

H B

692

DATE : March 5, 1982

FROM: Karla L. Forsythe ^{KF}
General Counsel.

SUBJECT: CS for Senate Bill 692:
Duties of Coroners

As we discussed, Mike Beirne has agreed to schedule the hearing on this bill before the House HESS Committee for next Wednesday, March 10.

The main purpose of the bill is to clarify the authority of coroners. The coroner/public administrator position was created by statute in 1970, but the inquest statutes were never revised to refer to coroner duties.

In testifying before the Senate Judiciary Committee, I found that a section by section summary was the easiest way to explain the bill.

Section 1 replaces the words "district judge or magistrate" with the more inclusive term of "coroner". Use of the word "coroner" clarifies that coroner duties apply to all these positions. District judges and magistrates are assigned coroner's duties pursuant to AS 22.15.110 ("Additional duties of district judge and magistrate").

Another amendment in Section 1 relates to autopsies. Currently, autopsies are performed only if deemed necessary by the medical examiner. Eliminating this requirement permits the coroner to order a full autopsy even if the medical examiner disagrees.

Section 2 is a cross-reference to AS 22.15.310, which creates the coroner positions.

Section 3 clarifies that the inquest jury inquires not only into the cause of death, but the manner of death as well. The cause of death is usually defined as the specific disease or injury which brought about the death. The manner of death is the fashion in which the cause arose: suicide, natural causes, homicide, accidental, or undetermined. A determination of the manner of death is required for the death certificate.

Another amendment to this section would permit the coroner to forego an inquest if the grand jury will inquire into the death. Apparently, the district attorneys believe that on occasion, inquests have duplicated or interfered with the work

Adm. F-1
Rev. 2-73

Arthur H. Snowden, II
March 5, 1982

of grand juries. The wording of this section is such that an inquest may still be held, but is not required.

Section 4 specifies again that inquest jurors will determine not only the cause but also the manner of death.

Section 5 deletes the requirement that jurors give a verdict according to the evidence arising from inspection of the body. The jurors do not actually inspect the body, but instead rely upon the autopsy report or oral testimony from the examining physician.

In Section 6, the request that a physician appear in addition to persons who have knowledge of material facts is deleted. The physician who performs the autopsy is always a person with knowledge of material facts, so the language is superfluous. The requirement that the testimony be reduced to writing is also deleted, since the proceeding is tape recorded.

Amendments to Section 7 consist of minor rewording. The proposed language clarifies that the jury's verdict shall indicate who it believes is guilty. Formerly the statute required the verdict to indicate who is guilty. The amendment is needed because determination of guilt is not the proper function of an inquest jury.

Section 8 requires that the jury submit its verdict to the prosecutor if the death occurred by criminal means. Under current law, the coroner is empowered to issue a warrant for arrest of the person charged. There have been occasions when coroner's warrants have issued, but the district attorney has not prosecuted. Since the coroner's warrant is useless unless the district attorney proceeds, the amendment specifies that the verdict shall be submitted to the prosecuting attorney if the jury believes that the killing occurred by criminal means.

Section 9 consists of rewording with no substantive changes.

Section 10 provides a procedure for dealing with property which belongs to unclaimed bodies but is not found on the body. Previously, the statute permitted the coroners to handle property on a body, such as small change in a pocket, but there were no provisions for property belonging to the deceased, such as a duffel bag. This section also deletes the requirement that the clerk sell the property. Instead the property is transmitted to the public administrator for disposition. This section does not conflict with the probate code since the public administrator will still be required to apply for letters of administration if there is a sizable estate (for example, a car or real property).

Section 11 amends Title 22 to include a reference to the duties of coroners as set forth in Title 12.

Arthur H. Snowden, II
March 5, 1982

* * *

These amendments are primarily administrative in nature, and were initiated at the request of judges, magistrates and coroners. They provide statutory authorization for practices developed by the coroners over the past decade.

SECTIONAL ANALYSIS CS SB 692(Judiciary)

"An Act relating to the duties of coroners and the coroner's inquest".

Makes amendments to Title 12, Code of Criminal Procedure, Chapter 65, Coroner's Inquest.

Section 1

AS 12.65.020 "Duties"

Coroner is substituted for District judge or magistrate. Deletes requirement of a medical examiner's opinion in determining need for an autopsy.

Section 2

AS 12.65.030 "District Judge and magistrate as coroner"

New subsection is added. Public administrators shall serve as coroners as provided by AS 22.15.310 and AS 22.15.350.

65.310 enables the presiding judge in each judicial district to appoint a coroner.

15.350 authorizes public administrators to serve as coroners.

Section 3

AS 12.65.040 "Inquiry into cause of death"

Amended.

Authorizes inquiry into manner of death as well as cause. If the death will be inquired into by the grand jury, not inquest required.

Section 4

AS 12.65.050 "Summoning jurors for Inquest" Amended.

Inquest in manner of death authorized.

Section 5

AS 12.65.060 "Oath of Inquest Jurors" Amended.

Deletes "offered them or arising from the inspection of the body"

Section 6

AS 12.65.070 "Subpoena and Examination of Witnesses" Amended.

Coroner shall examine witnesses if necessary. Deletes requirements of an appointed medical examiner or physician and written testimony.

Section 7

AS 12.65.080 "Verdict of Inquest Jury"

Grammatical changes

Section 8

AS 12.65.090 Title changed from "Warrant for Arrest of Person Causing Death" to Notification of Prosecuting Attorney.

If the jury finds death by criminal means, the coroner shall submit the verdict to the prosecutor (rather than himself issuing an arrest warrant).

Section 9

AS 12.65.100 Amended. Title changes from "Burial of Body" to Unclaimed Bodies.

When a person dies and no person appears to claim the body, DHSS shall decently inter the remains.

Section-10

AS 12.65.110 New Title. Inventory and Disposition of Property for Unclaimed Body.

Sets up procedure for property belonging to deceased to be disposed of.

Section 11

AS 22.15.350 "Other Duties"

Public Administrator shall perform the duties set out in this bill.

Memorandum

Alaska Court System

TO: Coroner's Committee
(See Distribution)

DATE : September 28, 1981

FROM:

Susan Miller
Magistrate System CoordinatorSUBJECT: Coroner's Inquest
Statutes

Enclosed are the amendments to the Coroner's Inquest Statutes which we discussed at our last meeting. Included with the statutes are some comments I drafted to explain the purpose of each of the proposed amendments. Please examine both the amendments and the explanations of the amendments and let me know if you agree with them. If you can think of additional reasons for the amendments or if you would like to change some of my explanations, please let me know.

In preparing this draft, I made two additional changes in the statutes after our discussion. In AS 12.65.030, I rearranged the wording of the proposed new sentence to try to make it a little clearer. In AS 12.65.090, I decided to completely replace the section instead of just revising the last phrase as we discussed. After rereading this section, I decided there were just too many problems with leaving the phrase "charges a person with the commission of the crime" in the law. It seemed inconsistent to tell the magistrates in the Coroner's Handbook that the inquest is not a criminal proceeding (which I believe is true) and at the same time have a statute which implies that the inquest jury can "charge" a person with a crime. Please let me know whether or not you agree with my proposed change in this statute.

The amendments to the statutes are typed in legislative style. Language to be added is underlined, and language being deleted is capitalized and enclosed in brackets.

SM:jm
Enclosures

Distribution:

Dori Wilks, Anchorage
Fred Smith, Fairbanks
Brigitte McBride, Kodiak
Kris O'Dowd, Ketchikan
Rick Siangco, Juneau
Bob Martin, Administrationcc: Arthur H. Snowden, II
Karla L. Forsythe

Susan

9/28/81

CORONER'S INQUEST STATUTES
REASONS FOR REVISIONS

One of the main reasons for several of the proposed revisions to these statutes is to clarify the authority of the coroner/public administrators. The position of coroner/public administrator was created in 1970, but the inquest statutes were not amended to include any reference to the new office. See AS 22.15.310. 1/

1/ AS 22.15.310. APPOINTMENT. When authorized by the supreme court, the presiding judge in each judicial district shall appoint a person to act as public administrator of the estates of deceased persons and as coroner. (§1 ch 216 SLA 1970; am §1 ch 55 SLA 1975)

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.020. DUTIES. When a person dies unattended by a physician, or when no physician is prepared to execute the certificate of death prescribed by the Vital Statistics Act, the district judge, [OR] magistrate or coroner assigned to serve the place where the death occurs may, by written order, direct a medical examiner to view the remains of the deceased person and to perform the post mortem examination, including an autopsy, as is [, IN THE OPINION OF THE MEDICAL EXAMINER,] necessary to make a proper determination of the cause of death and to execute the prescribed death certificate. Upon the completion of the examination, the examiner shall, without delay, submit a report of his findings and conclusions to the district judge, [OR] magistrate or coroner. The judge, [OR] magistrate or coroner shall order an inquest under this chapter if the findings and conclusions of the medical examiner, together with other information available to the judge, [OR] magistrate or coroner warrant the inquest. Otherwise he shall enter an order dispensing with the inquest and shall record the certificate of death as prescribed by law.

REASONS FOR REVISIONS

The words "or coroner" should be added to this section because coroners as well as district judges and magistrates can order post mortem examinations, autopsies and inquests. The reason for deleting the phrase "in the opinion of the medical examiner" is to allow the coroner to order a full autopsy in cases where the medical examiner may not think one is necessary.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.030. DISTRICT JUDGE AND MAGISTRATE AS CORONER. District judges and magistrates shall serve as ex officio coroners and shall perform the duties and exercise the authority of that office. In this chapter the term "coroner" includes district judges, magistrates, and the coroner/public administrators appointed under AS 22.15.310.

REASONS FOR REVISIONS

The purpose of adding the proposed new sentence to this section is to allow the use of the word "coroner" in subsequent sections instead of the phrase "district judge, magistrate or coroner."

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.040. INQUIRY INTO CAUSE OF DEATH. The coroner may [SHALL], when he is informed that a person has been killed by another or has suddenly died under such circumstances as to afford a reasonable ground to suspect that his death has been occasioned by criminal means or he has committed suicide, inquire by the intervention of a jury into the cause and manner of the death, and perform the other duties incidental thereto in the manner prescribed by law. The coroner shall go to the place where the dead person is, or, in the alternative, arrange for a peace officer to do so and report his findings to the coroner, on the basis of which the coroner may proceed with an inquest if an inquest is warranted.

REASONS FOR REVISIONS

The purpose of replacing the word "shall" with the word "may" in this section is to make inquests optional in homicide and suicide cases at the discretion of the coroner. The present statute appears to make it mandatory that an inquest be held in every case where the coroner "is informed that a person has been killed by another or has suddenly died under such circumstances as to afford a reasonable ground to suspect that his death has been occasioned by criminal means or he has committed suicide." Although the present statute appears to make inquests mandatory in these circumstances, many courts are not holding inquests in every one of these cases because in some cases the inquest would allegedly interfere with or be an unnecessary duplication of the work of the grand jury. Also, some coroners and judges believe that there are some suicide cases in which no inquest is necessary.

The words "and manner" are being added to "cause of the death" in line six of this section to make it clear that the inquest jury should make a finding as to the manner of death as well as to the cause of death. "Cause of death" is normally defined as "the injury or disease or combination of the two which brought about the death." "Manner of death" is normally defined as "the fashion in which the cause of death arose." The five possible manners of death are: natural causes, accident, suicide, homicide and undetermined. A determination of the manner of death is required for the death certificate.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.050. SUMMONING JURORS FOR INQUEST. If an inquest is warranted, the coroner shall immediately summon six persons qualified by law to serve as jurors to appear before him at a specified place to inquire into the cause and manner of the death.

REASONS FOR REVISIONS

The words "and manner" are being added to this section for the reasons explained on the preceding page.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.060. OATH OF INQUEST JURORS. When six jurors attend, they shall be sworn by the coroner to inquire who the person was and when, where, and by what means he came to his death, and to inquire into the circumstances attending his death, and to give a true verdict according to the evidence [OFFERED THEM OR ARISING FROM THE INSPECTION OF THE BODY].

REASONS FOR REVISIONS

The phrase "offered them or arising from the inspection of the body" at the end of this section is being deleted because inquest jurors do not inspect the body of the deceased.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.070. SUBPOENA AND EXAMINATION OF WITNESSES. The coroner [DISTRICT JUDGE OR MAGISTRATE] may subpoena and examine as witnesses persons who, in his opinion, have knowledge of the material facts relating to the death[, AND ALSO AN APPOINTED MEDICAL EXAMINER WHEN AVAILABLE, OR OTHERWISE A PHYSICIAN, WHO SHALL EXAMINE THE BODY AND GIVE PROFESSIONAL OPINION AS TO THE CAUSE OF THE DEATH. THE TESTIMONY SHALL BE REDUCED TO WRITING].

REASONS FOR REVISIONS

It is proposed that the word "coroner" replace the words "district judge or magistrate" so that the coroner/public administrator; as well as the district judges and magistrates will have the authority to issue subpoenas compelling the attendance of witnesses at inquests. It is proposed that the last half of the first sentence of the section be deleted because it is unnecessary. The physician who performs the autopsy is a person having "knowledge of the material facts" as described in the first part of the sentence. The physician would always be called as a witness at the inquest if the physician is available to attend the inquest.

The last sentence in the section should be deleted because courts do not reduce testimony to writing since the entire hearing is tape recorded.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.080. VERDICT OF INQUEST JURY. After hearing the testimony, the jury or two-thirds of their number shall give its written verdict, signed by them and setting forth

(1) the name of the deceased [PERSON KILLED] and when, where, and by what means he came to his death; and

(2) if he was killed or his death was occasioned by the act of another by criminal means, who is guilty.

REASONS FOR REVISIONS

ISN'T THIS A FUNCTION
OF A GRAND JURY - TO DETERMINE
"PROBABLE CAUSE"?

It is proposed that the word "deceased" replace the words "person killed" in subparagraph (1) because the inquest jury may find that the deceased was not killed but rather died by accident, natural causes, or in an undetermined manner.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.090. NOTIFICATION OF DISTRICT ATTORNEY. The coroner shall send a copy of the verdict to the district attorney. [WARRANT FOR ARREST OF PERSON CAUSING DEATH. IF THE JURY FINDS THAT A CRIME WAS COMMITTED IN THE KILLING, AND ALSO CHARGES A PERSON WITH THE COMMISSION OF THE CRIME, THE CORONER, AS A DISTRICT JUDGE OR MAGISTRATE, SHALL IMMEDIATELY ISSUE A WARRANT FOR THE ARREST OF THAT PERSON.]

REASONS FOR REVISIONS

It is proposed that the present section 090 be deleted and be replaced with a section requiring the coroner to notify the district attorney's office of the jury's verdict. The present section is misleading to the extent that it implies that the inquest jury may charge a person with the commission of a crime. In practice, the inquest jury does not really (and should not) have this power. The power to charge people with murder should be reserved to the grand jury. The purpose of the inquest is merely to investigate and advise, not to charge or prosecute. It serves no purpose for the coroner to issue an arrest warrant based on the verdict of an inquest jury if the district attorney does not believe he has adequate evidence to file charges or take the case to the grand jury. 2/

2/ For cases discussing the investigatory, noncriminal nature of inquests, see *People v. Coker*, 104 Cal. App. 2d 224, 231 P.2d 81 (1951); *State v. Caruthers*, 519 P.2d 44 (Arizona 1974); *Kennedy v. Justice of the District Court of Dukes County*, 252 N.E. 2d 201 (Massachusetts 1969).

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.100. UNCLAIMED BODIES [BURIAL OF BODY]. When a person dies [CORONER HOLDS AN INQUEST UPON A BODY,] and no friend or relative appears to claim the body for burial, and no provision is made for the body under AS 13.50, the coroner shall

(a) notify the Department of Health and Social Services which shall cause the body to be plainly and decently buried or cremated and the remains decently interred, and

(b) take into his possession and inventory any money or other property belonging to the deceased and, within 30 days after the interment, transmit a certified copy of the inventory to the public administrator of his judicial district who shall then proceed under AS 22.15.320.

AND

[AS 12.65.110. PROPERTY ON BODY. IF MONEY OR OTHER PROPERTY IS FOUND ON THE BODY, THE JUDGE OR MAGISTRATE SHALL MAKE AN INVENTORY OF IT FOR HIS RECORDS AND TAKE IT INTO HIS POSSESSION. HE SHALL, WITHIN 30 DAYS AFTER THE INQUEST, TRANSMIT A CERTIFIED COPY OF THE INVENTORY AND THE MONEY OR PROPERTY TO THE CLERK OF THE SUPERIOR COURT. THE CLERK SHALL CAUSE THE PROPERTY TO BE SOLD AS UPON EXECUTION AND SHALL DEDUCT THE EXPENSES OF THE SALE FROM THE PROCEEDS. HE SHALL DEPOSIT THE REMAINDER OF THE PROCEEDS OF THE SALE AND ANY MONEY DELIVERED TO HIM BY THE JUDGE OR MAGISTRATE IN THE SAME MANNER AS MONEY COLLECTED ON JUDGMENTS IN FAVOR OF THE STATE.]

REASONS FOR REVISIONS

Since Section 110 apparently deals only with the bodies described in Section 100 and not with the bodies of all deceased persons, it is proposed that Section 110 be repealed and that its subject matter (the disposition of the deceased's property) be added to Section 100 in a proposed new paragraph (b). The proposed subparagraph (b) makes the disposition of the deceased's property the responsibility of the public administrator rather than the clerk of the superior court. Section 110 was written before the office of public administrator was created. Since this office now exists, it is more appropriate for this responsibility to be assigned to the public administrators rather than to the clerks of court.

The change in the first line of Section 100 (replacing "coroner holds an inquest upon a body" with "person dies") is suggested because inquests are not always required in these cases.

