 %
FY 98 Capacity 45	Enrollment 47	Graduates 30	Grad Rate 63.8 %

Information Technology Course (New Course in FY98)

FY 98 Capacity 15	Enrollment 15	Graduates 13	Grad Rate 86.7 %
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Applied Technology Department

Automotive Technology Course

FY 97 Capacity 15	Enrollment 18	Graduates 13	Grad Rate 72.2 %
FY 98 Capacity 15	Enrollment 20	Graduates 15	Grad Rate 75.0 %

Diesel Engine Technology Course

FY 97 Capacity 15	Enrollment 20	Graduates 14	Grad Rate 70.0 %
FY 98 Capacity 15	Enrollment 17	Graduates 16	Grad Rate 94.1 %

Heavy Equipment Technology Course

FY 97 Capacity 15	Enrollment 12	Graduates 7	Grad Rate 58.3 %
FY 98 Capacity 15	Enrollment 21	Graduates 13	Grad Rate 65.0 %

Pipe Welding Course & Welding Technology Course

Not offered in FY 97 & 98

Energy and Control Technology Department
 New Department in FY99 Comprised of Courses from Applied Technology and Physical Plant
 Technology

Industrial Electricity

FY 97 Capacity	14	Enrollment	14	Graduates	12	Grad Rate	85.7 %
FY 98 Capacity	14	Enrollment	14	Graduates	14	Grad Rate	100 %

Inspection & Maintenance of Emission Systems (I/M)

FY 97 Capacity	134	Enrollment	73	Graduates	73	Grad Rate	100 %
FY 98 Capacity	12	Enrollment	14	Graduates	14	Grad Rate	99.4 %

Power Plant Operation Course

FY 97 Capacity	36	Enrollment	27	Graduates	27	Grad Rate	100 %
FY 98 Capacity	24	Enrollment	25	Graduates	17	Grad Rate	68 %

Food Service Technology Department

Food Service Course

FY 97 Capacity	40	Enrollment	41	Grads	27	Grad Rate	65.9 %
FY 98 Capacity	40	Enrollment	25	Grads	14	Grad Rate	56.0 %

Commercial Baking Course

FY 97 Capacity	8	Enrollment	12	Grads	6	Grad Rate	50.0 %
FY 98 Capacity	8	Enrollment	12	Grads	10	Grad Rate	83.3 %

Maritime & Fisheries Department

FY 97 Capacity	559	Enrollment	307	Grads	295	Grad Rate	96.1 %
FY 98 Capacity	581	Enrollment	387	Grads	381	Grad Rate	98.4 %

Physical Plant Technology Department

FY 97 Capacity		Enrollment	108	Grads	70	Grad Rate	64.8 %
FY 98 Capacity		Enrollment	116	Grads	83	Grad Rate	71.6 %

Measures are exclusive of Related Studies Program.

How is program oversight provided (include a brief description)?

Program oversight is provided several ways:

AVTEC is accredited by the Council of Occupational Education. They oversee compliance against ten strict standards. Some of those standards are organizational, financial, instruction programs, student services, and staff professional development. AVTEC prepares and submits annual reports to maintain accreditation and is subject to on-site visits.

The Alaska Post Secondary Education Commission oversees instructional programs and financial reporting. It reviews and approves AVTEC programs to allow students to receive state and federal financial aid.

State Board of Education has chief authority and responsibility for the operations of AVTEC.

AVTEC Statewide Advisory Committee is comprised of representatives from business and industry and serve to advise the administration on the Center's activities.

Do you anticipate any significant program changes in the new fiscal year?

AVTEC is continuing to enhance and develop its training programs in response to the occupational trends in Alaska. New training programs in areas of Child Development Associate, Medical and Allied Health, and Information Technology are anticipated. Additionally, AVTEC has partnered with the Center for Occupational Research and Development to offer Summer workshops for Alaska secondary school teachers in applied learning subjects, as well as, introducing a bridge program for new students to build English and math skills to meet course entry requirements.

What are the program priorities for PY 1999?

Priorities for FY99 include: Technology upgrades in all program areas, industry recognized certification in all program areas, expanded use of program advisory committees, 90 percent placement of graduates or better, 90 percent or better completion of enrolled students, enhanced basic skills in all graduates including applied math, workplace communications, and computer literacy.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

Alaska Statute 44.27.020 Duties of Department. The Department of Education shall administer the state's program of education at the elementary, secondary, and adult levels, including, but not limited to, programs of vocational education and training, vocational rehabilitation, library services, correspondence courses, and adult basic education, but not including degree programs of post secondary education;

Alaska Statute 14.07.020 Duties of the Department. The Department of Education shall provide educational opportunities in the areas of vocational education and training and basic education to individuals over the age of 16 who are no longer attending school.

What are the program funding source(s) and amount of program funding for the current fiscal year?

State of Alaska Funding	<u>FY 97</u>	<u>FY 98</u>	<u>FY 99</u>
General Fund	3,556,200	3,475,900	3,484,000
GF Program Receipts	874,300	767,300	770,500
Designated Program Rec'ts	144,400	223,200	337,000
Interagency Receipts	134,500	618,800	289,300
Total	4,709,400	5,085,200	4,880,800

What percentage of this funding is used for program administration?

<i>Fiscal Year</i>	<i>% of General Fund & Program Receipts</i>	<i>% of all State Funding</i>
FY 97	24.4 %	22.9 %
FY 98	18.4 %	15.4 %
FY 99 (budgeted)	20.9 %	18.2 %

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

Interagency Task Groups

Vo-Ed Administrators
Alaska State Vocational Association
Governor's Job Cabinet

Workforce Boards

AVTEC Statewide Advisory Board
Alaska Human Resource Investment Council

Public-Private Partnerships

Alaska Independent Electrical Contractors Association
British Petroleum
Spring Creek Correctional Center
City of Saint Paul
Norton Sound Economic Development Council
Alaska SeaLife Center
Painters and Allied Trades, Local 1140
Nabors Alaska Drilling

VECO

Central Bering Sea Fishermen's Association

Yukon Delta Fisheries Association

United States Coast Guard

Tanana Chiefs

Kodiak Housing Authority

Bristol Bay Economic Development Corporation

Chiuilsta Camp Services

Yukon-Kuskokwim Home Care

Saint George Traditional Council

Kenworth

University of Alaska Anchorage

Golden Alaska Seafoods, Inc.

Center for Occupational Research & Development (CORD)

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

Not Applicable.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

The Alaska Human Resource Investment Council must continue its efforts towards coordination and evaluation of workforce development services. Through these efforts a rural model for delivery of vocational technical training and education should emerge. This model will enhance delivery and coordination of services while utilizing state resources efficiently. Without a community college system Alaska needs a seamless and articulation delivery system with access by all Alaskans.

Kotzebue Technical Center

OFFICE OCCUPATIONS DEPARTMENT

Accounting Clerk The Accounting Clerk course is a 32-week program designed to prepare trainees for entry-level positions in the accounting field. Basic accounting principles are applied in routine computation, calculation and posting of numerical data to maintain accounting records and to record business transaction details involving basic bookkeeping concepts and practices, computer spreadsheet applications and computerized accounting.

Secretary The 32-week Secretary program prepares our trainees for entry-level work in the secretarial labor market. The trainees gain knowledge in office procedures, records management, business correspondence and high-level keyboarding skills. These secretarial trainees become familiar with word processing, machine transcription, office machines and computer operation.

Clerk/Receptionist The shortest course in the Office Occupations field is the 14-week Clerk/Receptionist program. This course prepares the trainee for entry-level clerical positions. The emphasis is on keyboarding, filing, office mail procedures, human relations and operation of both word processing and office equipment.

BUILDING INDUSTRIAL TECHNOLOGY DEPARTMENT

The training philosophy in Kotzebue (Alaska) Technical Center's Building Industrial Technology program provides trainees four training options for employment in building maintenance, construction trades, plumbing, electrical, and heating fields. Those trainees who decide to complete the four courses will be in the program for 32 weeks and receive a Certificate of Completion in building Industrial Technology.

Building Industrial

Technology Trainees are exposed to a thorough knowledge of facility maintenance practices by using a variety of tools, acquiring knowledge to perform preventive maintenance, repair/replace/remodel buildings and equipment. Trainees gain hands-on practical experience in the Construction Trades, Plumbing, Electrical and Heating systems that comprises the four major occupational segments of the program. Additional areas of focus include: drywall applications and repair, painting, floor installations, basic construction welding, finish trim carpentry, and cabinet repair/installation.

Trainees will purchase the necessary tools for Building Maintenance programs and upon completion will take these tools for use in their future professions.

Construction Trades The seven-week program focuses on the skills needed in the construction industry. Trainees learn construction techniques, framing, roofing and finish carpentry, and basic maintenance of buildings including remodeling and repairing utilizing entry-level carpentry skills and safe usage of power tools.

Electrical Systems The nine-week Electrical program will cover basic electricity as well as residential and commercial building wiring to instill in the trainee a knowledge and skill base of operation and maintenance. Trainees do develop an understanding of the building electrical circuits as needed to repair and maintain power systems. This course focuses upon the installation, repair and/or replacement of common building electrical fixtures.

Heating Systems This nine-week program centers around oil fired heating systems used in the Arctic. The course is specifically designed to work with the operation, installation, troubleshooting, and adjustment of oil fired burner equipment and control systems.

Plumbing Systems The plumbing systems program is a seven-week course that includes instruction in basic entry-level plumbing, skills development, repair, replacement and plumbing maintenance of facility potable water and waste water systems. Emphasis is placed on use of tools combined with the knowledge to solve plumbing maintenance problems.

INDUSTRIAL MINE MAINTENANCE DEPARTMENT

Millwright/Industrial

Mine Maintenance The Industrial Mine Maintenance program is a preapprentice Millwright course comprised of three individual sections. The first section is the basic Millwright skills development program for sixteen weeks including work safety, math and measurement, hand and power tools, piping, belt alignment, welding, lubrication, bearings, mechanical seals, valves and hydraulics.

The second phase is a 4-8 week on-the-job training experience at the Red Dog Mine site. Here the trainees work with journeyman millwrights and other maintenance personnel to gain insight on their responsibilities, skills development and remote site living and rotation.

After the on-the-job training experience the millwright trainees return back to the classroom for the last 10 week training section in the classroom and practical skills development in precision tools, prints and schematics, welding, heat exchangers, shaft alignment and preventive maintenance.

HEALTH OCCUPATIONS DEPARTMENT

Certified

Nurses Assistant Trainees in this course receive training in basic nursing skills to become proficient health care team members. The course focuses on learning the responsibilities of a health care worker, effective communication skills, the structure and functions of the human body, infection control, hygiene needs, nutrition, vital signs, standard first aid and much more.

Instruction includes classroom lectures with lab work and hands-on clinical experience in a long term facility.

- Trainees become certified in four areas:
- Certified Nurses Aide (CNA)
- Personal Care Attendant (PCA)
- Home Health Aide (HHA)
- Standard First Aid/CPR

This course is also a stand-alone course. The program length is 14 weeks.

Careers in Health This course provides trainees with an introduction to the various health care-related occupations to broaden their options in this vocation. The basic fundamentals covered in this course include an in-depth exploration of careers, health care systems and administrations. Trainees also learn about human growth and development, safety issues, communications, current health issues and employability skills.

Medical Terminology This course is designed to familiarize those trainees who either are employed in the medical field or have an interest in a health career. This course focuses on basic components of medical words, their body structure and function. This course is a stand-alone course. The program length is 14 weeks.

ADULT BASIC EDUCATION DEPARTMENT

Basic Skills Trainees may participate in basic life skills training to develop skills in reading, writing, and math by studying the following areas:

- Reading: catalogs, trade journals and manuals
- Writing: business letters, work orders and journals
- Math: consumer, trade and occupational math

GED Preparation Trainees may also enroll in the General Educational Development (GED) preparation program. This program is open to all ATC trainees and the public who have not completed their requirements for a high school diploma.

Life Skills

Development Trainees may enroll in this plan of study to develop skills to better function in a community or to enhance their employability. These life skills include: computer literacy, money management, resume writing, completing applications and becoming aware of current issues.

What is the purpose or mission of the programs(s)?

See above information.

Please provide a brief program description.

See above information.

Who are your program customers and how many do you serve?

Adult residents over the age of 16 who are not enrolled in school and who may not have a high school diploma. Programs serve about 200 full-time students and approximately 500+ part-time students annually.

Please provide a brief description of training class setting and average class size.

Training class settings include traditional classroom instruction and "hands on" practical application. The average class size varies from 10-20 students per instructor.

What geographic areas do your programs serve?

Programs serve students from all parts of Alaska, primarily rural areas.

What services are offered by this program?

Kotzebue (Alaska) Technical Center provides training programs to prepare graduates for entry-level positions in the Alaska job market. Support services are also provided in the following areas: intake, referral, GED preparation and testing, pre and post-testing.

Who provides these services?

Our staff provides training and support services.

At what level are decisions on services made?

At all levels.

What are the program outcomes and/or performance measures?

To enroll students to full capacity, graduate all students enrolled in training programs.

Please report program performances for Program Years 1998 and 1997.

