

**Alaska Workforce Investment Board**

**October 25, 2018**

**8:30 am – 4:00 pm**

**Meeting Documents**

**1-888-354-0094 conference ID 4461969111**

**Video Conference Locations**

**Department of Labor and Workforce Development  
3301 Eagle Street, Room 305, *Anchorage***

**Department of Labor and Workforce Development  
675 7<sup>th</sup> Avenue, Station M, *Fairbanks***

**Department of Labor and Workforce Development  
1111 W. 8<sup>th</sup> Avenue, Room 210 *Juneau***



ALASKA DEPARTMENT OF LABOR  
& WORKFORCE DEVELOPMENT

*Alaska Workforce Investment Board (AWIB) Meeting*  
**October 25, 2018**  
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**Thursday, October 25, 2018**

**8:30 Introduction**

- Call to Order..... AWIB Chair Larry Bell
- Roll Call..... Louise Dean, Acting Executive Director, AWIB
- Welcome ..... Chair Larry Bell
- Agenda Approval..... Chair Larry Bell
- Welcome .....DOLWD Commissioner Heidi Drygas

**8:45 DOLWD Research and Analysis Economic Update and Ten-Year Industry & Occupational Forecast** ..... Dan Robinson, Chief, Research and Analysis

**9:15 Committee Reports**..... Committee Chairs  
Executive .....Larry Bell  
Workforce Readiness & Employment Placement ..... Marcus Trivette  
Assessment and Evaluation ..... Doug Tansy  
Legislative ..... Kevin Pomeroy  
Policy and Planning..... Corey Baxter

**9:30 Statewide Vocational Rehabilitation Committee Update**..... Kathy Craft  
**Alaska Commission on Post-Secondary Education Update**..... Dan Domke

**9:45 DOLWD Budget Update** ..... Paloma Harbour, Administrative Services Director

**10:00 DOLWD Legislative Update**..... Tally Teal, Special Assistant

**10:15 DOLWD AVTEC Update**.....Cathy LeCompte, AVTEC Division Director

**10:30 Break**

**10:45 Div. of Vocational Rehabilitation Update** .....Mark Dale, Acting Director, DVR



ALASKA DEPARTMENT OF LABOR & WORKFORCE DEVELOPMENT

Alaska Workforce Investment Board (AWIB) Meeting

DRAFT

October 25, 2018

- 11:00 Industry and Regional Updates: Group One (Carin Smolin, Marcus Trivette, Mike Tucker, Meg Nordale, Fred Villa)
11:30 Lunch – On Your Own
1:00 Public Testimony
1:15 Industry and Regional Updates: Group Two (Monique Martin, Corey Hester, Bill Huber, Heather Parker, Kevin Pomeroy, Deborah Riddle)
1:30 Div. of Employment Training Services Update ..... Shawna Harper & James Harvey, Assistant Directors, DETS
1:45 Discussion Items
David G. Stone Awards .....Doug Tansy/Louise Dean
Election of Officers ..... Louise Dean
One Stop MOU Update .....Louise Dean
WIOA Combined Plan Strategy: Apprenticeship..... TBD DETS staff
2:15 Break
2:30 Action Items
2018 AWIB Calendar .....Larry Bell
Apprenticeship Training Plan..... Marcus Trivette
Alaska CTE Plan Addendum ..... Corey Baxter
RESOLUTION 18-04 Job Center Certification ..... Doug Tansy
RESOLUTION 18-05 In support of the Alaska Apprenticeship Plan ..... Marcus Trivette
RESOLUTION 18-06 In support of the Alaska CTE Plan Addendum..... Corey Baxter
3:00 Break
3:15 Alaska Gasline Workforce Plan Update .....TBD (Mike Andrews?)
3:30 Industry and Regional Updates: Group Three (Corey Baxter, Mayor Ethan Berkowitz, Bruce Bustamante, Britteny Cioni- Haywood, Kathy Craft, Dan Domke, Cheryl Edenshaw)
4:00 Adjourn

# DEPARTMENT UPDATES



**Research and Analysis – Alaska Economic  
TRENDS – October 2018**



**Budget Update**



**Legislative Update**



**AVTEC Update**



**Vocational Rehabilitation**



**Employment and Training Services**



**ALASKA ECONOMIC**  
**TRENDS**  
OCTOBER 2018

INDUSTRY and  
OCCUPATION  
PROJECTIONS  
for 2016 to 2026

# FROM THE COMMISSIONER

## Gasline a once-in-a-generation opportunity for Alaskans

Project development in Alaska is about to spur incredible growth and opportunity. A North Slope renaissance in oil and gas, breaking ground at Donlin Gold Mine, expansions at Fort Knox and Kensington Mines, extensive military construction in the Interior, and construction of the Alaska LNG Project are all on the horizon. These projects will require thousands of skilled workers to fill high-paying positions, including long-term operations and maintenance “legacy” jobs and indirect jobs.



**HEIDI DRYGAS**  
Commissioner

Alaska Hire remains a priority for these new projects, and a Project Labor Agreement on the Alaska LNG Project will help us hire our neighbors and our sons and daughters who want to live and work here. The Department of Labor and Workforce Development will work with partners to give Alaskan workers, contractors, employers, private businesses, and residents the competitive advantage they need to stand first in line for these positions: jobs with good wages and benefits that will support families and strengthen our economy.

The Alaska LNG Project is an immediate priority that will deliver Alaska’s abundant natural gas to in-state customers and international markets, reducing energy costs for residents and putting thousands of Alaskans to work. While Alaska maintains a strong construction workforce despite the recent downturn in our economy, the demands of building an 807-mile gas pipeline and associated infrastructure will quickly outstrip the current labor supply. This project is just one of several that calls for immediate expansion of training opportunities to prepare our workforce. Ensuring the maximum number of Alaskans work on these projects will require increased state, federal, and private sector investment for career and technical education and workforce development programs.

For perspective, constructing the Alaska LNG Project will require 12,000 workers and create another 1,000

long-term legacy jobs once built. The project will also generate 6,000 indirect jobs during construction and another 500 during operation.

Governor Walker and Alaska Gasline Development Corporation President Keith Meyer have repeatedly voiced support for a PLA on this project, which will help maximize Alaska Hire goals. With strategic planning in the works this year, Alaskans will be first in line for these jobs.

This spring, the department published the Alaska LNG Project Gasline Workforce Plan. In developing the plan, the department conducted public meetings in Anchorage, Fairbanks, and Kenai, which brought together employers, education leaders, organized labor representatives, training professionals, and industry stakeholders who shared strategies for putting Alaskans to work on the natural gas pipeline. Stakeholder input shaped the resulting workforce plan, and it will drive our actions moving forward.

With a similar collaborative approach, I have asked experts from across the state to join me at the end of October for a meeting of industry leaders, employers, organized labor representatives, and education and training partners at the forefront of major upcoming projects. Leaders from the oil and gas, mining, maritime, and construction industries will identify workforce needs that come with exciting yet demanding development opportunities.

We are closer than ever to a final agreement to finance and build a gasline to monetize Alaska’s vast natural resource and provide energy for Alaskans for decades to come. On this project’s timeline alone, pre-construction activities could start in 2019 and transition into full-swing construction soon after. We must rise to the challenge of preparing Alaskans for these once-in-a-generation opportunities. I am confident that through collective preparation, Alaskans will build and operate the major projects on our state’s horizon. Training starts now — there is no time to waste.

Contact the office of Commissioner Heidi Drygas at (907) 465-2700 or [commissioner.labor@alaska.gov](mailto:commissioner.labor@alaska.gov).



Follow the Alaska Department of Labor and Workforce Development on Twitter ([twitter.com/alaskalabor](https://twitter.com/alaskalabor)) and Facebook ([facebook.com/alaskalabor](https://facebook.com/alaskalabor)).

OCTOBER  
2018

Volume 38 Number 10  
ISSN 0160-3345

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ON THE COVER:

The Seven Summits Challenge team of six airmen descends Denali, part of a challenge that takes 14 days. Photo courtesy of U.S. Air Force

**ALASKA**  
DEPARTMENT of LABOR  
and WORKFORCE  
DEVELOPMENT

Governor Bill Walker  
Commissioner Heidi Drygas

# ALASKA ECONOMIC TRENDS

## 4 INDUSTRY PROJECTIONS

5.1 percent job growth  
projected from 2016 to 2026

## 11 OCCUPATION PROJECTIONS

Most high-growth jobs will be  
in health care for 2016 to 2026

## 18 GAUGING ALASKA'S ECONOMY

*Trends* is a nonpartisan, data-driven monthly magazine that covers a range of economic topics in Alaska.

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# Industry Projections

## 5.1 percent job growth projected from 2016 to 2026

By **PAUL MARTZ**

**A**lthough the state remains in a protracted recession with job losses continuing in 2018, we project Alaska will add roughly 17,000 jobs from 2016 to 2026, for 5.1 percent growth. Oil prices have rebounded since the plunge that began in late 2014, but the recession's lingering effects will dampen some industries' growth over the decade.

Industries tied to oil and gas as well as state government grew steadily from 2010 through 2015 while oil prices were high, and then lost jobs rapidly when prices fell. We expect some of those losses to stick.

Extraction and support activities for oil and gas — an oil and gas related subset of “support activities for mining” — are projected to decline by 3.6 percent (-136 jobs) and 6.1 percent (-477 jobs), respectively. State government will also continue to decline, with a projected loss of 868 jobs (-5.1 percent). These industries' employment will likely settle around their early-to-mid-2000s levels, with most of the loss in the near term.

Led by health care, a number of industries' projected growth will more than offset those losses. Health care has been on a decades-long growth streak, even throughout the current recession, a trend we expect to continue through the projection period. We project 21.4 percent growth in health care and social assistance employment, or about 10,100 jobs, in the long term. Population increases and aging will be the primary drivers, but state and federal policies are also important factors.

We produce a new set of projections every two years. That's especially important in Alaska, where large resource extraction and development projects play an outsized role in the state's economy and can significantly change the employment picture.

However, these projects have long lead times, extensive permitting requirements, and complicated economics — a natural gas pipeline and Pebble Mine are

### Why is 2016 the base year?

Readers sometimes question why the projections begin with 2016 when we're already more than halfway through 2018. The short answer is it's important to begin with a solid set of numbers that won't be revised further rather than to use newer but preliminary data. For more detail on how we create the projections, see the sidebar on page 8.

examples — so we don't include them here until they are nearly certain to happen during the projection period.

### Marijuana will boost agriculture

Although agriculture is a tiny industry in Alaska, it's set to be the second-fastest growing in percent terms (24.4 percent) due to the legalization of recreational marijuana in 2014.

The broader sector — agriculture, forestry, fishing, and hunting, of which marijuana cultivation is a part — will add a projected 254 jobs from 2016 to 2026. Most will be in the greenhouse, nursery, and floriculture production industry, with the remainder in aquaculture and support activities for crop production. Greenhouse, nursery, and floriculture production employment is likely to more than double, from 128 jobs to 367 — a gain of nearly 190 percent.

### Growth mainly in existing mines

Mineral mining has been stable over the past decade, aside from downward pressure on coal mining. We project 16.9 percent growth over the decade, or 460 jobs, mainly in existing mines. Continued expansion has become necessary as most active mines seek additional resources to extend their lives.

The greatest potential for a new mine is Barrick and



# 1

## Alaska Employment Projections by Industry 2016 to 2026

Industry <sup>1</sup>	2016 estimated jobs <sup>2</sup>	2026 projected jobs	Change from 2016 to 2026	Total % change <sup>3</sup>
Total Employment, All Jobs <sup>4</sup>	332,283	349,286	17,003	5.1%
Goods-Producing	45,575	46,711	1,135	2.5%
Natural Resources and Mining	16,256	16,621	365	2.2%
Agriculture, Forestry, Fishing and Hunting	1,043	1,297	254	24.4%
Mining	15,213	15,324	112	0.7%
Oil and Gas Extraction	3,762	3,625	-136	-3.6%
Mining (except Oil and Gas)	2,727	3,187	460	16.9%
Support Activities for Mining	8,725	8,512	-213	-2.4%
Construction	15,646	16,344	698	4.5%
Construction of Buildings	4,346	4,567	221	5.1%
Heavy and Civil Engineering Construction	3,443	3,657	214	6.2%
Specialty Trade Contractors	7,857	8,119	263	3.3%
Manufacturing	13,674	13,745	72	0.5%
Food Manufacturing	10,221	10,134	-86	-0.8%
Seafood Product Preparation and Packaging	9,777	9,537	-240	-2.4%
Manufacturing, All Other	3,453	3,611	158	4.6%
Services-Providing	286,347	302,240	15,893	5.6%
Trade, Transportation, and Utilities	67,141	68,161	1,020	1.5%
Wholesale Trade	6,389	6,512	123	1.9%
Retail Trade	36,681	36,776	95	0.3%
Transportation and Warehousing <sup>5</sup>	21,929	22,626	697	3.2%
Air Transportation	6,219	6,469	251	4.0%
Water Transportation	1,341	1,355	14	1.0%
Truck Transportation	2,841	2,784	-57	-2.0%
Transportation and Warehousing, All Other	11,528	12,017	489	4.2%
Utilities	2,142	2,247	105	4.9%
Information	6,301	5,734	-567	-9.0%
Financial Activities	12,829	13,097	269	2.1%
Finance and Insurance	7,002	7,048	46	0.7%
Real Estate and Rental and Leasing	5,827	6,049	223	3.8%
Professional and Business Services	27,740	29,010	1,269	4.6%
Professional, Scientific, and Technical Services	13,790	13,968	178	1.3%
Management of Companies and Enterprises	2,686	3,037	351	13.1%
Administrative and Support and Waste Management and Remediation Services	11,264	12,004	741	6.6%
Education and Health Services	77,535	87,938	10,403	13.4%
Educational Services, Public and Private <sup>6</sup>	30,288	30,557	269	0.9%
Elementary and Secondary Schools, Public and Private	21,213	21,387	174	0.8%
Educational Services, Public and Private, All Other	9,075	9,170	96	1.1%

Table continues on next page

NovaGold's Donlin Creek Gold Project, situated on lands owned by the Kuskokwim and Calista corporations. The project received its final Environmental Impact Statement, required under the National Environmental Policy Act, and a Record of Decision issued Aug. 13, 2018, although additional permits and a final development decision are pending.

The number of jobs this project could generate is uncertain, but it would significantly change mining's employment picture. This is a complex project, though, and it will be sensitive to expectations about future mineral prices and the regulatory environment.

### Mining support to recover losses

Just under half of the mining jobs in Alaska are in the primary oil and gas extraction and mineral mining industries ("mining, except oil and gas"), and the remainder — 57 percent — are in "support activities for mining."

Within support activities, oil and gas drilling is expected to add 197 jobs over the projection period — but that growth will come on the heels of a loss of about half the industry's employment since 2014 (-544 jobs). Given the extent of that decline, the projected

# 1

## Alaska Employment Projections by Industry, continued 2016 TO 2026

Industry	2016 estimated jobs <sup>2</sup>	2026 projected jobs	Change from 2016 to 2026	Total % change <sup>3</sup>
Health Care and Social Assistance, Public and Private <sup>7</sup>	47,247	57,381	10,134	21.4%
Ambulatory Health Care Services	20,100	25,125	5,026	25.0%
Hospitals	13,759	16,999	3,241	23.6%
Health Care and Social Assistance, All Other	13,389	15,256	1,868	14.0%
Leisure and Hospitality	35,757	39,060	3,303	9.2%
Arts, Entertainment, and Recreation	4,827	5,348	521	10.8%
Accommodation and Food Services	30,930	33,712	2,782	9.0%
Accommodation	8,496	9,296	800	9.4%
Food Services and Drinking Places	22,434	24,416	1,982	8.8%
Other Services (Except Government)	11,632	12,397	765	6.6%
Total Government	47,411	46,843	-568	-1.2%
Federal Government <sup>8</sup>	13,195	13,195	0	0%
State Government <sup>9</sup>	16,867	15,998	-868	-5.1%
Local Government <sup>10</sup>	17,349	17,649	300	1.7%
Unreported	362	336	-	-

<sup>1</sup>Industry categories differ from other data sets we publish, largely because these combine public and private employment.

<sup>2</sup>May not sum to total employment due to rounding

<sup>3</sup>Percent change may be inconsistent with employment change due to employment rounding.

<sup>4</sup>Excludes self-employed workers, fishermen, domestic workers, unpaid family workers, and nonprofit volunteers

<sup>5</sup>Includes U.S. Postal Service employment

<sup>6</sup>Includes local and state government education employment

<sup>7</sup>Includes public sector hospital employment

<sup>8</sup>Excludes uniformed military, postal service, and hospital employment

<sup>9</sup>Excludes university, railroad, and hospital employment

<sup>10</sup>Excludes public school and hospital employment

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

increase wouldn't replace every lost job but would put industry employment close to its mid-2000s level of about 900 jobs.

Jobs in support activities for oil and gas operations are in a similar position, having fallen 36.5 percent from 2015 to 2017 (-3,644 jobs). We expect employment to settle around 7,297 jobs by 2026, which would be a loss of 477 since 2016 (-6.1 percent).

The smaller mining support industries focus on metal and nonmetallic minerals, and these combined are projected to grow 24.9 percent (68 jobs).

### Slower growth for construction

We expect construction employment will grow slightly slower than the rest of the economy, at 4.5 percent (698 jobs). The sector lost 2,178 jobs (-12.9 percent) between 2014 and 2017.

Specialty trade contractors have taken the biggest hit in this recession, losing 1,006 jobs (-12.1 percent) between 2015 and 2017, followed by nonresidential building construction at a 14.9 percent loss over that period (-468 jobs). We project both of these will recover slightly, with specialty trades adding 263 jobs (3.3 percent) and nonresidential building gaining 36 (1.3

percent). Residential building will grow a bit more, at a projected 12.2 percent (185 jobs).

The heavy and civil engineering construction category includes oil and gas pipeline-related construction as well as a mix of highway, street, bridge, and other heavy and civil engineering construction.

Employment in oil and gas pipeline and related construction reached a 19-year high in early 2014 at 957 jobs, climbed to 999 jobs in 2015, then dropped to 824 the following year. We expect employment to continue falling and hit 782 jobs by 2026. That would still be higher than most of the last two decades' employment levels, however.

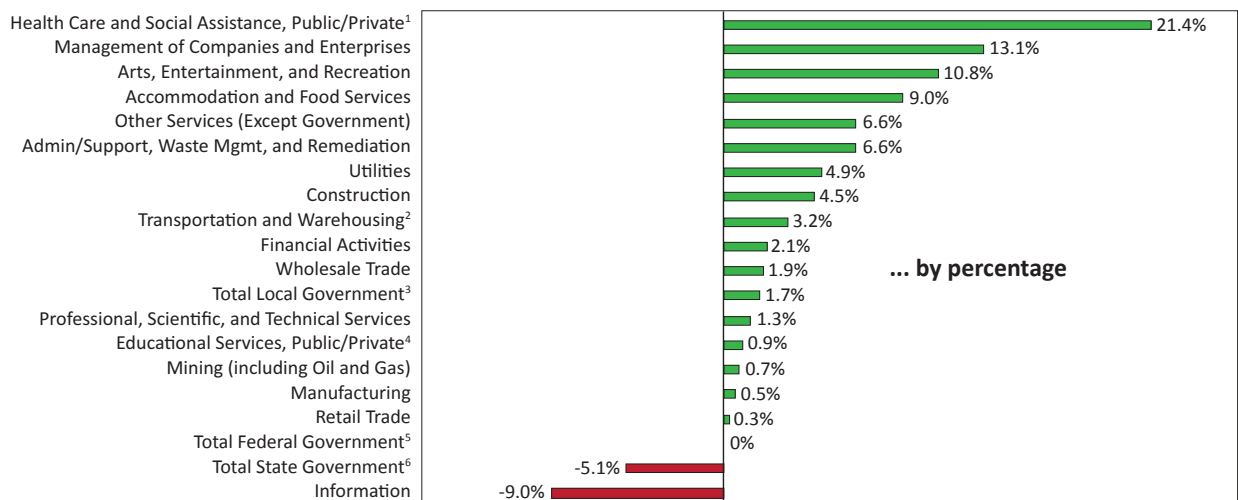
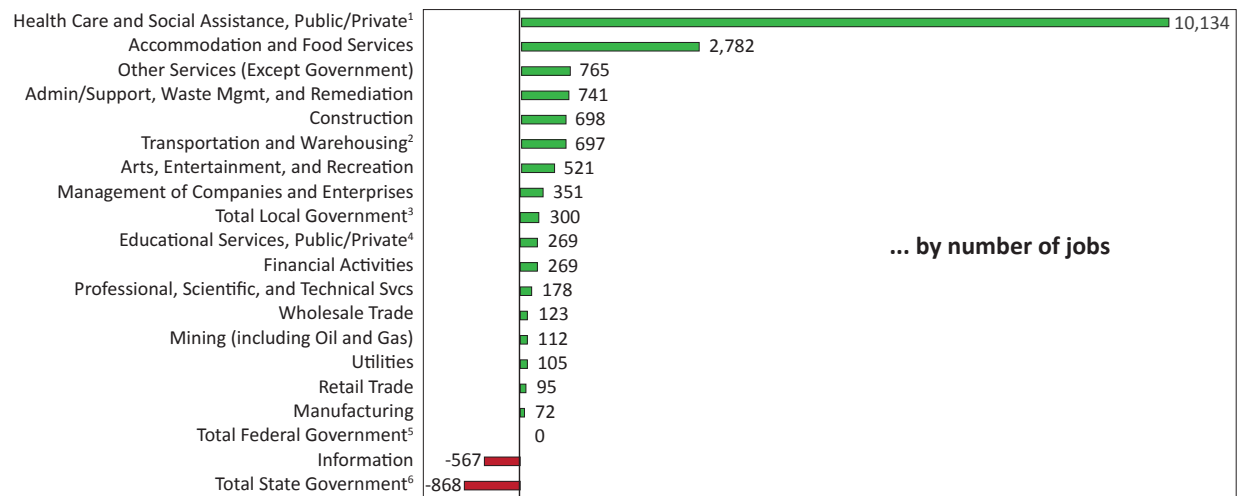
Highway, street, and bridge construction will grow by a projected 5.6 percent (90 jobs). This industry has been remarkably stable over the past 18 years, and although it declined in 2017, we don't anticipate a permanent shift to lower employment.

The "other" heavy and civil engineering construction industry is set to grow from 298 jobs in 2016 to 392 jobs by 2026. This industry's employment fell 53.4 percent between 2014 and 2017, and the projected 2026 level would still be near the low end for the last 27 years. Large state capital budgets and oil and gas projects have bolstered this industry in the past, but the

# 2

## Projected Job Growth by Industry

ALASKA, 2016 TO 2026



<sup>1</sup>Includes public sector hospital employment

<sup>2</sup>Includes U.S. Postal Service employment

<sup>3</sup>Excludes public school and hospital employment

<sup>4</sup>Includes local and state government educational employment

<sup>5</sup>Excludes uniformed military, postal service, and hospital employment

<sup>6</sup>Excludes university, railroad, and hospital employment

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

state is unlikely to regain an oil price or state budget environment that would sustain such high job levels.

### Seafood manufacturing mostly flat

Manufacturing will add a projected 72 jobs (0.5 percent), leaving it mostly flat for the next decade. The vast majority of its jobs are in the seafood product preparation and packaging industry, which we project will decline 2.4 percent (-240 jobs). The seafood harvesting side lost 14.1 percent of its wholesale value

statewide between 2011 and 2016, but the value jumped 13.4 percent from 2016 to 2017, which erased much of the loss.<sup>1</sup>

Total pounds processed have been up and down since recovering from the significant declines of 2007-2009. The trend has been up, though, and total pounds processed increased 34.0 percent between 2010 and 2017, even figuring in a major drop in 2016 due to lower-than-expected pink salmon returns.<sup>1</sup>

<sup>1</sup>Change in value is in 2017 dollars and comes from Alaska Department of Fish and Game's COAR Report, current as of June 23, 2018.

## How we create these projections

The Alaska Department of Labor and Workforce Development's Research and Analysis Section creates 10-year industry and occupational projections for Alaska every other year. These projections are the product of four steps:

### Step 1: Project industry employment

We use data from the Quarterly Census of Employment and Wages to determine the number of jobs for each industry during the first year, or "base year," of the projection period. Estimates and projections do not include self-employed workers, private household workers, most agricultural workers and fishermen (who are self-employed), and others not covered by the state's unemployment insurance program. We combine certain types of public sector employment — such as education, hospitals, rail transportation, and U.S. Postal Service — with private sector industries.

We create projections for each industry based primarily on historical trends, Alaska and U.S. population projections, and other industry-specific variables. The projections also take into account any knowledge of specific projects and observations of the current economic climate.

### Step 2: Determine the occupational makeup, or staffing pattern, of each industry

To estimate base year employment for each occupation, we determine the occupational staffing pattern of each industry. Most industries have a variety of occupations. The staffing pattern is the breakdown of each occupation's share of the industry's total employment, referred to as "staffing ratios."

Employers in Alaska report their workers' occupations when they submit unemployment insurance quarterly contribution reports, which form the basis of Alaska's Occupational Database. We use an analysis of the ODB data that corresponds to the projections' base year, the most recent Occupational Employment Statistics data available, and a baseline of historic industry staffing patterns to calculate occupational staffing ratios for the industries.

### Step 3: Calculate base year and projected occupational employment

For each occupation, we multiply each industry's estimated base year employment by the staffing ratio, and then sum the results to get the base year estimate.

For the projections, adjustments to staffing ratios within an industry are called "change factors." Change factors are multipliers that increase or decrease an occupation's estimated share of industry employment based on factors other than an industry's projected employment change. Examples include changes in consumer demand, technology, or business practices.

We then multiply each industry's projected employment by the adjusted staffing ratio for each occupation, and then sum the results by each occupation to get the projections.

### Step 4: Estimate job openings

Job openings for an occupation result from both job growth and occupational separations. An occupation's growth openings are equal to its change over the projection period. Estimates of separation openings are based on rates provided by the Bureau of Labor Statistics that account for labor force exits and occupational transfers. For more information on separations, see the sidebar in the occupation article on page 15 or visit: <https://www.bls.gov/emp/documentation/separations-methods.htm>.

Even with the relative stability in harvesting, seafood processing employment has continued to decline. The industry lost 1,177 processing jobs between 2014 and 2017 (-11.1 percent). Automation, changes in consumer preferences, and increases in exports for processing are all likely factors.

## Modest growth in retail, wholesale

Wholesale and retail trade are projected to add jobs in

line with the overall trend of flat to slight growth. We project 1.9 percent growth for wholesale (123 jobs) and just 0.3 percent for retail (95 jobs) over the decade. Both have lost ground during the recession, but wholesale has remained markedly flat aside from its losses in durable goods and wholesale electronic markets, agents, and brokers.

After adding 2,020 jobs between 2010 and 2015 (5.8 percent), retail trade lost 856 jobs between 2015 and 2017, a 2.3 percent decline. The biggest losses were

in food and beverage stores at 4.7 percent (-257 jobs) and in sporting goods, hobby, and musical instrument stores at 11.0 percent (-234 jobs).

Food and beverage stores have long been losing ground to general merchandise stores such as warehouse clubs and supercenters, so the recent losses weren't a surprise. The industry is projected to decline 5 percent through 2026 (-272 jobs).

The brief expansion of sporting goods stores between 2013 and 2014 offset some of the recent losses, but the gains from the new stores had mostly disappeared by 2017. The industry's long-term projection is a decline of 8.5 percent (-171 jobs), but with most of the losses in the short term followed by flat employment in the later part of the projection period. If we look at 2017 as the base year instead of 2016, the projected loss is far less dramatic at 2.9 percent, or 54 jobs.

Parts of the retail trade industry projected to grow include:

- General merchandise stores, including warehouse clubs and supercenters: 395 jobs (3.9 percent). Closures of Sam's Clubs throughout the state will cause some decline in 2018, but overall growth has been strong and Costco plans to expand into at least one of the two Alaska markets.
- Miscellaneous store retailers: 207 jobs (8.2 percent). This industry covers mostly smaller retailers such as gift shops, pet stores, and office supply stores.
- Building material and garden equipment and supplies dealers: 145 jobs (4.0 percent).
- Direct selling establishments: 81 jobs (7.5 percent).

## Tourism to bolster transportation

We project 3.2 percent growth for the transportation and warehousing sector (697 jobs). Tourism-related transportation will drive most of that gain. This includes:

- Scenic and sightseeing transportation, land: 127 jobs (12.5 percent).
- Scenic and sightseeing transportation, water: 168 jobs (22.0 percent).
- Scenic and sightseeing transportation, other: 40 jobs (40 percent).

Air transportation, scheduled and nonscheduled, will add a projected 251 jobs (4.0 percent). Water transportation's projection is essentially flat at just 14 jobs (1.0 percent).

We expect a 2 percent decline in truck transportation (-57 jobs), a 7.4 percent decline in rail transportation (-50 jobs), a 1.3 percent dip for postal service (-20 jobs), and a decrease of 6.5 percent in freight transportation arrangement (-19 jobs).

## Professional, scientific, and technical services

This sector is an amalgam of industries, most of which we expect to grow somewhat but with lingering effects from the recession. The hardest-hit industries have been oil related, with engineering and drafting services losing 583 jobs between 2014 and 2017 (-14.5 percent). The combined geophysical surveying and nongeophysical mapping services industry's employment plummeted 40.5 percent (-284 jobs), and environmental and other scientific and technical consulting services fell 19.6 percent (-219 jobs).

Although these industries will continue to struggle in the short term, we expect their employment to stabilize at relatively high levels, historically speaking, in the long run.

We project engineering and drafting services will add 76 jobs (2.1 percent) from 2016 to 2026, but disregarding the major loss in 2016 and looking only at 2017-2026 puts growth at 5 percent (172 jobs). The industry is projected to provide 3,621 jobs by 2026, which would be close to its employment level at the end of the last decade.

The geophysical surveying and nongeophysical mapping services industry is an extreme example of the effect that losses extending into 2017 can have on expected growth rates. The 2016 to 2026 timeline shows projected growth of 8.3 percent (45 jobs), but again, narrowing the period to 2017-2026 increases the rate to 40.7 percent (169 jobs).

The outlook for environmental and other scientific and technical consulting services is similar. The 2016 to 2026 projection is 75 new jobs (7.8 percent), but because losses have continued into 2018, growth when it resumes is projected to be even stronger than 7.8 percent to reach the total projected level of 1,034 jobs.

## Minor job growth for education

The public and private educational services industry — elementary and secondary schools as well as business, technical, trade, and other schools — is projected to add 269 jobs (0.9 percent) over the decade.

The projected growth for elementary and secondary schools is a modest 0.8 percent (174 jobs), based on lower anticipated population growth among 5-to-18-

year-olds as well as continued constraints on state education funding.

We project slow growth for business, technical, trade, and other schools as well, at 1.1 percent (96 jobs). Most of these jobs are in the University of Alaska, but the category includes other private colleges plus trade schools and sports and recreational instruction. Lower state budgets will be a similar drag on this industry, even with slightly more population growth in the 19-to-25-year-old group than in recent years.

## Health care continues to climb

Alaska's 65-plus population will increase an estimated 58.8 percent over the projection period, from 78,957 seniors in 2016 to 125,423 in 2026, as the large baby boomer generation continues to move into that age group. By 2026, senior citizens will represent 16 percent of Alaska's population, up from 11 percent in 2016. The 36-to-50 age group will increase by an estimated 21,548 people. In contrast, we anticipate the 21-to-35 age group will decline by 12,118.

Given the aging trend plus overall population growth, we project employment in private health care and social assistance will increase 21.4 percent (10,134 jobs) by 2026, making health care the largest contributor to the state's total projected job growth at 59.6 percent of all new jobs.

The largest industry in this sector is ambulatory health care services, which we project will add 5,026 jobs (25.0 percent), roughly in line with its 2007 to 2017 average annual growth rate of 2.9 percent. The industry is mostly physician's offices, outpatient care centers, and home health care services. While federal and state policies affect this industry, its primary drivers are population growth and an aging population.

We project corresponding employment growth in nursing and community care facilities for the elderly, at 30.3 percent (535 jobs), and in services for the elderly and those with disabilities at 28.2 percent (709 jobs).

In contrast, hospitals lost 117 jobs from 2013 to 2014, which was the first decline since 1994. Growth resumed quickly, jumping to 12.1 percent from 2015 to 2017 (a gain of 1,590 jobs). Given what appears to be a return to the historical growth curve, we expect hospitals will add 3,241 jobs (23.6 percent) over the projection period.

