

LEG. FINANCE - BILLS 1981 - 1982 1656

SB 240 - SB 244

1656

COMMITTEE REPORT
SENATE

4/24/81

FURTHER: None

Date: May 15, 1981

Mr. President:

The Committee on FINANCE has had SB 240

financial assistance for feasibility studies of proposed boroughs in unorganized boroughs

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 CS for _____ same title
 new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

[Signature]
[Signature]
[Signature]

MEMBERS HAVING
OTHER RECOMMENDATIONS:

[Signature]
[Signature]

[Signature]

CHAIRMAN

Introduced: 3/4/81
Referred: Community & Regional
Affairs and Finance

1 IN THE SENATE

BY THE RULES COMMITTEE BY
REQUEST OF THE GOVERNOR

2 SENATE BILL NO. 240

3 IN THE LEGISLATURE OF THE STATE OF ALASKA
4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act establishing a program of financial assistance
7 for feasibility studies of proposed boroughs in the
8 unorganized borough; and providing for an effective
9 date."

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

11 * Section 1. AS 44.47 is amended by adding a new section to read:

12 Sec. 44.47.135. FEASIBILITY STUDIES OF PROPOSED BOROUGHS IN THE
13 UNORGANIZED BOROUGH. (a) There is established a program of financial
14 assistance for feasibility studies of proposed boroughs within the un-
15 organized borough. The commissioner may contract for feasibility stu-
16 dies according to the procedures prescribed in AS 37.05.220 -- 37.05.-
17 280, and subject to the limitations in (b) -- (e) of this section.

18 (b) A feasibility study must be initiated by a written request to
19 the commissioner, which shall include:

20 (1) a description of the boundaries of the area to be stud-
21 ied, and

22 (2) a showing of local interest in the proposed study as
23 demonstrated by either:

24 (A) the signatures and addresses of five percent of the
25 voters residing in the area based on the number who voted in the
26 last statewide election, or

27 (B) resolutions by the governing bodies of five percent
28 of the municipalities within the area.

29 (c) The area of a feasibility study must be as described in the

1 request from the area unless the commissioner, after a public hearing
2 in the area to be studied, determines that other boundaries are more
3 appropriate. In determining which geographical area is appropriate for
4 study as a proposed borough, the commissioner shall consider:

5 (1) the standards applicable to the incorporation of bor-
6 oughs under AS 29.18.030;

7 (2) the regional boundaries adopted by the Native regional
8 corporations established under the Alaska Native Claims Settlement Act
9 (43 U.S.C. 1601);

10 (3) census divisions of the state used for the 1980 census;

11 (4) boundaries of the regional educational attendance areas
12 established under AS 14.08.031; and

13 (5) coastal resource service areas organized under AS 46.-
14 40.110 -- 46.40.210.

15 (d) The contract amount may not exceed \$30,000 plus \$30 for each
16 person residing within the area of the study, as shown by the latest
17 United States census information or the latest Alaska Department of
18 Labor annual estimate of population which is available at the date of
19 awarding the contract, whichever number is greater.

20 (e) The commissioner shall include terms in the contract for a
21 feasibility study under this section which provide:

22 (1) for public participation in the preparation of the
23 feasibility study;

24 (2) for completion of the feasibility study not later than
25 the June 30 following the third anniversary of the date the contract
26 was awarded by the commissioner; and

27 (3) that payment for work performed under the contract is
28 subject to legislative appropriations for that purpose;

29 (f) A feasibility study under this section must include:

1 (1) a recommendation for or against incorporation of a
2 borough government for all or a part of the area studied;

3 (2) an evaluation of the economic development potential of
4 the area studied;

5 (3) an evaluation of capital facility needs of the area
6 studied;

7 (4) an evaluation of demographic, social, and environmental
8 factors affecting the area studied;

9 (5) an evaluation of

10 (A) current relationships among the regional education-
11 al attendance areas, the coastal resource service area, and any
12 other regional entity responsible for services in the area stud-
13 ied; and

14 (B) the relationships between the existing municipal
15 governments within the area studied and regional entities listed
16 in (A) of this paragraph; and

17 (6) specific recommendations for:

18 (A) organization of a borough government if one is rec-
19 ommended; or

20 (B) the improvement of the delivery of service to the
21 public by the state in the area studied.

22 * Sec. 2. This Act takes effect July 1, 1981.
23
24
25
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28
29

Ch 246

March 4, 1981

The Honorable Jalmar Kerttula
President of the Senate
Alaska State Legislature
Pouch V
Juneau, AK 99811

Dear Mr. President:

Under the authority of art. III, sec. 18, of the Alaska Constitution, I am transmitting a bill which would establish a program of financial assistance for feasibility studies of proposed boroughs in the unorganized borough. Under this program, the commissioner of community and regional affairs would contract for the preparation of a study of the feasibility of establishing a borough government within the boundaries of an existing regional educational attendance area, or other area identified by the commissioner. However, before the commissioner may contract for the study, five percent of the voters residing in the area of the study, or the governing bodies of five percent of the municipal corporations in the area of the study must request the commissioner to make the study. The cost of each study would be limited to \$30,000 plus \$30 for each person residing in the area of the study.

Sincerely,

S/SSH

Jay S. Hammond
Governor

FISCAL NOTE

I. REQUEST

Bill/Resolution No. SB 240
 Title An Act. for feasibility studies of proposed boroughs in the unorganized borough
 Requested by Office of the Governor Date February 2, 1981

II. FISCAL DETAIL

Agency Affected Community and Regional Affairs
 Program Category Affected Community Development
 BRU, Program, or Subprogram(s) Affected Local Government Assistance
 (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 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL		15.0	16.5	18.2	20.0	
300 CONTRACTUAL		360.0	360.0	360.0	360.0	
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL		375.0	376.5	378.2	380.0	

FUNDING (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
GENERAL FUND		375.0	376.5	378.2	380.0	
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
FULL TIME		-0-	-0-	-0-	-0-	
PART TIME						
TEMPORARY						

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

The funding for the proposed feasibility studies are set by formula. The studies may not cost more than the amount equal to \$30,000 plus \$30 for each person residing within the area of the study.

Assumptions:

- 1) The average population for areas to be studied will be 3,000 persons. Therefore, the average cost of each study will be \$120,000.
- 2) Two borough studies will be funded each fiscal year.
- 3) In the event more than two regions wish to have studies conducted each year, or if a more populated region of the state (Prince William Sound for example) wishes to have a study conducted, it is prudent to have a reserve amount equal to the cost of one additional study available for these purposes each fiscal year.
- 4) Travel funding will be needed to coordinate and monitor studies. A 10% inflation factor is used in computing travel each fiscal year.

IV. DATE February 2, 1981

PREPARED BY Doug Griffin
 AGENCY Community and Regional Affairs / LGAD
 PHONE 465-4736

Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)

I-3 PROBLEM STATEMENT. The Ahtna region is undergoing growth and change. This growth and change presents a challenge to the residents of the area, the organizations serving them and the State of Alaska. The Second Session of the Eleventh legislature has appropriated \$100,000 to the Department of Community and Regional Affairs for a "borough study". The Department in its administrative role proposes to fund such a study in the Ahtna region.

In accordance with the legislative intent, the study shall focus on such topics as land status and use, social issues, transportation, environmental considerations and the economy of the region including renewable and nonrenewable resources, tourism and conventional business activities as well as exploring possible forms of government and provision of services.

The study should result in the development of a mechanism for the coordination of governmental agencies now involved with programs and services in the region.

A document detailing findings and containing specific recommendations for the achievement of goals should result from the study. This document should be suitable for use as a regional planning model.

It is expected that the process of the study will include substantial citizen involvement in all phases. To enhance citizen involvement and access it is expected that the organization performing the study will maintain staff in the Ahtna Region throughout the study. The study should be completed and the document published by June 1, 1981.

reports & events

EVENTS

There will be a workshop on **THE PERMIT SYSTEM** of land use control and growth management. It will be held in Anchorage on February 15 and 16 at the Lucy Cuddy Center, University of Alaska and will include discussions of the system's application to Alaska. The Permit System as applied in Breckenridge, Colorado was awarded the 1978 Meritorious Award by the American Institute of Planners. Registration fee is \$50 per individual or \$100 for any number of participants from a local or State government unit or private organization. For more information, call 465-4750.

The **ALASKA COASTAL POLICY COUNCIL** will be meeting February 1 and 2 at the Hilton Inn in Juneau. Among other things, the Council will consider definitions for uses of State concern. Call 465-3541 for more information.

The **ALASKA RURAL DEVELOPMENT COUNCIL** meeting will be held in Juneau on March 6 and 7. For more information contact James Mathews, Cooperative Extension Service, University of Alaska, Fairbanks, Alaska 99701.

PUBLIC HEARINGS ON THE DRAFT ENVIRONMENTAL IMPACT STATEMENT PREPARED ON THE PROPOSED ALASKA COASTAL MANAGEMENT PROGRAM will be held February 27 in Juneau and February 28 in Anchorage. For information on the times and places of hearings, call the Office of Coastal Management (465-3541).

Department of Community and Regional Affairs
Division of Community Planning
Pouch B
Juneau, Alaska 99811

4

Planning Insert is presented by the Division of Community Planning, Department of Community and Regional Affairs. The purpose of this publication is twofold: 1) to provide local governments, public agencies, unincorporated communities and the private sector with information relative to the Division's programs and activities, and 2) to focus on planning issues and activities being initiated at the local and regional level.

For more information on items in the Newsletter, or to add additional items, contact the Director of the Division of Community Planning, 225 Cordova Street, Building B, Anchorage, Alaska 99501, phone no. 279-8636.

The preparation of this newsletter was financed in part through a comprehensive planning grant from the Department of Housing and Urban Development, under the provisions of Section 701 of the Housing Act of 1954, as amended.

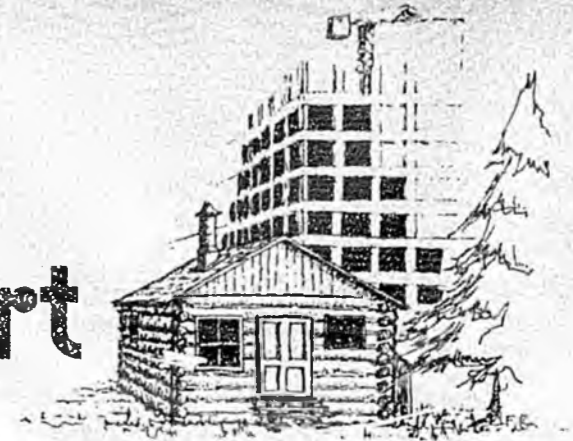
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planning insert

no. 5



THE NANA REGIONAL STRATEGY: PLANNING FOR THE DEVELOPMENT OF A REGION

The NANA region, in northwest Alaska, comprises an area of 36,000 square miles and approximately 4800 people located in 11 communities. Kotzebue, the largest community, with 2400 people, functions as a regional transportation and service center for the NANA region.

A few years ago, the NANA Regional Housing Authority (RHA) requested the assistance of the Division of Community Planning in compiling basic demographic and environmental data necessary for sound land use planning decisions. In response to the RHA's request, the Division contracted for development of the Northwest Alaska Community Profiles.

The NANA region has expressed considerable interest in developing a regional planning strategy as the next logical step in a planning process. Building largely upon information presented in the Community Profiles, a proposal was made for Division assistance in developing a regional planning strategy. Subsequent to that request, planning funds were made available from HUD to assist in this program.

The issues seen by regional officials as central to the regional strategy concern the environmental carrying capacity (capability to support development) of the NANA region and its inherent affects on the patterns of development, identifying and analyzing alternatives to transportation systems and public facilities and an accurate assessment of the present socioeconomic characteristics of the region's population. This information, together with appropriate forecasts of population and economic indices, will provide the framework for specific community development plans and regional development policies.

Development of a regional planning program requires the collection of a substantial amount of background data. Information on the physical and socioeconomic environment of the NANA region must be collected to establish existing community and regional characteristics and provide a basis for reasonable projections.

The regional strategy process will of necessity be a dynamic one, responding to varying conditions and priorities and changes in public and private programs. Key to the successful implementation of the regional strategy is the necessary coordination of the various public and private entities with responsibilities in the NANA region. Thus, substantial effort will be directed towards identifying those entities, delineating their capabilities and missions, and specifying roles and avenues of coordination.

