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Much of the Sea Grant effort (as well as most of the other University efforts) is aimed at the higher education level with little relevance to vocational education for the average fisherman. Education of this sort is outside the realm of upper division university course work. The role of the Alaska Sea Grant Program (ASGP) is more appropriately in the training of research and management personnel.

## B. Community Colleges

1. Juneau-Douglas Community College: JDCC is deeply committed to a fisheries technology program. Their current curriculum includes the following courses: small boat construction and repair; repair and maintenance of gas and diesel engines; and an assortment of regular classes and clinics (short courses). Courses are offered in welding, which stress repair and fabrication using all common techniques (e.g., oxy-acetylene, arc). Hydraulics maintenance and repair are also offered, and self-help programs on such topics as navigation and marine electronics are planned. (M. Metty, Personal Communication).

In preparation for future development of their fisheries education program, JDCC has purchased a shoreside facility, formerly known as the "Northern Commercial Property." Although plans for its use are still undefined, it seems clear that this property will house JDCC's entire marine and fisheries programs. It is ideally located with a ways and a small boat yard for repair and maintenance of smaller commercial fishing vessels. It will be the only such facility in Alaska that is tied to an educational institution and thus presents some ideal and unique educational opportunities. One other similar facility is planned for Alaska, the Alaska Skill Center at Seward on the southcentral coast, discussed elsewhere in this report.

In planning for future fisheries education, JDCC has advertised two openings for "gear specialists": one in the area of white fish fisheries; and one to be more of a generalist. The effort is constructive, but the needs do not seem well articulated. More appropriate at this juncture would be the creation of a single position of "fisheries education coordinator", whose primary function would be to clearly plan both present and future curriculum and facility needs relevant to the fishing industry. The fisheries education coordinator could then work to build the program around the two positions advertised at this time.

2. Prince William Sound Community College: PWSCC's efforts are still at the proposal stage, although the course outline is certainly impressive and comprehensive. The course descriptions indicate a strong attempt toward the development of a technical fisheries program similar to that found at the Rhode Island School of Fisheries. Dr. John Devens, Campus President, has told me that students are already signed up for this program; however, other than a fisheries coordinator, faculty and facilities are not in place. The PWSCC effort requires extensive funding, with both federal and state support. Two factors are even more important than funding to insure the ultimate success of this program: (1) patient and long term time allotment and (2) very careful selection of instructors for the program. Judging from the experience of the Rhode Island School of Fisheries, seven to ten years may be required to successfully establish and demonstrate the merits of a fisheries technical school. Without the exact combination of familiarity with the region fisheries and fishermen and the ability to communicate and teach on the part of every member of the faculty, the program cannot succeed.
  
3. Kodiak Community College: An ambitious program in fisheries technology was established at KCC in 1972. The program was expanded in 1974 to include a two-year course in seafood processing (Atkinson, 1974). Kodiak was envisioned by the University to be the ideal location for this program. There were indications of strong support for the concept throughout all phases of the industry, yet by 1978, the program was virtually dead. In my discussions with various representatives of the industry and the community college, the reasons for this appear to be: (1) the program was not structured to meet the needs of the industry in terms of format or content; (2) not enough time was allotted to bring the program to fruition; and (3) while the instructional staff was well qualified, in terms of their experience and academic ability, they were evidently unable to build a rapport with the various segments of the industry and to take direction from them in structuring the program. This last is of extreme importance, but it is also necessary to be able to go one step further and intuitively anticipate needs that the industry does not express.

KCC has not lost its determination to take a strong lead in Alaskan fisheries education. A recent grant proposal has been submitted and funded to reimplement the program on a different level. The approach is to develop a multi-agency cooperative effort on an island-wide basis.

This will involve not only KCC, but also Kodiak High School's existing fisheries program, and all the region's village high schools. Much of the effort will be devoted to the development of modular material that can be used in or out of the classroom. Emphasis will not be restricted to the harvesting end of the fisheries but will also stress the many ancillary skills needed by today's modern fishermen to compete successfully in the business world. In conjunction with the University's Criminal Justice Center, a strong multi-level fisheries law component is being built-in. If the new Kodiak program lives up to its promise, it could serve as a model for all regional fisheries education development programs throughout the state.

4. Other Community Colleges: Kuskokwim Community College is in the process of organizing a land resources program, including fisheries and wildlife management, leading to an A.A. degree. The nucleus of their fisheries program will encompass the river fisheries of the river country of Western Alaska. Ketchikan Community College, Sitka Community College as well as others about the state, have expressed interest in various aspects of technical programs. Most offer some sort of marine technology programs, including small engine repair and maintenance as well as related courses.
5. Sheldon Jackson College: While Sheldon Jackson is a private college, and thus lies outside the domain of the community college system, it is practical to consider it within that province, for the purposes of this report. Since it is a two-year college, SJ's interest in fisheries are currently limited to salmon aquaculture, although both the staff and the administration have expressed interest in expanding into a much broader program, possibly including, training for the white fishery. (Charles Bovee, Personal Communication).

In its speciality, SJ provides the only upper level academic aquacultural training within Alaska. It is a successful program, but limited in potential by a rather small and defined job market available to graduates from the program. SJ draws students from all over the state, as well as from the lower 48 states. Courses include not only the standard fish husbandry and fish biology offerings, but also a strong "hands-on" approach to the hatchery work, and courses in mechanical equipment operation and maintenance, emergency medical care, and fish pathology. (Mel Sieffert, Personal Communication).

Due to the restricted job market, it is impractical for other two-year programs in the State to try and duplicate the aquacultural curriculum offered by SJ, unless, for some unforeseen reason, their program was to be discontinued.

C. Secondary Schools:

Secondary schools have expressed strong interest in both fisheries and aquaculture programs, but with few exceptions, most attempts at these programs have met with limited success.

In looking at these programs, one can find several common denominators that contribute to the lack of success: lack of experienced teachers; high rate of teacher turnover; and lack of information resources. Inadequate funding and lack of community support are also cited as reasons. Complicating the situation are factors unique to rural Alaskan schools such as poor communication within and between interested districts and individual teachers. Too often mistakes made in one region are simply repeated by other districts because there is no forum of interested parties that can initiate an exchange of ideas, experience and information.

Yet the secondary school fisheries picture is not entirely bleak. Several schools have made strong, sustained and successful efforts. For example, Ketchikan and Kodiak have long been leaders in the field of fisheries. Kake, Ketchikan and Sand Point have established hatchery programs that show good potential.

These specialized programs at the secondary level often miss a valid point. Too often competency in writing, reading and computation is slighted in favor of special interest courses. If we are going to train young Alaskans to take over our resources and industries, we cannot afford to slight their ability to communicate and to develop mathematical skills. They must be competent in these areas before they can enter the specialities. This does not preclude the use of fisheries as a vehicle to approach the basics. Indeed, every rural teacher should be encouraged to use all the resources at hand to individualize his or her curriculum and materials to local relevancy.

Another problem that may contribute to the failure of fisheries programs at the secondary level lies in the selection of student participants. If they are not highly motivated toward the fishing industry, they will be unable to extract the maximum benefit from the program. Ultimately, the program is apt to become a holding pen for students who are merely passing time.

D. Alaska Skill Center:

The Alaska Skill Center in Seward is a unique institution in the state. Although it presently does not offer fisheries courses, parts of the curriculum (e.g., welding, diesel, mechanics) are strongly applicable to the fishing industry. Many of the courses are open entry/open exit and all have definite practical orientation.

ASC is currently looking at participation in the development of the shipyard at the mouth of the 4th of July Creek. If implemented, this facility will directly influence the Alaska fishing industry as a training facility for future boatwrights and repairmen. However, it will not, and cannot, meet all the vocational or technical education needs in this area for the state. There will always be a strong need for the dissemination of this knowledge at the village level. For many rural residents it is impractical or undesirable to travel to Seward for their education. At the recent Aleutian-Pribilof Bottomfish Conference at St. Paul (September 1979), this idea was expressed by many of the Aleut representative attending the meeting.

E. State Government:

In addition to the University system and the State Department of Education, the state government is becoming increasingly interested in fisheries education.

In the past year, the State Department of Commerce and Economic Development and the Office of the Governor have sponsored projects of an educational nature, including several white fish harvesting demonstration projects, fishing trials, and jointly sponsored with the Marine Advisory Program a class on white fish processing. The latter was held last in Kodiak in April 1979, involving personnel from Scandinavia and conveyed up-to-date information on all phases of white fish processing. A processor's training manual (in press) has resulted from this course.

In the FY '81 budget request recently submitted by DCED are two line item requests directly relevant to fisheries education. The first is entitled Bottomfish Production Trials/Demonstration and requests monies from the general fund to provide demonstration projects in cooperation with the Alaska Fisheries Development Foundation. The second budget request deals with three phases of fisheries education: (1) to establish a fisheries education coordination committee; (2) to implement the training of a "cadre of qualified resident instructors"; and (3) direct involvement in fisheries education at the community college level. This is exemplary of the support needed to provide the impetus for an organized fisheries education and training effort within Alaska, which in turn, will allow future generations of Alaskans to be masters of their own resources.

- F. Alaska Fisheries Development Foundation has proposed a \$90,000 budget for a training component in their planned ground fisheries demonstration project. In cooperation with the Marine Advisory Program, an on-board training program will be implemented. This program will be limited, by restricted bunk space on existing Alaska fishing vessels, and the rigors of utilization of new and unfamiliar fishing gear, economic constraints, etc. (AFDF, 1979). Yet even with all these restrictions, AFDF does offer a sound, if modest, start on this problem of training in this emerging field. The on-board efforts will be supplemented by workshops and media development and presentations in the primary fishing ports. This will include extensive news coverage and the development of specialized audio visual materials which may be used as a foundation for future training efforts.

### III. ALASKAN FISHERIES EDUCATION NEEDS

The needs in Alaskan fisheries education can be viewed from several standpoints. Regional needs are quite diverse and these should be considered if one is establishing or bolstering fisheries in coastal or river-based fisheries. For example, the fishing communities of Southeastern Alaska and Kodiak can expect to harvest, process and market a much broader range of resources than the communities of the Arctic-Yukon-Tuskokwim regions. Yet certain common themes are prevalent throughout the state. One of these themes was best summed up by James Branson, Executive Director of the North Pacific Fisheries Management Council, during a recent conversation, "Our job would be many times simplified if the fishermen had, somewhere in their background, some strong knowledge about the resources." The state is embarking on a new bottomfish enterprise, one which is capturing the imagination of everyone from fishermen to bureaucrats. The question "what is a bottomfish?" remains very difficult for most to answer. The herring fishery is emerging as a very profitable operation in the Southern Bering Seacoast villages and other districts but many fishermen know little of the basic biology of the resource. Throughout the state, salmon has been the richest of the traditional fisheries. However, the life histories of the five species are poorly understood by the average fisherman. In all schools, at all levels, one of the greatest needs is basic resource information. This may be approached in the schools by abandoning the textbooks which are traditionally oriented toward terrestrial botany and zoology, and training with a local marine ecosystems approach. This involves much greater innovative effort on the part of the teacher, but would prove more effective in the long run. An excellent example of this sort of program is that instituted by Ms. Lucile Holden of Ketchikan High School about nine years ago, and with which she is still working.

Another statewide need which has been expressed in almost all communities which I have visited is fiscal management; for business management, financial planning, taxes. Other fiscal matters are becoming increasingly important to insure the greatest rewards for their efforts. In today's increasingly complex and inflationary society, this will become even more important.

With the emerging white fish fishery, Alaska fishermen must learn to use modern and complex equipment and deal with non-traditional (for Alaskans) resources. Machines such as the new Mustad Autoline system, on-board heading and gutting equipment, and new advanced methods of on-board refrigeration must be mastered in order for the bottomfish fisherman to compete successfully on the world market.

Boat repair and fabrication, diesel mechanics, electronics and navigation all are becoming increasingly important to Alaska's successful fishermen. For the small boat fishermen, the skipper needs to be familiar with all of those skills, while on larger vessels, crew members with specialized skills in these fields are important, and at shore-based support facilities (such as the proposed Alaska Skill Center or the Juneau-Douglas Community College Boatyards), individuals with these skills will be in demand.

