



**Alaska Career and Technical Education Plan - Action Committee May 6, 2011 Input**

**Committee Members Input on Each Strategy**

<b>Strategy 1- Make transitions planned and accountable for both successful student progress and systemic cooperation.</b>	
<b>Facilitator: Fred Villa – Recorder: Marcia Olson</b>	
<b>Members: Joni Simpson, Michelle Stalder, Shawn Aspelund, Esther Cox, Chris Gregg, Jim Lynch</b>	
<b>Elements</b>	<b>Current or Completed Implementation Activities</b>
1.1 Ensuring that every student has a personal learning and career plan (PLCP).	<ul style="list-style-type: none"> <li>➤ The purpose, elements and template for Personal Learning Career Plans (PLCPs) are drafted and are posted on the CTE Plan website (<a href="http://www.labor.state.ak.us/awib/cte.htm">http://www.labor.state.ak.us/awib/cte.htm</a>).</li> <li>➤ Transition discussions occurring between secondary and postsecondary institutions – on hold – RTCs’ are discussing on how to make transitions between secondary schools to RTCs’ to University system.</li> <li>➤ EED, UA, and Tech Prep developing programs of study, sequencing courses from secondary to postsecondary education and training – ongoing – different articulation modes, listing course by course, two or more classes with distance delivery.</li> <li>➤ EED CTE Career Plan Pilots using AKCIS (Alaska Career Information System) – PTA sponsoring this activity, possibly during their conference, website, and outreach.</li> <li>➤ Coordinating program development and delivery among training programs to reduce duplication of efforts and the need for remediation – reviewing “program of excellence” criteria, discussions with RTCs, AVTEC – Alaska’s Institute of Technology - Pre-TABE activities via distance delivery, etc.</li> <li>➤ UA TVEP funds used to develop and update educational pathways across the UA system.</li> <li>➤ Model PLCPs using electronic portfolios in AKCIS have been developed for Middle School and Grade 9-12 programs.</li> <li>➤ EED is sponsoring UAA distance-delivered courses for middle and high school educators in using AKCIS for career planning programs and PLCPs.</li> <li>➤ EED presented AKCIS/PLCP training to state Special Education Conference, DVR, Department of Corrections, Alaska School Counselors, and some DOLWD Career Guides.</li> </ul>
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.	



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### Discussion notes from Strategy 1 Small Group

Transitions – not just from high school to college, but from high school to any ‘after-secondary’ programs, and from ‘after-secondary’ to work, etc.

Not just youth, but for all ages.

PLCP is big focus.

About 8 districts implementing, ASD, Fairbanks, Dillingham, Hoonah, Juneau, etc.

Different types or formats.

Those with disabilities have IEPs and transition plans.

Models are in place and are on the website.

Template is in Tab 4.

Where were employers involved in development of the template?

They were not involved much at all.

e.g., employers say applicants can’t read or do math well enough.

Encourage school districts to continue involvement on boards and advisory committees for the CTE Plan and PLCPs

Current template was generated more from student, parent, CTE educator perspective.

Very important to have industry perspective.

Value is in student and parent engagement in the thought process to start with.

Suggest partnership with industry to talk about curriculum.



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Need to start thinking about workplace skills, technical writing, etc. – not just Shakespeare, etc.  
Need balance between pure academics and workplace-focused (applied academic) skills.

PLCP is a communication tool to inform conversations.

Need to gather the information so it is available.

RTCs have a list of their programs.

AlexSYS has a comprehensive list of training programs.

UA has list of programs.

How do we provide Technical Assistance to school districts, Job Centers, etc. in implementing a PLCP?

How do people get the information so they know how to plan for finances, etc. to get where they want to go.

Is there any way to know how many schools, students, etc. are using a PLCP?

How could we get this info to an employer, e.g., so that he/she could discuss this if speaking to a school audience?

Ed Commissioner should make it an expectation of all schools.

Must come from superintendent to principal to the schools.

Needs to be an expectation for all students.

ASD has middle school career plans, but what happens when these kids go to high school?

Where on a website can a sup't go to see who is implementing this and how can I get more info on this?

Need examples of different models of implementation for the public to see.

Why aren't the "beyond high schools" getting AKCIS portfolios from middle and high school?

AKCIS is portable, online, transferable from agency to agency.

How can we ensure that the "beyond hs" program sees and uses the PLCP?



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UA is revising the pathways.

How many of Alaska's students are using a PLCP?

Needs to be a systemic change so that post-high school programs always ask for them (PLCPs) and all learners have them.

How do we get the information out to all partners?

When and how do we do this?

A hard-copy model of a PLCP has been developed.

Orientations have been provided at various venues.

Commissioner of EED – should be able to ask each district how they are doing their individual student planning?

Local boards must understand and set local priorities for CTE.

e.g., SB84 will result in state money for CTE.

Breaking Ranks from 1995 – said every student should have a personal learning plan. Still not there.

Need to show successes where they are.

