

ALASKA STATE LEGISLATURE
SENATE EDUCATION STANDING COMMITTEE

March 14, 2012

8:03 a.m.

MEMBERS PRESENT

Senator Kevin Meyer, Co-Chair
Senator Joe Thomas, Co-Chair
Senator Hollis French
Senator Gary Stevens

MEMBERS ABSENT

Senator Bettye Davis, Vice Chair

COMMITTEE CALENDAR

SENATE BILL NO. 197

"An Act establishing a grant program in the Department of Education and Early Development for achieving excellence in public schools."

- MOVED CSSB 197(EDC) OUT OF COMMITTEE

CS FOR HOUSE CONCURRENT RESOLUTION NO. 18(FSH) AM

Relating to an examination of fisheries-related programs to facilitate the entry of young Alaskans into commercial fisheries careers and to collaboration with the University of Alaska fisheries, seafood, and maritime initiative.

- MOVED CSHCR 18(FSH) AM OUT OF COMMITTEE

PREVIOUS COMMITTEE ACTION

BILL: SB 197

SHORT TITLE: GRANT PROGRAM FOR SCHOOLS

SPONSOR(S): SENATOR(S) THOMAS

02/10/12	(S)	READ THE FIRST TIME - REFERRALS
02/10/12	(S)	EDC, FIN
02/29/12	(S)	EDC WAIVED PUBLIC HEARING NOTICE, RULE 23
03/02/12	(S)	EDC AT 8:00 AM BELTZ 105 (TSBldg)
03/02/12	(S)	Scheduled But Not Heard
03/05/12	(S)	EDC AT 8:00 AM BELTZ 105 (TSBldg)
03/05/12	(S)	Heard & Held

03/05/12 (S) MINUTE(EDC)
03/14/12 (S) EDC AT 8:00 AM BELTZ 105 (TSBldg)

BILL: HCR 18

SHORT TITLE: COMMERCIAL FISHERIES PROGRAMS

SPONSOR(s): FISHERIES

04/17/11 (H) READ THE FIRST TIME - REFERRALS
04/17/11 (H) FSH
02/09/12 (H) FSH AT 5:00 PM CAPITOL 120
02/09/12 (H) Heard & Held
02/09/12 (H) MINUTE(FSH)
02/14/12 (H) FSH AT 5:15 PM HOUSE FINANCE 519
02/14/12 (H) Moved CSHCR 18(FSH) Out of Committee
02/14/12 (H) MINUTE(FSH)
02/15/12 (H) FSH RPT CS(FSH) NT 5DP
02/15/12 (H) DP: JOHNSON, AUSTERMAN, MILLER, HERRON,
THOMPSON
02/27/12 (H) TRANSMITTED TO (S)
02/27/12 (H) VERSION: CSHCR 18(FSH) AM
02/29/12 (S) READ THE FIRST TIME - REFERRALS
02/29/12 (S) EDC
03/14/12 (S) EDC AT 8:00 AM BELTZ 105 (TSBldg)

WITNESS REGISTER

MURRAY RICHMOND, Staff
Senator Joe Thomas
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Explained the committee substitute (CS) for SB 197.

KERRY BOYD, Superintendent
Yukon Koyukuk School District
Fairbanks, Alaska

POSITION STATEMENT: Supported SB 197.

NORMAN ECK, Superintendent
Northwest Arctic Borough School District
Kotzebue, Alaska

POSITION STATEMENT: Supported SB 197.

TRACEY MARTIN, Teacher
Meadow Lakes Elementary
Mat-Su Borough School District
Wasilla, Alaska

POSITION STATEMENT: Supported SB 197.

LES MORSE, Deputy Commissioner
Department of Education and Early Development
Juneau, Alaska

POSITION STATEMENT: Did not state a position on SB 197.

TIMOTHY CLARK, Staff
Representative Bryce Edgmon
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Introduced HCR 18.

