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SENATE COMMITTEE REPORT

FIRST COMMITTEE OF REFERRAL

Date of 5-DAY NOTICE waived 4/10/89
IN ACCORDANCE WITH UNIFORM RULE 23

FURTHER

**FISCAL NOTE(S) MUST BE ATTACHED
IN ACCORDANCE WITH AS 24.08.035

DATE TURNED INTO OFFICE 4-10-89

3/29/89

Mr. President:

~~RESOURCES~~

Committee considered

SJR 40

proposal by the National Park Service to hire Native college students in the state as employees under a cooperative education program and to offer the students career positions upon graduation

and recommended:

- replace with CS _____ same title
- attached amendment(s) and new title
- _____ letter of intent adopted

do pass

do not pass

no recommendation

individual recommendations

further referral to _____

FISCAL NOTE(S) attached zero ^{SENATE RESOURCES} DNR fiscal impact
 appropriation no FN attached Gov. FN introduced w/ bill

MEMBERS SIGNING DO PASS

OTHER RECOMMENDATIONS

[Signature]
[Signature]
[Signature]
[Signature]

[Signature]
 Chair: signature and recommendation



United States Department of the Interior

NATIONAL PARK SERVICE



IN REPLY REFER TO:

ALASKA REGIONAL OFFICE
2525 Gambell Street, Room 107
Anchorage, Alaska 99503 - 2892

April 6, 1989

The Honorable Al Adams
Alaska State Senate
Room 507 State Capitol
P.O. Box V
Juneau AK 99811

Dear Senator Adams:

We are very pleased to hear of your sponsorship and introduction of SJR 40, in which legislative support for our Cooperative Education program is expressed. The national park managers in Alaska and I feel strongly that this type of program, with its emphasis on creating educational and career opportunities to Alaska Natives, will have far-reaching benefits for Native people, the visiting public, and the parks themselves.

SJR40 will surely have a positive impact on the interest we see building around this unique program. It can provide opportunities for us to hire highly-skilled people to fill many critical positions which we foresee for the region over the next five years. Your personal interest and support are greatly appreciated.

I am enclosing some additional background information for you on the Cooperative Education program and our five-year plan, as well as an article written for our regional Equal Opportunity newsletter describing this year's student trainees.

Regional Director Boyd Evison takes a personal interest in this program, and has asked that I transmit the information to you as quickly as possible on his behalf. If you should have questions or need additional information, please don't hesitate to call him or Eleanor Pratt, program coordinator, at 257-2698.

Sincerely,

David B. Ames
Acting Regional Director

Enclosures

NEW COOPERATIVE EDUCATION APPOINTMENTS

Three new students have been hired in the region's Cooperative Education Program for 1989. They are:

Cyril Andrews, sophomore majoring in Rural Development at University of Alaska-Fairbanks, who will be a Realty Specialist trainee with the Lands Division. Mr. Andrews is a native of Kotlik. His background includes 4 years on his high school varsity basketball team, being student council president and vice-president, and 8 years of commercial fishing experience.

Jacob Isaac, a junior also at UA-F and majoring in wildlife management, who will be a park ranger trainee at Denali in visitor services. Mr. Isaac is from the village of Marshall. He was president of his high school student council, elected to National Honor society, an alumnus of Upward Bound, spent a semester as an exchange student at Westfield College in Massachusetts and two summers as an intern at the Institute of Marine Science (Seward).

Donald Mike, a junior at Sheldon Jackson College majoring in natural resource management, who will be a park ranger trainee at Wrangell-St. Elias (Nabesna). Mr. Mike is from Kotlik, and his varied work experience includes commercial fishing, assisting with U.S. Fish & Wildlife Service migratory bird studies, and maintenance. In addition he is a skilled craftsman who makes his own hunting implements such as atlatls and spears.

Joining these three outstanding new trainees are returning students:

Martha Olympic, senior at UAA in anthropology, from Igiugig, who will spend her third and last trainee summer with an archeological crew in Bering Land Bridge. She was previously assigned to regional office Cultural Resources and Katmai.