## Strong growth in leisure, hospitality

The leisure and hospitality sector will benefit from

continued growth in tourism as well as overall population increase. We project its employment will increase 9.2 percent from 2016 to 2026, or 3,303 jobs. The tourism-based industries in this sector and their projected gains are:

- Traveler accommodation, including rooming and boarding houses: 717 jobs (9.3 percent).
- RV parks and recreational camps: 83 jobs (11.2 percent).
- Museums, historical sites, and similar institutions: 41 jobs (10.3 percent).
- Other amusement and recreation industries: 594 jobs (20.0 percent).

The remainder of the sector is mostly restaurants, bars, and specialty food services that when combined will grow a projected 8.8 percent (1,982 jobs).

Restaurants lost about 1.7 percent of their employment (-325) in 2016 and 2017 due to less spending in a weak economy, and we expect further short-term declines.

Bars are also likely to continue their long-term decline, to a projected total loss of 15.5 percent (-230 jobs). These losses will be due mostly to competition with restaurants that serve alcohol rather than to the recession or reduced alcohol consumption.

Specialty food services range from oil field catering services and airline food handling to traditional catering services, a mix projected to add 250 jobs (11.8 percent) over the decade.

## Long-term decline for government

Government employment — excluding public education, the postal service, and hospitals — is projected to shrink 1.2 percent (-568 jobs) from 2016 to 2026.

We anticipate federal employment will remain flat after a loss of 2,374 jobs from 2010 to 2014. Federal employment fluctuated a little from 2015 to 2017, and while that's likely to continue, a change in the trend is unlikely. The upcoming arrival of new F-35s at Eielson Air Force Base near Fairbanks could change the employment picture, but we don't yet know how many of those new jobs will be federal civilian and how many will be private contractors or active duty, which aren't included in these employment data.

State government (excluding health care and the university) faces continued losses after sharp declines following the drop in oil prices. From 2014 to 2016, state

Continued on page 22

# Occupation Projections

## Most high-growth jobs will be in health care for 2016 to 2026

By **PAUL MARTZ**

After almost negligible job growth in 2013 and 2014, Alaska lost roughly 10,000 jobs from 2015 to 2017 when the recession hit, mainly in the oil industry and industries tied to it.

We're set to slowly climb out of the recession, but projected growth will average just 1,700 new jobs per year from 2016 to 2026 — and 510 of those will be in a health care occupation (see exhibits 1 and 3), driven by the demands of an older population as well as overall population increase.

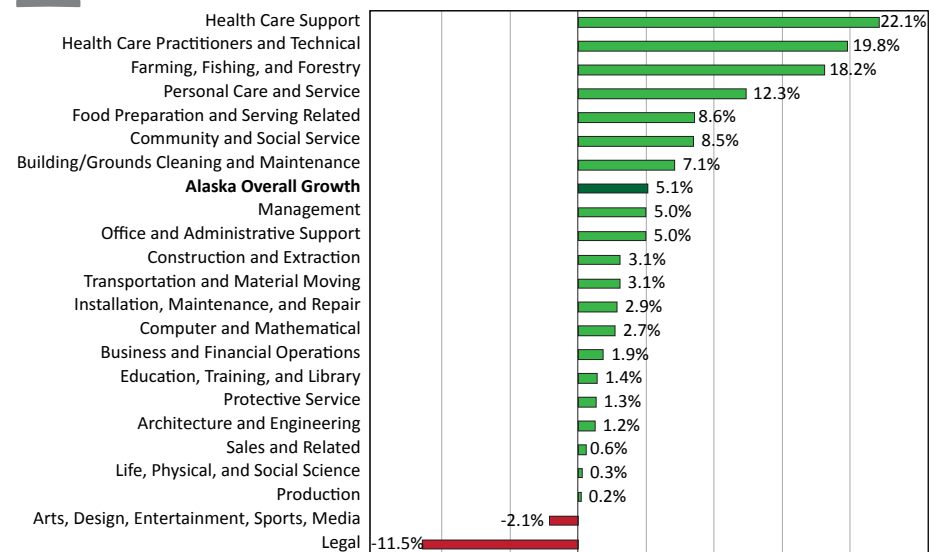
Though the most growth will be in health care occupations, the most openings overall, when separations are considered, will be in the three largest occupational categories: office and administrative support, food preparation and serving, and sales. (See exhibits 2 and 9.)

An estimated 37,700 job openings per year — nearly 96 percent of total openings — will come from retirements and other separations rather than growth. (See the sidebar on page 16 for more on separations.)

### Health care and high growth jobs

Fifteen of the 25 occupations with the highest projected percent growth are health care practitioners or technicians, and five are in health care support. (See Exhibit 3.)

## 1 Projected Growth by Occupation Category ALASKA, 2016 TO 2026



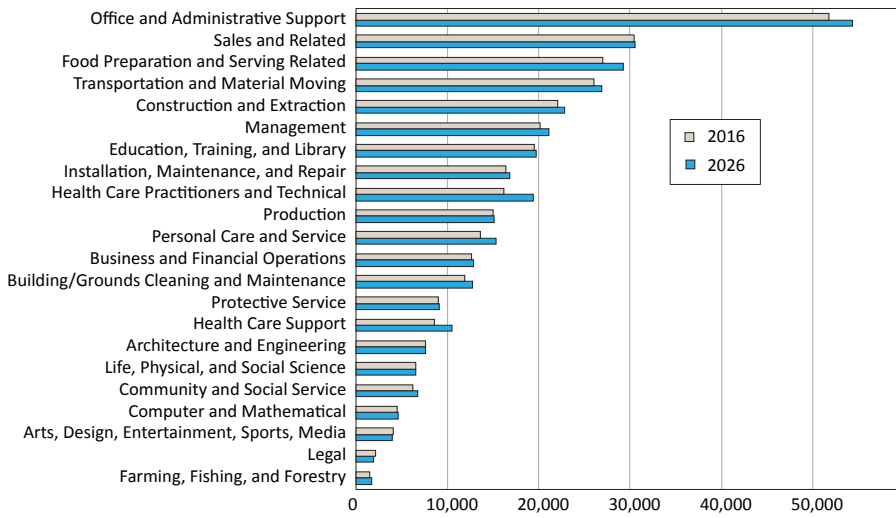
Note: Occupational categories are based on the federal Standard Occupational Classification Manual. Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Three of the remaining five are also health care related: medical secretaries, personal care aides, and health care social workers. The largest of those is personal care aides, at an estimated 5,387 in 2016. (For context, the closest related occupation with that many jobs was registered nurses at 5,476.) Personal care aides provide in-home services including cooking, cleaning, help with personal hygiene, and in some cases limited medical assistance under the direction of a registered nurse who provides advanced medical care.

The remaining two occupations in the top 25 are linked to marijuana and mining. The number of workers in nurseries and greenhouses is likely to double as a result of marijuana legalization, from 242 to 484,

# 2 Projected Total Jobs by Category

## ALASKA, 2016 TO 2026



Note: Occupational categories are based on the federal Standard Occupational Classification Manual.  
 Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

making this the highest-growth occupation in percent terms, although small in number. A similar small group is extraction worker helpers, who round out the list at 22.3 percent projected growth.

Other high-growth occupations outside health care that didn't quite make the list include:

- Earth drillers (except oil and gas): 20 percent, mostly in mineral mining and construction related drilling.
- Nonfarm animal caretakers: 16.1 percent, listed under the personal care and service occupations category and typically working at dog boarding facilities.

# 3 Top 25 Occupations

## PROJECTED GROWTH, 2016 TO 2026

Occupation	Percent growth	Health care	Health support	Soc Svc
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	100.0%			
Home Health Aides	27.1%		✓	
Nurse Midwives	25.2%	✓		
Chiropractors	25.0%	✓		
Dentists, General	24.1%	✓		
Dental Assistants	24.0%		✓	
Medical and Clinical Lab Techs	24.0%	✓		
Radiologic Technologists	24.0%	✓		
Dental Hygienists	23.9%	✓		
Physical Therapist Assistants	23.8%		✓	
Phlebotomists	23.8%		✓	
Surgical Technologists	23.8%	✓		
Medical Secretaries	23.7%			✓
Family and General Practitioners	23.6%	✓		
Diagnostic Medical Sonographers	23.6%	✓		
Healthcare Social Workers	23.6%			✓
Medical Assistants	23.4%		✓	
Nurse Practitioners	23.2%	✓		
Medical and Clinical Lab Techs	23.0%	✓		
Internists, General	22.8%	✓		
Physical Therapists	22.6%	✓		
Helpers: Extraction Workers	22.3%			
Recreational Therapists	22.2%	✓		
Physician Assistants	22.0%	✓		
Personal Care Aides	20.9%			

Note: The list of the 25 occupations with the highest percent growth is limited to occupations with at least 50 workers and growth of at least 20 jobs. It excludes residual occupations ending with "all other."  
 Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

# 4 Bottom 25 Occupations

## PROJECTED LOSS, 2016 TO 2026

Occupation	Percent loss
Reporters and Correspondents	-31.6%
Editors	-26.0%
Machine Feeders and Offbearers	-26.0%
Radio and Television Announcers	-21.7%
Broadcast Technicians	-20.8%
Legal Secretaries	-18.5%
Printing Press Operators	-18.5%
Fallers	-17.3%
Logging Equipment Operators	-17.3%
Paralegals and Legal Assistants	-16.3%
Advertising Sales Agents	-15.1%
Gaming Dealers	-13.3%
Gaming Cage Workers	-10.9%
Gaming and Sports Book Writers and Runners	-10.8%
Legal Support Workers, All Other	-10.4%
Lawyers	-10.2%
Title Examiners, Abstractors, and Searchers	-9.7%
Gaming Service Workers, All Other	-8.8%
Producers and Directors	-8.8%
Gaming Change Persons and Booth Cashiers	-8.6%
Rail-Track Laying and Maintenance Equipment Operators	-7.8%
Judicial Law Clerks	-7.5%
Graphic Designers	-7.4%
Locomotive Engineers	-7.0%
Door-to-Door Sales Workers, News and Street Vendors, and Related Workers	-7.0%

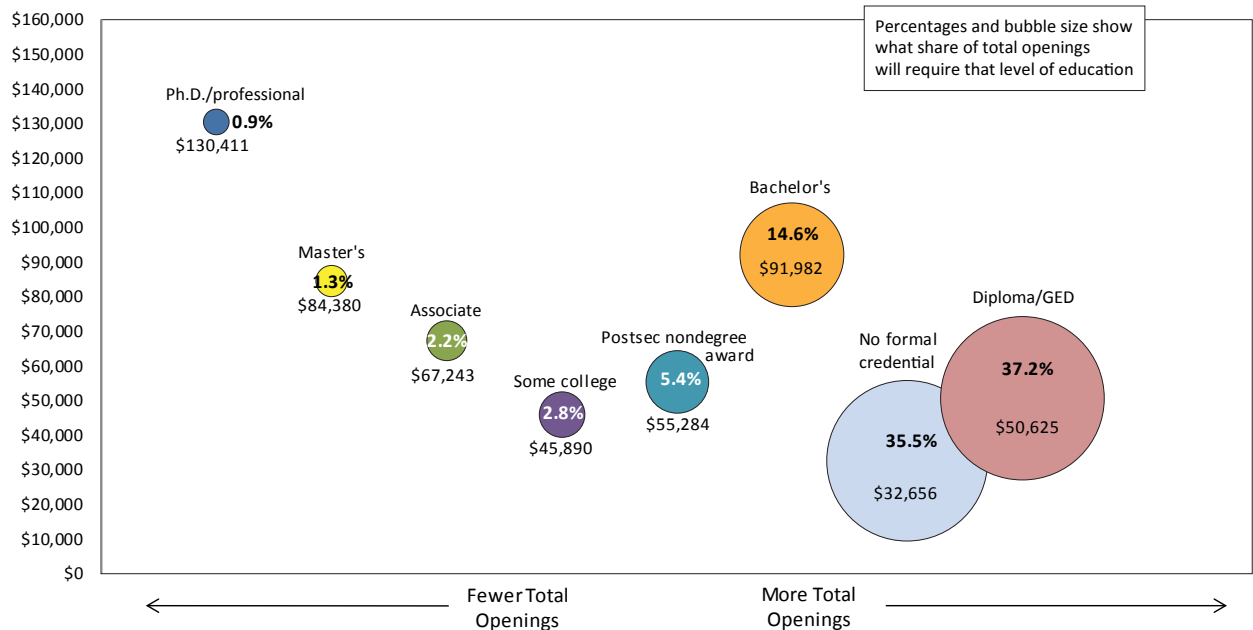
Note: The occupations with the most projected job loss are only those with 50 or more workers. Additional occupations with fewer than 50 workers are projected to lose jobs.  
 Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section



# 5

## Yearly Openings by Education Level vs. Wages

PROJECTED, 2016 TO 2026



Notes: Average annual wages are based on 2017 OES occupation wage estimates for Alaska, weighted by base year (2016) employment. Occupational education levels are based on 2015 and 2016 American Community Survey Public Use Microdata from the U.S. Census Bureau. Openings include annual average growth and separations for occupations with a reported OES wage.  
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

- Tour guides and escorts: 15.5 percent, through strong growth in tourism.

### Declining occupations

While some occupations took a heavy hit during the recession, the list of occupations projected to decline over the decade resembles those that were already on long-term downward trajectories. These include media, legal, logging, and railroad-related occupations. (See Exhibit 4.)

The five occupations projected to decline most are all in media, in line with the downward trend for the newspaper and broadcasting industries as news becomes increasingly digital. With the caveat that some may be transitioning to freelance, we project a 31.6 percent decline for reporters and correspondents, closely followed by editors and machine feeders/offbearers at losses of 26 percent each. Other industries have machine feeders, but in Alaska, most operate industrial printing equipment.

The next two are radio and television announcers at -21.7 percent and broadcast technicians at -20.8 percent. Like legal and other media occupations, their declines are part of the shift to

# 6

## Wages by Occupation Category

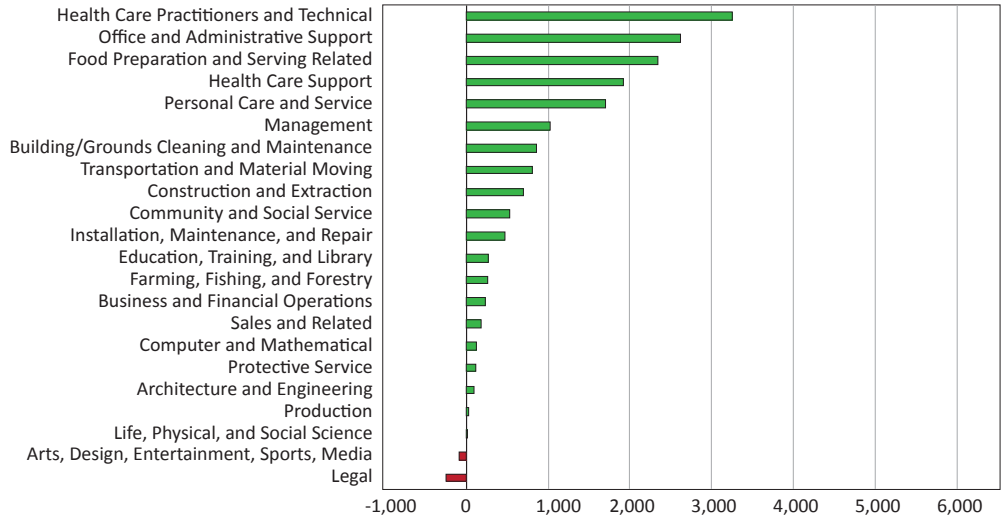
PROJECTED, 2016 TO 2026

Category	Wages <sup>1</sup>
Management Occupations	\$110,628
Architecture and Engineering Occupations	\$99,531
Legal Occupations	\$96,042
Health Care Practitioners and Technical Occupations	\$94,832
Business and Financial Operations Occupations	\$79,678
Computer and Mathematical Occupations	\$79,494
Life, Physical, and Social Science Occupations	\$74,172
Construction and Extraction Occupations	\$64,352
Education, Training, and Library Occupations	\$63,111
Installation, Maintenance, and Repair Occupations	\$60,602
Protective Service Occupations	\$59,296
Transportation and Material Moving Occupations	\$55,066
Arts, Design, Entertainment, Sports, and Media Occ	\$53,459
Community and Social Service Occupations	\$52,629
Office and Administrative Support Occupations	\$44,950
Health Care Support Occupations	\$43,511
Production Occupations	\$40,234
Farming, Fishing, and Forestry Occupations	\$38,484
Sales and Related Occupations	\$35,848
Building and Grounds Cleaning and Maintenance Occ	\$34,674
Personal Care and Service Occupations	\$31,973
Food Preparation and Serving Related Occupations	\$27,920

<sup>1</sup>Average annual wages are based on 2017 OES occupation wage estimates for Alaska, weighted by base year (2016) employment.  
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

providing services online. For legal occupations, another likely factor is that lawyers are increasingly self-employed — and these projections cover only wage and salary jobs.

## 7 Total 10-Year Growth Openings by Category PROJECTED, 2016 TO 2026



### Most openings will have low prerequisites

About 73 percent of openings over the period will require a high school diploma or less, though many require postsecondary training or years of vocational education through apprenticeships. The line between education and training is blurring, and readers should be careful not to conclude that someone is fully qualified when they graduate high school for jobs that only require a diploma. In many cases, training requirements are intensive, difficult, and ongoing. Electricians, commercial pilots, and diesel mechanics are just a few examples.

The remaining 27.3 percent will require some college or a degree, certificate, or award. Examples include nursing assistants, paramedics, and mechanics. About 17 percent will require a bachelor's degree or higher.

Notes: Occupational categories are based on the federal Standard Occupational Classification Manual. Growth openings are new jobs created from 2016 to 2026. Occupations in decline will have no growth openings but may have openings through separations. Separation openings result from labor force exits and occupational transfers.

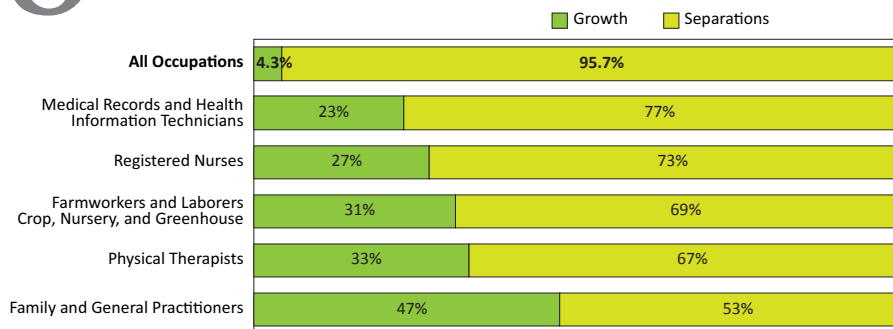
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

These jobs typically have higher wages and a greater likelihood of full-time, year-round work. (See Exhibit 5.)

Jobs that require more education typically pay more. (See exhibits 5 and 6.) The average annual wage for a job requiring a high school diploma is \$50,625. (Although again, many require apprenticeships or further training. See the Top Jobs table on page 17.)

For occupations with no formal educational requirements, it's \$32,656. These estimates are based on full-time, year-round work, so seasonal and part-time jobs pay considerably less.

## 8 Growth vs. Separations, Total Openings PROJECTED, FOR SELECT OCCUPATIONS, 2016 TO 2026



Notes: Growth openings are new jobs, and separations are the projected number of openings produced by workers permanently leaving that occupation. Separations are the sum of occupational transfers and labor force exits.

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

### Types of separation openings

Over the decade, 95.7 percent of job opportunities will come from people vacating existing positions rather than from growth. (See Exhibit 8.) These are called occupational separations, and they consist of labor force exits and occupational transfers.

Labor force exits are mainly re-

tirements but include leaving the labor force permanently or temporarily for other reasons, such as college or job training, resulting in a permanent occupational change.

Occupational transfers are common as people advance through their working years. For example, an auto parts salesperson might become an auto mechanic. Transfers shouldn't be confused with turnover, where a worker switches employers but continues to work in the same occupation.

### How separations vary by education requirements

Occupations with lower educational requirements make it easier for workers to enter and leave, resulting in high separations of both types but particularly occupational transfers as people move up to higher-paying jobs. (See Exhibit 10.) Labor force exits for these occupations are more

often people enrolling in school or training rather than retiring.

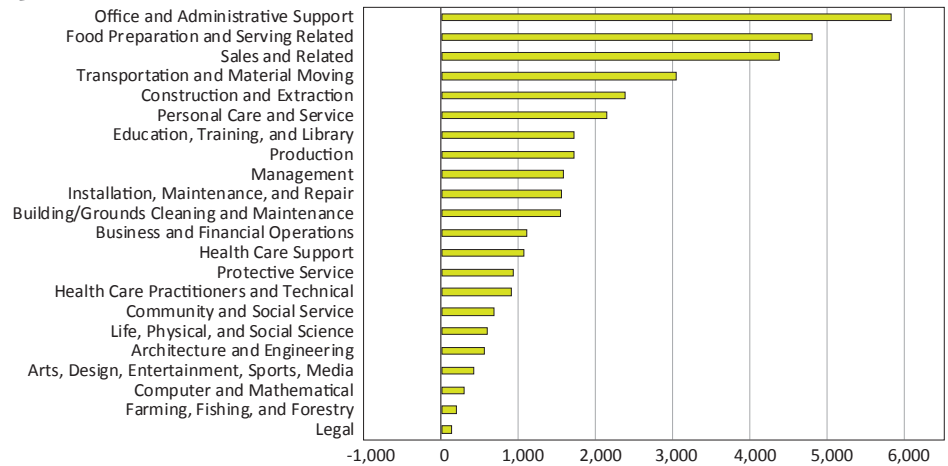
A good example is personal care aides, which have more than double the projected openings of reg-

istered nurses, and 88.1 percent will be from separations. Of those, about 43 percent will be transfers and 57 percent will be exits. This shows personal care aides often take the job as an entry to the health care field or the job market in general, and they are highly likely to return to school or job training or to move to a different occupation that also requires minimal training and education. They may also move up to higher-paying occupations (such as nursing assistants) as they gain experience.

Positions with high educational requirements can have high separation rates, but for different reasons. Among registered nurses, nearly 73 percent of projected openings will be

## 9 Yearly Separation Openings by Category

PROJECTED ANNUAL AVERAGE, 2016 TO 2026

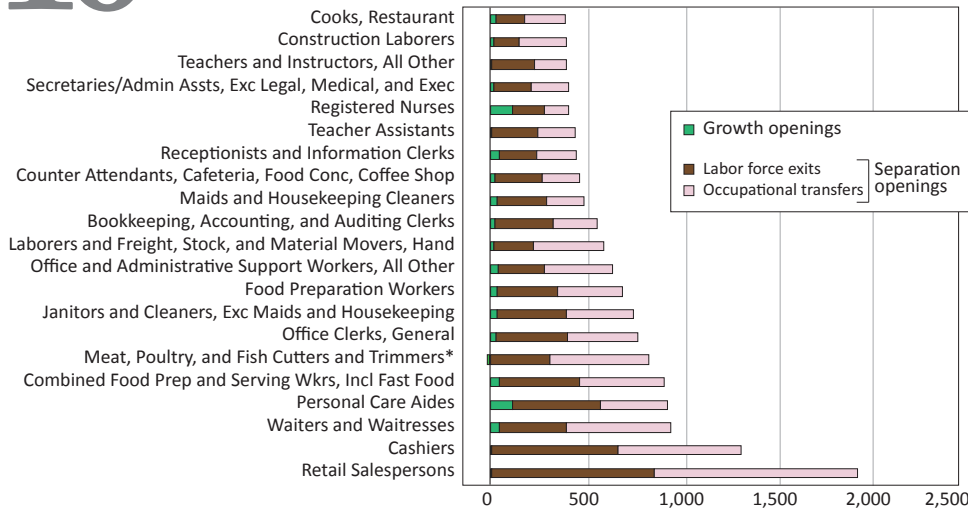


Notes: Occupational categories are based on the federal Standard Occupational Classification Manual. Separation openings result from labor force exits and occupational transfers. In declining occupations, some separations may not result in openings if positions are eliminated.

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

## 10 Where Yearly Openings Will Come From

ANNUAL AVERAGE FOR SELECT OCCUPATIONS, 2016 TO 2026



\*This occupation has no projected growth openings and has a projected loss of 153 jobs over the period. Notes: Annual openings are a combination of those generated from new jobs (growth), people permanently leaving one occupation for another (occupational transfers), and people leaving the labor force (labor force exits). Occupational separations are the sum of the exits and transfers. Separations typically represent openings for new workers, but in declining occupations, not all separations produce openings. Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

## A change in how we measure openings in existing positions

The numbers of separation openings in this set of projections (called “replacements” in prior projections) are considerably higher than they have been in the past, but this is due to a change in the Bureau of Labor Statistics’ methods rather than any economic change.

From 1991 through 2016, BLS estimated job openings from replacements using a cohort-component method. Because these replacement estimates weren’t capturing all actual replacements, BLS developed a new method called “occupational separations.” It produces a much higher number of openings — about four times as many — but these are simply due to an improvement in capturing actual openings.

Occupational separations are created when workers permanently leave an occupation, and there are two types: labor force exits and occupational transfers. A labor force exit is created when a person drops out of the labor force entirely. If the person ever re-enters the labor force, it’s in a different occupation. Retirements are the most common labor force exits, but people can leave for other reasons, including returning to school. In an occupational transfer, a person permanently leaves one occupation for another. Transfers capture normal job movements as people move through their working years; for example, a retail sales worker might become a manager or a registered nurse. Transfers do not include those who change employers but remain in the same occupation, which is turnover.

For detailed methodology, see: <https://www.bls.gov/emp/documentation/separations-methods.htm> or <https://www.bls.gov/opub/mlr/2018/article/occupational-separations-a-new-method-for-projecting-workforce-needs.htm>.

through separations, and the makeup of these nongrowth openings is the same as personal care aides at 43 percent transfers and 57 percent exits. For nurses, this reflects both their high mobility and their continuing education requirements. Registered nurses’ credentials give them more opportunities for advancement as well as further training, and advancing often requires returning to school. Their labor force exit rate also reflects a large number of retirements because of the time and effort spent building a nursing career.

In general, though, occupations that require high levels of training or education have a lower percentage of separations, and they reflect more exits than transfers. (See exhibits 10 and 11.) Openings for doctors, for example, will be just 53 percent separations, made up of 40 percent transfers and 60 percent exits. Doctors have fewer advancement options, and they tend to stay in that career and retire.

Mental health counselors are an exception in that they transfer out of the occupation at nearly the same rate as parts salespeople and hotel clerks: roughly 64 percent. This could reflect advancement potential but also the difficulty of the work.

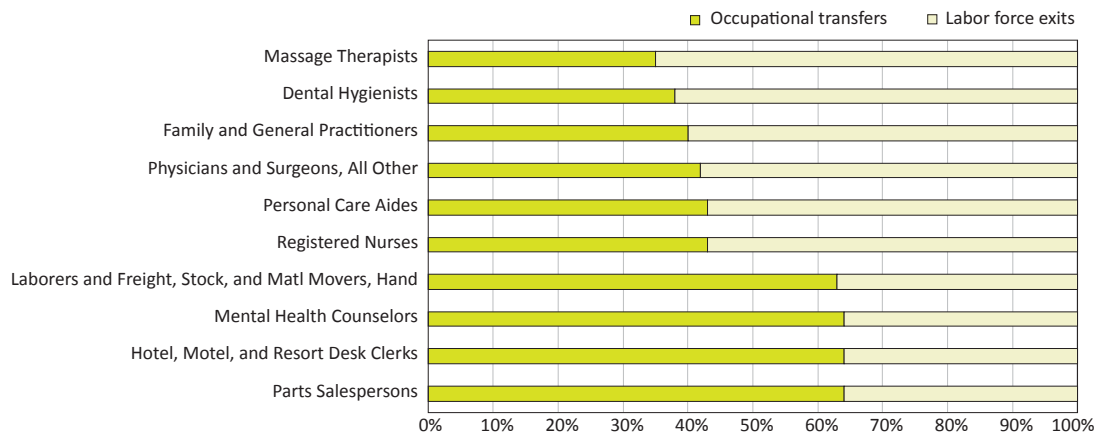
## Alaska’s top jobs

Long-term occupation projections are a vital tool

Continued on page 22

# 11 Yearly Separations Broken Down into Transfers and Exits

PROJECTED, ANNUAL AVERAGE FOR SELECT OCCUPATIONS, 2016 TO 2026



Notes: Separations are the projected number openings produced by workers permanently leaving that occupation, and are the sum of occupational transfers and labor force exits.

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

# 12

## Alaska's Top Jobs<sup>1</sup>

PROJECTED, 2016 TO 2026

	Employment			Average Annual Openings			Training requirements <sup>2</sup>	Wage quartile <sup>3</sup>
	2016	2026	Percent change	Growth	Separations	Total openings		
<b>Doctoral or Professional Degree</b>								
Physical Therapists	496	608	22.6%	11	22	33	None	\$\$\$\$
Family and General Practitioners	360	445	23.6%	9	10	19	Intern/Resident	\$\$\$\$
<b>Masters Degree</b>								
Educational, Guidance, School, and Vocational Counselors	517	526	1.7%	1	53	54	None	\$\$\$
Physician Assistants	419	511	22.0%	9	24	33	None	\$\$\$\$
Nurse Practitioners	332	409	23.2%	8	18	26	None	\$\$\$\$
<b>Bachelor's Degree</b>								
Airline Pilots, Copilots, and Flight Engineers	2054	2130	3.7%	8	192	200	Moderate OJT	\$\$\$\$
Construction Managers	1073	1088	1.4%	2	73	75	Moderate OJT	\$\$\$\$
Compliance Officers	746	747	0.1%	0	59	59	Moderate OJT	\$\$\$\$
Registered Nurses	5476	6617	20.8%	114	304	418	None	\$\$\$\$
General and Operations Managers	4465	4665	4.5%	20	367	387	None	\$\$\$\$
Accountants and Auditors	2037	2112	3.7%	8	180	188	None	\$\$\$\$
Elementary School Teachers, Except Special Education	2306	2326	0.9%	2	162	164	None	\$\$\$
Chief Executives	1732	1844	6.5%	11	125	136	None	\$\$\$\$
Secondary School Teachers, Exc Spec and Career/Tech Educ	1715	1728	0.8%	1	117	118	None	\$\$\$\$
Administrative Services Managers	1254	1344	7.2%	9	103	112	None	\$\$\$\$
Medical and Health Services Managers	909	1098	20.8%	19	76	95	None	\$\$\$\$
Financial Managers	1160	1217	4.9%	6	86	92	None	\$\$\$\$
Zoologists and Wildlife Biologists	948	920	-3.0%	-3	79	76	None	\$\$\$
Civil Engineers	1031	1040	0.9%	1	73	74	None	\$\$\$\$
Training and Development Specialists	732	751	2.6%	2	71	73	None	\$\$\$\$
Sales Managers	847	854	0.8%	1	71	72	None	\$\$\$\$
Computer and Information Systems Managers	950	963	1.4%	1	69	70	None	\$\$\$\$
Human Resources Specialists	652	682	4.6%	3	63	66	None	\$\$\$
Environmental Scientists and Specialists, Including Health	634	645	1.7%	1	58	59	None	\$\$\$\$
Human Resources Managers	572	609	6.5%	4	47	51	None	\$\$\$\$
Network and Computer Systems Administrators	778	798	2.6%	2	48	50	None	\$\$\$\$
<b>Associate Degree/Postsecondary Nondegree Award or Some College, No Degree</b>								
Firefighters	1444	1466	1.5%	2	95	97	Long-term OJT	\$\$\$
Telecomm Equip Installers and Repairers, Exc Line Installers	843	832	-1.3%		87	86	Moderate OJT	\$\$\$
Aircraft Mechanics and Service Technicians	1390	1447	4.1%	6	107	113	None	\$\$\$
Computer User Support Specialists	996	1027	3.1%	3	73	76	None	\$\$\$\$
Captains, Mates, and Pilots of Water Vessels	647	679	5.0%	3	66	69	None	\$\$\$
Massage Therapists	509	612	20.2%	10	57	67	None	\$\$\$\$
Dental Hygienists	641	794	23.9%	15	42	57	None	\$\$\$\$
Civil Engineering Technicians	662	645	-2.6%	-2	55	53	None	\$\$\$
Radiologic Technologists	431	534	23.9%	10	24	34	None	\$\$\$
<b>High School Diploma or Equivalent</b>								
Electricians	1958	2002	2.3%	4	216	220	Apprenticeship	\$\$\$
Carpenters	2254	2350	4.3%	10	207	217	Apprenticeship	\$\$\$
Plumbers, Pipefitters, and Steamfitters	1481	1480	-0.1%	0	153	153	Apprenticeship	\$\$\$
Mobile Heavy Equipment Mechanics, Except Engines	887	919	3.6%	3	85	88	Long-term OJT	\$\$\$
Bus and Truck Mechanics and Diesel Engine Specialists	737	753	2.2%	2	66	68	Long-term OJT	\$\$\$
Operating Engineers and Other Construction Equip Operators	2996	2992	-0.1%	0	324	324	Moderate OJT	\$\$\$
Sales Reps, Wholesale and Manufacturing, Exc Tech/Sci Products	1189	1221	2.7%	3	121	124	Moderate OJT	\$\$\$
Correctional Officers and Jailers	1314	1255	-4.5%	-6	103	97	Moderate OJT	\$\$\$
Commercial Pilots	818	876	7.1%	6	78	84	Moderate OJT	\$\$\$\$
Police and Sheriff's Patrol Officers	1291	1286	-0.4%		81	81	Moderate OJT	\$\$\$\$
Welders, Cutters, Solderers, and Brazers	642	674	5.0%	3	69	72	Moderate OJT	\$\$\$
Hazardous Materials Removal Workers	434	461	6.2%	3	53	56	Moderate OJT	\$\$\$
Executive Secretaries and Executive Administrative Assistants	3269	3409	4.3%	14	355	369	None	\$\$\$
First-Line Supervisors of Office and Admin Support Workers	2068	2206	6.7%	14	206	220	None	\$\$\$
Supervisors of Construction and Extraction Workers	810	835	3.1%	3	78	81	None	\$\$\$\$
First-Line Supervisors of Production and Operating Workers	648	655	1.1%	1	63	64	None	\$\$\$
First-Line Supervisors of Mechanics, Installers, and Repairers	690	721	4.5%	3	59	62	None	\$\$\$\$
Property, Real Estate, and Community Association Managers	609	631	3.6%	2	47	49	None	\$\$\$\$
<b>No Formal Educational Credential</b>								
Service Unit Operators, Oil, Gas, and Mining	1265	1205	-4.7%	-6	146	140	Moderate OJT	\$\$\$

<sup>1</sup>To rank as a top job, the occupation must: 1) rank in the top two wage quartiles AND 2) have 10-year projected growth of at least 75 jobs and greater percent growth than all occupations combined; OR be one of the 50 with the most projected average annual openings (of those in the top two wage quartiles).

