

DIVING INTO ACTION
ALASKA CAREER AND TECHNICAL EDUCATION (CTE) PLAN

April 11, 2012

Anchorage Chamber of Commerce Board Room, Suite 304

1016 West Sixth Avenue, Anchorage, AK 99501

8 AM – 3:30 PM

Participants:

Advisors	State Staff
Shawn Aspelund	David Stone
Esther Cox	Greg Cashen
Ray DePriest	Mike Hanley – via phone
Robin Gilcrist	Patrick Gamble – via letter
Joni Simpson	Jason Bluhm
Michele Stalder	Greta Goto
Phyllis Carlson	Don Levine
Chris Gregg	Helen Mehrkens
Eric Gebhart	Marcia Olson
Jack Walsh	Fred Villa
Jeff Selvey	

<ol style="list-style-type: none"> 1. Welcome and Introductions 2. Greetings and remarks from EED Commissioner Mike Hanley via audio: Commissioner Hanley appreciates and values the work and time of the committee members. The future will be different for our students. CTE is not an add-on; it is core to our education system. Potentially 70% of our students will engage in CTE. All committee members are strongly encouraged to look at the proposed state standards for English/Language Arts and Mathematics. Comments from employers, postsecondary education and community members are encouraged through EED's website at http://www.eed.state.ak.us/standfaqs.html 3. Greetings from UA President Gamble via letter (read by Fred Villa) 4. Review of the CTE Plan – Jeff Selvey, AWIB Executive Director. 5. Review of the FY11 CTE Implementation funding of \$625,000 received from the legislature – Jeff Selvey. <p>The Action Committee met in May of 2011 and received direction on the topical priorities for the RFP process. Provided overview of the grant proposals received and funded. Of note, all 15 grantees were asked to address PLCPs in their projects funded by the CTE funding. Additionally, curriculum could be addressed, and equipment needed to be in support of the CTE program. Reviewed the solicitation timeline and noted that for this current year, we want to address the scheduling aspect to get the application/RFP out as soon as possible. Participants asked questions and commented on the grant program and eligible applicants.</p> <ol style="list-style-type: none"> 6. Review of projects that were funded by the CTE funds as well as some money for contractual. There was originally \$75,000 for contractual, but the RFP for Employability Skills did not materialize and those funds were used for additional grant projects. One of our goals for today is to obtain your 	<p>Possible requirements/priorities for FY13 grant program:</p> <ul style="list-style-type: none"> • # of kids impacted • Sustainability • Partnering with industry • PLCPs – include criteria in the FY13 grants that will encourage PLCP implementation
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guidance on what you'd like to see in the 2012-13 grants projects.

Discussion, questions, comments:

Q: How many kids did we impact?

A:- It depends on how you count it, e.g. PLCPs could be impacting a number of kids -- could be in the 1000s. Each proposal provided a number of anticipated participants. (A summary sheet of the FY12 grantees and their projects was handed out later.)

Q: How was the funding used? It was not meant to displace salaries. Salaries could be in-kind, not using this money to create new positions.

There were over 24 applications, and we awarded \$568,287 to support a total of 15 proposals.

Q: How/why did the projects run \$20K for program; \$40K for equipment?

A: We allowed them to request a max of \$60K, with a max of \$20K for program development and a max of \$40K for equipment purchases. Curriculum has to drive what is happening – they must justify how the equipment is going to be used and how it is tied to the curriculum. Curriculum was an interesting aspect of the program development.

Q: would be helpful to see updated information on how the programs played out...and thinking behind the programs funded would be helpful for going forward for the new RFP cycle.

A: We can get that for you. The summary page presents the intent. (A summary sheet of the FY12 grantees and their projects was handed out later.)

Comment from Michelle Stalder: UAF/CTC considers this a success...bringing the University together with high school counselors and helping students to bridge secondary to postsecondary.

Q: Reference "this should be part of the core and not an add-on" (quote from EED Commissioner Hanley). For districts that received this funding in the past year, is there any requirement to build into the system to sustain what they are doing. What is the long view vision.

