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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.)

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

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

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

Recommendation for Future (cont.)

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

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

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

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

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

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

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

Current Status (cont.)

Recommendation for Future (cont.)

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

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

6b. The comprehensive vocational education data system must provide for information from the employing community regarding its needs and its assessment of the workers coming from the vocational education program.

6c. Program standards and guidelines need to stress the importance of bridging the student's transition from education to work through simulation, work experience and placement programs.

7a. The comprehensive vocational education program must focus its efforts on preparing the individual to acquire a job, maintain a job, and upgrade in a job in a career field and leave the avocation, career awareness and career exploration up to other programs within the education system.

7b. The comprehensive vocational education program must more adequately address the growing need of Alaskans to have access to training for job update, job upgrade or job change throughout their working lives.

7c. The comprehensive vocational education program must address the State of Alaska's priorities for economic and community development and provide the opportunity for Alaskans to acquire the needed vocational training to obtain the newly developing jobs and to support the community and economic base for Alaska.

8a. Legislation and statewide policy should be developed and implemented addressing the importance of career education within the comprehensive education system.

8b. The regulations and guidelines should place emphasis upon the relationship and interdependency of career education and the comprehensive vocational education program.

Current Status (cont.)

Recommendation for Future (cont.)

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

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



Alaska State Legislature

REPRESENTATIVE
ERIC SUTCLIFFE

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

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WHILE IN JUNEAU
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(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

***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

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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	Fetersburg	Usibelli
Cordova	Hydaburg	Point Hope	Valdez
Craig	Juneau	Russian Mission	Washington, D. C.
Delta Junction	Kenai	Sand Point	Wasilla
Dillingham	Kenai	San Jose, Ca.	Willow
Eagle River	Ketchikan	Seward	Yakutat

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

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

Governance Structure:

Agree: Disagree: No Opinion:

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

Program Quality:

Agree: Disagree: No Opinion:

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

Program Coordination:

Agree: Disagree: No Opinion:

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

Program Delivery:

Agree: Disagree: No Opinion:

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

Program Planning:

Agree: Disagree: No Opinion:

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

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

Yes No

Local Public High School Administration	81%	19%
Local Board of Education	81%	19%
State Division of Vocational Education	42%	58%
State Board for Vocational Education	36%	64%
Local Area College Vocational Institution	48%	52%
University Board of Regents	21%	79%

Public Hearing Report

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

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



"The state lacks comprehensive vocational education planning."



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



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

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



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

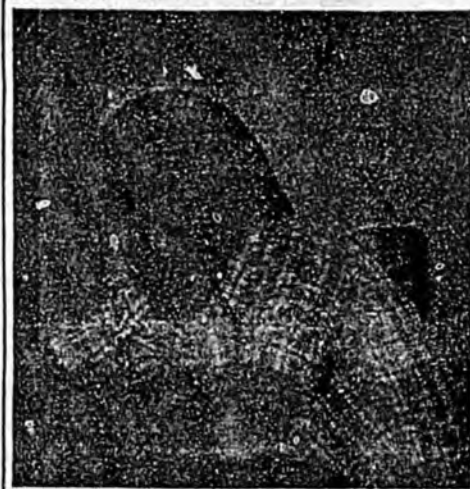
"All communities, including rural communities, need to be made more aware of the content and the location of vocational education programs in Alaska."

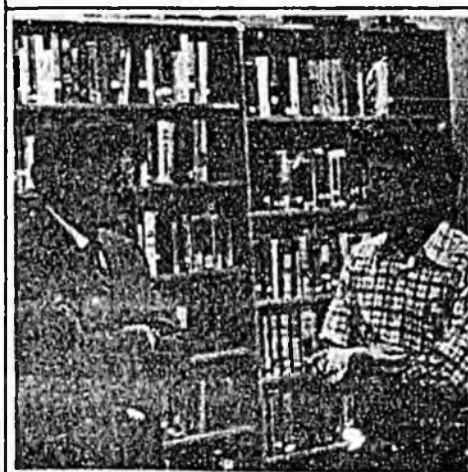
"We don't know what kinds of vocational programs are offered in the state. We do not have a comprehensive picture. We need data for comprehensive planning. We don't even know how many students we have in vocational programs. We can not project at this time the anticipated manpower that these programs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