Such coordination is already underway, involving a number of state agencies. The Department of Transportation and Public Facilities is presently developing a comprehensive regional transportation plan that includes the NANA region. The Department of Natural Resources is formulating a program for evaluating the availability of water in the Kotzebue Sound area, a situation that has already become serious. The Alaska Public Forum is conducting a survey region-wide to ascertain the preferences and attitudes of residents concerning issues to be addressed in the strategy. A National Science Foundation grant recipient is actively engaged in establishing a process for determining, and then applying, the concept of environmental carrying capacity.

continued on page 3

state of alaska
dept. of community & regional affairs
division of community planning

feb. 1979

community briefs

COMMUNITY INVOLVEMENT IN PLANNING FOR STATE LANDS

Despite delays in receiving title to its land, the State is a major land owner in and around many Alaskan communities. What the State does with its land concerns many people, since it will have a tremendous influence on the future of their communities. Land disposal legislation (Alaska Land Policy Act, Chapter 181, S.L.A 1978) has increased pressure on the State to dispose of land and at the same time has required the Department of Natural Resources (DNR) to plan for and classify all State land before disposal or use.

If State land lies within municipal boundaries DNR's plan must be consistent with the city's comprehensive development plan or coastal management program. But how do communities influence State land use decision if State land lies outside municipal jurisdiction? Two Southeastern communities, **Haines** and **Pelican**, are faced with the latter situation.

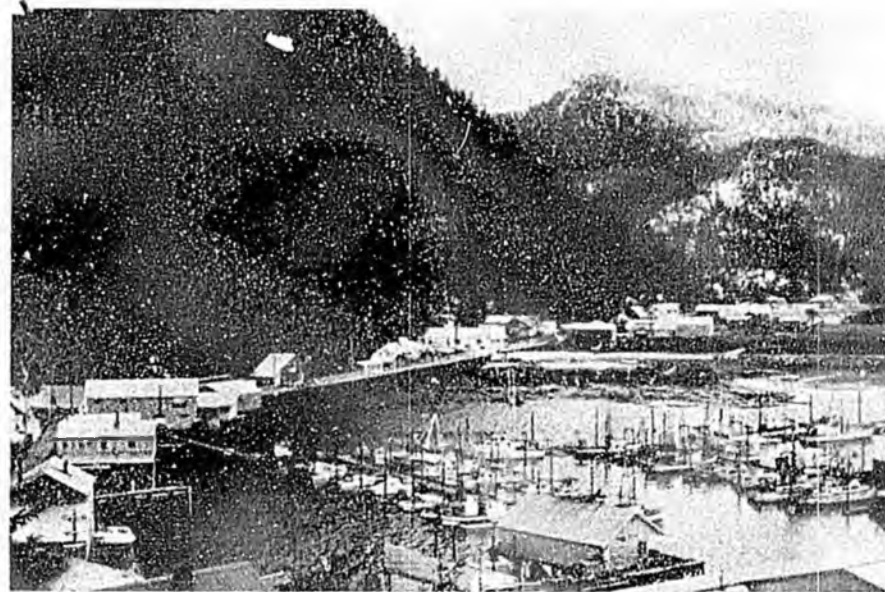
The City of Haines has a comprehensive development plan. However, the Haines Borough which encompasses the state land surrounding the City, is third class and has not assumed planning powers. Since there is no

borough plan to give direction to state planning the people of Haines have had to rely on the public participation process (and alternatives prepared by interest groups) to influence future decisions on State land use and disposal. Although DNR has made a good effort to solicit public reaction to its recommendations, this reactive position gives the people of Haines less influence over State planning than would the positive statement of a local plan.

The first class city of **Pelican** is a small community both in population (221 permanent residents) and land area (114 acres) and is surrounded by 2,038 acres of recently selected State land. Much of the land in the City is tideflat, steep, or already committed, so most new growth will have to occur on State land outside the present city limits. As in Haines, DNR has to prepare a land use plan for State land around Pelican before it can dispose of or classify that land. To be sure it has close involvement in DNR's planning for the land around it, the City of Pelican will participate in a joint planning program. Using staff planners from the Division of Community Planning, the City will coordinate coastal management and comprehensive planning for the City with State planning occurring around it.

The proposal is to achieve coordinated planning by using one work program and dividing the work tasks among the City, the Division of Community Planning and Department of Natural Resources. The Pelican planning commission might, for instance, be responsible for defin-

continued on page 3



City of Pelican

COMMUNITY INVOLVEMENT IN PLANNING FOR STATE LANDS continued from page 2

ing local issues, goals, and objectives, developing local policies and implementation techniques and recommending classifications for State land. The Division of Community Planning might be responsible for a social and economic inventory and analysis, while DNR might define State goals, prepare a natural resource inventory and analysis for State land and land within city limits, develop State policies, classify State land after considering local recommendations and develop a management plan for State land. The City plan and the State plan could be separate documents which

refer to a common information and analysis base.

By working together and sharing information and ideas, both the State and the City of Pelican will profit: the needs and concerns of Pelican will be addressed in State planning and the State will attain local participation in its planning. Furthermore, the City will gain a coastal management/comprehensive plan which benefits from a thorough analysis of the State land around it. Work is scheduled to begin in late January or early February and will continue through December of 1979.

INFORMATIONAL MEETINGS AND HEARINGS HELD ON PROPOSED MUNICIPAL LANDS TRUST PROGRAM REGULATIONS

During the month of November, 1978, the Department of Community and Regional Affairs held informal, informational meetings and public hearings on Municipal Lands Trustee proposed regulations. Meetings and/or hearings were held at **Noatak, Andreafski, Kipnuk, Nome, Bettler Field, Point Lay, Klukwan, Toylina, Tok, Cordova, Naknek, Takotna, Aniak, and Anchorage**. Meetings scheduled for **Kwigillingok, Karluk, Chignak Lake, Akutan and Tyonek** were cancelled because of bad weather.

A total of thirty-eight of the potential one hundred trust villages were represented in the effort with extensive testimony given by non-profit associations, regional and village corporations, and federal and State agencies. Testimony generally supported the Department's approach to its trustee responsibilities. Several technical changes were suggested

and have been considered for inclusion in the proposed regulations to assure the program can be applied properly to all anticipated village situations.

Following redrafting, the proposed regulations will be forwarded to the Attorney General's office for review. It is anticipated that regulations will be filed with the Lt. Governor and subsequently adopted in early 1979. Copies of the final regulations will be mailed to trust villages and persons known to be interested in them. To obtain copies of the regulations, write to Municipal Lands Trust Officer, Department of Community and Regional Affairs, Division of Community Planning, 225 Cordova St., Building B, Anchorage, Alaska 99501.

For further information on the Municipal Lands Trustee Program, see **Planning Insert**, September issue.

THE NANA REGIONAL STRATEGY: continued from page 1

The NANA regional strategy, being carried out by Mauneluk Association, the regional non-profit corporation, is one of the first attempts in Alaska to develop, on a regional basis, a policy framework upon which local,

state, and federal officials and the private sector can base decisions related to future development. It is hoped that this effort can also serve as a guide for future such programs in other regions of the state.

reports & events

The Municipality of Anchorage, City of Haines, North Slope Borough (Mid-Beaufort Segment), and Annette Islands Indian Reserve have given concept approval of their coastal management programs. The programs have been forwarded to the Office of Coastal Management for review and approval by the Alaska Coastal Policy Council. A work session on all four programs will be held at 9:00 a.m. on November 30 at the Sheffield House in Anchorage. This work session will be open to the public.

Mauneluk Association has released the NANA Regional Strategy First Year Progress Report detailing activities undertaken and accomplishments of this project. Report will be distributed prior to a November 15-16 meeting in Kotzebue of all public and private entities with responsibilities in the NANA region. The meeting will explore techniques for continued coordination.

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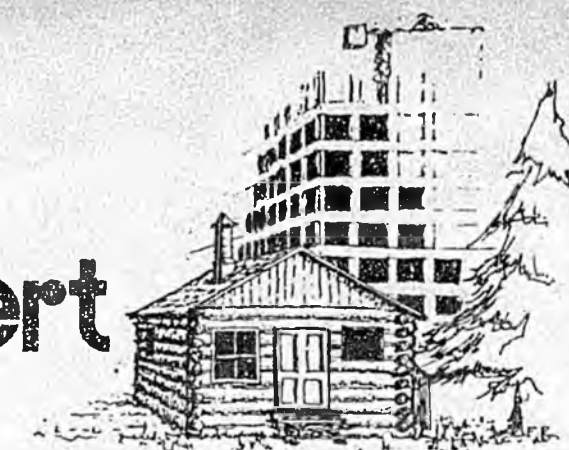
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YUKON FLATS REGIONAL GOVERNMENT STUDY

In 1978, the Legislature funded a study to determine the feasibility of an organized borough in the Yukon Flats Region. The study was requested by Gwitcha Gwitch' in Ginghye, a Rural CAP agency in Alaska's Interior. The area studied was Regional Educational Attendance Area 13, shown in Figure 1.

The study was prepared by an independent consulting firm receiving direction from a "study council" consisting of one representative from each of the villages in the region. This approach eliminated prejudices towards borough government but gave local direction to the study.

The study has eight chapters each addressing a major issue or process involved in determining borough feasibility. The chapter titles, together with a brief description of each, follow.

1. DATA RECONNAISSANCE. This chapter identifies existing socio-economic data upon which much of the rest of the study is based. Information and statistics are presented concerning population composition, current and projected employment, existing public facilities and services, and general land status.

2. INCORPORATION STANDARDS. This chapter discusses the statutory standards for incorporation as they relate to the Yukon Flats region. The chapter concludes that the region meets the statutory standards.

3. LOCAL GOVERNMENT OPTIONS. This chapter explains the various classes of borough government and their related powers, duties, responsibilities, limitations, and legislative and executive composition.

4. IMPLICATIONS FOR REGIONAL SELF-DETERMINATION AND LOCAL CONTROL. Chapter four evaluates the impact borough formation would have on the regional economy and the ability an organized borough would have to affect and participate in public policy decision making.

5. BOROUGH SERVICES COST ESTIMATES. Chapter five identifies fixed costs associated with borough incorporation and projects costs the borough might incur should it elect to provide optional services such as police, fire, public works and electrification.

6. POTENTIAL REVENUE SOURCES. This chapter identifies all potential on-going revenues from State, Federal and local sources. Projections are made through 1985.

7. FEASIBILITY AND VIABILITY OF REGIONAL ALTERNATIVES. Discussions focus on the pros and cons of the various classes of boroughs, including their flexibility in providing services, ability to generate revenue, voter control over taxation and optional services provided, and executive and legislative composition.

8. THE INCORPORATION PROCESS. The final chapter describes the statutory incorporation process and projects a hypothetical time frame for incorporation of the region as an organized borough.

Conclusions and recommendations of the Yukon Flats Regional Government Study are as follows:

1. The Yukon Flats region does meet the statutory standards for borough incorporation;

continued on page 3

state of alaska
dept. of community & regional affairs
division of community planning

dec. 1979

community briefs

PROTECTING LAND TITLE

The Importance of Recording Land Acquisitions
Tremendous changes are occurring in land ownership patterns in Alaska with an increasing number of land transfers scheduled in the near future. As new land ownership patterns evolve, there will be an increased need for accurate land ownership information to allow the transfer of legal interest in lands. The State Recorder's Offices maintain records of all recorded land documents and filed plats. While state law does not require all land documents be recorded, failure to do so presents the danger of loss of title. Unrecorded legal interests in land may go unrecognized and land ownership documents may be lost, stolen, or destroyed. By properly recording all land documents, these dangers are avoided.

Land documents recorded with the Recorder's Office establish a permanent public record of the legal property interest conveyed by the document. Information in recorded documents can be made available to any interested party without fear of damage to the original. When the State Recorder's Office records a document, the transaction to which the document refers becomes official. For example, if two persons each receive a deed to the same parcel of land, the person who records his deed first will have a right to that land, even if the other deed has an earlier date. It should be noted, however, that transfer of interest in land may be legal even if the document conveying the interest is not recorded. On the other hand, the mere act of recording a faulty document cannot make the document legal. A document claiming to transfer title to a piece of land which is given by someone who is not the legal owner of the land, obviously will not transfer legal title to the land just because it has been recorded.

Recording land documents holds a number of advantages for anyone (municipalities and native corporations as well as private citizens) receiving an interest in a parcel of land. Unrecorded land ownership documents are unprotected from fraud or mishap. During the coming period of increased transfer of land ownership and other interests in land, all recipients of land interests are encouraged to have all property documents recorded with the State Recorder. For further information about recording land documents, contact:

State Recorder
State Recorder's Office
941 West 4th Avenue
Anchorage, Alaska 99501

Locating Land Ownership Information
Patterns of land ownership in Alaska have undergone considerable change in recent years. As a result of increasing population, economic growth, and federal and state legislation affecting land ownership, it is expected that more land than ever before will be conveyed to the state and local governments, native corporations, and private citizens. Some parcels will change ownership often, as in the case of municipalities which will receive entitlement land from the state and then will make lots within these parcels available for sale to individuals. Section 14 (c) (3) of the Alaska Native Claims Settlement Act (ANCSA) also presents the potential for frequent land ownership change in that certain parcels will be conveyed from the federal government to a village corporation, will then be reconveyed to the municipality or the State in Trust, and then may be sold or leased to third parties.