<sup>2</sup>OJT is on-the-job training. Moderate-term is one to 12 months and long-term is more than 12 months.

<sup>3</sup>Earnings: \$\$\$ = \$59,310 to - \$78,360 annually (\$28.51 - \$37.67 hourly); \$\$\$\$ = More than \$78,360 annually (\$37.67 hourly). Based on 2017 Occupational Employment Statistics (OES) wage estimates for Alaska.

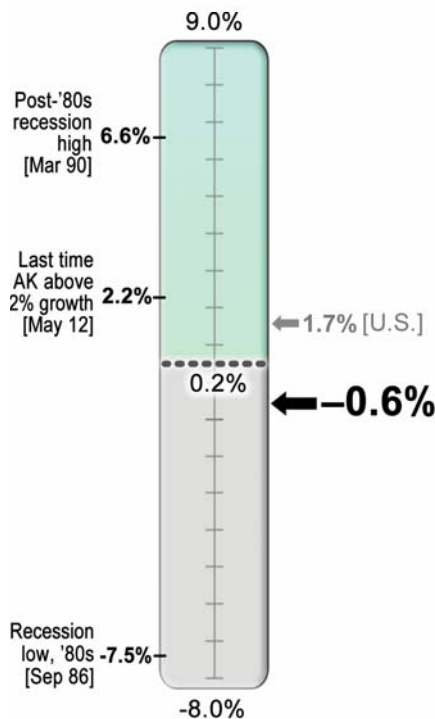
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

# Gauging Alaska's Economy



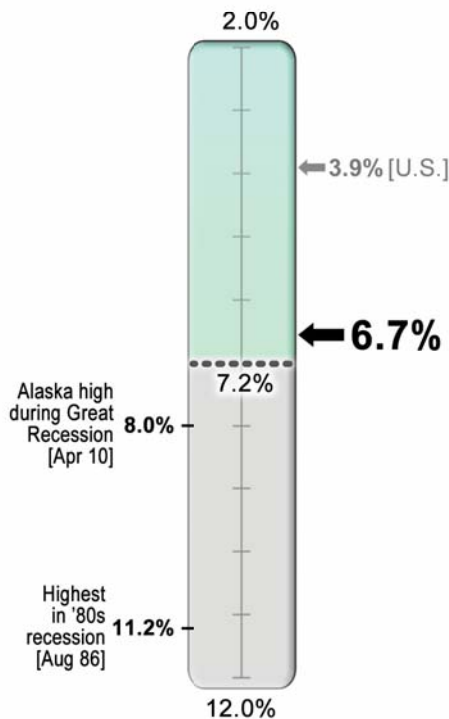
## Job Growth

August 2018  
Over-the-year percent change



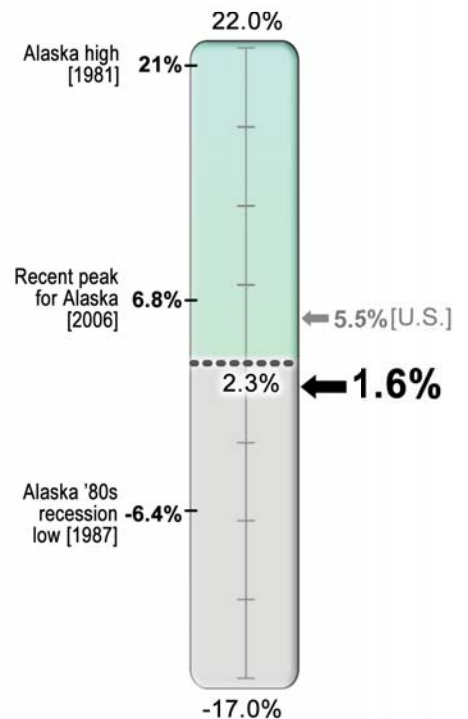
## Unemployment Rate

August 2018  
Seasonally adjusted



## Wage Growth

1st Quarter 2018  
Over-the-year percent change



- August was the 35th consecutive month Alaska has recorded job losses.
- Alaska had 25 consecutive months of job losses during the state's 1980s recession, although the magnitude of the losses in the '80s was much larger as a percentage of total jobs.
- Job losses during the current recession were at their worst from September 2015 to September 2016 (-2.5 percent).

- Alaska's rate remains the highest in the nation but is five-tenths of a percentage point below its 10-year average.
- Unemployment rates are more complicated as an economic indicator than job growth, although most of the time high rates signal economic weakness.
- In the short term, unemployment rates can rise because a state is especially attractive to job seekers (a positive) or fall because people have given up on looking for work (a negative).

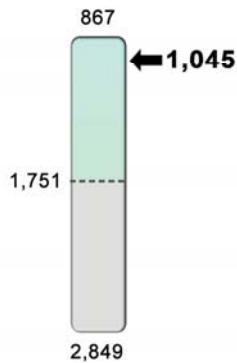
- Wages have been up for two consecutive quarters after being down for the prior seven.
- Sustained wage growth, which may have resumed, will be one of the best early indicators that the current Alaska recession is ending.

# Gauging Alaska's Economy

----- ALASKA'S 10-YR AVERAGE  
 ← CURRENT ALASKA

## Initial Claims

Unemployment, week ending Sep. 8, 2018†

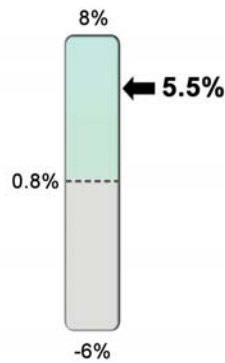


➤ For a variety of reasons, initial claims are well below the 10-year average despite job losses.

† Four-week moving average ending with the specified week

## GDP Growth

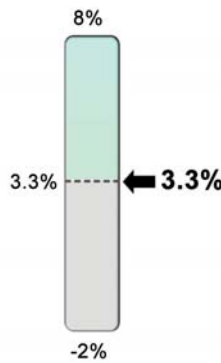
1st Quarter 2018  
Over-the-year percent change



➤ Gross domestic product is the market value of all goods and services. It has grown over the year for the past six quarters after declining for the prior 17.

## Personal Income Growth

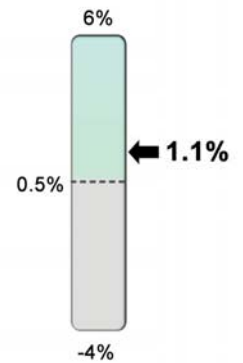
2nd Quarter 2018  
Over-the-year percent change



➤ Personal income includes wages as well as government transfer payments (such as Social Security, Medicaid, and the PFD) and investment income. Growth has now resumed and is at the 10-year average.

## Change in Home Prices

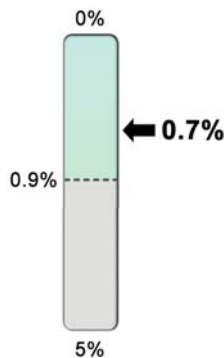
1st Quarter 2018  
4-quarter moving average



➤ Home prices include only those for which a commercial loan is used. This indicator tends to be volatile from quarter to quarter.

## Foreclosure Rate

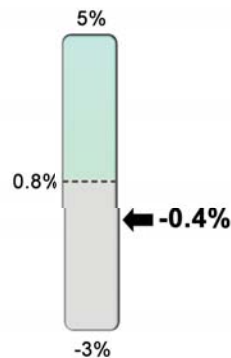
1st Quarter 2018



➤ Foreclosure rates remain very low, highlighting how different the current recession is from the '80s recession when foreclosure rates exceeded 10 percent.

## Population Growth

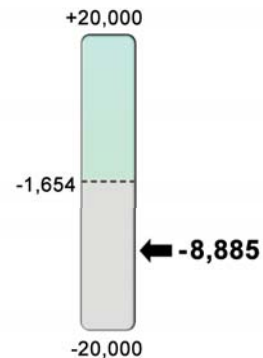
2016 to 2017



➤ The state's population has remained remarkably stable during the state's recession, although 2017 was the first year of population decline since 1988.

## Net Migration

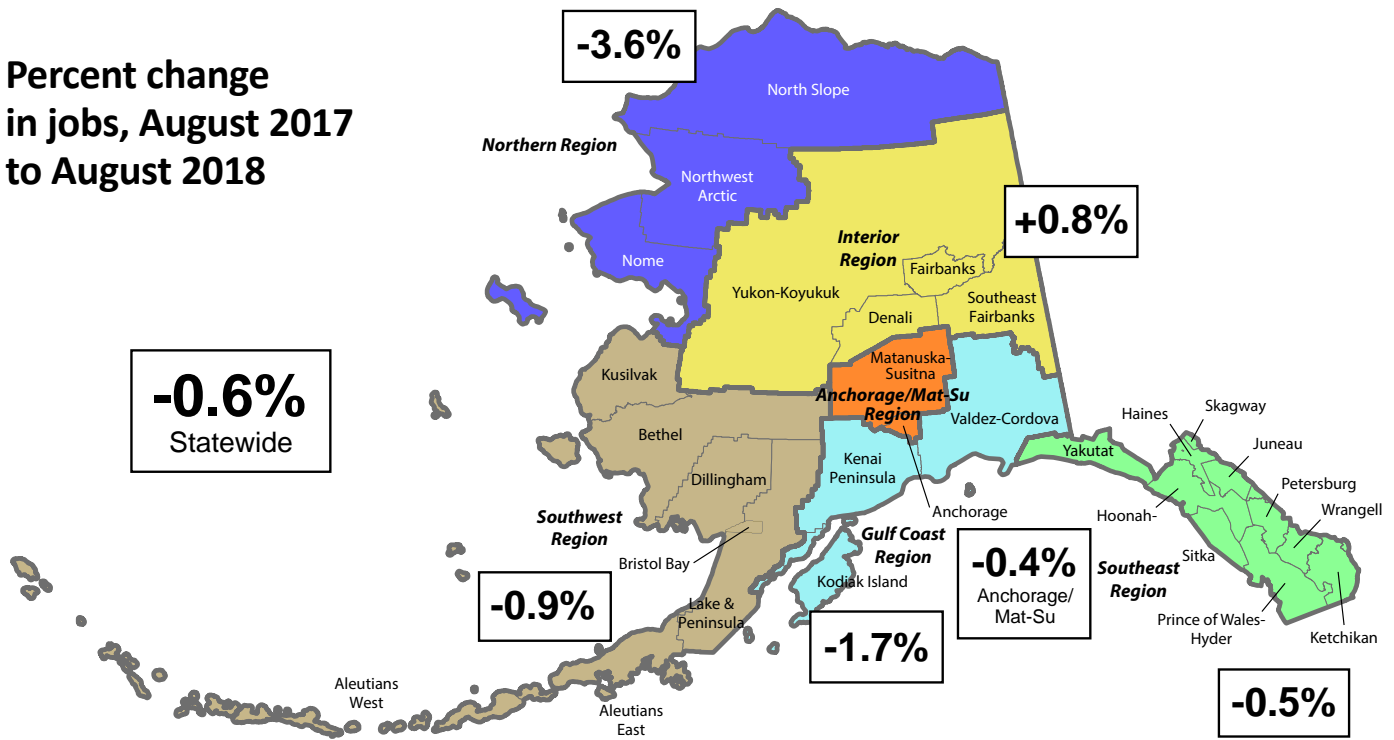
2016 to 2017



➤ The state had net migration losses for the fifth consecutive year in 2017, although natural increase (births minus deaths) offset those losses each year until 2017.

# Employment by Region

Percent change  
in jobs, August 2017  
to August 2018



## Unemployment Rates

Seasonally adjusted

	Prelim.		Revised
	8/18	7/18	8/17
United States	3.9	3.9	4.4
Alaska	6.7	6.9	7.2

Not seasonally adjusted

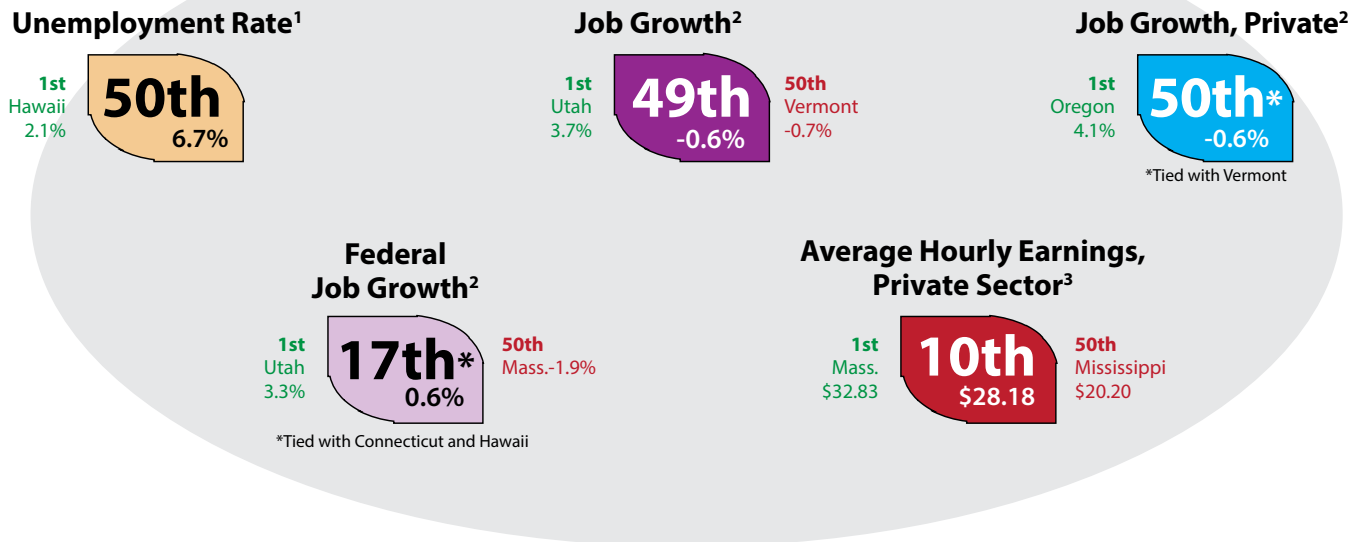
	Prelim.		Revised
	8/18	7/18	8/17
United States	4.1	4.2	4.6
Alaska	5.4	5.8	6.4

## Regional, not seasonally adjusted

	Prelim.			Revised		
	8/18	7/18	8/17	8/18	7/18	8/17
<b>Interior Region</b>	<b>4.9</b>	<b>5.7</b>	<b>6.2</b>			
Denali Borough	2.7	3.0	3.5			
Fairbanks N Star Borough	4.4	5.1	5.5			
Southeast Fairbanks Census Area	7.5	8.6	8.8			
Yukon-Koyukuk Census Area	13.0	15.4	16.9			
<b>Northern Region</b>	<b>10.6</b>	<b>11.6</b>	<b>12.6</b>			
Nome Census Area	11.8	12.6	13.4			
North Slope Borough	6.6	7.1	7.9			
Northwest Arctic Borough	13.9	15.8	16.9			
<b>Anchorage/Mat-Su Region</b>	<b>5.1</b>	<b>5.4</b>	<b>6.1</b>			
Anchorage, Municipality	4.7	5.0	5.6			
Mat-Su Borough	6.4	6.9	7.8			
<b>Southwest Region</b>	<b>8.8</b>	<b>8.9</b>	<b>9.8</b>			
Aleutians East Borough	1.6	1.7	1.6			
Aleutians West Census Area	2.8	2.7	2.9			
Bethel Census Area	13.1	13.6	14.6			
Bristol Bay Borough	3.6	1.8	4.1			
Dillingham Census Area	5.9	6.1	7.8			
Kusilvak Census Area	17.9	22.4	19.2			
Lake and Peninsula Borough	8.9	8.2	9.8			
<b>Gulf Coast Region</b>	<b>5.3</b>	<b>5.7</b>	<b>6.1</b>			
Kenai Peninsula Borough	5.8	6.1	7.0			
Kodiak Island Borough	4.5	5.5	4.0			
Valdez-Cordova Census Area	4.1	4.2	4.8			
<b>Southeast Region</b>	<b>4.2</b>	<b>4.4</b>	<b>4.9</b>			
Haines Borough	5.2	5.5	5.2			
Hoonah-Angoon Census Area	6.7	7.4	7.5			
Juneau, City and Borough	3.5	3.7	4.1			
Ketchikan Gateway Borough	4.1	4.2	4.6			
Petersburg Borough	5.8	6.1	7.5			
Prince of Wales-Hyder Census Area	8.4	8.9	9.3			
Sitka, City and Borough	3.0	3.3	3.7			
Skagway, Municipality	2.7	3.0	2.7			
Wrangell, City and Borough	4.7	4.8	6.4			
Yakutat, City and Borough	7.3	7.5	8.2			



# How Alaska Ranks



<sup>1</sup>August seasonally adjusted unemployment rates  
<sup>2</sup>August employment, over-the-year percent change  
<sup>3</sup>August hours and earnings

Sources are U.S. Bureau of Labor Statistics and Alaska Department of Labor and Workforce Development, Research and Analysis Section, unless otherwise noted.

## Other Economic Indicators

	Current		Year ago	Change
<b>Urban Alaska Consumer Price Index</b> (CPI-U, base yr 1982=100)	223.099	1st half 2018	218.660	+0.9%
<b>Commodity prices</b>				
Crude oil, Alaska North Slope, * per barrel	\$73.82	August 2018	\$51.37	+43.70%
Natural gas, residential, per thousand cubic feet	\$16.53	June 2018	\$16.13	+2.48%
Gold, per oz. COMEX	\$1,210.70	9/20/2018	\$1,316.40	-8.03%
Silver, per oz. COMEX	\$14.35	9/20/2018	\$17.33	-17.20%
Copper, per lb. COMEX	\$271.10	9/20/2018	\$296.90	-8.69%
Zinc, per MT	\$2,434.00	9/19/2018	\$3,132.00	-22.29%
Lead, per lb.	\$0.92	9/19/2018	\$1.08	-14.81%
<b>Bankruptcies</b>				
	105	Q1 2018	97	+8.2%
Business	6	Q1 2018	7	-14.0%
Personal	99	Q1 2018	90	+10.0%
<b>Unemployment insurance claims</b>				
Initial filings	4,244	August 2018	4,603	-7.80%
Continued filings	24,027	August 2018	29,284	-17.95%
Claimant count	6,133	August 2018	7,283	-15.79%

\*Department of Revenue estimate

Sources for pages 18 through 21 include Alaska Department of Labor and Workforce Development, Research and Analysis Section; U.S. Bureau of Labor Statistics; U.S. Bureau of Economic Analysis; U.S. Census Bureau; COMEX; Bloomberg; Infomine; Alaska Department of Revenue; and U.S. Courts, 9th Circuit

## INDUSTRY PROJECTIONS

Continued from page 10

government lost 1,219 jobs (-6.7 percent), a trend that continued into 2017 with an additional loss of 419 jobs. With no plan in place to address the entire state budget deficit and oil prices and production unlikely to rise dramatically, we project an additional loss of 868 jobs over the projection period (-5.1 percent) and expect state government to eventually settle near its 2005 employment level.

Local government, excluding education and hospitals, continued to grow during the recession, gaining 556 jobs from 2014 to 2017. Whether the recession could catch up with local governments is still in question, but negative effects would probably be short-lived. Sales and property taxes, along with federal funds, have covered municipal costs even amid state cuts. Overall, we project local government will add 300 jobs (1.7 percent) over the decade.

Paul Martz is an economist in Juneau. Reach him at (907) 465-6028 or [paul.martz@alaska.gov](mailto:paul.martz@alaska.gov).

## OCCUPATION PROJECTIONS

Continued from page 16

for workforce development agencies, job placement and counseling professionals, job seekers, and education and training providers. To help them determine which occupations to focus on, we developed Alaska's Top Jobs list, which ranks the occupations we expect to fare well and pay well over the projection period. (See Exhibit 12.)

To make the top jobs list, an occupation must essentially pay higher-than-average wages plus have higher-than-average growth or a large number of openings. (See the footnote to Exhibit 12 for more detail.)

Out of 784 occupations in Alaska, 54 make the list. Twenty-six require at least a bachelor's degree and nine require an associate degree or some type of postsecondary education, such as a vocational certificate or some college attendance. Of the 19 top jobs that require a high school diploma or less, 13 require apprenticeship or other on-the-job training.

Paul Martz is an economist in Juneau. Reach him at (907) 465-6028 or [paul.martz@alaska.gov](mailto:paul.martz@alaska.gov).

# EMPLOYER RESOURCES



## Veterans and Military Spouses

# JOB FAIR

**Friday, Nov. 16, 2018**  
**10 a.m.-2 p.m.**

**University Center Mall,  
3801 Old Seward Highway, Anchorage**

Dress for success  
Explore career opportunities  
Bring your resumé and business cards

Register for this event at [2018veteransjobfair.eventbrite.com](http://2018veteransjobfair.eventbrite.com)

Workshops and  
resumé assistance  
provided.



**ALASKA DEPARTMENT OF LABOR  
& WORKFORCE DEVELOPMENT**

A proud partner of the [americanjobcenter](http://americanjobcenter) network

(907) 269-4777  
[Jobs.Alaska.Gov](http://Jobs.Alaska.Gov)



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# Department of Labor and Workforce Development – Budget Update

## Alaska Workforce Investment Board

### October 25, 2018



ALASKA DEPARTMENT OF LABOR & WORKFORCE DEVELOPMENT  
COMMISSIONER HEIDI DRYGAS

# Department Overview

## MISSION:

Provide safe and legal working conditions and advance opportunities for employment.



## CORE SERVICES:

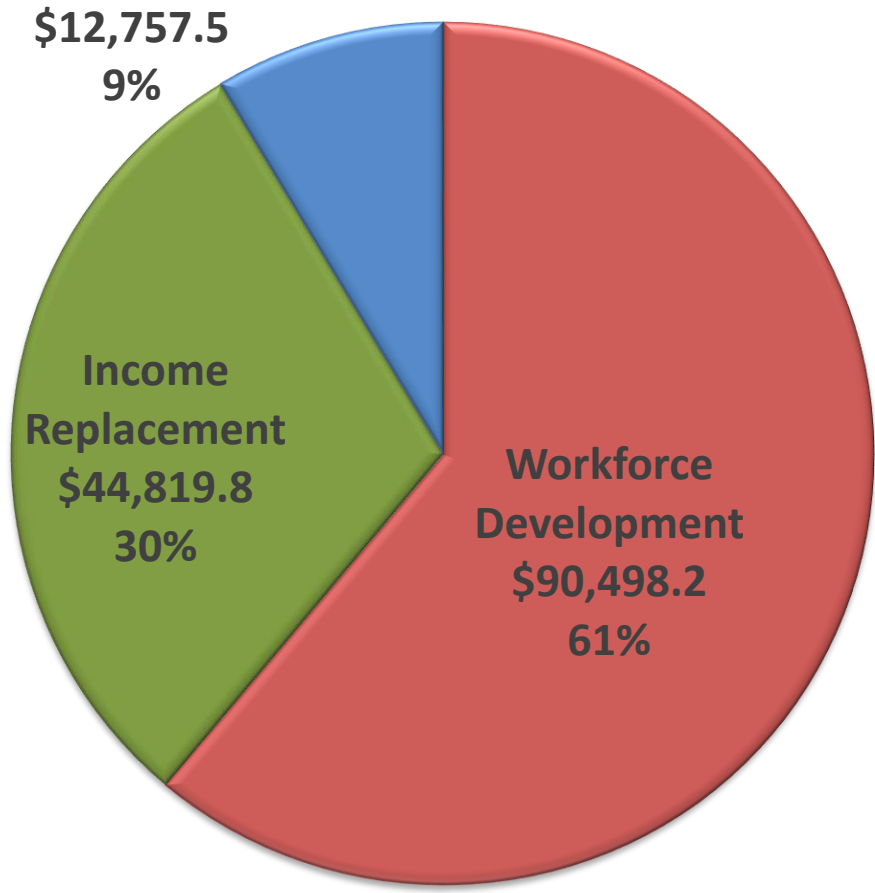
- **Protect Alaska's workers** through statutory and regulatory assistance and enforcement.
- **Workforce development** to support Alaska hire and economic development.
- **Income replacement** for injured, unemployed, and permanently disabled workers.



# FY2019 Budget: \$148,075.5

UGF: \$20,697.2; DGF: \$35,766.7; Other: \$17,104.3; Federal: \$74,507.3

## Protect Workers



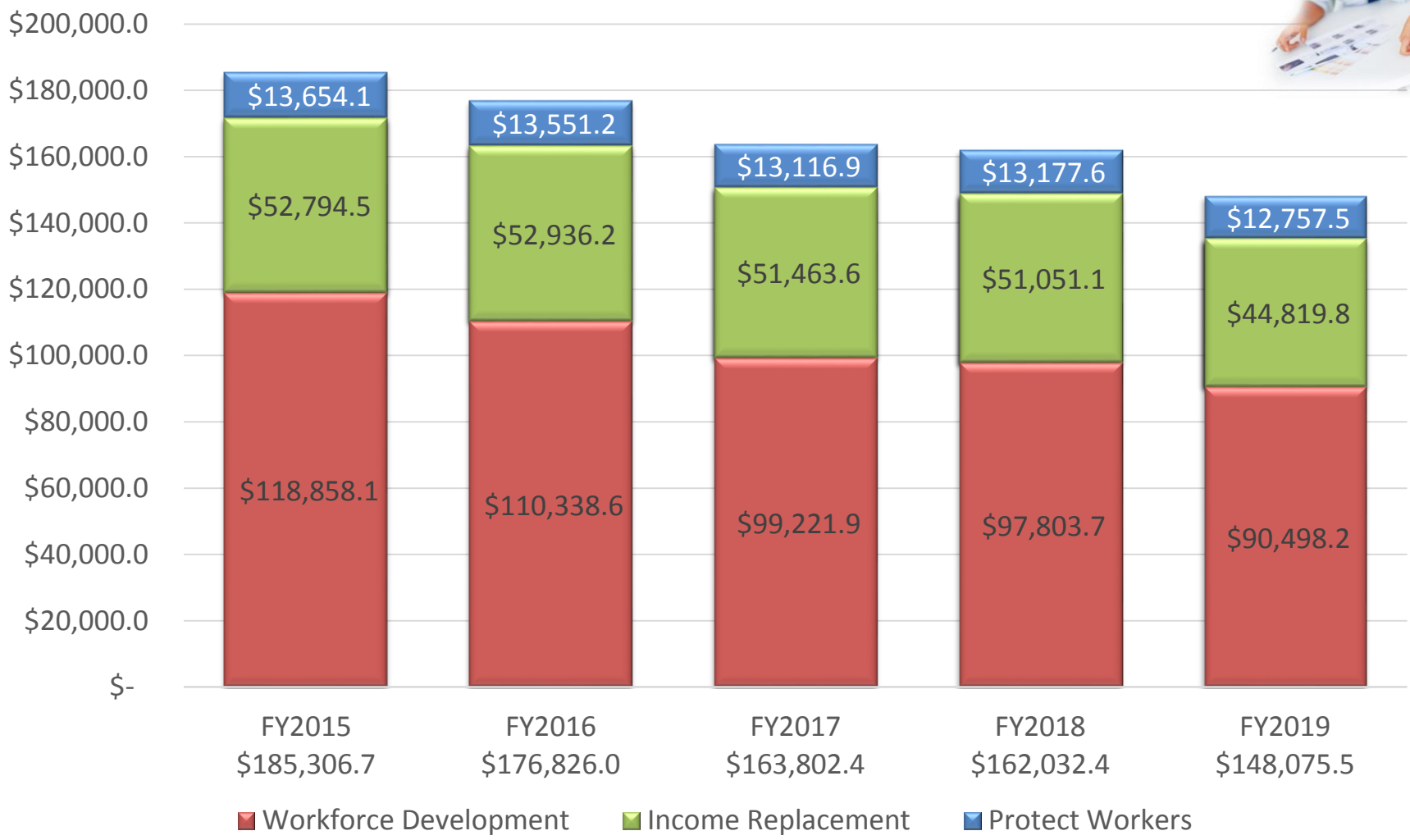
Full-time	677
Part-time	50
<u>Temporary</u>	<u>7</u>
<b>Total</b>	<b>734</b>

