

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 86/2

1351 HESS HB 233 - HB 240 351

# PROGRAMS OF STUDY

The computer contains information about 133 kinds of educational and training programs. Some are intended to prepare people for employment, others are not; some are conducted in schools, others on the job.

1. Find the programs you want to know about by using the program codes to get the information from the computer. (Remember this list covers educational information. The Occupational List is on page B.)
2. Then see "Using the computer terminal," on page 26.

- |   |   |
|---|---|
| 157 Accounting  | 312 Jewelry   |
| 145 Administration, Business Management &                       | 319 Modeling & Finishing  |
| 231 Administration, Education                                   | 314 Music   |
| 377 Administration, Health Care                                 | 317 Photography   |
| 351 Administration, Medical Records                             | 318 Printing & Graphics   |
| 562 Administration, Public                                      | 316 Theatre & Drama   |
| 633 Adult Basic Education                                       | 522 Astronomy, Meteorology &  |
| Adult Education Programs, see:                                  | 151 Auditing, Income Tax  |
| 633 Adult Basic Education                                       | 278 Automotive & Diesel Mechanics Programs                              |
| 631 Apprenticeship Programs                                     | 281 Auto Body Repair  |
| 634 Rural Education Centers                                     | Auto Parts Sales (see 148 Sales Training)                               |
| Advertising (see 193 Journalism)                                | 275 Aviation Maintenance  |
| 066 Agricultural Business & Agricultural Economics              | 149 Aviation Management   |
| Agricultural Engineering (see 061 Agriculture, 251 Engineering) | 143 Banking & Finance   |
| 061 Agriculture   | 167 Barber Training   |
| Agriculture Programs, see:                                      | 633 Basic Education, Adult  |
| 066 Agricultural Business & Agricultural Economics              | 168 Beautician Training, Cosmetology & Bible Studies (see 446 Religion) |
| 061 Agriculture   | Bilingual Education (see 236 Secondary Education)                       |
| 063 Food Science & Technology                                   | Bilingual Elementary Education (see 234 Elementary Education)           |
| 065 Horticulture & Landscaping                                  | Biochemistry-Biophysics (see 131 Biology)                               |
| 174 Animal Grooming & Training                                  | Bioengineering (see 251 Engineering, 363 Medicine)                      |
| 582 Anthropology  | 131 Biology   |
| 315 Apparel Design  | Boat Operation (see 072 Marine Technology)                              |
| Appliance Repair. (see 297 Heating & Cooling Mechanic Training) | Bookkeeping (see 157 Accounting)  |
| 631 Apprenticeship Programs                                     | Building Inspection (see 288 Construction Industry Programs)            |
| 081 Architecture  | 154 Business Machine Operation  |
| 111 Area Studies  | 289 Business Machine Repair   |
| 311 Art   |   |
| Arts, Fine & Applied Programs, see:                             |   |
| 315 Apparel Design  |   |
| 311 Art   |   |
| 313 Interior Design   |   |

# PROGRAMS OF STUDY (cont'd)

- |  |   |
|--|---|
| 145 Business Mgt. & Administration                             | 238 Counseling  |
| Business-Related Programs, see:                                | Court Reporting (see 152 Shorthand Reporting)                           |
| 157 Accounting   | Criminology-Deviance (see 587 Sociology)                                |
| 066 Agricultural Business & Agricultural Economics             |   |
| 143 Banking & Finance  | Dance (see 316 Theatre & Drama)   |
| 154 Business Machine Operation                                 | 214 Data Entry, Keypunch &  |
| 145 Business Mgt. & Adm.                                       | 211 Data Processing   |
| 161 Hotel & Motel Mgt. Programs                                | 358 Dental Assisting  |
| 151 Income Tax Auditing  | 361 Dental Hygiene  |
| 144 International Business                                     | 362 Dental Technology   |
| 146 Marketing  | 357 Dentistry   |
| 147 Real Estate Training                                       | Design (see Arts, Fine & Applied Programs)                              |
| 148 Sales Training   | Diamond Setting (see 312 Jewelry)                                       |
| 158 Secretarial Studies  | 278 Diesel Mechanics Programs, Automotive &                             |
| 152 Shorthand Reporting  | Distribution Clerk Training (see 158 Secretarial Studies)               |
|  | Dog Grooming (see 174 Animal Grooming & Training)                       |
| Car Mechanics (see 278 Automotive & Diesel Mechanics Programs) | 277 Drafting  |
| Carpentry (see 288 Construction Industry Programs)             | 316 Drama, Theatre and  |
| 524 Chemistry  | 163 Drivers Training, Commercial  |
| 373 Chiropractic & Naturopathic Medicine                       |   |
| City Planning (see 085 Urban Planning)                         | 583 Economics   |
| Clerk Training (see 158 Secretarial Studies)                   | 066 Economics, Agricultural Business & Agricultural                     |
| 163 Commercial Drivers Training                                | 411 Economics, Home   |
| 191 Communications   | 231 Education Administration  |
| Communications Programs, see:                                  | 239 Education Aide Programs   |
| 191 Communications   | Education Programs, see:  |
| 193 Journalism   | 633 Adult Basic Education   |
| 196 Radio & Television   | 238 Counseling  |
| 443 Speech   | 231 Education Administration  |
| Computer & Information Science Programs, see:                  | 239 Education Aide Programs   |
| 211 Data Processing  | 234 Elementary Education  |
| 214 Keypunch & Data Entry                                      | 232 Health Education  |
| 288 Construction Industry Programs                             | 235 Physical Education  |
| Continuing Education (see 634 Rural Education Centers)         | 236 Secondary Education   |
| Cook or Chef Training (see 165 Food Service)                   | 237 Special Education   |
| 568 Corrections  | Educational Management & Development (see 231 Education Administration) |
| 638 Correspondence Study                                       | 292 Electronics   |
| 168 Cosmetology & Beautician Training                          | 234 Elementary Education  |