How define or demonstrate success? First step is that every kid has a plan. That means that every student has thought about his/her future in collaboration with an adult, e.g., parent, teachers, counselor.

Make sure they know it is a “flex-plan” – we are not “tracking” you into this one “box” or path.

Parent involvement.

Value of planning – one value is finding out what you DON'T want to do.

Cost of education and training – costly if find out later that you don't really like that area.

Value of self-awareness, self-learning, etc.

In Fairbanks district, superintendent mandated PLCPs a few years ago. New sup't supports it, too.



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Implementation is a big issue and differs vastly depending on size of school, personnel, etc.

PLCP needs to be revisited regularly – from weekly in an advisory period, or annually with conferences, etc.

100 students – to sit down individually with them and their parents takes 3 months (Fairbanks).

Could be added to class registration time – at least to begin the conversation.

Time-intensive. If it's not done right, it could become meaningless.

Could be more valuable if districts and University continue to strengthen their relationships and partnerships to provide info and support to students. University partner with district earlier in a student's career. E.g., discussions about different career areas offered at the local postsecondary provider.

Major transition points – middle to high school and high school to postsecondary.

What do we do about the physical transition points to help bridge these for learners?

What are some practical steps we can realistically take in the next few years?

WorkKeys – idea was that all employers would ask for the WorkKeys scores or certificates.

Healthcare sector already has a lot of requirements for certifications, etc.

They don't hire a lot of young people.

WorkKeys is not valuable for their hiring, but it would be a value-added part of a resume or application.

Fairbanks – gave WorkKeys this spring.

11<sup>th</sup>-graders were excited – they got certificates, had an assembly for Platinum NCRC earner.

Kids saw value in certificate and liked seeing the skills on the back.



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Lots of JETCs now use WorkKeys.

6<sup>th</sup> grade math test for applicants – 12 problems in add, subtract, multiply, divide, and 2 story problems. Virtually none can do long division. They are looking at using WorkKeys so they don't have to go through this 6<sup>th</sup>-grade math test.

We don't have data on the implementation of WorkKeys and how it's being used.

What does postsecondary ask for? GPA, transcript, class rank, ACT/SAT and placement scores.

Informing students of where they are being placed in their classes for postsecondary.

Transcripts may be forwarded to U system (docufied? – national system that now includes military) but not to JETCs, RTCs, Job Centers, etc.

High school tests, e.g., Accuplacer, PLAN, PSAT, etc.

Do we need to recommend any actions on this item?

Attendance, accountability, etc. is vital to a training partner (Chris Gragg – can teach someone his trade, but the person needs to be there in order to get the training! This is even more important than a transcript to him.).

Would something like this PLCP be better than a transcript for an employer or training provider?

Healthcare – usually don't look at transcripts, with exception of newly graduated nurses.

Transcripts may not useful to a training provider. More useful may be “soft skills”.

JETCs require HSD. IBEW requires one college credit in math, otherwise just require HSD.

Apprenticeships – if you miss 2 classes, you are done.

Is there any documentation that would be useful for JETC program to see the employability skills?

**For success with PLCP or WorkKeys, need all parts of the system: K-12, postsecondary, and employers - to adopt.**

ACPE sends out book to all high school seniors “Going to College” that shows all campuses and programs.



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This year are adding a companion book that includes RTCs.

Rationale on page 13 – note:

Must be conversation between organizations to know what the requirements are for the next step.

To close that gap, here's where you can go. Hard to compete if have to take remedial classes in postsecondary.

e.g., you are a student in Buckland that wants to go to the university – may have some gaps but also want to stay in Buckland. Where do I go to fill those gaps?

RTCs could be a way to bridge that gap.

CTSOs are important to show students different career pathways, build leadership skills, and develop technical skills.

Also some programs like RAHI, Upward Bound, etc. at postsecondary.

CTE Plan should mention how to jump the gaps.

Example -- Universal Health Technician Associate Degree – industry-valued certificates and general education requirements. (Phlebotomist, CNA, Health Informatics, radiology tech, etc.)

Recognize life-long learning along a pathway.

In transition from postsecondary to employment – “employment-oriented education” – usually learners obtain an education and then try to obtain employment. Should we as a state look to adopt a modified version of the apprenticeship model – more of a work-based learning model. The employer and the postsecondary partner jointly screen the applicants, provide summer internships, and then hire the learner upon completion of education.

BP (Shawn) is doing some of this but not as an official employer of the learner. (scholarship program).

How do we ensure the learner will be successful in obtaining employment after completing the training program – which may be costly in terms of money and time.



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UAF/CTC likes to hire industry people to teach.

What is happening at university for a freshman for career guidance/counseling?

Part of APS is a guidance/counseling component at UA system.

Currently UAA does not require student counseling/advising until learners declare a major. That will be the campus that will have the biggest change in that regard.



