

COMMITTEE REPORT
SENATE

4/30/82

FURTHER: None

Date: 5/14/82

Mr. President:

The Committee on FINANCE has had CSHB 695(Rls) an
establishing the Vocational Education and Employment Training Task Force

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

- do pass do not pass
- do pass with attached amendments(s)
- replace with ^SCS for CSHB 695 (HSS) same title
 new title
- and recommends DO PASS
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

CHAIRMAN

Original sponsors: Sutcliffe, Hayes
and Phillips

Offered: 4/30/82
Referred: Finance

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2 SENATE CS FOR CS FOR HOUSE BILL NO. 695 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - SECOND SESSION

5 A BILL

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

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

10 * Section 1. A Vocational Education and Employment Training Task Force is
11 established in the Office of the Governor to examine vocational education and
12 employment training in the state and their relationship to economic develop-
13 ment in the state, and to recommend legislative or administrative action, or
14 both, that would improve vocational and technical education and employment
15 training for the people of the state and would further the economic develop-
16 ment of the state.

17 * Sec. 2. MEMBERSHIP. (a) The Vocational Education and Employment
18 Training Task Force consists of 13 members appointed by the governor as
19 follows:

20 (1) a member of the governing body of the Alaska State Vocational
21 Association;

22 (2) a member of the Board of Regents of the University of Alaska;

23 (3) a member of the state Board of Education;

24 (4) a member of a statewide Native organization who is familiar
25 with the employment needs of rural Alaska Natives;

26 (5) a member of a statewide labor organization;

27 (6) a vocational education teacher from a public secondary school
28 in the state;

29 (7) a vocational education teacher from a public vocational-

1 technical school or community college in the state;

2 (8) a vocational education student from a community college in the
3 state;

4 (9) a member of the Alaska Commission on Postsecondary Education;

5 (10) two members from statewide organizations representing in-
6 dustries with a potential for increased employment opportunities;

7 (11) two members from state agencies.

8 (b) Appointments shall be made with consideration of the availability
9 and willingness of an appointee to devote the time and effort necessary to
10 permit the Vocational Education and Employment Training Task Force to func-
11 tion effectively. Appointments shall be made without regard to political
12 affiliation, and shall be made, if possible, within 20 days after the effec-
13 tive date of this Act, or within 20 days after the date of a vacancy in the
14 membership of the task force.

15 (c) A vacancy on the Vocational Education and Employment Training Task
16 Force shall be filled in the manner prescribed for initial appointments.

17 (d) The governor shall select one of the members to chair the task
18 force.

19 * Sec. 3. COMPENSATION. A member of the Vocational Education and Employ-
20 ment Training Task Force serves without compensation, but is entitled to the
21 travel pay and per diem authorized by law for members of boards and commis-
22 sions under AS 39.20.180.

23 * Sec. 4. MEETINGS. The Vocational Education and Employment Training
24 Task Force shall meet as necessary to carry out the duties prescribed in this
25 Act. The first meeting of the task force shall be convened at the call of
26 the governor not later than 30 days following appointment of all of the
27 members of the task force.

28 * Sec. 5. POWERS AND DUTIES. (a) The Vocational Education and Employ-
29 ment Training Task Force shall

1 (1) consult with public and private agencies and other relevant
2 organizations on the current state of policy, planning, evaluation, and
3 delivery of vocational education and employment training in the state;

4 (2) make recommendations for actions that will

5 (A) improve the structure, policy, planning, delivery, and
6 evaluation of vocational education and employment training;

7 (B) meet the vocational education and employment training
8 needs of the people of the state; and

9 (C) further the short-term and long-term economic development
10 of the state;

11 (3) review existing state and federal law on vocational education
12 and employment training in order to propose legislative or administrative
13 action, or both, that implements the recommendations of the task force; and

14 (4) by March 31, 1983, submit a report, with recommendations for
15 legislation to implement the conclusions of the task force regarding the
16 operation of vocational education and employment training in the state, to
17 the state Board of Education, the Board of Regents of the University of
18 Alaska, the Alaska Commission on Postsecondary Education, the governor, and
19 the presiding officer of each house of the legislature.

20 (b) The Vocational Education and Employment Training Task Force may
21 hold public hearings and meetings on its recommendations before submitting
22 the report required by (a)(4) of this section.

23 * Sec. 6. TERMINATION. The Vocational Education and Employment Training
24 Task Force terminates March 31, 1983.

25 * Sec. 7. EFFECTIVE DATE. This Act takes effect immediately in accor-
26 dance with AS 01.10.070(c).

27
28
29

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST
 Bill/Resolution No. Senate CS for CS for HB695(HESS)
 Title "An act establishing the Voc. Ed. & Employ. Training Task Force..."
 Requested by Senate Finance Date 5/13/82

II. FISCAL DETAIL
 Agency Affected Office of the Governor
 Program Category Affected EXECUTIVE OFFICE
 BRU, Program, Or Subprogram(s) Affected _____
 (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		10,000	N/A	N/A	N/A	N/A
300 CONTRACTUAL		48,700				
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL		58,700				

FUNDING (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
GENERAL FUND		58,700				
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)

Fiscal note based on information contained in the April 2, 1982 Memorandum from Jonathan Sherwood, House Research Staff, to Rep. Sutcliffe. (attached)

IV. DATE 5/13/82 PREPARED BY Senator Stimson
 AGENCY Senate Finance
 Original: Legislative Finance PHONE 465-3702/3713
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)
 33-001 (Rev. 12/81)



ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES
RESEARCH AGENCY

Pouch Y, State Capitol
Juneau, Alaska 99811
(907) 465-3991

April 2, 1982

MEMORANDUM

TO: Representative Eric Sutcliffe
FROM: Jonathan Sherwood *JMS*
Research Staff
RE: Research Request 82-108
Fiscal Note for CSHB 695

Pat Lawler of your office requested that we estimate the fiscal impact of the provisions of the Health, Education, and Social Services Committee Substitute for House Bill 695. This bill establishes a temporary Board of Employment Training and Vocational Education to provide a plan for the creation of a permanent Board of Employment Training and Vocational Education. We have calculated the following costs:

Travel	\$10,000
Contractual Services	<u>\$48,700</u>
TOTAL	\$58,700

EXPLANATION OF COSTS

Travel: This represents the cost of air fare and per diem for board members traveling to board meetings. In computing the travel costs we have made the following assumptions:

- (1) the Board will consist of three members from Anchorage, two members from Fairbanks, one member from Bethel, and one member from Juneau;
- (2) the board will meet four times, twice in Anchorage and twice in Juneau, and that the meetings will last for two days;
- (3) travel and per diem costs will increase by 10% from current levels as a result of inflation.

