

STATE OF ALASKA DEPARTMENT OF EDUCATION
AND EARLY DEVELOPMENT

Virtual Meeting
Regulatory Revisions - Administrative Order 360
Chapter 51 - Vocational Education: Article 3, Secondary
Vocational Educational Programs

PUBLIC COMMENT

October 21, 2025
8:00 a.m.

Pages 1 - 5, inclusive

Transcribed by: Leonard DiPaolo, RPR, CRR, CCP

Page 2

1 P R O C E E D I N G S
2 **JAKE ALMEIDA:** Okay, good morning,
3 everyone. I'd like to welcome you to today's
4 Administrative Order, or AO, 360 stakeholder input
5 session on Chapter 51, Vocational Education, Article 3,
6 Secondary Vocational Educational Programs. And thank
7 you for joining us.
8 The purpose of this meeting is to hear
9 directly from stakeholders and members of the public
10 regarding regulatory burdens or barriers you believe
11 should be addressed as part of Alaska's AO 360 reform
12 project.
13 Your input is critical in helping us
14 shape meaningful changes that support student and
15 schools. To honor your time today, this session will
16 end promptly on the hour.
17 These stakeholder meetings are
18 opportunities for us to listen to your perspectives
19 before any regulations are drafted, amended, or
20 repealed. This is not the formal public comment
21 process under the Administrative Procedure Act, or APA.
22 That process, of course, will begin later after draft
23 regulations have undergone legal review and have been
24 formally approved for public comment.
25 As part of the regulatory reform plan,

Page 3

1 the department must create a list of all the comments
2 we receive during the stakeholder process along with
3 whether we intend to implement each recommendation that
4 stakeholders make. If we do not adopt a
5 recommendation, we are required to explain why not. So
6 that is why your feedback today is so valuable. It
7 will directly shape our department's analysis and
8 inform you of the next steps.
9 So to proceed today, first we will hear a
10 short overview of the regulations for this meeting, and
11 then we'll move into the comment period where you may
12 share your input.
13 Verbal feedback will be recorded,
14 summarized, and included in the department's reform
15 plan. Written feedback will be accepted for 30 days
16 following this session. And please refer to the chat
17 for more information submitting written feedback. And
18 you'll see a few links plugged in the chat regarding
19 written and verbal sign up for testimony today.
20 So at this time I will kick it over to
21 Ms. Kelly Manning, who is our IEE deputy director, and
22 she will go over Chapter 51, Vocational Education
23 regulations. Over to you, Kelly.
24 **KELLY MANNING:** Good morning. I'm Kelly
25 Manning, I'm our deputy director for Innovation and

Page 4

1 Education Excellence. With me today to help answer
2 questions is Brad Billings, our CTE administrator.
3 Today we will be going over Chapter 51,
4 Secondary Vocational Education Programs. This section
5 of Alaska's regulations provides information and
6 guidance regarding secondary vocational education
7 programs, including district vocational education plan
8 requirements, facilities and equipment requirements,
9 curriculum evaluation input requirements, and guidance
10 and placement.
11 The chapters include local vocational
12 education plan, vocational facilities and equipment,
13 evaluation, vocational guidance and placement, as well
14 the purpose and definitions.
15 As you consider these sections, we
16 encourage you to think about whether the current
17 regulations create unnecessary burdens, whether they
18 meet today's needs, and what changes might better serve
19 schools, students, and families. We've also shared the
20 regulation text and the survey link in the chat.
21 **JAKE ALMEIDA:** Okay, thank you so much,
22 Kelly.
23 So at this time, seeing no one in the
24 chat, we will go ahead and just be on pause. And,
25 again, for those joining, there is a link in the chat,

Page 5

1 and we will post it again as more people join to sign
2 up for verbal comment today as well as how to provide
3 written feedback afterwards. So at this time we will
4 just remain on hold.
5 (Pause)
6 **JAKE ALMEIDA:** At this time we will now
7 conclude this public stakeholder meeting for Chapter 51
8 of Department of Education and Early Development
9 related regulations on this Tuesday, October 21st, 2025
10 at 8:20 a.m.
11 If you're watching this recording and
12 would still like to submit feedback regarding these
13 regulations, you can go to our website at
14 education.alaska.gov/ao360 and it will be submitted for
15 the record that way. Thank you, and we will now close
16 this meeting.
17 (Meeting concluded)
18
19
20
21
22
23
24
25