With this larger number of land ownership changes comes an increased complexity of identifying who owns or has a legal interest in a particular parcel of land. Every parcel of land is owned by someone and, in fact, parcels of land often have separate owners of the surface estate of the land and of the subsurface estate. There may be other parties who have legal interests (such as leases, liens, or easements) in a parcel.

Anyone who intends to use land should have a very clear idea of his legal right to the land, as well as any limitations on that right. Any municipality, village, or private party that wants to sell, lease, or grant the authority to use a parcel of land should first be very sure they are the legal owners of the land. Before a development project is approved or started, the same certainty of title should exist. A deed, agreement, or resolution cannot be assumed to be sufficient evidence of legal ownership. In some cases, more than one party may claim ownership or right to the same parcel of land. Some people will even sign agreements or deeds concerning land they do not actually own.

There are several places to obtain land ownership information: The Alaska State Recorder's Offices maintain records of all recorded land documents and filed plats. Offices are located in Anchorage, Bethel, Fairbanks, Glenallen, Homer, Juneau, Kenai, Ketchikan, Kodiak, Nome, Palmer, Seward, Sitka, and Valdez. Addresses and phone numbers for these offices are available

continued on page 3

continued from page 2
through the Anchorage office of the State Recorder, located at the following address:

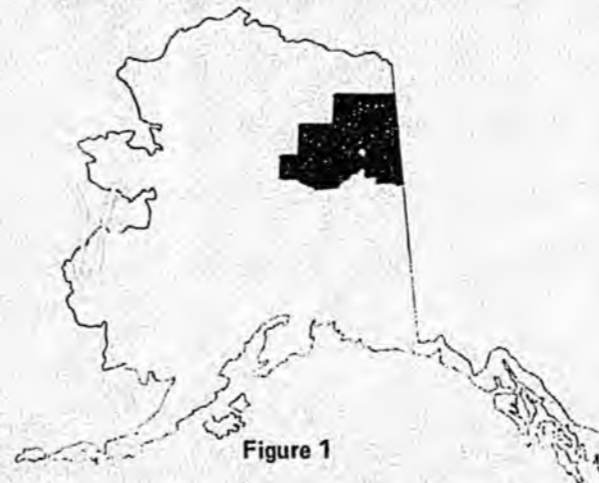
State Recorder's Office
941 West 4th Avenue
Anchorage, Alaska 99501
Phone: 274-8611

The U.S. Bureau of Land Management (BLM) keeps records of land to the point where it is transferred out of federal ownership. In addition, BLM performs and keeps records of a number of tract and small parcel surveys. BLM public information offices are located in Anchorage, Bethel, Fairbanks, Glenallen, Nome, and Tok. Addresses for these offices may be obtained at the following address:

U.S. Bureau of Land Management
Public Information Office
701 C Street
Anchorage, Alaska 99501

The Alaska Division of Forest, Land and Water Management keeps records of state owned land and of the first party receiving title conveyed out of state ownership. Information may be obtained from District Offices whose addresses are available through:

continued from page 1



2. The boundaries of any borough established in the Yukon Flats region should coincide with those of Regional Educational Attendance Area 13;

3. A home rule borough would provide the region with the most flexible and effective form of regional government;

4. Given the existing tax base a borough would be restricted to levying a tax, for operating purposes, of 6.64 mills which would generate

Alaska Division of Forest, Land and Water Management
Southcentral District Public Information Office
941 Dowling Road
Anchorage, Alaska 99502
Phone: 349-4524

Organized Municipalities keep tax records of land within their boundaries. These are good indicators of land ownership.

Title Insurance Companies have access to information on all land documents and plats which have been recorded or filed with the State Recorder's Office.

Some technical assistance in interpreting land ownership records may also be available from native corporations and organizations, local governments, and the Department of Community and Regional Affairs.

Determining the ownership status of a parcel of land may be complex. Anyone needing land ownership information should conduct a careful search of available land ownership records and may want to obtain legal advice regarding title.

\$6.05 million dollars. Additional taxes could be levied to pay debt service. Total projected operating revenues for the borough, including education, would be \$10.40 million dollars. (All figures are projected for FY 1981);

5. Given the maximum amount of operating revenue, the borough could provide areawide planning, education, administration, police, fire, and public works services and still have a budget surplus of several million dollars. Projected debt service for a borough administration building, schools and electrification projects is estimated to be \$0.60 million dollars annually;

6. A borough would be eligible to select a minimum of 10,000 acres of state land;

7. The earliest a borough could be formed in the Yukon Flats region is estimated to be between April and July 1980.

The full report may be borrowed from the Division of Local Government Assistance at the addresses below. A twelve-page summary may be obtained free-of-charge.

Division of Local Government Assistance
225 Cordova, Building B
Anchorage, Alaska 99501

Introduced: 3/5/81
Referred: Health, Education & Social
Services and Finance

BY STIMSON, BENNETT, BRADLEY,
DANKWORTH, ELIASON, FAHRENKAMP,
FERGUSON, FISCHER, HOHMAN, KELLY,
MULCAHY, PARR, RODEY, SACKETT,
STURGULEWSKI AND ZIEGLER

1 IN THE SENATE

2 SENATE BILL NO. 242

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act establishing the Alaska student leadership
7 development fund; and providing for an effective
8 date."

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

10 * Section 1. AS 14.07 is amended by adding a new section to read:

11 Sec. 14.07.056. ALASKA STUDENT LEADERSHIP DEVELOPMENT FUND. (a)

12 There is established within the department the Alaska student leader-
13 ship development fund. The fund shall be used to provide financial
14 support through grants and contracts for:

- 15 (1) student leadership organizations;
16 (2) student leadership development projects;
17 (3) the promotion of student leadership development activi-
18 ties; and

19 (4) the administration and coordination of student leader-
20 ship development activities and projects.

21 (b) The department shall implement the provisions of this section
22 by regulation.

23 * Sec. 2. This Act takes effect July 1, 1981.
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Department of Education Position Paper
on the
Student Leadership Development Fund

Preparing young people to be the citizens of tomorrow has long been a major goal of Education. The State Board of Education has identified as two goals of Education in Alaska: 1) "To develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society." 2) "To provide an environment wherein each person, regardless of any conditions affecting him, is continually afforded the opportunity to reach his maximum potential as an individual and as a member of society." (adopted 5/15/80.) Traditionally, schools have readied students for citizenship by teaching government participation in student activities and occasional involvement in the political elective process.

The student leadership development project funded through the Department of Education coordinates a series of programs designed to provide educational experiences in leadership and citizenship development that would not otherwise be available through the local curriculum. In FY'81 statewide funding was provided to afford an opportunity for students from each school district to participate in the following state-level student extended programs.

Student leadership utilizes the statewide student organizations, such as Alaska Association of School Government, Distributive Education Clubs of America, Future Farmers of America, Future Homemakers of America, Office Education Association, and Vocational Industrial Clubs of America, as the vehicles to teach leadership skills and organizational process, including group decision-making, parliamentary procedure, time management, goal setting, and the legislative process.

Alaska Close-Up utilizes local, state, and federal governments as vehicles to provide increased involvement and understanding of government and the judicial process. It is designed as an experimental study of how government affects citizens' lives and how they can become involved and affect government at all levels.

Alaska Future Bowl utilizes group participation in creative problem solving of future oriented problems to encourage development of teamwork skills, creative thinking, problem solving, and communication skills. Supported as a supplement to school district gifted and talented programs, it offers a unique opportunity for gifted students to develop skills to solve future problems.

Research and theory cited by the Basic Citizenship Competencies Project have identified the following seven basic competencies which individuals

need to exercise responsibilities effectively and protect their interest as citizens:

1. acquiring and using information;
2. assessing involvement;
3. making decisions;
4. making judgements;
5. communicating;
6. cooperating;
7. promoting interests.¹

The citizenship competencies enumerated above have been shown to be best developed through actual practice and active learning. Structured experiences, in student extended programs, such as the projects listed above, provides for the active participation of students in the development and refinement of these competencies.

Local school districts provide the instructional experiences and basic format through local organizations, teachers, and administrators. The Department of Education encourages and supports these efforts. However, the extension of these efforts beyond the local program level requires state-wide coordination, management, and resources.

The student leadership development program will be funded through the Department of Education. Funding will provide for leadership training and conferences for students. Instructional materials, student transportation, teacher/advisor training, and the state-wide coordination are necessary for the program to be effective and educationally sound. The budget includes money for an advisory committee of students, local administrators, program developers, and advisors from each component of the program to assist in the management of the program.

Institutionalization of a Student Leadership Program would provide the extended services which would enable Alaskan students to fully develop their potentials as active, involved citizens who are prepared to assume future leadership roles in the state.

1. Remy, Richard C. Handbook of Basic Citizenship Competencies. Assn. for Supervision and Curriculum Development, Alexandria, VA. pp. 2-3.

Anticipated Budget - Student Leadership Development Fund

<u>Direct Project Support</u>		\$510,000
Student Leadership	\$281,000	
Close-Up	143,000	
Future Bowl	<u>86,000</u>	
<u>Project Coordination and Student/Teacher Training</u>		\$179,000
Training Activities:		
Student Leadership	\$ 97,500	
Close-Up	51,000	
Future Bowl	<u>30,500</u>	
		Total
		\$689,000



THE NORTHERN INSTITUTE

For

Research, Training and Development, Inc.

650 West International Airport Road • Anchorage, Alaska 99502

Phone (907) 274-3691

March 25, 1981

The Honorable Terry Stimson
Alaska Senate
Pouch V
Juneau, AK 99801

Dear Senator Stimson:

As per your request, we have attempted to address the four questions which you had regarding the Student Extended Programs, and specifically the Student Leadership Project. I hope that the enclosed information will provide you and other interested legislators with the answers to any questions which may arise regarding leadership training for Alaska's secondary students. In particular, I hope this information will be helpful to the Senate in its consideration of SB 242 and SB 243 concerning the Student Leadership Fund.

If I or members of my staff can provide any further assistance, please call on us.

Sincerely,



Ronald D. Daugherty/
EXECUTIVE DIRECTOR

RD/ssd

Encl.

Why is Alaska student leadership training necessary?

Because of the wide range of decisions facing Alaska and our nation in the future, it is imperative that we develop strong and knowledgeable leaders in government, business and industry, social service agencies, and education. These leaders should understand how government operates and how to effect change in it. They should be familiar with the problems facing the state, the nation, and the world, and have a knowledge of the process to use to formulate solutions to these problems. These leaders should also have the leadership skills to accomplish what must be done to implement these solutions. Because Alaska's leaders of the decades to come are students today, it is obvious that the development of leadership skills and capabilities in the state's students should be a high priority. The regular school curriculum does not deal specifically with leadership training. Simply adding courses designed to teach leadership skills would not, however, provide adequate familiarity with those skills. Leadership skills must be learned through actual "hands on" experience, afforded largely through Student Leadership Organizations.

There are currently 153 high schools in Alaska. At the present time, 46 of those have organized student governments which are members of the Alaska Association of School Governments. There are also 10 chapters of Distributive Education Clubs of America, 10 chapters of Future Farmers of America, 19 chapters of Future Homemakers of America, 21 chapters of the Office Education Association, and 15 chapters of Vocational Industrial Clubs of America. Most of these vocational club chapters are in high schools in which there is a student government and/or another vocational club chapter. One can therefore readily see that there is much need for expanding leadership opportunities through Student Leadership Organizations to the remainder of students in this state.

How has such training been provided in the past?

Prior to the 1980-81 school year, leadership development was the responsibility of individual Student Leadership Organization (SLO) advisors. There was little coordination among SLO's. A major problem faced by these organizations was the severe limitation of funds to provide leadership development experiences beyond the local school setting. A majority of student activities were therefore focused on fund raising to allow a few of their members to attend state or national leadership events. The number of students able to receive leadership training was quite limited throughout the state.

Of those teachers serving as SLO advisors in Alaska, very few have had prior training to enable them to effectively serve as advisors. Because of the limited funds available to SLO's, there were no opportunities for them to receive such training. To compound this lack of expertise with local SLO advisors, state SLO advisors have traditionally been full time teachers or administrators, who volunteer their time to serve as state advisors. These individuals have not had the time to fully coordinate statewide activities, let alone provide training for chapter advisors.