Hubert Chakuchin, senior at Sheldon Jackson in resource management, from Toksook Bay, who will spend his third summer in interpretation and resource activities at Denali. Hubert will graduate in December, becoming the first cooperative education graduate in the Alaska program. He served his first two summers at Lake Clark;

Martha Wilson, a junior at Sheldon Jackson from Kotzebue, in resource management, will transfer for her second summer to Northwest Areas from Denali;

Glenn Hart, a junior in aquatic resources at Sheldon Jackson, from Wasilla, will spend his second summer at Sitka, where he worked his first year.

COOPERATIVE EDUCATION PROPOSAL

National Park Service, Alaska Region

PROPOSAL:

To change the face of the National Park Service in Alaska-- and deepen our understanding of Alaskan ways-- by making Alaska Natives a major integral part of its most basic functions. We propose to do so by bringing high-potential students into a program that prepares them for, and places them in, crucial jobs with potential for advancement to top management roles.

BACKGROUND

Cooperative Education is a hiring tool which allows federal agencies to recruit college students, provide them with relevant work experience while they are still in school, and then non-competitively convert them to career positions in the agency upon graduation.

The National Park Service, Alaska Region, has hired eight Alaska Native college students over the last two years as Cooperative Education trainees. We recognize the unique understanding and appreciation that Alaska Natives have of the cultural and natural resources of Alaska, and we will take advantage of every opportunity to utilize these special knowledges and skills in the management of Alaska's national parks. The value these Cooperative Education students have brought to the National Park Service is immeasurable, as clearly demonstrated in the organizational and public response to our current trainees.

The students we have hired so far are as follows:

<i>1987 Intake--</i>					
<u>NAME</u>	<u>HOMETOWN</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>MAJOR</u>	<u>SCHOOL</u>
Hubert Chakuchin	Toksook Bay	Park Ranger	Lake Clark NP	Resource Mgt	Sheldon Jackson
Patrick Sampson*	Kipnuk	Park Ranger	Sitka NHP	Native Studies	U of Alaska Fbks
Martha Olympic	Igiugug	Cult Res Spec	Regional Office	Anthropology	U of Alaska Fbks
Deborah Fairbanks*	Shageluk	Administrative	Regional Office	Business	Alaska Pacific U.
<i>1988 Intake--</i>					
Glenn Hart	Wasilla	Park Ranger	Sitka NHP	Aquatic Resource	Sheldon Jackson
Martha Wilson	Kotzebue	Park Ranger	Denali NP	Resource Mgt	Sheldon Jackson
Charlene Reich*	Kotzebue	Res Mgt Spec	Northwest Areas	Fisheries Biology	U of Idaho
Dwayne Haviland	Kotzebue	Park Ranger	Wrangell-St. Elias	Resource Mgt	U of Alaska Fbks

**Students who left program*

Our major objectives in developing this program have been to:

- * enhance the National Park Service's ability to understand Alaskan Issues from varied perspectives;
- * improve our ability to communicate effectively with Alaska Native users of the parks, through hiring of staff with personal understanding of their cultures and languages; and
- * enhance the visitor's understanding of Native cultures in Alaska.
- * support our affirmative action commitment to bring Alaska Natives into mainstream career occupations;

The limited resources we have been able to commit so far to Cooperative Education have yielded excellent if modest results. As these Native students approach graduation from college, we are trying to find positions which they could fill as permanent employees, and which are needed by the parks for future growth.

In order to place these students into permanent positions, and to continue to recruit additional Alaska Native college students, we need to identify a stable source of funds to support those positions. Such funds are not available at current levels, and at present placement depends on chance availability of appropriate positions upon completion of the educational program.

PROJECTED NEEDS

The following list of future position needs for Alaska's national parks reflects those we feel are particularly suited to fill with Alaska Native candidates recruited through Cooperative Education. These are occupations where we have the most severe underrepresentation of Alaska Natives, and where their unique knowledges and skills will be most valuable to the national parks.

