

H B  
240

COMMITTEE REPORT

HOUSE

3/2/81

FURTHER: FINANCE

(5)

Date: May 20 1981

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had HB 240

"An Act establishing the Vocational Education Task Force; and providing for an effective date."

under consideration and (a majority of the committee) (the committee) reports it back with the following recommendations:

- do pass  do not pass
- do pass with attached amendments(s)
- replace with CS for HB 240  same title  
 new title
- and recommends \_\_\_\_\_
- AND attaches a "Letter of Intent"  New Fiscal Note
- reports it back without recommendation
- referred to the \_\_\_\_\_ Committee

MEMBERS SIGNING  
DO PASS

*John Clocher*  
*Butter*  
*Terry Martin*  
*Mike*  
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MEMBERS HAVING  
OTHER RECOMMENDATIONS:

\_\_\_\_\_  
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 \_\_\_\_\_  
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*John Clocher*  
 CHAIRMAN

April 14, 1981

HOUSE BILL 240 & 241

TESTIMONY OF ROBBIE STELL, PRESIDENT  
Alaska State Vocational Association  
1108 F Street, Juneau, AK 99801  
586-2521

The ALASKA STATE VOCATIONAL ASSOCIATION is the professional association of teachers and administrators of vocational education programs from all parts of the State of Alaska. ASVA includes secondary and post secondary vocational teachers and administrators; vocational administrators from state agencies; school counselors, both secondary and post secondary; superintendents of schools; and other supporters of vocational education in Alaska. The ASVA board of directors is composed of elected officers and elected or appointed representatives from these affiliated vocational organizations:

Business Education Association of Alaska  
Alaska Home Economics Association  
Trade and Industrial Association  
Alaska School Counselors  
National Council of Local Administrators

Attached Resolution #3 titled, SPECIAL TASK FORCE ON VOCATIONAL EDUCATION, was passed unanimously at the ASVA Conference, March 3, 1981. The Resolution is to promote the legislation to establish a special commission to study the needs of vocational education in Alaska and to recommend statewide policy and needed changes in administration to meet the projected needs. As noted in the last paragraph of this Resolution, it is ASVA's position that this task Force be independent of the State Board of Education and the Board of Regents of the University of Alaska and be charged to examine the broad needs for manpower development from the perspective of business and industry, and develop legislative recommendations.

A recommended change in the general language of the current bill would be to add the word "training" every place the bill says vocational education. By saying vocational education and training, it insures that this Bill is comprehensive enough to address all occupational preparation programs in the State. This Task Force should examine public vocational education and training, as well as the private vocational education and training programs such as private sector employers (Alyeska, Alascom); private schools, apprenticeship programs and include all vocational education planning and delivery agencies and systems under this Bill.

Section 2 of the Bill defines the membership of the Task Force. ASVA's position is that the membership should be largely from industry and groups with broad interest in the total vocational training services available or to be developed in Alaska. Comments for some suggestions in the nine member Task Force which ASVA feels would strengthen the intent of the Bill are:

- (1) strongly support the ASVA representative;
- (2) substitute the Board of Regents because they are the policy level of the community college system and the body which will have to accommodate the final plan;
- (3) substitute the State Board of Vocational Education as this is the policy level for the secondary school districts;
- (4) support the Department of Labor representative;
- (5) support as is but strengthen this member by adding "and economic development potential" of rural Alaska to the sentence. Unemployment statistics or "employment needs" are misused by planners in general and are misleading as a criteria for action. A rural area may have extremely high unemployment rates and high employment needs, but there may be good reason why this is so. Targeting services to an area that has no potential for economic growth or

development to create jobs in that area would be wasted. This basic misuse of unemployment statistics and employment needs is also contained in another bill coming up, SB 318.

(6) substitute a member representing organized labor: the trades, services industries--i.e. electrical, carpentry, construction, food service, mid-management; retail clerks, etc.

(7), (8), and (9) Support as now defined in the Bill.

In Section 7. STAFF. Change the MAY to SHALL employ staff to enable the Task Force to carry out its responsibilities. Two comments regarding this section:

1. A Task Force with this magnitude of responsibility must have a diverse and competent staff to develop such a comprehensive plan. The staff will have to do extensive research into the existing vocational education planning and delivery systems, explore all available resources as to potential vocational education and training planning and delivery systems which are possible, practical, and relevant to Alaska's diverse needs--i.e. (rural versus urban; entry-level versus upgrade; adult training versus adult retraining; secondary level versus post secondary; private training versus public training, etc.) The list is almost innumerable.

2. Another major staff responsibility will be to research what exists in the way of policy, statutes, and regulations governing vocational education planning and delivery systems now, and what they should be. It may be necessary to initiate changes in existing laws and policies in order to have a comprehensive planning and delivery system operational.

Also of major concern to ASVA is WHO will hire the staff? Will the Task Force itself, or the body appointing the TASK FORCE? If the term "may" is left in, the Task Force may find itself operating with a "staff" loaned to them by an existing agency, i.e. Department of Education, Governor's Office, Post Secondary

Commission, etc. It is our position that the Task Force must have full authority over the hiring and selection of the staff. It is also apparent to us that a policy level group such as this Task Force will be heavily dependent upon the information the staff provides to them for decisionmaking.

It is also unclear in the existing language, exacting WHO will be responsible for receiving the comprehensive plan developed by the Task Force. It says, "to the legislature for legislation to implement the conclusions, etc. with copies to the Department of Education, governor, and presiding officer of each house of the legislature." ASVA supports having this final report the responsibility of the legislature for the reason that no one existing agency is responsible for vocational education statewide. This final plan is to define WHO will coordinate and implement the necessary action to insure that all vocational education is coordinated into a total planning effort and delivery system in tune with the economic development of Alaska. For example, a private business college and a public community college can both start a training program for medical transcriptionists with the result of putting twice the number of trained medical transcriptionists into the labor market as will ever become employed. Close coordination between economic development needs and training program services must be achieved.

The final recommendation addresses HB 241. The appropriation level should be increased to \$160,000 to insure an adequate funds for highly qualified staff and services.

Attachments to this testimony are:

A. A paper entitled: "Nine Critical Factors to a Quality Vocational Education System: Federal vs. State Policy," developed by the Alaska State Vocational Advisory Council on Vocational and Career Education and endorsed by ASVA in Resolution #1 attached.

B. AS/A Resolution #9, STATE BOARD OF EDUCATION, directly affects HB 240 in that this calls for the Task Force to review the role of the State Board of Vocational Education, consider alternatives to providing for this role, and make recommendations for strengthening the role of the State Board of Vocational Education to insure that all involved program people and policymakers alike are moving forward together to provide Alaskans with the kind and quality of vocational education that meets both individual and state social and manpower needs.

NINE CRITICAL FACTORS TO A QUALITY  
VOCATIONAL EDUCATION SYSTEM:  
FEDERAL VS. STATE POLICY

A position paper prepared by V. Lynn Wright, Executive Director, under the guidance and direction of the Alaska State Advisory Council on Vocational and Career Education.

This position paper was given unanimous approval by the Alaska State Advisory Council on Vocational and Career Education at its meeting held in Juneau, Alaska on January 28, 1981.

February, 1981

## NINE CRITICAL FACTORS TO A QUALITY VOCATIONAL EDUCATION SYSTEM: FEDERAL VS. STATE POLICY

Historically, the only unifying thread in Alaska's vocational education system, the only pressure for accountability, the only systematic direction for change has come, perhaps ironically, from the Federal Government. The purpose of this paper is to compare the direction given by the Federal and State Governments for setting policy in nine critical areas of vocational education in Alaska. Our goal is to demonstrate the importance of greater involvement by Alaska's Governor and Legislators in Alaska's vocational education system.

FEDERAL POLICY Under the Vocational Education Amendments of 1976 (P.L. 94-482), the State receives a mere \$1.6 million in direct vocational education funds. Yet, most of the major accomplishments of Alaska's vocational education system have occurred because of the federal mandates contained in the Vocational Education Amendments. Further, the existing structural framework for Alaska's vocational education system is also provided by this federal law. A summary of some of these major accomplishments and a look at the existing structure is provided below:

### 1. ESTABLISHMENT OF A POLICY MAKING BOARD FOR VOCATIONAL EDUCATION:

With the advent of the Vocational Education Act, the State Board of Education, in order to entitle the State to receive Federal Vocational Education Funds, began to wear two hats--they also became the State Board for Vocational Education.

This was the first time a mechanism was established for statewide policy focus on vocational education. The current status of the State Board for Vocational Education is less than satisfactory. The State Board of Education can afford to devote only a small portion of its attention to vocational education. Additionally, the post-secondary sector, a major element of vocational education in Alaska, is not represented on the State Board. At least the concept of a State Board for Vocational Education, however, was established with the Federal Act.

