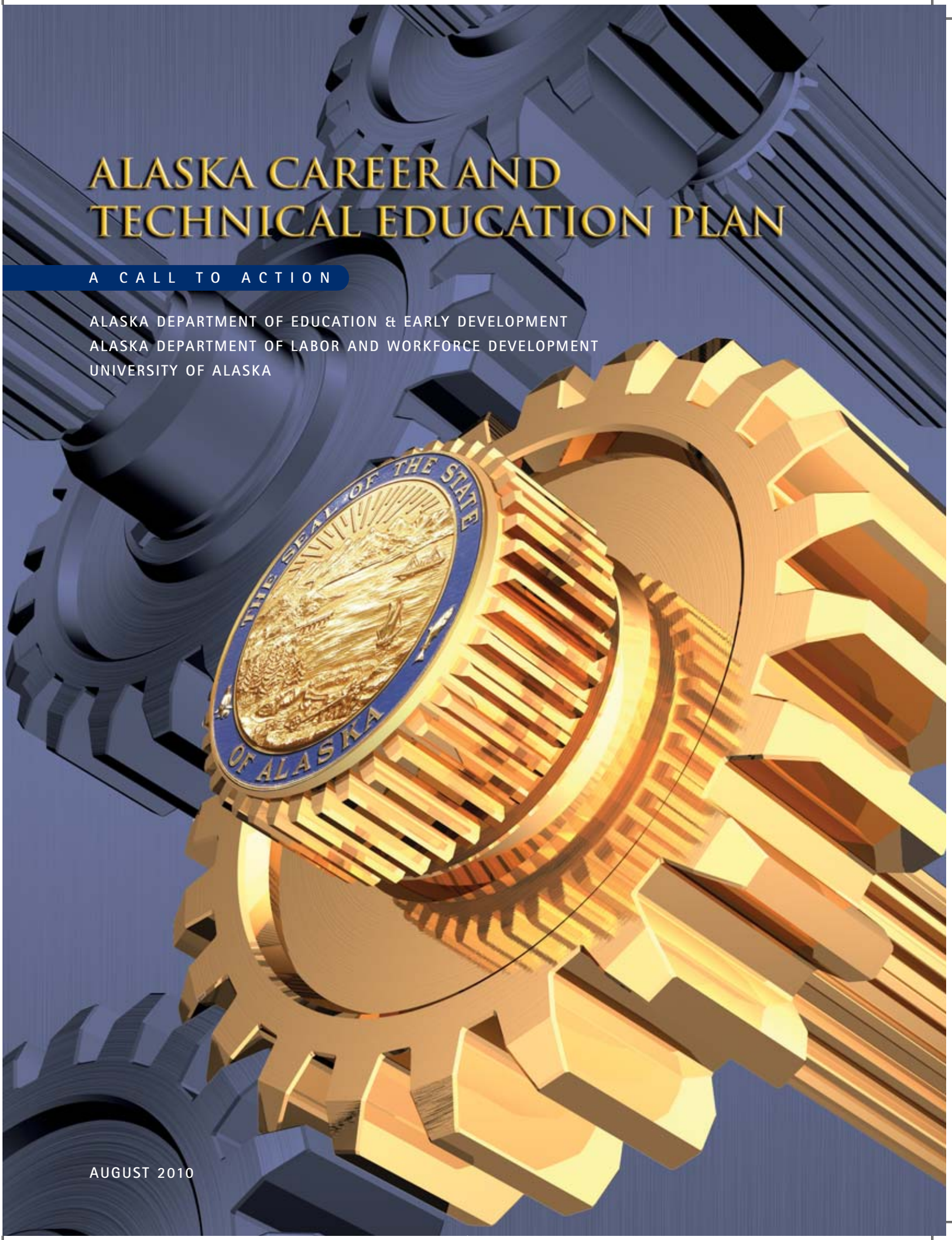
ALASKA CAREER AND TECHNICAL EDUCATION PLAN

A CALL TO ACTION

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT
ALASKA DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT
UNIVERSITY OF ALASKA



AUGUST 2010

ALASKA DEPARTMENT OF LABOR
& WORKFORCE DEVELOPMENT

UNIVERSITY of ALASKA
Many Traditions One Alaska

July 16, 2010

Dear Alaskans:

To expand and grow in the 21st Century, Alaska's economy needs an up-to-date workforce, which in turn requires a world-class education system.

The Department of Education and Early Development, the Department of Labor and Workforce Development and the University of Alaska are pleased to present the Alaska Career and Technical Education Plan. This plan outlines a comprehensive, integrated career and technical education system for Alaska that aligns training programs and coordinates delivery to prepare our citizens – youth and adults – for Alaska careers.

This plan is a living document that will not sit on the shelf. It invites coordinated and focused actions from all stakeholders. We encourage everyones' involvement in the implementation of this plan.

We are committed to working together in the truest sense of partnership. Our citizens and state will reap the benefits of our work. We invite you to join us in this quest. The action starts now.

Sincerely,

Larry LeDoux
Commissioner
Department of Education
& Early Development

Clark Bishop
Commissioner
Department of Labor
and Workforce Development

Patrick Gamble
President
University of Alaska

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A Call to Action

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I. EXECUTIVE SUMMARY

Two forces have merged to focus attention on the need for a new, more effective career and technical education system for Alaska. The state has pledged to create world-class schools that prepare graduates for careers—careers that may begin immediately after high school graduation or may require additional education and training at the postsecondary level.

Comprehensive in-state workforce development plans for the proposed gas pipeline and the health and construction industries have raised awareness that the state cannot meet its current and future workforce demands without effectively preparing and transitioning young Alaskans from school into the world of work.

The leadership of the Departments of Education & Early Development (EED) and Labor and Workforce Development (DOLWD) recognized that addressing both the educational needs of students and the workforce needs of the state requires a cooperative planning effort. The Alaska Career and Technical Education (CTE) Plan is the result of this effort, and builds on the *Alaska Gasline Inducement Act Training Strategic Plan* endorsed by the Alaska Workforce Investment Board (AWIB) in 2008 and the *Alaska Education Plan* adopted by the State Board of Education & Early Development in 2009.

Work on writing the CTE plan began in January 2010, and involved a broad cross-section of policy makers, educators, employers, state agencies, training institutions and parent representatives. EED, DOLWD and University of Alaska (UA) staff refined the details of the planned strategies and timeline. The draft plan was posted for public comment via links on the EED CTE and the AWIB CTE websites. EED, DOLWD and UA staff presented the draft plan for comment at a variety of meetings and forums during spring 2010.

This CTE plan addresses the individual need for career preparedness as well as the broader social need for a training and education system that is efficient, effective, and coordinated with regional and state current and future workforce needs.

At the level of the individual student, the CTE plan incorporates several guiding principles. It seeks to develop a CTE system for Alaskan learners that is inclusive, comprehensive and accessible.

Inclusive: The plan assists all students, regardless of their career plans and goals, in meeting many of the graduation outcomes identified for world-class students in the *Alaska Education Plan:* critical thinking, problem solving, responsibility, respect for others, technology use, commitment to quality work, decision-making and ability to collaborate. It establishes personal learning and career plans for all students, beginning in grade 6 and extending through adulthood. A career plan will provide a roadmap to a student's future that allows for exploration, investigation and choice.

Comprehensive: The CTE plan also brings together in a comprehensive system the academic and technical preparation that Alaskan students need to meet the challenges of the global workplace.

Accessible: The plan addresses the need for individuals to obtain technical and professional skills specific to the career of their choice. All K-12 students should be able to access a basic level of technical skill development while still in high school through on-site instruction, distance delivered coursework or other mechanisms. However, the plan also recognizes that gaining higher skill levels may require at least temporary relocation to a central location.

At the system level, the CTE Plan strategies will require coordination, cooperation and collaboration.

Coordination: An effective CTE system requires coordination of public policy among responsible agencies to eliminate regulatory, procedural and fiscal barriers to smooth transitions between educational levels and from school to work. The CTE planning effort has engaged EED, DOLWD, UA and other stakeholder groups in efforts to identify and seek means of strengthening this coordination.

Cooperation: The CTE system envisioned by the plan requires cooperation among education and training providers in the state including K-12 school districts, University of Alaska campuses, regional training centers, joint apprenticeship training centers and other training partners. Cooperative curriculum planning and program development assures the broadest possible range of training, avoids unnecessary duplication of programs and allows the most efficient use of limited resources.

Collaboration: Providing excellent CTE programs is a collaborative effort. Although schools and training institutions have a primary role in delivering programs, the involvement of parents, local and regional employers, Alaska Native and statewide corporations, labor unions, employment counselors and a host of others is essential if these programs are to yield quality workers. These stakeholders are critical in setting state priorities for CTE program development and delivery.

The plan recognizes the importance of involving parents and local employers in students' personal learning and career planning. Gathering meaningful input from all of these groups in the evaluation of current CTE efforts can lead to program improvement.

