

205 SHESS POSTSECONDARY COMMISSION - TITLE XX

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

COMMISSION ON POSTSECONDARY EDUCATION

Division of Student Financial Aid
Division of Postsecondary Education
Western Region Higher Education Compact

907-465-2855
Pouch F - State Office Building
Juneau 99811

Recommended Contractual Agreement

The State will enter into a direct contractual agreement with Alaska Methodist University for the provision of postsecondary educational services. For these services the State will pay \$7,000 per full-time equivalent (FTE) resident student for the first 300 FTE resident students enrolled and shall further pay: \$6,000 for each FTE resident enrollment above 300 and not exceeding 400, \$5,000 for each FTE resident enrollment above 400 and not exceeding 500, \$4,000 for each FTE resident enrollment above 500 and not exceeding 600, and \$3,000 for each FTE resident enrollment above 600.

TABLE OF SAMPLE CONTRACT AMOUNTS

<u>FTE Resident Enrollment</u>	<u>Contract Amount</u>
300	\$2,100,000
400	2,700,000
450	2,950,000
500	3,200,000
550	3,400,000
600	3,600,000
650	3,750,000
700	3,900,000
800	4,050,000

In entering into such an agreement with the State, Alaska Methodist University will agree to charge a tuition for Alaska resident students which shall not be in excess of the tuition charged a student at a comparable level of study in the University of Alaska system.

February 4, 1976

Mrs. Mildred Banfield
Post Secondary Education Commission

Dear Mrs. Banfield:

I am glad that I had the opportunity to talk with you about the future of higher education in the Anchorage area. I came away with the feeling that we share the same concerns, among which is the desirability of restoring a competitiveness and diversity between higher education institutions if feasible, yet not jeopardize cooperation which is also vital. The paramount goal should be high quality education for Alaskans. Quality is difficult to assess but I think two factors make enormous contributions to the students' educational experience. These critical factors are:

1. intellectually inspiring and competent teachers and;
2. visually inspiring surroundings and adequate space.

I am fearful that both of these keystones to quality are in jeopardy at the present time.

1. The securing of high calibre teachers is limited at AMU and UAA by budgetary constraints, at AMU by extensive facility cuts of the past and the uncertainty of the future, and at the University of Alaska by its high costs and administrative overhead and ill feelings which have been generated.
2. The preservation of outstanding environmental features of existing university lands is jeopardized if UAA development is limited to their present property which will result in the not-so-gradual elimination of the natural buffer which now exists between Anchorage urban sprawl and AMU's buildings. The acreage now dedicated to higher education is not adequate to accommodate the large future enrollments which are projected.

What actions can be taken to remove these jeopardies to the quality of higher education?

1. Execute a UAA/AMU land trade which will direct UAA development away from important natural areas and along already impacted areas such as existing campus roads and in the only direction where additional lands for higher education can be acquired.

Mrs. Mildred Banfield
February 4, 1976
Page 2

2. Add enough funds to the State bond package to purchase the 80 acres on the north side of Tudor Road.
3. Establish a higher education trust to hold this land and the adjacent portion of the Far North Bicentennial Park which is being designated for institutional use.
4. Appropriate funds to the UAA which will increase the quality and quantity of teachers.
5. Restore stability, quality and competitiveness at AMU perhaps by reestablishing it as a semi-autonomous state college.

I hope these probes for solutions might help you and your commission to resolve the problems and take advantage of the opportunities which now confront higher education.

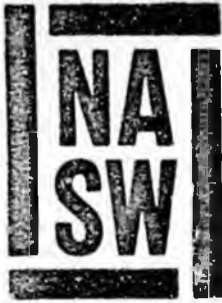
Sincerely,



Nat Goodhue

NG/kp

Div. of
pub. Asst.



ALASKA CHAPTER
NATIONAL ASSOCIATION OF SOCIAL WORKERS, INC.
P.O. Box 3-3794
ANCHORAGE, ALASKA 99501

April 1, 1976

President: John Pugh MSW*
Vice President: Eugene Reynolds ACSW*
Corresponding Secretary: Ella Craig ACSW*
Recording Secretary: Bonnie Esch MSW*
* Seminar: Don Sparrow ACSW*
Member at Large: Ken Fallon ACSW*
Nominating Committee
Lucien Pousard ACSW* Chairperson
Lee Kilgore ACSW
Jack Kleinhauf ACSW
Ann Lipson ACSW
Bill Mollerstrom ACSW

Standards & Ethics
Bill Mollerstrom ACSW* Chairperson

Practice & Knowledge
Elizabeth Shaw MSW* Chairperson

Social Policy & Action (ELAN)
Gailie "Pudge" Kleinhauf ACSW* Chairperson

Programs
Jack Kleinhauf ACSW* Chairperson

Newsletter Editor
Nancy Melise ACSW

*Board Members

Governor J. S. Hammond
Pouch A
Juneau, Alaska 99811

Dear Governor Hammond,

The Alaska Chapter, National Association of Social Workers is writing to express to you our members' concern regarding the lack of assistance being rendered to people in need by the Division of Public Assistance, Department of Health and Social Services, and to request the establishment of a special commission or board to serve you in reviewing and monitoring that Division's operations.

For four long years the Alaska Chapter NASW has involved itself in a variety of ways with attempts to correct inadequacies of this Division, the former Division of Family and Children Services, and we have come to believe firmly that without a consistent and on-going assessment of these operations, the problems people experience will never be resolved.

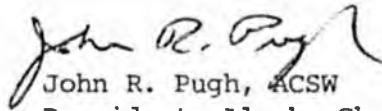
We have followed closely the recent problems, complaints, and attempts at resolution of the difficulties with food stamps, public assistance, and general relief. While some improvements may have taken place, long lasting change is by no means assured. We have seen "temporary" improvements before and people in need continue to suffer from the inadequacies of the Division of Public Assistance.

Clients and other concerned citizens need to have a mechanism which works to ensure their fair and equal treatment, as well as proper administration of assistance programs. As such an entity does not now exist, our organization requests consideration of its creation.

It is our hope that, as soon as possible, a representative from your office can meet with us to consider the appointment

of a special commission, council, or board for the Division of Public Assistance. We are at your disposal as to time and place, and await word regarding such details.

Sincerely,



John R. Pugh, ACSW
President, Alaska Chapter of NASW



Cecilia Kleinkauf, ASCW
Chairperson, NASW
Social Action and Policy Committee

JRP:dld

cc: Frank Flavin, Ombudsman
Francis Williamson, Commissioner of Health & Social Services
Larry Sullivan, Director, Div. of Public Assistance
Senators Chancy Croft, Genie Chance, John Sackett,
and Frank Ferguson
Representatives Susan Sullivan, Helen Beirne, and
Kathryn Ostrosky
Loyett Goodell, Alaska Legal Services



STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

April 20, 1976

Mr. John R. Pugh, ACSW
President, Alaska Chapter, NASW
P.O. Box 3-3794
Anchorage, Alaska 99501

Dear Mr. Pugh:

I appreciate your expression of concern that recipients of assistance and other citizens concerned with, and affected by, the programs and operations of the Division of Public Assistance lack a formal mechanism by which the Division might recognize their problems and benefit from their suggestions. I wholeheartedly agree that the creation of a board or commission to Aid the Division in reviewing and improving its delivery of benefits is both necessary and desirable.

It was not my intent, nor was it Commissioner Williamson's intent, that the recent reorganization within the Department of Health and Social Services would or should obviate the necessity for an advisory body which could focus primarily upon public assistance programs and delivery systems. The dissolution of the Welfare Advisory Board, which had been of so much benefit to the supplanted Division of Family and Children's Services, was a result of the reorganization, and it was intended to precede and promote the development of new advisory bodies better suited to the separated functions of the newly-created Division of Social Services and Division of Public Assistance.

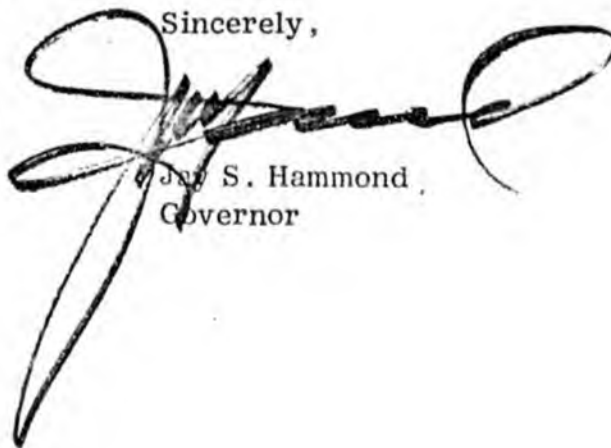
In mid-October of 1975, the Director of the Division of Public Assistance, Mr. Lawrence Sullivan, proposed to Commissioner Williamson the creation of an advisory board for his Division, and Commissioner Williamson strongly supported this proposal. However, we jointly agreed to postpone the creation of that body until completion of a review of the Department's entire operations, including those of all advisory boards, by the Governor's Management and Efficiency Review team.

That group has now completed its work, and I am reviewing its extensive recommendations. In the near future, Commissioner Williamson shall be taking steps

Page Two
April 20, 1976

to establish an advisory board for the Division of Public Assistance, and he will most certainly consider the concerns of the Alaska chapter of the National Association of Social Workers in bringing this board into existence.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jay S. Hammond". The signature is written in dark ink and is positioned above the printed name and title.

Jay S. Hammond
Governor

Public

HEALTH

RESOLUTION 75-07

Bristol
Bay

2

WHEREAS, it is the duty of Public Health Nurses as spelled out in the publication of the Division of Public Health, Section of Nursing entitled "Public Health Nursing Services - 1974" to do:

1. Case-finding)
2. Supervision) TB cases, contacts, and suspects.
3. Follow-up)
4. Surveillance) Previously infected population and;

WHEREAS, the publication further states that they are to "provide and promote preventive, therapeutic, and rehabilitative nursing services to families on a community-wide basis in homes, health centers, schools, and clinics" and;

WHEREAS, the above stated duties done through chest X-ray community surveys and other means have been lacking in the Bristol Bay Region/Kanakanak Service Unit since 1972;

NOW THEREFORE BE IT RESOLVED, this 22nd day of February 1975 that the Bristol Bay Area Health Corporation Board of Directors in its quarterly meeting duly held in Dillingham, Alaska strongly urge the Division of Public Health Section of Nursing provide X-rays to the people of the Bristol Bay Region/Kanakanak on a yearly basis;

BE IT FURTHER RESOLVED, that the Public Health Nurses "provide on-the-job training, experience and supervision on a continuing basis to the Community Health Aides assigned to the section of Nursing" as stated in the publication of the Division of Public Health, Section of Nursing entitled "Public Health Nursing Services - 1974."