- ### 2. EQUAL ACCESS: Historically, the handicapped, women, minorities, and the disadvantaged have been under-represented in vocational education programs relative to their numbers in the general population. The Vocational Education Amendments require that 20% of the federal grant funds received be set aside for the disadvantaged and that 10% be set aside for the handicapped. Additionally, at least \$50,000 of the annual federal grant monies must go to promote sex equity in Alaska's vocational education programs. The needs of special population groups might be more effectively met through the setting of State standards and the establishment of measureable services objectives.

However, at this time, the federal requirements for set asides constitute the only on-going source of funding to meet the special vocational education needs of these groups.

3. LINKING VOCATIONAL EDUCATION WITH ECONOMIC DEVELOPMENT AND THE PREVENTION OR REDUCTION OF UNEMPLOYMENT: Under P. L. 94-482, states are instructed to show how they propose to use federal, state, and local vocational education funds in relation to local economic conditions and job opportunities and to the needs of special groups and economically depressed areas.
4. ESTABLISHMENT OF THE ALASKA STATE ADVISORY COUNCIL ON VOCATIONAL AND CAREER EDUCATION: The Council is comprised of 21 knowledgeable, dedicated citizens interested in promoting quality and accountable vocational education programs and services in the State. These 21 members are appointed by the Governor. The Council is charged with EVALUATING and public REPORTING of vocational education and employment training services and programs at the local and State levels; ADVISING the State Board of Education and various other education and employment training governing boards, commissions, and agencies on matters relating to the PLANNING and implementation of these programs; RECOMMENDING improvements for vocational and employment training programs and services; responding to the needs of the people of Alaska. (See Appendix I for a complete listing of Council mandates.) The Alaska State Advisory Council on Vocational and Career Education is ENTIRELY FEDERALLY FUNDED.
5. ESTABLISHMENT OF THE ALASKA STATE VOCATIONAL EDUCATION PLANNING COUNCIL: For the first time in the history of vocational education in Alaska, a five-year plan was developed in 1976 under mandate of P.L. 94-482. The State Board for Vocational Education (see Item 1 page 1) was given the responsibility for developing this plan. In formulating the five-year State plan, this State Board was required to involve the active participation of representatives from the diverse areas of education and manpower training programs.

In fulfillment of this requirement the Alaska State Vocational Education Planning Council was formed. The Planning Council is charged with the responsibility of planning for the allocation of all vocational education resources available in Alaska, including federal, state and local funds. In order to make the five-year plan, and the annual revisions of this plan, relate more closely to the State's manpower requirements, the Planning Council has expanded its membership to include representatives from labor and business and industry. This group has engaged in a planning process that will result in an occupational preparation plan for Alaska.

The Planning Council is designed to carrying out its planning function under the policy direction of the State Board for Vocational Education. Board policy, in turn, is to be formulated after consideration of the recommendations of the State Advisory

Council (see Item 4 page 2). This structure allows for an on-going process of evaluation, policy development based on evaluation, and planning based on policy direction.

The Planning Council, the five-year plan and the annual plan are ENTIRELY FEDERALLY FUNDED.

6. **ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY VOCATIONAL EDUCATION:** At least 15% of the Federal Vocational Education Funds must go to post-secondary institutions. Since all institutions receiving federal funds must comply with the same requirements, the federal legislation provides the only unifying standard for vocational education programs at the secondary and post-secondary levels. Failure to coordinate vocational education program offerings at the secondary and post-secondary levels leads to ineffective allocation of resources as training is offered at the secondary level which is duplicative or irrelevant to transition programs found at the post-secondary level, and results in the training of students for jobs which do not exist. Admittedly, the articulation provided by the federal legislation is minimal. Yet, presently it provides the only operative model for functional coordination under unifying legislation.
7. **ESTABLISHMENT OF BASIC DATA COLLECTION STANDARDS:** The federal legislation calls for the implementation of the Vocational Education Data System (VEDS). The VEDS requires all institutions receiving federal vocational education dollars to report on students (including information on race and sex), program completers, program leavers, expenditures and student success in employment. The information collected by VEDS is designed to answer the questions:

Who is being served in vocational education programs?  
What are they being served?  
What is being accomplished?  
What is the cost?

This information is required because of the emphasis the federal law places on the role of vocational programs in meeting state and local manpower needs. Without this basic information, Alaska's vocational education system will never be able to systematically offer training programs which are relevant to current economic conditions and job opportunities, responsive to changes in occupations and labor market conditions and which meet the needs of special groups and economically depressed areas. To date, we continue to have difficulty accurately reporting even the number of students enrolled in vocational education programs in Alaska. CURRENTLY, HOWEVER, FEDERAL FUNDS CONSTITUTE THE ONLY MONEY BEING SYSTEMATICALLY TARGETED TO IMPROVING THE QUALITY OF AVAILABLE DATA.

8. **DEVELOPMENT OF EXPERTISE IN THE SUPERVISION AND ADMINISTRATION OF VOCATIONAL EDUCATION.** P.L. 94-482 makes available leadership development awards in order to meet the needs of all states for qualified vocational education personnel such as administrators,

supervisors, teacher educators, researchers, guidance and counseling personnel, and instructors in vocational education programs. At least one person in the Department of Education has utilized a leadership development award to obtain a doctorate in vocational education. Others in the State have used these awards to receive graduate level training in vocational education. These federal awards are so scarce, however, that they have not provided adequate vocational education staff development opportunities.

9. IMPLEMENTATION OF A PROGRAM EVALUATION SYSTEM: The Vocational Education Amendments require the State to evaluate all programs receiving funds under the Act at least once in the period covered in the five-year plan. Development of criteria to be used in the evaluation is left to the State. Because of the requirement for evaluation, and using federal funds, 18 school districts will be evaluated by the Alaska Department of Education between October, 1980 and April, 1981.

Since only 18 of the State's 52 school districts received federal funds, and the Department has made the decision to conduct evaluations that will provide "minimum compliance" with federal law, only 18 districts will be evaluated. It is important to note, however, that these 18 districts will provide an impressively representative picture of Alaska's secondary vocational education system. Some 68% of Alaska's 9th and 12th grade students are represented in these 18 districts. The size of the districts range from the State's largest, with 17,091 secondary students to one of the State's smallest, with only 42 secondary students. Geographical representation includes everything from the State's largest urban area, Anchorage, to one of Alaska's smaller, remote communities, Sand Point, on the Aleutian Chain.

An additional \$140,000 of federal funds have recently been targeted to refine the program evaluation process and expand it to post-secondary institutions.

STATE POLICY In the preceding pages of this paper we have touched on the legal framework provided by federal law in nine critical areas of vocational education. Technically, State law is exactly the same as federal law since Title 14, Chapter 35, Section 010-030 of the Alaska Statutes "accepts together with all the benefits . . . all of the provisions" of P.L. 94-482 which is cited on page one of this paper (see Appendix II).

It is impossible to infer the intent of the State Act, but the effect of the law is to make "acceptance of Act of Congress for Vocational Education" the State framework for vocational training. Had Chapter 35 cited above been translated into state policy, it might have provided the viable framework needed to develop a quality vocational education system in Alaska. This State law has not proven adequate to guide the development of vocational education policy in the State, however, for at least four basic reasons. These reasons are:

1. The interpretation of the State law is either unknown or misunderstood by vocational education administrators and educators.
2. As long as existing State law is established only through "acceptance" of federal law, state vocational education priorities are held in jeopardy in two ways. Firstly, if federal legislation is rejected by Alaska, there will be no policy for vocational education exemplified in the Alaska statutes. This means that there would be very little legislative direction or accountability tied to the \$14 million in State funds spent on vocational education annually. Secondly, and perhaps conversely, State priorities are at the constant mercy of federal changes in priorities, i.e. any change in federal law automatically becomes part of the State law.
3. The Federal Act holds the State accountable only to the Federal Government. This not only means that most of the information obtained under the Act is not being routinely submitted to inform the Legislator and Governor, it helps solidify the impression that the only accountability in the vocational education system is minimum compliance to the Federal Government.
4. While Alaska has accepted the "provisions of the Act of Congress," no state legislative provisions were made to supplement funding for state priorities. The result has been that as federal funding runs out for good programs funded under the Federal Act, no state funds are in place to ensure continuity of services.

Below, we will attempt to demonstrate how these weaknesses in State law have tended to fragment and undermine the effective operation of Alaska's vocational education system in nine critical areas outlined earlier in this paper.

