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# Executive Summary

In November of 2002, a dedicated group of Providers of vocational and technical education and career training (VTEP) met together as practitioners to self-organize and generate a statewide system for delivery of services. This document summarizes their progress to build a system and a working agenda.

Recognizing the increasing need for effective workforce development as key to the future of Alaska and its people, these practitioners developed a Memorandum of Understanding documenting their commitment to work together. This agreement builds on the Alaska Workforce Investment Board's (AWIB) "Future Workforce Strategic Policies and Investment Blueprint". The group secured a grant from the Alaska Department of Labor and Workforce Development (ADOLWD) for facilitation and communications support. Simultaneously, many of the group participated in the Commonwealth North Study Group on Workforce Development, to ensure alignment and implementation of efforts.

With the basic commitment to programmatic excellence and fiscal sustainability, the Vocational and Technical Education Providers agreed to nine funding principles:

1. Implement the AWIB Blueprint.
2. Avoid unnecessary duplication in close geographical areas.
3. Meet industry and academic standards.
4. Assist business education partnerships.
5. Focus on excellence and school improvement.
6. Report on progress and accountability.
7. Support career pathways for Alaskan careers.
8. Expand the registered apprenticeship system to new occupations.
9. Utilize statewide Voc/Ed partnerships while maintaining local guidance and governance.

This document speaks to the building of connectivity and fruitful relationships among the Providers. For each of the nine commitments, there are multiple actions now in progress. Examples include:

- Creating and populating a template for a Provider database to support the statewide clearinghouse;
- Shaping pilot programs, such as Rural Utilities Technician;
- Exchanging regional mobile and distance courses to integrate training in health care;
- Demonstrating rich and complex partnership networks of the Regional Learning Centers as models for statewide relationships;
- Establishing a long-term relationship as an Ad Hoc Committee to AWIB; and
- Building a long-term agenda for continued work together.



## Purpose of this Document

This document is a summary of the activities of the Vocational Technical Education Providers Working Group (VTEP) from November 2002 through May 2003. The material represents the findings and recommendations resulting from a ninety-day Action Plan generated in January 2003.

The intent of this document is to demonstrate that VTEP is actively building an integrated and effective statewide vocational technical education and career training delivery system for workforce development. Key performance outcomes are defined below.

- Establish formal relationship among vocational technical education and career training providers through a signed Memorandum of Understanding as a means to communicate the purpose, objectives and working relationships among parties.
- Build the framework for convergence of efforts to advance and further refine Alaska's Future Workforce Strategic Policies and Investment Blueprint and the recommendations and activities included in Alaska Workforce Investment Board Resolution 02-17.
- Define the most effective long-term relationship to AWIB, evaluating the opportunity of an Ad Hoc Committee.
- Recommend system-mapping guidelines, criteria, and template to represent the Provider group vision of an integrated system for delivery of vocational technical education and career training statewide.
- Support the efforts of both AWIB and Commonwealth North Workforce Development study group (CWN).
- Develop a communication piece that effectively delivers a "one-voice message" from vocational technical education and career training Providers to State leadership, the Alaska Federal Delegation, and public and private funding entities.

# The Story of VTEP

## The Context

Implementation of the Workforce Investment Act (WIA) posed unprecedented challenges to policy makers, administrators, educators, trainers, and practitioners in the employment field. This legislation offers challenges but promises that the employment and training needs of all citizens can be met.

Alaska is experiencing critical workforce, community and economic development challenges. This is evidenced by the combination in many regional economies of labor surpluses and the inability of businesses and industry to identify qualified candidates and fill high-skill jobs with qualified Alaskans. Education and training programs available to address these challenges are too often seriously fragmented and under-funded. Immediate and decisive action is needed to align publicly supported education and training efforts with labor market needs, close skills gaps, and position Alaskans for employment in good jobs statewide, especially in projected “hot occupations” with higher than average growth rates and estimated wages.

In 2001, almost 68,000 non-resident workers earned over \$1B in wages. Non-resident workers hold high-skill, high-wage jobs vital to Alaska’s economy. Twenty-one percent of the private sector workforce was not eligible for a Permanent Fund Dividend. Alaska has an older workforce nearing retirement and replacement workers must be developed. Alaska’s youth have less opportunity today than twenty years ago to prepare for and command good jobs and careers in their community, in Alaska or the global economy.

The Alaska Workforce Investment Board (AWIB) was chartered to facilitate the process necessary to create and maintain an efficient, effective, and integrated human resource investment system. One of the AWIB’s key missions is to serve as the State’s primary planning and coordinating entity for vocational and technical education. Towards that end, the AWIB was mandated to:

“Facilitate the development of a statewide policy for a coordinated and effective technical and vocational education training system in this State and, to the extent authorized by federal and State law, plan and coordinate federal, State, and local efforts in technical and vocational education programs.”

The AWIB has worked with key industries in Alaska to determine their workforce needs, and to bring industry employers together with training providers to customize training for their particular industry. The AWIB convened industry groups to focus on workforce demand and supply through Industry Needs Assessments to determine current and future workforce needs for specific high wage and high demand occupations, and identify gaps in the State and local capacity to meet industry training needs.

The AWIB’s “Alaska’s Future Workforce Strategic Policies and Investment Blueprint” outlines the framework for strengthening vocational and technical education and training statewide. Adopted by the AWIB on December 12, 2000, the blueprint serves as the comprehensive guide for

alignment of public policies and resource investments in early childhood education through 12<sup>th</sup> grade and post-secondary vocational and technical education and training programs statewide.

In January 2003, Governor Frank Murkowski, through Commissioner of Labor and Workforce Development Greg O'Claray, asked Commonwealth North to develop recommendations for workforce development in Alaska, especially those related to economic development. The Commonwealth North (CWN) Board approved a study group to perform a gap analysis, looking for redundancies or missing elements, and making recommendations for system alignment. The final report also included discussion of healthy communities and quality education. One of their key findings was that there is no overall Alaska strategy for the 21st Century.

The Blueprint was developed with the benefit of initial consultations and extensive feedback from diverse stakeholders statewide. Overall, there has been strong, positive support for the strategic policies and investments addressed in the Blueprint. However, there is overriding concern to strengthen efforts at providing Alaskans increased vocational and technical education and training opportunities. Resolution of this fundamental issue will require continuing consultation between key stakeholders and State and federal administration and legislature.

After extensive debate and discussion, the CWN study group developed ten recommendations. The VTEP group supports these ten recommendations and has begun active and integrated implementation, as documented in this progress report.

1. The Governor must set clearly quantified targets for Alaskan participation in quality jobs and challenge all departments to meet them.
2. Utilize the full capacity of the Alaska Workforce Investment Board (AWIB).
3. Establish an economic development plan for Alaska that integrates workforce development, education, and healthy communities.
4. Ensure that all funding spent on workforce development in Alaska is integrated with economic development, healthy communities, and education reform.
5. Establish an Information Clearinghouse within AWIB.
6. Forge alignment between Departments of Labor, and Department of Commerce and Economic Development.
7. Reconfigure the educational system into a P-16 structure with Career Pathway concepts.
8. Coordinate and align goals of the Board of Regents and the Board of Education.
9. Promote Healthy communities.
10. Engage the interest and enthusiasm of industry in Alaska's workforce development.

# The Need

## 1. WIA Workshop Outcome – 21 November 2002

### **Q. Should the agenda of statewide integration of vocational technical education be pursued?**

The group clearly supported statewide integration, and identified these key goals.