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### Summary of Outcomes from Strategy 1 Small Group

Implementation Activities Needed	FY (11, 12, or 13)	Partners, Key Personnel, Responsible Parties	Communication Plan	Funding Needs	Assessment
<p><b>Top priority:</b> Systemic rollout - push for (grow toward) a systemic implementation of PLCP <b>concept and philosophy</b> – (include all agencies and levels, e.g., elementary and secondary schools, RTCs, apprenticeships, DOLWD ESS, UA, etc. (don't mandate every detail)</p> <p>Encourage districts to use SB84 funding to implement?</p> <p>[Could be part of job applications? Use as part of presentations to middle school and high school students?]</p>	End of calendar FY11?				Goal is XX% of learners using PLCPs (survey).
Identify models of PLCP implementation in the state that are currently being used. How is it being implemented? At what	End of calendar FY11?				



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grade levels or with what audiences? How does it continue to the next level or program? (perhaps a survey?)					
Develop orientations, training, and technical assistance.	FY12				50% of school districts, RTCs, agencies will adopt???
Broader marketing to industry so they can support the value to districts, educators, parents, students.					
Investigate how more agencies can get into the Docufied system.					
Evaluate the PLCP process and form for how to address a learner's "gap analysis" in an informed and positive conversation.					

<b>Strategy 2 – 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.</b>	
<b>Elements</b>	<b>Current or Completed Implementation Activities</b>
2.1 Identifying current CTE programs and curricula and making the information publicly accessible.	➤ Developing an inventory of current CTE programs and curricula and making the information publicly accessible. –



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<p>2.2 Reviewing and updating the state’s employability standards and developing appropriate Grade Level Expectations (GLEs) for achieving these skills.</p>	<p>RTC’s are done and exploring how to keep updated and included other relevant information (e.g. program pre-requisites). A partial list is available from EED. Currently EED is identifying examples.</p> <ul style="list-style-type: none"> <li>➤ Piloting model of pedagogy, academic integration, and collaboration between secondary math and CTE teachers.</li> <li>➤ EED, AWIB/DOLWD, and University staff is working with industry to identify industry standards and priority careers/occupations.</li> <li>➤ EED is developing a list of valid third-party technical skill assessments (TSAs) for use in secondary CTE programs.</li> <li>➤ Piloting online course submission form for EED review of secondary CTE course curriculum.</li> <li>➤ EED is working with UA to develop and promote curriculum in green technology, weatherization and healthcare.</li> </ul>
<p>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.</p>	
<p>2.4 Cataloging and disseminating practices and supporting materials for integrating academic GLEs into CTE programs and career applications into academic programs.</p>	
<p>2.5 Aligning CTE Programs of Study that connect secondary academic and CTE courses with recognized industry and postsecondary standards and program content.</p>	

### Discussion notes

Review of Strategy 2. Some overlap in each transition

Carol – is partial list available? Is list broken out by school district or by school within the district. If not by school, not as valuable as a tool.

Make it by community. Goal should be by school and by campus.

Ray – RTCs are done? Yes. On web.

Helen: model

Working with industry to identify standards..

Carol – does term “industry” include small business?

Rick Rios – Sec. Duncan’s speech, professional certificates more valid in workplace than the diploma. Rather than call them 3<sup>rd</sup> party assessments, call them certificates. Wants KCC to become professional certificate...magnet to take CTE. To get certificates.

Ray – highly qualified vs. highly effective teacher. How does this tie to a professional (bring to the teachers discussion)

Helen – working on distance delivery courses as well...and then which curriculum is it? What is most valuable for the student and can be transferred. Working with Martin George, weatherization, green construction, tech prep, intensive set of intensives to bring techniques... Mike



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– MatSu campus developing renewable energy program...need to develop connections across campuses and if articulation agreements in place, can bring secondary into it. For AAS, MatSu is developing certification program.... The university is integral, but what is also happening is AHFC is providing \$ to MatSu campus to develop green curriculum for high schools.

Challenge is finding people to teach the courses, be it adjunct....and looking for training for instructors. Expand ASESP team....dovetail with the ASESP plan..

CTE plan is not only renewable, so CTE plan is above just the examples of what is being done.

Greg – workforce plans being developed

Rick – how do I network with something outside of Anchorage? Rather than only a UAA articulation agreement.

Jack – as a statewide plan, need to have the connections to non-road system providers

Carol – how to access to Bristol Bay and other campuses to teach via distance

Mike – full system CTE plan, as a plan, CTE has a need for distance and regional training centers, etc. The RTCs etc. should be able to work more collaboratively within the regions.

Ray – technical instructors; RTC is an inventory list, etc. Online delivery of methodologies for rural and remote and for cross regional training.

Helen - ¾ of what is offered in CTE in districts and funded through Perkins and other funding...trying to get a global perspective of what is being offered.

Referencing the implementation sheet of 11-15-10...

Carol – CTE classes also need to be listed. i.e. inventory of all the CTE courses and what is a completion level with certification. CNA...as an example.

Carol/Ray – Regional training centers were intended to be regional, but are not necessarily doing one same thing...Geographic gaps analysis.