#### 1. PROVISIONS FOR A STATE BOARD OF VOCATIONAL EDUCATION:

##### NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

The federal legislation, in the interest of coordination, states that a sole state agency shall, "consistent with State law," be designated to supervise the administration of programs funded under the Act.

In Alaska, the State Board of Education was given this designation and now serves in a compliance capacity as the State Board for Vocational Education.

The State Board of Education has jurisdiction over secondary vocational education programs only. The vocational education system, however, consists of programs at the secondary level and the post-secondary level. A State Board of Vocational Education with purview over only one of these sectors, cannot practically, or legally, develop policy applicable to all sectors of the vocational education system. Unification of the vocational

education system will require a State Board of Vocational Education which has representation from, and policy making authority over, all levels of vocational education.

2. PROVISIONS FOR EQUAL ACCESS:

NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

Historically, groups such as the handicapped, women, minorities and the disadvantaged have been over-represented in the under-skilled, hard-core unemployed, and under-represented in vocational education programs. State policy could focus on vocational education as one mechanism for breaking the cycle of poverty faced by many Alaskans represented in these groups.

Currently, the Federal Vocational Education Act provides some funding to meet the special needs of these groups and to encourage affirmative action on the part of schools to get them enrolled in vocational education programs. Only participants in federal programs have access to these funds, however, and the only accountability for services provided is to the Federal Government. All job training programs, whether funded by state, local or federal funds, should be given the resources, and be held accountable, for providing the special services which may be required to train those who face the greatest disadvantages in entering the job market.

The pay-off to the individual is obvious. The pay-off to society is just as great, however, as these individuals acquire skills which will allow them to be productive, contributing citizens, rather than joining the ranks of the unemployed.

3. PROVISIONS FOR VOCATIONAL EDUCATION PROGRAMS TO COORDINATE WITH STATE PLANS FOR ECONOMIC DEVELOPMENT AND FULL EMPLOYMENT:

NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

One of the State's priorities in allocating resources should be to provide for coordination between the millions of dollars being spent annually on education and the money being invested in economic development. The creation of jobs without a labor force equipped with the skills to fill these jobs will not reduce unemployment in Alaska.

One in ten youths in Alaska falls below the poverty guidelines, and one-half of this group is male. The unemployment rate among Alaska youth is 17%. This is 38% above the national average.

The first barrier that young people face when they begin to seek work is that they lack the skills and experience necessary to qualify for most jobs. Additionally, the largest percentage of jobs that youth do find is the kind of entry level position which does not offer direct pathways to permanent employment.

The 1970 census estimated that 65% of Alaska's youth were attending either secondary or post-secondary public schools. This indicates that a State policy which focused adequate attention and resources on quality vocational education programs could have a significant positive impact on youth unemployment.

Acceptance of the Federal Act has not proven sufficient to provide coordination between the needs of the labor market and vocational education programs which would be necessary to impact on the unemployment rate. The federal legislation makes adequate provisions to ensure this coordination, but minimum compliance to federal law has resulted in a vocational education system which, as a whole, continues to be non-responsive to the training needs of students, local communities and the State. Schools know very little about the goals of individuals enrolled in vocational programs. Further, vocational programs are perpetuated with little or no consideration of the skills training needed in both the private and public sectors of the State.

#### 4. PROVISIONS FOR A STATE ADVISORY COUNCIL ON VOCATIONAL AND CAREER EDUCATION:

##### NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

The Alaska State Advisory Council on Vocational and Career Education is a citizen council composed of individuals from business, industry, labor, education and the population at large. The Advisory Council is the only group in the State charged with the responsibility of evaluating the entire vocational education system -- secondary and post-secondary. One of the Council's most encompassing responsibilities under the federal law is to analyze data to identify the employment and training needs of the State and to evaluate the extent to which vocational programs are meeting these needs. (See Appendix I for a full listing of the Council's responsibilities.)

The expertise, knowledge and experience of the Council, both in terms of its membership categories and in terms of the activities in which it engages, represent a valuable resource to the State Board, the Governor, and the Legislature.

Yet, use of the Council as a viable resource to State policy makers continues to be weakened by the fact that its only direction, its only mandate and its only authority comes from the Federal Government. While the Council members are appointed by the Governor, to evaluate the State's vocational education system, it has no official access or responsibility to the data used and the decision making mechanisms of the Governor or the Legislature. The Council receives no financial support from the State of Alaska.

If Federal Vocational Education Funds are eliminated, without

some legislative action, there are no provisions for the continued existence of the Alaska State Advisory Council on Vocational and Career Education.

5. PROVISIONS FOR THE ALASKA STATE VOCATIONAL EDUCATION PLANNING COUNCIL:

NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

The planning requirements of the Federal Act are written in such a way as to mandate the development of a five-year plan, and annual revisions are required, which "shall set out explicitly the goals of the State," and which shall integrate the "allocations of all local, state and federal financial resources available in the State" to meet these priorities.

An administrative decision was made, however, that the Five-Year Plan and the Annual Plans are compliance documents to be used in allocating federal funds. No requirements or recommendations are being directed by the State to ensure that state and local funds are allocated based on this document or the priorities for the State of Alaska which it originally established.

Because of this, the Planning Council, set up under the Federal Act and funded by the Federal Government for the sole purpose of developing the Five-Year and Annual Plans, has begun to work on a plan to be called the Occupational Preparation Plan. This plan is meant to be the operational plan for the State's vocational education system. If Federal Vocational Education Funds are eliminated, without some legislative action, there are no provisions for the continued existence of the Alaska State Vocational Education Planning Council.

6. PROVISIONS FOR ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY VOCATIONAL EDUCATION:

NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

Vocational education programs at the secondary level must be coordinated with programs at the post-secondary level. Firstly, because a student completing a training program at the secondary level must be able to move into a post-secondary program without experiencing excessive duplication or lack of adequate preparation at the secondary level to succeed in a more advance program. Secondly, program completers from both sectors may impact on the labor supply in their area of training. Therefore, in order to maintain some balance of supply and demand, each sector must be aware of the total number of students being trained in a particular occupational area.

As we have indicated above, the current structure of Alaska's vocational education system makes system-wide coordination virtually impossible.

## 7. ESTABLISHMENT OF BASIC DATA COLLECTION STANDARDS:

### NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

As stated on page 3 of this paper, the Federal Act has comprehensive data collection requirements. Yet Alaska's statistics cannot reveal an unduplicated count of the number of students enrolled in vocational education programs.

Inadequacies in data collection represents one of the greatest administrative barriers to promoting accountability in the vocational education system.

The State Department of Education has stated in at least two reports that implementation of the Vocational Education Data System (VEDS) should eliminate the kinds of aggregate data collection problems we are currently experiencing. Ironically, the Department has asked the Governor to eliminate Federal Vocational Education Funds and replace them with general funds for the express purpose of eliminating the requirement to fully implement VEDS. The Department has developed a computer program, however, which is called the Alaska Vocational Information System (AVIS). The system was developed with federal funds. It appears that implementation of this system would provide the statistics necessary to bring accountability into the vocational education system. Implementation of this system is strongly recommended.

## 8. PROVISIONS FOR THE DEVELOPMENT OF EXPERTISE IN THE SUPERVISION AND ADMINISTRATION OF VOCATIONAL EDUCATION:

### NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

Program leadership has proven to be the most valuable service in maintaining quality, promoting consistency and coordinating programs to insure that the employment needs of existing and emerging occupations are met.

Yet, the State vocational leadership in program areas has been greatly reduced. Vocational Education Directors have been eliminated from most secondary schools in Alaska. No special certification in vocational competencies is any longer required for vocational education teachers in the public schools. The Department of Education is implementing a reorganization plan which organizes personnel by function rather than program, which means that vocational education will no longer even exist as a separate unit within the Department. Over the last few years all specialist in various vocational education program areas have been eliminated within the Department of Education. Virtually no technical assistance is available to local districts from the State Department of Education at this time. At the secondary level the State has ceased to provide even matching sabbatical leave for any educational purpose since 1976.

Quality vocational training is directly associated with quality program leadership by specialists with expertise in the vocational area they are serving. Vocational and adult education has the potential to impact on the quality of life of Alaskans and on Alaska's economic growth. It must be a State priority supported by adequate staff and with provisions for staff training to ensure program leadership if quality programs are to occur.

A vocational education teacher's training program is being considered for funding by the Board of Regents. Adequate State resources should be made available to develop this program to the fullest extent possible and incentives should be provided to vocational educators encouraging their participation in this program.

#### 9. PROVISIONS FOR THE IMPLEMENTATIONS OF A PROGRAM EVALUATION SYSTEM:

##### NO STATE LEGISLATION; EXCEPT ACCEPTANCE OF FEDERAL ACT

A program evaluation system defines the basic overall standards to provide the basis for local program operation and accountability. Such a system allows the evaluation of program in-puts, such as; personnel, support services, management and curriculum.