- Align and self-organize voc-tech statewide
- Make best use of existing programs
- Optimize limited funding
- Serve regions and the state
- Build a well-trained workforce
- Sustainability
- Identify and share best practices and success stories

## 2. VTEP Working Group Outcome – 10 January 2003

### **Q. What would an ideal Alaska vocational education system look like?**

Through group exploration of this question, the following ideas and barriers were identified as the basis for the VTEP working agenda:

#### IDEALS

- Sustains rural communities
- Provides clear access for customer understanding
- Offers transferability and shared resource
- Is excellent and high performing
- Combines distance, home and other learning options
- Aligns with industry, employment opportunities and certifications
- Is able to respond quickly to meet the needs of evolving trends
- Meets the needs of local communities
- Establishes cross accreditation
- Shares academia and standards of outcome
- Provides career paths support at all levels
- Defines entry and exit points
- Is an inclusive system
- Mandates strong system advocacy

#### BARRIERS

- Program duplication
- Geography
- Unable to rank and link regional needs in system
- Funding competition
- Not sustainable
- Rigidity and slowness
- Few programs coordinate across institutions

3. There are many issues facing rural Alaska. Many of these issues are complex and not easily understood by those who do not live there and have not experienced the way of life. Many rural Alaskans cherish this rural lifestyle, and want to choose where to live and be able to support themselves and their families.

One overarching issue in the entire western coast for coastal and inland communities is the decline of the natural resources, fish, birds, and marine mammals. With declining natural resources counted on for cash income, communities and individuals have a harder time living and coping with the consequences of losing livelihoods. As economic resources dry up, residents of communities are weighing their alternatives. They are beginning to look for other ways to make a living besides fishing. In order to compete for other jobs, they will need education and training opportunities to give them the skills to compete locally, regionally, statewide and even globally. It is a big decision and sometimes a big financial risk to move to other locations to look for work or enter education or training programs. Many people would prefer to stay home where they can be near family and friends to receive training. While this is not always the case, the choice should be available for training in the local community or region.

4. The ADOLWD presented an occupational analysis of the need for skilled labor in Alaska. This information was compiled by Brynn Keith in March, 2003.

### **Bridging the Workforce Gap Alaska's Looming Challenge**

- Worker Gap: Historically, Alaska's growing economy has depended on the dramatic growth of our workforce – future workforce growth may be difficult to achieve.
- Skills Gap: Alaska's productivity has also been substantially boosted by our ability to recruit skilled workers from the lower-48 states – a strategy that will be more difficult in the future.

### **Industry Employment Forecast Alaska (2000 – 2010)**

- Nearly 48,000 new jobs will be added between 2000-2010.
- The services sector will dominate industry growth, accounting for 69% of the new jobs.
- Retail trade is projected to contribute nearly 8,000 jobs, ranking second in industry growth.
- TCU ranks third, adding almost 5,000 new jobs.
- Construction and mining will post modest growth; manufacturing will remain constant.
- Federal and local government will grow slightly over the forecast period; state-government employment will decrease.
- Some jobs do not appear in forecasts because they do not yet exist, as in the IT industry, which has great potential in Alaska.

# VTEP History

There is strong support for advancing vocational education and career training in Alaska to close the skills gap and increase Alaska Hire. Over sixty professionals attended a workshop held during Alaska Workforce Investment Office’s “Workforce Investment Act Conference” in November 2002. The purpose of the workshop was to gauge the level of interest vocational Providers had in addressing solutions such as integrating vocational education and career training activities in order to optimize limited funding and achieving sustainable vocational education and career training in the future.

The major question: “Should an agenda for statewide integration of vocational education be pursued?” was put before the group. Discussions resulted in identifying primary issues and a consensus to provide a coordinated approach by providers for integrating efforts and advancing vocational education in Alaska.

On January 10, 2003 over twenty vocational technical education and career training Providers and education advocates met, formed the “VTEP WORKING GROUP”, and agreed to commit their organizations to implement the guiding principles and further refine “Alaska’s Future Workforce Strategic Policies and Investment Blueprint.” The VTEP Working Group formed working committees to explore the instruments and activities needed for implementing Strategic Blueprint steps and achieving a framework for continued advocacy among providers to achieve the goals of the Blueprint.

Through process workshops, the VTEP Working Group developed a ninety-day action plan to achieve deliverables. This action plan included convening three additional full day work sessions as well as interim meetings with group leaders and overall group teleconferences. The Alaska Department of Labor and Workforce Development provided Grantee funds to: contract professional services to continue facilitating the group and provide strategic support in accomplishing deliverables, Memorandum of Understanding, mapping template, communication tools, and recommendation for VTEP relationship to AWIB.



“

As providers, it is critical that we work together to develop new programs while maintaining on-going programs that are responsive to a market driven workforce system. The VTEP process has provided a forum to share best practices while establishing new links with educational institutions and business partners.

”

Cheryl Edenshaw,  
Director,  
Alaska Technical Center



“

Through the VTEP process, Providers have collaborated and mapped a clear path to navigate towards achieving an effective, efficient, responsive and sustainable statewide vocational technical education and career training system.

”

Fred Esposito  
Director,  
Alaska Vocational Technical Center



“

Workforce development is critical to the economic development and success of Alaska. There are many public and private organizations who offer excellent workforce training in Alaska. VTEP has taken the lead to develop a coordinated system that will assure all Alaskans have access to all the workforce training opportunities available throughout our state. This effort is the beginning of a statewide workforce education system.

”

Jake Poole, Director  
UAF Tanana Valley Campus



“

VTEP provides an advocacy voice to advance Providers professional commitment to serving all learners of all ages in preparing for life and work.

”

Dr. Erie V. Johnson, Executive Director  
Southwest Alaska Vocational & Education Center

# VTEP Memorandum of Understanding (MOU)

## PURPOSE

This document establishes and defines the purpose, working relationships, and objectives among educators, trainers, and institutions providing vocational technical education and career training in the State of Alaska.

Working relationships are built upon the following points of agreement:

Fundamental to development of a quality vocational technical education and career training system is agreement within this group to support and facilitate the efforts of a diverse group of policy makers and vocational technical education and career training providers that seek to have a voice in the development of an integrated system that delivers quality, relevant and needed vocational technical education and career training statewide.

- A collaborative, coordinated effort by the Alaska Workforce Investment Board, workforce and economic development agencies, and Alaska's primary public and private sector providers of vocational education and job training can produce a 21<sup>st</sup> Century workforce.
- The Alaska Workforce Investment Board Strategic Policies and Investment Blueprint provides a written framework, unified approach and action steps for advancing vocational education and career training.
- A strong vocational education and career training system should assist Alaskans early and throughout working years by offering education and training in a context of jobs, work experience and careers important to the state and local economy.
- Providers must work cooperatively and bring about a more focused, cost-effective, sustainable vocational education and career training system accessible to all residents, especially those in rural Alaska.
- Alaska's industry workforce consortia has the power to extend the workforce system deeper into the world of employers and provide a stronger industry voice to assure that, vocational and career training meets industry standards, and providing jobs and career advancement opportunities.
- Alaska's Employers and industry workforce consortia has the power to extend the workforce system deeper into the world of employers and provide a stronger industry voice to assure that, play a vital role in guiding the system, assuring vocational and career training meets industry standards, and providing jobs and career advancement opportunities.
- Regional Learning Centers and other potential partners such as Alaska Tribal Colleges are vital to increasing access to vocational education and career training and are a vital part of a statewide system.
- Labor unions and their apprenticeship and training programs play an important role in developing Alaska's future workforce.

- Public education should offer rigorous integrated career academic and vocational training leading to successful acquisition of life long employment skills.
- Public education should include career pathway information that begins in elementary school and continues through high school, postsecondary education and employment.
- The proposed Technical Career Excellence Act of 2003 should support secondary level career and technical education programs to foster high academic achievement.
- The most effective vocational education and career training includes work-based learning opportunities such as registered apprenticeship, on-the-job training and internships.
- A clearinghouse must be created that connects educators, parents, students and employers with information to create and develop vocational education and career training opportunities in each community.

