

ADULT
ED.



NATIONAL ADVISORY COUNCIL on ADULT EDUCATION

February 25, 1976

Chairman
Senate Education Committee

Dear Mr. Chairman

The results of a multi-year examination of adult functional competencies were recently released by the University of Texas at Austin. The Adult Performance Level (APL) Project was completed under provisions of the federal Adult Education Act which permitted expenditure of these funds by the U.S. Office of Education.

The project has defined sixty-five requirements for functional literacy. As a means of assessing how well American adults meet these requirements, five national surveys of American adults were conducted.

The results of the study are rather startling, and the implications for adult and adult basic education are significant for education programs concerning adults in your state.

The Council has thoroughly analyzed the detailed characteristics of the U.S. Census as they reflect the educational traits of adults. Attached are several pages relative to selected information on adults in your state. The target population figure represents the number of adults (at the time of the census) with less than the completion of high school.

The target population figures and the enclosed APL study may aid you and your colleagues as you continue to focus on the pressing educational issue of adult education.

Very truly yours,

Brent H. Gubler
Chairman

ALASKA

TARGET POPULATION ABE

54,663

1/

<p>1 1970 Population: 300,382 Rank by Population: 51</p>	<p>2 1960 Population: 226,167 Rank by Population: 51</p>
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1970 CENSUS: SELECTED POPULATION INFORMATION

<p>3 Male population: 163,082 Percentage of total population: 54%</p>	<p>4 Female population: 137,300 Percentage of total population: 46%</p>								
<p>5 <u>Race and Persons of Spanish Language:</u></p> <table> <tr> <td>White: 238,386</td> <td>Chinese: 164</td> </tr> <tr> <td>Black: 8,803</td> <td>Filipino: 1,324</td> </tr> <tr> <td>Indian: 16,281</td> <td>Korean: 28,186</td> </tr> <tr> <td>Japanese: 886</td> <td>All other races: 6,352</td> </tr> </table> <p><u>Persons of Spanish Language: 588</u></p>		White: 238,386	Chinese: 164	Black: 8,803	Filipino: 1,324	Indian: 16,281	Korean: 28,186	Japanese: 886	All other races: 6,352
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1970 CENSUS: SELECTED EDUCATION INFORMATION

<p>6 Population 16 years and over: 191,337</p>	<p>7 Population 16 years and older with less than a high school diploma: 66,917 2/</p>
<p>8 Population 16-24 years: 56,179</p>	<p>9 Population 16-24 years not enrolled in school with less than the completion of high school: 9,669</p>
<p>10 Population 20 years and older with less than the completion of high school: 51,506 3/</p>	

ALASKA (Continued)

1970 CENSUS: SELECTED EDUCATION INFORMATION
PERSONS 25 YEARS AND OLDER

11	
Population 25 years and older:	134,948
Males:	73,963
Females:	60,985
Males with less than the completion of high school:	24,960
Females with less than the completion of high school:	20,034
Total males and females with less than the completion of high school:	44,994
Percentage males and females with less than the completion of high school:	33%
Males with no school years completed:	1,774
Females with no school years completed:	1,565
12	
Percentage who have completed 5 years or less of school:	7.1%
Percentage who have completed high school:	66.7%
13	
Median school years completed, state population:	12.4
Median school years completed, white male population:	12.6
Median school years completed, black male population:	12.3
Median school years completed, male persons of Spanish heritage:	12.6
Median school years completed, white female population:	12.6
Median school years completed, black female population:	12.3
Median school years completed, female persons of Spanish heritage:	12.5

ALASKA (Continued)

SELECTED STATE INFORMATION FOR ADULT BASIC EDUCATION - SCHOOL YEAR 1970-71
(FEDERAL STATE GRANT PROGRAM: P.L. 91-230)