In examining Alaskan fisheries education needs, it is helpful to look at two possible "systems" approaches: vocational education and technical education. Ultimately, both approach the same goal of strong fisheries education and training for future members of the industry.

Vocational fisheries education may be best addressed by the community college system, the Alaska Skill Center and Sheldon Jackson College through a network which will be described later in this report. It should be directed toward specific needs, with materials which are modular in concept and format and suitable for delivery to either small audiences throughout a given region or on board a vessel for crew use. The new Kodiak Community College program can provide an excellent model for such a delivery system. The viability of this concept may be thoroughly tested with this program before implementation in other regions.

Technical education, on the other hand, should provide a resident a two or four year program leading to degrees in some aspect of commercial fisheries. An example of such a program is found at the University of Rhode Island Department of Fisheries and Marine Technology.

The technical approach to Alaskan fisheries education is highly desirable for Alaska. It does not, however, answer our immediate needs, due to the length of time required to put a technical school of fisheries into place and nurture it to success. Captain G.A. Motte, Chairman of Rhode Island's Department of Fisheries and Marine Technology, spoke of problems they encountered in getting started; at the outset, there was opposition from the skippers to hiring a classroom trained crewperson. It was difficult to convince students that it was a valid expense of time, money and effort to spend two, three, or four years in the classroom when he or she could be at sea, earning a paycheck.

In the ten years that the department has been in existence, the attitudes gradually changed. Now skippers demand that their prospective crew members have attended the URI program, and the waiting list calls for more candidates than the school can accept. As a result, they are highly selective in accepting students, though it has taken ten years to reach their present status.

Alaska needs to have a technical school of this type and caliber. It will not, however, answer our immediate problems. Even if all our fisheries education efforts were focused on this approach, we could not meet the immediate needs of our people and industry. This is not to say that we should not work toward this goal, but rather we should start today with a well-organized and strongly funded vocational education network. Even with an excellent, well-accepted technical school in place, the vocational network will still be extremely important. Because of Alaska's size and diverse needs, there should be no redundancy in ultimately approaching fisheries education from both directions. Besides, even the finest technical school can only answer the needs of a limited segment of future Alaskan fishermen. There will always be a majority of people who cannot afford, for one reason or another, to attend such a school, as well as people who need only courses on particular discrete topics. These people may be best served on an out-reach basis through the community college or other vocational programs.

The College of Fisheries, Navigation, Marine Engineering and Electronics in St. John's Newfoundland may serve as a useful example for Alaskans to consider. Newfoundland, located on the east coast of the continent, has much in common with Alaska. Fishing is a major industry; the ports are frequently small and remote and communication problems between population centers are similar to those of rural Alaska. While there is a strong on-campus program at St. John's, each year since the school opened in 1964 a third or more of the enrollment has been through the extension program of travelling schools.

While the majority of course offerings detailed in their "List of Programs" are offered principally at the St. John's campus, most of the courses are of one and two weeks duration and are designed to upgrade skills of people who are already in the industry.

It was not possible for Lee, Pennington and Associates' personnel to visit the St. John's campus due to the school's summer break. However, it would be highly desirable for us, or someone interested in Alaska fisheries education delivery systems to do so.

#### IV. ORGANIZING ALASKAN FISHERIES EDUCATION EFFORTS

Does Alaska's fisheries education effort need organization? In my mind, the answer is yes. We have too often seen programs attempted, only to watch them fail. We have witnessed duplicative efforts leading to redundancy because of poor communications. We have regions and schools which are unable to profit from mistakes or successes of other entities simply because they don't have knowledge of them. We have heard repeated requests from rural residents for stronger programs in fisheries, but no one seems to know where to find assistance to set up fisheries education programs, or how to maintain them at functional and efficient levels.

Currently, there are two major entities vitally interested in promotion of fisheries education within the State of Alaska: The Alaska State Department of Education and the University of Alaska. Other agencies and associations have also expressed interest and need. The various native associations and corporations, the Alaska Native Foundation, Alaska Fisheries Development Foundation, various state departments (e.g., Department of Fish and Game, Department of Commerce and Economic Development) and others, all have strong contributions to make. However, it would be an inefficient expense of effort and capital for all these entities to plunge into this effort without some form of organized coordination.

Since the two major organizations (DOE and U of A) in fisheries education approach this topic from rather different, or at least rarely overlapping approaches, it would be logical for representatives of their governing boards (the State Board of Education and the Board of Regents, respectively; as well as a representative from the Post-Secondary Commission) to form an oversight board to oversee the policy formulation for fisheries education. They, however, are not necessarily in touch with the needs of the industry, or the rural fisherman, and they haven't the time to follow up policy or delivery. To fill this role, a coordinating council, whose members would be appointed by the oversight board should be directly responsible for implementation at the state level. Members of this council should include at least one representative from the community college system, the Governor's Office, the Alaska Native Foundation, the Department of Education, the University of Alaska Sea Grant/ Marine Advisory Programs, and other interested groups.

The council should have a person in the role of secretary, to carry out the council's directives. It is desirable to have this person housed either within the community college system or the central office of the Department of Education. A major role to be carried out will be interfacing with the fisheries coordinators at the various community colleges and other institutions. A flow chart of this organization is presented. (Table 1).

On the next level fisheries coordinators should be responsible for developing and disseminating materials, not only within their own institutions, but also through the rural secondary schools of their region. In the village, it will be the role of the principal teacher or his or her designee to further disseminate the materials to skippers and other interested people.

Perhaps the most critical part in this scheme lies at the village level. It will require a great deal of grass roots effort to establish strong and effective liaisons between the village fishermen and the rest of the program. An accurate needs assessment for each village served within a region, with priorities for answering those needs, is extremely delicate and very important. It is essential, if this program is to work, that it demonstrates its ability to meet local needs very early in the program, and continue to do so. The proposed Kodiak Community College fisheries program offers an excellent opportunity to demonstrate this ability on a regional scale before the entire program is implemented statewide.

Needs at the village level may be communicated through the principal teacher and the coordinators, to the coordinating council. Furthermore, in this fashion, an effective talent bank system may be set up to operate on a statewide basis.

This talent bank would consist of a roster of people with definite skills for use throughout the State, much in the fashion of the present DOE Talent Bank. Funding for the fisheries education talent bank should be handled in a similar manner to or as a part of the DOE talent bank system.

While this organizational scheme would encompass most situations, demonstration projects and fishing trials conducted by the State and Alaska Fisheries Development Foundation are special cases. The need for projects of this nature can be communicated through the channels outlined above, and the coordination council and the local educational agency may be of great assistance in staging them. However, it may be more expeditious and advantageous to have them funded directly.

I believe, however, that one requirement must be written into each and every demonstration project: they must be designed to develop a local information core. Too often the Alaska fishing industry has had to (and will, in the future, have to) rely on out-of-state or foreign expertise, particularly in the white fish industry. Recognizing that we must take our expertise from whatever available resources, we should also be training a cadre of people within our own industry to not only use new equipment and fishing techniques, but also to pass this information on to other Alaskan fishermen, processors, and marketers. It is unlikely that we will ever be totally independent of out-of-state expertise. Indeed, it would not be in our best interest to become totally dependent on local expertise. It would, however, make good economic and educational sense to reduce this dependency gradually.

There is another possible approach to the reduction of dependence upon foreign and out-of-state expertise. This lies in the strengthening of the existing Marine Advisory Program, especially in the area of gear specialists. As mentioned earlier in this report, MAP has attempted to add a gear specialist to its staff, but funding has been unavailable. Most of the State demonstration projects include various specialized gear uses. Therefore, it would be in the best interest of the State and its fishing industry to directly fund at least one, and preferably three gear specialists for statewide service within MAP. While three gear specialists may seem extravagant, consider the expense in constantly importing outside knowledge to the vast reaches of the Alaska coastline. Again, the development of these specialists could be effectively aided by close involvement of the MAP with the coordinating council.

It should be realized, however, that merely adding to the Marine Advisory staff will not be sufficient to provide the needed fisheries education effort. This step should be regarded as a supportive measure to help fill the gaps while a completed and functional statewide fisheries education network is being developed. Subsequently, there will still be a need to maintain that Marine Advisory expertise throughout the state to supplement the proposed educational delivery system.

It is our recommendation that this proposal be implemented on a regional basis since Kodiak Community College has been awarded a grant to initiate a Regional Community College - community fisheries program, we suggest that Kodiak is the logical site to act as a model for future efforts. After one year of operation, the program should be expanded and initiated in another region, utilizing and adopting materials and experience developed in Kodiak. Further expansion could be accomplished step-wise each successive year.

The first year operating costs, though, partly depend on already appropriated funds (see attached Kodiak Community College project budget Table 2). The added funds needed will cover initiation of the state network, and preliminary work on needs assessment of individual regions to be served by the plan at a later date. These expenses should cover the selection of the five-member oversight board (Board of Education, Board of Regents, Post-Secondary Commission), as well as their attendant travel expenses; the selection, travel and meeting costs of a state fisheries education coordinator; and finally the costs of initial needs assessment and preparation for implementing the program in the successive regions. Possible funding patterns are outlined in Table 3.

V. PROPOSED BUDGET

1st Year Operation

1.	Oversight Board Expenses	\$ 3,000
2.	Selection and Operational Expenses-Coordinating Committee	5,000
3.	Travel Coordination Committee	6,000
4.	State F. E. Coordinator	
	a. Salary	36,000
	b. Secretary	20,000
	c. Fringe at 17.5%	9,800
	d. Travel	7,000
	e. Communication	5,000
5.	Subsequent Needs Assessment (to be contracted)	60,000
	Total First Year	\$151,800

2nd Year Operation

1.	Oversight Board	3,000
2.	Coordinating Committee	10,000
3.	a. State F. F. Coordinator salary	38,000
	b. Support	21,000
	c. Fringe at 17.5%	11,000
	d. Travel	8,000
	e. Communication	5,000

4. Subsequent Needs Assessment	60,000
5. Curriculum Development (contract)	60,000
6. Community College Coordinator Salary	38,000
7. Support	15,000
8. Fringe	9,000
9. Travel and per diem for regional teachers	4,000
10. Community College Coordinator travel	3,000
11. Supplies	11,000
12. Evaluation	16,000
13. Communication	4,000
14. Printing	5,000
Total Second Year	\$321,000

Beyond the second year the Kodiak Community College program must be refunded to continue it. As a rough prediction it will cost approximately \$200,000 a year to maintain the program. Using that figure in conjunction with the state advisors first year cost to estimate the total overall costs of running this program on a coastal statewide basis at the following locations: Ketchikan, Juneau, Prince William Sound, Kodiak, Kenai, the Aleutian Region, Bethel, Nome, and Barrow, one arrives at an annual cost of \$1,900,000.

There are, however, some problems with using this estimate. For example, there is currently no community college in the Aleutian Region. It has been suggested that a fisheries extension center be placed at Dutch Harbor to act in this capacity. Expenses of running this sort of program in the Aleutian Region may be perceptibly higher than in other regions, but this will also be offset by lower costs at other centers, such as Nome or Barrow where the commercial fisheries, while potentially very important, will probably always remain at a far lower intensity than those of the more southern centers.

#### VI. SUMMARY

The Alaskan fishing industry is of vital importance to the future of this state. It stands on the edge of great expansion into new fisheries, new processing techniques, new markets, and new regions of the state. No longer is it a local cottage industry, but, instead, is now a rapidly growing multimillion dollar investment in which all Alaskans share directly or indirectly.

To allow this industry to provide maximum benefit for all of our citizens, be they producers, processors, marketers, investors, or consumers, we must initiate a coordinated fisheries education program, designed to (1) reach every portion of the state concerned with fisheries; (2) produce readily usable educational materials for all segments of the fishing industry statewide; (3) tailor these materials to local relevance; (4) make use of all available means to transfer out-of-state expertise into our educational system.

