

COMMITTEE REPORT

SENATE

5/3/75

Mr. President:

Date \_\_\_\_\_

The Committee on FINANCE has had SB 240 spec. approp. for rural postsecondary educational delivery systems and programs under consideration. A Majority of the members of the Committee

- recommends it DO PASS
- recommends it DO NOT PASS
- recommends it DO PASS WITH ATTACHED AMENDMENT(S)
- recommends it BE REPLACED WITH CS FOR \_\_\_\_\_ AND THAT  
CS FOR \_\_\_\_\_ DO PASS
- "and" recommends it BE REFERRED TO THE \_\_\_\_\_  
COMMITTEE
- reports it back WITHOUT RECOMMENDATION
- "other"

Members signing the Majority report:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Members NOT concurring in the Majority report:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ Chairman

COMMITTEE REPORT

\*\*\*FINANCE\*\*\*

3/7/75

SENATE

Mr. President:

Date May 3, 1975

The Committee on HESS has had SB 240 spec. approp. for rural postsecondary educational delivery systems and programs under consideration. A Majority of the members of the Committee

- ( ) recommends it DO PASS
- ( ) recommends it DO NOT PASS
- ( ) recommends it DO PASS WITH ATTACHED AMENDMENT(S)
- ( ) recommends it BE REPLACED WITH CS FOR \_\_\_\_\_ AND THAT CS FOR \_\_\_\_\_ DO PASS
- ( ) "and" recommends it BE REFERRED TO THE \_\_\_\_\_ COMMITTEE
- (X) reports it back WITHOUT RECOMMENDATION
- ( ) "other"

Members signing the Majority report:

<u>Ash</u>	<u>Do Pass</u>	_____
<u>Genie Chance</u>	<u>No Rec</u>	_____
<u>Colletta</u>	<u>No Rec</u>	_____
<u>Bradley</u>	<u>No Rec</u>	_____

Members NOT concurring in the Majority report:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

\_\_\_\_\_ recommends:

Alan Haber Chairman

*Handwritten signature*

Introduced: 3/7/75  
Referred: Health, Education  
and Social Services and  
Finance

1 IN THE SENATE

BY ROHMAN BY REQUEST

2 SENATE BILL NO. 240  
3 IN THE LEGISLATURE OF THE STATE OF ALASKA  
4 NINTH LEGISLATURE - FIRST SESSION  
5 A BILL

6 For an Act entitled: "An Act making a special appropriation to the Univer-  
7 versity of Alaska for rural postsecondary educational  
8 delivery systems and programs; and providing for an  
9 effective date."

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 \* Section 1. The sum of \$3,947,894 is appropriated from the general fund  
12 to the University of Alaska for the development and administration of rural  
13 postsecondary educational delivery systems, including but not limited to off-  
14 campus study programs for the fiscal year ending June 30, 1976, to be ap-  
15 portioned as follows:

16	(1) personal services; wages and benefits	\$2,361,104
17	(2) travel	618,640
18	(3) contractual services	517,400
19	(4) commodities	145,000
20	(5) equipment	180,250
21	(6) miscellaneous	125,500

22 \* Sec. 2. This Act takes effect July 1, 1975.  
23  
24  
25  
26  
27  
28  
29



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DRAFT

*Adopted unanimously by The  
Board of Regents in regular  
session, Anchorage, 5/19/75*

WHEREAS, The Regents of the University of Alaska recognize that education for the Alaska Native population and delivery of educational services to the rural population of Alaska combine to pose special challenges and opportunities for the University system, and

WHEREAS, the Regents recognize that the delivery of such services is among the highest of University priorities, and

WHEREAS, Current legislation in the form of Senate Bill 239 and Senate Bill 240 attempts to respond to these needs, and

WHEREAS, The Regents look to the Alaska Native community for guidance and insight into higher adult educational needs of rural Alaskans, <sup>and</sup>

THEREFORE BE IT RESOLVED THAT the Regents of the University of Alaska endorse the concepts embodied in Senate Bill 239 and urge the legislature to pass Senate Bill 239 and Senate Bill 240.

LET IT BE FURTHER RESOLVED THAT the Regents endorse the broad thrust of the Alaska Federation of Natives, Inc. Human Resource Committee's recommendations to Dr. Hiatt as they pertain to local <sup>policy determination for</sup> ~~control~~ of higher education in rural Alaska.