#### COMMITMENT

- We commit our organizations to programmatic excellence and fiscal sustainability by:
- Implementing the guiding principles and further refining “Alaska’s Future Workforce Strategic Policies and Investment Blueprint.”
- Avoiding unnecessary duplication in close geographical areas.
- Meeting industry and academic standards.
- Assisting business education partnerships.
- Focusing on excellence and school improvement.
- Reporting progress / accountability.
- Supporting career pathways for Alaskan careers.
- Expanding the registered apprenticeship system to new occupations.
- Utilizing statewide Voc/Ed partnerships while maintaining local guidance and governance.

SIGNATURE	AGENCY / ORGANIZATION
<u>Cheryl Edenstam</u>	Alaska Technical Center (ATC)
<u>Fred W. Esposito</u>	Alaska Vocational Technical Center (AVTEC)
<u>Janet G. Grier</u>	University of Alaska Anchorage (UAA), Community and Technical College (CTC)
<u>Marshall H. Kirk</u>	University of Alaska Fairbanks (UAF), College of Rural Alaska (CRA), Tanana Valley Campus (TVC)
<u>Talle U.</u>	Yuut Elitnaurviat People's Learning Center
<u>Ray Snyke</u>	Sitka Education Consortium
<u>Edna A. Maclean</u>	Hisagvik College
<u>Steven Angasan</u>	Southwest Alaska Vocational Education Center (SAVEC)
<u>Bob J. O'Connell</u>	Matanuska-Susitna Borough School District (MSBSD)
<u>Meredith J. Brady</u>	Northwest Arctic Borough School District
<u>Nikki Andrews</u>	Alaska Works Partnership, Inc. (AWP)
<u>Carl J. Smith</u>	Alaska Process Industry Careers Consortium
<u>Adele G. Suddock</u>	Information Technology Careers Consortium
<u>Carl J. Smith - Holly G. Dutton</u>	Industry Skills Coalition (ISC)
<u>Jan Chiswick</u> <i>2557 Superintendent - Instruction</i>	Anchorage School District (ASD)
<u>M. J. Hargley EdD</u>	Cook Inlet Tribal Council
<u>Gunn Smith</u>	Fairbanks North Star Borough School District
<u>Vicki Schumaker</u>	Associated General Contractors of Alaska

# VTEP Action Agenda

The agenda for future work among the VTEP group is based on the nine commitments, or funding principles within the Memorandum of Understanding. Following each of the nine funding principles is a summary of significant actions already in process, and recommendations for the future. VTEP will continue to build on these actions:

1. Implement the guiding principles and further refine “Alaska’s Future Workforce Strategic Policies and Investment Blueprint.”
2. Avoid unnecessary duplication in close geographical areas.
3. Meet industry and academic standards.
4. Assist business education partnerships.
5. Focus on excellence in schools’ improvement.
6. Report on progress and accountability.
7. Support career pathways for Alaska careers.
8. Expand the registered apprenticeship system to new occupations.
9. Utilize statewide Vocational-Technical Education partnerships while maintaining local guidance and governance.

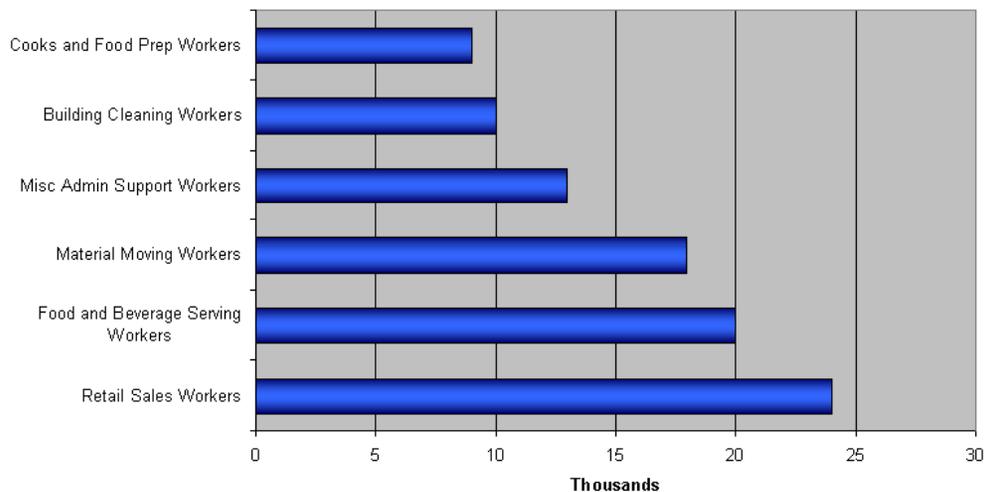
“

Alaska has a serious skills gap. We aren’t producing enough skilled Alaskans to meet the needs of our economy. Vocational education and career training are the most powerful tools we have to meet the challenge of an ever-changing economy. If Alaska is going to thrive in the future we need to concentrate on training highly skilled workers now.

“

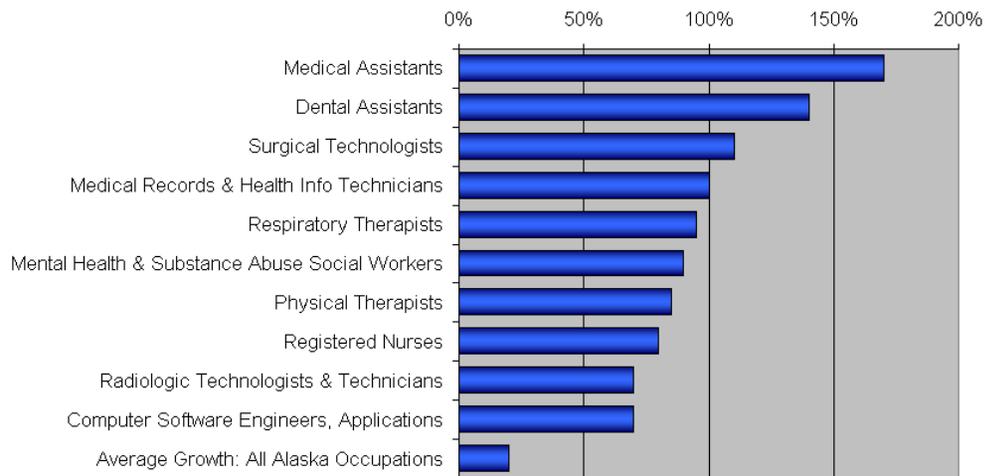
Mike Andrews, Director,  
Alaska Works Partnership

**Alaska Occupations with the Largest Number of New Hires  
2001**



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

**Alaska's Fastest Growing Occupations  
Projected 2000 - 2001**





“

In order for rural vocational education providers to offer a comprehensive overview of available training, it is imperative that there be an information system that meets the needs of the potential student. Workforce development is not a local but a statewide function.

”

Harry Mawson  
Director, Workforce Development  
Iisagvik College



“

The VTEP Working Group is laying the ground work for collaboration, cooperation and coordination. VTEP needs to continue dialog to learn from one another and to work together in service for all of Alaska.

”

Adeheid Herrmann  
Alaska Regional Coordinator,  
Native American Fish and Wildlife Society



“

It is essential that a higher level of academic and vocational education be made accessible to all of the people in all of rural Alaska. Regional Learning Centers offer hope that this can be done.

”

Randy Hughey, Director,  
Sitka Education Consortium

## VTEP COMMITMENT #1

### Implement the guiding principles and further refine “Alaska’s Future Workforce Strategic Policies and Investment Blueprint”.

- 1.A VTEP advanced the following draft resolution to AWIB in support of VTEP’s interest in serving as an Ad Hoc committee to AWIB, and included recommendations to support VTEP’s ongoing Action Agenda (see appendix for full document).

