Goal: All students will graduate prepared for careers and postsecondary training and education.

Action #2: Define an education system, aligned from preschool to postsecondary, that ensures all students are prepared to transition to the next level of education, career, or life path of their choice.

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Partners to accomplish actions	Cost and funding source	Target date for completion

1. **Identify and develop framework in which career-related activities will occur K-adult**
Articulate entire career programs – like programs of study. Each level of education supports, reinforces, and has elements of the prior level.
  o Awareness
  o Exploration
  o Skill development
• Embed systemic K-adult career education components in all courses.
• Includes model CTE scope & sequenced curriculum
• Standards-based and Carnegie-based systems
• Develop model implementation plans to districts.
• Develop sample templates for key/CTE activities
  o Dual credit
  o Partnerships with PS, education, employers
  o CTE alignment with required credits
• Project-based learning /Contextual learning
  o Work-based learning experiences
  o Coop
  o Community service
  o Service learning projects
• Provide alternative experiences for students.
• Include use of student driven Individual Learning Plans
  o Develop electronic framework for student portfolios.
  o Involve parents in student-driven ILP/portfolios.
  o Need **immediate relevancy**
• Includes opportunities for links to PS
	EED CTEPS templates & examples
	Mat-Su PEAK
	
	EED CD pilots
	
	Existing examples
	
	AKCIS, WIN, WorkKeys, ALEXSYS
	Tech Prep
		EED
		
		EED
		
		EED
		
		EED
		
		EED, ACPE
		DOLWD
		
		TP consortium
			Districts
			Community members
			postsecondary
			
			UA
			DOLWD
			PS institutions
			
			UA
			PS institutions
			DOLWD
			school districts
					September 2010
					
					June 2009
					
					September 2011

Alaska Education Plan Action Plan Template

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Partners to accomplish actions	Cost and funding source	Target date for completion
2. Develop a DEED clearinghouse for CTE resources.	EED data DOLWD data UA data AK district data	EED			September 2010
3. Develop categorical funding.		EED, DOLWD			September 2011

4. Train educators in the philosophy/method of curriculum delivery based on careers.
• Identify people who do this successfully. (incorporating career language)
• Provide career-relevant, computer-based materials
• Use externships to help teachers realize career relevance.
• Require teacher recertification credits to include at least one credit of career information/experience related to subject/teaching assignment.
  o Allow credit for career e-learning module, externship
  o Develop one-credit courses
• Teacher preparation needs to include information on variety of career applications related to each discipline and how to teach to students.
	UA CTE instructor curriculum
	
	EED CD pilots
	
	TIE
		EED, UA			September 2010

5. Develop an informational campaign for career education awareness.
• Information needs to be easily accessible for the DEED website and school websites (students use computers 3-4 hours per day)
• DEED publish monthly news on career awareness on the Internet
• Use smoking and seat belts ads as model for information distribution (i.e. short, memorable, hard-hitting)
  o Ask your child's teacher about your child's career plan?
  o Create a blog for teacher and parent sharing.
• Conduct survey or gather information (create inventory) about what is in place. (parents, students, educators, employers, community organizations)
	Existing websites	EED, DOLWD			September 2010

Action #4: Establish partnerships that enhance readiness for postsecondary education, career preparation, and life.

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Possible Partners to accomplish actions	Cost and funding source	Target date for completion
1. **Establish and identify all partnerships on Career & Technical Education Programs of Study (CTEPS) forms and make the CTEPS available on districts' websites** • Include a link to these district CTEPS sites from the clearing-house (see next item) • Encourage districts without CTEPS to establish them	• Locally developed CTEPS • Tech Prep Agreements • Apprenticeship Agreements	• Districts with CTEPS • EED	• Local Districts • Tech Prep Consortium • DOL Apprenticeship Office		May 2010
2. **Establish a clearing-house of current partners and partnership models/programs** • Must include a vehicle for ongoing communication from "the field" to keep clearinghouse current • Must include IT resources to develop, house, and maintain/update	• VTEP report Library of Resources • VTEP clearinghouse provider template and database model (2.F and 2.G. of VTEP report) • Professional Associations • CTEPS • Industry consortia • Tech Prep	EED	• AWIB • VTEP	Cost considerations: • Programmer to develop • Server to house • Staff to maintain and update	March 2010
3. **Research and develop an integrated data system that follows students through secondary/postsecondary education into the workforce**	• EED OASIS database • Post-secondary data collection system • Alaska PFD database • W2s • Degrees and licensure • Military service • ACPE and EED grant proposal currently in works	EED	• DOL R&A • UA • AK Dept of Revenue • ACPE		Fall 2011