## PROGRAMS OF STUDY (cont'd)

- Emergency Medical Technician (EMT) Programs (see 387 Health Technologies - Other)
- 279 Engine Repair, Small
- 251 Engineering  
Engineering, Agricultural (see 061 Agriculture, 251 Engineering)
- 253 Engineering Technology
- 441 English & Literature
- Entomology (see 131 Biology)
- 381 Environmental & Sanitation Technology
- 291 Equipment Operation & Repair, Heavy
- 588 Ethnic Studies
- Farm Equipment Repair (see 291 Heavy Equipment Operation & Repair)
- Farming (see 061 Agriculture)
- Fashion (see 319 Modeling & Finishing, 315 Apparel Design, 311 Art)
- Film Studies (see 191 Communications)
- 143 Finance, Banking &
- 589 Fire Control
- 071 Fisheries & Wildlife Sciences
- Fishing (see 072 Marine Technology)
- 274 Flight Training
- 171 Floral Design
- 063 Food Science & Technology
- 165 Food Service
- 331 Foreign Languages
- 069 Forest Technology
- 068 Forestry
- 169 Funeral Service
- 153 Furniture Upholstery Training
- Game Mgt. (see 071 Fisheries & Wildlife Sciences)
- 448 General Humanities
- 521 General Physical Science
- 581 General Social Science
- 585 Geography
- 526 Geology
- 318 Graphics, Printing &
- Guidance & Counselor Education (see 238 Counseling)
- Gunsmithing (see 295 Machine Technology)
- 377 Health Care Administration
- 232 Health Education
- 387 Health Technologies - Others
- Health Programs, see:  
373 Chiropractic & Naturopathic Medicine
- 358 Dental Assisting
- 361 Dental Hygiene
- 362 Dental Technology
- 357 Dentistry
- 381 Environmental & Sanitation Technology
- 377 Health Care Administration
- 387 Health Technologies - Other
- 383 Health Technology - Medical
- 385 Health Technology - Radiological (X-ray)
- 368 Massage
- 366 Medical Assisting
- 351 Medical Records Administration
- 363 Medicine (MD)
- 353 Nursing
- 367 Occupational Therapy
- 369 Optometry
- 372 Pharmacy
- 374 Physical Therapy
- 376 Public Health
- 378 Veterinary Medicine
- 383 Health Technology - Medical
- 385 Health Technology - Radiological (X-ray)
- 297 Heating & Cooling Mechanic Training
- 291 Heavy Equipment Operation & Repair
- 584 History
- 411 Home Economics
- Horseshoeing (see 174 Animal Grooming & Training)
- 065 Horticulture & Landscaping
- 161 Hotel & Motel Management Programs
- Humanities & Letters Programs, see:

## PROGRAMS OF STUDY (cont'd)

- 441 English & Literature
- 448 General Humanities
- 584 History
- 445 Philosophy
- 446 Religion
- 443 Speech
- 448 Humanities, General
- Hydrology (see 526 Geology)
- 151 Income Tax Auditing
- Industrial Education (see 236 Secondary Education)
- Industrial Mgt. (see 145 Business Mgt. & Administration)
- 287 Industrial Mechanics Programs
- Inhalation Therapy (see 387 Health Technologies - Other)
- Insurance Training (see 148 Sales Training)
- 612 Interdisciplinary Studies
- 313 Interior Design
- 144 International Business
- 312 Jewelry
- 193 Journalism
- 214 Key punch & Data Entry
- 065 Landscaping, Horticulture &
- 331 Languages, Foreign
- 421 Law
- 567 Law Enforcement
- Learning Extension Centers (see 634 Rural Education Centers)
- 175 Leatherworking
- 422 Legal Assisting
- 461 Library Science
- 441 Literature, English &
- Lithography (see 318 Printing & Graphics)
- 154 Machine Operation, Business
- 289 Machine Repair, Business
- 295 Machine Technology
- 145 Management & Administration, Business
- Management and Business Programs (see Business Programs)
- Management, Industrial (see 145 Business Mgt. & Administration)
- 161 Management Programs, Hotel & Motel
- 564 Management, Park & Recreation
- 072 Marine Technology
- 146 Marketing
- 368 Massage
- 481 Mathematics
- 278 Mechanics Programs, Automotive & Diesel
- 287 Mechanics Programs, Industrial
- 297 Mechanic Training, Heating & Cooling
- Mechanical Drawing (see 277 Drafting)
- Mechanical Technology Programs, see:  
281 Auto Body Repair
- 278 Automotive & Diesel Mechanics Programs
- 275 Aviation Maintenance
- 289 Business Machine Repair
- 288 Construction Industry Programs
- 277 Drafting
- 292 Electronics
- 274 Flight Training
- 297 Heating & Cooling Mechanic Training
- 291 Heavy Equipment Operation & Repair
- 287 Industrial Mechanics Programs
- 295 Machine Technology
- 293 Radio-TV Repair
- 278 Small Engine Repair
- 283 Welding
- 366 Medical Assisting
- 383 Medical, Health Technology -
- 351 Medical Records Administration
- 363 Medicine (MD)
- Merchandising (see 146 Marketing)
- 522 Meteorology & Astronomy
- Military Science (see 511 ROTC)
- Mining, Solution (see 251 Engineering)
- Minority Studies (see 588 Ethnic Studies)

## PROGRAMS OF STUDY (cont'd)

- 319 Modeling & Finishing  
 314 Music
- 373 Naturopathic Medicine, Chiropractic & Neurosciences (see 131 Biology)
- 353 Nursing  
 Occupational Safety Programs (see 145 Business Mgt. & Adm.)
- 367 Occupational Therapy
- 528 Oceanography  
 Oceanographic Technology (see 528 Oceanography)  
 Office Management (see 145 Business Mgt. & Adm.)  
 On-the-Job Training (see 631 Apprenticeship Programs)
- 369 Optometry  
 Painting (see 288 Construction Industry Programs)  
 Paramedic Training (see 387 Health Technologies—Other)
- 564 Park & Recreation Mgt.  
 Pharmacology (see 131 Biology)
- 372 Pharmacy
- 445 Philosophy
- 317 Photography
- 235 Physical Education
- 521 Physical Science, General
- 374 Physical Therapy
- 523 Physics  
 Physiology (see 131 Biology)  
 Pilot Training (see 274 Flight Training)  
 Plant Pathology (see 131 Biology)  
 Plant Science (see 131 Biology)  
 Plumbing (see 288 Construction Industry Programs)  
 Police Training (see 567 Law Enforcement)
- 586 Political Science
- 318 Printing & Graphics  
 Programming (see 211 Data Processing)
- 541 Psychology
- 562 Public Administration  
 Public Affairs & Service Programs, see:  
 568 Corrections  
 569 Fire Control  
 567 Law Enforcement  
 564 Park & Recreation Mgt.  
 562 Public Administration  
 565 Social Service
- 376 Public Health
- 196 Radio & Television
- 293 Radio-TV Repair
- 385 Radiological (X-ray), Health Technology  
 Range Resources (see 061 Agriculture)  
 Range Science (see 061 Agriculture)
- 147 Real Estate Training
- 564 Recreation Mgt., Park &
- 446 Religion
- 281 Repair, Auto Body
- 289 Repair, Business Machine
- 291 Repair, Heavy Equip. Operation &
- 293 Repair, Radio-TV
- 279 Repair, Small Engine
- 152 Reporting, Shorthand  
 Resources, Range (see 061 Agriculture)  
 Respiratory Therapy (see 387 Health Technologies—Other)  
 Retailing (see 146 Marketing)  
 Restaurant Management (see 165 Food Service)
- 511 ROTC
- 634 Rural Education Centers
- 148 Sales Training
- 381 Sanitation Technology, Environmental & Science, Plant (see 131 Biology)  
 Science Programs, Physical, see:  
 524 Chemistry  
 521 General Physical Science  
 526 Geology  
 522 Meteorology & Astronomy