14	ABE Enrollment: 821		ABE Completions: 164	
15	Number of males enrolled:		Number of females enrolled:	
	361		460	
	Percentage of males enrolled:		Percentage of females enrolled:	
	44%		56%	
17	<u>Percentage of ABE Students by Race</u>			
	White:	54.7%	Oriental:	4.3%
	Black:	11.6%	Other:	3.8%
	American Indian:	25.7%		
18	<u>Percentage of ABE Students by Selected Ethnic Groups</u>			
	Cubans:	.5%	Mexican Americans:	3.3%
			Puerto Ricans:	.5%
		TOTAL: 4.3%		
19	Average hours ABE membership: 760		20	Expenditure per ABE student: \$316
21	<u>Average Hours Membership to Complete Grade Level</u>			
	Grades 1-3:	150	Grades 4-6:	100
			Grades 7-8:	75

1970-1971: STATE CORRECTIONAL INSTITUTION INFORMATION

22	Correctional institution population, 16 years and older:	558 4/	23	Students enrolled in correctional institution ABE program:	39
				Percentage of total state ABE enrollment:	10.1%

ALASKA (Continued)

1970 CENSUS: SELECTED STATE INCOME AND OCCUPATION INFORMATION

<p>24 Median family income:</p> <p style="text-align: center;">\$12,441</p>	<p>25 Range--Median family income by congressional districts: Not divided into Congressional districts.</p>
Percentage of Employed Persons by Occupation	
<p>26 White collar workers: 55.3%</p> <p>Service workers: 14.4%</p>	<p>27 Blue collar workers: 29.9%</p> <p>Farm workers: .4%</p>
<p>28 1970 state population 14 and 15 years of age employed full time in the labor force:</p> <p style="text-align: center;">1,487 Males: 51% Females: 49%</p>	

Footnotes:

1/ Population 16 years of age and older not enrolled in school with less than the completion of high school. This target population number represents figures from box numbers 9 and 11. The figure from box 28 might be added to the target population as potential ABE enrollees.

2/ This figure includes those students 16 years of age and older still enrolled in a secondary program.

3/ This figure includes a small number of students 20 years of age and older still enrolled in a secondary program.

4/ The figure includes 128 inmates (both sexes) in the Alacantha Youth Conservation Camp and the McLaughlin Youth Center.



ALASKA FEDERATION OF NATIVES, INC.

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ANCHORAGE, ALASKA 99501
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Integrity, Pride in Heritage, Progress

EXECUTIVE OFFICES

M E M O R A N D U M

TO : Dr. Robert Hiatt, President
University of Alaska

DATE: 4/23/75

FROM: Robert Schaeffer, Chairman
Alaska Federation of Natives, Inc.
Human Resources Committee

Gordon Jackson, Executive Vice-President
Alaska Federation of Natives, Inc.
Human Resources Administration

RE : Alaska Federation of Natives, Inc. Human Resources Committee
Recommendations on the University of Alaska, Statewide
Higher and Adult Education Delivery System.

The Alaska Federation of Natives, Inc. Human Resources Committee met on Tuesday, April 15, 1975 and after careful deliberation, drafted and approved the following recommendations for the University's Statewide Higher and Adult Education Delivery System:

I. VICE-PRESIDENT FOR RURAL EDUCATION & NATIVE AFFAIRS

Due to uncertainties in funding, the Committee recommends that the Vice-President for Rural Education and Native Affairs have the responsibility to oversee all University programs which purport to serve the higher education needs of rural and Native people, including but not limited to, the existing Community Colleges' services to rural and Native people; the Extension Centers; and, the proposed Regional Centers.

II. REGIONAL CENTERS

The Committee recognizes that the Delivery System would eventually establish 10 Regional Centers within Rural Alaska, but recommends that initially three to five Centers be created to serve as models. The following locations are listed in priority order for the initial Centers:

1. Bethel;
2. Nome/Kotzebue (combined);
3. Dillingham;
4. Point Barrow;
5. Fort Yukon;
6. Sitka.

III. REGIONAL POLICY BOARDA. Powers.

The Committee recognizes that the basic functions of the Regional Policy Boards will vary from region to region and stresses that each Board should not be limited only to the following responsibilities:

1. To carry out the general policies and procedures as established by the Statewide Policy Board;
2. To establish regional procedures for conducting Regional Board business, and to define the geographic boundaries for that particular service delivery area;
3. To make recommendations to the President and to ratify the appointment of the Center Director for that region;
4. To terminate the Center Director for the region if due cause is established;
5. To review and approve proposed budget and budget allocations for the region;
6. To select from its membership, a delegate to represent the region on the Statewide Policy Board;
7. To establish priorities for course offerings;
8. To establish and maintain liaison between the communities served and the Regional Center;
9. To serve as a grievance committee, should the need arise, regarding controversy involving administration, management, student participation or communities associated with the project.