For each strategy, the plan identifies agencies, organizations and groups that have a role in implementation. The first entity listed under "Responsible Parties" is the lead agency that will be responsible for inviting other partners to assist in carrying out the identified action steps.

The plan examines some of the conditions that must be in place to deliver effective career training, such as highly qualified CTE instructors and safe facilities with up-to-date equipment and materials. These must be supported by a stable and sufficient funding stream that includes local, state, federal and industry sources. Available funding, human and fiscal resources must be directed to the highest priority. To help assure this, the plan calls for establishing a capital and operational funding request process that takes into account state and local economic development needs, industry standards and CTE program evaluation criteria. Current and potential funding sources have been identified to support the action steps for each strategy.

The Commissioners of Education and of Labor have committed staff and resources to commence plan activities. The Alaska Workforce Investment Board endorsed the plan in May 2010, and resolved that AWIB "supports the Alaska CTE plan and the cooperative efforts of the Departments of Education & Early Development and of Labor and Workforce Development to implement the strategies contained in the plan"[1]. The State Board of Education approved the plan at its June 10, 2010, meeting. Appendix A contains the Board endorsements and letters of support from the two Commissioners.

The plan consists of the following strategies and actions:

Strategy 1.0: Make transitions planned and accountable for both successful student progress and systemic cooperation.

This strategy can be implemented by:

1.1 Ensuring that every student has a personal learning and career plan (PLCP).

1.2 Developing an awareness campaign about the use of PLCPs to include parents, industry and adult job-seekers.

1.3 Coordinating program development and delivery among training programs to reduce duplication of effort and the need for remediation.

1.4 Developing data-sharing and other processes that provide information on student progress from one educational level to the next and from school to career.

[1] Alaska Workforce Investment Board, Resolution Number 10-03, Resolution in Support of the Alaska Career and Technical Education (CTE) Plan, May 3, 2010

Strategy 2.0: Align curricula at all training institutions to meet current industry standards – including academic, professional, and technical skills – from elementary through secondary to postsecondary and professional development levels.

This strategy can be implemented by:

2.1 Identifying current CTE programs and curricula and making the information publicly accessible.

2.2 Reviewing and updating the state's employability standards and developing appropriate Grade Level Expectations (GLEs) for achieving these skills.

2.3 Identifying industry standards for statewide priority industries and incorporating the identified knowledge and skills into aligned CTE curricula at elementary, secondary, and postsecondary levels.

2.4 Cataloging and disseminating practices and supporting materials for integrating academic GLEs into CTE programs and career applications into academic programs.

2.5 Aligning CTE Programs of Study that connect secondary academic and CTE courses with recognized industry and postsecondary standards and program content.

Strategy 3.0: Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.

This strategy can be implemented by:

3.1 Inventorying and disseminating information about career and technical education delivery models at the K-12, postsecondary, and adult levels.

3.2 Developing criteria to evaluate career and technical education delivery models.

3.3 Identifying key strategies and effective delivery models to successfully teach and assess employability skills within schools, postsecondary institutions and other training providers.

3.4 Instituting systems to ensure all students have access to quality CTE programs.

3.5 Developing strategies for using personal learning and career plans to drive scheduling, curriculum and delivery models.

3.6 Promoting and celebrating effective CTE programs and practices.

Strategy 4.0: Recruit, develop, support, and retain high-quality CTE teachers and faculty.

This strategy can be implemented by:

4.1 Developing strategies to educate, recruit, and retain quality CTE teachers, faculty, counselors, and advisors.

4.2 Expanding strategies for effective professional development and mentoring.

4.3 Improving and streamlining credentialing processes for CTE instructors.

4.4 Expanding CTE leadership opportunities.

Strategy 5.0: Maximize the use of public facilities for training.

This strategy can be implemented by:

5.1 Inventorying the public facilities and equipment that are available and disseminating the inventory to training providers, industry and the general public.

5.2 Establishing a list of basic facility and equipment standards for priority CTE programs.

5.3 Identifying resources needed to bring public facilities and equipment for statewide priority programs up to standards.

5.4 Developing public policies and incentives that maximize and promote partnerships for the use of public facilities for training throughout the year.

5.5 Establishing capital funding strategies to renovate CTE facilities.

Strategy 6.0: Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.

This strategy can be implemented by:

6.1 Establishing criteria for prioritizing CTE program requests for state funding.

6.2 Encouraging CTE providers to take advantage of the State of Alaska corporate tax credit for contributions to qualified training programs.

6.3 Developing a strategy for State of Alaska CTE funding that leverages local, federal and private resources.

As a first step in translating the plan into reality, EED and DOLWD, together with the University of Alaska, have developed a detailed implementation timeline through FY2012. The plan and timeline will be revisited and updated as results of plan activities are evaluated and conditions change.

II. ALASKA CAREER AND TECHNICAL EDUCATION COMMITTEE

Participants

Name	Position and Organization
Mike Andrews	Executive Director, Alaska Works Partnership, Inc.
Representative Alan Austerman	Alaska House of Representatives
Greg Cashen	Executive Director, Alaska Workforce Investment Board, Department of Labor and Workforce Development
Esther Cox	Chair, State Board of Education & Early Development
Cynthia Curran	Director, Teaching and Learning Support, Departmentof Education & Early Development
Ray DePriest	CTE Director, Mat-Su Borough School District
Jim Hickerson	Superintendent, Bering Strait School District
Senator Charlie Huggins	Alaska State Senate
Jim Lynch	Chair, Alaska Workforce Investment Board
Paula Pawlowski	Parental Engagement Program Director, Alaska PTA
Dawn Salesky	Vice-President of Education Programs, Kawerak, Inc.
Joni Simpson	Counselor, Ben Eielson High School, Fairbanks North Star Borough School District
Fred Villa	Associate Vice-President of Academic Affairs for Workforce Programs, University of Alaska Statewide

Commissioners

Commissioner Clark Bishop	Department of Labor and Workforce Development
Commissioner Larry LeDoux	Department of Education & Early Development

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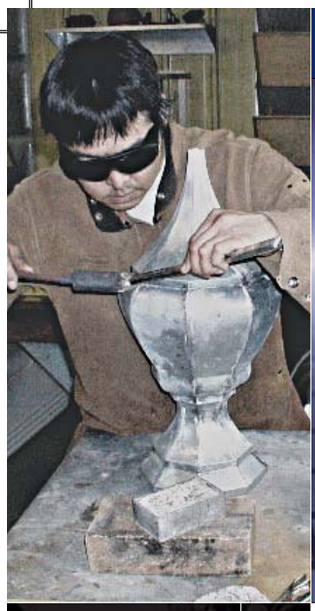


III. INTRODUCTION

The Alaska Skills Gap

Every year, around 8,000 Alaskan students graduate from high school. Several thousand more exit school without securing a high school diploma. Of the graduates, less than half transition into college and only 18.5 percent will still be in school by age 19[2]. Although some high school graduates will go on to non-collegiate postsecondary training, anecdotal evidence suggests that the number is not large. Alaska ranks fifth in the nation for teens not in school and not working.

The current educational system is best described as a "leaky pipeline," losing a significant portion of its students without imparting the skills necessary for successful lives and careers. The above figures suggest that many students do not have a clear idea about what they want to do in the future or cannot see a connection between school and their adult life. In addition, many students and adults who do know what career they want to pursue may not always understand how to prepare for the next step.

Alaskans must make successful transitions from school and training to employment. Alaska labor estimates call for the addition of 43,750 jobs in the decade from 2006 to 2016, an overall increase of 13.9%. Almost twenty percent (19.6) of current jobs are held by non-residents. Almost fifteen percent (14.8) of all positions today are occupied by workers 55 years of age or older. Filling new positions and replacing non-resident or older workers require developing effective and less porous pipelines from the earliest years through postsecondary training and into careers.

The Departments of Education & Early Development (EED) and of Labor and Workforce Development (DOLWD) have begun to tackle the challenges of the current situation in a series of planning efforts. The reform effort outlined in the *Alaska Education Plan* adopted by the State Board of Education & Early Development in 2009 commits Alaska to world-class schools from which "All students will graduate prepared for careers or postsecondary education."[3]

The *Alaska Gasline Inducement Act Training Strategic Plan*, endorsed by the Alaska Workforce Investment Board in 2008, calls for a "comprehensive, integrated Career and Technical Education system for Alaska that aligns training institutions and coordinated program delivery."[4] Other industry planning efforts—such as health and construction—have echoed that charge.

The Alaska Career and Technical Education (CTE) Plan is a continuation of the education reform effort and a response to industry demands. The plan envisions a CTE system that is a radical departure from the past from the point of view of the individual student and the system as a whole.