**AWIB**  
**RESOLUTION NUMBER 03-03**  
**VOCATIONAL TECHNICAL EDUCATION PROVIDER GROUP**  
**AD HOC COMMITTEE STATUS**

**Actions:**

- 1.A ADOC recommendations  
1.B Recommendations to AWIB

WHEREAS, the Alaska Workforce Investment Board (AWIB) is a public organization accountable through its board members and staff to the citizens, the Legislature and the Governor of Alaska; and

WHEREAS, Alaska’s national congressional delegation has identified the need to align investment of federal funding of the Alaska Regional Learning Centers with Alaska’s strategic policies for a coordinated workforce development system; and

WHEREAS, the group named “Vocational Technical Education Providers” (VTEP), a statewide group of public and private vocational, technical and career providers and economic development professionals, has been meeting since 2002 and has defined its function through the development and signing of a MOU attached as Exhibit A; and

WHEREAS, the AWIB, in partnership with Alaska’s stakeholders, developed the Alaska’s Future Workforce Strategic Policies (AFWSP) and Investment Blueprint (Blueprint) to guide Alaska’s investment in vocational, technical and career education; and VTEP has committed to implementing the guiding principles and further refining the AFWSP and Blueprint; and

WHEREAS, VTEP is committed to responsiveness to Alaskan employers and fiscal sustainability of the workforce development system through programmatic excellence, exemplary professional ethics and equitable training opportunities for Alaskans, and recognizes that delivery of vocational, technical and career training and education is key in building Alaska’s economy;

NOW THEREFORE BE IT RESOLVED that the AWIB, as represented by its Executive Committee, does hereby agree that VTEP will continue to function as an independent committee developing and delivering integrated services while simultaneously functioning in an advisory capacity to AWIB as an ad hoc committee. AWIB will designate a board member to serve as liaison to the VTEP and VTEP will designate a VTEP member to participate as a non-voting AWIB ad hoc member.

1.B VTEP developed the following recommendations to AWIB as a supplemental document to AWIB Resolution Number 03-03.

**VOCATIONAL TECHNICAL EDUCATION PROVIDER GROUP  
RECOMMENDATIONS TO AWIB**

In light of the fact that the Alaska Department of Labor and Workforce Development did see fit to underwrite facilitation and coordination of VTEP, and that this group has met the deliverables as defined in the Statewide Activities Grant, and that VTEP participants agree there is a need and benefit to continue the work they are doing in support of implementing the guiding principles and further refining “Alaska’s Future Workforce Strategic Policies and Investment Blueprint”, VTEP recommends that AWIB resource the ongoing work of this group..

1. In addition to ADOLWD staff support, VTEP recommends AWIB provide funding for the continued facilitation and strategic support of the following VTEP action agenda items:
  - a. Development of a statewide dual enrollment program and tech-prep program protocols and common standards for use by secondary and postsecondary educators. This protocol would include a definition of terms, guiding principles, practical steps to be taken for those schools wishing to establish dual enrollment programs and alignment of programs to high, rigorous academic standards and common industry recognized standards.
  - b. Identify a process to select valid existing assessment tests for basic and technical skills that can be used by schools and industry to measure academic and skill attainment, and provide recommendations for recognition and use.”
2. VTEP recommends AWIB provide funding for a coordinator to assist VTEP with advocacy, outreach and group expansion.
  - a. Establish a communications network.
  - b. Support the VTEP group on deliverables
  - c. Develop advocacy, outreach and expansion plan
3. VTEP recommends AWIB continue to focus ADOLWD staff on VTEP’s action agenda to populate the provider component of the clearinghouse and have this information accessible on-line by August of 2003.

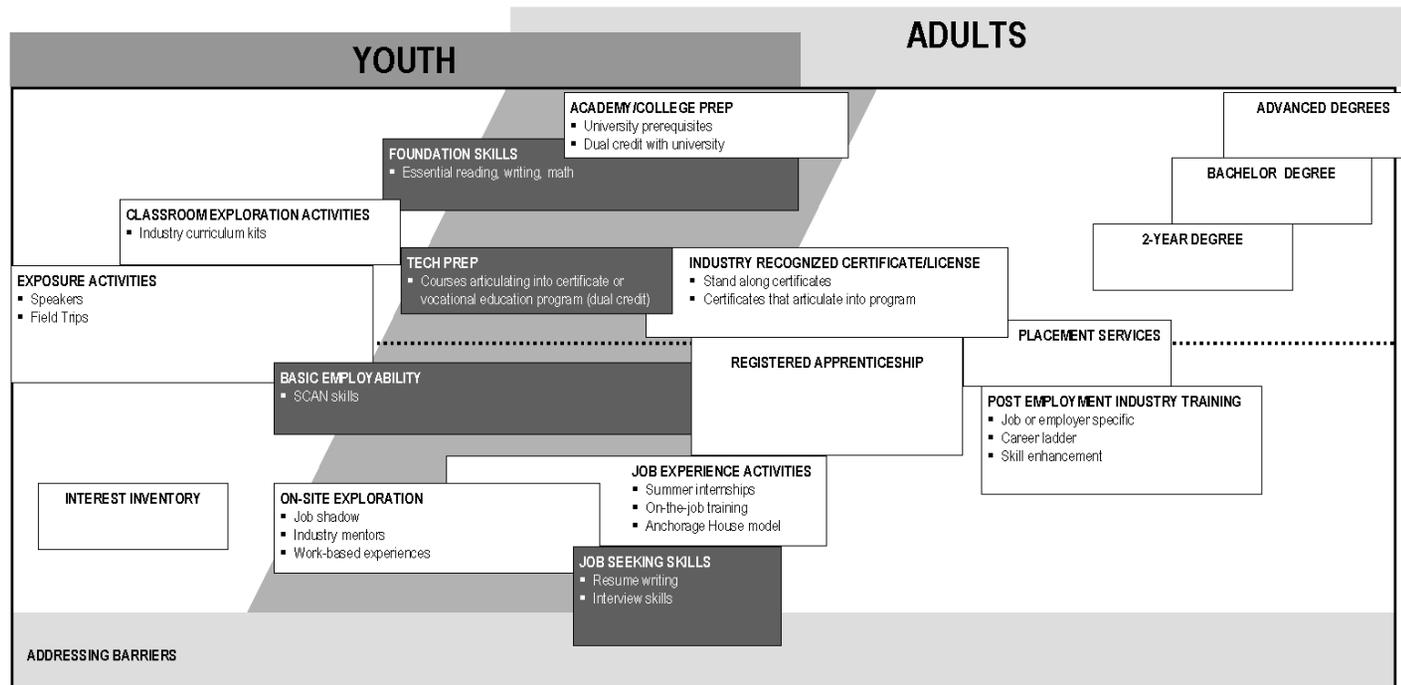
## VTEP COMMITMENT #2

**Avoid unnecessary duplication in close geographical areas.**

- 2.A VTEP will assess and pursue the development of a Rural Utilities Technician curriculum as a pilot program. This will utilize statewide delivery of training services from multiple institutions to develop skilled labor for rural jobs. A fully integrated statewide system will include vocational education opportunities that respond to specific regional needs, yet utilize statewide resources to meet these needs.
- 2.B VTEP worked with a diagnostic graphic used to define unique and duplicated training services across the four primary categories of education providers: P-12, Post-secondary, Regional Learning Centers, and Industry. This matrix demonstrates the career development process from understanding to experiencing to planning, choosing, and changing careers. Four key areas were identified as overlapping (noted on the following matrix). Refinement of these four areas will become the focus of the VTEP future Action Agenda.

### ACTIONS:

- 2.A Pilot
- 2.B Integration
- 2.C Range of Services
- 2.D Health Care
- 2.E System Map
- 2.F Provider Template
- 2.G Provider Database





“

Alaska education opportunities must be as diverse as Alaska itself. Establishing regional learning centers is essential to provide rural people with reasonable access to a statewide system.

”

Janelle Vanasse  
Executive Director,  
Yuut Elitnaurviat, Inc.  
People's Learning Center

2.C This matrix represents the range of services delivered by education providers, from classroom through workplace.