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

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

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





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

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

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

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

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

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

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

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

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

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

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

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

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





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

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



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

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



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

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



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

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Acknowledgements

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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, 1981

Aleutian Region School District

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Dr. Dick H. Bower,
Superintendent

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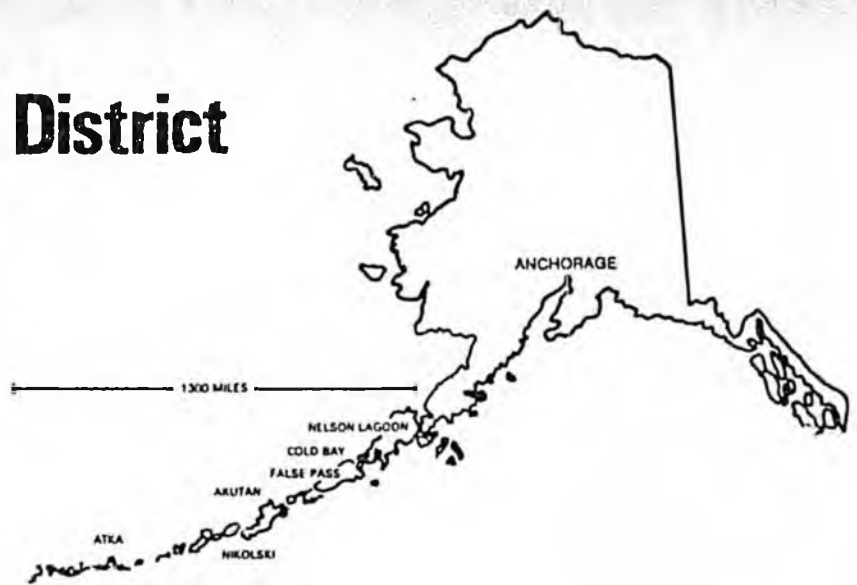
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April 22, 1982

Senator Mike Colletta
Health, Education & Social Services Committee
Alaska State Legislature
Pouch V
Juneau, AK 99811

Dear Senator Colletta:

I want to urge your favorable consideration of CSHB 695 in committee and your support in seeing that legislative action serves as positive leadership in bringing order to a situation which remains chaotic at this time.

Alaska, its people and its resources, is the center of national and international interest and activity. Growth and development are inevitable. A trained and available work force is one of the most important elements toward seeing that the growth and development which will occur brings maximum benefit to the people of the state. Knowledgeable, skilled, yet sensitive people also offer the best chance that growth and development will be as orderly as possible and that adverse impacts will be avoided or minimized.

At the present time some fourteen (14) types of organizations exist which either fund or conduct vocational training in the state, two (2) of these fall under the University System, five (5) fall under the authority of the State Board of Education. That means that fully half of these organization categories fall outside the "traditional" education organizations. Such organizational groups as Labor, Business, Industry, Private Vocational Schools, and CETA are certainly key elements in any effective coordinated training effort. At the present time there is not even an effective dialogue among these organizations let alone an effective coordination.

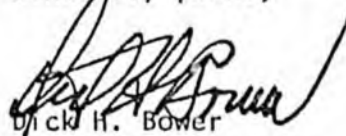
Senator Mike Colletta
April 22, 1982
Page Two

It was the need for positive and effective coordination which prompted legislative proposals for the last two years. Failure to do something may delay action until too late, at least in connection with truly effective coordination among the fourteen (14) types of organizations so important to success.

Please give the basic issues involved your careful analysis. Though this is a politically volatile issue, in my opinion most of us who fully support the need for positive action on this issue have no special interest or personal gain involved. This is not true of some who are most adamantly opposed to some kind of action on this matter. The task force proposed should assure the most objective and effective options for further legislative action.

If there is any way in which I can be of help to you in this matter, please do not hesitate to call upon me.

Sincerely yours,



Chuck H. Bower
Superintendent

DHB:cae
Enclosure

cc: Senator Sturgulewski
Senator Don Bennett
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House Health, Education & Social
Services Committee