A: They had to tell us how they were going to make the project/program

<p>sustainable We were very careful that we did not pay for ongoing salaries. We were trying to get innovative programs, not just continue something they already had.</p> <p>A: We also tried to stay away from duplication, and move toward leveraging resources of other entities in the region. Looking for opportunities to leverage and share resources</p> <p>Comment: – partnering with industries, entities in the region....developing labor force and be regionally relevant is important.</p> <p>Comment: for sustainability, a CTE program needs to be tied to industry.</p> <p>Comment: We are seeing more folks who have and/or are familiar with PLCPs. Kudos on connecting the PLCPs to the funding.</p> <p>Comment: AWIB is also requiring PLCPs for participants in the programs funded by the film and TV grant.</p> <p>Comment: There is amazing data from the PLCPs. Kids are making informed decisions in the PLCPs. This has meat and now when an administrator writes a grant or program justification, they have the data for it.</p> <p>Comment: MatSu made a conscious decision to not go after the CTE implementation funding; instead we used our SB 84 money for additional CTE support. We are a member of a larger group and we're all trying to support the plan and implement the plan. Kids learning about what they don't want to do, is as important as knowing what they do want to do. Suggest in next round of plans, tie to public facilities and maintenance of the public facilities.</p>	
<p>Strategy 1– Make transitions planned and accountable for both successful student progress and systemic cooperation.</p> <p>Reviewed FY12 priorities, activities, partners/leads/other folks becoming engaged...successes, challenges</p> <p>Last year's discussion was how to implement PLCPs at all levels. There are models on the EED site. The PLCP is an annual thing to look at and keep up to date as their interests change. ACPE publishes the "Going to College" booklet</p>	<ul style="list-style-type: none"> • Transferability of credit courses from one postsecondary institution to another (both intra-state and from another state or program to Alaska institution) ⑦ • Transitions to/from high schools: How does PLCP use continue from

and promotes planning for school. AKCIS, e.g., systems that are being used to capture student information. We are continually trying to gather information about what is being done and how to implement the PLCPs. We don't have information yet on how many students are being impacted by PLCPs. There are about 10 districts that are not part of the Perkins funding, so we don't collect CTE or PLCP information from them. There are a variety of levels of complexity in programs that apply for Perkins. The challenge is how to support different levels.

Comment: Very concerned about transitions and what is happening, i.e, **how is the student with his/her PLCP transitioning to high school and what happens to the PLCP information. Maybe this is something that we want to have for the next round of RFP.**

Don Levine will be making a presentation to UA Recruiters Camp on AKCIS in May. This meeting includes a counselors' discussion. This is an effort to bridge this information gap and promote better understanding of the tools that students are using and may be using (PLCPs, AKCIS)

Comment: In AKCIS, a teacher/counselor can roll the portfolio over with a couple of key strokes. It is portable. Not cumbersome to transfer information with the portfolio in AKCIS. It is a matter of educating, because the tools are there.

Q: Is the PLCP on AKCIS?

A: AKCIS has a portfolio that allows a user to keep their PLCP and other career development information. Some rural sites have trouble with bandwidth, and urban have issues with numbers of computers.

Q: Do students have access to AKCIS anywhere they have internet?

A: Yes, they can get on at home if they have access. Parents can as well. ACPE has purchased license for the whole state – all residents.

Q: is there an "app" for that? – We need to reach kids with their type of technology and communications.

one level to the next ④

- How to drive more people to the AKCIS website and use of AKCIS ④
- How to identify and reach teachers, advisors, administrators, all those whose clients would benefit from the PLCP process? ②
- message from the Governor, this is what is available to you, purchased already, a PSA – may help parents know about AKCIS ②
- PLCP – electronic transfer, transportability, connect to APS; ensure it's used; ensure it's updated at least annually.
- Workkeys Implementation – create a plan. Schools and businesses need opportunity to get training to implement the next steps of WorkKeys.
- Counseling
- More media around use of AKCIS and WorkKeys ,eg psa, smartphone app, FB page
- Bringing in other user groups, eg Special Education staff, Vocational Rehabilitation counselors, Job Center counselors, DOLWD Career Guides, Adult Education staff, Correctional facilities education staff, etc.