UGF: Unrestricted General Funds  
DGF: Designated General Funds

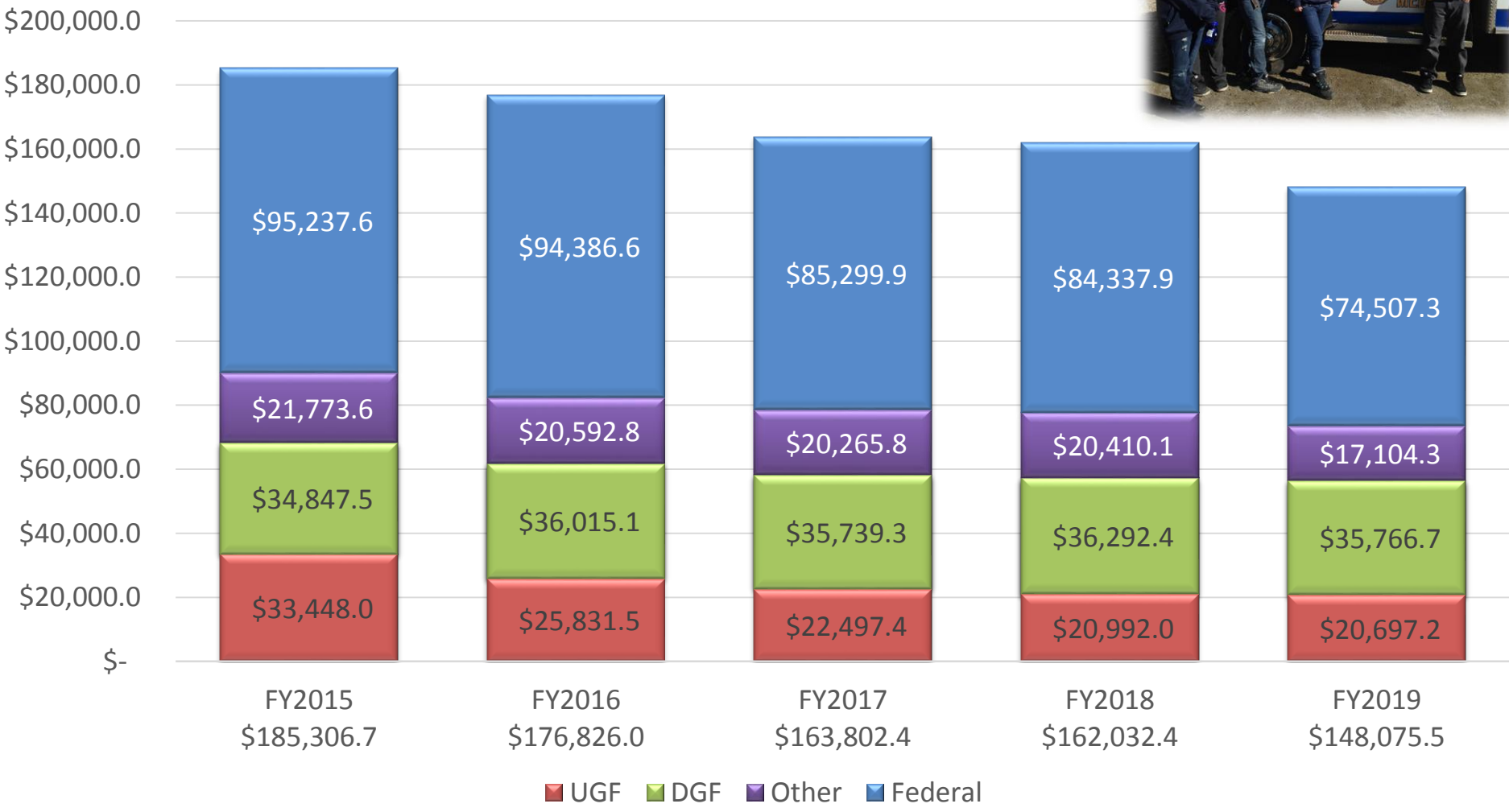




# Budget by Priority Program from FY2015 to FY2019

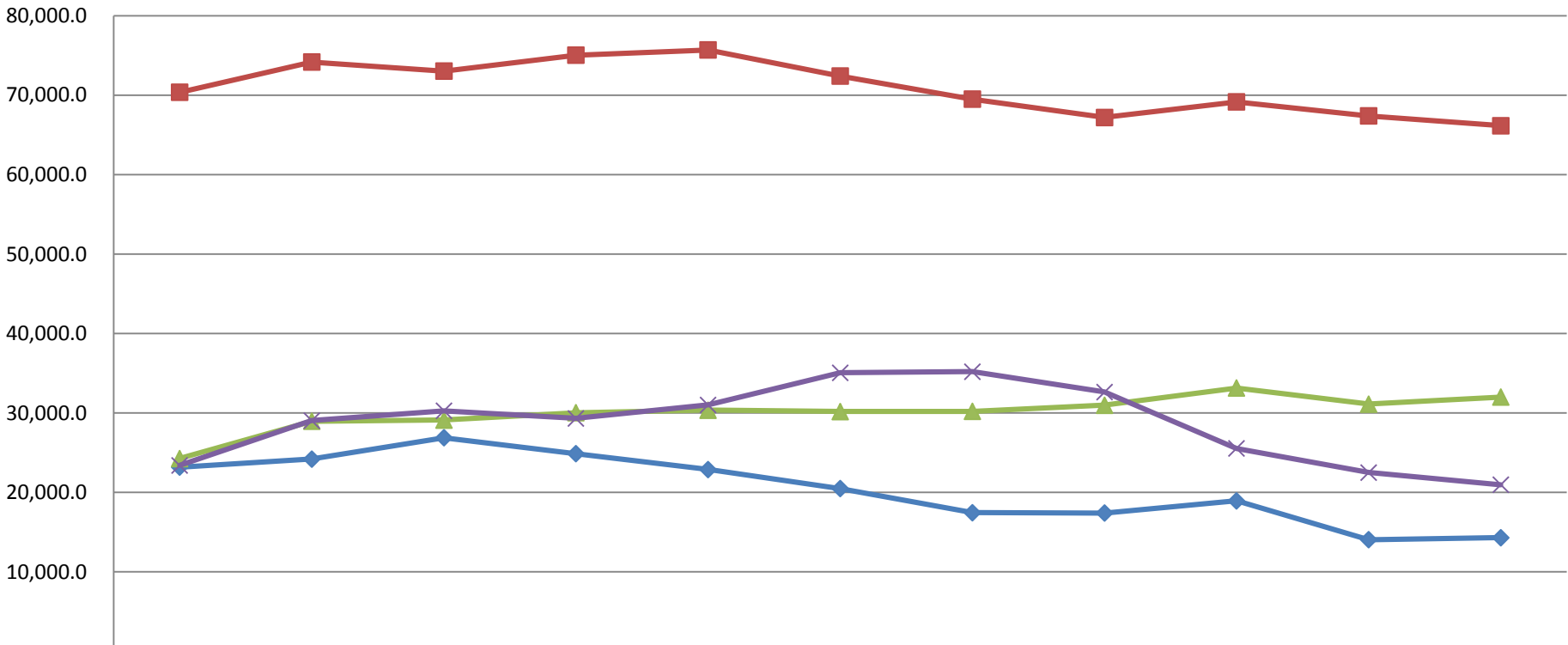


# Budget by Fund Type from FY2015 to FY2019





# Actual Expenditures by Fund Type from FY2008 to FY2018



	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
<span style="color: red;">■</span> Federal	70,358.0	74,166.7	73,022.6	75,038.1	75,686.8	72,408.5	69,496.1	67,192.0	69,161.3	67,386.5	66,163.7
<span style="color: blue;">◆</span> Other	23,189.9	24,212.6	26,893.5	24,876.5	22,897.4	20,488.1	17,462.2	17,406.2	18,948.4	14,058.4	14,321.5
<span style="color: green;">▲</span> DGF	24,283.4	28,968.4	29,115.1	30,041.5	30,367.1	30,184.8	30,200.8	30,981.4	33,151.2	31,128.3	32,001.7
<span style="color: purple;">×</span> UGF	23,406.0	29,040.2	30,270.0	29,323.5	31,026.7	35,061.6	35,198.9	32,645.7	25,535.7	22,518.2	20,976.6





# Reductions from FY2015 to FY2019

- Overall, **-\$12.8** million UGF (**-38%**) and **-143** positions (**-16%**)
- Administrative and overhead reductions
  - Commissioner's Office and Admin Services **-\$830.0** UGF and **-16** PCNs
  - Leasing **-\$1.2** million UGF and **-30,942** square feet
- Program reductions
  - Research and Analysis **-\$297.6** UGF and **-9** PCNs
  - Employment and Training Services **-\$5.9** million UGF and **-87** PCNs
  - Vocational Rehabilitation **-\$99.1** UGF
  - AVTEC **-\$1.4** million UGF and **-13** PCNs
  - Workers' Compensation and Safety programs **-\$1.8** million and **-7** PCNs





# Revenue Changes from FY2015 to FY2019

- Applied for and received \$19.9 million in federal grants to:
  - Expand apprenticeship in Alaska especially in nontraditional/high-growth occupations
  - Support Job Center services to disabled youth and adults
  - Provide pre-release employment services to inmates
  - Provide employment and training services to dislocated workers
  - Improve unemployment insurance program integrity
  - Improve workforce statistical information quality
  - Address Alaska's Opioid crisis through workforce development
- Increased AVTEC tuition and fees by 7.5%/year for two years
- Implemented Treasury Offset Program and recovered \$4.6 million in payments due to the Unemployment Insurance Trust Fund



# Program Changes from FY2015 to FY2019



- Implemented statutory and regulatory changes to:
  - Realize efficiencies in the Alaska Workers' Compensation system
  - Provide a definition for "independent contractor"
  - Strengthen safety standards for workers and mechanical systems
  - Maintain federal compliance for Alaska's occupational safety and health programs
- Implemented Administrative Orders to:
  - Consolidate two divisions and resulted in more STEP funding on the street
  - Require 15% apprenticeship utilization goal on public construction projects exceeding \$2.5 million
  - Ensure law-abiding contractors are not outbid on state contracts by unscrupulous employers
- Restored Alaska Hire standards for publicly funded infrastructure projects by reestablishing the entire state as a zone of underemployment





# Program Changes from FY2015 to FY2019 continued

- Developed an Alaska LNG Gasline Workforce Plan, an addendum to Alaska's Career and Technical Education plan, and a new Alaska Apprenticeship plan with partners and input from key stakeholders
- Eliminated sub-minimum wage to Alaskan workers who experience disabilities
- Improved partnerships and expanded enforcement efforts to combat wage theft and other crimes such as worker misclassification
- Modified the Wage and Hour enforcement process to increase the effectiveness of its limited investigative staff resulting in the largest known wage recovery in Alaska's history (\$835,000)
- Improved worker knowledge of their rights by making our "Know Your Rights" publication available in six commonly spoken languages, including Yu'pik
- Tackled Alaska's high Workers' Compensation premiums with promulgation of the Medical Services Review Committee recommendations to reduce health care costs





# Workforce Development FY2019 Outlook

- State funding is stabilizing (ACA, STEP and TVEP)
- Federal funding is mostly stable
  - WIOA Youth, Adult, and Dislocated Worker allotments up slightly
  - Wegner-Peyser down slightly
  - Some one-time competitive awards have ended (i.e., DEI and LEAP)
  - Some one-time competitive awards are just starting (i.e., Opioid and High-growth)
- Deferred maintenance projects at AVTEC to address priority life safety and health concerns are costing more than originally anticipated



# Looking Forward to FY2020



- More staff transitions related to the next phase in multiple statewide efficiency efforts
- Adjustment to AVTEC's supply fees and revenue authority to cover increased supply costs
- Technical and Vocational Education Program funding is healthier than previously anticipated





# Technical and Vocational Education Program (TVEP)

Entity	Distr. %	FY2017 Distribution	FY2018 Distribution	FY2019 Distribution	FY2020 Proposed	Change from Prior Year
University of Alaska	45%	\$ 5,980.1	\$ 5,386.6	\$ 4,926.4	\$ 5,619.3	\$ 692.9
Galena Interior Learning Academy	4%	\$ 531.6	\$ 478.8	\$ 437.9	\$ 499.5	\$ 61.6
Alaska Technical Center	9%	\$ 1,196.0	\$ 1,077.3	\$ 985.3	\$ 1,123.8	\$ 138.5
Southwest Alaska Vocational and Education Center	3%	\$ 398.7	\$ 359.1	\$ 328.4	\$ 374.6	\$ 46.2
Yuut Elitnaurviat, Inc. People's Learning Center	9%	\$ 1,196.0	\$ 1,077.3	\$ 985.3	\$ 1,123.8	\$ 138.5
Northwestern Alaska Career and Technical Center	3%	\$ 398.7	\$ 359.1	\$ 328.4	\$ 374.6	\$ 46.2
Partners for Progress in Delta, Inc.	3%	\$ 398.7	\$ 359.1	\$ 328.4	\$ 374.6	\$ 46.2
Amundsen Educational Center	2%	\$ 265.8	\$ 239.4	\$ 218.9	\$ 249.7	\$ 30.8
Ilisagvik College	5%	\$ 664.5	\$ 598.5	\$ 547.4	\$ 624.4	\$ 77.0
Alaska Vocational Technical Center	17%	\$ 2,252.5	\$ 2,034.0	\$ 1,861.1	\$ 2,122.8	\$ 261.7
<b>Total</b>	<b>100%</b>	<b>\$ 13,282.6</b>	<b>\$ 11,969.2</b>	<b>\$ 10,947.5</b>	<b>\$ 12,487.1</b>	<b>\$ 1,539.6</b>





**WE'RE PREPARING ALASKANS FOR THE  
JOBS OF TODAY—AND TOMORROW.**

**Alaska Department of Labor and Workforce  
Development**

Administrative Services Director Paloma Harbour

Email: [Paloma.Harbour@alaska.gov](mailto:Paloma.Harbour@alaska.gov)

Phone: (907) 465-5984



ALASKA DEPARTMENT OF LABOR & WORKFORCE DEVELOPMENT  
COMMISSIONER HEIDI DRYGAS



# Legislative Update

October 2018 AWIB Meeting





# Looking Back

- ▶ Bills signed into law
  - ▶ HB 79-workers' comp efficiencies
  - ▶ HB 114-boiler/pressure vessel inspection reports
  - ▶ HB 121-AKOSH penalties
  - ▶ (HB 142-increase max weekly benefit amount)
- ▶ Associated regulations



# Workers' Compensation Legislative Working Group

- ▶ Created by HB 79
- ▶ Review, consult, recommend
- ▶ Report due December 1, 2018

A dark grey arrow points to the right from the left edge of the slide. Several thin, curved lines in shades of blue and grey originate from the left side and sweep across the slide towards the right.

# Looking Forward

- ▶ Legislative proposals
  - ▶ Submitted but confidential
- ▶ TVEP reauthorization
- ▶ Other bills

# Questions?

Contact me at:

[Tally.Teal@alaska.gov](mailto:Tally.Teal@alaska.gov)

907-465-2702



# Alaska Vocational Technical Center



Alaska Workforce Investment Board  
October 25, 2018



# AVTEC at a glance

- A division of the Alaska Department of Labor and Workforce Development, expanding employment opportunities for Alaskans!
- Affordable & applicable postsecondary technical training.
- Providing training since 1969 – 50<sup>th</sup> Anniversary in 2019!
- Nationally accredited by the Council on Occupational Education.



# Council on Occupational Education (COE)

- **Training programs** take students from zero employability and technical skills to entry level employee status; up to 10 months
- **Job upgrade training** and retraining for incumbent workers; increase upward mobility and employability.
- **Continuing Education** for new and incumbent workers; to maintain employed status through job specific skills training to increase productivity.

# Training Programs

- Culinary Arts
- Construction Technology
- Diesel / Heavy Equipment Technology
- Information Technology - Networking
- Business & Office Technology
- Industrial Electricity
- Plumbing & Heating
- Refrigeration
- Welding / Structural & Pipe

# Training Program Add-On

- Guided Learning Opportunities: Secondary career and technical teachers professional development in the classroom at AVTEC.
- Job Readiness through Internships: Partner with employers to get students into the workplace on a trial basis.
- Partnerships with small business: related technical instruction and placement

# Related Technical Instruction

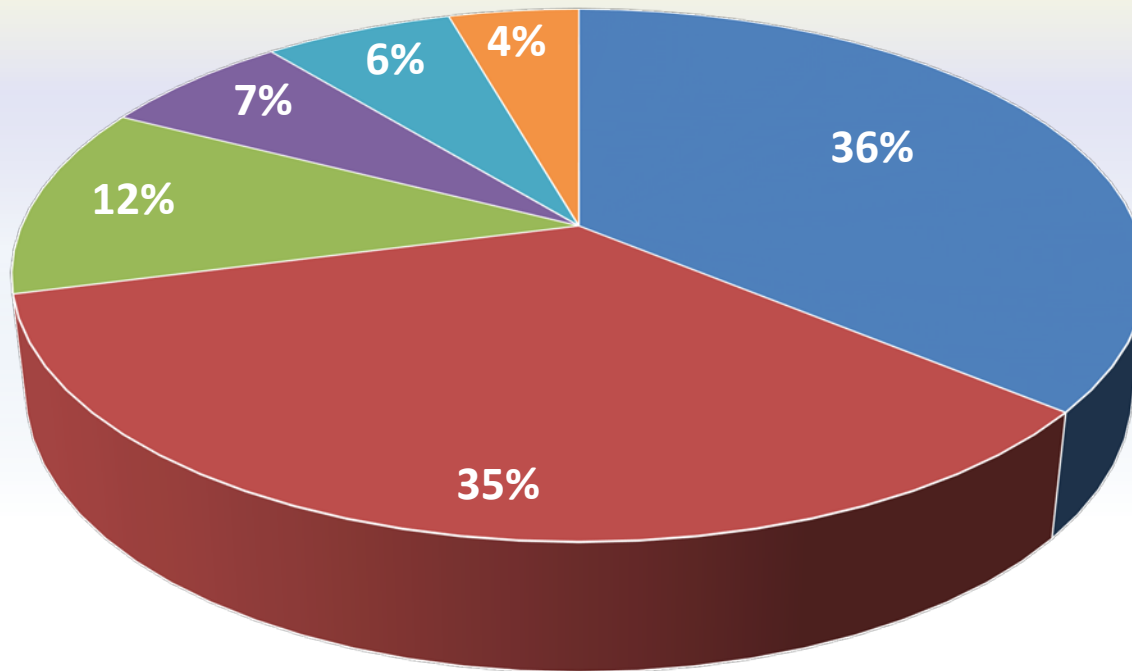
## Construction maintenance and Healthcare

- All distance delivered – AVTEC and employer supported
- Enroll anytime – registered apprentices only



# Serving students statewide

Students by Region FY13 - FY17



■ Anchorage, Mat-Su

■ SW- Bethel, Emmonak, Aniak, Kalskag

■ SE- Juneau, Sitka, Ketchikan, Haines

■ SCTRL- Kodiak, Kenai Peninsula

■ CTRL- Fairbanks, Barrow, Tok, Ft. Yuk

■ NW- Nome, Kotzebue, Unalakleet

# Student Outcomes

- COMPLETION: In FY17, **97%** of AVTEC students enrolled in long term programs completed.
- EMPLOYMENT: **93%** of those obtained training-related jobs.
- IMPACT ON FUTURE EARNINGS: AVTEC completers on average **earn over 60% more** than before completing training.



# Job Upgrade Training

## MISSION:

To provide Alaskans the skills and technical knowledge that will enable them to thrive in Alaska's challenging and ever evolving maritime working environment.



# Training Mandates



INTERNATIONAL  
MARITIME  
ORGANIZATION

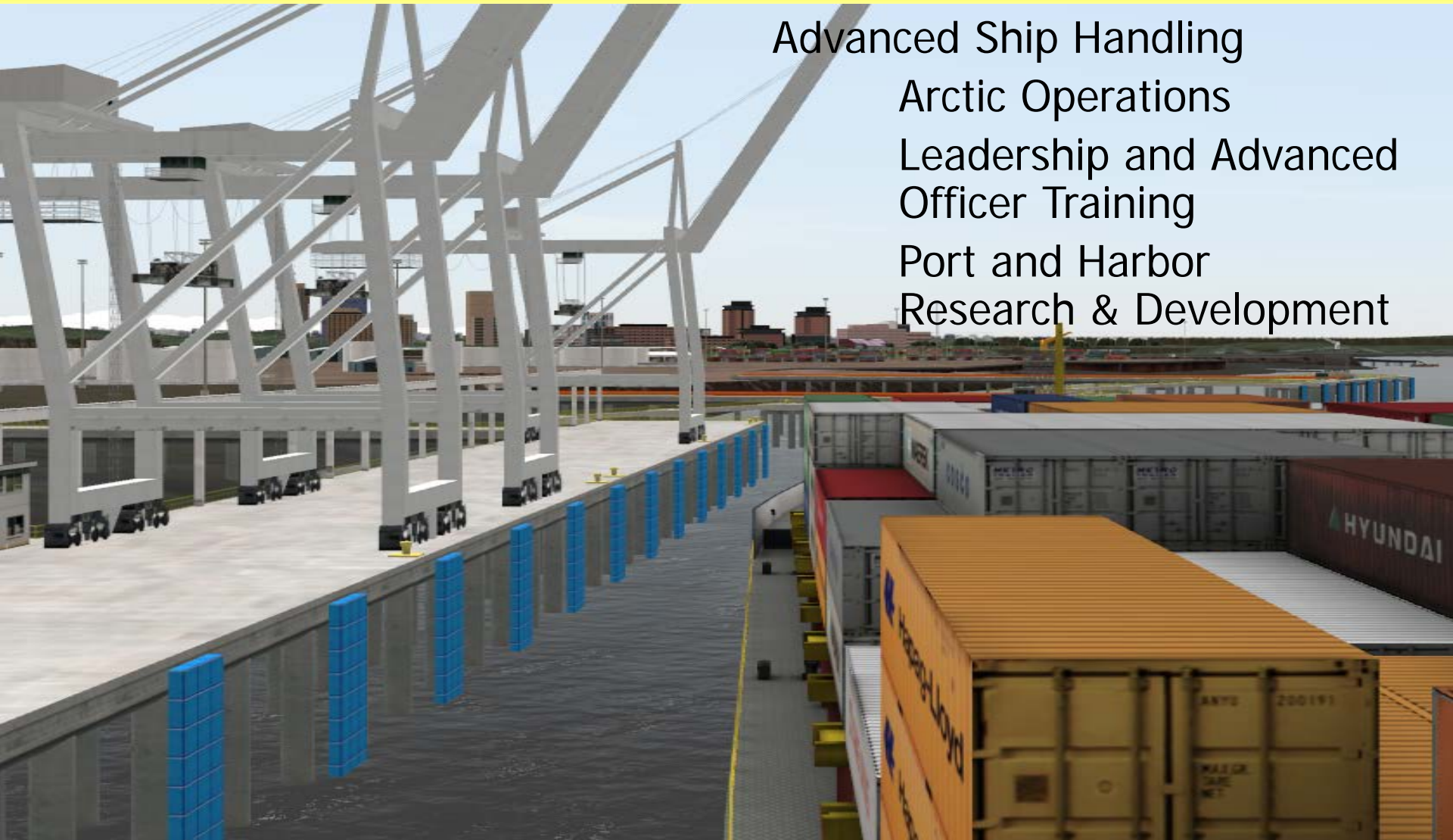


**United States Coast Guard**  
U.S. Department of Homeland Security

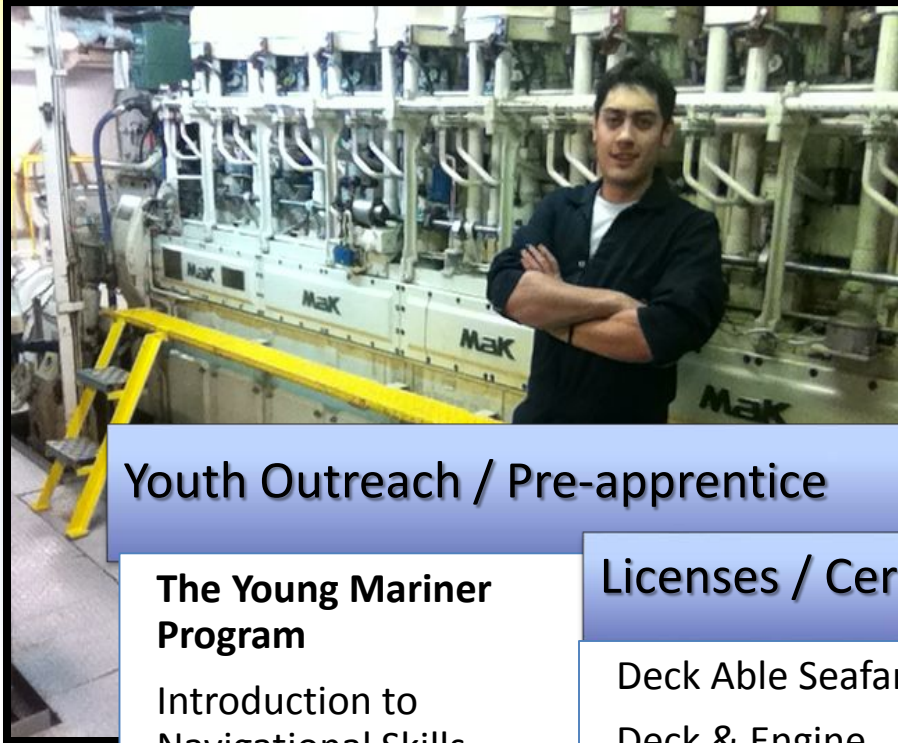


# Customized Training Research & Development

Advanced Ship Handling  
Arctic Operations  
Leadership and Advanced  
Officer Training  
Port and Harbor  
Research & Development



# Able Seafarer Deck & Engineering



- 40 USCG and IMO Approved Courses
- Course Packages
- License Preparation for Advanced licenses.

## Youth Outreach / Pre-apprentice

### The Young Mariner Program

Introduction to Navigational Skills  
Young Fisherman's program

## Licenses / Certifications

Deck Able Seafarer  
Deck & Engine  
Able Bodied Seaman, Mate and Master  
Qualified Member of the Engine Department

## Advanced Training

Advanced Maritime Officer Training  
Marine Engineering  
Company and Vessel Specific Training

# Reaching Youth...

## Young Mariner Training Program



- *Introduction to Nautical Skills*
- *USCG Training and Certification*
- *Hybrid Course Delivery*
  - **Navigation**
  - **Standing a Navigational Watch**
  - **Marine Engineering**
  - **Fire Fighting**
  - **Rigging**
  - **Deck Safety and Stability**
  - **Basic Safety and Survival Training**

# Marine Vessel Repair & Maintenance

- Training to begin in the 2018 – 2019 school year
- DOLWD grant to train 30 dislocated workers
- Take all or “al a carte” in Seward and beyond
- Topics include:
  - Marine and Yard Safety
  - Tools and Machine Shop
  - Vessel Mechanical System
  - Welding and Fabrication
  - Vessel Carpentry
  - Marine Fiberglass
  - Marine Coating

# AMTC Opportunities

- Employer and workforce needs for Vessel Repair and Maintenance ~ soft launch for full Marine Maintenance and Repair training
- Maritime workforce development for Alaska through simulation research & development
- Collaboration with the University of Alaska on application for a Domestic Maritime Center of Excellence

# Questions?



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Visit us on the web at:

**[www.avtec.edu](http://www.avtec.edu)**

Cathy LeCompte [cathy.lecompte@avtec.edu](mailto:cathy.lecompte@avtec.edu)

# Division of Vocational Rehabilitation State FY2018 – Program Highlights

Mission of DVR: To assist individuals with disabilities to obtain and maintain employment



- **3,107** individuals received services from the VR program.
- **\$3,202,274** was spent on direct client services.
- **1,327** new individuals applied for services; an additional 1,795 individuals received information and referral services.
- **95.5%** of individuals receiving services were significantly disabled with multiple barriers to employment.
- **406** individuals exited the program employed with an average wage of \$15.25/hr.
  - **336** were employed in the private sector;
  - **61** were employed in federal, state or local government; and
  - **9** were self-employed.
- **802** students with a disability received Pre-Employment Transition Services.
- **\$1,525,634** was spent on Pre-Employment Transition Services.

DVR participants by race	
Caucasian	52%
Alaska Native	27%
Multi-racial (Participants may choose more than one race)	13%
Black or African American	6%
Asian	2%
Hawaiian Native or Other Pacific Islander	1%

DVR participants employed by occupation	
Clerical	20%
Maintenance	16%
Food	10%
Janitorial	9%
Production and Handling	8%
Transportation	6%
All Other	31%

DVR participants by disability type	
Psychosocial	43%
Physical and Orthopedic	24%
Cognitive	24%
Deafness/Hearing Loss	4%
Blindness/Visual Impairments	4%
Communication Impairments	1%

"I would recommend ADVR with enthusiasm," -- Customer satisfaction survey respondent comment.

# DVR's Pre-Employment Transition Services

WIOA requires DVR to set aside 15% of its budget to provide Pre-Employment Transition Services to students with a disability.

- Job Exploration
- Work Based Learning
- Counseling towards postsecondary education
- Work readiness skills
- Self-advocacy

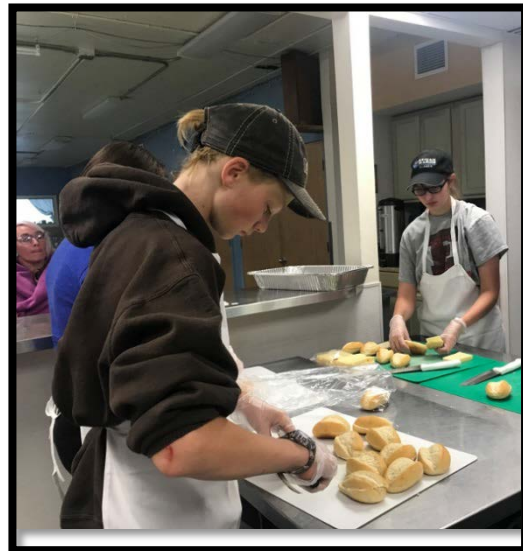




**Research has shown that previous work experience was the most important factor for employment success, both in terms of job attainment and earnings.**

- Florida State University

- 182 student participants statewide in 160 hour work experiences
- 95 Business provided work sites, job site tours, presentations





# Introduction to Entrepreneurship and Small Business Concepts

Students, working together, have a chance to develop their very own small pop up business while discovering their own interests and talents. S'Cool Store promotes 21<sup>st</sup> Century skill development:

- Critical thinking
- Communication
- Collaboration
- Financial literacy
- Leadership
- Social Skills





Exploring career pathways through hands on learning.



## Pathways partners:

NACTEC – Heavy Equipment (Nome DJJ youth facility)

UAS Technical Education Center –Maritime, Mining, Health Care, Power Tech

POW Voc Tec Center - Carpentry



**ALASKA DEPARTMENT OF LABOR  
& WORKFORCE DEVELOPMENT**

# **Division of Employment and Training Services**

James Harvey, Acting Director

[James.harvey@alaska.gov](mailto:James.harvey@alaska.gov)

(907) 465-4891

# Wagner-Peyser - Job Center Services

- Labor exchange services to secure employment served in SFY2018
  - 45,451 staff-assisted services to 15,515 unique job seekers
  - 32,633 unique job seekers used resource rooms 180,530 times
  - 117,183 total individuals served including self-service and staff-assisted job seekers received over 180,000 total services
- Assistance includes – resume and cover letter writing, interviewing skills, labor market information, completing employment applications, and WorkKeys® assessments
- Veterans Services:
  - 3183 Veterans, 81 Transitioning Service Members and 100 eligible spouses received services in SFY2018
  - The SFY2018 Veterans and Military Spouses Job Fair in Anchorage:
    - 121 vendors present, 740 job seekers in attendance, 294 resumes collected, 75 interviews conducted, 38 job offers made, 161 anticipated jobs filled
  - The FY19 Veterans Job fair is scheduled for November 16<sup>th</sup>, 2018.

# Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker, & Youth

Career, support, and training services to help job seekers succeed in the labor market and to match employers with skilled workers

- **Adult:** Individuals 18 or older with priority of service to veterans, public assistance recipients, low income populations, and those in need of increasing basic employability skills. 329 participants served in SFY2018.
- **Dislocated Worker:** Laid off, notice of layoff, unemployed from poor economy or disaster. 401 participants served in SFY2018.
- **Youth:** In- and out-of-school youth ages 14-24 with barriers to employment.
  - Services are provided by 10 project operators
  - 709 (264 in-school & 445 out of school) participants served in SFY2018.

# Adult Basic Education (ABE)

- ABE serves adults who lack basic skills in reading, writing, math, and/or need to learn English as a second language
  - 3,142 students served in SFY2018
  - 1,917 were full-time students (attended 12 or more hours)

## Mature Alaskans Seeking Skills Training

- MASST assists older workers by placing them in community service positions and provides on-the-job training to help individuals become self-sufficient and maintain an independent lifestyle.
  - 208 older workers served in SFY2018

# Alaska Construction Academy (ACA)

- Serving the Anchorage, Fairbanks, Juneau, Kenai Peninsula, Ketchikan, Mat-Su, Nome, Bristol Bay, and Kotzebue areas, ACA helps the industry by developing a cadre of Alaskans with the basic skills needed to enter a registered apprenticeship, post-secondary training, or entry-level construction employment.
- 10 projects served 795 participants in SFY2018

## State Training and Employment Program (STEP)

- STEP fosters economic growth by preparing Alaskans with competitive, employability skills. STEP enhances the quality and makes Alaska job training and employment assistance easily available to employers, employees, and future workers.
- 34 grants awarded, 2,843 participants served in SFY2018
  - 389 participants served through the job centers
  - 2,454 participants served by subrecipients



# Unemployment Insurance (UI)

Partial wage replacement for insured workers unemployed through no fault of their own and actively seeking work.

In SFY2018:

- 34,117 people received UI for at least one week
- \$110,627,408 in total benefit dollars paid
- \$121,869,407 deposited in the UI Tax Trust Account
- \$20,715,316 collected and deposited into:
  - State Training and Employment Program
  - Alaska Technical and Vocational Education Program

# Grants/Projects Update

Ending soon....

- Disability Employment Initiative (DEI)
- Linking to Employment Activities Pre-release (LEAP)

Continuing . . .

- State Apprenticeship Expansion Grant
- American Apprenticeship Initiative Grant

New Grants....

- National Health Emergency Dislocated Worker Demonstration Grant to address the Opioid Crisis
- System replacement for ALEXsys and ICM
- Economic Transition National Dislocated Worker Grant

# Ending...Disability Employment Initiative (DEI) Alaska Youth Works Project

- \$2,500,000, 42-month grant: 10/01/2015 – 3/31/2019
- Goal is to reduce challenges and increase opportunities for youth with disabilities
- Grant funds are now completely obligated
- Outcomes
  - Total number of youth with disabilities served in Alaska: over 2160
  - 360% of outcome accomplished
  - 58 transition camps held and served over 370 students through a partnership with DVR, DOE, DJJ, local agencies, and business to develop and teach in-school youth about employment-related skills.
  - 620 students received funding for career pathways including courses like Welding, Carpentry, and Heavy Equipment Operation.
  - This summer, DEI and DVR partnered with 12 agencies to provide 182 students a unique opportunity to explore careers through work experience. Over 130 businesses provided employment and work readiness. Throughout the life of the grant, 427 students and 200 businesses participated in summer work.
  - Sustainability plan includes the integration of most DEI services into job centers, WIOA Youth grantees, and continued partnership with DVR.