The Eleventh Alaska Legislature appropriated funds only for this year to the Alaska Department of Education for Student Extended Programs, which include the Close-up Project, Future Bowl Project, and the Student Leadership Project. All of these programs aim to develop leadership skills in Alaska's students. Because The Northern Institute is dealing primarily with the Student Leadership Project portion of Student Extended Programs, we will here address that program.

The purpose of the Student Leadership Project is to assist Alaska's secondary school students, teachers, and administrators to better organize and implement Student Leadership Organizations (SLO's). The SLO's involved in the project include: Alaska Association of School Governments, Distributive Education Clubs of America, Future Farmers of America, Future Homemakers of America, Office Education Association, and Vocational Industrial Clubs of America. Through the project, five regional leadership workshops were conducted this past fall to provide training in such areas as decision making, public speaking, communication, and group problem solving. Over 250 students and 30 advisors gained a

variety of new leadership skills through these workshops which will enable them to be more effective leaders in their own schools. Through this project, a communication network has been established through the publication of the Student Leadership DOCKET, a newsletter which provides information regarding SLO activities in the state. Project funds have been used to purchase leadership materials to aid both advisors and members of SLO's. Project staff have also provided assistance to each of the SLO's in planning and conducting its annual conference.

Block grant funds were provided to each of the six statewide SLO's participating in the project. Each organization developed a program of work outlining exactly how leadership development activities would be supported by these funds. A wide variety of activities were included in these programs, ranging from publishing a membership directory to promoting new chapters, to providing travel funds to enable members to attend various leadership conferences.

Handbooks are being developed specifically for Alaskan SLO advisors and school principals, outlining such topics as how to establish an SLO, how to run an effective meeting, and how to budget for SLO's.

By the close of the 1980-81 school year, it is anticipated that over 1000 students and 150 advisors will have been provided with various leadership development experiences as a result of their participation in the Student Leadership Project.

Why should such projects be continued in the future?

By their very nature, SLO's are made up of high school students who will be members for three to four years, and will then graduate from high school and move on. There is also a large turnover among teachers, especially in rural areas. Because of these factors, it is imperative that leadership training be provided for SLO members and advisors on an ongoing basis. Training these individuals one year will not insure that SLO members in the future will have the same skills. It is therefore necessary to continue programs such as the Student Leadership Project, thus providing leadership training to students on a continuing basis.

The first year of any program is spent primarily in getting organized and getting a "feel" for what kind of services the program can provide. The Student Leadership Project is no exception. Now that the first year is almost over, staff are fully trained and are familiar with the field. Continuing the project in the future would enable these trained individuals to expand the scope of the project to provide leadership training to more individuals.

During the 1980-81 school year, the state advisors of Alaska's SLO's were full time teachers or administrators volunteering their time. While these individuals are to be commended for their dedication, they would be the first to admit that there are many facets of their organizations which could be improved if they had more time to devote to the SLO's. It is hoped that funds to continue the Student Leadership Project in the future would include money to provide half-time salaries for the state advisors. This would provide them with the time to better coordinate statewide activities, to spearhead a membership drive to develop more chapters, thus providing service for more students throughout the state, and to devote more time to provide training for chapter advisors.

Preliminary calculations would indicate the funding in SB 243 is inadequate to take the necessary steps to provide paid part-time advisors, a critical need based upon this year's experience. A budget of \$800,000 would be required to meet these added personnel needs.

What are the desired goals for future student leadership efforts?

Our staff agree with the goals which were set forth by the Student Leadership Project Advisory Committee, which consists of the state advisor and one student officer from each of Alaska's SLO's. These goals include providing assistance in planning and conducting SLO state conferences; providing more regional leadership workshops; publishing a newsletter to communicate news of various SLO events throughout the state; and providing technical assistance to state advisors, local advisors and officers. It is essential that these services be provided by paid competent personnel, and that increased funding in the future would make it possible for the services to be provided to a wider audience of Alaskan students than has been possible this year.

COMMITTEE REPORT

SENATE

FURTHER: None

3/31/81

Date: 4/9/81

Mr. President:

The Committee on FINANCE has had SB 242 establishing the Alaska student leadership development fund

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

- [X] do pass [] do not pass
[] do pass with attached amendments(s)
[] replace with CS for [] same title [] new title
and recommends
[] AND attaches a "Letter of Intent" [] New Fiscal Note
[] reports it back without recommendation
[] referred to the Committee

MEMBERS SIGNING DO PASS

Handwritten signatures of committee members who support the bill.

MEMBERS HAVING OTHER RECOMMENDATIONS:

Blank lines for members with other recommendations.

Handwritten signature of the committee chairman.

CHAIRMAN

Introduced: 3/5/81
Referred: Health, Education & Social
Services and Finance

BY STIMSON, BENNETT, BRADLEY,
DANKWORTH, ELIASON, FAHRENKAMP,
FERGUSON, FISCHER, HOHMAN, KELLY,
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21 (b) The department shall implement the provisions of this section
22 by regulation.

23 * Sec. 2. This Act takes effect July 1, 1981.
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Future Farmers of America is the national organization of students preparing for careers in production agriculture and other agribusiness occupations.

ALASKA ASSOCIATION FFA
Box AB / c/o P.H.S.
Palmer, Alaska 99645

March 25, 1981

Senator Terry Stimson
State Senate Building
Pouch V
Juneau, Alaska 99811

Dear Senator Stimson:

Thank you for the letter I received concerning S.B.242 and 243. The need for state support of student leadership programs in Alaska is of great importance for the continuation of a developing economy in Alaska that does not have to rely on outside help.

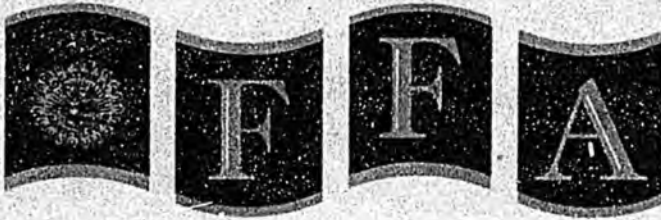
Last week at the Alaska Agriculture Symposium the state FFA members circulated a petition of support for S.B.242 and 243. I have enclosed that petition and am sending copies to the chairmen of both HESS and Finance.

Again thank you for your support of student leadership programs and let me know if I can be of assistance.

Sincerely,

Eric Henderson
State FFA Advisor

EH/jh



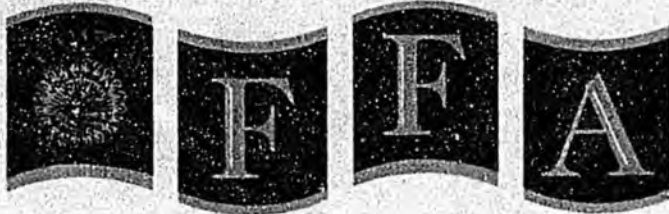
Future Farmers of America is the national organization of students preparing for careers in production agriculture and other agribusiness occupations.

ALASKA ASSOCIATION FFA
Box AB / c/o P.H.S.
Palmer, Alaska 99645

STATEMENT OF SUPPORT

We the undersigned are in support of the Alaska Student Leadership Organizations and endorse Senate Bill No. 242 and Senate Bill No. 243 introduced by the Senate pertaining to the Development of Student Leadership.

NAME	ADDRESS
John Doering	Box 830, Homer, AK
James E. Fisher	1036 W 22nd Ave, Anch 99501
Esther Williams	SRB Box 7400 Palmer, ak. 99645
Ted Williams	SRB Box 7400 Palmer Ak
Bill Bumban	Box 1108 Kodiak AK 99615
Gwen Henderson	Box 2501 Palmer, AK 99645
Al Bush	P.O. Box 1950 Ukiilla AK 99687
Royal Boyer	Box 491 Delta Jct, AK 99737
Fred S. Polze	P.O. Box 616, P.O., AK 99645
Margaret G. Carlson	Elkhorn Ranch, Delta Jct, 99737
Lylee J. Rebersted	Box 817, Palmer, Alaska
Norman L. Spry	8027 Nedine St Anchorage AK 99507
Dan Robertson	Box 1308 Palmer 99645
Chris Vogel chris tubelak@pac	SRB 50784 Sitka AK 99701
Bud Williams	721 18th ave Sitka 99701
Barbara J. Eide	7031 Weimer #5 Anch., AK 99502



Future Farmers of America is the national organization of students preparing for careers in production agriculture and other agribusiness occupations.

ALASKA ASSOCIATION FFA
Box AB / c/o P.H.S.
Palmer, Alaska 99645

STATEMENT OF SUPPORT

We the undersigned are in support of the Alaska Student Leadership Organizations and endorse Senate Bill No. 242 and Senate Bill No. 243 in introduced by the Senate pertaining to the Development of Student Leadership.

NAME	ADDRESS
John B. Perry, Jr.	Kansas City, Mo.
John H. ...	
W. ...	WASILLA
Helen Lee	PO Box 724 Wasilla
	PO Box 345 Palmer
J.M. Duane	P.O. Box 349, DELTA Jct.
Marsha Delle	Box 891 - Palmer
L.A. Miller	Box 891 Palmer AK
Somerset	Box 153 Sokolona AK 99649
Renelope Roberts	Box 928 Palmer, AK 99645
Frank A. Muncy	Box 438 Palmer, AK 99645
H.P. ...	1521 W 14 Ave Anch 99501
Dearborn	SRA Box 6124 Palmer AK
Darwin ...	Box 1289 Palmer AK
Donald ...	Fairbanks, A.K.
Ernest S. ...	827 W 20 th Anch. 99503



Future Farmers of America is the national organization of students preparing for careers in production agriculture and other agribusiness occupations.

ALASKA ASSOCIATION FFA
Box AB / c/o P.H.S.
Palmer, Alaska 99645

STATEMENT OF SUPPORT

We, the undersigned are in support of the Alaska Student Leadership Organizations and endorse Senate Bill No. 242 and Senate Bill No. 243 introduced by the Senate pertaining to the Development of Student Leadership.

NAME

ADDRESS

Barbara Ferraro

Box 340, Palmer 99645

Mrs. Dale Warner

836 1/2 Ave. Anch. AK. 99501

Betty Pulling

8331 E 6th apt H 99504

Lucie Alavin

704 F St. Anch. 99501

Leion Anne Coy

855 D Yak Estates Fairbank 99701

Jackie Murray

P.O. Box 438 Palmer Alaska

George Nicholson/Bettles Field
YUKON-KOYUKUK SCHOOL DISTRICT

P.O. Box 367
Nenana, Alaska 99760

URGENT - Reply Immediately

NO REPLY NEEDED

DATE 2 April 81

Mr. Jerry Hinson

MESSAGE

Dear Jerry,
just a short note thanking you
for introducing the bill that made the "Alaska
Close-up" project possible. The two students
from Bettles who were part of the program are
still talking about the experience in very
positive terms.

REPLY

You will always be welcome
in Bettles should you be in the area.

Best regards,
George Nicholson

SIGNED

DATE

George Nicholson
BETHLEHEM FIELD STATE SCHOOL
BETHLEHEM FIELD, ALABAMA 35723

Senator Terry Stinson
Senate Office
State Capital Building
Tusnean, AL 35701





ANCHORAGE
SCHOOL DISTRICT

4600 DeBarr Avenue
Pouch 6-614
Anchorage, Alaska 99502
[907] 333-9561

March 3, 1981

Mr. Ron Dougherty
Northern Institute for Research,
Training & Development
650 West International Airport Road
Anchorage, AK 99502

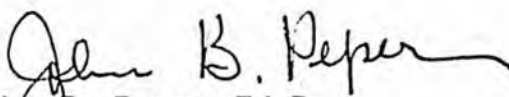
Dear Ron:

I have read your position paper on the Student Leadership Development Center and support the concept.

I would encourage you to seek the funding required to implement the Center. I would also encourage you to build in decision-making by local boards who would be served by the Center. Without this essential element I do not believe you will gain full cooperation as the Center moves forward.

I believe it would be a simple matter to build in boards and superintendents into your governance model for the Center.

Sincerely,


John B. Peper, Ed.D.
Superintendent

jm
cc: Bob Greene
Bill Miles
Terry Stimson
Heather Flynn
Lee Gorsuch

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

ELEMENTARY EDUCATION
DALE SANDAHL, DIRECTOR

CURRICULUM

SECONDARY EDUCATION
PETER E. LARSON, DIRECTOR

SOLDOTNA, ALASKA 99809

The Honorable Terry Stimson
Pouch V, State Capitol Building
Juneau, AK 99811

March 27, 1981

Dear Senator Stimson,

The purpose of this letter is to apprise you of my support for Senate Bill No. 242. Leadership training for our youth has long received insufficient support. An investment of \$689,000 will represent a large step toward meeting youth leadership training opportunities and needs.