A: Could be something that could be worked on. Moving away from computers and more toward smart phones, tablets, etc. lots of new information on the horizon. Would need to ask ACPE to bring this topic up with the other states in the CIS consortium.

Comment: Every community struggles with how to get parents involved. Sometimes it's important not what is said but who says it. **With a message from the Governor highlighting this is what is available to you, it's been purchased already, - might make a good PSA on what is available.**

Q: When you look at a PLCP, is it college or vocational centric?

A: It is post-secondary centric. The adult one is more goal oriented. It is customizable to the student and what institution s/he is at. Various models/templates are available.

Comment: The real value is what comes after the basic information...capturing the student's passion and goal and how to match the training to the goal.

Q: how many active accounts are in AKCIS?

A: Not really sure, but one indicator is the assessment tool in AKCIS, called IDEAS. 50 school districts and 18000 individuals had used this assessments.

Comment: We could double these numbers with a PR campaign.

Comment: We do hourly workshops to get parents on AKCIS during CTE promotional times

Q: It's all about the individual's goals and aspirations. Passion... self-reflection... and contribution to community. Is that part of AKCIS or a PLCP?

A: Yes, you can interact with student in the PLCP/AKCIS...it provides counseling opportunities. Should be a requirement that this committee go in and take a tour of AKCIS. There are lots of different layers to AKCIS, when you get into the education and building the plan, there are exploration opportunities.

Comment: AKCIS is very robust and that is good but also a part of the problem...how to find out where to start with AKCIS. Don has put together a list of activities to do for different stages of their education life. A PLCP can be

- Teacher externships, showing teachers the opportunities – creating a way for them to show students the connections between school and work
- Tech prep, dual credit, distance delivery
 - Articulation agreements secondary to postsecondary and postsecondary to postsecondary
- Statewide foundational course
- What are a school's competing priorities? (what's the other "noise" that may interfere with PLCP implementation?)

implemented in different ways – it all depends on the school and the teachers/counselors/advisors who implement it whether they delve into the area of talking about a student’s passion, goals, aspirations on a deeper personal level.

Q: Are there links to military, Peace Corp, Americorp, volunteer things that students can do? Service learning?

A: Perhaps not direct links, but there are links to service learning. But other things can be added. Could be something to bring up and pursue with ACPE as options to add pieces to AKCIS.

Comment: MatSu has a career awareness program in elementary. Most students have do to some form of community service. The AKCIS portfolio is similar to WorkKeys in that, are employers asking for this information? We need to champion PLCPs.

Comment: Ken Peltier’s apprenticeship program uses level four in WorkKeys as the math criteria.

Comment: 25 employers or training programs use or recognize WorkKeys as part of their process now.

Q: There are very high unemployment rates in rural communities, to the point where kids don’t even know why you have a job – they don’t know the motivation for having a job. How do we make the connections with students are high target for this type of effort.

A: Don has been reaching out to organizations about idea of PLCP, special education directors, on voc-rehab for this as well.

Comment: My employer requires us to have a personal learning plan.

Comment: Kids need to see that school is only the beginning of their learning – that it continues into adulthood and employment.

Comment: Another thing to do is identify who the counselor and advisors are. Educators don’t need more things to do. We need to think about making it relevant, e.g., show how it can be a tool for vocational ed teacher/special ed

director. The question becomes how to support them so they can get it going...once going, it's got a better chance to be self-sustaining. Sometimes there's a whole level of teaching before we can do career planning. This is a real issue - how to reach out so that we can be all inclusive.

Comment: Academic teachers also need to be explicit about how the academic teaching is applied to real life.

Comment: Professional development for teachers is so important. With **school to work monies and efforts**, when we gave teachers the opportunity to work at a business, they were amazed at the connections made to work-world. This is another seed to be thinking about for how to make these connections work for the work-world.

