

HJR

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From: "A New Direction: Preparing Alaskans to Revitalize Alaska's Economy"

By: Governor's Council on Vocational and Career Education. March, 1987

tutions have strong representation from the private sector. Or putting it more simply, public education would benefit by having employers—representatives from business, labor and industry—on its educational governing boards.

NOTE: If a separate system of community colleges and vocational/technical centers is created, it is imperative the Governor appoint to the governing board of the new system representatives of business, industry and labor who are knowledgeable about the integral role vocational education plays in economic development.

That the Governor encourage and the Fifteenth Alaska State Legislature support development and implementation of programs addressing the vocational needs of the incarcerated.

Rationale: While the State of Alaska currently spends a considerable amount of money each fiscal year to house and care for the incarcerated, not much has been done to date to equip inmates with the vocational skills to seek gainful employment upon release. The Governor's Council holds a belief that undeveloped human resources, including those of Alaska's inmates, generally lead to a greater burden on a state's social services network through expensive treatment programs, welfare assistance, aide to dependent children, medical assistance and various support programs. To decrease recidivism and dependency on Alaska's social services network the Governor's Council believes it would be in the best interest of the state to develop and implement programs to address the vocational needs of the incarcerated.

This opportunity for inmates need not be expensive or burdensome to the state.

Currently the state pays \$82.50/day to house an inmate in a correctional facility. Yet it only costs \$45.00 for one day's furlough keep. If the Department of Corrections would fully utilize its furlough capabilities, soon-to-be-released inmates could take advantage of already existing vocational programs and facilities to gain vocational skills allowing them to become employed upon release. Obvious advantages for the state include: decreased corrections expenditures; a good-faith effort to decrease recidivism; fewer inmates in Alaska's overcrowded correctional facilities; and elimination of unnecessary capital expenditures to build and equip vocational facilities in each correctional center.

That the Governor and the Fifteenth Alaska State Legislature encourage Alaska's Congressional Delegation to support federal funding for vocational education and job training.

Rationale: Under acceptance by the state of the Carl Perkins Vocational Education Act, Alaska receives federal funds to "expand, im-

prove, modernize and develop quality vocational education programs that will improve productivity and promote economic growth." Among other requirements, the Act specifically requires the state to serve underserved populations (the handicapped, disadvantaged, men or women entering non-traditional occupations, single parents or homemakers, limited English speakers and criminal offenders) and assure their access to vocational education programs.

In the current fiscal year Alaska is receiving \$1.7 million in vocational education dollars from the federal government. In action last session Congress allotted \$2.4 million to Alaska for Fiscal Year 1988.

Just recently President Reagan and Secretary of Education Bennett transmitted to Congress a budget calling for a fifty percent rescission of FY 1988 vocational education dollars, and total elimination of federal vocational education funding for Fiscal Year 1989.

Federal vocational education dollars have been a catalyst for program development and planning in Alaska since 1968. In fact, the only source of revenue for program improvement and innovation of vocational education programs comes from those provided under the Carl Perkins Act.

With this background, the Governor's Council recommends the Governor and Fifteenth Alaska State Legislature encourage Alaska's Congressional Delegation to oppose the Administration's proposed rescission of vocational education funds and join in strongly supporting federal funding for vocational education and job training.

That the Governor designate and the Fifteenth Alaska State Legislature support the JTPA / Education Coordinating Committee as the State Apprenticeship/Vocational Education Steering Committee.

Rationale: Under mandate of the Carl Perkins Vocational Education Act the U.S. Secretaries of Labor and Education, in an attempt to plan for greater coordination between vocational education and apprenticeship training programs, developed and appointed the National Apprenticeship/Vocational Education Coordinating Steering Committee.

In turn, the Secretaries have called upon the Nation's Governors to establish similar committees to be responsible for promoting linkages between the vocational education and apprenticeship training in each state.

The JTPA/Education Coordinating Committee, which is approved by the Alaska State Board of Education and funded through federal

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# Introduction

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The Alaska State Plan for Vocational Education, Executive Summary represents a significant departure from previous state plans. This summary of the state plan includes a condensed version of the planning required by the Carl D. Perkins Vocational Education Act.

The Office of Adult and Vocational Education developed the plan using Alaskan goals for vocational education developed during a series of joint meetings conducted in FY 83 by the Alaska Vocational Education Planning Council, the Alaska State Advisory Council on Career and Vocational Education and the Alaska Department of Education. These goals, adopted by the State Board for Vocational Education, provided the impetus for the development of this plan.

The Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524) is also new. The Act creates a new focus for the federal appropriations to vocational education. The major purposes of this Act are:

1. Improving access and quality for traditionally underserved populations.
2. Expansion, improvement and modernization of programs in accordance with changing labor market needs.
3. Inservice for teachers, administrators and counselors.
4. Development of curriculum related to business and industry needs.
5. Strengthening vocational education and employment linkages.
6. Improving the effectiveness of consumer and homemaking education.

The federal purposes coincide with Alaska's overall mission to improve the quality of career and vocational education. The plan is in effect for three years, FY 86, 87, 88. While the goals, objectives and activities reflect all sources of funds, the state's program improvement activities will be supported primarily through the federal act.