## PROGRAMS OF STUDY (cont'd)

- 528 Oceanography
- 523 Physics  
 Science, Range (see 061 Agriculture)  
 Science, Veterinary (see 061 Agriculture)
- 236 Secondary Education
- 158 Secretarial Studies  
 Shoe Repair (see 175 Leatherworking)
- 152 Shorthand Reporting
- 279 Small Engine Repair
- 581 Social Science, General  
 Social Science Program: see:  
 582 Anthropology  
 583 Economics  
 588 Ethnic Studies  
 581 General Social Science  
 585 Geography  
 584 History  
 586 Political Science  
 587 Sociology  
 539 Urban Studies
- 565 Social Service  
 Social Work (see 565 Social Service)
- 587 Sociology  
 Solution Mining (see 251 Engineering)
- 237 Special Education
- 443 Speech  
 Speech Pathology/Audiology (see 237 Special Education)
- Surveying (see 288 Construction Industry Programs)
- 293 TV Repair, Radio —
- 151 Tax Auditing, Income
- 196 Television, Radio & Television Repair (see 293 Radio-TV Repair)
- 316 Theatre & Drama
- 367 Therapy, Occupational
- 374 Therapy, Physical  
 Training Opportunity Programs, see:  
 633 Adult Basic Education  
 631 Apprenticeship Programs  
 634 Rural Education Centers  
 Transportation Clerk Training (see 158 Secretarial Studies)
- Truck Driving (see 163 Commercial Drivers Training)
- Typing (see 158 Secretarial Studies)
- 153 Upholstery Training, Furniture
- 085 Urban Planning
- 589 Urban Studies
- 378 Veterinary Medicine  
 Veterinary Science (see 061 Agriculture)  
 Vocational Education (see 236 Secondary Education)
- Water Resources (see 072 Marine Technology)
- 283 Welding  
 Well Drilling (see 295 Machine Technology)
- 071 Wildlife Sciences, Fisheries & Wood Utilization (see 068 Forestry)  
 Wool (see 061 Agriculture)  
 Women's Studies (see 587 Sociology)
- 385 (X-ray), Health Technology—Radiological

# SCHOOLS

The AKCIS school file currently contains information on 64 public and private postsecondary institutions in Alaska, as well as selected out-of-state schools.

You can use the computer to compare as many as three schools at a time.

1. Find the schools you want information about. You will use the school codes to get information from the computer.
2. Then select the SCHOOL TOPICS on page 25.

- |  |   |
|--|---|
| 99136 ABC Services School of Heat  | 99141 Contemporary Management Association   |
| 99102 A.I.R. Center  | 22133 Department of Public Safety Training Academy                                |
| 81122 Academy of Hair Design   | Dillingham Rural Education Center (see Prog. 634 Rural Education Centers)         |
| 99101 Aero Tech Flight Service, Inc.   |   |
| 49145 Alaska Air Frame & Power Plant Review Institute                                      |   |
| 99137 Alaska Bar Review/B.A.R., Inc.   |   |
| 21109 Alaska Bible College   |   |
| 22112 Alaska Bible Institute   |   |
| 44133 Alaska Business College  |   |
| 49156 Alaska Native Trng. Institute  |   |
| 21133 Alaska Pacific University  |   |
| 49147 Alaska Skill Center  |   |
| Aleutian Region, Adak Rural Education Center (see Prog. 634 Rural Education Centers)       |   |
| Aleutian Region, Cold Bay Rural Education Center (see Prog. 634 Rural Education Centers)   |   |
| Aleutian Region, King Cove Rural Education Center (see Prog. 634 Rural Education Centers)  |   |
| Aleutian Region, Sand Point Rural Education Center (see Prog. 634 Rural Education Centers) |   |
| 81132 Anchorage AK School of Barbering   |   |
| 22141 Anchorage Community College  |   |
| 21123 Arctic Bible Institute   |   |
| 99105 Birchwood Air Service  |   |
| 99134 Cardinal School of Travel  |   |
| 44139 Century 21 Real Estate School of Alaska, Inc.  |   |
| 21125 Charismatic Bible College of Anchorage   |   |
|  | Elson Air Force Base (see 21137 University of Alaska, Fairbanks)                  |
|  | 99127 Eileen Seals Finishing & Modeling School                                    |
|  | Elmendorf Air Force Base (see 21135 University of Alaska, Anchorage)              |
|  | 71125 Fairbanks Beauty School   |
|  | 99111 Flying Machine, The   |
|  | Fort Greely (see 21137 University of Alaska, Fairbanks)                           |
|  | Fort Richardson (see 21135 University of Alaska, Anchorage)                       |
|  | Fort Wainwright (see 21137 University of Alaska, Fairbanks;                       |
|  | 49153 Hutchison Career Development Center; 22163 Tanana Valley Community College) |
|  | Fort Yukon Rural Education Center (see Prog. 634 Rural Education Centers)         |
|  | Galena Rural Education Center (see Prog. 634 Rural Education Centers)             |
|  | 99114 Gil's Aircraft Service  |