	P-12	Regional Learning Centers	Post-Secondary	Industry
Educational delivery, career development process, assessment and certification	<p>Foundation skills: reading, writing, and math</p> <p>Tech prep: courses articulating into certificate or voc-ed program (dual credit)</p> <p>Basic Employability</p> <p>SCAN skills</p> <p>Job-seeking skills: resume writing, interview skills</p> <p>Academic/College Prep: university pre-requisites, dual credit with UA</p>	<p>Foundation skills: reading, writing and math</p> <p>Tech Prep</p> <p>Tech Training</p> <p>Basic Employability</p> <p>Job-seeking skills</p> <p>Academic/College Prep</p>	<p>Foundation skills: reading, writing and math</p> <p>Tech Training</p> <p>Basic Employability</p> <p>Job-seeking skills</p> <p>Academic/College Prep</p> <p>2-year degree</p> <p>Bachelor's Degree</p> <p>Advanced Degree</p>	<p>Foundation skills</p> <p>Tech Training</p> <p>Basic Employability</p> <p>Job-seeking skills</p>
Employer partnerships and linkages to the real world	<p>Classroom exploration</p> <p>Exposure activities: field trips, speakers</p> <p>Interest Inventory</p>	<p>Job experience activities</p> <p>Industry recognized certificate/license</p>	<p>Exposure activities</p> <p>Interest Inventory</p> <p>Job experience activities: summer internships, on the job training</p> <p>Industry recognized certificates/license</p> <p>Standalone or articulation into program</p> <p>Placement Services</p> <p>Post-employment industry training</p>	<p>Exposure activities</p> <p>Job experience activities</p> <p>Industry recognized certificate/license</p> <p>Placement Services</p> <p>Post-employment industry training</p> <p>Registered apprenticeship</p>

2.D As a demonstration of current and future integration potential, VTEP created the following matrix of health care training in rural Alaska. This matrix indicates the current location and range of training in health care. It also notes future proposed mobile and distance education potential. The intent of this training is to better provide qualified learners to fill community health care roles, and/or to enter into a formal RN program.

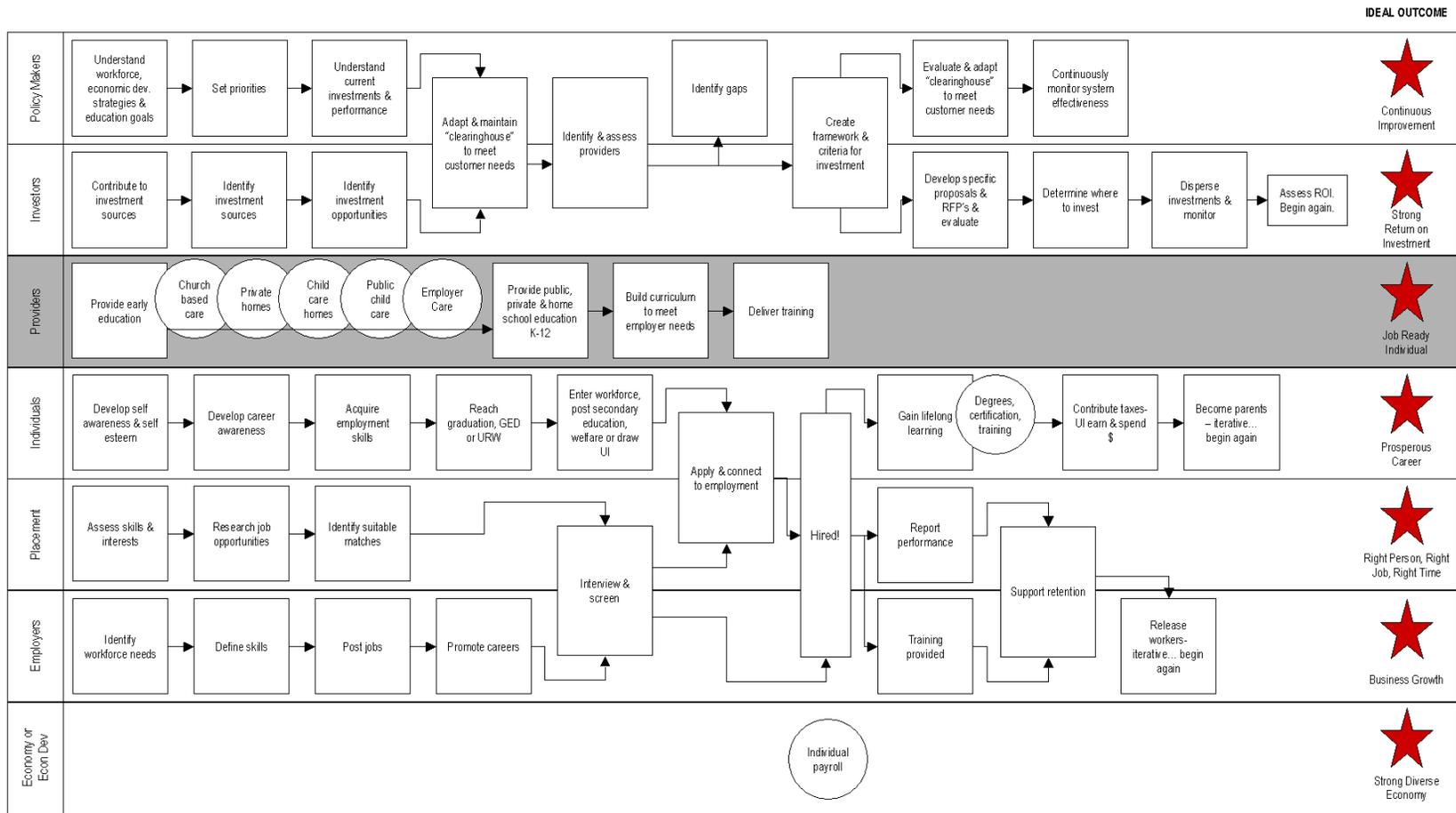
HEALTHCARE FOCUS	EXPLORATION	TECHNICAL PREPARATION	PRE-REQUISITES OR SUPPORT COURSES	DENTAL HEALTH AIDE	EMERGENCY MEDICAL SERVICES	MEDICAL CODE & BILLING	PERSONAL CARE ASSISTANT	CERTIFIED NURSE ASSISTANT	COMMUNITY HEALTH AIDE PRACTITIONER	LICENSED PRACTICAL NURSE	REGISTERED NURSE
BARROW	●		●			○	○	○	○		
KOTZEBUE	●	●	●	○	M-I	M-I	●	●	●D	●D	▸
KING SALMON	●	●	●	◐	▸	▸		○	○		
SITKA	●	●	●		●	●	●	●	●	▸	▸
BETHEL	●	● 1 Class	● Adults Only	○	▸	○	●	●	●	●	●
SEWARD					●M			●		●	○
UA STATEWIDE	●	●	●	●	●	●	○	●	●	●	●

- Current Curriculum
- Curriculum offered on demand
- Future curriculum
- ◐ Future curriculum to be offered on demand
- M Mobile
- M-I Mobile import
- D Distance delivery

Barrow = Ilisagvik College  
 Kotzebue = Alaska Technical Center  
 King Salmon = Southwest Alaska Vocational and Educational Center  
 Sitka = Sitka Education Consortium  
 Bethel = Yuut Elitnaurviat, People's Learning Center  
 Seward = AVTEC, Alaska Vocational Technical Education Center

2.E The following image was created by CWN to represent how components of Alaska’s workforce development system fit together. VTEP is represented by the Provider component, as shaded.



- 2.F In response to Provider’s immediate need for a clearinghouse tool, VTEP generated a data template for Provider services. This template is proposed as the foundation for a Provider database This would be a subset of the statewide clearinghouse proposed through AWIB, and recently supported by the Commonwealth North Workforce Development Study Group.