H B

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COMMITTEE REPORT

HOUSE

(5)

FURTHER: FINANCE

1/27/82

Date: _____

Mr. Speaker:

HEALTH, EDUCATION &
SOCIAL SERVICES

The Committee on _____ has had HB 598

"An Act making a special appropriation to the Board of Employment Training and Vocational Education, Department of Education for operation of the board; and providing for an effective date."

under consideration and reports it back as follows:

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for HB 598 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

[Handwritten signature]

MEMBERS HAVING
OTHER RECOMMENDATIONS:

CHAIRMAN

COMMITTEE REPORT

HOUSE

(5)

FURTHER: FINANCE

1/27/82

Date: _____

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had HB 625

"An Act relating to employment training and vocational education and establishing the Board of Employment Training and Vocational Education; and providing for an effective date."

under consideration and reports it back as follows:

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for HB 695 same title
- and recommends _____ new title
- AND attaches a "Letter of Intent" New Fiscal Note 211 03116/0
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

CHAIRMAN

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. HB 695

Title An Act ... establishing the Board of Employment Training and Voc. Ed.

Requested by House HESS Date 2/19/82

II. FISCAL DETAIL

Agency Affected All (this fiscal note only relates to Education)

Program Category Affected Elementary and Secondary

BRU, Program, Or Subprogram(s) Affected Several

(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 82	FY 83	FY 84	FY 85	FY 86	FY 87
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL						

FUNDING (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Source)						

POSITIONS

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
FULL TIME						
PART TIME						
TEMPORARY						

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

This is not a zero fiscal note. At least the following sections could have a fiscal impact on this agency. The extent of that impact, however, is indeterminate.

1. Sec. 14.35.011(a) potential administrative cost increase.
2. Sec. 14.35.012(b)(4), (9), (13), (14), (c) potential program costs, including funds distributed pursuant to AS 14.17.041(e).
3. Sec. 14.35.013(c) could have GF match impact.
4. Sec. 14.35.015 will require an appropriation to serve its purpose.

IV. DATE February 19, 1982

PREPARED BY Steve Hole

AGENCY Education

Original: Legislative Finance
cc: Budget and Management

PHONE 465-2890

Prime Sponsor (First Legislator Named)

PROPOSED AMENDMENTS TO C.H.B 695

3/31
revised

1. Page 3, after line 28: insert

(I) serve as the state board for the purposes of the federal Acts described in AS 14.35.010.

This was inadvertently omitted by the legal services attorney.

2. Page 2, after line 19: insert

*Sec. 3. COMPENSATION. A member of the board serves without compensation, but is entitled to the same travel and per diem authorized by law for members of boards and commissions under AS 39.20.180.

(renumber rest of sections accordingly)

Reason - The drafter of the bill, Ed Hein suggested that the compensation of board members should be specified in a separate section. Previously there was no mention of compensation for board members.

3. Page 4, line 10: delete "3", insert "4".

Technical change caused by the previous change.



Official Business

Alaska State Legislature

House of Representatives

Committee on

Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

March 30, 1982

AGENDA

HB 111 Use of Ophthalmic drugs by optometrists

HB 11 Licensure of Midwives

HB 696/695 Vocational Education

HB 844 Financing of rural Health facilities ✓



Alaska State Legislature

House of Representatives

Committee on

Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

Official Business

March 25, 1982

AGENDA

HB 695/696

Vocational Education

~~HB 357~~

~~Adult Public Assistance~~

SIGNED OUT
IN PRESENT
FORM.

HB 878

University of Alaska Student Housing

PROPOSED AMENDMENTS TO CSHB 695

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(renumber rest of sections accordingly)

Reason - The drafter of the bill, Ed Hein suggested that the compensation of board members should be specified in a separate section. Previously there was no mention of compensation for board members.

3. Page 4, line 10: delete "3", insert "4".

Technical change caused by the previous change.

ii) duties: recommend changes to the legislature

NEW PROPOSED CS FOR HB 695

The changes included in this CS are neatly summarized in the change of bill title.

Instead of establishing a Board of Employment Training and Vocational Education this CS would establish a temporary board of the same name to report to the legislature with a complete plan and recommendation for establishing a permanent board.

Bill Highlights

- * The Board composition remains the same
- * the legislative intent remains the same
- * the plan to establish the permanent board must include 1 - 5 of the Powers and Duties section of the old CSHB 695.
- * the plan to establish the permanent board must include at least a review of the following 5 sectors of employment training and voc ed in Alaska:
 1. post secondary and adult employment training in the DOE and the U of A.
 2. supplemental program support funds to school districts for voc ed.
 3. state adult voc/tech centers
 4. CETA programs
 5. state programs which replace or supplement CETA
- * the plan would also include establishing a 'skilled persons for hire' list (this concept in the old CS)
- * the plan would include creating an employment training for economic development fund.
- * the Board could hire staff and contractual assistance.
- * The Act would take effect July 1, 1982
- * The Act would be repealed in its entirety on July 1, 1983.
- * The appropriations bill CSIB 696 would be used with this bill. (\$ 160,000)



ALASKA STATE LEGISLATURE
 HOUSE OF REPRESENTATIVES
 RESEARCH AGENCY

Pouch Y, State Capitol
 Juneau, Alaska 99811
 (907) 465-1991

February 1, 1982

MEMORANDUM

TO: Representative Eric Sutcliffe
 Attention: Pat Lawler

FROM: Jonathan Sherwood and Christine Johnson
 Research Staff

SUBJECT: Research Request R1-196
 Fiscal Note: Proposed Board of Employment Training and Vocational Education

Pat Lawler of your office has asked this agency for a fiscal note on HB 695 which was introduced by yourself, Representative Hayes, and Representative Phillips. This legislation would create a new Board of Employment Training and Vocational Education and consolidate existing vocational education and employment training activities. Our estimates of the costs to the State during FY 83 are shown below.

Please note that, at Mr. Lawler's request, we have only estimated the cost of activities required under HB 695. We have not calculated the costs associated with provisions which authorize, but do not require, the new Board to perform activities. As a result, our cost estimates represent the minimum fiscal impact of the legislation.

In addition, we have assumed that federal funding for vocational education programs will continue to be available at its current level. Should this change, the State may be asked to make other new expenditures for vocational education and employment training in addition to what is estimated here.

SUMMARY OF ESTIMATED COSTS

Personal Services	\$267,700
Travel	28,700
Contractual	57,700
Commodities	6,500
Equipment	<u>10,900</u>
TOTAL	\$366,500

A more detailed explanation of these costs and our major assumptions is provided below.

NEW ACTIVITIES

The proposed legislation creates the Board of Employment Training and Vocational Education in the Department of Education which is charged with general oversight of vocational education and training. To accomplish this, the Board is empowered to do necessary planning and data-gathering, to set standards for most vocational education and training programs funded by the State and by the federal government through the State, and to evaluate programs.

HB 695 would also create the Employment Training for Economic Development Fund, to be administered by the new Board. The purpose of this fund is to enable the state to respond in a timely manner to industry's need for individuals with specialized technical training. In the event of a major new development project or emergence of a new industry, the Board would use money appropriated to the fund by the Legislature to contract with private companies, non-profit native corporations, etc., for short-term technical training programs.

Finally, HB 695 requires the Board to create a "talent bank" -- a listing of individuals who are available to teach vocational skills. The Board is empowered, although not required, to contract with these individuals to provide training in rural communities, school districts, REAA's, etc.

The Board is located in the Department of Education for the purposes of administrative support only, and is not under the direction of the Commissioner of Education or the State Board of Education.

Costs of the New Board: \$14,414

HB 695 adds AS 14.35.011 to create a seven member Board of Employment Training and Vocational Education. We estimate that this will result in a cost of \$14,414 for FY 83. This is based on the following assumptions:

- (1) board members serve without compensation but are entitled to per diem and travel expenses;
- (2) the board meets for one day on a bi-monthly basis;¹
- (3) board meetings alternate between Anchorage and Juneau;

¹Although, at your direction, board meetings last only one day, we estimated per diem costs on the basis of two days per meeting to allow for travel time.

- (4) three (3) board members are from Anchorage, two (2) from Fairbanks, one (1) from Juneau, and one (1) from Bethel;
- (5) travel and per diem costs will increase by 10% current costs. (This is the inflation figure used by other State agencies when budgeting for travel.)

Costs of the Executive Director and Support Staff: \$327,586

HB 695 authorizes the new Board to hire an executive director and provides for the director's staff. We have assumed that most new activities would be performed by the executive director and his/her staff.

Salary and benefits for an executive director at range 26A would be \$67,783 for FY 83. We estimate that travel costs for the director for the year would be an additional \$7,404. This includes travel to all meetings of the Board, as well as two additional trips to Anchorage, two trips to Fairbanks, and two trips out of the state, one to Seattle and one to Washington D.C.

Other expenditures associated with the executive director include: (1) the costs of recruitment for the position, which we estimate at \$4,284; and (2) moving expenses from Anchorage, which we estimate at \$6,800. These should be one-time expenditures.

In addition to these costs, we have assumed that the executive director would require support staff, consisting of a secretary and an administrative assistant.

We have assumed that the secretary would attend all of the Board meetings. The cost of an Executive Secretary I would be \$27,389 including salary, benefits, and travel.

We assume the "talent bank" could be maintained by the administrative assistant working under the executive director of the Board. This activity would probably not require more than 25% of the assistant's time, and we assume he/she would be assigned other responsibilities by the director. Salary and benefits for an Administrative Assistant I at range 14A would total \$30,164 during FY 83.

Another new activity which would require significant expenditure is the program approval duties in paragraph (13) under Duties and Powers of the Board. Based on conversations with the executive director of the Commission on Post-Secondary Education, we estimate that the review and approve functions of the proposed board could be carried out by two

Education Specialists II, assisted by one clerk typist. During FY 83, salaries, benefits, and travel for these three new positions would total \$123,546. This is based on the following assumptions:

- (1) the Education Specialists II would both be at range 21A;
- (2) The clerk typist would be at range 7A;
- (3) Travel for the Education Specialists would include a visit to each community college by one Education Specialist once during the year, and one additional trip to Anchorage and Fairbanks. The clerk typist would not travel.

Under HB 695, only the executive director is exempt from the State's classified services. All other positions would be filled from the State's personnel registries, and therefore we have assumed no recruitment costs for them. Finally, we estimate that office space, supplies, equipment, and contractual services would require an additional expenditure of \$60,200. A breakdown of these costs is shown below:

<u>Contractual Services</u> (this includes space rental of \$27,000, rental of office machinery and advertising)	\$42,800
<u>Commodities</u>	6,500
<u>Equipment</u>	10,900

We have assumed there would be no costs associated with the Employment Training for Economic Development Fund during FY 83. A special appropriation, of course, could be made to the fund.

EXISTING PROGRAMS UNDER THE BOARD

Under the provisions in HB 695, certain existing vocational education and employment training programs are placed under the Board and its Executive Director for administration. These programs include: the CETA program, the State Division of Vocational Rehabilitation, the State's adult vocational and technical centers, the federal continuing education grants program, and the federal grants program for vocational education in the secondary schools.

With the exception of CETA, all of the programs placed under the new Board are already in the Department of Education, at least for administrative support. We have generally assumed that all of the programs could be placed under the new board at very little cost.

Representative Sutcliffe

February 1, 1982

Page No. 5

We have not anticipated any additional office space to be required by the transfer of the programs. It is possible that some programs might be moved from their present locations, but we assume the new space rent would be equal to present rents. However, the move itself could result in a significant expense. For instance, the estimated cost of moving the Juneau CETA offices into another downtown Juneau office is \$5000. However, as we cannot ascertain the extent to which offices would be moved, we have not provided for moving expenses in our estimates.

Costs of Administering of Federal Vocational Education Funds: \$24,500

The only cost associated with the transfer of programs that we have included in our estimates results from the provision in HB 695 that adds AS 14.35.012 paragraphs (10) through (12). This would transfer the administration of the funds for vocational education at the secondary level received from the federal government from the Career and Vocational Education Section of the Department of Education to the new board.

Twelve staff positions, all of which are funded by one-to-one matching state and federal funds, currently administer \$1 million in federal and \$21 million in state vocational education grants. Glenn Erickson, administrator of the section, stated that the equivalent of eleven staff positions were required to administer \$1 million in federal funds, and the equivalent of one position is required to administer the state funds. This appears somewhat illogical; however, according to Erickson, there are numerous compliance requirements associated with the federal funding.

As HB 695 is currently written, the new Board would be charged with the administration of the federal vocational education grant money. (State grants would be subject to approval by the Board; however, administrative responsibility would not be transferred.) Therefore, eleven of the twelve staff positions would be removed from Career and Vocational Education. As the one remaining position would no longer have duties related to the federal funds, it would not be eligible for the matching federal salary contribution. Thus, the State would have to pay the salary of an additional one-half position. Assuming this position received a salary at level 21A, then this would cost the State \$24,646.

If you have any questions regarding this information or if we can provide any further assistance, please don't hesitate to contact us.

Roy Sutcliffe
AK State Legislator
Juneau AK

Dear Representative Sutcliffe

I thank you for introducing House Bills 695 & 696 establishing the Board of Employment Training and Vocational Education. This proposed board is essential to the quality and availability of good training programs for Alaskans of all ages.

As a vocational teacher (business education) in the Anchorage School District I have observed the ever-increasing need for directing and coordinating our programs in the Anchorage area. Many of my fellow teachers in vocational education in other parts of Alaska tell me their programs are in need of help even more than ours. Also, as a parent of high school students and a community college student (who had to leave the state to get the job training he needed) I am very concerned for employment training for them.

I hope your leadership on this bill will prevail over the "turf protection" sure to come from the Department of Education, Community and Regional Affairs and the University of Alaska. Thank you again for your support.

Sincerely

Betty Daugherty

SRA 23886

Anchorage AK 99507

1624 Glacier Ave.
Juneau, AK. 99801
Feb. 9, 1982

Dear Rep. Sutcliffe,

I appreciate all your effort
and time on H.B. 695-696. Let us all
hope that they become a reality
for all Alaskans.

Sincerely,
Jim Carroll
Teacher, Tour Guide,
Volunteer Firefighter

MSG 82-00007961 PRTY 1 02/12/82 15:00:19 ORIG: LA00 IN= 0012 OUT= 0051
FROM: JEAN, ANCH INFO TO: POM, JUNEAU INFO
TARGET: L.H2 SUBJ: POM

PAGE 0007

TO: REPRESENTATIVES HAYES, PHILLIPS AND SUTCLIFFE

FROM: WILLIAM CARLSON, CHAIRMAN
ALASKA APPRENTICESHIP & TRAINING COORDINATORS ASSOC.
610 WEST 54TH
ANCHORAGE 99502 (H) 243-1216 (W) 279-7494
(CALLED IN BY JEAN LEE, SECRETARY)

THANK YOU FOR SPONSORING HB 695, AND 696. I SUPPORT THE BILL WITH
CHANGES. IF I CAN BE OF ANY HELP, PLEASE CONTACT ME.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT



February 3, 1982

The Honorable Representative Eric Sutcliffe
 Pouch V
 Juneau, AK 99811

Dear Representative Sutcliffe:

On behalf of the Alaska State Advisory Council on Vocational and Career Education, I would like to take this opportunity to thank you for sponsoring House Bill 695.

The Council believes that a Board for Employment Training and Vocational Education will help to improve articulation between the various State agencies and provide better use of facilities and resources for training the youth and adults of this 49th state.

Thanks again for your hard work. It is certainly appreciated.

Sincerely,

Walter Ward, Associate Superintendent
 Planning and Operations
 Chair, AK State Council on Vocational & Career Ed

WW/pl

KENAI CENTRAL HIGH SCHOOL

P.O. Box 1509 - Kenai, Alaska 99611

Phone 283-7524



John K. Dahlgren
Principal

Richard D. Hultberg
Assistant Principal

February 4, 1982

The Honorable Representative Eric Sutcliffe
Pouch V
Juneau, Alaska 99811

Dear Representative Sutcliffe:

On behalf of the WAM Advisory Council at Kenai Central High School, I would like to take this opportunity to thank you for sponsoring House Bill 695.

The Council believes that a Board for Employment Training and Vocational Education will help to improve articulation between the various State agencies and provide better use of facilities and resources for training the youth and adults of Alaska. We see improved leadership at the State level in Vocational Education if this bill is passed.

Thanks again for your hard work. It is certainly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Bud Crawford".

Bud Crawford, Counselor
KENAI CENTRAL HIGH SCHOOL

BC/jo



KENAI PENINSULA BOROUGH

BOX 850 • SOLDOTNA, ALASKA 99669
PHONE 262-4441

STAN THOMPSON
MAYOR

February 2, 1982

Representative Eric Sutcliffe
Pouch V
Juneau, Alaska 99811

Dear Representative Sutcliffe:

As a member of the Alaska State Advisory Council on Vocational and Career Education, I wish to thank you for your sponsorship of House Bill #695.

Vocational education is suffering from serious neglect here in the State and will continue to do so as long as it is left a charge of the State Department of Education and the Board of Education.

A Board for Employment Training and Vocational Education, as would be established with passage of House Bill #695, we feel is needed if the training of Alaska's youth and adults is to be given the attention and priority treatment it needs.

Thanks again for sponsoring this important legislation.

Sincerely,

Frank McIlhargey
Economic Development Director
Member, Alaska State Council on
Vocational & Career Education

ack

Lawrence M. Slay Jr

My testimony is against House Bill #695 which establishes the Board of Employment Training and Vocational Education and relates to the implementation of the act. My present position as coordinator of an apprentice program brings me very much into contact with young applicants vieing for acceptance into the world of work. Our Alaskan education system has failed many of these individuals by not making them readily accepatable nor qualified for vocational training. The problems I see are:

1. Inadequate or narrow educational preparation.
2. Narrow ranges of experience.
3. Under developed communication skills.
4. Lack of knowledge about occupations.
5. Little or no career related work experience.
6. Job stereotyping in their education.

I see this creation of a super agency by the state as a real danger to programs that are already established and functioning quite well without the monies of the state or its taxpayers. Under the guise of this bill other training would be started in direct competition with other vocational programs and would have the effect of unfair competition. The need is present in the state to consolidate efforts, rather than establish more ineffective agencies. There exists a rift in the educational instutitions in Alaska and apprentice training. There is a lack of reality on the part of "educators" in the state as to what constitutes a successful program of vocational education. The following is a list of items that must be addressed before any type of Board should be established:

- A. Define emerging worker roles, required competencies and define The career- ladder for those occupations.
- B. Identify the education and training needs of those workers.
- C. Identify the relevant education programs in existing institutions.