Further, program evaluation can identify the quality of program outputs, such as; placement, student/employer satisfaction and student proficiency levels.

In spite of the importance of such evaluations of all programs, the Department of Education has stated on several occasions that the evaluations which are presently taking place in 18 of Alaska's school districts would not be done if it were not for federal requirements. In fact, since the primary objective of the evaluations is minimum compliance with the federal law, State programs which have not received federal funds will not be evaluated.

Additionally, under a legal mandate from the courts and the State of Alaska, 21 new school districts, Regional Educational Attendance Areas, were established in 1976, secondary school programs must be provided in any location where an elementary school is operated and one (1) student of high school age wants a high school program. With eight (8) children of school age being the basis for establishing an elementary school, there are around 100 schools with considerably fewer students than found at Sand Point. In a number of schools there are fewer than 10 high school students. The provision of acceptable vocational education offerings to so small a number of students in remote and isolated locations represents a major challenge apparently not being covered by the present series of evaluations.

SUMMARY & CONCLUSIONS In 1917 Congress passed the first federal comprehensive vocational education legislation, P.L. 347. The most current version of this Act is P.L. 94-482, known as the Vocational Education Amendments of 1976.

Prior to statehood, Alaska enacted a statute, (Section 14.35.010-14.35.030) which accepted all the benefits and provisions of P.L. 347 "and Acts amending or supplementing it."

Accordingly, The Vocational Education Amendments of 1976 officially define the State's policy on vocational education. Yet, this State statute has never been interpreted as state policy and has, therefore, not provided an adequate framework for the State's vocational education system.

Hundreds of legislative provisions combine to form the compiled school laws of Alaska. These laws reflect the fact that the Legislature and the Governor have recognized that vocational programs play a unique role in the educational system. Special Foundation Funds are allotted, at least at the secondary level, for vocational education programs. These vocational education funds for secondary institutions amounted to approximately \$14 million in FY'80. Millions of dollars more are spent on vocational education at the post-secondary level.

Recently, the State Department of Education, through the State Board for Vocational Education, requested the elimination of Federal Vocational Education Funds. For many Alaskans, this action resulted in an awareness of just how crucial the federal funds, and the concomitant regulations, are in defining the structure of Alaska's vocational system. If the federal funds are rejected by Alaska without some prior legislative action, there will be no state policy exemplified in Alaska's statutes to guide the administration of the millions of dollars which the State invests annually into vocational education. This reality caused Alaskans throughout the State to adamantly oppose the elimination of Federal Vocational Education Funds.

Vocational educators in Alaska are faced with many unique and difficult problems as they attempt to develop a quality vocational education system. Legislative action is needed to facilitate a more unified and responsive vocational education system if these problems are ever to be resolved.

ALASKA STATE ADVISORY COUNCIL  
ON VOCATIONAL & CAREER EDUCATION

REQUIRED REPRESENTATION The membership of the State advisory council shall include one or more individuals who:

1. Represent, and are familiar with, the vocational needs and problems of management in the State;
2. Represent, and are familiar with, the vocational needs and problems of labor in the State;
3. Represent, and are familiar with, the vocational needs and problems of agriculture in the State;
4. Represent State industrial and economic development agencies;
5. Represent community and junior colleges;
6. Represent other institutions of higher education, area vocational schools, technical institutes, and post-secondary agencies or institutions which provide programs of vocational or technical education and training;
7. Have special knowledge, experience, or qualifications with respect to vocational education but are not involved in the administration of State or local vocational education programs;
8. Represent, and are familiar with, public programs of vocational education in comprehensive secondary schools;
9. Represent, and are familiar with, nonprofit private schools;
10. Represent, and are familiar with, vocational guidance and counseling services;
11. Represent State correctional institutions;
12. Are vocational education teachers presently teaching in local educational agencies;
13. Are currently serving as superintendents or other administrators of local educational agencies;
14. Are currently serving on local school boards;
15. Represent the State Manpower Services Council established pursuant to section 107 of the Comprehensive Employment and Training Act of 1973;
16. Represent school systems with large concentrations of persons who have special academic, social, economic, and cultural needs and of persons who have limited English-speaking ability;
17. Are women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education, including women who are members of minority groups having special knowledge of the problems of discrimination in job training and employment against women in minority groups;
18. Have special knowledge, experience, or qualifications with respect to the special educational needs of physically or mentally handicapped persons;
19. Represent the general public, including at least one person representing and knowledgeable about the poor and disadvantaged; and
20. Are vocational education students who are not qualified for membership under any of the preceding clauses of this sentence.

FUNCTIONS AND RESPONSIBILITIES. The State advisory council shall:

- (a) Advise the State board in the development of the five-year State plan.
- (b) Advise the State board on policy matters arising out of the administration of programs under the approved five-year State plan, the annual program plan, and the accountability report;
- (c) Evaluate vocational education programs (including programs to overcome sex bias), services, and activities under the annual program plan, and publish and distribute the results thereof;
- (d) Assist the State board in developing plans for State board evaluations.
- (e) Prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report accompanied by any additional comments of the State board as the State board deems appropriate;
- (f) Identify, after consultation with the State Manpower Services Council, the vocational education and employment and training needs of the State and assess the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs assisted under this and related Acts represent a consistent, integrated, and coordinated approach to meeting these needs;
- (g) Comment, at least annually, on the reports of the State Manpower Services Council;
- (h) Provide technical assistance to eligible recipients and local advisory councils as may be requested by the recipients to establish and operate local advisory councils.

Chapter 35. Vocational Education

Section	Section
10. Acceptance of Act of Congress for vocational education	25. Duties of the Department of Education
20. Duties of state Board of Education	30. Commissioner of administration as custodian of federal funds
	40. Repealed

Sec. 14.35.010. Acceptance of Act of Congress for vocational education. The State of Alaska accepts together with the benefits of all respective funds appropriated thereunder, all of the provisions of the Act of Congress approved February 23, 1917, Public Law 347, 64th Congress, entitled: "An Act to provide for the promotion of vocational education; to provide for cooperation with the states in the promotion of such education in agriculture, home economics and trades and industries; to provide for the cooperation of the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditures," and Acts amending or supplementing it. (Sec. 37-9-1 ACLA 1949)

Sec. 14.35.020. Duties of State Board of Education. (a) The State Board of Education serves as the state board for the purposes of any of the Acts described in sec. 10 of this chapter.

(b) When required by any of the Acts described in sec. 10 of this chapter the board shall

(1) prepare, submit, and supervise the administration of the plans for vocational education and vocational rehabilitation;

(2) select a state director of vocational education;

(3) establish the minimum qualifications for teachers, supervisors, or directors;

(4) determine the prorated basis on which money shall be available for the salary and necessary travel expenses of the state director of vocational education.

(c) Nothing in this section shall be construed to repeal or modify any existing statute. (Sec. 37-9-3 ACLA 1949; am Sec. 54 ch 98 SLA 1966)

Sec. 14.35.025. Duties of the Department of Education. When required by any of the Acts described in sec. 10 of this chapter the department shall

(1) cooperate with the United States Department of Health, Education, and Welfare in the administration of the Act;

(2) do everything necessary to entitle the state to receive money available according to the Act;

(3) represent the state in all matters relating to the administration of the Act;

(4) expend and disburse money received according to the Act;

(5) designate the districts, schools, departments, or classes to participate in the benefits of money received according to the Act. (Sec. 5 ch 98 SLA 1966)

Sec. 14.35.030. Commissioner of administration as custodian of federal funds. The commissioner of administration is designated custodian of appropriations made under any of the Acts described in sec. 10 of this chapter. He shall receive and provide for the proper custody and disbursement of all money paid to the state according to any of the Acts. (Sec. 37-9-2 ACLA 1949; am Sec. 56 ch 98 SLA 1966)

ASVA Resolution #1  
Passed March 7, 1981

### CONTINUED FEDERAL VOCATIONAL EDUCATION FUNDING

WHEREAS, Vocational education is essential to the economic and community development of the State of Alaska and to the employment of Alaskans in the jobs resulting from this development; and

WHEREAS, The strengthening and expansion of vocational education in the State of Alaska in the past has used federal funds for program improvement, model development and seed monies to start new programs; and

WHEREAS, The current guidelines and standards for vocational education in Alaska, though limited, are provided exclusively through federal legislation and regulations; and

WHEREAS, The State Department of Education and the State Board of Education is on record as favoring Alaska not applying for federal funds for vocational education as provided through P.L. 94-482; and

