Alaska Commission on
Postsecondary Education

Summer Quarterly Meeting
July 22, 2021
Thursday, July 22, 2021

1. 10:00 a.m. Convene/Roll Call

2.* Adoption of Agenda
   • Suggested Motion: Move to adopt the agenda of the July 22, 2021, Commission meeting.

3. Ethics Disclosure Relative to Adopted Agenda

4. Welcome New Members
4a. New Member Biographies

5.* Approval of Meeting Minutes from April 8, 2021
   • Suggested Motion: Move approval of the meeting minutes from the April 8, 2021 Commission meeting.

6.* Determine July 2022 Meeting Date
   • Thursday, July 21, 2022
   • Suggested Motion: Move the Commission hold its summer 2022 quarterly meeting on July 21, 2022.

7.* Resolutions of Appreciation

8.* Committee Appointments:
   • Confirmation action required:
     o Executive Committee –
       • Dr. Pearl Brower
       • John Brown
     o Suggested motion: Move to confirm Chair appointments to the Executive Committee of Commissioners Pearl Brower and John Brown.
   • Confirmation action not required:
     o Institutional Standards and Evaluation –
       • Senator Mia Costello
       • Lindsay Hallam
       • Dr. Keith Hamilton
- Donald Handeland
- Donn Liston
  - Internal Audit –
    - Dr. Barbara Adams

9. 10:15 a.m.  Public Testimony: Individuals 3-minute limit
       Group Representative 5-minute limit

10.* 10:25 a.m. Compliance Activities Report & Institutional Standards and Evaluation
      – Tyler Eggen Institutional Authorization Program Coordinator
10a.* Approve Regulation Change for Public Comment
      • Suggested Motion: Move approval of regulations changes to Alaska
        Administrative Code Title 20, Chapter 17 for public comment.

11. 11:10 a.m. Executive Director Report – Sana Efird

12. 11:30 a.m. University of Alaska Update – Pat Pitney, Interim President and Paul
       Layer, Vice President of Academics, Students & Research

13. 11:50 a.m. Break - Lunch

14. 1:00 p.m. Reconvene/Roll Call

15. 1:05 p.m. Alaska Higher Education Trends – Kerry Thomas, Director of Program
       Operations

16. 1:25 p.m. Management Team Reports:
       a. Finance – Julie Pierce
       b. Program Operations – Kerry Thomas
       c. Communications and Outreach – Kate Hillenbrand
       d. Information Support Services – Jamie Oliphant

17. 2:05 p.m. Commissioner and Department Reports:
       a. Alaska Student Loan Corporation – Barbara Adams & Donn Liston
       b. Board of Education and Early Development – Keith Hamilton
       c. Board of Regents – Dale Anderson, Lisa Parker
       d. Student Representative – Rodolfo Garcia
       e. Alaska Workforce Investment Board – Cheryl Edenshaw
       f. Alaska Access and Completion Network – Written Report

18. 2:20 p.m. Commissioner Closing Comments

19. Miscellaneous:
       a. Administrative Action Log
       b. Commission Members’ Affiliations
       c. ACPE Commonly Used Acronyms
       d. Future Scheduled Meeting Dates
          - October 20, 2021
ALASKA COMMISSION ON POSTSECONDARY EDUCATION

- January 12, 2022
- April 6, 2022

20.* 2:45 p.m. Adjourn

- *Suggested Motion: Move the Commission adjourn the July 22, 2021, meeting.*

*Action Required*
Andi Story
Alaska Commission on Postsecondary Education
Seat: Alaska House of Representatives
Term: 32nd Legislature

Andi Story has lived in Juneau, on Tlingit Aaní, for over 30 years, where she and her husband Mike raised three children - Ellen, Mallory, and Ryan. Andi was re-elected to represent House District 34 in the State House in 2020. She serves in the House Majority as Co-Chair of the House Education Committee. She also sits on the State Affairs, Fisheries, Military and Veterans Affairs, and Ways and Means Committees. She was first elected to the House in 2018. Prior to that, she served on the Juneau School Board for 15 years. Andi has a Masters in Social Work and enjoys walking outdoors, cross-country skiing, and time with family and friends.
Senator Mia Costello represents West Anchorage in the Alaska State Legislature. First elected in 2010, Costello served on the House Finance Committee for four years before being elected to the Senate in 2014. She currently serves as the Chair of the Labor & Commerce Committee, and as a member of the State Affairs Committee and the Health and Social Services Committee. She is also a member of Senate Leadership, serving as the Senate Majority Whip. In addition, Costello is founder and co-chair of the Pilots Caucus, the Innovation Caucus, and the Ireland/Alaska Caucus. Her legislative priorities focus on developing Alaska’s long-term economic future and providing the best possible opportunities for future generations of Alaskans.

Prior to being elected, Senator Costello served as staff for two Alaska Governors, was a legislative aide to State Representative Norman Rokeberg, and staff for U.S. Senator Ted Stevens. She is a lifelong Alaskan and product of the Anchorage School District, having graduated from West High School before going on to earn a B.A. in Government from Harvard University and Master of Arts in Teaching from the University of Alaska Southeast. She taught high school in Anchorage and Juneau and was recognized nationally for excellence in teaching. She was co-captain of the Harvard swim team and the first Alaskan to qualify for the Olympic trials in swimming. Along with her husband Andrew, she has two children in the public school system, where she is an active volunteer.
Rodolfo Garcia
Alaska Commission on Postsecondary Education
Seat: Student Representative
Term: June 2021 – May 2023

Rodolfo Garcia was appointed by Governor Dunleavy in May of 2021. He is currently 23 years old and spent the first 18 years of his life in Los Angeles, California. When high school ended, he wanted to find something extraordinary for his postsecondary education, so he accepted his admission offer from the University of Alaska-Fairbanks and has been here since 2016. He first started as a Biology student but over the years has accumulated many more majors and minors. He is set to graduate in the spring of 2022; his degree’s contents will be a surprise to many, including himself. He loves natural and social sciences, humanities, and all things academic. When he finds time away from academics, his hobbies include painting, playing music, gardening, writing poetry, cooking, and video games. His favorite food is chicken and waffles; he cannot resist this particular combination of sweet and savory. His favorite color is green; it reminds him of nature, wealth, and good health. His favorite number is 576. Its digits are so nearly ordered but not quite, and it is the square of 24, which makes 576 almost the square of a square, 25. What is your favorite iconic Alaskan organism? His favorite Alaskan organism is the moose.
MEETING MINUTES OF THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION
April 8, 2021

A meeting of the Alaska Commission on Postsecondary Education (ACPE), conducted via distance delivery, originated from the office of the Commission at 3030 Vintage Blvd. Juneau, Alaska on Thursday, April 8, 2021. Acting Chair Lisa Parker called the meeting to order at 10:00 a.m.

ATTENDEES

Commission members present for all or portions of the meeting: Barbara Adams, Dale Anderson, Josh Bicchinella, Pearl Brower, John Brown, Madelyn Christiansen, Lindsay Hallam, Keith Hamilton, Donald Handeland, Donn Liston, Lisa Parker, and Representative Andi Story.

Commission members absent: Senator Gary Stevens and Cheryl Edenshaw.

Commission staff present for all or portions of the meeting: Sana Efird, Executive Director; Julie Pierce, CPA, Chief Finance Officer; Kerry Thomas, Director of Program Operations; Kate Hillenbrand, Director of Communications and Outreach; Jamie Oliphant, Director of Information Support Services; Tyler Eggen, Institutional Authorization Program Coordinator; Susan Sonneborn, Assistant Attorney General; Richard Millay, Quality Assurance Analyst; and Joseph Felkl, Executive Secretary.

Presenters in attendance: University of Alaska Interim President Pat Pitney and Dr. Paul Layer, Vice President of Academics, Students, and Research.

Institutional representatives in attendance: Marcus Murchison, primary instructor and owner of the Alaska Vocational Training Center (AVTC); Cheri Lipps, Program and Apprentice Coordinator for the Center for Employment Education (CEE); Fannie Black, Director of Programs and Tiffany Tony, Director of Operations for Yuut Elitnaurviat - Peoples Learning Center; Hilton Hallock, Interim President and Provost for Alaska Pacific University; Joshua Swayne, Chief Executive Officer, Joel Nelson, Vice President of Academic Operation, Vickey Cook, Vice President of Student Finance & Compliance and Alison Roope, Associate Director of Compliance for Charter College; Vershawn Idom, owner of Hair Science; Susan Sigel Shroy, Owners of MetrOasis Advanced Training Center; and Sarah Dybdahl, Director and Krista Stavland, Coordinator for the Tlingit and Haida Vocational Training & Resource Center.

ADOPTION OF AGENDA

Commissioner Anderson moved to adopt the agenda of the April 8, 2021, Commission meeting. Commissioner Bicchinella seconded the motion. By roll call vote, all members present voted aye. The motion carried.

ELECTION OF OFFICERS

Commissioner Brown nominated Commissioner Bicchinella to the office of Chair. There being no objection, nominations were closed. By roll call vote, all members present voted aye. The motion carried.
Chair Bicchinella nominated Commissioner Parker to the office of Vice Chair. Mr. Anderson seconded the motion. There being no objection, nominations were closed. By roll call vote, all members present voted aye. The motion carried.

ETHICS DISCLOSURE

Commissioner Bicchinella declared a conflict of interest for agenda item ten involving Charter College and abstained from discussion and voting in that matter.

NEW MEMBERSHIP

Donald Handeland was welcomed as a new representative of the general public on the Commission.

RESOLUTION OF APPRECIATION

• Resolution for outgoing member Madelyn Christiansen.

Vice Chair Parker moved to approve the Resolutions of Appreciation as written for Commissioner Christiansen. Commissioner Brower seconded the motion. By roll call vote, all members present voted aye. The motion carried.

APPROVAL OF MINUTES

Commissioner Brown moved to approve the minutes from the January 13, 2021, Commission meeting as written. Vice Chair Parker seconded the motion. By roll call vote, all members present voted aye. The motion carried.

MEETING DATE

Commissioner Hamilton moved to schedule the spring 2022 quarterly meeting on April 6, 2022. Commissioner Anderson seconded the motion. By roll call vote, all members present voted aye. The motion carried.

PUBLIC TESTIMONY

Chair Bicchinella opened the public testimony period. Malan Paquette provided public testimony. There being no other testifiers, Chair Bicchinella closed the public testimony period.

INSTITUTIONAL STANDARDS AND EVALUATION

Institutional Authorization Program Coordinator Tyler Eggen referenced his written report on recent compliance activities starting on page 17 of the meeting packet. Information in the report included:
A status update on institutional monitoring and one institutional complaint submitted to the Commission.

Project update on the $15,000 SHEEO Learning Community Grant.

An update on regulations changes to Alaska Administrative Code Title 20 Chapter 17, to comply with National Council for State Authorization Reciprocity Agreement (NC-SARA) policy requirements.

Information on U.S. Department of Education (USDoE) regulations changes relating to the accreditation of institutions of higher education.

Renewal of Authorization:

- Alaska Vocational Training Center (Anchorage)

  Commissioner Liston moved to approve renewal of authorization for three years, through April 30, 2024. Commissioner Brown seconded the motion. By roll call vote, all members present voted aye. The motion carried.

- Center for Employment Education (Anchorage)

  Commissioner Brown moved to approve renewal of authorization for three years through April 30, 2024, contingent upon continued accreditation. Vice Chair Parker seconded the motion. By roll call vote, all members present voted aye. The motion carried.

- Embry-Riddle Aeronautical University (Anchorage)

  Commissioner Anderson moved to approve renewal of authorization for five years through April 30, 2026, contingent upon continued accreditation and notifying the Commission of any changes to accreditor status. Commissioner Brown seconded the motion. By roll call vote, all members present voted aye. The motion carried.

- Yuut Elitnaurviat- Peoples Learning Center (Bethel)

  Vice Chair Parker moved to approve renewal of authorization for three years through April 30, 2024, contingent upon continued accreditation. Commissioner Brower seconded the motion. By roll call vote, all members present voted aye. The motion carried.

Program Amendments:

- Alaska Pacific University (Anchorage)

  Commissioner Liston moved to approve authorization of three programs: Practical Nursing (certificate), Community and Place-Based Education (BS), Creative Writing (MFA), and a new location amendment in Bethel, AK through January 30, 2026, which is commensurate with the current period of authorization. Commissioner Hamilton seconded the motion. By roll call vote, all members present voted aye. The motion carried.
• Charter College (Anchorage)

Commissioner Brown moved to approve authorization of the Diploma of Phlebotomy through January 31, 2022, which is commensurate with the current period of authorization. This authorization is contingent upon notifying the Commission of any changes in accreditor status. Commissioner Brower seconded the motion. By roll call vote, all members present voted aye, with the exception of Commissioner Bicchinella who abstained. By roll call vote, all members present voted aye. The motion carried.

• Hair Science (Anchorage)

Commissioner Brower moved to approve authorization of the Instructor program through October 31, 2021, which is commensurate with the current period of authorization. Commissioner Hallam seconded the motion. By roll call vote, all members present voted aye. The motion carried.

• Tlingit and Haida Vocational Training & Resource Center (Juneau)

Commissioner Adams moved to approve authorization of programs Business Basics, Financial Skills, Work Readiness & Soft Skills Development, and Administrative Assistant Program Level One through July 31, 2021, which is commensurate with the current period of authorization. Commissioner Anderson seconded the motion. By roll call vote, all members present voted aye. The motion carried.

Location Amendments:

• MetrOasis Advanced Training Center (Anchorage)

Commissioner Brower moved to approve the change in location for MetrOasis Advanced Training Center to 4450 Cordova Street. Suite 130, in Anchorage, contingent upon receipt of approval by Board of Barbers and Hairdressers, prior to commencement of student instruction in this location, to January 30, 2024 commensurate with the next renewal of authorization. Vice Chair Parker seconded the motion. By roll call vote, all members present voted aye. The motion carried.

EXECUTIVE DIRECTOR REPORT

Sana Efird referenced her written report included in the meeting packet on page 51. During the past quarter, the Commission’s Executive Office has been actively engaged in the ongoing Legislative session, promoting ACPE’s legislation, answering questions and providing additional data for Senate and House Education and Finance Committees. Ms. Efird has been working closely with Chief Finance Officer Julie Pierce and Hilltop Securities, Inc. on the Alaska Student Loan Corporation’s (ASLC) 2013A series bond issuance related to the LIBOR issue. Ms. Efird continues to meet and familiarize herself with external partners, internal staff, and commission and board members. The majority of ACPE staff are still teleworking as the agency continues to follow the state’s protocol for COVID safety. ACPE is focused on
maintaining exemplary customer service for our borrowers and supporting students and families during this evolving situation.

Ms. Efird provided an update on the Alternative Loan Outsourcing project. The Request for Proposal (RFP) for the outsourcing of the Corporation’s private supplemental loan originations issued on February 22, 2021. Staff anticipate issuing the contract in May 2021, and expect the initial conversion cutover for originations to occur in October 2021. Commission staff selected the Pennsylvania Higher Education Assistance Agency (PHEAA), conducting business as American Education Services (AES), as the new servicer of the Corporation’s supplemental loans. AES was selected after evaluation of other vendors that service education loans. The primary reasons AES was selected were better cost savings, customer experience, and flexibility in options to meet the needs of our agency. AES is also the servicer for ASLC’s Federal Family Education Loan Program (FFELP) loan portfolio.

Ms. Efird provided an update on legislative activities. The legislative proposal the Commission approved at its July 2020 meeting, which was reviewed in an executive session with both the Commission and Corporation at the joint October 2020 meeting, was introduced as SB 94 and HB 114 in the Senate and House, respectively. Ms. Efird met with House Education and Senate Education committee members to discuss the bills. This legislation proposes the following three changes in ASLC statutes:

- Expands the population eligible to apply for Alaska Refinancing Loans to include previous Alaska borrowers and graduates from Alaska high schools and postsecondary institutions, as well as current Alaska residents;
- Eliminates the annual and lifetime loan maximums in statute and provides for the Alaska Student Loan Corporation to set these loan limits;
- Provides for the Alaska Commission on Postsecondary Education to offer future student loan borrowers a loan program with immediate repayment requirements.

Ms. Efird highlighted the legislative committee hearings she attended and a few bills of interest to the Commission. SB10 “An Act establishing a grant program to provide to essential workers the tuition and fees to attend a state-supported postsecondary educational institution.” As currently proposed, ACPE would administer the grant program. HB 48 “An Act relating to eligibility for the Alaska performance scholarship program.” HB 129 “An Act relating to the maximum annual awards for Alaska performance scholarships.” HB 147 “An Act relating to the teacher education loan program; and providing for an effective date.” Ms. Efird reported she met with a number of legislators who have expressed interest in creating a new Teacher Education Loan/Repayment program as an incentive to encourage students to pursue teacher certification.

Relating to the Commission’s budget, the House Finance Subcommittee has closed out the Department of Education and Early Development’s Budget. They accepted ACPE’s Governor’s proposed budget which includes:

- $431.5 fund source switch from inter-agency ASLC receipts to Higher Education Investment Funds (HEIF)
- Reduction of seven PCNs ($1,057.0)
- HEIF increment of $33.5 to fund the WWAMI contractual increase
Additionally, WWAMI loans are funded from the HEIF, but repayments go to the general fund. The Governor’s Amended Budget includes the proposed language below; the change would allow repayments to be returned to the HEIF to support sustainable loan issuance.

* Sec. 23 Fund Transfers. (m) The amount received as repayment from WWAMI Medical Program loans by the Alaska Commission on Postsecondary Education, estimated to be $504,044, is appropriated to the Higher Education Investment Fund (AS 37.14.750).

ACPE’s senior management team continues to meet to consider updates to the agency’s strategic plan. Management attended a two-day internal strategic planning session facilitated by Demaree Michelau, President of Western Interstate Commission for Higher Education (WICHE), to review ACPE’s current services and begin determining services and capacity post-outsourcing. Additionally, a stakeholders’ survey was completed, and staff are working on scheduling two virtual focus groups to address specifics of the survey and how ACPE can meet stakeholder’s needs through its programs and services or new and/or improved services.

Ms. Efird noted Commission staff negotiated a new lease with State of Alaska Leasing to reduce the size of our leased space in Juneau. The reduction in office space footprint will result in an annual savings of approximately $65,000. She also brought attention to ACPE’s Alaska Performance Scholarship (APS) Program Review and Recommendations Report with McKinley Research (formerly McDowell Group). Ms. Efird concluded her report by highlighting professional organization meetings she attended this past quarter, potential education funds resulting from the new American Recovery Plan Act (ARPA), and agency focus on building partnerships to help meet the needs of Alaska’s workforce in the coming years.

Discussion: Chair Bicchinella asked about the SB 10 meeting with Senate Finance that occurred earlier in the day. Ms. Efird summarized the purpose of the bill and the public testimony provided during the meeting. Chair Bicchinella also expressed support for the Commission’s FASFA completion campaign.

PRESENTATION

• University of Alaska (UA)

University of Alaska Interim President Pat Pitney began her presentation by providing a legislative and budget update for the university system. The university closed out of its budget subcommittee with the compact reduction of $20 million and a $15.7 million appropriation for COVID relief. The total amount of reductions equal $120 million with $70 million occurring in the last three years. The COVID relief funds are currently coming from the state’s General Fund, but she expects the state funds to switch to federal funds. With the passing of ARPA, the Alaska State Legislature’s appetite for a general obligation (GO) bond has dampened. The university’s GO bond bill, HB 93 and SB 74, does not appear to have much traction at this time. President Pitney also reported on SB 32, “An Act establishing the Alaska middle college program for public school students; relating to the powers of the University of Alaska; and providing for an effective date.” The university system supports the concept of middle colleges and has seen tremendous success in middle college participation. After COVID hit, there was a
President Pitney highlighted two ACPE initiatives: the APS program review report and the FASFA completion campaign. She looks forward to continuing to work with ACPE to help bring awareness to and increase usage of the APS as well as develop strategies to increase FAFSA completion in Alaska.

President Pitney concluded her presentation by discussing UA’s timeline for appointing a permanent president, university funding from ARPA, and UA’s transfer of credits policy relating to the new federal regulations change removing national and regional accreditation distinctions.

Discussion: Commissioner Hamilton asked about the time line for President Pitney’s interim completion. The search for a permanent president would start in the summer of 2022 with a hire as early as the spring of 2023 and as late as the end of summer 2023. Commissioner Hamilton referenced the change in accreditation requirements on a federal level eliminating national and regional accreditation distinction. President Pitney stated Vice President Paul Layer would be the point person for that discussion. Dr. Layer commented he would be meeting with the North West Commission liaison tomorrow to discuss the changes. He thinks a meeting with him, the provosts and other representatives around the state would be a good start for further discussions on the transfer of credits topic. Commission staff will assist in scheduling a meeting. Vice Chair Parker asked about potential loss of federal ARPA funds for the university and K-12. President Pitney explained the maintenance of effort requirement would affect K-12 funding. There would not be an impact to funding that goes directly to the university system. There are a couple avenues, and the governor may request a waiver. The requirement would impact K-12 funding significantly if a waiver or another alternative is not found. The university has received funding under three different CARES Act packages.

RESOLUTION TO SUPPORT SB 94 & HB 114

Commissioner Liston moved to approve a Resolution to Support Senate Bill 94 and House Bill 114, "An Act relating to the education loan program and Alaska supplemental education loan program; and providing for an effective date." Commissioner Brown seconded the motion. By roll call vote, all members present voted aye. The motion carried.

PRESENTATION

- Alaska Performance Scholarship Review and Recommendations Report

Alaska Commission on Postsecondary Education Quality Assurance Analyst Richard Millay and Director of Program Operations Kerry Thomas presented on the Commission’s APS Program Review and Recommendations Report produced by McKinley Research (formerly the McDowell Group). The presentation provided information to commission members on the background and history of the program, the methodology and data used for the report, as well as key findings and recommendations to improve the program. Staff also reviewed the proposed
next steps, which involve legislative advocacy for statutory changes and establishing an APS task force to aid in reviewing the recommendations and developing a plan to implement them.

Discussion: Commissioner Liston asked for clarification on changes to merit requirements for APS funding. Ms. Efird replied the recommended changes by McKinley Research retain the rigorous course requirements for eligibility. Standardized testing is coming under question on both state and national levels as an appropriate measure for merit; data is showing GPA and curriculum to be a better measure. She also noted that the waiver of testing requirements related to COVID-19 for the class of 2020 and 2021 would likely provide initial data on student performance without standardized testing. Commissioner Adams asked for clarification on improving the complexity of the program and asked about a dropout rate for the program. Ms. Thomas responded the complexity relates to the multiple course tracks for eligibility, and is further complicated by each district approving different courses for eligibility. Additionally, continuing eligibility requirements can be complex. Students have to manage satisfactory academic progress for their federal financial aid and other scholarships and grants. It can be difficult for students to manage differing eligibility for all of their financial aid. Vice Chair Parker asked if the commission could implement some of the changes or if all the changes need to go through the legislative process. Ms. Efird commented that some recommendations would require statutory changes while others are in regulations, and the Commission would have the authority to change. Commission staff can provide information on which recommendations would require statutory or regulatory changes. Commissioner Handeland asked how basing eligibility determinations on the first three years of high school would impact course or SAT/ACT requirements. Ms. Efird replied staff would need to work with stakeholders to determine what that would look like and noted one of the recommendations involves establishing a task force to evaluate and discuss potential changes. Representative Story commented on how the University of Alaska’s Scholars program awards are based on the end of student’s junior year, so it makes sense for high school juniors to be notified of their APS awards early. This way, they can make sure they work with their counselors to complete the needed coursework to utilize the program. Commissioner Brown expressed support of the recommendations, specifically making the scholarship program easier for students to navigate by increasing flexibility, while still holding high standards. He asked for some examples of the multiple pathways listed in the recommendations. Ms. Thomas explained expanding pathways would involve looking at additional definition of curriculum for career and technical education (CTE) pathways. The current tracks are limited for some students that intend to pursue vocational trades instead of college. Staff do not have specific proposals at this time for those additional pathways. Chair Bicchinella asked about the timeline for gathering stakeholders and beginning the conversations. Ms. Efird stated staff would like to begin as soon as possible. She noted HB 48 is already addressing the CTE piece, and there may be opportunities to move forward with the recommendations by working with the legislature and stakeholder groups in the near future. Representative Story added her support and agreed there could be opportunities with her bill and others.

**MANAGEMENT TEAM REPORTS**

**Finance** – Julie Pierce, CPA, Chief Finance Officer, referenced the proposed FY2022 Operating Budget summary in her written report and noted there has been no additional changes to the
budget since it was last reviewed by the Commission. In her report, Ms. Pierce also summarized the Alaska Student Loan Corporation’s January 28 and March 11 meetings and related activity.

Program Operations – Kerry Thomas, Director of Program Operations, reported on ACPE’s loan origination volume, which is down 29% compared to this time last year. A project to review the data associated with postsecondary enrollment, FAFSA filing trends, and loan originations is underway to understand what factors contribute to the decline in loan volume. Ms. Thomas also provided updates on the ongoing outsourcing of ACPE’s state education loans, changes to the Alaska Refinance Loan program and recent ACPE publications, which can be found at ACPE.alaska.gov/reports.

Outreach and Early Awareness – Kate Hillenbrand, Director of Communications and Outreach, referenced her written report and focused her presentation on ACPE’s education stakeholder feedback survey. Commission staff issued a survey to stakeholders to help guide the agency’s ongoing strategic planning efforts. Key findings showed that 83.9% of respondents believe ACPE’s programs and services support its mission, 62.5% of respondents agree that ACPE’s programs meet the needs of Alaska’s postsecondary students, and 48.2% of respondents determined ACPE is most well-known for the APS and Alaska Education Grant (AEG). In terms of the most important improvement ACPE can make to support postsecondary attainment, the top three responses were:

- 36.36%: Advocate for increased funding to programs like the APS and AEG
- 34.55%: Increase outreach and participation at school district and/or postsecondary education events
- 14.55%: Increase access to loan programs by updating applicant qualifications and program requirements

ACPE will be setting focus group meetings in June to continue discussions with stakeholders.

Information Support Services – Jamie Oliphant, Director of Information Support Services (ISS), provided updates for ongoing ISS projects. ISS has been working with a cross-functional project team of ACPE and AES staff, focusing on data and process mapping for the alternative loan outsourcing projects. ISS staff have also been working with ACPE’s Operations and Finance teams to update ACPE’s online borrower application portal to implement the changes to the Alaska Refinance Loan program (REFI) that were approved by the ASLC Board at its March 11 meeting.

COMMISSIONER REPORTS

Alaska Student Loan Corporation – Commissioner Adams noted Ms. Pierce covered Corporation activities over the past quarter in her Finance report.

Board of Education and Early Development – Commissioner Hamilton reported on Board of Education activities, including appointments, regulations changes to Alaska’s early learning guidelines, charter school and capital project approvals, and a possible state land conveyance in Sitka to the Southeast Alaska Regional Heath Consortium, potentially bringing in funds for Mt. Edgecumbe High School.
UA Board of Regents – Vice Chair Parker provided information on the confirmation of board appointments, the selection of a new director for Kenai Peninsula College, and the search for a new University of Alaska Anchorage (UAA) Chancellor. The board’s next meeting is in June.

Student Representative – Commissioner Christiansen reported on in-person classes beginning again at the Alaska Pacific University (APU).

Alaska Workforce Investment Board – no report with Commissioner Edenshaw absent from the meeting.

Network Report – written report provided in the meeting packet.

ADJOURN

There being no further business to discuss, Vice Chair Parker moved to adjourn. Commissioner Brown seconded the motion. By a roll call vote, all members present voted aye. The motion carried.

The meeting adjourned at approximately 2:30 p.m.

Approved by:

Chair

Date
WHEREAS, Commissioner Harriet Drummond, as a representative of the Alaska House of Representatives, faithfully served on the Alaska Commission on Postsecondary Education from March 2017 through March 2021; and

WHEREAS, Commissioner Drummond served as a dedicated liaison between the Commission and the Alaska State Legislature, offering valuable insight and ensuring the voices of public were considered in all actions taken by the Commission; and

WHEREAS, Commissioner Drummond consistently demonstrated strong commitment to the educational advancement of Alaska’s students, advocating to protect the state’s Higher Education Investment Fund (HEIF) and ensuring the sustainability of Alaska’s scholarship and grant programs; and

WHEREAS, throughout her four years of faithful service, Commissioner Drummond has been an engaged member on the Commission and has greatly contributed to its mission, services and programs, benefiting Alaska’s students and their families.

NOW, THEREFORE BE IT RESOLVED, that the members of the Alaska Commission on Postsecondary Education and its staff officially recognize Commissioner Drummond’s service as a member on the Commission and extend this statement of appreciation for her support and contributions to the Commission’s efforts; and

BE IT FURTHER RESOLVED, that this Resolution be appropriately engrossed and conveyed to Commissioner Drummond with a copy to be incorporated in the official minutes of the July 22, 2021, meeting of the Commission.

_________________________________  ________________________
Chair, Joshua Bicchinella                  Sana Efird, Executive Director
WHEREAS, Commissioner Gary Stevens, as a representative of the Alaska State Senate, faithfully served on the Alaska Commission on Postsecondary Education from February 2015 through March 2017, and from March 2019 through March 2021; and

WHEREAS, as an Alaska legislator with over two decades of experience as a professor for the University of Alaska, Commissioner Stevens contributed his vast knowledge and expertise in higher education and public policy to the Commission’s efforts, greatly benefiting the Commission, its staff and Alaska’s students; and

WHEREAS, Commissioner Stevens during his long tenure as a senator and former representative expressed unwavering support for promoting educational opportunities in Alaska, with a special interest in dual credit programs, introducing bills to ensure students can receive college credit while attending high school; and

WHEREAS, Commissioner Stevens, through his active participation, has shown strong dedication to the Commission’s mission to promote access to and success in postsecondary education and career training for current and future Alaskans.