Mike – identifying gaps are the people on the ground and who are identifying the system. Identify gaps in their own areas and aggregate their information. Other issue for RTCs are grant funded, no institutional



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Ray – eg. 3 charter schools, now moved into school. Now have 3 vertically aligned schools. So people can specialize on engineering

Carol – comes back to facilities...not all schools can do the facilities...so place where we can do e-learning.

Helen – comes back to what does employer need.

Ray – a way to think things through...every publicly funded facility must engage an 11 or 12 grader in an apprenticeship.

(gg – review perkins grants for what needs are...review status reports from CTE instructors for gaps)

Rick – gaps in some areas of state are different from each part of the state.

Are there core standards for all CTE courses? If so, what are they? Are employability standards core to CTE courses? ...employability standards differ between schools and employers. Employability skills are a good term and should be a part of every course. Employability skills/life skills.

Carol – youth employability training grant – 10 essential elements is supposed to have...these are employability standards.

Helen – no common way to assess how employability standards are being taught. Ray - E.g. all instructors do not grade the same way. They are pushing instructors to grade employability skills.

Rick – get the employability skills in the graduation requirement... through portfolio, OJT,

Ray – mandating civics in MatSu. Better way would be to require all publicly funded

Industry standards – meeting standards for training, include systemic barriers that need to be addressed, e.g. insurance

Mike – industry standards are already required (e.g. in grant)... the real issue is connections between secondary and post secondary.

Carol – has a review been done with the state licensure boards to compare to state standards and employer standards and what is being taught...

Discussion of WIN and workkeys...KeyTrain; Graduation exam will likely go away. Industry was not aware of WorkKeys...as industry pulls on WorkKeys, that will be the exam.

Include this in the CTE plan....need to continue the work in this area.



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Helen – employability skills definition....connected to the academic (math, reading, language); but state employability skills cover civic skills.

Mike – KeyTrain is really being used. Caveats are causing discriminatory effect because rural communities can't access the online versions due to lack of broadband.

Rick – should have an option of employability skills assessments to choose from.

Ray – 2.3(b) pull it and say, expand and put it to 2.2. and “turn on employability component”... and ....

2.5 discussion....how to get coordination to happen? Ray: university cannot accept Gov's performance scholarship recipients unless the curriculum aligns.

Aligning – tools, accuplacer?

Mike – need to say what the legislature can do....this plan can be a major driving force, if we get together early on. Gov's council on HECR task force, came out with interesting recommendations. SB 84 is a vehicle to bring more money to the schools....this is a time to look for fixes for the education piece...what are some legislative fixes? There may be a way to work on the insurance, there is an insurance pool that could be used in coordinated programs; instructors

### Summary of Outcomes from Strategy 2 Small Group

Implementation Activities Needed	FY (11, 12, or 13)	Partners, Key Personnel, Responsible Parties	Communication Plan	Funding Needs	Assessment
<ul style="list-style-type: none"> <li>• Seamless coordination of courses (secondary to post-secondary)</li> <li>• Sequence of courses that result in employment (e.g. CNA)</li> <li>• Inventory/verify valued TSA's/certifications...an</li> </ul>	FY11 – begin gap analysis in FY11 finish in FY12		How to communicate/network outside the “home” community		



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<p>d address employer standards (does the state licensure include the soft skills employability)</p> <ul style="list-style-type: none"> <li>Identify education/training program gaps by region based on statewide priority areas; how access at course level; get current, industry verified gap info from current district coordinators; include systemic barriers that need to be addressed (what are industry sectors that have curriculum, standards, e.g. NCCRR for construction in secondary and USDOL for apprenticeships)</li> <li>Are the core standards for all CTE courses? If so, what are they?</li> <li>Industry standards language permeates everywhere – how is it done. Also look at state licenses = do they include</li> </ul>	<p>FY12 – reach out to rural districts...to finish course inventory for districts not in Perkins</p> <p>FY13</p>				
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<p>employability skills, if not, how to include appropriate in training programs.</p> <ul style="list-style-type: none"> <li>• Workkeys – see Helen and Ray</li> <li>• Under 2.5, add bullet for legislative fixes for insurance (for use of private sector facilities and secondary to post-secondary), and state licensure should pick up the employability skills; scholarship program,</li> </ul>					
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<p><b>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.</b>  <b>Shawn Aspenlund, Chriss Gregg, Ray DePriest, Rick Rios, Michele Stalder</b></p>	
Elements	Current or Completed Implementation Activities
<p>3.1 Inventorying and disseminating information about career and technical education delivery models at the K-12, postsecondary, and adult levels.</p>	<ul style="list-style-type: none"> <li>➤ EED is piloting a project with AVTEC – Alaska’s Institute of Technology, for distance delivery of Marine Technology and Computer Applications courses that articulate with</li> </ul>



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3.2 Developing criteria to evaluate career and technical education delivery models.	<p>postsecondary programs.</p> <ul style="list-style-type: none"> <li>➤ Identifying examples and data on Alaska CTE delivery models are being identified and a delivery model definition is being developed.</li> <li>➤ CTSO advisors are working on a variety of tasks, specifically on cross walking employability skills with the CTSO programs. Future Educators of Alaska is recognized as a new Alaska CTSO and they are working on the MOU process for a new education course that will be offered for concurrent credit.</li> </ul>
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.	