LET IT BE FURTHER RESOLVED that the Regents instruct the University of Alaska administration to work in concert with the Alaska Native Human Resource Development Program staff and Policy Council and the Alaska Federation of Natives, Inc. Human Resource Committee to further define and clarify the aforementioned recommendations so that they may be implemented as soon as possible.

MINUTES

SENATE HESS COMMITTEE

March 25, 1975

Members Present: Hohman, Bradley

ATTENDANCE

Guests Present: Clark King, Dept. of Education  
 Robert Hiatt, Univ. of Alaska  
 Anne Jusa, Alaska Federation of Natives  
 Janie Brower, Alaska Federation of Natives  
 Suzy Erlich, Alaska Native Human Resources Development  
 Bobby Schaffer, Kotzebue  
 Ben Walsh, Alaska Native Human Resources Development  
 Willie Hensley  
 Eric Ekvall, ANHRD!

The meeting was called to order at 3:15 by Chairman Hohman.

SB 239-240, relating to postsecondary education in rural areas by the University of Alaska was under discussion. These bills provide the framework for a proposal developed by the Alaska Federation of Natives, Inc. and the Alaska Native Human Resources Development Program

SB 239 & 240

Dr. Hiatt and Eric Ekvall both addressed the committee to explain the intent of the bill and the proposal and to support them. Dr. Hiatt suggested a possible amendment with regard to the contracting for services. They both expressed the belief that this was a sincere attempt on the part of the University of Alaska to involve itself in rural postsecondary education,

Willie Hensley proposed an amendment to the bill to provide University assistance for funding postsecondary education on the North Slope. This will have to be drafted by Legislative Affairs.

The meeting was adjourned at 4:00 p.m.

A Statewide Higher and Adult  
Education Delivery System

A Proposal of the  
Alaska Federation of Natives, Inc.  
and  
Alaska Native Human Resources Development Program  
of the U. of A. and I.N.F.

January 20, 1975

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## A STATEWIDE HIGHER AND ADULT EDUCATION DELIVERY SYSTEM

This program is designed to provide rural Alaska Natives with immediate access to higher education and skills training through an integrated regional and statewide education delivery system

### I. INTRODUCTION

We propose the establishment of a series of field-centered programs in regional population and distribution centers throughout the state. These programs will have direct access to technical, program, and curriculum development assistance from a central service unit located in Anchorage. A Vice-President for Rural Education and Native Affairs will be established to provide continuity to the system.

We firmly believe that the University of Alaska can respond to many of the learning needs of rural Native people through such a flexible and adaptive educational delivery system as the one proposed. This system will extend to rural areas not only educational opportunities equivalent to those now available at the University's several campuses, but will also be totally responsive to special needs as determined by local populations.

This proposal therefore emphasizes programs and a structural organization capable of delivering education to Alaskans in rural areas, a new development for the University's statewide system. The proposed program is not intended to replace existing on- or off-campus educational programs, but does anticipate that many changes will be brought about in these as well, to more effectively deliver higher education and skills training to Alaska Natives, as well as other Alaskans, residing in rural areas.

### II. BACKGROUND

Today, more than ever before, Native Alaskans need direct access to higher education and specific skills training. The demands upon Native people from the impact

of the Alaska Native Claims Settlement Act, the economic development and subsequent exploitation of the State's natural resources, and the overall demands of cultural and economic assimilation, are intensifying. For example:

- Native-controlled health corporations have determined that in ten years, those health services presently being delivered through federal programs will be administered entirely at the local level.
- The issue of local control of schools (K-12) has become pressing, and it is widely believed that within the next five years local communities will be determining the direction and content of primary and secondary education.
- With the passage of the ANCSA, and the subsequent creation of twelve regional and over 200 village corporations, the heretofore vague issue of "self-determination" has suddenly taken concrete form. The implications are staggering in terms of planning and development needs. Essentially, Native people must learn to plan for the use of, and effectively administer, hundreds of millions of dollars of assets which in theory will enable them to develop a viable economic base in both rural and urban Alaska.

### III. DESIGN CRITERIA

A consideration of the needs of rural Native Alaskans requires that we take many factors into account. Specifically, we must realize fully that living conditions, transportation and communications networks, and the economic imperatives of village life are vastly different from life in urban Alaska. Because of these differences, we must expand our views and definitions of education and training and determine how they must be delivered to meet the special needs and lifestyles of the people concerned. In brief, the design and the location of the educational effort, its responsiveness to local needs, and its flexibility in content and form of delivery are of paramount importance.

