

# STATE OF ALASKA

## Department of Labor and Workforce Development

OFFICE OF THE COMMISSIONER

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January 7, 2009

Mr. Tom Hooper, Investments Manager  
Business Relations Group  
U.S. Department of Labor  
Employment and Training Administration  
200 Constitution Ave. NW, Room: N-4643  
Washington, DC 20210

Dear Mr. Hooper:

On behalf of Governor Sarah Palin, I am pleased to submit the final report for Alaska's High Growth Job Training Initiative (HGJTI) Grant for Energy. This report highlights the success Alaska's workforce development system realized by leveraging federal grant funding with state, business, and industry contributions. It also summarizes project activities, employment outcomes, and related results of the HGJTI project; and thoroughly documents the project's solution approach.

Our HGJTI for Energy trained individual workers and supported key foundational elements of the Workforce Investment Act; for example, promoting strong collaboration between the public workforce investment system and other strategic partners; creating a strong role for business; and encouraging customer choice and accessibility of training opportunities.

This initiative also recognized the fundamental importance of engaging employers as strategic partners to define skill needs, develop curriculum, engage in the education and training process, and leverage the significant resources employers invest routinely in workforce development. We have learned that broad partnerships result in innovative workforce solutions and the ability to leverage many more resources to address workforce challenges.

Employers are important partners in implementing all aspects of an industry-driven project. Overwhelmingly, our sub-grantees emphasized employers were essential to the success of their projects by helping secure additional resources, advising and providing feedback on curriculum and training program development, recruiting participants, developing career awareness in a particular industry, hiring trainees, and/or providing on-the-job training, internships, or externships. The earlier employers were engaged in project activities, the more invested they became in the project.

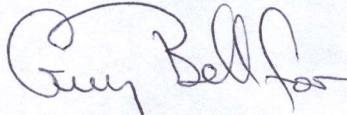
Mr. Tom Hooper

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The next few years will be critical as natural resource development will continue to drive the state's economy, and job growth will rise accordingly. We are confident that with these strong partnerships now in place and US DOL's continued steadfast support, Alaska will answer the call to action and address an emerging workforce skills gap, and develop vocational, career and technical education, just-in-time training, and apprenticeship opportunities for new talent and for upgrading the skills of the incumbent workforce.

Sincerely

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Clark Bishop  
Commissioner

Enclosure

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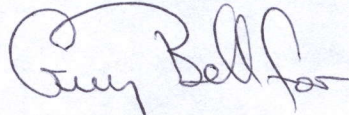
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ALASKA  
DEPARTMENT  
OF LABOR AND  
WORKFORCE  
DEVELOPMENT

FINAL REPORT: HIGH-  
GROWTH JOB TRAINING  
INITIATIVE - ENERGY

January 7, 2009  
Final Report | Commissioner Clark Bishop

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## Executive Summary

The energy industry is Alaska's largest in terms of economic activity. As much as a third of the state's economy is in some way tied to oil, gas and mineral extraction. Significant expansion of energy production in Alaska is a certainty. A skilled workforce is essential to the success of not only the energy industry, but also includes supporting key activities in the construction (heavy and civil engineering) and transportation (pipeline, marine and trucking) industries.

In 2005, the administration's agenda was refocused on developing access to oil, gas and mineral resources to produce jobs and put Alaskans to work. The then critical construction worker shortages and a forecast that predicted a need to double an energy industry workforce within a decade compelled the state to engage in a comprehensive approach to meet these workforce challenges. With a focus on business-led and partnership-based approaches, strategic alignment of Alaska's workforce development system would result in meeting the critical demands of the expanding energy industry for employable, trained and skilled Alaskan workers.

The Alaska Department of Labor and Workforce Development's (DOLWD or the department), Division of Business Partnerships (DBP, or the division), responded by submitting a proposal, "Alaska's High-growth Job Training Initiative for Energy" to the U.S. Department of Labor, Employment and Training Administration (ETA), which proposed to: (1) Target investment of workforce development resources with public and private sector partnerships for worker skills development in energy related occupations; (2) Integrate vocational and technical education with skill training that would provide students and workers with paths to energy jobs; (3) Increase apprenticeship training and employment skills for energy related jobs; (4) Fast track the public workforce system's change to a market-driven, industry centered one-stop system that is responsive to state and local economic needs; and (5) Build a sustainable and replicable model for Alaska's workforce investment system to meet future demand.

The division's proposal was funded July 5, 2005, with a \$7 million award as part of the U.S. Department of Labor's, Employment and Training Administration's strategic High-growth Job Training Initiative (HGJTI), which funded individual states across the nation to prepare workers for increasing job opportunities in high-growth, high demand industries and sectors of the American economy.

Alaska's initiative focused on a single vision: to responsibly develop the state's abundant energy resources, get them to world markets, and put Alaskans to work. The approach took a wide-ranging view that fostered innovation, collaboration and partnerships, while using the opportunities made available to propose reforms to long-standing, public workforce development policies, including re-framing service delivery to become more streamlined, "fast-tracked," and flexible.

The HGJTI for Energy partnered with industries and school districts across the state to stimulate career and technical education in schools and provide job training for Alaska's youth (education reform), businesses to hire well-prepared workers (economic development) and aggressively promote publicly funded workforce development resources to employers and job seekers (workforce development). Project operator, designated, or sub-grantee components were funded that supported strategic partnerships and leveraged resources that either focused on an adult or a youth training and employment outcome.

This report documents Alaska's HGJTI for Energy, its project organization and implementation, including a description of its granting activities through either project operator, designated, or sub-grantee components. The report also provides a quantitative and qualitative summary of program performance while mapping a complex spectrum with more than 20 different sub-grantees working in areas that either focused on an adult or a youth training and employment outcome. Analyses of program strategies, challenges, lessons, and outcomes are incorporated along with results from a participant survey. Appendices list all the funded partners, including project operators, designated grantees, and sub-grantees, leveraged and matching funding and a summary of participant demographics.

## **Initiative Implementation**

On July 5, 2005 United State's Secretary of Labor Elaine L. Chao presented the Alaska Commissioner of Labor and Workforce Development \$7 million award to increase the state's capacity to recruit and train workers for careers in the energy industry. Since Alaska's energy industry includes and relies on construction, transportation, oil, gas and mining sectors, much of Alaska's resource extraction workforce benefitted from the funding. From the construction of new roads and ports to support the transporting of extracted natural resources to world markets, to the construction, operation and eventual maintenance of a natural gas pipeline, Alaska's energy sector is critical to the state's overall economic future. Implementation of the HGJTI project began with its project operators and continues today in the sustained activities and innovative strategies that restructured the workforce system by increasing partnerships, leveraging resources, and implementing corrective measures for maximum results.

### **Project Organization (Components, Funding Allocations, and Six Elements)**

The division funded programs and projects based on strategic partnerships and leveraged resources in two main components: the first component focused on adult training and employment outcomes; and the second component focused on youth career awareness.

The adult component centered on increasing apprenticeship training, vocational education and job training for occupations in energy-related industries, increasing outreach to job seekers and employers through the state's one-stop job center network, and increasing employment retention among incumbent and new workers. There were four primary measures of success for the adult component: (1) the number of trainees entering employment; (2) the number retained after 90 days; (3) average earnings; and (4) trainee satisfaction with the program(s).

The youth component centered on awareness and work readiness skills. Career awareness included increased awareness, knowledge and understanding among youth age 14 to 24 of the opportunities, requirements, and career paths associated with employment in high-growth industries. Work readiness skills included basic work skills of timeliness and a positive attitude to problem solving, decision making and communicating. Success for the youth component was defined in terms of career awareness, career planning, and changes to school infrastructure and culture. Subsequently the success of the youth component evolved into the state general fund

supported Alaska Youth First (AYF) initiative, comprised of specific service delivery strategies: career guides, industry liaison, student interns, teacher externships, applied academics, youth employability skills and work experiences.

The design of Alaska's HGJTI for Energy was based on the assumption that partners would need to work together if the project was to succeed. Funding for partners was allocated in three ways: through project operators; designated grantees; and competitively awarded sub-grantees.