- 2-
- D. Where educational programs are already available, assist workers to take advantage of them.
 - E. Where programs are existing but not available, advocate to remove barriers to their utilization.
 - F. Respond to needs for assistance, in already organized programs of vocational and post secondary education.
 - G. Where there are unmet needs, develop and implement new educational and training programs.

In a report published by the University of Alaska in 1979 there were a total of 157 occupational programs of study in post secondary institutions. They were described as:

Public	95
Independent	9 (non-profit)
Private	27
Apprenticeship	24

In a similar publication published by the State of Alaska in 1978 titled "Educational Institutions in Alaska", not one apprentice program even got honorable mention. Just last week one of our apprentices applied to the state for a student loan. He was refused on the basis that our program is in a "non-accredited school". I called the Alaska Commission on Postsecondary Education and they informed me that we were "exempt" from such accreditation by the fact that we are an apprentice program, but yet the loan was turned down based on the accreditation. Why should a student be denied, just because his option is vocational? The percentage of student loans to vocational students is very small. This is just one example of state agencies and their methods. The very same agency approves us as being acceptable for the Veterans Administration payments to the students in our facility. The real hard part of all this is that the people sent from the state approval agency really aren't qualified to know whether the

-3-
materials that we are teaching are appropriate or not. They themselves are not qualified to judge an education system.

Now the proposed House Bill #695 says that they are going to prescribe by state regulation, uniform standards for employment training and Vocational Education programs. I believe that we have just gone through a similar program with the Comprehensive Employment Training Act or CETA. In Alaska in 1979 their request for funds in a report to the governor was \$16,736,000. In the same report they show for the period of 12/78 an enrollment of 446 which 10 obtained employment, for the period of 3/79 out of an enrollment of 813 only 28 obtained employment, for the period of 6/79 out of an enrollment of 1046 only 94 obtained employment and for the period of 9/79 out of an enrollment of 1155 only 132 obtained employment. No one in the business of education or labor could survive with that type of record, much less, still be in existence.

House Bill 695 will perpetuate and encourage the type of unsuccessful activity of CETA and other branches of our government if some type of control and guidelines are not brought to bear at the inception of the program.

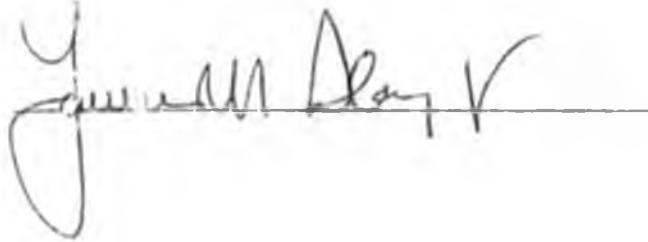
We tell our young people, "if you can't make it in high school, don't worry, the state will put you into vocational education. If you can't make it there we will get you something more suitable. If you don't like working at all don't worry, there is always welfare and social programs and more coming all the time." What has happened to individual initiative and pride? What is wrong with having standards and only accepting those who wish to meet the standard? What is wrong with accepting those who opt to put forth the effort to earn something worthwhile?

One section of the proposed Bill says, "The Department of Labor is authorized to participate in programs of manpower training if it finds they are necessary to meet the occupational needs of the state." Surely the creation of the super agency could handle any education requirements and the sentence

-4-

includes "the Needs of the State".What about the needs of the people? What about the needs of the small and medium sized business.I personally feel that we now have too many agencies telling the public what they need.

Thank You.

A handwritten signature in cursive script, reading "J. Marshall Day V", written over a horizontal line.

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

POUCH FP
JUNEAU, ALASKA 99811
PHONE: (907) 465-2851

February 3, 1982

The Honorable Mike Beirne
Chairman, House HESS
Pouch V, State Capitol
Juneau, Alaska 99811

Dear Representative Beirne:

I am writing regarding HB 695 which is scheduled for initial hearing in your committee February 5, 1982. Unfortunately, I will be involved in a statewide high school counselors' workshop on that date and will be unable to appear before your committee. Therefore, I would like to offer the following comments in this written format.

The Commission on Postsecondary Education has just received the final draft of HB 695 and has not yet formalized a position either supporting or opposing the bill. Some review of the draft has been done and these remarks are the result of that initial review:

a. Section 14.35.011(b)(13), page 4 of the bill. (A) of this section will include a great deal of the programs currently being offered by community colleges in Alaska, including many leading to an associate of arts degree. We do not know if this is truly intended.

b. Section 14.35.011(b)(14), pp. 4-5 of the bill. (D) of this section transfers the administration of a federal grant program from the Postsecondary Commission to this new agency. We believe there is confusion over what exactly this program is, because the Commission feels it should not be transferred and should more appropriately remain under the administration of the Commission. Continuing education is a very broad term and encompasses programs which indeed may be vocational in nature, but also may be of a collegiate or even professional nature. This program provides grants, awarded upon a competitive proposal basis, to institutions to conduct community service and continuing education programs. The programs are largely run by the private colleges or the state university and quite often carry collegiate credit applicable to baccalaureate and graduate degrees.

The Honorable Mike Beirne
February 3, 1982
Page 2

Since the grants are competitive, we never know exactly which ones may or may not be vocational in nature until after the review committee makes the grant awards. To transfer the program simply because a grant of this nature may be made, seems an unwarranted disruption of the program administration and continuity.

Therefore, we recommend that references to this particular program, (lines 4-7 on page 3, lines 9-13 on page 5, lines 26-29 on page 7, and lines 1-5 on page 8) be deleted from HB 695.

Sincerely,



Kerry D. Romesburg
Executive Director

cc Representative Terry Martin
Representative Bette Cato
Representative Sally Smith
Representative Hugh Malone

Alaska State Vocational Association
17025 Glacier Hwy.
Juneau, AK 99801
February 4, 1982

Representative Terry Martin
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

RE: House Bill No. 695

Dear Representative Martin:

The Alaska State Vocational Association developed a Position Paper on Vocational Education in Alaska which I have enclosed for your use and reference. This paper was written because the professionals in vocational education believe that the ideals of a quality vocational education system have not been fully realized in Alaska. There is an absence of adequate legislation and statewide administrative policy to assure that Alaskans be trained for Alaskan jobs. The ultimate effect of Alaska's vocational training efforts will depend upon the degree to which new policy is developed and implemented.

Eight recommendations have been made in specific detail as outlined in the Position paper. The first one calls for new legislation to give direction to the development of a statewide comprehensive plan for vocational education by one governing body. Currently, legislation is vague. Two Boards, The State Board of Education and the Board of Regents, have authority over vocational training, secondary and post-secondary respectively. This situation leaves private sector and CETA training programs outside any organized overall plan for providing Alaskans employment and vocational training in time with economic development. This needs to be remedied.

The comparison chart on the last four pages of the Position Paper clearly outlines the concerns of ASVA. House Bill 695 addresses the majority of these concerns. Also enclosed is a working paper which summarizes ASVA recommendations and ties them directly to the content of HB 695. Employment training and vocational education programs in the state must be unified and responsibility for these programs placed in a single independent board. It is our hope that you will choose to take positive action on this Bill this session.

Sincerely,



Roberta Stall
Legislative Chairman

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS:

Current legislation is vague, addresses vocational education the same as the Federal Law and does not include manpower development as a part of comprehensive vocational education.

RECOMMENDATION FOR FUTURE:

New legislation needs to be enacted to give direction to the development of a statewide comprehensive plan for vocational education.

New Legislation should be enacted to establish one governing body and to develop and oversee statewide policy on comprehensive vocational education.

LEGISLATIVE RESPONSE:

The legislation establishes a separate state board of Employment Training and Vocational Education consisting of seven members:

- 4 members from business and industry
- 2 members from labor or labor organizations
- 1 member representing institutions or organizations conducting employment training or vocational education programs.

The legislation also includes a State Director of Employment Training and Vocational Education to spearhead the unification and coordination of programs.

Further legislative language:

The board shall: "Establish statewide priorities for the use of resources available for employment training and vocational education."

"develop annual and multiple-year statewide plans for employment training and vocational education programs, containing objectives to accomplish the statewide priorities."

"report annually to the legislature on the achievement of objectives in the statewide plans."

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS:

Inconsistent and inadequate statewide policy exists for administering a comprehensive vocational education program.

RECOMMENDATION FOR FUTURE

Based upon refined legislation, the governing body/board should develop consistent and appropriate policy to direct the comprehensive vocational education program.

Standards should be established to assure quality vocational education programs and consistent programs statewide, based upon the needs of the employing community.

Guidelines should be clearly developed for directing the implementation of new programs and the phasing out of ineffective, inefficient or no longer needed programs.

Regulations should be developed to enhance articulation and coordination between the various programs within the same geographical area and to guarantee the student's transferability from program to program.

Regulations should address the relationship training responsibilities of vocational education and provide for vocational student leadership organizations as an integral part of the comprehensive vocational education program.

LEGISLATIVE RESPONSE:

In response, the bill incorporates the establishment of statewide priorities, the development of annual and multiple-year statewide plans, and provides for "coordination of secondary and post-secondary employment training and vocational education programs throughout the state."

The legislation mandates that the new board "consult with the Department of Labor to coordinate employment training and vocational education programs with job market needs." It further responds to this recommendation by establishing a board of employers from business, labor and industry.

It is expected that this recommendation would be accomplished through the ties of the employing community on the board, through the development of statewide priorities, and further through the review and approval of employment training and vocational education programs.

To accomplish this the bill calls for the board to: "provide for the transferability between employment training and vocational education programs throughout the state;" and "provide for coordination of secondary and postsecondary... ..programs."

The new board will be mandated to review and approve all state grants concerning vocational education and employment training.

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS

There exists a number of advisory groups, planning groups and oversight groups addressing vocational education and manpower development with little evidence of coordination, cooperation or cost effectiveness.

RECOMMENDATION FOR FUTURE

Re-define roles and responsibilities of advisory, planning and oversight groups.

Reorganize these groups to better address roles and responsibilities, and to more efficiently conduct their business.

Clarify that these advisory and oversight groups address their recommendations and findings to the governing body/board, but are administratively removed from the control of the body/board or its agents. This check and balance system must be preserved in practice.

LEGISLATIVE RESPONSE:

There are currently two major advisory committees with regard to federal vocational education monies---the Alaska Vocational Education Planning Council and the Alaska State Advisory Council on Vocational and Career Education. The Alaska Vocational Education Planning Council is optional under the federal regulations while the Alaska State Advisory Council on Vocational and Career Education is mandatory if a state is to receive federal vocational education funds. The Alaska SACVE will continue its evaluative role in the State as long as the federal regulations require its existence.

The legislation does not call for continuation or state support of the aforementioned groups. It is the expectation of the legislation that the composition of the new board, the availability of citizen task forces, etc., and increased public input on the statewide priorities and plans will supplant organized advisory bodies.

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS

Certification or standardized requirements for teachers, counselors and administrators of comprehensive vocational education are inconsistent, not enforced, or do not exist.

RECOMMENDATION FOR FUTURE

Consistent standards should be developed and enforced for those who staff vocational education programs, based upon knowledge and skill requirements for the technical content being taught and the process of teaching, counseling or administering.

Provisions should be developed within the state or through cooperative agreements with institutions of higher education outside the state to provide the required education to meet and maintain certification or personnel standards.

Regulations should be set forth to ensure the employing agency actively supports inservice training dedicated to keeping vocational education personnel up-to-date and technically competent.

LEGISLATIVE RESPONSE:

While the legislation directs the new board to "prescribe by regulation uniform statewide standards for state-financed and federally financed training and vocational education programs," it does not call for statewide teacher certification standards.

The legislation is calling for a unification of programs and services. The Department of Education currently is charged with the responsibility of teacher certification. If the new board were to take on the added responsibility of certifying vocational educators it would have meant a duplicated function. It was the decision of the sponsors that these recommendations would need to be placed on the back burner temporarily.

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS:

Data concerning the existing vocational and manpower programs, students, past students, and the workforce needs are non-existent or woefully inadequate for management decisions addressing future needs.

RECOMMENDATION FOR FUTURE:

A system should be designed and implemented to gather, process and provide data in a timely fashion on the comprehensive vocational education program (including manpower development, apprenticeship and other such training programs).

Establish regulations for local programs to follow in providing consistent, complete, accurate and timely data to the statewide data system.

Based upon statutes and statewide policy for comprehensive vocational education establish the role of manpower forecast data in vocational education program decision making and provide the manpower need data accordingly.

LEGISLATIVE RESPONSE:

The legislation mandates the development of a "statewide system for the collection and distribution of data on employment and vocational education."

The new board has the power to "adopt regulations necessary to carry out its functions" as described in the legislation, which includes coordinated data collection.

The legislation is designed to accomplish a closer tie to the employing community through the composition of the board and through direct relations with the Department of Labor.

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS

Current program standards and guidelines are not enforced, are unclear or, in many instances, do not exist to insure that each local vocational education program is closely associated with the potential employing community.

RECOMMENDATION FOR FUTURE

Program standards, regulations and guidelines must provide for the input of the employing community in such areas as prioritizing programs for implementation, phasing out, curriculum content, program evaluation, and work experience options. This is usually provided through an advisory committee arrangement.

The comprehensive vocational education data system must provide for information from the employing community regarding its needs and its assessment of the workers coming from the vocational education program.

Program standards and guidelines need to stress the importance of bridging the student's transition from education to work through simulation, work experience and placement programs.

LEGISLATIVE RESPONSE:

The legislation specifically directs the new board to "establish local advisory councils to advise potential recipients of opportunities for employment training and vocational education."

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS

Current emphasis in vocational education in Alaska is dominated by the priorities for providing the student with skills for avocational interests, career exploration, career awareness, or in a few instances, for first time job entry.

RECOMMENDATION FOR FUTURE

The comprehensive vocational education program must focus its efforts on preparing the individual to acquire a job, maintain a job, and upgrade in a job in a career field and leave the avocation, career awareness and career exploration up to other programs within the education system.

The comprehensive vocational education program must more adequately address the growing need of Alaskans to have access to training for job update, job upgrade or job change throughout their working lives.

The comprehensive vocational education program must address the State of Alaska's priorities for economic and community development and provide the opportunity for Alaskans to acquire the necessary vocational training to obtain the newly developing jobs and to support the community and economic base for Alaska.

LEGISLATIVE RESPONSE:

The recommendations forwarded here are certainly desirable, necessary, and valid, yet the concepts are only indirectly addressed in the legislation's intent statement:

"It is the intent of the legislature that persons, without regard to age, sex, race, religious or political persuasion, or ethnic background, in all communities of the state, including those in high school, those in postsecondary schools, those who have completed or discontinued formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade or learn new skills, those unemployed, those disadvantaged, and those with special educational disabilities, will have ready access to employment training or retraining and vocational education that is of high quality, that is realistic in the light of actual or anticipated opportunities for gainful employment, and that is suited to needs, interests, and ability to benefit from the training;"

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

LEGISLATIVE RESPONSE:

CURRENT STATUS

Career education concepts have been introduced to the K-12 educational system in Alaska but very little of the concept has been implemented in the schools; little has been accomplished in tying the career education concept and vocational education program together; little if anything has been done to introduce career education at the State level in policy and administration of education.

RECOMMENDATION FOR FUTURE

Legislation and statewide policy should be developed and implemented addressing the importance of career education within the comprehensive education system.

The regulations and guidelines should place emphasis upon the relationship and inter-dependency of career education and the comprehensive vocational education program.

Career education should be planned and implemented as a concept which is a part of and a responsibility with'in each level of education, including graduate school, and appropriately a part of every discipline taught in the educational system.

As the sponsor said, "we can only accomplish so much at one time!" While career education is not directly addressed in the bill, it is the intent of the sponsor that if we are able to achieve passage of the bill then the atmosphere is set to achieve even greater gains---one of which is career education in every Alaskan classroom.

GROUPS OR ORGANIZATIONS THAT HAVE ENDORSED HOUSE BILLS 695 AND 696:

Alaska State Vocational Association

The Alaska State Vocational Association is a professional vocational association whose membership is comprised of vocational education instructors, program planners and administrators throughout the State of Alaska. The national affiliate of the ASVA is the American Vocational Association.

NEA-Alaska

NEA-Alaska is a professional teacher's association whose membership is comprised of over 4,000 classroom teachers throughout the State of Alaska. The national affiliate of NEA-Alaska is the National Education Association.

Alaska State Advisory Council on Vocational and Career Education

The Alaska SACVE is composed of twenty-two members appointed by the Governor of the State of Alaska who represent twenty categories required by federal law, such as representing business, labor, industry, educators, etc. The Council is charged with advising the State Board of Education on vocational and career education in the State.

House H.E.S.S.
2.5.82

Members present: No legislators were present at beginning of meeting due to a call of the House. Rep. Smith and Rep. Malone did join the meeting at 4:20 .

Committee Calendar:
Teleconference on HB 695 & HB 696- Vocational Education.

Witnesses:

Lawrence Sleigh, Anchorage,
Larry Kingry, U of Ak, Anchorage,
Mike Symanski, Cook Inlet Regional Assoc.
Cliff Hartman, Superintendent's Assoc., Anchorage,
Jackie Guzialek, Cook Inlet Reg. Assoc.
Jean Marie Crumm
Louise Rudd, Independent Quality for living center, Anchorage.
Tom Healy, Community College, Anchorage
Dick Griffin, Community College, Sitka
Edward Viscardy, Anchorage, Voc. Ed. teacher

Previous action:

None

Narrative:

Tape recording # 13, 0000-0801

In absence of the committee members, due to a call on the House, staff assistant Jens Zehbe opened the teleconference at 3:28. Teleconference witnesses and observers around the network were told of the situation in Juneau, and those still wishing to testify were invited to do so; another teleconference was scheduled for the following Tuesday, Feb. 9, 1982.