WHEREAS, The Alaska State Advisory Council on Vocational and Career Education has prepared and endorsed a paper entitled, "Nine Critical Factors To A Quality Vocational Education System: Federal vs. State Policy" and which it is demonstrated that weakness in Alaska's state law have tended to inhibit the effective operation of Alaska's vocational education system in nine critical areas; and whereas there is no Alaska statutes defining and providing for these nine critical factors to a quality vocational education system; and

WHEREAS, There is currently no viable proposal to strengthen Alaska State School law and to provide for vocational education program improvement and expansion at the secondary, postsecondary and/or adult education levels; and

WHEREAS, P.L. 94-482 is up for reauthorization and modification in the year 1982 and current trends are toward markedly improving the federal vocational education funding in administrative requirements and in benefits to states in this reauthorization process;

THEREFORE BE IT RESOLVED, That the Alaska State Vocational Education Association endorse the paper entitled, "Nine Critical Factors To A Quality Vocational Education System: Federal vs. State Policy," as an expression of our major concerns in discontinuing federal vocational education funds under P.L. 94-482; and

BE IT FURTHER RESOLVED That the Alaska State Vocational Association actively opposes any legislative or administrative attempts to discontinue application for and receipts of federal vocational education funds under P.L. 94-482 until such time as State of Alaska laws, regulations and funding adequately replace P.L. 94-482 law, regulations and funding; and

BE IT FURTHER RESOLVED That the Alaska Vocational Education Association actively support the development of a statewide comprehensive plan to strengthen and expand vocational education to meet the future needs of the state and its people and to guide the many decisions affecting vocational education.

SPECIAL TASK FORCE ON VOCATIONAL EDUCATION

WHEREAS, The future development of the State of Alaska and the employment of the residents of the state is highly dependent upon public education programs which prepare citizens for entry and upward mobility in the occupations available in the state; and

WHEREAS, The current state policies and administration of vocational education does not set forth the role and relationship of vocational education to the future of the state; and

WHEREAS, There is a need to examine statewide policy and develop legislative recommendations to facilitate a unified system of vocational education in the context of other education and other manpower development programs such as C.E.T.A., vocational rehabilitation, adult basic education, the Alaska Skills Center, and private vocational education; and

WHEREAS, The employers (business and industry) of the students from the vocational education programs, need a more active role in developing the recommended policies and administrative structure for a comprehensive manpower and training program effort throughout Alaska;

THEFORE BE IT RESOLVED THAT the Alaska State Vocational Association actively promote and support legislation to establish a special commission to study the needs for vocational education in Alaska and to recommend statewide policy and needed changes in administration to meet the projected needs; and

BE IT FURTHER RESOLVED THAT this special Task Force be independent of the State Board of Education and the Board of Regents for the University of Alaska and be charged to examine the broad needs for manpower development from the perspective of business and industry, develop legislative recommendations to be reported to the 1982 session of the Alaska Legislature.

STATE BOARD OF VOCATIONAL EDUCATION

WHEREAS The State Board of Education is committed to the concept of "Local Control" which is respected by the Alaska State Vocational Association as appropriate for the delivery of basic education; and

WHEREAS The Alaska State Vocational Association has adopted a resolution favoring a change in community college administration to favor more "Local Control" at the postsecondary and adult levels; and

WHEREAS The State Board of Education, also serving as the State Board of Vocational Education, has a good track record of taking positive and supportive action on vocational education issues as presented to the Board by the State Director of Vocational Education and may be expected to consider this resolution fully and openly; and

WHEREAS The demands upon the State Board of Education have greatly increased with the growth and increased complexity of problems and issues on the Alaskan education scene in the last ten years; and

WHEREAS A review of the role of the State Board of Vocational Education could result in more time devoted to the policy issues of manpower aspects as well as the education delivery of vocational education and could also result in more effective inter-agency planning, coordination and articulation of vocational education in Alaska; and

WHEREAS The State Department of Education has reorganized to provide technical assistance to aid school districts establish, implement and evaluate local program improvement rather than for statewide program development; and

WHEREAS The State Department of Education reorganization suggests a diminished capacity and interest in advising the State Board of Vocational Education and in providing interagency leadership in vocational education program development;

THEREFORE BE IT RESOLVED That the Alaska State Vocational Association extend its appreciation to the State Board of Education for the time and effort it has made as the State Board of Vocational Education to try to understand and contribute toward the needs of vocational education in Alaska; and

BE IT FURTHER RESOLVED That the Alaska State Vocational Association work closely with the Commissioner of Education to more fully define the problems of vocational education and including the views of program people, and to impress upon the Commissioner the sincerity of our concern and felt need for jointly identifying positive steps for improving vocational education planning and delivery in Alaska; and

BE IT FURTHER RESOLVED That the Alaska State Vocational Association recommend that the proposed special study commission on vocational education review the role of the State Board of Vocational Education, consider alternatives to providing for this role, and make recommendations for strengthening the role of the State Board of Vocational Education to insure that all involved, program people and policy-makers alike, are moving forward together to provide Alaskans with the kind and quality of vocational education that meets both individual and state social and manpower needs.

H. B. 240 - Suggested Membership Changes

Sec. 2. MEMBERSHIP. (a) The Vocational Education Task Force consists of eleven members, appointed by the Governor as follows:

- ✓ (1) A member of the State Board of Education;
- ✓ (2) A member of the Board of Regents;
- (3) An executive member of the Alaska State Vocational Association;
- (4) An official at the policy level of the Department of Labor whose position involves employment and training services;
- ✓ (5) A member of a statewide native organization familiar with employment and training needs in rural Alaska;
- (6) A member of a statewide organization representing the agricultural industry of the state;
- (7) A member of a statewide organization representing the fishing industry of the state;
- (8) A member of a statewide organization representing the oil and gas industry;
- ✓ (9) A member of the Alaska Chamber of Commerce;
- (10) A member of a statewide organization representing the construction industry; and
- ✓ (11) A member of a statewide organization representing labor.
- (12) " " " " " " " " timber
- (13) Student

Bill No. House Bill 240

Date April 9, 1981

Title "An Act establishing the Vocational Education Task Force; and providing for an effective date."

Contact: Judy Knight JK  
465-2700  
Doris Simon  
465-2712

The Alaska Department of Labor supports the intent of House Bill 240 in making legislative recommendation for improving the delivery of Vocational and Technical education services to the people of Alaska. We are, however, concerned that such a task force not be a duplicity of effort, in both membership content and purpose, currently being performed by the existing Alaska State Advisory Council on Vocational and Career Education and the Alaska State Vocational Education Planning Council.

Proposed Budget #1	9 member	11 member	13 member
	#1	#2	#3
Personnel Services	70,000	70,000	70,000
Travel	47,000	55,000	62,000
Commodities	5,000	5,000	5,000
Contractual	28,000	20,000	13,000
<b>TOTAL</b>	<b>150,000</b>	<b>150,000</b>	<b>150,000</b>

Personnel Services - Review existing legislation collectively, review existing reports, position papers etc., on status of vocational education. Assimilate reports from consultants. Facilitate in-put from existing vocational education groups.

Travel - 2 meetings per month - per diem 75.00 per day 1 day meetings  
\$300 R.T. Fare per member

Staff travel - Director all meetings per diem 75.00 per day  
\$300 R. T. Fare per each meeting  
- other travel for researcher and director 5,000

three public hearings - Director and Chairman per diem 75.00 R. T. fares \$300.00

Commodities - equip staff with essential office supplies; paper, stapler, desk equipment etc.

Contractual - Telephone, rent, copier, typewriter, office furniture, postage, etc. Gathering data from various school districts and community colleges which is lacking about the status of vocational education e.g. students, staff, equipment, involvement of business, industry and labor.

Survey Research - current hiring practices - trained individuals inside Alaska vs those trained outside Alaska.

Vocational Education credentials vs non-credentials

- Verifying impact of task force findings i.e. Fiscal, program standards, staff standards

# DRAFT

Proposed Budget #2	9 member	11 member	13 member
	#1	#2	#3
Personnel Svcs	70,000	70,000	70,000
Travel	47,000	55,000	62,000
Commodities	10,000	10,000	10,000
Contractual	73,000	65,000	58,000
Total	200,000	200,000	200,000

Personnel Services - Review existing legislation collectively, review existing reports, position papers etc., on status of vocational education. Assimilate reports from consultants. Facilitate in-put from existing vocational education groups.

Travel - 2 meetings per month - per diem 75.00 per day 1 day meetings  
\$300 R.T. Fare per member

Staff travel - Director all meetings per diem 75.00 per day  
\$300 R. T. Fare per each meeting  
- other travel for researcher and director 5,000

three public hearings - Director and Chairman per diem 75.00 R. T. fares \$300.00

Commodities - Equip staff with essential office supplies: paper, stapler, desk equipment etc.