To accomplish these ends, Lee, Pennington and Associates recommends the following:

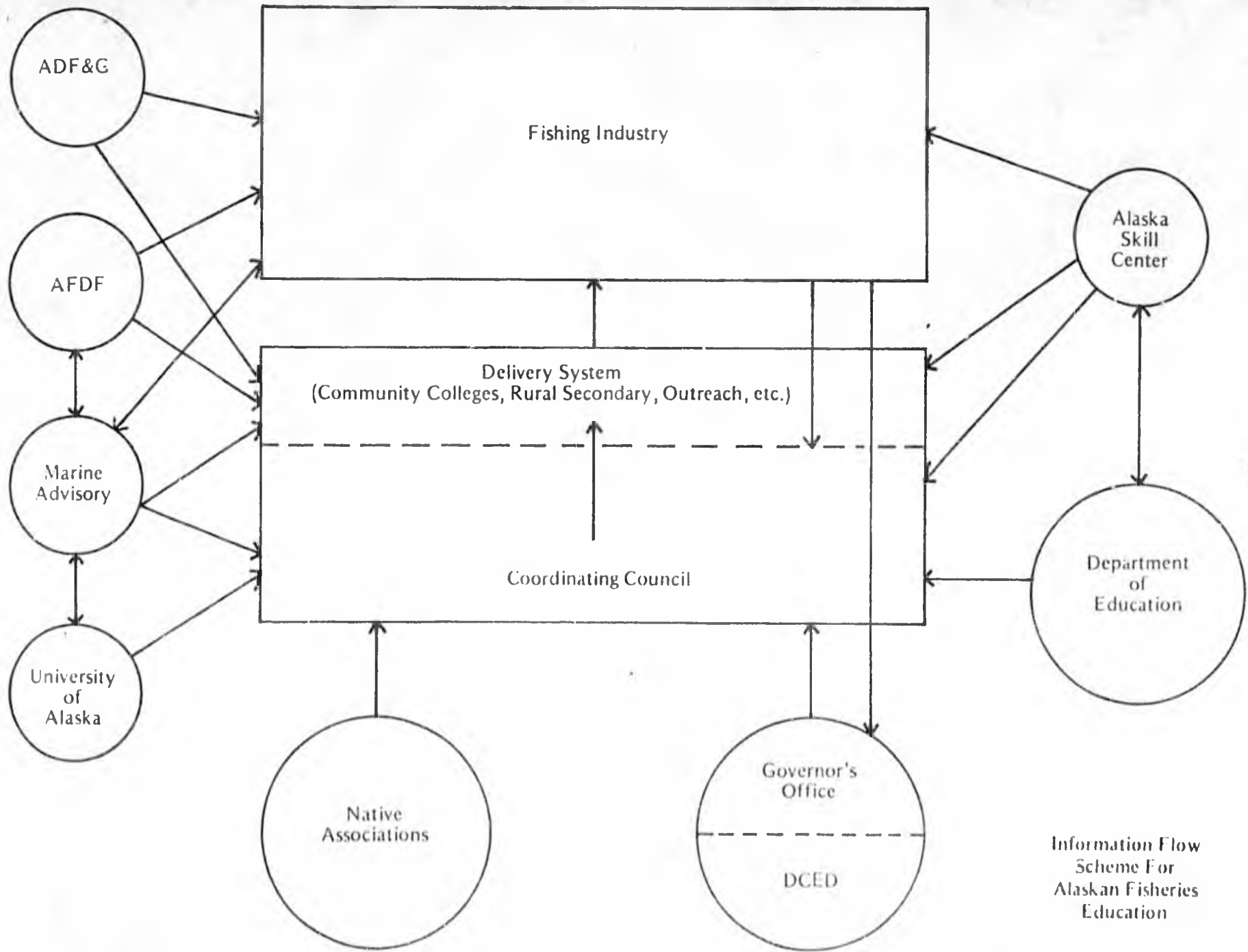
1. Setting up an educational and communications network consisting of:
  - a. An oversight board consisting of two members of the Board of Education, two from the Board of Regents, and one from the Post-Secondary Commission;
  - b. A coordinating council consisting of representatives from the community college system and all pertinent public and private agencies; and
  - c. Developing a statewide coordinated vocational fisheries program which would be regionally specialized and associated with the community colleges, university extension centers or other suitable regional entities.
2. The materials developed by this effort be modular in nature, and be suitable for non-classroom teaching.
3. The Kodiak Community College Program be used as a model for this effort, and that this program be fully supported financially.
4. Using the Kodiak experience and materials, a similar program be instituted and fully supported in at least one other coastal community college during the following year. Thereafter, one or two new programs should be added each year.
5. Those agencies responsible for funding these programs should realize that, in order to be successful, there must be a long term commitment of time, funds and energy.
6. The Marine Advisory Program be strengthened by the addition of one to three gear specialists for statewide service.
7. Ultimately, the State should consider supplementing their vocational fisheries by the development of Technical Fisheries Education College, similar to Rhode Island's School of Fisheries.



TABLE 2

## KODIAK COMMUNITY COLLEGE FISHERIES PROGRAM BUDGET

State Budget Account Number	Account Title	Budget Amount	
		Initial	Revised Date
310	Coordinator Salary - 18 months	\$54,000.00	
330	Secretary Salary - 24 months	28,800.00	
350	Employee Benefits 17.5%	14,490.00	
400	Professional & Technical Services		
	Project Initiator - 3 months	3,000.00	
	Technical Writers for Modules		
	Curriculum Development	40,000.00	
	Contracted Service plus		
	travel & per diem - NWRL		
	& Criminal Justice Center		
	Substitutes for Teachers	1,350.00	
	Teachers Release Time (H.S.)	1,000.00	
426	Travel and Per Diem		
	6 villages on Kodiak Island	2,520.00	
	Teachers Training		
	Coordinator Travel -		
	Program Development	2,700.00	
	& Implementation	1,500.00	
451	Supplies	5,000.00	
140	Communications	2,400.00	
	Project Evaluation	15,000.00	
	Printing Costs	5,000.00	
	Administrative Overhead 10%	17,376.00	
	TOTAL REQUESTED	\$194,136.00	



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REPORT OF THE ALASKA SENATE COMMITTEE ON QUALITY  
ASSURANCE IN THE SALMON FISHING INDUSTRY  
BY THE SUBCOMMITTEE ON EDUCATION

Background and Need

The Alaska salmon industry has undergone a major change in the last ten years. ~~This change consisted of a shift from a primary emphasis on canned salmon to a heavy emphasis on fresh and frozen salmon processing~~ (Fig. 1). This shift is as dramatic as, and is economically more significant than the development of the tanner crab fishery.

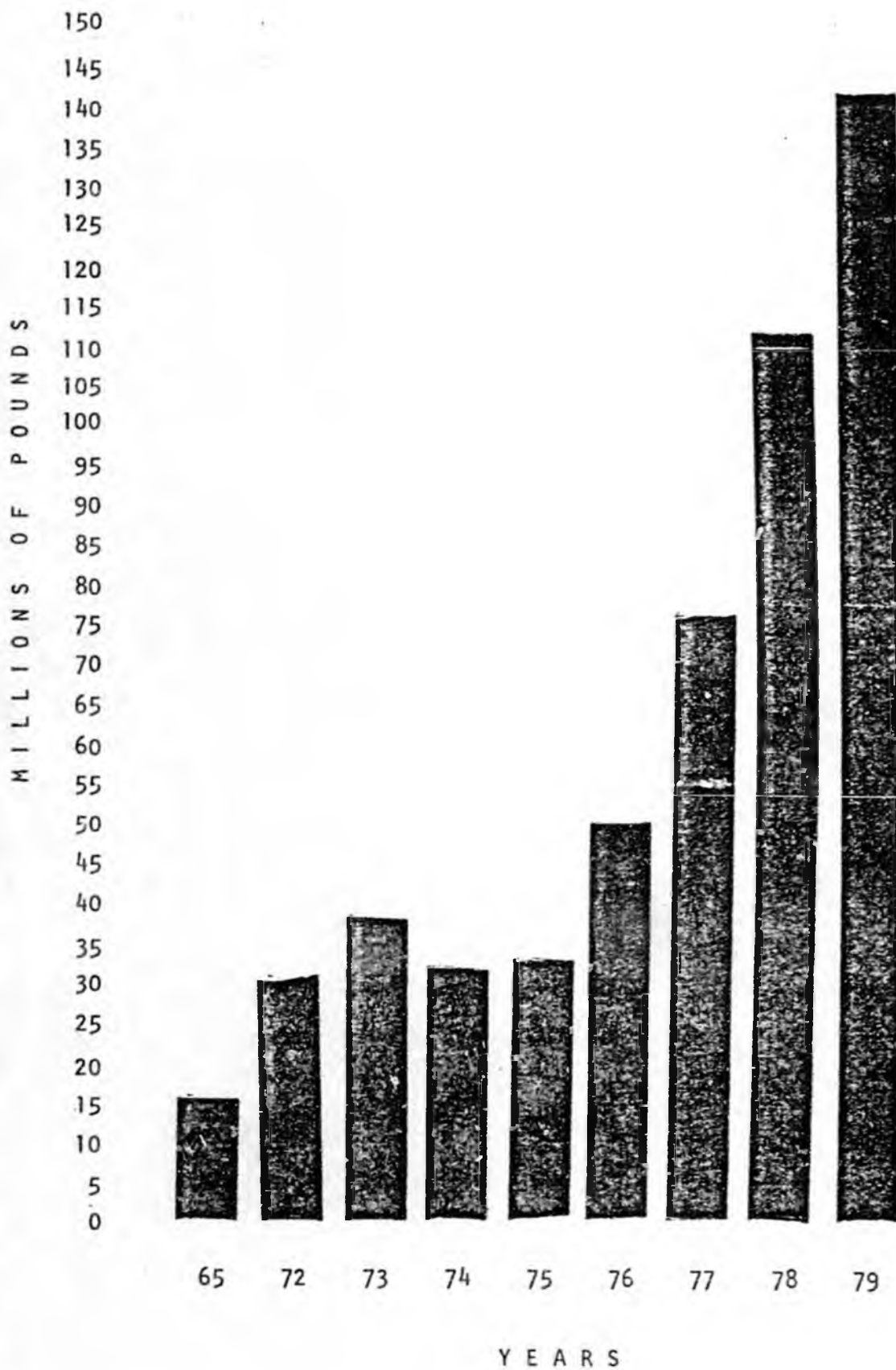
Traditionally, the fresh and frozen salmon markets were supplied by troll-caught salmon from Southeast Alaska and the Pacific Northwest. These were high-quality silver and king salmon, bled and dressed immediately after capture and iced within a short period of time. The supply was supplemented by gillnet-caught salmon, again principally silvers and kings.

As the market for fresh and frozen salmon expanded, it had to be filled with net-caught salmon. This move was accompanied by an increase in cold storage capacity in the Gulf of Alaska and air shipments from Bristol Bay and the AYK district.