NOW, THEREFORE BE IT RESOLVED, that the members of the Alaska Commission on Postsecondary Education and its staff officially recognize Commissioner Steven’s service as a member on the Commission and extend this statement of appreciation for his support and contributions to the Commission’s efforts; and

BE IT FURTHER RESOLVED, that this Resolution be appropriately engrossed and conveyed to Commissioner Stevens with a copy to be incorporated in the official minutes of the July 22, 2021, meeting of the Commission.
MEMORANDUM

TO: Alaska Commission on Postsecondary Education Members
THROUGH: Sana Efird, Executive Director
FROM: Tyler Eggen, Institutional Authorization Program Coordinator
DATE: June 29, 2021
RE: Compliance Activities Report for July 22, 2021

Second Quarter Applications

- Renewal of Authorization
  Academy of Hair Design
  Kenai Peninsula Driving Instruction
  Outer Coast
  Vocational Training Resource Center

- Institutions qualifying for exemption from authorization in the second quarter.

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<th>Location</th>
<th>Initial Certification</th>
<th>Recertification</th>
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<td>1</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>2</td>
<td>11</td>
</tr>
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Institutional Monitoring

Alaska Pacific University will search for a new President pursuant to Valerie Davidson taking a role as President of the Alaska Native Tribal Health Consortium. Dr. Hilton Hallock will continue as Acting President.
Alaska Nail & Skin Academy sought an extension of renewal of authorization due to unforeseen medical circumstances. IA staff administratively approved them for a new renewal of authorization date.

Alaska Bible College is now considered as an Applicant for the Council for the Accreditation of Educator Preparation (CAEP) as it seeks professional accreditation of its Bachelors of Arts in Elementary Education.

The US Department of Education terminated federal recognition of the Accrediting Council for Independent Colleges and Schools (ACICS) in June 2021. ACICS may appeal that termination. Currently, there are no institutions who are authorized or are exempt from authorization with ACPE.

On February 7th, 2022, the new Entry-Level Driver Training (ELDT) mandate set by the Federal Motor Carrier Safety Administration (FMCSA) will be in effect. The ELDT regulation set the baseline for training requirements for entry level drivers. All CDL training providers will have to apply and be approved by the FMCSA for students seeking to obtain their CDL, upgrading from Class B to Class A CDL, and HAZMAT, Passenger, and School Bus endorsements for the first time. If a person possesses a CDL or endorsements prior to February 7, 2022, these new requirements will not affect them.

Complaints

There are no Formal Complaints this quarter.

National Council for State Authorization Reciprocity Agreement- Regulations

On May 21, 2021, the adopted regulations changes to Alaska Administrative Code Title 20 Chapter 17, to comply with NC SARA, State Authorization Reciprocity Agreements Manual 20.2, Section 2.5 (d) went into effect. As a recap, NC-SARA applies to oversight of postsecondary distance education programs across state boundaries. Participating states agree to work in concert with NC-SARA institutions in other states to protect students to benefit both the states and institutions in providing distance education. As such, there are uniform processes and policies for reviewing and approving the eligibility of institutions. In June of 2019, NC-SARA recognized that in the evaluation process, there was no mechanism for a denied institution to appeal for reconsideration. Consequently, there was a NC-SARA policy change in which states would be required by January 1, 2021, to develop and implement a means to hear and internally resolve appeals from institutions that were denied participation or renewal in NC-SARA. Alaska’s deadline was extended to June 30, 2021 and the deadline has been met. Now if an institution’s application to participate in NC-SARA is denied by staff, they will have the opportunity to appeal to the Executive Director whose decision may then be appealed to the commission for an administrative hearing.
Learning Community Grant – Regulations and Outcomes

In February 2020, a $15,000 grant was awarded to the Commission from the State Higher Education Executive Officers Association (SHEEO), with an 18-month window to complete work in two areas, the modernization of institutional authorization regulations and the development of standardized outcome metrics. The project is on schedule to meet the goal of adoption by the Commission in 2021. The proposed changes were submitted to the Department of Law for a legal review, and their review is now complete. The proposed regulations are substantial, including approximately forty pages of regulatory changes. In June 2021, ACPE Staff met with the Institutional Standards and Evaluations Committee, along with members from our authorized institutions to present and discuss the proposed changes. The proposed changes will go before the Commission at the July 2021 meeting to open the public comment period, with adoption of the changes to be considered at the October 2021 meeting.
Staff Report  
Academy of Hair Design, LLC  
Renewal of Authorization  

Summary  

Academy of Hair Design (AHD) operated for over 30 years in mid-town Anchorage as an authorized cosmetology school under the ownership of the Bolivar family. In early 2018 the LLC was sold to Stanley Guthrie, Adam Bacher and Ashley Bacher. Ashley Bacher is the AHD School Director and graduated from the Academy’s esthetician and hairdressing programs in 2017. In February 2019, she obtained her instructor’s license in esthetics. She employs up to three licensed instructors to teach students.

<table>
<thead>
<tr>
<th>Owner</th>
<th>Stanley Guthrie, Adam Bacher, Ashley Bacher</th>
<th>Administrator</th>
<th>Financial Statements</th>
<th>Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>113 W Northern Lights Blvd Ste M Anchorage AK 99503</td>
<td>FY20 Tuition Revenue</td>
<td>$152,495</td>
<td></td>
</tr>
<tr>
<td>Year Founded</td>
<td>1986</td>
<td>FY20 Complaints</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Authorized Since</td>
<td>1986</td>
<td>FY20 Enrollment</td>
<td>40*</td>
<td></td>
</tr>
<tr>
<td>Surety Amount/ Type</td>
<td>$50,000/ Bond</td>
<td>FY20 Completion Rate</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Fee Paid</td>
<td>$2500</td>
<td>FY20 Placement Rate</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>

*Includes authorized programs but not exempt programs
Review

Academy of Hair Design (AHD) offers programs regulated by the Board of Barbers & Hairdressers, and programs are both authorized and exempt from authorization by ACPE. The most popular program is the combination of Hairdressing and Barbering, followed by Manicurist and Esthetics. AHD may look to add another location in the future in the Matanuska Valley, which would require a change in location amendment if pursued.

<table>
<thead>
<tr>
<th>Program name</th>
<th>Program length</th>
<th>Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hairdressing / Barbering Combo</td>
<td>1,650 hours</td>
<td>$9,500</td>
</tr>
<tr>
<td>Esthetician</td>
<td>350 hours</td>
<td>$6,725</td>
</tr>
<tr>
<td>Instructor</td>
<td>600 hours</td>
<td>$4,600</td>
</tr>
<tr>
<td>Braiding*</td>
<td>35 hours</td>
<td>$425</td>
</tr>
<tr>
<td>Bella Lash Course*</td>
<td>16 hours</td>
<td>$1,250</td>
</tr>
<tr>
<td>Manicurist*</td>
<td>12 hours</td>
<td>$425</td>
</tr>
<tr>
<td>Cinderella Hair Extensions*</td>
<td>8 hours</td>
<td>$500</td>
</tr>
</tbody>
</table>

*Exempt Program

Site Visit

A virtual review of student records was conducted during the renewal of authorization application process with no issues identified. A physical site inspection will take place when staff are authorized to travel.

Staff finds the application is in compliance with applicable statutes and regulations.

Evaluation

<table>
<thead>
<tr>
<th>Minimum Standards Component - AS 14.48.060</th>
<th>Staff Evaluation/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program and courses meet stated objectives</td>
<td>Industry-recognized curriculum that prepares students for immediate employment</td>
</tr>
<tr>
<td>2. Adequacy of space, equipment, and resources</td>
<td>Approved by Board of Barbers and Hairdressers</td>
</tr>
<tr>
<td>3. Appropriateness of staff/faculty credentials</td>
<td>Compliant licenses</td>
</tr>
<tr>
<td>4. Catalog/brochure compliance</td>
<td>Compliant</td>
</tr>
<tr>
<td>5. Credential compliance</td>
<td>Certificate awarded</td>
</tr>
<tr>
<td>6. Adequacy of records</td>
<td>Reviewed at remote site visit</td>
</tr>
<tr>
<td>7. Compliance with applicable laws</td>
<td>Fire inspection received; no observations of non-compliance with other applicable laws</td>
</tr>
<tr>
<td>8. Financial soundness</td>
<td>Compliant</td>
</tr>
<tr>
<td>9. Advertising and sales</td>
<td>Compliant</td>
</tr>
<tr>
<td>10. Administrators are of good reputation</td>
<td>Background check - no adverse findings</td>
</tr>
</tbody>
</table>
### Recommendation

The Academy of Hair Design has been operating successfully for 35 years and authorized by the Commission in that same time. Therefore, the staff recommends renewal of authorization for three years, through July 31, 2024. Additional programs will require a program amendment application.
Staff Report
Kenai Peninsula Driving Instruction, LLC
Renewal of Authorization

Summary

Kenai Peninsula Driving Instruction (KPDI) has been in operation for five years and authorized for four years, offering instruction in professional truck driving and new driver education. KPDI was founded by Alex and Sarah Douthit who saw a need for commercial driving instruction on the Peninsula. Their courses include commercial driving as well as noncommercial driver’s education.

<table>
<thead>
<tr>
<th>Owner</th>
<th>Alex Douthit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>14896 Kenai Spur Hwy Ste. 106A Kenai AK 99611</td>
</tr>
<tr>
<td>Year Founded</td>
<td>2017</td>
</tr>
<tr>
<td>Authorized Since</td>
<td>2018</td>
</tr>
<tr>
<td>Surety Amount/ Type</td>
<td>$150,000/ Bond</td>
</tr>
<tr>
<td>Fee Paid</td>
<td>$2500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrator</th>
<th>Sarah Douthit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Statements</td>
<td>Reviewed</td>
</tr>
<tr>
<td>FY20 Tuition Revenue</td>
<td>$643,772</td>
</tr>
<tr>
<td>FY20 Complaints</td>
<td>None</td>
</tr>
<tr>
<td>FY20 Enrollment</td>
<td>133*</td>
</tr>
<tr>
<td>FY20 Completion Rate</td>
<td>99%</td>
</tr>
<tr>
<td>FY20 Placement Rate</td>
<td>93%</td>
</tr>
</tbody>
</table>

* Includes all CDL training but not the New Driver Class D Driving Instruction

Review

KPDI’s 154-hour Commercial Truck Driving course is certified by the Professional Truck Driver Institute (PTDI), a national organization that sets standards for the industry. Driver training is
also overseen by the Alaska Department of Administration, Division of Motor Vehicles (DMV). KPDI is approved by the DMV as a commercial and non-commercial driving school and as a road skills test facility, which allows their licensed staff to conduct road skills exams. Since its last authorization in 2019, enrollment has doubled for its commercial driving courses. Its most popular programming is the Commercial Truck Driving-40 hours and New Driver Class D Driving Instruction.

<table>
<thead>
<tr>
<th>Program name</th>
<th>Program length</th>
<th>Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Truck Driving for Beginners</td>
<td>154 clock hrs</td>
<td>$6,100</td>
</tr>
<tr>
<td>Commercial Truck Driving – 40 hours</td>
<td>40 clock hrs</td>
<td>$5,000</td>
</tr>
<tr>
<td>Commercial Truck Driving – 24 hours</td>
<td>24 clock hrs</td>
<td>$3,000</td>
</tr>
<tr>
<td>Commercial Truck Driving – 16 hours</td>
<td>16 clock hrs</td>
<td>$2,200</td>
</tr>
<tr>
<td>New Driver Class D Driving Instruction</td>
<td>16 clock hrs</td>
<td>$ 550</td>
</tr>
</tbody>
</table>

*Authorized program no longer being offered

**Site Visit**

A virtual review of student records was conducted during the renewal of authorization application process with no issues identified. A physical site inspection will take place when staff are authorized to travel.

**Staff finds the application is in compliance with applicable statutes and regulations.**

**Evaluation**

<table>
<thead>
<tr>
<th>Minimum Standards Component - AS 14.48.060</th>
<th>Staff Evaluation/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program and courses meet stated objectives</td>
<td>Industry-recognized curriculum that prepares students for immediate employment</td>
</tr>
<tr>
<td>2. Adequacy of space, equipment, and resources</td>
<td>Approved by DMV and PDTI</td>
</tr>
<tr>
<td>3. Appropriateness of staff/faculty credentials</td>
<td>Compliant licenses</td>
</tr>
<tr>
<td>4. Catalog/brochure compliance</td>
<td>Compliant</td>
</tr>
<tr>
<td>5. Credential compliance</td>
<td>Certificate awarded</td>
</tr>
<tr>
<td>6. Adequacy of records</td>
<td>Reviewed at remote site visit</td>
</tr>
<tr>
<td>7. Compliance with applicable laws</td>
<td>Fire inspection received; no observations of non-compliance with other applicable laws</td>
</tr>
<tr>
<td>8. Financial soundness</td>
<td>Compliant</td>
</tr>
<tr>
<td>9. Advertising and sales</td>
<td>Compliant</td>
</tr>
<tr>
<td>10. Administrators are of good reputation</td>
<td>Background check - no adverse findings</td>
</tr>
</tbody>
</table>
10. Compliance Activities Report

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Student housing, if any</td>
<td>N/A</td>
</tr>
<tr>
<td>12. Refund policy compliance</td>
<td>Reviewed and documented</td>
</tr>
<tr>
<td>13. Costs and charges compliance</td>
<td>Compliant</td>
</tr>
</tbody>
</table>

**Recommendation**

Kenai Peninsula Driving Instruction has been operating successfully for five years and authorized by the Commission for four years. Therefore, the staff recommends renewal of authorization for three years, through July 31, 2024. Additional programs will require a program amendment application.
Summary

The Outer Coast project is an endeavor to open a new collegiate educational entity in Sitka, to be housed at the Sheldon Jackson campus. The goal of the project is to create a small, two-year, institution, offering a single Associate Degree in General Studies, built upon the three pillars of Academics, Service & Labor, and Self-governance. The concept is modeled after Deep Springs College, a rural California institution with a large endowment, where students, in addition to their studies, undertake 20 hours of farm labor a week, hire the professors and select the incoming class. Deep Springs admits only 15 students a year and receives well over 300 applications, so there is a desire to replicate their model elsewhere as the experience is in demand. In 2018, Outer Coast operated a summer program for sixteen high school students and in 2019 they had twenty three students. In 2020, they went virtual for the summer program they had ten students enrolled.

At the January 2020 Commission Meeting, Outer Coast was approved for initial authorization with certain conditions, which allowed Outer Coast to conduct two semesters prior to renewal. Those conditions were to determine two fall academic course offerings, seek approval for academic credit from Alaska Pacific University (APU) for the course offerings, and to submit an updated catalog to ACPE for review. Those conditions were met in July 2020.
Review
Outer Coast was able to conduct both its Fall 2020 and Spring 2021 Semester programs, despite the COVID-19 pandemic with a total enrollment of twenty two students. These 15-week programs included two academic courses, approved by APU for credit transcription, a long-term service project, labor, and student self-governance. The Fall 2020 Semester programs offered included *Creative Writing: Writing about Place* (3 credits) and *Human and Other Animals* (3 credits), and the Spring 2021 Semester programs included *Bodies and Boundaries* (3 credits) and *Liberalism and Minority Rights in the United States* (3 credits).

Outer Coast is currently soliciting course proposals from its eight faculty. Previously, course proposals came from a single faculty member but courses will now be instructed by two faculty members. They are seeking course proposals that address “big questions” that face society, with preference given to courses that connect to Sitka or Alaska. Instructors are expected to have achieved a terminal degree in their field and have postsecondary teaching experience. Once the course proposal / instructor is selected by the hiring team, Outer Coast will submit it to APU in the form of a “Sponsored Course Offering Proposal.” In accordance with their agreement, APU will review and accept/deny the course proposals. In order to be offered by Outer Coast, the course must be accepted by APU.

Looking forward to the 2021-2022 program year, they anticipate a total enrollment of less than thirty students and continued crediting partnership with APU. With the increase in faculty, they will be offering two courses at the same time rather than one.

It is the goal of Outer Coast to achieve accreditation from an institutional accreditor, either the Northwest Commission on Colleges and Universities (NWCCU) or the Western Association of schools and Colleges (WASC) Senior College and University Commission (WSCUC).
Site Visit

A virtual review of student records was conducted during the renewal of authorization application process with no issues identified. A physical site inspection will take place when staff are authorized to travel.

Staff finds the application is in compliance with applicable statutes and regulations.

Evaluation

<table>
<thead>
<tr>
<th>Minimum Standards Component - AS 14.48.060</th>
<th>Staff Evaluation/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program and courses meet stated objectives</td>
<td>Students report courses and experiences are valuable and effective. Courses will be approved by APU curriculum committee</td>
</tr>
<tr>
<td>2. Adequacy of space, equipment, and resources</td>
<td>Program is located on a former college campus with classrooms, dorms, kitchen and common areas</td>
</tr>
<tr>
<td>3. Appropriateness of staff/faculty credentials</td>
<td>Faculty position descriptions reviewed. Faculty will be approved by APU curriculum committee</td>
</tr>
<tr>
<td>4. Catalog/brochure compliance</td>
<td>Compliant</td>
</tr>
<tr>
<td>5. Credential compliance</td>
<td>Certificate awarded, college credit is available</td>
</tr>
<tr>
<td>6. Adequacy of records</td>
<td>Reviewed at remote site visit</td>
</tr>
<tr>
<td>7. Compliance with applicable laws</td>
<td>Fire inspection received; no observations of non-compliance with other applicable laws</td>
</tr>
<tr>
<td>8. Financial soundness</td>
<td>Compliant</td>
</tr>
<tr>
<td>9. Advertising and sales</td>
<td>Compliant</td>
</tr>
<tr>
<td>10. Administrators are of good reputation</td>
<td>Background check - no adverse findings</td>
</tr>
<tr>
<td>11. Student housing, if any</td>
<td>Maintained by Sitka Fine Arts Camp</td>
</tr>
<tr>
<td>12. Refund policy compliance</td>
<td>Reviewed and documented</td>
</tr>
<tr>
<td>13. Costs and charges compliance</td>
<td>Compliant</td>
</tr>
</tbody>
</table>

Recommendation

Outer Coast has been operating successfully for five years and authorized by the Commission since January 2020. Therefore, the staff recommends renewal of authorization for three years, through July 31, 2024. Additional programs will require a program amendment application. Any changes in accreditation status require notification to ACPE.
Summary

VTRC is a component of and operated by the Central Council of Tlingit & Haida Indian Tribes of Alaska (CCTHITA). Historically, VTRC offered Commercial Driver’s License (CDL) Class “A” Training in Juneau and short courses of study in online vocational certifications (Flagger, HAZWOPER).

In July 2013, VTRC expanded their offerings and was approved to deliver online training with local support using the programs of Penn Foster. Penn Foster is a Pennsylvania-based postsecondary institution, nationally accredited by the Accrediting Commission of the Distance Education Training Council (DETC) and authorized by the Pennsylvania Dept. of Education, Bureau of Postsecondary and Adult Education. VTRC is approved to offer forty-five Penn Foster programs.

In July 2020, VTRC’s renewal for authorization was granted for one year as VTRC requested an opportunity to reset its program offerings and implement program changes, based on community assessments and southeast Alaska needs.

<table>
<thead>
<tr>
<th>Chief Administrator</th>
<th>Sarah Dybdahl, Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Founded</td>
<td>1996</td>
</tr>
<tr>
<td>Authorized Since</td>
<td>1997</td>
</tr>
<tr>
<td>Surety Amount/Type</td>
<td>$60,000 / Bond</td>
</tr>
<tr>
<td>Authorization Fee Paid</td>
<td>$0*</td>
</tr>
<tr>
<td>Financial Statements</td>
<td>Reviewed</td>
</tr>
<tr>
<td>Address</td>
<td>3239 Hospital Dr</td>
</tr>
<tr>
<td></td>
<td>Juneau AK 99801</td>
</tr>
<tr>
<td>FY20 Tuition Revenues (includes short programs)</td>
<td>$4,356</td>
</tr>
<tr>
<td>FY20 Enrollment</td>
<td>3 - Penn Foster</td>
</tr>
<tr>
<td>FY20 Complaints</td>
<td>None</td>
</tr>
<tr>
<td>FY20 Completion Rate</td>
<td>66%</td>
</tr>
<tr>
<td>FY20 Placement Rate</td>
<td>100%</td>
</tr>
</tbody>
</table>
qualified for a waiver of the fee under 20 AAC 17.055(c) as a 501(3)(c) with an annual enrollment of less than 30 students.

Review

At the July 2020 Commission meeting, VTRC indicated a need to evaluate its vision and programs as there was a decline in enrollment. There have been notable improvements made to its facilities, including fire alarm and suppression systems, flooring, and other room upgrades. VTRC continues to improve and plans to rebrand the institution with help from the Cedar Group based in Juneau, AK, as well as support marketing and outreach initiatives. Once the new institutional name launches, ACPE staff will provide for support as new materials will need a compliance review.

Since the July 2020 renewal of authorization, VTRC has created several new programs including certificates of: Child Development Associate, First Aid/CPR/AED, Business Basics, Financial Skills, Work Readiness & Soft Skills Development, and Administrative Assistant Program Level One. From January 2021 to July 2021, there have been 45 students enrolled in the new programs as well as Penn Foster programs. There has been discussion with ACPE staff to continue to create new programs independently and with other institutions in Alaska.

CDL Program

The CDL program was last offered in 2018. VTRC struggled to find an instructor to previously offer it, however, VTRC looks to restart its CDL program in collaboration with Northern Industrial Training (NIT). At the October 2018 Commission meeting, NIT’s CDL program was approved for authorization, and they will be used as the vendor for the program. Students will be enrolled as VTRC students and follow all guidelines found in VTRC’s catalog.

It is noted that if NIT makes any changes that depart from their approved program, or if there are changes to NIT’s institutional status, it may have an impact on VTRC to offer its program. Minor changes may be eligible for administrative approval, however, significant changes may require an application for amendment of authorization to the Commission. NIT is currently in good standing and is authorized until October 31, 2023.

### VTRC Programs

<table>
<thead>
<tr>
<th>Program name</th>
<th>Program length</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL Class “A” Driver Training</td>
<td>148 hrs</td>
<td>$7,665</td>
</tr>
<tr>
<td>Online Flagger Certification</td>
<td>4 hrs</td>
<td>$165</td>
</tr>
<tr>
<td>40-Hour HAZWOPER</td>
<td>40 hrs</td>
<td>$400</td>
</tr>
<tr>
<td>8-Hour HAZWOPER Refresher Certification</td>
<td>8 hrs</td>
<td>$125</td>
</tr>
<tr>
<td>Child Development Associate Certificate</td>
<td>600 hrs</td>
<td>$2,000</td>
</tr>
<tr>
<td>First Aid, CPR, AED Certification</td>
<td>6 hrs</td>
<td>$150</td>
</tr>
<tr>
<td>Business Basics Certificate</td>
<td>12 hrs</td>
<td>$300</td>
</tr>
<tr>
<td>Program Name</td>
<td>Program Length</td>
<td>Cost</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----------------</td>
<td>--------</td>
</tr>
<tr>
<td>Financial Skills Certificate</td>
<td>6 hrs</td>
<td>$150</td>
</tr>
<tr>
<td>Work Readiness &amp; Soft Skills Development Certificate</td>
<td>6 hrs</td>
<td>$150</td>
</tr>
<tr>
<td>Administrative Assistant Program Level One Certificate</td>
<td>160 hrs</td>
<td>$4000</td>
</tr>
<tr>
<td><strong>Penn Foster Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Name</td>
<td>Program Length</td>
<td>Cost</td>
</tr>
<tr>
<td>*Auto Repair Technician</td>
<td>520 hrs</td>
<td>$1,626</td>
</tr>
<tr>
<td>*Diesel Mechanics / Heavy Truck Maintenance</td>
<td>835 hrs</td>
<td>$1,692</td>
</tr>
<tr>
<td>*Motorcycle Repair Technician</td>
<td>295 hrs</td>
<td>$1,514</td>
</tr>
<tr>
<td>*Small Engine Repair</td>
<td>290 hrs</td>
<td>$1,530</td>
</tr>
<tr>
<td>*Administrative Assistant</td>
<td>480 hrs</td>
<td>$1,512</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>310 hrs</td>
<td>$1,488</td>
</tr>
<tr>
<td>Hotel/Restaurant Management</td>
<td>205 hrs</td>
<td>$1,651</td>
</tr>
<tr>
<td>Small Business Management</td>
<td>160 hrs</td>
<td>$1,530</td>
</tr>
<tr>
<td>Accounting Essentials</td>
<td>330 hrs</td>
<td>$1,717</td>
</tr>
<tr>
<td>Business Management Essentials</td>
<td>330 hrs</td>
<td>$1,717</td>
</tr>
<tr>
<td>Artist: Comprehensive</td>
<td>242.5 hrs</td>
<td>$1,482</td>
</tr>
<tr>
<td>Dressmaking and Design</td>
<td>235 hrs</td>
<td>$1,558</td>
</tr>
<tr>
<td>*Teacher Aide</td>
<td>135 hrs</td>
<td>$1,460</td>
</tr>
<tr>
<td>*Dental Assistant</td>
<td>405 hrs</td>
<td>$1,628</td>
</tr>
<tr>
<td>*Medical Administrative Assistant</td>
<td>620 hrs</td>
<td>$1,488</td>
</tr>
<tr>
<td>*Medical Coding and Billing</td>
<td>586 hrs</td>
<td>$1,651</td>
</tr>
<tr>
<td>Medical Transcriptionist</td>
<td>240 hrs</td>
<td>$1,549</td>
</tr>
<tr>
<td>*Veterinary Assistant</td>
<td>337.5 hrs</td>
<td>$1,598</td>
</tr>
<tr>
<td>Certified Personal Trainer</td>
<td>235 hrs</td>
<td>$1,696</td>
</tr>
<tr>
<td>*Occupational Therapy Aide</td>
<td>90 hrs</td>
<td>$1,558</td>
</tr>
<tr>
<td>*Physical Therapy Aide</td>
<td>90 hrs</td>
<td>$1,530</td>
</tr>
<tr>
<td>Computer Graphic Artist</td>
<td>300 hrs</td>
<td>$1,698</td>
</tr>
<tr>
<td>PC Maintenance and Repair</td>
<td>180 hrs</td>
<td>$1,626</td>
</tr>
<tr>
<td>Web Page Designer</td>
<td>297.5 hrs</td>
<td>$1,670</td>
</tr>
<tr>
<td>Basic Electronics</td>
<td>507.5 hrs</td>
<td>$1,584</td>
</tr>
<tr>
<td>Electronics Technician</td>
<td>730 hrs</td>
<td>$1,698</td>
</tr>
<tr>
<td>*Telecommunications Technician</td>
<td>817.5 hrs</td>
<td>$1,677</td>
</tr>
<tr>
<td>Drafting with AutoCAD</td>
<td>535 hrs</td>
<td>$1,698</td>
</tr>
<tr>
<td>HVAC Technician</td>
<td>417.5 hrs</td>
<td>$1,628</td>
</tr>
<tr>
<td>Travel and Tourism Specialist</td>
<td>440 hrs</td>
<td>$1,524</td>
</tr>
<tr>
<td>Carpenter</td>
<td>287.5 hrs</td>
<td>$1,542</td>
</tr>
<tr>
<td>*Dog Obedience Trainer</td>
<td>295 hrs</td>
<td>$1,628</td>
</tr>
<tr>
<td>*Furniture and Cabinet Maker</td>
<td>412.5 hrs</td>
<td>$1,698</td>
</tr>
<tr>
<td>Gunsmith</td>
<td>240 hrs</td>
<td>$1,619</td>
</tr>
<tr>
<td>*Jewelry Design and Repair</td>
<td>152.5 hrs</td>
<td>$1,549</td>
</tr>
<tr>
<td>*Pet Groomer</td>
<td>182.5 hrs</td>
<td>$1,466</td>
</tr>
<tr>
<td>Professional Locksmithing</td>
<td>213 hrs</td>
<td>$1,664</td>
</tr>
</tbody>
</table>
Wildlife / Forestry Conservation 245 hrs $1,524
Professional Landscaper 213 hrs $1,628
Child Care Professional 285 hrs $1,466
*Pharmacy Technician 388 hrs $1,410
Business Internet Security 315 hrs $1,646
Human Resources Management Essentials 360 hrs $1,718
Facilities Maintenance Technician 180 hrs $4,000
Power Plant Operator 1602 hrs $12,032

*Optional local externship available

Site Visit

A virtual review of student records was conducted during the renewal of authorization application process with no issues identified. A physical site inspection will take place when staff are authorized to travel.

Staff finds the application is in compliance with applicable statutes and regulations.