Thank you for your active support of legislation that emphasizes the positive aspects of youth potential.

Sincerely,

Peter E. Larson, Ph.D.
Director of Secondary Education

PEL/lah

DISTRICT OFFICE

BERING STRAIT SCHOOL DISTRICT

P. O. BOX 1088

NOME, ALASKA 99762

(907) 443 - 5237

DEGNAN HIGH SCHOOL

Box 130

Unalakleet, Alaska 99684

March 30, 1981

BREVIQ MISSION

COUNCIL

DIOMEDE

ELIM

GAMBELL

GOLOVIN

KOYUK

SAINT MICHAEL

SAVOONGA

SHAKTOOLIK

SHISHMAREF

STEBBINS

TELLER

UNALAKLEET

WALES

WHITE MOUNTAIN

The Honorable Terry Stimson
Alaska State Senate
Pouch V
State Capitol Building
Juneau, Alaska 99811

Dear Senator Stimson:

On behalf of all Alaska Close-Up participants we would like to thank you for all of your work and efforts in making this program possible. The program benefits students in villages and cities around Alaska. We felt that it was a well organized week and that it gave us a lot of insight into how our government works. We're sure that all of the participants have a heightened interest in state government after the week in Juneau. We're sorry that you were unable to attend our banquet because of your illness. All of us would have liked to thank you personally for the program.

We felt that we were fortunate to meet you in the Senate hall that Saturday night. We appreciate your showing us the Senate chambers and for the opportunity to talk with you. It made our trip much more interesting. We hope to see you again in the future.

Sincerely,

Art C. Ivanoff
Art C. Ivanoff

Brian Socsuk *Howard Kingeekuk*
Brian Socsuk Howard Kingeekuk

Virginia Degnan
Virginia Degnan



ALASKA SCHOOL ACTIVITIES ASSOCIATION

650 INTERNATIONAL AIRPORT ROAD ANCHORAGE, ALASKA 99502

LESLIE D. WELLS
EXECUTIVE SECRETARY

907.272.9015

March 24, 1981

Senator Terry Stimson
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Senator Stimson:

The Alaska School Activities Association endorses both SB 242 and 243. We understand your intentions that the Student Leadership Organizations maintain their unique and separate identities and that the money appropriated for the program be used to the direct benefit of students. These intentions are best carried out by having one central controlling agency.

If the Association can be of any help in promoting the passage of these two items of legislation, please do not hesitate to let me know.

Sincerely,

Ed Nash
President

cc: Leslie D. Wells
Executive Secretary

NEA - ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

JUNEAU OFFICE
147 SOUTH FRANKLIN #207
JUNEAU, ALASKA 99801
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ANCHORAGE, ALASKA 99503
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FAIRBANKS REGIONAL OFFICE
825 COLLEGE ROAD
FAIRBANKS, ALASKA 99701
PHONE: (907) 456-4435

Robert C. Manners
Executive Secretary
Juneau Office

Robert C. Cooksey
Deputy Executive Secretary
Juneau Office

James D. Aller
Field Staff
Juneau Office

Charles L. O'Connell
Deputy Executive Secretary
Anchorage Office

Dianne Anderson
Field Staff
Anchorage Office

Steve Pulkkinen
Field Staff
Anchorage Office

Mary Ann Eininger
Deputy Executive Secretary
Fairbanks Office

April 2, 1981

TO: Senator Ed Dankworth
Senator Don Bennett; Co-Chairman,
Senate Finance Committee

FROM: NEA-Alaska
Robert Manners

RE: SB 242 "An Act establishing the Alaska Student
Leadership development fund; and pro-
viding for an effective date."

MEMORANDUM OF SUPPORT

NEA-Alaska strongly supports SB 242 and urges favorable consideration.

This kind of program has significant merit in that it provides leadership incentives beyond the traditional student government activities. It clearly broadens the base of potential involvement and reaches the level of students who may not normally avail themselves through the regular student government processes.

With other kinds of student programs already funded and in place through Close-Up and the Alaska School Activities Association, a leadership development fund seems to be a natural supplement.

Hopefully, such a program, through incentive grants, could provide students with the opportunity for leadership training programs, methods of involvement, and issue forums.

C: Members of the Finance Committee
Senator Brad Bradley
Senator Vic Fischer
Senator George Hohman
Senator Bettye Fahrenkamp
Senator Tim Kelly
Senator Charlie Parr
Senator Pat Rodey
Senator Robert Ziegler

RM:jw

*DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
P.O. Box 2810
Kenai, Alaska 99611*

March 18, 1981

*Honorable Terry Stimson
Alaska State Senate
Pouch V
Juneau, AK 99801*

Dear Senator Stimson,

As Alaska State Advisor of DECA, let me express my gratitude to you and the other sponsoring Senators of S.B. 242. The five State Advisors of Vocational Organizations, while possessing the necessary technical and leadership skill to manage their individual organizations, would find it difficult to also plan a fund-raising campaign for 1981-82. Ron Daugherty and his staff at The Northern Institute were instrumental in guiding our effort thus far.

My concern now, Terry, is directed to the management of any funds which may be forthcoming as a result of S.B. 242. At an earlier meeting, we Advisors were adamant that our jobs should be assumed by paid half-time or full-time advisors. All our finest intentions for student leadership may come to naught, if there are no advisors to manage their organizations.

This year has proved correct my supposition made earlier that a massive increase in funds results in unmanageable and/or unreasonable burdens on volunteer advisors. I have partially compensated this year by directing all DECA funds toward student travel, which is rather easily managed. By no means should this direction be continued indefinitely, as there are many other objectives to be accomplished.

There is also the matter of Advisor continuity with which to be reckoned. While no person should presume immortality, I am doubtful that any other person or School District is "waiting in the wings" to undertake DECA Advisorship. Our recommendation that staffing of the order of one half-time DECA and OEA Advisors, one half-time FFA and VICA Advisors, and a full-time FHA Advisor were verbally added to the discussion of the concept paper.*

(continued)

Honorable Terry Stimson

Page 2

March 18, 1981

It was my assumption, Terry, that our Concept Paper estimate of \$890,000 would provide for these Advisors. I am requesting above all other considerations, Terry, that sufficient funds be generated to supply leadership examples for our future leaders. Anything less would be to court mismanagement, impossible demands, and perhaps resignations from volunteer State Advisors who hold other full-time jobs.

*The other State Advisors expressed identical concerns.

Warmest Personal Regards,

Bill Schrier (SL)

Bill Schrier
Alaska DECA Advisor

BS:ss

cc: Marshall Lind
State Advisors
Ron Daugherty
Rep. "Pappy" Moss
Sponsoring Senators
DECA Chapter Advisors



March 26, 1981

The Honorable Charles H. Parr
Alaska State Senate
Pouch V
Juneau, AK 99811

Dear Senator Parr:

As Alaska State Officers of the Office Education Association, OEA, a vocational student leadership organization, we would like to urge your support of Senate Bill No. 243.

Senate Bill No. 243 relates to the Student Leadership Center. From our own past experience as student leaders, we feel that the Center concept is a good step forward for Alaska. Our experiences as State Officers this past year were most beneficial and rewarding because of the assistance we received from the legislature and Department of Education. We were able to build a plan of work that will no doubt assist future OEA members.

We feel that the future of OEA in Alaska depends largely upon action taken by our State Leaders in deciding to support a state-wide leadership center. This Center could provide a much needed continuity of program from year to year. It will also help to involve more and more young people within our State to develop their potential.

We thank you for your support of this Bill and would appreciate information on the results of the Public Hearing.

Sincerely,

Heather Farrant

Heather Farrant, State President

Jennifer Kellard

Jennifer Kellard, State Secretary

Jodi Anderson, State Historian

Jodi Anderson

Korlyn Williams
Korlyn Williams, State Advisor

P.O. Box 1580, Wasilla, AK 99687

Debbi Collopy

Debbi Collopy, State Vice-President

Becky Collins

Becky Collins, State Treasurer

Lynnette Willard

Lynnette Willard, State Parliamentarian



NEA - ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

JUNEAU OFFICE
147 SOUTH FRANKLIN #207
JUNEAU, ALASKA 99801
PHONE: (907) 556-3080

ANCHORAGE REGIONAL OFFICE
1411 WEST 33rd
ANCHORAGE, ALASKA 99503
PHONE: (907) 274-0536

FAIRBANKS REGIONAL OFFICE
825 COLLEGE ROAD
FAIRBANKS, ALASKA 99701
PHONE: (907) 456-4435

February 9, 1981

RECEIVED FEB 10 1981

Robert C. Manners
Executive Secretary
Juneau Office

Robert C. Cooksey
Deputy Executive Secretary
Juneau Office

James D. Alter
Field Staff
Juneau Office

Charles L. O'Connell
Deputy Executive Secretary
Anchorage Office

Dianne Anderson
Field Staff
Anchorage Office

Steve Pulkkinen
Field Staff
Anchorage Office

Mary Ann Eininger
Deputy Executive Secretary
Fairbanks Office

Susan Doherty
Northern Institute
650 International Airport Road
Anchorage, Alaska 99502

Dear Susan,

The following is the wording of our Resolution No. 21 passed at the 25th Annual Delegate Assembly regarding the Student Leadership Development Center concept:

"NEA-Alaska supports the concept of a Student Leadership Center to provide the human, material and fiscal resources necessary for leadership development in Alaska students."

Please do not hesitate to call me if you need additional information in regard to this matter.

Sincerely,

Trudy Ribacchi
Administrative Assistant

ALASKA ASSOCIATION SECONDARY SCHOOL PRINCIPALS
(AASSP)

BOARD OF DIRECTORS MEETING

Teachers Credit Union, Anchorage
January 16, 1981

Call to order 9:08 a.m.

Present: Laurence N. Graham, President (Dimond-Mears); John Dahlgren (Kenai Central); Bill Rogers (West Valley-Region VI); Darlene Wicks (Correspondence Study-Region V); Nancy Schave (Galena-Region II); Harold Savage (West High-Region IV); Jerry Byler, President-Elect (Kodiak); Bill Butler, Past-President (Palmer); Les Wells, Secretary-Treasurer. Absent: Guy Stringham (Shungnak-Region I).

Guests present: Esther Cox, Teresa Johnson, Susan Doherty and Ed Nash.

1. Minutes: Reviewed items covered at October 21, 1980, Board of Directors meeting Anchorage Westward.
2. Finance Report: M/S/P John Dahlgren--Bill Rogers; to accept financial report.
3. ACSA Report: Bill Butler, ACSA President. a) Workshop on Staff Development in April by Jim Oliver; b) Governor Hammond Task Force Appointments; c) Women in Administration Intern Program; d) Dues from ACSA members; e) Blue Ribbon Commission on Binding Arbitration/Strikes discussed.
4. Region Reports: Region II (Western) - Basketball Tournament; Student Government. Region III - Methods addressing common concerns of principals utilizing ASAA. Regional meeting as focal point to make AASSP reports or hold regional meetings (Wells to work up suggestions). Region IV (Anchorage) - Principal negotiations settled 7½% increase per year for each of 3 years contract. Also merit pay from \$50,000 fund for special projects. Also may accrue 20 days leave and make part of last year's total contract if individual notifies intent to retire prior to first day of retirement year contract. 90% received merit last year. Region V (Southeast) - Association functions and need for membership drive. Re membership applications. Region VI (Fairbanks) - Holding good inservice on team management. Regional student council successful and representation on school board. Good evaluation process resulting from board directive. Administrative intern program successful. Activities are positive impact. Weekly meeting/superintendent/secondary principals improving communications.
5. Annual Fall Conference Planning: Esther Cox. Discussed bids from hotel; speakers--keynote; workshop sections; regional participation; theme for conference and small school consideration and input.
6. Student Government: Teresa Johnson - Discussed national leadership meeting in Kansas City attended in December. a) Motion to endorse Teresa Johnson proposal on developing state training session versus sending few students outside. M/S, Bill Rogers--Nancy Schave, passed 9-0. b) Spring meeting March 28-29 West Valley High School. Business conference for Student Council. c) Youth Leadership Development Center (assisted by Susan Doherty): A lengthy discussion centered the direction of Youth Leadership Development concept and other S.L.O. Program directions in the state. M/S/P Bill Rogers--John Dahlgren; to endorse the

proposed concept of the Youth Leadership Development Center with the stipulation that each S.L.O. should maintain its own identity and their own line of authority. Motion carried 8-1.

