



State of Alaska
 Department of Labor & Workforce Development
 Division of Business Partnerships
 1016 West 6th Avenue, Suite 205
 Anchorage, Alaska 99501
 907-269-4551 \ 907-269-0068 fax



**Denali Training Fund Program
 Final Progress Report FY 11**

Funds for this project are provided by the Denali Commission and managed, in partnership, by the Alaska Department of Labor and Workforce Development. This report is due at project end or *no later than 30 calendar days* after the period of performance for this grant.

Name of Organization:	Chaninik Wind Group
Name of Project:	Wind Turbine Construction, Maintenance & Electrical Upgrades
Grant Period:	November 10, 2009 through June 30, 2011
Contact Name:	Ona Brause
Contact Number:	(907) 770-6367

Certification: I certify that the information in this report is current, correct and true and in accordance with the terms and conditions of the agreement.

Signed by: Ona Brause Dated 7/29/11

A. Narrative of Services:

Provide a brief narrative of the activities your organization has conducted to meet the goals and objectives of the grant. Please include any photographs and success stories.

1) Exceeding Expectations: While the number of potential trainees (those with the skill level, related job experience/prerequisites and interest) was limited in the villages served, this initiative exceeded expectations and put-to-work more 35% more trainees than originally anticipated. The initiative was also highly praised by not only trainees but management in each village as being timely and appropriate for their workforce development efforts. The end result was 'more bang for the educational buck'.

2) Quality of Training Efforts: By facilitating onsite delivery of educational efforts in each community, trainers were better able to customize and tailor content, style of delivery and attend to cross-cultural issues (language barriers for ESL students, subsistence activities, etc). Most important, CWG was able to research and contract with industry specialists specific to the facilities being developed, operated and maintained. IES educational staff was then able to assist with outlying appropriate scope and sequence / content goals and objective specific to job responsibilities. This ensured the best possible fits and results from the education being delivered.

- 3) On-Site Delivery: Many of the top technicians and those associated with renewable energy systems in each of our villages are in high demand. They have many responsibilities beyond 'work' that requires that they remain in their communities. This includes responsibilities associated with: family, tribal oversight and administration, corporate board work and subsistence food gathering for extended family and village. By facilitating training in their own community / in-region this effort was able to recruit, train and facilitate the 'best' candidates. The end result is a higher quality workforce.
- 4) Specific to Facilities: By facilitating onsite delivery of educational efforts in each community, trainers were better able to customize and tailor content specific to the equipment and facilities trainees would be constructing, operating and responsible for maintaining. This focus resulted in a high level of 'on-the-job' competency and confidence for the trainee.
- 5) Specific to Job Assignments: By facilitating onsite delivery of educational efforts in each community, trainers were better able to customize and tailor content and delivery to trainees' job assignments and company responsibilities. This focus resulted in a high level of 'on-the-job' competency and confidence for the trainee.
- 6) All Trainees Employed: The success numbers speak for themselves. Anticipated trainees to be employed were exceeded by ~ 35%.
- 7) Defining and Advancing Future Needs: By facilitating training on-site, close to home facilities and in conjunction with project development; managers, educators, trainees and community members were able to confer and evaluate the effectiveness of these efforts immediately. Gaps in competencies of potential employees, appropriateness of content being delivered and additional training needs can and were identified immediately. Defining and planning for these difficulties, gaps and needs will assist with the development future training initiatives eventually resulting in a more skilled workforce in place in each community
- 8) Exportable and Valuable Skills: The wind turbine technicians trained in the Chaninik Region by the CWG may well be the best trained wind technicians in the state. These skills are based on current industry standards, a high level of demonstrated competency and especially in arctic/subarctic context. These technicians are a valuable addition to the Alaska Renewable Energy Workforce and the skills they have are exportable to other areas of Alaska, the lower 48 states and even internationally.

B. Performance Outcomes & Demographic Data:

List the number of participants by their home community, the type of training, certification, completion date, and employer upon completion of training.