Three project operators were chosen to facilitate early partnerships that expected to have the greatest impact on the project's outcomes: (1) \$1,885,827 was allocated to the department's Employment Security Division for new career guidance approaches in six areas in the state and to "fast-track" the public workforce systems to make it more responsive to statewide and local economic needs and strengthen training; (2) \$1,350,000 was allocated to the Alaska Works Partnership, Inc., a private sector training enterprise, to expand training, Alaska Job Center Network partnerships, and placement activities; and, (3) \$751,270 was allocated to the Alaska Vocational and Technical Education Center (AVTEC) to expand its maritime training program.

Five other state agencies, including the University of Alaska and a private consultant, received \$508,038 in smaller designated grants. Approximately \$114,372 in grants was competitively awarded to 17 non-profits and school districts for plan development. About \$956,738 was then awarded to 15 of the 17 non-profits and school districts to implement the plans they developed.

The state's goal was to build a sustainable and replicable model for Alaska's workforce investment system to meet future demand. For a complete list of project operators, designated grantees and sub-grantees see [Appendix A](#).

Additionally, six key elements (listed below in bold heading) prescribed by the U.S. Department of Labor, Employment and Training Administration, helped jump start the project, maintain a focus on the desired outcomes and provide a framework for the division to review and consider how project operators, designated grantees and sub-grantees might incorporate the elements into their projects and deliverables.

**Innovative Solutions to Industry Identified Workforce Challenges.** HGJTI sub-grantees employed solution-based approaches that addressed the expanding labor needs of Alaska's energy industry. Sub-grantees worked through the cycle of: (1) collecting and analyzing information about workforce issues; (2) incorporating a

business or demand-driven perspective; (3) ensuring the right strategic partners were at the table; (4) working collaboratively to explore, frame, and implement solutions; and (5) assessing how the products and outcomes of the project effectively could be deployed and replicated. Sub-grantees were not limited in the strategies and approaches to implement solutions, provided the strategy was well developed and addressed energy industry and workforce challenges.

**Strategic Partnerships.** In addition to participation by a wide variety of sub-grantees, Alaska's HGJTI for Energy resulted in dozens of formal, and many more informal, partnerships involving training providers, school districts, industry groups and firms from all of the high-growth targeted sectors (transportation, construction, mining, oil and gas), in addition to engineering and other related fields. The formation of these partnerships was based on the state recognizing the need to target underutilized sources of its labor force for training, such as individuals from areas of high unemployment, youth, unemployed and underemployed workers, individuals with disabilities, and Veterans. Most of the project's grantees were successful in creating partnerships that in turn were instrumental in achieving outcomes.

**Leveraged Funds and Resources.** HGJTI investments leveraged funds and resources from key entities in the context of strategic partnerships that allowed for the pursuit of resources, increased stakeholder investment in the project at all levels including the design and implementation phases, and broadened the impact of the project itself. Examples include: industry representatives assisting with career panels, presentations, industry externships, summer academies; and the sharing of grant staff and outside advisors' expertise in the development of new curricula. For a detailed listing of leveraged and matched resources from each of the partners see Appendix B.

**Sustainability.** HGJTI investments were considered "seed" funding. The division intended that the partnerships and/or solutions-based activities developed be sustainable beyond the initial investment. While financial resources were important, they were not the only component of sustainability. Sustainability was also fostered through the partnerships, systems, strategies, and processes developed during the grant period. Sustainability is assured for a number of HGJTI strategies that are now state-sponsored, discussed in detail in later section of this report.

**Replicability.** Alaska's HGJTI is driving the workforce investment system toward a market driven approach through the broad dissemination of the products, models, and effective strategies that resulted from HGJTI investments. Sub-grantee projects were

required to demonstrate how a demand-driven workforce system could more efficiently serve the workforce needs of business, while at the same time help workers find good jobs with good wages and promising career pathways. To that end, the outcomes of HGJTI projects had to be replicable in a variety of settings and, if appropriate, other industries. The division required grantees to develop the learning and achievement resulting from their HGJTI projects into solution-based best practices. These best practices were designed to be shared with and implemented by other public workforce systems, industry leaders, and the state's education and training community. At the project's conclusion, program managers reported that virtually all the strategies employed for Alaska's HGJTI for Energy are replicable.

**Outcomes.** Clear and specific outcomes appropriate to the nature of the solution and the size of the project were vital components. Actual outcomes occasionally varied from proposed solutions. Projects containing training elements reported outcomes in terms of defined performance measures. Two primary performance numbers existed for this project. At least 8000 youth would receive at least one service. This could be in the form of outreach, awareness, training and/or placement designed to raise awareness among youth about Alaska's energy industry workforce needs. At least 600 adults would receive core, intensive and/or training services and placement into an energy-related industry occupation. The division was required to submit quarterly progress reports to ETA that tracked outcomes and summarized the status of grant-funded efforts, including training, placement, and capacity-building activities described in Appendix A.

## **HGJTI Workforce Development Innovative, Sustainable Strategies**

As a large project, Alaska's HGJTI for Energy impacted many areas of the state with a wide variety of service delivery strategies. Knowing that the six elements provided guidance for project design and development, the division used the HGJTI resources to stimulate innovation and foster partnerships throughout the state that resulted in market-driven, industry-centered, yet locally tailored workforce development strategies.

As the project progressed, the division staff realized that HGJTI "seed" funds afforded the state the opportunity to change the workforce delivery system from a social program with economic benefits to an economic development program with social benefits. The initiatives and projects that were begun under the HGJTI, and that exist today, are supported because each is an effective workforce development strategy designed to encourage economic growth, or at the very least demonstrate to business and industry the state's expanding capacity and expertise in training a prepared, local workforce.

What follows are examples of the innovative workforce development strategies and activities, including those that evolved into sustained initiatives that are supported with state general funds, leveraged with significant business, industry, and other private/public sector contributions, all of which resulted from Alaska's HGJTI for Energy.

### **Two-Phased, Planning & Implementation Grants to Fuel Innovation**

The division developed an innovative two-phased approach to encourage partnering, planning, leveraging, and then implementing projects under Alaska's HGJTI for Energy. The primary focus of this grant model was on building Alaska's high school training capacity by integrating vocational and technical education with skill training, and developing industry career activities for high school age youth. HGJTI funds were used to foster relationships between industry and Alaska's school districts, and to create sustainable plans for student development leading to apprenticeship, employment or post-secondary education. Applicants were funded to plan, partner, and contingent upon their plans; receive additional funds for project implementation. The grant application identified school districts as the only mandatory partner and focused efforts on energy related occupations and employers.

Phase one required applicants to submit a proposal detailing planning efforts and expected outcomes. Planning efforts were expected to include securing partners and identifying a lead or coordinating entity. Planning activities were also expected to include information on goal and objective setting strategies, securing input from stakeholders and community members, identification of tasks, strategies, and timelines to achieve goals, and identification of responsible organizations or individuals. Plans were crafted to develop strategies for sustaining activities after HGJTI grant funds were exhausted, and to identify potential new resources and partnerships that were not in use or in place at the time.

Applicants were required to demonstrate the proposed plan would be implemented by a partnership, which included at least one partner from each of four categories: (1) the publicly funded workforce investment system; (2) education and training providers, such as vocational / technical education providers; (3) a school district or high school; and (4) employers and industry representatives. The division looked for proposals with the potential to demonstrate broad, substantive, and sustainable partnerships.

Phase two of the grant process solicited specific project proposals identified as a result of the comprehensive planning effort described above. The division awarded implementation grants to those applicants that addressed: (1) the industry-identified need for new models helping youth and young adults understand career options and opportunities in the energy industry; (2) alignment between industry requirements and curricula, attending to the lack of academic and occupational instructors, facilities and resources; (3) shortages of qualified academic and vocational faculty to teach energy industry related occupational skills at the high school level; (4) solutions that develop competency models for these occupations with a specific focus on career lattices. Career lattices were required to articulate clear paths students might follow to move horizontally, vertically, and diagonally within a single occupation or across occupations by advancing into positions and careers with increased responsibility, compensation, and benefits.

### **Alaska Youth First**

Alaska's Youth First (AYF) initiative originated from the successful work performed by the HGJTI for Energy sub-grantees that filled gaps in the workforce system by focusing on career awareness and work experience opportunities for Alaska's youth.