B. Selection.

The Alaska Federation of Natives, Inc. Human Resources Committee recommends that the non-profit corporation(s) of the areas on the priority list for initial Centers (see page 2), be charged with the responsibility of identifying and selecting an interim Regional Policy Board to serve that area. Membership would be constituted from at least six representatives at-large from the service area, including the president, the executive director or chairman of the board of the regional non-profit corporation(s); and, one or two student representatives.

The Committee recommends that the interim Policy Boards be modeled on those utilized after the passage of the Alaska Native Claims Settlement Act. The interim boards would be charged with both developing bylaws and establishing guidelines for review and ratification by the permanent Regional Policy Board as well as with making recommendations for permanent Regional Policy Board members to the non-profit organization(s).

IV. STATEWIDE POLICY BOARD

A. Powers.

The purpose of these recommended guidelines is to indicate, within broad parameters, the scope and limitation of Board responsibility and authority. It is not the purpose to describe a rigid and delimiting framework that may be unresponsive to changing conditions or unanticipated situations that may arise. The Committee recommends that the authority of the Statewide Policy Board include, but not be limited to:

1. Establishing general overall Statewide program policies and procedures;
2. Determining Board membership;
3. Establishing procedures for and conducting Board business;
4. Making recommendations to the University and to State and Federal Government agencies regarding the funding of and budget allocations for the Statewide Higher and Adult Education Delivery System;
5. Selecting from among its members a delegate to represent the Statewide Policy Board on the President's Council of the University of Alaska;
6. Providing assistance and support to the Regional Policy Boards;
7. Establishing a curriculum review committee comprised of, but not limited to, Statewide Policy Board members; persons with academic development backgrounds; and, project consumers.

The Committee further recommends that the Vice-President for Rural Education and Native Affairs serve as an ex-officio member of the Statewide Policy Board.

B. Selection.

It was agreed that the Statewide Policy Board must consist, in part, of representatives from the Regional Policy

Boards. The Committee, therefore, recommends that, in addition to the representatives from each Regional Policy Board, the Statewide Policy Board include the President of the Alaska Federation of Natives, Inc.; the chairperson of the AFN Human Resources Committee; a member of the University of Alaska Board of Regents; and, two student representatives elected by the AFN Youth Convention.

GJ:jb

Enclosure

STATE OF ALASKA
Inter-Department Route Slip

TO:
MAIL STATION NUMBER 3100

DEPARTMENT State Senate

ATTENTION George H. Hohman

- | | |
|--|--|
| <input type="checkbox"/> Approval | <input type="checkbox"/> Note & Return |
| <input type="checkbox"/> Signature | <input type="checkbox"/> Initial & Return |
| <input type="checkbox"/> Comment | <input type="checkbox"/> Return As Requested |
| <input type="checkbox"/> Contact Me | <input type="checkbox"/> Return For Approval |
| <input type="checkbox"/> Prepare Reply | <input type="checkbox"/> Necessary Action |
| <input type="checkbox"/> For Your File | <input checked="" type="checkbox"/> Your Information |

Remarks:

FROM:
MAIL STATION NUMBER 0500

DEPARTMENT Education

BY Staley DATE 3/21

ALASKA STATE ADVISORY COUNCIL FOR VOCATIONAL & ADULT EDUCATION

Voc Ed
7.31

P. O. BOX 609
DOUGLAS, ALASKA 99824

March 19, 1975

FRANCES ROSE
CHAIRPERSON

WALTER WARD
VICE CHAIRPERSON

(907) 886-2149
OR (907) 465-2818
DR. DALE E. STALEY
EXECUTIVE DIRECTOR

The Honorable George Hohman
Alaska State Senate
Juneau, Alaska 99811

Dear Senator Hohman:

The purpose of this letter is to acquaint you with the Advisory Council, providing you some background information, their legal requirements, and their current projects and objectives.