Please see attached Participant Status table

B. Timeline of Grant Activities:

Did the grant progress as planned? If not, explain the causes and outcomes.

Training was built around related Chaninik Wind Group construction project goals and progress. Delays with development of village facilities, timelines and performance not within

the control of this training effort, caused associated delays in administration of training efforts. While delayed, associated prescribed training efforts, content and timing, were adjusted to be cohesive with these changes ensuring training was coherent and closely tied to any resultant differences in facilities and related job competencies. In retrospect, the resultant training and trainees were probably better served as delays gave educators additional time to build a more comprehensive and site-specific initiative.

- Were you able to complete the project within the budget? If not, explain the causes and outcomes.

Yes, this training initiative / project exceeded original expectations in many ways and did so under proposed budget.

D. Success Stories and Photographs:

September, 2010 - Wind Tower Climbing certification was the first step in ensuring that the local technicians can safely participate in the work on the wind systems. This Climbing Certification is a portion of the Turbine Technician and Safety course that needs to be completed for comprehensive mechanical and safety instruction.

Instruction on tower assembly construction and maintenance allowed participants to use their learned skills and continue their work on the systems. This prevents technicians being brought in from outside the community and provides solutions with local workers.

The 14 participants included in the employment milestone are employed through their local utility. They have been a part of the Climbing training or the Tower Assembly and maintenance training. They earn additional wages when working on the wind systems and participating in the trainings that will expand their skill set.

December, 2010 - 13 students completed on-site training in diesel power management systems. Training was provided by certified Woodward EasYGEN engineer at each power facility. Students were provided formal lecture style content in general electrical theory, management system integration and Woodward products. Practical training in the use of the controls in their village's power plant was accomplished and included: setup, tuning, troubleshooting and maintenance.

13 students completed on-site training in operations and maintenance of diesel engine systems. This included: engine cooling, crankcase breather, fuel, and other ancillary engine systems.

This was some of the first comprehensive training for operators in these villages. Operators felt more competent after the training with the operations and maintenance of their systems. Managers saw immediate improvements in the efficiency of operations in their facilities as a direct result of the hands-on work accomplished by trainers and trainees.

4 Technicians received training in the operations of large scale, high penetration, and wind turbines in their village. Training built capacity at the local level so THEY can be the primary operators and technicians maintaining a very high-tech wind diesel system for their community.

March, 2011 - Students braved harsh winter conditions (climbing, rappelling, etc.) to complete a comprehensive rescue and safety course. All of those students went on to climb towers and work operating and maintaining turbines in their respective villages. This training sets the stage for further in-house development of 'highly-competent-persons' at each facility.

This was some of the first comprehensive training for diesel operators in these villages. Being able to train with highly skilled diesel technicians, in their own villages, on their own equipment enabled operators to gain a high level of confidence in the operations and maintenance of their primary systems. Managers commented that they have seen immediate improvements in the efficiency of operations in their facilities as a direct result of the hands-on work accomplished by trainers and trainees.

These students are essentially some of the first technicians in Alaska to gain national certification and hold the prominent 'Wind Turbine Technician' designation. This recognized accomplishment will allow them to work successfully on their own physical wind power facilities as well as open doors to new employment opportunities throughout the wind industry in Alaska and nationally if desired.

June, 2011 - Students completed basic First Aid and CPR training. This compliments and completes their safety training. Combined with OSHA, Wind Turbine, Rescue and Climbing training this workforce has become a very important safety and safety management asset for their respective communities.

Students gained pertinent skills to work as residential electricians. The proper use of tools, client satisfaction, site surveying, electrical safety, specific electrical code and the proper wiring and installation of Thermal Storage Units was taught. Students were mentored in the deployment of these high tech components in residences in each of their respective communities. A high level of competency in doing electrical work was observed for each student; allowing them to complete the installations as employees of their local utilities.