# Ending....Linking to Employment Activities Pre-release (LEAP): Bridge to Success Pilot Project

- \$500,000 two-year grant: 10/01/2016 – 9/30/2018
- Reduce recidivism by increasing employability of re-entering citizens
- Two jail-based Alaska Job Centers staffed by AJC staff
  - Hiland Mountain and Goose Creek Correctional Centers
- 600 inmates had access to career services inside the jails
  - Of those, 200 inmates were enrolled in the Bridge to Success program and received additional, individualized career services.
  - Participant work-readiness post-assessments showed an 81% improvement over pre-assessment scores
  - Participation in job center activities after release remained very low throughout the grant
- Sustainability plan includes transitioning LEAP from DETS to the Department of Corrections (DOC) by incorporating key LEAP Bridge to Success elements into the DOC Re-entry Manual including a Work-Readiness Pre- and Post-assessment.

# Continuing...State Apprenticeship Expansion

- \$1.9 Million, four-year grant: 11/1/2016 – 9/30/2020
- Goals
  - Establish new apprenticeship programs in health care and aviation
  - Register 110 new health care apprentices and 15 new aviation apprentices
  - Increase total number of apprentices in Alaska by 15% over baseline of 1,949
- Outcomes to date
  - Alaska Primary Care Association created five new RA programs and registered 140 apprentices. We will register another 50 in FY19.
  - Airframe & Powerplant Mechanic and Air Transport Pilot RA programs established; 20 apprentices registered; multi-employer sponsor effort is being transitioned to individual non-joint apprenticeships with individual carriers
  - Total # of apprentices increased from 1,949 to 2,051 (~5% increase)

# Continuing...American Apprenticeship Initiative

- \$3 Million, Five-year grant: 10/1/2015 – 9/30/2020
- Goals
  - Create 20 new and 12 expanded health care RA programs
  - Engage 30 employers in health care RA
  - Register 450 new health care apprentices; 380 completers
  - Serve 1,200 participants total in RA and pre-apprenticeship
  - Focus on underserved populations including WIOA-eligible; Alaska Natives/other minorities; veterans and Transitioning Service Members; unemployed; those with disabilities
- Outcomes to date
  - 16 RA health care occupations; several more in process
  - 368 new health care apprentices registered; 73 completers
  - 69 sponsors; 99 employers
  - 1,102 total served (734 pre-apprentices; 368 apprentices)
  - ~ 65% from underserved populations

# National Health Emergency Dislocated Worker Demonstration Grant to address the Opioid Crisis

- \$1,200,000
- Two-year project: 7/01/2018 – 6/30/2020
- To serve 645 individuals
  - Support 24 transition camps for 240 transition age youth with disabilities
  - Provide the Bridge Auricular Stimulator to 100 individuals to assist with opioid withdrawal symptoms
  - Expand job center services to 100 affected individuals for training and support
    - Emphasis on returning citizens from juvenile justice and correctional system
  - Train 75 incumbent workers for upskilling and reskilling in health care occupations
  - Regional Alcohol and Drug Abuse Counselor Training (RADACT) for to provide:
    - 112 training hours to upskill 30 counselors; and
    - Early and crisis intervention training to 100 teachers across the state
- Target audience
  1. Individuals impacted by the opioid crises; and
  2. Workers in need of upskilling and reskilling in mental health, addiction treatment, pain management and therapy services occupations.

# Economic Transition National Dislocated Worker Grant

- \$3,353,732; two-year project: 10/01/2018 – 9/30/2020
- Serve 535 dislocated workers (DWs) for jobs in health care, construction, and maritime sectors
- Job centers: deliver enhanced career services, training, work-based learning opportunities, and support services to **300 dislocated workers**
- Alaska Works Partnership (AWP): develop pre-apprenticeship curriculum for nine construction industry occupations; each resulting in participants receiving five industry-recognized credentials; AWP will serve **125 dislocated workers**
- SEALINK: focus on Vigor layoffs and other DWs by performing outreach, recruitment, and assessment activities to identify **80 dislocated workers** for referral to the Seafarers International Union (SIU), Paul Hall Center for Maritime Training and Education
- AVTEC: fulfill the need for the statewide workforce demand for trained vessel maintenance and repair workers by creating curriculum and training **30 dislocated workers**



Questions?

# DISCUSSION ITEMS



**David G. Stone Awards**



**Election of Officers**



**One Stop MOU**



**WIOA Combined Plan Strategy -  
Apprenticeship**



ALASKA DEPARTMENT OF LABOR  
& WORKFORCE DEVELOPMENT

Alaska Workforce Investment Board

David G. Stone

K-12

Career and Technical Education Instructor/Administrator of the Year Award  
Criteria

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## PURPOSE

The AWIB supports education and training that leads to employment and careers. To support this mission, the AWIB is soliciting nominations from employers for the David G. Stone K- 12 Career and Technical Education Instructor/Administrator of the Year Award. Nominees will represent individuals whose programs are directly connected to placement of their students in a training, career and technical education program or apprenticeship.

Recipients of this award must have made significant contributions toward innovative programs that are serving to improve and promote career and technical education.

## CRITERIA

- 1) **PROFESSIONAL PRACTICE:** The nominee demonstrates instructional expertise, creativity, and innovation. The nominee is an instructional leader at the local, state, and/or national level.
- 2) **COMMUNITY ENGAGEMENT:** The nominee frequently interacts with community members on substantive education issues. The nominee identifies and helps to bring community resources to students in both formal and informal settings.
- 3) **LEADERSHIP IN PROFESSIONAL DEVELOPMENT:** The nominee continually engages in experience to improve his or her practice and to gain new skills and knowledge. The nominee shares this new learning with colleagues in a variety of venues. The nominee's participation in and commitment to professional development has a visible impact on his or her institution, student, and community.
- 4) **ATTENTION TO DIVERSITY:** The nominee works to provide a learning environment that meets the needs of all students, regardless of differences. The nominee uses a variety of techniques to effectively address students' different learning styles and needs. The nominee recognizes and explicitly addresses the full array of values, cultures, and experiences represented in our diverse modern society, through curriculum, instruction and/or administration and in other interactions with students.

## NOMINEE ELIGIBILITY

Individuals employed as classroom/laboratory instructors or administrators in a K-12 vocational technical career education program are eligible recipients for this award..



**Alaska Workforce Investment Board**  
**David G. Stone**  
**Post-Secondary**  
**Career and Technical Education Instructor/Administrator of the Year Award**  
**Criteria**

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## **PURPOSE**

The AWIB supports education and training that leads to employment and careers. To support this mission, the AWIB is soliciting nominations for the David G. Stone Post-Secondary Instructor/Administrator of the Year Award. Nominees will represent individuals whose programs are directly connected to training, a career and technical education program or apprenticeship.

Recipients of this award must have made significant contributions toward innovative programs that are serving to improve and promote career and technical education.

## **CRITERIA**

- 1) **PROFESSIONAL PRACTICE:** The nominee demonstrates instructional expertise, creativity, and innovation. The nominee is an instructional leader at the local, state, and/or national level.
- 2) **COMMUNITY ENGAGEMENT:** The nominee frequently interacts with community members on substantive education issues. The nominee identifies and helps to bring community resources to students in both formal and informal settings.
- 3) **LEADERSHIP IN PROFESSIONAL DEVELOPMENT:** The nominee continually engages in experience to improve his or her practice and to gain new skills and knowledge. The nominee shares this new learning with colleagues in a variety of venues. The nominee's participation in and commitment to professional development has a visible impact on his or her institution, student, and community.
- 4) **ATTENTION TO DIVERSITY:** The nominee works to provide a learning environment that meets the needs of all students, regardless of differences. The nominee uses a variety of techniques to effectively address students' different learning styles and needs. The nominee recognizes and explicitly addresses the full array of values, cultures, and experiences represented in our diverse modern society, through curriculum, instruction and/or administration and in other interactions with students.

## **NOMINEE ELIGIBILITY**

Individuals employed as classroom/laboratory instructors or administrators including training coordinators and training directors in a post-secondary training, career and technical education program or apprenticeship are eligible to receive this award.



**Alaska Workforce Investment Board  
David G. Stone  
Employer of the Year Award  
Criteria**

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**PURPOSE**

The strength of the Alaska workforce system is dependent on the collaboration that exists between workforce professionals, employers, employees, economic developers, and training and education providers. The David G. Stone Employer of the Year Award recognizes a private sector employer whose efforts and initiatives have had an extraordinary effect on the state of Alaska, other employers, workers, and communities where the employer conducts business.

**CRITERIA**

Recognition may be based on the employer's efforts in areas, including, but not limited to:

- Training and retaining employees
- Upgrading employer's workforce skills
- Increasing Alaska resident hire
- Job creation or redesign
- Child care solutions
- Job sharing and telecommuting
- Activities with students, schools, colleges, training providers, and workforce education or development programs
- Community involvement or collaboration

**NOMINEE ELIGIBILITY**

Nominees must be an employer providing jobs to Alaskans. The employer should have demonstrated support for the public workforce system. The employer should not have any significant wage and hour, equal opportunity, unemployment insurance, or other violations identified by the state.

## **AWIB Election of Officers Information**

**From AWIB Bylaws – Amended May 2016**

### **ARTICLE VI**

#### **OFFICERS & ELECTION OF OFFICERS**

Section 1. The Board shall elect a chair and vice chair from among the members who are designated representatives of business and industry as appointed under AS 23.15.550. Both the chair and the vice-chair serve at the pleasure of the Board. The chair, vice-chair and immediate past chair shall serve as members of the Executive Committee.

The Board Chair shall annually, prior to December 31<sup>st</sup> of each year, select a Nominating Committee of members who do not intend to run for elected office. The Nominating Committee shall contact board members to solicit eligible candidates for the two elected offices, Chair and Vice-Chair. A notice of election and list of eligible nominated candidates will be sent to Board members no less than thirty days before the meeting when candidates may address the board. The election of officers will take place via electronic survey, or email, or mailed ballots after the board meeting.

*Section 2. Term of Office.* The Chair and Vice-Chair will be elected annually.

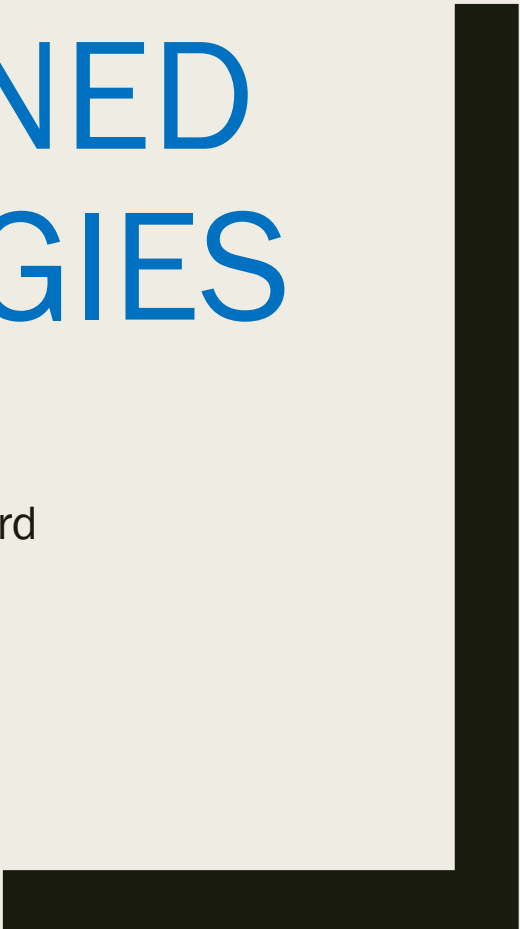
The current AWIB members appointed to the business and industry seats are as Brenda Paccaro, Calista Corporation; Meg Nordale, GHEMM Company; and Larry Bell, National Electrical Contractors Association (NECA).

Larry Bell is on the ballot for chair and Brenda Paccaro is on the ballot for vice chair. Meg Nordale is not seeking an officer seat at this time.



# WIOA COMBINED PLAN STRATEGIES

Alaska Workforce Investment Board  
October 2018



# Alaska's WIOA Combined Plan Vision and Goals

## Vision:

Alaskans have multiple pathways to high skill, high wage jobs and careers.

## Goals:

- 1) Build clear routes to careers for students, youth, and adults
- 2) Support and grow learning opportunities for workers at all stages of life
- 3) Develop multiple paths for employers and workers



## Alaska Workforce Innovation and Opportunity Act (WIOA) Combined Plan

Department of Labor and Workforce Development  
PO Box 111149  
Juneau, AK 99811  
3301 Eagle Street, Suite 305  
Anchorage, AK 99503  
907-465-2700



# WIOA Plan Strategies

- Engage industry sector partnerships and create career pathways for all Alaskans
- **Expand Registered Apprenticeships, pre-apprenticeships, and other work based learning approaches** – *today's topic*
- Demonstrate innovation in the delivery of Alaska Job Center Services
- Prioritize services to target populations – *last AWIB meeting topic*

## Strategy: Expand Registered Apprenticeships, pre-apprenticeships, and other work-based learning approaches.

- RA expansion will lead youth and adults, including those with disabilities and those who have multiple barriers to employment, into good paying jobs with career opportunities, while providing employers with new workers to fill in-demand occupations.
- Gov. Walker issued A.O. No. 278 on 11/10/15, which requires that Registered Apprentices perform at least 15 percent of the labor hours on any construction project of at least \$2.5 million that is advertised for bids by DOT or DOA.

# DOLWD – Apprenticeship Efforts

- Creation of the State Apprenticeship Plan
- Dedicated Staff
- Federal Grant Awards/Projects
  - *State Apprenticeship Expansion*
    - \$1.9 Million, four-year grant: 11/1/2016 – 9/30/2020
  - *American Apprenticeship Initiative*
    - \$3 Million, Five-year grant: 10/1/2015 – 9/30/2020
- Quality Pre-Apprenticeship Curriculum Development
  - *Alaska Works Partnership – construction industry*
  - *Alaska Primary Care Ass’n/South Central Area Health Education Center – healthcare industry*
  - *Working with USDOL/OA to develop a “Quality Pre-Apprenticeship Standard” based on TEN 13-12 guidance.*

## DOLWD – Apprenticeship Efforts

### *Apprenticeship Coordinator*

- A dedicated position to develop new RA programs and increase the number of apprentices.
- Works closely with Alaska’s USDOL Office of Apprenticeship to provide support and technical assistance to employer partners.
- Provides technical assistance to employers and intermediaries on the details and requirements of RA.
- Develops innovative approaches to suit the capacity and needs of employers, including development of multi-employer sponsors.
- Partners with programs that are approved by the American Council on Education to provide distance-delivered RA Related Technical Instruction, (*e.g. Penn Foster through AVTEC*).
- Provides Technical Assistance & Training to Job Center Specialists

## DOLWD – Apprenticeship Efforts

### Job Center *Apprenticeship Specialists*

- Job Center staff located in Kenai, Ketchikan, Juneau, Anchorage, and Fairbanks with specialized training to work with employers on RA.
- Works closely with the DOLWD Apprenticeship Coordinator.
- Market/outreach to employers on the benefits of RA and assists with the apprenticeship application for the desired occupation.
- Provides technical assistance to employers and sponsors on the details and requirements of RA.
- May refer candidates to apprenticeship occupations and helps the apprentice with enrollment into job center programs for support services while in training.

# Objective 1 – Implement State Policies to support Registered Apprenticeship

- Identify state policies that support RA and recommend others to be revised or created.
  - *expanded DW eligibility to include RA*
- Prioritize RA as a workforce development model and align resources as needed in support of it.
  - *WIOA Mentorship OJT & support while in RTI*
- Coordinate with other state agencies to incorporate RA into state HR and hiring practices.
  - *Pioneer Homes – C.N.A – Dementia & Acute Care Specialty*
- Leverage and align existing systems and resources to support RA including WIOA, STEP, DVR, Returning Citizens, etc.
  - *RA and quality Pre-apprenticeship a priority in STEP RGA, leverage WIOA DW funding, etc.*

## Objective 2 – Expand employer and sponsor participation

- Develop consistent branding, messaging, strategies, and materials for effective outreach and marketing.
  - *New outreach materials, new apprenticeship website*
  - <http://www.jobs.state.ak.us/apprentice/index.html>
- Develop partnerships with employers and industry organizations to increase employer engagement.
  - *Calista Corporation, BBNC, Chiropractic Association, Kodiak Area Native Association, TCC, Fairbanks Health Partners, Alaska Primary Care Ass'n*
- Provide technical assistance to employers and sponsors on the details and requirements of RA.
  - *Dedicated Apprenticeship Coordinator & Specialists*
- Develop innovative approaches to suit the capacity and needs of employers, including development of multi-employer sponsors.
  - *Alaska Primary Care Ass'n, ANTHC, RADACT*
- Expand RA programs to non-traditional industry sectors.
  - *Health Care, Aviation, Mining, Oil & Gas, Education, Hospitality*

## Objective 3 – Expand apprentice participation to underserved populations and regions

- Established additional rural-focused apprenticeships to increase RA opportunities for those living in villages and hub communities.
  - *Behavioral Health Counselor, Behavioral Health Aide, Community Health Worker, Medical Biller/Coder, Teacher Aide, etc.*
- Partner with Alaska Native organizations, DVR, TANF, STEP, DOC, and HSS, to expand RA to improve recruitment and retention for Alaska Natives, minorities, veterans, people with disabilities, etc.
  - *ANTHC, BBNC, Calista, Kodiak Area Native Association, YKHC, Lower Kuskokwim School District, NANA Corp, Alaska Primary Care Association.*
- Develop best practices to implement U.S. Department of Labor guidance for apprenticeship practitioners and equal opportunity programs and policies.
  - *AVTEC/Penn Foster partnership, Chiropractor Association partnership, RADACT partnership,*



## Objective 4 - Expand pre-apprenticeship, school-to-apprenticeship, and postsecondary registered apprenticeship programs

- Train and support high school CTE programs in developing School-To-Apprenticeship programs and leverage resources such as federal Carl D. Perkins Career and Technical Education funding.
  - *Valdez HS, Fairbanks School District, Metlakatla, Mat-Su School District, all on going*
- Expand the use of American Council of Education (ACE)-accredited programs to provide RTI for RA in multiple industries.
  - *Penn Foster delivered through AVTEC*
- Provide technical assistance to University of Alaska, Alaska Pacific University, regional training centers, and other postsecondary programs in aligning/articulating apprenticeship programs with college credit and degree programs.
  - *ongoing due to evaluation of program with local universities. Penn Foster provides cost effective degree programs for apprentices.*

## DOLWD – Apprenticeship Efforts

### Next Steps

- Continue to work with DEED and secondary CTE programs to provide information on apprenticeships to high school teachers and guidance counselors
- Continue to promote School-To-Apprenticeship programs with high school administrators.
- Locate online related technical instructions to approve LPN program with Board of Nursing
- Create new healthcare programs according to industry needs. – *Health Information Management, LPN, Peer Support Specialist*
- Conduct Regional Apprenticeship Roundtable Conferences in partnership with Alaska Native Organizations. – Calista, BBNC
- Continue to promote rural employers to “Grow their Own” – *high youth unemployment in Northern and Southwestern regions*
- Hire Alaska Tax incentives for private sector employers.

*Questions?*

# ACTION ITEMS



**AWIB 2019 Calendar**



**Apprenticeship Training Plan**



**Alaska CTE Plan Addendum**



**RESOLUTION 18-04 Job Center  
Certification**



**RESOLUTION 18-05 In support of the  
Alaska Apprenticeship Plan**



**RESOLUTION 18-06 In support of the  
Alaska CTE Plan Addendum**

# ALASKA WORKFORCE INVESTMENT BOARD CALENDAR

# 2019

January						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		
February						
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31						
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June						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**January**  
 1 New Year's Day  
 15 32<sup>nd</sup> Alaska State Legislative 1<sup>st</sup> Session Begins  
 21 Martin Luther King Day

**February**  
 18 President's Day

**March**  
 15 APOC Forms Due  
 25 Seward's Day

**April**  
 14 32<sup>nd</sup> Alaska State Legislative 1<sup>st</sup> Session Ends

**May**  
 27 Memorial Day

**June**

**July**  
 4 Independence Day

**September**  
 3 Labor Day

**October**  
 18 Alaska Day  
 31 WIOA Annual Report Due

**November**  
 11 Veteran's Day  
 28 Thanksgiving Day

**December**  
 25 Christmas Day

July						
S	M	T	W	T	F	S
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28	29	30	31			
August						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
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**ALASKA DEPARTMENT OF LABOR  
& WORKFORCE DEVELOPMENT**

- Legislative Committee – At the call of the Chair
- Executive Committee – 2nd Tuesday of each month, 1:30 pm or as noted
- Workforce Readiness/Employment/Placement Committee – 3<sup>rd</sup> Thursday of each odd month, 9:30 am \*\*except November
- Policy/Planning Committee – 4th Thursday of each odd month, 1:30 p.m. \*\* except November
- Assessment/Evaluation Committee – 3<sup>rd</sup> Thursday of each odd month, 3:00 pm
- AWIB Business Meetings – At the call of the Chair (normally February, May, October)
- Observed Holidays – AWIB staff office is closed

# Alaska Apprenticeship Plan



**ALASKA DEPARTMENT OF LABOR  
& WORKFORCE DEVELOPMENT**

October 2018

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## Introduction

There is a renewed state and national focus on registered apprenticeship as a means to meet demand for labor in the United States. In 2015, Alaska Governor Bill Walker, the Alaska Department of Labor and Workforce Development (DOLWD), and the Alaska Workforce Investment Board (AWIB) initiated action to expand registered apprenticeship programs in the state.

- July 2015 - Governor Walker restored statewide Alaska Hire requirements for publicly-funded infrastructure through a zone of underemployment determination made by Labor Commissioner Drygas that requires 90% Alaska Hire on public construction projects.
- October 2015 - Alaska received a \$2.9 million grant from the U.S. Department of Labor (USDOL) under the American Apprenticeship Initiative to increase the number of apprentices in health care occupations.
- October 2015 - the AWIB passed Resolution No. 15-05 in supporting the use of registered apprenticeship by the Alaska workforce investment system as an effective approach to build a skilled and competitive workforce in regional economies and to increase Alaska hire.
- November 2015 - Governor Bill Walker signed Administrative Order No. 278 establishing a 15% apprenticeship utilization goal for publicly funded construction projects over \$2.5 million.
- January 2016 - the department hired an Apprenticeship Coordinator to expand apprenticeship and coordinate activities with employers and Alaska Job Center staff.
- April 2016 - the department announced an initiative to support start-up apprentice programs through the State Training and Employment Program.
- May 2016 - the AWIB passed Resolution No. 16-02 urging the Governor of Alaska, Alaska Legislature, and Alaska Department of Labor and Workforce Development to support initiatives that increase Alaska resident hire, including implementation of apprenticeship utilization requirements for public construction projects, expanding health care apprenticeships, and continuing outreach to employers.
- June 2016 - Alaska received a \$200,000 USDOL Apprentice Accelerator Grant to expand apprenticeship and to write a State Apprenticeship Plan.
- November 2016 - Alaska received a \$1 million grant from the USDOL to expand registered apprenticeship in the health care and aviation industries; the grant was later increased to \$1.8 million.
- October 2017 - the AWIB passed Resolution No. 17-06 urging the U.S. Secretary of Labor to maintain USDOL registration and oversight of Registered Apprenticeships and in support of efforts of the department to expand Registered Apprenticeship.
- October 2017 - the University of Alaska system and the University of Alaska Anchorage Community & Technical College joined the USDOL Registered Apprenticeship-College Consortium, a national network of postsecondary institutions that award credit towards an associate or bachelor's degree to apprenticeship completers.





DOLWD Deputy Commissioner Greg Cashen speaks at the 2017 Apprenticeship Conference in Anchorage

## Planning Activities

In December 2015, DOLWD organized an Apprenticeship Conference to build a statewide apprenticeship network. Over 100 participants from around the state participated.

The success of the first conference and support from the USDOL Apprenticeship Accelerator Grant led to two more annual conferences held in 2016 and 2017. Each year attendance grew, as participants shared knowledge, asked questions, reported progress, and continued planning. In 2017, the President issued an Executive Order to

expand apprenticeship in America and created a task force to deliver recommendations for a national strategy. The Task Force issued a final report to the President in May 2018.

DOLWD Commissioner Heidi Drygas met with USDOL Secretary Alexander Acosta in July 2018 to discuss the new federal approach for expanding apprenticeship and the impact on Alaska. This meeting led to completing a final draft of the Alaska Apprenticeship Plan. The draft plan was submitted to the Alaska Workforce Investment Board in October 2018.

The Alaska Apprenticeship Plan is a proposal for growing apprenticeship to a scale needed to fill our talent pipeline, strengthen our economy, and produce a world-class workforce. The plan is a starting point for continued dialogue with stakeholders interested in sustaining and expanding registered apprenticeship and implementing action steps over the next five years (2019-2024).

## Registered Apprenticeship

A highly skilled and productive resident workforce is the backbone of Alaska's economy. Our labor force is essential for thriving businesses, safe and healthy communities, and a prosperous middle class.



USDOL Secretary Alexander Acosta visits the Fairbanks Pipeline Training Center (FPTC) in 2018

L to R: DOLWD Deputy Commissioner Greg Cashen; UA Local 375 Business Manager Bob Hubbard; Alaska Senator Click Bishop; US Senator Dan Sullivan; DOLWD Commissioner Heidi Drygas; US Secretary Alexander Acosta; FPTC Director Chad Hutchison; Laborers' Local 942 Business Manager Scott Eickholt; Workforce Consultant Mike Andrews; University of Alaska Fairbanks Community and Technical College Process Tech Instructor Brian Ellingson.

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*In 1937, the Congress passed the National Apprenticeship Act (29 U.S.C. 50), also known as "the Fitzgerald Act." The Act established a national advisory committee whose task was to research and draft regulations to establish minimum standards for apprenticeship programs. The first "registered" program was established by the Carpenters Union and contractors in 1947.*

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In 1937, the U.S. Congress created an apprenticeship system for the nation with a registration process and training standards for a consistent approach to instructing workers. Registered apprenticeship has proven to be a successful workforce training model in Alaska for more than 70 years.

Apprenticeship has five core components: (1) business and employer involvement, (2) structured on-the-job training, (3) related technical instruction, (4) nationally-recognized credentials, and (5) rewards for skill gains. Apprentices may also earn college credit and obtain a degree as they learn their occupation. Because training is usually paid for by employers, apprenticeship is often referred to as "college without the debt."

Apprenticeship training pays off for employers. In 2016, the U.S. Department of Commerce and Case Western University jointly produced a report titled "The Benefits and Costs of Apprentices: A Business Perspective"<sup>1</sup> and concluded employers can see a return of up to 40% for investing in apprentice training.

## Apprenticeship in Alaska

As of August 2018, there are about 2,050 registered apprentices in Alaska, training for nearly 100 different occupations, with 340 program sponsors and more than 700 employers that hire apprentices and train them on the job. Sixty-five percent of apprentices are employed in construction, fifteen percent in health care, and ten percent in the natural resource industry, including mining and oil and gas. The remaining ten percent are in maritime, culinary, building maintenance, and other industries.

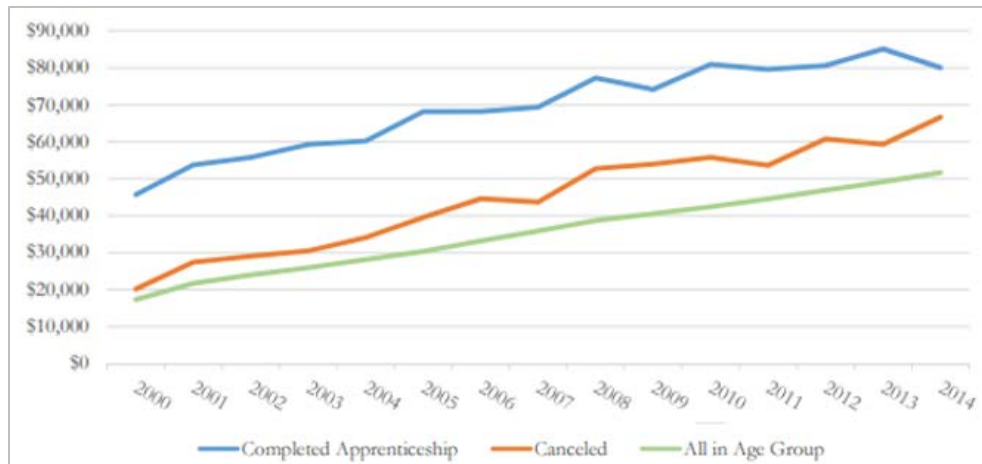
About 300 to 500 apprentices are accepted into training annually, depending upon the economy and employment demand for new workers. Apprenticeship programs range from one to four years for successful completion. From 200 to 250 apprentices complete their training each year. About one-third of apprentices leave training before they complete for a variety of reasons, a rate similar to college non-completers.

Apprentices have a 93% employment rate after program completion and are working in all 26 census regions of Alaska. Sixty-five percent live in Alaska's larger cities – Anchorage, Fairbanks, Wasilla, and Juneau. Apprenticeship leads to good paying jobs and careers with high lifetime earnings. The Alaska Apprentice Earnings chart below illustrates earnings from 2000 to 2014 of residents aged 18-34. In 2014, for example, Alaska apprenticeship completers in that age group earned about \$80,000, while all Alaskans of the same age group (non-apprentices and apprentices) earned, on average, about \$51,000.

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<sup>1</sup> <http://www.esa.gov/reports/benefits-and-costs-apprenticeships-business-perspective>

Alaska Apprentice Earnings (2000 – 2014)  
Compared to Others in the 18-34 Age Group



Only ten percent of apprentices are women. Seventy percent are Caucasian, 22% are Alaska Native or American Indian, 5% are African-American, 1.6% are Hispanic, and the remaining 1.4% are Asian, Native Hawaiian, or Other Pacific Islander. The average age of an apprentice is 27 years old; 50% are between 18 and 24 years of age, and 34% are between 25 and 35 years old.

### Traditional and New Apprenticeship

Alaska has a durable tradition of registered apprenticeship in the building trades. More than 1,500 apprentices are learning a construction occupation. About 80% of construction apprentices are trained by Joint Apprenticeship Training Committee (JATC) programs formed by industry employers and unions. JATCs are the oldest apprenticeship programs in Alaska, beginning in 1947 with the Carpenters Union and signatory contractors. JATCs manage 26 apprenticeship programs and provide apprentices for over 300 employers. They operate state of the art training schools located in Anchorage, Fairbanks, Palmer, and Juneau. The Associated Builders and Contractors of Alaska (<http://www.abcalaska.org/Education-Training>) offers apprenticeship training opportunities for over 100 merit-shop (non-union) employers in several construction trades. There are also many single employers that have trade apprenticeship programs.

Construction apprenticeship is able to continually grow because it has innovative workforce intermediaries, youth apprentice pathways, and pre-apprenticeship training programs. The construction apprenticeship system has proven to be a solid launch pad for expanding apprenticeship in health care and maritime occupations. Today’s multi-industry apprentice network has established a sound platform for ramping up apprenticeship and expanding to more industries, occupations, and areas of the state.

Alaska’s health care providers have been training registered apprentices for more than twenty years. In the past two years, the Alaska Primary Care Association (APCA) and the Alaska Native Tribal Health Consortium (ANTHC) employers have registered over 150 new apprentices in primary health and behavioral health care occupations. Most of these have been filled by women and Alaska Natives working in rural communities. (<http://www.alaskapca.org/apprenticeship>)

The Alaska Department of Health and Social Services, Division of Pioneer Homes has started a long-term care apprenticeship program focusing on dementia care so that Certified Nurse Aides can advance through apprenticeship training to long-term care professions and remain employed. Alaska Job Corps has new registered apprenticeship programs for long-term care nurse assistants and for culinary workers.

Maritime apprenticeship is growing. The Seafarers International Union (SIU) and the Transportation Institute established an outreach program in the late 1990s to recruit Alaskans for high-seas apprentice programs. Several hundred Alaskans, mostly young women and men from smaller coastal communities, have entered apprenticeship and received training at the Paul Hall Center for Maritime Training and Education in Maryland. As a result, many Alaskans are employed in maritime occupations that take them all over the world, and many are aboard ships serving Alaska. Some are the sons and daughters of former apprentices. In 2016, the SIU and the Transportation Institute restarted this effort with Alaska's Job Centers to recruit more Alaskans for these high-skill, high pay careers.