During the last four years the growth has been dramatic (Fig. 1). In 1979 over 100 million pounds of salmon, including sockeye, chums and pinks that would previously have gone into the can, went to the frozen market. This is accomplished

*Jensen Douglas CC Ltd  
Coursed.*

ALASKA FROZEN SALMON PRODUCTION



# CORRECTION

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HAS BEEN REPHOTOGRAPHED  
TO ASSURE LEGIBILITY

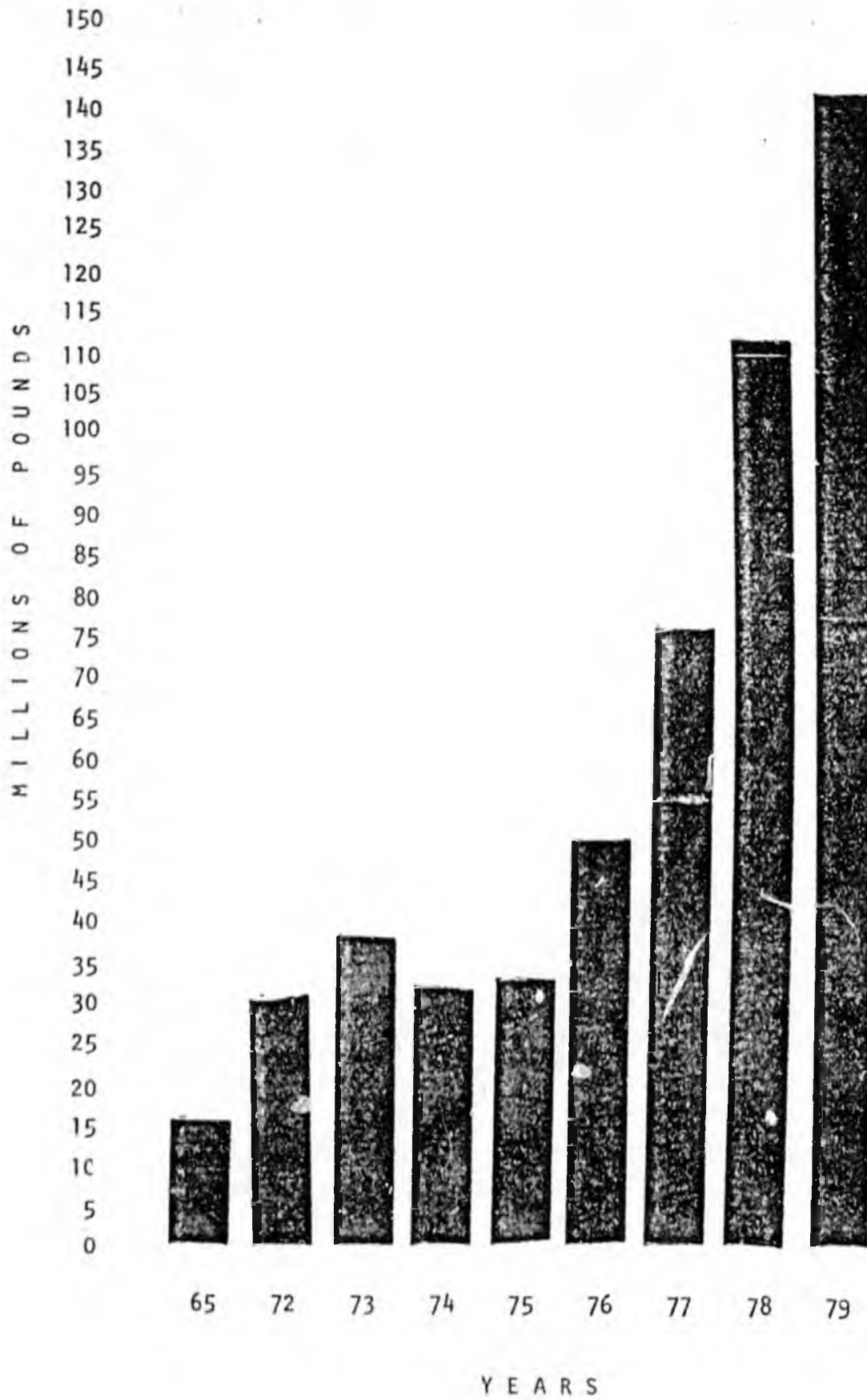
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TO ASSURE LEGIBILITY  
HAS BEEN REPHOTOGRAPHED  
THIS DOCUMENT

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# CORRECTION

ALASKA FROZEN SALMON PRODUCTION



by "high grading" at the plant, which has resulted in an overall lowering of quality in both the canned and frozen product.

Many of the fishermen and processors who are now producing for the fresh and frozen market formerly canned all of their product. Therefore, they are not familiar with the proper methods of handling fish to attain a high quality frozen product.

In Japan and Europe the devaluation of the U.S. dollar has put salmon within the buying range of more people. The Japanese market is for high quality dressed salmon with the head on, which are sold whole on the retail market. In Europe, the demand is for frozen salmon which are thawed and split for mild curing and smoking. Both markets demand a quality fish with no external or internal blemishes or visible flaws. North America, too, is experiencing a shift toward fresh and frozen salmon for use as steaks and fillets and, to a lesser extent, the mild cure and smoking market.

European and Asian markets are looking to our competition for a high quality product. This includes Canada and Norway, both of whom have high quality standards set by government regulation.

Processors in Europe complain about bruises, soft flesh, belly burn, rancidity and poor butchering of the product they receive from the U.S., including Alaska. These are all caused by improper handling and processing.

*Needs  
Education*

95% of seafood  
packaged by sailors members

Doyle  
Marine Advisory  
Program

### Problem

The Alaska fish are as good as any when they come from the water, but several million pounds of frozen salmon were condemned by state and federal inspectors after the 1979 season. Quality loss occurs in the hands of humans.

The problem of salmon quality is statewide, but is more critical in areas where the production of frozen salmon is a relatively new form of processing.

### Goals and Objectives

The goal of this project is to "Raise the quality of Alaska frozen salmon to a level that will meet or exceed that of any other country's product competing on a world market."

Our immediate objective is to improve the overall quality of Alaska salmon. Clearly, efforts need to be made in assisting the industry to improve the quality of salmon submitted to the world markets. Education is needed in proper techniques for handling salmon.

A committee has been appointed to determine these educational needs and the kinds of educational efforts the state should support. A broad-based educational program, directed at fishermen, tendermen and fish processors, is recommended by the committee.

### Approach

A broad-based education program will be developed. This program must be delivered to the largest number of industry members possible. The project will reach fishermen, tendermen, processors and shippers of salmon; i.e., all segments of the industry. In order to reach most of the industry, a number of different audio and visual educational techniques will be employed. These will include, but not be limited to:

1. Seminars, workshops and conferences
2. Consultation services
3. Public service radio spots
4. "How-to" fact sheets
5. Slide series on handling salmon
6. 16-mm educational film on salmon handling and processing methods
7. Salmon handler's manual

In order to provide these educational services it will be necessary to employ a full-time specialist in the care, handling and processing of frozen salmon. This will need to be a long-term project. Current practices are ingrained and will take a number of years to change.

### Outline of Education Activities

1. Seminars, workshops and conferences. Seminars and workshops will be conducted in fishing ports throughout the

state. These will be directed at fishermen and processing personnel. This mechanism is helpful in making industry members aware of the problem and will offer solutions to specific problems of each fishery and region. This has been demonstrated to be one of the best methods for provoking a desirable change.

A conference will be held to bring together the leaders of the fishermen's organizations with the objective of informing them of the problems poor quality has caused in the marketplace; to obtain their ideas for a long-range solution; and to enlist their support. A second conference will be held with the quality assurance personnel in the processing plants to inform them of the problems that occur in plants and to provide them with information and materials for training their in-plant workers.

2. Consultation services. In order to improve the quality of fish landed it will be necessary to do conversion work on many of the salmon vessels presently in use. This will include the installation of slush ice, refrigeration systems, or other types of cooling systems on the vessel. In some areas of the state the older or smaller vessels are not lined. Fish lay in the bilge or against hot engine room bulkheads. In some cases boxing may be justified. The specialist would be available to provide technical information on these and other specific problems. In many cases, the

fishermen or processors could make the necessary changes themselves with technical assistance made available through this program.

3. Public service radio announcements (PSA's). All radio stations make time available for public service announcements. Several stations have been contacted and have expressed a willingness to air educational spots relating to good handling practices for salmon. A series of PSA's will be produced and distributed to all radio stations in coastal communities. The PSA's will contain "how-to" tips as well as what not to do. They will each contain an educational message; however, their prime function will be to raise the general awareness of the necessity for good handling practices. Through personal contact with participating radio stations it is expected that the PSA's will be aired at a time most fishermen listen to the broadcast band--at the time of the marine weather forecast.

4. "How-to" fact sheets. A series of "how-to" fact sheets will be written. They will be developed for each fishery by region. It is necessary to develop them by fishery and region because of the differences in the harvesting methods employed and the different conditions existing in each region. Fact sheets will also be developed for in-plant handling. Subjects to be covered will include, but

not be limited to, effects of temperature; sanitation; use of ice; refrigeration; etc. These fact sheets will be given broad distribution to fishermen and processors and be used in workshops and seminars.

5. Slide series on salmon handling and processing. A series of slides is presently being assembled that shows the effect of poor handling and butchering practices. This series will be expanded to show proper methods. The series will be duplicated for use in workshops and seminars and will be available for fish processors to use in their own in-plant training sessions. These slides must be considered as a tool rather than standing on their own as an educational program.

6. 16-mm movie film/television tape on salmon handling and processing methods. A 16-mm educational movie film will be developed showing proper handling and icing and the processing of frozen salmon in the plant. Television tape copies of this film will be made available for circulation to schools and educational TV, and will be used in workshops, seminars, etc. A film will not be a complete educational program but will augment the other educational efforts.

7. Salmon handler's manual. The fact sheets will be completed and supplemented with additional materials to produce a salmon handler's manual. This manual will in-

clude the why as well as the how to. The major use of this manual will be for in-plant training by company personnel. It will also be used to train new quality control people in the plants.

### Interactions

It is necessary that this project interact with present education efforts in salmon quality enhancement in both the private and public sectors. This would include the University of Alaska, the National Food Processors Association, fishermen's associations, and the state legislature.

It is recommended that a permanent advisory committee be appointed to monitor the program. This committee should meet on a quarterly basis to review progress and to identify problem areas.

## Salmon Quality Education

## BUDGET

SALARIES

Instructor 12 mo @ \$3000 mo	\$ 36,000	
Clerical assistance 1/2 time 12 mo	<u>8,000</u>	
	44,000	
Staff benefits @ 20.5%	<u>9,020</u>	
TOTAL		\$ 53,020

EQUIPMENT

Office equipment	1,500	
Audio Visual	<u>950</u>	
TOTAL		2,450

EXPENDABLE SUPPLIES

Re ording tape	480	
35-mm film	120	
Office supplies	<u>200</u>	
TOTAL		800

TRAVEL

7,800

CONTRACTUAL SERVICES

16-mm movie	40,000	
Printing (fact sheets, manual)	13,200	
Postage	1,100	
Communications	3,000	
Xerox and drafting	2,000	
Video tapes	400	
Reproduction of slide sets	500	
Subcommittee travel and per diem	<u>10,000</u>	
TOTAL		<u>70,200</u>

TOTAL DIRECT		134,270
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TOTAL INDIRECT @ 50.8% of S & W		<u>22,352</u>
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GRAND TOTAL		\$156,622
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SB

371



Teachers'  
Retirement

*Please  
for your  
info  
this is what bill  
is all about.*

SENATE BILL NO. 371, by Senator Sumner by request. Repeals and re-enacts AS 14.25.143 (Post-Retirement Pension Adjustment) to provide that beneficiary of teachers' retirement system shall receive an annual percentage adjustment to his retirement salary and survivor's benefits effective July 1 of the current year. Adjustment shall equal percentage of any cost-of-living increase determined by the U.S. Bureau of Labor Statistics for Anchorage for year period ending March 31 of current year. Increase may not exceed 7% a year (currently 4%). Provides Cost-of-Living allowance granted under AS 14.25.142 is part of retirement salary for purposes of calculating adjustment under this section. (Currently the Administrator of teachers' retirement increases benefits when he determines C-O-L has increased and the financial condition of the fund permits. Increase limited to 4% per year.) Provides Act effective January 1, 1980.

Introduced February 1 and referred to Health, Education & Social Services, then to Finance.

FISCAL NOTE

*Ju*  
2-27-80  
MYC

I. REQUEST  
 Bill/Resolution No. Senate Bill 371  
 Title An act amending the Teachers' Retirement System  
 Requested by \_\_\_\_\_ Date \_\_\_\_\_

II. FISCAL DETAIL  
 Agency Affected Administration - Division of Retirement & Benefits  
 Program Category Affected Labor Services and Elementary & Secondary Education  
 BRU, Program, or Subprogram(s) Affected 02-96-8-01-01-02 (TRS) 02-11-8-02-01-00 (TRS MATCH)  
 (Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 80	FY 81	FY 82	FY 83	FY 84	FY 85
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 STATE TRS MATCHING		45,012.0	49,513.2	54,464.5	59,911.0	65,902.1
100 BENEFITS		7,937.6	8,731.4	9,604.5	10,564.9	11,621.4
TOTAL		52,949.6	58,244.6	64,069.0	70,475.9	77,523.5

FUNDING (Thousands of Dollars)

GENERAL FUND		52,949.6	58,244.6	64,069.0	70,475.9	77,523.5
FEDERAL FUNDS						
VETERAN'S FUND						
FISH & GAME FUND						
HIGHWAY FUND						
AIRPORT FUND						
CAPITAL FUND						
PERS						
TRS						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

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

1. A 7% PRPA will increase the TRS contribution rate by 38.72% of covered payroll (the TRS contribution rate is split 50/50 between the State matching contribution and the district contribution).
2. Estimate FY81 TRS covered payroll @ \$232,500,000.
3. Estimate the TRS covered payrolls will increase at 10% annually.