<table>
<thead>
<tr>
<th>Minimum Standards Component - AS 14.48.060</th>
<th>Staff Evaluation/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program and courses meet stated objectives</td>
<td>NIT’s CDL program meets Professional Truck Driver Institute standards and Penn Foster programs are accredited through Distance Education Training Council</td>
</tr>
<tr>
<td>2. Adequacy of space, equipment, and resources</td>
<td>Trucks inspected by DMV through NIT</td>
</tr>
<tr>
<td>3. Appropriateness of staff/faculty credentials</td>
<td>Compliant licenses</td>
</tr>
<tr>
<td>4. Catalog/brochure compliance</td>
<td>Reviewed and documented</td>
</tr>
<tr>
<td>5. Credential compliance</td>
<td>Certificate awarded</td>
</tr>
<tr>
<td>6. Adequacy of records</td>
<td>Reviewed at remote site visit</td>
</tr>
<tr>
<td>7. Compliance with applicable laws</td>
<td>Fire inspection received; no observations of non-compliance with other applicable laws</td>
</tr>
<tr>
<td>8. Financial soundness</td>
<td>Compliant audited financials</td>
</tr>
<tr>
<td>9. Advertising and sales</td>
<td>Advertising noted as compliant</td>
</tr>
<tr>
<td>10. Administrators are of good reputation</td>
<td>Satisfactory reputation of business and professional integrity documented</td>
</tr>
<tr>
<td>11. Student housing, if any</td>
<td>N/A</td>
</tr>
<tr>
<td>12. Refund policy compliance</td>
<td>Reviewed and documented</td>
</tr>
<tr>
<td>13. Costs and charges compliance</td>
<td>Reviewed and documented</td>
</tr>
</tbody>
</table>
**Recommendation**

VTRC has been operating successfully for since 1996 and authorized by the Commission since January since 1997. Low enrollment in 2020 is a concern for ACPE staff, however, the increase in enrollment in 2021 with the newly authorized programs is trending positive. Therefore, the staff recommends renewal of authorization for two years, through July 31, 2023. Additional programs will require a program amendment application.
REVISIONS TO THE INSTITUTIONAL AUTHORIZATION PROCESS AND FEES
INSTITUTIONAL AUTHORIZATION LAW

• Alaska Statute 14.48 sets out authorities and responsibilities

• Alaska Administrative Code 20 AAC 17 is the regulation that implements the statute

• Regulation must comply to the Statute
INSTITUTIONAL AUTHORIZATION HISTORY

• 20 years since last comprehensive review
• 22 years since last fee increase
• Lacking in modern standards
• Process is overly complex and regulation is hard to understand
• Regulations project began in early 2018 with survey and feedback sessions
PROPOSED CHANGES

- Authorization processes streamlined
- Fees aligned with services
- Annual financial and student outcomes reporting
- Annual student data reporting published in
  - Alaska Career Information System
  - Higher Education Almanac
ANNUAL REPORTING/RENEWAL

Annual - Simplified Reauthorization Process

• Financial Health
• Appropriate Surety Bonding / Insurance
• Student Outcomes
• Certification of no changes to programs, leadership, location
FEES

• No general funds are provided for institutional oversite, although mandated in statute
• 14.48.090 directs the commission to establish fees
• Fees were last modified in 1998
  • To keep up with inflation, fees would need to increase 62%.
  • Fees charged to institutions cover less than 1/4 of cost of services required by statute.
NEW PROPOSAL – FEES

• Overall increases to IA fees while considering the impacts on schools
• Annual fees align with the proposed annual reporting structure
• Removes fee exemption for 501(c)(3) with less than 30 students
• Exemption from authorization
  • Institutions needing certifications for accreditors. (Mostly out of state institutions) $250.00 biennial renewal.
  • Others $250.00 upon request with five-year renewal. (Mostly in state institutions).
# FEE COMPARISON

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Current Fee</th>
<th>Proposed Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Authorization or Change in Ownership</td>
<td>$2500</td>
<td>$2750 (for 3 programs, + 750 for each additional program, includes site visit) $5000 Maximum</td>
</tr>
<tr>
<td>Renewal of Authorization or Annual Reporting</td>
<td>$500 Minimum</td>
<td>$400 Minimum</td>
</tr>
<tr>
<td></td>
<td>$2500 Maximum $5000 Maximum</td>
<td>$1000 Maximum</td>
</tr>
<tr>
<td></td>
<td>(3% of tuition revenue)</td>
<td>(1.2% of annual tuition revenue)</td>
</tr>
<tr>
<td></td>
<td>1 to 5 years</td>
<td>Paid Annually</td>
</tr>
<tr>
<td>Change in Location</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Change in Mission</td>
<td>$100</td>
<td>$750</td>
</tr>
<tr>
<td>New Program</td>
<td>$100</td>
<td>$750 per program</td>
</tr>
<tr>
<td>Program Amendment</td>
<td>$100</td>
<td>$750 per program</td>
</tr>
<tr>
<td>Administrative Determination</td>
<td>--</td>
<td>$200</td>
</tr>
<tr>
<td>Late Fee</td>
<td>$250</td>
<td>$500</td>
</tr>
<tr>
<td>Site Visit</td>
<td>$500</td>
<td>$750</td>
</tr>
</tbody>
</table>
# OTHER STATES COMPARISON

<table>
<thead>
<tr>
<th>State</th>
<th>Initial Fee</th>
<th>Revenue Fee</th>
</tr>
</thead>
</table>
| Arizona     | $800        | Revenue Fee  
1. Less Than $50,000                              $600  
2. $50,000 to $249,999                          $750  
3. $250,000 to $499,999                        $1,000  
4. $500,000 to $999,999                        $1,300  
5. $1,000,000 to $2,499,999                 $1,650  
6. $2,500,000 to $6,999,999                 $2,000  
7. $7,000,000 and over                          $2,300 |
| Colorado    | $5,000 per School  
$2,500 for Additional Campus  
$2,500 Annually |
| Hawaii      | For institutions with enrollment of:  
100 or less  
100+ | For institutions with enrollment of:  
100 or less  
100+ |
| New Mexico  | $1,000 plus fees  
Based on annual gross tuition revenue:  
• $1,000,000+                                         $5,000  
• $500,000/$999,999                                       $3,000  
• $250,000/$499,999                                       $2,000  
• $50,000/$249,999                                          $1,000  
• Less than $50,000                                         $500 |
| Utah        | Accredited institutions = $1,500  
Unaccredited degree and non-degree granting institutions = $500  
One percent (1%) of the gross tuition income of the registered program(s) during the previous year, but not less than $500 or more than $2,500. |
# RENEWAL COST COMPARISON

<table>
<thead>
<tr>
<th>Tuition Revenue</th>
<th>Renewal Fee</th>
<th>Annual Cost</th>
<th>Tuition Revenue</th>
<th>Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000</td>
<td>$ 600</td>
<td>$200</td>
<td>$20,000</td>
<td>$ 300</td>
</tr>
<tr>
<td>$50,000</td>
<td>$1500</td>
<td>$500</td>
<td>$50,000</td>
<td>$ 600</td>
</tr>
<tr>
<td>$75,000</td>
<td>$2250</td>
<td>$750</td>
<td>$75,000</td>
<td>$ 900</td>
</tr>
<tr>
<td>$83,333 + *</td>
<td>$2500</td>
<td>$833</td>
<td>$83,333 + *</td>
<td>$1000</td>
</tr>
</tbody>
</table>

*The majority of schools fall into this category.*

The Commission may grant renewal period for up to 5 years. Typical period is between 1 to 3 years.
<table>
<thead>
<tr>
<th>Service Description</th>
<th>Current Fee Total</th>
<th>Proposed Fee Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal of Authorization(12)</td>
<td>$23,429</td>
<td>$25,031*</td>
</tr>
<tr>
<td>Initial Application for Exemption of Authorization (19)</td>
<td>$1,900</td>
<td>$4,750</td>
</tr>
<tr>
<td>Renewal Application for Exemption of Authorization(36)</td>
<td>$0</td>
<td>$9,000</td>
</tr>
<tr>
<td>Amendments(Program, Location)(20)</td>
<td>$2,000</td>
<td>$14,500</td>
</tr>
<tr>
<td>Revenue</td>
<td>$27,329</td>
<td>$53,281</td>
</tr>
</tbody>
</table>

*All 29 authorized institutions would submit for annual reporting

Commission Meetings: October 2020, January 2021, April 2021, & July 2021
STUDENT OUTCOME DATA

• Collected annually
• Student data from your institution published in online platform Alaska Career Information System and in the Higher Education Almanac
• Already required in renewal of authorization process will be simplified and collected annually
• Free resource available to Alaska students and general public
• Influence student decision on where to invest their education $.
NEW ANNUAL REPORT

Simplified financial reporting requirements
Institution may provide one of the following to the commission:

1) internally prepared financial statements; or
2) financial statements audited by an independent licensed certified public accountant; or,
3) a compilation report with full disclosure

Online reporting of completion and placement of vocational students
Similar to the process used for institutions that publish in annual Almanac
Include specific data on student contact information, place of employment, position, and date employed
OTHER REGULATIONS REVISIONS

- Improve clarity
- Modernize outdated standards
- Simplify application process
- Annual reporting ensures oversight between renewal periods
NEXT STEPS

• Commission moves to open public comment period
• Second meeting in August for ISEC, institutions, and the public to comment. After receiving feedback on the proposed changes, staff will finalize the recommendations
• Adoption or modifications by Commission in October
• Once adopted, forms will be revised and a website specific to IA will be created.
IA REGULATION REVIEW

Questions?
MEMORANDUM

TO: Alaska Commission on Postsecondary Education Members
THROUGH: Sana Efird, Executive Director
FROM: Tyler Eggen, Institutional Authorization Program Coordinator
DATE: June 29, 2021
RE: Regulations Change to Institutional Authorization Fees and Processes

Issue

In 2018, ACPE began identifying areas of focus for improvement regarding institutional authorization processes and fees after receiving results from a survey from eleven of the authorized institutions. In that survey, several areas were highlighted needing improvements including the requirements for renewal of authorization, amendment of authorization, fees, financial soundness, surety bonds, and many others. However, this project was stalled when regulation drafting resources were unavailable.

Institutional Authorization Background

Alaska Statute 14.48 establishes the state’s institutional authorization program. It requires entities offering any education credentials or postsecondary education beyond high school to meet minimum academic, administrative, and financial standards, as well as other conditions. The primary purpose of institutional authorization is education consumer protection, to protect postsecondary students from false or misleading practices, and to ensure institutions and entities offering postsecondary education in Alaska have the ability to deliver the advertised education or training. Alaska Administrative Code 20 AAC 17 implements these statues by setting out the documentation required to demonstrate meeting these statutory requirements.
Learning Community Grant

ACPE applied for and was awarded a $15,000 State Authorization Learning Community grant from the State Higher Education Executive Officers Association (SHEEO), together with eleven other states. Over the last year, ACPE received professional development, technical assistance, and peer learning opportunities that supported and informed state authorization improvement efforts in Alaska.

The focus of this project was on institutional authorization regulation changes, which were well developed from prior years’ work. The project team revisited and revised those draft regulations, with the goal for adoption by the commission in early 2021. Another area of focus was the development of standardized outcome metrics. This area of technical assistance was the most valuable from the learning community, as several state teams were also implementing outcome measures. The goal is to develop standardized metrics regarding education program quality, then collect and publish the data on the commission’s existing Alaska Career Information System (AKCIS).

Proposed Changes to Alaska Administrative Code

Attached is the proposed regulation change.

Summary of Process to Adoption

This proposal, when adopted, will streamline authorization processes, align fees with services, and provide greater oversight of institutional financial health, student consumer protections, and monitoring of changes. Notice of the proposed changes to the Alaska Administrative Code will be published on the Commission’s website and comply with notification requirements seeking public comment. At the October 2021 Commission meeting, staff will provide a final draft for adoption, along with a list of any public comments received and any staff recommended changes, as a result of that comment.

Staff Recommended Action

Staff recommends approval to open the public comment period for changes to Alaska Administrative Code, Title 20, Chapter 17.
Steps in the Regulation Adoption Process

1. Planning and decision making
2. Agency develops a draft regulation, public notice, additional regulation notice information, and fiscal note
3. Consultation with agency attorney
4. Department of Law opens file
5. Agency publishes and distributes public notice, additional regulation notice information, and regulation; posts public notice on Alaska Online Public Notice System
6. Public comment period; oral hearing (if any)
7. Agency adopts regulation
8. Submit final regulation package to Department of Law for review and approval; submit to the governor's office for review
9. Agency attorney reviews regulation
10. Regulations attorney reviews and either approves or disapproves regulation
11. Unless returned by the governor, Lt. governor's office files approved regulation; effective in 30 days
12. Agency posts summary on Alaska Online Public Notice System

Regulation published in Alaska Administrative Code
FEE SCHEDULE

Initial Authorization:
$2,750 for up to three programs plus $750 for each additional program. Maximum $5,000
$500 Late fee

Renewal of Authorization:
No additional fee beyond annual reporting fee.
$500 Late fee

Annual Reporting:
1.2% of the total annual tuition and fee receipts from the most recent annual reporting
period. Minimum $400/Maximum $1000
$500 Late reporting fee

Change in Ownership:
$2,750

Status Changes:
$750 Program amendment
$750 Mission change or change in status requiring Commission action
$750 Addition of a new program
$500 Change in location
$200 Administrative determination

Certification of Exemption:
$250 20 AAC 17.015 (a) (8) {revised regs: 11}
   Initial and biennial certifications required. Primarily apply to out of state schools.
$250 20 AAC 17.015 (a)(1), (2), (3), (4), (5), (6), (7) {revised regs: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10}
   Initial and Renewal Certification provided upon request with five-year renewal period. Renewal required when conditions change.

Additional Site Inspection:
$750.00

Agent Fees:
$500 Initial Permit
$250 Renewal Permit
Public Records Request:
Copies of public record as determined by the Department of Law

Adopted by Commission on __________, 2021 in accordance with 14.48.090.

Signed: ______________________
Joshua Bicchinella, Chair
Sectional Analysis for Alaska Administrative Code Chapter 17

ARTICLE 1. AUTHORIZATION TO OPERATE AND AGENT’S PERMITS

20 AAC 17.015 Exemptions

- Reorganizes section.
- Adds new exemption for paid on-the-job training or apprenticeship programs.
- Adds new exemption for programs that are operated by another state agency or political subdivision of the state.
- References 20 AAC 17.055(a) for fees.
- Changes timeframe and fee for exemption renewals –
  - Current: Biennial renewal with a $100 fee.
    - Out of state distance education (not member of NC-Sara) still have a biennial renewal. All other exemption categories: have a five-year renewal period, or sooner if conditions change.
- References criminal penalties under AS 14.48.190 and AS 14.48.200 for providing the false information to the commission in order to appear to qualify for exemption from authorization.

20 AAC 17.020 Application for authorization to operate

- Reorganizes section.
- Clarifies if an institution does not qualify for exemption, an authorization to operate in the state is required.
- References 20 AAC 17.055(a) for fees.
- Outlines the application process, timeline, and conditions resulting in a late fee.
- Removes the procedural type details relating to action the commission may take when reviewing an application for authorization. Instead, regulation now states the commission may approve, approve with conditions, deny, or grant a continuation of an application.
- Changes initial authorization period from “up to two years” to 18 months.
- Adds statement that academic soundness evaluation by a third party may be required. If required, the applicant will pay the third party review fee.
20 AAC 17.025. Renewal of authorization to operate

- Outlines the application process, timeline, and conditions resulting in a late fee.
- Indicates authorization approval period for up to five years.

20 AAC 17.030 Application for agent’s permit

- Reorganizes section.
- Clarifies independent recruiters must apply to the commission for an agent’s permit.
- References 20 AAC 17.055(a) for fees.
- Outlines the application process and deadline for submitting applications.

20 AAC 17.040 Status changes

- References 20 AAC 17.055(a) for fees.
- Removes requirement to notify the commission of change in senior management. Expands status change to include change in physical location or tuition and fees. Most status change Notices are now required 90 days in advance or as soon as plans for the change are known.
- Changes notification requirement from 30 to 90 days for change of ownership.
- Adds a requirement for institutions to provide communications with accrediting agencies or oversight bodies that document changes that depart from recent authorization application.
- Adds a requirement for institution to notify commission prior to change in curriculum or instructional delivery method.
- Add that authorization is restricted to courses or study indicated in authorization. Changes require a program amendment application and commission approval.

20 AAC 17.045 Bonding requirements

- Removes option for Cash Deposit.
- Changes bonding requirement to be based on revenues, in the most recent calendar, or fiscal, 12 month period rather than program period, term, or semester from the previous academic year.
- Removes Pay-As-You-Go-School bonding amounts. Example: flight school
- Relocates subsections H, I, and J (financial soundness) to new section: 20 AAC 17.102 Financial soundness.

20 AAC 17.055 Fees

- Changes fee structure to a fee schedule reviewed and adopted by the Commission annually instead of fees set out in regulation.
- Removes fee waiver for institutions that are tax-exempt under U.S.C 501(c) (3) and have an annual enrollment of less than 30 students.
20 AAC 17.060 General operating standards

- Adds requirement for institutions to document a student meets generally accepted pre-requisites for licensing and employment standards for their field of study, prior to enrolment.
- Relocates (b) An authorization to operate an institution is restricted to the fields or courses specifically indicated in the application for authorization. The holder of an authorization shall present a program amendment application for approval of additional fields or courses in which it seeks to offer instruction. An institution may offer courses of study only at locations for which it has been approved - to 20 AAC 17.040 Status Changes.
- Relocates I, J, K, and L (financial soundness, unaudited financial statement criteria, definitions) to a new section: 20 AAC 17.102 Financial Soundness.

20 AAC 17.062 Student outcomes

- Changes section title to annual reporting standards.
- Reorganizes section.
- Establishes annual reporting of student performance indicators, financial soundness, surety, and life-safety requirements for schools not reporting to Integrated Postsecondary Education Data System (IPEDS).
- Revises reporting categories for career technical or vocational institutions. Data similar to what is reported in the Almanac.
- Adds that institutions with high withdrawal (+25%) or placement (-70%) rates shall provide a written explanation and plan for improvement.
- Adds statement that data collected may be made publicly available.

20 AAC 17.070 Advertisement and solicitation

- Adds requirement for all institutions to disclose the delivery method of courses offered and percent offered online.
- Prohibits an institution from advertising a program that prepares a student for employment unless the program meet application licensure requirements.

20 AAC 17.075 Catalog

- Adds that institutions must disclose the cost for any testing and licensure requirements.

20 AAC 17.090 Supervisors and instructors

- Adds that there must be a supervisor responsible for the operation of the online education learning management system, if applicable.
- Adds that instructors must be competent in the use of any online education learning management system.
20 AAC 17.095. Facilities and equipment

- Adds new requirement for institution must have adequate technology and infrastructure to support management, operations academic programs and support services. ACPE may request a demonstration.

20 AAC 17.102 Financial soundness (new section)

- New location for some information from 20 AAC 17.045 (bonding requirements) and 20 AAC 17.060 (general operating standards) to add clarity and streamline processes.
  - Defines financial soundness
  - Lists requirements for institutions that do not meet criteria for financial soundness
  - Lists conditions for which ACPE will accept unaudited financial statements
  - Lists documents that must be included with financial statements
- Adds that an applicant for initial authorization, who has not yet begun operations, may submit a business plan with market analysis, a budget, and documentation of working capital sufficient for a minimum of one year of operation, as supported by budget projections, as evidence of financial soundness.
- Lists documentation requirements for annual financial reporting.

20 AAC 17.110 Records

- Creates data subcategories to organize the section: demographics, academic records, attendance records, financial records, and other records.
- Adds requirement for institutions, upon closure, to provide ACPE with student transcripts in an electronic form.

20 AAC 17.115. Tuition and refund policy

- Increases non-refundable application fee from $75.00 to $100.00.

ARTICLE 2. AUTHORIZATION TO OPERATE AS A UNIVERSITY, COLLEGE, JUNIOR COLLEGE, COMMUNITY COLLEGE, OR CAREER COLLEGE

Explanation of changes: Regulations in Article 2 require institutions to comply with national accreditor requirements that may not mirror those of their accrediting body. This can make it difficult for the institution to comply with our requirements and those of their accreditor. Changes in this section require accredited institutions to comply with their specific accreditor standards in order to be authorized to operate.

20 AAC 17.205. Use of the terms university or college

- Updates regulatory reference.
20 AAC 17.210 General guidance for degree program criteria

- Removes references to specific accrediting organizations.
- Adds that guidelines regarding degrees may also be from the accrediting body of the institution.

20 AAC 17.225 Requirements for degrees and degree programs

- Adds a degree program shall adhere to the standards of the accreditor.
- Removes content relating to standards of degree programs and when institutions may award an undergraduate degree. Institution to comply with our requirements and those of the accrediting body.
- Adds that online or distance delivered programs must meet the requirements of campus-based programs.

20 AAC 17.230 Financial and record keeping standard

- Removes reference to complying with Northwest Commission on Colleges and Universities (NWCCU) and adds that institutions must be compliant with accreditor requirements.
- Amends guidance document to reference the most current version.

20 AAC 17.235 Learning resource program

- Amends information to require that an institution comply with accreditor’s standards. Removes all other standards and information relating to cooperative agreements.

20 AAC 17.245 Faculty standards

- Amends information to require that an institution comply with accreditor’s standards. Removes all other standards.

20 AAC 17.255 Reporting (new section)

- Adds a requirement for institutions to report determinations, decisions, or actions of the accrediting body, affecting the institution, to the commission within 30 days.

ARTICLE 3. GENERAL PROVISIONS

20 AC 17.900 Definitions

- Alphabetizes definitions.
- Adds definitions for Integrated Postsecondary Education Data System (IPEDS).

20 AAC 17.910 Access to institutional authorization files

- Removes fees for photocopying will be in accordance with the annually approved commission fee schedule. Remove reference to charge of $.20 per page.
20 AAC 17.015 is repealed and readopted to read:

**20 AAC 17.015. Exemptions.** (a) Except as provided in (e) of this section, the commission staff will exempt from the authorization provisions of AS 14.48 and this chapter the following educational programs, and institutions providing only the following educational programs:

(1) a program sponsored by and conducted solely for the members of a bona fide trade, business, professional, labor, or fraternal organization that is maintained in good faith for purposes other than operating an educational institution;

(2) a program that does not offer educational credentials;

(3) a program that is continuing professional education offered solely as preparation for tests leading to certification in specific disciplines, but not purporting to provide occupational competencies;

(4) a program or institution that is operated by another state agency or political subdivision of the state;

(5) a program that is regulated by another agency or political subdivision of the state that sets and enforces standards equivalent to AS 14.48.060;

(6) a short course of study that is not more than 15 days or 120 hours in duration, including all required class, laboratory, externship, and independent study hours;

(7) a program that is provided without charging tuition or fees, except for the actual cost of materials and supplies needed to successfully meet the learning objectives of the program;
(8) a program that does not result in the awarding of a degree, and that is sponsored by and conducted solely for the membership of a bona fide religious organization;

(9) a flight-training course that maintains current certification under 14 C.F.R. Part 141 or Part 142;

(10) an apprenticeship or other on-the-job training program through which the trainee is a paid employee and does not pay tuition, and which is offered by an entity that is not a postsecondary educational institution under AS 14.48.210(9);

(11) an online or distance delivered program that does not have a physical presence within the state.

(b) An institution that qualifies for exemption from authorization under (a) 1-10- of this section and that requires a certificate of exemption shall submit an application provided by the commission and pay the fee described in 20 AAC 17.055(a)(5). The requested certification shall expire five years from the exemption certification date or when programs change from that which was described in the application for exemption. An application that qualifies for exemption from authorization under (a)(11) of this section shall submit an application provided by the commission and pay the fee described in 20 AAC 17.055(a). Institutions that qualify under (a)(11) must reapply biennially and certify that the educational programs and institution continue to meet requirements for exempt status under this section.

(c) Repealed 12/29/2010.

(d) For the purposes of (a) of this section,

(1) a fraternal organization is a civic, service, or charitable organization in the state, not for pecuniary profit, that is a branch, lodge, or chapter of a national or state
organization and exists for the common business, fellowship, or other interest of its members; the term does not include a college or high school fraternity;

(2) a labor organization is one, not for pecuniary profit, that is constituted to bargain collectively or deal with employers, including the state and its political subdivisions, concerning grievances, terms or conditions of employment or other mutual aid or protection in connection with employees;

(3) a trade, business, or professional organization is one, not for pecuniary profit, that is composed of persons all of whom are or were actively engaged in the same trade, business, or profession;

(4) a religious organization is one that is tax exempt under 26 U.S.C. 501(c)(3) as a religious organization and that offers and provides postsecondary education solely in the form of religious training to persons who hold or seek to learn the particular religious faith or beliefs of that religious organization;

(5) a short course of study is one that

(A) results in its own certificate or credential and is not part of a sequence of classes for which the institution of enrollment awards any program credential or certificate;

(B) does not include a requirement that students register for or make a financial commitment to a longer program in addition to the individual class;

(C) has documented vocational or academic transfer value as a stand-alone unit; and
(D) is not advertised or described as leading to any professional credential or certification for which the certifying entity publishes a curriculum that exceeds 120 hours;

(e) An institution exempted under this section from some of the requirements of AS 14.48 and this chapter is not exempted from the requirements of AS 14.48.060(b), 14.48.130, 14.48.150, 14.48.170, and 14.48.180 – 14.48.210 and the regulations in this chapter that implement, interpret, or make specific those sections. An institution exempted from authorization requirements under (a)(1) or (8) of this section must include a conspicuous statement on marketing, admissions, enrollment materials, and certificates or diplomas setting out verbatim (a)(1) or (8) of this section, whichever is applicable, and informing that the institution is exempt from authorization requirements under as 14.48 and this chapter. An institution exempt from authorization requirements under (a)(11) of this section must include a conspicuous statement on the institution’s marketing in the state, indicating that the program is exempt from authorization under as 14.48 and this chapter, because the program is online or distance delivered and the institution does not have a physical presence in the state.

(f) An institution exempted from authorization provisions of AS 14.48 and this chapter must retain the document required under AS 14.48.165(b) for a period of at least one year after the student's last date of attendance.

(g) Upon written application to the commission documenting that the applicant qualifies under this subsection, the commission staff shall exempt from 20 AAC 17.205 - 20 AAC 17.250 an institution that

(1) is regionally or nationally accredited; and
(2) is a branch campus of an out-of-state institution that is authorized to operate in its home state.

(h) The commission may request documentation of an institution’s qualification for exemption from authorization under this chapter at any time. A person who, with intent to defraud, falsely makes, completes, or alters a written instrument may be subject to criminal penalty. (Eff. 12/30/77, Register 64; am 8/20/86, Register 99; am 1/30/87, Register 101; am 9/15/88, Register 107; am 3/25/90, Register 113; am 5/4/90, Register 114; am 10/11/95, Register 136; am 4/24/98, Register 146; am 4/20/2000, Register 154; am 4/27/2001, Register 158; am 3/1/2002, Register 161; am 12/31/2005, Register 176; am 10/18/2007, Register 184; am 12/29/2010, Register 196; am 10/3/2011, Register 200; am 2/21/2014, Register 209; am 2/22/2015, Register 213; am __/__/____, Register _____)

**Authority:**


20 AAC 17.020 is repealed and readopted to read:

**20 AAC 17.020. Application for authorization to operate.**

(a) Repealed 10/11/95.

(b) A person or entity that wishes to operate a postsecondary institution in the state, that does not meet the exemption criteria set out in 20 AAC 17.015(a), must apply to the commission for authorization, using an application provided by the commission.

(c) The complete application, including the fee required by 20 AAC 17.055(a), evidence of bonding or other security required by 20 AAC 17.045 and all required forms and documents, must be received by the commission at least 90 days prior to the next scheduled commission meeting.
(d) Upon receipt of the required application, materials and fees, commission staff shall review submittal for compliance with AS 14.48 and this chapter. Commission staff shall notify the applicant of any deficiencies and will establish a deadline for receipt of any additional materials.

(e) A late fee, in accordance with 20 AAC 17.055(a), will be assessed if an institution fails to provide the information necessary to complete an application by the deadline set by commission staff. An incomplete application may be deferred to the next regularly scheduled commission meeting.

(f) Commission staff will establish a date for on-site evaluation during the application period.

(g) The commission may approve, approve with conditions, deny, or grant a continuation period to provide additional supporting documentation for an incomplete application. The initial authorization period shall not exceed eighteen months.

(h) Commission review of the content of education programs and curricula of a religious nature will not involve the merits of the religious teachings.

(i) In order to determine academic soundness, the commission may engage a third-party expert or experts in the field(s) the applicant is applying to instruct. The cost of the expert review is borne by the applicant and must be paid before the commission considers the application. (Eff. 12/30/77, Register 64; am 8/20/86, Register 99; am 3/16/91, Register 117; am 10/11/95, Register 136; am 8/26/98, Register 147; am 4/20/2000, Register 154; am 12/31/2005, Register 176; am 12/29/2010, Register 196; am __/__/____, Register _____)

**Authority:** AS 14.48.050 AS 14.48.070 AS 14.48.090
20 AAC 17.025 repealed and readopted to read:

**20 AAC 17.025. Renewal of authorization to operate.** (a) A request for renewal of an authorization to operate, including a completed application, accompanying documents, and the fee under 20 AAC 17.055(a), must be submitted, on forms provided by the commission, at least 90 days before the date on which the institution's current authorization is scheduled to expire. A late fee will be assessed, in accordance with 20 AAC 17.055(a), if an institution fails to provide the information by the deadline.

(b) An institution must have enrolled students during its current authorization period or document pending enrollments for the upcoming period in order to be considered for renewal of an authorization to operate.

(c) The commission staff will review the application for completeness. Upon review, if the application is not complete; commission staff shall inform the applicant of any deficiencies and a will establish a deadline for receipt of any additional materials.

(d) A late fee, in accordance with 20 AAC 17.055(a), will be assessed if an institution fails to provide the information necessary to complete an application by the deadline set by commission staff.

(e) An incomplete application may be deferred to the next regularly scheduled commission meeting. During this period, institutions may not operate other than under an approved teach-out plan until the renewal is authorized by the commission.

(f) Commission staff will establish a date for on-site evaluation during the authorization period.