(<http://www.seafarers.org/paulhallcenter/phc.asp>)

Calista Corporation has partnered with AVTEC to start the Alaska Maritime Apprenticeship Program – Voyage Paths to build a regional workforce for ships and barges transporting equipment, fuel, building materials, and other goods to villages in Western Alaska. The program will train apprentices in the deck, engine, and galley pathways, for maritime jobs such as deckhand, able seaman, mate, oiler, junior engineer, and chief cook. (<http://akmaritimeapp.com/>) Calista expects to increase apprenticeship opportunities over the next few years to support construction and operations at Nova Gold's multi-billion dollar Donlin Gold Mine located in Western Alaska. ([http://www.novagold.com/properties/donlin\\_gold/overview/](http://www.novagold.com/properties/donlin_gold/overview/))

Teck Alaska Incorporated (formerly Cominco or Teck Cominco) of Canada began training mining apprentices in 1989 when they opened the Red Dog Mine in the Ambler region of Northwest Alaska. The company has partnered with the Alaska Technical Institute in Kotzebue to provide course related instruction. Over the years, Teck Alaska has expanded their apprenticeship programs to include industrial maintenance millwright, mill operator, heavy equipment mechanic, light vehicle mechanic, electrical and instrumentation technician, power plant operator/mechanic, and welder.

## Workforce Intermediaries

Workforce intermediaries play a very important role in apprenticeship. They focus on outreach and supplying qualified applicants to apprenticeship programs, and they network with apprentice sponsors, training providers, employers, educators, and workforce agencies.

Alaska's regional non-profit Native Corporations are workforce intermediaries. Each has an employment and training entity that actively recruits Alaska Natives for youth job training programs, pre-apprentice training, and apprentice positions. These regional corporations have good working relationships with employers in their region and are part of a statewide network that supports Alaska Natives in education, employment, and training. They are experienced in helping employers develop apprenticeship programs.

Another intermediary, the Alaska Apprenticeship and Training Coordinators Association, supports trade apprenticeship programs through outreach, marketing, and coordinating career awareness activities for Alaska's youth to inform them about apprenticeship opportunities. (<http://aatca.org/>)

Alaska Works Partnership, Inc., a longtime intermediary, sponsors three long established apprentice outreach programs: (1) Helmets-to Hardhats, with outreach and services to veterans and transitioning service members; (2) Women in the Trades, which reaches out to women and provides pre-apprenticeship training to help them become apprentices; and (3) Rural Apprenticeship Outreach, which delivers information about apprentice opportunities to rural schools and regional workforce partners so students and job seekers know about openings and support services and get help applying to apprenticeship programs. (<http://www.alaskaworks.org/>)

The Fairbanks Pipeline Training Center (FPTC) opened its doors in 2009, created by the Fairbanks Pipeline Training Center Trust managed by pipeline construction firms and pipeline unions in partnership with the Fairbanks North Star Borough. The Center provides one-of-a-kind industry education and training, including campus housing. It also provides training for the University of Alaska's Process Technology Associate Degree Program and Occupational Health and Safety Credential Program. The FPTC also houses a unique Youth Apprenticeship Program with the Fairbanks North Star Borough School District by providing instructional space, equipment, curriculum, and instructors.

The Alaska Process Industry Careers Consortium (<https://apicc.org/>) seeks to increase the number of Alaskans trained and employed in industries that use process technology, including oil and gas, mining, maritime, and seafood processing.

SEA Link, Inc., a maritime industry intermediary located in Ketchikan, works closely with the Seafarers International Union apprenticeship program and recruits students and job seekers for maritime training at AVTEC and the University of Alaska. (<https://sealinkinc.org/>)

## College Credit for Apprenticeship

Alaska has made real progress for articulating apprentice and college credit leading to an associate degree. Twenty years ago, the University of Alaska Anchorage (UAA) created the Associate of Applied Science Degree in Apprenticeship Technologies. The University of Alaska System, the UAA Community and Technical College, and several joint apprenticeship training programs have joined the USDOL Registered Apprenticeship-College Consortium, which helps simplify the process for an apprentice to earn college credit towards a degree. Alaska Pacific University is currently developing a system to award college credit for health care apprenticeship completers, and Iñisaġvik College in Utqiaġvik has implemented a program for Behavioral Health Aide Registered Apprentices to earn concurrent credit towards an associate degree. In 2017, the Lower Kuskokwim School District developed an apprenticeship program for Associate Teachers with the related instruction and college credit provided by the University of Alaska Fairbanks campus.

## Pre-Apprenticeship

Pre-apprenticeship is a program or set of services designed to prepare individuals to enter and succeed in a registered apprenticeship program. Pre-apprentice programs can be created by employers, labor unions, joint and non-joint group apprentice sponsors, industry associations, youth programs, community based organizations, and workforce intermediaries. These programs must have a documented partnership with at least one registered apprenticeship program. A quality pre-apprenticeship program helps individuals meet entry requirements for registered apprenticeship positions and prepares them for success.

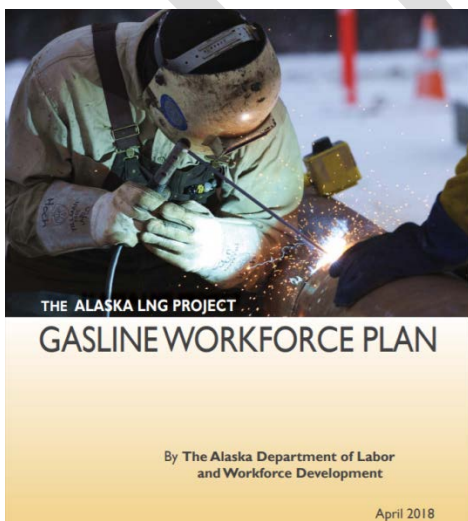
## Youth Apprenticeship Programs

Youth apprenticeship is another way to expand apprenticeship. Youth apprenticeships have been around for many years, but due to the extreme shortage of skilled labor in many states, youth apprentice programs are now experiencing rapid growth.

Alaska has several youth apprenticeship programs around the state, including the Fairbanks North Star Borough, Anchorage, Delta Greely, and Mat-Su Borough school districts to name a few. These youth programs also provide students college credit for courses completed while in high school that dovetail with college credit earned through an apprenticeship program. (<https://www.k12northstar.org/Page/5163> Fairbanks North Star Borough Pre-Apprenticeship Programs.) For more about the youth apprenticeship movement, see Appendix 4.

## Alaska's Expanding Job Market

Alaska's economy is improving. Thousands of jobs lost during the recent economic downturn are coming back. More than \$10 billion of large scale resource development projects are on the horizon for the next five years. Another \$5 billion is expected to be invested to build national defense infrastructure projects. Construction, oil and gas, mining, and transportation sectors will need hundreds of new workers. Each industry needs heavy equipment operators, electricians, welders, skilled laborers, mechanics, carpenters, plumbers, pipefitters, HVAC technicians, and truck drivers. Hundreds more trade workers will be needed over the next decade to meet new job demand and replace older workers leaving the field.



The labor demand among industries

that traditionally employ and train apprentices could become acute because the occupations in demand today are among the dozens of occupations needed to build the proposed Alaska Liquefied Natural Gas Pipeline Project (Alaska LNG Project), a \$43 billion project slated for startup in 2020. If this mega-project goes forward, it will employ more than 15,000 construction workers within five years. Once completed in 2025, Alaska LNG will employ 1,000 workers to operate and maintain the project for decades.

[http://jobs.alaska.gov/energy/2018\\_Gasline\\_Workforce\\_Plan.pdf](http://jobs.alaska.gov/energy/2018_Gasline_Workforce_Plan.pdf)

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### *Natural Resource Development Projects*

- *Conoco Phillips will invest \$2 billion to add one billion barrels of oil to their reserves with new wells in the Colville River Unit and develop CD5 Alpine-Greater Moose's Tooth 1 and 2 in the National Petroleum Reserve.*
  - *Hilcorp is building a \$75 million gas and oil pipeline in the Cook Inlet and will spend \$1.25 billion to tap 50 million barrels of oil at the Milne Point Liberty field.*
  - *Exxon will invest \$1 billion to move natural gas from Point Thomson to Prudhoe Bay for reinjection and will produce 50,000 barrels of oil condensates per day.*
  - *Eni S.p.A. will drill six miles under-sea from Spy Island to potentially reach 180 million barrels of oil.*
  - *Oil Search Ltd. announced the potential for 750 million barrels of oil in the North Slope's Nanushuk area.*
  - *In December 2017, Congress approved leasing for exploration in the Alaska National Wildlife Refuge, which could tap an estimated 10 billion barrels of recoverable oil.*
-

Alaska's health care industry continues to grow and demand more professional workers. Employers will continue to expand apprenticeship training for occupations in high demand. The Alaska Native Tribal Health Consortium, Mat-Su Regional Medical Center, Alaska Regional Hospital, Foundation Health Partners - Fairbanks Memorial Hospital, Providence Hospital, the Alaska Primary Care Association, and the Alaska Department of Health and Social Services, Division of Alaska Pioneer Homes have dedicated infrastructure and highly qualified instructors to train new workers and increase capacity to help fill their professional workforce needs. More hospitals and care providers interested in apprenticeship training to fill unmet labor needs are coming online. Alaska has accelerated the ability to provide coursework for health care occupations that complements on-the-job learning. The Alaska Vocational Technical Center (AVTEC) in Seward provides American Council on Education-accredited related technical instruction for health care occupations through distance delivery, and South Central Area Health Education Center delivers health care pre-apprenticeship training statewide.

New energy and mineral development projects, opening of the Arctic, and an upward Alaska economy will bring significant job growth in the maritime industry. Alaska is



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### ***U.S. Department of Labor Investment to Expand Apprenticeship***

*For more than a decade, health care has produced the most new jobs in Alaska. In 2015, the USDOL awarded Alaska a \$3M American Apprenticeship Initiative Grant to expand apprenticeship in health care with a goal of adding 450 new apprentices over five years. In 2017, the USDOL awarded Alaska another \$2M to strengthen overall apprenticeship and expand training for health care and aviation occupations.*

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more prepared than ever to train apprentices in maritime occupations to fill those jobs. AVTEC has a well-established state of the art U. S. Coast Guard-approved Maritime Training Center and offers both standard occupational courses and customized training to meet specific needs of maritime companies. AVTEC has a world-class ship simulator as shown in the picture above, and state of the art maritime training equipment.

(<https://avtec.edu/departments/alaska-maritime-training-center>)

The University of Alaska has a Maritime Training program in Southeast Alaska (Ketchikan, Sitka, and Juneau) with courses leading to an occupational endorsement or an associate degree in marine transportation. The University provides course-related instruction for current and emerging maritime apprentice programs. Expanding apprenticeship tied to college

degrees through the UA maritime programs will give students, apprentices, and employers more training options to meet the growing labor demand.

([http://www.uas.alaska.edu/apply/programs/applied\\_tech/maritime](http://www.uas.alaska.edu/apply/programs/applied_tech/maritime))

Mining has been a mainstay of Alaska's economy for more than a century. Several of Alaska's existing large mines are expanding today. A new world class Donlin Creek mine, Donlin Gold, could be developed in the next five years. Donlin Gold, a subsidiary of NOVAGOLD Resources, will need thousands of construction workers to build the mine and hundreds of new workers to handle operations and maintenance. The

company intends to fill jobs building and operating the facility to people living in the region. A key route to meeting this objective will be creating new apprenticeship programs and intentional outreach to people living in the region.

## Federal Efforts to Expand Apprenticeship

In 2014, then-President Obama announced a call to action to expand the use of registered apprenticeship and included in the Fiscal Year 2016 spending bill the first-ever designated investment for apprenticeship. Congress funded a new USDOL initiative, ApprenticeshipUSA, and invested \$60 million in grants to support state strategies to expand apprenticeships and \$9.5 million for State Accelerator Grants to develop strategic plans with industry partners.

In 2015, the Alaska Department of Labor and Workforce Development applied for and received a \$3 million competitive grant to expand apprenticeship in health care occupations. In 2016, the department received another \$1.8 million grant to further expand apprenticeship with a focus on maritime and aviation occupations, and an additional \$200,000 to develop a state plan to expand apprenticeship.

In 2017, President Trump continued to promote apprenticeship through Executive Order 13801, Expanding Apprenticeships in America. The EO created a “Task Force on Apprenticeship Expansion” to identify strategies promoting apprenticeships, especially in sectors where apprenticeship programs are insufficient. The Task Force issued a final report to the President in May 2018. The report addressed four topics: (1) federal initiatives to promote apprenticeships; (2) administrative and legislative reforms that would facilitate the formation and success of apprenticeship programs; (3) effective strategies for creating industry-recognized apprenticeships; and (4) effective strategies for amplifying and encouraging private sector initiatives to promote apprenticeships.

The Task Force recommended that the USDOL create a new industry-recognized apprenticeship system alongside the traditional registered apprenticeship system. They believe a two-tracked approach will accelerate a broad expansion of apprenticeship training over the next five years. The Task Force expects that having two apprenticeship systems will significantly increase the number of industries and employers utilizing apprenticeship, increase the number of women and minority populations in apprenticeship, and lead to apprenticeship as a strong component in meeting our nation’s labor demands.

Under the new industry-recognized apprenticeship system, sponsors would be able to develop curricula with partners such as community colleges and universities and issue occupational credentials to apprentices recognized by industry associations and employers. Federal Workforce Innovation and Opportunity Act funding and other training resources will be available through America’s Job Centers to assist employers. Expanding apprenticeship in Alaska must take this new federal initiative into account as planning continues. ([www.dol.gov/apprenticeship/docs/task-force-apprenticeship-expansion-report.pdf](http://www.dol.gov/apprenticeship/docs/task-force-apprenticeship-expansion-report.pdf))

“Apprenticeship programs, when implemented effectively, provide workers with a career path featuring paid on-the-job training, skills development, and mentorship, while at the same time providing employers with a steady source of highly trained and productive workers. These programs have the potential to grow into a critical and successful component of America’s workforce strategy, but are currently underutilized. Meanwhile, the American higher education system is churning out a pool of in-debt job seekers who are not equipped to meet the skills needs of many employers in the modern American economy.”

- Task Force on  
Apprenticeship Expansion,  
Executive Summary



## U.S. Department of Labor - Alaska Office of Apprenticeship

Alaska is one of twenty-three states that does not have a State Apprenticeship Agency or Office of Apprenticeship. As a result, the state relies heavily on the USDOL Alaska Office of Apprenticeship to maintain our current system and lead the public process to expand apprenticeship. Two federal employees staff this office and perform many services, including:

- Monitor apprentices employed on federal and state prevailing wage projects.
- Educate stakeholders, agencies, and workforce partners about regulations and policy changes.
- Speak about apprenticeship at events related to employment, education, and training.
- Assist Alaska Job Corps and other organizations with developing pre-apprenticeship and registered apprentice programs.
- Provide technical assistance to employers, labor organizations, state agencies, and industry associations.
- Monitor apprenticeship programs for Civil Rights and Equal Employment Opportunity compliance.
- Help schools create Youth Apprenticeship programs.
- Provide technical assistance for USDOL apprenticeship grants in Alaska.
- Train Job Center staff to help employers develop apprenticeship programs.
- Participate on national teams to support the federal apprentice system.
- Help launch federal initiatives like ApprenticeshipUSA and Expanding Apprenticeship in America.

The plan to expand apprenticeship in Alaska is ambitious. Activities will occur at the same time the USDOL is implementing a national plan for expanding apprenticeship in America. One element of this plan is to consider the pros and cons of either taking more control over our apprenticeship system or continuing to rely on the federal government to advance, regulate, and monitor the apprenticeship system in Alaska.

DOLWD has temporarily funded an Apprenticeship Coordinator position, but no additional support staff, to advance apprenticeship, assist employers, and work closely with the USDOL Office of Apprenticeship. A State Office of Apprenticeship could be housed in the Division of Employment and Training Services with a small team assigned to support plan implementation and do some of the work the federal government does for us today. The office could be funded initially through Workforce Innovation and Opportunity Act, State Training and Employment Program, and Alaska Technical Vocational Education Program funds. The office would coordinate with the USDOL Office of Apprenticeship, assist with developing new registered apprenticeship programs, and coordinate workforce funding streams for apprenticeship. It could take the lead in assisting schools with Youth Apprenticeship programs and workforce intermediaries with pre-apprenticeship programs. The office could also develop policies and processes for creating new industry-recognized apprenticeship programs. Staff would continue to assist employers, industry associations, and apprentice sponsors and could collaborate with the department's Research and Analysis Section to collect data, perform research, and assess the effectiveness of state and federal apprenticeship activities.

# Alaska Apprenticeship Plan Framework

The Alaska Apprenticeship Plan is state-level approach to the expansion and diversification of registered apprenticeship.

## Objectives

- 1) Expand apprenticeship in traditional and new industries and occupations to increase the supply of resident workers to meet employer demand.
- 2) Diversify the pool of apprentices within all industries and provide access to quality employment.

## Vision

Alaska will have an apprenticeship system that offers our employers a cost effective way to meet their labor and diverse workforce needs, gives our students and jobseekers more access to career training, and strengthens our economy.

## Goal

The state will expand and diversify apprenticeship by significantly increasing the number of program sponsors that employ apprentices in traditional and new industry programs over the next five years.

### Strategy 1. Build on the Existing Apprenticeship System

#### *Action Steps*

1. Create an apprentice mentor network and materials to support mentors.
2. Provide apprentice sponsors with resources to train their mentors and instructors.
3. Align state policies to support registered apprenticeship.
4. Continue apprentice utilization goals on state funded projects, including the Alaska LNG project.
5. Develop incentives, such as tax credits and grants, to start apprenticeship programs in new industries, train mentors, and provide more access to training facilities and coursework.
6. Support rural apprenticeship efforts to reach and serve students and adults living in rural and remote communities.
7. Support intentional recruitment initiatives to reach women and underserved populations.

### Strategy 2. Help Employers Overcome Apprenticeship Challenges

#### *Action Steps*

1. Continue to promote apprenticeship to employers.
2. Develop information for employers about the resources available to them.
3. Create a network to link current and potential apprenticeship employers.
4. Provide employers information about available training programs for apprentices.
5. Use business leaders to encourage and guide other businesses.
6. Establish guidelines, policies, and approval processes for introducing new federal industry-recognized apprenticeship programs.

### Strategy 3. Expand, Diversify, and Enhance Apprenticeship

#### *Action Steps*

1. Work with school districts to create Youth Apprenticeship programs and obtain resources to start and maintain them.
2. Adopt standards for quality pre-apprenticeship training compatible with the Workforce Innovation and Opportunity Act.
3. Increase career counseling and activities for middle and high school students.
4. Create a central website with curriculum and information about organizations that can supply training space and instructors.
5. Create an apprentice mentor network and content for train-the-trainer workshops.
6. Continue to promote college credit for apprentice training and articulation agreements with postsecondary providers and higher education.
7. Enhance outreach to students and adults in rural communities.
8. Create a web based apprentice locator site showing apprenticeship openings linked to sponsors and application processes.

### Strategy 4. Develop State Capacity to Manage and Expand Apprenticeship

#### *Action Steps*

1. Identify current and potential state policies, such as tax credits and utilization goals on state funded contracts, that would help expand apprenticeship.
2. Research the need and potential for creating a permanent Office of Apprenticeship within the Alaska Department of Labor and Workforce Development, as a recognized State Apprenticeship Agency state.
3. Work with the Alaska Legislature to develop policies and resources that expand apprenticeship.
4. Research other state apprenticeship plans for additional ideas to expand apprenticeship.
5. Continue the annual Apprenticeship Conference to report expansion progress, improve this plan, and keep the apprenticeship network active.

### Plan Performance Measures - Five Years (2019 – 2024)

1. Increase the number of apprentices in training by 50% (3,000).
2. Increase the number of employers utilizing apprenticeship by 50% (1,100).
3. Increase the number of occupations trained through apprenticeship by 20% (120).
4. Increase the percentage of women apprentices by 100% (to 400).
5. Increase the percentage of Alaska Natives, minorities, and veterans in proportion to population.
6. Increase the percentage of apprentices earning postsecondary or college credit.
7. Increase the number of students enrolled in Youth Apprenticeship programs.
8. Increase the number of pre-apprenticeship programs and participants accepted in apprenticeship.
9. Increase the number of apprentices who live in rural Alaska.

# Appendices

## Appendix 1. Planning Activities

Development of this plan was possible with public input from a wide range of employers, apprentices, workforce intermediaries, state agencies, and other partners throughout the state. With support from the U.S. Department of Labor's Apprenticeship Accelerator grant, the Department of Labor and Workforce Development conducted extensive public outreach to inform the Alaska Apprenticeship Plan. Outreach included on-site meetings with individual employers in Bethel, Fairbanks, Juneau, Ketchikan, Anchorage, Kodiak, the Mat-Su Valley, and the Kenai Peninsula. Members of the Alaska Workforce Investment Board participated throughout the process, including in planning meetings and in reviewing drafts of this plan.

Sector discussions included the Alaska Association for Career and Technical Education, regional health providers in the Alaska Native Tribal Health Consortium and the Alaska Primary Care Association, the Alaska Air Carriers Association, Alaska State Hospital and Nursing Home Association, Alaska Chiropractic Society, and administrators of the Alaska Pioneer Homes. The department also conducted outreach through employer meetings convened by the Anchorage Economic Development Corporation, site visits with the Alaska Military Youth Academy, and pre-apprenticeship planning meetings with Alaska's Area Health Education Centers.

The department hosted registered apprenticeship conferences in December 2015, 2016, and 2017, bringing together employers, employer associations, and training providers from across the state to discuss apprenticeship in multiple sectors and provide industry and postsecondary planning sessions. Employers include Calista Corporation, Yukon-Kuskokwim Health Corporation, Lower Kuskokwim School District, Ryan Air, Yuut Air, Grant Aviation, Corvus Airlines (including Ravn/Hageland), PenAir, Taquan Air, Ketchikan Indian Community, Bartlett Regional Hospital, Alaska Seaplanes, Ward Air, Wings Airways, Wright Air, Bering Straits Native Corporation, Kawerak, Houston Contracting, Brice Incorporated, Superior Group, Southeast Alaska Regional Health Consortium, Providence Health and Services, Prestige Care, Mat-Su Regional Medical Center, Alaska Regional Hospital, ResCare, South Peninsula Hospital, Foundation Health Partners - Fairbanks Memorial Hospital, North Slope Borough School District, Doyon Associated, Davis Constructors, Southeast Stevedoring, Alaska Department of Corrections, Central Council of Tlingit and Haida Indian Tribes, Goldstream Engineering, DOWL Consulting, and others.

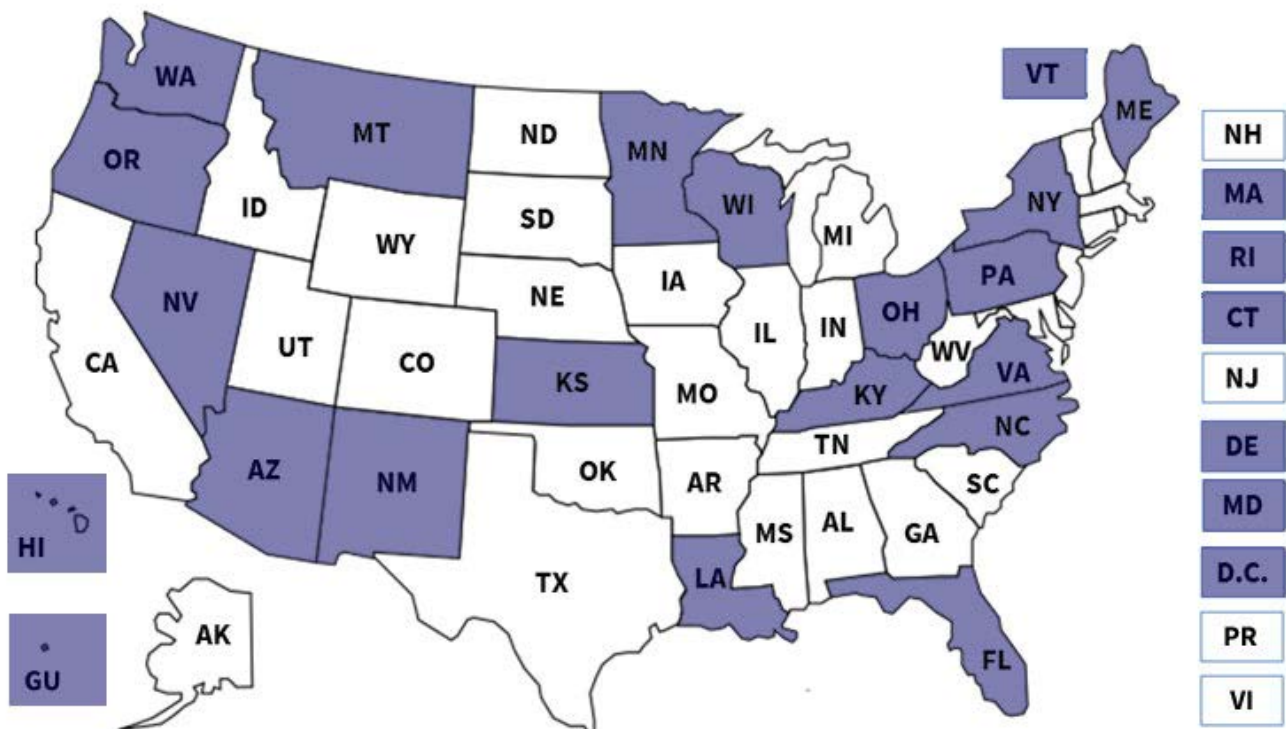
Economic development organizations consulted for the plan include the Anchorage Economic Development Corporation, Juneau Economic Development Council, Alaska Department of Commerce, Community and Economic Development, and Anchorage Chamber of Commerce. Site visits conducted for the plan included Red Dog Mine, Kensington Mine, Eielson Air Force Base, Fairbanks Pipeline Training Center, Yuut Elitnaurviat - People's Learning Center, Alaska Laborers Training School, Alaska Works Partnership, Alaska Joint Electrical Apprenticeship Training Center, the United Association of Plumbers and Steamfitters Apprenticeship Training Center, Pioneer Homes in Fairbanks and Anchorage, Ketchikan Indian Community, and Yukon-Kuskokwim Health Corporation Bethel Regional Hospital.

## Appendix 2. State Apprenticeship Agencies

Twenty-seven states have their own State Apprenticeship Agencies and systems for operating registered apprenticeship programs. For more information about national recognition of State Apprenticeship Agencies and Councils under federal law (29 CFR 29.13 - Recognition of State Apprenticeship Agencies) see <https://www.doleta.gov/OA/contactlist.cfm> .

### Federal and State-managed Apprenticeship Agencies

Type of State:  State  Federal



### Appendix 3. Quality Pre-Apprenticeship Programs

Pre-apprenticeship is a program or set of services designed to prepare individuals to enter and succeed in a registered apprenticeship program. Pre-apprenticeship training:

- has a documented partnership with at least one registered apprenticeship program;
- is a starting point along a career path to a good job with opportunities for advancement;
- helps individuals meet entry requirements for registered apprenticeship programs;
- prepares future apprentices for success in achieving a credentialed occupation; and
- is created by partners such as employers, labor unions, joint and non-joint group apprentice sponsors, industry associations, youth programs, and community based organizations.

The USDOL framework for pre-apprenticeship programs calls for:

- Training and curriculum based on industry standards, approved by the employer operating the apprenticeship program (a program sponsor).
- Strong recruitment efforts for under-represented populations.
- Education and pre-vocational services that prepare participants to meet the minimum qualifications for entry into a registered apprenticeship program.
- Activities introducing participants to apprenticeships and assisting them to apply for registered apprenticeship programs.
- Access for support services that help participants remain in the program (such as child care, transportation, counseling, and ongoing career services).
- Collaboration with program sponsors to promote apprenticeship to other employers as a quality approach to attain and retain a skilled workforce.
- Hands-on experience that simulates the work performed in the apprenticeship, while observing proper supervision and safety protocols.
- Formal agreements, wherever possible, with apprenticeship sponsors for entry into registered apprenticeship programs upon successful completion of the pre-apprenticeship program.

## Appendix 4. Informational Resources

“Recasting American Apprenticeship: A Summary of the Barriers to Apprenticeship Expansion Research Project” by the Aspen Institute. John Colborn and Nneka Jenkins, November 2015.

<https://assets.aspeninstitute.org/content/uploads/files/content/docs/pubs/RecastingApprenticeshipV2.pdf>

Expanding Apprenticeship: Return on Investment (ROI)

<https://apprenticeshipusa.workforcegps.org/resources/2017/08/29/12/43/Expanding-Apprenticeship-Return-on-Investment-ROI>

Alaska Apprenticeships - March 2016 Alaska Economic Trends - <http://labor.alaska.gov/trends/mar16.pdf>

Alaska’s Registered Apprenticeships – July 2011 Alaska Economic Trends -

<http://laborstats.alaska.gov/trends/jul11art2.pdf>

Creating Jobs through Apprenticeships at Ilisagvik College

<https://tribalcollegejournal.org/creating-jobs-through-apprenticeships-at-ilisagvik-college>

Youth Apprenticeship in America Today: Connecting High School Students to Apprenticeship

<https://na-production.s3.amazonaws.com/documents/Youth-Apprenticeship-Today.pdf> Alaska

Alaska Department of Labor and Workforce Development - <http://www.jobs.state.ak.us/apprentice/>

- Job Seekers - <http://www.jobs.state.ak.us/apprentice/job-seekers/index.html>
- Employers - <http://www.jobs.state.ak.us/apprentice/employers/index.html>
- Veterans - <http://www.jobs.state.ak.us/apprentice/veterans/index.html>
- E-Tools - <http://www.jobs.state.ak.us/apprentice/e-tools.html>

US DOL Apprenticeship - <https://www.dol.gov/apprenticeship/>

National Apprenticeship Week - <https://www.dol.gov/apprenticeship/naw/>

Oregon Apprentice Locator <http://oregonapprenticeship.org/apprenticeship-locator/>

## Appendix 5. Technical Assistance Resources

*U.S. Department of Labor, Office of Apprenticeship* staff based in Anchorage help employers throughout the state explore, establish, successfully operate, and expand registered apprenticeship programs. Federal staff can help employers identify apprenticeable occupations, develop standards of apprenticeship, identify related technical instruction and align it with industry certifications (as needed), explore recruitment strategies for apprentices, and meet all federal guidelines associated with apprenticeship.

*Alaska Department of Labor and Workforce Development State Apprenticeship Coordinator* works closely with the USDOL Office of Apprenticeship to provide employer outreach and training and registered apprenticeship program development. In addition, the State Apprenticeship Coordinator:

- trains and mentors Business Connection Specialists to promote and develop registered apprenticeship programs;
- provides technical assistance to current and prospective employers and sponsors;
- is the first point of contact for registered apprenticeship inquiries;
- oversees development of outreach materials;
- provides updates for the department's apprenticeship website;
- develops new registered apprenticeship programs and occupations;
- works with postsecondary providers to align registered apprenticeship with credit and degree programs;
- provides informational presentations and materials to various audiences across the state; and
- monitors all registered apprenticeship programs to ensure each apprentice is receiving the on-the-job training and completing the technical instruction as set out in the standards of apprenticeship; and that the employer is tracking each apprentice's on-the-job learning and technical instruction hours and progress and is providing the required wage increases.

*Alaska Department of Labor and Workforce Development Business Connection Specialists*, stationed in Job Centers throughout the state, can assist employers and promote apprenticeship programs. These Specialists can work with employers to identify qualified candidates for apprenticeships and identify state and federal funding resources to support apprenticeship.

### Financial Support

Depending on eligibility, an employer and/or apprentice may be able to use state or federal resources to pay for expenses associated with operating or participating in an apprenticeship program. These state and federal resources primarily come from the federal Workforce Innovation and Opportunity Act (WIOA), State Training and Employment Program (STEP), and, to a lesser degree, Alaska Performance Scholarships and one-time grant opportunities that may periodically become available through the federal government or other sources. Use of each of these funding sources depends upon eligibility of the apprentice and suitability of employment, a decision that is made at local Job Centers.



### Related Technical Instruction

New employers with apprentices who are eligible for WIOA or STEP may be able to use those programs to pay for the cost of related technical instruction associated with a registered apprenticeship program. The instruction could include online courses, university classes, or other training. In general, employers and not apprentices should pay for the cost of related technical instruction, though employers with eligible apprentices (as determined by Job Center staff) can have their costs reimbursed if there are funds available.