[2] Alaska Commission on Postsecondary Education, Making Alaska More Competitive by Preparing Citizens for College and Career, April, 2008, p. 1
[3] Alaska Department of Education & Early Development, Alaska Education Plan, adopted by the Board of Education & Early Development, March 2009, p. 7
[4] Alaska Department of Labor and Workforce Development, AGIA Training Strategic Plan: A Call to Action, updated and reprinted August 2009, p. 17

Training to Enhance the Alaska Workforce

The CTE system envisioned in this plan is inclusive for all Alaskans. Unlike many earlier vocational education programs, the new CTE system is not a separate "track" limited to students without postsecondary aspirations. Rather, the vision is for all students, whatever their current abilities or age, to develop personal learning and career plans that allow for exploration, investigation and choices and that provide a pathway to a career. Career planning is extended to adult learners and to those already in the workforce who need training to maintain or upgrade their jobs.

The CTE system described in the plan ensures that all students—whatever their ultimate career goals—have the employability skills that are necessary for success in life as well as employment. The graduation outcomes identified for world-class students in the Alaska Education Plan identify many of these skills: critical thinking, problem solving, responsibility, respect for others, technology use, commitment to quality work, decision-making and the ability to collaborate.

The plan encourages a high level of academic achievement on the part of all students in language arts, math and science. Although some entry-level employment can be accessed with limited skills, moving ahead in any industry requires good communication and computational ability. Trades and occupations that provide long-term employment opportunities and living wages will generally require the application of higher-level math skills and scientific concepts to workforce situations. CTE can assist students in gaining this knowledge through integration of applied academics in technical coursework. Regular academic courses can also be enriched by using real-life examples taken from the world of work to teach abstract concepts.

In addition to the academic and employability skills that are expected of all students who graduate from high school, Alaskans need to obtain the technical and/or professional skills required for entry-level employment in their preferred career. For some, acquiring these skills will begin in high school. The CTE plan calls for accessibility to career and technical education in local communities through on-site classroom instruction, distance delivery, packaged curriculum or other methods. Education and training opportunities close to home will increase as more certificate and associate degree programs are developed for distance delivery by postsecondary training institutions. Access to a higher level of skill training may require at least temporary relocation to an intensive training experience such as a summer construction or health academy; a pre-apprenticeship program at a regional training center such as NACTEC in Nome; a certificate or associate degree at a community UA campus; or a four-year degree program at an urban site. As students prepare their personal learning and career plans, it is essential that they have accurate information about where appropriate training and education programs are located and the full costs of such programs, including travel and housing where needed.

Creating a CTE System That Meets Individual and State Needs

The current plan differs from earlier efforts in looking at the CTE system as a whole, from early learning through postsecondary education and training. In the past, much of the planning focused only on one educational level and was in response to federal funding requirements.

One critical strategy in the CTE system is the implementation of personal learning and career plans that will allow students to navigate from one educational level to another as they pursue their aspirations. Therefore, an effective CTE system requires coordination of public policy among responsible agencies to overcome regulatory, procedural and fiscal barriers to smooth transitions between educational levels and from school to work. The CTE planning effort has engaged EED, DOLWD, the University of Alaska, other training and workforce development partners, parent teacher organizations, industry and labor.

Partner Collaboration and Engagement of Stakeholders

The CTE system envisioned by the plan requires participation among education and training providers from all areas of the state. The plan places special emphasis on student transitions from one level of education and training to another, and to the workplace. Programs of study based on career pathways and developed jointly by secondary and postsecondary CTE faculty can smooth transitions, reduce the need for remediation and eliminate unnecessary redundancy in required coursework. An equally important strategy addresses recruitment, training, and retaining the secondary and postsecondary faculty needed to deliver articulated CTE curricula.

Creating the system called for in the plan requires facilities and equipment that are safe and current with industry practices; these also can be expensive to acquire and maintain. The plan calls for a fresh look at how current CTE resources are allocated and utilized. Sharper evaluation of CTE programs in terms of student outcomes, industry standards and contribution to regional/state economic development can help direct limited resources to areas of highest need and greatest return on investment. Rational resource allocation requires close coordination among training partners at all levels to assure the broadest possible range of training while avoiding unnecessary duplication of programs. Sharing facilities and equipment among programs stretches available resources to serve greater numbers of students.

Cooperation also extends to sharing data about student outcomes and progress so that program planners, policy makers and funders can evaluate the success of current efforts and plan for program improvement where called for.

Delivering on the promise of the CTE plan requires an active partnership on the state level between the Departments of Education & Early Development and Labor and Workforce Development—in particular the State Board of Education & Early Development and the Alaska Workforce Investment Board—for aligning policies, increasing availability of qualified CTE teachers, identifying priority occupational areas and securing and administering funds to support plan activities.

Although **schools and training institutions** have a primary role in delivering programs, the involvement of parents, local and regional employers, Alaska Native and statewide corporations, labor unions, employment counselors and a host of others is essential if these programs are to yield quality workers. The CTE plan embraces and extends the goal in the Alaska Education Plan that "Schools will form strong partnerships with families and communities and will respect and embrace local cultures."[5]

[5]EED, Alaska Education Plan, p. 9

Parents are key in helping their students make realistic plans for the future and for following through with these plans. Parental participation and communication are powerful forces for ensuring that students excel academically, complete high school and successfully transition to the next level of education and employment.

Industry plays a significant role in working with state and local agencies to identify standards for CTE programs and to assist with evaluating program success in meeting these standards. Industry can provide sites for career exploration, technical training and instructor professional development as well as funding.

Finally, **Alaskans** in all geographic areas and from all walks of life must understand the importance of quality CTE not only for the individual but also for the economic well-being of their home community, their region and the state as a whole. The general public deserves accurate information about the CTE system, its outcomes and its costs in order to make informed decisions about public support for programs and facilities.

Stakeholders have been identified for each strategy in this plan. The first entity appearing under "Responsible Parties" is identified as the agency that will take the lead in securing the involvement of all listed partners in carrying out the identified action steps.

Long Term Plan and Phases

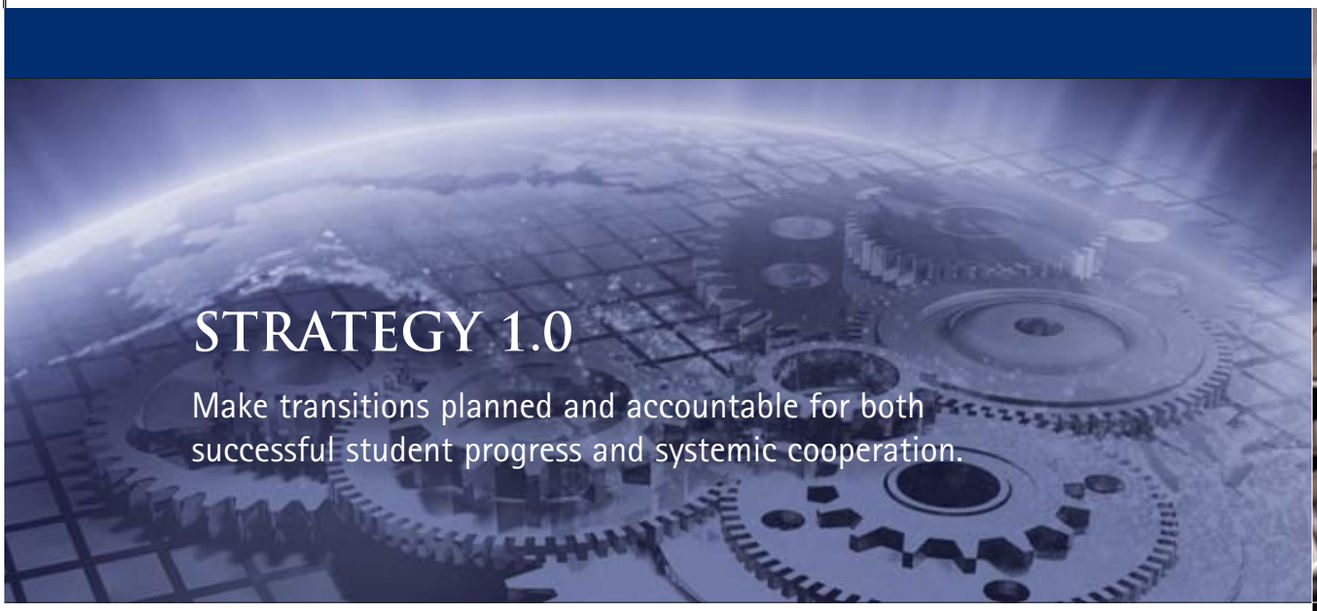
The following plan is broad in scope and will take some time to fully implement. However, EED, DOLWD and UA staff developed an accompanying timeline detailing activities to be accomplished through FY2012. Short-term emphasis is being placed on developing and implementing student personal learning and career plans; aligning curriculum between secondary and postsecondary programs using career pathways and programs of study; establishing standards for CTE programs; and developing models for teaching employability skills. These near-term emphases mirror the strategies outlined in the Gasline Training Plan and other workforce plans.

Possible funding sources have been identified for each strategy. In some cases, these sources already exist and can be dedicated or redirected to support the actions required to implement the strategy. In other cases, new or increased funding will be necessary.