From Anchorage, Lawrence Sleigh testified against the bills, stating he thought more Voc. Ed should be taught in regular school programs, thought programs were duplicated, requirements were being lowered and wanted more cooperation between private and public in regards to vocational training. He did not like the 'super agency' being set up by this bill.

Larry Kingry, testifying for himself, agreed with above witness, but still supported the bill because he saw it as a step forward to improving the vocational Ed. program, even though it would create more work.

Mike Symanski supported the concept of the bill, thought a stronger board was needed. He suggested this could eliminate some advisory groups- asked questions about how this would affect powers of other boards.

Cliff Hartman stated objections to changing the present system of handling Voc. Ed, felt Voc. Ed. should remain under the Dept. of Ed. because it would separate basic education from voc. ed. He did not like more bureaucracy being created.

Jackie Guzialek supported the bill, wanted more separation from regular education. Jean Marie Crumm supported bill, said we need better statewide planning and that other states do have separate boards. Louise Rudd spoke against the bill, did not see any place for the rehabilitated person being planned for.

Tom Healy disagreed with need for a 'super' Board, did see need for improvement in quality of Voc. Ed. He stated the community colleges' opposition to the bill, suggested several problems with the board composition and with credit v. noncredit courses.

Dick Griffin said the bill did not meet the needs of small villages. He stated Sitka already has a local advisory council. He did not like the larger cities mandating the training for villages, said Natives do get training, but need better opportunities to get jobs.

Ed. Viscardy supported bill as Voc. Ed. teacher; sees need for better employment training.

Anchorage information office asked to have fiscal notes. Teleconference closed at 4:28.

January 30, 1982

Representative Mike Beirne, Chairman
Health, Education and Social Services
Room 112, Capitol Building
Juneau, AK 99811

Dear Representative Beirne:

As President of the Alaska State Vocational Association, and as a vocational instructor in this State since 1972, I have some serious concerns that I would like to bring to your attention.

During these last ten years, I have seen and experienced a continual decline of services and support for Vocational Education in this State from the State Department of Education. Today, if a job market was created within the State because of an emerging industry, there would be no leadership or funding forthcoming from the State Department of Education for training, and the market would probably be filled with an Outside labor force.

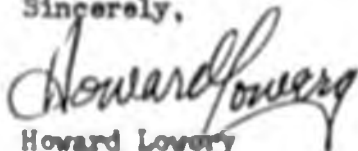
Historically, one of the recognized, mandated and funded programs in Vocational Education was leadership training and development. In 1970-1971, the State Department briefly promoted vocational youth organizations as an integral part of vocational training. Since that brief promotion, support declined both in leadership and in financial assistance. About four years ago vocational educators went directly to the state Legislature with student leaders, to ask for help for endangered programs. Even though we received some much needed financial help, over the last three years, by direct legislative intervention and support, we do not feel that it should be necessary to take this step. Why should such necessary educational programs be managed by scattered agencies all across the State, instead of from one central agency?

House Bill No 695, relating to employment training and vocational education will be a bold step toward solving these problems, and numerous others facing vocational education in Alaska today. The Bill will consolidate the review of all training programs within one agency, and will provide a framework for monitoring accountability in creating any needed new training programs.

I would like to ask you, as someone vitally concerned with industrial growth in Alaska, to support Vocational Education and Vocational Youth Organizations in Alaska.

Thank you for taking time from your busy schedule to read about my concerns. I urge your support of House Bill #695.

Sincerely,



Howard Lowery
SR Box 5205
Wasilla, AK 99687

Alaska State Vocational Association
17025 Glacier Hwy.
Juneau, AK 99801
February 4, 1982

Representative Michael F. Beirne
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

RE: House Bill No. 695

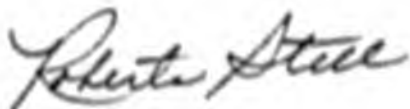
Dear Representative Beirne:

The Alaska State Vocational Association developed a Position Paper on Vocational Education in Alaska which I have enclosed for your use and reference. This paper was written because the professionals in vocational education believe that the ideals of a quality vocational education system have not been fully realized in Alaska. There is an absence of adequate legislation and statewide administrative policy to assure that Alaskans be trained for Alaskan jobs. The ultimate effect of Alaska's vocational training efforts will depend upon the degree to which new policy is developed and implemented.

Eight recommendations have been made in specific detail as outlined in the Position paper. The first one calls for new legislation to give direction to the development of a statewide comprehensive plan for vocational education by one governing body. Currently, legislation is vague. Two Boards, The State Board of Education and the Board of Regents, have authority over vocational training, secondary and post-secondary respectively. This situation leaves private sector and CETA training programs outside any organized overall plan for providing Alaskans employment and vocational training in time with economic development. This needs to be remedied.

The comparison chart on the last four pages of the Position Paper clearly outlines the concerns of ASVA. House Bill 695 addresses the majority of these concerns. Also enclosed is a working paper which summarises ASVA recommendations and ties them directly to the content of HB 695. Employment training and vocational education programs in the state must be unified and responsibility for these programs placed in a single independent board. It is our hope that you will choose to take positive action on this bill this session.

Sincerely,



Roberta Stall
Legislative Chairman

January 30, 1982

Representative Mike Beirne, Chairman
Health Education & Social Services
Room 112, Capitol Building
Juneau, Alaska 99811

Dear Representative Beirne:

I have been a vocational teacher in Alaska since 1972. In the past ten years there has been a decline in the support given vocational education by the State Department of Education, in funding leadership and accountability.

According to guidelines, student leadership should be an integral part of the vocational program, however no funding is provided. As a result funding was sought and received direct from the legislature.

There is no consistency in vocational training around our state. What is taught in one high school may not be acceptable in another or at a level acceptable for college entry.

There is no specific individual/s in the State Department with expertise to help teachers in the field. There is no assurance that monies appropriated for vocational programs will be used for these programs.

I feel House Bill 695 will be a step in the right direction toward curing some of these ills in the vocational education program in our state. I recommend a 7 man Board with addition of 2 teachers.

Thank you for considering my concerns. I would appreciate your support of H.B. 695.

Sincerely
Korlyn Williams Box 390 Wasilla



GOVERNOR'S COUNCIL FOR THE HANDICAPPED AND GIFTED

UNIVERSITY PLAZA OFFICES WEST - SUITE C - 600 UNIVERSITY AVENUE - FAIRBANKS, ALASKA 99701
PHONE (907) 479-6507

TO: House Health, Education
and Social Services

February 19, 1982

FROM: Governor's Council for the
Handicapped and Gifted

Vocational Education Services for the handicapped is a high priority for the Council. Establishment of the proposed board will not necessarily give greater focus on these needs. A longstanding concern of the Council has been to clarify roles and responsibilities and administration of various Vocational Education entities and programs. It is our understanding that the present Vocational Education committees will continue to function and will not be combined within the proposed board. Thus, yet another board will be established which, like the others, does not include membership of people with handicaps or primary providers of vocational services for the handicapped.

Until the issues of consolidation, coordination and responsiveness to special population needs is addressed, the Council withholds its support for the proposed legislation.

In addition, whether establishment of an autonomous board outside Department of Education and State Board of Education jurisdiction can be effective in achieving a coordinated effort in Vocational Education is doubtful.

Finally, the Council is concerned about inclusion of Vocational Rehabilitation in the bill since Vocational Rehabilitation services include many services in addition to Vocational Education. We therefore recommend removing Vocational Rehabilitation from the bill.

.....*Jane White*.....
B. Jane White
Chairperson, Legislative Committee
Governor's Committee for the
Handicapped and Gifted

Training,
Am S
of
Soc-

POTENTIAL QUESTIONS
RELEVANT TO TESTIMONY
on HB 695 & 696

TOPIC: How well are we serving Alaskans now?

How many high school vocational programs have been approved by the State Department of Education for this year?

- Are those programs or classes?
(a program is generally several classes combined)
- How many of those are industrial arts instead of vocational training?
- What proportion of those programs are in urban, rural, and bush areas?
- How many students are enrolled in those programs?
- What proportion of the junior and senior students in the State's high schools are currently enrolled in vocational education?
- What criteria must a local vocational education program meet in order to be eligible for funding from the State Department of Education?
- How many programs are denied each year and why?

How many postsecondary vocational programs in this State will be funded this school year?

- Are those programs or classes?
- Are those degree or certificate programs?
- What proportion of the students in those programs are there for job preparation as opposed to avocational or recreational purposes?
- What portion of the University of Alaska Budget specifically goes to vocational training?
- With those funds how many students will be trained this year?
- What is the relationship between the Vocational and Technical Centers at Seward and Kotzebue with the community colleges of the State?
- What is the rationale for having both vocational and technical centers and comprehensive community colleges?

What's the relationship between the postsecondary programs and the high school programs in vocational education?

- Do students have any guarantee that their high school training will be consistent with the postsecondary vocational programs they choose?
- How many communities in Alaska have the same facilities being used to train both high school and community college students at the same time or at different times of the day?

What's the relationship between the C.E.T.A. programs and the vocational training programs at either the secondary or postsecondary levels?

- Are we using the same facilities, equipment and teachers to serve both programs?
- What's the difference between the students served through C.E.T.A. programs and the vocational education programs.
- How many state agencies use either C.E.T.A. or existing vocational education programs to train existing state workers in update or new job skills?

TOPIC: Existing Quality-Training Programs

There seem to be a few programs in the State which have good reputations such as the oil tech programs at the vocational and technical center and Kenai Community College, the electronics tech program at Anchorage Community College and the emergency medical program at Anchorage Career Center. How many truly quality programs do we have in this State?

-On what basis are you judging them to be quality programs?

-How many people are trained annually at the Vocational and Technical Center at Seward? How many more of the same kind of people need and want training of this type, but are unable to obtain it in our State?

The testimony on this bill, the position paper of the Alaska State Vocational Association, the Annual Report recommendations from the State Advisory Council on Vocational and Career Education, the Governor's Manpower Planning Council and the Private Industry Council (P.I.C.) all seem to point to major problems with our current delivery systems. Why haven't those in charge of our various systems addressed these major problems in the past?

What can our current systems promise in concrete terms to better meet Alaska's people's needs for training in the future?

If our current boards and staff are so dedicated to better employment training and vocational education, then why aren't they better informed as to the current status and problems with the present programs?

Who is really serving as an advocate for those Alaskan's needing job training? Who is really serving as an advocate for Alaskan business and industry, both large and small, who have nearly given up hope for well trained workers from Alaska?

If the Current agencies are really interested in studying the alternatives from our current system, then why did they use their influence to render H.B. 240 dead last year and get the Governor to strike funds from this years budget to do such a study?

-What proportion of our high school students who drop out of school before completing graduation enter some type of vocational training within a year after they drop out?

-What proportion of our high school graduates have received training at the level that enables them to enter jobs because of their training?

-What proportion of our high school drop outs and graduates will have to have a job to make a living or to pay for college costs within a year of the time they leave high school?

The Gateway Opportunity Center

M. 3½ North Tongass , P.O. Box 7262
Ketchikan, Alaska 99901 • 907-225-9641

Dennis Caldwell
Executive Director

Joanna DeSanto
Program Director

February 11, 1982

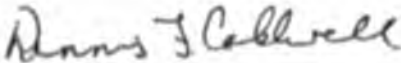
M.P. (Mike) Beirne
Representative
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

RE: H.B. 695

Dear Representative Beirne:

I would like to have the portion of H.B. 695 dealing with Vocational Rehabilitation removed from this bill as the bill does not address any needs for the handicapped.

Very truly yours,



Dennis F. Caldwell
Executive Director

featuring

• Wood Products

• Group Home

• Developmental Center



Roger Harms
Assistant to the President for
Regents' Affairs & University Relations

University of Alaska
Bunnell Building
303 Tanana Drive
Fairbanks, Alaska 99701

February 16, 1982

The Honorable Michael F. Beirne
Alaska House of Representatives
Pouch V
Juneau, Ak. 99811

RE: House Bill 695

Dear Representative Beirne:

In accordance with directions issued by the Board of Regents of the University of Alaska, the following position is forwarded to your committee for consideration.

"It is the position of the Board of Regents that House Bill 695, which is an act to establish a Board of Employment Training and Vocational Training, is unnecessary and creates a needless new expense to the State. The recently developed cooperative agreement between the University of Alaska and the Department of Education for cooperative planning and delivery of vocational training programs and which requires local citizen participation in the program developmental process in each school district or REAA will meet the needs of vocational programs, and in a more cost effective manner and is more responsive to the communities. ~~The Board of Regents directs the President to transmit their position to the legislature. This motion is effective February 13, 1982.~~"

If I may assist you, I will be happy to accommodate you in any way.

Respectfully,

Roger Harms

RH:meh

B/meh
2/20/82

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

P.O. BOX 886
KODIAK, ALASKA 99615
TELEPHONE: (907) 486-3131

February 18, 1982

Committee on Health, Education,
and Social Services
House of Representatives
State of Alaska
Pouch V
Juneau, Alaska 99811

Attention: Honorable Michael F. Beirne, Chairman

Re: HB 695

I oppose this bill as it is written because the only result of such radical legislation will be confusion and the loss of the great strides forward that have been made in the existing system. You don't transplant a heart when a simple medication will correct the deficiency.

While many of the objectives of this legislation are certainly desirable, the meat-axe approach is hardly suitable, particularly when the definition of Vocational Education is still widely debated. For example, a major purpose of Voc. Ed. in secondary schools is to provide the opportunity to students to gain a basic understanding of a wide range of manual skills and a basis for making a decision on possible career areas. It is not the aim, nor should it be, to provide job ready workers in the various trades. That does not fit within the definition of Vocational Education in the Bill.

Another sure cause of difficulty in HB 695 is to require the Department of Education and local school districts to serve two masters that are autonomous. How will the inevitable conflicts be resolved in areas that will overlap when the Board of Education and the proposed Board of Employment and Vocational Education promulgate differing regulations?

Contrary to the intent of the sponsors, this Bill will reduce the effectiveness of Education as a whole and Vocational Education in particular in this State at a time when all bodies of government are working cooperatively to increase the efficiency of education.

Cosmetic changes will not make this Bill any more palatable, and for that reason, I urge defeat of this Bill by your committee.

I will be happy to work with Representative Sutcliffe to develop a Bill and a strategy that will address his very real concerns in an educationally sound and workable manner.

Most respectfully submitted,

Jim M. Olson, President
Kodiak Island Borough School Board

ALASKA APPRENTICESHIP AND TRAINING COORDINATORS ASSOCIATION

CHAIRMAN
WILLIAM R. CARLSON
220 E. INTERNATIONAL AIRPORT RD.
ANCHORAGE, ALASKA 99502
(907) 279-3333

SECRETARY
JOHN L. WEISENBERGER
825 EAST EIGHTH AVENUE
ANCHORAGE, ALASKA 99501
(907) 274-3934

February 12, 1982

Representative Mike Beirne
Pouch V
Juneau, AK 99611

Dear Representative Beirne,

My name is William Carlson. I am Chairman of the Alaska Apprenticeship and Training Coordinators Association. I am also a member of the State Advisory Council for Career and Vocational Education and a member of the Planning Council for Career and Vocational Education. The following is a text of my testimony on House Bill 695 relating to employment training and vocational education and establishing the Board of employment training and vocational education.

"I think House Bill 695 is a viable alternative for any and all CETA type legislation that has, and will, be submitted such as Senate Bill 318, House bill 567 and METS Program for City budget and others. The pot of money at the end of the rainbow trick is unfair to those who don't, or can't, use it. Can you honestly say that everyone can use it? No! Because most of it will be targeted to select groups as the legislation proposes. Besides, there is not enough money to go fairly to all. The vocational needs of Alaska have not been met in the past because it has been a low priority. Accountability for present vocational education funds is non-existent. There are millions going to Vocational Education now in Alaska and no one could tell you what it has accomplished. As a taxpayer and a labor oriented person, I don't like it. A Vocational Education Board would have A-1 priority; vocational education for Alaskan labor. With this type of emphasis, I believe, the existing high schools can provide students with entry level skills to be very employable in the Alaskan labor market. Community Colleges which are now in existence can provide upgrade classes, as they do now, but in an expanded capacity. At this time, I believe, new, expensive vocational education centers are not, repeat, Not, needed. Bush Schools can double for community colleges at night. Each village will have access to that educational opportunity. The bush communities are labor oriented. They work for a living and are not necessarily professional. In short, I think high

schools are not doing the job as well as they could in vocational education. As you relate to the bill, teacher qualifications will be a priority for the Board. Articulation will be a by-word in all Board actions. I support this bill with the reservation that there will be equal representation from labor and the business industry. The Board membership shall include three members from Business/Industry and three from labor organizations. This equity is needed to insure all problems will be addressed and give Alaskan youths a fighting chance to compete in the labor market.

The Western Alaska Building Trades Council has endorsed this bill with the provision that equal representation be provided for.

This bill is not a figment of someones imagination. It was put together as a result of studies by different organizations in Alaska and public hearings. An opinion poll was taken just recently that showed majority favor for the establishment of the Vocational Education Board. This is available from the Vocational Education Advisory Council.

Listed below are the changes which should be made in the bill. With these changes the bill has my full support.

SEC. 14.35.011. BOARD OF EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION.

Paragraph (b), sub paragraph (1) Change from four persons to: THREE persons representing businesses or industries in the state that are employing persons trained in employment training or vocational education programs.


Paragraph (b), sub paragraph (2) Change from two persons to: THREE persons from labor unions or labor organizations in the state whose members work in occupations for which training may be received in employment training or vocational education programs.

SEC. 14.35.012. DUTIES AND POWERS OF THE BOARD:

Paragraph (b) sub paragraph (9), ADD: Excepting those that are regulated by existing Federal Standards, ie; Bureau of Apprenticeship and training."

This concludes my testimony in regards to House bill 695. I thank you for your consideration and attention.