FRED VILLA, Associate Vice President
Workforce Programs
University of Alaska Fairbanks
Fairbanks, Alaska

POSITION STATEMENT: Supported HCR 18.

JERRY MCCUNE, Lobbyist
United Fisherman of Alaska
Juneau, Alaska

POSITION STATEMENT: Supported HCR 18.

ACTION NARRATIVE

[8:03:39 AM](#)

CO-CHAIR JOE THOMAS called the Senate Education Standing Committee meeting to order at 8:03 a.m. Present at the call to order were Senators French, Stevens, Co-Chair Meyer and Co-Chair Thomas.

SB 197-GRANT PROGRAM FOR SCHOOLS

[8:04:15 AM](#)

CO-CHAIR JOE THOMAS announced the consideration of SB 197.

[8:04:26 AM](#)

CO-CHAIR KEVIN MEYER moved to adopt CS for SB 197, labeled 27-LS1168\D, as the working document.

[8:04:39 AM](#)

CO-CHAIR THOMAS objected for discussion purposes and asked Mr. Murray to walk through the changes.

[8:04:51 AM](#)

MURRAY RICHMOND, staff for Senator Joe Thomas, sponsor of SB 197, explained that on page 3, line 12, the CS changes the multiplier for establishing the grant from \$4,800 to \$1,800 and the draft fiscal note was changed from \$15 million for startup costs to \$6,000,029 including \$92,000 for one full-time position with \$6,000 for travel. The grant would be replenished each year assuming the dropout rate would be either stable or decreasing by around \$1.2 million per year.

[8:07:04 AM](#)

MR. RICHMOND said the first exhibit indicated that in 2001 Alaska ranked 9th in the nation for graduation rates (41 states were ahead of us) and moved up to 10th and back down to 6th in 2004; currently Alaska is in 12th place. The National Dropout Prevention Center self-reported reasons for students dropping out (when they can be found) were: 1. didn't like school; 2. failing school; 3. couldn't get along with teachers and couldn't keep up with school work were the next; low attendance, failing grades, repeating grades, low student achievement and lack of student engagement were other major reasons for dropping out. A student often gave more than one reason, so they don't add up to 100 percent. Most studies show behavioral problems in school, as well.

[8:09:03 AM](#)

MR. RICHMOND said the same exhibit indicated that 12 percent, about 2,000, of the lowest performing schools in urban areas produced nearly half of the nation's dropouts. Alaska is significantly different, because it doesn't have large urban areas. He explained that part of the reason for the grant is to come up with programs that are specific to the Alaska condition. The last exhibit was a California dropout research project highlighting that dropping out is a process that begins fairly early for some students. Having to repeat a grade by the 9th grade is a good indication that a student will drop out.

There are two ways to look at the reasons for dropping out; one is to say there are cultural and social reasons why students drop out. Not doing well early in school and being behind consistently are some things that dropouts all have in common. Socio economic factors are major predictors of students dropping out as well. How a student does in third grade is another major predictor of whether he will graduate or not.

[8:11:21 AM](#)

MR. RICHMOND also provided a matrix of known programs from the Center for the Prevention of Violence used mostly for high

school students that found a connection between student violence and dropping out. The programs were ranked by eight different organizations to figure out whether they are working or not, and they had all been proven in one instance or another to stave off the symptoms of dropping out of school.

[8:12:47 AM](#)

KERRY BOYD, Superintendent, Yukon Koyukuk School District (YKSD), Fairbanks, stated support for SB 197 and explained that the district had been in intervention status and removed from corrective action last year. She said this bill would provide districts with low performing schools a chance to provide students with additional support to help them develop their skills.

She related that YKSD has 9 schools with 300 students spread over an area the size of the State of Washington; their correspondence school has 1,000 students. Fortunately, YKSD received a large federal grant five years ago that provided funding for professional development, asset development of students and communities and research-based strategies. This grant was very difficult for them to receive, because the federal government looks at sheer numbers in its assessment, and YKSD is a small district. It is the only one in the State of Alaska to receive that grant, which they will not receive this year. Using it, they were able to increase their teacher retention rate for the last three years, and they combined it with state funding to bring at least two of their schools from level five to making AYP.