As the events of the past several years have made abundantly clear, the global economy is increasingly interactive and fluid. To be competitive in the 21st century workplace, Alaska must have a career and technical education system that adapts to emerging demands and opportunities, adequately prepares its residents for success in their chosen careers and provides access to training across scattered populations with vast differences in regional needs and capacities. The state will be well on its way in creating a career and technical education system to the benefit of all Alaskans.

IV. STRATEGIES

Juneau Empire



STRATEGY 1.0

Make transitions planned and accountable for both successful student progress and systemic cooperation.

Rationale

Smooth transitions from secondary to postsecondary education and from school to work are essential for student success. Alaska currently does not do a good job of "handing students off" from one program or level to another. Stories abound of students who are required to re-take course content completed elsewhere or who must enroll in remedial courses because they did not possess the necessary academic skills. In addition, access to important life-long learning is not necessarily linear as changing economic conditions require that workers step back into school or training to maintain and upgrade their employment.

Informed career planning for every Alaskan student--from middle school to adult learner--can make these transitions more seamless at the individual level. Systems themselves must also change to become more collaborative and student-centered in their approach. Program and policy development that supports a more transparent and fluid CTE system will allow Alaskans and Alaska to meet the demands of the 21st century global economy.

This strategy can be implemented by:

1.1 Ensuring that every student has a personal learning and career plan (PLCP).

a) Use plain language and simple processes to make personal plans user-friendly.

b) Develop model components of the PLCP that students may use to plan their academic, technical and experiential learning leading to a career, including utilization of National Career Readiness Certification (WorkKeys™) information, Registered Apprenticeship, and Alaska Tech Prep.

c) Develop model processes to implement PLCPs for all Alaskan students that can be transferred from one school, district or training facility to another.

d) Develop accountability measures for PLCPs and measure effectiveness.

e) Provide related professional development for teachers, faculty, advisors and counselors on the preparation and use of PLCPs.

f) Implement PLCPs at all levels, from middle school to adult training.

Responsible Parties*: EED, DOLWD, UA, Alaska Commission on Postsecondary Education (ACPE), Alaska PTA (AKPTA), DOLWD Office of Apprenticeship, Alaska Tech Prep Consortium

Funding**: State agency general fund, Carl Perkins Career and Technical Education Act (Perkins) and Workforce Investment Act (WIA) federal funds

Evaluation: By 2012, all school districts and publicly-funded training programs will have implemented personal learning and career plans for students beginning in grade 6.

1.2 Developing an awareness campaign about the use of PLCPs to include parents, industry and adult job-seekers.

a) Work with EED and DOLWD public information personnel to develop an advocacy strategy for Alaska's students.

b) Involve parents, employers, students, counselors, teachers/faculty and others to ensure results will inspire, engage and involve.

c) Request the Governor's assistance in emphasizing the importance of coordination and seamless transitions.

Responsible Parties: EED, DOLWD, UA, AKPTA, ACPE

Funding: State agency general fund

Evaluation: By 2012, an awareness campaign targeted at various audiences is in place.

1.3 Coordinating program development and delivery among training programs to reduce duplication of effort and the need for remediation

a) Engage decision-makers in identifying barriers that hinder seamless/efficient student transitions and in exploring solutions to these barriers.

b) Identify and remove barriers for middle school to high school and high school to postsecondary/advanced training programs for students and adults to be successful at each level.

c) Develop expectations and recommended practices for ensuring program development processes include CTE and academic discipline faculty/teachers across institutions and between departments within institutions.

d) Develop model program(s) of study sequences that identify middle school, secondary, postsecondary and apprenticeship program requirements to achieve industry-valued credentials, certificates and degrees.

e) Establish criteria for each course to ensure credit acceptance by a student's next level of matriculation without the need for remediation.

f) Maximize Alaska Tech Prep and other dual-credit opportunities between educational and training levels to ease transition challenges and increase student opportunities.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.
**Currently available and potential sources of funding for identified actions.

Responsible parties: EED, DOLWD, UA, school district personnel, Alaska Tech Prep Consortium, Office of Apprenticeship

Funding: State agency and UA general fund, Alaska School Foundation Program, Carl Perkins Career and Technical Education Improvement Act of 2006 federal funds

Evaluation: By 2012, programs of study linking secondary and postsecondary academic and technical coursework are developed for all career clusters.

1.4 Developing data-sharing and other processes that provide information on student progress from one educational level to the next and from school to career.

a) Align existing student and workforce data systems to follow student progress throughout the system from school to career.

b) Establish agreements to facilitate exchanges of student data that allow evaluation of program results.

c) Analyze and publish data that informs evaluation of CTE programs.

Responsible parties: EED Assessment, DOLWD Research and Analysis, UA Institutional Research.

Funding: State agency and UA general fund, Perkins federal funds

Evaluation: By 2011, a comprehensive data collection/exchange system is in place that provides student progress, success and placement information to funding agencies, program planners and policy makers.

STRATEGY 2.0

Align curricula at all training institutions to meet current industry standards – including academic, professional, and technical skills - from elementary through secondary to postsecondary and professional development levels.

Rationale

Recent research has confirmed that the skills necessary for success in the new workplace are much the same as those required for college success: critical thinking, high levels of communication and computational skills, problem solving, teamwork, and ethics. Education and training programs that prepare Alaskans to be successful must incorporate these skills as well as the academic and technical knowledge required for a specific career pathway.

Effective CTE is delivered through comprehensive programs of study that start with exploration in the elementary grades, progress through a postsecondary sequence, incorporate industry and business standards, and are validated using benchmarks, assessments and a body of evidence to demonstrate that all Alaskans are prepared to be successful in their chosen career.

This strategy can be implemented by:

2.1 Identifying current CTE programs and curricula and making the information publicly accessible.

a) Inventory current CTE courses and programs of study with respect to standards, curriculum, and sequencing.

b) Identify program gaps based on statewide priority areas.

c) Develop a searchable website to house existing information and related resources.

Responsible parties*: EED CTE and IT staff, DOLWD, UA, ACPE

Funding**: State agency and UA general fund, Perkins and Workforce Investment Act of 1998 federal funds

Evaluation: By 2011, an inventory and detailed gap analysis are complete and available in statewide priority areas.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.
**Currently available and potential sources of funding for identified actions.

2.2 Reviewing and updating the state's employability standards and developing appropriate Grade Level Expectations (GLEs) for achieving these skills.

a) Review Alaska's employability standards and recommend revisions if necessary.

b) Develop appropriate performance standards for all age levels, including K-12 Grade Level Expectations (GLEs).

c) Review what Alaska districts and training institutions are already doing and research what other states are doing.

d) Identify how students demonstrate mastery of these skills.

Responsible parties: EED, AWIB, Regional Training Centers (RTCs), UA, DOLWD

Funding: State agency general fund, Perkins and WIA federal funds, industry

Evaluation: By 2011, models are in place for the effective teaching, learning and evaluation of a commonly agreed-upon set of employability skills.

2.3 Identifying industry standards for statewide priority industries and incorporating the identified knowledge and skills into aligned CTE curricula at elementary, secondary, and postsecondary levels.

a) Identify nationally-recognized standards for state level priorities, where available.

b) Use business/industry/education consortia to develop standards if national models are not available.

c) Utilize National Career Readiness Certification (WorkKeys™) information.

d) Require all state-funded training to be based on appropriate industry standards, embedded employability skills in the curriculum, and ability of students to attain the appropriate level of employment

Responsible parties: DOLWD, EED, industry, UA, RTCs

Funding: State agency general fund, industry, Perkins and WIA federal funds,

Evaluation: By 2012, all state-funded training programs are based on industry standards and lead to appropriate industry certification or recognized skill level.

2.4 Cataloging and disseminating practices and supporting materials for integrating academic GLEs into CTE programs and career applications into academic programs.

a) Show CTE alignment with GLEs in core academic content areas using crosswalks.

b) Develop model agreements for Alaska Tech Prep and other academic credit agreements for CTE content courses with supporting materials.

c) Research other state/organization efforts to find examples of integration strategies, materials and activities for each core academic area.

d) Work with EED's new content specialists and State System of Support (SSOS) coaches to understand and contribute to integration of CTE and academics.

Responsible parties: EED, school district personnel, UA faculty, Alaska Tech Prep Consortium, DOLWD Job Center employment counselors

Funding: Perkins federal funds, Alaska school foundation program, state agency and UA general fund

Evaluation: By 2011, strategies for effective integration of academics into CTE programs and career applications into academic courses have been identified and K-12 and postsecondary faculty are trained in their use.

2.5 Aligning CTE Programs of Study that connect secondary academic and CTE courses with recognized industry and postsecondary standards and program content.

a) Convene teachers, faculty and industry advisors to highlight essential components of programs of study, starting with statewide priority areas.

b) Investigate the viability of regional or state advisory committees at the program or trades level.

c) Identify needed support for promoting effective practices, materials, and key resources.

d) Document and publish program content for teachers/faculty.

