

**Notes from the AK ACTE session:  
Revisiting the 2010 Alaska CTE Plan, Where We've Been, and Where We're Going**

On October 31, 2017, members of the Alaska Workforce Investment Board (AWIB) CTE Plan Addendum Workgroup presented at the Alaska ACTE professional development conference. A workgroup of AWIB members and CTE professionals is currently in the process of examining [the 2010 Alaska CTE Plan](#), and drafting an addendum document to it. At the session, the workgroup's efforts were outlined in a [brief presentation](#), and then attendees broke out into groups that examined each of the six individual strategies in the 2010 plan. Each breakout group, working with facilitators, discussed their strategy considering the following questions:

- What does this strategy get right?
- What barriers have you faced when implementing these actions?
- What are some ideas for how we overcome those barriers?
- What do we need to do next?
- Is there something missing from this strategy?

Below you will find notes reflecting the key discussion points from each strategies breakout group.

Strategy	Notes
<p><b>Strategy 1.0: Make transitions planned and accountable for both successful student progress and systemic cooperation.</b></p> <p>Facilitators: Teri Cothren, Julia Renfro</p>	<p><b>What does this strategy, and its associated actions for implementation get right?</b></p> <ul style="list-style-type: none"> <li>• AKCIS is widely-used and gets secondary involved</li> <li>• Most districts are participating using AKCIS to create PLCPs</li> <li>• AKCIS is provided free to everyone, not \$1,000's like other programs that don't do anything AKCIS is already doing.</li> <li>• Teachers, administration, and district-level CTE employees are helping manage the use of AKCIS across the district</li> </ul> <p><b>What barriers have you faced when implementing these actions?</b></p> <ul style="list-style-type: none"> <li>• Challenges <ul style="list-style-type: none"> <li>o Ability to transfer</li> <li>o University system – 3 separately accredited institutions</li> </ul> </li> <li>• Challenges = Time, Resources, and Personnel <ul style="list-style-type: none"> <li>o One says they are not using AKCIS for PLCPs because they are looking for a district-wide full adoption</li> <li>o Used piece-meal by some teachers/principals</li> </ul> </li> <li>• Another district-level participant stated there is across-district use, but that they are working on helping teachers see PLCPs/AKCIS as a tool to supplement what they are already doing.</li> <li>• Postsecondary participant stated she has heard people say “it is too clunky, or they are unfamiliar”. She disagrees and encourages them to learn what is valuable to their students.</li> <li>• Postsecondary advice to campuses is to know what students want and what they are interested in.</li> <li>• Time is a factor, if we give students a plan and target, they get what we are doing with PLCPs, but when it isn't a requirement, they don't <ul style="list-style-type: none"> <li>o This is a weak point. Hand off to postsecondary is lacking.</li> <li>o Success is found in programs like Job Corps – place to stay and support.</li> <li>o Could there be a school liaison to check on students?</li> </ul> </li> </ul>

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- o They are adult-age, but they still need someone to call, someone to remind them.
- o The culture of education isn't there for first generation postsecondary.
- o Enrollment and retention both need to assist.
- o Students get homesick, even during the one-week intensives. If they are in Anchorage or Fairbanks – they need support.
- o How do you take care of paying for parking tickets?
- o ANSEP does a nice job with transitions. Use the ANSEP model at other college campuses.

- Intensives are a good place to start with support and seeing what it is like to be away from home – a week or two would be long enough to start.
- 2-3 years and teachers are gone.

**What are some ideas for how we overcome those barriers?**

- School districts are pro PLCPs
- When done as a requirement, are they useful then, or more useful then?
- District Leadership need to get behind the PLCP to effect change.
- Needs support from the top – down.
- Research shows PLCPs are important.
- What if DEED asked “Why aren't you creating PLCPs/or using AKCIS?”
- Industry participant – if all are using one curriculum and someone moves, an individual can pick-up on training where he/she left off. They won't have to repeat or remediate.
- AKCIS gives them one inner connection.
  - o Ex. Travel for work – credits don't transfer
    - If DEED identifies one curriculum, they can see how it differs between students/teachers and students, how it impacts retention, and can then fix or enhance the program.
- When something is industry-driven, it creates some inconsistencies
  - o Regional – Not Statewide
    - Curriculum
    - Product

**What do we need to do next to more effectively implement this strategy?**

- Bristol Bay Campus Coordination – the school district has worked with the campus on program development and delivery to streamline transitions with school district.
- Other campus coordination should include:
  - o A strategy should be developed for the campus to work with the majority, and then handle exceptions one at a time. Not the other way around.
- Communication with the school district should include “what we can do”
  - o Knowing what each side needs can help make things happen.