IV. DATE 02/25/80 PREPARED BY Paul B. Arnoldt, Director  
 AGENCY Division of Retirement & Benefits  
 PHONE 465-4460

Original: Legislative Finance  
 cc: Budget and Management  
 Prime Sponsor (First Legislator Named) Senator Sumner  
 Office of the Governor (Keith Specking)

*Paul B. Arnoldt*  
*WA*  
*PC*

## ATTACHMENT

Bill No. SB 371

ASSUMPTIONS:

1. Estimated FY80 Payroll (Total System) = \$232,500,000
2. State Contribution Rate to Fund Bill = 19.36%
3. State TPS Matching Rate to Fund Bill = 19.36%
4. School District Rate to Fund Bill = 19.36%

COST ANALYSIS:

<u>Employer</u>	<u>Payroll</u>	<u>Rate</u>	<u>Cost</u>	<u>Appropriation</u>
1. Dept. of Education	\$ 4,000,000	x 19.36%	\$ 774,400	To Their Budget
2. University of Alaska	\$ 37,000,000	x 19.36%	\$ 7,163,200	To Their Budget
			<u>\$ 7,937,600</u>	
3. State TRS Matching	\$232,500,000	x 19.36%	\$45,012,000	To TRS Match
4. State TRS Regular Budget:				
Personal Services			\$ -0-	To Personal Svcs.
Travel			\$ -0-	To Travel
Contractual			\$ -0-	To Contractual
Commodities			\$ -0-	To Commodities
Equipment			\$ -0-	To Equipment
			<u>\$52,949,600</u>	
COST TO STATE IN FY81				

MEMO

1. All School Districts \$191,500,000 x 19.36% \$37,074,400
- TOTAL COST IN FY81 \$90,024,000

REMARKS:

PRESENT:  
TEACHERS 7%  
State 7.45

SB

372

COMMITTEE REPORT  
SENATE

FURTHER: Finance

2/1/80

Date: 3-19-80

Mr. President:

HEALTH, EDUCATION AND

The Committee on SOCIAL SERVICES has had SB 372  
making an appropriation to the Dept. of Education for the adult basic  
education program

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

- do pass  do not pass
- do pass with attached amendments(s)
- replace with CS for \_\_\_\_\_  same title  
 new title
- and recommends \_\_\_\_\_
- AND attaches a "Letter of Intent"  New Fiscal Note
- reports it back with <sup>no</sup> ~~an~~ recommendation
- referred to the \_\_\_\_\_ Committee

MEMBERS SIGNING  
DO PASS

MEMBERS HAVING  
OTHER RECOMMENDATIONS:

\_\_\_\_\_

\_\_\_\_\_

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Leon Jackson  
CHAIRMAN

*no EC*

SB 372 "An Act making an appropriation for the Dept. of Educ. for the fiscal year 1980" <sup>S. HESS 79-80</sup>  
By: Messers basic education program priority for updated text

Introduced 2-1-80

Logged 2-1-80

Referrals Finance

Comm Meeting 3-19-80 - ~~passed~~ passed - v. no rec - 1 do pass  
" detm. → Eden private secy 3-20-80 - 8:30

7/13/80 called Bill Thompson for #12  
Notified " " <sup>#2 for</sup> Teresa Wiley - Adult Educ.  
Sponsor notified.

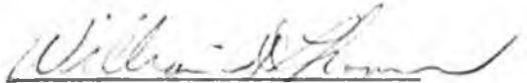
ALASKA DEPARTMENT OF EDUCATION  
POSITION STATEMENT

SB-372

The State Board of Education is in full support of the bill, and the services its enactment would provide.

There are currently seven (7) regions in the state receiving little or no adult basic education funding. It is the intent of Senate Bill 372 to provide minimum basic program funding to each of those regions. If these funds are put into the regions, it is anticipated that the program will generate from \$100,000 to \$300,000 for their respective programs from other sources.

Approved by:



William D. Thomson  
Deputy Commissioner  
March 19, 1980

# A PROPOSAL FOR EDUCATION LEGISLATION TO SERVE SEVEN REGIONS IN ALASKA

## INTRODUCTION

This state offers a free education to every member of its varied society. Even so, there are many adults among us who either could not or would not finish (or, in some cases, even start) their elementary or secondary education. Because these adults are poorly educated, they have, throughout an entire lifetime, held some of the least rewarding jobs in our society. Frequently, they have held no jobs at all. They find themselves on the welfare rolls, and each generation begets yet another generation of those who are uneducated, unskilled, and unemployed.

There are men and women in the state who cannot fill out job applications, who cannot read labels on prescriptions or prices at the grocery store, and who cannot help their children with even the simplest homework. They are people who need Adult Basic Education.

On the other hand, there are men and women among us who have recently applied for and received either their first job or a better job. We have adults who no longer must depend upon others to read for them on shopping trips. We have people who take new pride in helping their children learn, who pass that pride in education along to their formerly indifferent families. These are men and women who have received and are now demonstrating the benefits of Adult Basic Education.

## DEFINITION

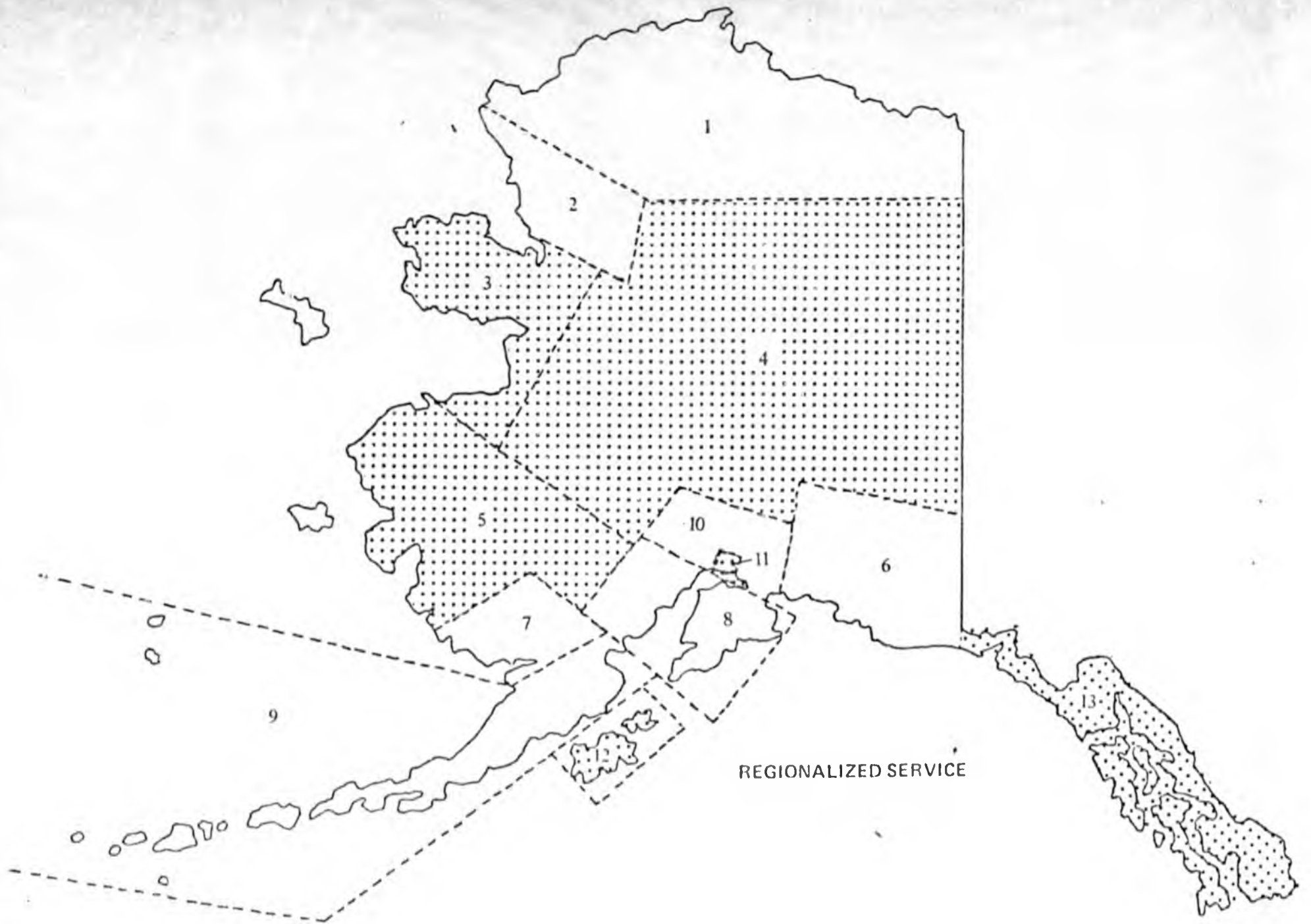
Adult     A person sixteen years of age or older who is not enrolled in a regular public or private school program and who is in need of basic literacy skills, English Language instruction, life skills instruction or other assistance up to secondary school completion.

## STATEMENT OF NEED

The goals of Alaska Adult Basic Education are:

...to provide the best possible educational opportunities for all undereducated adults in Alaska ... to provide adults opportunities to continue their education to at least the level ... of secondary school ... (to make these) opportunities available for adults who have not completed secondary training as well as adults who have received a certificate of graduation from a school providing a secondary education but are functioning at less than a secondary competency.

There are presently seven geographic regions in the state receiving little or no instructional money for Adult Basic Education. The North Slope, Northwest Arctic, Aleutian/Pribilof Islands and Bristol Bay and Rural Anchorage Regions receive no funding. The Kenai Region receives



funding for two part-time classes and Valdez is funded for one teacher. This means that approximately 68,000 Alaskans are being denied access to the advantages of adult education.

At current funding level options are limited. Programs could be drawn out of one region and relocated in another region, but this would cause the loss of experienced staff in whom the state has a considerable investment in training. This would further cause the discontinuation of programs for many students who have had a long term commitment and are in the advanced stages of completion.

A second alternative would be to trim a percentage of money from existing programs and put into the unserved regions. Once again this would cause many people to lose service and take away from programs which already operate at only a minimal level. A case in point is the Kuskokwim Region which serves fourteen out of fifty-three villages now.

The third alternative and that being suggested by this proposal is to leave present funding in place and add minimum funds necessary to complete the network. The state is already in the unfortunate position of denying many of its citizens equal access to educational opportunity. To reduce or remove the programs currently thinly spread over the state would be a denial to our responsibility.

Great social pressure is being exerted upon the Native populations of the state. With Indian Self Determination, the advent of Native Land Claims and localization of the schools people with little education are being required to sit on boards of directors of corporations making decisions with great environmental and financial impact, sitting on school boards making decisions in hiring and firing professional staff as well as judgements on quality of education.

This press for educated adults cannot depend strictly upon the new young graduates to fill the need. Every effort must be made to tap the knowledge and experience of the mature adult in the older generations. This can be done only through basic education.

The following statistics corroborate the need for basic education in the proposed regions to be served.

#### REGIONAL NEEDS STATEMENTS

##### 1. Bristol Bay:

"In a special report prepared by Robert Natham and Associates for the Federal Government, a number of statistics were identified relative to the well being of Alaska Natives. For Bristol Bay, the figures are indeed stark:

The Median education in school years completed by  
Alaska Native (as a whole) is:.....7.4  
For Bristol Bay.....3.5

Further, the studies identified 50.3% of the population 25 years of age or older as having an educational attainment of 0-4 years of formal schooling. In this same population group, only 8.6% have

completed four years of high school or have an equivalent high school diploma. There is an immediate need for Adult Basic Education Courses in virtually all Bristol Bay villages."