### Mentorship Reimbursement

Employers who sponsor registered apprenticeship programs may be eligible for a limited amount of reimbursement for the time spent mentoring an apprentice. Local Job Centers have information about this program.

### Supportive Services

Apprentices may be eligible for help with supportive services associated with apprenticeship, including travel and child care (i.e., for an apprentice who must travel to a training or needs child care while working at an apprenticeship). Apprentices may apply for assistance through local Job Centers.

### Curriculum Development

If curriculum or related instruction is not already available for an apprenticeship program, the federal Office of Apprenticeship and state Department of Labor and Workforce Development may be able to provide technical assistance with curriculum development.

# 2018

## ADDENDUM to the

### Alaska Career and Technical Education (CTE) Plan



CTE: Skills for Alaska's Careers



October 2018

Dear Alaskans,

Almost a decade ago, our three entities partnered with a broad spectrum of stakeholders to develop a plan to improve and advance career and technical education in Alaska. We recognized the necessity of cooperatively addressing individuals' needs for career preparedness, and understood that Alaska needs an education and training system that is effective and coordinated with Alaska's industry workforce demands. With that in mind, the Alaska Career and Technical Education (CTE) Plan was finalized in 2010.

Here's what we know:

- **CTE is for all learners.** CTE is not a separate system that limits educational or occupational options. CTE expands options for a variety of career paths including industry certifications, occupational endorsements, associate degrees, and bachelor degrees.
- **CTE leads to improved high school graduation rates.** In Alaska, CTE concentrators have a 94.8% high school graduation rate compared to a 74.9% rate for non CTE concentrators.<sup>1</sup>
- **CTE engages modern learners.** CTE programs provide diverse options that emphasize hands-on, project-based learning that allows students to learn through "doing." The result is increased learner engagement that pairs rigorous academic and technical standards with higher order thinking skills.
- **CTE prepares our workforce for high paying jobs.** Both high school and postsecondary CTE programs provide technical skills as well as academic and personal skills to ensure workforce readiness. About 65% of jobs require some training beyond high school. In fact, many of Alaska's highest paying occupations require postsecondary education or training that is less than a four-year degree.

Since completing the 2010 CTE Plan, the Departments of Education & Early Development and Labor and Workforce Development, the University of Alaska, and other CTE professionals have worked to implement the plan to improve CTE outcomes and workforce readiness.

In eight years, we have made significant progress. For example, we have seen increased high school graduation rates for CTE participants; regional training centers across the state have strengthened and expanded their programs; more students are earning postsecondary credit while still in high school; registered apprenticeship has re-emerged as a strong workforce development model; school districts are working together to provide rural students with increased CTE opportunities; and the university system has expanded CTE offerings and provided a tuition discount for CTE program students.

With a renewed national and state focus on career and technical education, we collectively sought to update the CTE Plan to effectively capitalize on advancement and innovation in our CTE system. The plan and addendum calls employers, community members, and educators to join forces and strengthen the quality of CTE programs in their communities and across the state. These resources will help stakeholders identify the elements of high quality CTE programs and develop strategies to enhance and expand available options. Efforts to build CTE programs in Alaska support not only the Governor's priorities, but the CTE goals within Alaska's Education Challenge.

Together, along with members of the Alaska Workforce Investment Board, we formed a workgroup to revisit the Alaska CTE Plan to ensure that it continues to meet Alaska's need for a skilled workforce. Information presented in this Addendum to the 2010 plan represents outreach to a variety of education, policy, business, and industry stakeholders and is intended to serve as both a resource for continued implementation of the strategies in Alaska's CTE Plan and as an advocacy tool for promoting CTE in our state.

We are proud of what Alaska has accomplished in CTE in recent years and remain committed to a continued partnership as we work to make Alaska's CTE system the best it can be. We invite you to join us in this effort to ensure that Alaskans are prepared for attaining and advancing in good jobs with family sustaining wages, and that our industries have the talented, resident workforce they need.

Sincerely,



Dr. Michael Johnson  
Commissioner  
Department of Education  
& Early Development



Heidi Drygas  
Commissioner  
Department of Labor  
and Workforce Development



Dr. James Johnsen  
President  
University of Alaska

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<sup>i</sup> CTE Concentrator - a high school student who has successfully taken two or more courses in a CTE pathway. Graduation rates are from 2017-2018 school year. CTE concentrator rate is based on school districts who receive federal Perkins CTE funding; non-concentrator rate includes all 2017 graduates statewide.

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*\*Member of the Alaska Workforce Investment Board*

# 2010 Plan and 2018 Addendum

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## The 2010 CTE Plan

In 2009, leadership at the Department of Labor & Workforce Development, Department of Education & Early Development, and the University of Alaska, recognizing that a cooperative planning effort to address educational and workforce needs was necessary, joined forces to develop the Alaska Career and Technical Education Plan, finalized in 2010. The original plan developers included a broad cross section of stakeholders, all of whom understood that Alaska needed to more effectively prepare and transition Alaskans from school and training to the workforce.

The 2010 Alaska Career and Technical Education Plan contains six strategies to address career preparedness and the broader need for a statewide training and education system that is collaborative, efficient, effective, and coordinated with regional and state workforce needs. These 2010 Plan strategies are addressed on page 12.

The 2010 Alaska CTE Plan has been used for activities such as improving and expanding CTE programs, advocating for program funding, and helping form partnerships between CTE and community organizations.

## The 2018 Addendum

In 2017, the Alaska Workforce Investment Board convened a workgroup to review the 2010 Alaska CTE Plan and draft an addendum. The goals of the workgroup were to reenergize the conversation around CTE, reexamine the existing CTE plan strategies, and create a document that can be used as an advocacy tool to help ensure that a broad spectrum of education and training opportunities exist and are communicated to Alaskans.

In addition to drawing from the subject matter expertise of its membership, the workgroup designed public surveys on CTE in Alaska that solicited feedback on the 2010 Plan and other CTE activities from audiences ranging from business and industry to education professionals. During the addendum development process, the workgroup also presented on their efforts at industry events to gather comments from participants. You can read more about the feedback the workgroup received on page 13.

This addendum is intended to complement but not replace the 2010 Alaska CTE Plan. It contains information about how to implement the strategies outlined in the 2010 plan and best practices in CTE, examines CTE supported industries by region, emphasizes the importance of engaging with industry to expand CTE, and more.

# What's Changed Since 2010?

## Alaska

Since 2010, the national and state education and economic landscapes have changed in a variety of ways. In Alaska, the dramatic drop in oil prices put the state into a recession, resulting in higher unemployment rates and fiscal and economic uncertainties.

Prior to the state's economic downturn, the legislature increased spending for CTE grants and programs; however, recent losses in state revenues resulted in flat or reduced spending on CTE, and in some cases, such as the Alaska Youth First and AWIB CTE Plan grant programs, funding was eliminated. The state-funded Alaska Construction Academies remain active, though funding levels decreased and then flattened in recent years.

On the upside, a key trend in Alaska's labor market over the last decade has been the strong growth in health care jobs, in contrast to the declining overall employment in most industries. Further, under Governor Bill Walker's leadership, there have been several recent developments in Alaska LNG Project activity, which bodes well for a potential upturn in oil and gas, construction, maritime, and related industries.

Governor Walker and Alaska Department of Education and Early Development are also leading an effort to improve the state's public education system by implementing the Alaska Education Challenge, which seeks to amplify student learning through student-centered instruction such as that found in CTE. Alaska's Education Challenge endeavors to facilitate systemic collaboration within educational systems and among state agencies, and prepare students to become responsible and productive citizens with the skills to respond to a rapidly evolving economic and cultural climate.

Other notable changes in Alaska since the 2010 CTE Plan was finalized include a renewed focus on Registered Apprenticeship, especially in health care; changes to the Alaska Performance Scholarship eligibility criteria; the development of industry sector workforce plans for health care, maritime, oil and gas, and mining; and a statewide effort to increase the number of Alaskans who have postsecondary credentials.

## Nation

From the federal perspective, three major pieces of legislation have been adopted since 2010. One is the Workforce Innovation and Opportunity Act (WIOA) that replaced the Workforce Investment Act of 1998. Another is the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) replacing the No Child Left Behind Act (NCLB). Most recently, the Carl D. Perkins Career and Technical Education Act was reauthorized as the Strengthening Career and Technical Education for the 21st Century Act in summer 2018. All of these laws seek to more fully integrate education and workforce development using common strategies such as career pathways, industry sector partnerships, and secondary/postsecondary alignment. On the horizon is the federal Higher Education Act of 2008, which is due for reauthorization.

Nationally, through the Advance CTE State Leaders group, the Association for Career and Technical Education, and other organizations, CTE seems to have a renewed spotlight with new marketing resources (e.g., CTE: Learning that Works), state policy reviews, CTE data and accountability reports, grant opportunities, professional development, advocacy, and credentialing initiatives.

# CTE Accomplishments

## Alaska's Accomplishments in Career and Technical Education

Since the Alaska CTE Plan was finalized in 2010, there have been several noteworthy accomplishments in implementing the plan and in enhancing CTE programs in Alaska. To highlight a few:

- A website specific to the Alaska CTE plan, [www.alaskacteplan.com](http://www.alaskacteplan.com), was developed and is actively maintained. The site includes information about plan strategies, best practices, access to a mailing list, and more, and has become a central point for sharing information related to CTE.
- Ongoing efforts in industry specific workforce development planning have reflected the necessity of incorporating secondary and postsecondary CTE in developing a workforce to meet industry needs. See page 9 for more information on Alaska's industry workforce plans.
- One of the five main goals of Alaska's Education Challenge is to increase the number of graduating high school students earning an industry certification/credential, dual credit, associate degree, or Advanced Placement credit by 2023.
- While Alaska's federal funding levels under the Carl D. Perkins CTE Act has remained flat, there has been an increase in the number of school districts and postsecondary institutions leveraging these dollars, meaning more Alaskan students are benefiting from the program.
- Registered apprenticeship and pre-apprenticeship opportunities have grown to include occupations in industries such as health care, aviation, and maritime in addition to traditional trade programs.
- While the current fiscal climate has meant budget constraints for all CTE providers, between FY12 and FY 15, the Alaska Legislature provided \$625,000 each year to the Department of Labor & Workforce Development for implementation of the CTE Plan through competitive grants to school districts, postsecondary institutions, and non-profit organizations to enhance existing CTE programs or implement new ones.
- With improvements in technology and connectivity, innovative distance delivery models for education and training, such as virtual classrooms, have helped increase access to CTE. More education and training providers are taking advantage of these online and virtual models.
- Professional development organizations such as the Alaska Association for Career and Technical Education (Alaska ACTE) have seen membership growth and greater participation in events.
- Regulations have been updated to continue to allow for "Type M" teacher certification so individual districts can utilize local talent for instruction in indigenous languages and CTE.
- There is continued coordination for Alaska's CTE programs through partnerships between the Alaska Departments of Education & Early Development and Labor & Workforce Development, and the University of Alaska. Leadership from each organization meet monthly to collaborate, support ongoing implementation of the CTE Plan, and join together to support various CTE initiatives as needed.



# Positive Impacts of CTE

*"Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. In total, about 12.5 million high school and college students are enrolled in CTE across the nation. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context."*

Source: AdvanceCTE (<https://careertech.org/cte>)

Career and Technical Education (CTE) course participation has positive impacts on high school completion, post-secondary enrollment, employment, and earnings. With as much rigor as academic programs, CTE also expands options for learners, empowering them to select a sustainable career path that provides them with marketable skills through applied learning, engagement with industry, and career focused education and training.

## CTE:

- Trains Alaskans with the required skills for high demand jobs
- Leads to a career path and a variety of options for future advancement
- Connects Alaskans to employment through school-to-apprenticeship, tech prep, dual credit and concurrent enrollment, school-to-work, and Career and Technical Student Organizations
- Helps prepare youth and adults for jobs in their local region through training and by improving employability skills
- Directs learners towards postsecondary credentials, certificates, occupational endorsements, associate degree programs, and other career pathways including, but not limited to, four year college degrees
- Increases student retention and high school graduation rates
- Supports Alaska's employers by creating skilled workers to meet industry demand and to replace aging workforces in many sectors

## CTE in Alaska

**95%** is the high school graduation rate for Alaskan CTE concentrators.\* CTE students are 21% more likely to graduate than their non-CTE counterparts.

**79%** of Alaska's CTE concentrators go on to employment, postsecondary institutions, advanced training, and/or the military.

**18.5%** of Alaska's HS graduates are CTE concentrators.\*

**62%** of Alaska's postsecondary CTE students stayed enrolled in training or ongoing education.

**43%** of CTE students in Alaska are female.

\*CTE Concentrators are those with  $\geq 2.0$  high school CTE credits in a CTE pathway

Source: Alaska Department of Education and Early Development, 2016-2017 Statewide Averages

# CTE and Career Paths

CTE can support secondary and postsecondary students in a variety of pathways that lead to successful jobs with good salaries. It's important to remember that CTE is not just individual classes – it's a comprehensive system including career exploration and preparation that starts with school age children and continues through secondary school, postsecondary education and training, and ultimately career entry and advancement.

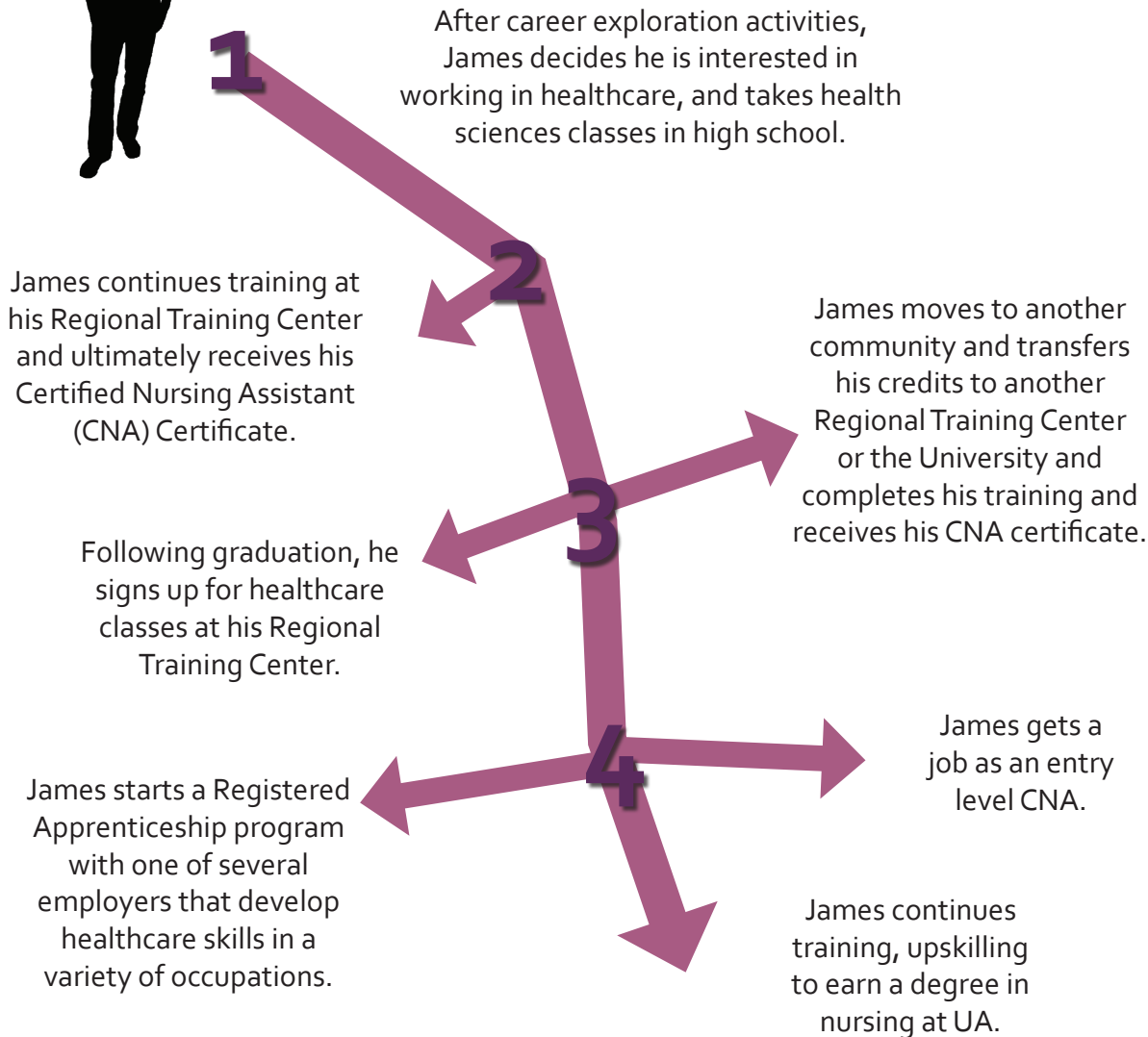
Career:				
Awareness	Exploration	Preparation	Choice	Entry
<p><b>Elementary</b></p> <p>Participate in career awareness activities</p> <p>Identify interests through career aptitude tests</p> <p>Visit a workplace for a career day/ job shadowing activity</p> <p>Learn about CTE-related jobs from classroom guest speakers</p>	<p><b>Middle School</b></p> <p>Further explore interests through a career assessment*</p> <p>Research career demand &amp; requirements*</p> <p>Begin a Personal Learning &amp; Career Plan (PLCP)*</p> <p>Enroll in CTE courses</p>	<p><b>High School</b></p> <p>Research career demand &amp; requirements*</p> <p>Update a PLCP*</p> <p>Enroll in CTE courses</p> <p>Join a Career and Technical Student Organization (CTSO) <a href="http://ctsoalaska.org/">http://ctsoalaska.org/</a></p> <p>Obtain dual credit for CTE courses</p> <p>Begin Pre-Apprenticeship</p>	<p><b>Post Secondary</b></p> <p>Enter a Registered Apprenticeship program</p> <p>Enroll in Postsecondary CTE Occupational Endorsement, Certificate, or Associate Degree Program</p> <p>Participate in Internships</p> <p>Earn an Industry Certificate or License</p> <p>Continue planning*</p>	<p><b>Real Life</b></p> <p>Remain current through professional development</p> <p>With additional training, upskill and advance in your career</p> <p>Continue education to an associate or bachelor's degree or additional certifications for further advancement</p>

\* Available at no charge to all Alaskans in the Alaska Career Information System (AKCIS)  
<https://acpe.alaska.gov/PLANNING/AKCIS>

### Sample CTE Career Path:



James from Northwest Alaska



#### Personal Learning and Career Plans

PLCPs were identified in the 2010 CTE plan as a way to help ensure smooth transitions from middle school to high school to postsecondary education and training to a career.

A PLCP includes both the process of career planning and documentation of an individual's progress. PLCPs help a learner see how their education and training ties to a future career.

The Alaska Career information System (AKCIS) has made great strides in increasing the use of and focus on the PLCP process. Their PLCP tools, primarily accessed online, are now used in every school district in the state, in all Alaska job centers, and by a variety of postsecondary training and education programs.

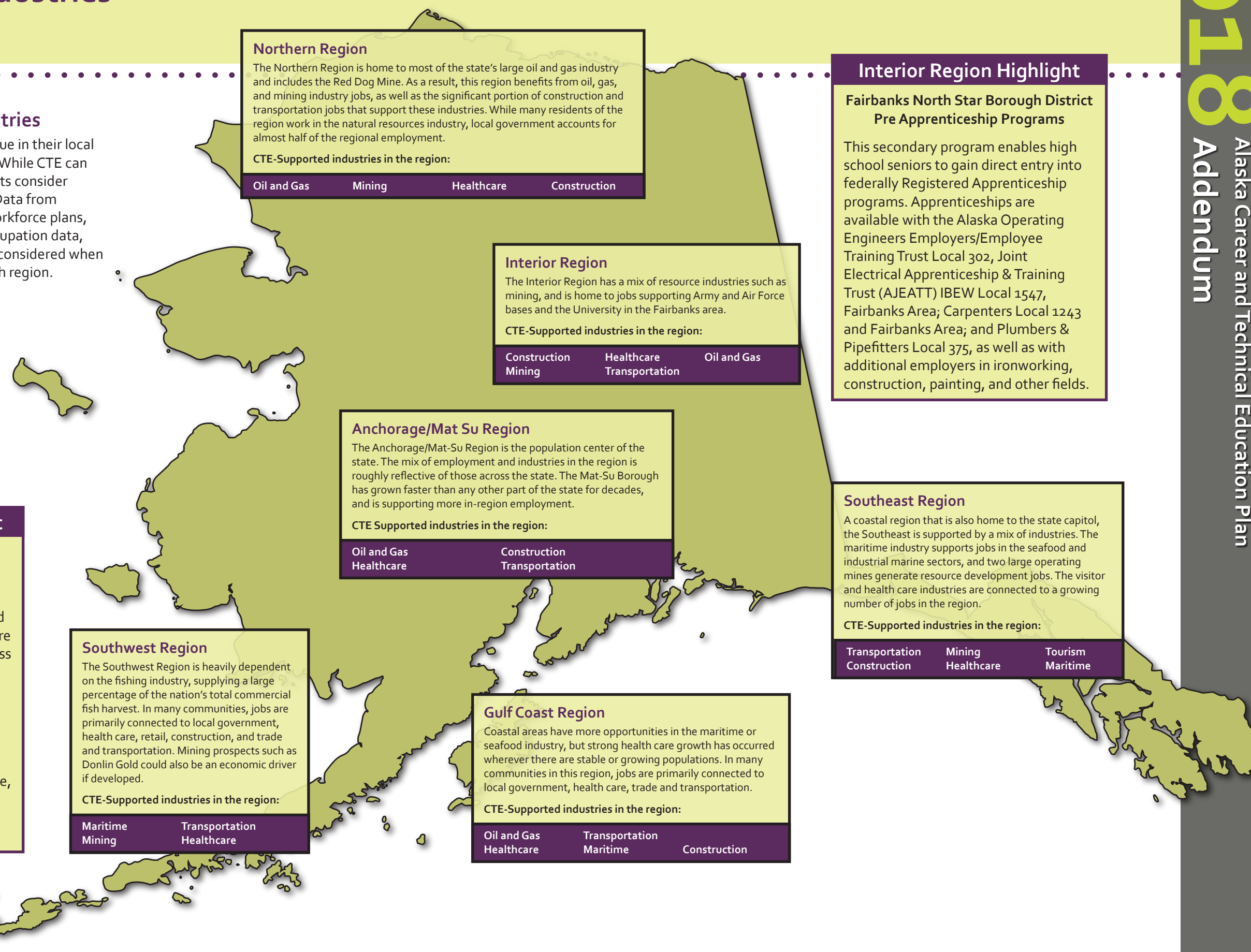
From 2010 to 2017, AKCIS reports an approximate 700% increase in the number of individual portfolios created, with the total number of portfolios created since 2010 surpassing 80,000.

# CTE-Supported Industries

## Regional CTE-Supported Industries

Alaska's six economic regions are each unique in their local economies and in their mix of occupations. While CTE can support almost any industry, these snapshots consider regional economic drivers and employers. Data from DOLWD Research and Analysis, industry workforce plans, the University of Alaska's regional EMSI occupation data, and results from the 2018 CTE survey were considered when identifying CTE-supported industries in each region.

The CTE-supported industries identified for each region should not be considered a comprehensive list, rather a tool to help Alaska's CTE community promote collaborative opportunities and consider how to best provide quality CTE statewide.



**Northern Region**  
The Northern Region is home to most of the state's large oil and gas industry and includes the Red Dog Mine. As a result, this region benefits from oil, gas, and mining industry jobs, as well as the significant portion of construction and transportation jobs that support these industries. While many residents of the region work in the natural resources industry, local government accounts for almost half of the regional employment.

CTE-Supported industries in the region:

Oil and Gas    Mining    Healthcare    Construction

**Interior Region**  
The Interior Region has a mix of resource industries such as mining, and is home to jobs supporting Army and Air Force bases and the University in the Fairbanks area.

CTE-Supported industries in the region:

Construction    Healthcare    Oil and Gas  
Mining    Transportation

**Anchorage/Mat Su Region**  
The Anchorage/Mat-Su Region is the population center of the state. The mix of employment and industries in the region is roughly reflective of those across the state. The Mat-Su Borough has grown faster than any other part of the state for decades, and is supporting more in-region employment.

CTE Supported industries in the region:

Oil and Gas    Construction  
Healthcare    Transportation

**Interior Region Highlight**  
**Fairbanks North Star Borough District Pre Apprenticeship Programs**  
This secondary program enables high school seniors to gain direct entry into federally Registered Apprenticeship programs. Apprenticeships are available with the Alaska Operating Engineers Employers/Employee Training Trust Local 302, Joint Electrical Apprenticeship & Training Trust (AJEATT) IBEW Local 1547, Fairbanks Area; Carpenters Local 1243 and Fairbanks Area; and Plumbers & Pipefitters Local 375, as well as with additional employers in ironworking, construction, painting, and other fields.

**Southeast Region**  
A coastal region that is also home to the state capitol, the Southeast is supported by a mix of industries. The maritime industry supports jobs in the seafood and industrial marine sectors, and two large operating mines generate resource development jobs. The visitor and health care industries are connected to a growing number of jobs in the region.

CTE-Supported industries in the region:

Transportation    Mining    Tourism  
Construction    Healthcare    Maritime

**Southwest Region Highlight**  
**Bristol Bay Collaborative**  
Four school districts in the Bristol Bay region (Lake and Peninsula, Bristol Bay, Southwest Region, and Dillingham) joined forces in a collaborative effort to help more area students in these small districts access CTE classes, equipment, and instructors. Students travel between districts and are boarded on site for one of four annual "phase weeks" during which they receive specialized instruction and training in a career pathway such as allied health, construction trades, facilities maintenance, or IT. Participating students can also earn postsecondary credit via the program's dual credit CTE courses.

**Southwest Region**  
The Southwest Region is heavily dependent on the fishing industry, supplying a large percentage of the nation's total commercial fish harvest. In many communities, jobs are primarily connected to local government, health care, retail, construction, and trade and transportation. Mining prospects such as Donlin Gold could also be an economic driver if developed.

CTE-Supported industries in the region:

Maritime    Transportation  
Mining    Healthcare

**Gulf Coast Region**  
Coastal areas have more opportunities in the maritime or seafood industry, but strong health care growth has occurred wherever there are stable or growing populations. In many communities in this region, jobs are primarily connected to local government, health care, trade and transportation.

CTE-Supported industries in the region:

Oil and Gas    Transportation  
Healthcare    Maritime    Construction

# CTE and Alaska's Industry Workforce Development Plans

Since 2010, workforce plans for many of Alaska's key industry sectors have been developed and implemented, including health care; maritime; oil and gas; mining; and for the Alaska LNG Project. Each one was developed with industry, and identifies workforce needs and challenges, occupations likely to be in demand, and strategies to meet anticipated demand.

Additional workforce planning efforts that preceded the 2010 CTE Plan include the [2006 Alaska Construction Industry Workforce Plan](#) and the 2008/2009 [AGIA \(Alaska Gasline Inducement Act\) Training Strategic Plan](#). Both documents call for an increase in career and technical (or vocational) education, recognizing CTE's key role in preparing Alaskans for work in these priority sectors. Notable is that the AGIA Training Strategic Plan, which contained a strategy specific to developing a comprehensive and integrated CTE system, is credited as an impetus for the creation of the 2010 Alaska CTE Plan.

The strategies in many of these plans align with the CTE Plan, particularly in the areas of career awareness and planning; expanding CTE programs; and supporting CTE instructors. Also presented in each of these plans are priority occupations that are supported by career and technical education.

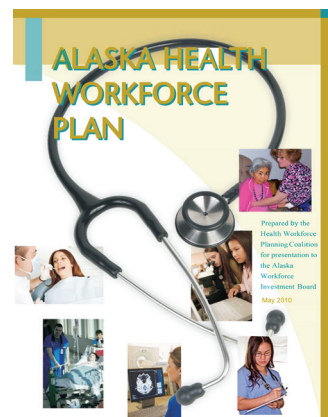
The development and implementation of these plans has highlighted the need for skilled workers to meet industry need and to replace aging workforces. The plans have also assisted educators, trainers, and registered apprenticeship sponsors in prioritizing their programs to supply Alaskans with the skills they need to fill priority occupations.

## Health Care

The 2010 Alaska Health Workforce Plan identifies occupational priorities in 15 groupings. In 2013, labor market research showed that of the top fifty occupations in demand in Alaska, forty-seven were in the health care industry. Some of the in-demand health care occupations identified in the plan that are supported by CTE include:

- clinical services and care coordinators
- medical assistants
- certified nurse assistants
- administrative services and coding/billing specialists
- community health workers

To learn more about the Health Workforce Plan and to see all of the plan's priority occupations, visit:  
[http://labor.alaska.gov/awib/forms/Healthcare\\_Workforce\\_Plan.pdf](http://labor.alaska.gov/awib/forms/Healthcare_Workforce_Plan.pdf)



**Not just for high school, CTE in Alaska is delivered in secondary schools, regional training centers, via numerous education and training providers, through registered apprenticeship, and by the university through its career and technical and degree programs.**

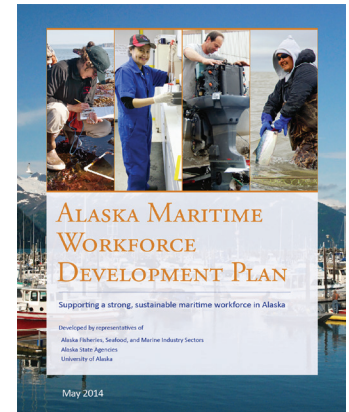
## Maritime

The 2014 Alaska Maritime Workforce Development Plan identifies 23 priority occupations to increase the number of Alaskans employed in the maritime sector. This sector includes seafood harvesting and processing, ship building and repair, marine transportation, and resource management. Some of the in-demand occupations for this sector supported by CTE include:

- trades and crafts for ship building, maintenance, and repair
- crane and heavy equipment operators
- machinists
- laborers and plant managers
- refrigeration engineers and technicians
- electricians
- vessel operators, deckhands, and engineers

To learn more about the Maritime Workforce Plan and to see all of the plan's priority occupations, visit:

<http://maritimeworks.org/>



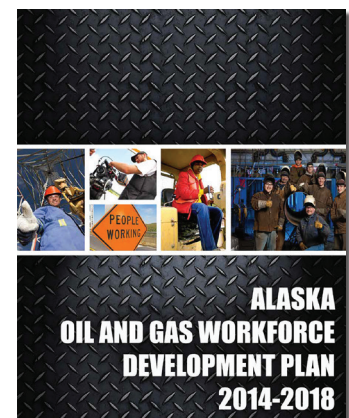
## Oil and Gas

The 2014 Alaska Oil and Gas Workforce Development Plan identifies 68 in-demand occupations in this industry, which represents the largest economic driver in the state. Some of the in-demand occupations for this sector supported by CTE include:

- operating engineers
- construction equipment operators
- machinists
- construction and building inspectors
- welders
- truck drivers
- laborers and material handlers
- electricians and utility operators
- crane operators
- facility operation technicians
- cooks and support staff for housing the workforce

To learn more about the Oil and Gas Workforce Plan and to see all of the plan's priority occupations, visit:

<http://www.alaska.edu/research/wp/plans/oil-and-gas/OilGasPlan.pdf>



**CTE professionals engage with business and industry to use relevant and rigorous applied education to prepare workers for high demand, high skill, and high wage jobs in a broad variety of industries.**

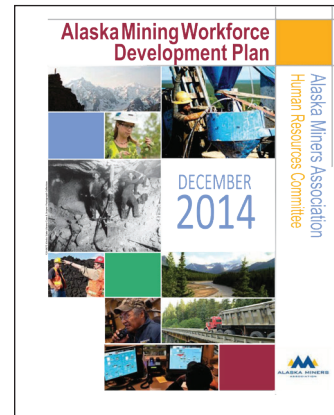
## Mining

The 2014 Alaska Mining Workforce Development Plan identifies priority occupations and in-demand jobs through an industry workforce assessment survey. Some of the in-demand occupations for this sector supported by CTE include:

- underground miners
- mill operators
- drillers and blasters
- haul truck drivers
- maintenance technicians
- millwrights
- diesel and heavy mechanics
- electricians
- environmental technicians

To learn more about the Mining Workforce Development Plan and to see all of the plan's priority occupations, visit:

<http://alaskaminers.org/mining-workforce-development-plan/>



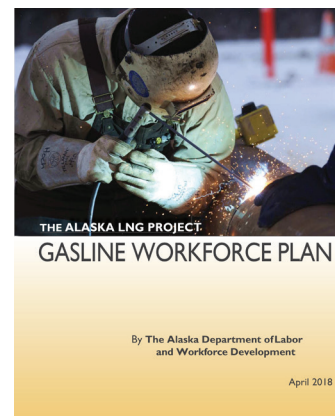
## Alaska LNG Project

The 2018 Alaska LNG Project Gasline Workforce Plan identifies expected occupations that will be in demand during pipeline construction and operations. Oil and gas, construction, transportation (including maritime), and professional, scientific, and technical services will be the key industries involved in the project. Some of the in-demand occupations for this sector supported by CTE include:

- welders
- plumbers and pipefitters
- sheet metal and iron workers
- carpenters
- painters and masons
- millwrights
- electricians
- heavy equipment operators and mechanics
- LNG plant operators and technicians
- truck drivers
- marine captains, pilots, mates, able seamen, stewards, deck hands, and engineers
- cooks
- telecom installers

To learn more about the Alaska LNG Project Gasline Workforce Plan and to see all of the plan's priority occupations, visit:

[http://jobs.alaska.gov/energy/2018\\_Gasline\\_Workforce\\_Plan.pdf](http://jobs.alaska.gov/energy/2018_Gasline_Workforce_Plan.pdf)



# CTE Plan Strategies

In 2010, the Alaska CTE Plan recognized six key strategies to strengthen Alaska’s CTE system, and the need for career preparedness and a training and education system that is efficient, effective, and coordinated in order to meet regional and statewide workforce needs. Those six strategies are listed below.