Chaninik Wind Group - IES - DTF / DOL Wind Diesel Training



Gabe Olick, Wassilie Lupie from Tuntutuliak listen and observe as Woodward Controls Engineer, David Cutro, explains how to fine-tune their engines.



Gabe Olick, Wassilie Lupie, Carl Andrew, Walter Paul, and Randy Vallee observe as Woodward Controls engineer explains control integration at the power facility in Tuntutuliak.



Kongiganak and Kwigillingok Operators and Managers (Sam Atti, Marlin Anaver, Chris Mute, David Nicolai, Glenn Ivon, William Igkurak and Randy Vallee) listen to David Cutro's (Woodward) lecture on basic controls engineering in preparation for their hands-on training at their respective power plants.



Steve Martineau, of Vinco, Inc. explains wind turbine controls to David Nicolai and Glenn Iyon at the Kongiganak power facility.



1 (l to r) Ben Daniel, Willie Mute, Mathew Frank, Max Joseph, James Paul, Sam Atti and Glenn Ivon take instruction from Larry Wallace on Safe Access and Rescue.



2 Willie Mute practicing self-rescue during safety training. Instructor Larry Wallace looks on.



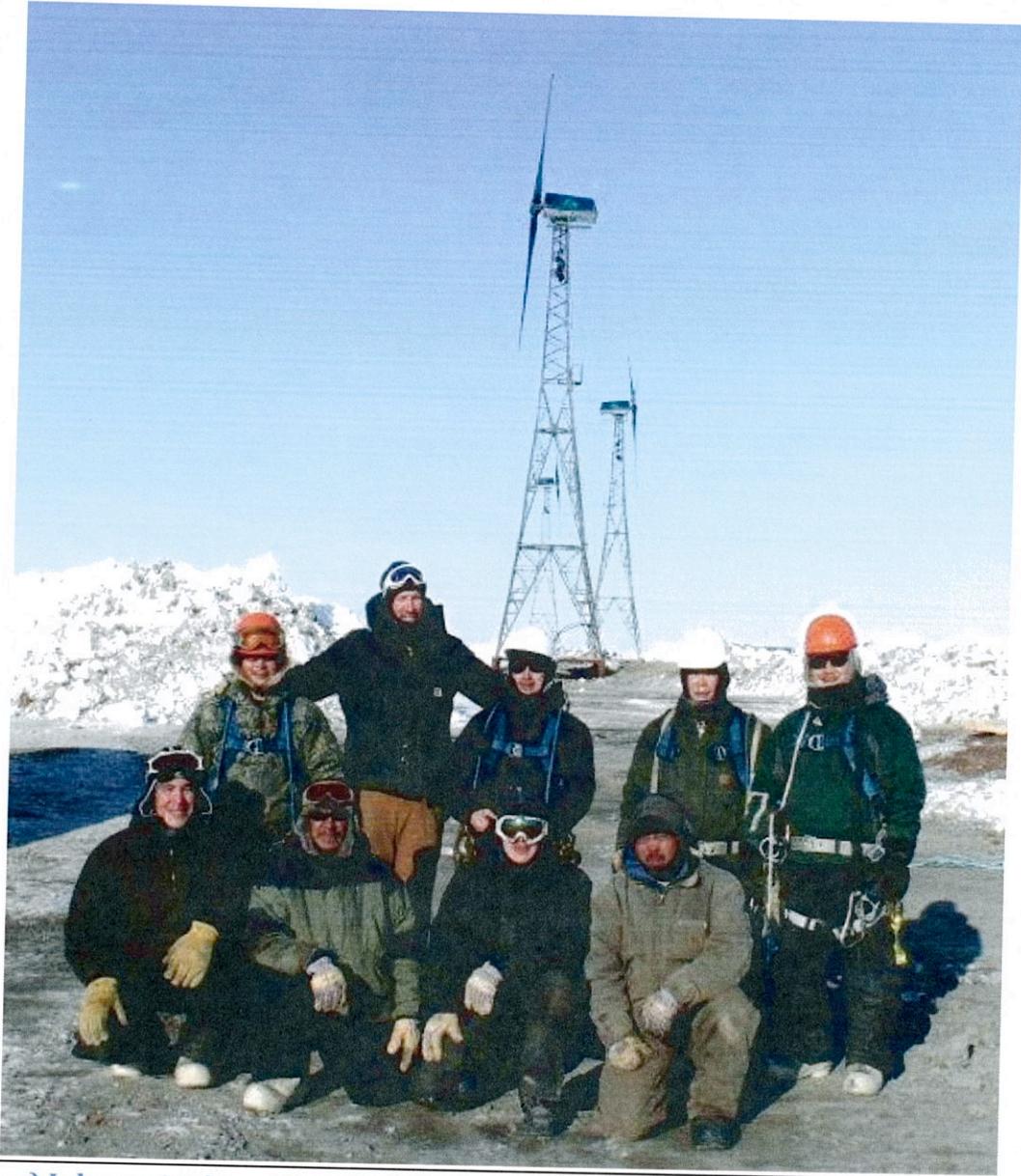
3 Max Joseph Jr. receives instruction on valve maintenance procedures from John Deere Technician Aven Leidigh at the Tuntutuliak Power Plant.