<u>Position</u>	<u>Description</u>	<u>Location</u>
GS-025-5/7/9	Park Ranger, Interpretive Specialist	Katmai National Park and Preserve
GS-025-5/7/9/11	Park Ranger, Unit Manager	Kobuk Valley National Park
GS-025-5/7/9	Park Ranger, Interpretive Specialist	Sitka National Historical Park
GS-025-5/7/9/11	Park Ranger, Resource Management Specialist	Lake Clark National Park and Preserve
GS-401-5/7/9	Resource Management Specialist	Denali National Park and Preserve
GS-025-5/7/9	Park Ranger, Chitina Sub-district	Wrangell-St. Elias National Park and Preserve
GS-025-5/7/9	Park Ranger, Nabesna Sub-district	Wrangell-St. Elias National Park and Preserve
GS-193-5/7/9	Compliance Archeologist	Cultural Resources Division

<u>Position</u>	<u>Description</u>	<u>Location</u>
GS-1170-5/7/9	Realty Specialist	Lands Division
GS-025-5/7/9	Park Ranger, resource management and resource protection	Gates of the Arctic National Park and Preserve
GS-401-5/7/9	Resource Management Specialist, wildlife and fisheries	Kenai Fjords National Park
GS-025-5/7/9	Interpretive Specialist	Bering Land Bridge National Preserve
GS-0193-5/7/9	Cultural Resource Management Specialist	Bering Land Bridge National Preserve
GS-193-5/7/9	Cultural Resource Management Specialist	Yukon-Charley Rivers National Preserve
GS-025-5/7/9/11	Park Ranger, Unit Manager	Noatak National Preserve
GS-025-5/7/9	Interpretive Specialist	Glacier Bay National Park and Preserve
GS-025-5/7/9/11	Interpretive Specialist	Lake Clark National Park and Preserve
GS-025-5/7/9	Park Ranger, Yakutat Sub-district	Wrangell-St. Elias National Park and Preserve
GS-025-5/7/9/11	Interpretive Specialist	Wrangell-St. Elias National Park and Preserve
GS-025-5/7/9	Interpretive Specialist	Interpretation and Visitor Services Division
GS-025-5/7/9	Interpretive Specialist	Fairbanks Public Lands Information Center
GS-810-5/7/9	Structural Engineer	Division of Facility Design and Maintenance
GS-028-5/7/9/11	Outdoor Recreation Planner	Planning Division
GS-028-5/7/9/11	Environmental Compliance Specialist	Environmental Compliance Division
GS-1101-5/7/9	Concessions Analyst	Concessions Division
GS-430-5/7/9	Botanist	Kenai Fjords National Park
GS-025-5/7/9	Interpretive Specialist	Yukon-Charley Rivers National Preserve
GS-025-5/7/9/11	Subsistence Specialist	Northwest Areas
GS-193-5/7/9	Cultural Resource Management Specialist	Sitka National Historical Park
GS-025-5/7/9	Interpretive Specialist	Anchorage Public Lands Information Center
GS-GS-807-5/7/9	Landscape Architect	Division of Facility Design and Maintenance
GS-808-5/7/9	Architect	Division of Facility Design and Maintenance

We realize that it will take several years of planned recruitment and hiring activity to fill all these positions with Alaska Native candidates through the Cooperative Education program, even given adequate resources to accomplish our goals.* Ten years would be a realistic time frame to target and fill all the positions listed above. However, for the purposes of this proposal, we propose the following levels of student intake over the next five years to fill some of those positions identified (including required base increases):