You can learn much more about each strategy in Alaska’s 2010 CTE Plan. [www.alaskacteplan.com](http://www.alaskacteplan.com)

### Strategy 1: Transitions

Make transitions planned and accountable for both successful student progress and systemic cooperation.

education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.

### Strategy 2: Curricula

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.

### Strategy 4: Instructors

Recruit, develop, support, and retain high-quality CTE teachers and faculty.

### Strategy 3: Delivery Models

Identify and promote career and technical

### Strategy 5: Public Facilities

Maximize the use of public facilities for training.

### Strategy 6: Funding

Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults

## Strategy Implementation

The strategies identified in 2010 remain relevant in efforts to improve CTE in Alaska. Recognizing there remains work to be done in implementing each strategy, this addendum offers specific implementation guidance tailored to key CTE stakeholders. To learn more about how the following groups can best apply the 2010 CTE Plan and information provided in this addendum, see Appendix A.

Stakeholder Group	Who is included
Industry/Employers	Employers, private sector businesses, Alaska Native Corporations, organized labor, industry trade groups, business organizations, and entities that support the business community such as chambers of commerce
Policy Makers/Influencers/Communities	State, federal and local elected officials, state department leadership, public policy influencers such as executive staff, advisors, non-profits, community and regional leadership, local tribal organizations, and regional organizations such as ARDORs
Secondary Education Administrators/School Boards	School district administrators (K-12) and local education officials that serve on school boards or in other education related policy/advisory roles
Secondary Educators, Counselors, and Advisors	Teachers, education support professionals, and counseling/advisory professionals
Postsecondary School or Training Provider Administrators	Leadership and administrators for regional training centers, university programs, and other postsecondary education and training providers
Postsecondary Faculty and Staff	Educators at postsecondary education and training providers
Parents and Students	Alaska’s students, elementary through post-secondary, and the parents, guardians, and mentors of Alaska’s students



# Looking Ahead

During the AWIB CTE Workgroup’s efforts to revisit the 2010 Alaska CTE Plan and craft this addendum document, including a review of stakeholder feedback, several key topics consistently arose. Described below, these “common themes” represent areas where a cross section of stakeholders see great value - and opportunity for improvement.

As Alaska’s CTE community looks ahead with an eye towards continued implementation of Alaska’s CTE Plan and ongoing system improvement, consider the following:

**Promote CTE** – CTE works for students, for adults, for businesses, and for the economy. Continue efforts to promote CTE as a rigorous and relevant skills-based model that supports academic learning and prepares Alaskans for high earning jobs.

**Leverage existing workforce planning efforts** – CTE programs are successful when participants land in good jobs. A great way to ensure Alaska’s CTE options will result in desired employment outcomes is to for education and industry to work together to ensure workforce needs match program planning and execution. Alaska’s many workforce plans, described on pages 9-11, as well as efforts to promote opportunities such as registered apprenticeship and dual credit courses should also be used as planning resources.

**Communicate with partners** – To ensure smooth student transitions, promote available programs, ensure regional perspectives, and avoid duplication, communication among Alaska’s CTE stakeholders is essential. The strategy implementation guidance outlined in Appendix A offers suggestions on how to best communicate with your partners.

**Advocate for CTE investments** – When advocating for increased investments in CTE programs, consider how you can best use program data, individual stories, wage data, and other means to illustrate the benefits of CTE. Also, use the information and guidance in this document for suggestions on making the case for CTE.

**84%** of respondents to the 2018 CTE survey consider the availability of local training and education resources when making decisions about workforce needs.

AWIB CTE Survey, Business and Industry Respondents, April 2018

# Additional CTE Resources

## National Resources

- [Advance CTE: State Leaders Connecting Learning to Work](#) (formerly NASDCTEc)  
National association of state CTE directors, with a variety of resources about CTE programs, career clusters and pathways, and federal legislation
- [Association for Career and Technical Education \(ACTE\)](#)  
National professional association for CTE professionals and advocates

## State Resources

- [Alaska Department of Education & Early Development \(DEED\) CTE Office](#)  
Secondary CTE program, including Perkins
- [Alaska Association for Career and Technical Education \(Alaska ACTE\)](#)  
State professional association for CTE professionals and advocates
- [Alaska School Counselor Association \(AKSCA\)](#)  
State professional association for school counselors
- [Alaska Process Industry Careers Consortium \(APICC\)](#)  
Industry consortium for natural resource and process industries and contractor companies and Teacher Industry Externship (T.I.E.) information
- [Alaska Workforce Investment Board \(AWIB\)](#)  
Governor’s policy board for workforce investment activities
- [Career Technical Student Organizations \(CTSO\)](#) website for Alaska CTSOs - BPA, DECA, FCCLA, HOSA, FFA, SkillsUSA, and EdRising
- [Alaska Career Information System \(AKCIS\)](#)  
Web portal for Alaska’s online career information system available to all residents at no charge
- [Alaska College and Career Pathways](#)  
UA Career Pathways information
- [Alaska Commission on Postsecondary Education](#)  
ACPE regulates postsecondary providers, administers financial aid programs including APS
- [Career Coach – University of Alaska](#)  
Online tool for career assessment, exploration, and planning.
- [Alaska Labor Exchange System \(ALEXsys\)/ Alaska Job Center Network](#)  
Alaska’s online job bank provides employment listings, training workshops, and more
- **Report:** [Cross-Industry Workforce Development Priorities](#)  
This 2016 McDowell Group report examined the mining, oil & gas, construction, maritime, and health care industries and found a common need for skills and knowledge to support Alaska’s industries

# Appendix A: Strategy Implementation Guidance

<b>Industry and Employers</b> Employers, private sector businesses, industry trade groups, business organizations, and entities that support the business community such as chambers of commerce all have a role and benefit in ensuring Alaska’s CTE system will meet workforce needs. Here are some recommendations on how business and industry can implement Alaska’s CTE strategies:	
<b>Strategy 1: Transitions</b> Make transitions planned and accountable for both successful student progress and systemic cooperation.	<ul style="list-style-type: none"> <li>• Work with education and training providers to develop internship or apprenticeship opportunities, and promote those opportunities in your region</li> <li>• Familiarize yourself with CTE and training programs in the state and your region related to your industry. Consider how to best leverage and support existing training programs for incoming employees in your sector.</li> </ul>
<b>Strategy 2: Curricula</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.	<ul style="list-style-type: none"> <li>• Serve on a CTE advisory board or planning committee for an educational and training institution to ensure your industry’s workforce needs are considered in curriculum development.</li> </ul>
<b>Strategy 3: Delivery Models</b> Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.	<ul style="list-style-type: none"> <li>• Ensure you are informed about CTE programs in your region.</li> <li>• Assess how CTE programs are serving your industry and make recommendations for improvement.</li> <li>• Promote CTE and CTE programs within your industry.</li> <li>• Support CTE programs, and encourage other employers to do so, by providing workbased learning opportunities including job shadowing, registered apprenticeships, or internships; allowing your employees to work with CTE programs as adjunct or guest instructors; and allowing CTE programs to use your facilities for training.</li> </ul>
<b>Strategy 4: Instructors</b> Recruit, develop, support, and retain high-quality CTE teachers and faculty.	<ul style="list-style-type: none"> <li>• Provide a mechanism to “loan” expert employees as instructors for technical training in secondary and postsecondary programs.</li> <li>• Make a guest presentation in CTE programs related to your business/industry to support CTE teachers and faculty delivering the programs.</li> <li>• Provide teacher “externships” for CTE teachers to learn about your industry and the skills needed by your employees.</li> </ul>
<b>Strategy 5: Public Facilities</b> Maximize the use of public facilities for training.	<ul style="list-style-type: none"> <li>• Donate private sector equipment or training space to area educational institutions and training providers.</li> <li>• Offer tours of private industrial/technical/occupational facilities to CTE classes, students, and teachers</li> </ul>
<b>Strategy 6: Funding</b> Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.	<ul style="list-style-type: none"> <li>• Take advantage of the State of Alaska Education Tax Credit.</li> <li>• Advocate to policy makers for additional funding for CTE programs.</li> <li>• Support a public CTE program through equipment donations or other means.</li> </ul>

### Policy Makers, Influencers, and Communities

This stakeholder group engaged in education policy is comprised of state, federal and local elected officials, state department leadership, public policy influencers such as executive staff, advisors, non-profits, community and regional leadership, local tribal organizations, and regional organizations such as ARDORs.

Here are some recommendations on how these stakeholders can implement Alaska’s CTE strategies:

<p><b>Strategy 1: Transitions</b></p> <p>Make transitions planned and accountable for both successful student progress and systemic cooperation.</p>	<ul style="list-style-type: none"> <li>• Encourage district-wide use of PLCPs, and incorporate into education policy where appropriate.</li> <li>• Support cross district collaboration and regional partnerships through district CTE advisory committees to expand student access to CTE programs.</li> <li>• Promote expansion of internships, school-to-apprenticeship programs, and other workbased learning programs that help students successfully transition directly from CTE programs to the workplace.</li> <li>• Engage with industries in your region to identify priority training needs.</li> </ul>
<p><b>Strategy 2: Curricula</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Use labor market information to expand or build CTE programs that benefit regional needs.</li> <li>• Encourage educator/industry conversations to help build school to work connections in your area.</li> <li>• Invite local industry experts to sit on district CTE advisory committees to assist in program and curriculum development.</li> <li>• Develop a web based inventory of curricula accessible to all stakeholders for developing, updating and aligning secondary and postsecondary programs.</li> </ul>
<p><b>Strategy 3: Delivery Models</b></p> <p>Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.</p>	<ul style="list-style-type: none"> <li>• Ensure all CTE students have opportunities for experiential learning.</li> <li>• Expand the number of employers on whose sites students can participate as apprentices, interns, or through job shadowing or other work based learning opportunities.</li> <li>• Track and publicize CTE program successes.</li> <li>• Actively promote successful CTE programs in your region.</li> <li>• Explore a variety of delivery models for CTE programs, such as distance delivery, intensives, academies, contracted industry instructors, dual enrollment, and using shared facilities to help leverage existing resources.</li> </ul>
<p><b>Strategy 4: Instructors</b></p> <p>Recruit, develop, support, and retain high-quality CTE teachers and faculty.</p>	<ul style="list-style-type: none"> <li>• Stabilize the educational funding system to assure teacher retention and program stability.</li> <li>• Increase awareness of the Type M teacher certification option for districts.</li> <li>• Develop meaningful and accessible CTE professional development opportunities through AVTEC, the University system, and other training providers.</li> </ul>
<p><b>Strategy 5: Public Facilities</b></p> <p>Maximize the use of public facilities for training.</p>	<ul style="list-style-type: none"> <li>• Promote/incentivize the use of public and private sector facilities for CTE programs.</li> <li>• Encourage partnerships and agreements that allow the use of University and Regional Training Center space for secondary CTE programs.</li> <li>• Inventory facilities available in local, regional and state systems and private training entities, and make such an inventory available online.</li> <li>• When possible, consider how to maximize existing public facilities that can be used for education and training in lieu of constructing new facilities.</li> </ul>
<p><b>Strategy 6: Funding</b></p> <p>Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.</p>	<ul style="list-style-type: none"> <li>• Recognize that Alaska’s industries need skilled workers and prioritize increased CTE funding, including funds for secondary and postsecondary education and training.</li> <li>• Seek employer and industry contributions for school-to-work and school-to-apprenticeship training programs.</li> <li>• Fund efforts to implement CTE plan strategies.</li> </ul>

### Secondary Education Administrators and School Boards

School district administrators (K-12) and local education officials that serve on school boards or in other education related policy/advisory roles have an important role to play in advancing and improving CTE in Alaska.

Here are some recommendations on how education administrators and school board members can implement Alaska's CTE strategies:

<p><b>Strategy 1: Transitions</b></p> <p>Make transitions planned and accountable for both successful student progress and systemic cooperation.</p>	<ul style="list-style-type: none"> <li>• Develop processes, including the use of district CTE advisory committees, to evaluate the effectiveness of CTE programs on a regular basis.</li> <li>• Work with district leadership, educators, and CTE Advisory Committees to help develop supports for CTE programs (industry partners, internships, and apprenticeship opportunities).</li> </ul>
<p><b>Strategy 2: Curricula</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Encourage educators to create CTE opportunities for K-12 students, such as career exploration, that align to district CTE programs offered at middle and high schools.</li> <li>• Examine CTE curricula periodically to ensure it is industry recognized and meets postsecondary and workforce needs.</li> <li>• Align courses so that they lead to an industry certification or articulate into a post-secondary pathway and ultimately employment.</li> <li>• Work to adopt curricula that are approved for federal (Perkins) funding in each school district.</li> </ul>
<p><b>Strategy 3: Delivery Models</b></p> <p>Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.</p>	<ul style="list-style-type: none"> <li>• Remain up-to-date on postsecondary options for students, and work with school counselors to ensure that the most current information is available for students, parents, and the community.</li> <li>• Positively and actively promote your district's CTE opportunities.</li> <li>• Support a variety of delivery models for CTE programs, such as distance delivery, intensives, academies, collaborations with other districts, school-to-apprenticeship, contracted industry instructors, dual enrollment, and CTSOs.</li> <li>• Network with other administrators and school boards to learn about and share best practices for a variety of delivery models.</li> </ul>
<p><b>Strategy 4: Instructors</b></p> <p>Recruit, develop, support, and retain high-quality CTE teachers and faculty.</p>	<ul style="list-style-type: none"> <li>• Advocate for a stable funding system to assure teacher retention and program stability.</li> <li>• Consider policies to better recruit Type M certified teacher candidates in your district.</li> <li>• Consider pedagogy in educational requirements for Type M CTE certificate holders.</li> <li>• Work with students, parents, and industry to identify key CTE subject areas for the community. Look for local talent and recruit instructors for those positions from within the community, utilizing alternative certification methods if necessary.</li> <li>• Strive to provide high quality professional development and training that includes academic, pedagogical, and technology components to educators.</li> <li>• Examine creative approaches to scheduling and staffing. This could include team teaching (i.e., carpentry and math).</li> <li>• Evaluate demand for certified CTE teachers and expand opportunities for professional development that lead to meaningful industry certifications.</li> </ul>
<p><b>Strategy 5: Public Facilities</b></p> <p>Maximize the use of public facilities for training.</p>	<ul style="list-style-type: none"> <li>• Solicit district CTE Advisory Committee and community members to assist in identifying public facilities that can be used for CTE students; promote such collaborations.</li> <li>• Identify existing processes and agreements to utilize local, state and other public and/or private facilities including the UA system, regional training centers, and industry or trade organizations.</li> </ul>
<p><b>Strategy 6: Funding</b></p> <p>Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.</p>	<ul style="list-style-type: none"> <li>• Continue a dialog regarding how local, state and federal funds can work to meet the local workforce needs.</li> <li>• Ensure familiarity with formulas and requirements for federal, state and local funding sources that promote CTE programs.</li> <li>• Promote CTE programs that build on existing resources and provide promising results.</li> </ul>

<h3>Secondary Educators, Counselors, and Advisors</h3> <p>Teachers, education support professionals, and counseling/advisory professionals engage directly with students, and can help advance career and technical education in Alaska.</p> <p>Here are some recommendations on how these professionals can implement Alaska’s CTE strategies:</p>	
<p><b>Strategy 1: Transitions</b></p> <p>Make transitions planned and accountable for both successful student progress and systemic cooperation.</p>	<ul style="list-style-type: none"> <li>• Ensure K-12 students have career awareness, exploration, and personal learning and career plans (PLCP) for academic and postsecondary planning.</li> <li>• Promote K-12 student use of the Alaska Career Information System-AKCIS for personal learning and career planning.</li> <li>• Provide systemic career counseling to all students beginning in middle school.</li> <li>• Prepare all students to ensure transition to postsecondary does not require remedial academic support.</li> </ul>
<p><b>Strategy 2: Curricula</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Incorporate employability standards into all curricula.</li> <li>• Advocate for the availability and support for systemic career exploration programs and curricula.</li> </ul>
<p><b>Strategy 3: Delivery Models</b></p> <p>Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.</p>	<ul style="list-style-type: none"> <li>• Advocate for an accessible statewide inventory of existing training programs, courses, and curriculum. Such an inventory could also include program delivery models such as online, through UA and other postsecondary training providers, via apprenticeship, and other secondary systems.</li> <li>• Considering Alaska’s diverse needs, promote and disseminate your programs’ successful and best practices including content and delivery models. Professional organizations such as Alaska ACTE are a great way to share such information with other CTE professionals.</li> <li>• Promote alternative delivery models in your own program or school, including CTSOs, work based learning, academies, intensives, etc.</li> </ul>
<p><b>Strategy 4: Instructors</b></p> <p>Recruit, develop, support, and retain high-quality CTE teachers and faculty.</p>	<ul style="list-style-type: none"> <li>• Develop and share a resource pool of qualified CTE teachers and specialists who can provide training through alternative delivery options as needed.</li> <li>• Seek out and take advantage of professional growth and development for CTE leaders and instructors.</li> <li>• Provide input to your leadership regarding professional development needs.</li> </ul>
<p><b>Strategy 5: Public Facilities</b></p> <p>Maximize the use of public facilities for training.</p>	<ul style="list-style-type: none"> <li>• Use community contacts and connections to support training opportunities using area facilities.</li> <li>• Maintain a knowledge of potential facility resources in your area for inventories and awareness.</li> </ul>
<p><b>Strategy 6: Funding</b></p> <p>Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.</p>	<ul style="list-style-type: none"> <li>• Consider current and future (emerging) workforce development needs recognizing local, regional, and state workforce priorities when advocating for funding.</li> <li>• Identify, promote, and leverage business and industry support for CTE training systems.</li> </ul>

### Postsecondary School or Training Provider Administrators

Leadership and administrators for regional training centers, university programs, and other postsecondary education and training providers have an important role in CTE planning, and in delivering valuable CTE programs to Alaskans who are entering the workforce or looking to gain new skills to advance their career.

Here are some recommendations on how postsecondary administrators can implement Alaska’s CTE strategies:

<p><b>Strategy 1: Transitions</b></p> <p>Make transitions planned and accountable for both successful student progress and systemic cooperation.</p>	<ul style="list-style-type: none"> <li>• At program outset, host an orientation for students to introduce instructors and staff who will support student learning and progress both inside and outside the classroom.</li> <li>• Align secondary and postsecondary programs, collaborating throughout program delivery, to support students through their transition to postsecondary and into the workforce.</li> </ul>
<p><b>Strategy 2: Curricula</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Identify specific professional (“soft”) skills competencies that employers want, and document them for student, instructor and mentor use.</li> <li>• Share current industry and training standards with K-12 stakeholders.</li> <li>• Collaborate with industry to continuously refine, improve, and update curriculum.</li> <li>• When developing or updating curriculum, communicate regularly with industry and education partners to leverage available resources.</li> <li>• Create articulation agreements with other institutions to ensure transferability of credits.</li> <li>• Align industry credentialing and certification for CTE instructors among secondary, postsecondary, and industry.</li> </ul>
<p><b>Strategy 3: Delivery Models</b></p> <p>Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.</p>	<ul style="list-style-type: none"> <li>• Promote collaboration between regional postsecondary CTE instructors and secondary CTE programs.</li> <li>• Positively and actively promote your CTE opportunities.</li> <li>• Support a variety of delivery models for your CTE programs, such as distance delivery, intensives, academies, contracted industry instructors, dual enrollment, and CTSOs.</li> <li>• Network with other administrators to enhance awareness of and share best practices for a variety of delivery models, including apprenticeships, academies, intensives, etc.</li> </ul>
<p><b>Strategy 4: Instructors</b></p> <p>Recruit, develop, support, and retain high-quality CTE teachers and faculty.</p>	<ul style="list-style-type: none"> <li>• Recognize the necessity and value of CTE professional development, and provide ongoing development on industry trends and needs, instructional strategies, differentiated learning, and student support.</li> <li>• Seek instructors from industry that have some background in training and mentoring.</li> <li>• Work with industry to provide training and professional development resources for CTE instructors and staff.</li> <li>• Provide opportunities for CTE instructors to earn micro credentials and industry certifications.</li> <li>• Look for opportunities to partner and share resources for CTE instructors (i.e. train the trainer model from industry).</li> </ul>
<p><b>Strategy 5: Public Facilities</b></p> <p>Maximize the use of public facilities for training.</p>	<ul style="list-style-type: none"> <li>• Provide, or partner to provide, on-demand industry training.</li> <li>• Develop partnerships with colleges, tribal organizations, and school districts for facilities usage; coordinate facilities use agreements for public facilities.</li> <li>• Increase awareness of available public facilities by using postsecondary CTE facilities for local and state functions, meetings, and events.</li> </ul>
<p><b>Strategy 6: Funding</b></p> <p>Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.</p>	<ul style="list-style-type: none"> <li>• Advocate for funding collaboratively by coordinating with industry partners, professional organizations, and K-12 CTE partners.</li> <li>• Build a manageable, consistent, streamlined and cost-effective statewide mechanism for secondary students to receive dual credit at a reduced cost.</li> <li>• To maximize resources and avoid duplication with other institutions, consider collaborative models that recognize and leverage institutional specialties and build economy of scale.</li> </ul>

### Postsecondary Faculty and Staff

Educators at postsecondary education and training providers work directly with students and workers to provide CTE that prepares them for jobs in Alaska.

Here are some recommendations on how these educators can implement Alaska’s CTE strategies:

<p><b>Strategy 1: Transitions</b></p> <p>Make transitions planned and accountable for both successful student progress and systemic cooperation.</p>	<ul style="list-style-type: none"> <li>• Establish consistent statewide framework for secondary students to earn dual enrollment credit in CTE programs.</li> <li>• Strengthen partnerships with secondary teachers to align curriculum, and clearly communicate the benefits and potential consequences (if unsuccessful in the course) of dual enrollment to students and parents.</li> <li>• Assist postsecondary students to continue developing their career plan to strengthen their drive to complete a postsecondary program that leads to employment.</li> </ul>
<p><b>Strategy 2: Curricula</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Create and strengthen existing statewide advisory boards, consisting of secondary and postsecondary faculty, industry leaders, and student representatives for programs in high demand fields. Advisory boards will be responsible for identifying priority occupations and industry standards, supporting streamlined pathways between programs, providing input regarding curriculum and innovative delivery models, assisting with student recruitment, and hiring graduates into these fields.</li> <li>• Increase postsecondary participation on secondary CTE advisory boards, especially those required for Perkins funding, to strengthen alignment and pathways.</li> </ul>
<p><b>Strategy 3: Delivery Models</b></p> <p>Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.</p>	<ul style="list-style-type: none"> <li>• Utilize a variety of delivery models to provide CTE in high demand fields, including models for secondary students, apprentices, adult learners, veterans, and those with disabilities.</li> <li>• Evaluate and revise course sequencing, scheduling times, e-learning, internships, apprenticeships, and competency-based learning experiences to better meet the needs of all learners.</li> </ul>
<p><b>Strategy 4: Instructors</b></p> <p>Recruit, develop, support, and retain high-quality CTE teachers and faculty.</p>	<ul style="list-style-type: none"> <li>• Invest funding for program development, state-of-the-art equipment/facilities, and teacher recruitment.</li> <li>• Leverage existing faculty and industry leaders’ expertise to provide instruction at the secondary and postsecondary levels.</li> </ul>
<p><b>Strategy 5: Public Facilities</b></p> <p>Maximize the use of public facilities for training.</p>	<ul style="list-style-type: none"> <li>• Collaborate with secondary school programs to share laboratory and/or training space with postsecondary programs.</li> <li>• Using dual enrollment opportunities (such as a middle college model), bring secondary students onto postsecondary facilities for technical training experiences that provide for postsecondary and secondary credit.</li> </ul>
<p><b>Strategy 6: Funding</b></p> <p>Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.</p>	<ul style="list-style-type: none"> <li>• To most effectively advocate for CTE funding, collect data that tracks secondary CTE concentrators and students who participate in dual credit programs to determine transition rates into postsecondary education/training, along with their completion rates.</li> </ul>



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## CTE Resources for Parents and Students

Parents, guardians, and of course students, have an important role to play in Alaska’s CTE system. It is important that students, from a young age, are aware of the multiple education and training pathways that lead to rewarding careers. Adults who encourage students to explore their training and career options help provide a focus for them to obtain the necessary skills to transition into a successful career earlier in life. As students mature, they too must be accountable for career exploration and awareness.

Here are some suggestions on how this important stakeholder group can help raise awareness regarding CTE opportunities and improve CTE in Alaska.

### Parents/Guardians

- Encourage career exploration from a young age, both for your student and your school district/education provider.
- Remember that CTE programs are as valuable as and compatible with academic programs. CTE applies academically rigorous courses with applied learning and can lead to high paying, in-demand jobs.
- Encourage your student to explore ALL postsecondary and career options, including registered apprenticeship, four-year degrees, associate degrees, certificates, and occupational endorsements.
- Ensure your student uses a Personal Learning and Career Plan, or PLCP.
- Actively learn about the CTE delivery models and programs that are available in your local or regional education and training institutions.
- Look for opportunities to engage with your local school districts/education and training facilities on program and curriculum development.
- Advocate to fund CTE programs at the state, local, and federal levels.

### Students

- Explore all the careers that interest you.
- Work with a counselor/advisor to complete a career assessment.
- Develop a Personal Learning & Career Plan (PLCP) and keep it updated.
- Consider dual credit CTE classes that allow you to simultaneously earn secondary and postsecondary credit.
- Participate in an internship or job shadowing opportunity; you’ll learn more about an industry and improve your employability, or soft, skills.
- Join a Career and Technical Student Organization (CTSO) such as SkillsUSA, DECA, FFA, BPA, HOSA, EdRising, or FCCLA, and share your positive CTE experiences with your friends.

**89% of parents believe students should get more education about career choices in high school.**  
AdvanceCTE, [www.careertech.org](http://www.careertech.org)



Prepared by a Workgroup of the Alaska Workforce Investment Board in cooperation with the Alaska Department of Labor and Workforce Development, the Alaska Department of Education and Early Development, and the University of Alaska

**RESOLUTION 18-04**  
**RESOLUTION Regarding One-Stop Certification**  
**for the Peninsula, Dillingham, and Juneau Job Centers**

WHEREAS, the Alaska Workforce Investment Board (AWIB) is an industry-driven public organization comprised of representatives from business and industry, education, organized labor, and government; and

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

WHEREAS, the AWIB shall act as the lead state planning and coordinating entity for state human resource programs involving employment training, career and technical education, and workforce development;

WHEREAS, the Workforce Innovation Opportunity Act (WIOA) requires a comprehensive review of each One-Stop Job Center in the Alaska Job Center Network once every three years; and

WHEREAS, the Peninsula Job Center, Dillingham Job Center, and Juneau Job Center are considered a One-Stop Job Centers; and

WHEREAS, the AWIB is responsible for conducting certification reviews of Alaska's One-Stop Job Centers; and

WHEREAS, AWIB One-Stop Job Center certification teams, consisting of AWIB staff and an AWIB member, have reviewed the Peninsula Job Center, the Dillingham Job Center, and the Juneau Job Center and certify they each meet the mandated WIOA requirements;

NOW THEREFORE BE IT RESOLVED: the AWIB, on the advice and recommendation of their certification teams, hereby certify the Peninsula Job Center, Dillingham Job Center, and Juneau Job Center for a period of three years.

**CERTIFICATION**

The AWIB held a meeting duly and regularly called, noticed, and convened this 25th day of October 2018 and the foregoing Resolution was adopted at said meeting.

Signed this 25th day of October, 2018

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Larry Bell, Chair  
Alaska Workforce Investment Board

**RESOLUTION NUMBER 18-05**  
**RESOLUTION IN SUPPORT OF THE 2018 ADDENDUM TO THE ALASKA**  
**CAREER AND TECHNICAL EDUCATION PLAN**

WHEREAS, the Alaska Workforce Investment Board (AWIB) is a private industry-driven public organization that includes representatives from business and industry, education, organized labor, and government; and

WHEREAS, the AWIB shall act as the lead state planning and coordinating entity for state human resource programs involving employment training, career and technical education (CTE) and workforce development;

WHEREAS, the AWIB recognizes and values how CTE enhances students education by providing rigor and relevance to academic and career preparation; and

WHEREAS, in 2010, leadership at the Department of Labor & Workforce Development, Department of Education & Early Development, and the University of Alaska joined forces to develop and finalize the Alaska CTE Plan which was then jointly implemented by a broad spectrum of educators, trainers, policy makers, and other interested organizations; and

WHEREAS, the 2010 Alaska CTE Plan has been used for activities such as improving and expanding CTE programs, advocating for program funding, and helping form partnerships between CTE and community organizations; and

WHEREAS, in August 2017, the Alaska Workforce Investment Board convened a workgroup to reinvigorate the conversation around CTE, and to review the 2010 Alaska CTE Plan and draft an addendum to it; and

WHEREAS, the 2018 Addendum to the Alaska CTE Plan was developed considering input from a variety of stakeholders, and compliments efforts to put the 2010 Alaska Career and Technical Education Plan into action; and

WHEREAS, the 2018 Addendum to the Alaska CTE Plan is intended to be an advocacy tool to promote CTE, and contains guidance on how best to implement the strategies outlined in the 2010 plan;

NOW THEREFORE BE IT RESOLVED that the Alaska Workforce Investment Board supports the 2018 Addendum to the Alaska CTE Plan and the cooperative efforts of Alaska's CTE community to implement the strategies contained in the Plan.

**CERTIFICATION**

The Alaska Workforce Investment Board held a meeting duly and regularly called, noticed, and convened this 25<sup>th</sup> day of October 2018 and the foregoing Resolution was adopted unanimously at said meeting.

Signed this 25<sup>th</sup> day of October 2018.

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Larry Bell, Chair  
Alaska Workforce Investment Board

**RESOLUTION NUMBER 18-06**  
**RESOLUTION In Support Of Apprenticeship Training Plan**

WHEREAS, the Alaska Workforce Investment Board (AWIB) is an industry-driven public organization comprised of representatives from business and industry, education, organized labor, and government; and

WHEREAS, the (AWIB) is a public organization that is accountable through its members and staff to the residents, the Legislature and the Governor of Alaska;

WHEREAS, the AWIB shall act as the lead state planning and coordinating entity for state human resource programs involving employment training, vocational education, and workforce development;

WHEREAS, in 2016 the Department of Labor and Workforce Development (DOLWD) received a USDOL ApprenticeshipUSA Accelerator Grant to support the coordination and implementation of registered apprenticeship across systems and agencies to include the development of a state apprenticeship plan; and

WHEREAS, the department staff gathered input from a variety of stakeholders across the state to form the plan; and

WHEREAS, the plan describes Alaska's apprenticeship vision of ensuring that all industries have a highly-skilled and diverse resident workforce to contribute to greater economic opportunity for individuals and for the state; and

WHEREAS, the plan establishes goals and objectives for significantly increasing the number of apprentices, program sponsors, and employers; and

WHEREAS, the plan suggests strategies for achieving those objectives. Strategies include demonstrating the value of apprenticeship to employers, overcoming challenges of starting and expanding apprenticeship programs, creating greater opportunity and equity, and building on the existing apprenticeship system to expand the state's capacity to advance apprenticeship.

NOW THEREFORE BE IT RESOLVED that the AWIB officially supports the Apprenticeship Training Plan.

**CERTIFICATION**

The Alaska Workforce Investment Board held a meeting duly and regularly called, noticed, and convened this 25th day of October, 2018 and the foregoing Resolution was adopted unanimously at said meeting.

Signed this 25th day of October, 2018.

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Larry Bell, Chair  
Alaska Workforce Investment Board