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Possible Partners to accomplish actions	Cost and funding source	Target date for completion
4. **As part of the educator re-certification process, require a minimum of one credit course in CTEPS and employability skills.**	• Teacher certification system • CTEPS • Youth Employability Skills (YES) • UAA one-credit CTEPS course (asynchronous)	• EED • State Board of Education (SBE)	• Credit providers		• SBE draft regs out for public comment Dec. 2010 • SBE adopts regs July 2010 • Course Development &/or Identification: July 2010
5. **Formally engage existing industry partnerships; where there are gaps, establish partnerships.** • Institutionalize a partnership framework that brings partners to the table in a way that is meaningful (time, expertise, money)	• Advisory Boards • School-Business Partnerships • Industry Consortia • Employers • Alaska Native Corps • CTSOs • Professional Organizations • Chambers of Commerce • UA • Other post-high school programs	EED	• Local districts • Consortia • AWIB • Chambers of Commerce		On-going
6. **Open up secondary -postsecondary articulation to include all courses and employability skills** • Focus on K-adult career pathways planner • Address accreditation issues for K-12 and university • Best practices about how to do it in a central online database • Staff exchanges	• Tech Prep model • Academies • Career guides • Elementary career scouts • UA Career Clusters alignment	• All school districts • UA system • Postsecondary providers • DOL • DEED • Colleges of Education	• All state divisions	• Release days for secondary and post-secondary instructors to meet	Spring 2010

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Possible Partners to accomplish actions	Cost and funding source	Target date for completion
7. Small districts form partnerships to deliver CTE programs regionally or interdistrict	• NACTEC model with intensives	EED	• Districts • NACTEC		Fall 2010
8. Provide funding incentives and an infrastructure that supports collaboration between districts and/or with a college for students seeking learning outside their "home" district • Could include follow-up via distance • e.g., a Delta student could attend Mat Su CTE High School for culinary arts program	• Chugach model • Bering Strait, Nome, NACTEC • Cook Inlet Tribal Council (CITC) media program	EED	• Districts • Legislature • UA • Other post-secondary providers		Fall 2010

Action #6: Ensure that public and private postsecondary institutions, business and industry, tribal organizations, and state agencies work collaboratively to develop and maintain a coherent education plan designed to achieve Alaska's high education expectations.

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Possible Partners to accomplish actions	Cost and funding source	Target date for completion
1. **Designate a state-wide CTE Advisory/coordination council** • Use an existing group as the basis – don't create another group. e.g., subcommittee or ad hoc committee under AWIB. • Regularly report to State School Board, Superintendents, Board of Regents, Legislators, public • Include representation from the "alphabet soup" (see next column "Building upon what is currently in place) • Review past organizations charged with CTE advisory (e.g., Governor's Council on Vocational Education) • Empower this group with the authority and power to institute change. • This needs to be a body of people who can institute the change and speak in a language understood by all. • **AWIB fulfill its blueprint component #5 on collaborative governance.** ○ *This would most likely be successful* with *AWIB serving directly under the Governor versus under a single agency.*	Alphabet soup groups (AWIB, ABEC, APICC, ASHNHA, UAA, AACTE, PARW, WREP, VTEP, AHEC, etc.)	EED	• Governor, Commissioners • DOL • AWIB • Other alphabet soup groups		• Spring 2010 • On-going, Oct. 2009 – next AWIB meeting,
2. **Establish an effective <u>two-way</u> (producer/consumer) system to communicate with stakeholders.**	• EED CTE Coordinators' Listserve • EED Information Exchange • EED website • Alphabet soup groups' websites and/or newsletters • AWIB • State Board of Education	• EED	• AWIB • State Board of Education Alphabet soup groups		• Fall 2010 and ongoing