Sub-grantees regarded the division as a partner that would sustain the more effective projects designed under the HGJTI for Energy grant. The division reviewed the success of the project operators, designated and sub-grantees and determined that four strategies and activities proved most effective at creating career awareness for youth and providing fundamental work skills. First, Career Guides and second, Teacher Industry Externships proved to be very effective as strategies at providing career awareness information to large numbers of parents, students, young adults and educators. Third, Employability Skills Training and fourth, Work Experiences provided by many of the sub-grantees proved to be effective activities for developing work readiness and employability. The division combined the four strategies and activities and submitted a proposal to have the initiative funded in the department's operating budget.

The Alaska Legislature appropriated general funds for the AYF initiative based on the performance data from the HGJTI project operators and designated and sub-grantees. The division was able to demonstrate that more than 20,000 Alaskan youth received some career assistance and guidance from the HGJTI and that employers indicated that youth hired were ready to work. For Program Year (PY) 2007, the AYF initiative awarded a total of \$1,983,041 state general fund money to nine grantees. Five grants were awarded to school districts, and four reimbursable service agreements were awarded to the department's Employment Security Division, the Alaska Department of Education and Early Childhood Development (DEED), and the University of Alaska.

Highlights of the AYF's innovative strategies are listed below.

### Career Guides

The Career Guide strategy was created to provide broad flexibility in providing career information. The career awareness component of AYF relied on the distribution of career guides, initiated from the HGJTI, and now sustained with state general funds that support 12 career guides across the state. The career guides provide career information and support to Alaskan youth ages 14 to 24.

The career guide strategy is the most significant youth outreach component of the Alaska's HGJTI for Energy, and at the project's conclusion, remains a best practice that is drawing national attention. The goal of the career guides was to develop career activities for youth with local community groups, school districts and businesses,

increasing career awareness and better preparing students for entering high-growth occupations.

Career guide positions were created in seven communities. Ultimately, two career guides were established long-term in Anchorage and one each in Kenai, Juneau, Bethel, and Fairbanks. The scope of each position's work assignment was left broad to allow individualized response according to the needs of each community and school district. As a result, some career guides focused on employment skills, others focused on outreach to out-of-school youth, while others engaged community leaders to help develop youth employment programs.

To develop new skills in Alaska's workforce system, the division hosted statewide training for career guides, industry liaisons and others. More than 30 workforce development professionals attended sessions conducted with industry leaders and training providers. Attendees learned of new technology in the oil, gas, mining, construction and transportation industries. The training provided direction for individuals working with youth in the state's school systems, and introduced innovative strategies such as school based job centers and marketing materials for service delivery in job centers, schools and postsecondary institutions.

Sub-grantees that were awarded planning and implementation grants also attended the training, which helped develop new partnerships and further define activities, goals and objectives prior to the implementation phase of their grant projects.

According to program records calculated at the conclusion of Alaska's HGJTI, career guides conducted outreach activities, including presentations and workshops, for more than 20,000 Alaska youth. They also hosted dozens of presentations providing information on educational requirements, career options and career paths, school-to-apprenticeships, training programs, summer institutes, and employability skills. One-on-one services to youth included career information resources such as applications, interviewing, and resume writing. In addition, career guides helped develop tech-prep agreements for classroom credit toward journey-level status, assisted students with self-evaluation exercises, and helped them develop individual career plans.

### **Teacher Externships**

The Teacher Externships created an environment where educators would learn about careers that did not require a college degree or education although some postsecondary training was still required. Because high school teachers often have little or no direct

experience with vocational or technical jobs, particularly in the energy, construction and transportation industries, the division awarded a HGJTI for Energy grant to design and conduct a Teacher Industry Externship (TIE) program for 27 educators working with students in grades 7 through 12. These externships offered educators the opportunities to expand their knowledge about resource extraction industries, discover ways to make their instruction more relevant for students, and learn more about careers in Alaska's energy industry.

The TIE program was unique among HGJTI grants in that it did not directly target youth or adults. The focus of TIE was to improve the knowledge transfer of career information between teachers and students regardless of any grant funds. By training educators rather than students, the program produced an impressively broad range of outcomes. In so doing, TIE effectively addressed all six of the HGJTI key elements. Based on self-reports filed by the participating teachers, the program was highly successful.

The educators who participated in the first externship now include their experience with industry as part of the curricula they deliver. One teacher noted that students who perform well in math did not need additional information to make the connection to the role math and academics plays in work. However, those students who struggled with math benefitted from the practical work related examples he was able to provide. This particular educator determined that his participation in TIE impacts as many as 300 new students every semester, a similar impact was reported by other TIE participants.

### **Work Experiences and Youth Employability Skills**

The Work Experiences and Youth Employability Skills strategies each focused on providing youth real life understanding about employer expectations and how to meet them. Work Experiences included exposure to soft skills, adult coaching and field-specific curricula providing students a basic familiarity with the language, tools and activities of specific job-types. Through Work Experiences many youth worked their first job. Employers directly mentored youth and in some cases retained the youth after the work experience ended.

The department's Employment Security Division recruited 10 paid student interns to participate in work experiences at Alaska Job Centers in tandem with career guides. It was hoped that these interns would return to their school environment knowledgeable about the workforce investment system and able to transfer knowledge as peers to

fellow students. Two student internship positions, funded with AYF funds are closely mentored by career guides to ensure effective instruction on workforce development strategies.

The typical YES program encompasses behavioral, fundamental, personal management and teamwork skills. Successful sub-grantees developed sustainable plans for student development that led to youth entering apprenticeships, employment and post-secondary education by improving their employability skills, seamlessly moving youth from school to work. The Alaska Workforce Investment Board recognized the importance of these skills when it passed a resolution requiring youth programs to make employability skills training available to all youth. The National Association of State Chambers of Commerce considers YES skills so important that it invested in the development of national curricula. At the same time the federal Workforce Investment Act (WIA) youth and Career and Technical education programs in Alaska also designed YES curricula. As an initial investment under Alaska's HGJTI for Energy, these curricula are continuing to make a difference in the preparation of youth for employment.

### **Alaska Youth First Results**

In state Fiscal Year 2008 (FY 08) the division, through its grants and reimbursable service agreements, assisted 16,071 individual youth to receive career guidance, skills training and work experience. Specific FY 08 outcomes by strategy include: 11,362 youth served through career guides; 3,293 youth completed at least one youth employability skill activity; 810 youth participated in paid and un-paid work experience; and 51 teachers completed externships in the targeted industries of healthcare, construction and natural resource development.

### **Alaska Construction Academy**

The Anchorage Construction Academy originated as a pilot under Alaska's HGJTI for Energy through a partnership between the Associated General Contractors of Alaska, the Alaska State Home Building Association, DBP, the Employment Security, Alaska Works Partnerships, Inc., Cook Inlet Tribal Corporation, and the Anchorage School District. The Anchorage Construction Academy was an innovative approach to worker preparation from several perspectives. First, the partners agreed to train both adults and youth although in separate classes. Second, the partners agreed that training would be based on industry standards, such as those established by the National Center

for Construction Education Research. Third, the partners agreed to use existing infrastructure to deliver training. All of this came about due to the serious decline in training ready recruits for construction jobs.

In 2006, the Alaska Legislature awarded a \$1 million grant to the Anchorage Construction Academy effectively leveraging the HGJTI's grant for \$111,000 and allowed for the opening the Anchorage School District's King Career Center on evenings, weekends and during the summer. The academy trained 147 adults. In the quarter following training, more than 70 percent of the participants surveyed were employed. In the second quarter following exit, the participant earning rate increased by 39.7 percent. The academy trained more than 400 youth who attended one or more classes in construction including a materials science course, third session classes (after school classes) and summer school. The following school year, the academy increased to 700 youth participants.

In 2008, \$3.5 million in state general funds were authorized to expand the academies to Fairbanks, Juneau, Kenai, Ketchikan and the Matanuska-Susitna Valley. The construction academies have institutionalized work readiness in schools and provide employers a fresh supply of skilled workers. The key difference in the partnerships is that in each of the six communities, the local school district, one-stop operator, and the local Alaska Native organization are represented. The Alaska Construction Academy is authorized to receive on a year-to-year results-contingent basis, \$3.5 million in state general funds to operate the six academies. Representatives from each of the local academies and the statewide organizations serve on a state advisory board that guides the future development and sustainability of the Alaska Construction Academy.