Comment: Engaging education and industry to try to enrich and improve programs must be a focus. A lot of this work has been done through tech prep. Their focus this last year has been on the health industry – health program of study work/tech prep. It is a coalition of industry etc. working on priority occupations that are needed to be filled. UA people are working on curriculum, tech prep folks working on foundational courses on health care at secondary level. They are now working on five courses that could be standardized (e.g. medical terminology, CPR, Intro to Health Care, CNA (Certified Nurse Assistant), health applications, math) – courses that have applicability to many areas of health. It's a huge undertaking this year – getting conversations, trust, industry support, and is still ongoing. There will be at least another month of activity, with the hope of having five courses done and collaborated by next year and incorporated to next level of training. One of the threads is distance delivery, and a new program at GILA and Northwest Arctic.

Comment: That's a good example, if they can do it, anyone can do it.

Comment: The other piece is sharing – each program has industry advisory council. Let's open the doors to schools so they can hear directly what industry is saying. We are starting to respond earlier to what industry is saying. We

(UAF/CTC) and the Fairbanks School District share the same advisory council for the same program.

Comment: Excellent suggestion...invite high school to meetings we're already having with industry.

Career clusters and educational pathways at the UA are being reviewed, some programs with high profile interest or that are hard to find. We have re-categorized career clusters, e.g. mining manufacturing process tech; energy and green jobs and are adjusting to demand in the labor market.

Q: Is this being aligned with DOLWD?

A: Yes, we are working with DOLWD on that data and an articulation agreement with DOLWD for sharing information across system

EED is also working on developing data sharing agreements. Districts that apply for Perkins have to report on number of students taking CTE courses and earning Technical Skills Certificates. This will go into the new web-based portal that EED/CTE has developed over the last year. (Brief demonstration of the portal showing the entire list of a district's CTE programs.)

Comment: FERPA (Federal Education Rights and Privacy Act) law has a new interpretation. Prior to this it caused issues for sharing data, but new regs have made this a bit easier, at least on an aggregated level. We can start doing more on tracking students on a whole.

Q: Do we have a fair assessment of much "noise" we're competing with? What other priorities do schools have that compete with time to do PLCs and implement good CTE programs? How do we help you help implement the CTE Plan?

A: Schools have lots of "noise." All good intentions, but at the same time, not necessarily all manageable.

<p>Q: How does the AK performance scholarship fit in with what is needed and credits issue now.</p> <p>The biggest nuts and bolts is teachers, especially academic teachers. We need to counteract thinking such as “There is no math in accounting” or the idea that rigor is a course title.</p> <p>Comment: If one thinks about a learning plan in a 4+4 model, we can say it’s okay to take four years of math and English. CTE is competing in the elective space. You may not get full richness of the CTE program, but you can take a portion of the CTE program – perhaps grade 11 and 12. The biggest challenge is the rules that we have to follow with no funding to implement, e.g., highly qualified. We need this too for CTE, but costs money. We need an educated workforce.</p> <p>Q: How do we apportion the \$625000 to hit all levels, so we still have room to compete and room for other activities?</p> <p>Comment: Reference President Gamble’s statement...”we are not trying to control, but to guide”. That is what this plan is trying to do, guide, help show where the opportunities are. We want CTE to continue to grow and students at all levels to learn and contribute.</p>	
<p>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.</p> <p>Discussion of the RTC alliance, and sharing of information among the RTCs. The RTC inventory was done and updated this year. It is becoming systemic and part of the culture, about sharing resources, aligning resources and programs and information sharing. Industry standards and priority occupations are important, e.g., the UA biomedical program, which includes healthcare and a vet program, engineering, education, oil gas and mining with emphasis on mining, Fish, Seafood, and Maritime initiative, energy.</p>	<p>Strategy 2:</p> <ul style="list-style-type: none"> • Continue and expand academics in CTE (math-in-CTE model) ⑤ • Alignment of curriculum throughout secondary/post-secondary ② <ul style="list-style-type: none"> ○ Continuing to development more techprep • Continue Employability Skills curriculum • Opportunity to integrate