MS. BOYD said she supported this bill, because the people issuing federal grants don't understand Alaska's geographic isolation and are more likely to fund the large urban districts. SB 197 provides the opportunity to write grants with the necessary components including the research-based practices, sustainability and the necessary accountability specifically to meet local needs. She said they would use this grant for extended school days and summer programs as they used the school improvement funds, which have helped a couple of schools go from level 5 to making AYP consistently. However, once you make AYP the state removes those funds; so the grant in SB 197 would help continue that funding.

[8:17:09 AM](#)

SENATOR STEVENS said he assumed that a grant like this would try to improve the dropout number and asked if she agreed with the dropout assessment.

MS. BOYD answered that in her district students who are behind in the 10th grade feel at a loss, so they tend to drop out. Her district is so small that they call each student to try to encourage them to get back in and she heard all of the reasons mentioned.

8:18:33 AM

CO-CHAIR THOMAS asked how the federal government evaluates the progress that has been achieved through use of their grants.

MS. BOYD answered that federal representatives do onsite visits to observe the actual implementation of the grants, but they really don't understand Alaska's isolation. In wrapping up the current grant, for example, they wanted to see four sites in the period of a day and a half. They didn't realize it takes three hours to fly to just one. They also require ongoing reporting. Districts have submit fiscal reports, narratives, school report cards, surveys from families and teachers - all focused on accountability for what you say you are doing with such large amounts of money.

8:20:01 AM

NORMAN ECK, Superintendent, Northwest Arctic Borough School District, Kotzebue, supported SB 197. He thought Mr. Richmond's data and Ms. Boyd's testimony were both excellent. He said the Northwest Arctic Borough has 1,950 students in 12 schools in 11 villages. None of the villages are accessible by roads and all supplies are flown in. He had been employed in the borough for 14 years; one year as a director, 6.5 years as a principle and he now is in his 7th years as superintendent. Three years ago he was Alaska Superintendent of the Year.

MR. ECK said one of the most worrisome issues he deals with as a superintendent is student dropouts. He worries about the students who he knows might become a dropout. For some students school work is too hard; all too often these students have a sense of futility about school and decide to leave. Some leave because they come from dysfunctional homes and have no support network. Some leave school to care for a baby they may have had or they have to care for very young siblings. However, the most common reason is that the student does not see the relevance of the school work to their life. If there is no disability, the reason the school work is too hard is because the student's reading ability is way below the grade they are in.

8:22:23 AM

MR. ECK said as caring, conscientious educators, they must use every tool available to help them. Potential dropout students need hope that they can earn the credits they need to pass the high school graduation qualifying exam. SB 197 can become an important avenue of hope for students. The ability to read and read close to grade level is the single most important thing students need for success in school.

He explained that in order to graduate from high school, students must navigate reading materials that are at the 9th through 12th grade levels. The HSG2E is written at the 8th to 9th grade level. The 9th grade standards based assessment (SBA) is written at the 9th grade level and the 10th SBA is written at the 10th grade level. The average adult reads at about the 8th to 10th grade level. Most text books for high schools are written at that grade level, but the specific subject content vocabulary, especially in the sciences, pushes the reading level up three to four more grade levels.

MR. ECK said with SB 197 in place, he would apply for funding for a high school dropout prevention reading specialist position. He would use his high school SBA reading test results to determine who the 40 lowest performing students are. This teacher would work with these students' classroom teachers on reading improvement strategies, do pull out sessions with students in small groups and one-on-one tutoring. They would fly students from villages to Kotzebue for intensive reading seminars to bring up their reading abilities.