(g) The commission may approve, approve with conditions, deny, or grant a continuation period to provide additional supporting documentation for an incomplete application.
of authorization may be for a period of up to five years. (Eff. 12/30/77, Register 64; am 8/20/86, Register 99; am 4/27/2001, Register 158; am 3/1/2002, Register 161; am 12/31/2005, Register 176; am 12/29/2010, Register 196; am __/__/____, Register _____)

**Authority:**  AS 14.42.030  AS 14.48.050  AS 14.48.070

AS 14.48.090

20 AAC 17.030(a) is repealed and readopted to read:

(a) A person or entity desiring to function as a postsecondary education agent or independent recruiter shall apply to the commission for an agent’s permit. The complete application as required under AS 14.48.080(a), including the fee required by 20 AAC 17.055(a), evidence of bonding or other security required under 20 AAC 17.045, and all forms and documents required by the application instructions, must be received by the commission at least 90 days prior to the next scheduled commission meeting.

20 AAC 17.030(b) is amended to read:

(b) Upon receipt of the completed application, accompanying documents, appropriate fees, and evidence of bonding, the **commission staff shall place the application on the commission’s agenda for review and action** [COMMISSION WILL REVIEW THE MATERIALS AND GRANT OR DENY AN AGENT'S PERMIT TO THE APPLICANT]. The commission will notify the applicant in writing of its decision.

(Eff. 12/30/77, Register 64; am 10/11/95, Register 136; am 8/26/98, Register 147; am 12/29/2010, Register 196; am __/__/____, Register _____)

**Authority:**  AS 14.48.050  AS 14.48.080
20 AAC 17.040 is amended to read:

20 AAC 17.040. Status changes. (a) In the event of a change in [SENIOR MANAGEMENT OF AN INSTITUTION,] the mission, educational program, [OR] program delivery methods of an institution, or a change of physical location [ADDRESS] of the school or any of its facilities, or a change in tuition and fees charged, the institution and its agents shall notify the commission in writing [ON FORMS PROVIDED BY THE COMMISSION] of the change at least [ONE CALENDAR QUARTER] 90 days before the effective date of the change or as soon as plans for change are known. Institutions shall provide copies of communication from accrediting agencies or oversight bodies that document changes in status that depart from the information provided with the most recent authorization application.

(b) A change described in (a) of this section, or any departure from program information specified in the institution’s most recent authorization application must be approved by the commission before implementation, with the exception of a change in curriculum or instructional delivery method that is solely to conform with updates to [PREVIOUSLY APPROVED] instructional technologies or materials. In such a case, the institution shall notify the commission prior to the change.

(c) An institution with an authorization to operate shall notify the commission upon entering into contracts or negotiations related to sale of the institution. At least 30 days before the effective date of a change of ownership of an institution, the new owner shall submit an Application for Initial Authorization and application fee [A NEW APPLICATION FOR AUTHORIZATION TO OPERATE]. The completed application must include, the required fee under 20 AAC 17.055(a) [20 AAC 17.055, EVIDENCE OF BONDING OR OTHER
SECURITY ISSUED IN THE NAME OF THE NEW OWNER, FINANCIAL STATEMENTS FOR THE NEW OWNER, THE DOCUMENTATION REQUIRED FOR A REQUEST FOR RENEWAL OF AUTHORIZATION], description of any changes to be made at the institution as a result of the change in ownership, the effective date of the change in ownership, and a statement of the assets and obligations that will be transferred. Upon determination that the application is complete, the commission staff shall place the application on the agenda for the next commission meeting. An institution that administers financial aid on behalf of the commission must have a change in ownership approved in order to be eligible to continue to administer that aid. Upon approval by the commission, the commission will issue to the institution an authorization to operate.

20 AAC 17.040(e) is repealed and readopted to read:

(e) An authorization to operate an institution is restricted to the fields or courses specifically indicated in the application for authorization. The holder of an authorization shall present a program amendment application for approval of additional fields or courses in which it seeks to offer instruction. An institution may offer courses of study only at locations for which it has been approved.

20 AAC 17.040 is amended by adding a new subsection to read

(f) For the purposes of this section, "ownership" means a controlling interest held by a person, including a partnership or corporation, in an educational institution. (Eff. 12/30/77, Register 64; am 3/15/85, Register 93; am 6/27/87, Register 102; am 10/11/95, Register 136; am 3/13/96, Register 137; am 8/26/98, Register 147; am 4/20/2000, Register 154; am
20 AAC 17.045(a) is amended to read:

(a) Except as provided in (e) of this section, a postsecondary educational institution and an agent shall post a surety bond, [A CASH DEPOSIT,] or commission-approved negotiable securities as required by AS 14.48.100 and in an amount determined under this section. The surety bond [, CASH DEPOSIT,] or negotiable securities must be executed solely in favor of and filed with the commission. The commission may increase or decrease the bonding requirement to conform to the level set in (b) or (h) of this section based on updated financial or other information [RECEIVED DURING A RENEWAL PERIOD].

20 AAC 17.045(b) is amended to read

(b) Except as provided in 20 AAC 17.102 [H OF THIS SECTION], the amount of the required surety bond, [CASH DEPOSIT,] or commission-approved negotiable securities is based, for an existing institution, upon the highest amount of revenue received by the institution for all students enrolled in all programs during an academic or a vocational program period, in the most recent calendar, or fiscal, 12 month period [TERM, OR SEMESTER IN THE PREVIOUS ACADEMIC YEAR]; or for new institutions or institutions that have added or deleted programs, the highest amount of revenue the commission staff projects will be earned by the institution for all students enrolled in all programs during an academic or a vocational
program period, [TERM, OR SEMESTER] in the upcoming academic year. The amount of the bond is determined as follows:

**POSTSECONDARY EDUCATIONAL INSTITUTIONS**

<table>
<thead>
<tr>
<th>Institution Revenue</th>
<th>[BOND AMOUNT (PAY-AS-YOU-GO SCHOOL)]</th>
<th>Bond Amount (Other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to $25,000</td>
<td>[$3,750]</td>
<td>$5,000</td>
</tr>
<tr>
<td>$25,001 - $50,000</td>
<td>[$7,500]</td>
<td>$10,000</td>
</tr>
<tr>
<td>$50,001 - $100,000</td>
<td>[$15,000]</td>
<td>$20,000</td>
</tr>
<tr>
<td>$100,001 - $150,000</td>
<td>[$22,500]</td>
<td>$30,000</td>
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<tr>
<td>$150,001 - $200,000</td>
<td>[$30,000]</td>
<td>$40,000</td>
</tr>
<tr>
<td>$200,001 - $250,000</td>
<td>[$37,500]</td>
<td>$50,000</td>
</tr>
<tr>
<td>$250,001 - $300,000</td>
<td>[$45,000]</td>
<td>$60,000</td>
</tr>
<tr>
<td>$300,001 - $400,000</td>
<td>[$60,000]</td>
<td>$80,000</td>
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<tr>
<td>$400,001 - $500,000</td>
<td>[$75,000]</td>
<td>$100,000</td>
</tr>
<tr>
<td>$500,001 - $750,000</td>
<td>[$112,500]</td>
<td>$150,000</td>
</tr>
<tr>
<td>$750,001 - $1,000,000</td>
<td>[$150,000]</td>
<td>$200,000</td>
</tr>
<tr>
<td>$1,000,001 and above</td>
<td>[$200,000]</td>
<td>$250,000</td>
</tr>
</tbody>
</table>

20 AAC 17.045(h) is repealed:

(h) Repealed ____/____/____.

20 AAC 17.045(i) is repealed:

(i) Repealed ____/____/____.

20 AAC 17.045(j) is repealed:

(j) Repealed ____/____/____. Eff. 3/6/86, Register 97; am 5/8/88, Register 106; am 9/15/88, Register 107; am 12/8/88, Register 108; am 5/4/90, Register 114; am 8/18/91, Register 117; am 4/24/98, Register 146; am 8/26/98, Register 147; am 4/20/2000, Register 154; am
Authority: AS 14.48.050 AS 14.48.100

20 AAC 17.055(a) is amended to read:

(a) An institution or agent shall pay fees required under 20 AAC 17.015-17.040 by check or other approved electronic method in accordance with the fee schedule reviewed and adopted annually by the commission [THE FOLLOWING FEES;

(1) APPLICATION FEE FOR NEW AUTHORIZATION, $2500;

(2) FEE FOR RENEWAL OF AUTHORIZATION, THREE PERCENT OF AVERAGE OF THE TOTAL ANNUAL TUITION AND FEE RECEIPTS IN THE MOST RECENT AUTHORIZATION PERIOD, IN AN AMOUNT OF AT LEAST $500, BUT NO MORE THAN $2500;

(3) APPLICATION FEE FOR APPROVAL REQUIRED UNDER 20 AAC 17.040(b), $100;

(4) FEE FOR A CHANGE OF SITE OR AN ADDITIONAL SITE INSPECTION, $500; AND

(5) APPLICATION FEE UNDER 20 AAC 17.015(h), $100].

20 AAC 17.055(b) is repealed:

(b) Repealed ___/___/____.
20 AAC 17.055(c) is repealed:

    (c) Repealed ___/___/_____. (Eff. 12/30/77, Register 64; am 8/20/86, Register 99; am
4/24/98, Register 146; am 12/31/2005, Register 176; am 2/24/2011, Register 197; am
__/__/____, Register ____)

**Authority:** AS 14.48.030   AS 14.48.050   AS 14.48.090

AS 14.48.100

20 AAC 17.060(b) is repealed:

    (b) Repealed ___/___/_____.

20 AAC 17.060(e) is amended to read:

    (e) An institution shall establish and maintain minimum admission standards to determine
that a prospective student is qualified to study in a course or program with a reasonable
likelihood of success. If the field for which the student is to train requires the individual to meet
specific requirements for occupational licensing under AS 08 or for employment, an institution
shall assess the prospective student’s ability to obtain qualifications in those areas. **If the
generally accepted employment standards of the field of study or AS 08 do not allow
individuals to practice or obtain employment based on particular qualifications, such as
criminal background and health history, an institution shall require documentation of the
prospective student’s qualifications in these areas prior to enrollment.** An institution must
demonstrate to the commission that its admission requirements establish a standard of
competency, knowledge, and aptitude allowing a prospective student to complete the program of
study and obtain employment in the field for which the training is preparatory. An institution
providing instruction in an occupation for which licensure under AS 08 is required must
document that the instruction offered by the institution meets the requirements of AS 08
applicable to that occupation, or must clearly indicate that the instruction is avocational.

20 AAC 17.060(i) is repealed:

(i) Repealed ___/___/____.

20 AAC 17.060(j) is repealed:

(j) Repealed ___/___/____.

20 AAC 17.060(k) is repealed:

(k) Repealed ___/___/____.

20 AAC 17.060(l) is repealed:

(l) Repealed ___/___/____. (Eff. 12/30/77, Register 64; am 5/10/78, Register 66; am
3/15/85, Register 93; am 8/20/86, Register 99; am 1/30/87, Register 101; am 3/25/90, Register
113; am 5/4/90, Register 114; am 10/11/95, Register 136; am 6/13/97, Register 142; am 4/24/98,
Register 146; am 4/20/2000, Register 154; am 4/27/2001, Register 158; am 12/29/2010, Register
196; am 6/24/2012, Register 202; am 2/21/2014, Register 209; am ___/___/____, Register _____)


20 AAC 17.062 is repealed and readopted to read:
20 AAC 17.062. Annual reporting standards. (a) An authorized institution shall annually submit, with the fee described in 20 AAC 17.055(a), in a format provided by the commission, a report for each education program offered. The report shall include annual performance indicators in accordance with this section, documentation of financial soundness in accordance with 20 AAC 17.102, surety in compliance with 20 AAC 17.045, and documentation of life-safety requirements in conformance with 20 AAC 17.060. Institutions that report to the Integrated Postsecondary Education Data System (IPEDS) are not required to provide annual performance reports unless there has been a change from what was reported to IPEDS.

(b) A career, technical, or vocational institution authorized by the commission shall provide, on an annual basis and on a form provided by the commission, the following information by institution and program:

(1) Number of students enrolled;

(2) Demographic statistics such as race, gender, and age;

(3) Number of students who withdrew;

(4) Number of students who were unable to complete due to circumstances beyond their control, such as death or military mobilization;

(5) Number of students who completed;

(6) Type and number of credentials awarded such as degrees, certificates and other diplomas;

(7) Number of students who completed their program within 150% of the normal or expected time for completion;

(8) Number of graduates placed for employment, if placement service is offered by institution; and
(9) Number of graduates taking professional licensure exams, and pass rate for those graduates.

(c) Data shall include all students enrolled at the institution during a twelve (12) month period of the year prior to the reporting period.

(d) An institution that offers an employment placement service shall maintain in the student’s file written evidence of placement that includes date of employment, employer name, contact information, and graduate’s job title.

(e) An institution with average annual institutional or individual program withdrawal rates exceeding twenty-five percent (25%) or annual average institutional or individual program placement rates less than seventy percent (70%) shall provide a written explanation of the circumstances contributing to these rates and describe what actions the institution will take to lower the withdrawal rates or increase the placement rates.

(f) An institution shall request graduates to complete a commission-approved exit survey, developed by the institution, to assess satisfaction with the program and the institution. The institution shall maintain the completed exit surveys for review by the commission upon request.

(g) A career, technical, or vocational institution authorized by the commission shall maintain substantiating documentation for reports prepared under (b) of this section, and, upon request, provide the documentation to the commission.

(h) An institution shall provide reports prepared under this section to prospective students upon request.

(i) Commission staff will use the information collected under this section to calculate statistics. The Commission may make data collected under this section or results of Commission calculations publically available. (Eff. 6/13/97, Register 142; am 4/24/98, Register 146; am
20 AAC 17.070(d) is repealed and readopted to read:

(d) Institutions must clearly describe the delivery method of the courses offered: on-line, on-ground or a combination. If a combination, or blended delivery, the institution must include the maximum percentage of coursework that is delivered online, or clearly indicate which courses are delivered on-line.

20 AAC 17.070 is amended by adding a new subsection to read:

(n) An institution may not advertise that a program prepares a student for employment in a profession unless that program meets any applicable state licensure requirements for that profession. (Eff. 12/30/77, Register 64; am 3/25/90, Register 113; am 5/4/90, Register 114; am 10/11/95, Register 136; am 4/24/98, Register 146; am 3/1/2002, Register 161; am 12/29/2010, Register 196; am 10/3/2011, Register 200; am 2/21/2014, Register 209; am __/__/____, Register _____)


20 AAC 17.075(7) is amended to read:

(7) a schedule of tuition and fees, books, supplies, equipment, services, rentals, deposits, housing, and any other student costs, as appropriate, including costs for testing or licensure that are required for entry into the field or profession;
20 AAC 17.075(10) is amended to read:

(10) a description of the school's **facility or campus** [PHYSICAL PLANT];

(Eff. 3/15/85, Register 93; am 10/17/87, Register 104; am 5/4/90, Register 114; am 3/13/91, Register 117; am 4/20/2000, Register 154; am 12/31/2005, Register 176; am 12/29/2010, Register 196; am __/__/____, Register _____)

**Authority:** AS 14.48.050 AS 14.48.060

20 AAC 17.090 is amended to read:

**20 AAC 17.090. Supervisors and instructors.** (a) An institution must have a designated supervisor who is directly responsible for the content and method of instruction, the selection, supervision, and evaluation of instructors, the organization of classes, maintenance of facilities and equipment, the maintenance of proper scholastic records and, if applicable, the operation of the online education learning management system.

20 AAC 17.090 is amended by adding a new subsection to read:

(d) An institution that offers distance-delivered education shall ensure that all instructors that use the online education learning management system demonstrate competency in the use of that system. (Eff. 3/15/85, Register 93; am 5/4/90, Register 114; am 10/11/95, Register 136; am __/__/____, Register _____)

**Authority:** AS 14.48.050 AS 14.48.060

20 AAC 17.095 is amended by adding a new subsection to read:
(g) The institution must have appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered. Demonstrations of these systems may be requested, as the commission considers necessary. (Eff. 3/15/85, Register 93; am 3/1/2002, Register 161; am __/__/____, Register _____)

**Authority:**  

20 AAC 17 is amended by adding a new section to read:

**20 AAC 17.102. Financial Soundness.** (a) An institution shall provide evidence to the commission that the institution is financially sound and can reasonably fulfill its commitments to students and creditors. An institution applying for an authorization to operate, applying for renewal of authorization to operate, an authorization to operate under a change of ownership, or as the commission determines is needed, shall submit financial statements audited by an independent, licensed certified public accountant, and supporting documentation as requested by the commission, unless the institution qualifies to submit unaudited financial statements under (e) of this section. The commission may require additional documentation, as the commission considers necessary.

(b) If an applicant for initial authorization has not yet begun operations the commission may allow the applicant to submit alternative documents to those required in subsection (a). Alternative documents include a business plan with market analysis, a budget, and documentation of working capital sufficient for a minimum of one year of operation, as supported by budget projections and other documentation, as required by the commission, as evidence of financial soundness.
(c) For the purposes of this chapter, a postsecondary educational institution is financially sound if audited financial statements or financial statements submitted in accordance with section (e) indicate that the institution meets its debt obligations and obligations to students. A postsecondary education institution is not financially sound if

(1) its financial statements or the commission staff’s investigation shows

   (A) operating losses;

   (B) negative cash flows from operations;

   (C) adverse financial ratios; or

   (D) conditions or events similar to those described in (A)-(C) of this paragraph that raise substantial doubts the institution will be able to continue fulfill its commitments to students and creditors;

(2) its accrediting agency, if any, has found it not to be financially sound; or

(3) the United States Department of Education has

   (A) made a final determination that the institution is not financially sound;

   or

   (B) placed the institution on reimbursement status.

(d) A postsecondary educational institution that is not financially sound according to this section shall:

(1) Provide a surety bond, or commission-approved negotiable securities in the amount of the greater of

   (A) the highest amount of revenue received by the institution for all students enrolled, including all tuition and fee revenues, in all programs during an
academic or a vocational program period, in the most recent calendar, or fiscal, 12-month period, as applicable; or

(B) the highest amount of revenue for all students projected by the commission that the postsecondary educational institution would receive during an academic or vocational program period of the current year;

(2) Maintain a commission approved, detailed teach-out plan;

(3) Clearly and conspicuously disclose to all students and applicants that the institution has been deemed by the commission to be financially unsound, and provide information on how to contact the commission for more information; and

(4) Pay for an independent financial soundness review annually from a firm approved by the commission, until it is deemed financially sound; or the teach-out plan has been completed and the school has closed.

(e) The commission will accept unaudited financial statements from the institution to assess the institution’s financial soundness as follows

(1) if an institution has annual tuition revenues of less than $200,000, the institution must provide the commission with financial statements, prepared in conformity with generally accepted accounting principles, and a compilation report with full disclosure for the most recently completed fiscal year. The report must be prepared by a licensed, independent accounting service.

(2) if an institution has annual tuition revenues of less than $300,000 but more than $200,000, the institution must provide the commission licensed certified public accountant’s review report. The report must state that the institution’s financial statements for the most
recently completed fiscal year were prepared in conformity with generally accepted accounting principles.

(f) Financial statements must include:

(1) an accounting report or opinion letter;
(2) a balance sheet;
(3) an income statement;
(4) a statement of cash flows; and
(5) notes to the financial statements.

(g) To meet annual financial reporting requirements of 20 AAC 17.062, an institution shall provide one of the following to the commission:

(1) internally prepared financial statements which shall include a balance sheet, an income statement and a statement of cashflows;
(2) a compilation report with full disclosure; or
(3) financial statements audited by an independent licensed certified public accountant. (Eff. __/__/____, Register ____)

AS 14.48.070 AS 14.48.100

20 AAC 17.110(b) is repealed and readopted to read:

(b) Student records must include

(1) Demographic records including:

(A) name, address, and date of birth;

(B) veteran status, if any; and
(C) legible copy of the government-issued photographic identification presented by the student for identity verification before enrollment.

(2) Academic records including:

(A) entrance tests and other data used to determine the student's qualification for admission;

(B) name of course or program taken;

(C) final grade and date of completion or discontinuance of each course;

(D) date that the certificate or diploma was issued, and a copy of the certificate or diploma; and

(E) evidence that the student has been informed regularly of grades and rate of progress in each course;

(3) Attendance records including:

(A) schedule of classes and required hours of attendance;

(B) date of enrollment, leaves of absence, withdrawals, and return dates, as applicable; and

(C) actual attendance with dates and hours present, excused absences, unexcused absences with hours made up, and leave of absence forms as approved by the commission and signed by the student and school official, as applicable to course or program;

(4) Financial records including:

(A) an account ledger that reflects the student’s balance, including debits, payments made, financial aid received, and refunds received, as applicable;

(5) Other records including:
(A) placement efforts to employ the student, including place of employment or reemployment, as applicable;

(B) student licensure activities or achievement if the program is in a field that requires licensure;

(6) documentation of compliance with AS 14.48.165.

20 AAC 17.110(c) is amended to read:

(c) If an institution closes, the institution shall provide transcripts in an electronic format accepted by the commission [DEPOSIT ALL SCHOLASTIC RECORDS WITH THE COMMISSION] within 30 days after closing.

(Eff. 3/15/85, Register 93; am 3/13/91, Register 117; am 4/20/2000, Register 154; am 3/1/2002, Register 161; am 12/31/2005, Register 176; am 12/29/2010, Register 196; am __/__/____, Register _____)


AS 14.48.150 AS 14.48.165

20 AAC 17.115(a) is amended to read:

(a) An applicant who is not accepted by an institution shall be given a refund of all tuition and fees paid. The student may be charged a non-refundable application fee. The application fee may not exceed $100 [75].

(Eff. 3/15/85, Register 93; am 4/2/86, Register 97; am 7/11/87, Register 103; am 5/4/90, Register 114; am 10/11/95, Register 136; am 6/13/97, Register 142; am 4/24/98, Register 146; am 4/20/2000, Register 154; am 4/27/2001, Register 158; am 1/30/2003, Register 165; am
20 AAC 17.205 is amended to read:

**20 AAC 17.205. Use of the terms university or college.** (a) An institution seeking to operate as a university, or college, or career college, must be accredited, must meet requirements for authorization under 20 AAC 17.010 - 20 AAC 17.145, and must meet the requirements of 20 AAC 17.205 - [20 AAC 17.255] [20 AAC 17.250].

(b) An institution may use the terms “university,” or "college," as specified in 20 AAC 17.065, only if the institution meets the standards required to offer the approved and appropriate degree programs as set out in 20 AAC 17.205 - [20 AAC 17.255] [20 AAC 17.250]. Eff. 4/19/90, Register 114; am 11/5/92, Register 124; am 3/1/2002, Register 161; am 12/29/2010, Register 196; am __/__/____, Register _____)

**Authority:** AS 14.42.030 AS 14.48.010 AS 14.48.020


20 AAC 17.210 is repealed and readopted to read:

**20 AAC 17.210. General guidance for degree program criteria.** The commission will seek general guidance for the establishment of minimum criteria for degree programs from the following associations charged with developing standards for higher education:

(1) guidance for degree program criteria will be developed from the most recent policy statements of the American Association of Collegiate Registrars and Admissions Officers;
(2) further guidance for all degree programs will be obtained from the most recent
criteria of the Northwest Commission on Colleges and Universities or the accrediting body of the
institution. (Eff. 4/19/90, Register 114; am 11/5/92, Register 124; am 12/31/2005, Register 176;
am 12/29/2010, Register 196; am __/__/____, Register _____)

Authority: AS 14.48.050    AS 14.48.060

20 AAC 17.225(a) is amended to read:

(a) A degree program must meet accreditation [BE WITHIN THE SCOPE OF AN
ACCREDITED INSTITUTION’S ACCREDITATION, AND SHALL ADHERE TO THE] standards of its accreditor [UNDER (B) OF THIS SECTION]. If a postsecondary institution
wishes to establish a new degree program or degree program title, the institution must present the
following information to the commission:

(1) a rationale that the program or degree title could not reasonably be included in
a program or degree title already approved by the commission;

(2) evidence that the new program or degree title is needed, based upon student
interest; state, regional, national or international need; or contributions that the new program or
degree title will provide to existing institutional programs or departments;

(3) evidence that a plan for review of the new program or degree title is in place;
and

(4) evidence that commission requirements for initiation of a new program or
degree title have been satisfied.

20 AAC 17.225(b) is repealed:
(b) Repealed __/__/_____.

20 AAC 17.225(c) is repealed:
(c) Repealed __/__/_____.

20 AAC 17.225(e) is amended to read:
(e) Non-traditional external or off-campus programs, and online or distance delivered programs, must meet all applicable requirements for campus-based programs, including comparability and quality of course content, faculty qualifications, criteria for evaluation, and accessibility to appropriate library and academic support resources.

(Eff. 4/19/90, Register 114; am 11/5/92, Register 124; am 4/24/98, Register 146; am 8/26/98, Register 147; am 4/20/2000, Register 154; am 3/1/2002, Register 161; am 1/30/2003, Register 165; am 12/31/2005, Register 176; am 12/29/2010, Register 196; am 2/22/2015, Register 213; am __/__/_____, Register _____.)


20 AAC 17.230 is amended to read:

20 AAC 17.230. Financial and record keeping standards. (a) An institution offering a degree program shall meet the financial and record-keeping requirements of their accreditor [OF STANDARD SEVEN - FINANCE IN THE ACCREDITATION HANDBOOK OF THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES 2013 EDITION, ADOPTED BY REFERENCE, OR AN EQUIVALENT FINANCIAL REPORTING SYSTEM.
APPROVED BY THE COMMISSION. AN EQUIVALENT FINANCIAL REPORTING SYSTEM MUST INCLUDE AN ANNUAL AUDIT OF THE SCHOOL’S FINANCIAL RECORDS CONDUCTED BY AN EXTERNAL CERTIFIED PUBLIC ACCOUNTANT, PRESENTATION OF ADEQUACY AND STABILITY OF INCOME AS MEASURED BY AT LEAST THREE YEARS’ HISTORY, AND AN ACCOUNTING SYSTEM THAT FOLLOWS THE GENERALLY ACCEPTED ACCOUNTING PRINCIPLES FOR POSTSECONDARY INSTITUTIONS].

(b) An institution's plans for student scholastic and financial record retention and disposal must meet the requirements of 20 AAC 17.110, and must either meet the recommended standards of the American Association of Collegiate Registrars and Admission Officers (AACRAO) in Student Records Management: Retention, Disposal, and Archive of Student Records, [2014] 2019 edition and Academic Record and Transcript Guide, [2016] 2020 edition, adopted by reference, or provide for an equivalent record retention and disposal system approved by the commission. Requirements for an approved system include

(1) compliance with state and federal law regarding record establishment, maintenance, retention, disposal, access, and security;

(2) protocols for transfer of record custody;

(3) procedures for notification of changes in the location of, or means of access to, retained records, and identification of the responsible records manager. (Eff. 4/19/90, Register 114; am 11/5/92, Register 124; am 4/24/98, Register 146; am 8/26/98, Register 147; am 1/30/2003, Register 165; am 12/31/2005, Register 176; am 12/29/2010, Register 196; am 11/16/2012, Register 204; am 2/22/2015, Register 213; am __/__/____, Register _____)

20 AAC 17.235 is amended to read:

**20 AAC 17.235. Learning resource program.** (a) [EXCEPT AS PROVIDED IN (b) OF THIS SECTION,] An institution that offers a degree program must have a library, [A SUPPLEMENTARY PROGRAM,] and academic support services that conform to the most recent requirements and standards of its accreditor [AT ITS FACILITY THAT ARE CONVENIENTLY ACCESSIBLE TO STUDENTS AND FACULTY, AND THAT INCLUDE SUFFICIENT FACILITIES, MATERIALS, AND EQUIPMENT TO SUPPORT AND ENHANCE THE EDUCATIONAL PHILOSOPHY, MISSION, AND OBJECTIVES OF THE INSTITUTION. THE STANDARDS FOR LIBRARIES IN HIGHER EDUCATION, 2011, REVISED 2018, OF THE ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES/AMERICAN LIBRARY ASSOCIATION, IS ADOPTED BY REFERENCE, AND PROVIDES GUIDANCE TO MEET STANDARDS RELATING TO LIBRARY STAFFING, BUDGET, COLLECTION SIZE, ANNUAL ACCESSIONS, SPACE REQUIREMENTS, AND EQUIPMENT FOR DISTRIBUTION AND PRODUCTION].

20 AAC 17.235(b) is repealed:

(b) Repealed ___/___/____.

20 AAC 17.235(c) is repealed:

(c) Repealed ___/___/____.

20 AAC 17.235(d) is repealed:
(d) Repealed ___/___/____.


(Eff. 4/19/90, Register 114; am 11/5/92, Register 124; am 8/26/98, Register 147; am 1/30/2003, Register 165; am 12/31/2005, Register 176; am 11/16/2012, Register 204; am ___/__/____, Register _____)


20 AAC 17.245 is repealed and readopted to read;

20 AAC 17.245. Faculty standards. Institutions shall meet the requirements for faculty standards established by their accreditor. (Eff. 4/19/90, Register 114; am 11/5/92, Register 124; am 4/24/98, Register 146; am 8/26/98, Register 147; am 1/30/2003, Register 165; am 12/31/2005, Register 176; am 12/29/2010, Register 196; am 2/22/2015, Register 213; am ___/__/____, Register _____)


20 AAC 17 is amended by adding a new section to read:
20 AAC 17.255. Reporting. The institution shall report to the commission any
determinations, decisions, or actions from the institution's accreditor that impact the institution,
within 30 days of the accreditor notifying the institution.


20 AAC 17.900 is repealed and readopted to read:

20 AAC 17.900. Definitions. (a) In this chapter, unless the context requires otherwise

(1) “accredited” means accredited by a national accreditation association, or the
regional accreditation association for the area where the school is located, that is recognized by
the Secretary of Education of the United States Department of Education;

(2) “annual tuition revenues” include all tuition and fee revenues received from all
funding sources.