Review of Math in CTE professional development program - this comes out of CTE plan element 2.4. There have been methods for incorporating teaching of math in CTE. This model is based on research from NRCCTE out of U of Louisville. This model has been implemented in Alaska for two years now. Teams of math and CTE teachers – about 50 teachers total. This year, joined by University of AK faculty as well. Participants have given extremely positive reviews of the program. The NRCCTE is also researching a “literacy in CTE” model and a “science in CTE” model.

Q: do we want to consider this as a strategy to keep moving forward. FY13 priorities may be something new, or may be something already being worked on.

Review of FEA (Future Educators of Alaska) – a **CTSO in Alaska** promoting education as a career. Between 400 -800 kids involved in FEA across Alaska. This is an elementary and high school program now. Alignment comes in when UA campuses agree that the curriculum used for these organizations could be used as elective credit and transferrable to UA.

Comment: The Fairbanks District teaches this course and our students are getting the credit. We presented at a national conference and found out we are behind the 8-ball compared to what other states are doing in offering postsecondary credit at the secondary level. In many other states it is a seamless, painless, process.

Comment: In the past, the state would “buy” certain slots for CTE

Comment: Other things happening include ACPE’s “going to college” brochure, in which they have added RTC information, Don’s workshops on AKCIS, priority industry vs. occupations, and the new NASDCTEc core standards. Alaska is watching and observing about what those look like, and looking at what kind of alignment we have. We will present at NASDCTEc in June – two part project. Put what we are doing in perspective and bring ideas back.

Other things we are looking at: “Stackable credentials” – a universal degree in some area, if you have a certain number of credits. Can this build on a next level

academics and CTE/Alignment of academic skills to CTE skills

- Maintain CTE program inventory
- Technical Skill Assessment development
- Advocacy for CTSOs

and if you have a certain number of these could it turn into a degree?

Discussion

I would like to see continuation and expansion of Math-in-CTE, and other areas for alignment of academic skills.

Q: What areas are we talking about?

Comment: STEAM... includes arts along with Science, Technology, Engineering, and Mathematics.

Comment: Technical writing course, grant writing...translating writing skills to real life. Our language arts teachers are fighting this. Kids straight out of academics are not able to write to appropriate audiences.

Q: Are you saying we should adopt the term STEAM, to be inclusive?

A: Have understanding that STEM includes writing.

Comment: WorkKeys has Reading for Information.

Comment: We may need to go back and review the bullets that we did not get to yet. Employability and behavior skills are important, ones that we want everyone to have. Don't want to lose notion of employability - because it ties to what industry is telling us.

Q: In alignment of curricula - are there other things to consider? Encapsulate this with reading, writing, employability skills. What is our activity for trying to align curriculum?

Phyllis – violin program at first grade – lots of science in this. Don't think that arts as such is separate from the industries that we are in. Brain research on developmental stages in kids.

Chris – I'm an end user... employability skills are important.. if you don't show up, I can't do anything with you. Pay attention, be willing to learn, and take what you learn and train the next guy. Communication skills.

Sean – curriculum alignment, if you have consistent TLAs or CLAs; so if they learn in one place, and train in another place, emphasize the transferability of the skills sets....