- A. The educational process must take place as close to home or place of employment as possible, because:

- The student can continue to participate in the life of the community and can take part in seasonal/subsistence activity.
- The failure/drop-out rate among Alaska Natives in college is largely attributable to cultural transition difficulties and homesickness.
- The increasing manpower demands of Native corporations formed under the ANCSA, including essential activities in such fields as health, education, and manpower training, make it imperative that those who are presently working in rural Alaska retain their jobs and stay where they can be most effective. In other words, not only is it often impractical for rural Native people to go to school in urban areas, but it has a "brain-drain" effect on Native corporations in particular and on supporting services in general.

B. Curricula must be geared to the expressed needs of the consumer population:

Local groups are acutely aware of their own needs, and can therefore help determine areas where their competency levels need to be increased. Professional educators, for their part, can often provide useful advice to such local policy groups, but it must be advice and not decree. This means exploring the different applications of both degree-based and non-degree-oriented programs to rural needs. For instance, while one person, who is relatively free of other obligations, may wish to pursue a degree in public administration leading eventually to enhanced job opportunities, another person, working in a time-consuming job as administrator, may wish to attend a mini-course, symposium or seminar which deals with a particular aspect of public administration useful to his employment. (The American Society for Public Administration is currently offering seminars, accredited through the University of Alaska, which deal with issues of interest to rural administrators, such as: "Impact of the Trans-Alaska Pipeline"; "Alaska Regionalism: Prospects and Problems"; and "Planning for Sub-Arctic Communities." At this time these courses are of limited value to rural people because they are being held on the University of Alaska campus at Anchorage.)

C. Learning Programs must be flexible in both content and form:

We must recognize that rural Native people and Native corporations are grappling with a bewildering array of laws, restrictions, and regulations, involving such fields as land management, law, economic planning, and the organization and administration of local government, all areas of vital concern.

These concerns can be addressed in a variety of ways:

- Through "continuing education" models such as the short-term, task-oriented seminar which covers a specific issue or set of issues.
- Off-campus degree programs where such short courses are included in the larger context of AA or BA degree programs.
- A regular "on-campus" degree program (directly through the local community college or through the extension service at an established "learning center").
- A combination of the above within the context of an internship program.

Off-campus degree programs must be tailored to meet the needs of the students where they work. Increasingly, we must adopt new standards of evaluation, as we deal with students who are in reality full-time employees, working ably as a job, but who desire credit for their accumulated work skills and experience in order to achieve upward mobility. These new standards of evaluation should include methods of measuring competency or performance, including use of competency- or performance-based models, and feeding results back to the system to help determine program effectiveness. In addition, evaluation and testing must measure levels of achievement in a way that takes cultural differences into account. Such differences must not be allowed to act as barriers to a student's progress toward an academic degree.

Important also, we must understand that a competency- or performance-based education model implies that individuals with competence in their field, but perhaps without formal university experience, can ably serve the role of instructor or mentor to the students.

D. Staff competency and sensitivity:

Last, but by no means least, the staff or faculty of any institution

of learning designed to meet the educational needs of Native people must be composed of warm, flexible, innovative people. Those providing policy and administrative direction to such a program must have the breadth of vision necessary to fully understand the untraditional issues involved and to seek out meaningful, innovative solutions.

#### IV. PROPOSAL

In view of both the foregoing considerations and the present higher education delivery systems in Alaska, we feel that there is an acute need for the University of Alaska to make a more comprehensive commitment toward meeting the needs of both rural and urban Native students. Much progress has been made in recent years towards meeting the needs of Native students on the urban campuses. Indeed, various student support services have dramatically increased the percentage of Native students graduating from the University, and we must make even greater efforts and financial commitment in this direction. However, we must also recognize that these urban-based campuses are in fact inaccessible to a very large proportion of the Native population.

Therefore, this proposal primarily addresses the needs of people in rural Alaska. Should this proposition be implemented, we expect that some of the present Native-oriented programs will be incorporated in it as it evolves and matures.

The proposed statewide system is made up of three components: regional centers, located in rural population and distribution centers; a central service unit, located in Anchorage; and a Vice-President for Rural Education and Native Affairs.

##### A. Regional Centers

###### 1. Organization:

Either public hearings or consultation with regional Native leaders must precede any attempt to fix the location of these centers.

After a locale is determined, specific service areas must be delineated. These might well follow the existing Native regional corporation boundaries. Regional centers will then become responsible for providing higher educa-

tion services to the people living in the given service area.