### Discussion notes from Strategy 3 Small Group

Jeff's delivery models document

Page 5 - technical preparation (Tech Prep)

Career Clusters is listed twice – once under elements and once under delivery models – remove it from delivery models

Page 6 – dual credit vs concurrent credit? Confusing to parents and kids. Use current/escrow – either get the credit immediately or get it later when you actually enroll in the postsecondary program.

(Marcia's note: some districts use the term "dual credit" to mean a class that gives a student a CTE credit AND an academic credit)

Evaluation criteria

Some programs have national standards/criteria



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UAF/CTC, for example, is assessed annually by the state for many of their programs – statewide audit of Process Technology Program; CNA program must meet state and national standards; JETCs have criteria

Leave in the evaluation section.

NATEF – MatSu just went through this eval  
There is an NCCER eval of facilities

If there is a national standard we could use that.

Criteria should be very clear up front.

What is the process of establishing the criteria for evaluation of programs?

Suggest a cross-district auditing procedure – to also become a mentoring relationship. This is used in industry (BP).  
Employability skills  
Pilot?  
APICC developed YES with industry input  
SCANS skills

All 11<sup>th</sup> graders take WorkKeys tests  
Look at employability component in WorkKeys tests? WorkKeys tests “Talent”, “Performance”, and “Fit”  
KeyTrain/Career Ready 101 has employability skills modules  
Use those as the standards instead of SCANS or YES.  
Employability skills – very broad subject – won’t necessarily fit everywhere in all cases.

Soft skills even more important than academic transcripts  
e.g., if one person on a crew shows up late, the entire construction crew and project are thrown off



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How to teach and assess employability skills in K-12 system, along with GLEs, etc.

MatSu is going to take on this challenge.

16 clusters, hundreds of job descriptions.

What are the employers' policies? - some jobs can be done via flex schedules (e.g., work from home or at different times of day), while others such as a restaurant or construction crew, must be there at definite times and places.

How do students magically learn/know how to handle themselves on a college campus or on the job?

Identify the employability skills that are important.

### **Work Based Learning Models**

Look at AK DOLWD Child Labor Laws – to give clarity and give guidance to where kids can actually legally work. E.g., can't get them on a construction site.

Redefine 'health-care' position so not working with blood, etc.

How much credit can kids earn by work-based learning?

Need school district staff to supervise and visit employment site.

Each district has local jurisdiction on awarding credits.

OJT, Co-Operative Education, Work Based Learning

Need to clarify work based learning definitions.

Need to have standards that are recommended for programs. Can't force districts to follow them, but can be used as evaluation criteria.

### **Intensives/summer academies**

ASD has summer camps based on certificates, e.g., Flagger, OSHA 10, OSHA 30, First Aid/CPR, North Slope Card, etc.



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These certs are all needed in Apprenticeships, also.

Some certificates expire if not used within a short amount of time, so that kids who get them in school may not be able to use them on the job if too much time has elapsed.

Some certs can be used towards degree programs.

Some students may stop at a certificate and are happy to work at that job – as opposed to go on to further training (e.g., work as a flagger instead of going on to engineering)

Apprenticeship requires related technical instruction.

What's in it (an internship, for example) for industry?

CTSOs

We have state advisors (teachers) for each CTSO in Alaska. (Ray Jensen, Melissa Reese, etc.)

How can we fill these roles as these advisors retire?

CTSOs provide technical skills and leadership and employability skills.

ASD -- Perkins CTSO funding too burdensome.

MatSu gives stipend for CTSO advisors (similar to athletic coaches)

What is missing from page 3 -- Strategy 3 Implementation Update

CEO program – Avante Garde program. Focuses on rural sites.



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Their model uses GCI's video-conferencing to do a virtual job shadow and career discussions.  
Good for employers because they don't need to travel.

Alaska Construction Education Mini-Institutes?

Industry awards for teachers/programs?

How to get publicity for awards – once per year, list local, state and national recognitions that Alaska teachers, students, and programs have received. How to collect? Including employment as a result of CTE program.

Buy some ADN space and promote these successes?

### **Use PLCPs to drive scheduling, curriculum, and delivery models:**

AKCIS is an electronic tool to develop and maintain portfolios, personal learning plans, course schedules, programs of study, etc.

AKCIS has components for middle school and high school and beyond.

### **What will work in rural AK?**

High quality teachers with experience, who will stay.

What if teachers aren't allowed to teach in an urban district without some experience in the Bush?

Need to connect with parents and adults, not just the current students.

Sometimes parents won't let their children leave the village to pursue opportunities.

All villages have access to water.

How to tie energy production and delivery to this water access?