More than 1,000 high school students and about 200 adults participated in construction trades classes such as carpentry, plumbing, electrical, welding and drywall finishing. The support from this sustained investment demonstrates the value of partnerships in this training strategy, ensuring the training of youth for high-growth jobs and advancing vocational technical education in Alaska.

### **Industry Led Fast Tracking Strategy**

When designing Alaska's HGJTI for Energy project, staff from the public workforce development system worked directly with energy industry representatives. During those meetings it became clear that the workforce system had bottlenecks that delayed services for job seekers and employers who were frustrated with too-little, too-late

responses. A result was the creation of the fast tracking strategy, one of the first innovations of Alaska's HGJTI. Under the strategy two project operators – the department's Employment Security Division, which is the state's designated one-stop operator, and Alaska Works Partnership, Inc. (AWP), a private-sector industry representative and training provider – were funded to design a streamlined workforce system that met the needs of job seekers and employers.

The referral process developed between AWP case managers and local Alaska Job Center Network case managers was based on a communication system that expedited HGJTI participant access to support services and individual training accounts. AWP and ESD coordinated recruitment, assessment, planning and service delivery to participants under the HGJTI. This coordinated approach to service delivery allowed AWP to determine participant eligibility for services, design a plan to achieve employment and seamlessly refer the participant to ESD for any necessary supportive services or training not available through AWP.

Today this strategy is institutionalized in a case managers' handbook. The handbook provides a guide to deliver services to participants interested in a construction trade and/or making a career in construction. It also provides guidance on how a job center counselor refers participants to construction occupations, and features a customer flow chart with an executable Macromedia Interactive Instructional Module demonstrating the pathways through Job Centers to AWP or to registered apprenticeship sponsors. The structure is based on federal Workforce Investment Act (WIA) Youth, Adult, and Dislocated Worker program guidelines, including income eligibility and service provider processes.

With the fast tracking strategy in place, employers report a higher level of satisfaction with the participants coming from the public workforce system and job seekers have easier access to employment and training assistance to get those fast-tracked jobs.

### **Employer Marketing Strategies and JobEx**

JobEx developed into an innovative HGJTI strategy that coordinated contact with employers, business and industry that provides job developers, case managers and other workforce development professionals a place to share job leads and discuss strategies to meet employer needs when they consider hiring youth. Under Alaska's HGJTI employers were the central focus of the Work Experiences youth strategy. The specific JobEx strategy developed when contacts with employers by the divisions'

industry liaisons revealed employers, who were considering sponsoring youth in a HGJTI work experience, were challenged and frustrated. The source of their frustration centered on them receiving multiple and redundant contacts from job developers, workforce investment professionals and representatives of the education system. In response, the industry liaisons, representatives of the workforce development system, and job developers coordinated their efforts to develop an integrated employment service model they dubbed JobEx. Participation by the vocational rehabilitation industry liaison demonstrated that this unique networking model offered case managers with hard to place job seekers a new strategy for marketing participants to employers. Employers now work with one contact from the public workforce system and have access to all the agencies and partners in the system.

### **Development of Alaska's Maritime Training Resources**

A skilled workforce is essential to the success of not only the energy industry, but also the transportation industry, especially surface and marine related activity. It was recognized under Alaska's HGJTI for Energy that continued oil, gas and mineral development in Alaska would also require a massive investment in upgrading existing and building new ports and roads, and developing other infrastructure to handle the heavy traffic required for transporting materials, equipment, and products to market.

The Alaska Vocational Technical Education Center's (AVTEC) Maritime Safety Training Facility is a state-of-the-art facility training Alaskans to meet industry and Coast Guard standards. The facility expanded under Alaska's HGJTI for Energy, and recently received a \$2 million grant received from the Economic Development Administration (EDA). Alaska's HGJTI helped AVTEC prepare Alaskans for the anticipated growth in maritime-related jobs. EDA provided \$2 million and the state appropriated \$1.35 million as a non-federal match. These funds have improved the nature and quality of training provided through AVTEC's Maritime Safety Training program.

### **Alaska Career Ready**

Alaska's HGJTI for Energy was guided and implemented by several underlying operating principles. One was that all the efforts under the grant be led by industry. The Alaska Career Ready part of the National Career Ready Certification is an example of an initiative proposed by industry. The goal of Alaska Career Ready is twofold, to provide meaningful information to youth about academic skills and their use in the

world of work and to provide employers with clear information about a student's or job seeker's applied academic skills.

DBP and the Employment Security Division partnered with the DEED to lay the groundwork for the Alaska Career Ready program so that students' and adult job-seekers' readiness for work, college and occupational training could be gauged, and basic skills of both target populations could be enhanced. DEED received funding from Alaska's HGTJI to launch Alaska Career Ready; state general funds now sustain the program.

Alaska Career Ready provides an opportunity for Alaskans to be assessed in the three basic skill areas of applied math, reading for information, and locating information. These skills are critical to transitioning from high school to the workplace, college, or occupational training. The assessment relies on the WIN® and KeyTrain® software, which provide online access to tutorials and testing to help students and job seekers improve their skills. Students and job seekers who score high enough on the WorkKeys® test are awarded an Alaska Career Ready certificate from the state that demonstrates to employers that the recipient is able to perform academic skills at a particular level.

The long range goal of this initiative is to have employers accept the Alaska Career Ready Certificate as documentation of participant's workplace readiness skills. These nationally recognized certificates will be portable and transferrable, ensuring that youth and adults, who achieve a particular level on the WorkKeys® test, will be able to use the information in job searches throughout the nation.

### **Alaska's Hot Jobs Publication**

Alaska's HGJTI for Energy funded the production of the first "Hot Jobs in Alaska: Jobs in the Oil, Gas, Mineral, Construction and Transportation Industries," booklet. The division needed a cost effective way to communicate to diverse groups, including targeting parents of high school students, about a common subject - namely, to inform them and the students about future prospects beyond high school graduation. The goal was to provide information in way that helped youth and their parents talk about careers that may involve training other than going to college. The publication also was designed around dispelling myths and misperceptions about occupations in the trades by highlighting 20 jobs that have above average growth and pay, that did not require a four-year college degree. It also identifies and provides contact information for training

programs within the state of Alaska to prepare for the profiled jobs. Distribution was made to all department grantees serving youth and young adults, career guides, Alaska Job Centers, and, career and technical education instructors, coordinators and counselors in school districts throughout the state.

The “Hot Jobs” proved to be very much in demand. The division printed and distributed 20,000 copies and still receives requests for more. Additionally, the division made the publication available on its web page at [www.jobs.state.ak.us/hotjobs](http://www.jobs.state.ak.us/hotjobs). School counselors use the booklet at career fairs as a talking point. An English teacher in Juneau uses the information as part of a research and writing assignment for her students. Rural communities use the information as a resource for in-state training opportunities. To help meet this demand and avoid the cost of additional publications the “Hot Jobs” is posted on the division’s website and may be printed by anyone with access to the internet and a printer. As an ongoing benefit to all Alaskans, the DOLWD continues to use the publication as a workforce development tool including other high wage, high demand industries for future publications. In fiscal year 2009, the division awarded a grant funded with Alaska Youth First general funds and WIA youth program funds for a second publication focused on occupations in the healthcare industry. Ten-thousand copies were distributed through schools and job centers and also made available on-line.

The effectiveness of this simple tool in creating awareness about career paths, career ladders, and high demand occupations is strong enough that it is likely the division will continue to support the development and publication of future “Hot Jobs.”

## HGJTI Outcomes

As part of Alaska's HGJTI for Energy, the department conducted a project evaluation to assess the impact of program activities and outcomes. This evaluation included review of: adult participant data; sub-grantee agreements; quarterly reports; interviews with program operators, sub-grantees, employers and others; and satisfaction surveys of training participants who exited the program. Also collected were demographic data including participant age, gender, ethnicity, veteran status, disability status, and community characteristics.