Sincerely Yours,


William P. Carlson
Chairman, Alaska Apprenticeship and Training Coordinators Association

ANALYSIS OF WORK DRAFT: "An Act relating to employment training and vocational education and establishing the Board of Employment Training and Vocational Education; and providing for an effective date."

Section:	Summary of the Contents of the Draft:	Comments:
Section 1	Statements of legislative intent	<p>The intent statements recognize the direct relationship between employment training and economic and community development. Economic development means new or expanded jobs. Employment training and vocational education programs have the responsibility of preparing Alaskans with the knowledge and skills to fulfill these jobs. This is crucial in the effort to attract new industry or to expand existing businesses. It is equally important to assure Alaskans of a chance for the newly created jobs and of a competitive edge over imported labor.</p> <p>A diverse, high quality program of employment training and vocational education readily available and responsive to the people and the job market is critical to Alaska's future.</p> <p>To achieve continued and expanded economic development Alaska must develop a comprehensive and coordinated approach to employment training---something greatly lacking in Alaska today. The training and consequent employment of Alaskans is a necessary component of economic and community development. One means to achieve this is to create a body whose goal is to achieve full employment for economic growth.</p>
Section 2 14.35.011	The Board of Employment Training and Vocational Education, composed of seven members from business, industry, labor and training institutions, is established.	<p>It is the intent of the draft that members of the state's private sector most familiar with the needs of business, industry, and labor and the changing opportunities in the Alaska job market should take the lead in planning, establishing policy, and developing programs in employment training and vocational education that will meet the needs of Alaska's employers for skilled workers and foster economic development in the state.</p>

Section:	Summary of the Contents of the Draft:	Comments:
14.35.012	<p>The duties and powers of the new board are delineated as follows:</p> <p>(a) This subsection establishes the new board as the state board for:</p> <p style="padding-left: 40px;"><u>AS 14.35.010:</u> This is the state statute which, among other things, enables the State of Alaska to receive and disburse federal vocational education monies.</p> <p style="padding-left: 40px;"><u>Title I:</u> This refers to the state statute which, among other things, allows the state to receive and disburse federal higher education monies for community service and continuing education programs.</p> <p style="padding-left: 40px;"><u>Vocational Rehabilitation:</u></p> <p>(b) This subsection delineates the parameters of authority for the new board. The new board shall, with respect to employment training and vocational education:</p> <ol style="list-style-type: none"> 1. establish statewide priorities for the use of resources; 2. develop statewide plans for training; 	<p>The State Board of Education currently serves in this capacity.</p> <p>These funds are currently administered by the Alaska Postsecondary Commission and the funds have been used for such projects as Network (which developed, and trained persons to utilize, regional handbooks containing information on training programs), paraprofessional counseling programs, data processing training sessions in the bush, etc.</p> <p>A comprehensive employment training and vocational education strategy is needed to prioritize the allocation of training resources based upon the degree to which programs are meeting the employment needs of Alaskans and the labor market demands of Alaska's future economy.</p> <p>The employment training and vocational education programs in Alaska today are either non-existent---as in bush Alaska---or uncoordinated and thus duplicative.</p> <p>There currently exists in Alaska a plan for vocational education--- a plan which exists <u>only</u> due to federal mandate. The plan allocates the federal vocational education dollars received by the state. Employment training and vocational education programs operated under state monies, other governmental offices and through the private sector</p>

Section:

Summary of the Contents of the Draft:

Comments:

3. report annually to the legislature on the achievement of the objectives in the statewide plans;

4. provide for transferability between employment training and vocational education programs throughout the state;

5. provide for coordination between high schools and postsecondary institutions;

6. establish local advisory councils;

This would achieve across-the-board transfer between similar programs. Presently the quality of training can vary widely from one program to the next, and often within the same institution. And further, the type of training offered in programs with identical titles can vary widely. For example, one auto mechanics program may consist of one course which prepares students to do simple repairs on their own automobiles. Another auto mechanics program may consist of a sequence of courses which prepare students to qualify for entry-level employment. Such occurrences complicate a student's ability to transfer from one program to another within an educational level, i.e. high school, or to a more advanced program offered at a different educational level. It also complicates the process of determining the degree to which students are being trained.

Presently it is the rule rather than the exception that a graduating senior who has completed a vocational education program in his/her high school will, upon entry into a similar craft area at a post-secondary institution, be forced to take the beginning level course-work---which means the student will repeat learning which he/she has already learned.

A coordinated system would allow previous knowledge and skill acquisition to be accepted for advanced training. A system of competency based vocational education would develop coordination between educational levels.

Local advisory councils, or craft committees, composed of local employers would provide a beneficial link between the "training" community and the "hiring" community. Such councils would insure training that more clearly reflects the skills needed in the field.

Section: Summary of the Contents of the Draft:

Comments:

7. develop a coordinated system of data collection;

In order to develop statewide employment training policies which will facilitate good program management, evaluation and accountability, it is necessary to collect, compile and analyze data regarding the labor market, student enrollment, program completers, employer satisfaction, equipment, expenditures, etc.

Presently the Department of Labor presents a good picture of the labor market---locally, regionally and for the entire state. What is missing is information regarding the training, or supply-side, data.

Data collected should be adequate to answer such questions as: Who is being served by employment training and vocational education programs? What is being accomplished? What is the cost? What programs should be phased out and what new ones provided? Without such basic questions answered Alaska's employment training and vocational education system will never be able to systematically offer training programs which are relevant to current economic conditions and job opportunities.

8. consult with the Department of Labor to guarantee coordination between training programs and job market needs;

9. prescribe uniform standards for training programs;

See comments under 4 above.

10. represent the state;

11. be able to accept, expend and disperse monies;

12. to designate participants in the benefits of monies received under the federal vocational education Act;

13. approve or disapprove the following for compliance with statewide standards prescribed under 9 above;

(A) all employment training and vocational education programs administered by the University of Alaska at the postsecondary and adult levels that do not lead to a baccalaureate or graduate degree;

This would ensure employment training and vocational education classes at the postsecondary level which comply with the state which would in turn reduce duplication of programs, eliminate not preparing Alaskans for jobs, and allow the state to plan in areas not being served.

(B) all supplemental vocational education funds in accordance with the foundation support program;

At the present time supplemental vocational education funds are by a local educational agency through application to the State of Education. To insure secondary programs which reflect local market needs and statewide plans, and to insure accountability categorical funding, the draft proposes that the aforementioned to be reviewed and approved by the board prior to the release

(C) all adult and continuing education programs related to employment training and vocational education conducted by a state governmental department or agency;

This is built into the draft to, once again, insure that training comply with statewide priorities and plans.

(D) state grant monies designated for employment training and vocational education programs.

This section would insure that the numerous state grants issued for employment training and vocational education would comply with priorities and plans.

14. administer:

(A) state adult vocational and technical training centers;

Such as the Alaska Vocational Technical Training Center at S

(B) CETA programs;

(C) on-the-job and classroom training programs established under state law to replace or supplement CETA programs;

(D) Title I continuing education programs;

These are currently administered by the Alaska Postsecondary

(E) Vocational Rehabilitation programs.

Section:	Summary of the Contents of the Draft:	Comments:
(c)	establish and maintain a vocational/technical talent bank	Many of Alaska's rural educational agencies, due to monetary restraints and small teaching staff, are unable to provide technicians in varying craft areas. This language would establish a list of technicians---master craft workers---similar to the Department of Education's talent bank, who would be willing to travel throughout Alaska and deliver part-time, periodic technical training classes.
(d)	and:	
	<ol style="list-style-type: none"> 1. adopt regulations; 2. establish task forces, committees, etc; 3. contract with institutions and organizations or individuals to provide specific employment training and vocational education programs, prepare studies, etc. 	
14.35.013	Allow the selection and employment of a partially exempt executive director who will serve as the State Director of Employment Training and Vocational Education.	
14.35.014	Establishes the preparation of annual statewide plans for vocational education.	Only through comprehensive local, regional and statewide planning can resources be prioritized to develop training programs which meet the employment needs of Alaskans and the labor market demands of Alaska's future economy.
14.35.015	Establishes the Employment Training for Economic Development Fund.	One only needs to recall the recent history of the construction of the Alaskan oil pipeline to see the results of a training system that did not supply the workers needed to build an Alaskan project. The fund proposed here would provide monies to educational agencies, non profit corporations, private corporations and organizations to establish short-term technical training programs. These funds could be used for emerging industries, the expansion of existing industries or businesses, or for any development project that would be in need of a supply of technically trained employees. One example of a likely recipient of such monies would be the Quartz Hill Project outside Ketchikan. If final approval of the project is received they will need 300-500 employees with mining certificates. Alaska does not have that trained labor available at this time. This fund would allow on-site training of Alaskans to occupy those jobs.

Section:	Summary of the Contents of the Draft:	Comments:
14.35.016	Subjects the board to the Executive Budget Act.	
14.35.017	Definitions:	
	"board"	
	"employment training"	
	"vocational education"	
Sections 3-12	Statutory additions and deletions.	These sections are necessary to accomplish the concepts embodied in the draft.
Section 13	This Act takes effect July 1, 1987.	

The Council

James Carroll, *Chairperson*
 Dick Bower
 Ted Corey
 Clyde Courtmagne
 Jeanmarie Crumb
 Richard Eakins
 James Evans
 Carroll Fader
 George Haynes
 David Hassinger
 Robert Haverfield
 Patricia Jones
 Louis Licari
 Eli Reyes
 Louis D. Riddle
 Frances Rose
 Mary Schaefer
 Frank Vilar Jr.
 Walter Wald
 Don Wilson

For More Information

Contact

The State Advisory Council on Vocational and Career Education
 Box 572
 Douglas, Alaska 99824
 Phone: (907) 586-1736

The Project Participants

Associations

Alaska Association of Secondary School Principals Bill Butler
 Alaska State Vocational Association Edith Wells
 Association of Alaska School Boards Bob Greene
 Cook Inlet Native Association Cheryl Argetsinger
 Kodiak Area Native Association Mike Szymanski
 Tanana Chiefs Conference Jane Petrich
 David Chanai

Public Agencies

Alaska Division of Vocational Rehabilitation Gary Aanes
 Alaska Skill Center Robert Booher
 Bob Richardson
 Alaska State Advisory Council on Vocational
 and Career Education Eleanor Feero
 Anchorage Community College Dan Scott
 Anchorage School District Gene Davis
 Apprentice Outreach Program Russell Anderson
 Bering Strait School District Merle Thomas
 Bureau of Apprenticeship and Training Reno Switzer
 Bureau of Indian Affairs Phyllis Kavaulook
 Jean Swenson
 Chugach National Forest Daniel Haase
 Fairbanks-North Star Borough School District Ivan Gillespie
 Human Resources Center Frank Berry
 Manpower Division, Department of Community
 and Regional Affairs Lois Lind
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 Municipality of Anchorage, CETA Vince Fennimore
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 Post Secondary Commission Tom Healey
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 Tanana Valley Community College Steven Spengler
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Private Organizations

Alaska Business College Bettye Smith
 Alaska Carriers Association Wayne Lucore
 Alaska Chapter, Associated General Contractors Richard Pittenger
 Chevron, USA Ed Hilliard
 The Northern Institute Jan Cardwell
 Ronald Daugherty
 Ray Lehman

Articulation in Occupational Preparation in Alaska

A brief summary of the Articulation
 Project, 1979



A series of forums promoting cooperative
 preparing individuals for occupations. For
 persons representing thirty-five organiza
 participated.

The Word

Articulation is:

Cooperation among and within public and private sectors which promotes learner progress through education that prepares, with maximum efficiency, the individual with the knowledge and skills necessary for entry or upgrading in paid or unpaid occupations.

The Organizations Involved



Articulation occurs when the cooperative efforts of persons and/or organizations make it possible for an individual to move smoothly through education/employment. Articulation is not an activity within itself.

In the diagram, funding sources are designated F, organizations providing training programs are designated T.

The Findings

1. Articulation is a statewide concern but there is no state policy with respect to articulation.
2. There is neither a single statewide plan nor single advisory council for occupational preparation in Alaska, instead there are several plans premised on compliance with Federal laws and regulations rather than on Alaska's needs.
3. Organizations engaged in supporting occupational preparation or conducting training programs have no means of providing input to statewide policy or sharing information with respect to their operations and needs.
4. Although articulation is a statewide responsibility, most articulation actually occurs locally and/or regionally, not statewide.
5. There has been neither an overall analysis of laws and regulations under which Alaskan organizations engaged in occupational preparation must operate, nor of the barriers to joint funding of programs.
6. The law requires that physically and mentally handicapped persons be provided for in occupational preparation programs.
7. Occupational preparation is characterized by many funding sources and many providers of training. Procedures for funding of occupational preparation programs are neither consistent nor available in written form; they should be formalized in a statewide plan for occupational preparation.
8. No process exists for assessing systematically the quantity or quality of occupational preparation programs in Alaska.
9. There is no systematic means for sharing trend information on manpower supply and demand among organizations having responsibility for occupational preparation and placement.
10. Articulation, as defined for this Project, is not defined in the Alaska Department of Education's current State Plan for Vocational Education.
11. There needs to be a long range followup with respect to the efforts to improve articulation.

The Recommendations

State Policy and Guidelines

Recommendation 1. That a state policy be developed which rates needs common to the various organizations charged with occupational preparation responsibility and which provides the statewide plan premised on Alaska's needs rather than compliance with Federal laws and regulations;

Recommendation 2. That state funding policies and procedures be developed which will encourage and facilitate articulation efforts;

Recommendation 3. That physically and mentally handicapped persons be provided for in occupational preparation programs;

Funding

Recommendation 4. That once a statewide plan for occupational preparation programs is developed, all funding for occupational preparation be in harmony with that plan;

Interagency Cooperation

Recommendation 5. That a communication system be developed whereby a state level dialogue can be established among agencies involved in occupational preparation and employment, including agencies and private business, industrial and labor organizations;

Recommendation 6. That the feasibility of having one central council for occupational preparation at the state level be examined;

Recommendation 7. That, where appropriate, the recommendations in this report be incorporated in formal agreements between and among organizations.

Implementation

Recommendation 8. That whatever is done to further articulation not create an additional agency or additional personnel;

Recommendation 9. That the definition of articulation in the current State Plan for Vocational Education.

Recommendation 10. That a followup be conducted by the Advisory Council on Vocational and Career Education in 1980 to determine the outcomes of these recommendations.

VOCATIONAL EDUCATION IN ALASKA

A

POSITION PAPER

OF THE

ALASKA STATE VOCATIONAL ASSOCIATION

1981

ALASKA STATE VOCATIONAL ASSOCIATION

POSITION PAPER

This We Believe

As vocational educators joined together to form a professional association, we believe vocational education is that part of the education system, secondary or postsecondary, which provides the student with knowledge and skills which are unique to and a requirement for job success in a particular occupation or occupational category. We believe vocational education is that part of the career education concept that addresses the "preparation" for employment in those occupations which require other than a baccalaureate or advanced degree for job entry.

In designing a program to prepare an individual for employment, one or more of the following needs may be the target: (1) initial job entry; (2) updating to keep current with the requirements of the present job; (3) upgrading to a new level within an occupational area; or (4) job change to a different occupational field.

A vocational education program is a combination of specialized classes focused on the knowledge and skills required to succeed in a chosen occupational area. In addition, vocational education curriculum includes content ranging from information relevant in almost every type of work to subject matter applicable only to a particular job.

Comprehensive vocational education programs usually have the following common elements:

- (1) Instructional methods are oriented toward "learning by doing".
- (2) Instructional content is generally derived from occupational and/or task analysis of the target occupations in the community and further directed through an advisory committee made up of employers, supervisors, labor representatives, and workers representing the occupational area.
- (3) Instructors of vocational education classes are experienced and proficient in one or more of the occupations being addressed in the vocational instruction.
- (4) Cooperative education or cooperative work experience classes are offered to "bridge" the step between education and work.
- (5) Specialized classes with each contributing to the basic requirements for job success set forth by the employing community.

- (6) A vocational student leadership organization in which students can apply that which has been learned in the vocational education classes.
- (7) A guidance and counseling program that provides services and resources for career decision making, academic planning and job placement.
- (8) An evaluation system that provides data through student follow-up, employer survey, and other sources to determine the students' ability to meet the requirements of the employing community.

The vocational education program is a very important part of the comprehensive educational program and vice versa. One of the primary purposes of education is to prepare the individual for choosing, entering, succeeding and changing in their respective work life role. Vocational education provides an essential portion of the knowledge and skills needed by individuals choosing occupations requiring other than a baccalaureate or advanced degree.

Likewise, the general education program, and in some instances, the college preparatory program, provides knowledge and skills equally essential to job selection, entry and success. General education is considered to be that portion of the curriculum providing the student with the foundations for living needed by everyone in our society. General education should provide the essential prerequisite knowledge and skill for students to choose and succeed in the vocational education programs.

The vocational education program should be designed to meet a combination of student needs coupled with the realistic projected job force demands for the time the student will complete training.

Vocational education should provide the student with: (1) learning experiences leading to knowledge and skills at a level of proficiency which will permit cost effective performance on the job; (2) human relations skills to bring harmony in working with supervisors, peers, and customers; (3) knowledge and skills to facilitate the transition from the training program to the work world and to maintain employment after it is acquired; and (4) knowledge of the increased options open to the individual.

We believe the planning, implementation, and evaluation of all training and education for occupations must be carried out in a comprehensive manner. The labor market needs and the needs of individuals may be met through a variety of vocational programs. These programs include various government programs such as C.E.T.A., Job Corps, and the many inhouse training programs run by government agencies for their own employees. In addition, there are many vocational programs run by the private sector such as proprietary vocational schools, Alaska Native Corporations, apprenticeship programs, on-the-job training programs, and correspondence study. If the needs of Alaska and its people are to be served through vocational education, the total picture must be considered and planned accordingly. A comprehensive approach to vocational education is critical to the well-being of the vocational education program within the education system.

For Alaska, we see the primary purpose of vocational education to be the preparation of a majority of the people from approximately fifteen years of age through adulthood for job entry, job update, job upgrade or job change. The focus should be upon preparing an individual in an occupational field commensurate with his or her desires and abilities and in which employment opportunities exist.