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3.1 Inventorying and disseminating information about career and technical education delivery models at the K-12, postsecondary, and adult levels.					
Identify or develop the criteria by which programs or delivery models will be evaluated (being with self-evaluation). Start with national standards if available.	FY11				
3.3 Identifying key strategies and effective delivery models to successfully teach and assess employability skills within schools, postsecondary institutions and other training providers.					
Work based learning models – identify standards, clarify definitions, identify successful models.	FY12				



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<p>3.6 Promoting and celebrating effective CTE programs and practices. Provide public recognition for CTE by annually publicizing local, state and national recognitions/awards that Alaska teachers, students, administrators, and programs have received.</p>	<p>FY12</p>				
<p>Develop a plan to implement PLCPs statewide across all levels/agencies/partners (training, models, etc.)</p>	<p>FY12</p>				
<p>3.4 Instituting systems to ensure all students have access to quality CTE programs. How to provide rural AK the same access to high quality CTE programs? University system partnerships and communication with local districts very important.</p>	<p>FY12</p>				
<p>Solve the rural problem! How can we use telecommunications or other distance delivery and technology to deliver technical training to rural sites?</p>					

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<b>Strategy 4. Recruit, develop, support, and retain high-quality CTE teachers and faculty. Helen, Jack, Joni, Carol, Ester, Jim,</b>	
<b>Elements</b>	<b>Current or Completed Implementation Activities</b>
4.1 Developing strategies to educate, recruit, and retain quality CTE teachers, faculty, counselors, and advisors.	<ul style="list-style-type: none"> <li>➤ Working closely with the EED Teacher Quality group to review and improve the CTE teacher certification process.</li> <li>➤ Grant project with UAA/CTC/Career &amp; Technical Education to support CTE professional development, including related industry externships for CTE teachers and guidance personnel – One more year – design a TIE model for teacher to use to attain credit.</li> <li>➤ UAA – CTC CTE and EED CTE are developing CTE Leadership training cohort. EED is working with AACTE to develop a model for CTE leadership training and CTE staff development.</li> </ul>
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.	

**Discussion notes**

4.1 e, or add an (f), ramp it up on strategies for how to recruit for post-secondary from community and for adjunct faculty. For post-secondary, it is the way of recruiting faculty, is to go to business and industry.

Jim – in first meeting, the vision of the future of CTE is not to be conceived of separately but to be blended. The right way is to weave the curriculum together. Q is, CTE teachers, how is strategy 4 addressing or does it need to address the broader concept of integration? What do we do long term to have all teachers/many teachers weave in the career references more in the classroom....and weave the math and technical points into the program.

- We won't impact graduation rate until we \_\_\_\_\_. Problem is NCLB that teacher must be highly qualified. Prior to NCLB, we needed to get some academic credit for math for carpentry, English for broadcasting, health classes for science. When NCLB came into play, need certificates. CTE's are not a major in the university in this state.
- The current endorsements are governed by NCATE, industrial....; so teacher has to have the background because the certifications are general.



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- For current teachers to get endorsements as a biology teacher. There are not endorsements in CTE.
- If academically current teacher in English or math that has skills in some other place appropriate to a CTE course, the certification does not help explain the teachers qualifications.
- Can a “teacher of record” model be used? With Type M and Type A – to mesh CTE and academics...and the highly qualified teacher needs.
- Districts have to be prepared so that students can earn CTE and academic credit.
  - Helen – cte and math instructor to get the same language and culture of the academic. Retraining CTE teacher to talk math language.
  - Professional development activity to have CTE and “academic” teachers work together to help students make the connections.
  - Pilot project started in Alaska with Fairbanks, Anchorage, MatSu, Denali, 10 to 15 teams with focus on construction and health care with focus on math components. Week long training in August with webinars throughout the year.
- Get this certificate, this certificate and this certificate and your teaching degree so we get CTE teachers
  - Is there a competitive advantage to get a certificate as a CTE teacher?
  - Type M should be required to have pedagogy (classroom management, etc.)
  - Don’t have to take cultural and \_\_\_\_\_.
  - Type M stays with the district, not with the person.
- For recertification, Type M needs 6 hours of continuing education and other things..
  - Teacher quality group, type m should have these specific types of courses within a certain amount of time – this was recommended.

Provide scripts to AWIB, to other boards, to make resolutions and recommend policy directions to move initiatives into the public view

Employers aren’t at the table. Why? They don’t know, they don’t care - they care about their needs, and may care about community,

Are there policy, action recommendations we can make about key persons who make the changes? Policy solutions to help?

Are there any policy barriers to making these things happen?

