Alaska Career and Technical Education Plan Action Committee April 11, 2012

Strategy 1- Make transitions planned and accountable for both successful student progress and systemic cooperation.			
Elements	**May 2011 CTE Action Committee Recommendations**	**February 2012 CTE Coordinators' and Partners' Recommendations**	**Current or Completed Implementation Activities**

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.
	➤ PLCP Implementation in secondary, postsecondary, and GED/ABE programs.
	➤ Engage industry and postsecondary and business partners in PLCP process and WorkKeys.
		➤ Counseling/guidance at secondary and postsecondary
		  ▪ professional development for counselors/advisors
		  ▪ connect secondary and postsecondary counseling and advising staff
		  ▪ what is ACPE's role
		  ▪ need for good career awareness model
		  ▪ technical assistance to districts, postsecondary, and parents, to understand and implement PLCPs, Programs of Study, career guidance
		➤ Statewide CTE messaging (perceptions, vocabulary, getting message to parents, etc.)
		➤ State of Alaska comprehensive student tracking system (single ID number from K-employment; demonstrate students' progress, assist with advising, etc.)
		➤ Tech prep (hard to find tech prep coordinators, is there state-wide tech prep?, educate postsecondary leaders about tech prep, funding mechanisms for students and institutions, etc.)
		➤ Institute common course numbering in UA System
			• The purpose, elements and template for Personal Learning Career Plans (PLCPs) are posted on the AWIB CTE website at http://labor.alaska.gov/awib/cte.htm
			• Information on developing PLCPs, including model sequences using AKCIS activities and developing electronic portfolios for middle school, short-term intensive training, and adult models in both AKCIS and ALEXsys are posted on the EED-CTE website: http://www.eed.state.ak.us/tls/cte/careerguidance.html
			• Transition discussions between secondary and postsecondary institutions are ongoing in the statewide Health Science Program of Study task force. Infrastructure is being developed that will apply to other career clusters as well.
			• 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.
			• UA is developing and updating educational pathways across the UA system.
			• EED is sponsoring UAA distance-delivered courses for middle and high school educators in using AKCIS for career planning and PLCPs. Two instructors are trained to teach the courses.
			• EED presented PLCP training to state Special Education

		➢ Communication and outreach about postsecondary and training opportunities ➢ Utilize rural campuses for info on programs (education & training inventories)	Conference, DVR, Department of Corrections, Alaska School Counselors, DOLWD Career Guides, state CTE Conference, RTC representatives, and several school districts • Orient UA Enrollment Services Staff w/PLCP initiative at annual retreat • CTE FY12 Grants include PLCP requirement • CTE FY12 contract to provide PLCP resources, training, and technical assistance • Developed summary of key points of AKCIS, KeyTrain/CR 101, and ALEXsys and how related to PLCPs. • Developed WorkKeys student and parent manual, which includes a section on PLCPs.

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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.			
Elements	**May 2011 CTE Action Committee Recommendations**	**February 2012 CTE Coordinators' and Partners' Recommendations**	**Current or Completed Implementation Activities**
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	➢ Use Career Ready 101 Employability Skills curriculum.	➢ Implement Pathways/Programs of Study ➢ Counselors/advisors need training in advising for Programs of Study ➢ Establish a "Clearing House" with information about each program (contacts, pathways by schools, certifications, standards, TSAs, Tech Prep agreements, etc.)	• RTC inventory completed in 2011; updated in 2012. • Second full year of math-in-CTE model of pedagogy, academic integration, and collaboration between math and CTE teachers. • EED, AWIB/DOLWD, and University staff are working with industry to identify specific industry standards and priority occupations. • EED has developed a list of valid third-party technical skill assessments (TSAs) for use in secondary CTE programs. • EED-CTE has instituted an online course submission process for EED review of secondary CTE course curriculum. • EED-CTE has created a database of CTE programs, courses and a list of approved TSAs that can be used by all school districts to submit new courses and information on CTE student performance. All districts can now review their CTE course approval status, review multiple year state and district CTE student data, and access information on EED-CTE approved TSAs for all career clusters. • EED is working with UA to develop and promote curriculum in green technology, weatherization and healthcare. • UA Future Educators of Alaska (FEA) working on transferrable entry level courses

applications into academic programs.			• RTCs are cataloging and disseminating of program related information
2.5 Aligning CTE Programs of Study that connect secondary academic and CTE courses with recognized industry and postsecondary standards and program content.			• Model sequences of AKCIS activities for middle school, grades 9-12 and adult learners have been developed that directly link career-planning activities to industry, counseling and education standards.
			• Revision of Priority Industries & Program
			• UA Career Clusters
			• UA Education and Training Inventories by Industry Sectors
			• NASDCTEc is working on CTE core standards – finalized June 2012
			• The statewide Health Science Program of Study taskforce is developing model statewide standards for health science programs that link industry and education content standards, and developing a model that can be applied to other career clusters.
			• CTE FY12 Contractual for employability skills - $26K – money was redirected to CTE Grantees
			• Model contract for work-based learning in medical settings completed
			• AWIB investigating use of CTECS and Skills USA Employability Skills online assessments for secondary and postsecondary programs.
			• AWIB investigating the use of "stackable credentials" - as promoted by National Assoc. of Manufacturers, IT, Competency Model Clearinghouse, and others - as a way to promote certifications and credentials. This could include the WorkKeys NCRC and any type of "employability skills credential" as a foundation.
			• EED provided training in Career Ready 101 to Mat-Su School District summer academy May 2011.