Responsible parties: EED, AWIB, DOLWD, UA, RTCs, industry, Alaska Tech Prep Consortium, DOLWD Office of Apprenticeship

Funding: Perkins and WIA federal funds, state agency and UA general fund, industry

Evaluation: By 2012, career pathways from exploration to the highest educational level are developed in all career clusters and widely disseminated to secondary, postsecondary and adult learners.

STRATEGY 3.0

Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.

Rationale

A comprehensive educational system provides quality academic, career and technical education available to all citizens. Because of Alaska's dispersed population and diversity of regional needs and resources, multiple delivery systems must be used to assure both access to and the quality of academic and technical programs. Alaska CTE programs need to take into account the balance between local/regional and statewide needs while avoiding expensive and unnecessary duplication of services. Although all Alaskans should be able to obtain at least a basic level of training at or near home through a combination of on-site and distance delivery, resource limitations may require at least temporary relocation to acquire higher skill levels.

This strategy can be implemented by:

3.1 Inventorying and disseminating information about career and technical education delivery models at the K–12, postsecondary, and adult levels.

a) Create and administer a survey to identify the nature and scope of existing CTE programs at all educational levels.

b) Identify and analyze how academic GLEs are used in CTE programs.

c) Develop Program of Excellence criteria for components necessary for quality program delivery.

d) Collect and analyze data against the Program of Excellence criteria and create an inventory of delivery models.

e) Disseminate information on identified quality delivery models; for example, partnerships, simulators or networks, apprenticeships, Alaska Tech Prep, shared facilities, etc.

Responsible parties*: EED, DOLWD, UA

Funding**: State agency general fund, Perkins and WIA federal funds

Evaluation: By 2011, an inventory of state CTE programs is maintained and is used in program planning.

3.2 Developing criteria to evaluate career and technical education delivery models.

a) Identify and review models used elsewhere to evaluate CTE programs for effectiveness.

b) Develop evaluation criteria for Alaska CTE programs, including student outcomes, industry standards, partnerships, return on investment and alignment with regional/state current employment conditions and economic development plans.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.

**Currently available and potential sources of funding for identified actions.

c) Review evaluation criteria with Alaska CTE stakeholders.

d) Create standardized templates for Alaska CTE program evaluation.

e) Evaluate models identified in the inventory created in 3.1.

f) Publish the results of CTE program evaluations annually.

Responsible parties: EED, DOLWD, AWIB, UA

Funding: State agency general fund, Perkins and WIA federal funds

Evaluation: By 2012, CTE program evaluation criteria are in place and being used to inform program improvement and resource allocation decisions.

3.3 Identifying key strategies and effective delivery models to successfully teach and assess employability skills within schools, postsecondary institutions and other training providers.

a) Draft and share models for effective student practice and demonstration of these essential skills; for example,

- Promote the use of Youth Employability Skills (YES) rubric, and other "scoring guides" for coaches, employers, classroom teachers, service learning sponsors.
- Partner with Alaska School Activities Association (ASAA) to address and document employability skills in all student activities.
- Utilize, strengthen and fund the career and technical student organizations (CTSOs) to build and assess employability skills.
- Investigate an online assessment instrument for documenting each student's attainment of employability skills.

b) Identify and support sites that will pilot innovative portfolio assessments of employability skills acquisition via a variety of student activities.

c) Evaluate and publicize successful models and support schools and institutions in incorporating employability skills into their CTE programs.

d) Develop a plan for statewide implementation of employability standards in all programs.

Responsible parties: EED, DOLWD, school districts, UA, RTCs, DOLWD Office of Apprenticeship, ASAA, CTSOs

Funding: State agency and UA general fund, Perkins and WIA federal funds, Alaska school foundation program, industry

Evaluation: By 2012, all CTE programs include strategies to teach and assess employability skills.

3.4 Instituting systems to ensure all students have access to quality CTE programs.

a) Identify appropriate strategies and services for all students to master their CTE program standards.

- Provide assistive technology and accommodations as necessary.
- Incorporate career information into academic courses.

b) Develop useful strategies and services for technical assistance to improve local CTE program delivery; for example, develop integration strategies, materials, instructional kits and packaged lesson plans for district use.

c) Implement effective distance delivery strategies to use with existing delivery systems.

d) Expand the use of skill-building programs and summer exploratory programs, such as the UA ANSEP project, summer exploratory camps and the construction academies.

e) Develop guidelines for effective work-based learning experiences.

f) Create/expand mechanisms to assist students who must relocate to access training.

g) Expand the availability and use of CTSO programs in all CTE programs.

Responsible parties: EED, virtual schools staff, ACPE, UA, RTCs, industry, AKPTA

Funding: State general funds, Alaska Student Loans, industry

Evaluation: By 2012, a basic level of CTE is available in all secondary schools in Alaska. Distance delivery, UA community campuses and RTCs provide certificate, credential, licensure and degree-level training in all regions of the state. Specialized training is available in one or more centers of excellence and includes accommodation for temporary relocation of students from around Alaska.

3.5 Developing strategies for using personal learning and career plans to drive scheduling, curriculum and delivery models.

a) Pilot use of PLCPs within several of the delivery models identified in the CTE inventory.

b) Encourage the use of non-traditional school calendars to deliver CTE courses and programs.

c) Identify successes and challenges in implementing models.

d) Develop and disseminate materials and training on successful models.

Responsible parties: EED, school districts, RTCs, UA

Funding: State agency and UA general funds, Technical and Vocational Education Program (TVEP) state funding, Perkins and WIA federal funds

Evaluation: By 2011, CTE programs reflect information from local students' PLCPs in scheduling, curriculum and delivery.

3.6 Promoting and celebrating effective CTE programs and practices.

a) Advocate for a CTE strand in the Alaska performance scholarship program to be recognized at the same level of support as other programs.

b) Publish data and anecdotes that describe effective CTE programs and practices.

c) Establish recognition programs for CTE student excellence.

d) Establish a CTE honors diploma.

e) Recognize Centers of Excellence for various program areas, based on Program of Excellence criteria.

Responsible parties: AWIB, State Board of Education & Early Development, EED, DOLWD, UA, Alaska Association for Career & Technical Education (AACTE), CTSOs, AKPTA

Funding: State agency and UA general fund, Perkins and WIA federal funds, industry

Evaluation: By 2012, quality CTE programs are identified and publically recognized as models.

STRATEGY 4.0

Recruit, develop, support, and retain high-quality CTE teachers and faculty.

Rationale

Quality CTE program curriculum and delivery rely on highly skilled and qualified instructors, counselors and mentors. Due to Alaska's vast distances and remote rural communities, many CTE programs are dependent on single instructors who teach without easy access to professional development, peer review, or program support. The loss of a single CTE instructor in rural areas can cause the entire CTE program to shut down.

The current shortage of CTE teachers and faculty requires strategies to recruit CTE educators, support those who are already in place, and provide a mechanism for CTE advancement and leadership. The State Board of Education & Early Development has appointed a Teacher Quality Working Group that is charged with making recommendations for the preparation, certification and mentoring of all K-12 teachers. Close coordination between CTE administrators and this group is essential in carrying out the activities outlined below, especially with respect to CTE teacher certification.

This strategy can be implemented by:

4.1 Developing strategies to educate, recruit, and retain quality CTE teachers, faculty, counselors, and advisors.

a) Identify faculty shortages by career area at all levels of CTE instruction.

b) Identify core competencies for CTE instructors to serve as a guide in training, hiring and evaluation.

c) Develop strategies to "grow our own" teachers and faculty.

d) Improve strategies to retain current CTE teachers and faculty.

e) Promote effective strategies to attract qualified CTE teachers and faculty from elsewhere, as necessary.

Responsible parties*: EED, Alaska Teacher Placement (ATP), UA, Alaska Statewide Mentoring Project (ASMP), school districts, CTE providers , AACTE, Future Educators of Alaska (FEA)

Funding**: State agency and UA general funds, Perkins federal funds

Evaluation: By 2012, all CTE programs are delivered by highly-qualified teachers and faculty.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.
**Currently available and potential sources of funding for identified actions.

4.2 Expanding strategies for effective professional development and mentoring.

a) Plan for both CTE and academic teachers in CTE professional development opportunities.

b) Provide training in integrating academic and CTE course content.

c) Incorporate training in career planning strategies into preparation programs for current and future teaching and counseling staff.

d) Require industry-trained teachers to attain classroom instruction, curriculum, and assessment skills.

e) Train educators in successful strategies for involving parents in the development of student career plans.

Responsible parties: EED, UA, ASMP, CTE providers, DOLWD, industry, AKPTA

Funding: State agency and UA general fund, Alaska school foundation program, Perkins federal funds, industry/education consortia

Evaluation: By 2011, quality professional development is available to CTE teachers/faculty at all levels.

4.3 Improving and streamlining credentialing processes for CTE instructors.

a) Identify appropriate industry standards for certification of CTE educators.

b) Include K-12 CTE teachers in alternate certification initiatives.

c) Expand Type M limited certificate criteria to recognize CTE qualifications for certified secondary teachers endorsed in other specialty areas.

d) Develop and require "endorsement" or "area of emphasis" in teacher training programs by industry and education.

e) Promote development of CTE teacher preparation programs in Alaska.