	<u>1997</u>	<u>1998</u>
FT Enrollment	197	243
PT Enrollment	631	745
FT Graduates	171	227
PT Graduates	601	698

How is program oversight provided (include a brief description)?

The Northwest Arctic Borough Regional School Board of Education is the governing body for the Kotzebue (Alaska) Technical Center. A local advisory council also serves and provides input and recommendations to improve the ABE program services.

Do you anticipate any significant program changes in the new fiscal year?

Technology upgrades, anticipated increased emphasis on job placement, apprenticeship and OJT programs.

What are the program priorities for FY 1999?

Continue to improve services and develop training programs that are market driven.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

Alaska Statute 14.07.020 Duties of the Department. The Department of Education shall (12) provide educational opportunities in the areas of vocational education and training and basic education to individuals over the age of 16 who are no longer attending school.

What are the program funding source(s) and amount of program funding for the current fiscal year?

State

Source General Fund
Amount \$634,000.

Local

Source Local Revenues
Amount \$635,800.

Current estimated 1999 Budget \$1,269,800.

What percentage of this funding is used for program administration?

15 percent.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

Cominco Alaska, Inc., City of Kotzebue, NANA Regional Corporation, KIC Corporation, Maniilaq Association, Kotzebue Senior Citizen's Center, JTPA Regional Office.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

AVTEC Phone (907) 224-3322.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Continued efforts to ensure that all Alaskans have access to vocational/technical training including providing training opportunities for rural residents in a rural setting.

**Vocational Rehabilitation (DVR): Client Services-Department of Education
DVR Special Projects and Work Incentives Project-DOE/Department of
Health and Social Services**

What is the purpose or mission of the program(s)?

The mission of the Alaska Division of Vocational Rehabilitation is to assist Alaskans with disabilities in entering, re-entering or remaining in the workforce.

Please provide a brief program description.

66 percent of Alaskans with disabilities are unemployed even though a majority of these individuals want to go to work. The Division of Vocational Rehabilitation (DVR) assists Alaskans with disabilities in entering, remaining or returning to the workforce. Services are provided within the following construct:

Referral/Intake;
Eligibility Determination (Assessment and Evaluation);
Planning for Services;
Services Provided (Training and Other Services);
Placement; and
Follow-Along and Closure.
Post Employment Services Offered, as needed.

Who are your program customers and how many do you serve?

Individuals with disabilities (Priority is given to individuals with the most significant disabilities.).

DVR Client Services - In Fiscal Year 1998 – 4,443 individuals were served.

DVR Special Projects, Work Incentives Project – 25 individuals were served.

Please provide a brief description of training class setting and average class size.

The Rehabilitation Act of 1973, as amended, requires vocational rehabilitation services to be provided on an individualized basis to meet the unique needs of each individual with a disability to enter, re-enter or remain in the workforce. Training is provided in a college and university setting for some, on-the-job for others and in a myriad of other environments best suited for each person served. It is difficult to offer an average class size based on the unique requirements of each individual served.

What geographic areas do your programs serve?

DVR Client Services – Statewide.

DVR Special Projects, Work Incentives Project – Southeast Alaska and Kodiak.

What services are offered by this program?

Information & Referral;
Intake & Assessment;
Evaluation (In House and On-Site);
Career Planning;
Counseling and Guidance;

Interpreter Services for People who are Deaf;
Orientation and Mobility Training for People who are Blind;
Personal Assistance Services for People with Significant Mobility Impairments;
Physical Restoration Services (Must be job or career related);
Mental Health Counseling and Therapy for People with Significant Mental Illness;
Assistive Technology Services that may include:

- Purchase, fitting and testing of prosthetic or orthotic devices;
- Voice Output Devices;
- TTY;
- Specially Adapted Computers;
- Hydraulic Lift Devices;
- Adaptive Driving Controls;
- Text Enlargement Devices (CCTV);
- Adaptive Work Stations;
- Canes;
- Hearing Aides; and
- Other devices specific to an Individual's needs.

Training and Education which may include:

- On the Job Training;
- Job Coaching;
- Pursuit of a Degree at a College or University;
- Pursuit of a Degree at a Vocational, Technical or Community College;
- Pursuit of Skills Certification at a Vocational, Technical or Community College;
- Supported Employment; and
- Other Job or Career Training required based on the unique needs of each individual served.

Disability Related Family Counseling Services;

Post Employment Services;

Work Site Modifications;

Job Development, placement and retention services; and

Other services related to each individual's unique job and career needs impacted by their disability.

Who provides these services?

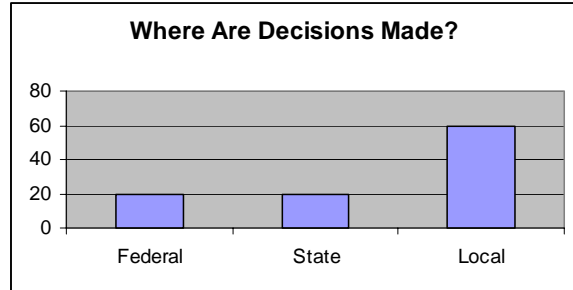
Services are provided through a blend of agency staff, sub-contractors and by other agencies working in coordination with the Division of Vocational Rehabilitation. Core services offered by agency staff include:

- Information & Referral;
- Intake & Assessment;
- Evaluation (In House and On-Site);
- Career Planning;
- Counseling and Guidance; and
- Job Development and Placement.

The other services required by individuals served are provided by post secondary education and training programs, non-profit profit programs, for-profit providers and a multiplicity of sources to maximize efficiency in service delivery.

At what level are decisions on services made?

Federal	<u>20 percent</u>
State	<u>20 percent</u>
Local	<u>60 percent</u>



Answering this question is rather difficult because there is no definitive way to support an answer. Broad parameters are established in Federal law, policies and regulations (20percent). States are required to further clarify state policies and regulations intended to identify how rehabilitation services will be delivered (20percent). The basic premise of vocational rehabilitation services is driven by individual choice as required by the Rehabilitation Act of 1973, as amended. The individual receiving services in partnership with Vocational Rehabilitation Counselors at the local level (60percent) determines services provided by the Alaska Division of Vocational Rehabilitation.

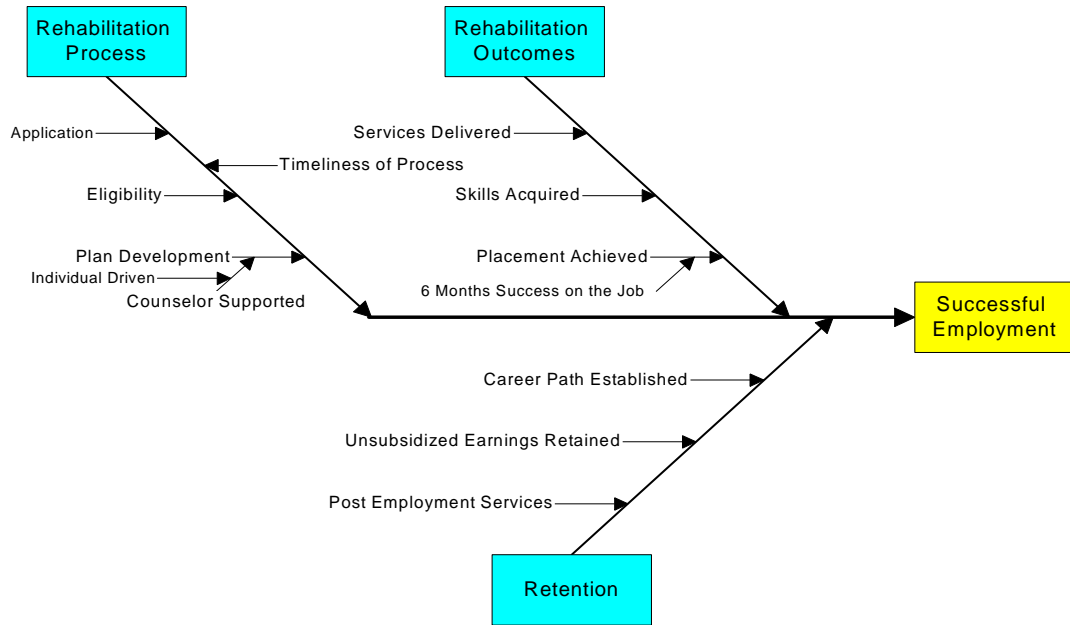
What are the program outcomes and/or performance measures?

The Alaska Division of Vocational Rehabilitation is required to meet the performance measures and outcomes cited in the Workforce Investment Act (WIA) of 1998 Chapter 6, Section 136 (2) (A). The Alaska Division of Vocational Rehabilitation must assure that services are provided to enable each person served to:

- Enter into unsubsidized employment;
- Retain unsubsidized employment 6 months beyond entry;
- Receive earnings in unsubsidized employment at 6 months following entry; and
- Attain a degree, occupational skills or equivalent credential.

The Rehabilitation Services Administration (RSA) conducts a thorough examination of the performance of the Alaska Division of Vocational Rehabilitation from a number of perspectives. RSA evaluates the service processes to ensure the appropriate and timely delivery of services throughout each individual's rehabilitation process. The participation and involvement of an individual in determining the direction of services and vendors is also evaluated. RSA compares the quality of employment outcomes in terms of the earnings and benefits, satisfaction with their employment, comparisons with national averages in rehabilitation, and the career opportunities available to those people served.

Rehabilitation Performance Measures

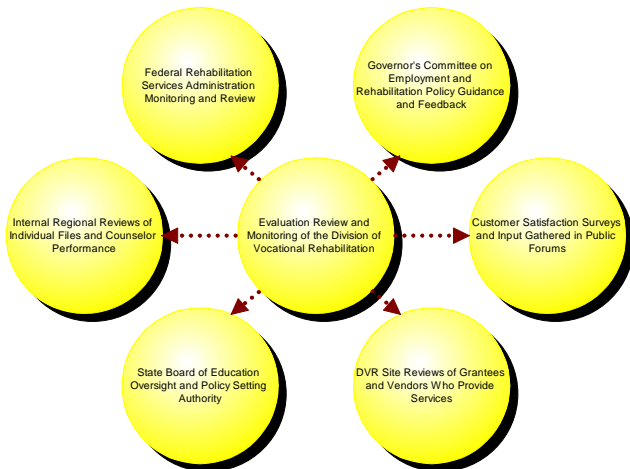


Please report program performances for Program Years 1998 and 1997.

Performance Measure	Fiscal Year 1998	Fiscal Year 1997
Individuals Determined Eligible	1,447	1,436
Individuals Receiving Training and Services	4,443	4,231
Individuals Placed In Workforce	589	553
Average Earnings Received	\$20,176.00	\$19,188.00

How is program oversight provided (include a brief description)?

Internal and External Evaluation and Oversight



The Alaska Division of Vocational Rehabilitation is located within the Department of Education. Primary policy and regulatory oversight of DVR falls in the domain of the State Board of Education as established in Alaska Statute 23.15.010.

The Rehabilitation Act requires the formation of a State Rehabilitation Council to act as an advisory body to DVR. In Alaska the State Rehabilitation Council is the Governor's Committee on Employment and Rehabilitation of Persons with Disabilities. The Governor's Committee prepares and submits an Annual Report to the Governor and it is forwarded to RSA.

The Rehabilitation Services Administration is established in Federal Statute as having

oversight of DVR and conducts regular monitoring and review. The Rehabilitation Act requires the Alaska Division of Vocational Rehabilitation to conduct internal evaluation and monitoring on a regular basis as well. Annual Reports are submitted to the Rehabilitation Services Administration.

Do you anticipate any significant program changes in the new fiscal year?

The Alaska Division of Vocational Rehabilitation has experienced significant budget reductions over the past 3 years. Unless budget increments are approved by the Legislature DVR could lose up to \$300,000 in Federal funds currently used to assist Alaskans with disabilities in entering the workforce. The loss of Federal funding will be the result of Alaska falling below the Maintenance of Effort requirements of the Rehabilitation Act.

What are the program priorities for FY 1999?

The Alaska Division of Vocational Rehabilitation priorities is to continue the inclusion of individuals with disabilities into meaningful careers in the workforce throughout Alaska. DVR is committed to improving services to deaf and blind Alaskans.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

Public Law 105-220 the Workforce Investment Act of 1998, Public Law 93-112 the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), as amended, Rehabilitation Act Amendments of 1998, Alaska Statute 23.15.010 - 23.15.020, and Alaska Administrative Code 4 AAC 54.010 – 54.990.

What is the source and amount of program funding for the current fiscal year?

Federal (Client Services)

Source: U.S. Department of Education/Rehabilitation Services Administration

Amount: \$7,343,800

State

Client Services

Source: State General Fund

Amount: \$3,537,200

Work Incentive Project

Source: State General Fund

Amount:\$137,000

What percentage of this funding is used for program administration?

14.6 percent is spent on program administration.

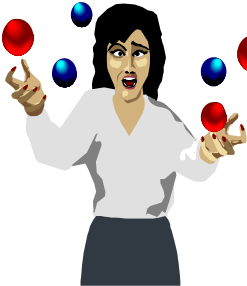
Are matching funds required?