5 Ben Daniel looks on as James Paul, Sam Atti and John Deere Diesel Technician Aven Leidigh prepare for the engine application review process.



8 Sam Atti of Kwigillingok up-ladder / practical testing for the Safe Access and Rescue certification process.



9 (l to r) Johnny Andrew, Sam Atti, Andrew Kugstun , Ben May, Ben Daniel, Michael Daniel, Brennan Lewis , Willie Mute and James Paul at the Kwigillingok Wind-farm site.



Electrician, Gary Roberts demonstrates to Tuntutuliak operators (l to r, Matthew Frank, Gabe Olick and Wassilie Lupie) the proper installation of electrical components for residential Thermal Storage Units.



Operator Wassilie Lupie demonstrates competency in the proper installation of electrical components for residential Thermal Storage Units in the village of Tuntutuliak.



Operator Wassilie Lupie practicing 'brick laying' during electrical training in the village of Tuntutuliak. Students practiced and readied themselves and gained the skills necessary for the installation of Thermal Storage Units in their respective villages. Looking on is (l to r) Gabe Olick, electrician - Gary Roberts and Walter Paul.



Wassilie Lupie prepares to upgrade electrical elements and systems controls of the Steffes Thermal Storage Units being installed in the village of Tuntutuliak. Students gained a high level of technical skill in the installation, operations and maintenance of these high tech residential devices.



Sam Atti, Burt Paul, Ben Daniel enjoying the “fine” weather and mud.



Ben Daniel, Kenny Nicolai, Joey Kiunya, Wassilie Lupie, Robert Avila (Green Energy, CA) prepare parts for assembly.



Norman Ingram, Sam Atti, Burt Paul, James Paul, Joey Kiunya, Ben Daniel, Kenny Nicolai, Wassilie Lupie take a break in Kwigillingok.



Kenny Nicolai, Norman Ingram, Ben Daniel, Sam Atti, Burt Paul, Joey Kiunya, Wassillie Lupie, James Paul look over the tower diagrams.