### Data Sources

Pertinent information from project operator and sub-grantee agreements, and quarterly reports for all sub-grantees were summarized for this report. Background information on each of the sub-grants was also included and helped determine if goals and objectives were met. The participant post-exit surveys provide primary data supporting the premise that HGJTI training is viewed as having high value to most participants and that the impact of the training exceeds skill acquisition. Survey results also highlight the importance of linking training with employment opportunities. Analyses of other outcomes and program activities address the challenges and lessons learned.

### Adult Performance Measures

Information on adult training participants and employment results was collected and tracked through the department's Management Information System (MIS). The table in [Appendix C](#) provides the HGJTI participant demographic characteristics for adult participants and information on employment status after exit, including placement in training-related sectors of employment.

Based on all available performance data, Alaska's HGJTI for Energy exceeded negotiated levels of performance for rates of entered employment, employment retention, and increases in average earnings as a result of participation. Based on telephone surveys with exited HGJTI participants, satisfaction ratings fell just short of program goals.

Three HGJTI project operators, the ESD, AVTEC, and Alaska Works Partnership, Inc., (AWP) and one designated grantee, University of Alaska Anchorage Mining and Petroleum Training Services (MAPTS), worked closely to increase postsecondary

training capacity and to fast track adults into apprenticeship programs and jobs in the Alaska Workforce Investment Board’s targeted industries, resulting in 848 adults being registered in this project.

Of those HGJTI participants who completed training and exited before January 1, 2008 84.7 percent re-entered employment and total earnings of program participants increased by 57 percent when comparing the 12 months prior to training to the 12 months following training. Total Alaska wage and salary earnings for these participants in the year following training were approximately \$9.4 million. The tables below summarize negotiated and actual levels of performance for Alaska’s HGJTI for Energy.

Evidence of industry involvement in many of the sub-programs suggests that businesses, too, feel the HGJTI has moved Alaska in the right direction. For example, oil and gas field employer CH2MHill developed a new training program using company instructors from actual job sites. The training was tailored specifically to the company’s needs and trainees ultimately went to work under the supervision of those same instructors. As a representative of the energy industry, CH2MHill was able to partner with three Alaska Native non-profit entities that performed the important function of recruiting prospective trainees.

### Adult Performance Measures Summary

Performance Measure	Expected Level of Performance	Actual Level of Performance
Measure 1: Entered Employment Rate		
Of those who completed training, the number of individuals who entered training related employment within six months of training completions.	85%	84.7% – 610 out of 720 exiting participants prior to 1Qtr. 2008 were employed six months after exiting the program.  51.4% – 370 out of 720 exiting participants were employed in the identified high-growth sectors (oil, mining, and transportation or construction industry) within six months after exiting the

program.

### Measure 2: Retention

The number of individuals retained at least 90 days after employment beings.	90%	92.6% – 598 out of 646 participants who were first employed in one or more of the five quarters after exit were also employed in a subsequent quarter.
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### Measure 3: Average Earnings

Participants who enter an industry-related occupation will experience a \$4,000 change in income over six months.	\$4,000	\$5,270 – average increase in earnings of total exiting participants prior to 1Qtr. 2008.
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Source: Alaska Department of Labor and Workforce Development, Division of Business Partnerships

Customer satisfaction surveys were used by the department for this evaluation; the first conducted by the WIA satisfaction survey contractor, Clearwater Research. A second telephone survey for validation purposes was designed by the McDowell Group in collaboration with the department. The purpose of the survey was to gather trainee perceptions and experiences, and determine their level of satisfaction with the training they received. The department provided the McDowell Group with a data file containing name, contact information (address and telephone), gender, and age of participants who exited an HGJTI training program prior to first quarter 2008. A random sample was drawn and surveys were conducted between May 13 and 17, 2008. The maximum margin of sampling error at the 95 percent confidence level is  $\pm 6$  percent.

### Adult Customer Satisfaction Summary

Performance Measure	Expected Level of Performance	Actual Level of Performance
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Measure 4: Satisfaction  
Rating

At least 95% of participants who complete training and enter industry related occupation report at least “somewhat satisfied” with their employment outcome.

95%

Based on a scale of 1 through 10, with 1 being “very dissatisfied” and 10 being “very satisfied,” participants who received training rated their overall satisfaction with the training at 9.7. (Clearwater Research)

Based on a scale of 1 through 10, with 1 being “very dissatisfied” and 10 being “very satisfied,” participants rated their overall satisfaction with the services provided by the Alaska Job Center Network at 8.5. (Clearwater Research)

85% of exiting participants are “very satisfied” or “somewhat satisfied” with the quality of training they received. (McDowell Group survey)

75% of exiting participants who were employed in a non-training-related job are “very satisfied” or “somewhat satisfied” with their ability to find employment as a result of their training. (McDowell Group survey)

91% of exiting participants who got a job as a result of their training are “very satisfied” or “somewhat satisfied” with their ability to find employment as a result of their training. (McDowell Group survey)

94% of exiting participants who were employed at the time they took the training are “very satisfied” or “somewhat satisfied” with their ability to perform their job better as a result of their training. (McDowell Group survey)

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Source: Alaska Department of Labor and Workforce Development, Clearwater Research and McDowell Group

## Youth Performance Information

The fact that many HGJTI funded activities such as presentations, workshops, printed materials, and teacher externships are designed to promote an increase in awareness is important. However, awareness is difficult to measure. Even harder to ascertain is whether changes in awareness actually lead to changes in behavior and, ultimately, to measurable employment outcomes. The performance indicators for HGJTI adult training programs show a clear link between training and employment. The impacts of the HGJTI programs that targeted school-age youth are difficult to assess. Because the impacts consist largely of changes in awareness and attitudes by youth, changes in culture and curricula by school districts and new partnerships between education and workforce development it is difficult to quantify the impacts. Qualitatively the changes under HGJTI appeared to be many and significant. For this reason the division surveyed participants and partners to assess the quality of change in awareness of students and partners.

Through outreach to more than 20,000 high school students, teachers and parents, HGJTI career guides and business liaisons raised the awareness of the career opportunities available in energy-related industries throughout Alaska. More than 20 percent of the youth attending presentations followed up with career guides and asked for additional information and referrals. Student interns employed by Alaska Job Centers continue to positively impact the number of youth who are now registered in ALEXsys, Alaska's online labor exchange system, and have online resumes. In addition, they have made positive impressions with school officials through their HGJTI presentations.

Alaska is raising high school student, teacher and parent awareness levels of the career opportunities available in Alaska's energy industry, including supporting activities in construction and transportation. One of the primary messages conveyed is that many of the high-demand, high-wage careers do not necessarily require a college education. While all of today's jobs and those in the near future will require some sort of training, much of the training is short-term and readily accessible to students at any level. From truck drivers to welders to corrosion engineers, there are rewarding jobs all across the state waiting to be filled.

When asked, "What worked well?" during their youth project, many sub-grantees emphasized the value of building partnerships that have continued beyond the HGJTI grant. Several sub-grantees also commented on the success of hands-on training

programs provided to students. The manager of one sub grant said, “It was wonderful to observe the enthusiasm and interest of the students participating in training programs.” The training increased the confidence level of students and opened them up to career opportunities they may not have otherwise pursued. Survey responses seemed to illustrate best the common themes of caring adults, engaging youth on their own levels, and providing opportunities for hands-on learning to be the most effective in reaching youth.

Several teachers noted that the HGJTI programs were able to reach students who, due to the way they learn, are underserved by more traditional teaching methods. The program provided teachers with applied math instruction methods, which proved useful with sectors of students not successful with traditional math instruction. Because the students use math in technical classes, such as carpentry, welding, or AutoCad, the students see math’s relevance, and consequently improve school performance. “It got them excited about math and science when they were able to see the connection between these and technical trades,” explained one instructor.

Teacher and counselor development has been as important as student development when it comes to work. Many teachers focus on what is familiar and did not always seek new ways to reach their students. The TIE and Summer Teacher Academies provided teachers the insight and inspiration to make changes in their teaching methods that allowed them to reach more students.

One inspired teacher attended a welding course at the Construction Trades Summer Academy. Following the course, he went back to his community of Port Lions, Alaska, cleaned out the shop room, which had been converted into a storage area, and began “with no prior training and no funding” the community’s first welding program. As a math and science teacher with no previous welding experience, the class gave him a base of knowledge, connections with other instructors, and the momentum he needed to develop new course work and curriculum opportunities for his own school. He saw opportunities to use technical education as an alternative way to teach math to students, who may previously have lacked interest, as well as a way to better prepare his students for working life after high school.