Contractual Services: According to Section 4 of CSHB 695, the Board is authorized to contract for staff and services. We estimate the following contractual costs:

Representative Sutcliffe
April 2, 1982
Page Two

Consultant study	\$44,300
Secretarial support	\$ 1,900
Printing	<u>\$ 2,500</u>
TOTAL	\$48,700

We computed these estimates with the following assumptions:

- (1) the Board will contract with a private consultant to assist in preparing a plan as specified in Section 3 of CSHB 695;
- (2) completion of the plan, including a draft report and a final report, will require approximately six months, with the consultant spending a total of five working months on the plan;
- (3) the consultant's fee is \$50 per hour, including all expenses except travel costs and the printing of the final report;
- (4) the consultant is located in Juneau, and will attend all board meetings;
- (5) the Board will require a secretary to transcribe the minutes of the meeting, handle official correspondence, and make arrangements for the Board meetings; approximately six days of secretarial support is required for every Board meeting;
- (6) the secretary will be paid the equivalent salary of a range 12A;
- (7) one thousand copies of the final report on the Board's plan will be printed at a cost of \$2.50 per copy.

The appendix on the following page provides our computation of costs. If you have any questions, or if we can be of further assistance, please do not hesitate to contact us.

JS/bf

APPENDIX

Board Travel

	<u>Total</u>
3 Anchorage members	
2 trips to Juneau @ \$296	\$1776
4 days per diem @ \$67	804
1 Bethel member	
2 trips to Anchorage @ \$270	540
4 days per diem @ \$80	320
2 trips to Juneau @ \$566	1132
4 days per diem @ \$67	268
2 Fairbanks members	
2 trips to Anchorage @ \$176	704
4 days per diem @ \$80	640
2 trips to Juneau @ \$354	1416
4 days per diem @ \$67	536
1 Juneau member	
2 trips to Anchorage @ \$296	592
4 days per diem @ \$80	320
Subtotal	\$9048
plus 10% inflation	905
Total	\$9953

Consultant Cost

Basic Fee

5 months @ \$50 per hour

5 months(173 hours per month) x \$50 per hour = \$43,250

Travel

2 trips to Anchorage @ 296	592
4 days per diem @ \$80	320
plus 10% inflation	91

Total \$44,253

APPENDIX (continued)

Secretarial Support

4 meetings @ 6 days work per meeting = 24 days
salary @ \$1716 per month (21.6 days)

$$24 \text{ days} \times \frac{\$1716}{21.6 \text{ days}} = \underline{\$1,907 \text{ Total}}$$

Printing

1000 copies @ \$2.50 per copy = \$2,500

goes w 5/13/82 FN



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RESEARCH AGENCY

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Original sponsors: Sutcliffe, Hayes
and Phillips

Offered: 4/30/82
Referred: Finance

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SOCIAL SERVICES COMMITTEE

2 SENATE CS FOR CS FOR HOUSE BILL NO. 695 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - SECOND SESSION

5 A BILL

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7 Employment Training Task Force; and providing for an
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9 (C) further the short-term and long-term economic development
10 of the state;

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12 and employment training in order to propose legislative or administrative
13 action, or both, that implements the recommendations of the task force; and

14 (4) by March 31, 1983, submit a report, with recommendations for
15 legislation to implement the conclusions of the task force regarding the
16 operation of vocational education and employment training in the state, to
17 the state Board of Education, the Board of Regents of the University of
18 Alaska, the Alaska Commission on Postsecondary Education, the governor, and
19 the presiding officer of each house of the legislature.

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21 hold public hearings and meetings on its recommendations before submitting
22 the report required by (a)(4) of this section.

23 * Sec. 6. TERMINATION. The Vocational Education and Employment Training
24 Task Force terminates March 31, 1983.

25 * Sec. 7. EFFECTIVE DATE. This Act takes effect immediately in accor-
26 dance with AS 01.10.070(c).

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

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IV. DATE 5/13/82 PREPARED BY Senator Stimson
 AGENCY Senate Finance

Original: Legislative Finance PHONE 465-3702/3713
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)
 33-001 (Rev. 12/81)

Original sponsors: Sutcliffe, Hayes
and Phillips

Offered: 4/16/82
For Calendar, Saturday
4/17/82

1 IN THE HOUSE

BY THE RULES COMMITTEE

2 CS FOR HOUSE BILL NO. 695 (Rules) am

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - SECOND SESSION

5 A BILL

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14 the state.

15 * Sec. 2. MEMBERSHIP. (a) The Vocational Education and Employment
16 Training Task Force consists of seven members appointed by the governor. The
17 membership of the task force shall be persons representing business, labor,
18 and vocational education instructors.

19 (b) Appointments shall be made with consideration of the availability
20 and willingness of an appointee to devote the time and effort necessary to
21 permit the Vocational Education and Employment Training Task Force to function
22 effectively. Appointments shall be made without regard to political affilia-
23 tion, and shall be made, if possible, within 20 days after the effective date
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27 Force shall be filled in the manner prescribed for initial appointments.

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29 ment Training Task Force serves without compensation, but is entitled to the

1 travel pay and per diem authorized by law for members of boards and commis-
2 sions under AS 39.20.180.

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

5 * Sec. 5. POWERS AND DUTIES. (a) The Vocational Education and Employment
6 Training Task Force shall

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

13 (2) make recommendations to improve the structure, policy, plan-
14 ning, delivery, and evaluation of vocational education and employment train-
15 ing;

16 (3) review existing state and federal law on vocational education
17 and employment training in order to propose legislation that implements the
18 recommendations of the task force; and

19 (4) by February 1, 1983, submit a report, with recommendations for
20 legislation to implement the conclusions of the task force regarding the
21 operation of vocational education and employment training in the state, to
22 the state Board of Education, the Board of Regents of the University of
23 Alaska, the governor, and the presiding officer of each house of the legisla-
24 ture.

25 (b) The Vocational Education and Employment Training Task Force may
26 hold public hearings and meetings on its recommendations before submitting
27 the report required by (a)(4) of this section.

28 (c) For the purposes of this section 'vocational education and employ-
29 ment training' does not include the programs or functions of the Alaska

1 Police Standards Council.

2 * Sec. 6. STAFF. The Vocational Education and Employment Training Task
3 Force shall employ staff necessary to carry out its responsibilities under
4 this Act.

5 * Sec. 7. TERMINATION. The Vocational Education and Employment Training
6 Task Force terminates February 28, 1983.

7 * Sec. 8. EFFECTIVE DATE. This Act takes effect immediately in accor-
8 dance with AS 01.10.070(c).

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POSITION PAPER
HOUSE BILL NO. 695

House Bill No. 695 is "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."

The intent of this bill is to better plan, coordinate, and standardize the many employment training and vocational education programs in the state in order to foster economic development. This bill would:

- 1) Establish a Board of Employment Training and Vocational Education within the Department of Education. The seven person board would include representatives from business or industry, labor organizations, and training institutions.
- 2) Employ an Executive Director and staff to carry out the Board's responsibilities.
- 3) Require annual and long range statewide plans for employment training and vocational education.
- 4) Establish an Employment Training for Economic Development Fund to be administered by the Board for training programs.

In addition the bill amends several areas of legislation affecting the Departments of Education and Labor.

The Department of Health and Social Services supports the intent of improved planning, coordination and standardization of employment training and vocational education programs. However, the Department of Health and Social Services defers to the Departments of Education and Labor to comment on the specific proposals in this bill.

The Department of Health and Social Services also recommends that training programs which are under DHSS responsibility be exempted from the requirement of this bill. Some of these training programs include the following.