Of great importance is the role of vocational education in economic and community development. Economic development means new or expanded jobs. Vocational education has the responsibility of preparing Alaskans with the knowledge and skill to fulfill these jobs. This is crucial in the effort to attract new industry or expand existing businesses. It is equally important to assure Alaskans of a chance for the newly created jobs and of a competitive edge over imported labor.

Community development depends upon people having a productive role in the community, having feelings of self worth and a sense of security. Vocational education contributes to this through the adequate preparation of individuals for their productive work roles within the community.

A diverse, high quality program of vocational education readily available and responsive to the people and the job market is critical to Alaska's future.

The Needs of Vocational Education

We, the professionals in vocational education, believe that the ideals of a quality vocational education system have not been fully realized in Alaska. This is true, in part, because of the absence of an adequate legislation and statewide administrative policy for vocational education, which could bring a much cleaner sense of purpose and direction to the system. The ultimate success of Alaska's vocational training efforts will depend upon the degree to which a high-level overall policy is developed, a policy to embrace the general goals and acceptable procedures for establishing, operating, maintaining and evaluating vocational education programs.

It is the position of the ASVA that this policy should establish guidelines for the development of an ongoing, comprehensive vocational education plan. A vocational education planning council currently exists in Alaska, under mandate from the Federal Government. However, the role of this council has been quite limited. Presently, the members serve to plan for the allocation of approximately one million dollars in federal vocational education funds. Vocational programs operated under state monies, other governmental offices and through the private sector are not considered in the council's planning efforts because of the jurisdictional questions and lack of a basis for authority to do so. Programs which are totally State funded (the majority of the programs in the State) are not included in Alaska's vocational education plan. State planning guidelines and standards should be established. The federal mandates of the planning council should be reviewed for relevancy to Alaska's needs. Then a planning group (be it the current council or some other group) should be commissioned, and supported by the State, to develop

a plan which is applicable to all vocational education programs in Alaska. Such a plan is needed to prioritize the allocation of vocational education and manpower development resources, based upon the degree to which programs are meeting the employment needs of Alaskans and the labor market demands of Alaska's future economy.

Alaska's comprehensive policy for vocational education should also include direction to state-level administrators for the setting of uniform standards for program operation. Presently, the quality of training can vary widely from one program to the next, often within the same institution. The type of training offered in programs with identical titles can vary widely. For example, one auto mechanics "program" may consist of one course which prepares students to do simple repairs on their own automobiles. Another auto mechanics program may consist of a sequence of courses which prepare students to qualify for entry-level employment. This complicates the students' ability to transfer from a program at the secondary level to another secondary program or into a more advanced postsecondary program. It also complicates the process of determining the degree to which students are being trained for employment.

Since program quality and content can vary so widely, it is impossible to make generalizations about the preparedness of Alaska's vocational education students to accept employment by simply looking at the number of students completing programs of training. Therefore, the ASVA believes that standards should be established for program operation which include: (1) criteria for starting new programs, e.g., local or statewide labor market projections; (2) competency levels to be achieved upon successful completion of programs in each subject area; (3) evaluation criteria for program success, e.g., percentage of completers finding employment, employers' ratings of students' success on the job, and/or testing of student competencies.

Just as the quality of vocational education programs varies widely in Alaska, so do the experience levels and qualifications of vocational education teachers, counselors and administrators. The setting of uniform standards for competence in staff, therefore, is another area which must be addressed by statewide policy. While vocational education is a component of the overall educational program, it is very specialized in many ways; and vocational educators need skills and competencies which are often unique to the field. They not only must be good managers, good teachers and good counselors, but they must also understand such things as how to efficiently operate capital-intensive programs and how to relate education directly associated with quality program leadership by specialists with expertise in the vocational area they are serving. If quality programs are to occur in Alaska, teacher training opportunities must be made available, district and college support must be available for teachers who wish to upgrade their skills, and State standards must be stabilized and followed for the hiring of vocational education teachers, administrators and counselors.

Much of what has been discussed so far has to do with the development of policy which will facilitate good program management, evaluation and accountability. In order to accomplish any of this, it is necessary to consistently collect, compile and analyze a fairly wide range of data on such things as the labor market, student enrollment, student completers, employer satisfaction, equipment and expenditures. Currently, however, much of the data upon which policymakers and administrators need to make informed decisions is simply not available in Alaska. Therefore, the ASVA believes that one of the most pressing needs of Alaska's vocational education system is a comprehensive data collection system, which will allow for the compilation of standardized data on all vocational education programs, including programs offered at the secondary and postsecondary levels. State-level administrators should be required to set data reporting standards for local programs. Data collected should be adequate to answer questions such as:

Who is being served by vocational education programs?

What is being accomplished?

What is the cost?

What programs should be phased out and what new ones should be provided?

The statistics necessary to answer these questions include information on students (including race and sex), program completers, program leavers, expenditures, various projected labor force needs, and student success in employment. Without such 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.

A viable vocational education system requires more than good management practices and the development of classroom standards. A successful vocational education system will require the development of stronger linkages with the employing community. It is widely recognized that many Alaskan jobs go to migrants from the "lower 48" while Alaskans go unemployed. Economists in the State seem to agree that this is due in part to the fact that many Alaskans simply do not have the requisite skills to qualify for the available jobs. The most appropriate response to this problem is to offer a quality system of vocational training, which can train Alaskans to a level at which they will be competitive with workers from the "outside". This will require a very close cooperative relationship between the schools, other government agencies, and the business community. This relationship can be accomplished in several ways, including: (1) state and local advisory councils which are composed of individuals from business, industrial, governmental and educational backgrounds; (2) cooperative education programs which offer academic credit to vocational education students for on-the-job training; (3) individual teacher contact with employers in their area of training; and (4) strong job counseling and job placement services in the schools.

Additionally, there must be a recognition of the Alaskan workers' need for job change. We are living in an age of rapid change. Studies indicate that the average person will change careers at least once, and perhaps several times, during his or her lifetime. New technologies are constantly making old skills obsolete, and giving rise to new occupations which demand a labor force equipped with new skills. As attempts are made to diversify the State's economy and to develop new industries, Alaska in particular, will demand a highly flexible work force. Educators must be able to meet the challenge of a rapidly changing economic environment by developing innovative approaches to training. Students must receive training which not only prepares them to advance within a particular occupation, but which also allows them to move from one occupation to another, and they must learn the value of continually upgrading their skills.

It is obvious, then, that educational institutions must do more than teach specific job skills in order to adequately prepare students for the world of work. That world is constantly changing. Students must learn to make decisions and to change with their environment. Therefore, the ASVA believes that a viable vocational education program must be part of a supporting career education concept. Career education helps each student understand the world of work, obtain information about the specific educational and job requirements of various careers, and acquire the knowledge and skills necessary to ultimately lead to the choice of a career. A sound career education program will help build, maintain and make greater use of vocational program options.

Recommendations

We of the Alaska State Vocational Association believe the primary purpose of vocational education is to prepare individuals for employment. In order for Alaska's vocational education program to meet this challenge in an efficient and effective manner it is important that some basic and key changes be made. These changes are summarized in the following comparison chart:

A Comparison Chart

<u>Current Status</u>	<u>Recommendation for Future</u>
1. Current legislation is vague, addresses vocational education the same as the Federal Law and does not include manpower development as a part of comprehensive vocational education.	1a. New legislation needs to be enacted to give direction to the development of a statewide comprehensive plan for vocational education. 1b. New legislation should be enacted to establish one governing body and to develop and oversee statewide policy on comprehensive vocational education.

Current Status (cont.)

2. Inconsistent and inadequate statewide policy exists for administering a comprehensive vocational education program.

3. There exists a number of advisory groups, planning groups and oversight groups addressing vocational education and manpower development with little evidence of coordination, cooperation or cost effectiveness.

Recommendation for Future (cont.)

- 2a. Based upon refined legislation, the governing body/board should develop consistent and appropriate policy to direct the comprehensive vocational education program.
- 2b. Standards should be established to assure quality vocational education programs and consistent programs statewide, based upon the needs of the employing community.
- 2c. Guidelines should be clearly developed for directing the implementation of new programs and the phasing out of ineffective, inefficient or no longer needed programs.
- 2d. Regulations should be developed to enhance articulation and coordination between the various programs within the same geographical area and to guarantee the student's transferability from program to program.
- 2e. Regulations should address the leadership training responsibilities of vocational education and provide for vocational student leadership organizations as an integral part of the comprehensive vocational education program.
- 3a. Re-define roles and responsibilities of advisory, planning and oversight groups.
- 3b. Reorganize these groups to better address roles and responsibilities, and to more efficiently conduct their business.
- 3c. Clarify that these advisory and oversight groups address their recommendations and findings to the governing body/board, but are administratively removed from the control of the body/board or its agents. This check and balance system must be preserved in practice.

Current Status (cont.)

4. Certification or standardized requirements for teachers, counselors and administrators of comprehensive vocational education are inconsistent, not enforced, or do not exist.

5. Data concerning the existing vocational and manpower programs, students, past students, and the workforce needs are non-existent or woefully inadequate for management decisions addressing future needs.

6. Current program standards and guidelines are not enforced, are unclear or, in many instances, do not exist to insure that each local vocational education program is closely associated with the potential employing community.

Recommendation for Future (cont.)

- 4a. Consistent standards should be developed and enforced for those who staff vocational education programs, based upon knowledge and skill requirements for the technical content being taught and the process of teaching, counseling or administering.

- 4b. Provisions should be developed within the state or through cooperative agreements with institutions of higher education outside the state to provide the required education to meet and maintain certification or personnel standards.

- 4c. Regulations should be set forth to ensure the employing agency actively supports inservice training dedicated to keeping vocational education personnel up-to-date and technically competent.

- 5a. A system should be designed and implemented to gather, process and provide data in a timely fashion on the comprehensive vocational education program (including manpower development, apprenticeship and other such training programs).

- 5b. Establish regulations for local programs to follow in providing consistent, complete, accurate and timely data to the statewide data system.

- 5c. Based upon statutes and statewide policy for comprehensive vocational education, establish the role of manpower forecast data in vocational education program decision making and provide the manpower need data accordingly.

- 6a. Program standards, regulations and guidelines must provide for the input of the employing community in such areas as prioritizing programs for implementation, phasing out, curriculum content, program evaluation, and work experience options. This is usually provided through an advisory committee arrangement.

Current Status (cont.)

7. Current emphasis in vocational education in Alaska is dominated by the priorities for providing the student with skills for avocational interests, career exploration, career awareness, or in a few instances, for first time job entry.
8. Career education concepts have been introduced to the K-12 educational system in Alaska but very little of the concept has been implemented in the schools; little has been accomplished in tying the career education concept and vocational education program together; little, if anything has been done to introduce career education at the postsecondary level; and little commitment exists for career education at the State level in policy and administration of education.

Recommendation for Future (cont.)

- 6b. The comprehensive vocational education data system must provide for information from the employing community regarding its needs and its assessment of the workers coming from the vocational education program.
- 6c. Program standards and guidelines need to stress the importance of bridging the student's transition from education to work through simulation, work experience and placement programs.
- 7a. The comprehensive vocational education program must focus its efforts on preparing the individual to acquire a job, maintain a job, and upgrade in a job in a career field and leave the avocation, career awareness and career exploration up to other programs within the education system.
- 7b. The comprehensive vocational education program must more adequately address the growing need of Alaskans to have access to training for job update, job upgrade or job change throughout their working lives.
- 7c. The comprehensive vocational education program must address the State of Alaska's priorities for economic and community development and provide the opportunity for Alaskans to acquire the needed vocational training to obtain the newly developing jobs and to support the community and economic base for Alaska.
- 8a. Legislation and statewide policy should be developed and implemented addressing the importance of career education within the comprehensive education system.
- 8b. The regulations and guidelines should place emphasis upon the relationship and interdependency of career education and the comprehensive vocational education program.

Current Status (cont.)

Recommendation for Future (cont.)

- 8c. Career education should be planned and implemented as a concept which is a part of and a responsibility within each level of education, including graduate school, and appropriately a part of every discipline taught in the educational system

If Alaska's vocational education system is to be expected to fulfill its purpose, policymakers and education/manpower administrators must give serious attention to these needed changes. The Alaska State Vocational Association is prepared and willing to support actions leading to changes which will better serve Alaskan's through a comprehensive vocational education program.

Goldbelt, Inc.



1000 Harbor Way • Juneau, Alaska 99801

Phone (907) 586-6244

February 9, 1982

TESTIMONY ON HOUSE BILL NO. 695

GOLDBELT, INC., AS THE JUNEAU NATIVE CORPORATION UNDER THE ALASKA CLAIMS SETTLEMENT ACT, IS IN SUPPORT OF HOUSE BILL NO. 695, WITH THE FORMATION OF A BOARD OF EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION, THE EMPLOYMENT AND TRAINING NEEDS WILL BE GIVEN THE PRIORITY IT SO GREATLY NEEDS. THIS BOARD WILL ESTABLISH LOCAL ADVISORY COUNCILS WHICH IS NECESSARY TO ENSURE TRAINING AND EMPLOYMENT FOR ALASKA RESIDENTS.


Joseph E. Kahklen
President

January 30, 1982

Representative Terry Martin
Vice Chairman, HESS
Room 112 - Capitol Building
Juneau, AK 99811

Dear Representative Martin:

As President of the Alaska State Vocational Association, and as a vocational instructor in Alaska since 1972, I have some serious concerns that I would like to bring to your attention.

During the last ten years, I have seen and experienced a continual decline of services and support for Vocational Education in this State, from the State Department of Education. Today, if a job market was created within the State because of an emerging industry, there would be no leadership or funding forthcoming from the State Department of Education for training, and the market would probably be filled with an Outside labor force.


Historically, one of the recognized, mandated and funded programs in Vocational Education was leadership training and development. In 1970-71 the State Department of Education briefly promoted vocational youth organizations as an integral part of vocational training. Since that brief promotion, support declined both in leadership and in financial assistance. About four years ago vocational educators, with student leaders, went directly to the State Legislature to ask for help for endangered programs. Even though we received some much needed financial help, over the last three years, by direct legislative intervention and support, we do not feel that it should be necessary to take this step. Why should such necessary educational programs be managed by scattered agencies all across the State, instead of from one central agency?

House Bill No. 695, relating to employment training and vocational education will be a bold step toward solving these problems, and numerous others facing vocational education in Alaska today. The Bill will consolidate the review of all training programs within one agency, and will provide a framework for monitoring accountability in creating any needed new training programs.

I would like to ask you, as someone vitally interested with industrial growth in Alaska, to support Vocational Education and Vocational Youth Organizations in Alaska.

Thank you for taking time from your busy schedule to read about my concerns. I urge your support of House Bill #695.

Sincerely,



Howard Lowery
SR Box 5205
Wasilla, AK 99687

ALASKA STATE ADVISORY COUNCIL ON VOCATIONAL & CAREER EDUCATION

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

WALTER E. WARD
Chairperson

ROSIE PETERSON
Executive Director

February 1, 1982

Representative Terry Martin
State Capital, Pouch V
Juneau, Alaska 99811

Dear Terry:

Last October the Alaska State Advisory Council on Vocational and Career Education and the Alaska Vocational Education Planning Committee embarked on two major activities to determine the quality of vocational education programs in the State.

The first activity involved 842 Alaskans in a public opinion survey on the status of vocational education in the State of Alaska. Recipients of the survey were asked to agree or disagree with twenty statements, such as the following:

A separate state board for vocational education should be established to develop a coordinated, comprehensive statewide system of vocational training in the State of Alaska;

The college in my community is satisfactorily training Alaskans to meet local and state job demands;

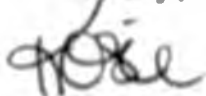
Handicapped and disadvantaged students are provided with the opportunity for vocational education in my community.

Of the 842 surveys mailed 297, or 36%, were completed and returned to the Advisory Council.

The second activity involved regional public hearings in Anchorage, Fairbanks and Juneau. Fifty-four persons participated in those hearings.

Enclosed please find the results of the public opinion survey and highlights from the regional hearings. If you have any questions please do not hesitate to contact me at 586-1736

Sincerely,



Rosie Peterson
Executive Director

RP:arf

DEB BISHOP
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WILLIAM CARLSON
Juneau
JAMES E. CARROLL
Juneau
JANIS BANG COUSO
Anchorage
JAMES EVANS
Fairbanks
LYNNE HALE
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Aleutian Region School District

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Dr. Deb H. Brown,
Superintendent

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February 1, 1982

Representative M. F. Beirne
Alaska State Legislature
Pouch V
Juneau, AK 99811

Dear Representative Beirne:

I am writing to you as both an administrator charged with the schooling of children and as a resident of Alaska who is concerned for the economic well being of our state and its people. The Legislature will soon be acting upon legislation calling for the establishment of a separate Board of Employment Training and Vocational Education. I urge your support of this legislation. I also urge your leadership and direction of those who will be responsible for making this Board capable of bringing order to a condition which can only be called chaotic.

In 1969 the Stanford Research Institute, in a study done for the Governor, stated that "The continuing high unemployment among workers (especially Natives) is often blamed on the influx of seasonal workers. . . ." "The fact that these people continue to come to the state and take available jobs indicate, that their skill levels are generally higher than those of the unemployed and underemployed resident workers."

In my opinion we have done little to improve this situation to this date. Last year at about this time I critically looked again at this matter, particularly as it related to rural Alaska. Rather than repeat my observations, I am enclosing a copy of the article in which they appeared.

In 1979, under the sponsorship of the Alaska State Advisory Council on Vocational and Career Education, a series of forums were held on the status

Representative M. F. Beirne

February 1, 1982

Page Two

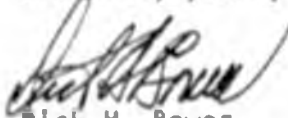
of vocational education, training and employment in the state. The findings generally pointed up that things were little better than in 1969. Indeed the statement made by SRI in 1969 that "With regard to vocational education, we support not only wider offerings in secondary schools but (also) increased emphasis on and coordination of all vocational education instruction as well as expanded inservice and pre-service training by the state", relates very closely to findings and recommendations growing out of the forums, a summary of which is also enclosed.

