



YK CEDS: August 2020 Work Session

Education and Workforce Development Working Group Breakout: Action Planning Results

Thursday, August 13, 2020; 1pm – 3pm

Link to recording: [Click here](#)

Facilitator: Fannie Black, Director of Programs, Yuut Elitnaurviat

Team Support: Shelly Wade and Molly Mylius, Agnew::Beck Consulting

Participants:

First Name	Last Name	Organization
Aaron	Mute	Association of Village Council Presidents
Adelheid	Herrmann	Bristol Bay Community Leader
Alba	Brice	Calista
Anny	Cochrane	Alaska Dept. of Labor + Workforce Development, Bethel Job Center
Audrey	Alstrom	Alaska Native Science + Engineering Program
Audrey	Leary	Association of Village Council Presidents
Bessie Lea	Weston	Lower Kuskokwim School District
Bonnie	James	Yupit School District
Brenda	Pacarro	Calista Workforce & Shareholder Training & Development
Brian	Rendall	Lower Kuskokwim School District
Carol	Wilson	EXCEL Alaska
Chris	McConnell	Renewable Energy Alaska Project
Clarence	Daniel	Association of Village Council Presidents
Colin	Stewart	Lower Kuskokwim School District
Ellen	Napoleon	Paimiut Corporation, Native Village of Paimut
Eric	Evon	Association of Village Council Presidents
Erik	O'Brien	Denali Commission
Fannie	Black	Yuut Elitnaurviat
Gisela	Chapa	US Fish and Wildlife Service, Yukon Delta National Wildlife Refuge
Greta	Goto	Bristol Bay Community Leader
Jackie	Garcia	Calista
Jennifer	Hooper	Association of Village Council Presidents
Joel	Isaak	Alaska Dept. of Education & Early Development, State-Tribal Education Compacting
Jon	Lewis	Kwigillingok Power Company

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First Name	Last Name	Organization
Katie	Rearden	University of Alaska Fairbanks – Kuskokwim Campus
Kendra	Krenz	Association of Village Council Presidents
Leila	Johnson	Calista
Malinda	Chase	APIA/Alaska Climate Adaptation Science Center
Mark	Masteller	University of Alaska Fairbanks, Bristol Bay Campus
Molly	Mylius	Agnew::Beck Consulting
Nicholai	Joekay	Bethel Housing and Homelessness Coalition and Tundra Women's Coalition
Rahnia	Boyer	Yukon Kuskokwim Health Corporation
Sam	Crow	Association of Village Council Presidents
Seth	O'Brien	Association of Village Council Presidents
Shelly	Wade	Agnew::Beck Consulting
Steven	Aluska	Association of Village Council Presidents
Vernon	Chimegalrea	Donlin Gold
William	Naneng	Sea Lion Corporation

Objective: Work as a team to develop a clear 1 to 2-year action plan for YK CEDS priority strategies and actions.

Agenda:

A. Welcome, Logistics, Roll Call, Breakout Purpose & Agenda Review

B. Strategy/Action Introduction & Knowledge Sharing

Q#1: What are we focusing on?	
<i>CEDS Strategy #7:</i>	<ul style="list-style-type: none"> Prepare regional residents for work in emerging economic sectors, including aviation, energy, housing construction and rehabilitation, infrastructure, planning, transportation and resource development.
Q#2: Why is this topic important? What is happening now that we should consider, want to support and/or change?	
<ul style="list-style-type: none"> Add to the sectors listed in the strategy above that are an important focus for local workforce development: public safety, tribal broadband, stove operation, mining, medicine, climate adaptation (water quality technicians, recyclers, solar cell technicians, etc.) Why this topic is important: <ul style="list-style-type: none"> Education and economic development are integrally tied. There are so many opportunities in the region that should be filled with local candidates but are filled by those from outside. Would be great to have those dollars stay in the region. Need to ensure we have the skills in the region to meet employment needs; want to support entrepreneurship and new business formation. 	