- 1) Division of Family and Youth Services - Work Incentive (WIN) Program - This is a bi-agency effort to reduce welfare dependency by assisting Aid to Families with Dependent Children recipients to become self-sufficient. The Department of Labor provides employment and training services designed to enhance welfare recipients to obtain and retain employment. DHSS provides the social services necessary to prepare and support the registrants and their families as they strive for self-sufficiency. Alaska may soon implement a work experience program for AFDC recipients which will probably utilize the WIN services delivery system but make DHSS the responsible administering agency.

- 2) Office of Alcoholism and Drug Abuse - training for alcohol and drug abuse programs. The State Office of Alcoholism and Drug Abuse has a voluntary certification program with 10 core competencies for alcohol and drug abuse counselors throughout the state.
- 3) Division of Adult Corrections - training for correctional officers and probation officers. The Division of Adult Corrections also has a correctional industries program which is a correctional rehabilitation program designed to develop a work ethic among inmates.
- 4) The Division of Mental Health and Developmental Disabilities - grants for sheltered workshops, prevocational, and vocational training for Mental Health and Developmental Disabilities clients.
- 5) Division of Public Health - Emergency Medical Technicians and Emergency Medical Technician Instructors training programs. Under AS 18.08.080, the Department of Health and Social Services is mandated to prescribe by regulation a course of training or other requirements prerequisite to the issuance of certificates which provide the following:
 - a) certifies that a person meets the training and other requirements as an emergency medical technician;
 - b) authorizes an emergency medical technician certified under this chapter to provide under the written or oral direction of a physician those advanced life support services enumerated on the certificate;
 - c) certifies that a person, organization, or government agency which provides an emergency medical service meets the minimum operating standards prescribed by the department; and
 - d) authorizes an emergency medical service certified under this chapter to provide under written or oral direction of a physician those advanced life support services enumerated on the certificate.

In accordance with its mandate under the above cited statute, the Department of Health and Social Services has promulgated regulations under Title 7, Part 2, Chapter 26 of the Alaska Administrative Code. These regulations have been endorsed by the Department of Public Safety and the Alaska State Medical Board.


For the most part, the above cited training programs use existing training standards or guidelines. The Department of Health and Social Services is concerned that HB 695 may result in duplication of existing review processes for DHSS grant and training programs. DHSS also uses several program advisory boards which are created by statute, such as for Mental Health and Developmental Disabilities, Alcohol and Drug Abuse, and Emergency Medical Services.

DHSS is concerned that the Board of Employment Training and Vocational Education would duplicate the efforts of these advisory boards. DHSS is also concerned that grantees would have additional standards to comply with for grant approval.

The Department of Health and Social Services supports the intent of HB 695. but recommends that DHSS grant and training programs be exempted from the review and approval or disapproval authority of the proposed Board of Employment Training and Vocational Education.

The Department of Health and Social Services estimates that HB 695 will have no fiscal impact on this department.

Recommended by:


Helen D. Beirne Commissioner
Department of Health and
Social Services

Date:

2.3.82

POSITION PAPER/Department of Health & Social Service

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST
 Bill/Resolution No. House Bill No. 695
 Title "An Act relating to employment training and vocational education"
 Requested by Commissioner's Office Date 2-3-82

II. FISCAL DETAIL
 Agency Affected Department of Health and Social Services
 Program Category Affected Health/Public Health
 BRU, Program, Or Subprogram(s) Affected _____
 (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	0	0	0	0	0	0
200 TRAVEL	0	0	0	0	0	0
300 CONTRACTUAL	0	0	0	0	0	0
400 COMMODITIES	0	0	0	0	0	0
500 EQUIPMENT	0	0	0	0	0	0
600 LAND & STRUCTURES	0	0	0	0	0	0
700 GRANTS, CLAIMS, ETC.	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

FUNDING (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER (Specify Source)	0	0	0	0	0	0

POSITIONS

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
FULL TIME	0	0	0	0	0	0
PART TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

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

IV. DATE 2-3-82 PREPARED BY Mark Johnson
 AGENCY Dept. of Health & Social Services
 Original: Legislative Finance PHONE 465-3027
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)
 33-001 (Rev. 12/81)

JCC

Hein
4/28/82

Original sponsors: Sutcliffe, Hayes
and Phillips

BY THE HEALTH, EDUCATION, AND
SOCIAL SERVICES COMMITTEE

1 IN THE HOUSE

2 SENATE CS FOR CS FOR HOUSE BILL NO. 695 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - SECOND SESSION

5 A BILL

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

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

10 * Section 1. A Vocational Education and Employment Training Task Force is
11 established in the Office of the Governor to examine vocational education and
12 employment training in the state and their relationship to economic develop-
13 ment in the state, and to recommend legislative or administrative action, or
14 both, that would improve vocational and technical education and employment
15 training for the people of the state and would further the economic develop-
16 ment of the state.

17 * Sec. 2. MEMBERSHIP. (a) The Vocational Education and Employment
18 Training Task Force consists of 11 members appointed by the governor as
19 follows:

- 20 (1) a member of the governing body of the Alaska State Vocational
21 Association;
- 22 (2) a member of the Board of Regents of the University of Alaska;
- 23 (3) a member of the state Board of Education;
- 24 (4) a member of the Alaska Postsecondary Commission
25 with the employment needs of rural Alaska Natives;
- 26 (5) a member of a statewide labor organization;
- 27 (6) one vocational education teacher from the secondary public
28 schools of the state;
- 29 (7) one vocational education teacher from ~~the~~ postsecondary public

*voc tech
and community
colleges*

1 schools in the state;

2 (8) two members from statewide organizations representing in-
3 dustries with a potential for increased employment opportunities;

4 (9) two members from state agencies, that have policy and program
5 responsibilities for providing vocational education, employment training, or
6 employment services.

7 (b) Appointments shall be made with consideration of the availability
8 and willingness of an appointee to devote the time and effort necessary to
9 permit the Vocational Education and Employment Training Task Force to func-
10 tion effectively. Appointments shall be made without regard to political
11 affiliation, and shall be made, if possible, within 20 days after the effec-
12 tive date of this Act, or within 20 days after the date of a vacancy in the
13 membership of the task force.

14 (c) A vacancy on the Vocational Education and Employment Training Task
15 Force shall be filled in the manner prescribed for initial appointments.

16 (d) The governor shall select one of the members to chair the task
17 force.

18 * Sec. 3. COMPENSATION. A member of the Vocational Education and Employ-
19 ment Training Task Force serves without compensation, but is entitled to the
20 travel pay and per diem authorized by law for members of boards and commis-
21 sions under AS 39.20.180.

22 * Sec. 4. MEETINGS. The Vocational Education and Employment Training
23 Task Force shall meet as necessary to carry out the duties prescribed in this
24 Act. The first meeting of the task force shall be convened at the call of
25 the governor not later than 30 days following appointment of all of the
26 members of the task force.