Although I share your concern for not adding more people or agencies to state government, in this case I have an overriding concern for what is not being done and the often counter-productive dissipation of available resources which is occurring. To coin a phrase, I think it safe to say never before have so many done so little for so few in the history of Alaska.

The economic well being of our youth, our adults and our state may depend upon the action taken by you this session. One of your most critical decisions will be in connection with legislation bringing order to the chaotic state of the vocational education-training-employment issue. I sincerely urge you to actively support this long overdue consolidation of effort in connection with this vital issue.

If there is anything which I can do to further explain either the factors involved or my thoughts on this matter, I hope you will not hesitate to call upon me.

Sincerely yours,



Dick H. Bower
Superintendent

DHB:cae
Enclosures



Roger Harms
Assistant to the President for
Regents' Affairs & University Relations

University of Alaska
Bunnell Building
303 Tanana Drive
Fairbanks, Alaska 99701

February 16, 1982

The Honorable Michael F. Beirne
Alaska House of Representatives
Pouch V
Juneau, Ak. 99811

RE: House Bill 695

Dear Representative Beirne:

In accordance with directions issued by the Board of Regents of the University of Alaska, the following position is forwarded to your committee for consideration.

"It is the position of the Board of Regents that House Bill 695, which is an act to establish a Board of Employment Training and Vocational Training, is unnecessary and creates a needless new expense to the State. The recently developed cooperative agreement between the University of Alaska and the Department of Education for cooperative planning and delivery of vocational training programs and which requires local citizen participation in the program developmental process in each school district or REAA will meet the needs of vocational programs, and in a more cost effective manner and is more responsive to the communities. The Board of Regents directs the President to transmit their position to the legislature. This motion is effective February 13, 1982."

If I may assist you, I will be happy to accommodate you in any way.

Respectfully,

Roger Harms

RH:meh

B/20/82

Alaska State Advisory Council on Vocational and Career Education

Farm Machinery Operator
Florist Designer
Forester
Gardener
Supervisor
Farm Caretaker
Horticultural Assistant

Home Furnishings Assistant
Food Service Supervisor
Hotel Housekeeper
Fashion Designer
Tailor
Upholsterer
Fabric Care Technician
Home Manager
Costumer
Wardrobe Supervisor

Auto Mechanic
Body and Fender Repairer
Automotive Specialist
Automotive Machinist
Construction Estimator
Carpenter
Building Custodian
Construction Inspector
Electrician
Diesel Mechanic
Mason
Manufacturer's Representative
Maintenance Machinist

Alaska Vocational Education Planning Council

Food Research Aide
Veterinarian's Assistant

Health Occupation

Community Health Aide
Dental Assistant
Dental Hygienist
Eyeside Attendant
Medical and Assistant
Laboratory Technician
Licensed Practical Nurse
Mental Health Technician
Emergency Technician
Nurse Aide Registered Nurse
Physical Therapy Aide
Psychiatric Aide
Radiologic Technician

Pipefitter
Welder
Small Engine Repairer
Industrial Machine Repairer
Production Supervisor
Truck Driver
Construction Worker
Aircraft Equipment Operator
Radio and TV Repairer
Ironworker
Machine Shop Operator
Machine Tool Operator

Business Public Opinion Survey & Report

Accountant
Administrative Assistant
Bookkeeper
Bank Clerk
Computer Operator
Court Reporter
Correspondence Clerk
Processor

Marketing and Distribution

Advertising Sales
General Salesperson
Cashier
Customer Service
Communications Consultant
Circulation Representative
Stock Supervisor
Freight Clerk

Technical

Person
Agricultural Technician
Technical Illustrator
Audio-Visual Technician
Offset Press Operator
Electrical Technician
Electronic Technician
Pollution Control Technician
Commercial Pilot
Police Science Technician
Law Enforcement Officer
Water Treatment Technician
Waste Treatment Technician
Quality Control Technician
Laboratory Assistant
Engineering Aide
Library Assistant
Fire Fighter
Firearms Officer
Fire Technician
Fire Inspector
Fire Officer
Graphic Artist
Beauty Shop Manager
Security Guard
Lithographer
Commercial Artist
Commercial Photographer
Offset Stripper
Airbrush Artist
Photograph Retoucher
Security Technician

Report

Personnel Technician
Insurance Adjuster
Secretary
Stenographer
Office Supervisor
Receptionist
Systems Analyst
Typist

November 17, 1981 Juneau, Alaska
November 18, 1981 Anchorage, Alaska
November 19, 1981 Fairbanks, Alaska

Consumer and Homemaking

Child Care Aide
Nursery School Assistant
Cook
Baker
Dietician
Home Health Aide

Trade and Industrial

Appliance Repairer
Aircraft Mechanic

Alaska State Advisory Council on Vocational & Career Education

MEMBERS

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Bill Carlson	Anchorage
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Lottie Sparks	Glennallen
Wayne Taylor	Nenana
Joan Zimmerman	Bethel

STAFF

Rosie Peterson Executive Director	Juneau
Alma Fassel Administrative Assistant	Juneau

Alaska Vocational Education Planning Council

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STAFF

George Genz Executive Director	Anchorage
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Public Opinion Survey & Public Hearing Report

CONDUCTED BY THE

Alaska State Advisory Council
on Vocational and Career Education
and the

Alaska Vocational Education
Planning Council

HELD AT

Juneau, Alaska November 17, 1981

Anchorage, Alaska November 18, 1981

Fairbanks, Alaska November 19, 1981

REPORT PREPARED BY:

Rosie Peterson, Executive Director
Alaska State Advisory Council
on Vocational and Career Education

General Introduction

The Alaska State Advisory Council on Vocational and Career Education is dedicated to the concept of quality vocational education in our State. The Council is composed of twenty-two members appointed by the Governor of the State of Alaska. Evaluation of the State's vocational education delivery system is one of the major functions of the Council.

The Alaska Vocational Educational Planning Council, also a strong supporter of quality vocational programs, is composed of seventeen members appointed by the State Board of Education. One of the major areas of responsibility of the Planning Council is to write the Five-Year Plan for Vocational Education for the State of Alaska.

The Advisory Council and the Planning Council, in an effort to explore the current status of vocational education in the State of Alaska, and to seek recommendations for inclusion in the 1983-1987 Five-Year Plan for Vocational Education, conducted Regional Vocational Education Hearings and a Statewide Public Opinion Survey of business, labor, industry and education representatives.

In years past hearings were conducted after a preliminary draft of the Five-Year Plan had been developed. The Planning Council and the Advisory Council decided that this year was going to be different - that public input would be asked for prior to the development of the plan so that the final document would truly reflect the wants, needs and desires of Alaskans involved and interested in employment training and vocational/technical and career education.

The following report provides the results of the Public Opinion Survey and a synopsis of the comments of the presentors at the Public Hearings.

Public Opinion Survey

On October 26, 1981, eight hundred and forty-two Public Opinion Surveys on the status of vocational education in the State of Alaska were mailed to: the Governor of the State; members of the Alaska State Legislature; members of the Alaska State Congressional Delegation; employees of the Departments of Labor, Education, Natural Resources, Transportation and Public Facilities, and Community and Regional Affairs; Presidents of the Native Regional Profit Corporations; Regional Representatives of the Alaska Federation of Natives; Presidents of the major oil producing companies operating in Alaska; members of the State Board of Education; members of the University Board of Regents; the President and Chancellors of the University of Alaska system, Alaska School Superintendents; High School Directors of Vocational Education, vocational education teachers, local Chambers of Commerce; local NEA-Alaska Affiliates, selected educational organizations, high school counselors; members of the Alaska State Advisory Council on Vocational and Career Education; members of the Alaska Vocational Education Planning Council; members of the Alaska Private Industry Council; members of the Adult and Continuing Education Council; the Board of Directors of the Alaska State Vocational Association; and the leadership of selected labor unions and organizations.

Completed surveys were received from the following locations:

Anchorage	Fairbanks	Kodiak	Sitka
Anyaon	Ft. Yukon	Kotzebue	Skagway
Aniak	Galena	Larsen Bay	Soldotna
Barrow	Gambell	McGrath	Stone River
Bethel	Haines	Naknek	Thorne Bay
Bristol Bay	Healy	Nome	Tok
Cold Bay	Homer	Palmer	Unalaska
Copper Center	Hoonah	Petersburg	Usibelli
Cordova	Hydaburg	Point Hope	Valdez
Craig	Juneau	Russian Mission	Washington, D. C.
Delta Junction	Kake	Sand Point	Wasilla
Dillingham	Kenai	San Jose, Ca.	Willow
Eagle River	Ketchikan	Seward	Yakutat

Of the 842 surveys mailed, seventeen were returned for lack of address, and 297, or 36%, were completed and returned to the Advisory Council.

On the following pages you will find the results of that survey.

Governance Structure:

Agree: Disagree: No Opinion:

<p>A separate state board for vocational education should be established to develop a coordinated, comprehensive statewide system of vocational training in the State of Alaska.</p>	<p>56 %</p>	<p>34 %</p>	<p>10 %</p>
<p>Local vocational advisory committees involving business, industry, and labor are effectively involved in educational planning in my community.</p>	<p>15 %</p>	<p>69 %</p>	<p>16 %</p>

Program Quality:

Agree: Disagree: No Opinion:

<p>Vocational education training in my community accurately reflects employment needs.</p>	<p>24 %</p>	<p>64 %</p>	<p>12 %</p>
<p>The college in my community is satisfactorily training Alaskans to meet local and state job demands.</p>	<p>17 %</p>	<p>65 %</p>	<p>18 %</p>
<p>There is sufficient cooperation between the high schools, colleges and vocational trade schools in teaching vocational skills in the State of Alaska.</p>	<p>20 %</p>	<p>68 %</p>	<p>12 %</p>
<p>Handicapped and disadvantaged students are provided with the opportunity for vocational education in my community.</p>	<p>47 %</p>	<p>41 %</p>	<p>12 %</p>
<p>Public understanding and knowledge of both the content and the location of vocational education programs in Alaska is sufficient.</p>	<p>12 %</p>	<p>84 %</p>	<p>4 %</p>

Program Coordination:

Agree: Disagree: No Opinion:

High schools, colleges and vocational training centers within the same geographical area of the State should work together to coordinate vocational education training programs.	90%	9%	1%
Colleges and vocational training schools should make every effort to coordinate their vocational programs with those in the high schools.	90%	6%	4%
High schools should contract with colleges to deliver in-depth vocational education training programs in areas where colleges do not exist.	67%	24%	9%

Program Delivery:

Agree: Disagree: No Opinion:

High school youth are too young to decide on a life-time career.	22%	77%	1%
Some in-depth vocational training programs are appropriate in the high school setting.	97%	2%	1%
Career education should be a part of the K-12 curriculum.	93%	5%	2%
High school vocational education programs should include both career exploration and in-depth vocational training programs.	89%	10%	1%
Colleges should be the basic providers of vocational education training programs which will give students the necessary skills to enter the job market.	34%	63%	3%

Program Planning:

Agree: Disagree: No Opinion:

Planning for vocational education programs must involve the employing community, i. e. its needs and its evaluation of the workers coming from existing vocational education programs.	96 %	3 %	1 %
Statewide data on vocational education training programs should be gathered every year from all high schools and colleges.	83 %	10 %	7 %
Follow-up studies should be conducted on all students who start and complete a vocational program and the results should be used for future program planning.	86 %	10 %	4 %
Statewide vocational education plans should be written with objectives which are measurable.	84 %	8 %	8 %
Teacher training institutions should require counselors to take courses in vocational guidance which include knowledge of vocational employment opportunities.	93 %	4 %	3 %

Do you feel you have the opportunity to provide input to the following education agencies:

	Yes	No
Local Public High School Administration	81%	19%
Local Board of Education	81%	19%
State Division of Vocational Education	42%	58%
State Board for Vocational Education	36%	64%
Local Area College Vocational Institution	48%	52%
University Board of Regents	21%	79%

Public Hearing Report

On November 17 and November 19, 1981, Regional Vocational Education Hearings were conducted by the Alaska State Advisory Council on Vocational and Career Education and the Alaska Vocational Education Planning Council in Anchorage, Fairbanks and Juneau. Fifty-four representatives from business, industry, labor organizations and the educational community participated in the hearings.

Following are "Quotable Quotes" from the written and oral testimony presented. Transcripts of the testimony and copies of the written comments may be obtained by request to the Alaska State Advisory Council.



"The state lacks comprehensive vocational education planning."

"In consideration of the agricultural potential of Alaska and its natural resources the need for training individuals in various agricultural skills is mandatory if Alaska is to provide its own labor force to operate its agricultural enterprises. If this is not done it is conceivable that after major development of agriculture has taken place we may find that more jobs for outsiders are created because Alaska does not have the training facilities to provide the expertise needed in our modern agriculture industry."



"I feel we have enough state money that we should look at setting state priorities for employing Alaskans--- in order to place Alaskans in training programs designed to meet the needs of industry."



"There is not an opportunity for vocational education for handicapped children in my community or I just don't know about them. The only one program last we knew of was through the Municipality of Anchorage, picking up trash."

"The opportunity for employment in the higher paying and white collar type of management job has been restricted by the lack of training available on the North Slope."

"All communities, including rural communities, need to be made more aware of the content and the location of vocational education programs in Alaska."



"We don't know what kinds of vocational programs are offered in the state. We do not have a comprehensive picture. We need data for comprehensive planning. We don't even know how many students we have in vocational programs. We can not project at this time the anticipated manpower that these programs will produce. We do not know where students are going after they leave the vocational programs. Do they drop out? How many graduate? We don't know what the students are experiencing when they join the labor force. Are they having problems finding jobs? Are employers satisfied? We do not have any idea of the extent to which our training programs are truly meeting the needs of the employing community."

"Old timers in Alaskan vocational education frequently lament, "We used to get help from the state." We could use some leadership, guidance and assistance--- someplace to go when we want to talk out our plans, ideas and evaluations. Frankly, we get this now among ourselves or outside."

"I feel that there isn't enough information sent out to the bush schools on the vocational training programs in this state. I have received only a small amount about the Skills Center in Seward and that is it. I feel that this is a far cry from what should be done."

"We are either going to have to provide additional training to those people or we are going to have to go outside the state and hire the people that do have the expertise."





"All school shop programs should be directed towards a final entry into the local work force. We must teach skills that can be used and not tell the students that they have to go to college to get the skills they need."

"I would like to see a Vocational Training Center for handicapped people established here in Alaska and hope these people who plan long-range goals will consider this in the Five-Year Plan."

"More extensive assessment of employment needs are required to meet the potential of the handicapped population."

"One of the most complex and expensive areas in vocational education is the facility---and related equipment---necessary for an effective program. A quality vocational program will not exist without recognition of this important problem area and a major state commitment to its solution. There are many ways this can be done---in school, out of school, in community, out of community---but unless the state plan recognizes this---speaks to it---and encourages efforts at the legislative level we will be faced with five more years of frustration."

"Sand Point is a rural town where the students stay and go straight to work fishing. If training in a vocational field is to be, it must happen at the high school level. I feel this is true throughout rural Alaska."

"There are limited opportunities and programs established to provide the handicapped with vocational based curriculum or training."

"We must remember the handicapped constitute a new and emerging work force."

"I feel high school vocational education should include career exploration, some in-depth vocational training and some practical skills. I don't want the consumer and homemaking aspect of Home Economics to be forgotten. In some rural settings consumer and homemaking is the most needed part of the home economics curriculum."

"We need to talk about vocational and technical training at a much earlier age than we do at present."

"After teaching and living in Angoon for 4 1/2 years, I have seen students benefit from our vocational program. Some young people have secured typing and clerk-typist jobs as a result of high school training. Students in industrial arts and home economics programs have learned skills to help them get jobs and to help them in their daily living."

"I am hoping the five year vocational plan is pertinent to the rural as well as the urban setting."

"And last, the need for strong, clear leadership of state vocational education programs. Whenever I read state responses to this cry from the local level, there seems to translate "leadership" as "control". We need leadership, guidance and assistance---not control".

"Professionals would be most encouraged by state recognition of the leadership, planning and financial support by which real accomplishment of vocational objectives would be possible".





"The number of full-time vocational education administrators in Alaska could be counted on two hands."



"I strongly suggest that the vocational Department in Juneau maintain close up-to-date contact with the Department of Labor and vocational teachers for possible employment contact, particularly when and where state funds will be used for highway, airport construction, etc."

"We would like to see more work experience funds available for special education students and more programs at the community college level for special students---especially the developmentally disabled--- in the area of independent living skills and vocational programs."



"I am concerned with the level of services provided by the local Vocational Rehabilitation agency in Ketchikan. The services, as related to keeping in touch with the school, are bordering on non-existent. I have a hard time relating to the agency's beginning dealings with students in their Senior year. To me it requires some knowledge and working with the student prior to the second semester of his senior year."

"We really do need vocational English as a second language.....if we are going to seriously consider assisting the employability of a certain segment of the population in Alaska."



"One of the major areas that I think needs to be addressed in the new Five-Year Plan is to develop a better data collection system on the number of students completing programs so that it can be compared with labor market statistics and incorporated into an economic development plan. Vocational institutions need more information to make wise decisions and meet the economic needs of the state."

"Five more years of talk and promise are hardly worth the wait."