One HGJTI success is that in the process of creating new courses and teaching methodologies, some students who had failed to find their way in traditional curricula become energized and motivated. Several instructors mentioned how rewarding it was

to see the “lights go on” for students who were not previously engaged or academically successful.

Other sub-grantees pointed to the success of internships and work experience programs that resulted in full time employment for many. One sub-grantee program manager said of the success, “The vast majority of our participants ended up with full time employment, which was our ultimate goal. The highlight of the project was watching students succeed in the internships and find employment as a result.”

A best practice from the AYP’s career guides was learning to relate to the students on their level while focusing on workforce development issues. Anchorage career guides used the term “dream buster” with students, getting students to identify things that could get in the way of their dreams. The students listed “drugs, alcohol, relationship problems, fighting, getting pregnant, sickness, money, depression, losing their license, automobile accident, fear of failure, no support from family, no respect from adults.”

## Lessons Learned

If there is a single lesson to be drawn from Alaska's HGJTI project, it is a workforce preparation system succeeds on the strength of its partnerships. Strengthening individual components of the system were important; for example, AVTEC's ability to address industry technical requirements with its Full Mission Bridge Simulator and related specialized maritime training. However, the HGJTI as a whole suggests that the key to meeting the spectrum of Alaska's future employment needs is building multiple, lasting links between schools, training and jobs.

Two critical lessons were learned early as the state ramped up support for youth in the school system. The state defined the concept of the career guide in generalities and believed all decision makers had the same understanding. Recruiting and hiring workers through the state's system is not as nimble as the project required. Division staff realized during recruitment there were different understandings in place about the role of career guides. The division was advised to recruit and hire vocational counselors. The recruitment and training of professional level vocational counselors proved to be long and cumbersome. Staff concluded that paraprofessionals with strong interpersonal and problem solving skills would be easier to recruit. Additionally, paraprofessionals would not require additional training and certification. It would also be possible to refer any youth to professional vocational counselor if necessary. Time was lost in lengthy recruitments and poor candidate applications. As a result, the process was repeated. In the future the project team recommends contracting through the private sector for specific services and avoiding a cumbersome public employment resource model.

The strength of Alaska's HGJTI is that it approached the workforce preparation challenge as a multi-dimensional tract. No one can predict precisely what links an individual will follow to find a suitable career. A prospective employee might begin to discover possibilities through an applied math or technical drawing course, in a training or work-experience program, or by hearing a presentation by the head of a successful company. However, the HGJTI program suggests that maximizing connections and minimizing dead-ends will lead more people to find jobs that are right for them. This approach is especially embodied in the career guide component, and is also supported by the experiences of a variety of Alaska HGJTI sub-grantees who reported that the partnerships formed and maintained under the HGJTI are critical to connecting job seekers with real opportunities.

Comments by employers and career counselors emphasize what is already a well-known challenge, namely trying to ensure that by the time applicants apply for an entry-level job, candidates (especially first-time candidates) must have basic employability and life skills. Companies are prepared to teach job skills, but they are ill-equipped to alter the day-to-day personal behaviors and expectations that support promising prospective workers.

In general, the most effective programs have close ties to industry. Program managers saw great value in using industry personnel to teach training courses and to speak in-person to students and prospective workers. Similarly, the Teacher Industry Externships were successful largely because of the investment made by the industry hosts. Finally, training programs that were designed to meet specific industry needs, including math, conflict resolution and employability skills, were seen as most likely to result in job offers. At the same time, it is difficult to get and hold the attention of busy industry professionals, and the challenge of coordinating effectively with the employer remains.

One sub-grantee, Jewell Jones and Associates, was initially contracted to reach out to urban minority youth, but the department quickly discovered that many youth, regardless of race or ethnicity, lacked the knowledge and where-with-all to access available HGJTI opportunities. The department expended considerable effort through television, radio, and print media to get the training and preparation message out, but many of these youth did not look at, listen to, or read from these venues. The department found most gained their information from peers or by following someone they know who has been successful in the job market.

The experiences of the HGJTI sub-grantees reinforce the idea that training is most effective when coupled with a specific employment opportunity. Career guides reported seeing dramatic changes in at-risk students who received job offers after participating in training. Similarly, participant exit surveys show a strong link between satisfactions with training whether or not the individual found immediate employment.

Altering school culture is a complex undertaking that requires work on many levels. Students, teachers, administrators and parents all help define school culture, and all must be addressed if it is to change. However, HGJTI program managers observed that one change tends to precipitate others. In particular, offering new curricula can generate demand for related classes that, in turn, means the curricula will persist beyond the initial funding period.

Expanding awareness and education efforts to include parents is challenging, but a potentially productive next step in promoting interest in high-growth industry careers. This was noted by career guides as a result of observing parent involvement in career fairs and other events. The lesson mirrors ones learned by programs designed to promote college awareness and preparation, such as the DEED four-year GEAR-UP program. GEAR-UP highlighted what school counselors already knew, that school culture and family culture are both strong influences on student aspirations and plans. To help align the two, it is important to reach out to parents, as well as students, teachers and administrators.

While altering school and family attitudes is important, HGJTI program managers also saw the value of getting trainees, especially school-age trainees, out of their normal environments and into a “work-focused” world through, training camps and summer academies. A research component that was not feasible within the scope of this project, but might be considered in the future, is a longitudinal study to track changes in school culture, student knowledge, and student attitudes and aspirations with respect to vocational/technical training in general and high-growth industry employment in particular. However, obtaining survey data from minors in a school setting is legally restricted (because of parental consent requirements) and practically challenging. Nevertheless, with sufficient resources and preparation time, a research program could be designed and carried out. Alternatively, it might be possible to incorporate questions along these lines into the ongoing school-climate research already conducted by some school districts and, occasionally, by the Alaska Association of School Boards.

The department knows from past experience that it is extremely challenging for schools to implement grant-specific data-tracking systems on top of their already heavy record-keeping requirements. The new integrated data warehousing and portal system developed over the past two years by DEED under its “Unity Project” may offer some new possibilities in this regard for future programs. Also, the department’s fiscal year 2009 state general fund investment of \$3.5 million for a capital improvement project that will build a new Workforce Investment Performance System to track all program outcomes beyond those required under the federal Workforce Investment Act, holds promise to track youth outcomes.

## Conclusions

The state is in its 21<sup>st</sup> year of economic growth at the conclusion of this project, with 48,000 new jobs projected by the year 2014. Mass supplies of oil, gas, and minerals are yet untapped, and Alaska remains in a cycle of robust exploration and development. Alaska's economic past, present and future are and have been dependent upon the wise management of natural resources, but long-term prosperity will be based on the state's capacity to cultivate and retain skilled workers capable of meeting the ever changing, dynamic demands of the energy industry.

Alaska's HGJTI for Energy can be summed up as a call to action response, and for some, a wake-up call that ultimately encouraged a more strategic alignment of public systems and policies to impact institutional change. The call from the energy industry was for the state to supply employable, trained and skilled Alaskan workers to fill not only the industry's ongoing demand fueled by an aging-out workforce, but to supply future demand expected to rise considerably as oil, gas, and mineral extraction projects are ramped up for development.

The state considered implementing a project of this magnitude daunting at first, realizing that three critical, large-scale shifts needed to take place: forming strategic alliances that would improve student success rates (Alaska currently ranks fifth in the nation for teens not in school or working, and approximately 57,000 Alaskans 18 and older do not have a high school diploma or equivalent); improving the capacity of training providers and postsecondary institutions to integrate industry skill standards and industry recognized job requirements that would transition course completers directly into jobs; and restructuring education, workforce and economic development strategies and policies with the needs of employers in high-growth industries.