27 * Sec. 5. POWERS AND DUTIES. (a) The Vocational Education and Employ-
28 ment Training Task Force shall

29 (1) consult with public and private agencies and other relevant

1 organizations on the current state of policy, planning, evaluation, and
2 delivery of vocational education and employment training in the state;

3 (2) make recommendations for actions that will

4 (A) improve the structure, policy, planning, delivery, and
5 evaluation of vocational education and employment training;

6 (B) meet the vocational education and employment training
7 needs of the people of the state; and

8 (C) further the short-term and long-term economic development
9 of the state;

10 (3) review existing state and federal law on vocational education
11 and employment training in order to propose legislative or administrative
12 action, or both, that implements the recommendations of the task force; and

13 (4) by March 31, 1983, submit a report, with recommendations for
14 legislation to implement the conclusions of the task force regarding the
15 operation of vocational education and employment training in the state, to
16 the state Board of Education, the Board of Regents of the University of
17 Alaska, ^{the Ak. Postsecondary Commission} the governor, and the presiding officer of each house of the legisla-
18 ture.

19 (b) The Vocational Education and Employment Training Task Force may
20 hold public hearings and meetings on its recommendations before submitting
21 the report required by (a)(4) of this section.

22 * Sec. 6. TERMINATION. The Vocational Education and Employment Training
23 Task Force terminates March 31, 1983.

24 * Sec. 7. EFFECTIVE DATE. This Act takes effect immediately in accor-
25 dance with AS 01.10.070(c).

26

27

28

29

SPINSON

fisher pushing on this side

Note:
Linda Peterson in FBK

4/29:

Rosie Peterson
586-1736

***Alaska State Advisory
Council on Vocational
and Career Education
and***

***Alaska Vocational Education
Planning Council***

**Public Opinion
Survey &
Public Hearing
Report**

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

Alaska State Advisory Council on Vocational & Career Education

MEMBERS

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Dick Bower	Anchorage
Bill Carlson	Anchorage
Jim E. Carroll	Juneau
Jeanmarie Crumb	Anchorage
Jim Evans	Anchorage
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STAFF

Rosie Peterson Executive Director	Juneau
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Ron Phipps	Juneau
Larrae Rocheleau	Metlakatla
Wayne Taylor	Nenana
Gale K. Vick	Fairbanks

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
Angoon	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:

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.	56%	34%	10%
Local vocational advisory committees involving business, industry, and labor are effectively involved in educational planning in my community.	15%	69%	16%

Program Quality:

Agree: Disagree: No
Opinion:

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

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."

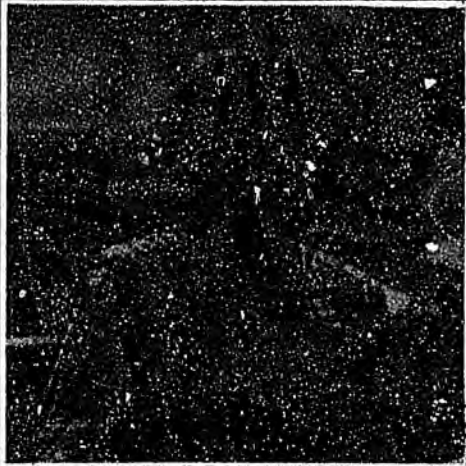
"We need to talk about vocational and technical training at a much earlier age than we do at present."

"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."

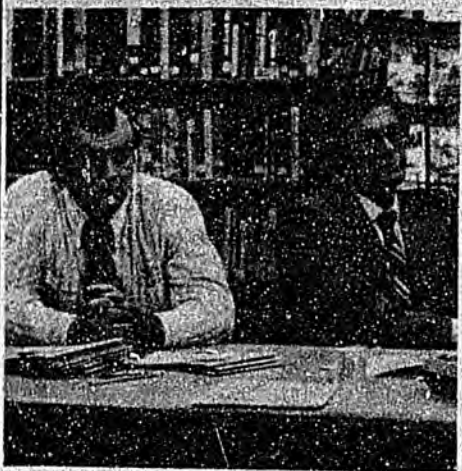
"And last, the need for strong, clear leadership of state vocational education programs. Whenever I read state responses to this cry from the local level, there seems to translate "leadership" as "control". We need leadership, guidance and assistance---not control".

"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

516-1736

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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.)

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 Alaskans through a comprehensive vocational education program.

TESTIMONY IN REGARD TO CS FOR HB 695

Dr. Vern Oremus
April 6, 1982

My name is Vern Oremus. I am a professor of vocational education at the University of Alaska, Juneau and director of the statewide program of vocational teacher education for the University of Alaska. I've been involved with vocational education for fifteen years, and in Alaska for the past seven years as a community college director of vocational education, as a community college president, and as a professor of vocational education.

When I first testified in support of HB 695 as originally drafted, I tried to make several points, the main one being that in the seven years I have been involved with vocational education in Alaska I have witnessed a deterioration of programs at the local level and a total lack of coordination at the state level. I will elaborate somewhat on this statement because I think it's important to clearly understand how this bill was developed and why.

First, this bill has been a long time coming. When I first came to Alaska, I was shocked at the status of vocational education at the statewide level. There seemed to be no articulation, no leadership, and worst of all no standards to measure quality or quantity. Today we still have a lack of cooperation between agencies of vocational education; there are no statutes on the books setting standards for vocational programs. Unqualified teachers are being asked, and allowed, to instruct in vocational areas of the public schools, and there continues to be a constant battle between agencies for power, control, and funding.

I firmly believed HB 695 was the most positive step toward solving our ills I have seen in seven years. It's a shame it took vocational educators so long to stand up and say, yes, we need this. You see, vocational educators are not known for being particularly political or for oratory expertise. Vocational educators prefer to do their jobs, practice the trade if you will, and generally let the academic teachers give the speeches and the administrators push the papers. Perhaps that is one of our failings. The point is it takes a lot to make the practicing teacher stand up and say what HB 695 said. HB 695, and now the Committee Substitute, has been a long time coming. I hope you recognize the supporters of this bill from those in opposition. Those who oppose this bill are primarily those agencies affected, those with the most power and influence to lose, while those supporting the bill are the people on the firing line, the practicing teachers through their state association, the program heads, teacher educators, the state advisory council on vocational education, the people who have to make the system work.

It seems strange to me that those most affected by another layer of bureaucracy are asking for it. The reason is simple, the existing bureaucracy isn't doing the job well, or at all.

I work with vocational education at its grass roots level, in the field with practicing teachers. I deal with teachers every day, from Fairbanks to Bethel, Nome, to Ketchikan. I talk to them and I listen. My best sense is they are too busy trying to do their job to testify at hearings like this--but they do care. They are frustrated at having too many bosses in vocational education and seeing no real positive steps being taken; at seeing the constant infighting and turmoil. They see vocational education at the state level changing

direction as with the wind. They don't know what to do, and some don't care anymore. What a shame it is that this issue hasn't been brought to your attention sooner. Perhaps we were all hoping the system would solve its own problems; it obviously hasn't. What has occurred is the political forces within our state in vocational education have become larger, less responsive, and more territorial. Regardless of pledges to work cooperatively, when the chips are down, when dollars and political power are at stake, these forces polarize. I believe the Committee Substitute for HB 695 will solve this problem by finally doing what should have been done years ago, establishing guidelines for one board responsible for all vocational education in Alaska, giving it the power to act and holding it accountable for those actions.