A	<p>chapters (1) 4:11</p> <p>chat (5) 3:16,18;4:20,24,25</p> <p>close (1) 5:15</p> <p>comment (4) 2:20,24;3:11;5:2</p> <p>comments (1) 3:1</p> <p>conclude (1) 5:7</p> <p>concluded (1) 5:17</p> <p>consider (1) 4:15</p> <p>course (1) 2:22</p> <p>create (2) 3:1;4:17</p> <p>critical (1) 2:13</p> <p>CTE (1) 4:2</p> <p>current (1) 4:16</p> <p>curriculum (1) 4:9</p>	<p>Educational (1) 2:6</p> <p>education.alaskagov/ao360 (1) 5:14</p> <p>encourage (1) 4:16</p> <p>end (1) 2:16</p> <p>equipment (2) 4:8,12</p> <p>evaluation (2) 4:9,13</p> <p>everyone (1) 2:3</p> <p>Excellence (1) 4:1</p> <p>explain (1) 3:5</p>	<p>3:21</p> <p>implement (1) 3:3</p> <p>include (1) 4:11</p> <p>included (1) 3:14</p> <p>including (1) 4:7</p> <p>inform (1) 3:8</p> <p>information (2) 3:17;4:5</p> <p>Innovation (1) 3:25</p> <p>input (4) 2:4,13;3:12;4:9</p> <p>intend (1) 3:3</p> <p>into (1) 3:11</p>	<p>meet (1) 4:18</p> <p>meeting (5) 2:8;3:10;5:7,16,17</p> <p>meetings (1) 2:17</p> <p>members (1) 2:9</p> <p>might (1) 4:18</p> <p>more (2) 3:17;5:1</p> <p>morning (2) 2:2;3:24</p> <p>move (1) 3:11</p> <p>much (1) 4:21</p> <p>must (1) 3:1</p>
	D	F	J	N
	<p>days (1) 3:15</p> <p>definitions (1) 4:14</p> <p>department (2) 3:1;5:8</p> <p>department's (2) 3:7,14</p> <p>deputy (2) 3:21,25</p> <p>Development (1) 5:8</p> <p>directly (2) 2:9;3:7</p> <p>director (2) 3:21,25</p> <p>district (1) 4:7</p> <p>draft (1) 2:22</p> <p>drafted (1) 2:19</p> <p>during (1) 3:2</p>	<p>facilities (2) 4:8,12</p> <p>families (1) 4:19</p> <p>feedback (6) 3:6,13,15,17;5:3,12</p> <p>few (1) 3:18</p> <p>first (1) 3:9</p> <p>following (1) 3:16</p> <p>formal (1) 2:20</p> <p>formally (1) 2:24</p>	<p>JAKE (3) 2:2;4:21;5:6</p> <p>join (1) 5:1</p> <p>joining (2) 2:7;4:25</p>	<p>needs (1) 4:18</p> <p>next (1) 3:8</p>
	E	G	K	O
B	<p>barriers (1) 2:10</p> <p>begin (1) 2:22</p> <p>better (1) 4:18</p> <p>Billings (1) 4:2</p> <p>Brad (1) 4:2</p> <p>burdens (2) 2:10;4:17</p>	<p>good (2) 2:2;3:24</p> <p>guidance (3) 4:6,9,13</p>	<p>Kelly (5) 3:21,23,24,24;4:22</p> <p>kick (1) 3:20</p>	<p>October (1) 5:9</p> <p>one (1) 4:23</p> <p>opportunities (1) 2:18</p> <p>Order (1) 2:4</p> <p>over (4) 3:20,22,23;4:3</p> <p>overview (1) 3:10</p>
		H	L	P
C	<p>Early (1) 5:8</p> <p>Education (8) 2:5;3:22;4:1,4,6,7, 12;5:8</p>	<p>hear (2) 2:8;3:9</p> <p>help (1) 4:1</p> <p>helping (1) 2:13</p> <p>hold (1) 5:4</p> <p>honor (1) 2:15</p> <p>hour (1) 2:16</p>	<p>later (1) 2:22</p> <p>legal (1) 2:23</p> <p>link (2) 4:20,25</p> <p>links (1) 3:18</p> <p>list (1) 3:1</p> <p>listen (1) 2:18</p> <p>local (1) 4:11</p>	<p>part (2) 2:11,25</p> <p>pause (2) 4:24;5:5</p> <p>people (1) 5:1</p> <p>period (1) 3:11</p> <p>perspectives (1) 2:18</p> <p>placement (2) 4:10,13</p> <p>plan (4) 2:25;3:15;4:7,12</p> <p>please (1) 3:16</p> <p>plugged (1) 3:18</p>
		I	M	
<p>can (1) 5:13</p> <p>changes (2) 2:14;4:18</p> <p>Chapter (4) 2:5;3:22;4:3;5:7</p>		<p>IEE (1)</p>	<p>Manning (3) 3:21,24,25</p> <p>may (1) 3:11</p> <p>meaningful (1) 2:14</p>	