- At the elementary, middle and high school level, need to equip students with key baseline skills (math, writing, reading) to be successful in trade school and/or university. Teach about the many career paths available to YK students.
- Creating partnerships to develop appropriate career paths is important.
- “Lack of jobs in the YK is a myth,” there are many job opportunities. We need to develop a local workforce in key trades such as mechanics; especially important for rural energy.
- Important considerations for designing effective programs:
 - Need to work with parents to create a supportive education environment at home.
 - Important to partner with Tribes when designing and communicating programs.
- There are many existing programs and opportunities available, including the following (NOTE: this is not an exhaustive list, but a summary of opportunities shared during the breakout session):
 - **Alaska EXCEL**
 - Alaska EXCEL partners with YK school districts to provide short term career and technical education (CTE) courses to junior and senior high school students. EXCEL serves nearly 600 youth a year. Students gain industry certificates in heavy equipment, private pilot training, construction, health care and fish biology. Some students achieve industry-level certificates before they graduate from high school.
 - Just started a law enforcement track.
 - Offers hands-on sessions for students to experiment with different fields before selecting a track.
 - Works with industry partners to make sure EXCEL is aligning training with the specific jobs that are available.
 - Also provides employability skills training, drug and alcohol awareness and prevention, and are a Trauma Engaged program.
 - Calista and subsidiaries partner with EXCEL to work with 11th & 12th grade students to receive training specific to Calista needs. After graduation, students receive further training and go into an internship program/short-term employment that could lead into apprenticeships/long-term employment with growth potential.
 - **Alaska Native Science and Engineering Program (ANSEP)**
 - ANSEP is planning for a middle school academy for students in the YK region.
 - Has a high school acceleration academy (online this summer due to COVID). all students take a college level math course, with a 90% pass rate.
 - Hoping to open an in-person year-round acceleration academy in Bethel next fall, where high school students can take college credits while still in high school. Very successful model already operating in Anchorage and Mat-Su.
 - **Association of Village Council Presidents (AVCP)**
 - Identifies projects in the region every year and works to bring trainings to member villages to prepare locals for those jobs. So far this has included heavy equipment trainings, flagger trainings, and HAZWOPER trainings. When a training is being set up, AVCP coordinates with many other groups including Tribes, private sector businesses such as Donlin, city municipalities, and school districts.
 - For the transportation specific training (operators, welders, carpenters, flaggers) AVCP has funded so far, they have hired upwards of 75% of the people who have been trained. Others have gotten jobs with Alaska Native Tribal Health Consortium (ANTHC), on the slope, or by other businesses in the Wasilla/Palmer area.
 - AVCP is requesting \$255K in an upcoming resolution to launch a heavy equipment program at YE, plus annual investment of \$85K in funding to sustain.
 - AVCP has expanded Tribal Job Centers into many AVCP communities; now has over 30 job centers. The job centers have case managers who can proctor driving

- permits, provide GED support and resume assistance, interview skills, and act as a resource in their communities. The job centers have computers for clients to use.
- AVCP contracts with 15 teachers in the villages with the highest GED need, to help teach GED material. AVCP offers travel scholarships for GED clients to get to Bethel to test at YE.
- **Calista**
 - Calista holds an annual YK Delta Workforce Development Group meeting at the beginning of each year that brings together upcoming projects in our region, workforce development training organizations and resources to help increase local hire.
 - **Donlin Gold**
 - Collaborates with school districts to craft relevant programs/trainings.
 - Employment opportunities are identified on their website, as well as training opportunities.
 - Priority is to hire local residents, including for the exploration phases.
 - **Kusilvak Academy**
 - Vocational tech opportunity for students from the YK region to take courses at Anchorage's King Tech high school. A batch of YK students recently completed a small appliance repair course on Toyo stove repair.
 - **School Districts**
 - Lower Kuskokwim School District (LKSD) partnering with Yukon Kuskokwim Health Corporation (YKHC) to connect high school students with YKHC's Community Health Aide Program (CHAP); students can apply for paid jobs at their local clinic while in high school, then advance through a training program
 - LKSD has a Ready program for students who cannot access CTE in their villages; they come into Bethel for a semester or two, stay in a dorm and take both general and CTE courses, can also take higher-level courses not available in their village
 - Lower Yukon School District (LYSD): LYSD has pioneered an eight-week program for students in the region to take quality CTE classes at Anchorage's King Tech HS: <https://lysd.org/kusilvak-academy/>
 - Hooper Bay Charter School is commencing this school year. The school will focus on connecting math, reading and science with the local environment, and work with community professionals (engineers, scientists, medical professionals, US Fish and Wildlife Service biologists, etc.) to engage with students.
 - **University of Alaska Fairbanks (UAF) Bristol Bay Campus**
 - Has an occupational endorsement in sustainable energy.
 - Programs can be delivered online, or directly in communities (in person delivery is currently on hold due to COVID).
 - Offers career and technical education (CTE) programs in the school districts; has a dual credit program for high schoolers.
 - Has successfully partnered with the Alaska Vocational Technical Center (AVTEC) to deliver trainings through CTE programs in other regions, could be done in YK.
 - Part of College of Rural and Community Development, many partnerships including with Kuskokwim Campus, Alaska Center of Energy and Power (rural utility operator training), etc.
 - **UAF Kuskokwim Campus**
 - Has a Yup'ik language program. Would like to elevate more YK residents to become trainers and instructors, including Yup'ik speaking instructors. There are five Yup'ik instructors at UAF Kuskokwim campus and in school districts but seeking more; cannot meet demand (contact Katie)