Finally, I'm sure you are aware I've not addressed the substance of the CS for HB 695. Before this hearing is over, I'm confident you will have the bill dissected to your satisfaction. I leave that to others. These bills, HB 695 and the Committee Substitute, may well be the best thing that has happened to vocational education in this state for two reasons. First, it's pointed out a very serious problem and suggested a viable solution. Second, and most important, this bill has breathed new life into the practicing teacher. There is once again a common purpose--pass that bill. For once, I see teachers thinking in terms of "we," not "me." This isn't HB 695, but it's a start and you can't solve a problem unless you start somewhere. I urge its passage.



REPRESENTING
THE SOUTHERN ALASKA PENINSULA
THE ALEUTIAN CHAIN
KODIAK ISLAND
AND THE PRIBILOF ISLANDS

Alaska State Legislature

REPRESENTATIVE
ERIC SUTCLIFFE

HOME
P.O. BOX 3
UNALASKA, ALASKA 99685
(907) 561-1455

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

MEMORANDUM

TO: Representative Al Adams
FROM: Representative Eric Sutcliffe
RE: HB 695 and HB 696
DATE: April 6, 1982

I think we all would agree that quality employment training is vital if Alaskans are to participate in the economic development of the state. Today there are a number of shortcomings in our employment training system. Symptomatic are the drop-out rates in high schools, our unemployment rate, the lack of coordination between training and real jobs and our unpreparedness in the event of another pipeline-sized project. Employment training is not getting the attention it deserves.

The situation is complicated. Years of ad hoc efforts to provide employment training have created a tangle of programs residing in a number of state agencies, each of which is firmly set on protecting its own turf. Pulling all the disparate elements together and creating a board capable of taking the reins is a big policy decision. This bill would create a temporary board of employment training and vocational education which would review the present situation and design a workable unified employment training system for Alaska. The next legislature will then have the option of accepting the plans and recommendations of this board or not. But at least the next legislature will have some solid information and proposed legislation to act on as it sees fit.

HB 696 is the companion appropriation bill to HB 695. In view of our budget constraints, I asked the House Research Agency to estimate the minimum cost of the tasks outlined in HB 695. Based on their report, I would recommend amending HB 696 to reflect a fiscal note of \$58,700. Attached is the House Research Agency estimate of costs.



ALASKA STATE LEGISLATURE
 HOUSE OF REPRESENTATIVES
 RESEARCH AGENCY

Pouch Y, State Capitol
 Juneau, Alaska 99811
 (907) 465-3991

April 2, 1982

MEMORANDUM

TO: Representative Eric Sutcliffe
 FROM: Jonathan Sherwood JMS
 Research Staff
 RE: Research Request 82-108
 Fiscal Note for CSHB 695

Pat Lawler of your office requested that we estimate the fiscal impact of the provisions of the Health, Education, and Social Services Committee Substitute for House Bill 695. This bill establishes a temporary Board of Employment Training and Vocational Education to provide a plan for the creation of a permanent Board of Employment Training and Vocational Education. We have calculated the following costs:

Travel	\$10,000
Contractual Services	<u>\$48,700</u>
TOTAL	\$58,700

EXPLANATION OF COSTS

Travel: This represents the cost of air fare and per diem for board members traveling to board meetings. In computing the travel costs we have made the following assumptions:

- (1) the Board will consist of three members from Anchorage, two members from Fairbanks, one member from Bethel, and one member from Juneau;
- (2) the board will meet four times, twice in Anchorage and twice in Juneau, and that the meetings will last for two days;
- (3) travel and per diem costs will increase by 10% from current levels as a result of inflation.

Contractual Services: According to Section 4 of CSHB 695, the Board is authorized to contract for staff and services. We estimate the following contractual costs:

Representative Sutcliffe
April 2, 1982
Page Two

Consultant study	\$44,300
Secretarial support	\$ 1,900
Printing	<u>\$ 2,500</u>
TOTAL	\$48,700

We computed these estimates with the following assumptions:

- (1) the Board will contract with a private consultant to assist in preparing a plan as specified in Section 3 of CSHB 695;
- (2) completion of the plan, including a draft report and a final report, will require approximately six months, with the consultant spending a total of five working months on the plan;
- (3) the consultant's fee is \$50 per hour, including all expenses except travel costs and the printing of the final report;
- (4) the consultant is located in Juneau, and will attend all board meetings;
- (5) the Board will require a secretary to transcribe the minutes of the meeting, handle official correspondence, and make arrangements for the Board meetings; approximately six days of secretarial support is required for every Board meeting;
- (6) the secretary will be paid the equivalent salary of a range 12A;
- (7) one thousand copies of the final report on the Board's plan will be printed at a cost of \$2.50 per copy.

The appendix on the following page provides our computation of costs. If you have any questions, or if we can be of further assistance, please do not hesitate to contact us.

JS/bf

APPENDIX

Board Travel

	<u>Total</u>
3 Anchorage members	
2 trips to Juneau @ \$296	\$1776
4 days per diem @ \$67	804
1 Bethel member	
2 trips to Anchorage @ \$270	540
4 days per diem @ \$80	320
2 trips to Juneau @ \$566	1132
4 days per diem @ \$67	268
2 Fairbanks members	
2 trips to Anchorage @ \$176	704
4 days per diem @ \$80	640
2 trips to Juneau @ \$354	1416
4 days per diem @ \$67	536
1 Juneau member	
2 trips to Anchorage @ \$296	592
4 days per diem @ \$80	320
Subtotal	\$9048
plus 10% inflation	905
Total	\$9953

Consultant Cost

Basic Fee

5 months @ \$50 per hour

5 months(173 hours per month) x \$50 per hour = \$43,250

Travel

2 trips to Anchorage @ 296	592
4 days per diem @ \$80	320
plus 10% inflation	91

Total	\$44,253
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APPENDIX (continued)

Secretarial Support

4 meetings @ 6 days work per meeting = 24 days
salary @ \$1716 per month (21.6 days)

$$24 \text{ days} \times \frac{\$1716}{21.6 \text{ days}} = \underline{\$1,907} \text{ Total}$$

Printing

1000 copies @ \$2.50 per copy = \$2,500

Vocational education may ease unemployment

by Carol Murkowski
Times Writer

The United States doesn't have an unemployment problem, says Dr. Roni Posner; it has an employment problem. And vocational education could be the solution.

"On the job ladder, we have a lot of people with minimal skills at the bottom, and a lot of college-trained people at the top," says the American Vocational Association's director of planning and development. "In the middle, where you need technical skills, is where the gap is, and vocational education is the only employment program that can deliver those skills."

Posner is in Anchorage this week for the Alaska State Vocation Association and Alaska School Counselors Association statewide conference, campaigning against proposed federal budget cuts that would eventually end federal funding of vocational education.

"It's disastrous," Posner said flatly in an interview Thursday. President Reagan's proposal that states or private industry will pick up such programs "is ridiculous, and history has shown that," she said.

"The bottom line is that to

achieve the federal objectives of higher employment, you've got to supply federal direction and federal resources."

The 1982 federal budget for vocational education now stands at \$735 million, but the Reagan administration wants to bring the amount down to \$635 million, cut it to \$500 million in 1983, "and eventually, over the next decade, cut all federal contributions to vocational education," Posner said.