**PROVIDER DATABASE TEMPLATE**

Provider Name .....	Alaska Technical Center
Provider Location .....	Kotzebue
Last Years Total Enrollment .....	500-999
Provider Accrediting Agency .....	Alaska Post-Secondary Commission
Program Contact Person .....	Dennis Dishion
Program Contact Person Title .....	Recruiter/Administrator
Program Contact Person Email .....	<a href="mailto:ddishion@nwarctic.org">ddishion@nwarctic.org</a>
Provider Address - Physical .....	843 4th Street
Provider Address - Mailing .....	P O Box 51
Provider City .....	Kotzebue
Provider State .....	AK
Provider Zip .....	99752
Provider Phone Number - Toll .....	907-442-3733
Provider Phone Number - Toll Free .....	800-478-3733
Provider Fax Number - Toll .....	907-442-2764
Provider Fax Number - Toll Free .....	n/a
Provider Website Address .....	<a href="http://www.nwarctic.org/atc">www.nwarctic.org/atc</a>
Program Title .....	Certified Nurses Assistant Preparation Course
Program Certification Gained .....	Qualifies students to sit for state exam
Program ONET Classification .....	Healthcare Practitioners and Technical
Program Mobility/Transportability .....	Partially-Future
Program Destination if Mobile/Transportable .....	Statewide-Partial
Facilities Available at Provider Location .....	Classroom/Lab area, clinical sites
Program Start Date .....	September, November, January, March
Program Duration .....	6 weeks or less
Program Tuition Cost .....	\$1000-\$1999
Program Costs - Books, Fees, Etc .....	\$500-\$999
Program Duration Room/Board Costs .....	\$1000-\$1999



“

The emerging web-based Provider database developed by VTEP is an invaluable statewide system tool that enables anyone to easily view statewide training information, providers and partners.

”

Dennis Dishion  
Recruiter/Administrator  
Alaska Technical Center

- 2.G Provider services information populated by VTEP participants will be accessible on-line, using a map of Alaska with dropdown menus, as demonstrated below. This information will be used by all vocational technical education and career-training Providers. Its compatibility with the statewide clearinghouse is being coordinated with ADOLWD.

## Alaska's Vocational Technical Education Providers Database

**Voc-Tech Education Providers**  
Anchorage School District ▼

**Voc-Tech Educational Programs**  
Automotive Mechanics ▼

**Voc-Tech Providers by Region**  
Northwest Alaska ▼

**Training commitment**  
0 to 3 months ▼

**Educational Funding Options**  
WIA ▼

**Business Education Partnerships**  
Providence Health Systems ▼

**Providers on Map:**

- Barrow (Trng Ctr ▼)
- Kotzebue (Trng Ctr ▼)
- Nome (Trng Ctr ▼)
- Bethel (Trng Ctr ▼)
- Dillingham-King Salmon (Trng Ctr ▼)
- Mat-Su (Trng Ctr ▼)
- Seward (Trng Ctr ▼)
- Anchorage (Trng Ctr ▼)
- Sitka (Trng Ctr ▼)

**Regions:** Northwest Alaska, Southwest Alaska, Southcentral Alaska, Southeast Alaska, Interior Alaska

## VTEP COMMITMENT #3

### Meet industry and academic standards.

Dual credit articulation is seen as a key process to support this principle. The University of Alaska has done significant work over the last year to build an approach. VTEP recommends this approach be used as a statewide model.

#### ACTION:

Dual Credit

Tech Prep is a process that provides technical and academic preparation and where possible, work-based learning in a specific career field. It partners secondary education, post-secondary education, labor and business in a sequential course of study without duplication of coursework that will lead a student to a post secondary certificate, credential, apprenticeship, or an associate or baccalaureate degree.

Why is Tech Prep Important?

- Focused students/applicants have a clear vision and goals leaving high school
- Connections between all levels (Secondary ← post secondary ← industry)
- Saves money and other resources
- Eliminates duplication of effort
- Better transitions
- More collaboration

VTEP recommends expanded use of dual credit models that are standards based, and recommends that the varying types of dual credit be incorporated into Tech Prep systems. Other types of dual credit besides those in the current University of Alaska Tech Prep articulation agreements include:

Dual credit for courses taken at the university campus: Student receives both secondary and postsecondary credit by taking a postsecondary course taught by the postsecondary faculty, generally located at the postsecondary institution.

Courses brokered with a community organization, postsecondary institution, or postsecondary instructor: Student receives both secondary and postsecondary credit for a course taught by a qualified instructor who is contracted by the secondary school to teach the course to the students.

School to Apprenticeship: This formal program provides secondary students with automatic entry into a registered apprenticeship program. This is not actually dual “credit”, but some of the requirements of the apprenticeship program will have been met.

#### For more information:

University of Alaska Anchorage  
907.786.6480  
[www.uaa.alaska.edu/techprep/](http://www.uaa.alaska.edu/techprep/)

Career and Technical Education  
Dept. of Education and Early Development  
[www.eed.state.ak.us/tls/CTE/techprep.html](http://www.eed.state.ak.us/tls/CTE/techprep.html)

Tech Prep Coordinator  
Dept. of Labor and Workforce Development  
907.269.7329

Tanana Valley Campus  
Associate Director  
907.474.1153



“

Alaska’s economy and our current as well as future industries, demand that we get this right. We must prepare Alaskans for the high skill, high wage jobs that will ensure prosperity for all in the coming decades.

”

Ann Spohnholz, Executive Director  
Alaska Process Industry Careers Consortium  
& Industry Skills Coalition



“

The cooperation between the University of Alaska Anchorage and its partners has reduced duplication of effort and increased the quality of work for Tech Prep students.

”

Sally Spieker  
Tech-Prep Coordinator  
University of Alaska Anchorage

## VTEP COMMITMENT #4

### Assist business education partnerships.

Business Education Partnerships are essential to high quality technical education. When industry provides leadership to technical programs, learners and industry are well-served. Business education partnerships however, take time and sustained effort to grow into profitable relationships. Maintenance of business education partnerships must remain a high priority in the development of a statewide system of career and technical education.

#### ACTIONS:

- 4.A Regional Partners
- 4.B Statewide Partners
- 4.C Education Partners
- 4.D Work Readiness Certificate

- 4.A Following is a sampling of current regional VTEP industry partners: SOUTHWEST ALASKA MUNICIPAL CONFERENCE (SWAMC), BRISTOL BAY ECONOMIC DEVELOPMENT CORPORATION, BRISTOL BAY NATIVE ASSOCIATION, BRISTOL BAY NATIVE CORPORATION, BRISTOL BAY HOUSING AUTHORITY, BRISTOL BAY BOROUGH, BRISTOL BAY BOROUGH SCHOOL DISTRICT, LAKE AND PENINSULA BOROUGH, LAKE AND PENINSULA SCHOOL DISTRICT, ALYESKA PIPELINE COMPANY SECTION 29, BRISTOL BAY COMPUS/RURAL COLLEGE UAF, SOUTHWEST ALASKA CONTRACTORS, ALASKA WORKS PARTNERSHIP, BRISTOL BAY AREA HEALTH CORPORATION, 33 VILLAGE CORPORATIONS, NORTH SLOPE BOROUGH, ARCTIC SLOPE REGIONAL CORPORATION, UKPEAGVIK INUPIAT CORPORATION, ARCTIC SLOPE NATIVE ASSOCIATION, SAMUE SIMMONDS MEMORIAL HOSPITAL, NORTON SOUND ECONOMIC DEVELOPMENT CORPORATION, BRISTOL BAY ECONOMIC DEVELOPMENT COUNCIL, ARCTIC SLOPE REGIONAL CORPORATION, PROVIDENCE HEALTH SYSTEMS ALASKA, GCI, BARROW ILISAGVIK COLLEGE, DENALI CENTER, FAIRBANKS MEMORIAL HOSPITAL, WILLIAMS PETROLEUM, GVEA SOUTHEAST REGIONAL HEALTH CONSORTIUM, SITKA COMMUNITY HOSPITAL
- 4.B Following is a sampling of current statewide VTEP industry partners: APICC, ASNHA, DENALI COMMISSION, LABOR UNIONS, ADETC, HIGH TECH BUSINESS COUNCIL AND IT CAREERS CONSORTIUM, ALASKA BUSINESS EDUCATION COMPACT, ALASKA WORKS PARTNERSHIPS
- 4.C Following is a sampling of current statewide VTEP education partners: FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT, UAF COLLEGE OF RURAL ALASKA, UAF TANANA VALLEY CAMPUS, DELTA JUNCTION SCHOOL DISTRICT
- 4.D APICC, with the ISC, has a contract with AWIB/AWIO to create and pilot Youth Employability Skills Certification (YES) and recommend a final product for adoption by AWIB for implementation in 2004. VTEP will participate in this pilot process. Both the ADOLWD and Alaska DEED have identified the need to develop an AWIB endorsed work readiness certificate that would be recognized statewide. VTEP has the opportunity to play a significant role in accomplishing this goal. Members of VTEP agree to pilot a common rubric to assess youth and adults in employability skills, in employment settings. Results of this pilot will be used in the development of a the statewide certificate.