He said they know that intervention is more effectively done at the younger grades, and in the case of these higher grade levels, given the fact that these students have made it to the 9th grade or above shows that they have the determination to be in school, certain remediation techniques can be employed that can help them to raise their reading levels by one, two or three grade levels over a period of months and a year or two. That could be the difference between a student staying in school or dropping out. It could be the difference between passing the HSG2E or failing it and not graduating with a diploma. He added that reading is key to success on the map component of the HSG2E as well as on the writing.

[8:24:25 AM](#)

He summarized that his district would write a grant for a total of \$170,000; it would cover an experienced teacher's salary, benefits and travel to villages and for students to travel to Kotzebue for intensive seminars two to three times a year. He

said he hoped that SB 197 becomes law so his students could have this important additional support for student success and excellence.

[8:25:37 AM](#)

TRACEY MARTIN, Teacher, Meadow Lakes Elementary, Mat-Su Borough School District, Wasilla, said she supported SB 197. She said her students have benefited directly from the reading specialist funded by these grant monies and her own further training to be a better interventionist. They are able to have smaller groups, which helps them use more targeted interventions for more success.

MS. MARTIN said they can tell as early as the 2nd grade which students are going to be in danger of dropping out later on; it has a direct correlation to their ability to read along with their attendance.

[8:27:06 AM](#)

CO-CHAIR THOMAS closed public testimony and removed his objection.

[8:27:48 AM](#)

CO-CHAIR MEYER asked if Alaska ranked the 12th lowest or 12th highest in dropout rate.

[8:28:22 AM](#)

MR. RICHMOND answered that means there are 48 states that are doing better than Alaska; but the good news is that we are moving up. Other states are moving up as well and instilling these types of programs. It's easy for some districts that have more problems to get those federal grants.

[8:29:19 AM](#)

SENATOR STEVENS said Alaska had gone from being 6th in 2004 to 10th in 2008 and e asked how the Department of Education and Early Development knows that any progress took place. He recalled putting substantial amounts of money into education in 2004.

MR. RICHMOND responded since 2004 the way to measure dropouts across the nation was standardized. Before that, it was kind of haphazard. For instance, Georgia was at the top of the list for graduation rates, but it was discovered they were taking the number of their high school seniors, not the 9th grade cohort and checking along those lines. Once they had to count all four cohorts, their dropout rate went significantly higher. A long

term BSA (base student assessment) was established around that time as districts had the ability to do better budgeting and accounting.

[8:30:53 AM](#)

SENATOR STEVENS said at some point it would be nice to take the bigger view and ask the department to explain why Alaska improved between 2004 and 2008 and how it can continue that improvement.

[8:31:21 AM](#)

LES MORSE, Deputy Commissioner, Department of Education and Early Development (DEED), Juneau, Alaska, commented that he could point to a few things, but couldn't definitively answer the "whys." He said the dropout rate hasn't significantly changed, but the calculation for the graduation rate had. In 2002 they began collecting dropout data by individual student using the state individual ID system. This allowed them to track actual students who dropped out and find who re-enrolled somewhere else in the state, a transfer. That might have cleaned up a very small percent.

The other thing that has happened since 2004 is that standards by grade level were put in place. This assessment program provides better data and that may have helped illuminate students' academic deficiencies, because the testing program was more specific to what was supposed to be learned at grade levels.

[8:33:25 AM](#)

SENATOR STEVENS recalled a big infusion of funds in the 2004 timeframe and he thought the results were tied to that, and said it would be nice to have some data collection on that.

[8:33:49 AM](#)

MR. MORSE said he thought the three-year plan was laid out in 2006. Then over the last couple of years, the federal government put a significant amount of money into education through different stimulus packages.

CO-CHAIR THOMAS asked if their tracking program is being expanded to gather better statistics on things that are actually having an impact.

MR. MORSE answered they do have very good tracking of individual students in terms of academic achievement, so they look at schools that have more and less gains than other schools and

provide that information to districts. The only data collection is done for the money received through the Quality Schools funding, which is in the same chapter. They collect what it is they are using those dollars for. Nothing has been done to tie those two data sets together, but it could be done without much difficulty.