Responsible parties: State Board of Education & Early Development, EED's Teacher Quality Working Group, UA, industry, organized labor, school districts, DOLWD, ATP, AACTE

Funding: Alaska teacher certification fees, state agency general funds

Evaluation: By 2012, appropriate levels of certification and endorsement are available for K-12 CTE teachers.

4.4 Expanding CTE leadership opportunities.

a) Support the development of local, regional, and state CTE leadership roles.

b) Sponsor professional learning communities for professional growth and development of CTE leaders.

c) Develop and implement CTE leadership programs and courses.

Responsible parties: EED, AACTE, Alaska School Counselors Association (ASCA), school districts, UA, DOLWD, industry, ATP

Funding: Alaska school foundation program, state agency general fund, Technical and Vocational Education Program, industry/education consortia

Evaluation: By 2011, CTE leadership training is available to CTE professionals in Alaska.

[1] Alaska Workforce Investment Board, Resolution Number 10-03, Resolution in Support of the Alaska Career and Technical Education (CTE) Plan, May 3, 2010

STRATEGY 5.0

Maximize the use of public facilities for training.

Rationale

Facilities and equipment are critical to providing high-quality, relevant, and current technical training. Such facilities and equipment can be expensive to purchase or build, maintain, upgrade and repair.

The condition of CTE facilities and equipment varies widely across the state, according to anecdotal reports. Some are adequate or even state-of the art; others are out-of-date or in need of significant repair; still others have been mothballed or dismantled. Many of the existing facilities are underutilized or even completely unused for certain periods of time.

There is no current statewide inventory of such facilities, nor is there a system in place for communicating what facilities are available. Alaska needs to maximize the use of existing facilities across the state to allow more students and workers access to technical training that may not be available in their own school or region.

This strategy can be implemented by:

5.1 Inventorying the public facilities and equipment that are available and disseminating the inventory to training providers, industry and the general public.

a) Prepare and conduct a survey of public schools, postsecondary institutions, RTCs, local, state, regional or federal governmental agencies and other public entities.

b) Collate the survey results and prepare an inventory database.

c) Publicize the inventory via the Internet.

Responsible parties*: EED-Facilities, UA, school districts, RTCs, training providers, Department of Transportation and Public Facilities (DOTPF)

Funding**: state agency and UA general fund, Perkins federal funds

Evaluation: By 2012, CTE facilities inventory database is maintained and available electronically.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.
**Currently available and potential sources of funding for identified actions.

[1] Alaska Workforce Investment Board, Resolution Number 10-03, Resolution in Support of the Alaska Career and Technical Education (CTE) Plan, May 3, 2010

5.2 Establishing a list of basic facility and equipment standards for priority CTE programs.

a) Identify CTE program certified training facility/equipment requirements in Alaska.

b) Investigate facility/equipment standards from other states and provinces.

c) Engage industry and stakeholders to develop Alaskan standards for CTE program facilities and equipment when other standards do not exist.

d) Publish the standards on website.

Responsible parties: EED, DOLWD, UA, industry, RTCs, school districts, licensing boards, accrediting organizations

Funding: State agency and UA general fund

Evaluation: By 2011, CTE program equipment standards are adopted and used in program development and improvement planning.

5.3 Identifying resources needed to bring public facilities and equipment for statewide priority programs up to standards.

a) Review survey of all statewide facilities.

b) Evaluate all facilities using the standards to determine needs and safety concerns of each facility.

c) Assess cost to upgrade identified facilities to meet standards.

Responsible parties: EED, DOLWD, UA

Funding: state agency and UA general funds, TVEP

Evaluation: By 2012, facility and equipment prioritized needs inventory is established and updated annually.

5.4 Developing public policies and incentives that maximize and promote partnerships for the use of public facilities for training throughout the year.

a) Provide technical assistance and successful models to school districts, training institutions and industry leaders for effective partnering of facilities for student access.

b) Identify barriers to the joint use of facilities such as liability and teacher credentialing issues and develop standardized procedures for dealing with these barriers.

c) Advocate after-school and year-round use of facilities for both students and adults.

d) Promote partnership incentives for facility use.

Responsible parties: EED, DOLWD, UA, school districts, RTCs, training providers, industry

Funding: Alaska school foundation program, state agency and UA general fund, TVEP, industry

Evaluation: By 2012, public CTE facilities in all locations are scheduled for maximum use and are open to training and industry partners at reasonable cost and within standardized operating policies and procedures.

5.5 Establishing capital funding strategies to renovate CTE facilities.

a) Use EED capital improvement projects model and AWIB priorities to prioritize needs of all CTE facilities.

b) Investigate and develop funding strategies, mechanisms, and sources to upgrade facilities.

Responsible parties: EED, DOLWD, UA, RTCs, Alaska Office of Management and Budget (OMB), school districts, Alaska State Legislature

Funding: State and federal capital improvement funds, federal and state special programs e.g. Title III of the Higher Education Act, US Department of Housing and Urban Development (HUD), Alaska Housing Finance Corporation

Evaluation: By 2012, a capital projects prioritization process is in place and is used in making capital project funding decisions for CTE facilities and major equipment.

[1] Alaska Workforce Investment Board, Resolution Number 10-03, Resolution in Support of the Alaska Career and Technical Education (CTE) Plan, May 3, 2010

STRATEGY 6.0

Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.

Rationale

Excellent CTE programs require a dependable and adequate level of support. Because such programs can be expensive, the limited public funding available must be devoted to training that addresses high-priority occupations, supports regional and state economic development and shows evidence of producing quality student outcomes. Where possible, local and state funds should be used to leverage additional resources, through business and industry, federal workforce development and training funds and other sources.

This strategy can be implemented by:

6.1 Establishing criteria for prioritizing CTE program requests for state funding.

a) Identify, develop, and implement effective and meaningful accountability practices of CTE programs.

b) Develop a standardized request for funding that incorporates the CTE program evaluation criteria and the AWIB Future Workforce Strategic Policies and Investment Blueprint.

c) Require CTE programs requesting funding to demonstrate their relationship to the current job market and/or future economic development plans of the region/state.

d) Provide assistance to current programs that do not meet standards in:

- curriculum development,
- professional development,
- equipment/materials needed to meet standards,
- expense of undergoing industry certification review and
- accountability/reporting requirements.

Responsible parties*: EED, AWIB, DOLWD, UA, OMB

Funding**: State agency and UA general fund

Evaluation: By 2011, all requests for public funding for CTE programs demonstrate the ability to meet the CTE evaluation criteria and are directed at a documented regional/state existing or developing employment need. By 2012, assistance is provided to bring deficient programs up to standards.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.
**Currently available and potential sources of funding for identified actions.

6.2 Encouraging CTE providers to take advantage of the State of Alaska corporate tax credit for contributions to qualified training programs.

a) Produce and distribute documents that explain tax credits and include examples of successful partnerships.

b) Provide technical assistance to CTE providers in promoting tax credits to industry partners.

c) Maintain an ongoing list of successful business/training program partnerships that contribute to operational or capital funding for CTE.

d) Recognize businesses that provide funding to CTE programs.

Responsible parties: DOLWD, Department of Revenue, Department of Law, EED, CTE providers, corporations operating in Alaska

Funding: Alaska's industry tax credit structure

Evaluation: By 2011, CTE providers and corporations are familiar with the existence and provisions of tax credits for qualified training programs. Industry contributions for CTE operational and capital funding increase annually over the FY10 base.

6.3 Developing a strategy for State of Alaska CTE funding that leverages local, federal and private resources.

a) Identify existing CTE funding sources, such as STEP, TVEP, Carl Perkins, and amounts per source.

b) Inventory existing CTE programs and their funding sources.

c) Determine current workforce priorities through AWIB.

d) Identify priority use of state-administered funds to support high-quality CTE programs that are tied to priority occupations.

e) Develop a comprehensive accountability model that will measure return on investment for CTE funding.

f) Target start-up funds to specific programs approved by AWIB.

g) Provide incentive funds for CTE programs and training centers to partner with other agencies.

h) Fund career-related learning experiences and organizations; for example, CTSOs, Junior Achievement, Future Educators of America, pre-apprenticeship and registered apprenticeship.

i) Increase funding for industry academies; for example, construction, health sciences, engineering.

Responsible parties: EED, AWIB, DOLWD-Business Partnerships, UA, CTE providers, OMB, Alaska State Legislature, Alaskan congressional delegation, industry, Alaska regional Native corporations

Funding: State general fund, Alaska school foundation program, TVEP, Perkins, WIA and other federal training and workforce development funds, industry

Evaluation: By 2011, a stable and efficient system of funding CTE program operations is in place and supported at an annual level sufficient to deliver quality programs throughout Alaska.