Contractual - Telephone, rent, copier, typewriter, office furniture, postage, etc. Gathering data from various school districts and community colleges which is lacking about the status of vocational education e.g. students, staff, equipment, involvement of business, industry and labor.

Survey Research - current hiring practices - trained individuals inside Alaska vs those trained outside Alaska.  
Vocational Education credentials vs non-credentials

- Verifying impact of task force findings i.e. Fiscal, program standards, staff standards

# DRAFT

Proposed Budget #3	9 member	11 member	13 member
	#1	#2	#3
Personnel Svcs	105,000	105,000	105,000
Travel	47,000	55,000	62,000
Commodities	10,000	10,000	10,000
Contractual	88,000	80,000	73,000
	TOTAL	250,000	250,000

Personnel Services - Review existing legislation collectively, review existing reports, position papers etc., on status of vocational education. Assimilate reports from consultants. Facilitate input from existing vocational education groups.

Travel - 2 meetings per month - per diem 75.00 per day 1 day meetings  
\$300 R.T. Fare per member

Staff travel - Director all meetings per diem 75.00 per day  
\$300 R. T. Fare per each meeting  
- other travel for researcher and director 5,000

three public hearings - Director and Chairman per diem 75.00 R. T. fares \$300.00

Commodities - equip staff with essential office supplies; paper, stapler, desk equipment etc.

Contractual - Telephone, rent, copier, typewriter, office furniture, postage, etc. Gathering data from various school districts and community colleges which is lacking about the status of vocational education e.g. students, staff, equipment, involvement of business, industry and labor.

Survey Research - current hiring practices - trained individuals inside Alaska vs those trained outside Alaska.  
Vocational Education credentials vs non-credentials

- Verifying impact of task force findings i.e. Fiscal, program standards, staff standards



Rep. Don Clocksin, Chairman  
465-3797

# Alaska State Legislature

## House of Representatives

Committee on

Health, Education & Social Services

Pouch V  
State Capitol  
Juneau, Alaska 99811

Date: May 20, 1981

To: House HESS Committee Members

Fr: Rep. Don Clocksin, Chair  
House HESS Committee

Re: Proposed Amendments to HB 240 - Vocational Education Task Force

### Explanation of Proposed Amendments to HB 240

1. TITLE: Changed from Vocational Education Task Force to Vocational Education and Employment Training Task Force

This change broadens the scope of the task force to include not only vocational education, a term associated with employment related education in the public school system, but also extends it to include other types of employment training such as CETA programs and private training programs.

2. MEMBERSHIP: Expands task force membership to 13 and alters the membership composition.

This change was made in response to suggestions from a variety of organizations and individuals wanting to make the task force more effective.

3. POWERS AND DUTIES: Rewritten for clarity - no substantive change.

## PROPOSED SUBSTITUTE FOR HOUSE BILL 240

For an Act entitled: "An Act establishing the Vocational Education and Employment Training Task Force and providing for an effective date."

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

\* Section 1. A Vocational Education and Employment Training Task Force is established to examine vocational education and employment training in Alaska and to recommend legislation which would improve the quality and delivery of such services to the people of Alaska.

\* Section 2. MEMBERSHIP. (a) The Vocational Education and Employment Training Task Force consists of 13 members, appointed by the Governor as follows:

- (1) an executive member of the Alaska State Vocational Association;
- (2) a member of the University of Alaska Board of Regents;
- (3) a member of the State Board of Education;
- (4) an official of the Department of Labor whose position involves employment training;
- (5) a member of a statewide Native organization who is familiar with the employment needs of rural Alaska;
- (6) a member of a statewide organization representing the agricultural industry of the state;
- (7) a member of a statewide organization representing the fishing industry of the state;
- (8) a member of a statewide organization representing the oil and gas industry of the state;
- (9) a member of the Alaska Chamber of Commerce;
- (10) a member of a statewide labor organization;
- (11) a member of the Alaska State Advisory Council on Vocational Education;
- (12) a member of a statewide organization representing the construction industry;
- (13) a student.

(b) Appointments shall be made with consideration of the availability and willingness of an appointee to devote the time and effort necessary to permit the Vocational Education and Employment Training Task Force to function effectively. Appointments shall be made without regard to political affiliation, and shall be made, if possible, within 20 days of the date of a vacancy in the membership of the task force.

(c) A vacancy in office shall be filled in the manner prescribed for initial appointments.

\* Section 3. COMPENSATION. A member of the Vocational Education and Employment

Training Task Force serves without compensation, but is entitled to the same travel pay and per diem authorized by law for members of boards and commissions under AS 39.20.180.

\*Section 4. TASK FORCE LEADERSHIP. The Vocational Education and Employment Training Task Force shall elect one of its members to chair the task force.

\*Section 5. MEETINGS. The Vocational Education and Employment Training Task Force shall meet at least once each month to carry out the duties prescribed in this Act. The first meeting of the task force shall be convened at the call of the governor not later than 30 days following appointment of all of the members of the task force.

\*Section 6. POWERS AND DUTIES. (a) The Vocational Education and Employment Training Task Force shall:

(1) consult with the Department of Education, the University of Alaska, the Alaska State Advisory Council on Vocational and Career Education, the Alaska State Vocational Education Planning Council, the Manpower Services Council, private vocational and technical institutions, and other relevant organizations, on the current state of policy, planning, evaluation, and delivery of vocational education and employment training in the state.

(2) make recommendations to improve the structure, policy, planning, delivery, and evaluation of vocational education and employment training so as to meet the needs of the state.

(3) review existing state and federal law on vocational education and Employment Training in order to propose legislation which would implement the recommendations of the task force; and

(4) complete a report with recommendations to the legislature for legislation to implement the conclusions of the task force regarding the operation of vocational education and employment training in the state, furnishing copies of the report to the State Board of Education, the University of Alaska Board of Regents, the governor and the presiding officer of each house of the legislature by February 1, 1982.

(b) The Vocational Education and Employment Task Force may hold public hearings and meetings to consider its findings before submission of its final report.

\* Section 7. STAFF. The Vocational Education and Employment Task force shall employ staff to enable it to carry out its responsibilities under this Act.

\* Section 8. TERMINATION. The Vocational Education and Employment Task Force terminates February 28, 1982.

\* Section 9. EFFECTIVE DATE. This Act takes effect immediately in accordance with AS 01.10.070(c).



# Alaska State Legislature

REPRESENTATIVE  
ERIC SUTCLIFFE

REPRESENTING  
THE SOUTHERN ALASKA PENINSULA  
THE ALEUTIAN CHAIN  
KODIAK ISLAND  
AND THE Pribilof Islands

HOME  
P.O. BOX 3  
UNALASKA, ALASKA 99585  
(907) 461-1455

WHILE IN JUNEAU  
POUCH V  
JUNEAU, ALASKA 99811  
(907) 465-4940

The main focus of interest this session seems to be on the wealth sharing schemes and capital projects which will provide the foundation for future economic growth. Let's not forget the human factor. Vocational-technical training is crucial to the development of the skills Alaskans will need to participate in the growth of the Alaskan economy. Although vocational education in Alaska has improved recently, the system as it stands is not adequate. Coordination between the secondary and post secondary vocational education programs is insufficient. The school system is largely unaccountable for voc ed funds. Vocational education in general is under emphasized. Currently, the only law relating to vocational education in Alaska is a mere acceptance of the Federal Vocational Education Act. At the same time, the CETA employment training programs are facing drastic budget cutbacks.

This is the time for a fresh look at all types of employment training and education in the state. The idea behind this task force is for a group predominately outside the formal educational structure representing a wide cross section of the Alaska economy to meet with those familiar with and responsible for vocational education and employment training. With the assistance a professional staff

this task force can scrutinize the entire range of vocational education and employment training in Alaska. What we hope to gain is some insight into the effectiveness of our present system and some clear cut recommendations to link training with real jobs. Alaska has unique employment conditions and it needs a training and education system in tune with those conditions. This task force should provide the focus of attention and (he means for action which virtually all informed persons agree is needed in Alaska today.

Endorsements of the concept, of an independent task force have come from:

The Alaska State Vocational Association

The Alaska State Advisory Council on Vocational and Career Education

The Alaska State Vocational Education Planning Council

The Manpower Services Council

The Department of Health and Social Services

The Department of Education

The Department of Labor

The University of Alaska

PROPOSED SUBSTITUTE FOR HB 240

1. **TITLE:** Changed from Vocational Education Task Force to Vocational Education and Employment Training Task Force.