S/ Nick D. Gregory
Nick D. Gregory, President
Bristol Bay Area Health Corporation

S/ Joseph L. Clark
Secretary

2/24/75
Date

RESOLUTION 75-09

WHEREAS, the Public Health Nurses under the Division of Public Health, Section of Nursing and various IHS personnel travel to our villages to render services periodically, and

WHEREAS, these periodic visits are just that, and

WHEREAS, some of our villages (mainly those in the Anchorage Service Unit) usually the smaller ones (50 and less) are often neglected, and

WHEREAS, these visits are very important for:

1. Case-finding
2. Supervision
3. Follow-up
4. Surveillance
5. Preventive health care, etc.

NOW THEREFORE BE IT RESOLVED by the BBAHC on this 22nd day of February, 1975, duly assembled in Dillingham that we strongly urge that Alaska Department of Health and Social Services, Division of Public Health Section of Nursing and the IHS provide the same level of care to small villages as well as large villages.

BE IT FURTHER RESOLVED that whenever PHN's or IHS personnel are travelling in the area that they visit all villages and not neglect the smaller villages.

S/Nick D. Gregory

President

ATTEST:

S/Joseph L. Clark

Secretary

2/24/75

DATE

RESOLUTION 75-14

- WHEREAS, emergency medical services are a top concern of the Bristol Bay Area Health Corporation (BBAHC), and
- WHEREAS, the EMS Act of 1973 is a vehicle to provide a partial answer to our many needs, and
- WHEREAS, the responsibility to insure the provision of essential services rests with the State of Alaska, and
- WHEREAS, the pre-planning emergency medical minutes with recommendations and proposals for the Statewide E.M.S. meeting January 6-8, 1975, represented by the regions and Bob Cole, State E.M.S. Coordinator came up with a plan for a comprehensive regionalized system of emergency patient care,

NOW THEREFORE BE IT RESOLVED by the Bristol Bay Area Health Corporation Board of Directors duly assembled on this 22nd day of February in Dillingham that the State Department of Health and Social Services comply with the action taken by the Statewide EMS Conference on January 6-8, 1975; develop a comprehensive regionalized system of Emergency Patient Care of which Bristol Bay/Northern Aleutian-Kanakanak will be one of the eight proposed regions, and

BE IT FURTHER RESOLVED that a State-wide task force composed of members from each region be established as soon as possible to assist the State in drafting a Statewide EMS application,

BE IT FURTHER RESOLVED that the Bristol Bay Area Health Corporation be the vehicle in the Bristol Bay Area that the State contract with to hire any planners and develop the Regional EMS plans and implement them at the regional level.

S/Nick D. Gregory

President

ATTEST:

S/Joseph L. Clark

Secretary

2/24/75

DATE

BRISTOL BAY AREA HEALTH CORPORATION

P. O. BOX 233
DILLINGHAM, ALASKA 99576

PHONE: (907) 842-3322

MEMORANDUM

TO: Legislators

FROM: Bristol Bay Area Health Corporation, ^{D.F.N.} Donald F. Nielsen, Executive Director

DATE: February 24, 1975

SUBJECT: Bristol Bay Work Projects

Explanation: Resolution 75-16

WHEREAS, the State has a moral and legal obligation to take care of its citizens, and whereas the decline of the Bristol Bay fishery in a large way is due to neglect on the States part we feel that it is the states duty to provide special legislation to help our people.

We don't want hand outs. We want to work for what we get in the form of village self-help projects. These projects will parallel what is already being done thru the vehicle of "RDA" and "Operation Mainstream," but should in no way supplement them or be used in lieu of them.

The projects to be decided upon by the village/city councils will be for the most part labor intensive to help upgrade and improve our villages. However, money must be provided for materials, equipment (trucks, front end loaders, back hoos, cats, graders etc) and overhead so that the BBNA/BBANC can oversee the project and do the necessary paperwork.

Our justification is simple:

This keeps our people off welfare and social services and gives them a sense of worth, accomplishment, pride, direction, and improved mental health to want to continue.

Most of our people aren't fortunate to receive unemployment since there are virtually no jobs available, and besides the jobs in Bristol Bay are seasonal (work in summer, hunt and wait for summer employment in the winter); unemployment is abused, and is often short lived in the highly inflated rural villages of Bristol Bay.

The U.S. Government in the lower 48 pays farmers not to farm and since fishing is classified under the Department of Agriculture there should be no problem

MEMORANDUM

Page 2.

of subsidization.

Since the world is experiencing a protein shortage and there is a possibility of exterminating our salmon fishery by continual fishing during these crucial low years, the State should declare a five year moratorium and subsidize each fisherman in addition to the above requested labor intensive projects.

Alternative forms of economic development as being developed by the BBNA and Bristol Bay Development Council should be funded by the legislature as a way of making up for the States neglect of our own form of economics.

In conclusion, normally most states, countries or people react to a crisis after the damage has been done (Crisis by management); is it not for simpler to plan to alleviate or prevent disasters in which we of Bristol Bay are now facing before they occur? We think so in Bristol Bay.

RJC: DFN: slc

RESOLUTION 75-16

WHEREAS, the fisheries prediction for Bristol Bay is projected to be the lowest in history, and

WHEREAS, these recently has been a number of poor years of fishing, and

WHEREAS, the commercial fishing canneries in Bristol Bay may not open up due to the flooded fish markets, and

WHEREAS, the only way they may open up is if there is a decrease in price per pound for salmon which in no way takes in the inflation we are being subjected to, and

WHEREAS, the poverty that is engendered in the area as a result of the decreasing fishery is reflected in many negative ways such as increased alcoholism, family disruption, mental health problems, and increasing dependence on public assistance that are all socially wasteful,

NOW THEREFORE BE IT RESOLVED by the BBANC Board of Directors on this 22nd day of February, 1975, duly assembled at Dillingham that the legislature appropriate special legislation to generate funds for the Bristol Bay Area along the lines of the OEO Disaster funding provided in 1974,

BE IT FURTHER RESOLVED that this special appropriation be used for work projects to create some sort of economics for the well being of our people, while instilling in them a sense of accomplishment in earning this money as we develop our villages,

BE IT FURTHER RESOLVED that this money be in an amount that takes in both work projects (manpower-high labor intensive) and also allows the villages to obtain needed materials (lumber, and equipment such as trucks to do the job) to meet the village needs.

S/Nick D. Gregory
President

ATTEST:

S/Joseph L. Clark
Secretary

2/24/75
DATE

RESOLUTION 75-06

WHEREAS, the Public Health Nurse located in Naknek serving the Peninsula Area serves the same number of communities as the two health nurses assigned to the Dillingham area;

NOW THEREFORE BE IT RESOLVED, this 22nd day of February 1975 that the Bristol Bay Area Health Corporation Board of Directors at its quarterly meeting duly held in Dillingham, Alaska strongly urge that the Division of Public Health Section of Nursing under the Alaska Department of Health and Social Services provide a second Public Health Nurse to the Naknek area as soon as possible;

BE IT FURTHER RESOLVED, that these Public Health Nurses comply with their duties as prescribed by the Division of Public Health Section of Nursing, "Public Health Nursing Services - 1974" to, "provide on-the-job training, experience and supervision on a continuing basis to the Community Health Aides assigned to the Section of Nursing."

S/Nick Gregory _____
Nick D. Gregory, President
Bristol Bay Area Health Corporation

S/Joseph L. Clark _____
Secretary

2/24/75 _____
Date

RESOLUTION 75-01

WHEREAS, our older people (62 and older) and beneficiaries of Social Security and State Aide are having many problems in trying to keep up with the high cost of living, and

WHEREAS, each time the Social Security Benefits increase the State Aid goes down by an equal amount, and

WHEREAS, this does not help our older people and the State or Social Security beneficiaries keep face with inflation and cost of living increases especially in Rural Alaska,

NOW THEREFORE BE IT RESOLVED the 4th day of February, 1975, that the Bristol Bay Area Health Corporation Executive Board strongly urges the Legislature of the State of Alaska to help our older citizens and beneficiaries preserve their earning power by getting legislation passed that would keep the State Aid payments at their same level whenever the Social Security benefits increases, and

BE IT FURTHER RESOLVED that State Aid increase at the same rate as the Social Security amount.

S/Nick D. Gregory
President

ATTEST:

S/Joseph L. Clark
Secretary

2/24/75
DATE

Public
SERVICE
RADIO



alaska assn. for the arts

P. O. Box 2786

Fairbanks, Alaska 99707

9 April 1976

President Brian J. Brundin
University of Alaska Board of Regents
1430 Crescent
Anchorage, Alaska 99504

Dear President Brundin:

The Alaska Association for the Arts of Fairbanks urges you to reject the proposed transfer of the broadcasting license for KUAC radio and television from the University of Alaska to a nonprofit corporation. KUAC is doing educational broadcasting in the most meaningful sense and is fulfilling an important aspect of the University's purpose. Separation from the University would limit instructional offerings and would increase costs of public broadcasting service. KUAC's quality could not be retained at its present high level if this transfer were permitted. Community citizens on the station's Advisory Board directly influence operation and programming, and transfer of the license to another nonprofit organization would be costly and time-consuming.

It is the feeling of our Board of Directors that this move would be a serious detriment to our area. As members of the listening and viewing audience, we endorse the current status of KUAC and wish to express appreciation for the excellent broadcasting job which it is doing. We urge you to support the University's retention of the KUAC license so that the station may continue to serve the community and the state with its excellent offerings in education, communication, and enrichment.

Sincerely,

Donna Matschke

Donna Matschke, President
(Mrs. Gunther Matschke)

CC: Board of Regents, State Legislators

mkb



ALASKA BROADCASTERS ASSOCIATION

"RESOLUTION"

The Alaska Broadcasters Association, at its meeting of 2 April, 1976, adopted the following resolutions:

Be it resolved that: The Alaska Broadcasters Association is concerned that in some areas of the State, Educational/Public Broadcast stations are duplicating or planning to duplicate programming offered on Commercial broadcast stations in the same community.