"The reason I use the word disastrous is that in most states, including Alaska, federal contributions are like the plug in a bathtub; when you pull it, everything goes down the drain," Posner said.

In Alaska, Posner said, the state has invested \$14 million in vocational education. However, she said, the state has no guidelines of its own, choosing to follow federal guidelines instead. If federal support is pulled, the state will have no focus for its vocational education programs.

However, Posner said, a bill to es-

tablish a state board of vocational education is currently before the state Legislature and would be a start in organizing the state programs and setting policy.

"I realize policy is sort of an abstract term, but you're talking about an action plan for the state, and how to improve and expand," she said. "If you put (a state board) into law and form regulations for development and action plans, lots of people in this state will take it and run with it."

Some things an Alaskan vocational education board might do, Posner said, are to:

- Provide incentives for young people to go into business for themselves, instead of relying on jobs from another employer or the government;

- Teach communities to lure industry with the promise of a pool of skilled workers, trained in "quick start" programs such as those in South Carolina, where education and industry work together to design

flexible training programs;

- And have teachers and guidance counselors meet regularly with business and industry representatives, to find out what type of skilled employees are needed.

National vocational education groups and industry are already working together on a number of issues, Posner said, including an increase in skilled technical workers, increased interest in scientific and mathematical skills, and special training for the needy, handicapped and minorities, especially in depressed regions. One of the most important issues, she says, is support of the proposed Defense Production Act, which would provide \$250 million each year for the next five years for military and defense preparedness.

"In the next five years, the president wants to put \$1.4 trillion into (defense) equipment, but if there's nobody to build it or operate it or fix it, we'll be in a lot of trouble," she said.

Anchorage
Times
March 5, 1982



COOK INLET NATIVE ASSOCIATION

670 West Fireweed Lane
Anchorage, Alaska 99503
(907) 278-4641

February 26, 1982

Honorable Eric Sutcliffe
State Representative for Alaska
State Legislature
Pouch V
Juneau, Alaska 99811

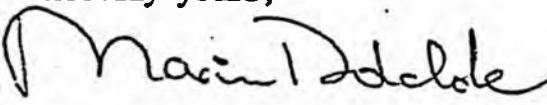
Dear Representative Sutcliffe:

On behalf of the Cook Inlet Native Association and Cook Inlet Region Inc., whom we consulted on this matter, I wish to express our mutual support for House Bill No. 695.

For your information and clarification concerning our support of this legislation, I've enclosed a copy of Jackie Guzialek's testimony which she made at the Legislative Hearing on this bill representing Cook Inlet Native Association. We feel this legislation will make significant strides toward eliminating unnecessary and duplicated efforts among boards, committees and commissions which transcend the full spectrum of "employment, training and vocational education" throughout the state.

Please keep us informed of progress on this bill and if we can lend further support toward its enactment, please feel free to call on us.

Sincerely yours,

for 
Robert W. Rude
President

Enclosure:

RWR:rm

TESTIMONY ON HOUSE BILL - 695

My name is Jackie Guzialek and I am a Director of Cook Inlet Native Association and the Chairman of the Anchorage Native Education Coalition, an Anchorage group which advocates improving educational opportunities for Alaskan Native people. An integrated vocational education system is needed in the State of Alaska, in order to deliver training at both the secondary and post secondary levels to all ALASKANS who can benefit from it. Alaska currently has many elements of a vocational education system but our State lacks a policy-making entity in the area of vocational education that is at a high enough level to make policy and to bridge the gaps between the currently existing policy-making bodies, none of which has jurisdiction over the entire vocational training system. The way that vocational educational delivery is presently organized, we have been unable to respond to rapidly changing conditions in the real world of employment in this State. We have not had a policy body that could allocate resources to provide early training that would respond to large economic development projects that were to come on line within two to five years. Currently, existing educational governing boards - the Board of Regents of the University of Alaska and the State Board of Education are vital and necessary to manage their own particular vocational programs. However, they must by law, concern themselves with broad and varied issues of managing their own massive educational enterprises, and cannot devote the time and attention that vocational planning on a State wide scale demands. Also, the distinguished citizens who serve on these two eminent boards are not for the most part representatives of the business and labor sectors of the Alaskan economy, who are the persons who hire the products of the vocational education programs and who are therefore, most knowledgeable about the manpower needs of Alaskan employers.

House Bills 695 and 696, developed by the Alaska State Council on Career and Vocational Education provides for a Board of Employment, Training and Vocational Education. This board, if created by the legislature will have the authority to do the State wide policy making and planning that are so desperately needed in our state in order to provide a framework for the development of a true vocational educational system.

From the perspective of a person interested in the betterment of the Standard of living of Alaskan people whether Native or not, I believe that this proposed legislation will enable us to devote the kind of emphasis on vocational education that has long been lacking in our State. Thank you for the opportunity to express my views.

FUTURE HOMEMAKERS OF AMERICA

Feb. 14, 1982



Dear Representative Beirne,

We feel it is time for a committee or council to look at Vocational education and training for Alaskans. I appreciate your support of House Bill 695 and 696.

Yours very sincerely,
Marilyn Schmiege
Vocational Teacher
Advisor Future Homemakers
of America
1800 Ebergreen Ave.
Juneau 99801



ALASKA HOME ECONOMICS ASSOCIATION

Feb. 20, 1982

AFFILIATED WITH
AMERICAN
HOME
ECONOMICS
ASSOCIATION
AND
INTERNATIONAL
FEDERATION OF
HOME
ECONOMICS

Dear Representative Beirne,

I am a home economics teacher who is concerned about House Bills 695 & 696. I am also President-Elect of the Alaska Home Economics Association, but I'm writing this letter as a teacher.

I am in favor of House Bill 695 because I think it's vitally important that the vocational education programs around the state be unified & that they are actually training people for jobs. In order for this to be done there needs to be a person or persons responsible for checking on each of the schools to make sure the programs are relevant & preparing the students for the work world. I have taught home economics in Anchorage & now Juneau & have not seen any evidence of this in the past few years since the Dept. of Education changed its format.

Another thing that concerns me about this bill is that there should be a practicing vocational teacher on the board - someone who knows what's actually happening in the classroom.

I would appreciate your support of House Bills 695 & 696.

Sincerely,
Dodie Plakki
Home Economist

Use Ed

MSG 82-00013641 PRTY 1 03/12/82 12:16:20 ORIG: LL00 IN= 0003 OUT= 0003
FROM: DEE/SOLDOTNA TO: JUNEAU
TARGET: LJH2 SUBJ: P.O.M. PAGE 000

TO: REP'S. BEIRNE, MARTIN, CATO, SMITH, MALONE.

FROM: DAVID STUTZER
BOX 2296
HOMER, AK. 99603

235-7061 (H)

RE: HB'S-695,696.
I WOULD URGE YOU TO PASS HB'S-695,696, AS AMENDED. I FEEL THAT VOCATIONAL
EDUCATION IS A IMPORTANT PART OF OUR YOUNG PEOPLES EDUCATION AND THESE
BILLS WILL DO MUCH TO FURTHER THE EDUACTION OF OUR YOUTH IN THE VOCATIONAL
FIELDS.