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	<ul style="list-style-type: none"> <li>o Document what the agreement is so if someone else steps in to work in that area it can keep going.</li> <li>o Begin with the end in mind – work backwards.</li> <li>o What is the whole process, where is everything we need, in one place, are we talking to those who are knowledgeable of the whole process?</li> <li>o Work cross-agencies</li> <li>o Good example: Secondary to Postsecondary articulation models</li> <li>o Common mapping</li> <li>o When there is a curriculum update – take it to industry for buy-in, then communication from school district to university gets easier.</li> <li>o Develop relationships – School districts, regional training centers, campuses, industry.             <ul style="list-style-type: none"> <li>▪ Then people have realistic ideas of what you are asking about and can say, “talk to...xx” for more assistance.</li> <li>▪ Create an equal playing field.</li> <li>▪ Ask - where do you fit into the puzzle?</li> </ul> </li> </ul> <p><b>Is there anything missing from this strategy?</b></p> <ul style="list-style-type: none"> <li>• Data Sharing – PowerSchool and AKCIS integration – currently single sign-on, but laying the foundation for more data sharing going forward.</li> <li>• Awareness Campaign – “PLCP what is it?”             <ul style="list-style-type: none"> <li>o CTE does a good job but still lacking – How to make it happen.</li> </ul> </li> </ul> <p>The biggest take-away for the group is probably the idea of having someone like the commissioner ask, “Why aren’t you using this tool?”</p>
<p><b>Strategy 2.0:</b> <b>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></p> <p>Facilitators: Marcia Olson, Joni Simpson</p>	<p><b>What does this strategy, and its associated actions for implementation get right?</b></p> <ul style="list-style-type: none"> <li>• Encompasses all levels from secondary to postsecondary</li> <li>• 2.1 is good – sharing info across the state</li> </ul> <p><b>What barriers have you faced when implementing these actions?</b></p> <ul style="list-style-type: none"> <li>• Where is the clearinghouse or central place that everything is shown?</li> <li>• How can we identify model programs that are offered in many places but aren’t consistent with one another?</li> <li>• Each university MAU or campus does things its own way – no consistency – for dual credit, dual enrollment, transfer of credits, etc.</li> <li>• Still too much duplication – districts duplicating programs or students having to retake courses in postsecondary that they already took in secondary.</li> <li>• Alaska’s geography and economic realities.</li> </ul> <p><b>What are some ideas for how we overcome those barriers?</b></p> <ul style="list-style-type: none"> <li>• Establish a central place for housing the information.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Human capital - need a person to be in charge, who will ensure the information is updated and maintained.</li> <li>• Alaska ACTE could become a “connector” and provide program info from its regional reps.</li> <li>• AK ACTE work with DEED and/or with EdConnector to establish a central space to house information.</li> <li>• Identify or create opportunities for conversations with secondary and postsecondary for aligning programs, standards, and processes             <ul style="list-style-type: none"> <li>○ Board of Regents? UA Workforce Program’s office?</li> <li>○ Provide public testimony at BOR meetings to request consistency among MAUs and campuses.</li> </ul> </li> <li>• Ensure programs are relevant, current, and standards-based.</li> <li>• Determine current priority industries – how and who?</li> <li>• Focus on jobs for Alaskans that cannot be outsourced or performed by non-residents.</li> <li>• More partnerships, such as with Registered Apprenticeship programs and DOLWD.</li> <li>• Use technology</li> <li>• Communication</li> <li>• Reenergize CTE conversations</li> </ul> <p><b>What do we need to do next?</b></p> <ul style="list-style-type: none"> <li>• Investigate use of EdConnector as a clearinghouse.</li> <li>• Create opportunities for secondary and postsecondary to work on alignment and consistency.</li> <li>• Better communication about CTE in general.</li> <li>• Identify partnership opportunities.</li> </ul> <p><b>Is there something missing from this strategy?</b></p> <ul style="list-style-type: none"> <li>• How are new CTE programs identified?</li> <li>• Yes, a person who is responsible for it!</li> </ul> <p><b>Other comments:</b></p> <ul style="list-style-type: none"> <li>• Strategy 3 - We also need an inventory of facilities and a person who is responsible for maintaining and updating it.</li> <li>• Strategy 6 - Identify creative funding streams for CTE – look at STEP and TVEP as examples (funded by UI contributions)</li> </ul>
<p><b>Strategy 3.0: Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to</b></p>	<p><b>What does this strategy, and its associated actions for implementation get right?</b></p> <ul style="list-style-type: none"> <li>• Promoting CTE has been done well!!!</li> <li>• Addresses all Alaska</li> <li>• That it addresses delivery models specifically</li> </ul> <p><b>What Barriers have you faced when implementing these actions?</b></p> <ul style="list-style-type: none"> <li>• Drug use</li> </ul>