There are many dozens of advisory councils in the State; however, the Vocational Advisory Council is quite autonomous, that is, it's constituted as part of Federal legislation and is Federally-funded.

THE ROLE AND RESPONSIBILITIES OF STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION WITHIN THE CHANGING EDUCATIONAL SYSTEM

During the 1960's, a variety of Federal laws were passed providing increasing support to various segments of the educational effort. Among these was the 1963 Vocational Education Act. Federal matching grants were made available to the states to be spent in specific amounts for training in each of seven occupational categories, with a minimum of Federal direction or involvement. The immediate motivation for the 1963 Act was a high level of unemployment among untrained and inexperienced youth, a problem we are experiencing again today.

The 1963 Act was the product of a panel of consultants on vocational education established at the direction of President John F. Kennedy in 1961. In its purpose the Act authorized "... Federal grants to states to assist them to maintain,

CLYDE COURTNAGE ANCHORAGE	ROBERT HAVERFIELD FAIRBANKS	MIKE FREEMAN ANCHORAGE	JIM CARROLL JUNEAU	Mrs. STANLEY REITMAN ANCHORAGE
LOUIS J. LICARI SITKA	MARIE DARLIN JUNEAU	STANLEY D. OWEN ANCHORAGE	ROBERT THWING ANCHORAGE	ROGER BLAIR ANCHORAGE
THOMAS E. CASHEN JUNEAU	ROBERT M. LEVY JUNEAU	FRANK CHAPADOS FAIRBANKS	WALTER WARD KENAI	RICHARD H. EAKINS JUNEAU
SAM KITO FAIRBANKS	CHARLIE MAE MOORE JUNEAU	DANIEL COBEN FAIRBANKS	GLEN LUNDELL ANCHORAGE	DR. DICK BOWER ANCHORAGE
CLARENCE PEELE, SR. HYDABURG	GEORGE BELL FAIRBANKS	FRANCES ROSE ANCHORAGE	DONALD THIEDEMAN KODIAK	REP. MIKE BRADNER FAIRBANKS

extend, and improve existing programs of vocational education, to develop new programs...so that persons of all ages in all communities of the state...will have ready access to vocational training or retraining which is of high quality, which is realistic in light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interest, and ability to benefit from such training." Federal funds were increased four-fold to assist the states in meeting this purpose.

However, there was disappointment at the inadequacy of response by state and local educators to the opportunities of the implied mandate in the 1963 Act. As a result, Congress passed The Vocational Amendments of 1968. In addition to defining special categorical uses for Federal funds, the expenditures of these funds were to be made to implement a required state plan for vocational education to be submitted to the United States Commissioner of Education, annually. Needs were to be outlined, programs defined to meet these needs, and both short- and long-range program specifications submitted.

ADVISORY COUNCILS

In order to insure as broad an input as possible to the State Plan, the creation of a State Advisory Council on Vocational Education was required. The duties of the Council are to advise the State Board of Education on the development of its annual short- and long-range plan, and certify that it has been consulted. Without this consultation certification, the U.S. Commissioner of Education is forbidden to allot funds to a state. Further, each year the Advisory Council is required to evaluate the appropriateness of the State Plan and its implementation in relation to the needs of the citizens of the State for occupational education. The legislation also created a National Advisory Council on Vocational Education.

ALASKA ADVISORY COUNCIL

The Alaska Advisory Council has been in existence a little over five years. The Council receives \$50,240, annually, to conduct their activities. As they are required by law, to hold a minimum of four meetings, annually, travel alone is a major expense, having 25 members to bring together at these meetings. Approximately one half of the Council's annual budget is spent to maintain a full-time executive officer to coordinate and provide assistance to the Council in their activities. Another major yearly expense is for contractual services utilized in the preparation of their evaluation. In 1973 and 1974, for example, the Council contracted for approximately \$10,000 each year to assist them in surveying

and analyzing counseling and guidance services throughout the State. This year the Council's evaluation will focus on high school graduation requirements and vocational education students and programs.