(3) "any purpose," as used in AS 14.48.210 (1), means any purpose which is
subject to regulation under the provisions of AS 14.48;

(4) “business day” means a day other than Saturday, Sunday, or a state holiday.

(5) "collegiate level" means programs of study for which credit hours are awarded
which are applicable toward an associate, baccalaureate, or higher degree;

(6) "commission" means the Alaska Commission on Postsecondary Education;

(7)"course" means a sequence of studies with prescribed objectives, successful
completion of which may result in awarding of credit or the equivalent;

(8) "course of study" means an interrelated sequence of courses for which, upon
successful completion, a certificate or degree is awarded;
(9) "Integrated Postsecondary Education Data System (IPEDS)" means a system of interrelated surveys conducted annually by the U.S. Department of Education’s National Center for Education Statistics. IPEDS collects information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. Institutions report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

(10) "laboratory science" means a component of a life or physical science curriculum distinct from the lecture or seminar environment where, under controlled conditions, students acting as researchers physically test hypotheses using generally accepted methods, with the possibility of proving or disproving these sets of assumptions; the feature that distinguishes scientific laboratories from other types of educational environment is the "hands-on" employment of physical experiments to demonstrate the assertions of texts about physical laws;

(11) “licensed certified public accountant” means a person who holds a valid certificate and permit to practice under AS 08.04 and 12 AAC 04; or is validly licensed as a certified public accountant under the applicable occupational licensing statutes and regulations of another state;

(12) “on-ground” means instruction delivered with the instructor and student in the same room at the same time.

(13) “physical presence” means the presence of paid staff or faculty, or facility or address within the state; In this paragraph, “faculty” and “staff” do not include site supervisors or mentors for local internships or practica, or adjunct personnel; staff or faculty residing within the state but working from a location other than the facility of a postsecondary educational institution does not constitute a physical presence.
(14) “refund” means any amount due to a funding source as a result of a change in financial aid, student enrollment, or attendance status relative to eligibility for and determination of the amount of the financial aid award;

(15) “teach-out plan” means a written plan developed by an institution that provides for the equitable treatment of students, without additional costs, if it ceases to offer a program or ceases to operate before all students have completed their program of study. It may include an agreement between institutions for the transfer of credit.

(16) "withdrawal" means written notification of a student's intent to cease attending the institution. (Eff. 12/30/77, Register 64; am 5/10/78, Register 66; am 3/15/85, Register 93; am 5/8/88, Register 106; am 9/30/90, Register 115; am 11/5/92, Register 124; am 4/24/98, Register 146; am 4/20/2000, Register 154; am 4/27/2001, Register 158; am 12/31/2005, Register 176; am 12/29/2010, Register 196; am 10/3/2011, Register 200; am 2/21/2014, Register 209; am __/__/____, Register _____)

Authority: AS 14.48.050

20 AAC 17.910(a) is amended to read:

20 AAC 17.910. Access to institutional authorization files. (a) The commission will make available its public records of institutional authorization activities, including institutional and agent application files, for inspection in the commission’s offices. The records may be inspected by appointment only. Records may not be removed from the commission’s offices. The commission staff shall provide requested photocopies of records in accordance with the commission fee schedule [AT A CHARGE OF $.20 PER PAGE].

(Eff. 4/24/98, Register 146; am 12/29/2010, Register 196; am __/__/____, Register _____)
Authority: AS 14.48.050 AS 40.25.110 AS 40.25.120
MEMORANDUM

TO:       Members, Alaska Commission on Postsecondary Education
FROM:     Sana Efird, Executive Director
DATE:     July 13, 2021
SUBJECT:  Executive Director’s Report

During the second quarter, the Executive Director’s Office has continued to work closely with Chief Finance Officer Julie Pierce and Hilltop Securities, Inc. on finalizing ASLC’s 2013A series bond consent solicitation; travelled to Anchorage for in-person meetings with ACPE staff, stakeholders, and various education institutions’ leadership; worked with Office of Management and Budget (OMB) on planning for a potential government shutdown; and continued internal Strategic Planning sessions and discussions including participating in two stakeholder focus group discussions.

Budget Update:

During the second Legislative Special Session which convened on June 23, the House adopted the effective date clause of July 1 for HB69 (the operating, capital, and supplemental FY2022 budgets) which averted a state shutdown on July 1. The enacted budget contained no changes to ACPE’s FY2022 proposed operating budget. However, neither the House nor the Senate garnered a three-quarter vote to access the Constitutional Budget Reserve or enact the reverse sweep mechanism which funds the Higher Education Investment Fund (HEIF). HEIF supports the appropriations for the Alaska Performance Scholarship (APS), Alaska Education Grant (AEG), and the Washington, Wyoming, Alaska, Montana, Idaho Regional Medical Education Program (WWAMI). Therefore, at this time, there are no funds in the HEIF to support these programs. Approximately 86 percent of the students eligible for APS and receiving the AEG are in the University of Alaska system. University of Alaska Interim President Pat Pitney released a statement that the University would honor those students eligible for APS and AEG who will be attending the University system in the fall. However, this still leaves almost 15 percent or approximately 800 of the students receiving APS or AEG funds in an uncertain situation regarding their financial packages for attendance at other Alaska institutions. ACPE’s major concern is that this uncertainty will prohibit students from attending a postsecondary program in Alaska this fall, and we are advocating for this situation to be resolved as quickly as possible. The Governor has called for another special session to convene on August 2nd to address a
complete fiscal plan for Alaska which hopefully will include a resolution to the HEIF funding issue.

Legislative Update:
ACPE’s legislative proposal “An Act relating to the education loan program and Alaska supplemental educational loan program; and providing for an effective date” which was introduced as SB94 and HB114 in the Senate and House, respectively, failed to pass either body and therefore, will be carried over to the second session of the 32nd Legislature. The Senate Education Committee moved SB 94 to Senate Finance, but the bill was never scheduled for a Finance Committee hearing. The House Education Committee had one hearing on HB 114 and held the bill for additional hearings.

Other bills of interest to ACPE, SB10 “An Act establishing a grant program to provide to essential workers the tuition and fees to attend a state-supported postsecondary educational institution”; HB 48 “An Act relating to eligibility for the Alaska performance scholarship program,” HB 129 “An Act relating to the maximum annual awards for Alaska performance scholarships,” and HB 147 “An Act relating to the teacher education loan program; and providing for an effective date” did not pass during session and will also be carried over for next session. A bill chart is included as an attachment; it lists the current status of bills that might be of interest to Commission members.

Strategic Planning Update:
Senior Managers continue to meet to discuss ACPE projects and priorities over the next year to two years. In conjunction with the Commission’s Executive Committee, it was decided that ACPE would put forth an operations work plan which outlines major projects to complete over the next two years and develop a more in depth, thorough long-term strategic plan after that timeframe. To inform that effort, senior and general managers have compiled an extensive list of current and ongoing projects and identified staffing needs and prioritization of each project. With the upcoming outsourcing of alternative loan originations and servicing, ACPE is still determining the extent of those projects and how they will change ongoing operations. When these major projects are complete, ACPE will have a better understanding of required staffing and agency needs to embark on a more informed and complete long-term strategic plan.

Human Resources Update:
Recruitment efforts and staff changes over the last quarter resulted in the promotion of a new Executive Secretary (Kordel Thompson), the creation of a new Default Management Specialist position (Adam Weed) and the separation of three employees. Mr. Thompson has been with ACPE since 2017, starting in customer service before moving over to Financial Aid Servicing and taking on the dual tasks of Administrative Wage Garnishment and Collection Vendor liaison. The new Default Management Specialist position was designed to identify and implement new methods and procedures for reducing defaults as well as increasing recoveries on defaulted loans.
The incumbent, Mr. Weed has been with ACPE for 13 years. He has been a customer service agent, special programs coordinator, and operations analyst. We are excited to welcome them both to their new roles.

For FY2022, nine (9) permanent PCNs have been identified for deletion within the management plan, which would bring the total of PCNs down to 57, including 45 in Juneau and 12 in Anchorage. Currently, there are 17 vacant positions, with 9 to be eliminated in FY2022, leaving 8 positions vacant total. There are no active recruitments and no immediate plans to take action on the 8 remaining vacancies, but management retains the flexibility to do so if needed to provide support for agency initiatives.

The Commission’s Human Resources Officer position remains vacant. The Commission’s management team continues to work in conjunction with its Finance Division’s Administrative Operations Unit and the Department of Education and Early Development’s Human Resources Officer to ensure appropriate coverage of human resource responsibilities for the agency.

COVID-19 Update:

On April 30, 2021, Governor Dunleavy signed a proclamation effectively ending the State of Alaska’s COVID-19 Disaster Declaration. With the end of the emergency declaration, so too ended the relief options ACPE had provided under SB 241, including the temporary suspension of Administrative Wage Garnishment, the release or refund of their garnished 2020 PFD, the release of liens filed by ACPE, and the repeal of defaults which occurred during the declared emergency for those affected by the pandemic.

Due to the availability of COVID-19 vaccinations and lowered number of infections rates within the state, the State of Alaska’s Division of Personnel and Labor Relations issued a new policy and set of guideline for returning to the workplace on May 06, 2021. The primary focus of these new guidelines is on “Hybrid model” for teleworking, which ACPE has already taken steps to implement. In this model, employees are expected to return to working on site for part of the work week, while still having the option to continue teleworking for a percentage of their time as approved by their supervisor and upper management. Long term plans and options for teleworking beyond the pandemic are currently being weighed and considered by ACPE management.

Another key factor of the new policy for returning to the worksite is reopening offices to the public. The new guidelines direct all public facing state offices to reopen to provide the public with reasonable access to their operations and services. Additionally, all department and agencies are required to file an updated COVID-19 mitigation plan. We have developed a new mitigation plan accordingly, and have submitted it to the Division of Personnel and Labor Relations for review. Once approved, the plan will be implemented and shared with ACPE staff.

1 PCN is Position Control Number and refers to a position that the state has authorized; a PCN may be filled or vacant.
**Alaska Student Loan Corporation Meeting:**
The Alaska Student Loan Corporation (ASLC) Board met on May 13, 2021. The board approved the recommendation to move forward on redeeming the 2013A Series bond notes to address the termination of London Interbank Offered Rate (LIBOR). Additionally, the board deferred action on the Alaska Student Loan Corporation Investment Policy. Next steps include working with the Department of Revenue (DOR) Treasury Division on the administrative logistics of setting up asset management at a similar level of risk and developing investment policy recommendations and a migration plan to transition our portfolio to DOR.

**Professional Organization Meetings/Conference Attendance:**
I attended regular monthly and semi-monthly meetings with the Education Finance Council, State Higher Education Officers Association, Western Interstate Commission for Higher Education (WICHE), and Alaska Business Education Compact.

Other Meetings:
- ACPE staff facilitated two meetings with University of Alaska leadership and institutional representatives to discuss transfer of credits; a third meeting is to be scheduled in August
- In-person meeting with Susan Anderson, WICHE Commissioner and President & CEO for The CIRI Foundation (TCF)
- In-person introductory meeting with Hilton Hallock, Acting President Alaska Pacific University
- In-person introductory meeting with Jennifer Deitz, President and Founder of Alaska Career College, and campus tour
- In-person introductory meeting with Joey Crum, CEO of Northern Industrial Training, LLC, and campus tour
- Marketing discussions with other states
- FAFSA meetings with Department of Education Office of Financial Student Aid
- Continued meetings with Interim UA President Pat Pitney
- Meeting with leadership of the Alaska Association of School Boards
- Participated in two stakeholder focus groups

With the stress of a possible shutdown, an increasing effort needed on our outsourcing projects, the addition of new high priority projects, reductions in staffing, and uncertainty around the budget and funding for the APS, AEG, and WWAMI, this has been another stressful and busy quarter for ACPE staff. I am continually amazed at the dedication our staff exhibits to meeting the needs of our customers and constituents. I want to acknowledge and commend their efforts.

As always, it is my pleasure and I am humbled to serve the Commission and lead this talented team of individuals to support Alaskans and their access to higher education opportunities.
Attachments:

1. Bills of Interest Chart 2021
2. April 13, 2021, Resolution to Support SB 94 and HB 114 Press Release
3. April 26, 2021, Alaska FAFSA Completion Initiative Press Release
4. May 06, 2021, Enhanced Education Refinance Loan Program Press Release
7. July 02, 2021, Updated Funding Availability and Distribution Press Release
### Bills of Interest 2021

<table>
<thead>
<tr>
<th>Bill</th>
<th>Short Title</th>
<th>Sponsor</th>
<th>Status</th>
<th>Last Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 18</td>
<td>TEACHERS: NATIONAL BOARD CERTIFICATION</td>
<td>KREISS-TOMKINS</td>
<td>(H) EDC</td>
<td>03/10/2021</td>
</tr>
<tr>
<td>HB 19</td>
<td>LIMITED TEACHER CERTIFICATES; LANGUAGES</td>
<td>KREISS-TOMKINS</td>
<td>(S) EDC</td>
<td>05/17/2021</td>
</tr>
<tr>
<td>HB 25</td>
<td>PUBLIC SCHOOLS: SOCIAL/EMOTIONAL LEARNING</td>
<td>HOPKINS</td>
<td>(H) STA</td>
<td>05/19/2021</td>
</tr>
<tr>
<td>HB 43</td>
<td>EXTEND SPECIAL EDUCATION SERVICE AGENCY</td>
<td>STORY</td>
<td>(H) FIN</td>
<td>03/26/2021</td>
</tr>
<tr>
<td>SB 19</td>
<td></td>
<td>STEVENS</td>
<td>Passed</td>
<td>06/29/2021</td>
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<tr>
<td>HB 48</td>
<td>AK PERFORMANCE SCHOLARSHIP; ELIGIBILITY</td>
<td>STORY</td>
<td>(H) EDC</td>
<td>02/18/2021</td>
</tr>
<tr>
<td>HB 49</td>
<td>APPROP: EARLY LITERACY PROGRAMS</td>
<td>STORY</td>
<td>(H) EDC</td>
<td>02/18/2021</td>
</tr>
<tr>
<td>HB 60</td>
<td>PUBLIC SCHOOLS: MENTAL HEALTH EDUCATION</td>
<td>CLAMAN</td>
<td>(H) FIN</td>
<td>05/19/2021</td>
</tr>
<tr>
<td>SB 80</td>
<td></td>
<td>GRAY-JACKSON</td>
<td>(S) FIN</td>
<td>04/21/2021</td>
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<tr>
<td>HB 69</td>
<td>APPROP: OPERATING BUDGET/LOANS/FUNDS</td>
<td>GOVERNOR (Rules)</td>
<td>Passed</td>
<td>07/02/2021</td>
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<tr>
<td>SB 49</td>
<td></td>
<td></td>
<td>(S) FIN</td>
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<td>APPROP: MENTAL HEALTH BUDGET</td>
<td>GOVERNOR (Rules)</td>
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<tr>
<td>SB 51</td>
<td></td>
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<td>01/25/2021</td>
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<td>HB 76</td>
<td>EXTENDING COVID 19 DISASTER EMERGENCY</td>
<td>GOVERNOR (Rules)</td>
<td>Passed</td>
<td>05/01/2021</td>
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<tr>
<td>SB 56</td>
<td></td>
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<td>(S) FIN</td>
<td>02/12/2021</td>
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<tr>
<td>HB 78</td>
<td>FUNDING FOR CORRESPONDENCE PROGRAMS</td>
<td>GOVERNOR (Rules)</td>
<td>(H) EDC</td>
<td>02/18/2021</td>
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<td>SB 58</td>
<td></td>
<td></td>
<td>(S) EDC</td>
<td>03/03/2021</td>
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<td>HB 108</td>
<td>CONCURRENT SECONDARY &amp; TRADE SCHOOL</td>
<td>MCCARTY</td>
<td>(H) EDC</td>
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<tr>
<td>HB 114</td>
<td>EDUCATION &amp; SUPPLEMENTAL LOAN PROGRAMS</td>
<td>GOVERNOR</td>
<td>(H) EDC (S) FIN</td>
<td>02/24/2021</td>
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<td>SB 94</td>
<td>ALASKA PERFORMANCE SCHOLARSHIP AMOUNT</td>
<td>FIELDS</td>
<td>(H) EDC</td>
<td>03/08/2021</td>
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<tr>
<td>HB 129</td>
<td>SCHOOL APPRENTICESHIP PROGS; TAX CREDITS</td>
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<td></td>
</tr>
<tr>
<td>HB 147</td>
<td>RURAL DEF. TEACHER EDUCATION LOAN PROGRAM</td>
<td>ZULKOSKY</td>
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<td>04/14/2021</td>
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<tr>
<td>SB 8</td>
<td>PRE-K/ELEM ED PROGRAMS/FUNDING; READING</td>
<td>BEGICH</td>
<td>(S) EDC</td>
<td>02/03/2021</td>
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<tr>
<td>SB 10</td>
<td>FREE/REDUCED TUITION FOR ESSENTIAL WORKER</td>
<td>BEGICH</td>
<td>(S) EDC</td>
<td>05/18/2021</td>
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<tr>
<td>SB 15</td>
<td>OPEN MEETINGS ACT; PENALTY</td>
<td>COSTELLO</td>
<td>(S) FIN</td>
<td>04/21/2021</td>
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<td>SB 20</td>
<td>OUT OF STATE TEACHER RECIPROCITY</td>
<td>STEVENS</td>
<td>(H) EDC</td>
<td>05/19/2021</td>
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<tr>
<td>SB 32</td>
<td>COLLEGE CREDIT FOR HIGH SCHOOL STUDENTS</td>
<td>STEVENS</td>
<td>(H) STA</td>
<td>05/15/2021</td>
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<td>SB 34</td>
<td>STATE-TRIBAL EDUCATION COMPACT SCHOOLS</td>
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<td>(S) EDC</td>
<td>01/25/2021</td>
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<tr>
<td>SB 42</td>
<td>VIRTUAL AND EARLY EDUCATION, READING</td>
<td>HUGHES</td>
<td>(S) EDC</td>
<td>01/25/2021</td>
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<td>SEC. SCHOOL CIVICS EDUCATION</td>
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<tr>
<td>SB 111</td>
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<tr>
<td>SJR 10</td>
<td>CONST. AM: IN-PERSON PUBLIC EDUCATION</td>
<td>COSTELLO</td>
<td>(S) EDC</td>
<td>03/10/2021</td>
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</table>

Updated 07/13/2021
FOR IMMEDIATE RELEASE:

April 13, 2021

ALASKA COMMISSION ON POSTSECONDARY EDUCATIONadopts resolution to support SB 94 & HB 114

Juneau – At its April 8, 2021, spring quarterly meeting, the Alaska Commission on Postsecondary Education (ACPE) voted to adopt a resolution to support Senate Bill 94 and House Bill 114, "An Act relating to the education loan program and Alaska supplemental education loan program."

As part of its mission to promote access to and success in postsecondary education, the Commission supports SB 94 and HB 114 as the legislation plays an essential role in providing the Commission added ability to respond to the requests and needs of Alaska’s higher education community, especially students.

The resolution outlines the reasons for the proposed changes and the resulting benefits to Alaska’s student loan borrowers. The Commission is always mindful of the needs of Alaska’s students and recognizes the importance of increasing financial and educational opportunities for all Alaskans seeking to establish or advance in highly skilled occupations and careers. Therefore, the Commission invites and encourages policy makers and stakeholders in Alaska’s education system, and the state’s economy at large, to join them in supporting SB 94 and HB 114.

ABOUT THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION:
Funded by the Alaska Student Loan Corporation (ASLC), ACPE promotes access to and success in education and career training beyond high school.

THE COMMISSION PROVIDES:

- Education planning tools and resources
- Advocacy and support for postsecondary participation in Alaska
- Financial aid for college and career training
- Education consumer protection through institutional authorization and complaint investigation
RESOLUTION TO SUPPORT
SENATE BILL 94 AND HOUSE BILL 114

WHEREAS, the mission of the Alaska Commission on Postsecondary (ACPE) is to promote access to and success in education and career training beyond high school; and

WHEREAS, ACPE, in partnership with the Alaska Student Loan Corporation (ASLC), provides financing and educational resources to Alaskans through early awareness, college and career planning, financial aid and education loan programs; and

WHEREAS, when scholarships and federal aid do not meet Alaska students’ full financial needs, Alaska state education loans fill the gap with low-cost, high quality loans; and

WHEREAS, the goal of SB 94 and HB 114 is to increase responsiveness to Alaska’s higher education community, especially students, by enhancing ACPE’s ability to meet the financial needs of Alaska’s current and future student loan borrowers; and

WHEREAS, current loan limits in Alaska statutes are becoming a barrier to Alaska students who may not be able to cover the full cost of attendance with an Alaska education loan or who may be unable to obtain funding from private lenders; and

WHEREAS, removing loan limits from statute would provide ASLC the flexibility to adjust loan limits to match rising education costs, ensuring the full financial needs of Alaska’s borrowers are met; and

WHEREAS, Alaska Refinance Loans offer Alaska residents the ability to consolidate multiple Alaska loans and/or loans from other lenders into one low interest rate Alaska loan; and

WHEREAS, refinance loan volume has decreased over the last two years, and the proposed legislation would expand eligibility for the program while ensuring qualifying applicants still have a nexus to Alaska; and

WHEREAS, expanding eligibility of the refinance program would increase the pool of qualified applicants without lowering current credit based underwriting criteria and more borrowers with an Alaska nexus would benefit from the competitive lending rates offered by ASLC; and

WHEREAS, studies have shown that borrowers with loans that enter repayment status immediately (even interest-only payments) have lower delinquency and default rates than loans that fully defer payment until after the in-school period ends; and
WHEREAS, clarifying ASLC’s authority to offer a loan program with immediate repayment would benefit new borrowers that choose to enter the program by reducing their overall education loan costs; and

WHEREAS, the proposed legislation would positively impact the viability of ASLC by responsibly increasing loan volume and originations, which translates into lower per-loan servicing costs as well as lower interest rates and overall costs (economies of scale) for Alaska’s student loan borrowers and their families.

THEREFORE BE IT RESOLVED, the Alaska Commission on Postsecondary Education supports SB 94 and HB 114 and requests the Alaska State Legislature’s favorable action in passing this legislation.

ADOPTED April 8, 2021
FOR IMMEDIATE RELEASE:

April 26, 2021

ALASKA COMMISSION ON POSTSECONDARY EDUCATION JOINED BY U.S. OFFICE OF FEDERAL STUDENT AID AND POSTSECONDARY INSTITUTIONS ACROSS THE STATE TO LAUNCH THE ALASKA FAFSA COMPLETION INITIATIVE

ANCHORAGE – The Alaska Commission on Postsecondary Education (ACPE) is pleased to announce the Alaska FAFSA® Completion Initiative in collaboration with the U.S. Department of Education Federal Student Aid (FSA) office and a variety of postsecondary institutions across Alaska. The intent of this initiative is to increase statewide FAFSA® completion levels. Historically, Alaska FAFSA® completion rates rank among the lowest in the nation and through the work of this initiative, students, families, and schools will have enhanced access to FAFSA® completion resources available throughout Alaska. In light of the continuing COVID-19 pandemic, at the start of 2021, Alaska had the lowest FAFSA® completion rate nationwide.

Each year, the federal government awards $120 billion in financial aid, grants, work-studies, and student loans. By completing the FAFSA, Alaskan students also open up a sea of funding opportunities in-state for aid, such as the Alaska Performance Scholarship (of up to $19,800), the Alaska Education Grant, and institutional aid programs.

As communities, school districts, and postsecondary institutions continue to adapt and adjust to the ongoing challenges related to the COVID-19 pandemic, the statewide Alaska FAFSA® Completion Initiative sheds light on much-needed resources for Alaska’s students. The initiative offers a newly developed centralized website for students, families, teachers, counselors, and any other education stakeholders to identify and access statewide FAFSA® completion resources in one place. The Alaska FAFSA Completion website offers continually updated information about:

- Alaska FAFSA® Completion Campaign events (virtual)
- Local FAFSA® Completion event (virtual or in person)
- Downloadable FAFSA® Completion & State of Alaska Financial Aid resources
- And more!
Continue to check back at acpe.alaska.gov/AlaskaFAFSACompletion for more information about the opportunities and resources available to help students and families complete the FAFSA®.

This initiative also hosts Counselor Financial Aid Resource Sessions, with an upcoming 30-minute session on April 29, 2021. Additional information on these sessions can be found on the website. These 30-minute sessions will offer information about state and federal financial aid resources, and the variety of ways students and families can access the support they need to complete the FAFSA®.

ABOUT THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION: Funded by the Alaska Student Loan Corporation (ASLC), ACPE promotes access to and success in education and career training beyond high school.

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• Education consumer protection through institutional authorization and complaint investigation.

############
FOR IMMEDIATE RELEASE:

May 6, 2021

ALASKA COMMISSION ON POSTSECONDARY EDUCATION LAUNCHES ENHANCED EDUCATION REFINANCE LOAN PROGRAM FOR STUDENT LOAN BORROWERS

JUNEAU – To better address the challenges of student loan debt in Alaska, the Alaska Commission on Postsecondary Education (ACPE) introduces an enhanced Education Refinance Loan program (REFI). In 2017, ACPE created the REFI program to deliver a path towards financial relief to student loan borrowers. Through ACPE’s continued commitment to serve Alaska’s students, REFI now offers a responsive refinance loan for borrowers in terms of credit score, repayment term, and at a competitive fixed interest rate that borrowers can count on.

Through ACPE’s enhanced REFI loan program, borrowers have the opportunity to refinance their current private, state, and federal education loans into one loan with a repayment term of their choosing. Applicants may select a repayment term of 5, 10, or 15 years, through a convenient and secure online application process. Offering fixed interest rates ranging from 3.55% to 5.00% (with an additional discount for auto-payment), one simplified lower monthly payment, no origination fee, or pre-payment penalties, ACPE’s REFI program offers Alaskans a way to lower their monthly expenses and save their hard-earned money.

Alaskans interested in saving money and refinancing their outstanding education loans are encouraged to visit ACPE’s REFI loan site (acpe.alaska.gov/LOANS/Refinance-Loan) to review these program enhancements and submit their application. Borrowers should also understand the features of their current loan(s) before refinancing. Upon completion, applicants will receive an immediate credit decision and information about their next steps to finalize their REFI and start saving.

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FOR IMMEDIATE RELEASE:

June 16, 2021

ALASKA COMMISSION ON POSTSECONDARY EDUCATION OFFERS EDUCATION LOANS AT LOWER INTEREST RATE THAN FEDERAL PLUS LOANS

JUNEAU – The Alaska Supplemental Education Loan (ASEL) and Family Education Loan (FEL) through ACPE now offer fixed interest rates as low as 5.25%. ACPE’s loan programs deliver a more cost effective option for Alaskan students in light of the recent announcement that the 2021-22 Federal PLUS loan program has an interest rate of 6.284%.

This lower interest rate on ACPE’s ASEL and FEL loan programs results in substantial savings for Alaska students and families over the term of their loan. ACPE’s loan programs seek to not only support Alaskans through their postsecondary educational journey, but also to provide a financially responsible borrowing option so Alaskans are not as heavily burdened by student loan debt upon program completion.

Alaskans who take out the Alaska Supplemental Education Loan (ASEL), could expect to save anywhere from $4,900 (PLUS loan vs ASEL at 5.25%) to $2,900 (PLUS loan vs ASEL at mid-ASEL rate at 5.75%)* in comparison to taking out the Federal PLUS loan at the rate of 6.284%.

(*The savings assumption is based on an annual student loan of $10,000 for a four-year degree program.)

ACPE’s ASEL and FEL programs offer Alaskans a cost-effective, financially responsible opportunity to attain postsecondary credentials and reach new career goals. Students and families interested in starting this journey are encouraged to visit ACPE’s Loan Program website (acpe.alaska.gov/loans) to decide which ACPE loan is the best fit for their educational needs.

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FOR IMMEDIATE RELEASE:

June 21, 2021

FUNDING AVAILABILITY & DISTRIBUTION

Alaska Education Grant (AEG)
Alaska Performance Scholarship (APS)

Washington, Wyoming, Alaska Montana, Idaho Regional Medical Education Program (WWAMI)

The Alaska Education Grant (AEG), Alaska Performance Scholarship (APS), and the Washington, Wyoming, Alaska, Montana, Idaho Regional Medical Education Program (WWAMI) are funded through the Alaska Higher Education Investment Fund (HEIF). At this time, a complete State FY2022 budget has not been passed, which means that HEIF funding is not yet appropriated for the 2021-22 academic year.

While the status of AEG, APS, and WWAMI funding is currently unresolved, the Alaska Commission on Postsecondary Education and the University of Alaska System will continue to advocate for appropriation of these funds to meet the needs of Alaska’s students. We anticipate a resolution to the FY2022 budget and the continuity of award funding and award distribution for new and continuing recipients.

“We are confident that the legislature will resolve the funding issue for these programs,” said UA Interim President Pat Pitney. “More than 5,400 Alaskan students receive $15.1 million in scholarships and grants through the APS and AEG programs, 86 percent of whom attend the University of Alaska. Additionally, the WWAMI program provides $3.2 million in funding and serves 80 medical students.”

“We encourage Alaska students and families to continue with their postsecondary planning efforts for the upcoming academic year,” said Sana Efird ACPE Executive Director. “Students should still submit the FAFSA (studentaid.gov), apply for institutional and programmatic scholarships, and work with campus advisors in preparation for the Fall 2021 semester.”