APPENDICES

A. Commissioners' Letter of Coordination

   Alaska Workforce Investment Board's Resolution of Support

   Alaska State Board of Education & Early Development's Motion to Approve

B. Crosswalk of CTE Plan Strategies to Gasline Training Strategic Plan and Alaska Education Plan

C. Acronyms Used in This Plan

D. Resources

E. University of Alaska Workforce Development Priorities and Guidelines

APPENDIX A

Commissioners' Letter of Coordination
Alaska Workforce Investment Board's Resolution of Support
Alaska State Board of Education & Early Development's Motion to Approve

STATE OF ALASKA

DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT
Alaska Workforce Investment Board

Sean Parnell, Governor

1016 W. 6th Avenue, Ste. 105
Anchorage, AK 99501

PHONE: (907) 269-7485
FAX: (907) 269-7489

November 12, 2009

Dear Interested Parties:

The Department of Labor and Workforce Development recently hired Jeff Selvey as the CTE (Career and Technical Education) Coordinator with the Alaska Workforce Investment Board (AWIB) and Helen Mehrkens was recently hired as the CTE Administrator with the Department of Education & Early Development. These two positions are responsible for implementation of statewide CTE strategies, including developing a comprehensive, integrated CTE system for Alaska that aligns training institutions and coordinates program delivery. Both departments are currently working in cooperation to develop a template for career plans, establishing and implementing standards for Alaska training programs, supporting the use of the Alaska Career Ready certificate, and communications and outreach with secondary and postsecondary educators and administrators throughout the state.

As the lead state planning and coordinating entity for human resource programs in the state, the AWIB is responsible for the facilitation and development of a statewide policy for a coordinated and effective employment training and education system. To accomplish this goal, the Commissioners of Labor and Workforce Development and Education & Early Development ask that all workforce development and CTE groups and organizations coordinate through the AWIB to implement statewide CTE initiatives for Alaska. We have designated Mr. Selvey and Ms. Mehrkens to lead the development and implementation of a statewide CTE Plan on behalf of both departments and report their progress to us through the AWIB.

It is critical that we all work closely together to accomplish these statewide objectives and we look forward to working with all of you. If you have any questions regarding the statewide CTE Plan, please call Jeff Selvey at (907) 269-3018 or Helen Mehrkens at (907) 465-8730.

Sincerely,

Clark Bishop
Commissioner
Department of Labor
and Workforce Development

Larry LeDoux
Commissioner
Department of Education
and Early Development

RESOLUTION NUMBER 10-03
RESOLUTION IN SUPPORT OF THE ALASKA CAREER AND TECHNICAL EDUCATION (CTE) PLAN

WHEREAS, the Alaska Workforce Investment Board is a private industry driven public organization that is accountable through its members including representatives from business and industry, education, government, and organized labor to the residents, the Legislature and the Governor of Alaska;

WHEREAS, the Alaska Workforce Investment Board acts as the lead state planning and coordinating entity for state human resource programs involving employment training, vocational education, and workforce development;

WHEREAS, the Alaska Workforce Investment Board recognizes and values the attributes that Career and Technical Education (CTE) provides to enhance students education by providing rigor and relevance to academic and career preparation;

WHEREAS, the Alaska Workforce Investment Board supports the efforts to align career and technical training programs to provide maximum efficiency, effectiveness, and access to all Alaskans;

WHEREAS, Alaska CTE Plan incorporates and values the strategies contained in both the Alaska Education Plan and the Gasline Training Strategic Plan;

WHEREAS, the Alaska CTE Plan will be implemented by the joint efforts of the Alaska Departments of Education & Early Development and Labor and Workforce Development with the assistance and input of all stakeholders including the University of Alaska system, Joint Apprenticeship Training Centers, Regional Training Centers, business and industry, K-12 schools, parents and families, and other interested organizations; and

WHEREAS, the Alaska Workforce Investment Board and Alaska Board of Education & Early Development will oversee this plan.

NOW THEREFORE BE IT RESOLVED that the Alaska Workforce Investment Board

supports the Alaska CTE Plan and the cooperative efforts of the Departments of Education & Early Development and Labor and Workforce Development to implement the strategies contained in the Plan.

CERTIFICATION

The Alaska Workforce Investment Board held a meeting duly and regularly called, noticed, and convened this 3rd day of May, 2010 and the foregoing Resolution was adopted unanimously at said meeting.

Signed this 3rd day of May, 2010.

Jim Lynch, Chair
Alaska Workforce Investment Board

Excerpt from June 10 & 11, 2010, State Board of Education & Early Development minutes.

The Alaska State Board of Education & Early Development at its June 10, 2010, meeting unanimously approved the Alaska Career and Technical Education Plan.

APPENDIX B

Crosswalk of CTE Plan Strategies to Gasline Training Strategic Plan and Alaska Education Plan

Note to readers: Following each action is a color-coded reference to the related sections of two state plans: the DOLWD's Alaska Gasline Inducement Act Training Strategic Plan (http://labor.state.ak.us/AGIA_teams/docs-combined/agiaweb.pdf) and the EED's Alaska Education Plan. (http://www.eed.state.ak.us/edsummit/pdf/AK_Education_Plan.pdf)

Strategy 1.0: Make transitions planned and accountable for both successful student progress and systemic cooperation.

This strategy can be implemented by:

1.1 Ensuring that every student has a personal learning and career plan (PLCP). (Gasline 2.2 – Ed Plan A.2 and 8)

1.2 Developing an awareness campaign about the use of PLCPs to include parents, industry and adult job-seekers. (Gasline 2.2 – Ed Plan A.2)

1.3 Coordinating program development and delivery among training programs to reduce duplication of effort and the need for remediation. (Gasline 2.4 – Ed Plan A.2 , 4, and 6)

1.4 Developing data-sharing and other processes that provide information on student progress from one educational level to the next and from school to career. (Gasline 2.2 – Ed Plan B.3)

Strategy 2.0: Align curricula at all training institutions to meet current industry standards – including academic, professional, and technical skills – from elementary through secondary to postsecondary and professional development levels.

This strategy can be implemented by:

2.1 Identifying current CTE programs and curricula and making the information publicly accessible. (Gasline 2.3 – Ed Plan A.6 and 10)

2.2 Reviewing and updating the state's employability standards and developing appropriate Grade Level Expectations (GLEs) for achieving these skills. (Gasline 2.2 – Ed Plan A.3, 13, and 15)

2.3 Identifying industry standards for statewide priority industries and incorporating the identified knowledge and skills into aligned CTE curricula at elementary, secondary, and postsecondary levels. (Gasline 2.3 – Ed Plan A.2, 3,6, 13 and 15)

2.4 Cataloging and disseminating practices and supporting materials for integrating academic GLEs into CTE programs and career applications into academic programs. (Ed Plan A.2, 3, 4, and 5)

2.5 Aligning CTE Programs of Study that connect secondary academic and CTE courses with recognized industry and postsecondary standards and program content. (Gasline 2.3 – Ed Plan A.2, 3,4,and 8)

Strategy 3.0: Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.

This strategy can be implemented by:

3.1 Inventorying and disseminating information about career and technical education delivery models at the K-12, postsecondary, and adult levels. (Gasline 2.3 – Ed Plan A.2, 4, and 6)

3.2 Developing criteria to evaluate career and technical education delivery models. (Gasline 2.3 – Ed Plan A.3)

3.3 Identifying key strategies and effective delivery models to successfully teach and assess employability skills within schools, postsecondary institutions and other training providers. (Gasline 2.3 - Ed Plan A.4 and 15; B.7 and 11)

3.4 Instituting systems to ensure all students have access to a quality CTE program(s). (Gasline 2.5 - Ed Plan A.2, 4, 6 and 10)

3.5 Developing strategies for using personal learning and career plans to drive scheduling, curriculum and delivery models. (Gasline 2.2 – Ed Plan A.2, 4, and 8)

3.6 Promoting and celebrating effective CTE programs and practices. (Gasline 2.3 – Ed Plan B.1, 10).

Strategy 4.0: Recruit, develop, support, and retain high-quality CTE teachers and faculty.

This strategy can be implemented by:

4.1 Developing strategies to educate, recruit, and retain quality CTE teachers, faculty, counselors, advisors. (Ed Plan A.4, 5, 7, 9 and 14, B.4 and 6)

4.2 Expanding strategies for effective professional development and mentoring. (Gasline 2.2 – Ed Plan 4,5,6,7,9 and 14)

4.3 Improving and streamlining credentialing processes for CTE instructors. (Ed Plan A.4, 6, 7 and 14)

4.4 Expanding CTE leadership opportunities. (Gasline 2.3 – Ed Plan A.4, 5, 7 and 14)

Strategy 5.0: Maximize the use of public facilities for training.