Need to look at 4.4 some more regarding expanding CTE leadership opportunities in order to really disseminate information;



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Room for solid recommendations for recruitment

- There is not a CTE teacher training component in the University teaching programs...this needs to be addressed

### Summary of Outcomes from Strategy 4 Small Group

Implementation Activities Needed	FY (11, 12, or 13)	Partners, Key Personnel, Responsible Parties	Communication Plan	Funding Needs	Assessment
<ul style="list-style-type: none"> <li>• Document the training program as a model/pilot and communicate it to the rest of the state</li> <li>• Change the rules! Academic and CTE credit – teacher of record strategy(?)</li> <li>• CTE teacher summer institute(s)</li> <li>• Incentives for getting CTE certificates</li> <li>• In state teacher training (so in the summer time, they don't want to go "home")</li> <li>• For Type M, provide (require) pedagogy</li> </ul>			<p>Promotional statements to effect the implementation of the strategy by those in influential positions at state, regional and local levels</p> <p>When we have successes, need to make the success visible and demonstrate how it can work (e.g. health, construction)</p>	<p>Constant dilemma with public funds – industry partnerships....</p> <p>Funding program change systemically.</p> <p>Employer/Industry partnerships – what viable/effect in Alaska?</p> <p>Model statewide or regional, but application is local</p>	



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<ul style="list-style-type: none"> <li>• Basic economics don't work in some training areas, e.g. industry supplement different salary scales at K-12 and UA. Need some models for how to make pay scales work....sharing of faculty between secondary and post-secondary (used to work in the 70s and 80s)</li> <li>• Shared instructional staff b/w secondary and post-secondary; identify barriers and identify practice and policy</li> <li>• Provide scripts to AWIB, to other boards, to make resolutions and recommend policy directions to move initiatives into the public view</li> <li>• Plan strategic change as education and individual cooperation, e.g. AGC - construction found money (make the connection to</li> </ul>					
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<p>economic development)</p> <ul style="list-style-type: none"> <li>• Revisit “priority” industry concept excludes small business, the largest group in Alaska</li> </ul>					
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<b>Strategy 5. Maximize the use of public facilities for training.</b>	
<b>Elements</b>	<b>Current or Completed Implementation Activities</b>
5.1 Inventorying the public facilities and equipment that are available and disseminating the inventory to training providers, industry and the general public.	<ul style="list-style-type: none"> <li>➤ Completed RTC and UA System training facilities and program inventories.</li> <li>➤ EED has collected self reporting data on public middle and high schools (including K-12) to identify district-reported status of CTE facilities and is in the process of analyzing the data and writing a report.</li> </ul>
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.	

**Discussion notes**



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Reviewed strategy and discussion on what public facilities means. Includes public facilities.

In rural Alaska, strategy could be expanded to include private facilities. Use this plan as a way to identify issues and solutions, such as insurance, for the ability to use airplane hangers, or auto repair shops, (cuz small business owner doesn't have insurance to cover)...at policy level, the WIA group could work with administration for a waiver for insurance.

Joni- married air force base and school district. Common link was the Red Cross, covers both entities. Got both entities to go through the Red Cross.

Student insurance requirements. Increases fees, especially if going off campus or facility. In Bristol Bay, student insurance fees prohibit using other facilities. Between this and liability insurance, maybe could be some policy or regulatory changes that could be made.

RTCs and secondary meeting – work well together, but did it on good will. Barriers are risk management and insurance.

Teacher union policies or culture, values, principles, cannot have a non-union k-12 person using a high school facility. Can't have adults in the building before end of school day. District union non-certified union teacher in position. Dual credit issues too.

Not all public facilities are consistently accessible to university.

Use this to support secondary and post-secondary master plans for campuses and schools.

Funding – work out some of the costs for using facilities...using reasonable costs to help pay for facilities in shared use.

Sharing is the name of the game, whether facilities or equipment.

### Summary of Outcomes from Strategy 5 Small Group

Implementation Activities Needed	FY (11, 12,	Partners, Key Personnel,	Communication Plan	Funding Needs	Assessment
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	or 13)	Responsible Parties		
<ul style="list-style-type: none"> <li>• identify issues and solutions to using private facilities</li> <li>• insurance reform – waiver or other mechanism....identify student and facility insurance barriers and fix those through regulation or statute</li> <li>• continue the inventory of all public facilities; may want to also consider</li> <li>• identify obstacles/barriers and best practices that prohibit/encourage sharing of facilities               <ul style="list-style-type: none"> <li>○ insurance</li> <li>○ access to schools</li> <li>○ sharing teachers, i.e. negotiated contracts may inhibit access</li> <li>○ adults and minors</li> </ul> </li> <li>• partnerships</li> <li>• how can equipment be shared and utilized by schools across the state and a communications tool (Doug may have a model for</li> </ul>			<p>Link the communication and distribution of technical support of facilities and equipment and the PLCPs (and connect to SB84)</p> <p>Partnerships with economic development entities such as ARDORS? With reference to economic development and with workforce development and facilities to educate and train</p> <p>Sharing is the name of the game.</p>	<p>Developing the metrics would be the metric</p> <p>By 2012, public CTE p27, 5.4 evaluation is a good one to keep using.</p>



