

Alaska FSM Sector Education and Training Gap Analysis

Prepared for:

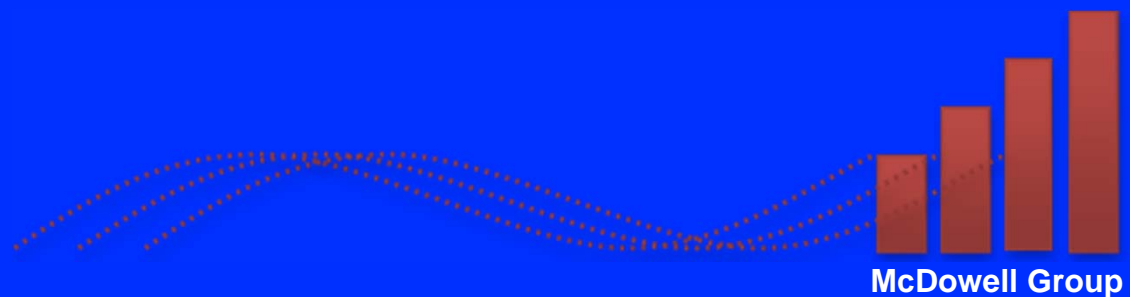
**Alaska Joint Fisheries Seafood
Maritime Workforce Forum**

Prepared by:

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Anchorage · Juneau

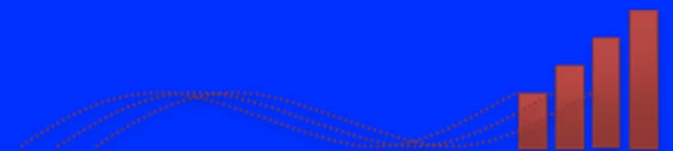
October 2, 2012



McDowell Group

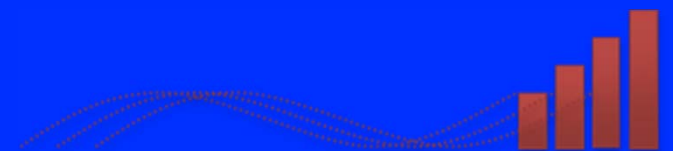
Purpose of the Training-Gap Analysis

- ◆ Define the FSM Sector in more detail
- ◆ Identify unmet needs, including career paths
- ◆ Identify relevant education/training/certification sources
- ◆ Identify opportunities for the University of Alaska to support FSM development that benefits Alaska communities



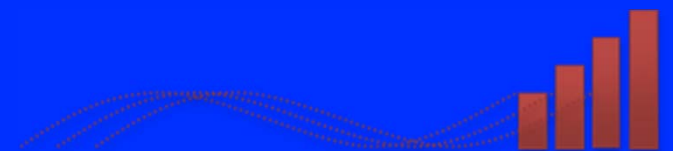
Training-Gap Analysis Tasks

- ◆ Analyze discussion results from the first FSM Forum
 - ◆ Fisheries
 - ◆ Seafood
 - ◆ Maritime
- ◆ Interview representatives of the FSM sector about training interests
 - ◆ 25 interviews

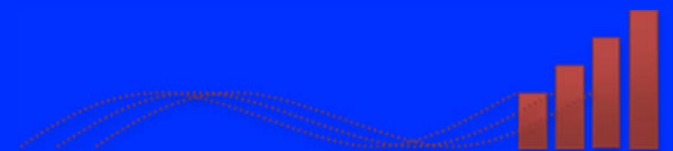


Training-Gap Analysis Tasks

- ◆ Field an online Workforce Needs Survey
 - ◆ Distributed to FSM attendees, other businesses and associations
 - ◆ 52 responses
- ◆ Obtain and analyze ADOLWD employment data
- ◆ Discuss findings with UA Allied Fisheries Working Group

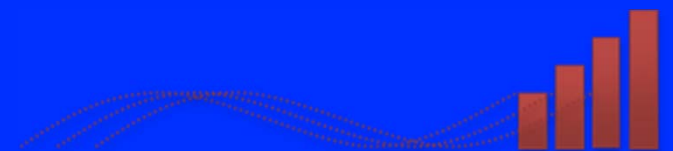


Alaska Fisheries Seafood Maritime Sector Overview



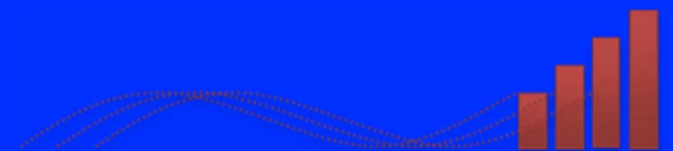
FSM Firms and Workers

- ◆ Approx. 30 different NAICS (Industry) codes
- ◆ More than 800 different SOC's (Standard Occupational Codes)
- ◆ Many firms, and even individual positions, span FSM and non-FSM activities