No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>
Source	State General Fund
Amount	\$1,987,585.00

The Alaska Division of Vocational Rehabilitation is required to meet Maintenance of Effort in funding under the Rehabilitation Act. If Maintenance of Effort (\$3,537,200.00) is not met, the State will lose \$1 in Federal funding for every \$1 reduction in State General funds. The DVR match is 21.3 percent.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures?

The Alaska Division of Vocational Rehabilitation is involved with a number of councils, boards, organizations and interagency cooperative efforts to increase job and career opportunities for Alaskans with disabilities. Certain councils are mandated by Federal legislation and are intended to ensure the full participation of individuals with disabilities in setting policies and deciding the direction of the Alaska Division of Vocational Rehabilitation. Following is a listing of collaborative group endeavors:



- Alaska Job Center Network (AJCN) (One Stop Grant Initiative)
- Governors Council on Disabilities and Special Education
- Governors Committee on Employment and Rehabilitation of People with Disabilities
- Alaska Human Resource Investment Council (AHRIC)
- Alaska Deaf, Deaf-Blind and Hearing Impaired Advisory Council
- State Independent Living Council (SILC)
- Key Campaign – State Association of Developmental Disability

Providers

- Mental Health Trust Authority
- Mental Health Board
- Alaska Transition Initiative (ATI) Consortium
- Alaska Tribal Vocational Rehabilitation Consortium (Section 121, Rehab Act Grantees)
- Veterans Administration Vocational Rehabilitation Program

Are you aware of any other program/initiatives that deal with job training issues similar to those handled by your agency/department?

No other agency or organization has the broad state authority and responsibility to serve individuals with all disabilities as is required of the Alaska Division of Vocational Rehabilitation. The State Developmental Disabilities program addresses the overall needs of Alaskans with developmental disabilities, which may include employment services. Mental Health programs also address employment issues confronted by people who have a mental

illness, but employment is not a specific categorical service provided by the Division of Mental Health and Developmental Disabilities.

Contact Person: Connie Anderson, Program Administrator of the Developmental Disabilities Program (907) 465-3370.
Leonard Able, Program Administrator of the Mental Health Program (907) 465-3370

The Veterans Administration has a Vocational Rehabilitation program but it is restricted to serve only veterans and is limited in the scope of services offered.

Contact Person: John Arnett, Vocational Rehabilitation Officer (907) 257-4760

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

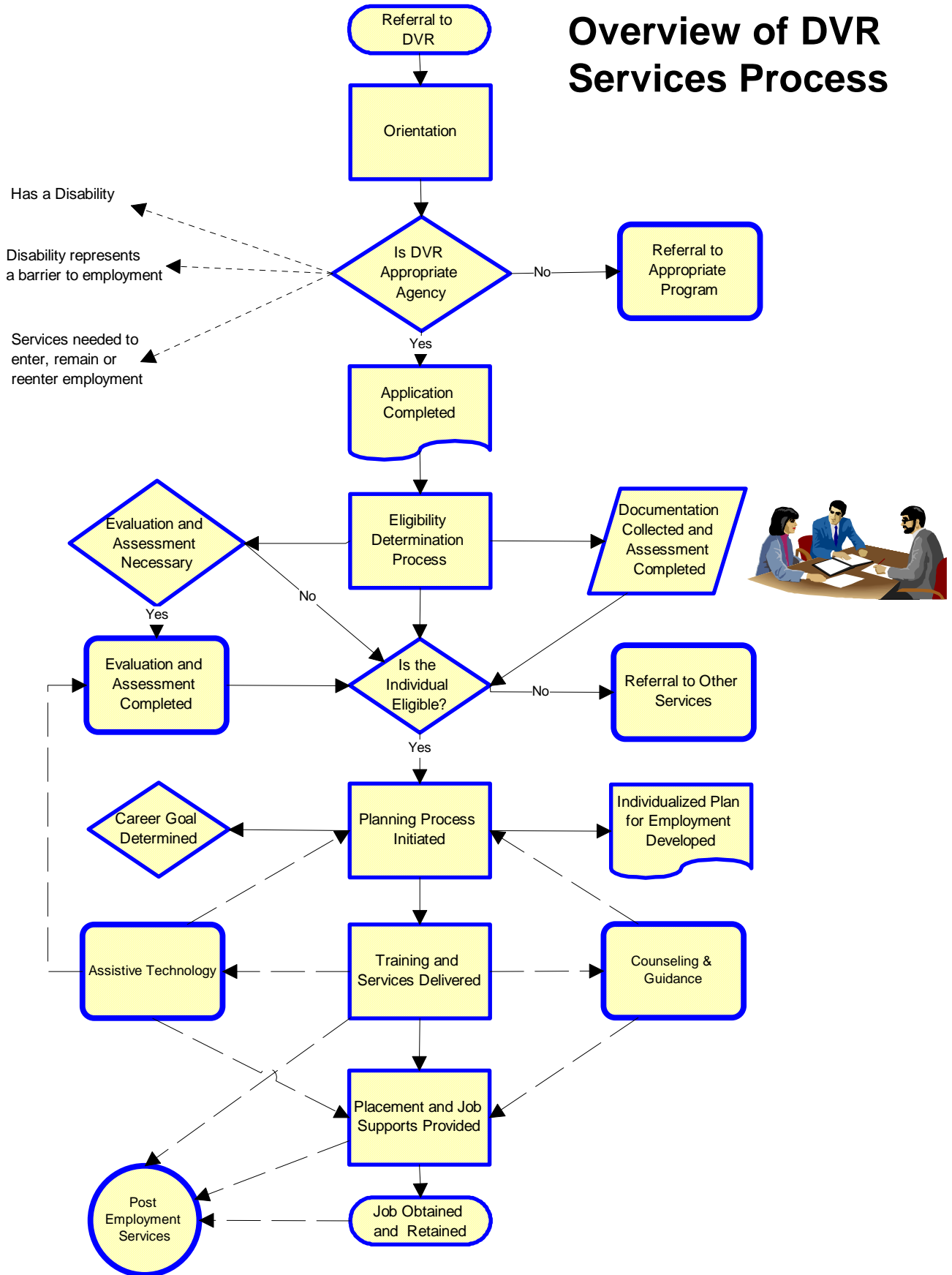
Moving forcefully ahead in workforce development has been hampered by inconsistent and often contradictory messages from Federal oversight agencies governing State agencies like the Alaska Division of Vocational Rehabilitation. With the State of Alaska moving ahead in workforce development efforts in the absence of a clear direction from Federal agencies, much of what has been accomplished to-date has been reactive rather than proactive. For Alaska to be successful in workforce development will require all agencies and organizations to collectively develop and embrace a broad plan outlining a systematic approach to workforce development.

Specific recommendations:

- Increase business involvement in planning workforce development strategy;
- Organize development of performance measures after the legislative session;
- Streamline bureaucracy to avoid duplicative systems of accountability;
- Coordinate meetings of mandated councils and boards more regularly;
- Better define roles and relationships between local and state workforce development boards;
- Analyze efficiencies achieved to-date as a result of workforce development;
- Increase the capacity of all agencies to meet the needs of individuals with disabilities;
- Challenge Federal barriers to workforce development and coordination more aggressively; and
- Expand upon the involvement of organized labor in creating workforce development strategies.

If workforce development is going to be more than just a cosmetic exercise in government, it will require the creation of new systems with different methods not just introducing new approaches to status quo systems of governance.

Overview of DVR Services Process



Department of Environmental Conservation

Federal Operator Certification

Although we have monies earmarked in our FY 99 budget for this program, it's still undecided how this new requirement will be addressed by the Department. It could be administered jointly by the Operations Assistance Unit, a section within the Division of Facility Construction & Operation and the Drinking Water Program within the Division of Environmental Health. Both entities are part of the Alaska Department of Environmental Conservation.

Consequently, the information is subject to change as the program develops and should only be considered valid for SFY 99.

What is the purpose or mission of the programs(s)?

To train and "certify" operators of all public water systems that are designated as community water systems or nontransient, noncommunity water systems as mandated by the federal EPA in response to the Safe Drinking Water Act Amendments of 1996.

In Alaska, this is all Class A Public Water Systems; about 600 systems.

Please provide a brief program description.

For FY 99, OAU in concert with EPA and the State's Drinking Water Program is developing procedures for training and "certifying" operators of public water systems serving fewer than 500 persons (existing State Operator Certification regulations already cover systems serving 500 or more persons).

The State DEC is still trying to determine how this new federal requirement will be administered.

Who are your program customers and how many do you serve?

Approximately 600 Class A Public Water Systems statewide.

Please provide a brief description of training class setting and average class size.

Unknown at this time; as presently envisioned it would be a combination of one-on-one training, classroom training, or training by correspondence course depending on the complexity of the system and needs of the operator/owner.

What geographic areas do your programs serve?

Statewide.

What services are offered by this program?

For FY 99, training classes and development of appropriate training materials.

Who provides these services?

ADEC, contractors, private trainers and training organizations.

At what level are decisions on services made?.

It is yet to be determined.

What are the program outcomes and/or performance measures?

Trained and certified operators for small public water systems.

Please report program performances for Program Years 1998 and 1997.

None to report – this is a new program.

How is program oversight provided (include a brief description)?

Not yet determined.

Do you anticipate any significant program changes in the new fiscal year?

Yes.

What are the program priorities for PY 1999?

- a) Identify the systems affected and notify regarding pending new requirements
- b) Develop protocol for various levels of certification
- c) Establish who does what within the agency (ADEC).
- d) Establish EPA's role.
- e) Identify funding for on-going support of the new program

Has your program requested or received waivers to either federal or state regulations?

Yes. The State, represented by ADEC, requested that untreated groundwater systems be exempt from the requirement to have a "certified" operator. This request was made in writing in response to EPA's request for comments during the public review process for the proposed EPA ***Guidelines for the Certification and Recertification of the Operators of Community and Nontransient Noncommunity Public Water Systems*** under the Safe Drinking Water Act as amended in 1996. It makes little sense to require "certified" operators for systems that do not treat their water. But the exemption was not granted.

What is the legal citation creating your program?

Safe Drinking Water Act Amendments of 1996: Pub. L. 104-182

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal
Source: Drinking Water SRF Set-Aside
Amount: \$150,000

What percentage of this funding is used for program administration?

None – its all contractual funds. Administration of the program will be handled by existing technical and administrative staff.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

Developing the program in cooperation with ADEC Drinking Water Program and EPA Region X Operator Certification coordinator

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

No.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Too early in the process to determine – new program.

Remote Maintenance Worker (RMW) Program

This program is administered as a grant program by the Operations Assistance Unit, a section of the Division of Facility Construction & Operation within the Alaska Department of Environmental Conservation.

Although this program does enhance the vocational skills of the local utility operators, the RMW program is not the “classical” type of vocational education program. The one-on-one, over-the-

shoulder, site-specific training provided by the RMWs is narrowly focussed on the needs of the particular operator as it relates to their specific utility systems.

What is the purpose or mission of the programs(s)?

The mission of the RMW Program is to provide over-the-shoulder training and technical assistance to village sanitation system operators in their systems. This system-specific assistance is designed to protect the health of the community residents while protecting the huge state and federal investment in village sanitation infrastructure.

Please provide a brief program description.

The Operations Assistance Unit (OAU) solicits grant applications from non-profit entities each year to administer an RMW program in a specific geographic region of Alaska. Currently there are 6 separate grantees providing RMW service in 6 geographic regions or service areas and two department-employed RMW, providing service in two additional geographic regions. Grant applications are reviewed, grantees are selected and specific grant conditions are negotiated each Fiscal Year. Currently there are 14 RMWs providing on-site technical assistance and training to approximately 160 communities; 12 are funded by grants to regional non-profit organizations and two State-employed RMWs. Two additional State employees develop program goals, evaluate grantee performance, provide grant oversight, authorize payments and provide technical assistance to the RMWs and their supervisors on a part-time basis.

Who are your program customers and how many do you serve?

The ultimate “program customers” are the residents of the communities and the operators served by the RMWs. Approximately 150 communities, 150 + operators and around 70,000 village residents, statewide.

Please provide a brief description of training class setting and average class size.

Typically, the training is one-on-one at the operators facility, the water treatment plant and/or wastewater treatment plant and at various locations in the water distribution and wastewater collection systems. The over-the-shoulder training is designed to make the operator proficient at operating and maintaining the equipment and processes that are specific to their own particular facilities; it is very system-specific type training. Since operator turnover is so high and the skills level low, this is a repetitive process.

What geographic areas do your programs serve?

All Native communities statewide with the exception of the Aleutians, Pribilof Islands and the North Slope Borough communities.

What services are offered by this program?

On-the-job, one-on-one, over-the-shoulder, system-specific training and technical assistance for village utility operators.

Who provides these services?

RMWs employed by grantees. Currently, the State employs two additional RMWs, one serving the 6 villages on Kodiak Island and 4 additional villages on the east side of the Kenai Peninsula and the other serving 10 communities in Southcentral Alaska.

At what level are decisions on services made?

State: We establish program priorities and deliverables by assigning grant conditions to each grant through negotiations with grantees.