No Adult Basic Education courses are currently being taught, therefore, there is no existing program or vehicle for adults within the villages to obtain the basic skills necessary to even apply for and pass the five sub-tests for a General Education Diploma (GED). An Adult Basic Education program would not only provide this service but would help provide for equal educational and growth opportunities for those adults who have been and are still being neglected.

## 2. Northwest Arctic:

An active, comprehensive program of adult education, based on the conceptual framework of Adult Performance Levels, is a prime requisite for growth of political, social, personal, and economic skills of NANA Region residents. In a recent (December 1978) survey, it was found that 42% of respondents had attended school to eighth grade or less. Another 13% attended between nine and eleven years. 45% were at least high school graduates. Teachers and other relatively transient professionals were included in the random sample and contributed to this last category. The indigenous, stable population is primarily of Inupiaq Eskimo heritage and fewer of this group have completed high school than the survey results suggest. Complicated further by multilingualism, the adult populations thus has a high rate of functional illiteracy. The region's people also suffer a high rate of unemployment. Inuit respondents, 52% had not had a job for the past year. An additional 41% were employed part-time. Only 7% had fulltime jobs. Besides unemployment, alcoholism, high prices, and lack of something to do, were seen by the respondents as the region's major problems.

The above statistics would in themselves suggest a need for an adult basic education/adult education program. But there is further evidence as well. When asked the question, "If a school for adults was available here, would you be likely to go?", 73% replied they would. And 90% said they would attend workshops or classes to teach people self-health care.

In follow-up interviews by school district personnel (April 1979), Ambler adults indicated that an average of 36% of respondents would attend each of sixteen (16) vocationally oriented classes. An average of 61% would enroll in each of two (2) consumer education classes, and in each of four (4) health and safety classes. Three (3) ABE courses would each have an enrollment of 10% of the adult population of this village, and a GED preparation course 32%. If extrapolated to the region's adult residents (approximately 2,500 people in eleven villages), one could anticipate about 150 people interested in a ABE program, 800 in a GED program, 900 in job skills, and 1,525 in other life skills program. Of course, many people indicated interest in several programs, and actual attendance would be well below the level of interest, but the need for an adult education program is apparent.

### MEDIAN YEARS OF SCHOOL COMPLETED BY REGIONAL POPULATIONS

The following chart was compiled in an effort to show both the educational services needs and the income levels of the target area populations the A.S.H.E.S. Talent Search Project would be aimed at.

Region	Median Years School Completed		Highest Grade Completed by largest % of population				Eligible youth age 14-24 (17.4% of poverty population)	Total below poverty pop.		Total Pop.
	Native	Non-Native	Native %	Non-N. %						
ALUET	7.2	12.7	5-6	23.9	12	46.7	73	419	9.6	4359
ARCTIC SLOPE	5.6	18.0	5-6	23.9	12	35.9	154	887	28.3	3079
CALISTA	3.0	13.5	0	33.9	12	33.6	1378	7889	65.5	12040
BERING STRAITS	7.0	13.8	1-4	21.8	12	28.5	387	1938	35.3	5497
BRISTOL BAY	3.9	12.6	1-4	29.9	12	38.3	256	1471	33.1	4446
HUGACH	8.2	12.5	1-4	17.1	12	47.3	146	839	14.5	5794
COOK INLET	10.2	12.6	12	24.8	12	48.3	1791	10292	7.0	140823
THINA	5.8	12.4	0	22.9	12	46.2	42	240	18.0	1336
OMIAG	8.6	12.5	8	28.8	12	41.9	135	773	9.3	8338
ANA	6.2	13.5	1-4	29.2	12	34.2	238	1369	37.2	3684
BYON	6.7	12.6	1-4	21.4	12	42.4	892	5127	10.4	49233
ALASKA	10.3	12.5	9-11	25.3	12	38.1	760	4370	10.4	41957
TOTAL	7.5	12.6					6197	35614	12.7	280536

Data compiled from 2(c) Report, Task I. Excerpt from 2(c) Report, Task II, "The lack of basic statistical information prevents educational agencies from evaluating current educational efforts and identifying unmet needs."

### 3. Aleutian/Pribilof

Due to limited educational opportunities in the past, the people of the Aleutian/Pribilof region have faced many difficulties coping with 20th Century corporate life thrust upon them by the Native Claims Settlement Act. Leadership has been developing with incredible rapidity and effectiveness, but the heavy pressures involved in rapid change have caused frustrations resulting in social disorganization. Village corporations, councils, school committees and school boards have all been forced into leadership decisions for which they often lack basic training and experience. According to the 1970 U.S. Census in the Aleut Corporation area, 15% of the Native people 25 years or older completed grades 1-4; 25% grades 5-6; and 16% grades 7-8. Unless educational needs are met, the following will continue to occur:

- A. Village and city governments will fail or falter or will be dominated by non-Natives.
- B. School boards will be dominated by non-Natives, and Native parents will have little to say about education of their children.
- C. Village corporations will not function at their full potential.
- D. Outside investors will reap fortunes in the Aleutian/Pribilof area while the majority of Aleut people will subsist virtually at poverty level.
- E. The Aleut cultural heritage will be overrun and lost, leaving behind the vicious circle of poverty, alcoholism, drug abuse, family disintegration and loss of identity.

### 4. Matanuska-Susitna

Matanuska-Susitna Community College identified 4,600 adults having less than a secondary education in the Matanuska-Susitna service area. Bureau of Labor statistics revealed a July unemployment rate of 15.1 percent and November 23.3 percent combined with Decembers 24.9 percent are symptomatic of the need for basic education and life coping skills training.

### 5. North Slope

The native residents of the North Slope have a median school completion level of 5.6 years. This lack of education has significant impact upon the ability of natives to compete for and maintain jobs in the now technologically oriented North Slope Region. Additionally, a bank of educated persons is necessary to train for the roles necessary if the new affluence introduced by massive oil revenues is to remain under control of its rightful owners. The few individuals represented in the leadership need many more trained, educated people to take on the many emerging roles in business, education, industry and arctic leadership.

## 6. Kenai Region

During the summer of 1979, an assessment of the available educational resources and needs of the adult client population was done under a federally funded program named NETWORK. (Network of Education, Training and work Opportunity Resources Knowledge Bank). The final report will not be in this office until October 30, however, preliminary analysis indicates that the statistics presented last year were in the ball park. Thus, they are repeated here.

The population of the Kenai Peninsula is approximately 25,000 with most of the people living in the Kenai-Soldotna area. In Level I (1-9), it is estimated that 1,500 adults could be served. Additional estimates that there are approximately 3,000 adults in Level II and 150 need ESL training.

## 7. Valdez/Copper River

The Valdez/Copper River Region encompasses a population of nearly ten thousand people. Of this ten thousand an estimated 2,400 have less than a high school education. The Native adult population has a median school completion level of 5.8 years. With the pipeline terminal, pumping and maintenance stations throughout the region it is apparent that employment opportunities are fast appearing, but they are at a level which demand solid-scholastic background. Unless the region is given the benefit of ABE services, these opportunities will once again fall to outsiders.

### PROPOSED SERVICES

Services shall include instruction in basic literacy, English as a Second Language, life coping skills and vocational counseling in the form of:

an "individualized educational program" a written statement jointly developed by a qualified instructor and by the person, to include:

- present achievement level analysis
- short range and long range goals
- identification of specific services that will be provided toward meeting those goals
- when and where these services will be provided and how long they will last
- a schedule for checking progress achieved under the plan and for rating necessary revisions

These services shall take place in the towns and villages of the respective regions as selected by the educational institution providing the service. Curriculum shall be determined by the student, local educational institution in concert with their local advisory council and the citizens participatory planning process used by the state ABE program.

## PROGRAM IMPLEMENTATION

### Organization for Delivery of Services

State Organization: In an effort to prevent proliferation of state bureaucracy, these funds should be located in the Alaska Department of Education, Adult Basic Education Section.

This section already has in place the mechanisms for granting and administering funds. A statewide network of curriculum assistance, technical assistance and staff development. The addition of this program to the present network could achieve maximum benefit at minimum cost.

### LOCAL DELIVERY

Local/Regional delivery is currently conducted throughout the state by a variety of organizations. These organizations include school districts, community colleges, Native Non-profits, private non-profits and public non-profit agencies. The funds are placed on a competitive basis to the organization offering the most service for the available dollars. Programs in most regions reflect cooperation between two or more agencies for delivery of service. The competition between agencies has been very effective in holding down costs without causing instability in the program. In the case of similar bids the program operator with the proven history of performance is always funded.

Program operators not performing will have historically been given one year grace to upgrade and it has been necessary to pull only a program in six years.

FUNDS NECESSARY TO IMPLEMENT NEW REGIONS

North Slope	\$80,000
Northwest Arctic	80,000
Bristol Bay	75,000
Aleutian/Pribilof Islands	85,000
Kenai Peninsula	75,000
Rural Anchorage (Mat-Su)	75,000
Valdez/Copper River	75,000
Total Program	<u>\$545,000</u>
Staff Development @ 10%	54,500
Support Services - 1 clerk typist III @ 18,000 including fringe, etc.	18,000
Total Cost	<u>\$617,500</u>

Justification:

Regional Allotments

North Slope, Northwest Arctic and Aleutian/Pribilof Islands Regions are suggested at a higher level of support due to unusual travel costs. Although travel will be much cheaper in the Kenai and Rural Anchorage regions extra funds are justified due to the population density they must serve.

Staff development is a vital component to ABE. Rural teachers are taken from the indigenous population and trained as ABE instructors. This training is a rich source of leaders in the rural areas. Attached find statements of what have happened to many of the ex-instructors; once the role of ABE instructor gave them responsibility in the political/social process.

Furthermore, staff development is inherent in quality instruction, particularly when dealing with people who have never taught before or even experienced teachers dealing for the first time with adult students.

Support services are necessary if reasonable service is to be available to the new regions. Although ABE is funded over three times as high as four years ago and is offering many more services to field programs, the present administrative staff need not be expanded but the present 1/2 time secretarial clerical arrangement simply cannot keep up with present volume let alone be expected to handle nearly double the number of contracts currently served.

Matching funds are available from many sources including C.E.T.A., B.I.A., Indian Education, Labor, Social Services, boroughs, etc., once a knowledgeable organization services and negotiate contracts. It is anticipated that the first fiscal year funds at least equal the initial grant will be generated by and the third year they would be generating as much as three dollars per state dollar.

*Definitions*

ABE - Adult Basic Education

CETA - Comprehensive employment & training act

The money being generated tends to be dollars that previously created overlap programs or furnish ancillary services which, though useful, were not coordinated with ABE, therefore seldom used.

United States Council of State Directors

Adult Education Economic Impact Survey  
Alaska - FY79

A. Public Assistance

1. List the number of Adult Education Learners removed from public assistance in FY77 (as reported in Table 5, Item 12 in Annual Report). 24
2. Average annual cost per adult for public assistance in your state. Households average 1 adult and 2 dependents nationally and FY77 statistics from USOE reveal Alaska costs to be 12,948 per household including case work, etc. 12,948
3. Total projected savings per year. (Multiply answer in number one times the answer in number two.) 310,752

B. Employment

1. List the number of Adult Education learners who became employed in FY77 as a result of Adult Education (as reported in Table 5, Item 13 in Annual Report). 112
2. Projected income earned by adults who became employed. Take the number of adults receiving jobs as a direct or indirect result of attending Adult Education class: Multiply this number by the minimum hourly rate (now \$2.30) times 40 X 52. If the actual income is known, then use this instead of minimum rate. 1,397,760

Minimum average in Alaska is just over \$6.00

EXAMPLE: 112 persons who became employed X \$6.00 per hour =  
\$672.00 per hour X 40 hours per week = \$26,880 X  
52 weeks = \$1,397,760 per year new income.