[8:36:11 AM](#)

CO-CHAIR MEYER moved to report CS for SB 197, version \D, to the next committee of referral with individual recommendations and forthcoming fiscal note.

CO-CHAIR THOMAS announced that without objection, CSSB 197(EDC) moved from Senate Education Standing Committee.

[8:36:37 AM](#)

At ease 8:36 a.m. to 8:37 a.m.

HCR 18-COMMERCIAL FISHERIES PROGRAMS

[8:37:54 AM](#)

CO-CHAIR THOMAS announced the consideration of HCR 18 [CSHCR 18(FSH)am was before the committee].

[8:38:15 AM](#)

TIMOTHY CLARK, Staff for Representative Bryce Edgmon, said HCR 18 was a resolution about Alaska businesses and Alaska jobs that supports the ambitions of young Alaskan fishery entrepreneurs.

He said the commercial fishing industry is among the state's largest employers and there is plenty of potential for more Alaskans to take part in it at the most rewarding levels. In recent decades, the mean age of commercial fishing entry permit owners has increased from just more than 40 years to nearly 50 years of age. This "greying of the fleet" is happening in part because it's gotten a lot harder for younger Alaskans to acquire fish harvesting operations.

[8:39:33 AM](#)

MR. CLARK said these days, young people face much higher hurdles when it comes to financing, and the cost of entry into commercial fisheries on a diversified level sufficient to provide a satisfactory income for a skipper and crew is often more than \$350,000. With the increase of limited entry and rationalized fisheries in recent decades, running a successful fishing operation requires sharp business management skills,

financial literacy, and the savvy to navigate complex state and federal regulatory systems.

[8:40:43 AM](#)

MR. CLARK said HCR 18 calls on the legislature to become involved with a University of Alaska undertaking to create ways to better prepare young Alaskans for these challenges. The University of Alaska Fisheries, Seafood and Maritime initiative began last June when UA president, Patrick Gamble, appointed an 18 member working group (Allied Fisheries) to assess and enhance the development and delivery of programs, courses, research and information that meet the employment needs of the fishery, seafood and maritime industries. The goals of this initiative also include supporting Alaskans, particularly young Alaskans, in discovering and preparing for the wide range of employment opportunities in the fishing, seafood and maritime industries.

In recent months, the initiative has evolved to include the participation of the seafood industry, community development quota groups, and the Rasmussen Foundation, among others. It's now time for the legislature to take part.

HCR 18 calls for the Senate President and the House Speaker each to appoint one member from their respective bodies to act as liaisons to the University's initiative and report to the legislature on the initiative's progress. By the end of January next year, these legislators will make recommendations on ways the legislature can contribute to any action plan developed through the initiative.

He said support for HCR 18 is about enabling more of our young fishers to step from the deck into the wheelhouse and about helping more Alaskans into solid, skilled careers in several of our most important industries.

[8:41:55 AM](#)

SENATOR STEVENS asked if migration of fleet ownership to outside of Alaska is one of the big issues in young people having access to the industry.

MR. CLARK answered that part of the migration of entry permits does include fishermen who began as resident Alaskans and after enjoying a certain degree of success decided to leave the state, but still continue to fish here.

[8:44:03 AM](#)

SENATOR STEVENS commented that staying in Alaska is not a punishment and it is a shame when the wealth leaves the state. It is important to help Alaskans stay in the state.

MR. CLARK said the permit holders are businessmen and business leaders in their communities and contribute to them.

[8:45:31 AM](#)

CO-CHAIR MEYER, referring to back material, said it looks like the Upper Yukon gillnet fleet is almost 60 years old and asked the difference between gear types.

MR. CLARK answered that in some regions a certain gear type will be more profitable and therefore the entry permit is more expensive than another gear type. There are certain inconsistencies, because in some regions the maritime geography can provide an advantage to a seiner over a gill netter. Essentially, he explained, in a drift gill net fishery, someone will set a monofilament net from the stern of the boat, drift with it for a period of time and distance; fish will become entangled in it and they will reel it back onto the boat picking the fish out as they go. A seine operation is more elaborate and requires two boats: the mother ship and a powerful skiff that tows the other end of the seine net. Essentially you are intercepting fish, closing the ends of the net into a purse and then stacking it gradually on the deck until you end up with fish.