Local: Grantees determine level of service and frequency of visits.

What are the program outcomes and/or performance measures?

Outcomes

- 1) Efficient, proper operation and maintenance of rural water and wastewater systems to protect public health and capital investments
- 2) Extend the useful life of rural utility infrastructure
- 3) Respond to emergency requests for assistance to prevent loss of utility service
- 4) Reduced capital expenditures for repair and premature replacement of utility systems

Measures

- 1) Annually increase the number of rural operators achieving State certifications
- 2) Decrease the cost of public health care through proper treatment of water and wastewater*
- 3) Extend the useful life of capital water and wastewater projects*
- 4) Reduce the number of emergency responses to assist village operators
- 5) Reduce the cost of system repairs due to operator error

* Data is not currently maintained to quantify these measures

Please report program performances for Program Years 1998 and 1997.

- a) No system failures were reported in 1997 or 1998. Short-term (less than 7 days) interruptions in service was reported at 8 separate locations in 1997 and at 6 separate locations in 1998.
- b) In 1997, 10 additional villages reported their operators had achieved certification in 1997; 8 additional villages in 1998. Since 1992, when this parameter became routinely tracked, there has been over a 100percent increase in the number of communities with a certified operator.
- c) In 1997, 16 emergency trips were made by RMWs; this number was down to 13 in 1998.

How is program oversight provided (include a brief description)?

Program oversight from the State's perspective is provided by an RMW Program Manager who provides assistance and guidance to the RMWs regarding the day-to-day problems encountered in the field and by an RMW Program Supervisor who provides administrative assistance to the grantees, as well as technical assistance and guidance.

Each grantee assigns a supervisor for the RMW program within their organization. This supervisor provides immediate supervision for RMW personnel, tracks financial and programmatic requirements and negotiates grant conditions and grant amendments as needed.

Do you anticipate any significant program changes in the new fiscal year?

No.

What are the program priorities for PY 1999?

- a) Prevent system failures and protect public health in the villages by assuring trained operators are available to operate local sanitation systems.
- b) Provide emergency response as needed.
- c) Increase the number of villages with state certified operators.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

None.

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: EPA

Amount: \$610,000

State

Source: General Fund Match

Amount: \$610,000

What percentage of this funding is used for program administration?

The State limits the overhead or indirect rate chargeable to these grants. Currently the indirect rate is 19 percent which covers all indirect charges for their RMW program. However, the indirect charges cover things other than program administration.

Approximately 10 percent of the Program Manager's time and 15 percent of the Program Supervisors time is devoted to administrative functions associated with the RMW program. Both of these individuals are State employees. This amounts to approximately \$13,000 based on their annual compensation.

Each grantee's RMW Supervisor is employed by the grantee, but is not paid out of the RMW grant funds. These supervisors also have other jobs within the grantee's organization; the percentage of their time spent administering their particular RMW program varies from grantee to grantee and is not known by the State.

Are matching funds required?

Yes.

Program is a 50/50 federal (EPA)/State matching program

Source: See previous question

Amount: See previous question

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

None.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

Alaska Village Electrical Cooperative Circuit Rider Training Program for village power plant operators. Similar concept; different vocation.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

- a) Maintain or increase funding for the Power Cost Equalization program. Higher utility rates in rural Alaska will have a direct impact on our rural communities' ability to operate water and sewage facilities. If operators are not compensated fairly for their time, they will seek work elsewhere. Consequently, the dollars invested by the State's RMW program is lost as trained operators leave municipal employment and take other jobs.
- b) Maintain or increase funding for Municipal Assistance. The costs associated with running village services, including sewer and water service, are generally at least partially funded with Municipal revenue sharing.
- c) Establish an Operations and Maintenance subsidy to pay for the operation and maintenance of village utility systems, so rural governments can afford to operate and maintain their sanitation systems. This type of a system would have to be an incentive-based system that was carefully monitored, not just another give-away program.

State Operator Certification and Training Program

What is the purpose or mission of the programs(s)?

Protect public health and extend the average useful life of sanitation facilities by ensuring that utility systems are properly operated, maintained and managed.

Please provide a brief program description.

This program provides opportunities for utility operators to receive training in utility operations and maintenance and also provides opportunities for them to take operator certification examinations per the State Operator Certification regulations (18 AAC 74).

Who are your program customers and how many do you serve?

Our customers include approximately 1100 individuals holding 2390 certifications and those individuals who wish to pursue State certifications, which are generally needed for employment in Alaska's larger utility systems. The ability to obtain certification is viewed as an indication of a person's competency in the water or wastewater utility field.

Please provide a brief description of training class setting and average class size.

Generally, we do not serve as the instructors of the training classes themselves. We facilitate the training by coordinating a biannual training calendar that lists the training being held during the 6-month period covered by the calendar. We distribute this calendar to approximately 1700 operators, city administrators, agency people and others interested in operator training courses. We also contract with private trainers to deliver training at selected locations using the State procurement process.

The typical operator training class is held in a classroom-type setting, although hand-on training in an industrial setting is becoming more popular. Class size varies with location and subject matter. Classes with as many as 30 – 40 students or as small as 5-8 students have been held in the last two years.

What geographic areas do your programs serve?

Statewide.

What services are offered by this program?

- a) Operator Lending Library – Study/reference materials can be checked out at no cost
- b) Correspondence Courses – in-house training courses are offered for a fee and information regarding other “outside” courses that may be appropriate is distributed on request
- c) Referral to private trainers or institutional training opportunities on request

- d) Certification exam is offered twice each calendar year; proctor service is provided at no charge to the examinee to allow unrestricted access to examination opportunities regardless of applicants location.
- e) Evaluate training courses offered by others and assign Continuing Education Units
- f) Certificate Renewal

Who provides these services?

ADEC – Operations Assistance Unit
Contractors
Private Trainers
University of Alaska
National Rural Water Association

At what level are decisions on services made?

At the state level.

What are the program outcomes and/or performance measures?

Outcomes:

- 1) Trained, certified operators competently operating utility systems
- 2) Efficient, proper operation and maintenance of water and wastewater systems to protect public health and capital investments
- 3) Compliance with permit discharge requirements and drinking water quality parameters

Measures:

- 1) Increase the number of certified operators statewide
- 2) Provide renewal services for certificates that expire; around 330 each year.
- 3) Increase the number of utilities operated by trained and certified operators.

Please report program performances for Program Years 1998 and 1997.

- 1) In 1997, the number of certified operators increased by 74 over the previous year; this number increase by 65 in 1998.
- 2) Approximately 300 certificates were renewed in 1997 and 1998 (each year)
- 3) In 1997, the number of utilities operated by a certified operator increased by 12; this number was 8 in 1998.

How is program oversight provided (include a brief description)?

Program oversight is the primary responsibility of the OAU Supervisor.

The Governor's Water and Wastewater Works Advisory Board advises and assists the Department in all matters regarding operator training and certification. Two meetings are held each year.

Training issues are discussed by and events are coordinated through the Alaska Training Coalition, an ad hoc group of agency people, private trainers, University of Alaska representatives, the Alaska Job Corps Service. The training calendar is published twice per year. The Coalition meets once per year and communicates through fax and teleconference throughout the year

Do you anticipate any significant program changes in the new fiscal year?

No.

What are the program priorities for PY 1999?

1. Administer two statewide certification exams at locations that will facilitate the opportunities for operators to become certified (maintain proctor sites).
2. Provide current training materials from our Lending Library that are relevant for Alaska's operators.
3. Review all training courses offered in 1999 to ensure that the subject matter is up-to-date, relevant and includes information needed by Alaskan operators to maintain compliance.
4. Manage the contract to develop a concise, up-to-date training materials package for level 2/3 water plant operators to facilitate offering of level 2/3 training courses by private trainers
5. Work with EPA and the State's Drinking Water Program to develop an operator certification program for the small systems that will be required to have "certified" operators under new federal drinking water regulations.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

Alaska Statute 46.30.

Alaska Administrative Code 18 AAC 74.

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: EPA – Drinking Water SRF

Amount: \$30,000 (0.5 FTE)

State

Source: General Fund & Program Receipts*

Amount: GF = \$30,000 (0.5 FTE) + \$15,000 (0.20 FTE); PR = \$57,200

Local

Source: *

Amount:

*The Program Receipts could be considered a “local” funding source, as it is the customers of this program (certified operators and those who are attempting to become certified) that provide the Program Receipts. The Legislature authorizes us to spend a certain amount of those program receipts for program-related expenses.

What percentage of this funding is used for program administration?

Difficult to determine – estimated at 20 percent.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

The Governor’s Water and Wastewater Works Advisory Board advises and assists the Department in all matters regarding operator training and certification. Two meetings are held each year.

Training issues are discussed by and events are coordinated through the Alaska Training Coalition, an ad hoc group of agency people, private trainers, University of Alaska representatives, the Alaska Job Corps Service. The training calendar is published twice per year. The Coalition meets once per year and communicates through fax and teleconference throughout the year.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

No.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Restore the level of funding that was provided for this program in the past (\$125,000/year). This would allow us to set our own program goals and priorities instead of relying on Program Receipts and leveraging other groups/agencies resources to accomplish the program’s goals.

Department of Health and Social Services

Work Search-ATAP

What is the purpose or mission of the programs(s)?

Provide an array of services to assist Temporary Assistance clients in obtaining employment.

Please provide a brief program description.

Work Search is a four-week program intended to help Temporary Assistance (ATAP) clients in their efforts to obtain and keep a job. It is the cornerstone of DPA's "work first" approach to welfare reform. Work Search attempts to move clients into the workforce as quickly as possible. The activities of Work Search are most often conducted in a group settings and model the day-to-day requirements of a job. Clients are required to attend for four weeks, five days a week, up to eight hours per day, unless a client finds a job before that time. Penalties are assessed by DPA for clients who fail to attend without good cause.

Work Search services include: a) an assessment of a client's skills, interests, aptitudes and employment barriers; b) workshops, lectures and other training modules to prepare clients to successfully find and keep employment; c) assisting clients to communicate with and support each other in their job seeking; d) actual job search by clients and the monitoring by the Work Search provider; and e) the coaching, matching and placement of clients into employment.

Since Work Search is designed to deliver services to clients in a group setting, it is a stand alone activity that is only purchased in communities with high concentrations of Temporary Assistance (ATAP) clients. In other areas of the state, case management grantees or contractors provide Work Search activities.

Who are your program customers and how many do you serve?

Temporary Assistance clients / 599 served on an average monthly basis.

Please provide a brief description of training class setting and average class size.

Training occurs at the contractor/grantee site, in a group setting and models the day-to-day requirements of a job. Again, clients are required to attend for four weeks, five days a week, up to eight hours per day, unless a client finds a job before that time. Class size depends on the training facility available but averages 20-25 clients per class.

What geographic areas do your programs serve?

Anchorage, Matanuska-Susitna Valley, Kenai, Ketchikan, Fairbanks, Juneau

What services are offered by this program?

There are five primary components of Work Search:

- 1) an **assessment** of a client's skills, interests, aptitudes and employment barriers, and referrals to appropriate support agencies, as needed
- 2) workshops, lectures and other training modules to prepare clients to successfully find and keep employment - also known as **job readiness** assistance
- 3) enabling clients to communicate with and support each other in their job seeking – also known as **job clubs**
- 4) actual **job search** by clients and the monitoring thereof by the contractor
- 5) the coaching, matching and **placement** of clients into employment

Who provides these services?

Contractors (competitive bid), grantees and other state agencies under service agreements.

At what level are decisions on services made?

At the state and local levels.

Statewide performance levels are determined at the Central Office but day to day operational decisions are made on the "local" or regional level.

What are the program outcomes and/or performance measures?

Two measures have specific performance standards, as follows:

- 1.) A specific number of clients must be served each month, by each contractor, dependent upon appropriate referral by DPA (if the number of clients served exceeds DPA estimates by more than 10 percent, re-negotiation for cost may be opened); and
- 2.) 40 percent of the clients served must obtain employment within the four (4) week Work Search period (20 working days), and retain that employment for at least the 14 day follow-up period

Please report program performances for Program Years 1998 and 1997.

The program didn't exist in FY97. In 1998, the average number of clients served in contracted Work Search was 597 on average per month.

How is program oversight provided (include a brief description)?

Local level: Regional Managers provide day to day operational oversight of grants and contracts within their region. Because the success of Work Search relies on appropriate referrals, DPA staff is intimately involved in the daily operation of WS agreements.

State level: Program and Policy Development staff are completing a Site Monitoring (Program Review) tool to be used to review programs in concert with local staff.

Interagency: DCRA and DPA work cooperatively to ensure grants and contracts meet the federal requirements imposed by WtW funding.

Do you anticipate any significant program changes in the new fiscal year?

No. This service has been deemed a necessary first step to ensure Temporary Assistance clients receive up-front service supporting the Division's Work First philosophy.

What are the program priorities for PY 1999?