- Has a tribal management program, try to incorporate cultural practices and flexibility for students so they can be flexible.
 - UAF has a Tribal Governance program (formerly Tribal Management).
 - **YK Job Center (Bethel)**
 - Resume building workshops are available to anyone in the state from the One Stop Job Centers. The Bethel location supports the YK Delta.
 - Classes on work ethics, interview skills are available and the center offer mock interviews.
 - The State of Alaska Department of Labor and Workforce Development (YK Delta Job Center) has funds for Career Support and Training Services.
 - **Yuut Elitnaurviat**
 - Airframe and Power Plant (A+P) school recently opened.
 - The biggest barrier to expansion is typically funding. Some scholarships available but many only available to students taking coursework via a more traditional semester model. YE tries to create schedules that are flexible and accommodate subsistence.
 - YE has a Certified Nursing Assistant (CNA) program, it is currently on hold due to COVID but will eventually be resumed.
- Helpful data and resources
 - Percentage of residents versus nonresidents working in the region, especially by occupation – would be nice to have this information to inform next steps.
 - Maritime Workforce Development Plan done by the State of Alaska and University of Alaska, could help identify jobs in the maritime, seafood and fishing industry: https://www.alaska.edu/files/fsmi/AK-Maritime-Workforce-Dev-Plan_High-Res_5-22-14.pdf.
 - Southwest Alaska Vocational Center (SAVEC) in King Salmon has developed a Career Guide for Fisheries, Seafood and Maritime Industry.
- Challenges
 - Limited availability of data: what and where are the vacant positions, how many positions filled by those of retirement age, etc.
 - Transportation is a challenge – connecting people with training and jobs.
 - With the increasing need for distance education, especially with COVID, need to consider that rural residents often do not have access to basic equipment, educational work space and connectivity to participate in distance delivery courses in rural villages.
 - Math and reading are stumbling blocks/barriers for folks to get into certification programs; need it for trade school, universities, etc. Many school districts are starting to offer those critical courses. Important to communicate to students from a young age why these skills are important.
 - There is a perception for many residents that they must leave their community or the region for education, which is not always true.
 - There is often a need but insufficient demand to employ someone full time in a specific trade in a given community, but if someone is willing to get a certification and travel within the region, could be a big opportunity, especially if they are based in a hub community.
 - For many trades, it is essential for graduates to have an immediate employment opportunity or they lose their skills.
 - Some questions regarding the long-term demand for aviation training. The aviation industry is experiencing challenges, but many small operators are still operating and will have long-term employment needs.

C. Action Planning

Q#3: To make measurable progress on this strategy/action, what tasks must happen over the next 1 to 2 years? Who will lead that task? Who will partner with the lead to take action? What funding is available?