# Legislative Brief

Guidance and Counseling Now that budget figures are beginning to emerge from Congress, it is apparent that federal vocational education funding will not be eliminated after all. Throughout the next month as the budget resolution for fiscal 1988 is being formed, it will be important to focus on obtaining funding for those programs in Title III of the Carl Perkins Vocational Education Act that have never received money.

Guidance and Counseling, Title III-D of the Perkins Act, has a \$1 million authorization but has never received any of that money. In its budget testimony scheduled for April, the American Vocational Association will ask Congress to appropriate \$1 million for Guidance and Counseling in fiscal year 1988 (see table on back).

## VOCATIONAL EDUCATION FUNDING RECOMMENDATIONS—FISCAL YEAR 1988

	FY 1987 Appropriation	FY 1987 Administration Revised Request	FY 1988 Administration Request	FY 1988 AVA Recommendations (Current services)**
<b>Vocational Education (Perkins Act)</b>				
<b>A. State Programs:</b>				
(1) Basic Grants (Title II)	\$815,190,500	\$419,500,000	-0-	\$856,700,000
(2) Community-based Organizations (Title III-A)	6,000,000	-0-	-0-	6,300,000
(3) Consumer & Homemaking (Title III-B)	31,633,000	-0-	-0-	33,200,000
(4) Guidance & Counseling (Title III-D)	-0-	-0-	-0-	1,000,000
(5) State Councils (Section 112)	7,500,000	7,000,000	-0-	7,900,000
<b>B. National Programs</b>	11,500,000		-0-	11,500,000
(1) Indian/Hawaiian Natives		6,500,000	-0-	
(2) Research (Title IV-A)		6,000,000	-0-	
(3) Demonstrations (Title IV-B)		-0-	-0-	
(4) Data Systems (Title IV-C)		3,500,000	-0-	
<b>C. Bilingual Vocational Training (Title IV-E)</b>	3,686,000	-0-	-0-	3,800,000
<b>D. Permanent Appropriation (Smith-Hughes Act)</b>	7,148,000	7,100,000	-0-	7,100,000
<b>TOTAL . . . .</b>	<b>\$882,157,500</b>	<b>\$449,600,000</b>	<b>-0-</b>	<b>\$928,000,000</b>

\*\* Figures represent the fiscal 1987 funding level plus a 5.1 percent increase, which represents the most recent rise in the Consumer Price Index.

# The growing need for vocational education in America

Saturday, September 13, 1986, The Anchorage Times

## Training tomorrow's work force today

### Opinion



by  
D.L.  
Cuddy

The much publicized document, "A Nation At Risk," raised a number of questions regarding what American education should be and how we should measure its success or lack thereof. One area of education where someone can clearly see if useful knowledge and skills are being acquired is vocational education.

Why is vocational education of critical importance to our nation today? Analyses of educational statistics show that of 100 students entering first grade, 72 will graduate from high school, but only 43 will enter postsecondary education and training, and only 22 will graduate from a two or

four-year institution four-and-a-half years after entrance.

In the past, many individuals considered vocational education as simply "shop," where students might learn the rudiments of carpentry or mechanics. However, the United States has passed from the agricultural, through the industrial, into a new technological age in which vocational education is becoming more sophisticated in attempting to educate a skilled workforce imperative to the nation's economic future. In an address to the Vocational-Industrial Clubs of America Skill Olympics, President Reagan said: "America has no higher stake than in the quality of your education . . . We should see that all our young people get a good grounding in English and math, literature, history, science and the other basics . . . (but) we must also recognize that our vocational classrooms are just as important as any other."

If the United States is to have an adequate supply of skilled workers in the future, increased emphasis must be placed on vo-

ccational education. The U.S. Department of Labor estimates there will be 31,000 skilled labor openings per year for machinists until 1990, but only 2,300 new workers will qualify per year. Furthermore, evidence indicates that there will be an increasing demand for word processing operators, yet most public school systems are still teaching only typing, shorthand, and hand bookkeeping as commercial subjects.

There does not have to be a choice between the educational "basics" and vocational education, because in the words of the National Council on Vocational Education, "Only students who can read, write, compute, and communicate can achieve competency in modern vocational-technical programs." However, mastery of the basics in today's world should come in the elementary and middle school years, so that students who do not desire to remain in school through college can begin preparing themselves in high school, if not sooner, for the workplace.

Most individuals today are

employed by small businesses, which simply do not have the resources for remedial education for new employees or for in-hour retraining of older employees, which is another important area.

What employers would most like to see are more school-to-work transition programs, such as job placement assistance, career counseling, cooperative career information activities with business, and counseling about vocational-technical program alternatives to college degree programs.

However, since knowledgeable sources have determined that approximately 80 percent of the jobs in America do not require a college education, it seems all the more evident that vocational programs should be available to all students who need and desire them.

D.L. Cuddy, Ph.D., is a senior associate with the National Council on Educational Research.