This change broadens the scope of the task force to include not only vocational education, a term associated with employment related education in the public school system, but also extends it to include other types of employment training such as CETA programs and private training programs.

2. **MEMBERSHIP:** Expands task force membership to 11 and alters the membership composition.

This change was made in response to suggestions from a variety of organizations and individuals wanting to make the task force more effective.

3. **POWERS AND DUTIES:** Rewritten for clarity - no substantive change.

PROPOSED SUBSTITUTE FOR HB 241

1. **APPROPRIATION INCREASE:** To \$250,000.

This increased appropriation reflects a more realistic estimate of the cost of hiring professional staff and obtaining the contractual services needed by the task force.

# ALASKA STATE ADVISORY COUNCIL ON VOCATIONAL & CAREER EDUCATION

DICK H. BOWER  
Chairperson  
(907) 276-0006 (Anchorage)

205 N. FRANKLIN ST., RM. 2  
JUNEAU, AK. 99801  
TELEPHONE (907) 586-1738

WALTER WARD  
Vice Chairperson

V. LYNN WRIGHT  
Executive Director

March 25, 1981

Representative Eric G. Sutcliff  
Pouch V  
Juneau, Alaska 99811

Dear Representative Sutcliff:

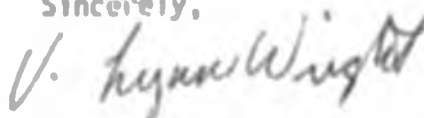
The Alaska State Advisory Council on Vocational and Career Education has just completed its 1980 Annual Evaluation Report. We are enclosing a copy of this report for your review, because we feel that it demonstrates the vital importance of the passage of HB 240, which you co-sponsored.

To some degree, the vocational education system in Alaska has faltered because it lacked policy direction and support at the State level. The Advisory Council is encouraged by the leadership role which the 1981 Legislature has assumed in resolving many significant vocational education issues. Vocational education teachers, administrators and students throughout the State have a sense that their special concerns and problems are receiving attention during this current legislative session. For example, approximately one hundred fifty people involved in vocational education statewide attended the Alaska State Vocational Education Association Conference which was held in Anchorage on March 5 through March 7, 1981. At that conference, a Resolution was passed unanimously in support of HB 240. One vocational educator commented, "This is the best thing to happen in the twelve years I've been involved in vocational education in the State." The Commissioner of Education made this comment during one of the sessions, "This (HB 240) is an excellent bill, and I hope it will be supported."

Thank you for your continued support of vocational education and for your leadership in introducing HB 240, which will basically serve to set state legislative guidelines and standards for vocational education where none have existed in the past.

If you have any comments or questions, please do not hesitate to contact me or any member of the Advisory Council.

Sincerely,



V. Lynn Wright  
Executive Director

VLW:arf  
Enc: (2)

PETER ALEXANDER  
Chairman  
DICK H. BOWER  
Chairperson  
JAMES T. CARROLL  
Member  
JANIS CRUMB  
Member  
JAMES EVANS  
Member

DAVID HADEN  
Member  
MURIEL HAYES  
Member  
CAROLE HUNTINGTON  
Member  
PATRICIA JONES  
Member  
LOUIS J. LECHE  
Member

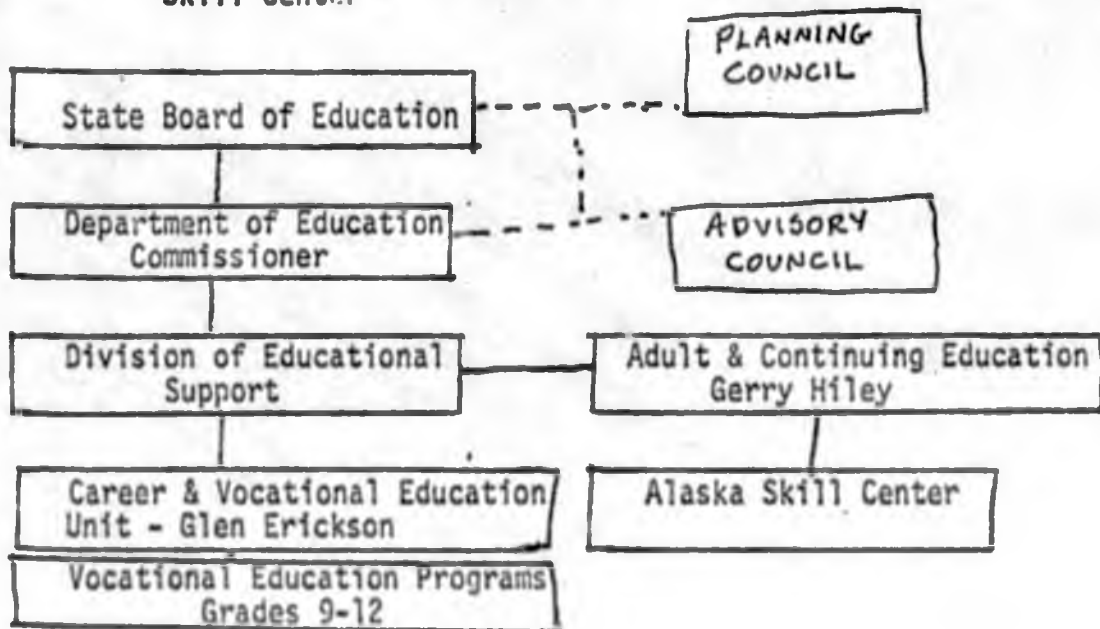
FRANCIS McHARDY  
Member  
WILSON H. MURPHY  
Member  
LINDA PERSON  
Member  
ELI REYS  
Member  
LOUIS B. WOLF  
Member

FRANCIS RYAN  
Member  
MARJORIE SCHWESER  
Member  
WAYNE TAYLOR  
Member  
WALTER WARD  
Vice Chairman  
BOB WILSON  
Member

\$ 280 MILLION TOTAL

VOC ED - \$14 MILLION

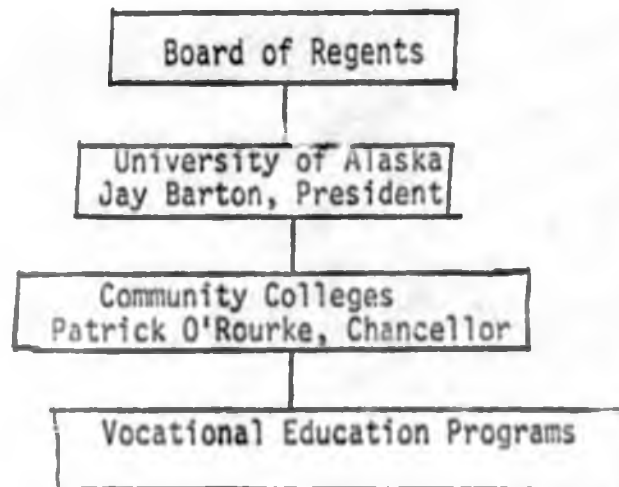
Secondary - Vocational Education  
Grades 9-12 (52 school districts)  
Skill Center



\$21 MILLION TOTAL

VOC ED \$7 MILLION (1979)

Community Colleges



29 MILLION

CETA Training Programs

Hutchison Career Center  
North Star Borough

Private non-profit  
Indian Action Center  
Inupiat University  
Sheldon Jackson College

Private Schools  
approximately 15  
in the State

Apprenticeship Programs  
approximately 50 in the  
State

Bill No. House Bill ~~17~~ 240

Date April 3, 1981

Title "An Act establishing the Vocational Education Task Force; and providing for an effective date."

Contact: Judy Knight *JK*  
465-2700  
Doris Simon  
465-2712

The Alaska Department of Labor supports the intent of House Bill 240 in making legislative recommendation for improving the delivery of Vocational and Technical education services to the people of Alaska. We are, however, concerned that such a task force not be a duplicity of effort, in both membership content and purpose, currently being performed by the existing Alaska State Advisory Council on Vocational and Career Education and the Alaska State Vocational Education Planning Council.

**POSITION PAPER/**Department of Labor



**UNIVERSITY OF ALASKA**  
Statewide System of Higher Education  
Fairbanks, Alaska 99701  
April 8, 1981

Dear Don:

Substantial federal and State funds are invested annually in vocational education programs sponsored by various agencies in Alaska. A recent University of Alaska study by Dr. Judith Kleinfeld indicated that there is inadequate commonly shared knowledge of or coordination of those programs.

The Vocational Education Task Force proposed in House Bill 240 could provide a useful service for all institutions which provide vocational education programs. The University is represented on the Governor's Vocational and Career Education Advisory Council. I know the Council is interested but does not have the staff to pull together the needed information. A task force with a specified duration and mission could provide timely assistance.