What resulted was outside the expectations of the project's designers, planners and implementers, with considerable multiple impacts, and long term outcomes nearly impossible to predict. The project grew to encompass many partners, dimensions, components, variables, and in short, moveable pieces that required constant yet flexible adjustments in organizing for results. Building this project from the ground up became a process of adapting existing programs and services, adding new ones, streamlining operations, reducing overhead, fast-tracking processes, encouraging sustainable resource leveraging, and finally dismantling disconnects in a previously entrenched system to support youth and adult participants reach tangible employment and training goals in Alaska's energy industry. In this organizational re-balancing arose alignment

and coalescing among partners, systems, and stakeholders with lasting and sustainable results. From the proposed 8,000 outreach efforts to high school students, youth and young adults ages 16 to 24, increasing awareness and appreciation of pathways to high-growth energy industry jobs and careers, at the project's end, 20,181 youth outreach efforts were achieved; 1,082 youth were enrolled as registered participants in the project; 554 completed training, and 142 were placed in a related occupation.

From the proposed 600 outreach efforts to adults, through recruitment, assessment and training, 8,387 adult outreach efforts were achieved; 848 adults were enrolled as registered participants in the project; 758 were provided an intensive service; 740 a training related service; 682 exited from training, and 517 were placed in a related occupation.

Interviews with program managers, training participants and school staff all show evidence that HGJTI brought changes to both how workforce development is achieved and how people approach vocational/technical careers. The state has committed to continue key elements of the program and by the pervasive focus of Alaska's HGJTI on networking people, programs and businesses both informally and formally.

Project operator and sub-grantee efforts provided a rich source of information about various models and approaches that can be used to meet state goals of expanding the skilled workforce needed by the energy industry. Sub-grantees used HGJTI funds to implement various capacity-building strategies, such as developing new curricula and materials for training workers for high-demand occupations, increasing the number of appropriately qualified instructors, using new communication technology (e.g., web-based learning) to improve knowledge about industry and occupational demand, and operating occupation-specific job training projects.

An undercurrent in some of the program reporting and interview results suggests that continued efforts are needed to promote vocational/technical training as an attractive option for all students, not just those who are failing academically or who are considered poor prospects for college.

The key products resulting from the HGJTI funding include:

- Improvements to "fast-track" the public workforce system to better meet industry needs.

New or expanded apprenticeships, career academies and employment skills training for both youth and adults, including a variety of apprenticeship and career fairs and other outreach.

Comprehensive efforts in multiple locations to expand awareness of high-growth careers among students, parents, school administrators and the general public through new “career guide” positions and other initiatives.

Comprehensive efforts in multiple locations to link students and educators with employers and trainers in high-growth industries.

Updating of online employment information for the Alaska Career Information System (AKCIS).

Upgrading of equipment and curricula for a state-of-the-art maritime training center leading to new training contracts with key high-growth businesses.

Planning for a new pipeline trades training facility that will be constructed using state and other funding.

Several programs that have expanded outreach, recruitment, assessment, and training referral services statewide for individuals seeking employment in high-growth industries.

HGJTI-funded training for nearly 850 new and incumbent adult workers with an average increase of \$5,270 in annual earnings for those completing the trainings.

Expanded outreach to prospective workers with disabilities and their potential employers.

Outreach to increase the awareness of at-risk and urban minority youth of high-growth jobs.

New high school courses, faculty and curricula in construction, hospitality, materials science, math, engineering, and employability skills, with links to training programs and employment opportunities.

Expansion of Teacher Industry Externship opportunities that provide teachers with first-hand experience in high-growth industrial sites that they can incorporate into their teaching and student guidance activities.

With all the accomplishments of Alaska's HGJTI for Energy there is still much to be done. The division is actively engaged in expanding apprenticeship resources throughout the workforce investment system. Alaska has trained 25 single points of contact on apprenticeship within the Alaska Job Center Network. The state has a strong partnership with the U.S. Office of Apprenticeship and now has more resources and services to offer employers, including incentives funded with state general funds.

The department in direct collaboration with business and industry, the Alaska Workforce Investment Board, and other concerned and knowledgeable stakeholders recently developed a comprehensive strategic plan for the Alaska gas line workforce, entitled "Alaska Gasline Inducement Act Training Strategic Plan: A Call to Action." The plan benefited from the work accomplished under the HGJTI for Energy. The plan's next issues to address include improving the message on career and technical education from the state's school system. Additionally, industry needs to be encouraged to invest more in development of their workforce.

Lastly, the relationship between workforce development and economic development must be improved and strategically enhanced. A prepared workforce is fundamental to industry's needs. At the same time business and industry will grow where communities make the commitment to develop the local workforce. In the end, Alaska's HGJTI for Energy was experienced as a tremendous opportunity to flesh out the premise held from the beginning that the foundation for resource, human and economic development is a prepared workforce.

## Appendix A: HGJTI Project Operators and Grantees

### Summary of Grant Amounts, Activity Descriptions, Timelines and Grant Deliverables

Grantee	Grant Amount	Grant Activity Description	Grant Start Date	Grant End Date	Status of Deliverables
3 Program Operator Sub-Grants	3,987,097 (Total)				
Employment Security Division (ESD)	1,885,827	1) Develop career activities for HS age youth. Hire Career Guides and Industry Liaisons. Hire 10 student interns. 2) Work in partnership with Alaska Works Partnership to "fast track" potential trainees through the training funding system.	7/1/2005	9/30/2007	1) Provided Career Awareness activities in six Alaska Communities and develop relationships with industry partners for youth career awareness activities  2) Completed realignment of organizational structure for delivery of job training programs.
Alaska Works Partnership	1,350,000	Increase apprenticeship training, develop site and plans for new facility plus business plan, support existing programs, develop educational materials and workshops for AJCN staff	7/1/2005	9/30/2007	Signed contracts for development of high-growth trades training site/facility: 50-year land lease with FNSB and site/facility design contract with USKH. Expanded training opportunities. Webpage, staff training materials
Alaska Vocational Technical Center (AVTEC)	751,270	1) Instruction needs assessment 2) Develop maritime training center and	7/1/2005	12/31/2007	Towing Officer Program near completion at end of grant period (multipurpose ship simulator upgrades purchased;

		curriculum 3) Build training capacity and integrate vocational education			NAVLAB training improved; fire & safety training conducted; continued collaboration with ALEXsys to improve database with regard to mariners and employers).
5 Designated Sub-Grants	508,038 (Total)				
UAA, Mining & Petroleum Training Services (MPTS)	182,224	Train 200 new miners and coordinate three Bear Guard classes (on site).	1/1/2006	12/31/2007	Conducted courses targeting new and inexperienced miners, as well as refresher training for those in the industry.
Jewel Jones & Assoc.	122,291	Evaluate and increase industry awareness among minority youth, identify needs and abilities.	12/1/2005	6/30/2007	Coordinated presentations targeting "at risk" youth in Anchorage on employment options at various industry and service entities.
Division of Administration Research & Analysis (R&A)	74,675	Update career and occupational data for AKCIS. On-line post-secondary planning materials.	6/1/2006	6/30/2008	Enhancement of IntoCareers user-interface (online career/education research tool) and continued updating of online data.
Department of Education & Early Childhood Development, Alaska Career Ready	75,000	Advance the knowledge and implementation of the Alaska Career Ready Program in schools. Develop and deliver WIN and WorkKeys® training for educators. Launch Career Ready website. Refine program management operations.	8/1/2007	6/30/2008	Procurement of instructional software (WorkKeys®) for schools and job centers throughout the state; software training; implementation of a pilot program in six school districts.