Resolved further that the Alaska Broadcasters Association strongly urges the Governor, the Legislature and the Alaska Educational Broadcast Commission take appropriate measures to assure that Educational/Public Broadcast stations in the State, never, under any circumstance broadcast any type of programming being broadcast in a community competing with a Commercial Broadcast station in any way.

The Governor, Legislature and the Alaska Educational Broadcast Commission must insure that Public/Educational stations in the State of Alaska confine their efforts in broadcasting to the enrichment of the public, by augmenting and supplementing those types of program not normally carried on a Commercial Broadcast station.

Guidelines must be established which would prohibit Public/Educational Broadcast stations, funded with public monies, from competition with any Commercial Broadcast station in private enterprise.

Bristol
Bay
Native
Corporation

P.O. BOX 237 / DILLINGHAM / ALASKA 99576 / PH (907) 842-3070

March 25, 1976

Sen. Frank Ferguson, Chairman
Health, Education and Social Services Committee
Pouch V
Juneau, Alaska 99801


Dear Frank:

It has recently come to our attention that KDLG, the local Public Service Radio Station, is having considerable difficulty in obtaining the necessary funding to remain on the air. The services provided by KDLG are a necessity to inform the public of the local, area, state and national news. We grant that state and national news can be heard from larger radio stations however the recent rabies epidemic and its coverage carried by KDLG, with assistance from the Public Health Service, made the people aware of how dangerous rabies is, how to recognize rabies in animals, what to do when rabies is suspected, and what preventive measures to be taken.

We strongly urge and request that you and your committee assist KDLG in obtaining the necessary funding to continue this vital service to this area.

Sincerely,

BRISTOL BAY NATIVE CORPORATION



Harold H. Samuelson
President

HHS:gem

cc: Leo Lutchansky

RURAL
CAP



Partners for Progress
with Alaska's Communities

RurAL Alaska Community Action Program, Inc.

MAILING ADDRESS: DRAWER 412 ECB

TELEPHONE 279-2441

ANCHORAGE, ALASKA 99501

December 29, 1975

William C. McConkey, Chairman
Rural Energy Task Force
Alaska Energy Office
338 Denali Street - MacKay Bldg.
Anchorage, Alaska 99501

Dear Mr. McConkey:

During the December 11th Task Force meeting, several major areas were discussed. The most important issue that will influence energy in rural Alaska is the \$2,000,000 Energy Research & Development Administration (ERDA) funds that will be administered by the AEO, if funded.

These would be long range development research plans to test the feasibility of alternative energy sources in the state. The State of Alaska is prime now for this kind of research, since we already know that our world fossil fuels are limited. It appears that the crude fuels "taken" from Alaska will not be primarily used in this state. We have got to have some alternative source.

Where the funds are to be used should be carefully analyzed. This is where a permanent Energy Commission for the state would play a major role for future Alaska. If alternative sources of energy were proved feasible in certain areas, these would become primary industrial sites. The future development of Alaska will ride on the more feasible sites (geothermal, hydro-power, tidal, etc.).

The Energy Commission would be appointed by the Governor and should be representative of both rural and urban Alaska. We already know that alternative energy sources are feasible, but special attention would be paid to the type of specialized equipment involved; for instance, modifications would have to be made on wind generators to fit rural Alaskan situations, and icing conditions. Again, I will say that a more permanent Task Force or Energy Commission is necessary for the development of Alaska. Three meetings is not enough time to discuss, review, and research the rural energy problems and to make a well thought out plan for the problems we are faced with.

The proposed energy legislation for the establishment of a revolving "matching" fuel fund bothers me a great deal. It creates a burden on the village, especially those that do not have the management capability, and most of all the other two-thirds funding. The small village will be hurt the most.

Mr. McConkey
December 29, 1975

These "problem" villages need the loans the most, and these communities should be given planning and technical assistance. A fuel management training program should be required with the loans. They need full financing from somewhere. One must be established through the state. The village corporations (in shortage problem situations) usually do not have a great deal of Alaska Native Claims annual allotments. I know, because I worked with the Calista Corporation with 10 communities in the Bethel area in 1974. They had barely enough money to invest for staff and expenditures required by law (audit, financial reports, etc.).

The high cost of setting up bulk storage tanks for villages requires planning, training and some grant (RDA) help. I would rather see a revolving loan fund with two-thirds or full financing depending on the village situation. Every area is different (transportation, communications, distance from distributors, economic, etc.). As I have stated before, and will state again, it is important to our rural villages.

The problem villages should be assisted first. These are usually the communities with no storage. In other words, a set of strict criteria should be set. The permanent task force would have some say on the criteria and type of financing and assistance they need. Along the lines of fuel management training, the community colleges (University of Alaska) would be cooperative in setting up courses that would pertain to fuel. An ongoing "energy consciousness" program should be taught at these colleges and also in high school.

There is an ongoing fuel data gathering program by several agencies at this time. A central information center should be set up at the Alaska Energy Office. There is enough information for a good start.

The recommendation to create regional supply centers is good. This should be pursued now. The non-profit and profit corporations should be made aware of the importance of energy planning, both in terms of short and long range.

I have often felt that the state should purchase fuels locally, and that they should encourage villages to work closely with the State Operated Schools and BIA in planning for fuel orders so as to ensure that fuel is delivered at one time, or in some cases twice a year to fill those fuel needs. The village with transportation problems should coordinate efforts with agencies that order fuel and insist that those fuels are delivered as promised.

I would not have to expound on the recommendation of village and regional corporations assuming responsibility in providing the capital necessary to establish energy systems. I support the recommendation to read "recommends that private and industrial corporations", etc., instead of village and regional corporations.

A recommendation was made to encourage private and industrial corporations to study the possibility of entering the fuel transportation business on a "private" profit making basis, and I support it.

Mr. McConkey
December 29, 1975

The enclosed summary was the action taken at the Legislative Conference held in Anchorage on December 5-7, 1975. There were representatives from both rural and urban Alaska who participated in the sessions. The recommendations were made formally and were passed by motion unanimously. I urge you to read those recommendations.

I wish to go on record stating that I feel very strongly about the statements that I have made to the Rural Energy Task Force members and hope that they will consider my comments. Having worked with fuel problem situations for the past year has made me realize there is financial and technical assistance (education in fuel management and planning) needed very badly in the bush.

It has been a pleasure to serve on the Task Force, and I would definitely like to be involved in the future for any Alaskan energy development.

We must take energy conservation measures if we are to succeed as an energy efficient state. How much of the Alaskan fossil fuel will the rural Alaskans see and be able to enjoy at a reasonable cost?

Sincerely,



Mary M. Stachelrodt
Director, Rural Energy

MMS/so

Enclosure

cc: Task Force Members

12/23/75

RURAL CAP EMERGENCY FUEL LOAN FUND

In order for a village, corporation, or an individual to receive a no-interest loan they must:

1. Demonstrate that they intend to repay the loan before they are actually loaned the money.
2. That RurAL CAP comes up with a repayment plan according to village needs.
3. Loans can be made to individuals, in concurrence with the village council.
4. That no more than \$3,000 per community be loaned out at any one time.
5. That the village has demonstrated that they have tried other funding sources.

A total to date of \$20,000 is available for rural emergency fuel loans at no interest.

The RurAL CAP bulk storage fuel loans have been allocated to date. No other funds have been proposed by RurAL CAP for bulk storage. However, if such monies are made available, RurAL CAP will make a grant proposal.

Mary

December 7, 1975

SB 392 - This bill to create within the Department of Commerce, a rural needs energy revolving loan fund.

It was given a very high priority by the Committee and to amend Sec. 44.33.140 to read "Powers and duties of the department @ the department may:

"(1) Make loans to a qualified entity for purposes of construction, equipping, and operating fuel storage facilities and for fuel purchases, including fuel for resale, and for emergency energy requirements such as electrical generation."

We felt that the Bill was a little too broad, it included loans for "other energy requirements including but not limited to electrical utilities, geothermal, hydroelectrical, or wind-power energy production, or for natural gas lines construction; etc."

Sec. 44.33.150 (a) to read the same.

The administration is proposing legislation for a matching loan fund for rural energy needs similar to SB391-392 but ideas surrounding this legislation are:

1. That loans be funded by the State at no more than 1/3 total project cost.
2. At the prevailing interest rate and ³ that the State would be paid back first.

The committee rejected these 3 conditions, for the following reasons:

1. The 1/3 State matching by 2/3 other is unrealistic. It is hard enough for a village to find financing for a bulk storage facility at approximately .85-\$1.50 per gallon capacity for amortization costs.
2. At this 1/3 matching loan to be at the prevailing interest rate, the community might as well go to a bank. Only communities over 3,000 population such as Bethel, Kotzebue would be able to afford the loans under these conditions.
3. For the State to be paid back 1st. I guess the idea behind that is so that the loan is paid due the State.

Another proposed piece of legislation by the administration is a winterization bill. The Committee is in favor of the proposal if it is geared toward winterization in urban and un-capped areas, such as Anchorage, Fairbanks, Juneau, Ketchikan.

Another strong recommendation is for the Conference to support any effort in establishing a building design and building standard code for energy efficiency structures in Alaska.

The committee recommends to support the Alaska Energy Office in their endeavor in upgrading the Alaska State building code, to

implement energy conservation measures in all future construction of State owned facilities and support of their decisions made under the A95 review process.

A-95 is set-up as a clearing house for certain federal-funded projects, such as a HUD project.

Another recommendation was made in support of the Energy office to review, and approve or disapprove, any HUD development plans to insure that the fuel needs are met.

LAST YEAR THE ALASKA STATE LEGISLATURE PASSED A BILL APPROPRIATING \$281,000 TO PROVIDE MATCHING FUNDS FOR HEAD START AND PARENT CHILD CENTER PROGRAMS. THIS YEAR THE GOVERNOR'S BUDGET ADVISORY COMMITTEE HAS CUT IN HALF THE AMOUNT OF STATE MATCHING FUNDS REQUESTED BY C & RA.