An update on AEG, APS, and WWAMI funding will be issued upon the conclusion of the June 23, 2021 special session. Sign-up here to receive email updates regarding award funding.
ABOUT THE ALASKA COMMISSION ON POSTSECONDARY EDUCATION:
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ABOUT THE UNIVERSITY OF ALASKA:
The University of Alaska inspires learning through teaching, research, and public service, emphasizing the North and its diverse peoples. Established in 1917, the University of Alaska is the state’s system for public higher education comprised of three separately accredited universities – the University of Alaska Anchorage, the University of Alaska Fairbanks and the University of Alaska Southeast – with 13 community campuses across the state. The university system offers 500 educational programs ranging from short-course workforce training to doctoral degrees, and serves a student population of more than 21,000 students. The university system also includes a philanthropic arm – the University of Alaska Foundation.

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FOR IMMEDIATE RELEASE:

July 2, 2021

FUNDING AVAILABILITY & DISTRIBUTION
Alaska Education Grant (AEG)
Alaska Performance Scholarship (APS)
Washington, Wyoming, Alaska Montana, Idaho Regional Medical Education Program (WWAMI)

JUNEAU – Yesterday, Governor Dunleavy signed the FY2022 State Budget; however, funding for the Alaska Higher Education Investment Fund (HEIF), which supports AEG, APS and WWAMI, is still unresolved. The issue surrounding the HEIF will be considered during the Legislative Special Session beginning on August 2, 2021.

ACPE is optimistic that this funding issue will be resolved and AEG, APS, and WWAMI award disbursements will occur for the start of the 2021-22 academic year. Sana Efird, ACPE Executive Director, encourages all Alaska students planning to attend a postsecondary program in Alaska this fall to continue their academic planning efforts. For students to be well-positioned to receive the awards they qualify for, they should still submit the FAFSA (studentaid.gov), apply for institutional and programmatic scholarships, and work with campus advisors in preparation for the fall semester.

In a statement released by University of Alaska Interim President Pat Pitney, she shared the university will honor the APS and AEG awards to new and continuing students for this fall. Additionally she stated, “UA understands funding from the state to cover these scholarships will be delayed. But for now, our most pressing goal is to ensure students pursue their higher education goals without added financial stress. To accomplish that goal, the UA system is acting now so that our students can focus on a successful collegiate experience this fall.”

ACPE encourages students, families, and postsecondary education stakeholders to sign-up here to receive AEG, APS, and WWAMI funding updates as more information becomes available.

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Pat Pitney, Interim President

The University of Alaska Board of Regents selected Pat Pitney to serve as the university’s interim president beginning on Aug. 1, 2020.

Previously Pitney served as the state’s Director of the Division of Legislative Finance. She was the former Vice Chancellor of Administration, University of Alaska Fairbanks and worked at UA Statewide for 17 years. In all, Pitney spent 23 years with the University of Alaska before leaving to serve as the State Budget Director in the administration of former Governor Bill Walker.

Pitney is expected to serve as interim president for a minimum of a year or up to 18 months or until the appointment of a president, whichever comes first.

Pitney moved to Fairbanks in 1987 from Billings, Montana. She earned her MBA from UAF and an engineering physics degree from Murray State University (Kentucky). She has three adult children and two grandchildren. All three of her children are UA graduates, with degrees from UAF, UAA and UAS.

Before moving to Alaska, she was a member of the 1984 U.S. Olympic Team and won gold medal in women’s air rifle.
Dr. Paul Layer Bio

Dr. Paul W. Layer oversees academic and research programs for the University of Alaska system, which has three accredited universities: UA Anchorage, UA Fairbanks and UA Southeast. In addition, he serves as the co-chair of the Alaska State Committee for Research.

Dr. Layer is also a Professor of Geophysics at the University of Alaska Fairbanks. He served as department head/chair for the Department of Geology & Geophysics from 1995 to 2003, and then again in 2007. He also served as dean of UAF’s College of Natural Science & Mathematics from 2009 to 2017.

Dr. Layer has had a long affiliation with the University of Alaska Fairbanks since 1989. He has published over 120 papers in his research areas of radiometric geochronology and tectonics, and built strong national and international collaborations in support of his research.

Dr. Layer received his BS in geology from Michigan State University, and his MS and PhD degrees in geophysics from Stanford University. He spent three years as a post-doctoral fellow at the University of Toronto, Department of Physics.
Trends in Higher Education

ACPE Loans, Postsecondary Enrollments, and FAFSA Submissions
Multi-year Declines in ACPE Loan Volume

- Loan volume has been declining for multiple years
- COVID-19 had a significant impact on students and further impacted loan volume
- Need to look at the data to start understanding why loan volume has declined and the impact COVID-19 had on student postsecondary participation
- Reviewed 5 years of loan information, postsecondary enrollments of recent high school graduates, and Alaska FAFSA completions
ASEL and FEL awards from 2015 – 2021 for In State and Out of State recipients:

- From 2015 through 2019 both In State and Out of State award numbers and total *increased*
- In 2020 and 2021 both In State and Out of State award numbers and total *declined*
Average amount per award for In State and Out of State ASEL and FEL recipients:

- The declines in total awards do not appear to be related to changes in average award amount.
- What could be causing the change in award totals in 2020 and 2021?

ASEL and FEL loan data 2015 - 2021
Postsecondary Education Student Pipeline

- Continue enrollment
- Enroll in state
- Out of state or does not enroll
- Graduation
- Transfer or Dropout
- Cumulative Student Count/Hours
National Student Clearinghouse Data and Definitions

- View of the last 7 years on a rolling basis post-secondary education enrollment.
- The data has been filtered to remove duplicates and only includes the students who attended at least one semester of PSE.

**Academic Year and the FAFSA application period:**
Academic year will be referred to by the last year of the period. Thus, terms Fall 2020, Spring 2021, and Summer 2021 will be referred to as AY21.

**In State vs Out of State:**
A student is designated as enrolled In State if the value in the College State category corresponds to AK. This includes student data from the following institutions:

- Alaska Pacific University
- Ilisagvik College
- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Alaska Southeast
Free Application for Federal Student Aid (FAFSA) Data

- Data is from the Institutional Student Information Record (ISIR) queried from the Alaska Student Aid Portal.

**Academic Year and the FAFSA application period:**
The FAFSA application period for a given academic year is 21 months long. It starts the October prior to the academic year and continues through June of the academic year. For this report the application period and academic year will be referred to by the last year of the period. Thus, for the academic year Fall 2020, Spring 2021, and Summer 2021, FAFSAs will be received starting October 2019 – June 2021. This time period will be referred to as AY21.

**Alaska High School (AKHS) vs non-Alaska High School (non-AKHS)**
An application is designated as belonging to the AKHS category if the High School state listed on the application corresponds to AK.

**Students designated as selecting Alaska PSE:**
An application is designated as having selected an Alaska PSE if at least one of the federal Pell School codes listed on the FAFSA application corresponds to one of the Alaska school Pell codes.
Number of Students in the High School Graduating Class

- Number of students graduating every year remains consistent

High School DEED data
Percent of Alaska HS graduates enrolled in PSE immediately following HS graduation

- The percentage of students enrolling in PSE Out of State remains relatively unchanged
- The percentage of students enrolling in PSE In State is decreasing

National Student Clearinghouse data
Cumulative count of students:
Total, In State, Out of State

The number of potential borrowers has been _declining across all categories_, with a larger change in the count of In State students

National Student Clearinghouse data
Three-year average count and cumulative % of FAFSAs received for each month during an application period

<table>
<thead>
<tr>
<th>Month</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td>Jan</td>
<td>4,017</td>
<td>37.4%</td>
<td>829</td>
</tr>
<tr>
<td>Feb</td>
<td>3,246</td>
<td>46.5%</td>
<td>477</td>
</tr>
<tr>
<td>Mar</td>
<td>2,292</td>
<td>53.0%</td>
<td>289</td>
</tr>
<tr>
<td>Apr</td>
<td>2,291</td>
<td>59.4%</td>
<td>277*</td>
</tr>
<tr>
<td>May</td>
<td>2,166</td>
<td>65.5%</td>
<td>225*</td>
</tr>
<tr>
<td>Jun</td>
<td>2,289</td>
<td>71.9%</td>
<td>94*</td>
</tr>
<tr>
<td>Jul</td>
<td>1,999</td>
<td>77.5%</td>
<td></td>
</tr>
<tr>
<td>Aug</td>
<td>2,381</td>
<td>84.2%</td>
<td></td>
</tr>
<tr>
<td>Sep</td>
<td>1,065</td>
<td>87.2%</td>
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<tr>
<td>Oct</td>
<td>3,011</td>
<td>8.5%</td>
<td>691</td>
</tr>
<tr>
<td>Nov</td>
<td>3,590</td>
<td>18.6%</td>
<td>700</td>
</tr>
<tr>
<td>Dec</td>
<td>2,676</td>
<td>26.1%</td>
<td>662</td>
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</table>

- FAFSAs begin to come in starting the October prior to an academic year and continue until June of that academic year (21 month period).
- Based on a 3 year average (for the academic years 2017, 2018, 2019), approximately 84.2% of FAFSAs are received by the beginning of the Fall Semester (In the first 10-11 months).
Count of FAFSAs received each month during the application periods for the last four academic years

- FAFSA counts show variability over the last four years, but looking at the counts each month gives an idea of the important times of the year for application volume.
- FAFSA counts drop off once the academic term starts.
- Early Spring remains an important time to receive FAFSAs, as this coincides with students hearing back from colleges regarding admission decisions.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Count</th>
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<td>2018</td>
<td>36,013</td>
</tr>
<tr>
<td>2019</td>
<td>36,010</td>
</tr>
<tr>
<td>2020</td>
<td>33,778</td>
</tr>
<tr>
<td>2021</td>
<td>33,426</td>
</tr>
</tbody>
</table>
Average FAFSA count for last three years and 2020-2021AY FAFSA count for each month in an application period

- AY2020-2021 had slightly higher than average applications in October.
- AY2020-2021 had fewer applications than average in November – April, including during the important Spring period.
- AY2020-2021 had slightly higher than average applications during the summer just before the semester started, but not enough to recover.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Average (2018, 2019, 2020)</td>
<td>35,267</td>
</tr>
<tr>
<td>2021</td>
<td>33,426</td>
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</table>
Number of FAFSA applications from AKHS and non-AKHS students

- Around **25% of all FAFSA applications** to AK PSE are from students that did not graduate from an AKHS
- The above proportion has not seen significant change in the last 4 years

ISIR (FAFSA) data
Count of FAFSA applications of students that selected AK schools by high school type

- The proportion of students selecting AK colleges appears to be *decreasing*.
- A *higher proportion* of the later applications are traditionally non-AKHS selecting Alaska schools.
- AKHS students make up a *larger proportion overall* but especially in the beginning of the cycle.

ISIR (FAFSA) data
Percent of FAFSA applications with AK schools selected

- The percentage of students selecting at least one Alaska PSE on their FAFSA has been **declining**

ISIR (FAFSA) data
Conclusion

- Number of students graduating high school remains unchanged
- Fewer students are electing to enroll in postsecondary education immediately following graduation
- This has resulted in a smaller pool of potential borrowers for ACPE loans
- Alaska high school students apply earlier in the FAFSA application period
- The proportion of FAFSA applications that belong to Alaska high school students has remained unchanged
- A smaller proportion of the FAFSA applications listing at least one Alaska postsecondary institution belong to Alaska high school students
MEMORANDUM

TO: Members, Alaska Commission on Postsecondary Education

THROUGH: Sana Efird, Executive Director

FROM: Julie Pierce, Chief Finance Officer

DATE: July 22, 2021

SUBJECT: Finance Report

**FY2022 Operating Budget**

Following is a summary of the Commission’s approved FY2022 operating budget. The only adjustment from the last time it was presented is an additional $364,100 in personal services to fund the increase in the PERS liability rate charge.

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<th>Budget Line</th>
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<th>Designated General Fund (AHEIF)</th>
<th>General Fund Program Receipts</th>
<th>Statutory Designated Program Receipts</th>
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<td>431.5</td>
<td>22.8</td>
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<td>$7,473.5</td>
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<td>Travel</td>
<td>32.4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>32.4</td>
</tr>
<tr>
<td>Contractual</td>
<td>2,776.7</td>
<td>82.8</td>
<td>29.2</td>
<td>150.0</td>
<td>3,038.7</td>
</tr>
<tr>
<td>Supplies</td>
<td>108.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>108.2</td>
</tr>
<tr>
<td>WWAMI</td>
<td>3,258.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,258.0</td>
</tr>
<tr>
<td>AEG</td>
<td>-</td>
<td>5,841.8</td>
<td>-</td>
<td>-</td>
<td>5,841.8</td>
</tr>
<tr>
<td>APS</td>
<td>-</td>
<td>11,750.0</td>
<td>-</td>
<td>-</td>
<td>11,750.0</td>
</tr>
<tr>
<td>Total</td>
<td>$9,936.5</td>
<td>21,364.1</td>
<td>52.0</td>
<td>150.0</td>
<td>$31,502.6</td>
</tr>
<tr>
<td>Positions</td>
<td>58.74</td>
<td>-</td>
<td>0.26</td>
<td>-</td>
<td>59.00</td>
</tr>
</tbody>
</table>
FY2021 Summary Operating Budget and Actual Expenditures/Encumbrances

Following is a summary of the Interagency (ASLC Receipts) FY2021 operating budget and approximate actual expenditures/obligations for the period ended June 30, 2021.

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Total Actual Expenditures and Obligations</th>
<th>Unobligated Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
<td>7,644,800</td>
<td>6,588,556</td>
<td>1,056,244</td>
</tr>
<tr>
<td>Travel</td>
<td>32,400</td>
<td>5,696</td>
<td>26,704</td>
</tr>
<tr>
<td>Contractual</td>
<td>3,247,237</td>
<td>2,205,935</td>
<td>1,041,302</td>
</tr>
<tr>
<td>Commodities</td>
<td>137,663</td>
<td>131,583</td>
<td>6,080</td>
</tr>
<tr>
<td>Total</td>
<td>11,062,100</td>
<td>8,931,770</td>
<td>2,130,330</td>
</tr>
</tbody>
</table>

Personal services have been fully obligated for expected fiscal year 2021. Other expense categories have not been fully obligated, but it is anticipated that there will be an unobligated balance by fiscal year end associated with on-going cost reduction measures.

Alaska Student Loan Corporation

The Corporation board meeting held on May 13th included the following topics and actions:

- The Board approved variable interest rates for variable rate ASEL loans as presented by staff.
- The Board approved a motion to defer action on the Investment Policy until finalized and presented to the Board for approval.
- The Board approved a Resolution to Support Senate Bill 94 and House Bill 114, "An Act relating to the education loan program and Alaska supplemental education loan program; and providing for an effective date."
- The Board approved a motion to adopt the amended 2021 and proposed 2022 meeting schedule of the Alaska Student Loan Corporation as recommended by staff.
- The Board approved the following motion regarding redeeming the 2013A Series Notes:

Alaska Student Loan Corporation Board approved the redemption of the 2013A notes at a price of 100% of the principal amount thereof, plus accrued and unpaid interest to the date of redemption, payment of a 0.20% consent fee to consenting bondholders, and authorized the taking of all other actions necessary to the consummation of the transactions contemplated by this motion.
The next Corporation Board meeting is scheduled for November 4th, 2021 to review the Audited Financial Statements and Investment Policy.

If you have any questions or wish to discuss this report further, please do not hesitate to contact me at 907-465-6757 or at julie.pierce@alaska.gov.
PROGRAM OPERATIONS

Quarterly Report

Program Operations Report:
March 2021 – June 2021
DIVISION OF PROGRAM OPERATIONS-QUARTER HIGHLIGHTS

Financial Aid Updates

The year ended with reduced loan volume compared to recent years. In-school loans (Alaska Supplemental Education Loan and Family Education Loan) declined 26% in FY2021 compared to FY2020, and Refinance loans were flat over the same period. This represents a $2.2M reduction in in-school loans and providing 202 fewer student loans. During the last quarter of FY2021, a prescreened credit offer was mailed to qualifying Alaskans and resulted in a large increase in refinance loans.

Project Updates

Alternative Loan Outsourcing

The project to outsource alternative loan originations and servicing is picking up momentum and making progress. This is a major project and involves a significant work effort from staff across the organization. During the quarter, a professional project manager was engaged to oversee the project, which allows staff to focus on the large volume of project tasks while balancing their daily work and other responsibilities. The cutover to Campus Door for loan originations is scheduled for October 1, 2021 and conversion to American Education Services for loan servicing is scheduled for May 2022.

Increasing Recoveries on Defaulted Loans

Over the last quarter, a number of strategies to increase recoveries on defaulted loans were implemented. There is a large balance of defaulted loans at collections and serviced at ACPE that are not performing. The new strategies are listed below:

- Recruited and hired a full-time Default Management Specialist
- Issued request for proposals for a second placement collection vendor
- Contracted with Loan Science to review ACPE’s current recovery activities and provide recommendations for improvement
- Modified current collection vendor practices
LOAN ORIGINATIONS
Program Year 20/21 through June 2021

ASLC Loans Awarded

ASEL $5,914,957
67%
FEL $408,115
4%
Refinance Loan $2,556,388
29%

Total = $8,879,460
*Of the total Refinance Loan amount, $895,548 are external loans refinanced by ACPE

ASLC Loans Awarded ($)
## Loans Awarded

<table>
<thead>
<tr>
<th>Loan Type</th>
<th># of Loans</th>
<th>Amount Awarded</th>
<th># of Loans</th>
<th>Amount Awarded</th>
<th>% Change</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Education Loans</td>
<td>40</td>
<td>$408,115</td>
<td>48</td>
<td>$552,511</td>
<td>-16.67%</td>
<td>-26.13%</td>
</tr>
<tr>
<td>AK Supplemental Loans</td>
<td>563</td>
<td>$5,914,957</td>
<td>757</td>
<td>$7,968,907</td>
<td>-25.63%</td>
<td>-25.77%</td>
</tr>
<tr>
<td>Refinance Loans</td>
<td>73</td>
<td>$2,556,388</td>
<td>76</td>
<td>$2,534,200</td>
<td>-3.95%</td>
<td>0.88%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>676</strong></td>
<td><strong>$8,879,460</strong></td>
<td><strong>881</strong></td>
<td><strong>$11,055,618</strong></td>
<td><strong>-23.27%</strong></td>
<td><strong>-19.68%</strong></td>
</tr>
</tbody>
</table>

### ASEL Loans Awarded – by FICO Band

<table>
<thead>
<tr>
<th>FICO Band</th>
<th># of Loans</th>
<th>Percent of Total In-State Loans</th>
<th># of Loans</th>
<th>Percent of Total Out-of-State Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>720+</td>
<td>95</td>
<td>16.87%</td>
<td>229</td>
<td>40.67%</td>
</tr>
<tr>
<td>680-719</td>
<td>72</td>
<td>12.79%</td>
<td>78</td>
<td>13.85%</td>
</tr>
<tr>
<td>650-679</td>
<td>41</td>
<td>7.28%</td>
<td>48</td>
<td>8.53%</td>
</tr>
</tbody>
</table>

### REFI Loans Awarded – by FICO Band

<table>
<thead>
<tr>
<th>FICO Band</th>
<th># of Loans</th>
<th>Percent of Total Refinance Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>780+</td>
<td>22</td>
<td>30.14%</td>
</tr>
<tr>
<td>720-779</td>
<td>40</td>
<td>54.79%</td>
</tr>
</tbody>
</table>

### Loans Awarded – by Enrollment Intensity

<table>
<thead>
<tr>
<th>Intensity Level</th>
<th>2020-2021</th>
<th>2019-2020</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Loans</td>
<td>Percentage</td>
<td># of Loans</td>
</tr>
<tr>
<td>On-Time</td>
<td>113</td>
<td>18.74%</td>
<td>177</td>
</tr>
<tr>
<td>Full-Time</td>
<td>427</td>
<td>70.81%</td>
<td>553</td>
</tr>
<tr>
<td>Half-Time</td>
<td>63</td>
<td>10.45%</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>603</strong></td>
<td><strong>805</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

1 Enrollment intensity statistics reflect only loan programs in which all three intensity levels are available (ASEL and FEL).
Special Programs

<table>
<thead>
<tr>
<th>Loan Type</th>
<th>2020-2021 # of Loans</th>
<th>Amount Awarded</th>
<th>2019-2020 # of Loans</th>
<th>Amount Awarded</th>
<th>% Change</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winn Brindle</td>
<td>2</td>
<td>$59,643</td>
<td>3</td>
<td>$79,694</td>
<td>-33.33%</td>
<td>-25.16%</td>
</tr>
<tr>
<td>WWAMI Medical Education</td>
<td>58</td>
<td>$1,318,273</td>
<td>60</td>
<td>$1,342,380</td>
<td>-3.33%</td>
<td>-1.80%</td>
</tr>
<tr>
<td>WICHE PSEP Loan</td>
<td>9</td>
<td>$205,910</td>
<td>14</td>
<td>$320,383</td>
<td>-35.71%</td>
<td>-35.73%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>69</strong></td>
<td><strong>$1,377,916</strong></td>
<td><strong>77</strong></td>
<td><strong>$1,769,803</strong></td>
<td><strong>-10.39%</strong></td>
<td><strong>-22.14%</strong></td>
</tr>
</tbody>
</table>

ACPE Loans Serviced by AES - Loan Detail by Loan Status

<table>
<thead>
<tr>
<th>Loan Status</th>
<th># of Loans</th>
<th>Principal Amount</th>
<th>Interest Amount</th>
<th>Total Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-School</td>
<td>24</td>
<td>$116,766</td>
<td>$41,188</td>
<td>$157,954</td>
</tr>
<tr>
<td>Grace</td>
<td>14</td>
<td>$85,408</td>
<td>$36,773</td>
<td>$122,181</td>
</tr>
<tr>
<td>Repay- Current</td>
<td>5,596</td>
<td>$22,067,399</td>
<td>$1,008,181</td>
<td>$23,075,579</td>
</tr>
<tr>
<td>Repay- Past Due</td>
<td>894</td>
<td>$3,932,082</td>
<td>$127,703</td>
<td>$4,059,785</td>
</tr>
<tr>
<td>Claim</td>
<td>116</td>
<td>$520,570</td>
<td>$31,223</td>
<td>$551,793</td>
</tr>
<tr>
<td>Forbearance</td>
<td>813</td>
<td>$3,861,757</td>
<td>$145,658</td>
<td>$4,007,415</td>
</tr>
<tr>
<td>Deferment</td>
<td>741</td>
<td>$3,058,658</td>
<td>$252,565</td>
<td>$3,311,223</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>8,198</strong></td>
<td><strong>$33,642,639</strong></td>
<td><strong>$1,643,291</strong></td>
<td><strong>$35,285,930</strong></td>
</tr>
</tbody>
</table>

FFELP Complaints

<table>
<thead>
<tr>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Complaints</td>
</tr>
<tr>
<td>Complaint Descriptions</td>
</tr>
</tbody>
</table>
ALASKA PERFORMANCE SCHOLARSHIP & ALASKA EDUCATION GRANT

Program Year 20/21 through June 2021

**APS 4th Quarter FY 21**

- **University of Alaska - Southeast**
  - 2019-2020: $1,000
  - 2020-2021: $2,000

- **University of Alaska - Fairbanks**
  - 2019-2020: $5,000,000
  - 2020-2021: $3,000,000

- **University of Alaska - Anchorage**
  - 2019-2020: $3,000,000
  - 2020-2021: $4,000,000

- **Other Schools**
  - 2019-2020: $2,000
  - 2020-2021: $3,000

**Other Schools**

<table>
<thead>
<tr>
<th>Institution</th>
<th>2019-2020</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Bible College</td>
<td>$19,616</td>
<td>$36,852</td>
</tr>
<tr>
<td>Alaska Career College</td>
<td>$47,552</td>
<td>$41,603</td>
</tr>
<tr>
<td>Alaska Christian College</td>
<td>$10,699</td>
<td>$30,314</td>
</tr>
<tr>
<td>Alaska Driving Academy</td>
<td>$892</td>
<td>$1,784</td>
</tr>
<tr>
<td>Alaska Pacific University</td>
<td>$95,101</td>
<td>$82,621</td>
</tr>
<tr>
<td>Amundsen Educational Center</td>
<td>$0</td>
<td>$4,755</td>
</tr>
<tr>
<td>AVTEC</td>
<td>$33,289</td>
<td>$64,789</td>
</tr>
<tr>
<td>Charter College</td>
<td>$34,081</td>
<td>$49,142</td>
</tr>
<tr>
<td>Embry Riddle Aeronautical University, Alaska Campus</td>
<td>$7,133</td>
<td>$0</td>
</tr>
<tr>
<td>Ilisagvik College</td>
<td>$3,566</td>
<td>$2,378</td>
</tr>
<tr>
<td>Land and Sea Aviation Alaska</td>
<td>$0</td>
<td>$4,755</td>
</tr>
<tr>
<td>Metrosis Advanced Training Center</td>
<td>$11,889</td>
<td>$8,322</td>
</tr>
<tr>
<td>Northern Industrial Training</td>
<td>$0</td>
<td>$13,075</td>
</tr>
<tr>
<td>Trend Setters</td>
<td>$4,755</td>
<td>$5,944</td>
</tr>
<tr>
<td>Wayland Baptist University - Anchorage/Fairbanks</td>
<td>$7,529</td>
<td>$5,945</td>
</tr>
</tbody>
</table>

**Total** $276,102

**Grand Total** $9,371,849
Other Schools

<table>
<thead>
<tr>
<th>Other School</th>
<th>2019 - 2020</th>
<th>2020 - 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Bible College</td>
<td>$7,500</td>
<td>$30,750</td>
</tr>
<tr>
<td>Alaska Career College</td>
<td>$533,744</td>
<td>$586,314</td>
</tr>
<tr>
<td>Alaska Christian College</td>
<td>$285,750</td>
<td>$269,000</td>
</tr>
<tr>
<td>Alaska Pacific University</td>
<td>$103,250</td>
<td>$196,500</td>
</tr>
<tr>
<td>AVTEC</td>
<td>$40,500</td>
<td>$63,500</td>
</tr>
<tr>
<td>Charter College</td>
<td>$458,098</td>
<td>$385,254</td>
</tr>
<tr>
<td>Embry Riddle Aeronautical University, Alaska Campus</td>
<td>$3,000</td>
<td>$750</td>
</tr>
<tr>
<td>Ilisagvik College</td>
<td>$16,750</td>
<td>$8,500</td>
</tr>
<tr>
<td>Wayland Baptist University - Anchorage/Fairbanks</td>
<td>$48,500</td>
<td>$30,501</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,497,092</strong></td>
<td><strong>$1,571,069</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$5,333,049</strong></td>
<td><strong>$5,836,192</strong></td>
</tr>
</tbody>
</table>
CUSTOMER SERVICE

Call Center Activity – March 2021 through June 2021

<table>
<thead>
<tr>
<th></th>
<th>2020 – 2021</th>
<th>2019-2020</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calls Received in IVR</td>
<td>5,093</td>
<td>9,479</td>
<td>-46.27%</td>
</tr>
<tr>
<td>Calls Received in CS Queue</td>
<td>2,697</td>
<td>5,268</td>
<td>-48.81%</td>
</tr>
<tr>
<td>Calls Answered by CS</td>
<td>2,518</td>
<td>4,800</td>
<td>-47.54%</td>
</tr>
<tr>
<td>Hold Time in CS Queue</td>
<td>2 min 6 sec</td>
<td>3 min 52 sec</td>
<td>-45.69%</td>
</tr>
<tr>
<td>Calls Placed</td>
<td>2,739</td>
<td>9,780</td>
<td>-72%</td>
</tr>
</tbody>
</table>
### Payment Information – March 2021 through June 2021

#### AutomaticallyProcessed

<table>
<thead>
<tr>
<th>Method</th>
<th># of Borrowers</th>
<th>Amount Received</th>
<th>% of Total Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Pay</td>
<td>12,725</td>
<td>$4,590,131</td>
<td>65.98%</td>
</tr>
<tr>
<td>TelPay/IVR</td>
<td>624</td>
<td>$489,371</td>
<td>7.03%</td>
</tr>
<tr>
<td>Premiere Payments</td>
<td>1,257</td>
<td>$474,298</td>
<td>6.82%</td>
</tr>
<tr>
<td>Bill Pay</td>
<td>707</td>
<td>$179,221</td>
<td>2.58%</td>
</tr>
<tr>
<td>Third Party Payer AWG</td>
<td>124</td>
<td>$40,740</td>
<td>0.59%</td>
</tr>
<tr>
<td>Third Party Payer</td>
<td>60</td>
<td>$26,899</td>
<td>0.39%</td>
</tr>
<tr>
<td>State AWG</td>
<td>65</td>
<td>$22,111</td>
<td>0.32%</td>
</tr>
<tr>
<td>PFD</td>
<td>2</td>
<td>$1,894</td>
<td>0.03%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,564</strong></td>
<td><strong>$5,824,665</strong></td>
<td><strong>83.73%</strong></td>
</tr>
</tbody>
</table>

#### Scanned

<table>
<thead>
<tr>
<th>Method</th>
<th># of Borrowers</th>
<th>Amount Received</th>
<th>% of Total Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWG Checks</td>
<td>1,082</td>
<td>$322,412</td>
<td>4.63%</td>
</tr>
<tr>
<td>Local Payments-Scanned</td>
<td>137</td>
<td>$184,155</td>
<td>2.65%</td>
</tr>
<tr>
<td>Coupon Checks</td>
<td>311</td>
<td>$106,692</td>
<td>1.53%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,530</strong></td>
<td><strong>$613,259</strong></td>
<td><strong>8.82%</strong></td>
</tr>
</tbody>
</table>

#### Manually Processed

<table>
<thead>
<tr>
<th>Method</th>
<th># of Borrowers</th>
<th>Amount Received</th>
<th>% of Total Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Consolidation</td>
<td>16</td>
<td>$485,447</td>
<td>6.98%</td>
</tr>
<tr>
<td>Local Payments-Not Scanned *</td>
<td>19</td>
<td>$33,416</td>
<td>0.48%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>$518,863</strong></td>
<td><strong>7.46%</strong></td>
</tr>
<tr>
<td>Grand Total Processed by ACPE</td>
<td><strong>17,129</strong></td>
<td><strong>$6,956,787</strong></td>
<td><strong>100.00%</strong></td>
</tr>
<tr>
<td>FFELP AES Payments June Only</td>
<td></td>
<td>$885,533</td>
<td></td>
</tr>
</tbody>
</table>

*Includes CARES Act funded interest subsidy for 18 borrowers at $27,890.06
MEMORANDUM

TO: Members, Alaska Commission on Postsecondary Education
THROUGH: Sana Efird, Executive Director
FROM: Kate Hillenbrand, Director of Communications & Outreach
DATE: July 1, 2021
SUBJECT: Outreach Report

The ACPE Communications & Outreach division delivers postsecondary awareness and assistance resources in support of ACPE’s mission to promote access to and success in education and career training beyond high school. Throughout the second quarter of 2021, Outreach connected with students, families, and ACPE stakeholders through over 300 telephonic or virtual service sessions; organized and/or presented in close to 70 work sessions, trainings or webinars; and reached nearly 1,200 Alaskans.