Division of Vocational Rehabilitation (DVR)	53,848	Support 33% of a Program Coordinator position that serves as a tech specialist on a team supporting DOLWD mgmt.	12/1/2005	6/30/2007	124 job seekers with disabilities were placed in high-growth fields and integration with Alaska Job Centers has been significantly increased.
17 Program Planning Sub-Grants	114,372 (Total)				
15 Program Implementation Sub-Grants	1,124,481 (Total)				
Juneau School District	167,744	Purchase technology upgrades and instructional supplies needed to implement the pre-engineering curriculum, <i>Project Lead the Way</i> .	4/23/2008	6/30/2008	Implementation plan that can be shared with other school districts; suggested program and course sequence; curriculum review process; a "how to" on creating stakeholders and community partnerships.
Anchorage School District	111,598	Expand current construction programs, develop new curriculum for King Career Center, and conduct a new summer construction institute.	5/1/2006	6/30/2007	Increased participation in Material Science & Construction classes; increased awareness of high-growth jobs among students, teachers, counselors, admin, and parents through career fairs and workshops on AKCIS and ALEXsys.
Alaska Process Industry Careers Consortium (APICC)	108,830	Build Alaskan school faculty and plan opportunities that foster relationships between industry and school	5/1/2006	6/30/2007	Coordinated two-week oil, gas, and mining extraction externship for 26 teachers and developed TIE How-To Manual.

		districts.			
Sitka Works	107,232	Develop a network connecting industry with HS students, educators and the public. Increase public awareness. Offer occupational and readiness training to students. Offer training to teachers. New HS energy curriculum.	5/1/2006	12/31/2006	Development, launch, and maintenance of Alaska Energy Careers website.
Chugach School District	96,200	Plan opportunities that foster relationships between industry and school districts.	7/1/2006	6/30/2007	Developed and implemented two ten-day academies focusing on construction and welding skills.
Independent Living Center	85,000	Training and work experience program for 20 students, including certification of employability component.	7/1/2006	9/30/2007	TALENTS program implemented in five high schools on the Kenai Peninsula, and taught to youth at the Workforce Dev. Center and other non-school settings; TALENTS curriculum developed and distributed at Train the Trainer sessions in various communities; program assessment tool purchased to gauge students' improvements.
Yukon Koyukuk School District	75,547	Provide instruction and applications in trade math, NCCER/Welding Level 1 curriculum, basic safety training, leadership and employability skills, and career workshops.	6/1/2006	6/30/2007	Eleven HS students completed the first VTE Phase 2 training using a hands-on instructional method which includes job shadow sessions. Partnered with four other rural school districts for second VTE Phase 2 training.

Chugachmiut Incorporated	64,966	Develop and implement "programmatic infrastructure" for activities that promote construction career awareness.	5/1/2006	6/30/2007	Developed certificated training and train youth and young adults in carpentry.
University of Alaska Fairbanks, Tanana Valley Campus	55,293	Series of four after-school Career Academies for 90 HS juniors and seniors.	6/1/2006	6/30/2007	Coordinated four career academies focused on high-growth trade skills and posted academy information on the TVC website.
Alaska Hospitality Alliance	53,991	Training for 100 rural youth age 17 to 24 years with basic employability skills ("Pre-Apprenticeship" training).	5/1/2006	10/31/2007	Enrollment of 103 students.
UAA, MPTS (Southeast)	52,686	Design and build portable simulator exemplifying typical mining tasks. Develop and pilot a portable entry-level mining industry workers training program.	8/13/2007	12/31/2007	Purchased components, supplies and materials to design and build a training simulator for this training program and future classes.
Nine Star Enterprises	49,457	Create a core-trades math curriculum for youth age 18 to 21 years.	7/1/2006	6/30/2007	Four Math Trades Prep classes were offered; 60 students completed course; curriculum completed and available on Nine Star website.
AK Apprenticeship & Training Consortium	45,000	Plan and conduct three Apprenticeship Career Fairs and produce a video, promotional	7/1/2006	6/30/2007	Two Construction Career Fairs held in Fairbanks; AATCA directory completed; new AATCA website and promo CD in

		material and a website.			development.
Kuspuk School District	30,605	Implement "Employability Skills Training Program" for HS seniors and recent graduates and create a sustainable plan for student development.	7/1/2006	6/30/2007	Developed curriculum for a six-week student career academy for a range of vocational/technical occupations.
Mat-Su Borough School District	20,333	Train HS vocational technology and math instructors. Provide networking and resources for career activities and an "alignment process model."	5/1/2006	6/30/2007	The Mat-Su Construction Trades Academy held week-long courses in Palmer presenting classroom curriculum, "hands on" small engine practices and welding, field trip and business representatives to vocational/technical and mathematics instructors and school counselor. AWI and AWS were awarded.
Program Operator, Designated, Planning, and Implementation Sub-Grants	<b>\$5,733,988</b> (Total Funds)				

Source: Alaska Department of Labor and Workforce Development

## Appendix B: Leveraged and Matched Funding

A Summary of Grant Matching and Leveraged Resources (Actual Amount Spent)

Grantee	Grant Award	Matching Funds	Leveraged Funds	Total Grant Value
3 Operator Sub-Grants	\$3,987,097	\$0	\$0	\$3,987,097
Employment Security Division (ESD)	1,885,827	0	0	1,885,827
Alaska Works Partnership	1,350,000	0	0	1,350,000
Alaska Vocational Technical Center (AVTEC)	751,270	0	0	751,270
5 Designated Sub-Grants	\$508,038	\$0	\$298,254	\$806,292
University of Alaska Anchorage, Mining and Petroleum Training Services	182,224	0	0	182,224
Jewel Jones & Assoc.	122,291	0	0	122,291
Division of Administration Research and Analysis (R&A)	74,675	0	190,000	264,675
Department of Education & Early Childhood Development, Work Keys	75,000	0	108,254	183,254
Division of Vocational Rehabilitation (DVR)	53,848	0	0	53,848
17 Program Planning Sub-Grants	\$114,372	\$153,507	\$0	\$267,879
15 Program	\$1,124,481	\$442,935	\$246,132	\$1,813,548

Implementation Sub-Grants				
Juneau School District	167,744	0	75,000	167,744
Anchorage School District	111,598	52,225	102,500	266,323
Alaska Process Industry Careers Consortium (APICC)	108,830	107,356	0	216,186
Sitka Works	107,232	17,609	9,425	134,266
Yukon Koyukuk School District	75,547	0	5,945	81,492
Chugach School District	96,200	102,103	3,280	201,583
Independent Living Center	85,000	39,000	0	124,000
Chugachmiut Incorporated	64,966	23,463	5,000	93,429
University of Alaska Fairbanks, Tanana Valley Campus	55,293	16,441	15,000	86,734
Alaska Hospitality Alliance	53,991	18,750	11,749	84,490
UAA, MPTS (Southeast)	52,685	0	0	52,685
Nine Star Enterprises	49,457	15,707	4,000	69,164
AK Apprenticeship & Training Consortium	45,000	9,400	0	54,400
Kuspuk School District	30,605	40,881	0	71,486
Mat-Su Borough School District	20,333	0	14,233	34,566
<b>Total Value of Sub-Grants</b>	<b>\$5,733,988</b>	<b>\$596,442</b>	<b>\$544,386</b>	<b>\$6,874,816</b>

Source: Alaska Department of Labor and Workforce Development

## Appendix C: Participant Demographics Summary

Performance Report	Cumulative Result
1. Total exits (December 31, 2007)	720
2a. Male	625
2b. Female	95
2c. Hispanic/Latino	34
2d. American Indian or Alaska Native	257
2e. Asian	15
2f. Black or African American	36
2g. Native Hawaiian or Other Pacific Islander	9
2h. White	475
2i. Reported More than One Race	106
2j. Eligible Veterans	84
2k. Persons with a Disability	46
3. Total participants enrolled (as of June 30, 2008)	848
4. Total participants provided an intensive service (as of June 30, 2008)	758
5. Total participants provided a training service (as of June 30, 2008)	711

Source: Alaska Department of Labor and Workforce Development

## Appendix C: Participant Demographics Summary (Cont.)

Total exits (December 31, 2007)	720
<b>Age</b>	
12-17 years	12
18-25 years	282
26-35 years	178
36-45 years	143
46-55 years	75
56-65 years	23
66 or more years	7
<b>Residence</b>	
Municipality of Anchorage	157
Bethel	3
Bristol Bay Borough	3
Dillingham	6
Fairbanks North Star Borough	185
Haines Borough	6
City and Borough of Juneau	53
Kenai Peninsula Borough	135
Ketchikan Gateway Borough	4
Kodiak Island Borough	7
Lake and Peninsula Borough	9
Matanuska Susitna Borough	57
Nome	18

Northwest Arctic Borough	5
POW-Outer Ketchikan	2
City and Borough of Sitka	6
Skagway-Angoon	6
Southeast Fairbanks	12
Valdez-Cordova	5
Wade Hampton	13
Wrangell-Petersburg	4
Yukon-Koyukuk	4
NA	20

Source: Alaska Department of Labor and Workforce Development