<u>FY89</u>		<u>FY90</u>		<u>FY91</u>		<u>FY92</u>		<u>FY93</u>	
6 returning students	\$ 48,000	2 conversions to	\$ 72,000	2 permanent staff	\$ 74,000	5 permanent staff	\$185,000	9 permanent staff	\$342,000
4 new students	\$ 32,000	permanent status		3 conversions to	\$108,000	4 conversions to	\$150,000	3 converting to	\$117,000
program support	\$ 20,000	7 returning students	\$ 56,000	permanent status		permanent status		permanent status	
		4 new students	\$ 32,000	7 returning students	\$ 60,000	6 returning students	\$ 51,000	6 returning students	\$ 51,000
		program support	\$ 25,000	4 new students	\$ 34,000	4 new students	\$ 36,000	4 new students	\$ 34,000
				program support	\$ 25,000	program support	\$ 30,000	program support	\$ 30,000
Total	\$100,000	Total	\$185,000	Total	\$301,000	Total	\$452,000	Total	\$574,000

Our goal is to attract and develop Alaska Natives as future managers; the Cooperative Education program is the most ideal means to achieve this. We are committed to the continued use of this program to improve representation of Alaska Natives in our work force, regardless of future funding levels. At current levels, however, it would be impossible for us maintain the number of intakes and conversions (as outlined above) needed to achieve that goal within the next 5-10 years. By this augmentation of the program, cooperative education recruitment could be broadened to include other groups using the limited existing base on which it has thus far been built.

*This proposal also has an excellent tie-in with our newly instituted Resource Apprenticeship Program for Students (RAPS), an interagency effort to provide summer work experience in natural resource management to Native high school juniors and seniors- NPS, BLM, USF&WS, and USFS are involved, along with BIA and several Native non-profit corporations.

HOUSING AND OFFICE REQUIREMENTS

The dollar amounts shown above reflect salaries, benefits, and support costs associated with the proposed positions. If we're to fully realize our goal to place substantial numbers of Alaska Natives in key jobs in Alaska's national parks, additional housing and office space will be critical. In some areas such as Kenai Fjords National Park, additional positions could be absorbed without increasing facilities. In other areas, such as Bering Land Bridge National Preserve or Glacier Bay National Park and Preserve, additional funding would be needed to meet housing and office space needs. We have estimated these additional costs as follows (projected requirements by FY94):

<u>PARK</u>	<u>POSITIONS</u>	<u>HOUSING</u>	<u>OFFICE</u>	<u>LAND</u>	<u>TOTAL</u>
Bering Land Bridge	2	\$336,000	-0-	\$90,000	\$426,000
Denali	1	\$114,000	\$55,000	-0-	\$169,000
Gates of the Arctic	1	-0-	-0-	-0-	-0-

<u>PARK</u>	<u>POSITIONS</u>	<u>HOUSING</u>	<u>OFFICE</u>	<u>LAND</u>	<u>TOTAL</u>
Glacier Bay	1	\$114,000	\$ 55,000	-0-	\$169,000
Katmai	1	\$150,000	\$ 44,000	-0-	\$194,000
Kenai Fjords	2	-0-	-0-	-0-	-0-
Lake Clark	2	\$420,000	\$100,000	-0-	\$520,000
Northwest Areas- Kotzebue	1	\$168,000	-0-	\$45,000	\$213,000
Noatak	1	\$210,000	\$ 50,000	\$40,000	\$300,000
Kobuk	1	\$210,000	\$ 50,000	\$40,000	\$300,000
Sitka	2	-0-	\$ 64,000	0-	\$ 64,000
Wrangell-St. Elias- Chitina	1	\$144,000	-0-	\$30,000	\$174,000
Nabesna	1	\$144,000	-0-	0-	\$144,000
Glennallen	1	\$144,000	-0-	\$45,000	\$189,000
Yakutat	1	\$144,000	-0-	\$30,000	\$174,000
Yukon-Charley Rivers	2	\$300,000	\$110,000	\$30,000	\$440,000
				TOTAL	\$3,476,000

If we are unable to meet these needs for additional facilities and housing in those parks where they are most critical, as indicated above, then our future placement opportunities for Cooperative Education graduates will have to be limited to those few other areas where they are available.