FSM Firms and Workers

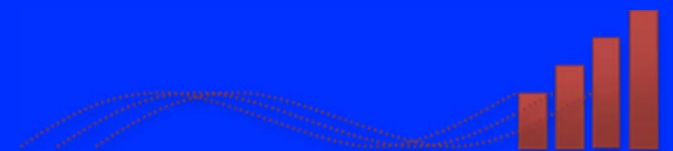
- ◆ More than 500 primarily FSM firms, not counting sole proprietorships.
- ◆ 68,000 workers, not counting scientists, educators and others whose FSM connection not reflected in DOLWD statistics.
- ◆ About half the workers are Alaska residents



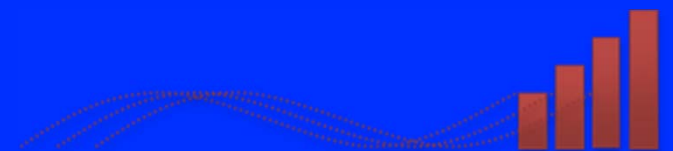
FSM Sub-sector	# Workers
Commercial fishing	31,000
Seafood processing/marketing	22,500
Water transportation	4,000
Sport-fish guiding	3,000
Ship-building/repair/maintenance	700
Salmon hatcheries/aquaculture	500
Marine engineering/surveying	200
ADF&G, USCG, NMFS	5,600

Importance of FSM to Communities

- ◆ 200+ coastal communities
 - ◆ 34,000 miles of coastline
- ◆ CDQ Groups – 65 communities
 - ◆ Direct employment of 1,600 workers (2008)
- ◆ 8 seafood processors and 3 marine transportation companies among Alaska's 100 largest firms.

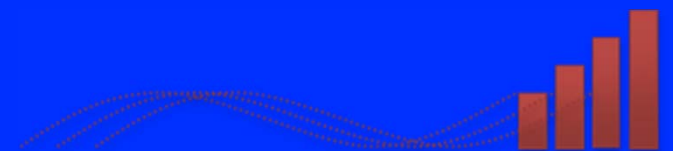


Research Findings



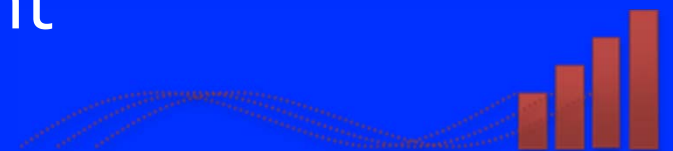
Broad Goals for FSM Workforce Development

- ♦ **Fishing:** Counteract aging of fleet and support services providers
- ♦ **Processing:** Attract and hold motivated workers with potential to advance
- ♦ **Maritime:** Meet safety training requirements and technical deckhand, engineer, and construction/repair skills



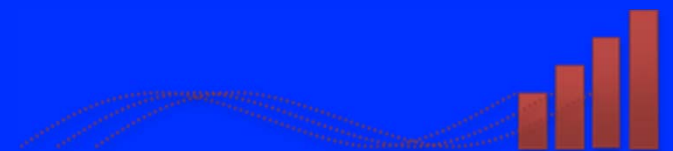
Training and Education Needs

1. Vessel support, construction and repair
2. Processing and mariculture technology
3. Business management w/ FSM content
4. Resource sustainability management
5. Mariner licensing and certification
6. Safety and risk management



Other Training Interests

- ◆ Implications of climate change
- ◆ AA in maritime transportation
- ◆ Vessel and fishing systems for new entrants
- ◆ Commercial diving
- ◆ Coastal engineering disciplines
- ◆ Culinary, for seagoing environment
- ◆ Customer service and interpretive naturalists
- ◆ Commercial truck driving