7. Executive Director Position: Discussed a) M/S/P John Dahlgren--Jerry Byler; to approve the concept of an assistant Secretary-Treasurer position and take necessary steps in seeking candidates to be presented to the Board; b) Harold Savage requested that the Board meeting address the item of Honorarium for the Executive Director's position. This was agreed to and Les Wells and Harold Savage to work up job description and proposal by next Board meeting.
8. Proposed Duties of the Board of Directors: M/S/P Bill Rogers--Bill Butler; the Board adopt the Duties with the addition in No. 6, i.e. other Student Leadership Organizations.
9. Incorporation: M/S/P John Dahlgren--Bill Butler; to direct the President and Executive Director to file for incorporation.
10. NASSP Affiliation: President Graham reported that the AASSP affiliation with NASSP has been completed.
11. Committee appointments were made as follows: a) Legislative Committee - Guy Stringham, Chairman, Bill Rogers, members; b) Non-Public Schools Committee - Contact principal of Monroe; c) International Programs - Bill Butler; d) School-College Relations - William D. Rogers.
12. The Board discussed and supported the concept of inservice programs for assistant principals.
13. Legislative Report (given by Les Wells for Cliff Hartman): a) Bill in to increase foundation support by 13%; b) excess energy cost funding bill by Representative Moss; c) 5 billion endowment fund proposal to support education; d) PARA for retired teachers; e) strike/arbitration bill may come from Blue Ribbon Commission; f) principal identification bill.
14. PTPC Report given by Harold Savage. He does not wish to be renominated for PTPC. Nominations should be submitted to Larry Graham by April 1.
15. Membership Drive: Motion to endorse promotional drive to allow year and a half membership for \$200. Drive to begin March 1. M/S/P Harold Savage--Nancy Schave.
16. Psychological Association: M/S/P Nancy Schave--Harold Savage; to endorse Alaska Psychologists Association request of endorsement of their certification/identification bill.
17. Who's Who publishers letter was discussed and it was felt that correct information should be shared in Totem Tales (Larry Graham to do).
18. Jerry Byler asked for ideas of methods in which communication can be improved. Will survey membership for ideas and needs.
19. A discussion was held regarding the next regular board meeting. It was felt that April or May would be best. Coordination with small school conference or other state meeting would be good.

Adjourned at 4:30 p.m.

Enclosures: Blank letterhead - 12 per board member.

Membership Form - 8

FUTURE HOMEMAKERS OF AMERICA

March 26, 1981



Dear Senator Stimson, Senator Paur, and
members of the Health, Education and Social
Services Committee,

The students and officers as well as advisers
of the Alaska Future Homemakers of America solicit
your consideration in the passage of Senate Bill 242
and 243 for student leadership. We need this
assistance to continue the program of work we
wrote this year. We are meeting this week in
Anchorage for our eighteenth annual conference.
FHA has survived a period of difficulty for
the past few years with very little financial
support. We hope our organization can reach
a larger circle of Alaskan youth because we
feel we have a lot to offer.

This year we have been able to train
many more officers in leadership skills at
six Area Leadership Workshops. Our officers
received supplies, communication tools,
educational materials, travel to state and

FUTURE HOMEMAKERS OF AMERICA



national FHA Leadership training, and personal contact with students in new areas and schools. We contracted speakers and teachers in home economics related skills for our conference. The help has been tremendous to those dedicated to developing our future leaders.

Continue your efforts. We are very grateful,

Phil Jurgason President Sitka

Joni Bishop Secretary-Treasurer Glennallen

Cindy Mattison Parliamentarian Delta Jct.

Sandi Heal, State Songleader, Haines, Ak.

Jan E. Martin, State Vice-President, Nome, Alaska.

Lavinia Avanti, state Hist - Reporter

Marjorie Schmiede State Adviser Juneau
Jault Ertle, Assistant State Adviser
Fairbanks

1800 Evergreen Avenue
Juneau 99801

VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS

WHEREAS, The Vocational Student Leadership Organizations (VSLOs) such as, DECA, FFA, FHA/HERO, OEA, and VICA are an integral and essential part of the vocational education program; and

WHEREAS, The expansion and strengthening of vocational education in Alaska is dependent, in part, upon the expansion and strengthening of VSLOs at both the secondary and post secondary levels; and

WHEREAS, The strength of VSLOs at present is due, in part, to the voluntary unpaid efforts of current and former vocational teachers who have served as state advisors for each of the VSLOs; and

WHEREAS, The Student Leadership Project this year, as a part of the Student Extended Programs funds provided by the 1980 legislature, has greatly expanded the capability of each VSLO and enabled leadership development to be made available to many more vocational students; and

WHEREAS, The FY 81-82 Governor's Budget does not provide funds to support VSLO activities and development next school year; and

WHEREAS, A number of people interested in and supportive of student leadership development have set forth a concept paper proposing a Student Leadership Development Center which would provide funding for promotion and further development of VSLOs and provide funds to pay for VSLO state advisors' services;

THEREFORE BE IT RESOLVED That the Alaska State Vocational Association

acknowledge and express appreciation to

Mr. Bill Schrier, State Advisor to DECA

Mr. Eric Henderson, State Advisor to FFA

Ms. Marge Schmiede, State Advisor to FHA/HERO

Ms. Korlyn Williams, State Advisor to OEA

Mr. Howard Lowry, State Advisor to VICA

and to all those who have served as state VSLO advisors in the past for their leadership and dedication to further VSLOs; and

BE IT FURTHER RESOLVED That the Alaska State Vocational Association actively promote and support legislation to establish a Student Leadership Development Center and to provide funding in the spirit and concept set forth in the concept paper entitled "Student Leadership Development Center" as presented by the Student Leadership Project Advisory Committee.

March 25, 1981

Dear Senator Stimson:

I am writing in behalf of the students involved in this years Alaska State Close-Up program. We would like to express our appreciation to you for being the Chief Legislator in helping appropriate the funding for the State Close-Up program, and hope that it will continue for future Close-Up students.

We are sorry that you could not speak to us at our banquet due to your illness at the time. We would also like to compliment you on the job you are doing as one of this States fine Senators.

Sincerely,

Brock A. Martin

Sentor: Haines High School

March 12, 1981

Terry Stimson
Pouch V
Juneau, Alaska 99811

Dear Mr. Stimson;

I am writing to you about the bill which was just introduced on the 5th of this month. The bill concerns the Alaska student leadership development fund. It shall be used to provide financial support through grants and contracts.

If the bill is passed it will provide financial support for the student leadership organizations, projects, the promotion of activities, and the administration and coordination of activities and projects.

I strongly urge you to vote for SB 242, which concerns the Alaska student leadership development fund.

Sincerely,

Gwyn Geerdts

Gwyn Geerdts

LA61 4022 10.05 03/19/81 JA01 0010 08.05 03/20/81

PUBLIC OPINION MESSAGE
TO: SENATOR TERRY STINSON

DEAR SENATOR STINSON:

AS PRESIDENT OF ALASKA VICA, I HAD THE OPPORTUNITY TO MEET WITH YOU ON
FEBRUARY 23 IN YOUR OFFICE.

WE WERE ALSO HAPPY TO HAVE YOU PRESENT WITH US FOR BREAKFAST AT THE
BARANOF.

WE WOULD LIKE TO EXPRESS OUR APPRECIATION FOR YOUR TIME, CONCERN, AND
CONSIDERATION FOR OUR NEEDS; AND FOR VOCATIONAL STUDENT LEADERSHIP AC-
TIVITIES THROUGHOUT ALASKA. WE HOPE THAT YOU WILL CONTINUE TO GIVE YOUR
SUPPORT TO VOCATIONAL EDUCATION AND VOCATIONAL STUDENT LEADERSHIP OR-
GANIZATIONS IN THE FUTURE.

SINCERELY,
PAUL GREENLEE, PRESIDENT
ALASKA VOCATIONAL INDUSTRIAL CLUBS OF AMERICA
P.O. BOX 1215 U.S.C.G. AIR STATION
KODIAK, ALASKA 99615



THE NORTHERN INSTITUTE

For

Research, Training and Development, Inc.

650 West International Airport Road • Anchorage, Alaska 99502

Phone (907) 274-3691

March 25, 1981

The Honorable Terry Stimson
Alaska Senate
Pouch V
Juneau, AK 99801

Dear Senator Stimson:

As per your request, we have attempted to address the four questions which you had regarding the Student Extended Programs, and specifically the Student Leadership Project. I hope that the enclosed information will provide you and other interested legislators with the answers to any questions which may arise regarding leadership training for Alaska's secondary students. In particular, I hope this information will be helpful to the Senate in its consideration of SB 242 and SB 243 concerning the Student Leadership Fund.

If I or members of my staff can provide any further assistance, please call on us.

Sincerely,



Ronald D. Daugherty
EXECUTIVE DIRECTOR

RD/ssd

Encl.

Why is Alaska student leadership training necessary?

Because of the wide range of decisions facing Alaska and our nation in the future, it is imperative that we develop strong and knowledgeable leaders in government, business and industry, social service agencies, and education. These leaders should understand how government operates and how to effect change in it. They should be familiar with the problems facing the state, the nation, and the world, and have a knowledge of the process to use to formulate solutions to these problems. These leaders should also have the leadership skills to accomplish what must be done to implement these solutions. Because Alaska's leaders of the decades to come are students today, it is obvious that the development of leadership skills and capabilities in the state's students should be a high priority. The regular school curriculum does not deal specifically with leadership training. Simply adding courses designed to teach leadership skills would not, however, provide adequate familiarity with those skills. Leadership skills must be learned through actual "hands on" experience, afforded largely through Student Leadership Organizations.

There are currently 153 high schools in Alaska. At the present time, 46 of those have organized student governments which are members of the Alaska Association of School Governments. There are also 10 chapters of Distributive Education Clubs of America, 10 chapters of Future Farmers of America, 19 chapters of Future Homemakers of America, 21 chapters of the Office Education Association, and 15 chapters of Vocational Industrial Clubs of America. Most of these vocational club chapters are in high schools in which there is a student government and/or another vocational club chapter. One can therefore readily see that there is much need for expanding leadership opportunities through Student Leadership Organizations to the remainder of students in this state.

How has such training been provided in the past?

Prior to the 1980-81 school year, leadership development was the responsibility of individual Student Leadership Organization (SLO) advisors. There was little coordination among SLO's. A major problem faced by these organizations was the severe limitation of funds to provide leadership development experiences beyond the local school setting. A majority of student activities were therefore focused on fund raising to allow a few of their members to attend state or national leadership events. The number of students able to receive leadership training was quite limited throughout the state.

Of those teachers serving as SLO advisors in Alaska, very few have had prior training to enable them to effectively serve as advisors. Because of the limited funds available to SLO's, there were no opportunities for them to receive such training. To compound this lack of expertise with local SLO advisors, state SLO advisors have traditionally been full time teachers or administrators, who volunteer their time to serve as state advisors. These individuals have not had the time to fully coordinate statewide activities, let alone provide training for chapter advisors.

The Eleventh Alaska Legislature appropriated funds only for this year to the Alaska Department of Education for Student Extended Programs, which include the Close-up Project, Future Bowl Project, and the Student Leadership Project. All of these programs aim to develop leadership skills in Alaska's students. Because The Northern Institute is dealing primarily with the Student Leadership Project portion of Student Extended Programs, we will here address that program.

The purpose of the Student Leadership Project is to assist Alaska's secondary school students, teachers, and administrators to better organize and implement Student Leadership Organizations (SLO's). The SLO's involved in the project include: Alaska Association of School Governments, Distributive Education Clubs of America, Future Farmers of America, Future Homemakers of America, Office Education Association, and Vocational Industrial Clubs of America. Through the project, five regional leadership workshops were conducted this past fall to provide training in such areas as decision making, public speaking, communication, and group problem solving. Over 250 students and 30 advisors gained a

variety of new leadership skills through these workshops which will enable them to be more effective leaders in their own schools. Through this project, a communication network has been established through the publication of the Student Leadership DOCKET, a newsletter which provides information regarding SLO activities in the state. Project funds have been used to purchase leadership materials to aid both advisors and members of SLO's. Project staff have also provided assistance to each of the SLO's in planning and conducting its annual conference.

Block grant funds were provided to each of the six statewide SLO's participating in the project. Each organization developed a program of work outlining exactly how leadership development activities would be supported by these funds. A wide variety of activities were included in these programs, ranging from publishing a membership directory to promoting new chapters, to providing travel funds to enable members to attend various leadership conferences.

Handbooks are being developed specifically for Alaskan SLO advisors and school principals, outlining such topics as how to establish an SLO, how to run an effective meeting, and how to budget for SLO's.

By the close of the 1980-81 school year, it is anticipated that over 1000 students and 150 advisors will have been provided with various leadership development experiences as a result of their participation in the Student Leadership Project.