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<p><b>attain the knowledge and skills needed for further training and careers.</b></p> <p>Facilitators: Jeff Selvey, Trish Zugg</p>	<ul style="list-style-type: none"> <li>• Some regression has happened with tracking stereotypical students into CTE</li> <li>• Lack of cultured diversity/culture shock</li> <li>• Lack of two strand diploma</li> <li>• Lack of student motivation/apathy for courses of each academic area limits CTE access</li> <li>• Instructor capacity &amp; availability</li> <li>• Distance/geography</li> <li>• Transience</li> </ul> <p><b>What are some ideas for how we overcome those barriers?</b></p> <ul style="list-style-type: none"> <li>• PD for rigor implementation</li> <li>• Two strand diploma</li> <li>• Sustainable funding appropriate/CTE specific</li> <li>• Skills based instructors on regular teacher salary scale</li> </ul> <p><b>What do we need to do next?</b></p> <ul style="list-style-type: none"> <li>• Two strand diploma</li> <li>• Marketing CTE, advertising the value</li> <li>• Technical college promotion</li> <li>• Applied academics classes, and deemed rigorous</li> </ul> <p><b>Is there something missing from this strategy?</b></p> <ul style="list-style-type: none"> <li>• Has 3.1 &amp; 3.2 been updated, is it online &amp; accessible, where are we this this?</li> <li>• CTSO's imbedded systemically into CTE</li> </ul> <p><b>Other comments:</b></p> <ul style="list-style-type: none"> <li>• Instructor "CTE Specific" PD, but also Principal &amp; Admin. CTE PD (required as part of licensure).</li> <li>• 50%+ of participants are brand new to CTE at this table &amp; therefore had zero exposure to the plan!</li> </ul>
<p><b>Strategy 4.0: Recruit, develop, support, and retain high-quality CTE teachers and faculty.</b></p> <p>Facilitators: Deborah Riddle, Carin Smolin</p>	<p><b>What does this strategy, and its associated actions for implementation get right?</b></p> <ul style="list-style-type: none"> <li>• Worded well</li> <li>• Keep finding our data and promoting to the system and funding</li> <li>• Works well but some of the implementation steps of this strategy need better clarification</li> <li>• Great to have endorsements and fills needs in rural Alaska</li> <li>• Expanding CTE leadership opportunities.</li> <li>• 4a is being done through ACTE and regional reps and PDC</li> </ul> <p><b>What barriers have you faced when implementing these actions?</b></p> <ul style="list-style-type: none"> <li>• Had facilities but no one to teach</li> <li>• Type M certificate</li> <li>• Where is the CTE generalist in CTE</li> </ul>