[8:48:34 AM](#)

CO-CHAIR MEYER asked if seining costs more than gill netting for a new young person to get into.

MR. CLARK answered that Permits are valued differently in different regions. For example, in area M, on the Alaska Peninsula, the seine permits are valued less than the drift gill net permits, he conjectured mainly because the features of the region lend overall greater opportunities to drift gill net fishers, especially on the north peninsula where there are few capes and few geographical features reaching into the sea that a seiner could hook off of in terms of predicting where fish would make a turn. Whereas a drift gill net fisherman can simply hug the beach, just nose his boat right onto the sand, drop his net and intercept fish that are swimming in very shallow water.

[8:50:11 AM](#)

CO-CHAIR MEYER asked if families pass these permits onto their siblings.

MR. CLARK answered that a great number of permit transfers take place family member to family member, sometimes with money being part of the transaction. But those are only a fraction of the transfers. He added that other situations, like the return of certain salmon stocks in the Yukon region, can also play a part in the ages related to permit transfers.

[8:51:45 AM](#)

SENATOR STEVENS asked if this resolution really addresses the problem of young people in Alaska becoming owners in the fishing industry. What they really need is financial assistance if it costs \$350,000 to get in.

MR. CLARK answered that the original version of this resolution was more ambitious and covered financing issues. The University's initiative that has a great deal of alignment with the education and training side of the original resolution's goals came into being just after this resolution was introduced last spring. The financing side of it rests more squarely with the Alaska State government both in terms of existing programs, most particularly the Commercial Fishing Revolving Loan Fund, which provides loans to Alaska residents, only, for a variety of fisheries related expenditures and improvement to those loan programs. Because they exist in statute, they are more or less the responsibility of the legislature.

MR. CLARK said the better the education younger fishermen using those existing programs have the more it will help them navigate what is available to them both from the Commercial Fishing and Agriculture Bank and through state loan programs. The fishing industry, unlike some other industries in the state, have a very well-functioning naturally occurring apprenticeship program in that almost any able bodied man or woman can pound the docks in any sizeable port and talk their way onto a boat and be taught how to do the work.

[8:55:54 AM](#)

FRED VILLA, Associate Vice President, Workforce Programs, University of Alaska Fairbanks, stated support for HCR 18. He said the two goals of the UA's initiative are to support and enhance the economy and the communities of Alaska by developing education and training programs that support a responsive workforce enabling the fishing, seafood and maritime industries to stay vibrant and be substantial contributors to the state, as well as to support those Alaskans, particularly the young ones,

in preparing for the wide range of employment opportunities in the fishing, seafood and maritime industries.

8:58:48 AM

MR. VILLA identified five clear areas the initiative targets for success: one is to allow Alaskans to have access to comprehensive training and education programs that enable them to meet the workforce needs and take advantage of the career opportunities. Secondly, to provide a coordinated approach among all levels of training and education in the State of Alaska from high schools through the university campuses and the regional training centers including AVTEC.

9:00:23 AM

MR. VILLA said they had identified five steps to meet their goal. On March 5 they assembled nearly 70 high stakes industry employers and leaders to work together to establish a mutual understanding of the benefits and value of industry and educational partnerships to meet their business needs and goals. They want to share a common language across different industry sectors and within individual industry sectors as a way to identify their highest priorities and to reach an understanding of why an industry and occupational gap analysis is needed to develop a workforce development plan and they wanted to identify key groups and individuals to support the initiative. To accomplish this whole initiative, they are considering that the initial group of 70 and those that will participate further down will be an advisory committee for the university and the state.