# SCHOOLS (cont'd)

- |   |  |
|---|--|
| 44136 H & R Block (Anchorage)   | 22106 Sheldon Jackson College                                      |
| 44137 H & R Block (Soldotna)  | 22161 Sitka Community College                                      |
| 99138 Human Resources Company   | Southeastern Senior College (see 21139 University of AK, Juneau)   |
| 49153 Hutchison Career Development Center                                 |  |
| 99145 Image of Lovellness   | 44141 T & M Real Estate  |
| 49155 Indian Action Program   | 22163 Tanana Valley Community College                              |
| 21132 Inupiat University of the Arctic                                    | 49158 Testing Institute of Alaska                                  |
|   | Tok Rural Education Center (see Prog. 634 Rural Education Centers) |
| 99129 JaCyn School of Modeling  | 81128 Trend Setters School of Beauty                               |
| 99131 John Robert Powers Finishing & Fashion School                       |  |
| Juneau-Douglas Community College (see 21139 University of Alaska, Juneau) |  |
| 99148 Kastan School of Music  | 21135 University of Alaska, Anchorage                              |
| 22145 Kenai Peninsula Community College                                   | 21137 University of Alaska, Fairbanks                              |
| 22147 Ketchikan Community College   | 21139 University of Alaska, Juneau                                 |
| 22149 Kodiak Community College  |  |
| 22153 Kuskokwim Community College   | 99123 Wilbur's Flight Operations                                   |
|   | 44145 Winney Real Estate School                                    |
|   | 99125 Wyatt's Air Center   |
| 99154 Literacy Council of Alaska  |  |
| 44142 Marston School of Real Estate                                       |  |
| 22155 Matanuska-Susitna Community College                                 |  |
| 99150 Montessori Creative Schools, Inc.                                   |  |
| 22127 Muldoon Bible Institute   |  |
|   | CALIFORNIA   |
|   | 21214 Stanford University  |
|   | 21217 University of California, Berkeley                           |
|   | 21232 University of San Francisco                                  |
|   | 21235 University of Southern California                            |
|   | 21238 University of the Pacific                                    |
|   | HAWAII   |
|   | 21343 University of Hawaii Manoa                                   |
|   | IDAHO  |
|   | 21454 Idaho State University                                       |
|   | 21457 University of Idaho  |
|   | MONTANA  |
|   | 21563 Montana State University                                     |
|   | 21566 University of Montana  |
|   | OREGON   |
| 44143 Real Estate School, The   | 21674 Dental School, University of Oregon Health Sciences Center   |
| 49157 Regional Fire Training Center                                       | 22613 Lane Community College                                       |
| 21129 Saint Herman's Theological Seminary                                 |  |

## SCHOOLS (cont'd)

- 21677 Lewis & Clark College
- 21682 Medical School, University of  
Oregon Health Sciences Center
- 22616 Mount Hood Community College
- 21685 Oregon State University
- 22619 Portland Community College
- 21688 University of Oregon
- 49769 West Coast Training Service
- 21691 Willamette University

## WASHINGTON

- 22731 Clark College
- 22734 Everett Community College
- 22737 Green River Community College
- 22742 Highline Community College
- 22745 Olympia Technical Community  
College
- 21714 Pacific Lutheran University
- 22748 Seattle Central Community College
- 21717 Seattle University
- 22761 Shoreline Community College
- 22753 Tacoma Community College
- 21722 University of Puget Sound
- 21725 University of Washington
- 21728 Washington State University

## SCHOOL TOPICS

After entering school numbers, select topic numbers for which you want information. See "Using the Computer Terminal" on page 26.