IF THE STATE DOES NOT WISH THE \$281,000 TO BE A CONTINUING APPROPRIATION, THERE ARE 2 ALTERNATIVES:

1. PASSING AN AUTHORIZATION BILL, DIRECTING THE ADMINISTRATION TO ANNUALLY INCLUDE IN ITS BUDGET REQUEST 25% MATCHING FUNDS FOR FEDERALLY FUNDED CHILD DEVELOPMENT PROGRAMS IN THE STATE.
2. PASSING AN APPROPRIATION BILL ANNUALLY.

IF THE GOVERNOR'S PRESENT BUDGET PASSES THE LEGISLATURE, WITH THE PRESENT LEVEL OF STATE FUNDING FOR HEAD START, AT LEAST FOUR PROGRAMS PRESENTLY FUNDED UNDER STATE FUNDS WILL END.

Rural Alaska

February 6, 1976

Community Action Program, Inc.

Senator Frank Ferguson
Pouch V
Juneau, AK 99811

Dear Senator Ferguson:

As you know, the Alaska State Legislature last year passed a bill appropriating \$281,000 to the Dept. of Community & Regional Affairs to provide matching funds for Head Start and Parent Child Center programs throughout the State of Alaska.

Enclosed is our first quarterly report to Eric Lee in the Dept. of Community & Regional Affairs. You will notice that all of the funds were used in new programs, and to provide training and technical assistance to those seven new rural programs and one additional classroom in Anchorage. In addition, programs in Fairbanks, Chugiak and Metlakatla were expanded to include more children.

We feel that given the time and constraints, that these programs have been enormously successful and have provided much needed services to handicapped and normal pre-school children throughout the State.

However, I have recently learned some disturbing news: The Governor's Budget Advisory Committee has cut in half the amount of State matching funds requested by the Dept. of Community & Regional Affairs for Fiscal Year 1977.

It was, I believe, the intent of the Legislature that the \$281,000 appropriation be a continuing appropriation. It was also, in my contact with legislators, the intent of both the House and the Senate, to allow expansion of the Head Start program as far as an additional 25% matching would allow that expansion.

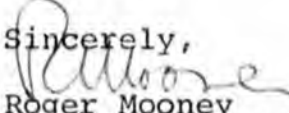
If, however, the State administration does not see Head Start as a priority, then the Legislature may wish to consider the following:

1. Passing an authorization bill, directing the administration to annually include in its budget request 25% matching funds for Federally funded Child Development programs in the State.
2. An annual appropriation, based on the current level of funding for Head Start program operators from the Office of Child Development. The alternative, of course, simply passing an appropriation bill annually.

If the Governor's present budget passes the Legislature, with the present level of State funding for Head Start, it will mean closure of at least four of the programs presently funded under the State funds.

If you have any questions, please don't hesitate to call.

Sincerely,


Roger Mooney
Director of Child Development

Child Development • P.O. Box 3908, Anchorage, Alaska 99501 • (907) 279-2441

RM/vh

NARRATIVE

I OPENING OF PROGRAMS

State funding was used to open eight new Child Development programs:

Head Start programs were opened in Galena, Huslia, Haines, Ketchikan, Kotlik, Newtok and an additional classroom in Anchorage.

A unique program combining Head Start and a Parent Child Center was opened in Tok. The program in Tok is a classroom-based program for 20 children from Tok and Tanacross, and also provides outreach services to five villages in the Upper Tanana Region. These services include information and training in early childhood development, health services, and activities for young children. Staff from the Parent Child Center will assist local communities to start volunteer programs.

A total of 33 staff have been hired in the eight programs, with backgrounds ranging from a high school education to a Master's Degree in Special Education.

II ENROLLMENT

The eight programs have an enrollment of 142 children and an additional 30 are being served by the outreach Parent Child Center in Tok. Of this number of children, 21 are handicapped.

III COMMUNITY SUPPORT

Volunteer participation and the enthusiasm for the program has been overwhelming. In Haines, for example, a full-time Director of the center, which includes both Head Start and non-Head Start children, works entirely without pay. In addition, the people of Haines totally renovated a building and raised enough money to pay for most of the cost of renovation.

Parents volunteer in the center in Haines on a regular basis.

In Ketchikan, a local church provides space free to Head Start, and parents of the Head Start children have painted the entire building.

In all of the rural programs, no State funds are used for rental of buildings. The communities have provided space for Head Start free of charge.

narrative/2

In Anchorage, the Head Start program is located in Fairview Elementary School, and the space is free to the Head Start program. This donation of space and volunteer effort represents a substantial "in-kind" contribution to the program.

IV HEALTH SERVICES

Most of the children in all of the communities have been examined by health professionals, and plans are underway to ensure that all children receive a complete physical exam and a dental examination. Attached is a trip report by a consulting pediatrician who visited Nevlok. The report is not only an illustration of the kinds of services that the Head Start program provides in health, early education etc., but is a vivid example of the need for programs like Head Start in communities like Nevlok.

V TRAINING

Staff in all centers with the exception of Kotlik and Nevlok, which opened late, were involved in accredited training delivered through Sheldon Jackson College, the University of Alaska and Kuskokwim Community College. The training program established by Rural CAP and the University of Alaska, will lead to a two-year Associate of Arts degree in Pre-primary Education.

TEACHER
TRAINING

STATE OF ALASKA

ALASKA STATE-OPERATED SCHOOL SYSTEM

732
7.29
JAY S. HAMMOND, Governor

650 INTERNATIONAL AIRPORT ROAD
ANCHORAGE 99502

May 1, 1975

The Honorable George H. Hohman
Alaska State Senate
Pouch "V", State Capitol Building
Juneau, Alaska 99801

Dear Senator Hohman:

Attached please find information concerning ESEA Title VII funds
for teacher training.

Sincerely yours,

George H. White
Acting Superintendent

GIW:hj

attachment

MEMORANDUM

State of Alaska

TO: George White, Acting Supt.
Alaska State-Operated School
System

DATE: April 18, 1975

FILE NO:

TELEPHONE NO

FROM: Baxter Wood, Director
Bilingual Education

SUBJECT: Response to Questions from
Senator George Hohman
Regarding ESEA Title VII
Teacher Training

Baxter Wood

To clarify the scope of this inquiry, the pending revised program before the Legislative Budget and Audit Committee deals with three separate funding sources (State General Fund, ESEA Title VII Yup'ik, and ESEA Title VII Teacher Training). First, the RP re-allocates State General Funds from Contractual Services and other budget categories to Personal Services in order to fund a majority of bilingual instructors with State General Funds and have the Federal monies provide the supportive, supplemental services such as bilingual teacher training and bilingual materials development. Secondly, the RP includes an additional \$17,000 unanticipated Federal Funds in the Yup'ik Grant which goes to the Kuskokwim Community College Yup'ik Language Workshop for the development of Yup'ik language material. The new \$385,968 ESEA Title VII fund had not been proposed to the Office of Education at the time the ASOSS FY 75 budget was submitted. Upon learning of the availability of these funds for this purpose, we submitted in February, 1974, a proposal for extensive bilingual teacher training. Thus, these funds are the bulk of the revised program and is explained below.

When the teacher training proposal was submitted, it was with the understanding that a great deal of planning was needed in order to provide this training on a regional basis instead of as originally proposed in the Seward Skill Center. I anticipated delaying the implementation of this until January of this year but because of administrative problems in developing a complicated RP, it has been delayed to this point. However, this has not caused serious problems in that the training is to be provided this coming summer.

Beginning as soon as May 12, 1975, these funds will provide teacher training to bilingual instructors and certificated teachers working directly with bilingual programs as follows:

1. May 12 to 27, 1975, training for nine bilingual instructors in the Dillingham region at KCC in Yup'ik language literacy and bilingual teaching methods.

April 18, 1975

2. May 19 to June 13, eleven bilingual instructors and at least five certificated teachers (June 2 through July 11, 1975) for training in Koyukon, Upper Tanana, and Upper Kuskokwim language literacy and grammar as well as teaching methods and English communication.

This training will be conducted with the University of Alaska in Fairbanks and take place on that campus. The training for paraprofessionals and certificated teachers deliberately overlaps to allow inter-action between the certificated teachers and bilingual instructors. The certificated teachers will be taking conversational Koyukon as well as graduate-level training in methods of second language teaching.

3. June 16 to 27 and July 7 to 18, training for eleven bilingual instructors in Arctic Village. This training will also deal with literacy and grammar in Gwich'in and teaching methods.
4. July 7 to August 1, training for 25 bilingual instructors and five certificated teachers in Nome. This training will deal with advanced Inupiat literacy but concentrating on the bilingual instructors' Inupiat grammar skills, development of bilingual classroom materials and teaching methods. The five or more certificated teachers will be working closely with the bilingual instructors but will take a graduate-level course in methods of second language teaching.
5. July 14 to August 8, training for 15 bilingual instructors and at least two certificated teachers in the Bethel region and also teachers from Togiak, Manokotak, Twin Hills, and Aleknagik North Shore. This training will include (ED 206) Introduction to Teaching and for those who have not already taken it, a course (ED 193) Introduction to Methods and Materials in Bilingual Education. In addition to this, a communications lab in English language skills will be offered for those needing it and we are exploring ways of offering other courses.
6. Not included in the above workshops will be training for two or more bilingual instructors from Akutan and Atka as well as instructors and teachers from Angoon and Metlakatla. Due to the uniqueness of the situation, this training will be handled on an individual basis but could be incorporated into one of the above workshops. In the Southeast, we are hoping to make a continuing agreement for training with Sheldon Jackson College.

April 18, 1975

All of the above training for a total of 71 bilingual instructors and at least 12 certificated teachers will be for college credit at the individual's option and will count towards an Associate of Arts Degree and/or a Bachelor's Degree for full teacher certification. Attached is a recent report developed for the University of Alaska under contract with ASOSS which proposes a new four-year degree program for teacher certification. This is built on the Associate Degree Program developed by KCC. Although this report and its various recommendations need much review and revision, it does propose a definite plan for the University that would allow our bilingual instructors to receive training that will be documented, transferable, and most of all, will cumulate towards a potential degree.