COMMUNICATIONS & OUTREACH ACTIVITIES

<table>
<thead>
<tr>
<th>Service Interactions</th>
<th>April - June 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephonic &amp; Virtual Service</td>
<td>315</td>
</tr>
<tr>
<td>Interactions*</td>
<td></td>
</tr>
<tr>
<td>Virtual Sessions, Webinars,</td>
<td>67</td>
</tr>
<tr>
<td>Trainings**</td>
<td></td>
</tr>
<tr>
<td>Virtual Session Attendees***</td>
<td>1,176</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top Reason for Service Interaction</th>
<th>Topic Distribution</th>
<th>ACPE Outreach Campaigns</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA</td>
<td>64%</td>
<td>ACPE Outreach delivered consistent, targeted marketing campaigns specific to FAFSA, APS/AEG, and ACPE loan programs. Interaction topics reflect this awareness and call to action for stakeholders.</td>
</tr>
<tr>
<td>Research Options &amp; College Applications</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Other/Not Sure</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>APS/AEG/ACPE Loans</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>PSE Program Applications</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

*Includes Success Center phone calls, Zoom sessions (1:1 & group), AKCIS Helpdesk, etc.
**Includes group/school presentations, FAFSA Time Alaska, AKCIS trainings & webinars, I Know I Can, Kids2College, etc.
***Total number of attendees in Virtual Sessions section – does not include Telephonic & Virtual Service Interactions totals
During the second quarter of 2021, Outreach continued its efforts to remain responsive and nimble to the needs of Alaska’s schools, districts, and stakeholders. Various initiatives commenced during this time period related to Outreach resources including FAFSA Completion as well as stakeholder focus groups related to ongoing agency-wide strategic planning.

**ALASKA FAFSA COMPLETION INITIATIVE**

Due to Alaska’s historically low rates of FAFSA completion, in conjunction with Federal Student Aid (FSA) and other postsecondary institutions across Alaska, the Alaska FAFSA Completion Initiative was created and launched. ACPE Outreach took on a prominent role within this initiative and became the galvanizing force behind many of its planning and implementation components. ACPE redesigned its [FAFSA website](#) to include: population-specific resources for students & families and schools & districts, one-stop information about ACPE’s virtual FAFSA completion initiatives, and quick links to complete the FAFSA. The Phase 1 Goal for the initiative (April 1-June 30) was to increase the number of FAFSA Completions by 200, from 2,400 to 2,600. Upon completion of Phase 1, the initiative successfully achieved and surpassed its goal with an increase of over 600 from 2,400 to more than 3,000 FAFSA completions.

**ACPE STRATEGIC PLANNING STAKEHOLDER FOCUS GROUPS**

In our ongoing agency-wide strategic planning efforts, two external stakeholder focus groups were held to further address and discuss feedback received from the Strategic Planning Stakeholder Survey conducted earlier in the year. The various topics discussed during these two focus group sessions were financial aid, outreach resources & programs, and identifying additional needs. Within these topics, the following feedback was relevant and shared in both sessions:

- **Financial Aid**
  - Scholarships and loans that cover total education costs – not just tuition
  - Reinstitute ACPE College and Career Guides equivalent or more training support
  - Provide information on the availability of workforce funds
  - Craft loans/financial aid to support CTE and short term training programs

- **Outreach Resources & Programs**
  - Alaska Performance Scholarship (APS)
    - Fewer school counselors result in less knowledge about APS for students
    - Increase funding to increase competitiveness
    - Earlier award notice for better marketing and education planning
    - Continue to help address barriers such as FAFSA completion and testing requirements or provide funding to cover the cost of tests
  - Increase awareness of the Alaska Career Information System (AKCIS)
    - Determine feasibility for all Alaska students creating a Personal Learning Plan in support of K-12 pathways to postsecondary programs
Alaska Career Information System (AKCIS)
AKCIS is a cost-effective online platform for comprehensive career, education, and financial aid information. It is an interactive planning tool with a personal, portable online portfolio. ACPE makes AKCIS available across Alaska at no cost to sites through a single statewide license.

2020-2021 Year in Review

AKCIS is available through 378 active sites throughout the state – including every Alaska Job Center and in all 54 school districts. 89% (48/54) of school districts report AKCIS is their dedicated Personal Learning & Career Planning (PLCP) tool of choice. AKCIS has five site types including elementary, middle, and high schools; postsecondary institutions; Native and community organizations; and Corrections.

During the 2020-21 school year teachers were focused on delivering core- and class-content to students in varying delivery methods. This school year ended with many schools picking up their postsecondary and transition planning again with increased usage in the 4th Quarter. Despite decreased opportunities for classroom college and career planning interactions, portfolio logins for 2020-2021 SY remained 87% of the previous school year’s portfolio logins.

<table>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Sites</td>
<td>335</td>
<td>365</td>
<td>380</td>
<td>376</td>
<td>376</td>
<td>378</td>
</tr>
<tr>
<td>Total Logins*</td>
<td>127,525</td>
<td>120,358</td>
<td>103,235</td>
<td>92,047</td>
<td>71,247</td>
<td>61,762</td>
</tr>
<tr>
<td>Portfolio Logins</td>
<td>78,721</td>
<td>73,213</td>
<td>62,849</td>
<td>56,047</td>
<td>42,900</td>
<td>37,780</td>
</tr>
<tr>
<td>Staff Logins</td>
<td>2,208</td>
<td>2,085</td>
<td>2,231</td>
<td>2,168</td>
<td>1,581</td>
<td>2,176</td>
</tr>
<tr>
<td>Admin Logins</td>
<td>2,427</td>
<td>2,213</td>
<td>2,050</td>
<td>1,631</td>
<td>1,490</td>
<td>1,535</td>
</tr>
</tbody>
</table>

*includes portfolio, zip code, site admin, and staff logins

**Enterprise only

2020-2021 Training Highlights:

<table>
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<tbody>
<tr>
<td>In-person and Distance Workshops</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Audience:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/Parent</td>
<td>1,525</td>
<td>1,915</td>
<td>2,373</td>
<td>2,476</td>
<td>1,425</td>
<td>1,543</td>
</tr>
<tr>
<td>Educator/Other</td>
<td>838</td>
<td>452</td>
<td>515</td>
<td>756</td>
<td>924</td>
<td>1,022</td>
</tr>
<tr>
<td>Online Videos and Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>500</td>
<td>621</td>
<td>3,818</td>
<td>3,416</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2020-2021 Implementation Highlights

The AKCIS Partnership Coordinator’s focus on PLCP implementation planning with school administrators, CTE coordinators, counselors, and lead faculty has opened up a variety of ways PLCPs are becoming systemic in Alaska schools/districts:

- Matanuska Susitna Borough School District is rolling out a new course for the SY 22 entitled “Credit, College, Community, and Career” (4Cs). With AKCIS.org as the course foundation, middle and high school teachers will take students through interest inventories, Career Clusters and pathways, to explore career and postsecondary education and training options, and learn more about financial aid.

- Northwest Arctic Borough School District is incorporating social and emotional learning (SEL) and Career Readiness in their Homeroom course. The district counseling team and lead teachers will participate in a Train-the-Trainer style professional development series in AKCIS. Through weekly Personal Learning and Career Planning activities, students will explore careers, manage their middle and high school Course Planner, set goals, and make postsecondary education and career training plans.

- Alaska LIVE Job Shadows offered four interactive, exploratory, online events to promote learning about Alaska’s priority and support occupations, postsecondary institutions and programs of study, and industry and the occupations they employ. These 28 districts have participated in these events from over 100 communities across Alaska by individuals and classes, and the recorded videos have had over 450 views.

2020-2021 Educator Testimonials

“AKCIS is one of the best tools right at their fingertips, and they can really get into it starting in elementary school.” – HS Teacher

“Most of the students that I work with have not created a résumé. This is a great tool that isn’t intimidating … In addition, the fact that this is a tool they can use to store information and continually update their resume is invaluable.” – HS Advisory Teacher/Graduation Coach

“I had only been briefly exposed to AKCIS in the past. I had no idea that there were so many valuable tools for both students, teachers, and Alaskan residents in general. I appreciate that the state provides this resource to all Alaskans and that the outreach team from AKCIS really works hard to reach Alaskans in every community.” – HS Teacher

ALASKA COLLEGE & CAREER ADVISING CONSORTIUM (ACAC)

ACAC Statewide Initiatives

ACPE’s FAFSA outreach is comprised of various components: FAFSA Time Alaska events and weekly virtual assistance via FAFSA Wednesdays through ACAC and the new Alaska FAFSA Completion Initiative.
FAFSA Time Alaska provides Alaska schools and community organizations with free resources and information (handouts, materials, etc.) to host a successful FAFSA completion event. Participating students and families receive detailed walk-through of the FAFSA process.

The weekly virtual FAFSA Wednesday’s series is geared towards individuals or families in need of FAFSA assistance. Registration is not required. Individuals can drop in at any time between 3PM and 6PM on Zoom to receive assistance with FAFSA completion.

Throughout the second quarter of 2021, ACAC streamlined communication with stakeholders to ensure timely and responsive communication in regard to access and support for FAFSA completion.

ALASKA POSTSECONDARY ACCESS & COMPLETION NETWORK (AlaskaCAN):
Network Administrative Liaison
Serving a dual role as ACAC Program Coordinator and Network Administrative Liaison, the second quarter involved extensive work in the areas of Board of Directors Onboarding, Committee redevelopment and implementation, as well as membership outreach and participation. With many new members serving on the Board and redesigned committee roles, AlaskaCAN activities are poised to accomplish a variety of strategic planning initiatives previously identified.

EARLY COLLEGE & CAREER EXPLORATION PROGRAMS:
Early Career Explorers – Pre-K-4th grade Career Exploration Resources (ECE)
Early Career Explorers classroom resources allow pre-K through elementary teachers to incorporate career exploration alongside traditional subjects. These downloadable resources are available at no cost from ACPE’s website.

2020-2021 ECE Participation:

- A total of 4,911 students in 324 classrooms used Early Career Explorer resources this year.
- Early Career Explorer resources were used in 84 schools, across 38 communities and 21 school districts.
2019-2020 ECE Testimonials:

“I believe this curriculum will fit in nicely with our Reading and Social Studies themes. It will also get students thinking about their future.” – Anchorage teacher

I Know I Can (IKIC) – 1st-3rd grade College and Career Exploration Program

I Know I Can is sponsored by Alaska 529 in partnership with ACPE. Local alumni across the state read and discuss an age-appropriate storybook introducing concepts about college and career exploration to 2nd-graders. Through reading, discussion, and an age appropriate career exploration activity, students build very early college and career plans, while enhancing their reading, writing, spelling, public speaking, and artistic creativity. Two years later, students receive their very own postcards in the mail reminding them of their early career dreams and next steps for achieving their academic and career goals.
2020-2021 IKIC Participation & Completion:

- I Know I Can served 1,071 students from 28 schools across 22 communities.
- Sixteen of 53 applicable school districts participated this year (30% of districts)
- Six communities participated for their first time (27% new communities)
- Seven schools participated for their first time (23% new schools)
- Twenty-five events were conducted virtually (89%), with only three schools hosting in-person.

![Diagram showing participation and completion rates for 2020-2021 IKIC.](image-url)
2020-2021 IKIC Testimonials:
“Every year I am so excited to have the I Know I Can program and wonderful volunteers. This is such a great thing to do, to help our students to think ahead for their future. I look forward to having this program again next year!” – Anchorage teacher

Kids2College (K2C) – 5th-8th grade College and Career Exploration Program
Kids2College is co-sponsored by Alaska 529 and ACPE with support of the Sallie Mae Fund. The program provides schools with a 6-session curriculum, teacher training and support, college & career panels, and a campus event, or virtual campus tour. Although participation rates were lower than usual as a result of COVID-19, we still had 29% new school participation, with five new schools. Program materials were modified to provide easy access for both synchronous and asynchronous distance delivery methods.
2020-2021 K2C Participation:

- Kids2College served 1,070 students from 17 schools in 13 communities.
- Ten schools (501 students) participated in virtual campus events; seven schools were offered virtual tours of six Alaskan campuses and AVTEC.
- Five campuses applied to participate as partners, with three campuses hosting two campus events and two unable to host due to mid-season COVID-19 restrictions.
- Virtual campus events were recorded and made available on the Kids2College website.
- 82% of participating schools had virtual college and career panels organized by ACPE, one school (4%) hosted their own local panel, one (4%) used video panels, and three schools (11%) were unable to provide panels for their students.

2020-2021 K2C Outcomes:
Post-program, 81% of student survey respondents intend to take action towards college & career success (a four percentage point increase from pre-surveys). Pre- and post- student survey results...
show a 15 percentage point increase in awareness of financial aid resources, one of the biggest perceived limiting factors for students deciding whether or not to pursue postsecondary education. We also saw a 17 percentage point increase in students recognizing the greater income potential of those with postsecondary credentials.

### Kids2College 2020-2021

**Comparative Analysis of College Knowledge Before & After Program Participation**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Before K2C</th>
<th>After K2C</th>
<th>Before K2C</th>
<th>After K2C</th>
<th>Before K2C</th>
<th>After K2C</th>
</tr>
</thead>
<tbody>
<tr>
<td>College graduates earn more money than people with only a high school diploma</td>
<td>31%</td>
<td>48%</td>
<td>65%</td>
<td>72%</td>
<td>56%</td>
<td>64%</td>
</tr>
<tr>
<td>There are a variety of financial aid resources to help me pay for college</td>
<td>42%</td>
<td>58%</td>
<td>62%</td>
<td>75%</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>I am aware of the courses that I need to take in high school to be ready for college</td>
<td>45%</td>
<td>55%</td>
<td>55%</td>
<td>65%</td>
<td>55%</td>
<td>65%</td>
</tr>
<tr>
<td>The grades I make in MS affect the courses I can take in HS</td>
<td>10%</td>
<td>7%</td>
<td>10%</td>
<td>5%</td>
<td>7%</td>
<td>5%</td>
</tr>
</tbody>
</table>

### 2020-2021 K2C Testimonials:

“I like that it is a multi-grade program, so my child will hear about it a couple of years in a row, allowing her to expand each year based on her current career ideas, and as she matures she will grasp the material more and more.” – Mat-Su parent

“My students learned a great deal about their postsecondary options and the need to begin preparing now for life after high school. As always, we appreciate the tremendous support from Shelly Morgan.” – Fairbanks teacher
MEMORANDUM

TO:       Members, Alaska Commission on Postsecondary Education

THROUGH:  Sana Efird, Executive Director

FROM:     Jamie Oliphant, Director of Information Support Services (ISS)

DATE:     7/1/21

SUBJECT:  ISS activities

Alternative Loan Originations and Servicing Outsourcing Projects

ISS continues to play an active role in the alternative loan outsourcing projects. This past quarter our business analysts have been serving as leads of the cross-divisional project streams and working with both Campus Door for originations and American Education Services (AES) for servicing. Our entire business analyst and programming team have been assigned to the outsourcing projects and initiatives. The overall project is scheduled for a phased implementation including the decommissioning of our current systems. This project is anticipated to take up the majority of ISS resources through December 2022.

As part of this work ISS created a new SharePoint resource to aid in the multi-agency collaboration. This will allow for more efficient communication between agencies as well as enhance ACPE staff knowledge for future projects.

Other Agency-wide Projects

This past quarter ISS has worked on a variety of projects. Most notably was the successful early implementation of our Alaska Supplemental Education Loan (ASEL), Family Education Loan (FEL), Alaska Refinancing Loan (REFI), and additional special programs through the work of our annual Program Year project.

The team has also been supporting the project for onboarding a second collection vendor to help in the recovery of defaulted loans. We also to continue to support AES staff on review and processing of the Federal Loans.

As part of the ISS and ACPE culture we continue to embrace Lean and enhance systems and processes to help staff, this quarter we were able to enrich processes for Operations, Finance and ISS.
Network Activities and Projects

Our network team continues routine updates and changes to ensure our infrastructure and systems are operating accurately, securely and efficiently. We have been monitoring the malware attack on Department of Health and Social Services (DHSS) and working with the state of Alaska, network security is an ongoing evolution and I am proud to report that our ACPE team takes a proactive approach. At this time we have been unaffected by this attack. We continue to maintain the guidelines of state’s security office and follow SANS national best practices.

As well as routine work for keeping our infrastructure operational the team continues to support our users with their technology needs. This past quarter the network team has been heavily involved in the Juneau office move and are working through a recycle program of our old equipment. With this we are not only securely disposing of old technology but doing so in an environmentally friendly manner.

The State of Alaska is also in the process of a telephone upgrade. We are currently working with the state on this project and expect that our Anchorage office will transition to a new phone system this coming fall with the Juneau office transitioning early next year. More on this project will be forthcoming.

Please feel free to contact me if there are any questions or need for additional information on this report. It is a pleasure serving the commission.
TO: Members, Alaska Commission on Postsecondary Education  
FROM: Kate Hillenbrand, President  
       Alaska Postsecondary Access and Completion Network  
DATE: July 1, 2021  
SUBJECT: Alaska Postsecondary Access & Completion Network Activities Update  

The second quarter of 2021 brought a multitude of exciting changes into light for the Alaska Postsecondary Access & Completion Network (AlaskaCAN). Annually each spring, AlaskaCAN holds elections for its Board of Directors. This spring was a busy election season with more than half of the Board seats being up for reelection and/or previously vacant. Through the election process, new Directors were seated as was my dual role representing the State Agency seat and President for the 2021 term. Our new Board of Directors is a motivated and committed group, representing a multitude of organizations, districts, institutions, and non-profits across Alaska.

After a year-long strategic planning and re-envisioning process, the AlaskaCAN Board of Directors and its committee members are working to operationalize the strategic objectives established by AlaskaCAN through its newly reconfigured Committees. The new committee configuration will allow for AlaskaCAN to bring intentionality and connectedness to meeting its goals with each committee and its members establishing identifiable and measurable goals that are tied to the overarching mission of AlaskaCAN: 65% of working-aged Alaskans obtaining a postsecondary credential by 2025.

Current AlaskaCAN Committee initiatives and efforts from Quarter 2 are identified below:

- External Relations
  - Marketing initiatives, branding, awareness
  - Fundraising & development activities

- Research & Data Collection
  - Identifying and updating measurable data for use statewide regarding credential attainment

- Professional Development
  - Establishment & Implementation of Quarterly Convening sessions for statewide participation

- Governance
  - Operationalizing Strategic Plan 2025 & Operating Priorities
  - Network Bylaws and financial planning

As always, AlaskaCAN appreciates ACPE’s support and endorsement of the “65% by 2025” statewide attainment goal. Additional Network information is located at www.65by2025.org.
# Administrative Action Log
## 4th Quarter FY21
(March 2021 – June 2021)

### Appeals and Complaints

<table>
<thead>
<tr>
<th>DATE</th>
<th>DESCRIPTION</th>
<th>ACTION TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>....</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

### Executive Director Decisions

<table>
<thead>
<tr>
<th>DATE</th>
<th>DESCRIPTION</th>
<th>ACTION TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/31/2021</td>
<td>Medical Cancellation</td>
<td>Administrative write-off, uncollectible</td>
</tr>
<tr>
<td>04/15/2021</td>
<td>Medical Cancellation</td>
<td>Administrative write-off, uncollectible</td>
</tr>
<tr>
<td>06/09/2021</td>
<td>Medical Cancellation</td>
<td>Administrative write-off, uncollectible</td>
</tr>
<tr>
<td>06/10/2021</td>
<td>Settlement Offer – ACPE</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
Commission Members’ Affiliations
Please provide any updates the Commission Secretary

BARBARA ADAMS
Nenana City Public School – School Board, Advisory North Seat
American Educational Research Association – Member
American Evaluation Association – Member
National Rural Education Association – Member
National Council of Teachers of Mathematics – Member
Mixed Methods International Research Association – Member
Fairbanks Retriever Club – Member, Formerly Treasurer
Nenana Community Church – Member

Former Affiliations:
Education Northwest Board of Directors – Ex Officio, Chair, Vice Chair, Secretary/Treasurer, Member
University of Alaska Fairbanks – Graduate College, School of Education, Interior-Aleutians Campus
University of Alaska, K-12 Outreach
NSF Math Focus Project Grant External Advisory Committee, Interior-Aleutians Campus, UAF
Friends of the Library, Nenana Public Library – Board Member
American Mathematical Society – Member
Acoustical Society of America – Member

DALE ANDERSON
Aircraft Owners and Pilots Association Alaska Travel Industry Association
City and Borough of Juneau Assembly member Commercial Fisheries Entry Commission, Commissioner Juneau Chamber of Commerce
Juneau Convention and Visitors Bureau University of Alaska Board of Regents

JOSHUA BICCHINELLA
Anchorage Chamber of Commerce Wisaila Chamber of Commerce Palmer Chamber of Commerce Big Lake Elementary PTO
Wasilla Government Affairs Committee Member
Alaska Postsecondary Access and Completion Network Director (Business Seat)
Pi Alpha Alpha Honor Society Member- Walden Chapter
Meadow Lakes Community Council Member

PEARL BROWER
Wells Fargo Advisory Board
Alaska Postsecondary Access and Completion Network - Tribal/Vocational Seat
Friends of Tuzzy Library - Secretary/Treasurer
Tribal College Journal – Chair
Alaska Airlines Community Advisory Board
The Foraker Group Operations Board of Directors Leadership: Barrow

JOHN BROWN
Academic Advisory Council of Mat-Su Central (AAC)
Alaska Council of School Administrators (ACSA)
Alaska Association of Elementary School Principals (AAESP)
Alaska Association of Secondary School Principals (AASSP)
Alaskans for Palmer Hayflats (APH)
Mat-Su Principal Association (MSPA)
Wasilla Chamber of Commerce (WCC)

MIA COSTELLO
Alaska State House of Representatives
Finance Committee: 2011 - 2014
Alaska State Senate
   Chair, Labor and Commerce Committee 2015-Present
   Member, Judiciary Committee 2015-Present
   Member, Regulatory Review Committee 2015-Present

Other Political and Government Positions
   Governor’s Office Deputy Director of Communications
   Legislative aide
   State Public Information Officer
   Intern coordinator for U.S. Senator Ted Stevens
   Governor’s Outdoor Recreation and Trails Advisory Council
   Governor’s Council on Physical Fitness and Sports
   Statehood Celebration Commission

Business and Professional Positions
   Coach, NineStar Education and Employment Services
   Teacher, Anchorage and Juneau School Districts
   Public relations executive
   Owner, Mia Costello Consulting

Service Organizations and Community Involvement
   Alaska Outdoor Council
   National Rifle Association
   Alaska Airmen’s Association
   Anchorage Republican Women’s Club, Juneau Big Brothers Big Sisters
   Masters Swimming

CHERYL EDENSHAW
Northwest Artic Borough Economic Development Commission – Member
Kikiktagruk Inupiat Corporation Board – Member
Alaska Workforce Investment Board – Member
Chukchi/UAF Advisory Council – Chair
Former affiliations:
   Kotzebue Advisory Board – Chair
   Kotzebue City Council – Member
   Native Village of Kotzebue – Member
   Maniilaq Assn. Board of Directors – Member
   Aqqaluk trust – Trustee

RODOLFO GARCIA
Georgeson Botanical Garden Friends
The American Society of Biochemistry and Molecular Biology
The Society of Physics Students- UAF Chapter
Psi Chi Honors Society- UAF Chapter
Geoscience Club- UAF Chapter
Associated Students of UAF- Senator and Chair of Rules Committee for 2020-2021 academic year

LINDSAY HALLAM
American Library Association- Member
Alaska Library Association- Member
Christian Librarian Consortium- Member
Association of Christian Librarians- Member
Alaska Advisory Council on Libraries- Member

KEITH HAMILTON
Alaska Christian College, President
Alaska Commission on Postsecondary Education, Commissioner Board of Education and Early Development, Member
Certified-Christian Non-Profit Leader, Azusa Pacific University Evangelical
DONALD HANDELAND
American Society of Civil Engineers
Former Affiliations:
Alaska State Board of Education and Early Development
Alaska Advisory Task Force on Higher Education and Career Readiness
Alaska Association of Student Governments Executive Board

DONN LISTON
Legislative Staff, 1983 session
Master’s Degree in Education, UAS 1989
Alaska Type A Certified Teacher, 2003-2019
Classroom teacher/Adult Basic Education Instructor
BP Teacher of Excellence, 2013
Legislative Staff, 2018 session
Member of Susitna Rotary, Willow Chamber of Commerce

LISA PARKER
University of Alaska Board of Regents City of Soldotna Council member
Resource Development Council Board of Directors Alaska State Chamber of Commerce Board of Directors
Alaska Municipal League Board of Directors – November 2017 – present
Alaska Commission on Postsecondary Education Board of Directors – March 2017 – present
City Council Soldotna, Alaska – 2002-2007; 2016 – Present
Governor’s Sustainability Conference – June 2015
Governor’s Oil and Gas Policy Transition Team – December 2014
Resource Development Council Board of Directors – 2004 – Present
Alaska Chamber of Commerce Board of Directors – 2009 – 2018
Soldotna, Alaska Rotary – 2016 - 2018
Kenai Peninsula Borough Board of Adjustment – December 2008 – December 2010
Conference of Alaskans, 2004
Anchorage Charter Commission, 1975 (elected to Commission at age 19)
University of Alaska, Kenai River Campus, College Council 1997-2003, Vice-Chair 1999-2002
Blood Bank of Alaska, Board of Directors 2000-2002
Kenai Watershed Forum Board of Directors, 1999-2002
Alaska – Alberta Bilateral Council, 2002. Appointed by Governor Tony Knowles
Governor’s Water Quality Work Group, 1996-1997
American Planning Association, Alaska Chapter, Regional Vice-President South
Central Alaska 1997-1999
Alaska Trails Plan Review Taskforce, Governor’s Trail & Recreational Access for
Alaska Citizens Advisory Board, 1999
Governor’s Natural Resources Policy Transition Team, Chair Subcommittee on
Oil, Gas, and Mining, 1995
Alaska Common Ground, Board of Directors, 1991-1993
Kenai Peninsula Community Care Center, Board of Directors, 1992-January 2007
National Association of Environmental Professionals, 1988-1998
Mining and Petroleum Training Services, Board of Directors, 1984-1992
Alaska Reapportionment Board, Vice-Chair, 1990
Assist numerous nonprofit organizations in capital campaigns and fundraising efforts

ANDI STORY
Alaska Native Language Preservation Advisory Council – House Liaison
(nonvoting)
Western Interstate Commission for Higher Education (WICHE) Legislative
Advisory Committee - member
UAS College of Education External Advisory Committee – member
National Conference of State Legislatures’ (NCSL) International Education Study
Group – member
Governor’s Teacher Retention and Recruitment Working Group - former member
Juneau School District Board of Education – member 2003-2018
Alaska Commission on Postsecondary Education
Acronyms

STEPHANIE BUTLER

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<table>
<thead>
<tr>
<th><strong>ACRONYMS AND TERMS FOR ALASKA COMMISSION ON POSTSECONDARY EDUCATION (ACPE)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>65 by 2025</strong></td>
</tr>
<tr>
<td><strong>Accreditation</strong></td>
</tr>
<tr>
<td><strong>Alaska Education and Workforce Outcomes Database (Outcomes)</strong></td>
</tr>
<tr>
<td><strong>American Education Services (AES)</strong></td>
</tr>
<tr>
<td><strong>Alaska Career Information System (AKCIS)</strong></td>
</tr>
<tr>
<td><strong>Alaska College and Career Advising Corps (ACAC)</strong></td>
</tr>
<tr>
<td><strong>AlaskAdvantage</strong></td>
</tr>
<tr>
<td>Program/Grant</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Alaska Education Grant (AEG)</td>
</tr>
<tr>
<td>Alaska Navigator: Statewide Workforce and Education-Related Statistics (ANSWERS)</td>
</tr>
<tr>
<td>Alaska Performance Scholarship (APS)</td>
</tr>
<tr>
<td>Alaska Postsecondary Access and Completion Network (Alaska CAN or The Network)</td>
</tr>
<tr>
<td>Alaska Presence Benefit</td>
</tr>
<tr>
<td>Alaska Student Aid Portal (ASAP)</td>
</tr>
<tr>
<td>Alaska Student Loan Corporation (ASLC)</td>
</tr>
<tr>
<td>Term</td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Alaska Supplemental Education Loan (ASEL)</td>
</tr>
<tr>
<td>Annual Percentage Rate (APR)</td>
</tr>
<tr>
<td>Apply Now Alaska</td>
</tr>
<tr>
<td>Ascendium Education Group (AEG)</td>
</tr>
<tr>
<td>Award Letter</td>
</tr>
<tr>
<td>Administrative Wage Garnishment (AWG)</td>
</tr>
<tr>
<td>Award Year</td>
</tr>
<tr>
<td>A.W. “Winn” Brindle Education Loan (WB)</td>
</tr>
<tr>
<td>Borrower Benefits</td>
</tr>
<tr>
<td>Campus-Based Aid</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Capitalized Interest</td>
</tr>
<tr>
<td>Clearinghouse (or National Student Clearinghouse (NSC))</td>
</tr>
<tr>
<td>Cohort Default Rate (CDR)</td>
</tr>
</tbody>
</table>
to Sept. 30th two years later (for example, the 2016 CDR is calculated on student loans entering repayment between Oct 1, 2015 and Sept 30, 2016 and subsequently default prior to Sept 30, 2018).

| **College Access Challenge Grant (CACG)** | A federal grant program to foster partnerships among federal, state, and local governments and philanthropic organizations through matching challenge grants aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. |
| **Consolidation Loan** | A loan that combines several student loans into one bigger loan from a single lender. The consolidation loan pays off the balances on the other loans. ACPE no longer offers a consolidation loan; however, federal consolidation loans are still available. |
| **Cosigner** | A cosigner is responsible for loan repayment if the borrower fails to repay it. Borrowers who do not meet ACPE’s credit requirements must provide a cosigner who meets those requirements. Also called an endorser. |
| **Cost Of Attendance (COA)** | Also known as the cost of education or budget. The total cost for the student to attend school, including tuition and fees, room and board, allowances for books and supplies, transportation, and personal and incidental expenses. Loan fees, if applicable, may also be included in the COA. Childcare and expenses for disabilities may also be included. Schools establish standard budgets for students: living on-campus and off-campus, married and unmarried, and residents and nonresidents. |
| **Credit Rating or Credit Score** | Credit ratings or scores are calculated by credit bureaus based on an individual’s past debt and repayment history. Credit bureaus and credit reporting agencies provide this information to banks and businesses to determine if an applicant meets the applicable underwriting standard to qualify for a loan. Credit scores generally range from 300 to 850, with the 2019 Alaska average score being 675. |
| **Credit Reporting** | ACPE reports the current status of all accounts to national credit bureaus monthly, which impacts the borrower’s credit rating. Accounts that are 60 or more days delinquent are reported past due. |
| **Dear Colleague Letter (DCL)** | An official communication to schools and lenders that explains and clarifies the federal Department’s guidance regarding federal regulations and statutes. Also known as a Dear Partner Letter. |
| **Decision Day Alaska** | An initiative, derived from the national College Decision Day, to recognize high school seniors for their postsecondary educational plans and encourage younger students and families to prepare |
early for postsecondary education. The event season runs from May to June.