<p>post (1) 5:1</p> <p>Procedure (1) 2:21</p> <p>proceed (1) 3:9</p> <p>process (3) 2:21,22;3:2</p> <p>Programs (3) 2:6;4:4,7</p> <p>project (1) 2:12</p> <p>promptly (1) 2:16</p> <p>provide (1) 5:2</p> <p>provides (1) 4:5</p> <p>public (4) 2:9,20,24;5:7</p> <p>purpose (2) 2:8;4:14</p>	<p>schools (2) 2:15;4:19</p> <p>Secondary (3) 2:6;4:4,6</p> <p>section (1) 4:4</p> <p>sections (1) 4:15</p> <p>seeing (1) 4:23</p> <p>serve (1) 4:18</p> <p>session (3) 2:5,15;3:16</p> <p>shape (2) 2:14;3:7</p> <p>share (1) 3:12</p> <p>shared (1) 4:19</p> <p>short (1) 3:10</p> <p>sign (1) 5:1</p> <p>signup (1) 3:19</p> <p>stakeholder (4) 2:4,17;3:2;5:7</p> <p>stakeholders (2) 2:9;3:4</p> <p>steps (1) 3:8</p> <p>still (1) 5:12</p> <p>student (1) 2:14</p> <p>students (1) 4:19</p> <p>submit (1) 5:12</p> <p>submitted (1) 5:14</p> <p>submitting (1) 3:17</p> <p>summarized (1) 3:14</p> <p>support (1) 2:14</p> <p>survey (1) 4:20</p>	<p>U</p> <p>under (1) 2:21</p> <p>undergone (1) 2:23</p> <p>unnecessary (1) 4:17</p> <p>up (1) 5:2</p> <p>V</p> <p>valuable (1) 3:6</p> <p>Verbal (3) 3:13,19;5:2</p> <p>Vocational (9) 2:5,6;3:22;4:4,6,7, 11,12,13</p> <p>W</p> <p>watching (1) 5:11</p> <p>way (1) 5:15</p> <p>website (1) 5:13</p> <p>welcome (1) 2:3</p> <p>Written (4) 3:15,17,19;5:3</p> <p>2</p> <p>2025 (1) 5:9</p> <p>21st (1) 5:9</p> <p>3</p> <p>3 (1) 2:5</p> <p>30 (1) 3:15</p> <p>360 (2) 2:4,11</p> <p>5</p> <p>51 (4) 2:5;3:22;4:3;5:7</p> <p>8</p> <p>8:20 (1) 5:10</p>	<p>R</p> <p>receive (1) 3:2</p> <p>recommendation (2) 3:3,5</p> <p>record (1) 5:15</p> <p>recorded (1) 3:13</p> <p>recording (1) 5:11</p> <p>refer (1) 3:16</p> <p>reform (3) 2:11,25;3:14</p> <p>regarding (4) 2:10;3:18;4:6;5:12</p> <p>regulation (1) 4:20</p> <p>regulations (8) 2:19,23;3:10,23;4:5, 17;5:9,13</p> <p>regulatory (2) 2:10,25</p> <p>related (1) 5:9</p> <p>remain (1) 5:4</p> <p>repealed (1) 2:20</p> <p>required (1) 3:5</p> <p>requirements (3) 4:8,8,9</p> <p>review (1) 2:23</p> <p>S</p>	<p>T</p> <p>testimony (1) 3:19</p> <p>today (7) 2:15;3:6,9,19;4:1,3; 5:2</p> <p>today's (2) 2:3;4:18</p> <p>Tuesday (1) 5:9</p>
--	--	---	--	--