



Alaska Construction Academies Quarterly Progress Report FY 2013

Please submit a quarterly progress report by the 3rd of the month after each quarter. (Reports are due October 15, January 15, April 15, and July 15) Please submit your report electronically to: Kathleen Castle, Director, Alaska Construction Academies at: Kathleen@alaskacef.org For additional information call Kathleen Castle at (907) 222-0999.

Name of Organization: Nome Regional Construction Academy
Reporting Period: April 1st through June 30th, 2013

Please address the following items in your quarterly report.

1. In 2 or 3 sentences, please describe the scope of your project this quarter.

This quarter we successfully completed a Gas Metal Arc Welding/Metal Fabrication course with students working on completing a 16' aluminum boat and trailer. Students enrolled in NCCER Core built a 12' x 12' shed/cabin project during a four-week intensive training. A freshmen transition's camp provided opportunities for 26 incoming freshmen to learn welding and plasma cutting basics. New this year, we added a construction focus to our Business Entrepreneurship strand of training. Students learn a combination of business and marketing skills, along with a Native Art handcraft, so that they can make and sell products from their home villages. Maligiaq Padilla, a finishing carpenter, as well as ten-time Greenland National Kayaking champion taught students how to make traditional Inuit kayaks and Greenland style paddles.

2. Describe your project activities for this reporting period. (Describe the grant activities that happened during this report period. List special accomplishments achieved.)

26 students enrolled in and completed Career Exploration courses. Four students enrolled in two-week Driver's Education intensive courses; all four students earned their AK Driver's Permits. Nine students enrolled in a two-week intensive course in Gas Metal Arc Welding and Metal Fabrication. Nine students enrolled in, and six students successfully completed a NCCER Core course. Eight students enrolled in a Business Entrepreneurship course with a construction focus based on traditional Inuit kayaks.

3. List scheduled project activities/important dates for next quarter. (Describe your planned activities and training for the next few months. Please include important dates like graduation, site visits, travel, job fairs, etc.)

During the first quarter of FY14 we will be building our training calendar for the coming year. Of greatest need in the coming quarter will be coordination of all elements needed to bring Facility Maintenance on as a training program in the coming year.

AkCA is funded by grants from the Alaska Department of Labor and Workforce Development and The Denali Commission

4. Briefly describe how each partner in your Construction Academy efforts worked together to accomplish your goals.

Kawerak, Inc. – Worked with our Career Counseling Corps to assist students with skills and knowledge to land jobs through the Youth Employment program.

Nome One Stop Job Center – hosted all students at the Nome Job Center. Students learned about regional employment opportunities and were also all enrolled in the Alaska Labor Exchange System (ALEXsys).

Nome Eskimo Community – Was identified as a partner to support Nome residents in Facilities Maintenance training. Joel Alowa of NEC made contact with the NACTEC Director about a new NEC Alaska Native Education grant in which NACTEC would be partnering with NEC, and Nome Public Schools to meet the needs of under-performing students. Construction training programs would be an element of training.

NACTEC – Led High School vocational training programs in Driver's Education, GMAW Welding, NCCER Core, Business Entrepreneurship and Career Exploration courses.

5. Please include photos as attachments and include with captions. Please do not include them in a word document. (If photos include pictures of minors, please maintain a copy of a photo release form for each image.)

See separate attachments.

6. Please identify any problems or changes in your training program that will affect the budget, scope or timeline of the project. (Is your training on schedule? What are the reasons for any difficulties or delays? Have you had to change the initial scope?)

All training is proceeding on schedule.

7. How do you evaluate the individuals being trained to ensure competency, skill level and understanding? (Testing, assessment, etc.)

Formative and summative assessments are essential elements of all training programs. Just as the NCCER Core and Carpentry I curriculum have paper-based and performance based assessments, similar assessments are used in all courses. In heavy equipment training there are between 3-8 competencies per machine that students need to demonstrate skill level attainment to an industry-level expectation. A digital training portfolio keeps records for each trainee. In welding courses students receive quantitative feedback from a Lincoln welding simulator that analyzes upward of five different elements of weld. In the welding booth qualitative measures are used with visual inspections and observations of student's welding provide immediate instructor feedback. In Driver's Education the State of Alaska written test and road test are used as measures for students to demonstrate attainment of skills at the level needed to earn a Learner's Permit or Driver's License.

8. Please provide the following information on each of your adult trainees:
 - Both sides of the application for each person accepted into your classes and workshops.
 - A class list for each class. Include the name of the class, start and end dates and the first and last name for each student in the class.
9. Please identify areas that we can assist you in the future.

AkCA is funded by grants from the Alaska Department of Labor and Workforce Development and The Denali Commission

Developing a stable long-term funding base remains a priority if we are to succeed in implementing a comprehensive training program to develop a skilled workforce in rural Alaska. Energy costs are a significant determinant to living a quality life in the “Bush”. Any training to address this issue would be helpful.