Task	Lead & Partners
<p>a. Collectively develop and implement a regional vocational training workforce development plan focused on adults. <i>Components/process might include identifying:</i></p> <ul style="list-style-type: none"> a. Specific employer gaps/needs – unfilled positions, certification and skill requirements needed for those positions, including targeted outreach to employers. b. Existing education and training opportunities available to YK residents. c. A strategy that meets training gaps (compared to employer needs) and prioritizes and increases training delivered in region. <ul style="list-style-type: none"> i. Example: Reopen the Yuut Elitnaurviat flight school to meet aviation demand. d. A process for more effectively and efficiently connecting graduates with available jobs. e. Estimated costs and funding sources for implementation of recommendations in the plan. f. Policy barriers limiting success of local training and education programs and identify proposed changes. 	<p>Lead: Yuut Elitnaurviat (YE)</p> <p>Key Partner: AVCP Workforce Development</p> <p>Other Partners: State of Alaska Department of Labor and Workforce Development (YK Delta Job Center), HR representatives from all major employers</p>
<p>b. Conduct quarterly meetings between education and workforce development agencies and the HR departments of major employers.</p>	<p>Lead: Yuut Elitnaurviat</p> <p>Partners: Bethel Job Center, AVCP, HR representatives from all major employers</p>
<p>Other tasks discussed but ultimately not prioritized for the action plan:</p> <ul style="list-style-type: none"> c. <i>Identify funding and scholarship support for Yuut Elitnaurviat’s aviation students.</i> d. <i>Expand capacity in Yuut Elitnaurviat’s aviation programs for testing/certification and instruction.</i> e. <i>Procure a plane for student practice at Yuut Elitnaurviat.</i> f. <i>Expand the number of individuals, agencies and organizations sponsoring and hiring apprenticeships.</i> g. <i>Educational Workforce Development Working Group to create a pamphlet of all the vocational/courses available for YK 11/12th grade students.</i> 	<p>Varies</p>

<ul style="list-style-type: none"> • Donlin has a pamphlet that outlines career path and training opportunities for HR professionals. • In general, there is a need to better summarize/consolidate the many, many opportunities that already exist and make that information more widely available between partners, educators, residents <p>h. Expand parental outreach/support, training sessions for parents.</p> <p>i. Pending successful results of pilot program, consider expanding maritime training program underway (AVTEC, with assistance from Denali Commission).</p> <p>j. Bring AVTEC training to Bethel and partner with local utility for hands-on work for diesel training, or prepare a two-phase training with partial instruction at AVTEC and follow up hands on experience in Bethel.</p> <p>k. Ensure distance learning participants have sufficient connectivity, technology to be successful (especially important during COVID-19).</p> <p>l. Expand school-to-apprenticeship programs between school districts and employers.</p> <p>m. Educate education and workforce development partners on the unique cultural needs, importance of traditional knowledge and appropriate communication when teaching in the region.</p> <p>n. Create more climate adaptation career paths, such as ANSEP students assisting with assessments, mitigation planning, as well as developing local leaders who can help navigate difficult choices such as relocation and provide local expertise.</p> <p>o. Expand tribal management career pathways.</p> <p>p. Encourage employers and training programs to allow for flexible scheduling for rural participants who are balancing education with traditional roles such as subsistence.</p>	
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Q#4: How will we measure our success? What data will tell us we're making a difference? A year or two from now, what SPECIFIC positive change do we want to make?

Indicator of Success/Positive Change	2-Year Target
<p>Employment for YK residents. Creating a meaningful target for this indicator requires baseline information that is not readily available. To set a meaningful target will require communicating with major employers in the region to document their upcoming employment needs/opportunities, a key step in the workforce development plan listed in task A above.</p>	<p>In X years, X number of jobs are created for regional residents in emerging economic sectors (e.g., aviation, energy, housing construction and rehabilitation, infrastructure, planning, transportation, resource development, public safety, etc.).</p>
<p>Decrease average amount of time between graduating with a training/certification and getting a job. Creating a meaningful target for this</p>	<p>In X years, X percent reduction in the average</p>

<p>indicator requires collecting baseline information from training partners in the region.</p>	<p>amount of time (in weeks) between graduating with a training/certification and getting a job.</p>
<p>Creating a meaningful target for this indicator requires baseline information from task A above.</p>	<p>In # years, \$# in private funding invested in YK education and workforce development programs (e.g., foundation grants awarded, donations to Yuut Elitnaurviat for these programs, investments in a project or business because the training is available).</p>
<p>Average number of weeks employed for training graduates. Creating a meaningful target for this indicator will require baseline data be collected from graduating students.</p>	<p>In X years, the average total number of weeks training graduates are employed out of 52 weeks will increase from X to X.</p>
<p>Number and percentage of YK jobs, apprenticeships and internships filled by YK residents. Creating a meaningful target for this indicator will require baseline data be collected from the State of Alaska (for the estimated percentage of resident employment in jobs) and from training partners (for the estimate of residents enrolled in apprenticeships and internships).</p>	<p>In X years, X jobs will be filled by YK residents (X percent of all jobs), X internships will be filled by YK residents (X percent of all internships), and X apprenticeships will be filled by YK residents (X percent of all apprenticeships).</p>

Q#5: What funding opportunities and/or other resources can support our action plan? (see below for “Potential Funding Sources”)

Added after the session:

Mark Masteller, Assistant Professor at the University of Alaska Fairbanks, Bristol Bay Campus shared the following opportunity: “Strengthening Community Colleges Training Grants Program” from the U.S. Department of Labor, due October 8, 2020. Learn more [here](#).