C. Job Promotions

1. List the number of adults who were promoted as a result of Adult Education (as reported in Table 5, Item 14 in Annual Report). 222
2. Using Employers State salary scale minimum is 18¢ per hour. Projected additional money earned by adults who were promoted as a result of Adult Education. Multiply the number of adults receiving a promotion by .10 per hour (which is a minimal figure) X 40 hours X 52. 230,880

EXAMPLE: 222 promotions X .50 per hour = \$111.00 per hour  
X 40 hours per week = \$4,440 per week X 52 weeks  
= 230,880 per year.

Jerry Siley, Clarke Jones

would provide minimum program

was put in budget but taken back to maint.  
level in budget process.

THE LEGISLATURE OF THE STATE OF ALASKA  
ELEVENTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. SB372

Title An act making an appropriation to the Dept. of Education for the adult basic education program; and providing for an effective date.

Requested by Senate HESS

Date 3/17/80

II. FISCAL DETAIL

Agency Affected \_\_\_\_\_

Program Category Affected \_\_\_\_\_

BRU, Program, or Subprogram(s) Affected \_\_\_\_\_

(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 80	FY 81	FY 82	FY 83	FY 84	FY 85
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
<b>TOTAL</b>						

FUNDING (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

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

Inasmuch as this is an appropriation, there is no fiscal note required.

IV. DATE 3/17/80

PREPARED BY William A. P. Deputy Commissioner

AGENCY Department of Education

PHONE 465-2800

Original: Legislative Finance

cc: Budget and Management

Prime Sponsor (First Legislator Named)

SB

376

John S. Hoff 79-80  
On list pertaining to the resolution  
of negotiations between

Introduced 2-1-80  
Logged 2-1-80  
Referral: CVR - Judiciary  
Comm. meeting 4-21-80 held 4-23-80 held  
" actish

CONTACT: RON HOWMAN

7

Resolution of SENATE BILL NO. 376, by Senator Colletta and Stimson. Amends AS  
Impasses 14.20.580(c) which allows Governor to appoint an "advisory arbitra-  
(teacher & tor" to review the issues and make recommendations for solutions  
school dist.) of an impasse in the event the final mediation report is rejected  
by either side in negotiations between teachers and a school dis-

trict. Amendment deletes "advisory." Adds new subsection (d) which provides that "If a party rejects the recommendations of an arbitrator appointed by the governor . . . , that party will be bound to the position of the other party. The recommendations of the arbitrator, if accepted, or the position of the party not objecting to the recommendations of the arbitrator, if substituted for the arbitrator's decision, are binding on the parties for a period of one year, and may be extended by mutual agreement of the parties. . . ." Provides Act effective immediately.

Introduced February 1 and referred to Health, Education & Social Services, Community & Regional Affairs, and Judiciary.

# TELEGRAM

ALASCOM, INC.

PHONE: 586-6442

JUNEAU, AK 99802

02153 NL ANCHORAGE ALASKA 50 03-17 223P AST

PMS SEN GLENN HACKNEY

1144

JUNEAU AK

THANK YOU FOR YOUR STAND AGAINST BINDING ARBITRATION. THIS PROCEDURE  
WOULD RESULT IN EROSION OF SCHOOL BOARD AUTHORITY

LESLIE HUNTER, CHAIRPERSON

LOWER YUKON SCHOOL BOARD

0115

# TELEGRAM

ALASCOM, INC.  
PHONE: 586-6442  
JUNEAU, AK 99802

#

12074 POM TDA GALENA ALASKA 15 03-13 130P AST

PMS SENATOR GLENN HACKNEY

JUNEAU AK

I URGE YOU TO PLEASE NOT SUPPORT ANY BILL ADVOCATING BINDING  
ARBITRATION IN TEACHER NEGOTIATIONS.

PETER FLISOCK

PO BOX 299

GALENA AK 99741

1980 MAR 15 PM 3 39

# TELEGRAM

ALASKA TEL. CO.  
PHONE 593-5442  
JUNEAU, AK 99802

1980 MAR 14 PM 1 07

02059 NL TDA ANIAK ALASKA 50 03-14 900A AST

PMS SEN GLENN HACKNEY

JUNEAU AK

955

THE MEMBERS OF THE KUSBUK REAA SCHOOL BOARD REPRESENTING THE  
CITIZENS OF LOWER KALSKAG, ANIAK, UPPER KALSKAG, CHUATHBALUK,  
CROOKED CREEK, SLEETMUTE, RED DEVIL AND STONEY RIVER URGE YOU  
TO DEFEAT ANY EFFORTS TO DESTROY LOCAL CONTROL VIA BINDING  
ARBITRATIONS. WE SINCERELY APPRECIATE YOUR HELP.

LEWIS VANDERPOOL, CHAIRMAN

BOB R. MCHENRY, SUPERINTENDENT

KUSBUK SCHOOL DISTRICT

MSG DLT

TELEGRAM

ALASKA

02156 NL TDA KETCHIKAN ALASKA 50 03-11 215P AST

PMS SENATOR GLENN HACKNEY

1980 MAR 11 PM 6 29

JUNEAU AK 776

THANK YOU FOR YOUR SUPPORT IN OPPOSITION TO BINDING  
ARBITRATION. SHOULD HEARINGS DEVELOP ON BINDING ARBITRATION,  
WE ARE WILLING TO SUPPORT THIS POSITION.

KAYE KING PRESIDENT KETCHIKAN GATEWAY BOROUGH  
SCHOOL BOARD

# TELEGRAM

ALASCOM, INC.

PHONE 586-6442

JUNEAU, AK 99802

1989 MAR 18 PM 8 09

02184 NL TDA CORDOVA ALASKA 198 03-18 04 30P AST

PMS SENATOR GLENN HACKNEY

JUNEAU

1303

THE CORDOVA PUBLIC SCHOOL BOARD OF EDUCATION IS DEFINITELY OPPOSED TO THE CONCEPT OF BINDING ARBITRATION. TYPICALLY CASES INVOLVING ARBITRATION OF LABOR DISPUTES BETWEEN PUBLIC AUTHORITIES AND EMPLOYEES ARE CONCERNED WITH SALARY OR TERMS AND CONDITIONS OF EMPLOYMENT. PRESENTLY, ALASKA STATUTES MAKE PROVISIONS FOR SETTLEMENT OF THIS TYPE OF DISPUTES OR NEGOTIATIONS AND ARBITRATIONS. ALTHOUGH THE ISSUE OF ARBITRATION OF LABOR DISPUTES IN RECENT YEARS HAS BEEN COMMONPLACE IN PRIVATE INDUSTRY, THE CONCEPT IS STILL RELATIVELY NEW IN THE PUBLIC SECTOR. AT THIS TIME ABOUT 20 STATES HAVE MADE SOME STATUTORY PROVISIONS FOR THE SETTLEMENT OF DISPUTES THROUGH ARBITRATION. THE CASE THAT BINDING ARBITRATION IS A PARTIAL SUBSTITUTE FOR THE RIGHT TO STRIKE IS OFFERED AS A REASON FOR THE ACTION. IN ALMOST EVERY STATE THE SCOPE OF THE ARBITRATION HAS BECOME A COMMON PROBLEM. IT MAY WELL BE THAT THE SOLUTION TO THE SETTLEMENT OF EMPLOYEE DIFFICULTIES USING A MODEL DERIVED FROM INDUSTRY WILL ONLY SERVE TO ESCALATE THE PROCESS OF NEGOTIATIONS AND LABOR DISPUTES. PLEASE REMEMBER THAT WHOLE PROCESS OF LABOR NEGOTIATIONS STEM DIRECTLY FROM AN UNSUCCESSFUL PRACTICE ORIGINATING IN INDUSTRY. THE BINDING ARBITRATION PROCESS AS AN EXTENSION OF THIS MODEL NEEDS TO BE EXAMINED VERY CAREFULLY.

JAMES LAMB, PRESIDENT

BRISTOL BAY BOROUGH SCHOOL DISTRICT

P. O. BOX 169  
NAKNEK, ALASKA 99833

PHONE 268-4225 OR 4265  
HIGH SCHOOL

DALE L. LUNSFORD  
SUPERINTENDENT

March 7, 1980

The Honorable Glenn Hackney  
Senator, State of Alaska  
Pouch V  
State Capitol Building  
Juneau, Alaska 99811

Dear Senator Hackney:

The School Board and Administration of the Bristol Bay Borough School Board wishes to express their gratitude for your concern and actions concerning Binding Arbitration for teachers and staff.

The school board in their unique position as policy makers for the community and their representation of the citizens would definitely lose a valuable part of their decision making capacity if a binding arbitration bill was to become law.

We applaud your efforts and insight on this issue.

Sincerely,

*Dale L. Lunsford*  
Dale L. Lunsford

DLL/kss

# GREATER SITKA BOROUGH SCHOOL DISTRICT

ACCREDITED BY THE NORTHWEST ASSOCIATION OF SECONDARY SCHOOLS & COLLEGES



P. O. BOX 179 SITKA, ALASKA 99835

JOHN E. COFFEE  
SUPERINTENDENT

March 4, 1980

Senator Glen Hackney  
AK State Senate  
Pouch V, State Capitol Building  
Juneau, AK 99811

Dear Glen:

This is just a brief note to thank you for your continued opposition to binding arbitration in teacher bargaining. The Sitka Board and I urge you to keep up the fight against binding arbitration, which if passed would effectively diminish the authority of local citizens to operate their schools in a responsible fiscal manner.

Thank you for your work against this legislation.

Sincerely,

John E. Coffee  
Superintendent

cc: Robert Greene, AASB Exec. Scty.  
Dr. Cliff Hartman, AASA Exec. Scty.  
Laraine Glenn, Pres., Sitka School Board

JEC:vhv



**WRANGELL**

**PUBLIC SCHOOLS**

P. O. BOX 651

WRANGELL, ALASKA 99929

Telephone (907) 874-3395

ROBERT McCONNELL, Superintendent of Schools

GATEWAY TO THE STIK'NE

March 4, 1980

Senator Glenn Hackney  
Pouch V  
Juneau, Alaska 99811

Dear Senator Hackney:

On behalf of the Wrangell Public School Board, I would like to thank you for your continued opposition to binding arbitration. I sincerely hope you continue to oppose the Unions desire to tie the publics hands.

Sincerely,

Robert W. McConnell  
Superintendent

RWM:sk

School Board Members  
Pat Hall  
Roy Martin  
Don Deschenes  
Dave Shilts  
Anne Lowe

DISTRICT OFFICE

# BERING STRAIT REAA SCHOOL DISTRICT

P. O. BOX 1088

WOME, ALASKA 99762

(907) 443 - 5237

March 26, 1980

Senator Glenn Hackney  
Pouch V  
Juneau, Alaska 99811

Dear Senator Hackney:

BREVIG MISSION

The Board of Directors of the Bering Strait School District has asked that I write you to express our opposition to binding arbitration. We believe binding arbitration would disadfranchise the village people of our region by denying to our duly elected school board the right to control our schools.

COUNCIL

DIOMEDE

ELIM

GAMBELL

The exercise of local control of public education by the parents and citizens served by the schools is the foundation of our democratic system.

GOLOVIN

KOYUK

SAINT MICHAEL

We were elected to develop programs to meet the local needs of our village children. We cannot effectively advocate for our students and build programs to meet these needs if the legislature should pass a law implementing binding arbitration.

SAVOONGA

SHAKTOOLIK

SHISHIMAREF

Binding arbitration would enable teacher union leadership to bring before an outside arbitrator decisions regarding district governance, and the allocations of district resources which could effect the welfare of our students.

STEBBINS

TELLER

UNALAKLEFT

We urge you to stand fast and hold the line against binding arbitration. Our schools must be for the children and the parents and not for the largess of any special interest organization.

WALES

WHITE MOUNTAIN

Your efforts in opposing binding arbitration are vital to our efforts to implement a quality educational program for our children.