Our program priority is to serve 599 clients on average per month and to place the highest number of people possible (at a minimum 40 percent) in to unsubsidized employment.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

Personal Responsibility and Work Opportunity Reconciliation Act of 1996, Public Law 104-193, Department of Health and Human Services (created Temporary Assistance for Needy Families) Alaska Temporary Assistance Program, Alaska Statute 47.27, Department of Health and Social Services

Balanced Budget Act of 1997, Section 5001, Employment and Training Administration, Department of Labor (WtW funding)

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: TANF

Amount: \$742,270

Source: WtW

Amount: 228,430

State

Source: State of Alaska General Funds

Amount: 416,300 (MOE)

What percentage of this funding is used for program administration?

A 15 percent administrative threshold has been established for WtW and TANF funding.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

- AHRIC (Alaska Human Resource Investment Council) - Representation of Alaska's workforce development related departments and private sector. A primary goal is to provide a statewide workforce development plan.
- Governor's JOBS Cabinet - Cabinet level, departmental representation (Departments of Health and Social Services, Labor, Community and Regional Affairs, Commerce and Administration). This group was formed to ensure collaborative efforts are statewide and synergistic in helping Alaska's Temporary Assistance clients move toward self-sufficiency.
- Workstar - Housed in the Department of Commerce and co-funded by Health and Social Services, this group provides private sector representation in planning efforts for employment of Temporary Assistance Clients.
- Private Industry Council's - Private sector and interagency representation on a regional level.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

No.

Contact: Work Services programs are managed within the Work Services unit. The Work Services Program Officer is Deborah Craig (the responder to this inquiry).

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

As welfare caseloads decline and dollars are saved that would otherwise be paid in welfare benefit payments, it is critical that some of the savings are reinvested in further workforce development efforts to ensure welfare caseload remain low and more recipients are helped into employment and out of poverty.

Department of Labor

Employment Services and Veterans Programs

What is the purpose or mission of the programs(s)?

ES: Assist employers with job vacancies and ready-to-work Alaskans find each other. The Employment Service is committed to maintaining and enhancing its position as the first place employers, workers, and job seekers turn for current, convenient and comprehensive employment related information and assistance.

Vets: To provide job placement, case management, and job referral services directly to veterans.

Please provide a brief program description.

ES: Employment Service staff connect qualified job seekers with job openings and provide extensive employment assistance to workers between jobs, those looking for new or additional jobs, and those seeking their first job.

Vets: Disabled Veterans Outreach Program (DVOP) and Local Veterans Employment Representative (LVER) staff provide maximum employment and training opportunities to veterans. Qualified applicants are referred to job openings and training opportunities in the following order of priority:

- (1) Special Disabled
- (2) Veterans of the Vietnam era
- (3) Disabled veterans other than special disabled veterans
- (4) All other veterans and eligible persons
- (5) Non-veterans

Who are your program customers and how many do you serve?

ES: Employers seeking workers and job seekers legally entitled to work in the U.S.

- more than 6,300 Alaska employers used Job Centers to list over 30,000 job openings
- More than 88,000 workers sought information and assistance through Job Centers
- Up to 1,500 Alaska jobs were listed on Alaska's Job Bank each day

Vets: Emphasis on service-connected disabled, Vietnam-era, and recently separated veterans

- Over 11,000 per year

Please provide a brief description of training class setting and average class size.

ES: N/A.

Vets: N/A.

What geographic areas do your programs serve?

ES: Statewide

ES: Statewide

What services are offered by this program?

ES:

- Special services for veteran's
- Job seeking and placement services
- Job search skills enhancement workshops
- Resume preparation assistance
- Job clubs
- Career counseling
- Case management services
- Labor market and occupational information

Vets: The LVER & DVOP programs help veterans cultivate their skills and experiences and maximize their job search efforts. Veterans' representatives also:

- Participate in the Transitional Assistance Program (TAP), to help military personnel prepare for civilian life
- Assist veterans gain employment in federal civil service under the Veterans Readjustment Appointment Act
- Perform case management of all veterans including disabled veterans participating in the U.S. Department of Veterans Affairs, Vocational Rehabilitation and Counseling Program

Who provides these services?

ES: ESD staff except in Kotzebue where the Department of Health & Social Services provides ES services through an RSA/MOA.

Vets: LVER & DVOP staff are ESD employees designated as Veterans' Representatives.

At what level are decisions on services made?

ES: Federal – USDOL, Wagner-Peyser grant guidelines
State – ESD Director's Office
Local – Job Center Managers determine levels of service in their communities

Vets: Federal – Assistant Secretary for Veterans' Employment & Training, USDOL
State – Statewide Veterans Program Coordinator
Local – Veterans' Representatives determine levels of service in their communities

What are the program outcomes and/or performance measures?

ES: The Employment Service is currently in the process of developing performance measures using Wagner-Peyser performance measures, located in the Federal Register, as guidelines. Division staff will work closely with the Alaska Human Resource Investment Council (AHRIC) to ensure program integrity is considered in the development of all performance measures. It is anticipated the following will be included in new measures:

- Number of employers using ES recruitment services
- Number of employers placing repeat job orders
- Customer satisfaction survey results
- Number of workers entering employment after receiving intensive services
- Number of job seekers participating in group and self-service activities

Vets: Veterans' program performance measures are based on the number of:
Applicants available
Placed & obtained employment
Placed in FCJL jobs
Counseled
Placed in training
Received some reportable service

Please report program performances for Program Years 1998 and 1997.

ES: No performance measures were in place for 1997 and 1998

Vets: Met all performance measures for program year 1997 and the first half of program year 1998 (7/1/98 – 12/31/98)

How is program oversight provided (include a brief description)?

ES: AHRIC oversees employment and training services programs administered by ESD.

Vets: Oversight of Veterans' programs is provided on the federal level by the District Veterans Employment & Training Administrator, USDOL.

Do you anticipate any significant program changes in the new fiscal year?

ES: Self-service activities such as self-referral and self-registration will increase and comprehensive case management will increase.

Vets: No

What are the program priorities for PY 1999?

ES: The program priority is to promote employment security by increasing opportunities for job placement through the maintenance of a system of public employment services that:

- Provide public access to resource rooms
- Serve rural Alaska residents through distance spanning technologies
- Are a cornerstone of the Alaska Job Center Network

Vets: The LVER & DVOP programs help veterans cultivate their skills and experiences and maximize their job search efforts. Veterans' representatives also:

- Participate in the Transitional Assistance Program (TAP), to help military personnel prepare for civilian life
- Assist veterans gain employment in federal civil service under the Veterans Readjustment Appointment Act
- Perform case management of all veterans including disabled veterans participating in the U.S. Department of Veterans Affairs, Vocational Rehabilitation and Counseling Program

Has your program requested or received waivers to either federal or state regulations?

ES: No

Vets: No

What is the legal citation creating your program?

ES: Wagner-Peyser Act of 1933 as amended by the 1992 Job Training Reform Amendment

Vets: LVER – Title 38, USC, Chapter 41, Section 2004
DVOP – Title 38, USC, Chapter 41, Section 2003A

What are the program funding source(s) and amount of program funding for the current fiscal year?

ES: Federal
Source – USDOL, Employment & Training
Amount – \$8,084,800

Vets: Federal
Source – USDOL, Veterans' Employment & Training
Amount – \$981,000 (LVER - \$631,000 & DVOP - \$350,000)

What percentage of this funding is used for program administration?

ES: 100 percent.

Vets: 100 percent.

Are matching funds required?

ES: No.

Vets: No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

ES: Alaska Human Resource Investment Council - oversight
Alaska Job Center Network & all public and private partners therein – co-location
Job Training Partnership Act – rapid response through TAA
Step Training & Employment Program – collect funds and assess progress
Welfare to Work – administer employer tax credits
Alaska Temporary Assistance Program – comprehensive case management and services for their clients
Unemployment Insurance – register customers for employment and training services
Various local employment and training entities – customize workshops

Vets: American Legion
Disabled American Veterans
National Veterans Legal Services Program, Inc.
Veterans of Foreign Wars of the United States
Vietnam Veterans of America, Inc.
Army National Guard
Air National Guard
The Alaska Department of Veterans Affairs
Division of Vocational Rehabilitation
U.S. Department of Veterans Affairs
VA Medical Centers
VA Vocational Rehabilitation
Alaska Veteran's Centers
U.S. Office of Personnel Management
All federal agencies through the Veterans Readjustment Act

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

ES: No.

Vets: No.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

- ES:
- Comply with the Workforce Investment Act of 98 to every extent possible
 - Strategize work in progress
 - Become the cornerstone of the Alaska Job Center Network
 - Provide public access to resource rooms
 - Serve rural Alaska residents through distance spanning technologies

- Vets:
- Analyze new federal legislation as it develops, to incorporate enhancements to services for veterans in Alaska

Labor Market Information

What is the purpose or mission of the programs(s)?

To provide accurate and timely economic and demographic data and analysis to assist government, industry, and individuals make informed choices.

Please provide a brief program description.

Labor Market Information staff develop information on employment by industry and occupation, unemployment, wage rates, population, census geography, occupational injuries and fatalities, housing statistics and other economic variables. This program also prepares reports on employment and training program participants' success in gaining employment and on resident hire.

Who are your program customers and how many do you serve?

Government, industry, individuals.

Please provide a brief description of training class setting and average class size.

N/A.

What geographic areas do your programs serve?

The state of Alaska.

What services are offered by this program?

Develop and distribute labor market information.

Who provides these services?

Research and Analysis staff.

At what level are decisions on services made?

At the state level.

What are the program outcomes and/or performance measures?

N/A.

Please report program performances for Program Years 1998 and 1997.

N/A.

How is program oversight provided (include a brief description)?

N/A.

Do you anticipate any significant program changes in the new fiscal year?

No.

What are the program priorities for PY 1999?

Prepare for implementation of the Workforce Investment Act.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

AS23.20.022; AS37.05.540; AS37.07.040-060; AS29.60.010-150.

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: BLS; ETA; NOICC

Amount: \$1,088.8 (in thousands)

State

Source: GF; GFM; IA

Amount: \$1,710.9

What percentage of this funding is used for program administration?

N/A.

Are matching funds required?

Yes.

Source: State GFM

Amount: \$70.2

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

AJCN, AOICC.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

N/A.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

No answer.

Unemployment Insurance Grants

These grants refer to timely and accurate payments made to unemployment insurance recipients.

Alaska Occupational Information Coordinating Committee (AOICC)

What is the purpose or mission of the programs(s)?

AOICC coordinates the dissemination of occupational information and provides training in its use.

Please provide a brief program description.

It provides training of the use of occupational information, supports the electronic Alaska Career Information System.

Who are your program customers and how many do you serve?

Government, industry and individuals.

Please provide a brief description of training class setting and average class size.

N/A.

What geographic areas do your programs serve?

The entire state of Alaska.

What services are offered by this program?

Dissemination of occupational information and training for its use.

Who provides these services?

Labor Market Information staff.

At what level are decisions on services made?

Federal level determines broad information deliverables and at the state level the state committee sets specific state deliverables.

What are the program outcomes and/or performance measures?

N/A.

Please report program performances for Program Years 1998 and 1997.

N/A.

How is program oversight provided (include a brief description)?

The AOICC is an interagency committee with an executive director by the Research and Analysis section of AKDOL.

Do you anticipate any significant program changes in the new fiscal year?

Program discontinued.

What are the program priorities for PY 1999?

Prepare for program closeout.

Has your program requested or received waivers to either federal or state regulations?

N/A.

What is the legal citation creating your program?

Sec. 118 of the Carl D. Perkins Vocational and Technological Education Act of 1998 switches the AOICC/NOICC program to the Department of Education.

What are the program funding source(s) and amount of program funding for the current fiscal year?

Federal

Source: Currently funding is through a federal grant from NOICC. The NOICC/AOICC structure was eliminated in the Workforce Investment Act of 1998. NOICC/AOICC will be terminated July 1, 1999. In the future career guidance information functions will be funded through the US Department of Education.

Amount: \$114,000

What percentage of this funding is used for program administration?

The indirect cost plan is currently 8 percent.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

AOICC is an interagency committee.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

No.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Working closely with the Bureau of Labor Statistics to improve labor market information.

Alaska Human Resources Investment Council (AHRIC) Training Program Evaluation- State Training and Employment Program (STEP)
--

What is the purpose or mission of the programs(s)?

To provide statistical analysis of results from training programs.

Please provide a brief program description.

Using wage records from the Unemployment Insurance program match social security numbers with training program completers.

Who are your program customers and how many do you serve?

Government, training programs.

Please provide a brief description of training class setting and average class size.

N/A.

What geographic areas do your programs serve?

The entire state of Alaska.

What services are offered by this program?

The LMI component develops an annual report on the employment status of those who complete the STEP program. The LMI component's Occupational Data Base was developed and is maintained to support this report and other labor market research.

Who provides these services?

The LMI component.

At what level are decisions on services made?

At the state level. Alaska statute and regulation specify the annual report be prepared.

What are the program outcomes and/or performance measures?

N/A.

Please report program performances for Program Years 1998 and 1997.

N/A.

How is program oversight provided (include a brief description)?

Oversight is provided by the Alaska Human Resources Investment Council.

Do you anticipate any significant program changes in the new fiscal year?

Expansion of training programs to be evaluated.