I am now completing the Title VII Proposal for next year which will take this basic plan and stretch it throughout next school year and next summer and hopefully, on a continuing basis generally providing for the following:

1. Two one-week workshops during the school year held in regional locations with a follow-up visit to each site after each workshop. We consider the on-site training essential in order to deal with the actual problems faced by the teachers in the classroom.
2. Approximately four weeks of summer training also in regional locations which both continues the training of experienced staff and also provides initial training to any new instructors and teachers.
3. Intensive, on-going training for a corp group of ten Native language experts in order to develop the personnel resources to assist in the immense job of developing bilingual instructional material in at least six major languages. We expect to identify these persons during the summer training programs and formalize their training as "Interns" for the rest of next year and thereafter.

The ESEA Title VII Proposal for next year which will be available within two weeks will specifically outline the training and materials development plan for next year but also project continuing plans for seven years. As this stands now, our objectives are to first meet the bilingual instructors' most immediate needs but do so in an accredited, degree-oriented, field-centered program that will by the summer of 1982 help provide for a minimum of 60 bilingual instructors with Associate Teacher Certification and approximately 25 fully certified teachers with expertise in bilingual education.

April 18, 1975

At present, although the number of Alaska Native teachers is increasing, to my knowledge, there are only three teachers within ASOSS who are fluent in the Native language of the area. The total potential number of students needing or potentially needing some form of bilingual education is around 4,000.

There is some ambivalence in my own mind regarding the above plan as to the role of the University of Alaska and other institutions of higher education. The general feeling seems to be that ASOSS is not established for higher education and that the University should play a major role in providing this training. However, there is some question as to losing direction and control over this training if it is contracted lump sum to the University. My feeling is that the reorganization within the University providing the administrative and program capabilities of dealing with our needs is most critical. I am optimistic that in the near future, the University will take moves to alleviate some of these problems. Basically, however, we need Community Colleges such as KCC in Nome, Kotzebue, Fort Yukon, Dillingham, Glennallen and other regional locations.

To get back to the original point, additional monies in the training grant include consultant services on materials development, some hardware such as a printing press, VTR and a modified type of language master and \$40,000 to provide the travel for these workshops. One last detail, the participants for summer training will not be on salary but receive a weekly stipend of approximately \$150.

I will be glad to elaborate on this program and provide any additional information needed.

BW:gjd

cc: David Lannigan
Harvey Pitts
Tupou Pulu
Dennis Rehder
Mike Travis

P. S. Also attached are copies of ASOSS Proposed Regulations on Bilingual Education and ASOSS Administrative Procedures for Bilingual Education.

ALASKA STATE OPERATED SCHOOL SYSTEM

PROPOSED REGULATIONS ON BILINGUAL EDUCATION

REFERENCE: Alaska Statutes

Section 14.08.160 Bilingual Education. (a) A state operated school which is attended by at least 15 pupils whose primary language is other than English shall have at least one teacher who is fluent in the native language of the area where the school is located. Written and other educational material, when language is a factor, shall be presented in the language native to the area.

(b) The board of directors shall promulgate regulations to carry out the purposes of this section.

* * * * *

In accordance with AS 14.08.160(a) and pursuant to the authority contained in AS 14.08.160(b) the Board of Directors of the Alaska State Operated School System proposes to adopt regulations on bilingual education as set forth below.

BILINGUAL EDUCATION

A. Definitions

1. "Bilingualism" is defined as the practice of alternately using two languages.

2. "Bilingual education is defined as the use of two languages as mediums of instruction. This includes instruction in either English as a second language or the native language(s) of the community as a second language.

3. "pupils whose primary language is other than English" is defined as pupils who come from an environment where the dominant language is other than English.

4. "dominant language" is defined as the language traditionally relied upon for communication in the home and community.

5. "teacher who is fluent in the native language of the area" is defined as a certificated teacher (or a noncertificated instructor receiving teacher training) who is literate and fluent in the language native to the community.

6. "Culture" is defined as the sum total of ways of living built up by a group of people and transmitted from one generation to another.

B. Purposes

Recognizing the students' inherent right to an education in both English and the native language of the community, it is the policy of A.S.O.S.S. to incorporate , as applicable both languages into the instructional program for the following purposes.

1. To utilize the students' native language to facilitate learning and to strengthen communication skills in both the native language and in English

2. To provide a better opportunity for all students to receive a more meaningful education by incorporating the languages and cultures of the community into the school curriculum.

3. To facilitate the students' development of a positive understanding and appreciation of his own cultural heritage as well as respect and appreciation for other cultures.

4. To provide increased opportunities for parents and community members to participate in the schools' activities.

C. Eligibility

Due to the many languages spoken in communities within A.S.O.S.S. and the different status of these languages, bilingual education shall be implemented in those schools which fall under the following categories

in order of priority and upon the approval of the advisory school board.

1. (a) schools in which fifteen or more students speak the native language of the community fluently with little or no English speaking ability.

(b) schools in the above category with less than fifteen students

2. (a) schools in which fifteen or more students speak the native language of the community and English with some degree of fluency in both languages

(b) schools in the above categories with less than fifteen students

3. (a) schools in which fifteen or more students speak English with little or no ability to speak the native language of the community.

(b) schools in the above category with less than fifteen students

D. Planning and Implementation

The priorities for implementation as set forth in C. above apply to the total District as well as to each regional administrative area. An annual plan of services shall be developed for each region as a part of the overall instructional plans for that region. An annual plan of services for the total District shall be developed from the regional plans.

Regional and District plans shall detail the activities needed to support the local school operations in administration, instructional materials development, teacher training and evaluation.

Instructional planning for bilingual education is the responsibility of the local school staff with support from the regional and District offices. Approval of the advisory school board is required before implementation.

E. Instructional Materials

A.S.O.S.S. shall develop instructional materials appropriate to the languages and cultures of the communities it serves. To the fullest extent possible, the development of these materials shall involve the local school staff and community.

Nothing in these regulations shall prevent the purchase of any relevant materials that may be available.

F. Teacher Education

A.S.O.S.S. shall in conjunction with post secondary education institution(s) provide for and on-going program of teacher education for paraprofessional instructors and certificated teachers who are directly involved in bilingual education.

ALASKA STATE-OPERATED SCHOOL SYSTEM

BILINGUAL EDUCATION DEPARTMENT

ADMINISTRATIVE PROCEDURES

February 1975

Submitted by
Baxter Wood, Director
Bilingual Education

ALASKA STATE-OPERATED SCHOOL SYSTEM

ADMINISTRATIVE PROCEDURES FOR BILINGUAL EDUCATION

CONTENTS:	Page
Preface	i
A. Bilingual Education Curriculum.....	1
B. Regional Plan of Services.....	3
C. District Plan of Services.....	6
D. Budget Information.....	7

APPENDICES:

- A. Proposed ASOSS Regulations on Bilingual Education
(includes A.S. 14.08.160 (a) and (b))
- B. Statewide Bilingual Education Conference Recommendations
to DOE
- C. Language Assessment Instruments
 - 1. Teacher Questionnaire
 - 2. Language Skills Rating Form
 - 3. Content Area Rating Form
 - 4. Student Questionnaire
 - a. Student Attitude Rating Scale
 - b. Student Language Behavior Questionnaire
- D.
 - 1. 1967 Bilingual Education Act
 - 2. 1974 Amendments to Bilingual Education Act
- E. ESEA Title VII Regulations (Current)
- F. New Title VII Regulations for FY 76
- G. New Title VII Regulations for FY 77
- H. Civil Rights Compliance Report
- I. ESEA Title VII Application Forms

ALASKA STATE-OPERATED SCHOOL SYSTEM

ADMINISTRATIVE PROCEDURES FOR BILINGUAL EDUCATION

PREFACE

Attached to this document as Appendix "A" are (proposed) ASOSS Regulations on Bilingual Education. These Regulations interpret and define Alaska Statute 14.08.160 (a) on bilingual education. The following administrative procedures, based on these Regulations, provide the requirements for planning, implementing and administering bilingual education activities.

To the fullest extent possible, the planning and administration of bilingual education should be accomplished through established procedures for the schools' basic instructional program. Thus, these planning procedures and the regional plan itself should be a component of the overall planning process and of the total instructional plan for each region.

These procedures are intended to facilitate the development of all bilingual education activities utilizing all resources, however, the specific budgetary information required is limited to State General Funds allocated specifically for bilingual education under AS 14.08.170 and/or Federal ESEA Title VII funds.

Federal funds are generally to supplement the State's obligation to provide bilingual education. Thus, the State's resources should be used for the core bilingual teaching and administrative staff, whereas Federal funds more appropriately address the special needs of bilingual teacher education and bilingual curriculum and instructional materials development.

In addition to information required by State and Federal regulations, these procedures include information required by the Civil Rights Compliance Report on Instructional Services for Students Whose Primary or Home Language is Other than English. (IEW No. OS 53-74; attached as Appendix H.)

A. LOCAL PROGRAM PLANNING PROCEDURES AND GUIDELINES

1. Purposes

The purposes of bilingual education as set forth in the (proposed) Regulations are as follows:

- a. To utilize the students' Native language to facilitate learning and to strengthen the students' communication skills in both the Native language and in English.
- b. To provide a better opportunity for all students' to receive a more meaningful education by incorporating the languages and cultures of the community into the school curriculum.
- c. To facilitate the students' development of a positive understanding and appreciation of his own cultural heritage as well as respect and appreciation for other cultures.
- d. To provide increased opportunities for parents and community members to participate in the schools' activities.

On these general purposes the community, parents, Advisory School Board and school staff must develop the specific goals and objectives for bilingual education in the local school.

2. Planning Procedures

- a. The local school administrator (Principal or Principal Teacher) is responsible for the development of the bilingual education curriculum with assistance provided from the Regional and District offices. Exactly how this is to be accomplished is to be decided by the local Advisory School Board, the School Administrator and the Regional Superintendent.
- b. Input from parents of bilingual students must be incorporated into the bilingual curriculum.
- c. The local Advisory School Board must approve the school's curriculum for bilingual education.

3. Guidelines

- a. The school's bilingual education curriculum should be developed as a part of the basic instructional program. The design of the program is based on the status of languages spoken in the community and the community's goals for continued use of these languages.
- b. An assessment of each student's language abilities is needed in order to develop an appropriate curriculum. Instruments used in determining the language situation of each community will be provided by the Regional Office and will include a Village Questionnaire, A Student Questionnaire, a Language Skills Rating Scale and other instruments which may be developed for a specific situation.

c. The bilingual component of the school's curriculum should be closely coordinated with other bilingual activities in existing preschool and/or adult education programs. Although the primary responsibility of staff supported with State bilingual funds or federal (ESEA Title VII) funds for students in the K-12 program, some staff time may be allotted to preschool and/or adult education activities.