I support the passage of HB 240. If a Vocational Education Task Force is established, I shall be pleased to offer whatever assistance and information the University might provide.

Cordially,

Jay Barton  
President

JB:eb

Don Clocksin, Chairman  
HESS Committee  
Alaska State Legislature  
Poulsen V (MS 3100)  
Juneau, Alaska 99801

cc: Frances Rose, University rep  
Vocational Ed. Advisory Council  
✓ Eric Sutcliffe  
Representative

POSITION PAPER

HOUSE BILL NO. 240 and 241

"Acts establishing the Vocational Education Task Force and providing pecuniary support."

This bill creates a task force that will have 8-10 months to analyze the need and make recommendations for vocational and technical education in Alaska.

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The Department supports the concept of these bills.

Recommended by:

David Bruce  
David Bruce, Deputy Director  
Division of Public Health

Date:

March 23, 1981

Approved by:

Helen D. Beirne  
Helen D. Beirne  
Commissioner

Date:

3-24-81

SPECIAL TASK FORCE ON VOCATIONAL EDUCATION

WHEREAS, The future development of the State of Alaska and the employment of the residents of the state is highly dependent upon public education programs which prepare citizens for entry and upward mobility in the occupations available in the state; and

WHEREAS, The current state policies and administration of vocational education does not set forth the role and relationship of vocational education to the future of the state; and

WHEREAS, There is a need to examine statewide policy and develop legislative recommendations to facilitate a unified system of vocational education in the context of other education and other manpower development programs such as C.E.T.A., vocational rehabilitation, adult basic education, the Alaska Skills Center, and private vocational education; and

WHEREAS, The employers (business and industry) of the students from the vocational education programs, need a more active role in developing the recommended policies and administrative structure for a comprehensive manpower and training program effort throughout Alaska;

THEREFORE BE IT RESOLVED That the Alaska State Vocational Association actively promote and support legislation to establish a special commission to study the needs for vocational education in Alaska and to recommend statewide policy and needed changes in administration to meet the projected needs; and

BE IT FURTHER RESOLVED That this special Task Force be independent of the State Board of Education and the Board of Regents for the University of Alaska and be charged to examine the broad needs for manpower development from the perspective of business and industry, develop legislature recommendations to be reported to the 1982 session of the Alaska Legislature.

**TO:** State Board  
**FROM:** Marshall L. Lind  
Commissioner  
**SUBJECT:** Adult Voc-Tech Education  
**DATE:** February 26, 1981

For whatever reason, there is strong legislative interest in the development of funding for increased opportunities in adult vocational technical education. To date there has been no clear decision as to how this expansion should occur.

While it is too early to know for certain, it is my opinion that some sort of legislative action is definitely forthcoming. At this point in time, the Departmental concern is one of assisting the legislature in making the best decision possible in terms of the method and manner of dealing with program expansion. To this end, we have asked the legislature to consider the following questions as they proceed with their deliberations. Our experience has revealed that these questions are quite relevant to decisions on the design and operation of vocational-technical education.

#### Questions

1. What will be the governance structure?
  - a. Is there adequate basis in the present law or is there a need for legislation?
2. How will policy be established?
3. If ongoing, what is the method and source of financial support?
4. What is the labor market or employment base? local? regional? national?
  - a. Is job availability critical to the selection of programs which will be operated or funded?

5. What will be the impact in terms of redundancy of operation or program?
  - a. locally
  - b. regionally
  - c. statewide
6. How many unserved genuinely interested students are there?
  - a. Of the unserved population, how many are constrained from participating because of the absence of personal or family funds? (Data reveals that Alaska Skill Center enrollment would increase by 500 to 700 annually if the students could solve the problem of personal financing.)
  - b. Type or level of student.
7. What is the current capacity of existing programs?
  - a. Immediate
  - b. Potential for rapid expansion if provided additional program funds, directly or by contractual arrangement.
8. Does the proposal appear to be cost-effective (compared to alternatives)?
9. If the program is to serve other than local adults, how is food and lodging to be handled?

Several legislative hearings will be held on the need for additional opportunities in adult voc-tech. I will keep you informed as new information emerges.

MLL/EP/ab

5 copies

# ALASKA STATE ADVISORY COUNCIL ON VOCATIONAL & CAREER EDUCATION

DICK H. BOWER  
Chairperson  
(907) 276-0006 (Anchorage)  
V. LYNN WRIGHT  
Executive Director

205 N. FRANKLIN ST., RM. 2  
JUNEAU, AK. 99801  
TELEPHONE (907) 586-1736

March 25, 1981

WALTER WARD  
Vice Chairperson

*Should open a file  
on Vocational  
education & schedule  
HB 240 - include  
letters relating to  
HB 42*

Representative Donald E. Clocksin  
Pouch V  
Juneau, Alaska 99811

Dear Representative Clocksin:

The Alaska State Advisory Council on Vocational and Career Education has just completed its 1980 Annual Evaluation Report. We are enclosing a copy of this report for your review, because we feel that it demonstrates the vital importance of the passage of HB 240, which is currently in the HESS Committee.

To some degree, the vocational education system in Alaska has faltered because it lacked policy direction and support at the State level. The Advisory Council is encourage by the leadership role which the 1981 Legislature has assumed in resolving many significant vocational education issues. Vocational education teachers, administrators ~~and students~~ throughout the State have a sense that their special concerns and problems are receiving attention during this current legislative session. For example, approximately ne hundred fifty people involved in vocational education statewide attended the Alaska State Vocational Education Association Conference which was held in Anchorage on March 5 through March 7, 1981. At that conference, ~~a Resolution was passed unanimously~~ in support of HB 240. One vocational educator commented, "This is the best thing to happen in the twelve years I've been involved in vocational education in the State." The Commissioner of Education made this comment during one of the sessions, "This (HB 240) is an excellent bill, and I hope it will be supported."

In addition to the Annual Evaluation Report, we are also enclosing a copy of a position paper prepared by the Advisory Council entitled, "Nine Critical Factors to a Quality Vocational Education System: Federal vs. State Policy." Hopefully, these documents will indicate why vocational educators are so supportive of legislation such as HB 240, which basically serves to set state legislative guidelines and standards for vocational education where none have existed in the past.

If you have any comments or questions, please do not hesitate to contact me or any member of the Advisory Council.

Sincerely,  
*V. Lynn Wright*  
V. Lynn Wright  
Executive Director

VLW:arf  
cc: HESS Committee  
Enc: (2)

JOHN ALEXANDER  
Anchorage  
DICK H. BOWER  
Anchorage  
JAMES E. CARROLL  
Juneau  
JEANMARIE CRUMB  
Anchorage  
JAMES EVANS  
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DAVID HABBINGER  
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Norton  
WALTER WARD  
Seward  
DON WILSON  
Seward

POSITION PAPER

HOUSE BILL NO. 240 and 241

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This bill creates a task force that will have 8-10 months to analyze the need and make recommendations for vocational and technical education in Alaska.

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The Department supports the concept of these bills.

Recommended by:

*David Bruce*  
David Bruce, Deputy Director  
Division of Public Health

Date:

March 23, 1981

Approved by:

*Helen D. Beirne*  
Helen D. Beirne  
Commissioner

Date:

3-24-81

FISCAL NOTE

I. REQUEST

Bill/Resolution No. HOUSE BILL NO. 240 and 241  
 Title "Acts establishing the Vocational Education Task Force and Providing pecuniary support"  
 Requested by Helen D. Beirne Date March 3, 1981

II. FISCAL DETAIL

Agency Affected Health and Social Services  
 Program Category Affected Public Health  
 BRU, Program, or Subprogram(s) Affected Family Health  
 (Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES	0	0	0	0	0	0
200 TRAVEL	0	0	0	0	0	0
300 CONTRACTUAL	0	0	0	0	0	0
400 COMMODITIES	0	0	0	0	0	0
500 EQUIPMENT	0	0	0	0	0	0
600 LAND & STRUCTURES	0	0	0	0	0	0
700 GRANTS, CLAIMS, ETC.	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

FUNDING (Thousands of Dollars)

GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER (Specify Fund Source)	0	0	0	0	0	0

POSITIONS

FULL TIME	0	0	0	0	0	0
PART TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

Zero fiscal impact.

IV. DATE March 11, 1981 PREPARED BY David A. Spence, M.D.  
 AGENCY Family Health  
 PHONE 465-3100  
 Original: Legislative Finance  
 cc: Budget and Management  
 Prime Sponsor (First Legislator Named) M. Beirne M&B Approval 11/11/81 Date 3/12/81