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<p>this) (...and tie equipment with faculty)</p> <ul style="list-style-type: none"> <li>• distribute lists of inventories and equipment with suggestions and instruction for how to use the lists...</li> <li>• add a new 5.6 – encourage development of master plans with the CTE development.....and add a question on the surveys if school districts have a school district master plan</li> <li>•</li> </ul>					
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<b>Strategy 6.0: Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.</b>	
<b>Elements</b>	<b>Current or Completed Implementation Activities</b>
6.1 Establishing criteria for prioritizing CTE program requests for state funding.	<ul style="list-style-type: none"> <li>➤ EED, AWIB/DOLWD, and UA have committed staff and resources towards developing and implementing the plan.</li> <li>➤ FY12 – the Alaska Legislative Conference Committee has approved \$625K, to begin the implementation of priority actions that cannot be accomplished by re-directing current funding sources.</li> <li>➤ Alaska legislature passed SB 84, which provides dedicated CTE funding equal to 1% of the Base Student Allocation for FY12.</li> </ul>
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	



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leverages local, federal and private resources.	
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### Discussion notes from Strategy 6 Small Group

Governor's budget originally \$1 million, ultimately passed at \$625K for FY12 – to fund the state CTE plan. (This is complementing SB84.) Contractual services and competitive grants are the two suggested methods of providing the \$\$ directly to schools, training providers, etc.

DOLWD will receive the \$\$\$. The We3CTE group will administer the funds. The money may go through AWIB as the granting entity (choose the grantees, etc.). The CTE Plan Committee may act as an advisory group. There will be no administrative costs – it will all go to programs, agencies, schools, etc.

Prioritize the uses for this money.

Jim Lynch suggests not prioritizing uses of this money until we have the full discussion of all Strategy priorities from today. Competitive grants may not necessarily be the best way to use the money.

Rick: ASD does not want part of the \$625 K, but they do want to align their activities for their local CTE \$\$ with the \$625K priorities.

What do small districts see as helpful from this \$625K?

Help with details of SB84.

Technical assistance to CTE educators – webinar would save on travel costs.

\$625K Funding for FY12:

- PLCPs – (Strategy 1 – transitions – we may be able to make progress on this one, which could result in public awareness of successes more quickly.)
- Professional development/staff development.
- Technical assistance
- Mentoring
- CTE Leadership – how to train/mentor/nurture people to replace the graying workforce in the classroom and as CTE Directors and Coordinators
- Integrate employability and academic skills within CTE.



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- Use this money to build capacity to further implement the CTE Plan. (How do we get the word out and build a state-wide CTE community?)
- Encourage knowledge of WorkKeys use and value?
- Possible goal or measure of success?: PLCP and WorkKeys adopted by xxx% of K-12, postsecondary, and employers.
- Apprenticeships – focus on rural AK? Employ rural kids in a school-to-apprenticeship model? (would drive apprenticeship, transitions, and facilities portions of the State CTE Plan)
- Program criteria

We need to be able to show the legislature next year what we have done with the \$\$ and what we accomplished – these are the outcomes. We can't wait until November to do something, such as issuing competitive grants, for instance.

### **SB84 Discussion:**

Ray - tax incentive for corporations in SB84. Would be helpful to have a “position statement” from the state for school districts and corporations to understand it. E.g., what qualifies as a coastal ecosystem learning center under the Coastal America Partnership . . . – and details about how it can work.

Ray asks for a one-page simple synopsis of SB 84 to explain the intent of the tax credit. And he would like info on what other districts are doing.

Rick suggests a 1 or more day workshop on how districts can approach entities in their region and how the tax credit actually works. He wants to have a process that he can give to a business to walk them through the whole process. Suggest using some of the contracted services \$\$ to put on a workshop for training.

### Deputy Commissioner Nelson

- suggests a statement from this group to give school districts an idea of what else exists and what else they can use funds for.
- Says AVTEC has recently developed some language for a letter to industry
- Department of Revenue is ultimately responsible for the mechanics of the tax credit process.
- He will talk to Paula Scavera about some language for this.



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Jim Lynch – connections between secondary and postsecondary – this could be a connection because the same employers may be contacted by both secondary and postsecondary so there is a coordinated plan of action.

Jack Walsh – maybe a “feeding frenzy” in his region - multiple educational programs/agencies may go after the same industry partners.

NACTEC got funding via HB 61 2 years ago. They didn’t get any assistance from the state in how to do this. There is a one-page sheet on the DOLWD CTE website to try and explain it.

Is there a way at the district level for the \$\$ from SB84 to be invested in the system to focus on the state CTE plan.

MatSu is going to create a separate account for this money. It will be tied to the state CTE plan and the AGIA plan, etc. It will not replace existing local CTE funding.

Other districts may not have a plan for this money.

Jack Walsh says districts were cautioned by the legislature that the CTE \$\$ should go to CTE.



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### Summary of Outcomes from Strategy 6 Small Group

Implementation Activities Needed	FY (11, 12, or 13)	Partners, Key Personnel, Responsible Parties	Communication Plan	Funding Needs	Assessment
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.					