

AGIA Training Plan Steering Committee
October 3, 2007
Minutes

Present:

Fred Esposito	John Hakala	Bonnie Jo Savland
Tony Delia	Janelle Vanassa	Karen Martinson
Greg Cashen	Mike Andrews	Edgar Cowlinh
David Matthews	Clark Bishop	Mary Lou Madden
Guy Bell	Jerry Andrews	Dave Reese (telephonic)

Guests

Tim Scott	Todd Bergman	Jim Laiti
Trevor O'Hara	Dick Cavanaugh	

Meeting opened at 10:30 with introduction of guests from the AWIB ad hoc committee on pipeline training.

Fred reported on site visits to AVTEC in Seward, ATC in Kotzebue and the Red Dog mine. He reported on the AVTEC board's commitment to coordinating and consolidating voc ed efforts in the state—a commitment that gave birth to the VTEP several years ago. He also reported that the Red Dog visit had revealed several opportunities for providing related training for the existing apprenticeship efforts and indicated that Red Dog had had difficulty in accessing training in Alaska due to a disconnect between industry and in-state training resources.

The reports led to a discussion of apprenticeships, the need for related instruction, the potential challenges for small employers and sustainability of programs after grant funding runs out.

The group then addressed Strategy 4.0 *Develop a comprehensive, integrated Career and Technical Education system for Alaska that aligns training institutions and coordinates program delivery.*

Fred introduced the notion of a two-tiered structure that could incorporate state-supported training institutions: collaborative and direct. The direct model—which could be structured as a statewide College of Applied Technology—would link ACTEC, AVC and SAVC under one umbrella and would provide the following benefits:

- Leadership
- Accreditation/eligibility for student loans and scholarships
- Funding and advocacy
- Standards and standardized curriculum based on industry identified skills
- Professional development
- Local autonomy

Oklahoma and Utah have systems that could serve as a model for this type of organization.

The collaborative governance model could include the extended campuses of the university system and other providers. This model could include

- Quarterly facilitated meetings
- Combined catalogs and pathways
- Partnership-focused funding incentives

Fred drew a schematic of a proposed structure, showing the relationship of a potential Alaska Career Technical Board that would oversee the College of Applied Technology and would be under the AWIB umbrella.

Several steering committee members expressed concern that Strategy 4.0 might be beyond the parameters of an AGIA plan, although they did endorse the concept of a comprehensive and integrated career and technical education system. Fred responded that the group's focus on the current skills gap necessitated getting the current system in order, which would then create avenues for responding to AGIA. Steering committee members agreed that they supported and would advocate for a better coordinated and resourced system. It was suggested that rather than impose a top down model—for example, the College of Applied Technology—a bottom up model could be developed which was based on state recognized skill standards and outcome measures but which left the means of meeting these standards and outcomes up to the local institution.

The group then listed some ideas on what should be contained in a state system of CTE:

- Based on industry competencies/certificates
- State recognized
- Local innovation
- Quality standards and criteria for evaluation
- Mini-step certification/interim credentials
- Best practices assessment and criteria
- Employer and postsecondary institution recognition of Work Keys assessments
- Soft skills – eg. YES
- Strategic and leveraged resources
- Affordable access to related instruction
- Cost effective

The group considered a funding model that would have the following sources:

- 1/3 from more effective and efficient allocation of current CTE resources
- 1/3 from public/private partnerships
- 1/3 new revenue, such as 1% state capital budget, Davis Bacon training funds

Commissioner Bishop shared some initial thoughts on the number of people needed to staff a shift on pipeline construction and then figured the number of apprentices at 20% of the workforce. He suggested that the steering group look at numbers and put them on

a training timeline with the Fairbanks Pipeline Training Center envisioned as the “finishing school”

The individual group members then indicated what they considered burning issues that needed to be addressed in the draft plan. The following are the key points as indicated by the group:

- Address the current skills gap
- Focus on industry/education partnerships
- Expand K-12 CTE and support
- Have statewide standards and outcomes assessment tied to recognized certification
- Address needs of rural Alaska, including alternative delivery mechanisms
- Build on best practices
- Provide employer incentives to utilize apprentices
- Market the career opportunities and the training availability
- Collect and utilize local/regional employment data
- Connect existing training institutions and better utilize public and private training capacity
- Create employment opportunities
- Retool existing CTE delivery and funding
- Retool existing workforce
- Emphasize portable skill sets

The meeting adjourned at 4:05 pm.