What are the program priorities for PY 1999?

Prepare for expansion of the evaluation report.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

Alaska Statue 23.15.651(d) requires that information regarding financial and performance reporting on the activities of the program be provided to AKDOL for analysis.

What are the program funding source(s) and amount of program funding for the current fiscal year?

State

Source: State Training and Employment Program (STEP) as an RSA from the Employment Security Division

Amount: \$330,000

What percentage of this funding is used for program administration?

The indirect cost plan is currently 8 percent.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

None.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

No.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Working with the BLS to improve labor market information.

Department of Military and Veterans' Affairs

Tuition Assistance Program

What is the purpose or mission of the programs(s)?

Mission: Provide Tuition Assistance (100 percent Tuition & Fees up to \$1000 per student).

Please provide a brief program description.

Description: The intent of the program is to provide educational benefits to retain uniform Department of Military and Veterans' Affairs (DMVA) personnel. Officers are required to obtain a bachelor's degree and Senior Officers are required to obtain a master's degree. Enlisted personnel obtain promotional points with college credits and an associate or bachelor's degree. The Federal Government provides \$160 million to the State of Alaska annually and the State provides \$5 million to operate the National Guard. The existence of the Alaska National Guard depends on the education and training of the 4000 National Guard personnel.

Who are your program customers and how many do you serve?

All Alaska National Guard (Army, Air Guard, & Naval Militia) members (4,300 estimate).

Please provide a brief description of training class setting and average class size.

These classes are provided by the universities or vocational institutions and vary greatly in size.

What geographic areas do your programs serve?

We serve the entire State of Alaska.

What services are offered by this program?

None other than administrative oversight and support.

Who provides these services?

The Education Services Officer (ESO) identifies the participant and the Division of Administrative Services transfers the tuition funds.

At what level are decisions on services made? Please explain.

At the state level.

What are the program outcomes and/or performance measures?

No program measures have been established and the program outcomes can only be loosely tied to the rate of retention and recruitment results.

Please report program performances for Program Years 1998 and 1997.

All appropriated funds were dispersed with an unfilled backlog of over \$80,000 in each period.

How is program oversight provided (include a brief description)?

Oversight is provided by the ESO and the Administrative Manager.

Do you anticipate any significant program changes in the new fiscal year?

No.

What are the program priorities for PY 1999?

To gain more appropriated funds for the assistance program.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

Alaska Statute 26.05.296 is the directive that allows the disbursement of the appropriated funds for tuition assistance for the National Guard.

What are the program funding source(s) and amount of program funding for the current fiscal year?

State

Source: The state legislature

Amount: \$28,500

What percentage of this funding is used for program administration?

None is used for program administration.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

None.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department.

Not aware of any.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Not applicable in this situation.

Department of Public Safety

**Alaska Law Enforcement Training (A.L.E.T.) Public Safety, Alaska State Troopers Training Academy;
Village Public Safety Officer Program (V.P.S.O.) Public Safety, Alaska State Troopers Training Academy;
Instructor Training (e.g. Control Tactics, Firearms) Field Training, conducted in Alaska;
Short courses for Other Departments (Police Communications, Search & Rescue) Field Training, conducted in Alaska**

What is the purpose or mission of the programs(s)?

To produce highly trained and motivated professional police officers who meet or exceed contemporary law enforcement standards.

Please provide a brief program description.

The Academy is primarily responsible for the basic police training of Village Public Safety Officers, Alaska State Troopers, Fish & Wildlife Troopers, State Fire Marshals, State Park Rangers, Airport Police, and Alaska municipal police officers. The Academy also provides in-service training for troopers. The Academy teaches police-related courses under contract with University of Alaska Southeast, Sitka Campus, the Alaska Police Standards Council, Alaska Department of Fish and Game, Alaska Department of Labor, Department of Environmental Conservation and other agencies.

Who are your program customers and how many do you serve?

The Public Safety Academy's program's primary customers are state and municipal law enforcement agencies. The Academy provides professional, current certification for Municipal Police Officers, State Troopers, Fish & Wildlife Protection Troopers, Airport Police, State Park Rangers, Village Public Safety Officers.

Academy instructors

- Train, by RSA with University of Alaska, up to 40 students annually using the 14 week curriculum.
- Train, by RSA, up to 20 recruit police officers selected by APSC, using a 14 week ALET curriculum approved by APSC.
- Train, by RSA, up to 40 State Trooper recruits and State Fire Marshal recruits, using the 14 week ALET curriculum.
- Train, by RSA with APSC, up to 20 previously certified officers in a two-week session.

- Train, by RSA with AST, VPSO Program, up to 30 VPSO'S, using nine week curriculum approved by VPSO Coordinator/Director of AST.
- Provide In-service Training (40 hrs.) for DPS employees; Methods of Instruction (40 hrs.), Firearms Instructor (40 hrs.), and basic First-Line Supervisor (40 hrs.).
- Provide specialized training courses to state agencies such as: Alaska Marine Highways, Fish & Game, Dept. of Environmental Conservation.

Please provide a brief description of training class setting and average class size.

The Academy graduates more than 30 troopers and municipal officers twice a year and 30 VPSO's in an intensive, practical program. Students live at the Academy in dormitory style rooms and eat their meals at the Sheldon Jackson College student center.

What geographic areas do your programs serve?

Graduates are primarily employed in the State of Alaska, although graduates have found professional employment outside Alaska and with federal agencies.

What services are offered by this program?

Training in the areas of legal, behavioral science, enforcement techniques, enforcement operations and enforcement skills.

Who provides these services?

Public Safety instructors are the primary trainers. Up to 40 guest instructors and TAC Officers provide recruits job-related skills and experiences.

At what level are decisions on services made?

At the state level.: Department of Public Safety , The Commissioner and Directors of Alaska State Troopers and Fish & Wildlife Protection make policy decisions and oversee the program.

What are the program outcomes and/or performance measures?

Certified officers, training weeks.

Please report program performances for Program Years 1998 and 1997.

Program Year 1997:

- 1) Trained by RSA with the University of Alaska, 36 certified officers using the 12-week curriculum.
- 2) Trained by RSA with APSC, 19 certified officers using the 12-week curriculum.
- 3) Trained by RSA with Alaska State Troopers, Fish & Wildlife Prevention and State Fire Prevention, 16 trooper recruits and fire marshals.

- 4) Trained and recertified by RSA with APSC 10 previously certified officers in a two-week session.
- 5) Trained by RSA with AST, VPSO Program, 18 VPSO's, using the eight week curriculum approved by VPSO Coordinator/Director of AST.
- 6) Conducted the State Trooper Field Training and Evaluation Program; provided Methods of Instruction, Firearms Training Systems Instructor, Control Tactics, and Radar Instructor courses.
- 7) Provided specialized training courses to state agencies such as 40 hour Basic Law Enforcement training for 34 employees of the Alaska Department of Fish & Game.

Program Year 1998:

- 1) Trained by RSA with the University of Alaska, 22 certified officers using the 12 week curriculum.
- 2) Trained by RSA with APSC, 19 certified officers using the 12 week curriculum.
- 3) Trained by RSA with Alaska State Troopers, Fish & Wildlife Prevention and State Fire Prevention, 31 trooper recruits and fire marshals.
- 4) Trained and certified by RSA with APSC 15 previously certified officers in a two-week session.
- 5) Trained by RSA with AST, VPSO Program, 18 VPSO's, using the eight week curriculum approved by VPSO Coordinator/Director of AST.
- 6) Conducted the State Trooper Field Training and Evaluation Program; provided Methods of Instruction, M16 Rifle Transition training, Control Tactics, and Radar Instructor courses.

How is program oversight provided (include a brief description)?

Prior to training, Alaska Police Standards Council certifies instructors and each course. Then graduates are certified eligible troopers, police officers.

Do you anticipate any significant program changes in the new fiscal year?

No.

What are the program priorities for FY 1999?

- 1) Train, by RSA with University of Alaska, up to 40 students using the 14 week curriculum.
- 2) Train, by RSA, up to 20 recruit police officers selected by APSC, using a 14 week ALET curriculum approved by APSC.
- 3) Train, by RSA, up to 25 State Trooper recruits and State Fire Marshal recruits, using the 14 week ALET curriculum.
- 4) Train, by RSA with APSC, up to 20 previously certified officers in a two-week session.
- 5) Train, by RSA with AST, VPSO Program, up to 30 VPSO'S, using nine week curriculum approved by VPSO Coordinator/Director of AST.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

13 AAC 85.005 – 13 AAC
AS 44.41.020(a)

What are the program funding source(s) and amount of program funding for the current fiscal year?

State

Source: General Fund

Amount: \$816,400

Source: General Fund/Program Receipts

Amount: \$20,500

Source: Interagency Receipts

Amount: \$536,700

What percentage of this funding is used for program administration?

10 percent.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

Every course taught by the Academy is prepared cooperatively with the agency served. The Alaska State Troopers' primary partners in the ALET program are the University of Alaska Southeast, Sitka Campus and the Alaska Police Standards Council.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

Anchorage Training Academy:

Lieutenant Marilyn Bailey(907)343-6400

Alaska Police Standards Council:

Laddie Shaw, Executive Director (907)465-4378

Fairbanks Department of Public Safety:

Chief James Welch (907)49-6500

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

Basic training is a beginning. Officers require enrichment and advanced training. Instate recruitment for troopers (and municipal police officers) is becoming more difficult as the qualified applicant pool shrinks. In-service training is essential to maintain proficiency of career officers and avoid State liability for problems traced to performance deficiencies.

Fire Service Training (FST)

What is the purpose or mission of the programs(s)?

Prepare, and support local fire and rescue personnel and agencies in emergency response.

Please provide a brief program description.

AS 18.70.020 charges the Division with administration of the state fire service training program, and fire department grants
[under AS18.70.020]

- a) (support) enforcement of all laws and ordinances under AS 18.70.000 –100 relating to fires, fire prevention and protection;
- b) support and encourage fire department fire and injury prevention education in local communities;
- c) prepare and disseminate related information and statistics;
- d) administer the state fire service training program;
- e) administer the fire department grants program;
- f) establish regulations

Who are your program customers and how many do you serve?

Customers are the 10,000 fire/rescue and EMS personnel, US Coast Guard crew members, aviation, State Marine Hwy personnel, DOT.PF Airport Safety personnel, and those working with fire brigades in the maritime, mining, and petroleum industries across the state.

Please provide a brief description of training class setting and average class size.

Classes may be held in any one of 311 local communities across Alaska's 660,000 square miles, but more often are offered either self-study, through the net, through university courses, or held at a Regional Fire Training Center in Anchorage, Fairbanks, or Juneau. Classes vary greatly but the average is about 20 pupils. While classes are often proctored by State employees, instructors are most often local emergency responders who have tested and been certified by the State to teach a specific course offering. They work under contract to FST to deliver that specific course at that specific time and local.

What geographic areas do your programs serve?

FST programs serve the emergency response organizations representing 277 fire departments and fire brigades and 311 communities.

What services are offered by this program?

FST classes train at the basic and advanced levels for all aspects of emergency services. We seek to have knowledge and suggestions for job placement but do not as a rule actively engage in intake, referral, or job seeing.

Who provides these services?

In most cases FST serves as the program coordinator hiring individual instructors or private sector contractors to conduct the actual class, and further as a clearing-house for training opportunities, as well as for administrative and technological assistance resources.

At what level are decisions on services made?

Federal level determines Haz-mat, terrorism, confined space competencies.
State level determines all basic fire, rescue, and emergency response criteria.
Local level determines the type and to what level of emergency their agency will respond.

What are the program outcomes and/or performance measures?

Under AS18.70

- I. Aid in Enforcement all fire laws by coordinating classes and training for emergency responders in;
- a) Increase fire fighters with arson investigation capability by 25 percent
 - b) Increase architects, engineers, and fire fighters safety knowledge in building construction and design by 15 percent
 - c) Increase by 10 percent the number of emergency responders having a working knowledge of Alaska law, and criminal complaint procedures.
 - d) Train 50 students in fire setter behavior, prevention, detection, and intervention practices
 - e) Train 200 students in basic and advanced Hazardous Materials response
 - f) Train 1000 students in basic and advanced Emergency response to terrorism
 - g) Train 200 students in basic and advanced Electrical emergencies
 - h) Train 200 students in basic and advanced Structural fire fighting operations
 - i) Train 100 students in basic and advanced Aircraft fire fighting
 - j) Train 300 students in basic and advanced Shipboard fire fighting
 - k) Train 100 students in basic and advanced Confined Space Confined entry rescue
- II. Provide prevention through education by offering emergency responders support training in:
- a) Provide the Learn Not To Burn Program for 3,000 pre-school aged children 3 to 5 years, and for 5,000 children grades K to 3rd, 5 to 8 years,

- b) Provide Risk Watch Safety and Health Injury Prevention Program for 1000 children in grades K through 8
- c) Preventor Safety and Health Injury Prevention Program for 2000 k through 8
- d) Provide Fire Stoppers Juvenile Fire Setter Intervention Program for 100 at risk children

III. Increase reporting by local fire and rescue agencies to gather and disseminate information and statistics including collecting ANFIRS (Alaska/National Fire Incident Reporting System) by 20 percent (presently unfunded).