B. REGIONAL PLAN OF SERVICES

In each ASOSS Administrative Region with schools eligible for bilingual education, the Regional Superintendent will direct the development of a Regional Plan of Services for Bilingual Education. These plans are due annually on June 1 ; submitted to the Associate Superintendent for Instructional Services.

1. Planning Procedures

- a. The Regional Superintendent is responsible for the development of the Regional Plan of Services. The District Office will provide assistance upon request and coordinate inter-regional planning efforts.
- b. Parents of bilingual students shall be involved in the planning of bilingual education activities. A representative parent committee must approve the Regional Plan of Services. To the extent feasible, this parent committee should overlap with similar parent committees established for planning ESEA Title I, Title IV Indian Education Act and other similar programs.
- c. This plan may be developed as a separate document or incorporated into a more comprehensive plan of services for all instructional activities.

2. Planning Guidelines

a. Administration

- i. Include a summary statement of the needs for bilingual education in the region and the status of existing activities and future plans.
- ii. List the staff and description of positions involved in the administration of bilingual education. Include an organizational chart for the above positions.
- iii. Describe the selection procedures, the composition and operating procedures covering the Regional Parent Committee.
- iv. List the schools with and without bilingual education and the order of priority for implementing new programs. State the criteria used to establish priorities. The Regional Parent Committee must specifically approve this priority list.

b. Materials and Curriculum Development

- i. List all instructional materials currently used for bilingual instruction.
- ii. List instructional materials to be developed during the following school year and describe how and by whom they are to be developed, printed and disseminated.

iii. Describe in general the current bilingual curriculum in the regional schools.

iv. Describe the process by which the bilingual education curriculum will be further developed in each school and how that process is related to overall curriculum development.

c. Teacher Education

To the fullest extent possible teacher education activities should:

- be an ongoing program
- provide for college credit
- be degree oriented (AA. or BEd.)
- provide for training activities on site, at regional centers and the option of on campus training
- include an integrated design for increased interaction between certificated teachers and bilingual instructors.

i. List by name and school the current certificated teachers and bilingual instructors working directly with bilingual education.

ii. Describe the training needs for all staff working with bilingual education and the activities to meet those needs. Include how these activities are to be administered such as by Regional Office staff or through an institution of higher education.

d. Assessment/Evaluation

The regional superintendent is responsible for the evaluation of the Regional Plan of Services. Areas to be included in the evaluation include administration of the regional plan, development of materials, teacher education activities and the assessment instruments. The regional parent committee must be involved in the evaluation.

A language assessment of the region's students will be conducted by the local school staff with needed support from the Regional and District Offices. Instruments used to determine the language status of each community are attached as Appendix C.

The following should be completed with data from the above instruments:

- i. The number of students by school which fall into the following categories of language usage:

Primary or Home Language Other Than English	A Speak Only This Language	B Speak Mostly This Language and Some English	C Speak This Language and English Equally	D Speak Mostly English and Some of This Language	E Speak Only English	F Line Totals
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
Column Totals	_____	_____	_____	_____	_____	_____

- ii. From the column totals in Item i above, the number of students by school who receive bilingual instruction.
- iii. The number of students receiving bilingual instruction who are Alaska Native (or other minority ethnic group).
- iv. Explain the method(s) of language dominance assessment employed to determine the degree or ability of the students reported under Item 2.

C. DISTRICT PLAN OF SERVICES

An annual District Plan of Services for bilingual education shall be developed under the direction of the Associate Superintendent for Instructional Services. This plan will incorporate the Regional Plans of Services as well as specify the activities and services provided by the District Office staff. This plan is due annually on July 1; submitted to the District Superintendent.

1. Planning Procedures

- a. The Director of Bilingual Education shall coordinate the development of the District Plan of Services with the Regional Offices staff.
- b. The District Plan of Services shall be developed with input from parents of bilingual students and approved by a representative parent group prior to September 1.

2. Planning Guidelines

a. Administration.

- i. Include a summery statement of the needs for bilingual education in the District and the status of existing activities and future plans.
- ii. List the staff and description of positions involved in the administration of bilingual education at the District and Regional Offices. Include an organizational chart for the above positions.
- iii. Describe the selection procedure, the composition and operating procedures covering the District Parent Committee.
- iv. List the schools with and without bilingual education and the order of priority for implementing new programs within each region and within the District. State the criteria used for establishing priorities. The District Parent Committee must specifically approve the District's inter-regional priorities for implementation.
- v. Describe the services to be provided by the District Office staff supporting bilingual educaiton. State the need for these services and how these activities will meet those needs. Include an evaluation design for the services provided by the District Office staff.

D. BUDGET INFORMATION

These procedures and guidelines cover the planning and administration of State General Funds allocated specifically for bilingual education and Federal ESEA Title VII funds. However, nothing in State or Federal Regulations prohibits the use of basic instruction funds for bilingual education activities. As each region's bilingual program will probably involve expenditures of both funding sources, regional budgets must distinguish between these sources.

Following are procedures and guidelines to facilitate the planning and administering of these funds:

1. Budget Planning Cycle

- a. The District's budget for bilingual education is submitted (along with the other departments) to the Superintendent on July 1 of each year for the following fiscal year's operation. For example, on July 1, 1975, the preliminary budget request is submitted for fiscal year 1976-77. Both State and Federal funds are included in the budget request. This budget cycle thus requires a bilingual education preliminary budget submission from each region by June 1 each year for the second following fiscal year. (i.e., June 1, 1975, preliminary budget request from each region for fiscal year 1976-77.)
- b. Upon receiving the Governor's recommended budget allocation (in January-February) for bilingual education, the District Office staff shall make tentative allocations of State and Federal funds to each region and the District Office based upon the needs of regional schools for bilingual education according to priorities established in the (proposed) Regulations.
- c. Using this budget allocation, the Regional Superintendent will develop tentative budget allocations to local schools according to regional priorities. An appropriate percentage of this budget should be allocated to the Regional Office for the administrative, teacher education, curriculum and materials development, and assessment/evaluations supporting the schools' bilingual activities. The Regional Office allocation should be based on the schools' need for these services.
- d. Based on the above allocations, or on subsequently revised budget allocation (as approved by the Legislature) each Regional Superintendent shall submit a Regional Office budget and local school budgets along with the Regional Plan of Services on June 1, for the following school year. (i.e., June 1, 1975, for fiscal year 1975-76.) Any discrepancies between the regional budgets as submitted and the authorized budget shall be resolved in writing by the District Office prior to July 1.

Thus, on June 1, each region must submit:

- i. A Regional Plan of Services for the following fiscal year as specified in Section "B".

ii. A preliminary budget request for the second following fiscal year including: - separate budgets for State and Federal funds.

- totals for each budget category (use State budget categories only)

- list of all new positions requested with job description.

- summary explanation of budget changes from the Regional Plan of Services submitted for the previous year.

e. By June 30, the District Office will notify each region in writing as to the status of the regional budget for the following fiscal year.

2. ESEA Title VII

The rules and regulations governing the use of ESEA Title VII funds are attached as Appendix "E", "F" and "G". These regulations change from time to time and specific requirements may supercede procedures and guidelines in this document.

As a detailed proposal is required to be submitted to the U. S. Office of Education in February (approximately) each year, each region shall submit on January 15, a proposed plan for the use of Title VII funds for the following fiscal year. This plan should further detail the activities projected in the preliminary regional budget (Federal) request made on June 1, previously. To the extent feasible, this plan should include the information required on the ESEA Title VII application forms attached as Appendix "I". However, joint planning is required between the Regional and District Offices as the Regional plans for Title VII must be submitted as one proposal to the U. S. Office of Education.

TITLE

XX

THE FOLLOWING DOCUMENT(S) MAY NOT FILM
LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.

STATE OF ALASKA

DEPT. OF HEALTH AND SOCIAL SERVICES

OFFICE OF THE COMMISSIONER

May 8, 1975

17.0
JAY S. HAMMOND, Governor

~~POUCH V - JUNEAU 99811~~

Pouch H01 - Juneau 99811

Members of Senate, State of Alaska
% Honorable Chancy Croft
President, Alaska State Senate
Pouch V
Juneau, Alaska 99811

Subject: Alaska Implementation:
Public Law 93-647
Title XX, Social Security
Act

Public Law 93-647, Title XX of the Social Security Act, "Grants to States for Services," has been signed into law. That Act will replace Title IV-A and Title VI which were previously in effect in Alaska. Title XX provides more flexibility in planning for Health and Social Services in Alaska for Fiscal Year 1977. Under Title XX states may provide a wider range of services of their choice directed at five broad goals.

These national goals are:

- I. Economic self support reducing dependency
- II. Self Sufficiency reducing dependency
- III. Reduced exploitation of children and adults unable to protect own interests
- IV. Reduced inappropriate institutional care
- V. Institutional care where appropriate

Family planning is the only specific service mandated by Title XX.

The Act was not signed by the President until January 4, 1975. Draft regulations were issued on April 14, 1975. The final regulations are not out as of this date. Because of the timing of the Fiscal Year 1976 budget submittal to the Legislature, the Department of Health and Social Services has recommended the distribution of available federal "ceiling" social service funds for Fiscal Year 1976 as shown on the enclosed report. The budget pending before the legislative committees reflects that distribution of funds.

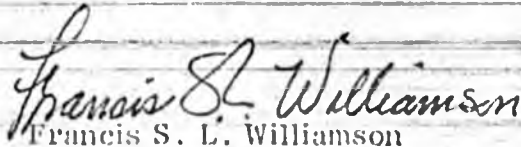
Members of Senate, State of Alaska

May 8, 1975

Page 2

Thank you for your time and consideration of this matter. The Department welcomes any further views or comments on the allocation of the federal funds listed herein.

Sincerely,


Francis S. L. Williamson

Commissioner

Enclosure: Report on Allocation of Social Security Act, Titles IV and VI
"ceiling funds."