695

MSG 82-00013831 PRY 1 03/12/92 18:36:02 ORIG: LA00 IN=0016 OUT= 01
FROM: JEAN, ANCH INFO TO: POM, JUNEAU INFO
TARGET: LHM2 SUBJ: POM PAGE 00

TO: REPRESENTATIVES SMITH, CATO, MARTIN, MALONE AND BEIRNE

FROM: LARRY KINGRY, PRES OF AK ST VOCATIONAL ASS'N. & DEAN OF INST, A.C.C.
8320 EXETER DR.
ANCHORAGE 99507 (H) 349-1345

< THE ALASKA STATE VOCATIONAL ASS'N. STRONGLY ENDORSED A RESOLUTION SUPPORTING HB 685 AT THEIR CONFERENCE HELD LAST WEEK IN ANCHORAGE. I PERSONALLY BELIEVE THE ESTABLISHMENT OF A STATE BOARD FOR EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION IS NECESSARY IN ALASKA IF WE ARE EVER GOING TO HAVE AN EFFECTIVE SYSTEM FOR TRAINING ALASKANS FOR ALASKA JOBS. >

Aleutian Region School District

TECHNICAL CENTER
640 West 36th Avenue
Anchorage, Alaska 99503
(907) 276-0006

Dr. Dick H. Bower,
Superintendent

BOARD OF DIRECTORS:

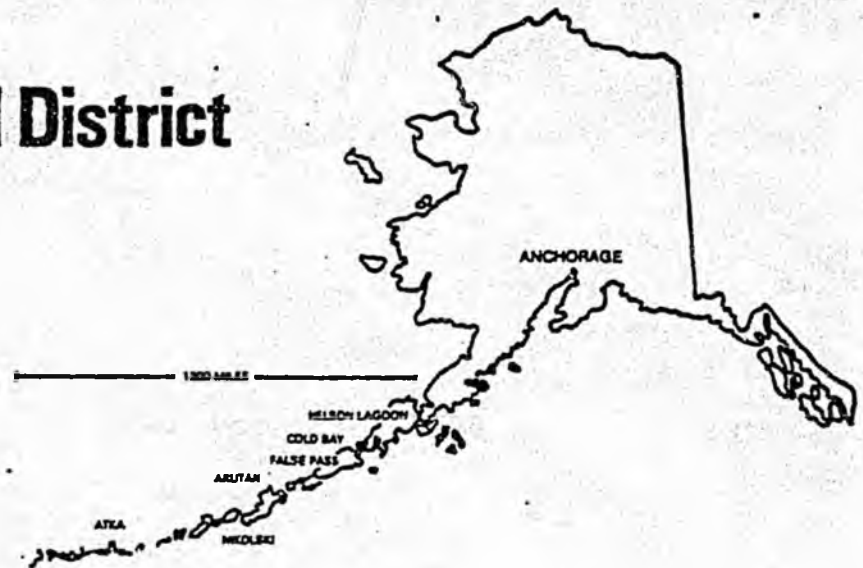
Clayton Brown, President
Cold Bay, Alaska 99571

Helen Prokopiou, Clerk
Ahtan, Alaska 99553

James Webb
Cold Bay, Alaska 99571

Michael Swetzer
Atka, Alaska 99502

Jack Nelson
Nelson Lagoon, Alaska 99571



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 indicates 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

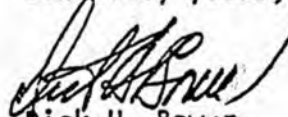
of vocational education, training and employment in the state. The findings generally pointed up that things were little better than in 1969. Indeed the statement made by SRI in 1969 that "With regard to vocational education, we support not only wider offerings in secondary schools but (also) increased 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

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 existant. 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 existance 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.

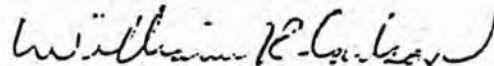
Paragraph (b), sub paragraph (2) Change from two persons to; THREE persons from labor unions or labor organizations in the state whose members work in occupations for which training may be received in employment training or vocational education programs.

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 R. Carlson
Chairman, Alaska Apprenticeship and Training Coordinators Association



CENTRAL COUNCIL

Tlingit and Haida Indian Tribes of Alaska
One Sealaska Plaza - Suite 200
Juneau, Alaska 99801

MY NAME IS RAY PADDOCK, I AM THE EXECUTIVE DIRECTOR OF THE CENTRAL COUNCIL TLINGIT AND HAIDA INDIAN TRIBES OF ALASKA. WE ARE A CONGRESSIONALLY RECOGNIZED TRIBAL GOVERNING BODY WHICH HAVE BEEN OPERATING HUMAN AND COMMUNITY SERVICE PROGRAMS SINCE 1965. VOCATIONAL EDUCATION AND EMPLOYMENT TRAINING HAVE ALWAYS BEEN OF HIGH PRIORITY WITH OUR PEOPLE.

WE SUPPORT HOUSE BILLS 695 AND 696 WHICH WILL ESTABLISH A STATE BOARD OF EMPLOYMENT TRAINING AND PROVIDE THE NECESSARY FUNDING. WE FEEL THAT IT IS TIME FOR THE STATE TO PRIORITIZE EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION. IT IS OUR CONSIDERED OPINION THAT BY DOING SO WOULD BE OF BENEFIT TO NOT ONLY OUR TRIBAL MEMBERS, BUT ALL CITIZENS OF ALASKA. TOO LONG WE HAVE SEEN TRAINED WORKERS FROM OUTSIDE ALASKA COME TO TAKE JOBS CREATED BY ALASKA'S DEVELOPMENT. IT IS TIME TO PROVIDE MORE OPPORTUNITIES TO THE THOUSANDS OF UNEMPLOYED AND UNTRAINED ALASKANS BEING BY-PASSED BY THE COMPLEX "NON-SYSTEM" FOR DELIVERY OF THESE ESSENTIAL SERVICES.

I WOULD LIKE TO QUOTE FROM THE ALASKA NATIVE REPORT - JANUARY 1982 "THREE CONTEXTUAL FACTORS (AMONG OTHERS) HAVE BEEN ADVANCED TO EXPLAIN THE LOW LABOR FORCE PARTICIPATION OF ALASKA NATIVES AS A GROUP. FIRST, MANY UNEMPLOYED NATIVES ARE HELD TO HAVE INADEQUATE EXPERIENCE, EDUCATION, TRAINING OR JOB SKILLS". I WOULD LIKE TO EMPHASIZE THAT THIS WAS A FINDING OF OUR DEPARTMENT OF LABOR.

TELEPHONE: 907/ 586-1432, 586-3616

ONCE AGAIN IT IS THE 'CONSIDERED' OPINION OF
THE CENTRAL COUNCIL THAT HOUSE BILL 695 AND 696
WILL BETTER PREPARE OUR STATE TO ADDRESS
EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION.

ATTACHED TO THIS DOCUMENT IS A COPY OF
CENTRAL COUNCIL TESTIMONY PROVIDED AT A
TELECONFERENCE SPONSORED BY SENATOR FRANK FERGUSON
ON NOVEMBER 25, 1981.

THANK YOU FOR THE OPPORTUNITY TO EXPRESS OUR
VIEWS ON THIS LEGISLATION.