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<tr>
<th>Default</th>
<th>Failure to make monthly payments on the loan as agreed, or failure to abide by terms and conditions of a loan promissory note (PN). ACPE borrowers who default may be subject to wage and PFD garnishment and transferred to a collection agency, among other consequences.</th>
</tr>
</thead>
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<tr>
<th>Default Rate</th>
<th>The general definition of default rate is the measure as a percentage of borrowers who failed to make scheduled payments in a specified date range. See also Cohort Default Rate CDR.</th>
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<tr>
<th>Deferment</th>
<th>A period of time during which a borrower is allowed to postpone repaying the loan. With the exception of federal subsidized loans, interest continues to accrue during deferment periods. A borrower can postpone paying the interest charges by capitalizing the interest, which increases the size of the loan. Most loan programs allow students to defer their loans while they are in school at least half-time. A borrower who defaults on a loan loses eligibility for a deferment on that loan.</th>
</tr>
</thead>
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<tr>
<th>Dependent</th>
<th>For purposes of completing the FAFSA, a dependent student is generally one who is unmarried and under 24 years old. Federal need-based aid to dependent students is awarded based on their parents’ income.</th>
</tr>
</thead>
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<tr>
<th>Direct Loans (DL)</th>
<th>The William D. Ford Federal Direct Loan Program (AKA the Direct Loan Program) is a federal program through which the federal government makes student loans. Loans may be subsidized for students considered high need under the FAFSA formula, meaning that the loans have very low rates and the federal government pays the interest during the in-school period and during certain other deferments. Generally, ACPE’s interest rates are the next lowest option for Alaska students, after subsidized loans.</th>
</tr>
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<tr>
<th>Direct Payment (ACH)</th>
<th>Automatic electronic debit from borrower’s bank account each month for loan repayment. Borrowers making direct payment at ACPE receive a 0.25% interest rate reduction. The benefit is reviewed annually by the ASLC Board.</th>
</tr>
</thead>
</table>

<p>| Disclosure | A written statement of the repayment terms of the loan sent to the borrower at the time the loan is scheduled for repayment. It identifies the principal balance, the estimated interest to be paid over the life of the loan, annual interest rate, annual percentage rate, the number of payments to be made and the monthly payment amount. A new disclosure is sent to the borrower if the repayment schedule changes, for example if the student receives a deferment. A disclosure may also be called a truth-in-lending statement or a statement of loan terms. |</p>
<table>
<thead>
<tr>
<th><strong>Due Diligence</strong></th>
<th>The process of exercising a servicer’s responsibility for collecting on a loan.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(ED) U.S. Department of Education</strong></td>
<td>An acronym sometimes used for the Department of Education. Executive Branch of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.</td>
</tr>
<tr>
<td><strong>Electronic Signature (E-SIGN)</strong></td>
<td>An electronic symbol or process attached to, or logically associated with, a record and used by a person with the intent to sign the document or record. Established under the Electronic Signatures in Global and National Commerce Act on 6/8/2000.</td>
</tr>
<tr>
<td><strong>Education Finance Council</strong></td>
<td>The Education Finance Council is an association representing the nation’s nonprofit and state-based student loan and finance organizations. These public purpose organizations are dedicated to the single purpose of making college more affordable.</td>
</tr>
<tr>
<td><strong>Education Loan Management Resources (ELM)</strong></td>
<td>Education Loan Management Resources created a uniform data exchange network for student loan processing. This technology platform allows lenders to exchange critical loan data with schools efficiently.</td>
</tr>
<tr>
<td><strong>Expected Family Contribution (EFC)</strong></td>
<td>The amount the family is expected to contribute to paying for a student’s education, as determined by the FAFSA Federal Methodology. The EFC includes parent and student contributions, and varies according to the student's dependency status, family size, number of family members in school, taxable and nontaxable income and assets. The difference between the student’s costs and the EFC is the student's financial need, and is used in determining the student's eligibility for need-based financial aid.</td>
</tr>
<tr>
<td><strong>Fair and Accurate Credit Transactions Act 2003 (FACTA)</strong></td>
<td>Federal act allowing consumers to obtain each year, free of charge, a personal credit history report, requiring that merchants omit from sales receipts all but the last five digits of a customer's credit card number, and requiring that procedures for government oversight and financial institution notification of ID theft and fraud be implemented. Amended the Fair Credit Reporting Act (FCRA).</td>
</tr>
<tr>
<td><strong>Fair Credit Reporting Act (FCRA)</strong></td>
<td>The Fair Credit Reporting Act, 15 U.S.C. § 1681, is U.S. federal law enacted to promote the accuracy, fairness, and privacy of consumer information contained in the files of consumer reporting agencies.</td>
</tr>
<tr>
<td><strong>Fair Isaac Credit Score (FICO)</strong></td>
<td>A statistical model developed by the Fair Isaac Corporation, which is used by credit bureaus, and banking institutions to calculate and determine an individual’s credit score.</td>
</tr>
<tr>
<td><strong>Family Education Loan (FEL)</strong></td>
<td>ACPE’s FEL program provides low interest loans to families to assist in paying the costs of education for family members. Borrowers may be parents, grandparents, foster parents, or spouses.</td>
</tr>
<tr>
<td><strong>Federal Family Education Loan Program (FFELP)</strong></td>
<td>FFELP was terminated in 2009. Through FFELP, ACPE offered federally-guaranteed low-cost loans to students and parents. FFELP loans included Stafford, PLUS, Consolidated, all of which are now offered directly by the federal government.</td>
</tr>
<tr>
<td><strong>Federal Methodology</strong></td>
<td>The need analysis formula used on the FAFSA to determine theEFC. The federal methodology takes family size, the number of family members in college, taxable and nontaxable income and assets into account.</td>
</tr>
<tr>
<td><strong>Federal Work-Study (FWS)</strong></td>
<td>Program providing undergraduate and graduate students with part-time employment, usually at the school of attendance, during the school year. The federal government pays a portion of the student's salary, making it cheaper for departments and businesses to hire the student. For this reason, work-study students often find it easier to get a part-time job. Eligibility for FWS is based on need. Money earned from a FWS job is not counted as income for the subsequent year's need analysis process.</td>
</tr>
<tr>
<td><strong>Finance Charge</strong></td>
<td>The estimated amount of interest that will be paid over the life of the loan.</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td>Money provided to the student and the family to help them pay for the student's education. Major forms of financial aid include gift aid (grants and scholarships) and self-help aid (loans and work).</td>
</tr>
<tr>
<td><strong>Financial Aid Administrator (FAA)</strong></td>
<td>A staff member at an eligible school who is charged with the administration of financial aid programs.</td>
</tr>
<tr>
<td><strong>Financial Aid Counseling</strong></td>
<td>Students with federal loans are required to meet with a financial aid administrator or participate in a distance education-counseling program before they receive their first loan disbursement and again before they graduate or otherwise leave school. During these counseling sessions, called entrance and exit interviews, the FAA reviews the repayment terms of the loan and the repayment schedule with the student.</td>
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<td>Definition</td>
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<tr>
<td>Financial Aid Office (FAO)</td>
<td>The college or university office that is responsible for the determination of student financial need and the awarding of financial aid.</td>
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<tr>
<td>Financial Aid Package</td>
<td>The complete collection of grants, scholarships, loans, and work-study employment from all sources (federal, state, institutional and private) offered to a student to enable them to attend the college or university.</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>The ability to understand and effectively apply various financial skills, including personal financial management, budgeting, and investing. Financial literacy helps individuals become self-sufficient so they can achieve financial stability. ACPE incorporates financial literacy education into the loan application process.</td>
</tr>
<tr>
<td>Forbearance</td>
<td>During a forbearance period, the lender allows the borrower to temporarily postpone repaying the principal, but the interest charges continue to accrue, even on subsidized loans. Forbearances are granted at the lender's discretion, usually in cases of extreme financial hardship or other unusual circumstances when the borrower does not qualify for a deferment. Typically, accrued interest is capitalized.</td>
</tr>
<tr>
<td>Free Application For Federal Student Aid (FAFSA)</td>
<td>Form used to apply for a broad category of federal and state student aid programs. No fee is charged.</td>
</tr>
<tr>
<td>FAFSA Time Alaska</td>
<td>FAFSA Time Alaska provides FAFSA-specific resources and training to site coordinators volunteering to host FAFSA completion events around the state. The event season runs from October to April. (Previously known as College Goal Alaska)</td>
</tr>
<tr>
<td>Federal Student Aid (FSA)</td>
<td>Aid offered to postsecondary education students by the federal government in the form of grants, loans, work-study programs, and other forms of assistance.</td>
</tr>
<tr>
<td>Generally Accepted Accounting Principles (GAAP)</td>
<td>A widely accepted set of rules, conventions, standards, and procedures for reporting financial information, as established by the Financial Accounting Standards Board.</td>
</tr>
<tr>
<td>Gift Aid</td>
<td>Financial aid, such as grants and scholarships, which does not need to be repaid.</td>
</tr>
<tr>
<td>Grace Period</td>
<td>The time that begins when a borrower leaves school (whether because of graduation or withdrawal) or drops below the required enrollment level, and ends the day before the repayment period starts. The length of the grace period is stipulated in the promissory note that the borrower signed. Payments are not due during the grace period.</td>
</tr>
<tr>
<td><strong>Graduate PLUS Loan</strong></td>
<td>A federal loan made to a graduate or professional student, defined as a student enrolled in a program or course above the baccalaureate level or enrolled in a program leading to a professional degree at an eligible school.</td>
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<tr>
<td><strong>Graduated Repayment</strong></td>
<td>A repayment schedule where monthly payments are smaller at the start of the repayment period and gradually become larger.</td>
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<tr>
<td><strong>Grant</strong></td>
<td>A type of financial aid based on financial need that the student does not have to repay.</td>
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<tr>
<td><strong>Great Lakes Higher Education Guaranty Corporation (Great Lakes)</strong></td>
<td>ACPE’s former federal loan guarantor from 2018 through early 2019 when it transitioned to Ascendium Education Group AEG as part of corporate restructuring.</td>
</tr>
<tr>
<td><strong>Guaranty Agency or Guarantor</strong></td>
<td>A state or private nonprofit organization that has an agreement with the U.S. Secretary of Education to administer a loan guarantee program under the Higher Education Act, and enforces federal and state law regarding student loans. It is responsible for overseeing the student loan process, and insures them against default for the lender.</td>
</tr>
<tr>
<td><strong>Health Education Assistance Loan (HEAL)</strong></td>
<td>A low interest loan administered by the US Department of Health and Human Services (HHS). It is available to medical school students pursuing medicine, osteopathy, dentistry, veterinary medicine, optometry, podiatry, clinical psychology, health administration and public health. Undergraduate pharmacology students are also eligible.</td>
</tr>
<tr>
<td><strong>Higher Ed Loan Mgt System (HELMS)</strong></td>
<td>Loan servicing software used by ACPE since 1996.</td>
</tr>
<tr>
<td><strong>Higher Education Investment Fund (HEIF)</strong></td>
<td>Fund established in statute for the purpose of making grants and scholarships. This fund was established to endow the Alaska Performance Scholarship (APS) and the Alaska Education Grant (AEG).</td>
</tr>
<tr>
<td><strong>Income-Based Repayment (IBR)</strong></td>
<td>IBR is a federal loan repayment option with payment caps based on income and family size. After 25 years of qualifying payments and/or economic hardship deferments, the US Department of Education repays the outstanding balance and accrued interest on eligible loans. IBR is available for all federal student loans, except parent PLUS loans.</td>
</tr>
<tr>
<td><strong>Income-Sensitive Repayment</strong></td>
<td>A repayment plan for federal loan programs available to borrowers whose standard monthly loan payment (10-year repayment term) exceeds a percentage of their discretionary income. The monthly payment amount is based on a percentage of gross monthly income, and must at least satisfy monthly...</td>
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<tr>
<td>Interest accrual</td>
<td>The plan is designed for borrowers who have a low initial income but anticipate it to increase over time.</td>
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<td>Independent</td>
<td>A student is considered independent for purposes of not including parent income on the FAFSA if the student is at least 24 years old as of January 1 of the academic year, is married, is a graduate or professional student, has a legal dependent other than a spouse, is a veteran of the US Armed Forces, or is an orphan or ward of the court (or was a ward of the court until age 18), homeless or at risk of being homeless. A parent refusing to provide support for their child's education is not sufficient for the child to be declared independent.</td>
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| Institutional Authorization               | All postsecondary educational providers in Alaska, and the programs they offer, must be authorized in accordance with law as set forth in AS 14.48, or be formally determined by ACPE to be exempt from authorization. ACPE’s authorization process is designed to ensure postsecondary education providers and programs meet minimum standards set out in law, relative to:  
  - Institutional financial soundness  
  - Ethical business practices  
  - Educational program  
  - Administrative capacity  

Authorization is a separate process from accreditation. |
<p>| Institutional Student Information Report (ISIR) | The electronic version of the Student Aid Report (SAR) delivered to schools. It is sent by the US Department of Education to provide information about students who completed a FAFSA and indicated they might attend that school. This report includes the EFC and is used by the school to determine eligibility for financial aid. |
| Interest Cap                              | The maximum interest rate that can be charged on a loan. Not to be confused with capitalized interest.                                                                                                                                                         |
| Lender’s Interest and Special Allowance   | An accounting mechanism that a lender uses to report to the Department the loans that it has made and to request from the                                                                                       |</p>
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<tr>
<th><strong>Request and Report (LaRS)</strong></th>
<th>Department interest benefits and special allowance that it has earned, or to report payments the lender owes to the Department.</th>
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<tr>
<td><strong>Lumina Foundation</strong></td>
<td>An independent private philanthropic foundation focused on increasing success in higher education.</td>
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<td><strong>Master Promissory Note (MPN)</strong></td>
<td>A promissory note that authorizes the lender to disburse multiple loans during multi-year terms upon request and the school’s certification of loan eligibility.</td>
</tr>
<tr>
<td><strong>Medical Cancellation</strong></td>
<td>In the event the borrower is permanently disabled, and therefore unable to be gainfully employed, a loan may be eligible for medical cancellation. Cancellation eligibility is, in part, determined by the loan contract the borrower signed. Alaska statute does not entitle a borrower to medical cancellation; therefore, contract law and Alaska Education Loan Regulations govern this process.</td>
</tr>
<tr>
<td><strong>Missouri Higher Education Loan Authority (MOHELA)</strong></td>
<td>Missouri Higher Education Loan Authority is one of several Direct Loan Servicers in the country. The ASLC is a signatory sub-contractor of MOHELA for federal Direct Loan Servicing. MOHELA services Direct Loans allocated to the ASLC, and the ASLC receives a share of the servicing fees paid by the US Department of Education.</td>
</tr>
<tr>
<td><strong>National Center for Higher Education Management Systems (NCHEMS)</strong></td>
<td>A private nonprofit organization whose expertise is assisting higher education policymakers and administrators bridge the gap between research and practice.</td>
</tr>
<tr>
<td><strong>National College Access Network (NCAN)</strong></td>
<td>National non-profit organization that assists local communities initiate, develop and sustain college access programs designed to increase the number of students who pursue education beyond high school through advising and financial assistance.</td>
</tr>
<tr>
<td><strong>National Council of Higher Education Resources (NCHER)</strong></td>
<td>An organization which represents a nationwide network of guaranty agencies, secondary markets, lenders, loan servicers, collection agencies, schools, and other organizations involved in the administration of FFEL portfolios.</td>
</tr>
<tr>
<td><strong>National Disbursement Network (NDN)</strong></td>
<td>A central disbursing agent affiliated with Education Loan Management Resources (ELM) that ACPE uses to disburse loan funds to schools that request this method of receiving disbursements. NDN electronically debits an ACPE account and disburses the funds to the school either by electronic fund transfer or by check, depending on the school’s preference.</td>
</tr>
<tr>
<td><strong>National Student Loan Data System (NSLDS)</strong></td>
<td>The U.S. Department of Education’s central database for information about a student’s financial aid.</td>
</tr>
<tr>
<td><strong>Need Analysis</strong></td>
<td>The process for determining a student's financial need using financial information provided by the student and his or her parents (and spouse, if any) on the FAFSA.</td>
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<tr>
<td><strong>Need-Based</strong></td>
<td>Financial aid based on student’s ability to pay. Most government sources of financial aid are need-based.</td>
</tr>
<tr>
<td><strong>Northwest Ed Loan Association (NELA)</strong></td>
<td>ACPE’s former federal loan guarantor. NELA became affiliated with USA Funds in 2004.</td>
</tr>
<tr>
<td><strong>Non-Subsidized Interest</strong></td>
<td>Interest that accrues and is to be paid by the borrower.</td>
</tr>
<tr>
<td><strong>Office of Management &amp; Budget (OMB)</strong></td>
<td>Budget office in the Governor’s office.</td>
</tr>
<tr>
<td><strong>Origination Fee</strong></td>
<td>Administrative fee paid to the lender and charged as a percentage of the loan amount as it is disbursed.</td>
</tr>
<tr>
<td><strong>P-20W Statewide Longitudinal Data System (SLDS)</strong></td>
<td>Abbreviation and acronym for the statewide longitudinal data system, which links K-12 education data to postsecondary education and workforce information.</td>
</tr>
<tr>
<td><strong>Parent Loans For Undergraduate Students (PLUS)</strong></td>
<td>Federal loans available to parents of dependent undergraduate students to help finance the child's education. Parents may borrow up to the full cost of their children's education, less the amount of any other financial aid received. PLUS Loans may be used to pay the EFC. There is a minimal credit check required for the PLUS loan, so a good credit history is required.</td>
</tr>
<tr>
<td><strong>Pell Grant</strong></td>
<td>A federal grant to undergraduates that provides funds based on the student's financial need. The amount of the grant for 2020-21 is $6,345.</td>
</tr>
<tr>
<td><strong>Perkins Loan</strong></td>
<td>Formerly the National Direct Student Loan Program, the Perkins Loan allows students to borrow up to $5,500/year maximum of $27,500 for undergraduate school and $8,500/year maximum of $60,000 for graduate school. The Perkins Loan has one of the lowest interest rates and is awarded by the financial aid administrator to students with exceptional financial need. The student must have applied for a Pell Grant to be eligible. The interest on the Perkins Loan is subsidized while the student is in school.</td>
</tr>
<tr>
<td><strong>Pennsylvania Higher Education Assistance Agency (PHEAA)</strong></td>
<td>Pennsylvania Higher Education Assistance Agency (PHEAA) is a national provider of student financial aid services, including loan guaranty, loan servicing, financial aid processing, outreach, and other student aid programs. It conducts its student loan servicing operations nationally as FedLoan Servicing and American Education Services (AES).</td>
</tr>
<tr>
<td><strong>Premiere Credit of North America, LLC (PCNA)</strong></td>
<td>Premiere Credit of North America, LLC (PCNA) is the collection agency contracted to collect on defaulted state education loans.</td>
</tr>
<tr>
<td><strong>Professional Student Exchange Program (PSEP)</strong></td>
<td>A WICHE program that provides access for Alaska students to enroll full-time in eligible health-related degree programs that are not available in this state. Alaska pays a support fee to reserve seats in these programs, and the Alaska program participants are required to repay the support fee paid on their behalf.</td>
</tr>
<tr>
<td><strong>Promissory Note (PN)</strong></td>
<td>Legal contract between borrower and ACPE describing terms and conditions of loan.</td>
</tr>
<tr>
<td><strong>Program Participation Application (PPA)</strong></td>
<td>An institution must enter into a program participation agreement with ACPE in order to be eligible to offer state financial aid programs. The agreement sets out the requirements for compliance with state statutes and regulations governing these programs.</td>
</tr>
<tr>
<td><strong>Public Service Loan Forgiveness (PSLF)</strong></td>
<td>The Public Service Loan Forgiveness program forgives the remaining balance on federal student loans after borrowers have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer. Qualifying employers include a US federal, state, or tribal government or not-for-profit organization.</td>
</tr>
<tr>
<td><strong>Refinance Loan</strong></td>
<td>A loan that combines several student loans into one loan from a single lender. The refinance loan is used to pay off the balances on the other loans.</td>
</tr>
<tr>
<td><strong>Skip Tracing</strong></td>
<td>Skip Tracing is the process by which a lender attempts to obtain corrected borrower address or telephone information when the current address and/or phone is no longer valid.</td>
</tr>
<tr>
<td><strong>Satisfactory Academic Progress (SAP)</strong></td>
<td>Institutional requirements for satisfactory academic progress to continue receiving federal or state aid.</td>
</tr>
<tr>
<td><strong>Student Aid Report (SAR)</strong></td>
<td>Record of information from a student’s FAFSA provided to the student by the U.S. Dept. of Education (DOE), which includes the calculation of the student’s expected family contribution (EFC). The electronic version sent to schools and ACPE is called an Institutional Student Information Record (ISIR).</td>
</tr>
<tr>
<td><strong>Servicer</strong></td>
<td>An organization that collects payments on a loan and performs other administrative tasks associated with maintaining a loan portfolio. Loan servicers disburse loan funds, monitor loans while the borrowers are in school, collect payments, process deferments and forbearances, respond to borrower inquiries and ensure that the loans are administered in compliance with all applicable state and federal requirements.</td>
</tr>
<tr>
<td>Special Allowance Payment (SAP)</td>
<td>A percentage of the daily average unpaid principal balance, paid to a lender by the Department on an eligible Federal Stafford, PLUS, Supplemental Loans for Students (SLS), or Consolidation loan. The special allowance rate is set by statutory formula. Currently the rates paid by borrowers on the loans are higher than the relevant market index and lenders are required to rebate the difference back to the federal government.</td>
</tr>
<tr>
<td>Stafford Loans</td>
<td>Federal loans that come in two forms, subsidized and unsubsidized. Subsidized loans are based on need; unsubsidized loans are not. The federal government pays the interest on the subsidized Stafford Loan while the student is in school and in certain deferment periods. The Subsidized Stafford Loan was formerly known as the Guaranteed Student Loan (GSL).</td>
</tr>
<tr>
<td>State Higher Education Executive Officers (SHEEO)</td>
<td>The national association of higher education leaders of statewide coordinating and governing boards and other state policy agencies for higher education. SHEEO serves its members as an advocate for state policy leadership, as a liaison between states and the federal government, as a vehicle for peer collaboration, and as a source of information and analysis on educational and public policy issues. In Alaska, the SHEEO role is shared between the Executive Director of ACPE and the President of the University of Alaska.</td>
</tr>
<tr>
<td>Success Center</td>
<td>Located in ACPE’s Anchorage office, Success Center staff assist students and parents through the financial aid process and postsecondary education or career training preparation.</td>
</tr>
<tr>
<td>Subsidized Loan</td>
<td>With a subsidized loan, such as the Perkins Loan or the Subsidized Stafford Loan, the government pays the interest on the loan while the student is in school, during the six-month grace period following qualifying enrollment and the beginning of repayment, and during any deferment periods. Subsidized loans are awarded based on financial need and may not be used to finance the family contribution.</td>
</tr>
<tr>
<td>Supplemental Education Opportunity Grant (SEOG)</td>
<td>Federal grant program for undergraduate students with exceptional need. SEOG grants are awarded by the school's financial aid office, and provide up to $4,000 per year. To qualify, a student must also be a recipient of a Pell Grant.</td>
</tr>
<tr>
<td>Teacher Education Loan (TEL)</td>
<td>The TEL was created to provide an incentive for rural high school graduates to pursue teaching careers and return to teach in rural communities; school boards award teacher education loans with preference given to applicants from rural schools, to attend a bachelor’s degree program in elementary or secondary education or a teacher certification program. Borrowers who teach in a qualifying school may be eligible for forgiveness benefits.</td>
</tr>
</tbody>
</table>
Legislation passed in 2014 made the awarding of TELs to new borrowers subject to the availability of funding from the State. Absent such funding, effective fall of 2014, only continuing borrowers will receive additional loans, which are funded by ASLC.

<table>
<thead>
<tr>
<th>Truth-In-Lending (TIL)</th>
<th>See Disclosure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truth in Lending Act (TILA)</td>
<td>The Truth in Lending Act (TILA) of 1968 is United States federal law designed to promote the informed use of consumer credit, by requiring disclosures about its terms and cost to standardize the manner in which costs associated with borrowing are calculated and disclosed. It requires publication of the Annual Percentage Rate (APR) on a loan.</td>
</tr>
<tr>
<td>Unmet Need</td>
<td>Any negative difference between the amount a student/family has the capacity to pay and the cost of education as certified by the institution’s Financial Aid Office is considered to be their “unmet need”.</td>
</tr>
<tr>
<td>Unsubsidized Loan</td>
<td>A loan for which the borrower is responsible for the interest on an unsubsidized loan from the date the loan is disbursed, even while the student is still in school. Students may avoid paying the interest while they are in school by capitalizing the interest, which increases the loan amount.</td>
</tr>
<tr>
<td>Variable Interest Rate (VIR)</td>
<td>In a variable interest loan, the interest rate changes periodically. For example, the interest rate might be pegged to the cost of US Treasury Bills (e.g., T-Bill rate plus 3.1%) and be updated monthly, quarterly, semi-annually or annually. ACPE does not currently offer any variable rate loans.</td>
</tr>
<tr>
<td>Western Interstate Commission for Higher Education (WICHE)</td>
<td>WICHE is a regional organization created by the Western Regional Education Compact, adopted by the Western states. WICHE was created to facilitate resource sharing among the higher education systems of the West. It implements a number of activities to accomplish its objectives. Alaska participates in three WICHE student exchange programs administered by ACPE. Alaska has participated in the WICHE compact since 1955.</td>
</tr>
<tr>
<td>Western Undergraduate Exchange Program (WUE)</td>
<td>A WICHE program, WUE allows Alaska residents to enroll at two-year and four-year institutions in participating states at reduced tuition level applicable only to WUE students. Over 100 colleges and universities participate in this exchange program.</td>
</tr>
<tr>
<td>Western Regional Graduate Program (WRGP)</td>
<td>A WICHE program that enables Alaska residents to enroll at reduced tuition rates in certain graduate programs in other western states.</td>
</tr>
<tr>
<td>The Washington, Wyoming Alaska, Montana, Idaho Program (WWAMI)</td>
<td>Provides access to graduate medical education not otherwise available in Alaska. State residents compete only with other Alaska residents for 20 positions reserved at the University of Washington School of Medicine (UWSM) for Alaska students. Alaska pays to UWSM the contractual costs of the program not covered by tuition, but fifty percent of that cost is a loan for the participant if they fail to return to the state and become employed in the medical field for which support was provided. After acceptance by UWSM, the student attends the first year of school at University of Alaska Anchorage.</td>
</tr>
</tbody>
</table>