Thank you,

Sincerely,

Chuck Degnan, President  
Bering Strait School Board

CD/tet

File  
SB376

# KUSPUK SCHOOL DISTRICT

P. O. Box 108  
Aniak, Alaska 99557  
(907) 675-4380

BOB R. McHENRY  
SUPERINTENDENT OF SCHOOLS

March 25, 1980

The Honorable Mike Colletta  
Majority Leader  
Room 111, State Capitol Building  
Mail Station #3100, Pouch V  
Juneau, Alaska 99801

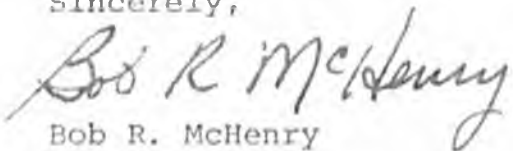
Dear Senator Colletta:

Thank you for the time you gave me to express the concerns of the KuspuK School District regarding your efforts to get Binding Arbitration into law. We sincerely believe that what you are proposing is wrong and will have long range detrimental effects on the people of this state. We view your effort to impose this requirement on the elected boards as destructive to the decision-making role presently entrusted to local school boards by the parents and other voters of our state.

Certainly, we realize that the tremendous pressure presently being exerted by the teachers' union, while obviously self-serving, is extremely difficult to resist; and while resistance may not be politically profitable, we ask that you please consider the source.

We respectfully request that you reconsider your position toward binding arbitration.

Sincerely,



Bob R. McHenry  
Superintendent

CC: ✓ Senator Glenn Hackney  
Senator George Hohman  
Senator John Sackett  
Senator Bill Sumner  
Senator Clem Tillion  
Senator W. E. Bradley  
Senator Robert Ziegler  
Senator Frank Ferguson  
Robert Greene, Secretary, AASB  
Governor Jay Hammond

*file*

# TELEGRAM

ALASCOM, INC.  
PHONE: 586-4442  
JUNEAU, AK 99802

02012 TDA KODIAK ALASKA 43 02-21 805A AST

PMS SEN GLENN HACKNEY

2501

JUN

TEACHERS HAVE FARED VERY WELL WITHOUT BINDING ARBITRATION OR THE  
RIGHT TO STRIKE. EMPLOYEE BENEFITS AND MATTERS OF EDUCATIONAL  
POLICIES SHOULD ALWAYS REMAIN WITH THE LOCAL PEOPLE. PLEASE YOU  
DO NOT PASS SB376 OUT OF COMMITTEE

LOUISE COLLINS, PRESIDENT KODIAK ISLAND BOROUGH SCHOOL DISTRICT  
BOX 1064 KODIAK AK 99615

30 FEB 21 AM 10 37

Alaska State Legislature



SENATOR MIKE COLLETTA

SENATE MAJORITY LEADER

Senate

MEMORANDUM

FEBRUARY 1, 1980

TO: SENATOR HACKNEY, CHAIRMAN  
SENATE HESS

FROM: SENATOR MIKE COLLETTA *Mike*

Attached is a memo from Chenoweth regarding Senate Bill 376 relating to teacher/school district negotiations.

*file*

STATE OF ALASKA  
THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY

*Send a copy  
of this to Mackney  
& Bob*

POUCH Y - STATE CAPITOL  
JUNEAU, ALASKA 99801

MEMORANDUM

January 30, 1980

SUBJECT: Teacher/school district negotiations  
(Work Order Number 7855)

TO: Senator Mike Colletta

FROM: John B. Chenoweth  
Legislative Counsel *JBC*

The enclosed was prepared on the basis of the draft submitted with the work order request. The legislation, as presented, is not without its problems, among them:

(1) appointment of the arbitrator remains discretionary with the governor; there is no mechanism by which both sides may present the request for appointment to him;

(2) the approach contemplates only acceptance of the arbitrator's award by both sides, or its rejections in full by only one of the parties; one wonders what happens if both sides evidence displeasure, or if one side is willing to accept the award in all particulars save but one or two;

(3) arbitrator's decisions, styled "awards", are generally binding on parties; here, the "arbitrator's" role is rather more one of suggesting solutions;

(4) when a party rejects the arbitrator's decision and, under this bill, binds itself to "the position of the other party" for purposes of resolving the points in dispute, what is meant, specifically, by "the position of the other party"? How is that position to be ascertained? Which expression of that position is the one which is to be followed? I do think that this must be stated with more specificity in order to help the parties.

The bill is presented in draft so that these points may have your attention. Thank you.

JBC:ljb

Enclosure

JOSEPHSON, TRICKEY & LORENSEN, INC.

210 NORTH FRANKLIN STREET  
JUNEAU, ALASKA 99801  
907 586-6994, 586-6997

JOE P. JOSEPHSON  
HOWARD S. TRICKEY  
RONALD W. LORENSEN\*  
NANCY R. GORDON  
TIM MacMILLAN

April 23, 1980

ANCHORAGE  
425 "G" STREET  
SUITE 930  
ANCHORAGE, ALASKA 99501  
907 276-7133

\*Juneau

The Honorable Glenn Hackney  
Chairman  
Senate Health, Education and Social  
Services Committee  
State Capitol  
Pouch V  
Juneau, Alaska 99811

Re: SB 376, Relating to Resolution of  
Impasses in Teacher Negotiations

Dear Senator Hackney:

The following comments regarding SB 376 (Resolution of impasses in teacher negotiations) are submitted on behalf of various school districts which we represent.

SB 376 would mandate a form of binding arbitration as the final step in employment contract negotiations between teacher bargaining groups and local school boards. The issue of binding arbitration, of course, has been fervently (and often emotionally) debated over the last few years, with the Anchorage teachers' strike of last Fall serving to punctuate emphatically the need for some orderly and reasoned approach to the problems of collective bargaining impasse. In fact, the path of resolution followed by the Superior Court in Anchorage in responding to that strike seems to indicate that, in the absence of a legislative framework for resolution of bargaining impasses, the courts will take it upon themselves to act as binding arbitrators, rather than permit the civil disobedience and disruption which can arise in teacher strikes. The task, therefore, becomes one of identifying alternative solutions to the impasse problem and analyzing their respective merits in the light of the various policy considerations which impact upon labor relations between public schools and their teacher employees.

The binding arbitration approach proposed in SB 376 is one possible solution. However, until this approach can be examined and analyzed in comparison with the other approaches to bargaining impasse, there is no assurance that this impasse resolution mechanism is the most appropriate one for education in Alaska. As you probably know, the Governor has recently appointed a panel to study and develop alternative solutions to the bargaining impasse problem. Consequently, we would suggest that further consideration on SB 376 be delayed until the Governor's panel has had an opportunity to carry out its tasks and report back with its findings and recommendations. Once this has been accomplished, your committee could review the available alternatives and decide which of them most closely fits with the various policy considerations which are important to it in the area of education.

The Honorable Glenn Hackney  
Chairman, Senate HESS Committee

April 23, 1980  
Page 2

With respect to the particular approach to bargaining impasse proposed by SB 376, we have a couple of comments. First of all, it is not clear from the bill precisely what elements of the collective bargaining process are intended to be subject to binding arbitration. For instance, while it seems clear that the arbitrators would decide disputes concerning salary and other financial benefits of teachers, it is not clear whether the bill intends that those items of negotiations which are not mandatory subjects of bargaining would nonetheless be subject to binding arbitration. We would certainly hope not. Since neither party to collective bargaining negotiations is ever required to bargain at all over non-mandatory (i.e., permissive) subjects of bargaining, it would be unfortunate if an outside arbitrator could rule on negotiations disputes over those kinds of subjects.

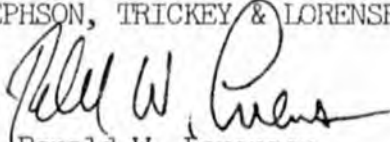
Similarly, we also wonder whether the bill would require that disputes over questions of precise contract language be subject to binding arbitration, rather than just the general outlines of disputed proposals. Clarification of these kinds of questions seems vital if an impasse resolution procedure adopted by the Legislature, whatever its form, is to have any hope of achieving its desired effect.

On behalf of our district clients, I thank you for the opportunity to present our concerns on SB 376.

Sincerely yours,

JOSEPHSON, TRICKEY & LORENSEN, INC.

By:

  
Ronald W. Lorensen

RWL:jf

→ Level of education - who walked out?

76.5% of responses of B. Phillips voted out favored binding arb.

63% no strike 81% favored binding arb.



Sen. Blodgett ~~II~~

uses professional negotiators in teacher bd. Negot.

Lack of experience on local level

job to select above average teachers with resulting higher wages.

State should set accord. standards

Chuck Algran ~~★~~ Bering Strait REAA ~~▲~~  
Board member with binding arb.

→ Do Boroughs now have the power to actually binding arb?

Ron Sausman

Task force recommendations should be taken into account.

Possible and: Permissive items should not be allowed.

Bob Manners: ~~▲~~ EA

Professional →

De-fuse crisis atmosphere

Policy items

Lenore ~~←~~ ~~→~~ ?

S

B

3

80

COMMITTEE REPORT  
SENATE

2/1/80

FURTHER: Finance

Date: 3-6-80

Mr. President:

HEALTH, EDUCATION AND  
The Committee on SOCIAL SERVICES has had SB 380  
making a special appropriation to Dept. of Health & Social Services  
for purchase of medical emergency alarm systems

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

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

MEMBERS SIGNING  
DO PASS

*[Signature]*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MEMBERS HAVING  
OTHER RECOMMENDATIONS:

*[Signature]*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*[Signature]*  
CHAIRMAN

SB 380 <sup>S. HESS 79-80</sup>  
to Dept of H.S.D. for purchase of  
emergency alarm systems.

Introduced

Logged

Referral

Comm. meeting 2-6-80 - held 2-11-80 - held 3-3-80 - returned for another CS-3-6-80 taken & Senate Secy.

" action

Position paper herein

Public limit 272-1911  
276-7015



# Med-Alert Inc.

405 West 27th Avenue • Suite 101A • Anchorage, Alaska 99503  
Telephone 272-1911

Feb. 4, 1980

Dear Senator Hackney

Enclosed you will find a copy of the corporate plan for Med-Alert, Inc. This will familiarize you and your committee members with the service and structure of Med-Alert, Inc. I have also included a cost analysis based on a single unit purchase, including the cost of installation, records and monthly monitoring fees. The cost for purchase, rental or lease would be negotiable in proportion to the quantity of units ordered. This would make a large scale program amiable for State funding and Med-Alert, Inc. Many options are available with in-house monitoring probable for large scale housing projects.

I appreciate your time and interest regarding the capabilities of Med-Alert, Inc. I will be in Juneau thru Friday, Feb 11. and will be available to meet with you at your convenience.

Sincerely,

*Bela Smith*



# Med-Alert Inc.

405 West 27th Avenue • Suite 101A • Anchorage, Alaska 99503

Telephone 272-1911

The following prices are the ones marketed to the general public for each Med-Alert unit. This is the basic costs with no extras.

Rentals: \$100.00 Deposit (refundable)  
100.00 Installation Fee  
25.00 Set Up Fee(paperwork)  
90.00 a month monitoring fee

\$315.00 First month then \$90.00 a month thereafter

A rental is for three months or less.

Leases: \$100.00 Deposit(refundable)  
100.00 Installation Fee  
25.00 Set Up Fee(paperwork)  
45.00 a month monitoring fee

\$270.00 First month then 45.00 a month thereafter

A lease is considered four months or more.

Sale of equipment: \$350.00 Sale of unit  
100.00 Installation Fee  
25.00 Set Up Fee(paperwork)  
30.00 a month monitoring fee

\$505.00 First month then 30.00 a month thereafter

If the equipment is under a rental or lease agreement, it is repaired at no added expense to the client. For a sale, the equipment is under a 90 day warranty then it will cost \$10.00 an hour for repairs. The \$10.00 an hour is from the time the maintenance repairman is dispatched to the time he reports in that he has completed the repairs and is available to go to another location.

Med-Alert, Inc., uses the existing public telephone lines into Alaska General Alarm (AGA). The FCC registration number is AC698R-67314-AL-R which is through AGA. AGA is approved by Underwriters Laboratories and monitors several Med-Alert accounts. Each digital communicator that AGA uses to monitor can handle 1000 Med-Alert accounts. These accounts are coded in series and can work in conjunction with the AGA monitoring equipment. This service is provided at a minimal cost to Med-Alert, Inc.

INTRODUCTION

TO

MED-ALERT INC.

405 West 27th Avenue  
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