He said they are conducting a training and educational inventory of the University and regional training centers' current programs while concurrently developing an occupational inventory, which would help them create a gap analysis showing the gaps between what the industry needs and existing education and training programs.

The gap analysis will help them develop and implement a workforce development training plan in Alaska. They are in the final stages of reviewing a comprehensive survey using Department of Labor and Workforce Development (DOLWD) research and analysis data from individual employers throughout the state on what the occupations are and what training is available for them, so they can see where the gaps are. The survey will be on line. Then they will ask the employers what their highest priorities are and try to address those needs working with the University system and regional training centers.

[9:03:35 AM](#)

JERRY MCCUNE, Lobbyist, United Fisherman of Alaska, Juneau, supported the approach in HCR 18. He said the Allied Fisheries is moving on the seafood employment part of it mostly, but other things in the resolution will be helpful to young men and women fishermen.

He related that Alaska Sea Grant put on a Young Fishermen's Summit and six young men and women from Cordova took part in it. They learned how to write a business plan and how to pay the money back - all very important because it costs so much to get into a fishery now. In Cordova, for instance, it costs \$600,000 to \$800,000 for a seine operation and an average of \$250,000 to \$300,000 for a gill net permit. You've got to have a plan nowadays he said.

The people who took part in this program thought it was very useful and Mr. McCune thought it should be expanded. He explained that two years of experience are needed in order to get a Division of Investment or CFAB loan; the safety and navigation classes are very useful, too. He added that set net fisheries are almost 100 percent residents and don't have a high turnover. That is why the people are older; they take their kids out and teach them how to fish - especially in the Yukon. It's not worth it for someone to go up there and fish, but it works for the residents.

[9:05:58 AM](#)

MR. MCCUNE said he thought 76 percent to 79 percent of permits are held by Alaskan residents. All these programs are very important. He was impressed that most of the young folks here had already gone to college and had a degree in order to get into fishing. So, they have a backup plan, which is very good.

[9:06:41 AM](#)

CO-CHAIR MEYER commented that it seems like a lot of people working in the factories or processing plants come not so much from other states, but other countries, and he wanted to know how more of our young kids could be attracted to "work the slime line."

[9:07:17 AM](#)

MR. MCCUNE answered that back in the 50s, all the workers were from Alaskan communities, but the fisheries are a bigger industry now and a bigger work force is needed. The processors recruit in Anchorage and everywhere they can, but a lot of the jobs are remote and long hours. So 30 percent of the workforce

is students from Russian and other places with J1 permits, which Congress might do away with. Then we would be in big trouble. Frankly, he said, a lot of local people don't want those jobs anymore and that most of the young kids in Kodiak and Cordova go fishing with their families.

[9:09:15 AM](#)

SENATOR STEVENS said it was interesting to hear that students have gotten degrees and then decide to move into the fisheries. More commonly, you worked for your father. It seems like the big problem is people getting into the industry and needing some educational help in finance, economics and how to apply for a loan. Many of the students they are talking about at the University will be adults who are already in the industry and need help moving up in it.

MR. MCCUNE agreed and added that the young folks attending the Summit told him that they really needed the classes on finances and business. The seasons are up and down.

CO-CHAIR MEYER asked what the seasons are.

MR. MCCUNE explained that Sitka herring starts soon and then halibut would open on April 19. The trollers fish Kings early, but the first major red run would be May 15 in the Copper River; most of the other runs all kick in in June. A lot of Southeast fisheries wind up with silvers as late as mid-September. You can fish May 15 to September 15 in Prince William Sound. In Bristol Bay, you fish for three weeks.

[9:12:36 AM](#)

SENATOR FRENCH moved to report CSHCR 18(FSH)AM from committee with individual recommendations and attached zero fiscal note.

CO-CHAIR MEYER announced that without objection, CSHCR 18(FSH) am moved from the Senate Education Standing Committee.

[9:14:00 AM](#)

There being no further business to come before the committee, Co-Chair Meyer adjourned the Senate Education Committee meeting at 9:14 a.m.