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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.			
Elements	**May 2011 CTE Action Committee Recommendations**	**February 2012 CTE Coordinators' and Partners' Recommendations**	**Current or Completed Implementation Activities**
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.	➢ Delivery model information. ➢ Develop Delivery Model Criteria ➢ Investigate all youth/adults access to quality CTE programs. ➢ CTE Recognition.	➢ Use distance delivery for CTE courses/programs (training for the onsite teachers or mentors, student prep, master list of distance courses offered, E-rate?, credit? use to augment tech prep course to college level) ➢ Use Apprenticeship model in teacher education and for hard-to-fill occupations ➢ Dual credit, concurrent enrollment, and sponsored courses – consistent cost and funding mechanism ➢ Use Distance Education Gateway (now on UA online)	• 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 postsecondary programs. • EED-CTE is working with AVTEC to develop and pilot a course in Applied Mathematics that can be taught by distance and has the course rigor to qualify as a math credit in grades 9-12. • 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 two new education courses that will be offered for concurrent credit. • Delivery model definition and list developed and posted on AWIB CTE website • RTC update and other information posted on CTE website, under delivery models • Work-based learning experience model and presentation developed for health workers industry • AVTEC – UA system – on-line programs have increased – 266 outreach programs • UA – broad band grant

3.5 Developing strategies for using personal learning and career plans to drive scheduling, curriculum and delivery models.			• 3 distance CTE classes developed and piloted to rural Alaska districts
			• Distance health science courses to be piloted by UAF-College of Rural and Community Development (CRCD)
			• UA working on process for developing a renewable energy certificate through e-learning
			• Copper River Seafoods Apprenticeship program developed
			• Promotion of CTE:
			   o "Learning that works for Alaska" CTE messaging – see http://www.eed.alaska.gov/tls/cte/ctebrand.html
			   o FY12 Feb. CTE Month Governor's proclamation
			   o AACTE website includes -Twitter button and Facebook "like" button
			   o AACTE and AWIB presented CTE awards to exemplary teachers and programs

3.6 Promoting and celebrating effective CTE programs and practices.			

Strategy 4. Recruit, develop, support, and retain high-quality CTE teachers and faculty.			
Elements	**May 2011 CTE Action Committee Recommendations**	**February 2012 CTE Coordinators' and Partners' Recommendations**	**Current or Completed Implementation Activities**
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.	➢ Create flexible rules for NCLB. ➢ Type M Certificate pedagogy training. ➢ Sharing faculty and staff at secondary and postsecondary institutions. ➢ Identify and remove barriers for industry instructors to become secondary and postsecondary instructors.	➢ Leadership – put resources together to fund and drive CTE State Plan and collaboration ➢ Teacher training ➢ Have industry folks teach classes ➢ Establish partnerships within regions (value in networking, sharing experience, on-site visits)	• Working closely with the EED Teacher Quality group to review and improve the CTE teacher certification process. • Type M Certificate – State Board of Education has adopted new regulations, which are effective 3/28/2012 • Grant project with UAA/CTC/Career & Technical Education to support CTE professional development, including related industry externships for CTE teachers and guidance personnel • UAA designed and implemented a Teacher Externship model for CTE teacher to use to attain credit at the same time they are gaining current industry experience • UAA – CTC. AACTE, and EED CTE have developed a CTE Leadership training cohort that is in its first year of implementation. • Math in CTE – second year • Investigating Literacy in CTE • Teachers In Externship (TIE) program through APICC • UAA Master's Degree Program in CTE

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Strategy 5. Maximize the use of public facilities for training.			
Elements	**May 2011 CTE Action Committee Recommendations**	**February 2012 CTE Coordinators' and Partners' Recommendations**	**Current or Completed Implementation Activities**
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.	➢ Facilities Inventory (secondary, RTC's, UA, other postsecondary institutions) ➢ Insurance Reform in sharing facilities and equipment ➢ Identify barriers and best practices regarding shared facilities and equipment	➢ Use inventory for communicating what is available in postsecondary education	• Completed and updated RTC and UA System training facilities and program inventories. • EED has collected self reporting data on public middle and high schools (including K-12) to identify district-reported status of CTE facilities • AWIB working with DOLWD AKOSH office on process for free safety consultations and trainings • EED-CTE is working with OSHA, AKOSH and industry partners to determine appropriate workplace guidelines for students in work-based learning programs. • Denali Commission working on a talent bank for maintenance/repair of public facilities

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Strategy 6.0: Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.			
Elements	**May 2011 CTE Action Committee Recommendations**	**February 2012 CTE Coordinators' and Partners' Recommendations**	**Current or Completed Implementation Activities**
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.	➤ CTE Grant Priorities ➤ PLCP – influence ➤ Professional Development ➤ Technical Assistance ➤ Apprenticeship – school to apprenticeship ➤ Academic & CTE Instructors – (science and math) ➤ Leverage SB84, TVEP funds ➤ Sharing resources – including instructors and facilities ➤ Use WorkKeys Employability skills assessments ➤ Equipment – must be something needed, not just nice to have.	➤	• EED, AWIB/DOLWD, and UA have committed staff and resources towards developing and implementing the plan. • Alaska Education Tax Credit information sheet for school districts developed and posted on website: http://labor.alaska.gov/awib/PDFs/etc.pdf • DOLWD, EED, and UA making a joint presentation to the NASDCTEc on partnerships in Washington D.C., June 2012 • FY12 - Alaska legislature included $625K to AWIB operating budget. Funds have been used to begin implementation of CTE Plan priority actions that cannot be accomplished by re-directing current funding sources. • FY13 – The same amount - $625K – is in the operating budget, to be used for the same purpose. • FY12 - The voc ed factor (an additional 1%), passed by the Alaska legislature in SB 84, was incorporated into the calculation of the FY12 Base Student Allocation (BSA). It is now a continuing factor in the annual calculation of the BSA for each school district.