SOCIAL SERVICES FY 75 AND FY 76

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

SCHEDULE OF TITLES IV AND VI CEILING FUNDS

	FY 75		FY 76
	Actual	Restriction	Governor's Budget
	\$3901.7		\$4000.0
PROGRAM SERVICES:			
Reverend	354.5		172.5
Day Care	296.3		296.3
Other Services	7.1		
SUBTOTAL	657.9		468.8
ALCANTRA (Youth Campus)	426.0		416.1
SOCIAL SERVICES	1269.3	32.3	1726.8
SOCIAL SERVICES PIPELINE			18.5
PIONEER'S HOME			
Sitka	32.8		
Palmer	12.3		
Fairbanks	13.3		
SUBTOTALS	58.4		
ALCOHOLISM	1322.4		1327.8
QUALITY CONTROL			17.0
ADMIN. & SUPPORT (Dept. & Statewide)	200.0		25.0
TOTAL	3934.0	32.2	4000.0
Minus Restriction	(37.2)		
GRAND TOTAL	3901.7	32.2	4000.0

THE PRECEDING DOCUMENT(S) MAY NOT FILM
LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.

GENERAL INFORMATION
P.L. 93-647 - Title XX of the Social Security Act
"Social Services Amendments of 1974"

Title XX of the Social Security Act is a new program to provide social services to needy people. The law was enacted in December and signed by the President January 4, 1975.

Background

Social Services are services such as day care, family planning, home-maker services, counseling, transportation and foster care. For a number of years, federal funding has been available to the states under Titles IV-A and VI of the Social Security Act to provide these kinds of services to needy people who are present, former or potential welfare recipients. These services were aimed at preventing or reducing the individual's dependency on welfare. Thus, individuals receiving Aid to Families with Dependent Children (AFDC), Supplemental Security Income (SSI) and/or Medicaid and people who have been eligible in the past ("former" recipients) or might be eligible in the future ("potential" recipients) were eligible for social services. Under Titles IV-A and VI the social services program is a federal-state program under which prescriptive federal regulations have set the parameters and design of the program. States have had little opportunity to participate in the planning and definition of services.

Up until 1972, the social service program had an open-ended federal appropriation; that is, the federal government automatically provided a 75% match for whatever state funds were legally expended on social services. The program began to expand rapidly, and Congress placed a

national \$2.5 billion ceiling on it in 1972 and stipulated that the total was to be divided among the states based on a population ratio. In addition, Congress required in this legislation that 90% of a state's services funds must be spent on current welfare recipients (recipients of AFDC, SSI and/or Medicaid), with only 10% of the funds allowed for "former" or "potential" recipients.

New and more stringent federal regulations were proposed following the Congressional changes, and all of these factors brought together a number of organizations to work on a reform of the social services program. The result is a new Title XX which replaces the old social service programs under Titles IV-A and VI.

Title XX

Title XX is a block grant of federal funds to states to provide for a program of social services which is defined and developed by the states. States will have much greater flexibility, authority and responsibility under the new program than they had under previous prescriptive federal regulations.

Service Goals: Under Title XX states must provide services designed to address five broad goals:

- (1) achieving or maintaining economic self-support to prevent, reduce, or eliminate dependency;
- (2) achieving or maintaining self-sufficiency, including reduction or prevention of dependency;

- (3) preventing or remedying neglect, abuse, or exploitation of children and adults unable to protect their own interests, or preserving, rehabilitating, or reuniting families;
- (4) preventing or reducing inappropriate institutional care by providing for community-based care, home-based care, or other forms of less intensive care; or
- (5) securing referral or admission for institutional care when other forms of care are not appropriate, or providing services to individuals in institutions.

Only one specific service -- family planning -- is mandated by the law. This is quite different than under previous law and regulation, which mandated 15 specific services which each state was required to provide. The state may choose whatever services it wants to provide to serve its citizens based on the goals above except that at least one service must be provided to meet each of the goals. The law gives the following examples of services which might be provided, if the state desires:

- child care
- protective services for children and adults
- services for children and adults in foster care
- home maintenance and management services
- adult day care services
- transportation services
- training and related services
- employment services
- information
- referral
- counseling services
- preparation and delivery of meals
- health support services
- appropriate combinations of services designed to meet the special needs of:

- children
- aged
- mentally retarded
- blind
- emotionally disturbed
- physically handicapped
- alcoholics
- drug addicts

Target Groups & Eligibility: Title XX requires states to make social services available to current welfare recipients (AFDC, SSI, and/or Medicaid), and mandates that 50% of the Federal funds expended must go to these current recipients. You will recall that earlier law required 90% of the funds to be expended on current recipients, so this represents a substantial change. Of course, this does not mean that the state could not spend more than 50% of its Federal funds on current recipients if it so chose.

There is also a change in the eligibility of "former" and "potential" welfare recipients. Instead of these somewhat ambiguous designations, eligibility under Title XX is specifically related to income. Under the previous law, eligibility based on "former" or "potential" status sometimes meant that a mother who was able to get off the welfare rolls and return to work by enrolling her children in a day care program, would be forced to quit her job to take care of the children when her designation as a "former or potential" recipient expired. She would, in turn, be forced to apply for AFDC payments once more.

Under the income eligibility provisions of Title XX, states may provide, if they so desire, services to individuals and families who earn up to

80% of the state's median income, or of the full national median, whichever is lower. If the state wants to provide services to people over 80% of that income, but below 115% of the median income, they may do so if they charge fees for the services. Any services provided to persons over the 115% level would have to be provided without any federal matching funds. Because of these new provisions, Title XX will be attractive to many citizens who have previously been ineligible for Title IV-A or Title VI program funds. The problems legislatures will jointly face with the Governor is how to meet the needs of people within current state fiscal constraints. In the states which have reached their ceiling, like Washington, Alaska and Oregon, the entitlement is now committed to service programs currently ongoing under Titles IV-A and VI, and meeting additional needs may require shifting of funds from current programs and/or appropriating new state funds.

Planning: Title XX requires the state to develop each year a Comprehensive Service Plan, to be prepared by the agency which is designated by the state's executive officer to administer Title XX programs and services. Major components of this plan must describe: objectives of the state's social service program; the services to be provided; the people who will be served; the geographic areas which will be covered by this program; planning, evaluation and reporting process; organizational structures to be used in carrying out the services; coordination with other human services programs; steps to assure that needs have been taken into account. This plan must be made available annually in the

state for public comment at least 90 days before the program begins (July 1, 1975 of this year). Forty-five days must be allowed for public comment and the final plan must describe any changes made in response to public comment. This plan will not be approved or disapproved by HEW.

In order for this plan to be of greater value to states and their citizens, it is recommended that states develop a needs assessment and current resource inventory. It will be important to coordinate other federally funded human services programs and Title XX planning. Recent Congressional Acts of particular importance are the Comprehensive Employment and Training Act of 1973 (CETA) and the Housing and Community Development Act of 1974 (HCDA) which together with Title XIX (Medicaid), Aid to Families with Dependent Children (AFDC) and Supplemental Security Income (SSI) form a core of federal financing to meet human service needs. Funds for alcoholism, mental health, mental retardation, health services, drug addiction, employment security, child care and other services in communities, whether from the federal, state, local, or private agencies, all contribute to the existing services system. To fairly assess need and existing resource allocations so as to develop the state's comprehensive service plan, all of these programs should be reviewed.

Special concerns in your state may make it appropriate for the Legislature to communicate planning priorities to the agency designated by the Governor so that legislative concerns are properly addressed by the

planning staff. Such early participation will avoid delays in implementation of the final plan which could cause the state loss of federal matching funds.

Funding: The \$2.5 billion national ceiling on federal social services expenditures continues. No new funds will be available. The 75% federal/25% state matching formula for service funds is also unchanged by enactment of Title XX. Family planning services, the only services mandated in the law, will continue at the higher 90% federal/10% state match. Title XX requires that the state continue to maintain its current effort in spending on social services. Privately donated funds will continue to be allowed as part of the state social services match.

Federal Role: Since the federal government will no longer mandate services and requirements for the delivery of services to the states, the federal role under Title XX will be one of technical assistance to the states, evaluation of the overall impact of the program, collection of statistical reports, and periodic reports to the Congress on the operation of the social service program as carried out by the states.

Summary

Title XX becomes effective October 1, 1975. States will receive substantial long term benefits from Title XX in terms of greater flexibility. State responsibility for development of the Comprehensive Annual Service Plan can assure that State government has the opportunity to coordinate the myriad of programs funded by Federal, state and local

government. The federal evaluation activity required by the Act will ensure a better understanding of the results of those coordinated program operations.

Title XX presents new opportunities for state flexibility in planning social services. It is important that the legislature establish priorities for the guidance of the designated agency in the planning process particularly as the agency develops the state Comprehensive Service Plan.

II. Title IV-D - CHILD SUPPORT PROVISIONS (LOCATING ABSENT PARENTS)

The Bill which enacted Title XX also adds a new Title IV-D to the Social Security Act which requires the Federal Government to assume a more active role in monitoring a State's efforts to locate absent parents and collect child support from children on AFDC. HEW is required to set up a separate unit to review and approve state child support plans, evaluate the implementation of the child support program in each state, and provide technical assistance to states to help them to establish effective systems for determining paternity and collecting support. HEW will be required to determine the adequacy of child support programs by conducting an annual audit. A State will not be found to have an acceptable program unless it adequately cooperates in obtaining child support payments from the absent parents of AFDC children who reside in other states. If the minimum standards are not met, HEW would be required to impose a penalty equal to 5% of the Federal AFDC match. In order for states to have reasonable lead time to develop effective programs, no penalties will be imposed prior to January 1, 1977.

A mother must agree to try to help locate an absent father in order to receive AFDC payments. Lack of cooperation will preclude her payments, but her children will continue to receive benefits.

3. National Health Planning and Resources Development Act of 1974

The Health Planning and Development bill was signed by the President on January 4. A summary of the law is attached. Clarification of the bill will come through regulation and policy developed by Bureau of Planning and Resource Development.