Robin – students not prepared, have to do remedial and have lost a year. Slows

<p>students down, discouraging...some type of alignment that even if they want to be in a CTE program, still need math and English skills.</p> <p>Joni – alignment of curriculum, if some overlap between the both, then there is no abyss to fall into. [Safety net...]</p> <p>FV – boards of Ed and UA meeting this week.</p> <p>JEFF – distributed info on the grantees</p>	
<p>Strategy 3–Identify and promote career technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.</p> <p>Note that there may be overlap with some activities falling under more than one CTE Plan Strategy.</p> <p>Distance education programs with AVTEC, for example, CIOS 105 is university class and is a foundation class in some health science programs, business. And is tech prepped. So if they take this via distance through AVTEC, it can be tech prepped for 3 credits at University.</p> <p>Marcia – CTSO advisors, the teachers looking at what CTSOs do and cross walking with employability skills, and show that CTSOs do address employability skills.</p> <p>FEA work.</p> <p>Delivery model list and posted on the AWIB website.</p> <p>FV – broad band grant...how to manage and navigate through the internet when it comes available. Network to be available through public facilities, i.e. high speed internet. This will make a big difference in distance delivery for UA programs. Holographic technology available for mechanics.</p> <p>Sean – if we take a course outside university, would it transfer?</p> <p>Michelle/Robin – depends, does it fit in a program? Faculty take the information and review too.</p> <p>Discussion on technology, broad band, and use of technology for learning and</p>	<p>Strategy 3:</p> <ul style="list-style-type: none"> • Developing criteria for evaluating delivery models④ • Distance delivery. Staying apace of technology and usage • Industry centralized equipment training (from Mat-Su example with Polaris Company) •

<p>attracting students and employees. Marcia – AACTE, they’ve updated their website and more to come. Facebook, twitter.</p> <p>Discussion – priorities? Sean – who owns brand/logo. Competition from other orgs? Marcia – NASDCCTEc developed and owns the branding model. Helen: organization of state directors that has taken on leadership role to raise levels of consistency around CTE. There is competition at times with national ACTE. American Association of Commintiy college presidents, sometimes a “competition” but generally they all try to work together. Marcia – some states, depts.of Ed have developed CTE logos. EED is trying to replace its CTE logo with learning that works for Alaska... FV- there has been some alignment. Career clusters institute, etc. Ray – delivery model, polaris industry asked to locate dealers. Equipment there, and do training in a central location. Jeff – developing criteria for evaluating delivery models Marcia – we did not get this accomplished this year.</p>	
<p>Strategy 4– Helen Recruit, develop, support, and retain high-quality CTE teachers and faculty. FY12 priorities, activities, partners/leads/other folks becoming engaged...successes, challenges</p> <p>Helen- review of the recommended priorities. And the Implementation plan. Covered the changes in Type M regs. FV- not having transferability of the Type M certificates could be problematic. Sought success here, but we know that we may have issues with the transferability. Should we have the teacher quality workgroup tackle this issue? Helen – teacher externship models...e.g. APICC. Work with UAA for Master’s program in CTE.</p>	<p>Strategy 4:</p> <ul style="list-style-type: none"> • Recommend Teacher Quality Workgroup consider industry qualifications for teachers ③ • Type M – transferability from one district to another (more like the current Type A certificates) ⑤ • NCAA, APS, and other course requirements and impact on CTE ③ • what qualifies as a high-quality CTE course? - minimize unintended consequences Outreach to

<p>FV—need to translate to a site and how to get additional understanding from both sides to make it work.</p> <p>Phyllis- math...what counts...</p> <p>Ester – NCAA, what counts</p> <p>FV – discussion on eligibility of online courses that are not acceptable.</p> <p>Helen – two issues: NCAA about what counts or not; then scholarships and what is in the default list of what counts, and no CTE in the required. Or technical or applied in the title, those courses are discounted.</p> <p>Jeff- Alaska performance scholarships , legislation to allow GED and waivers for courses. This is going through.</p> <p>Ester – NCAA – this goes through all the areas of school.</p> <p>Joni – when we build PLCs, grad requirements, if you have athletics, and if Alaska performance, military, have to consider all these things when planning for school.</p> <p>Michelle – some state and national accreditation don't accept just anything, eg. FAA</p> <p>Don – NCAA, looks at course titles. APS criteria, APS is working DEED CTE to figure out course approval process, to meet APS requirements.</p> <p>Ester – if we know NCAA will not take technical...then we should take course titles.</p> <p>Ester – we talk about graduation rates, if you don't give kids a variety of pathways, makes it difficult.</p> <p>Helen – leadership opportunities...partnership among DEED, UA, AACTE for a CTE leadership cadre. Started last November2011. Still need to work on communication, advocacy, outreach. They have another 4 weeks to go in this year's effort. Mostly secondary teachers have participated in this first year's cadre.</p>	<p>teachers for externship programs</p> <ul style="list-style-type: none"> ○ Looking for additional placements in industry/employers ○
<p>Strategy 5– Fred Maximize the use of public facilities for training</p> <p>FY12 priorities, activities, partners/leads/other folks becoming engaged...successes, challenges</p>	<p>Strategy 5:</p> <ul style="list-style-type: none"> ● Investigate Red Cross (or similar) program to cover student liability