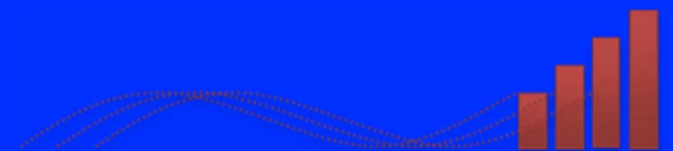
Specific Training Needs

- ◆ Survey results include estimates of specific trainings currently used:
 - ◆ Type of business
 - ◆ Position
 - ◆ Organization
 - ◆ Location
 - ◆ Credential, if applicable
 - ◆ Approx # trainees per year
- ◆ Also notes training that is in short supply



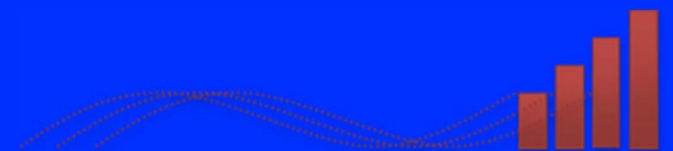
Training Design and Delivery

- ◆ No overall plan for coordinating different FSM training efforts
- ◆ FSM training needs span a great many technical areas
- ◆ Hands-on components are key
 - ◆ Apprenticeships and internships have been especially useful

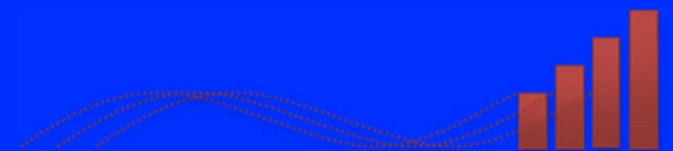


Training Priorities

- ◆ Survey respondents say the most important types of training over the next 10 years will cover:
 - ◆ Safety standards
 - ◆ Installation, repair and maintenance technicians, especially refrigeration
 - ◆ Skilled machinery/technology operators
 - ◆ Regulatory knowledge, quantitative skills, communications skills
 - ◆ Cross-training

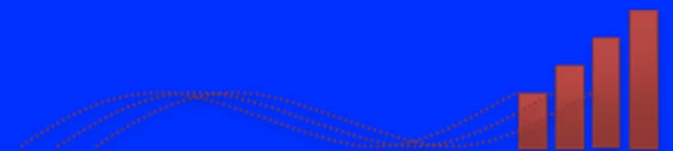


Recommendations



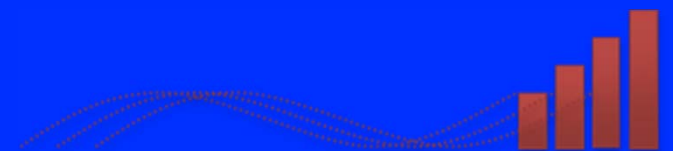
Training Design Considerations

- ◆ Adapt schedules to business seasons and geographic location of workers
- ◆ Work with existing training organizations, CDQ groups, and innovative companies
- ◆ Career ladders mostly unknown except for USCG, AMHS, ADF&G and other agencies



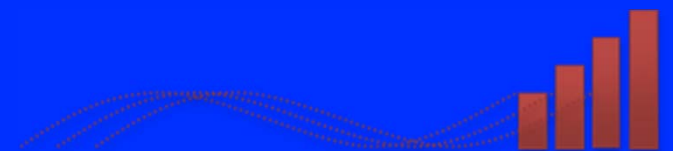
Design Process

- ◆ Be strategic about training design
 - ◆ Build long-term relationships with industry to ensure training remains on target
 - ◆ Differentiate training goals from employment goals
 - ◆ Take a long-term/career-oriented view to benefit Alaskans



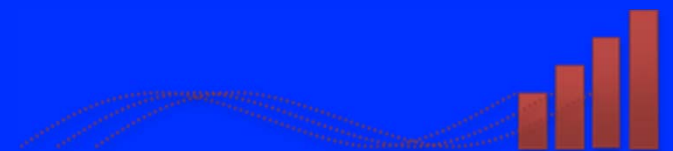
Marketing Programs

- ◆ Package and promote training to industries and potential students
 - ◆ Clear links between training and employment
 - ◆ Work one-on-one with large employers like ADF&G, USCG, and AMHS to develop offerings
 - ◆ Look for ways to deliver training outside the classroom, including videos, fieldwork, and online



The Gaps...

- ◆ Some new training, but also new ways to:
 - ◆ Deliver it, including needed credentials
 - ◆ Coordinate and promote it
 - ◆ Link training with OTJ experiences
 - ◆ Stay in touch with industry needs
 - ◆ Build career paths



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