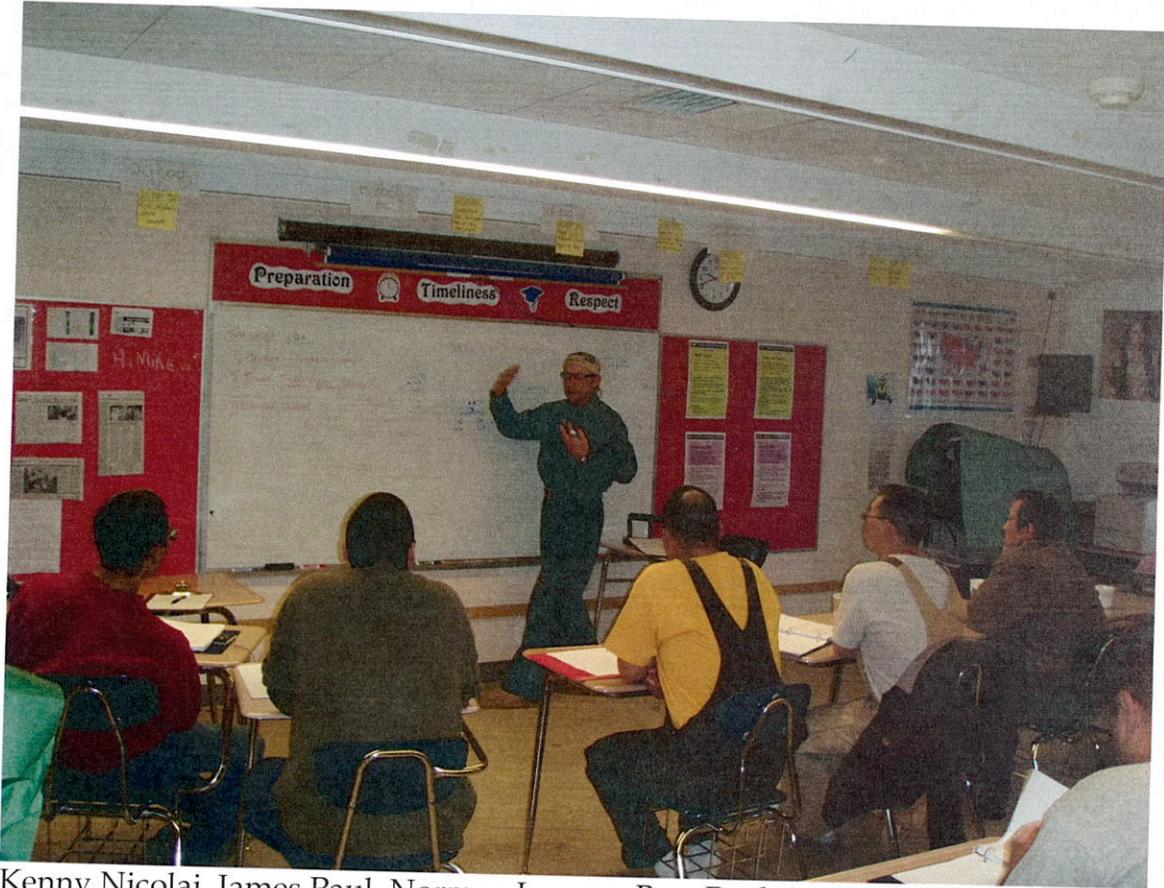
Joey Kiunya, Norman Ingram, Wasillie Lupie, James Paul, Sam Atti, Kenny Nicolai, Burt Paul, Ben Daniel learn about the wind turbine tower assembly.



Sam Atti, Norman Ingram, Kenny Nicolai learn about the wind turbine nacelles.



Norman Ingram, Kenny Nicolai, Sam Atti, Ben Daniel, James Paul, But Paul, Joey Kiunya, Wassilie Lupie learn about the wind turbine nacelle.



Kenny Nicolai, James Paul, Norman Ingram, Burt Paul, Sam Atti, Ben Daniel get classroom training on the wind turbines.



Burt Paul, James Paul, Joey Kiunya, Wassilie Lupie, Kenny Nicolai, Sam Atti, Ben Daniel, Marlin Anaver, Norman Ingram, Robert Avila enjoy dinner at the work camp.

Please note: The data collected in your Final Progress Report provides vital information that can have a direct impact on future funding for our grant programs. Forwarding your success stories and photos as part of our requests is further evidence of how job training is crucial to building a strong workforce for Alaska. Thank you in advance for your cooperation.