



Executive Summary

Alaska Career and Technical Education Plan: A Call to Action

❖ **The Need: A unified Alaska Career and Technical Education plan for youth and adults**

The Alaska Education Plan was developed in 2008 with input from Alaska stakeholders. This plan looks at students' lives before kindergarten and after high school as well as during the K-12 years. One of the goals of the "Alaska Education Plan" is: World-Class Schools – All students will graduate prepared for careers or post-secondary training and education.

The Alaska Gasline Inducement Act (AGIA) Training Strategic Plan was developed in 2007 with input from Alaska stakeholders. The AGIA Training Strategic Plan stresses the need to develop a comprehensive, integrated career and technical education system that aligns training institutions and coordinates program delivery to deliver a qualified workforce to meet Alaska's current and future workforce needs

The leadership of both departments recognized that any comprehensive plan needs to incorporate both the educational needs of students and the workforce needs of the state. By joining forces and working together, the state will make better uses of its resources and be more assured of the qualified workforce it needs to stay competitive in the global economy. The Alaska Career and Technical Education (CTE) plan incorporates and values the strategies found in both the Alaska Education Plan and the AGIA Training Strategic Plan.

❖ **The Promise: A high quality Career and Technical Education system that provides state-of-the-art preparation for all Alaskans to attain a sustainable career**

In a working environment that is changing and evolving daily, both in Alaska and globally, world class state Career and Technical Education needs to address current workforce demands, but be flexible enough to respond to emerging economic shifts and opportunities. It is critical to develop a comprehensive Career and Technical Education system to prepare Alaskans for present and future careers. Preparation includes providing opportunities to acquire the academic, technical and personal skills necessary to be successful in the workforce, and the strategies necessary to adapt to changes in interests or economic opportunities. A comprehensive system contains planned elements that extend from the K-12 school system, to the Alaska post-secondary and training programs, involving both youth and adults.



❖ **The Strategy: Alaska Career and Technical Plan to enhance and expand CTE programs in Alaska**

The Alaska Career and Technical Education Plan is designed to enhance Alaska's existing CTE training programs so that Alaskans are afforded the opportunity to upgrade skills and acquire new ones in preparation for Alaskan 21st-century careers. It aligns CTE program planning with anticipated workforce needs and stresses integration of program elements providing for smooth transitions to higher levels of education and training. This will more effectively use resources by reducing duplication and the need for repetition or remediation at each level.

The plan identifies broad strategies to address career and technical education and workforce needs. The following action steps are necessary to integrate those strategies into an overall vision:

- 1) make transitions planned and accountable for both seamless student progress and systemic cooperation,
- 2) align training institutions' curricula to meet current industry standards – including academic, professional, and technical skills - from elementary through apprenticeship, postsecondary and professional development levels,
- 3) identify and promote career and technical education delivery models in Alaska that ensure youth and adults to attain skills to prepare for postsecondary training and careers,
- 4) find, support, and retain high quality CTE teachers,
- 5) maximize the use of public facilities for training, and
- 6) establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.



❖ **The Plan: Let's Begin**

This table outlines the major action items that will be accomplished during the first year.

Action Steps	Responsible Party/Partners	Completion Date
<p>A. Complete career development pilot project – Five districts are involved in delivering career planning to high school students in variety of instructional settings: e.g. weekly advisories, separate class, intensive, and distance-delivered.</p> <ul style="list-style-type: none"> • Alaska Career and Technical Education Plan: Strategy 1.1 • AGIA 2.2 • AK Education Plan A.2 and 8 	Marcia Olson Don Levine	4/19/10 Present report to the May AWIB and June State Board of Education Meetings
<p>B. Develop and disseminate personal learning and career plan template/model for use by middle and high school students.</p> <ul style="list-style-type: none"> • Alaska Career and Technical Education Plan: Strategy 1.1 • AGIA 2.2 • AK Education Plan A.2 and 8 	Helen Mehrkens Jeff Selvey	5/28/10 Available to districts for 2010-2011 - Introduce at August 2010 Superintendents' meeting
<p>C. Make CTE electronically visible and information about local programs easily communicated, e.g. which school districts have which programs?</p> <ul style="list-style-type: none"> • Alaska Career and Technical Education Plan: Strategy 2.1 • AGIA 2.3 • AK Education Plan A.6 and 10 	Helen Mehrkens Jeff Selvey	3/19/10 - AWIB CTE Website 4/2/10 – EED CTE Website 4/01/10 – Collect CTE data, e.g. middle schools
<p>D. Collaborate with secondary, postsecondary, and apprenticeship partners to prepare for the implementation of model career pathways based on industry standards.</p> <ul style="list-style-type: none"> • Alaska Career and Technical Education Plan: Strategy 2.5, 3.3 • AGIA 2.3 • AK Education Plan A.2,3,4,8,15 	Helen Mehrkens Jeff Selvey Fred Villa Gerry Andrews	6/6/10 – Model plans for 3 AWIB priority industries
<p>E. Identify and evaluate CTE programs and promote successful models.</p> <ul style="list-style-type: none"> • Alaska Career and Technical Education Plan: Strategy 2.6, 3.1, 3.2, 3.5 • AGIA 2.3 • AK Education Plan A.2,4 and 6 	Helen Mehrkens Jeff Selvey	7/10/10
<p>F. Identify and evaluate employability skill programs and plan promotion of successful models.</p> <ul style="list-style-type: none"> • Alaska Career and Technical Education Plan: Strategy 2.2, 3.3 • AGIA 2.2 • AK Education Plan A.15 and B 11 	Helen Mehrkens Jeff Selvey	6/29/10
<p>G. Expand implementation of the Alaska Career Ready Program by both departments.</p> <ul style="list-style-type: none"> • Alaska Career and Technical Education Plan: Strategy 2.3 • AGIA 2.2 • AK Education Plan A.2, 3, 6, 13 and 15 	Marcia Olson Kim Kolvig Helen Mehrkens Jeff Selvey	5/5/10



H. Develop the Alaska State CTE Plan. • AGIA 2.4 • AK Education Plan A.6	Helen Mehrkens Jeff Selvey	4/12/10
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❖ *Note to readers: Each preceding action is color-coded to reference the related sections of two state plans: the DOLWD’s AGIA Training Strategic Plan and the EED’s Alaska Education Plan, and this Alaska State Career & Technical Education Plan.*

❖ The Call for Action: Engage Stakeholders to Build Capacity

The global economic model is changing continuously. To be competitive in a global workplace, Alaska must have a world class Career and Technical Education System that adapts to emerging demands and opportunities, adequately prepares its residents for success in their chosen careers, and maximizes its resources in a state where populations are separated by vast distances and differences in regional needs and capacities. It will require the good will, collaboration and input from all groups of Alaska’s stakeholders, and support from both the public and private sector to provide the support and stability necessary to meet the needs of Alaska and its residents.

The Alaska Workforce Investment Board and the Alaska Board of Education and Early Development will oversee this plan. The plan will be implemented by the joint efforts of the Department of Education and Early Development and the Department of Labor and Workforce Development with the assistance and input of all stakeholders. The University system (public and private), the rural Regional Training Centers, industry, business, K-12 schools, parents and families, and many other organizations will be involved in the implementation of this plan.