Regional Vocational Education Hearing Participants

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Acknowledgements

The Alaska State Advisory Council on Vocational and Career Education and the Alaska State Vocational Education Planning Council would like to express their appreciation to the following for their planning and assistance prior to, during and following the Regional Public Hearings held in Anchorage, Fairbanks and Juneau:

Regional Public Hearings Coordinators:

Gerald Butts	Anchorage
Bill Carlson	Anchorage
Linda Pearson	Fairbanks
Gale Vick	Fairbanks
Jim Carroll	Juneau
Ron Phipps	Juneau

Physical Facilities:

Fairbanks School District
Juneau Douglas School District
Plumbers and Steamfitters Union Hall

ALASKA STATE ADVISORY COUNCIL
ON VOCATIONAL EDUCATION

205 N. FRANKLIN ST., RM. 2
JUNEAU, AK. 99801

BULK RATE
Permit No. 185

U.S. POSTAGE PAID
Juneau, Alaska 99801

Quite obviously, this legislation
is opening up a lot of cans of worms.
You might elicit some "horror
stories, etc" as to why the present
system is so bad to justify
taking the very major step of
a ~~new~~ ~~new~~ ~~new~~ ~~new~~
new "super-board."

3/25/87

Mike;

Just a couple of notes in regard to HB 695-- creation of Board of Employment Training and Vocational Education.

1. Dept. of Education is dead set against it. Could be turf protection...who knows?
2. (a) Some concerns I've heard repeated include giving the Board jurisdiction over Vocational Rehabilitation (Voc. Rehab. is not a training agency- the argument goes-- it provides medical services and therapy- medical orientation mainly.

(b) Need som clarification on this question: Doesn't the Rehab Act of 1973 state that for states to get \$ for Voc. Rehab. that there must be a full-time director? (may be weak argument because could have a full-time director within the new Board)

(c) Another bureaucracy established? i.e. more government, more administrative overhead.

Arguments for HB 695

1. Alledged lack of support given vocational education by the State Board of Education.
2. Lack of consistency and organization in Voc. Ed. programs around the state. Current vague legislation. Jurisdiction problems with the State Board of Ed., Bd. of Regents, private sector, and CETA, outside any organised plan.
3. No assurance that \$ appropriated for vocational programs will be used for that purpose.

"Need to assure that Alaskans are trained for Alaskan jobs"

Jody

3/25

We have a few
witnesses who
could probably
help on this
point.

- ① Steve Hole
- ② Rozie Peterson
- ③ Jewel Jones

My interest in this bill is due to:

6 years as a member of the Juneau School Board 66-72
7 years as a member of the Statewide Voc.-Ed Advisory Council 70-77
7 years on the Juneau Community College and UAJ Policy Advisory Council 75-82
10+years as Training Officer for the BIA in Alaska

I am testifying today in opposition to HB 695 as written.

Although the Voc-Ed Advisory Council during my time as a member attempted to secure legislation establishing that Council by State Statute, we never proposed anything like what this bill proposes. Our intent was to secure for the Council a bit more recognition and clout for it's recommendations regarding voc-ed.

As proposed, this bill creates another state agency, to do those things other departments and agencies have responsibility for.

The responsibilities this proposed Board would have (taken from the Post-Secondary Commission, Voc. Ed., Voc Rehab., DOE, U of A., CETA, etc.) for planning, coordinating, approving or disapproving programs, administering vocational and training centers, establishing advisory councils, task forces, regulations, standards, etc. is going to require a staff of considerable size.

In the report prepared by the Voc-Ed Advisory Council in 1979 - entitled Articulation in Occupational Preparation in Alaska - one of the recommendations made was "No. 8 That whatever is done to further facilitate articulation not create an additional agency or additional positions? Since the Advisory Council is now backing the proposed legislation, I assume they have changed their position on that.

Having served on the Advisory Council, I can understand the concern for better coordination and cooperation among all agencies - public and private - involved in any kind of vocational (occupational) education. But I do not see this bill being the solution.

Some of my immediate concerns would be the impact on local school boards, Community College vocational/occupational programs, and current joint programs being implemented (such as our District/UAF project for joint voc. ed. programs and facilities). The primary goal of such things as Career Education is to provide opportunities for students to have an introduction to well-rounded educational programs that provide both vocational and academic opportunities. By creating a separate and distinct vocational education board we could see a division in education, with two boards competing for funding, responsibilities, authority, etc. It could very well create two systems of education in this state.

My impression of what most educators in this state see as an ultimate goal for education is one overall education system, providing all citizens the opportunity for the best education program possible - to provide them what they wish in the way of a livelihood. We are closer to the "one system" now than we have ever been, merely because the BIA funds are not all that available. So the 1965 Overall Plan for Education in Alaska may still someday soon, be a reality. But if, as one plan becomes reality, another course takes us back to separate systems and programs, we aren't accomplishing much. I would therefore urge you to think long and hard about what this proposed HB695 would ultimately do to education as a whole in our state.

Marie Darlin



Alaska State Legislature

House of Representatives

Committee on

Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

Official Business

Feb. 19, 1982
Agenda

HB 679 Imitation controlled substances

*Sally - did this passed
↓ out of Comm.
No mark up or
action taken
[scribble]*

HB 695/HB 696 Vocational Education

*[scribble]
[scribble]
[scribble]*

Witnesses:

HB 679

Rep. Abood

HB 695/696

*Ronald Lutter
↓*

Richard Aks, Community and Regional Affairs

Tom McKenna → James Sub Dist.

Tim Stanley Dept. ACC.

Jo Barton - Reg. staff

Maria Dahlen -

where are the letters

Russell Jones -

Copy of COPE report

We will receive.

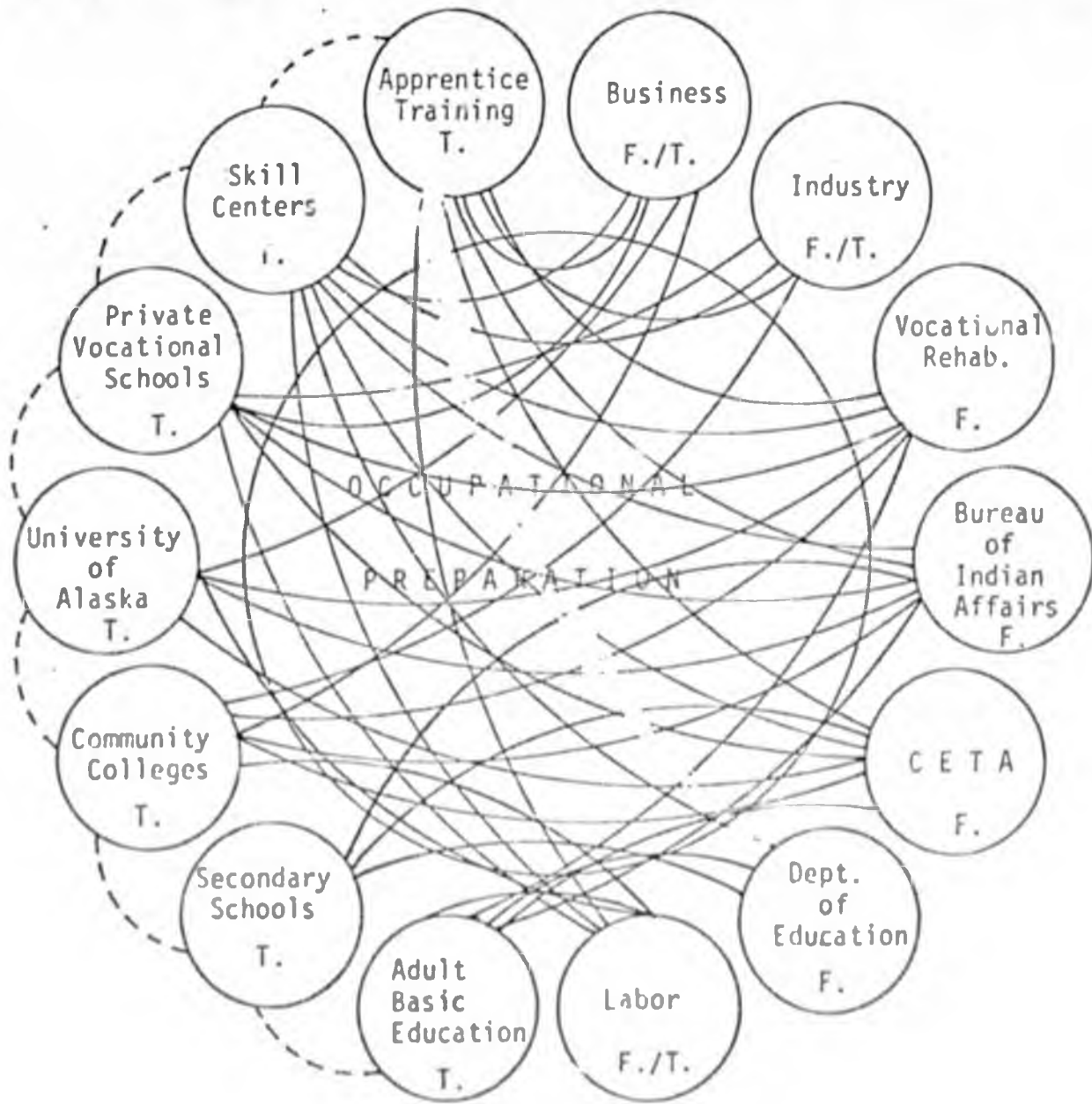
Rose Peterson -

*1000
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15 Gpp
Selling BVS
Rory
Prudman*

*add more practitioners
on the board*

Figure 1

THE ARTICULATION WEB



Position Paper

House Bill No. 695

House Bill 695 establishes a Board of Employment Training and Vocational Education to be located in the Department of Education but independent of the Commissioner of Education and the State Board of Education. The duties of this Board include planning for and approval of, all employment training and vocational education programs operated in the State, including State vocational-technical centers, all programs operated under the Comprehensive Employment and Training Act of 1973 (except those precluded by federal law), any on-the-job or classroom training programs established by the State, all vocational rehabilitation programs, as well as community college continuing education programs and Village Public Safety Officer training programs. In addition, the Board would directly administer all State vocational technical centers, all CETA programs, any state employment training programs, all community college vocational programs and all vocational rehabilitation programs as well as a new fund established for economic development and employment training. The affected Departments support the intent of HB 695 to improve planning and coordination of employment training and vocational education programs to ensure their relevancy to existing and future Alaskan job markets, and, thereby, contribute to the health of the Alaskan economy. However, the bill proposes to perform potentially costly changes before the problem has been clearly defined.

In a time of relative austerity and mounting concern over the growth of State government, HB 695 proposes to create yet another administrative board independent of direction or control of the Executive agencies charged with responsibility for many functions apparently encompassed in the bill. The board would not include Executive representation nor would it be accountable to the legislature. In several cases, past experience has demonstrated that such autonomy severely restricts the ability of the Governor to set policy and administer programs in a manner consistent with his general policy objectives and those of the Legislature.

As written, this bill indicates that the Board of Employment Training and Education will administer several State and federally funded programs. The affected Departments question whether such a board can actually administer programs, or whether the intent is to establish the considerable staff capability necessary for administration of these programs in which case staff, rather than the Board, would "administer" the programs.

It is difficult to perceive how a seven-member board composed of private industry representatives, labor union officials, and vocational education practitioners can, without an extensive specialized staff-review, administer such diverse programs as diagnostic and rehabilitative services to the employable handicapped, emergency medical training, provocation and vocational training for mental health and developmental disabilities clients, public safety academy fire training and law enforcement programs, programs for probation and correctional officers, work incentive programs for welfare recipients, training for Fish and Game and environmental protection officers, and all programs of State funded skill/technical centers.

State agency training priorities and needs under this bill could, irrespective of the training needs and policies of the various departments and the Administration as a whole, be directed by this board.

House Bill 595 would remove from local school boards, the State Board of Education and the University system a substantial and critical portion of public education. Historically, the State of Alaska has supported a strong system of decentralized delivery of educational services under the University system and local school districts under the policy direction of the Board of Regents and State Board of Education respectively. The Administration has, above all, supported the development and delivery of human services to all Alaskans based upon local needs and balanced against statewide resources. This bill strikes at the very heart of those policies and creates yet another level of bureaucratic involvement removed from both local determination and administrative oversight.

The affected Departments agree with the intent to improve program coordination between secondary and postsecondary training agencies. This coordination is currently being addressed by two mechanisms: (1) The State Board of Education, Board of Regents and Postsecondary Commission have developed the Cooperative Operational Plan for Education (COPE). Through the process outlined in this plan, which has at its heart the determination of vocational needs at the local level, the regional coordination addressed in HB 695 would be achieved without additional cost to the State. (2) In addition, the Governor has convened a cabinet level task force charged with the development of the Statewide Employment and Training Policy and prioritization of needs to serve as a basis for improved coordination and cooperation among program operators and planners. The Departments believe that the formulation of a statewide policy and the implementation of the COPE plan are more realistic first steps toward improvement of coordination than the establishment of an all-powerful independent agency.

Additionally, the Departments have long advocated increased private sector involvement in the planning and implementation of employment and vocational training programs. There currently exists the Alaska Private Industry Council (APIC), made up of members appointed by the Governor and the Mayor of Anchorage representing business and industry (more than fifty percent of the members), organized labor, community-based organizations, educational agencies and institutions, and local economic development councils. This Council currently functions under the Title VII, Private Sector Initiatives Program of CEFA, in the same basic capacity as the proposed Board of Employment and Training and Vocational Education. Before creating an additional layer which duplicates much of the work of the APIC, it might be wise to investigate expansion of the existing Council's sphere of operation. Furthermore, HB 595 is unclear in its recognition of the function of the labor exchange. There is a public employment service in existence in the State, and assurance should be provided that the public employment service will be used rather than creating special job development efforts. Without the references to the labor exchange, and without the use of the private enterprise links that are now available through the employment service, there are no suitable controls to ensure that education of a vocational nature, paid for by the State, is directly relevant to the requirements of the labor markets or that job training does not outstrip job availability.

Finally, the bill does not address how the board is to interface with or replace the existing policy/planning boards. Federal and State legislation mandate certain boards and councils with very specific requirements for representation. Under the system proposed in HB 695, it appears that these councils would now also be accountable to this additional board, and many functions duplicated. Lines of authority and responsibility are unclear with respect to such boards as APIC, Postsecondary Education Commission, the Policy Standards Council, the Economic Development Forum, and many other boards involved in training and continuing education programs. Before establishment of another board, the current structure of these boards and councils should be, and is being, evaluated.

It should be noted that the fiscal impact of this bill cannot be determined until such questions of interface, duplication and program responsibility are clarified.

In summary, the Departments believe that existing mechanisms are sufficient to facilitate and encourage coordination in the employment training and vocational education fields. We support a balance between State oversight and local determination, and are willing to work with the Committee to achieve those ends.

Submitted by Departments of Education, Labor
and Community and Regional Affairs

NEW PROPOSED CS FOR HB 695

The changes included in this CS are neatly summarized in the change of bill title.

Instead of establishing a Board of Employment Training and Vocational Education this CS would establish a temporary board of the same name to report to the legislature with a complete plan and recommendations for establishing a permanent board.

Bill Highlights

- * The Board composition remains the same
- * the legislative intent remains the same
- * the plan to establish the permanent board must include 1 - 5 of the Powers and Duties section of the old CSHB 695.
- * the plan to establish the permanent board must include at least a review of the following 5 sectors of employment training and voc ed in Alaska:
 1. post secondary and adult employment training in the DOE and the U of A
 2. supplemental program support funds to state acts for voc ed.
 3. state adult voc/tech centers
 4. CETA programs
 5. state programs which replace or supplement CETA
- * the plan would also include establishing a 'skilled persons for hire' list (this concept in the old CS)
- * the plan would include creating an employment training for economic development fund.
- * the Board could hire staff and contractual assistance.
- * The Act would take effect July 1, 1982
- * The Act would be repealed in its entirety on July 1, 1983.
- * The Act would be used with this bill. (\$ 10,000)

ALASKA

STATE LEGISLATURE

MEMORANDUM

Genr.

I am requested that these materials
be placed in the committee file for
HB 695.

Lynna Davis.

3-25-82

HB 695

Walton - he + J&B did CS.

Steve Hole - do it

opposed!

He did. How 2 months in this.

p. 3 (10) (11) (12)

Delegate too much authority.

Let structure existing now do the job.

- no time to do

- fiscal note - could be extra. Can't determine.

Rose Petron - yes.

fiscal note - sound.

like CS

Jewel Jones - rep. Que.

serious concerns

single Board - authority.

" too small (2), needs more

I

3/30

On Voc Ed Bill (695)

→ ① Gov would certainly veto

→ ② Accommodation to Lutcliffe + should go
(+ Maloe) ahead + move
out. sign it
"no rec"

5 leads

315 Sullivan

318 Wm Carlson - Chr. of
Membr. Adv. Council etc
variety of own

324 Hortman, Cliff

"dual system" created - BAD!
1 system for basic
1 " " " Va. Ed.

5 yr fiscal note - need this

i.e. more bureaucracy work solve problem
create > "

335 Dick Bower Sch Superintendent & member

334 Karen Williams
chr. adv Bd

Feb 40%

343
Saldutny
N. ward.

2-19-82

Bob Young

Director of Voc. ~~at~~ Raleigh, TN

Jim Wilson -

Local Sch. Bd.

NO

Loss of local control

Jim Cassell -

Local teacher

yes -

mem. of Adv. Comm

Has teeth in it + that's intentional

448

Bob ~~Young~~ - NEA (Teacher Union)

Yes!

2-19-82

Rich Axe reg Com

Bd of Ed
H of Labor
H of CTRA

Steve Hole
Linda Luther, Cita

McCormick - James Schmitt, superintendent
25 yrs MC

NO.

Mike McComas - auto mech & JCC
Mechanic & Teacher

Jane White gov. Council for Pa H + G

Tom Healey cc Dir of U of A
Dir. of Planning etc
Loss of local control!

Marie Darwin NO

Russell Jones U of A
creates dual system → 2 Boards!
Bd. of Ed
Bd. of Voc Ed

+27
Rose Peterson - D. Sch. Bd.
Exec. Dir. Adv. Council Voc. Ed.

U of A Research since 1979 re Voc Ed.

Yes - They want it

Susan Sullivan-

Vol. Rehab. prices-

Recommendations in various sec. of
Vol. Rehab.

Possibility of loss of Fed. Vol. Ed. dollars

Need clearing of Vol. Rehab. vs Vol. Ed.