IV. Manage Grants Program for emergency response agencies (presently unfunded).

V. Administer the state Fire-Service Training and Assistance Program.

- a) Increase fire departments Registration from 120 to 150 (+20 percent).
- b) Build and distribute curriculum in support of the Fire Fighter Standards Council
- c) Provide technical assistance to 255 Incipient and Basic fire and rescue agencies
- d) Support the 25 Full Service fire and rescue agencies with advanced training and technical assistance needs
- e) Continue to provide critical emergency response and technical support to USCG, DNR/DOF, H&HS EMS, DEC, and ADES

VI. Provide 5 classes on the adopted regulations for building and life safety in Alaska.

VII. Provide 5 classes on the established standards for fire, rescue, and emergency response systems.

- a) Bring fire systems installers to 100 percent compliance with NICET? standards
- b) Provide education to 3000 for fireworks safety and regulations
- c) Develop training materials on Fire Fighter Standards and Career Development Package for delivery in FY2001

Please report program performances for Program Years 1998 and 1997.

In addition to the normal regular support functions provided the Alaska fire service community, and without repeating the outline detailed in question #10 above, Fire Service Training conducted 131 individual courses some with multiple sections or classes. This involved over 2,500 students and over 450 instructors. The classes were offered across the state from Anchorage, Fairbanks and Juneau, to the very rural areas including Unalaska, Delta, Anchor Point, and areas in between. All courses included the regular fire and emergency response component, and in addition, through federal grants, many included Hazardous Materials and Anti-Terrorism training. These grant funded courses will continue through 1999.

Fire Service Training also conducted emergency training approximately 500 persons from a number of other organizations including the U. S. Coast Guard, Greens Creek Mine, Princess Cruise Lines, Norwegian Cruise Lines, the Department of Transportation and others.

How is program oversight provided (include a brief description)?

Program Oversight is presently limited to the Supervisor of FST. However, HB 473 passed into

law this year becoming AS 18.70.310 which commissions the Fire Standards Council into existence in 2001.

Do you anticipate any significant program changes in the new fiscal year?

Anticipated Changes: FST is posturing for incorporation of state wide standards promulgated by the new Fire Standards Council established under the Department of Public Safety, which is expected to convene in July of 2000.

What are the program priorities for PY 1999?

As defined by AS18.70.010

1999 Priorities: The Department of Public Safety shall:

- a) Support Enforcement of all laws through relevant training of local fire/ rescue personnel
- b) Support Prevention Education by providing training and education of fire department members
- c) Identify funding through which to Provide Information and Statistics, which is the “navigation system” through which state wide fire and insurance agencies determine their scope and direction. Presently this program is un-funded.
- d) Fire Service Training Program: This four person section, as detailed throughout this document, oversees management, training, and safety for of all but the largest of 277 fire and rescue agencies operating within the state of Alaska.
- e) Identify funding for the Grants Program in order to provide resources for training rural fire rescue and EMS personnel which costs nearly 4 times that of urban counterparts. This program, when funded, provides rural fire and rescue agencies the dollars necessary to pay for in-community instruction otherwise unavailable to remote locations.
- f) Adopt Regulations and provide necessary training in the new codes, to local emergency responders and to the A & E community (architects and engineers).

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

AS 18.70.010 charges the Division, among other things, with administration of the state fire service training program, and fire department (training) grants

AS18.70.320 further charges the Department with administration of the Fire Standards Council. Federal and State OSHA, under the General Duty Clause requires individuals to be trained to a competent level for the work being performed.

Additionally, Federal EPA, OSHA, FEMA, DOD, FAA, BLM, DEC, and NIST, and State ADES, H&HS, DNR, DPS/FST, and privately NFPA (National Fire Protection Association) each promulgate and establish standards for fire, safety, rescue, and EMS response, operations, and procedures but only Fire Service Training (FST) provides local classes for technical training, and program support.

What are the program funding source(s) and amount of program funding for the current fiscal year?

99 Funding for FST is:
General Funds (GF) = \$355.0 K,
GF/Program Receipts (PR) from Plan Review = \$ 19.1 K,
Inter-agency course Fees = \$ 26.5 K,
Designated PR from *RSA & course Fees = \$163.5 K
TOTAL = = \$564.1 K.
*Reimbursable Service Agreement

What percentage of this funding is used for program administration?

Administration costs run approximately 12 percent to 15 percent depending on course.

Are matching funds required?

No.

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures is your program involved with?

FST seeks to partner with every program and agency dealing with emergency response. Regional managers work from the Juneau and Fairbanks Fire Training Centers, and in Anchorage from the Joint Regional Environmental Training Center (or jret-C) and all partner with Federal EPA, OSHA, FEMA, DOD, FAA, BLM, DEC, ATF, FBI, and USCG, and State ADES, H&HS, DNR, DPS, DOT/PF, DOC and with numerous private sector agencies to provide many thousands of hours of basic, mandatory, and continuing educational training.

Are you aware of any other programs/initiatives that deal with job training issues or similar programs to those handled by your agency/department?

Any apparent duplication of services by other State or Federal agencies is minimal principally because those agencies responsible for training in areas outlined above contract with FST to physically deliver their training courses to their clients. Mentioned previously, there is private sector duplication to the extent that the same courses are offered to those who can afford them. Our (FST) objective is to provide training with the minimum of financial burden to the fire fighter or the fire department who typically cannot afford to attend private sector sponsored classes.

What suggestions do you have for creating or enhancing your statewide workforce development strategy?

The most widely recognized national practice to reduce fire, accident, and injury loss is to provide training consisting of an aggressive prevention education component supported strict

engineering controls and codes, followed by laws designed to discourage poor safety behavior – as the best value per dollar. There are presently no State GF dollars committed in the area. In our state nearly every aspect of local government has access to a tiered support response for management and operational problems from a like state or Federal agency. As example, local police can request assistance of the Troopers, and they from the FBI or ATF. Fire and EMS agencies on the other hand are virtually on their own, save FST which offers training, technical and management support.

1. Alaska has 277 fire departments of which 90 percent have not the resources with which to provide viable local response, administrative, or support staff to meet common expectations

2. Nearly all Alaskan's recreate in jurisdictions covered by one of these 250 smaller agencies. This minimal emergency response accounts in part for the states high injury and life loss statistics.

3. Rural training costs are 4 times that of urban areas, and the National Volunteer Fire associations estimates a minimum annual training expenditure of \$2,000 per fire fighter. In Alaska many local volunteer agencies assess their members dues with which to purchase fuel and oil for their equipment, and simply cannot afford training dollars.

4. Alaska is unique in that only 6 municipal entities have deferred (assumed) the State responsibility for building, fire, and life safety upon themselves.

Department of Transportation and Public Facilities

**Engineer-in-Training (EIT);
National Highway Institute (NHI) program;
Local Technical Assistance Program (LTAP);
Native Local Technical Assistance Program (Native LTAP); and
Border Technology Exchange Program (BTEP).**

What is the purpose or mission of the program(s)?

- a. **EIT**-The purpose of the EIT program is to provide on-the-job training to engineers who have just completed their undergraduate education and need engineering experience prior to being qualified to sit for the Professional Engineer licensing exam. The Department currently has two positions funded for this program; only one is filled. The positions are funded through Capital Improvement Program receipts (CIP receipts), which are 80 percent federal funds.
- b. **NHI**-(listed incorrectly in AS 44.19.626(g) as “Statewide transportation improvement program, offered by the United States National Highway Institute”)The NHI program provides funds for training related to the mission of the Department, including planning, design, environmental compliance, traffic safety, and construction. The program pays the costs of hosting courses in Alaska (course fees, course material printing costs, instructor travel and per diem, site rentals). The program is funded 80 percent with federal funds. See <http://www.nhi.fhwa.dot.gov/> for more information about the program.
- c. **LTAP**-The LTAP is a national effort designed to improve access to highway and road technology for local governments. The Federal Highway Administration sponsors the program and sets out the requirements for the program. The program is funded 90 percent with federal funds. See <http://www.ltapt2.org/> for more information and downloadable files about the program.
- d. **Native LTAP**-The native LTAP is a national effort designed to improve access to highway and road technology for native organizations. The Federal Highway Administration and the Bureau of Indian Affairs sponsor the program and set out the requirements for the program. The requirements are similar to those for the LTAP. The program is funded 100 percent with federal funds.
- e. **BTEP**-BTEP is a new program sponsored by the Federal Highway Administration. It is a 100 percent federally funded program designed to increase highway-related technology transfer between Canada, Mexico, and the United States. The North American Free Trade Agreement (NAFTA) did not address transportation infrastructure changes that would occur as a result of the Agreement, nor did it address the aspects of new working relationships required for advancement of transportation projects and systems under a free trade environment. FHWA established BTEP in an attempt to create opportunities for transportation officials to improve the planning, design, construction, and operation of land transportation facilities in and between Mexico, Canada, and the United States. The BTEP began with Mexico. FHWA expanded the program to include Canada in 1997. The Washington Department of Transportation is responsible for the exchange program with

British Columbia. Alaska is responsible for the exchange program with the Yukon Territory.

Please provide a brief program description.

Please see response to the previous question.

Who are your program customers and how many do you serve?

- a. Two people get direct experience through the program. The positions help develop capital projects for the Department. (Serves two.)
- b. Department staff, local government transportation officials, department consultants and contractors. (Serves several hundred per year.)
- c. Department staff, local government transportation officials, department consultants and contractors. (Serves several hundred per year.)
- d. Native organizations. (Serves several hundred per year.)
- e. Department staff and Yukon government staff. (Serves several hundred per year.)

Please provide a brief description of training class setting and average class size.

- a. N/A.
- b. Classes are typically offered in hotel meeting rooms or conference facilities. Sizes range from 15-50 students, with an average of about 35.
- c. Classes are offered either in hotel meeting rooms or conference facilities or on-site at a local government transportation office or in the field. Average class size is about 20.
- d. See response to (c).
- e. Program is new and has yet to offer training classes.

What geographic areas do your programs serve?

- a. Alaska.
- b. Alaska.
- c. Alaska.
- d. Alaska.
- e. Alaska and the Yukon Territory, Canada.

What services are offered by this program?

- a. On-the-job training.
- b. Continuing education.
- c. Continuing education.
- d. Continuing education.
- e. Continuing education.

Who provides these services?

- a. Not applicable.
- b. Training agencies.
- c. Department and training agencies.
- d. Department and training agencies.
- e. Department and training agencies.

At what level are decisions on services made?

- a. Not applicable.
- b. State proposes, Federal Highway Administration approves.
- c. State proposes, Federal Highway Administration approves.
- d. State proposes, Federal Highway Administration approves.
- e. State proposes, Federal Highway Administration approves.

What are the program outcomes and/or performance measures?

- a. Engineers obtain necessary training to sit for the professional engineer’s licensing exam.
- b. Technical training provided to transportation professionals. Transportation professionals are then better prepared to perform high quality work in developing federally and state funded transportation projects. No performance measures established to date.
- c. Technical training provided to local government transportation professionals. Transportation professionals are then better prepared to perform high quality work in developing federally and state funded transportation projects. No performance measures established to date.
- d. Technical training provided to native transportation officials. Transportation professionals are then better prepared to perform high quality work in developing federally and state funded transportation projects. No performance measures established to date.
- e. Improved communication and information exchange between the United State and Canada.

Please report program performances for Program Years 1998 and 1997.

- a. Whether or not EIT candidates pass the Professional Engineering licensing exam.
- b. Not compiled.
- c. and d. See report shown below.

LTAP Center: Alaska

<i>Financial Partners: Check all financial partners that funded your LTAP operations this calendar year.</i>	
<i>x</i>	<i>FHWA LTAP</i>
<i>x</i>	<i>State DOT</i>
<i>x</i>	<i>Self-generated course fees</i>
	<i>University</i>
	<i>Other:</i> <i>Border Technology Assistance Program-direct funding</i> <i>Tribal Technology Assistance Program-direct funding</i> <i>Training space provided by:</i> <i>City of Fairbanks Public Works</i> <i>Fairbanks North Star Borough</i> <i>Juneau Convention Bureau</i> <i>Municipality of Anchorage</i>

Alaska Workforce Development Inventory

<i>Mailing List: List the number of contacts in each of these categories</i>				
<i>Federal Includes FHWA division, region and headquarters; other federal agencies</i>	<i>State Includes state headquarters and districts</i>	<i>Local/Tribal Includes all local/tribal government agencies</i>	<i>Other Includes private sector, associations, others</i>	<i>TOTALS</i>
140	483	517	905	2,045

Describe any new or different activities, major accomplishments, such as updates, addition of new contacts, improvements, etc:

137 new contacts added in 1997.

Quarterly Newsletter: Total number of editions distributed: **3** (Winter, Spring, Summer)

New or different activities, major accomplishments, special articles, features or editions, etc.: Introduced “Research News” – update on developments and new studies by the Department’s Research Section.

Special features on superpave, construction projects update.

Modified printing and format to reduce cost.