“

Our vocational technical providers are too well hidden from business and industry. There are some great training programs developing new-hires and providing for our incumbent workforce. As an employer and chair of the Alaska Business Education Compact, I see this consortium of Providers taking the lead and needed action to collaborate, deliver and engage with employers to build the workforce. Congratulations. It's about time!

”

Dave Rees, Team Lead  
HSE & Operations Training  
North Slope Training Cooperative, Alaska  
BP Exploration (Alaska), Inc.

## VTEP COMMITMENT #5

### Focus on excellence in schools' improvement.

#### 5.A Regional Learning Centers and the No Child Left Behind Act

The No Child Left Behind Act (NCLB) requires school districts to show achievement gains annually – adequate yearly progress. If these benchmarks are not met, the district is required to provide alternatives – supplemental service centers. Furthermore, districts are expected to employ teachers who are highly qualified in the topics they teach. It is clear that in rural Alaska all many of the conditions of the NCLB will be difficult or impossible to meet. Regional Learning Centers, in partnership with local districts, will be able to provide services that will help bring the State of Alaska into compliance with the No Child Left Behind Act.

#### ACTIONS:

- 5.A NCLB
- 5.B HSGQE

#### 5.B Regional Learning Centers and the High School Graduation Qualifying Exam

No student will earn a high school diploma in the State of Alaska after February 1, 2004 without having passed the Reading, Writing, and Math portions of the High School Graduation Qualifying Exams (HSGQE). The class of '04, currently juniors, first took this exam as sophomores in the Spring of 2002. In the math portion of the test, 46% of the 10,147 students of that class did not reach proficiency. That is 4,668 individual students. In Reading, 42%, and in Writing, 29% have not reached proficiency. Certainly some of these students will, in the last two years of high school, reach proficiency. Just as certainly, thousands of students who would have otherwise graduated will not.

These students are offered the opportunity to take the HSGQE in the fall and spring of each of the three years after their expected high school completion date. Six more tries. But, under what conditions should we be optimistic that these students will do better? Can returning to the school system from which they exited after 13 years without the requisite skills be reasonably expected to produce different results? A different option is needed.

Regional Learning Centers can provide something that their local school systems cannot: academic skill development with adult and non-traditional instructional methods, vocational skills towards high-wage employment, and a student life supportive of academic, vocational, and character growth. Students who do not succeed in passing the HSGQE can be led directly into a GED program. Through appropriate vocational education, Regional Learning Centers can help provide a successful capstone educational experience even in the event that HSGQE proficiency is not reached. It seems only fair that those students who do not pass the reading, writing, and math tests have alternative educational opportunities.

## VTEP COMMITMENT #6

### Report on progress and accountability.

- 6.A VTEP proposes to be an advisory resource to ADOLWD and the research and analysis teams that evaluate and report Provider data annually.
- 6.B VTEP will further refine the “Blueprint” recommendations on progress and accountability.
- 6.C This VTEP document reports on progress and agenda items for future work in integration of statewide delivery of education services.

#### ACTIONS:

- 6.A Advisor Role
- 6.B “Blueprint” Work
- 6.C VTEP Report

## VTEP COMMITMENT #7

### Support career pathways for Alaska careers.

A good statewide system of vocational education means that all Alaskan youth need pathways to career opportunities. VTEP is committed to growing those career opportunities. Career Pathways provides a new way to prepare Alaskans for the work force and further education. Career Pathways are a meaningful organizational tool for education and training institutions to:

- Ensure that every single component, program and step in the educational training and retraining process works together to help make education relevant and meaningful to training participants.
- Help students make seamless transition to postsecondary training, retraining and adult life.
- Create a trained workforce for Alaska and increase economic development.
- Help students attain high academic, employability, and occupational standards.
- Build true partnerships with business and industry.
- Align the career and technical training system by the utilization of common academic and industry recognized standards and certifications.
- Connect the K-12, postsecondary and workforce development systems.
- Provide a way to organize labor market and occupational supply and demand information that is relevant to the K-12, post secondary and workforce development system.

#### ACTIONS:

Pathway System

“

Our vision and goals for education of our young people must reflect the reality that sixty percent or more of our youth do not go on to college or complete their college degrees. More emphasis and resources must be placed on career and professional education that launches our youth into well-paying, high quality career ladders.

”

Sally J. Suddock, Executive Director  
Alaska High-Tech Council  
Co-Chair, Alaska Industry Skills Coalition