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	<ul style="list-style-type: none"> <li>• We need examples and info about what is happening across state</li> <li>• Are teacher education programs preparing teachers: is it built into the pedagogy? rewrite/improve wording.</li> <li>• Confusion about how to get or use type M and how to transfer between schools with Type M</li> <li>• Confusion in the procedures and qualifications and process to get Type M, and lack of follow up or support or difficulty in following through to become certificated</li> <li>• Need leadership development</li> </ul> <p><b>What are some ideas for how we overcome those barriers?</b></p> <ul style="list-style-type: none"> <li>• Type M certificate but also consider teachers who are trained outside AK, lower 48 training in CTE and recognize those certs from different states that may say something that is not the same as ours</li> <li>• PRAXIS exam barrier to success for Type M certs</li> <li>• Focused career pathways and teachers to support instruction for workforce development opportunities</li> <li>• Endorsements</li> <li>• Who decides what you need in your school-standardized process for approval?</li> </ul> <p><b>What do we need to do next to more effectively implement this strategy?</b></p> <ul style="list-style-type: none"> <li>• Focused career pathways and teachers to support instruction for workforce development opportunities</li> <li>• Need information about what has happened successfully</li> <li>• Make language more clear about 4.2d, required degree?</li> <li>• Recommend that you survey district HR directors with these questions to get more info of what is/is not working in recruiting Type M</li> <li>• Need to bring back CTE leadership development classes/program-partnership with ASDN and other resources</li> <li>• National webinars through ACTE or districts-sponsored with DEED</li> </ul> <p><b>Is there anything missing from this strategy?</b></p> <ul style="list-style-type: none"> <li>• Where is recruiting function for CTE teachers?</li> <li>• How do we fill CTE positions or classes?</li> <li>• What is teacher training system providing? CTE specialists?</li> <li>• What are our teacher needs and teacher training needs in the state and where?</li> </ul>
<p><b>Strategy 5.0: Maximize the use of public facilities for training.</b></p> <p>Facilitators:</p>	<p><b>What does this strategy, and its associated actions for implementation get right?</b></p> <p>The discussion questions were more difficult to apply to this strategy. The following notes capture the main points of the conversation.</p> <ul style="list-style-type: none"> <li>• Everyone thought this was a worthwhile effort to continue, but until you have a list of all public facilities, this strategy really goes nowhere. There currently is no list.</li> </ul>

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<p>Felicia Swanson, Dan Domke</p>	<ul style="list-style-type: none"> <li>○ Who would make the list?</li> <li>○ How would this inventory be collected and stored?</li> <li>○ Turnover would be a challenge for sustainability.</li> <li>○ The schools themselves have good systems for management of the different facilities</li> </ul> <ul style="list-style-type: none"> <li>● Denali School District is currently collecting a list of facilities in their borough, and would be willing to share the format.</li> <li>● Mat-Su SD is using schools to teach adult classes in the evening.</li> <li>● Fairbanks SD has agreements with UAF for facility sharing.</li> <li>● A list might help with having to travel to get local needs met.</li> <li>● There seems to be a lack of knowledge about equipment that does exist in facilities, or the person that is knowledgeable is too busy.</li> <li>● The sharing of facilities is nice but the relationships are important.</li> <li>● What about liability of use? Who is responsible if someone is injured or something breaks?</li> <li>● The successful formula seems to be a 3 prong approach, facility + equipment + teacher</li> <li>● Need clarification on the role of ARDORs in this strategy.</li> <li>● There is a need for a user friendly online facility list format, like Angie's list, Wiki, Craig's list</li> <li>● This kind of sharing is even more important now that we are not in the time of plenty</li> <li>● There needs to be more of a "how to" component of the plan</li> </ul>
<p><b>Strategy 6.0:</b> <b>Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.</b></p> <p>Facilitators: Cathy LeCompte, Louise Dean</p>	<p><b>What does this strategy, and its associated actions for implementation get right?</b></p> <ul style="list-style-type: none"> <li>● Great guideline for writing grants</li> <li>● Comprehensive for ideas but lacking details</li> <li>● Good on pathways – spelled out fairly well</li> </ul> <p><b>What barriers have you faced when implementing these actions?</b></p> <ul style="list-style-type: none"> <li>● Sustainable funding</li> <li>● Time/talent/dollars</li> <li>● Shared ownership? Vague</li> <li>● Not enough implementation/plan of action</li> <li>● Lack of communications for plans existence</li> <li>● Makers did not embrace plan as a standard operation procedure</li> <li>● Lack of education tax credit process knowledge</li> </ul> <p><b>What are some ideas for how we overcome those barriers?</b></p> <ul style="list-style-type: none"> <li>● Needs to be sustainable</li> <li>● Not grant funded directed budget</li> <li>● Should be part of the overall funding formula</li> <li>● Dedicated to CTE programs</li> <li>● FTE CTE funding</li> <li>● Tribal corporations want outcomes, clear outcomes for ROI</li> </ul> <p><b>What do we need to do next to more effectively implement this strategy?</b></p>

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	<ul style="list-style-type: none"><li>• Communication to the stakeholder</li><li>• Important data points (need to identify) that will rally around funding</li><li>• ACTE as a resource/lobbying</li><li>• Communication messaging</li><li>• More focus on data/data points agreed upon funding measure</li></ul> <p><b>Is there anything missing from this strategy?</b></p> <ul style="list-style-type: none"><li>• How can you fund yourself?</li><li>• Self-funded CTE through entrepreneurship</li><li>• Establish CTE funding as a line item</li></ul>
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