CENTRAL COUNCIL

Tlingit and Haida Indian Tribes of Alaska
One Sealaska Plaza - Suite 200
Juneau, Alaska 99801
(907) 586-1432 or 586-3613

MY NAME IS RAY PADDGCK, I AM EXECUTIVE DIRECTOR OF THE CENTRAL COUNCIL OF TLINGIT & HAIDA INDIAN TRIBES OF ALASKA. THE CENTRAL COUNCIL IS A CONGRESSIONALLY RECOGNIZED TRIBAL GOVERNING BODY WHICH HAS BEEN OPERATING HUMAN AND COMMUNITY SERVICE PROGRAMS SINCE 1965. EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION HAVE ALWAYS BEEN OF THE HIGHEST PRIORITY TO OUR ORGANIZATION.

THE FOLLOWING COMMENTS WILL BE EXPANDED UPON BY FURTHER WRITTEN TESTIMONY TO BE SUBMITTED AT A LATER DATE.

TO BEGIN, IT IS OUR BELIEF THAT THE NEGATIVE ASPECTS OF FEDERAL CUTS IN FUNDING WHICH PROVIDE BOTH EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION SERVICES WITHIN ALASKA CANNOT BE OVERSTRESSED. THE STATE'S RECOGNITION OF THE GAPS THAT WILL BE CREATED BY THE FEDERAL FUNDING REDUCTIONS IS BOTH ADMIRABLE AND WORTHY OF PRAISE.

HOWEVER, WE STRONGLY FEEL THAT BEFORE THE RELATIVE STRENGTHS AND WEAKNESSES OF VARIOUS JOB TRAINING AND PLACEMENT SCENARIOS CAN BE ADEQUATELY ADDRESSED, THERE IS AN OVERWHELMING NEED TO EXPLORE THE CURRENT STRUCTURE OF THE STATE'S SYSTEM FOR SERVICE DELIVERY IN THE AREAS OF EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION. THUS, OUR VIEWS WILL, FOR THE MOST PART, SPEAK TO QUESTION #5 IN SENATOR FERGUSON'S LETTER OF NOVEMBER 17th.

A UNIFIED STATE COMMISSION OR BOARD WHICH WOULD OVERSEE ALL STATE ACTIVITIES DEALING WITH EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION WOULD BE A LOGICAL FIRST STEP. AT THE PRESENT TIME THERE EXISTS A COMPLEX "NON-SYSTEM" FOR DELIVERY OF THESE ESSENTIAL SERVICES WITHIN THE STATE. THIS "NON-SYSTEM" INCLUDES SUCH VARIED SERVICE PROVIDERS AS THE STATE DEPARTMENTS OF (1) EDUCATION, AND (2) COMMUNITY & REGIONAL AFFAIRS (AND THEIR VARIOUS DIVISIONS), THE COMMUNITY COLLEGE AND UNIVERSITY SYSTEMS, THE MUNICIPALITY OF ANCHORAGE, NATIVE REGIONAL NON-PROFITS, AND UNIONS AND AUTONOMOUS PRIVATE SECTOR BOARDS AND ASSOCIATIONS. INEFFICIENCY, DUPLICATION OF SERVICE, AND LACK OF COHERENT GOALS ARE ONLY SOME OF THE RESULTS OF THIS "NON-SYSTEMS".

WHILE A STATE COMMISSION WOULD ONLY BE ABLE TO SET SPECIFIC POLICY REGARDING GOALS AND OBJECTIVES TO BE ACHIEVED BY THOSE ENTITIES OVER WHICH IT HAS AUTHORITY, A "TOTAL SYSTEM" VIEW WOULD ENABLE IT TO SET STATE PRIORITIES IN LIGHT OF THE GOALS WHICH THE OTHER ENTITIES ARE ATTEMPTING TO ACHIEVE. IT WOULD EVEN BE POSSIBLE THAT, WITH PROPER COORDINATION AND INVOLVEMENT OF ALL PARTIES CONCERNED, A STATE COMMISSION COULD IDENTIFY BROAD GOALS TOWARDS WHICH EVERYONE COULD LOGICAL WORK. THIS IS MEANT TO IMPLY THAT ALL ENTITIES CURRENTLY INVOLVED IN THE DELIVERY OF EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION SERVICES ARE VITAL.

OUR HIGHEST PRIORITY, THEN, IS TO ADVOCATE THE CREATION OF A UNIFIED STATE COMMISSION OR BOARD THAT WOULD HAVE AS IT'S PRIMARY FUNCTION THE DEVELOPMENT OF A PROCESS THAT WILL OPTIMALLY ENHANCE COORDINATION AND COHERENCY WITHIN THE EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION SYSTEM OF THE STATE.

NOTWITHSTANDING THIS PRIMARY CONCERN, THERE ARE SPECIFIC AREAS IN WHICH WE FEEL MAJOR INADEQUACIES EXIST. THESE INCLUDE BUT ARE NOT LIMITED TO, THE NEED FOR: (1) IMPROVEMENT OF BASIC EDUCATIONAL SKILLS, WORK ATTITUDES AND HABITS, AND KNOWLEDGE OF WORKPLACE AMONG MANY PRESENT AND POTENTIAL INDIVIDUALS IN THE WORKFORCE: (2) OCCUPATIONAL SKILLS TRAINING: (3) ENHANCEMENT OF CAREER AWARENESS PROGRAMS IN SECONDARY SCHOOLS (ESPECIALLY IN SMALL RURAL COMMUNITIES); (4) JOB PLACEMENT ACTIVITIES AND EMPLOYMENT INCENTIVES; (5) ENHANCEMENT OF ACTIVITIES WHICH STRESS JOB CREATION AND RETENTION.

IN CLOSING, I WOULD LIKE TO POINT OUT THAT ACADEMIC EDUCATION HAS HISTORICALLY BEEN EMPHASIZED IN ALASKA AT THE EXPENSE OF EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION. WHILE IT IS RECOGNIZED THAT ACADEMIC EDUCATION IS ONE OF THE MOST IMPORTANT AND NECESSARY SOCIALIZATION TOOLS THAT WE HAVE AVAILABLE TO US, THE IMPORTANCE OF SUCCESSFUL WORK EXPERIENCES FOR ALL INDIVIDUALS IN OUR SOCIETY CANNOT GO UNRECOGNIZED. THE POTENTIAL FOR ECONOMIC DEVELOPMENT IN ALASKA IS SEEMINGLY LIMITLESS, AND WILL ENCOMPASS A BROAD RANGE OF INDUSTRIES AND ATTENDANT SUPPORT SERVICES THAT IS UNMATCHED ANYWHERE ELSE IN THE NATION. A WORKFORCE COMPOSED OF INDIVIDUALS WITH THE SKILLS AND TRAINING NECESSARY TO MEET THE VARIED DEMANDS OF THE FUTURE, AS WELL AS THE PRESENT, JOB MARKET IS A NECESSITY. AND IT IS ONLY THROUGH A SYSTEM THAT MAXIMIZES COORDINATION OF TRAINING AND EDUCATION THAT THIS WILL BE ACHIEVED.

THANK YOU.

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