## Opportunities abound for Alaskans to learn the skills needed for jobs

### Opinion



by  
Rosie  
Peterson

Vocational education programs prepare people for jobs. It provides Alaskans with opportunities to not only gain economic independence and growth, but also contributes to their own well-being and that of society.

Think of America as she was building: A great nation created by carpenters, farmers, blacksmiths, railroaders, sea captains, splinters and weavers. Our best architects used the hammer; our first diplomat experimented with electricity and the printing press. Pioneers moving westward built homes and shops wherever they stopped. Then came the machinists, steelworkers, auto-workers and entrepreneurs of every stripe.

Today, the kinds of people who built this country are often both out of fashion and out of work. America has passed from the agricultural, through the industrial, into a new technological age. The new technologies and methodologies require a higher level of education than we thought necessary in the past. This educated, skilled workforce is imperative to the nation's social and economic future.

Many good things are happening in vocational education across Alaska:

- The Alaska Vocational Technical Center at Seward has placed over 80 percent of its program graduates in jobs;

- The Anchorage School District and Anchorage Community College teamed 200 employers with vocational educators which yielded major changes in course content, more efficient use of equipment and facilities, innovative staff development activities and agreements in 10 vocational program areas;

- The State Board of Education adopted regulations which call for program standards for secondary vocational education;

- The Center for Women and Men at Anchorage Community College launched the "No Limits Program" to introduce women and minorities to vocational/technical training opportunities existing in Alaska;

- The United States Congress asserted its strong support for vocational education by reauthorizing federal legislation which calls for stronger partnerships between training programs and business and industry;

- The Yukon-Koyukuk School District continues to support its communications/reprographics program which, since its inception in 1981, has brought over 250 rural students to Nenana for two weeks of graphics, printing and urban survival skills; and

- The Alaska State Legislature recently enacted a public school foundation program which emphasizes funding for secondary vocational education programs.

But there is more yet to be achieved:

- A stable funding formula for secondary vocational education which realizes the costs associated with vocational programs;

- Greater cooperation between secondary, postsecondary and private training programs;

- Closer cooperation between academic and vocational/technical education — educational reform does not require sacrificing one phase of education to emphasize another;

- Stronger links between vocational programs and the employing community;

- A statewide policy on economic development and employment and training.

The development of human resources must be a top priority as the state devises strategies to improve its economy. We are entering a new age where high technology, and new applications of technology to production and services will change the way we live, work and learn.

Rosie Peterson is executive director of the Governor's Council on Vocational and Career Education, a five-year member of the Juneau Board of Education and is a former Anchorage school teacher.



STEVE COWPER, GOVERNOR

**DEPARTMENT OF EDUCATION**

OFFICE OF ADULT AND VOCATIONAL EDUCATION

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March 27, 1987 1367

The Honorable Mark Boyer  
Alaska State Legislature  
P.O. Box V  
Juneau, AK 99811

Dear Representative Boyer:

We want to thank you in advance for considering a resolution in support of federal funds for vocational education.

National statistics indicate that out of 100 students entering first grade, 72 or less than three-fourths graduate from high school. Of that number 43 will enter post secondary education and training. Only 22 will graduate from a two or four year institution four and a half years after entrance. The neglected majority are those folks we feel federal vocational funds can, and do help.

Federal funds have provided the catalyst for a number of vocational programs within Alaska. We are pleased you support a need to train for building a strong economic component of our society. If we can help by providing vocational information, please let us know.

Sincerely,

*Karen Ryals*  
for the  
Office of Adult and  
Vocational Education

STATE OF ALASKA 1986 LEGISLATIVE SESSION

FISCAL NOTE

Bill Version: HJR 24  
 Publish Date: 4/17/87

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REQUEST

Bill/Resolution No.: HJR 24  
 Title: "Encouraging federal funding for vocational education and job training."  
 Sponsor: Representative Boyer  
 Requestor: House HESS  
 Date of Request: 4/15/87

FISCAL DETAIL

Agency Affected: \_\_\_\_\_  
 BRU: \_\_\_\_\_  
 Components: \_\_\_\_\_

EXPENDITURES/REVENUES : (Thousands of Dollars)

OPERATING	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
PERSONAL SERVICES		0	0	0	0	0
TRAVEL		0	0	0	0	0
CONTRACTUAL		0	0	0	0	0
SUPPLIES		0	0	0	0	0
EQUIPMENT		0	0	0	0	0
LAND & STRUCTURES		0	0	0	0	0
GRANTS, CLAIMS		0	0	0	0	0
MISCELLANEOUS		0	0	0	0	0
TOTAL OPERATING		0	0	0	0	0

CAPITAL		0	0	0	0	0
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REVENUE		0	0	0	0	0
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FUNDING : (Thousands of Dollars)

GENERAL FUND		0	0	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS :

FULL-TIME		n/a				
PART-TIME						
TEMPORARY						

ANALYSIS : Attach a separate page if necessary

Prepared by: House HESS Committee staff Phone: 465-3759  
 Division: House HESS Committee Date: 4/15/87

Approved by Commissioner: Rep. Koponen, Rep. Ellis Date: 4/15/87  
 Agency: House HESS Committee Co-Chairs

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 10/25/85