Materials Distribution: <i>Provide the total number of technical publications, videotapes, software and other materials your center distributed and/or loaned. Do not count you newsletter unless it was distributed in response to requests for information. Don’t count promotional items such as center brochures or workshop flyers.</i>			
Publications <i>Includes technical reports, reprints, manuals, handbooks</i>	Videotapes	Software	Other Materials <i>multi-media projection unit – 31 standard audio/visual equipment – 16</i>
219	212	10	47
Technical Assistance: <i>Total number of times technical assistance provided:</i>			
Field Assistance <i>(Includes technical assistance rendered in the field)</i>		Office assistance <i>(includes information given over the telephone, fax, e-mail from the office)</i>	
47		91	

Describe new or different activities, new materials developed, major accomplishments, etc:

- Posting a web site under the State of Alaska web site increased number of requests for materials.
- Acquired interactive CD player for loan.

Alaska Workforce Development Inventory

Training Programs:

<i>Topics</i>	<i>Number conducted</i>	<i>Number of hours</i>	<i>Total of hours of instruction</i>	<i>Total Number of Attendees</i>
<i>Workshop/Seminar/Training Course (scheduled training, often one day or longer)</i>				
<i>Systematic Development of Informed Consent & Citizen Participation by Objectives</i>	2	37.5	70	39
<i>NHI-Materials Control & Acceptance & Quality Assurance</i>	1	37.5	37.5	33
<i>SHRP Showcase – Preventative Maintenance of Pavements & Innovative Materials for Pavement Maintenance</i>	3	15	45	99
<i>NHI Stream Stability & Scour at Highway Bridges for Bridge Inspectors</i>	2	7.5	15	63
<i>Safety Features for Local Roads & Streets</i>	4	3	12	69
<i>Short-term Work Zone Traffic Control</i>	3	8	24	31
<i>NHI Highway Program Finance</i>	1	17	17	38
<i>NHI Soils & Foundations Workshop</i>	1	30	30	49
<i>Citizen Participation by Objectives</i>	1	18.5	18.5	28
<i>Statewide Travel Demand Workshop</i>	1	7.5	7.5	25
<i>TOTAL</i>	<i>19</i>		<i>276.5</i>	<i>475</i>
<i>Roadshow/circuit rider programs (shorter than regular training courses, often at the agency's location)</i>				
<i>None</i>				
<i>TOTAL</i>	<i>0</i>		<i>0</i>	<i>0</i>

Alaska Workforce Development Inventory

<i>Demonstration: training which is primarily actual demonstration</i>				
<i>Topics</i>				
<i>Basic Surveying</i>	<i>1</i>	<i>7.5</i>	<i>7.5</i>	<i>8</i>
<i>TOTAL</i>	<i>1</i>		<i>7.5</i>	<i>8</i>
<i>Computer-based instruction: Includes Compact Disc-Interactive (CD-I), CD-ROM</i>				
<i>Topics</i>				
<i>Loaned by mail to Mat-Su Borough All programs</i>	<i>5</i>	<i>1</i>	<i>5</i>	<i>4</i>
<i>TOTAL</i>	<i>5</i>		<i>5</i>	<i>4</i>
<i>Distance Learning: (includes teleconferences, distance learning, etc.)</i>				
<i>Topics</i>				
<i>N/A</i>				
<i>TOTAL</i>	<i>0</i>		<i>0</i>	<i>0</i>
<i>Other Training Events: (includes conferences, etc.)</i>				
<i>Topics</i>				
<i>43rd Annual IRWS Seminar Sponsor</i>	<i>1</i>	<i>24</i>	<i>24</i>	<i>642</i>
<i>DOT Maintenance Crane Operator Training</i>	<i>1</i>	<i>16</i>	<i>16</i>	<i>10</i>
<i>TOTAL</i>	<i>2</i>		<i>40</i>	<i>652</i>
<i>TOTALS</i>	<i>27</i>		<i>329</i>	<i>1,089</i>

Describe new or different activities, major accomplishments, etc:

A one-time major activity was partnering with IRWA to help present the Association's 43rd Annual Conference in what is most likely the only annual IRWA seminar to be presented in Alaska. The seminar covered all aspects of right-of-way activity, including appraisal, negotiation relocation.

<i>Evaluation of Program Effectiveness: Check the method(s) of evaluation used by your T² Center:</i>		
<i>x</i>	<i>Workshop evaluations</i>	<i>Other (please describe)</i>
	<i>Phone survey</i>	
	<i>Survey in newsletter</i>	
<i>x</i>	<i>Advisory Committee</i>	
	<i>Evaluation by outside organization</i>	

Briefly describe changes/improvements in your program as a result of your evaluation:

Evaluation enabled us to assess interest in future training topics and publications.

Special Projects: Describe any special projects not categorized under the task listed above:

- Participated at Engineer’s Week at UAF in February and in Anchorage.
- DOT&PF Booth at State Fair in Palmer in September.
- Alaska Federation of Natives Booth in October.
- Participated in BIA meeting in November.
- Hosted a day-long meeting in March for Russian government officials interested in starting a Russian T² Program.
- Assisted FHWA and Statewide Research in presenting SHRP Showcases on innovative pavement maintenance materials, preventative maintenance of pavements and snow and ice control. Sessions were in Anchorage, Fairbanks and Juneau.
- Helped the UAF student AISES Chapter present a Regional Conference.

e. Annual report (program is new; no report completed yet).

How is program oversight provided (include a brief description)?

- a. Program managed by the Chief of Design and Construction Standards in the Division of Statewide Design and Engineering Services.
- b. Director of Statewide Design and Engineering Services approves the proposed work plan and budget before it is submitted to the Federal Highway Administration for approval.
- c. The Local Technical Assistance Program and Native Local Technical Assistance Program have an advisory board that provides assistance in prioritizing local government transportation training needs. The board is advisory in nature. Director of Statewide Design and Engineering Services approves the proposed work plan and budget before it is submitted to the Federal Highway Administration for approval.
- d. The Local Technical Assistance Program and Native Local Technical Assistance Program have an advisory board that provides assistance in prioritizing local government

transportation training needs. The board is advisory in nature. Director of Statewide Design and Engineering Services approves the proposed work plan and budget before it is submitted to the Federal Highway Administration for approval.

- e. Director of Statewide Design and Engineering Services approves the proposed work plan and budget before it is submitted to the Federal Highway Administration for approval.

Do you anticipate any significant program changes in the new fiscal year?

- a. No.
- b. Increase in funding in the Statewide Transportation Improvement Program.
- c. No.
- d. No.
- e. No.

What are the program priorities for PY 1999?

- a. Continue to train engineers-in-training.
- b. Increase the number and type of training courses offered. Increase the number of people trained in the program.
- c. Conduct a customer needs assessment and implement the necessary changes to better address those needs.
- d. Conduct a customer needs assessment and implement the necessary changes to better address those needs.
- e. Continue to improve cross-border transportation information exchange with the Yukon Territory Government.

Has your program requested or received waivers to either federal or state regulations?

No.

What is the legal citation creating your program?

- a. Not applicable.
- b. Authorized 1978 (23CFR 260.407).
- c. 1982 DOT and Related Agencies Appropriation Act.
- c. 1982 DOT and Related Agencies Appropriation Act.
- d. Federal Highway Administration.

What are the program funding source(s) and amount of program funding for the current fiscal year?

- a. Funding for two Range 16 positions, approximately \$110,000 (80 percent federal funds, 20 percent state match).
- b. \$70,000 (80 percent federal funds, 20 percent state match).
- c. \$200,000 (90 percent federal funds, 10 percent state match).

- d. \$50,000 (50 percent Federal Highway Administration funds, 50 percent Bureau of Indian Affairs funds).
- e. \$25,000 (100 percent federal funds)

What percentage of this funding is used for program administration?

- a. 0.
- b. Approximately 12 percent.
- c. Approximately 5 percent.
- d. Approximately 2 percent.
- e. Approximately 2 percent.

Are matching funds required?

Yes.

- a. Funding for two Range 16 positions, approximately \$110,000 (80 percent federal funds, 20 percent state match).
- b. \$70,000 (80 percent federal funds, 20 percent state match).
- c. \$200,000 (90 percent federal funds, 10 percent state match).
- d. \$50,000 (50 percent Federal Highway Administration funds, 50 percent Bureau of Indian Affairs funds).
- e. \$25,000 (100 percent federal funds)

What interagency task groups, workforce boards, public-private partnerships or other cooperative ventures?

- a. Not applicable.
- b. Not applicable.
- c. Courses often co-sponsored with other agencies or professional organizations.
- d. Courses often co-sponsored with other agencies or professional organizations.
- e. Not applicable.

Are you aware of any other programs/initiatives that deal with job training issues similar to those handled by your agency/department?

No.

What suggestions do you have for creating or enhancing your statewide workforce development strategies?

None.

Appendix A: Programs under AS 44.19.626(g)

Dept.	Program	Internal or Board Oversight	Federal Funds*	State Funds*	Match Funding	Number of Customers	Training & Education	Regulatory Training or Continuing Education	Less than 15% Admin.	Class Size Over 15	Have Performance Measures
DOA	Alaska Professional Development Institute	Internal	38	327		3,145	Yes	R & C	No**	Yes	
DCRA	Electrical Clerk/Power Plant Operator	Internal AHRIC		54	No	11 Power Plant, 4 Electrical Clerk	Yes	R & C	Yes	No	Yes
DOC	Correctional Officer, Probation Officer and Support Staff Academies	Board		664	No	1,400	Yes	Yes	Yes	Yes	Yes
	Inmate Education & Vocational Training Program	Internal	180	390	No	2,500/1,160 (ABE/GED)	Yes		Yes	Yes	Yes
	Correctional Industries	Board		1,159	No		Yes	C	No		Yes
DOE	Vocational Rehabilitation; Client Services Program, Work Incentives Project	St. Bd. of Ed, Gov. Com.	7,344 0	3,537 137	Yes	4,443 25	Yes	C	Yes		Yes
DEC	Federal Operator Certification	Internal	150		No	600	Yes	R	Yes		No
	Remote Maintenance Worker	Internal	610	610	Yes	150	Yes	R	Yes	No	Yes
	State Operator Certification & Training	Board	30	57	Local	1,100	Yes	R & C	No		Yes
DOL	Employment Services	AHRIC	8,085			6,300 employers 88,000 workers					Yes
	Veterans Programs		981			11,000	Yes	C	Yes		Yes
DMVA	Tuition Assistance Program	Internal		29		4,300	Yes	C	Yes		No
DPS	State Trooper Training Academy	Internal/Board		837		150+	Yes	R & C	Yes	Yes	Yes
	Village Public Safety Officer	Internal		Included Above		30	Yes	R & C	Yes	Yes	Yes
	Field Training	Internal		"		80	Yes	R & C		Yes	Yes
	Fire Service Training	Internal/Board		355+	No	2,500	Yes	R & C	Yes	Yes	Yes
DOTPF	Engineer-in-Training	Internal	88	22	Yes	2	Yes	R & C	Yes		
	National Highway Institute	Internal	56	14	Yes	1,089	Yes	C	Yes		Yes
	Local Technical Assistance	Internal/Board	180	20	Yes	1,564	Yes	C	Yes		
	Native Local Technical Assistance	Internal/Board	50			Included above	Yes	C	Yes		
	Border Technology Exchange	Internal	25					C	Yes		
TOTAL			17,817	8,212		129,533					

* in thousands

** APDI is self supporting and pays 100% of Personnel Services, Travel, Contractual, and Equipment from Interagency and Program Receipts.

Appendix B: Acronyms

ABE	Adult Basic Education
AHRIC	Alaska Human Resource Investment Council
APDI	Alaska Professional Development Institute
ATAP	Alaska Temporary Assistance Program
BTE	Border Technology Exchange
CI	Correctional Industries
COA	Correctional Officer Training
DCRA	Department of Community & Regional Affairs
DEC	Department of Environmental Conservation
DMVA	Department of Military & Veterans Affairs
DOA	Department of Administration
DOC	Department of Correction
DOE	Department of Education
DOL	Department of Labor
DOT/PF	Department of Transportation & Public Facilities
DPS	Department of Public Safety
EITP	Engineer in Training Program
ES	Employment Services
EUC	Electrical Utility Clerk
FOC	Field Operator Certification
FSTP	Fire Service Training Program
FT	Field Training
ICO	Inmate Corrections Officer
IEVT	Inmate Education & Vocational Training
JTPA	Job Training Partnership Act
JTPO	Job Training Partnership Office – DCRA/DCRD
LTAP	Local Technical Assistance Program
NCSL	National Conference of State Legislatures
NHI	National Highway Institute
Native LTAP	Native Local Technical Assistance Program
OJT	On-Job-Training
PPO	Power Plant Operator
RMW	Remote Maintenance Worker
SOCT	State Operator Certification & Training
STEP	State Training & Employment Program
STTA	State Trooper Training Academy
TANF	Temporary Assistance for Needy Families
TAP	Tuition Assistance Program
UI Grants	Unemployment Insurance Grants (claims)
VPSO	Village Public Safety Officer
VR	Vocational Rehabilitation
WTW	Welfare-to-Work