This strategy can be implemented by:

5.1 Inventorying the public facilities and equipment that are available and disseminating the inventory to training providers, industry and the general public. (Gasline 2.3 – Ed Plan A.6 and 12)

5.2 Establishing a list of basic facility and equipment standards for priority CTE programs. (Gasline 2.3 – Ed Plan A.4, 6, 12 and 13)

5.3 Identifying resources needed to bring public facilities and equipment for statewide priority programs up to standards. (Gasline 2.3 – Ed Plan A.12)

5.4 Developing public policies and incentives that maximize and promote partnerships for the use of public facilities for training throughout the year. (Ed Plan A4 and 6)

5.5 Establishing capital funding strategies to renovate CTE facilities. (Gasline 2.4 – Ed Plan A.12)

Strategy 6.0: Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.

This strategy can be implemented by:

6.1 Establishing criteria for prioritizing CTE program requests for state funding. (Gasline 4.1 – Ed Plan A.11)

6.2 Encouraging CTE providers to take advantage of the State of Alaska corporate tax credit for contributions to qualified training programs. (Ed Plan A.6 and 13)

6.3 Developing a strategy for State of Alaska CTE funding that leverages local, federal and private resources. (Gasline 6.4 - Ed Plan A.11 and 12)

APPENDIX C

Acronyms Used in This Plan

Acronym	Full Name / website
AACTE	Alaska Association for Career and Technical Education http://www.actealaska.org/
ACPE	Alaska Commission on Postsecondary Education http://alaskadvantage.state.ak.us/page/247
AGIA	Alaska Gasline Inducement Act http://labor.alaska.gov/AGIA_teams/docs-combined/agiaweb.pdf
AKCIS	Alaska Career Information System http://akcis.intocareers.org/
AKPTA	Alaska Parent Teacher Association http://www.alaskapta.org/
ANSEP	Alaska Native Science and Engineering Program http://ansep.uaa.alaska.edu/
ASAA	Alaska School Activities Association http://asaa.org/
AkSCA	Alaska School Counselor Association http://alaskaschoolcounselor.org/
ASMP	Alaska Statewide Mentor Project http://www.alaskamentorproject.org/
ATP	Alaska Teacher Placement http://www.alaskateacher.org/doku.php
AVTEC	AVTEC: Alaska's Institute of Technology http://avtec.labor.state.ak.us/
AWIB	Alaska Workforce Investment Board http://labor.alaska.gov/awib/home.htm
BOR	University of Alaska Board of Regents http://www.alaska.edu/bor/
CTE	Career & Technical Education http://www.eed.state.ak.us/tls/cte/ and http://labor.alaska.gov/awib/cte_network.htm

Acronym	Full Name / website
CTSO	Career & Technical Student Organizations http://www.ctsoalaska.org/
DOLWD	Alaska Department of Labor and Workforce Development http://labor.alaska.gov/
DOLWD-BP	Alaska Department of Labor and Workforce Development/Division of Business Partnerships http://www.labor.alaska.gov/bp/
EED	Alaska Department of Education & Early Development http://www.eed.state.ak.us/
FEA	Future Educators of Alaska http://www.FutureTeachersAlaska.org/
GLE	Grade Level Expectations http://www.eed.state.ak.us/tls/assessment/GLEHome.html
HB 61	Alaska House Bill 61 - AS43.20.014 http://www.legis.state.ak.us/basis/get_bill.asp?bill=HB%20%20%2061&session=25
ISER	University of Alaska Institute for Social and Economic Research http://www.iser.uaa.alaska.edu/
OMB	Alaska Office of Management and Budget www.gov.state.ak.us/omb
PLCP	Personal Learning and Career Plan
RTCs	Regional Training Centers http://labor.alaska.gov/awib/cte_programs.htm
SBE	Alaska State Board of Education & Early Development http://www.eed.state.ak.us/State_Board/
SSOS	State System of Support http://www.eed.state.ak.us/nclb/pdf/Statewide_System_of_Support.pdf
STEP	State Training and Employment Program http://labor.alaska.gov/awib/pdf/member_handbook/9_STEP_Program.pdf
TF	Task Force
TP	Alaska Tech Prep http://www.alaska.edu/techprep/
TVEP	Technical and Vocational Education Program http://labor.alaska.gov/awib/pdf/member_handbook/10_TVEP_Program.pdf
UA	University of Alaska http://www.alaska.edu/swacad/wp/
WIA	Workforce Investment Act http://www.labor.state.ak.us/bp/forms/WIA-strategic-plan2009.pdf
YES	Youth Employability Skills http://www.apicc.org/servlet/content/YES.html

APPENDIX D

Resources

(All url's current as of June 11, 2010)

Alaska Commission on Postsecondary Education, Making Alaska More Competitive by Preparing Citizens for College and Career, April, 2008, http://alaskadvantage.state.ak.us/documents/NCAN_White_Paper.pdf

Alaska Department of Education & Early Development, Alaska Education Plan, adopted by the Board of Education & Early Development, March 2009 http://www.eed.state.ak.us/edsummit/pdf/AK_Education_Plan.pdf

Alaska Department of Education & Early Development, Five-Year State Plan for Carl D Perkins Career and Technical Education Improvement Act of 2006 http://www.careertech.org/uploaded_files/AlaskaPlan.pdf

Alaska Department of Labor and Workforce Development, Alaska Gasline Inducement Act Training Strategic Plan: A Call to Action, updated and reprinted August 2009 http://www.labor.state.ak.us/AGIA_teams/docs-combined/agiaweb.pdf

Alaska Department of Labor and Workforce Development, Strategic State Plan for Title 1 of the Workforce Investment Act of 1998 and the Wagner-Peyser Act http://www.labor.state.ak.us/bp/forms/WIA-strategic-plan2009.pdf

The new Alaska scholarship http://www.legis.state.ak.us/PDF/26/Bills/SB0221Z.PDF

Alaska Workforce Investment Board, Future Workforce Strategic Policies and Investment Blueprint,http://labor.state.ak.us/awib/forms/blueprint.pdf

University of Alaska, Workforce Development Priorities and Guidelines (see following pages)

APPENDIX E

University of Alaska Workforce Development Priorities and Guidelines

November 2009

The University of Alaska is committed to preparing today's students for tomorrow, recognizing that tomorrow's careers will require advanced skills, greater knowledge, and more flexibility than ever before.

The University of Alaska's (UA) Role in Workforce Development with emphasis on Career and Technical Education

Preparing a qualified workforce is one of the most important missions of the University of Alaska. It is the responsibility of the state's university to prepare its citizenry for economic and workforce development as well as perform scientific research and provide an overall solid liberal arts education. As a result, UA is the state's most comprehensive source of workforce training and career and technical education.

Recognizing workforce development is a continuum, UA established the following three-tier approach for meeting Alaska's workforce needs:

1) Pre-college programs connect youth with career pathways and help them prepare for academic rigors.
2) Academic certificate and degree programs prepare students for careers.
3) Professional development courses provide continuing education to Alaska's workforce.

The following supports existing priorities within each of the three Major Administrative Unit (MAU) strategic plans. The purpose of the following is to (1) to provide the University leadership with workforce development priorities that support programs across the statewide system, and (2) to establish guidelines that can assist administrators, faculty, and staff with decisions related to program development, assessment, and funding requests.

University of Alaska Workforce Development Priorities:

- Economic and Community Development: Provide leadership and support for Alaska's economic and community development by responding to emerging industries, identifying solutions for workforce issues, and meeting the needs of employers, communities, and the State.

- Career Pathways: Provide a series of connected education and training programs and support services to prepare individuals for a career and to advance over time to successively higher levels of education and employment.
- High Demand Jobs: Develop and support programs that respond to employment shortages and projected occupational demand.

University of Alaska Workforce Development Guidelines:

a) Increase number of completers for Alaska high demand workforce needs.

b) Promote partnerships with K-12, focusing on:
   - career pathways
   - tech prep
   - dual enrollment
   - college preparation
   - workplace readiness

c) Collaborate with employer/industry representatives to develop or revise, and support programs that meet industry standards.

d) Increase access and flexibility of delivery options for workforce and high demand programs, including, but not limited to, on-line and distance education.

e) Improve persistence and efficiency of educational progress from entry to completion in workforce and high demand areas.

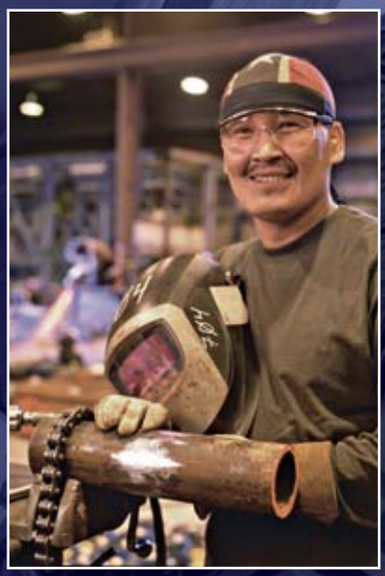
f) Support faculty professional development focused on meeting industry standards and practices.

g) Promote student internships, practicum, and experiential opportunities.

h) Promote collaboration across the UA system between programs, schools, colleges, and campuses.

i) Support student orientation, advising, career counseling services, and job placement in workforce and high demand areas.

j) Expand partnerships with local communities in order to integrate education, training, and research into community service.



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