The following are items which may require State legislation:

- (1) Authority to reorganize the State Agency. The Governor is to designate a State Agency as the sole agency for the performance of State planning functions except that any functions may be performed by another agency of the State Government upon request of the Governor under an agreement with State Agency satisfactory to the Secretary of HEW. This may also require authorization of the State Health Coordinating Council and repeal of Health Facilities Construction Council and Community Mental Health Center Construction Councils.
- (2) Certificate of Need legislation which applies to new institutional health services proposed to be offered or developed within the State. The Certificate of Need program shall provide for review and determination of need prior to the development or offering of services, facilities or organizations or substantial expenditures undertaken in preparation for such offering. The State Agency shall consider recommendations made by health systems agencies. Such program shall also periodically review (not less than every five years) all institutional health services being offered in the State and after considering the recommendations of the health systems agencies, make public its findings. This requirement applies to the State Agency at the expiration of the first regular session of a State legislature after the enactment of the law.
- (3) Enabling legislation so that private non-profit organizations and the State Health Coordinating Council can review State health plans.
- (4) Authority to compel private medicine to report to health systems agencies and the State Agency who will be reviewing all institutional services periodically.

1974 AMENDMENTS TO THE
PUBLIC WORKS AND ECONOMIC DEVELOPMENT ACT OF 1965

BACKGROUND

The purpose of the Public Works and Economic Development Act of 1965 is to help restore the economic health of areas burdened with high unemployment and low family incomes.

To be eligible for assistance, a project must be located within an EDA-designated Area or designated Economic Development Center and must be consistent with the approved Overall Economic Development Program (OEDP). The principal requirements for an area's designation are high unemployment or low family income.

Areas also may be designated if they have experienced or are expected to experience a sudden rise in unemployment due to the closing of a major source of income, or if they have suffered a substantial loss of population due to the lack of job opportunities.

Eligibility of Applicant

Applicants may be States, local subdivisions thereof, Indian tribes, or private or public non-profit organizations or associations representing an EDA-designated Area or Economic Development Center. Applicants must be legally empowered to receive and disburse Federal grants and loans for its construction.

SECTION 302 ECONOMIC DEVELOPMENT PLANNING

Section 302 was added to the Act to enable the Economic Development Administration to make grants up to 80 per cent of the cost for economic development planning to States, cities, and sub-state planning and development organizations. For FY 1975 there have been appropriated \$5.5 million to carry out this program.

The Agency has decided that first priority for these funds will be given to States and second priority to cities. There has long been a need for statewide economic planning and under the provisions of this section, such planning is encouraged. It is even a requirement of the legislation that any such statewide planning must be a continuous process involving public officials and private citizens in analyzing local economy and that the plan as developed shall

incorporate the goals and objectives of local and economic development district planning. In this initial year, the process of cooperation and mutual plans is perhaps even more important than the end product which will result from all of these efforts. There is also some limited assistance available to districts to assist them in defraying costs of their A-95 reviews carried out pursuant to the Intergovernmental Cooperation Act of 1968.

SECTION 304
PUBLIC WORKS CONSTRUCTION FUNDS

Section 304 of the Act authorizes \$35 million in Fiscal Year 1975 and \$17 million in Fiscal Year 1976 for allocation by the Secretary of Commerce to States for supplementing or providing first-dollar grants and loans authorized by Titles I, II and IV of the Act. For Fiscal Year 1975, \$13 million has been appropriated. These funds are available for construction of Public Works facilities under either a grant or loan program. Funds are apportioned to the States according to the ratio which grants have been made under Title I to the respective State since August of 1965. Applying the appropriated funds to the formula, we find that the States in this federal region would be entitled to the following sums:

Alaska	-	\$321,000
Washington	-	\$578,000
Idaho	-	\$184,000
Oregon	-	\$177,000

In addition, there must be a 25% infusion of State funds under this Section and projects selected must be consistent with State plans developed under Section 302 which was just discussed.

A State may use these funds to reduce or waive the non-federal share otherwise required for an EDA project. A State may also use its 304 funds as first-dollar funds on a new project after the Secretary has determined that the project meets all of the eligibility requirements for an EDA project the same as if federal funding were available.

TITLE IX
ECONOMIC DEVELOPMENT AND ADJUSTMENT ASSISTANCE

The Agency received an important new tool with the addition of Title IX to the Act entitled "Special Economic Development and Adjustment Assistance." This legislation enables EDA to provide assistance programs to meet special needs arising from action of the federal government and change in economic conditions. By way of limited example, funds from this Title may be used to obtain compliance with environmental requirements which remove economic activities from a locality, and economic adjustment problems resulting from severe changes in economic conditions such as occurred in this area with the drastic curtailment in the employment of the Boeing Company a few years ago. The uses to which the funds may be put are very broad as long as the purpose of the Act has been met. Perhaps the most important aspect of this legislation is that it permits the Agency to act as soon as there has even been threatened severe unemployment instead of waiting until a plant closes down. It is this Title that has been used to grant recent assistance to the State of Washington to develop a plan to solve its commercial salmon fishing problem.

Funds may be used for goals as diversified as erection of public facilities, rent supplements, training, relocation of individuals and unemployment compensation. Any unemployment compensation payments would be handled by the Department of Labor and the State involved. So far the Agency has not favored the use of the funds for unemployment compensation but rather for the development and solution of economic adjustment problems.

An eligible recipient for these funds can be a redevelopment area or economic development district established under the Act, an Indian tribe, a State, a city or other political subdivision of the State, or a combination of political subdivisions. Funds granted to an eligible recipient may be used in direct expenditures by the recipient or through redistribution by public and private non-profit entities in grants, loans, loan guarantees or other assistance.

Prior to receiving any funding, the eligible grantee must submit a detailed plan which will be approved by the Secretary of Commerce. The plan will identify each adjustment need for which assistance is sought, describe the activity planned to meet each need, and the details for carrying out the plan.

Under this Title, it is now possible for EDA to offer assistance just as soon as there is a threatened severe unemployment arising from economic dislocation. Such needs can be readily met and a community assisted to overcome its economic adjustment problems before its residents are unemployed.

TITLE X
JOB OPPORTUNITIES PROGRAM

Title III of the Comprehensive Employment and Training Act of 1973, better known as CETA, has been enacted as Title X of the Public Works and Economic Development Act of 1965. The purpose of this legislation is to provide emergency financial assistance to stimulate, maintain, or expand job-creating activities in areas which are suffering from unusually high levels of unemployment.

Under this legislation an eligible area could be any area which meets one of the following definitions:

1. Any area which the Secretary of Labor designates as an area which has unemployment equal to or in excess of 6.5 per cent for three months.
2. Any area designated pursuant to Section 204(c) of CETA.
3. Any area which has been designated as a redevelopment area under the Public Works and Economic Development Act of 1965.

The legislation requires that at least 50 per cent of the funds be used on projects or programs which are 75 per cent labor intensive so the real emphasis here is upon jobs.

The Secretary of Commerce and the Secretary of Labor are jointly to determine which programs or projects will contribute significantly to the reduction of unemployment in the eligible area, can be initiated promptly, substantially completed within twelve months, and are consistent with locally approved comprehensive plans. Once these tests are met, the funds can be used for nearly any activity that is labor intensive.

To date, \$125 million have been appropriated for this legislation, but there can be a division of these funds between other federal agencies and the Economic Development Administration.

EDA has administratively decided to fund these projects at an 80 per cent grant rate except in those cases where it has been determined that the non-federal contribution cannot reasonably be obtained by the State or local government concerned. In these cases, the grant rate would be 100 per cent.

The emphasis in expending these funds will be upon projects that are labor intensive and have obtained the approval of locally involved levels of government.


THE NATIONAL CONFERENCE OF STATE LEGISLATURES

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(202) 785-5610

Earl S. Mackey
Executive Director

M E M O R A N D U M

TO: Chairmen, Human Resources Committees

FROM: Dick Merritt, Special Assistant for Human Resources 

DATE: March 11, 1975

Recently, I forwarded to you a copy of some regulatory questions surrounding the new Title XX (Social Services Amendments) to the Social Security Act. I am enclosing additional information related to the new program which I hope you will find useful. If it is the case that your particular committee is not responsible for social service programs in your State, I would be grateful if you would share the enclosed information with the appropriate committee chairman.

As you know, the new Title XX authorizes \$2.5 billion to the States for Social Services programs. October 1 is the effective start-up date for the law. Each State must publish its proposed Annual Services Program Plan before July 3, 1975. Legislators should recognize that HEW is no longer responsible for approving the content of the State plan. That is to say, HEW will not define for a State what is or is not a social service. States must allow at least 45 days for public comment on the plan and then publish its final version 45 days prior to the beginning of its services' program year.

May I make a particular request which I hope you will not find troublesome? In my effort to keep legislators and legislative staff informed about important Federal issues in the Human Resources field which may affect States, it would be helpful for me to know the name of the Chairman of the Committee which is responsible for issues such as health, social services, and welfare. Moreover, it would also be good to know the names of any staff individuals serving that committee or committees. Therefore, I would appreciate it very much if you would supply me with this information.

Finally, if this office can serve you in any way, we would welcome your call.

2/5/75

PLANNING FOR TITLE XX IMPLEMENTATION

HEW SCHEDULE

STATE SCHEDULE

MAJOR PRIORITY -

ANNUAL SERVICES PROGRAM PLAN

INTERRELATIONSHIPS WITH OTHER HUMAN SERVICES

HEW SCHEDULE

COMPLETED

6-STATE PLANNING SURVEY

DRAFT PLANNING FORMAT

HEW FIELD STAFF MEETINGS ON POLICY
AND IMPLEMENTATION

REGIONAL DIRECTORS

SRS REGIONAL COMMISSIONERS

SRS ASSOC. RC FOR COMMUNITY SERVICES

SECRETARY'S ORIENTATION LETTER TO GOVERNORS

DRAFT SSRR

HEW SCHEDULE

IN PROCESS

POLICY ISSUE IDENTIFICATION AND RESOLUTION

COMPLETION DATE

FEBRUARY 14

PROPOSED REGULATION DEVELOPMENT

ISSUE DATE

MARCH 14

GUIDE DEVELOPMENT

PLANNING GUIDES

FEBRUARY

FINANCIAL CONTROLS AND AUDIT GUIDES

JULY

PURCHASE OF SERVICE MODELS

JULY

EVALUATION MANUAL

MARCH

GUIDELINES FOR THE PLANNING-

PUBLIC REVIEW PROCESS

APRIL

REGIONAL OFFICE LIAISON