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Possible Partners to accomplish actions	Cost and funding source	Target date for completion
3. Provide CTE training for a new generation of leadership.	• CTE Coordinators' Conference – annual • Professional Development Conference (EED, AACTE, AkSCA) – annual • E-learning website at EED • EED Moodle site	• EED	• UA • AVTEC • ASDN		• Fall 2010 and ongoing
4. Advocate for critical elements to be a part of the education plan including support for implementation of AGIA. • YES – employability skills, work ethic (mandatory) • Career development program • CTSOs – leadership skills • Work skills to meet changing needs based on economy • What students need at any time	• AKCIS • Chugach SD standards • National Career Development Guidelines • SCANS • International models? • ASSETS • RISC • WorkKeys • AGIA Training Strategic Plan • AGIA Plan timeline • AGIA Planning Committee • DOL AGIA Skills Coordinator • EED CTE Administrator • DOL Apprenticeship Coordinator • AWIB	• EED • DOL	• AWIB • Alphabet soup groups • State Board of Education • Districts • Local school boards • PTA		Spring 2010 and ongoing

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Possible Partners to accomplish actions	Cost and funding source	Target date for completion
5. Identify the roles of various postsecondary, business & industry, tribal organizations, and state agency stakeholder groups in sustaining the state education plan.	• AWIB • Alphabet soup groups • State Board of Education • EED and DOL CTE Staff	• EED	• AWIB • Alphabet soup groups • State Board of Education • EED and DOL CTE Staff		• Fall 2010
6. Expand the use of education facilities for all age spans, off hours and summers	• Kodiak School District • Other district models	• Districts • Other education & training providers	• Local school boards • Community groups • PTA	• Charge small usage fees	Fall 2010
7. Deploy a clearinghouse to provide information on current collaborators and collaboration efforts/models • use same clearinghouse identified under other Action Items • Identify/inventory current collaborators and successful collaboration models • Eliminate information silos • Must include a vehicle for ongoing communication from "the field" to keep clearinghouse current • Must include IT resources to develop, house, and maintain/update	• AWIB glossary of organizations' acronyms • P-20 councils in other states • Collaborative statewide systems	EED	• AWIB • VTEP • Denali Commission	Cost considerations: • Programmer to develop • Server to house • Staff to maintain and update	July 2010
8. Develop framework for formal, effective collaboration efforts. • best practices • successful components • a model of "how to" • include in clearinghouse	• Existing MOAs, MOUs, RSAs • AWIB Blueprint	EED	• AWIB – specifically its Workforce Readiness & Employment Placement Committee (WREP) • UA • Tech Prep Consortium		January 2011

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Possible Partners to accomplish actions	Cost and funding source	Target date for completion
9. Create and fund specific position(s) in DEED that are tasked to implement and maintain the CTE aspects of this plan.	• Newly hired EED-CTE Administrator • Limited EED-CTE staff • Vacant EED-CTE Specialist position	EED Commissioner and TLS Director	Dept. of Administration (Personnel)		Vacancy – fill it immediately • New position(s) – Summer 2010
10. Include secondary in this "Action Item" statement	• This Action Item • State Education Plan • Education Summit findings from "College, Career, and Life Ready" group	• EED		NONE	• Immediately
11. Implement YES as K-12 standards and share how it is being done	EED staff: This one should probably just be moved under the Employability Skills Action Item.				

Action #13: Engage with the community and local organizations to identify <u>local?</u> work force skills needed for economic development.

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Partners to accomplish actions		Target date for completion
1. Adopt and implement statewide guidelines for employability skills that start with awareness, then exploration and onward to the next level.	EED staff note: This is almost exactly like an action item under Employability Skills, so could be moved and absorbed there.	•	• EED, districts, business, parents		

2. Fund/Infuse / Require/Embed systemic K-adult career education components in all courses.
• Teacher preparation for all disciplines in all grade levels
• Parent information component is key
• Qualified teacher in CTE positions
• Include/engage community organizations with students
• Link between local culture and global community
  o Local culture needs to be considered/respected/ incorporated
  o Family culture should incorporate career readiness
• Expand occupational endorsements for teachers and students
	EED staff note: This seems pretty close to one under Action Item 2; perhaps the community/culture link is important to keep in this one.	•	•		