The people of the service area will select members of a policy board to represent them. This board will advise the Vice-President for Rural Education and Native Affairs on the appointment of the center's director and ratify such appointment, and will set policy, provide input for curriculum and give general direction to the center. Each center, as necessary and possible, will contract with the regional nonprofit corporation for the recruitment of students and general student support services.

## 2. Function:

These centers will operate in much the same way as to community colleges serving rural areas, but with several exceptions:

- They will emphasize off-campus study programs. We anticipate that these centers will serve as a regional distribution center for off-campus or external degree programs and will conduct village outreach programs throughout the designated service area.
- They will not be limited to two-year degree programs. In localities where community colleges are located, the center programs will be integrated to the extent feasible at the operational level. However, such programs will be the ultimate responsibility of the Vice-President for Rural Education and Native Affairs. No serious incompatibility should occur, even though the centers will operate both AA and BA degree-level programs.
- These centers should have the option of offering noncredit courses.

## 3. Staffing:

The staffing pattern should be sufficiently flexible to allow for differences in local population numbers and the demand for instruction. Minimum staff for each center should be a director, two instructors/mentors, and a clerical staff person. The professional/academic background of the director and instructors/mentors will be determined by the areas of instruction which are in the most acute demand in the particular region. Additional

staff will be necessary in the more populated regions.

B. The Central Service Unit

1. Organization:

This unit will be guided by a policy council composed of a majority of representatives from the consumer population group. The council will include but may not be limited to, chairmen of local policy boards; directors of local centers; and representatives from the University of Alaska, the Alaska Native Foundation, and the Alaska Federation of Natives, Inc. The central service unit is conceived of as being an action-oriented center and a distinct Budget Request Unit (BRU). It will allow maximum control of programming at the local level while remaining responsive to the local satellite programs. It will be located at the University of Alaska, Anchorage, and will have access to instructional facilities (classrooms, labs, etc.) and residential facilities (to accommodate students from rural areas for intensive short-term instruction).

2. Purpose and Function:

The BRU will serve as an identifiable advocate-protagonist within the University of Alaska for education and training geared to meeting rural, primarily Native needs. It will also serve as the central vehicle for the development and delivery of off-campus degree programs in rural areas. The central service unit will also serve as a statewide resource information center providing technical assistance to local units and liaison functions between the program and other U. of A. components. It will also:

- Be responsible for the assembling and production of radio, tv, cassette, or computer-assisted instruction.
- Evaluate mediated programs and develop a retrieval system.
- Serve a logistical function for students by arranging such things as transportation and schedules, and by distributing mediated instructional materials and equipment.

For students engaged in intensive on-campus instruction, the central unit will coordinate instruction for them. Furthermore, it will maintain relationships with Native corporations, state and federal governments, private business and community leaders especially for developing student internship programs.

The issues of ongoing program planning and development will be addressed in the Central Service Unit. This area is perhaps one of the most critical. It will be essential for the overall program to effectively monitor itself and keep abreast of new developments relevant to the system.

### 3. Staffing:

The following staffing pattern is proposed for the Central Service Unit:

- A Director
- Two Assistant Directors
- A Media Development Specialist
- Four Technical Production Assistants
- Eight Program Content Specialists
- Five Secretaries
- An Accounting Clerk
- A Junior Typist.

The Director will assume overall responsibility for the project. One of the Assistant Directors will be charged with alerting the different programs to the availability of outside funds. The other Assistant Director will be responsible for program planning and ongoing evaluation. The Media Development Specialist and Production Assistants are responsible for the production and dissemination of cassettes, video-tapes, and related instructional materials which will be produced in collaboration with the Program Content Specialists. They, in turn, will be charged with developing curricula related to their field.<sup>1</sup>

1) Including: Business Ed., Business Mgmt., Public Administration, Land Resources Mgmt., Education, English, and Health.

The size of the staff will depend to a great deal upon both to what degree regular University staff can be tapped and the feasibility of contracting with specialists in a given field to supplement existing core staff.

C. Vice-President for Rural Education and Native Affairs

In order to achieve the autonomy necessary to operate on a statewide basis, the programs must receive direction and support from within the Office of the President. Furthermore, a vice-president with particular sensitivity to the needs of both urban and rural Native students can provide support to programs involving Native Students.