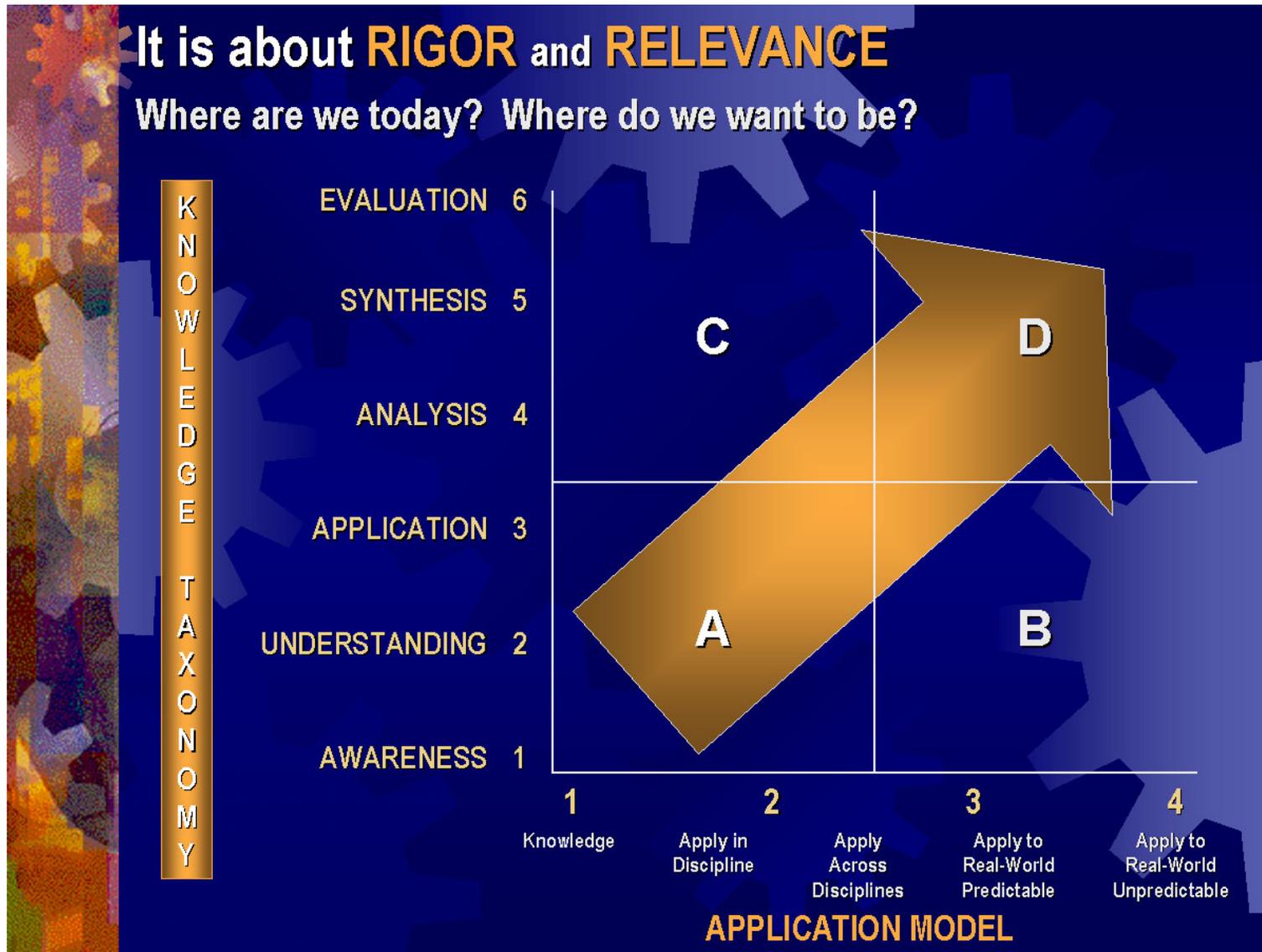
“

Alaska needs a training system that is inclusive rather than exclusive. Through this the answers become clear.

”

Kris Forrester, Director  
Career & Technical Education  
Matanuska-Susitna Borough School District

Career pathways help students, parents, teachers and counselors see the relationship of education to the world of work. Whether pursuing a four-year degree, a two year degree or on the job training, students follow a career pathway. Each pathway leads to many occupations and suggests the related education and training necessary to prepare for those occupations.



## VTEP COMMITMENT #8

### Expand the registered apprenticeship system to new occupations.

- 8.A VTEP will review apprenticeship system and work with ADOLWD to develop apprenticeship programs for new occupations.
- 8.B VTEP members will continue to work with business, labor and education partnerships to expand the apprentice model and employment of apprentices to Alaska's major industry occupations.
- 8.C VTEP members will continue to work with the University of Alaska to expand the apprenticeship technology program within the university statewide system. The University's apprenticeship technology degree program allows individuals attending an USDOL approved apprenticeship program to concurrently complete the requirements for an Associates of Applied Science Degree in Apprenticeship Technology and the apprenticeship program.
- 8.D The University of Alaska has a program that can provide some credit for completed industry and business credential training.

#### ACTIONS:

- 8.A Work with ADOLWD
- 8.B Work with Partners
- 8.C Work with UA
- 8.D Dual Credit

## VTEP COMMITMENT #9

### Utilize statewide Vocational-Technical Education partnerships while maintaining local guidance and governance.

In order to empower people you have to give them the tools to do things for themselves, think for themselves, come up with their own answers to their own problems, question what is going on, be part of the solution, know how to work with each other locally and on other levels. Education and training are good basic tools to help sustain our people, our regions and our State.

- 9.A VTEP Commitment #4 speaks to the success of Regional Providers in partnership with local industry. Using limited resources, they provide diversity in delivery approaches, and a wide range of services with significant community partnerships.
- 9.B The VTEP MOU represents the commitment of Providers to function as a statewide system while delivering services locally.
- 9.C VTEP recognizes the need for a central funding funnel to channel support according to the commitments of the MOU, and wishes to participate in the formulation of that mechanism.
- 9.D A template for the Provider database was generated by the VTEP group as a tool to support a statewide system. See Item 2.C.

#### ACTIONS:

- 9.A Regional Partners
- 9.B MOU
- 9.C Central Funding
- 9.D Clearinghouse
- 9.E Regional Learning Centers

9.E This matrix of Regional Learning Centers notes existing and future (F) coordination of training services demonstrating provision of local services within the statewide context.

	AVTEC	BETHEL YUUT ELITNAURVIAT	SITKA CONSORTIUM	KOTZEBUE TECHNICAL CENTER	KING SALMON	ILISAGVIK COLLEGE
AVTEC		Marine Safety Basic Training (BST) to Bethel	AVTEC @ UAS – Engine electronics Boat / Marine	Western Rivers License Mobile 6-pack (F) Basic Safety (F)	Maritime CG, Distance IT	Bulk Fuel Operations (F)
BETHEL YUUT ELITNAURVIAT	CNA to LPN (F) Prepared students to AVTEC (F)			Bethel Students to KTEC		
SITKA CONSORTIUM	Introductory Voc Tech to AVTEC Introductory Voc Programs Articulated to AVTEC (F)	Environmental Technology Bethel (F)				Students to Heavy Equipment Program
KOTZEBUE TECHNICAL CENTER	Students to AVTEC Heavy Equipment Mechanic Maritime Program	Mining to Bethel (F)	CHAP students to Sitka for certification (Also Nome)			Students Heavy equipment Allied Construction Trades Healthcare (F)
KING SALMON	Students - Maritime Mechanics Electrical Program		Students to Environmental Technology	Students to KTEC Welding Health		Students to CDL Commercial Drive Trailer and Heavy Equipment
ILISAGVIK COLLEGE	Students to AVTEC Industrial, Electrical and Welding for ASRC			Students – Health Occupations Building Maintenance Office Occupations		

# VTEP Next Steps

These issues are the basis of VTEP's future working agenda.

1. Outreach to Administration, State Leadership, Federal Government, ADOLWD, DEED, ASD, UA, industry, press, and public.
2. Seek funding/staff support from AWIB/ADOLWD and others for VTEP Action Agenda.
3. Establish VTEP governance, mission and value and staffing
4. Develop statewide dual enrollment/tech prep protocol and standards for use by secondary and post secondary educators that includes a definition of terms, guiding principle, and practical steps to be taken for those schools wishing to establish dual credit enrollment programs.
5. Identify, share and pilot academic and technical basic education and skill assessment tools for secondary and postsecondary students and produce recommendations for use of assessment tools for public and private workforce developers.
6. Develop VTEP advocacy, outreach and public awareness plan
7. Build VTEP provider database.
8. Draft common criteria for evaluating proposals by VTEP in model of ADETC.
9. Continue to work with UA on statewide dual credit protocol
10. Align success reporting. and continue to refine progress and accountability.
11. Shape funnel mechanism as advocacy tool for greater statewide funding
12. Explore the potential for Rural Utilities Technician based on the model of BMR, Building Maintenance and Repair
13. Employability skills/assessment/certifications as part of high school graduation requirement
14. Relationship of voc-tech and rural campuses
15. Linkage of provider clearinghouse with job opportunities/systems
16. Align education program language with ADOLWD terminology

# Appendix

## **Meeting Summaries**

1. WIA Workshop
2. 01.10.03 VTEP Workshop
3. 01.23.03 VTEP Teleconference
4. 02.11.03 VTEP Workshop
5. 03.31.03 VTEP Workshop
6. 04.28.03 VTEP Workshop
7. 05.30.03 VTEP Workshop

## **VTEP Participant Contact List**

## **VTEP MOU**

## **AWIB Resolution 02-17**

## **Draft AWIB Resolution 03-03**

List of Related Documents:

1. Alaska's Jobs for Alaska's People, Report from Commonwealth North, May 2003
2. Alaska Jobs for Alaska's People, Survey Report from Dittman Research, May 2003
3. Bridging the Workforce Gap, Department of Labor, March 2003
4. Vision Anchorage, Alaska Economic Development Corporation, March 2003
5. Distance Education Curriculum and Content Development, 2002 Report, Alaska Distance Education Technology Consortium
6. Workforce Development Trends Affecting Young Alaskans, Department of Education, June 2000
7. Alaska Native Coalition on Employment and Training, 2002 Profile
8. Alaska's Future Workforce Strategic Policies and Investment Blueprint, AHRIC, December, 2000