3. Provide accountability measures for career education at all levels. • Meeting standards, consistency and transferability for standards. • What are the ramifications of non-compliance? • Provide incentives • Employers could provide incentives • Communicate to stakeholders, an annual report, on the status of CTE in Alaska	• Perkins accountability reports • NCLB • School report card	•	• EED, districts, AWIB, employers		
4. Identify/inventory existing CTE facilities and teachers.	• Base on CIP baseline info?	•	•		

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Partners to accomplish actions		Target date for completion
5. Develop, organize, disseminate and maintain resources for CTE (including career information). • Need a structure for information system/flow – career pathways grid work • Utilize the Internet to distribute career relevancy information (facebook-like?) • Utilize Programs of Study worksheets • Implement Individual Graduation Plans for all students • State-wide social marketing (public awareness) campaign – like AGIA #1 commercials • Ensure that we have an effective <u>two-way</u> (producer/consumer) system to communicate work force skills/soft skills needed and employment opportunities available (information system) with sufficient online access for all Alaskans.	EED staff note A clearinghouse of some sort seems to appear in all of these.	•	•		
6. Create a system to share data on a student-by-student basis among K-12, postsecondary, and labor • Partnership between DEED, Assessment, ACPE, UA, and DOL applying for a grant to develop data system. • Investigate "facebook"-type options. Add CTE data to "Report Card"	EED staff note: Seems to be duplicate of an item under #4.	•	•		
7. Identify a coordinated system for decision-making that address lifelong (pre-K-adult) career pathways. • Central point of contact for communities regarding CTE. • Greater substantive collaboration between DEED and DOL/AWIB (state-mandated tests with clear purpose) that identifies what students need to know in 21st century • involving DOL AWIB, regional councils, industry groups, tribal organizations, DEED, state school board, AASB, local school boards, postsecondary education/training providers, and government entities	EED staff note: Does this fall under clearinghouse? Maybe more as a prioritization or sorting strategy, rather than just info gathering and informing, i.e. similar to collaboration one	•	•		

Action #15: Teach work ethic and employability skills.

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Partners to accomplish actions	Cost and funding source	Target date for completion
1. **Emphasize/Elevate the value/importance of student acquisition of good work ethics and employability skills by making it a statewide priority.** • Communicate to Commissioners of DEED & DOL our findings. • Pursue legislative action • Supporting policy • Certification incentive (employer recognized) • Industry Embrace • Must be a FUNDED mandate if it is to be mandated	CRC BP, State of AK	Industry partners	All stakeholders		January 2010
2. **Determine what are the Employability Skills to be taught.** • Assess what we are currently doing here in Alaska. • Assess what's out there nationally and/or globally.	EED data DOLWD data	EED	All stakeholders		September 2010
3. **Determine how they will be taught.** • Support the teaching of employability skills and work ethics in education and training programs statewide. • Tie CTE grant funding to inclusion of employability skills training. • Create/develop a new mechanism to deliver funding to applicants to implement programs to teach employability skills. • Use an application process for awarding of employability training funding based on inclusion of employability skills training; use of a rubric; based on performance outcomes; and in a statewide model. • Host regional CTE Workshops for school/district teams partnering w/ different organizations. • Develop curriculum materials for K-12 and 13-16 for teaching employability skills and work ethic, e.g., Sample lesson plans, templates, assessments, rubrics	Existing programs AKCIS CRC curriculum EED CD pilots	EED, DOLWD EED, DOLWD EED EED	All stakeholders All training agencies		September 2011 June 2010 June 2009 September 2010

Alaska Education Plan Action Plan Template

Actions to accomplish goal	Building upon what is currently in place	Who is responsible	Partners to accomplish actions	Cost and funding source	Target date for completion

• Develop and provide training for educators in implementing employability skills/work ethic in curriculum.
  o Develop Webinars and Distance Delivery methods for deployment across the State.
  o Professional Development Credit Options.
	Existing UA classes				June 2010

4. Determine how they will be assessed. • Evaluate State Required Assessments (Testing) to determine appropriate and relevant assessments to meet state education goals. • Review WorkKeys "Personal Skills" assessments • Certification	Review mandated testing and revise to reflect state education goals WorkKeys mandated testing CRC	EED	DOLWD, UA Industry partners AK LEA district partners		September 2011
5. Determine how they will be reported/recorded. • DEED publish on its website best practices for employability skills instruction in Alaska. • Require districts to show on transcripts. • Certification – state and/or national.	Existing EED website	EED			September 2010