From Mark: If you know of anyone in the group that will actually apply I'd like to let them know that our program is willing to be a partner on aspects dealing with secondary and early-college education/training/workforce development. So if someone decides to submit a proposal and want to talk please pass my info along to them. I think time is pretty short.

Contact Mark Masteller at mamasteller@alaska.edu, 907-414-0198

In addition, the UAF Bristol Bay Campus has the following resources available:

Energy Literacy

- We have an Occupational Endorsement (OE) in Sustainable Energy (12 credits) that can be delivered completely online, and we can also travel (given proper COVID conditions) to deliver face-to-face classes in communities and/or at the Bethel Campus. And we offer full tuition assistance to rural students enrolled in the program. The class I recommend for everyone, of every age, is Home Energy Basics (HEB), because it covers ways to save money on energy costs. It's the best in-community (or online) class to start with.
- We have been working with the Bristol Bay Career and Tech Ed (CTE) program (4 school districts) to offer an 8-week track in Sustainable Energy, and we could start discussing something similar in the Y-K area. (In BB we did not start with all 8 weeks; we started several years ago offering 2 1-credit classes during only one of their 8 weeks.) These are "dual credit" classes - the high school students get college credit and exposure to the world of Sustainable Energy.
- We have an established program where we support local high school teachers to deliver the content of our Home Energy Basics class within their own classroom, so they can deliver at the pace they feel appropriate. And HS students get college credit.
- We have an established relationship with Renewable Energy Alaska Project (REAP) to collaborate on education for energy efficiency and renewable energy, especially in K-12 programs.
- We collaborate with UAF-Alaska Center for Energy and Power on what I call the Rural Utility Program - exposing students to opportunities in electric utilities. This involves a Utility lecture series, a "Microgrid Boot Camp," and student internships in electric utilities. (While this has traditionally been geared toward engineering students, we are wanting to expand to include rural folks who may work in utilities but not be engineers.)
- We are planning to develop Project Management/Development and Energy Policy/Planning classes to add to our menu of program options.

Additional Training

- With proper resources we can host special hands-on training. Of course this usually takes a bit of lead time and coordination. An example is Solar PV installation training I hosted a few years back, and that we plan to host again in Dillingham as a "capstone" for our CTE track. My goal is to develop a group of Alaska-based trainers; ideally people in each region. That's a longer-term goal, but we're getting there thanks to collaborative work with groups like ANTHC.
- Another constant need is making homes more energy efficient (weatherization). Within our larger college (CRCD) we have Construction Trades classes, and in the past we have taken these on the road as well.

D. Summarize, Closing Comments & Adjourn

Q#6: (After summary of key tasks, leads & partners by facilitator) – What final comments, questions or concerns do we have as individuals/as a group?

- No comments.

Full Group Work Session Discussion Notes from Friday, August 14th

- Some programs are already available and in the process of developing workforce training and education of youth. If such training programs are available, we need to know what those programs are in the rural areas and how they are progressing.
- It will be beneficial to have list of the programs currently available and data of how those programs are benefiting youth. How many youths are participating, what are the training programs, and what are graduates doing upon completion and a year later?
- What are the best practices? And how can these practices be mirrored in other areas of the region?
- Do we have redundant/duplicated programs? And if so, can there be some collaboration to reduce cost of the programs?
- Do we have programs that not feasible and/or are too expensive to operate in the region? How can the cost be reduced? Are cost benefit analyses done before adding a new program?
- How many employers have made a written commitment to participate in training youth or adults in the region?
Online program studies – can we collaborate with colleges to provide online programs in a cost-effective way?

Other Potential Funding Sources – Research Conducted by Agnew::Beck Consulting Prior to Work Session

Opportunity Name	Description	Eligibility and Typical Release Date
U.S. Department of Agriculture, Rural Business Development Grants, Alaska	https://www.rd.usda.gov/programs-services/rural-business-development-grants/ak Supports communities, Tribes and organizations, rural areas or towns outside the urbanized periphery of any city with a population of 50,000 or more with projects and costs that benefit small and emerging businesses.	Recurring opportunity