Why should such projects be continued in the future?

By their very nature, SLO's are made up of high school students who will be members for three to four years, and will then graduate from high school and move on. There is also a large turnover among teachers, especially in rural areas. Because of these factors, it is imperative that leadership training be provided for SLO members and advisors on an ongoing basis. Training these individuals one year will not insure that SLO members in the future will have the same skills. It is therefore necessary to continue programs such as the Student Leadership Project, thus providing leadership training to students on a continuing basis.

The first year of any program is spent primarily in getting organized and getting a "feel" for what kind of services the program can provide. The Student Leadership Project is no exception. Now that the first year is almost over, staff are fully trained and are familiar with the field. Continuing the project in the future would enable these trained individuals to expand the scope of the project to provide leadership training to more individuals.

During the 1980-81 school year, the state advisors of Alaska's SLO's were full time teachers or administrators volunteering their time. While these individuals are to be commended for their dedication, they would be the first to admit that there are many facets of their organizations which could be improved if they had more time to devote to the SLO's. It is hoped that funds to continue the Student Leadership Project in the future would include money to provide half-time salaries for the state advisors. This would provide them with the time to better coordinate statewide activities, to spearhead a membership drive to develop more chapters, thus providing service for more students throughout the state, and to devote more time to provide training for chapter advisors.

Preliminary calculations would indicate the funding in SB 243 is inadequate to take the necessary steps to provide paid part-time advisors, a critical need based upon this year's experience. A budget of \$800,000 would be required to meet these added personnel needs.

What are the desired goals for future student leadership efforts?

Our staff agree with the goals which were set forth by the Student Leadership Project Advisory Committee, which consists of the state advisor and one student officer from each of Alaska's SLO's. These goals include providing assistance in planning and conducting SLO state conferences; providing more regional leadership workshops; publishing a newsletter to communicate news of various SLO events throughout the state; and providing technical assistance to state advisors, local advisors and officers. It is essential that these services be provided by paid competent personnel, and that increased funding in the future would make it possible for the services to be provided to a wider audience of Alaskan students than has been possible this year.

Department of Education Position Paper
on the
Student Leadership Development Fund

Preparing young people to be the citizens of tomorrow has long been a major goal of Education. The State Board of Education has identified as two goals of Education in Alaska: 1) "To develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society." 2) "To provide an environment wherein each person, regardless of any conditions affecting him, is continually afforded the opportunity to reach his maximum potential as an individual and as a member of society." (adopted 5/15/80.) Traditionally, schools have readied students for citizenship by teaching government participation in student activities and occasional involvement in the political elective process.

The student leadership development project funded through the Department of Education coordinates a series of programs designed to provide educational experiences in leadership and citizenship development that would not otherwise be available through the local curriculum. In FY'81 statewide funding was provided to afford an opportunity for students from each school district to participate in the following state-level student extended programs.

Student leadership utilizes the statewide student organizations, such as Alaska Association of School Government, Distributive Education Clubs of America, Future Farmers of America, Future Homemakers of America, Office Education Association, and Vocational Industrial Clubs of America, as the vehicles to teach leadership skills and organizational process, including group decision-making, parliamentary procedure, time management, goal setting, and the legislative process.

Alaska Close-Up utilizes local, state, and federal governments as vehicles to provide increased involvement and understanding of government and the judicial process. It is designed as an experimental study of how government affects citizens' lives and how they can become involved and affect government at all levels.

Alaska Future Bowl utilizes group participation in creative problem solving of future oriented problems to encourage development of teamwork skills, creative thinking, problem solving, and communication skills. Supported as a supplement to school district gifted and talented programs, it offers a unique opportunity for gifted students to develop skills to solve future problems.

Research and theory cited by the Basic Citizens. Competencies Project have identified the following seven basic competencies which individuals

need to exercise responsibilities effectively and protect their interest as citizens:

1. acquiring and using information;
2. assessing involvement;
3. making decisions;
4. making judgements;
5. communicating;
6. cooperating;
7. promoting interests.¹

The citizenship competencies enumerated above have been shown to be best developed through actual practice and active learning. Structured experiences, in student extended programs, such as the projects listed above, provides for the active participation of students in the development and refinement of these competencies.

Local school districts provide the instructional experiences and basic format through local organizations, teachers, and administrators. The Department of Education encourages and supports these efforts. However, the extension of these efforts beyond the local program level requires state-wide coordination, management, and resources.

The student leadership development program will be funded through the Department of Education. Funding will provide for leadership training and conferences for students. Instructional materials, student transportation, teacher/advisor training, and the state-wide coordination are necessary for the program to be effective and educationally sound. The budget includes money for an advisory committee of students, local administrators, program developers, and advisors from each component of the program to assist in the management of the program.

Institutionalization of a Student Leadership Program would provide the extended services which would enable Alaskan students to fully develop their potentials as active, involved citizens who are prepared to assume future leadership roles in the state.

i. Remy, Richard C. Handbook of Basic Citizenship Competencies. Assn. for Supervision and Curriculum Development, Alexandria, VA. pp. 2-3.

Anticipated Budget - Student Leadership Development Fund

<u>Direct Project Support</u>		\$510,000
Student Leadership	\$281,000	
Close-Up	143,000	
Future Bowl	<u>86,000</u>	
<u>Project Coordination and Student/Teacher Training</u>		\$179,000
Training Activities:		
Student Leadership	\$ 97,500	
Close-Up	51,000	
Future Bowl	<u>30,500</u>	
		Total
		\$689,000

Introduced: 3/5/81
Referred: Health, Education &
Social Services and Finance

Funding Information
General Fund \$689,000
Other Funds -0-
\$689,000

BY STIMSON, BENNETT, BRADLEY,
DANKWORTH, ELIASON, FAHRENKAMP,
FEGUSON, FISCHER, HOHMAN, KELLY,
MULCAHY, PARR, RODEY, SACKETT,
STURGULEWSKI AND ZIEGLER

1 IN THE SENATE

2 SENATE BILL NO. 243

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act making an appropriation to the Department of
7 Education for the Alaska student leadership develop-
8 ment fund; and providing for an effective date."

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

10 * Section 1. The sum of \$689,000 is appropriated from the general fund
11 to the Department of Education for the Alaska student leadership development
12 fund.

13 * Sec. 2. This Act takes effect on the effective date of an Act estab-
14 lishing the Alaska student leadership development fund in the Department of
15 Education.

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Future Farmers of America is the national organization of students preparing for careers in production agriculture and other agribusiness occupations.

ALASKA ASSOCIATION FFA
Box AB / c/o P.H.S.
Palmer, Alaska 99645

March 25, 1981

Senator Terry Stimson
State Senate Building
Pouch V
Juneau, Alaska 99811

Dear Senator Stimson:

Thank you for the letter I received concerning S.B.242 and 243. The need for state support of student leadership programs in Alaska is of great importance for the continuation of a developing economy in Alaska that does not have to rely on outside help.

Last week at the Alaska Agriculture Symposium the state FFA members circulated a petition of support for S.B.242 and 243. I have enclosed that petition and am sending copies to the chairmen of both HESS and Finance.

Again thank you for your support of student leadership programs and let me know if I can be of assistance.

Sincerely,

Eric Henderson
State FFA Advisor

EH/jh



Future Farmers of America is the national organization of students preparing for careers in production agriculture and other agribusiness occupations.

ALASKA ASSOCIATION FFA
 Box AB / c/o P.H.S.
 Palmer, Alaska 99645

STATEMENT OF SUPPORT

We the undersigned are in support of the Alaska Student Leadership Organizations and endorse Senate Bill No. 242 and Senate Bill No. 243 introduced by the Senate pertaining to the Development of Student Leadership.

NAME

ADDRESS

John Doering	Box 830, Homer, AK
James E. Fisher	1036 W 22nd Ave, Anch 9950
Kester Williams	SRB Box 7400 Palmer, ak. 99645
Led. Williams	SRB Box 7400 Palmer Ak
Bill Bunker	Box 1108 Kodiak AK 99615
Guy Henderson	Box 2501 Palmer, AK 99645
Al Bury	Box 1950 Ukiilla AK 99687
Roger Boyer	Box 491 Delta Jct, AK 99737
Edith L. Buse	P.O. Box 616, Plover, AK 99641
Margaret G. Carlson	Elkhorn Ranch, Delta, AK 99737
Louise J. Reelwood	Box 817, Palmer, Alaska
Norman L. Spry	807 Nedus St Anchorage AK 99507
Ann Palmerston	Box 1308 Palmer 99645
Charles Edwin Michaelson	SRB 50704 Etko AK 99701
Bud Williams	721 18th Ave Fletk 99701
Barbara J. Eide	7031 Weimer #5 Anch, AK 99502



Future Farmers of America is the national organization of students preparing for careers in production agriculture and other agribusiness occupations.

ALASKA ASSOCIATION FFA
Box AB / c/o P.H.S.
Palmer, Alaska 99645

STATEMENT OF SUPPORT

We the undersigned are in support of the Alaska Student Leadership Organizations and endorse Senate Bill No. 242 and Senate Bill No. 243 introduced by the Senate pertaining to the Development of Student Leadership.

NAME	ADDRESS
John B. Perry, Jr.	Kansu City, Mo.
W. Burdette	WASILLA
Heidi Lee	PO Box 724 Wasilla
Tom McDermott	PO Box 349, DELTA Jct
Marsha Della	Box 891 - Palmer
L.A. Miller	Box 881 Tok AK
Sammy Gow	Box 153 Saktotna AK 99664
Ronelope Roberts	Box 928 Palmer, AK 99645
Kathy G. Muncy	Box 438 Palmer, AK 99645
H.P. Dargatzis	1521 W 14 Ave Anch 99501
Ch. Jackson	Split Box 124 Palmer AK
Dustin Bittner	Box 1289 Palmer AK
Donald King	Palmer, AK
Erin S. Mackinnon	827 W 26 th Anch. 99501



Future Farmers of America is the national organization of students preparing for careers in production agriculture and other agribusiness occupations.

ALASKA ASSOCIATION FFA
Box AB / clo P.H.S.
Palmer, Alaska 99645

STATEMENT OF SUPPORT

We, the undersigned are in ⁵ support of the Alaska Student Leadership Organizations and endorse Senate Bill No. 242 and Senate Bill No. 243 introduced by the Senate pertaining to the Development of Student Leadership.

NAME

ADDRESS

Barbara J. Ferraro

Box 340, Palmer 99645

Mrs Dale Warner

836 E 5th Ave Anchorage AK 99501

Betty P. King

8331 E 14th Ave Ft 99504

Lucie Alavin

701 F St. Anch. 99501

Lion Anne Cook

855 D YAK Estates Fairbank 99701

Jackie Murray

P.O. Box 438 Palmer Alaska

George Nicholson/Bettles Field
YUKON-KOYUKUK SCHOOL DISTRICT

- URGENT - Reply Immediately
- NO REPLY NEEDED

P.O. Box 367
Nenana, Alaska 99760

DATE 2 April 81

Mr. Jerry Hinson

SUBJECT

MESSAGE

Dear Jerry,

just a short note thanking you for introducing the bill that made the "Alaska Close-up" project possible. The two students from Bettles who were part of the program are still talking about the experience in very positive terms.

REPLY

You will always be welcome in Bettles should you be in the area.

Best regards,
George Nicholson

Introduced: 3/5/81
Referred: Health, Education &
Social Services and Finance

Funding Information
General Fund \$689,000
Other Funds -0-
\$689,000

BY STIMSON, BENNETT, BRADLEY,
DANKWORTH, ELIASON, FAHRENKAMP,
FEGUSON, FISCHER, HOHMAN, KELLY,
MULCAHY, PARR, RODEY, SACKETT,
STURGULEWSKI AND ZIEGLER

1 IN THE SENATE

2 SENATE BILL NO. 243

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act making an appropriation to the Department of
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8 ment fund; and providing for an effective date."

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12 fund.

13 * Sec. 2. This Act takes effect on the effective date of an Act estab-
14 lishing the Alaska student leadership development fund in the Department of
15 Education.

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THE LEGISLATURE OF THE STATE OF ALASKA
ELEVENTH LEGISLATURE

REC'D 6/5/81
Bill already
passed from S.F.C.
Committee

FISCAL NOTE

(AMENDED)

I. REQUEST
Bill/Resolution No. CSCSSB 244 Resources (An Act Suspending the Principal & Interest due
Title on Certain Loans Authorized by Law and by the Alaska Power Authority for Power
Requested by _____ Date _____
Projects and Redesignating the Loans as Grants for Power Projects.)