The annual evaluation report is presented to the State Board of Education and forwarded to the U.S. Office of Education.

COMPOSITION OF COUNCIL

Federal law requires that appointments be made to the Council from many different areas, including education; business; labor; management; skilled trades, and other people interested in education. A chairman is elected to coordinate Council meetings; and, a staff director is hired to provide continuity and day-to-day management.

The Council presently has members from Fairbanks to Hydaburg, from housewives to an assistant school superintendent.

The Council is very concerned about the large percentage of students that do not pursue a college education, and to insure that these students receive an education that will prepare them for the world of work they face upon leaving high school. The Council is also striving to improve the "image" of vocational and technical education as an alternative to the traditional "academic," college-degree approach to education.

There are many fine training facilities in Alaska and many career education programs being developed in various school districts, beginning in the elementary grades. In addition to teaching technical skills, the Council is interested in seeing students exposed to career orientation, acquainting them with occupational clusters as a means to allow the student to define his own interest; and, thereby, choose academic and vocational courses to support their interest.

SUMMARY

Since 1963, great progress has been made in vocational education throughout the country. More funds have been directed towards programs and training facilities and teacher education. Substantial progress has been made in the State of Alaska. But, much remains to be accomplished in changing educational emphasis. It's important to note, that in the 1972 Education Amendments passed by Congress, the thrust of the legislation states that "a long-range strategy must be developed for infusing occupational education (including general orientation, counseling and guidance and placement

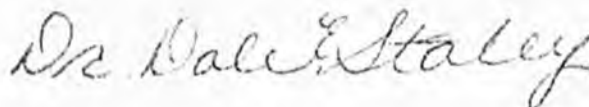
either in a job or in post-secondary occupational programs) in elementary and secondary schools on an equal footing with traditional academic education, to the end that every child who leaves the secondary schools is prepared either to enter productive employment or to undertake additional education, but without being forced prematurely to make an irrevocable commitment to a particular educational or occupational choice." This legislation calls for a designated state commission to conduct a comprehensive program of planning to accomplish the above-stated objective. Obviously, there are far-reaching implications in the 1972 legislation.

The 1974 Federal Education legislation further provides for the advancement of career education as well as identifying the great need for bilingual education.

Presently, the Council works with a wide-range of vocational activities, including the Seward Skill Center, community colleges, Union apprentice programs, and they very much want to provide the Department of Education and the Legislature the independent, lay point of view as was conceived by Congress in establishing such councils. Thank you for your interest, and please let me, or any Council member, know if you have questions or thoughts to present to us.

Sincerely,

VOCATIONAL & ADULT EDUCATION
ADVISORY COUNCIL



Dr. Dale E. Staley
Executive Director

MAUNELUK ASSOCIATION

P. O. Box 256
Kotzebue, Alaska 99752

Phone
(907) 442-3262
or
(907) 442-3164

April 28, 1975

The Honorable George Hohman, Chairman
Senate Committee on Health & Social Services
Pouch V
Juneau, Alaska 99801

Dear Senator Hohman:

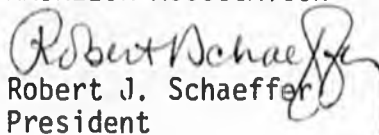
The people of Kotzebue, Northwest Alaska and the NANA Region would like to emphasize the need of a system of higher education for rural Alaska. This piece of legislation, S. B. 239, introduced and backed by the Alaska Federation of Natives, Inc., meets this need. Not only does AFN, Inc., the administration of the University, and the Board of Regents back this piece of legislation but speaking on behalf of Mauneluk Association and myself; we would request that you do all in your power, to see that this legislation gets through committee and through the legislature to Governor Hammond's desk, where he has promised to sign the bill.

This bill would not only provide educational needs and help to meet the objectives of education in rural Alaska, but it would allow input and control by local people.

Thank you for your time and efforts.

Sincerely,

MAUNELUK ASSOCIATION


Robert J. Schaeffer
President

RJS:1bg



MEMBER VILLAGES

Ambler, Buckland, Deering, Kiana, Kivalina, Kobuk, Kotzebue, Noatak, Noorvik, Selawik, Shungnak