D. Flexibility and Subsequent Development

Development of this system is, of course, not complete. As it goes through different phases of development, those phases must be accompanied by further planning. Tentative distinctions can be made between conceptualization planning, which has led to this proposal, operational planning, which will provide the necessary structural, methodological, and operational detail, and implementation planning which will translate the first two planning stages into action.

There will be a need, at later stages, to further define the working details of the proposed system. Operational and implementation planning may require adjustment of present plans, and a certain amount of flexibility is essential for optimal development of the system. However, the thrust, program objectives, and conceptual framework as described herein will be maintained.

B U D G E T

Total Program Cost \$3,947,894

Itemized Description

1) Salaries	\$2,361,104
2) Travel	618,640
3) Contractual Services	517,400
4) Commodities	145,000
5) Equipment	180,250
6) Miscellaneous	125,500

1) Salaries

A. Office of the Vice President

Vice-President	\$ 42,000
Executive Officer	\$ 20,076
Executive Secretary	\$ 12,900

sub-total \$ 74,976

B. Central Service Unit Staff

Director	\$ 36,000
2 Assistant Directors (@ \$30,000/yr.)	\$ 60,000
Media Development Specialist	\$ 28,000
4 Technical Production Assistants (@ \$15,000/yr.)	\$ 60,000
8 Program Content Specialists (@ \$24,000/yr.)	\$ 192,000
Office Manager	\$ 16,104
Executive Secretary	\$ 12,900
Accounting Clerk	\$ 12,096
3 Personal Secretary (@ \$11,340/yr.)	\$ 34,020
Junior Typist (1/2 time @ \$8,844/yr.)	\$ 4,422

sub-total \$ 455,542

C. Regional Center

Director	\$ 30,000
4 Instructors/Mentors (@ \$24,000/yr.)	\$ 96,000
Administrative Secretary	\$ 12,096
Steno Duplication Specialist	\$ 10,656

sub-total per center \$ 148,752

sub-total X 10 centers \$1,487,520

Total Salaries \$2,018,038

+17% Staff Benefits \$ 343,066

TOTAL \$2,361,104

2) Travel

Vice-President	\$ 10,000
Central Service Unit	\$ 92,640
Regional Centers	\$440,000
Consultant Travel	\$ 60,000
Conventions and Meetings for Central Service Unit & Regional Centers	<u>\$ 16,000</u>
	<u>Total Travel \$618,640</u>

Explanation: Each center's need is based on an estimated three trips per month per staff member (three trips totaling \$400 X 5 staff members X 12 months = \$24,000 per center) and an estimated 100 days away from center each year (100 days X \$40 per day X 5 staff members = \$20,000 per diem).

The \$60,000 for consultant travel is based upon \$24,000 per diem (600 days X \$40 per day) and \$36,000 travel (120 trips @ an average cost of \$300).

3) Contractual Services

Communication Services	\$ 38,400
Printing and Advertising	\$100,000
Rents and Utilities	\$204,000
Professional fees and Services	\$115,000
Xeroxing	<u>\$ 60,000</u>
	<u>Total Contractual Services \$517,400</u>

Explanation: Communication: Vice-President 1,200; Central Service Unit \$7,200; and \$3,000 per Regional Center, \$30,000.

Printing: Central Services, \$50,000 and \$5,000 per Regional Center \$50,000.

Rent: Rent for each Regional Center is estimated at \$20,400. This is based upon a need for 1,700 sq. ft. at each center with rent estimated at \$12 per sq. ft. per yr. (including utilities). Space for the Vice-President and Central Service Unit are to be provided in existing University facilities.

Professional fees and Services: Consultant services for program planning, curriculum development, and evaluation will require \$90,000 (600 man days @ \$150) equipment maintenance and other miscellaneous contracts will require \$10,000 and financial system management consultants will require \$15,000.

4) Commodities

Professional Supplies	\$ 25,000
Stationery & Office Supplies	\$ 20,000
Other Supplies	\$ 20,000
Instructional & Classroom	\$ 50,000
Shop Supplies	\$ 25,000
	<u>Total Commodities \$145,000</u>

5) Equipment

Vehicles	\$ 13,500
Office Furniture & Equipment	\$ 66,750
Video, Studio & Graphics	\$100,000
	<u>Total Equipment \$180,250</u>

6) Miscellaneous

Postage and Mailing	\$ 15,500
Student Recruitment & Counseling	\$100,000
Other Expenses	\$ 10,000
	<u>Total Miscellaneous \$125,500</u>