II. FISCAL DETAIL

Agency Affected Commerce & Economic Development
Program Category Affected Development
BRU, Program, or Subprogram(s) Affected Division of Business Loans
(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 80	FY 81	FY 82	FY 83	FY 84	FY 85
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

FUNDING (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Fund Source)						
Loan Principals converted to Grants	-0-	-0-	(1,290.0)	-0-	-0-	-0-
Interest through 6-30-81	- 0 -	(42.1)	-0-	-0-	-0-	-0-

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

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

FY'81 Funding shows interest earned in FY'81 which will be lost.

FY '82 funding shows the loss of \$1,290,000 in principal from the Water Resources Revolving Loan Fund when the Sitka, Ketchikan and Kodiak loans are converted to grants.

IV. DATE June 1, 1981

PREPARED BY D.A. Hostak, Acting Director
AGENCY Commerce & Economic Devel.. Division of Bs. Loan
PHONE 465-2510

Original: Legislative Finance
cc: Budget and Management
Prime Sponsor (First Legislator Named)

STATE OF ALASKA

Interdepartmental Route Slip

TO: Mail Station 3100	Department Legislature
Attention Sen. Inoué	
<input type="checkbox"/> Approval <input type="checkbox"/> Signature <input type="checkbox"/> Comment <input type="checkbox"/> Contact Me <input type="checkbox"/> Prepare Reply <input checked="" type="checkbox"/> For Your File	
<input type="checkbox"/> Note & Return <input type="checkbox"/> Initial & Return <input type="checkbox"/> Return as Requested <input type="checkbox"/> Return for Approval <input type="checkbox"/> Necessary Action <input type="checkbox"/> For Your Information	
Remarks: <div style="text-align: right;">APR 8 1981</div> <p>4/9/81 arrived after bill passed from committee. Diana</p>	
FROM: Mail Station 0800	Department Commerce
By Wille	Date 4/7/81

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

APR 8 1981

I. REQUEST (fin)am
 Bill/Resolution No. CSSB 244, An act suspending the principal and interest due on certain
 Title loans authorized by law and by the Alaska Power Authority for power projects, and
 Requested by _____ Date _____
 redesignating the loans as grants for power projects.

II. FISCAL DETAIL
 Agency Affected Commerce & Economic Development
 Program Category Affected Development
 BRU, Program, or Subprogram(s) Affected Division of Business Loans
 (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 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

FUNDING (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

APR 8 1981

I. REQUEST (fin)am
Bill/Resolution No. CSSB 244, An act suspending the principal and interest due on certain
Title loans authorized by law and by the Alaska Power Authority for power projects, and
Requested by _____ Date _____
redesignating the loans as grants for power projects.

II. FISCAL DETAIL
Agency Affected Commerce & Economic Development
Program Category Affected Development
BRU, Program, or Subprogram(s) Affected Division of Business Loans
(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 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

FUNDING (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

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

No fiscal impact.

IV. DATE 4-7-81 PREPARED BY Sharon Traylor, Director
AGENCY Commerce & Econ. Dev., Division of Business Loans
PHONE 465-2510
Original: Legislative Finance
cc: Budget and Management
Prime Sponsor (First Legislator Named)

Original sponsor: Finance Committee

1 IN THE SENATE

BY THE FINANCE COMMITTEE

2 CS FOR SENATE BILL NO. 244 (Finance)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act suspending the principal and interest due on
7 certain loans authorized by law and by the Alaska
8 Power Authority for power projects, and redesignating
9 the loans as grants for power projects; and providing
10 for an effective date."

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

12 * Section 1. Subject to sec. 2 of this Act,

13 (1) the sum of \$450,000, part of the general fund appropriation
14 made to the water resources revolving loan fund by sec. 1, ch. 237, SLA
15 1976, and loaned from the water resources revolving loan fund to the City
16 and Borough of Sitka for the Green Lake power project, is redesignated as a
17 grant from the water resources revolving loan fund to the City and Borough
18 of Sitka for planning and design of the Green Lake power project, under the
19 provisions of the power project development fund (AS 44.83.400 - 44.83.480);

20 (2) the sum of \$1,600,000, the general fund appropriation made to
21 the Department of Revenue by sec. 1(1), ch. 152, SLA 1977, as a loan to the
22 City and Borough of Sitka for the Green Lake hydroelectric project, is
23 redesignated as a grant from the general fund to the City and Borough of
24 Sitka for planning, design, site preparation, and preconstruction activity
25 for the Green Lake power project, under the provisions of the power project
26 development fund (AS 44.83.400 - 44.83.480);

27 (3) the sum of \$7,000,000, the general fund appropriation made to
28 the Department of Revenue by sec. 2, ch. 111, SLA 1978, as a loan to the
29 City and Borough of Sitka for the Green Lake hydroelectric project, is

1 redesignated as a grant from the general fund to the City and Borough of
2 Sitka for design, federal licensing, and construction of the Green Lake
3 power project, under the provisions of the power project development fund
4 (AS 44.83.400 - 44.83.480);

5 (4) the sum of \$90,000, appropriated to the Alaska Power Authority
6 by sec. 25, line 8, page 67, ch. 80, SLA 1979, is redesignated as a grant
7 from the same fund source to the Alaska Power Authority for the Mennonite
8 Creek power project at Port Lions, under the provisions of the power project
9 development fund (AS 44.83.400 - 44.83.480);

10 (5) the sum of \$200,000, an allocation within an appropriation
11 made from the renewable resources development fund to the power project fund
12 of the Alaska Power Authority by sec. 2, ch. 54, SLA 1980, and loaned to the
13 Kodiak Electric Association for the Port Lions power project, is redesignated
14 as a grant from the renewable resources development fund to the Kodiak
15 Electric Association for the Port Lions power project, under the provisions
16 of the power project development fund (AS 44.83.400 - 44.83.480);

17 (6) the sum of \$420,000, part of the general fund appropriation
18 made to the water resources revolving loan fund by sec. 1, ch. 237, SLA
19 1976, and loaned to Ketchikan Public Utilities for the Swan Lake power
20 project, is redesignated as a grant from the water resources revolving loan
21 fund to the Ketchikan Public Utilities for planning and design of the Swan
22 Lake power project under the provisions of the power project development
23 fund (AS 44.83.400 - 44.83.480);

24 (7) the sum of \$200,000, part of the general fund appropriation
25 made to the power project revolving loan fund by sec. 1(2), ch. 152, SLA
26 1977, and part of the general fund appropriation made to the power project
27 revolving fund by sec. 1, ch. 111, SLA 1978, and loaned to Ketchikan Public
28 Utilities for the Swan Lake power project, is redesignated as a grant from
29 the power project revolving fund to the Ketchikan Public Utilities for

1 reconnaissance studies, design, modification, expansion, and preconstruction
2 engineering for the Swan Lake power project, under the power project develop-
3 ment fund (AS 44.83.400 - 44.83.480);

4 (8) the sum of \$135,000, part of the general fund appropriation
5 made to the power project revolving loan fund by sec. 1(2), ch. 152, SLA
6 1977, and part of the general fund appropriation made to the power project
7 revolving fund by sec. 1, ch. 111, SLA 1978, and loaned to Ketchikan Public
8 Utilities for the Swan Lake power project, is redesignated as a grant from
9 the power project revolving fund to the Ketchikan Public Utilities for
10 reconnaissance studies, design, modification, expansion, and preconstruction
11 engineering for the Swan Lake power project, under the power project develop-
12 ment fund (AS 44.83.400 - 44.83.480);

13 (9) the sum of \$3,115,000, the general fund appropriation made to
14 the power project revolving fund of the Alaska Power Authority by sec. 1,
15 ch. 49, SLA 1979, for costs associated with the Swan Lake hydroelectric
16 project, is redesignated as a grant from the power project revolving fund to
17 the Alaska Power Authority for costs associated with planning, design, and
18 construction of the Swan Lake power project, under the power project develop-
19 ment fund (AS 44.83.400 - 44.83.480);

20 (10) the sum of \$18,000,000, an allocation within an appropriation
21 made from the renewable resources development fund to the power project fund
22 of the Alaska Power Authority by sec. 2, ch. 54, SLA 1980, and loaned from
23 the power project fund to Ketchikan Public Utilities for the Swan Lake power
24 project, is redesignated as a grant from the renewable resources development
25 fund to the Ketchikan Public Utilities for the Swan Lake power project,
26 under the provisions of the power project development fund (AS 44.83.400 -
27 44.83.480);

28 (11) the sum of \$420,000, part of the general fund appropriation
29 made to the water resources revolving loan fund by sec. 1, ch. 237, SLA

1 1976, and loaned from the water resources revolving loan fund to the Kodiak
2 Electric Association for the Terror Lake power project, is redesignated as a
3 grant from the water resources revolving loan fund to the Kodiak Electric
4 Association for planning and design of the Terror Lake power project, under
5 the provisions of the power project development fund (AS 44.83.400 - 44.83.-
6 480);

7 (12) the sum of \$100,000, part of the general fund appropriation
8 made to the power project revolving loan fund by sec. 1(2), ch. 152, SLA
9 1977, and part of the general fund appropriation made to the power project
10 revolving fund by sec. 1, ch. 111, SLA 1978, and loaned to Kodiak Electric
11 Association for the Terror Lake power project, is redesignated as a grant
12 from the power project revolving fund to the Kodiak Electric Association for
13 reconnaissance studies, design, modification, expansion, and preconstruction
14 engineering for the Terror Lake power project, under the power project
15 development fund (AS 44.83.400 - 44.83.480);

16 (13) the sum of \$2,000,000, the general fund appropriation made to
17 the power project revolving fund by sec. 2, ch. 49, SLA 1979, for costs
18 associated with the Terror Lake hydroelectric project, is redesignated as a
19 grant from the power project revolving fund to the Alaska Power Authority
20 for costs associated with planning; design, and construction of the Terror
21 Lake power project, under the power project development fund (AS 44.83.400 -
22 44.83.480);

23 (14) the sum of \$1,050,000, an allocation within an appropriation
24 made from the renewable resources development fund to the power project fund
25 of the Alaska Power Authority by sec. 2, ch. 54, SLA 1980, and loaned to
26 Kodiak Electric Association for the Terror Lake hydroelectric project, is
27 redesignated as a grant from the renewable resources development fund to the
28 Kodiak Electric Association for the Terror Lake power project, under the
29 provisions of the power project development fund (AS 44.83.400 - 44.83.480);

1 (15) the sum of \$120,000, part of the general fund appropriation
2 made to the power project revolving loan fund by sec. 1(2), ch. 152, SLA
3 1977, and part of the general fund appropriation made to the power project
4 revolving fund by sec. 1, ch. 111, SLA 1978, and loaned to the Thomas Bay
5 Power Authority for the Tye Lake project, is redesignated as a grant from
6 the power project revolving fund to the Thomas Bay Power Authority for
7 reconnaissance studies, design, modification, expansion, and preconstruction
8 engineering for the Tye Lake power project, under the power project develop-
9 ment fund (AS 44.83.400 - 44.83.480);

10 (16) the sum of \$15,000,000, an allocation within an appropriation
11 from the general fund and the renewable resources development fund to the
12 Alaska Power Authority made by sec. 1(2), ch. 54, SLA 1980, for the Tye
13 Lake hydroelectric project, is designated as a grant from the funds to the
14 Alaska Power Authority for costs associated with planning, design, and
15 construction of the Tye Lake power project, under the power project develop-
16 ment fund (AS 44.83.400 - 44.83.480);

17 (17) the sum of \$60,000, appropriated to the Alaska Power Authority
18 by sec. 25, line 18, page 67, ch. 80, SLA 1979, is redesignated as a grant
19 from the same fund source to the Alaska Power Authority for the Tye Lake
20 power project, under the provisions of the power project development fund
21 (AS 44.83.400 - 44.83.480).

22 * Sec. 2. The provisions of sec. 1 of this Act take effect July 1, 1986,
23 if on that date the total amount appropriated by the legislature to the
24 power project development fund (AS 44.83.400) equals or exceeds
25 \$5,000,000,000.

26 * Sec. 3. Payments for the retirement of principal and interest on a
27 loan designated in sec. 1 of this Act which are due after June 30, 1981, and
28 before July 1, 1986, need not be paid by a borrower if, as a condition of
29 the suspension of payment of principal and interest, the borrower agrees to

1 extend payments due on the loan for a period equal to the period during
2 which principal and interest payments on the loan are suspended. Payments
3 may not be extended if the loans set out in sec. 1 of this Act are designated
4 or redesignated as grants.

5 * Sec. 4. This Act takes effect on the effective date of an Act entitled
6 "An Act establishing a power project development fund in the Alaska Power
7 Authority and amending the Alaska Power Authority Act; and providing for an
8 effective date."

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