<p>FV – inventory across the state, look at insurance reform for using facilities that belong to other institutions, best practices/barriers. This year major focus was inventory. Complete inventory of RTCs, UA has over 400 facilities/buildings across the state. Completed a self-report of the school districts. Ongoing work is to look at the different departments to find out what the standards are and guidelines are for students to be working in those buildings. The UA has done safety assessments on CTE programs located in their buildings.</p> <p>Joni—Red Cross can be used as a organization that can be used as a means to get kids/students into facilities/equipment.. if student gets red cross volunteer card, and some training, this can be a means to accomplish. So this model could be replicated anywhere. 8 hour voluntary program. Then they got card and cpr, and now they are using equipment.</p> <p>Ester – what is the insurance problem?</p> <p>FV – can't really answer the question, a company may be insurance for a specific activity and when you add a specific demographic and another activity, enters new set of liability.</p> <p>Ray – child labor laws; school to apprenticeship to work may be a way to get around...would be nice to have insurance folks add to the discussion</p> <p>FV – could be more conditions.</p> <p>Don – work based learning. OSHA, AKOSH,</p> <p>Jeff – RTC inventory just redone. Its already old even though its been done.</p>	<p>issues in workplace (Fairbanks example) ③</p> <ul style="list-style-type: none"> ○ Investigate employer interest in such a program ● Insurance people weigh in on insurance issues ③
<p>Strategy 6– Marcia</p> <p>FY12 priorities, activities, partners/leads/other folks becoming engaged...successes, challenges</p> <p>Marcia – your priorities were part of the grant project for FY 12. Hopeful that the CTE implementation funds will be available again. And use priorities to proceed.</p> <p>Jeff – we have permission to get RFP ready and be ready to release if monies become available.</p> <p>Sean - tax non-CTE people \$1/year</p>	<p>Strategy 6:</p> <ul style="list-style-type: none"> ● Find a consistent funding source ② ● School to apprenticeship – what's possible? ② ● Academics and CTE ● Leverage other funding – TVEP and SB84 ● Funding for HS students in Post-secondary courses

<p>Marcia – tax credit information overview. The 1% voice d factor will continue and adds middle school. SB199. Grades 7 and 8.</p>	<ul style="list-style-type: none"> • Clarify SB199 language – “secondary”? does that include 6-12 by statute? • Investigate idea of a company that doesn’t pay taxes (e.g., an LLC) earning a tax credit through the state’s tax credit program and then “selling” their tax credit to another company (example of Alaska Housing Finance Corporation?)
<p>DOLWD Acting Commissioner David G. Stone and Assistant Commissioner Greg Cashen</p> <p>Stone: Collaboration is critical for our young Alaskans to understand where the jobs are and what they are. R&A gives us a pretty good sense of where the jobs are and what skills and requirements are needed.</p> <p>Important to have the connection of schools to world of work. I think you’ll see collaboration regardless of who is in this position. Need to continue to bring buy-in from industry and various departments and bring along the legislature. You will see this department be very much engaged. AWIB board is growing and helping to direct policy.</p> <p>Cashen – appreciate all the work that’s been done over last couple of years. And when it was first brought together. CTE plan soon after in August. CTE plan grants. Work this committee did with first CTE plan has underscored need for and importance of career and technical education.</p> <p>Look forward to notes from today and input.</p>	