### General Information

- \*01 General Information
- \*02 Enrollment
- 03 Minority Enrollment
- \*04 Enrollment by Age Group
- \*05 Contact for More Information
- 70 Evening & Weekend Classes
- 71 Alternative Credit Opportunities
- 72 Class Size
- 73 School-Wide Graduation Requirements
- 74 Grading System

### Programs of Study

- \*06 Agriculture and Natural Resources
- \*08 Architecture
- \*11 Area Studies
- \*13 Biological Sciences
- \*14 Business & Management
- \*19 Communications
- \*21 Computer & Information Sciences
- \*23 Education
- \*25 Engineering
- \*27 Mechanical Engineering Technologies
- \*31 Fine & Applied Arts
- \*33 Foreign Languages
- \*35 Health Services
- \*41 Home Economics
- \*42 Law
- \*44 Letters (English, Philosophy, Speech)
- \*46 Library Science
- \*48 Mathematics
- \*51 Military Science
- \*52 Physical Science
- \*54 Psychology
- \*56 Public Affairs & Services
- \*58 Social Sciences
- \*61 Interdisciplinary Studies
- \*63 Other Programs of Study
- \*65 Foreign Study Programs
- \*66 Honors Programs
- \*67 Reserved Officer Training (ROTC)
- \*68 Ethnic Studies Programs
- \*69 Women's Studies Programs

### Admissions

- \*75 Freshman (or 1st year) Admission
- \*76 Transfer Admission Requirements
- \*77 Admission Application Procedures
- \*78 Special Admissions
- 79 Graduate School Admission

### Housing

- \*80 Dormitories
- 81 Greek Housing
- 82 Cooperative Housing
- 83 Off-Campus Housing
- 84 Married Student Campus Housing

### Cost & Financial Aid

- \*85 Single Student Costs
- 86 Married Student Costs
- 87 Part-Time Student Costs
- \*88 Aid Available
- \*89 Aid Application Procedures
- 90 Applicants Receiving Aid
- 91 Part-Time Jobs

### Services

- \*92 Services for All Students
- \*93 Services for Handicapped Students
- 94 Services & Programs for Special  
Student Groups
- 98 School-Sponsored Athletic  
Programs
- 101 School-Sponsored Health Services
- 102 Child Care Facilities
- 103 Library Available
- 104 Bus Service
- 105 Student Parking Available

\*Out-of-state schools have only these topics of information available.

# Using the Computer Terminal

You can easily run the Alaska Career Information System yourself, but first you must contact the computer and get the program and files.

Your counselor or teacher will make contact with the computer, log in (type the code name or number and password), and get the AKCIS program and files.

Once you have the AKCIS program you can use any of the commands on these pages at almost any time, and it isn't fussy about spacing.

There is only one thing to keep in mind: each time you enter a message you must punch the RETURN key. That will signal the computer to process your command.

## General Commands

### WHEN YOU WANT TO:

Begin using the computer program.

Indicate the end of a command.

Skip to the next section of the printout.

End a long printout. (If you do not want the whole printout, punch the period (.) and RETURN when the teletype pauses.)

Get help with what to do next.

Cancel a transaction before it is sent. This causes the message to be ignored and you can proceed.

Stop using the System when nobody is waiting.

Stop using the System and someone is waiting.

### TYPE IN:

HELLO

RETURN Key

Return Key when the terminal pauses

Period and RETURN Key when the terminal pauses

HELP

Hold down the CTRL Key and punch the letter X

STOP

LINEFEED Key and type HELLO

# GIVING COMMANDS

AKCIS is your tool for getting information. You give the commands, and the computer will look up the information for you. You can get whatever information you want, and you can get it in any order.

The computer will recognize any of the commands on these pages.

## Quest Commands

### WHEN YOU WANT TO:

Begin the questionnaire.

Find out how many occupations remain on your list.

Back up one question to change an answer.

Find out what occupation titles are on your list.

Find out why a particular occupation was left off your occupational list.

Change the answers to questions you have already answered.

Select individual questionnaire items to answer.

Finish answering the questionnaire.

### TYPE IN:

QUEST

HOW MANY

BACK UP

LIST

WHY NOT (occ. no.)

CHANGE

SELECT

FINISH

# Occupation Commands

WHEN YOU WANT TO:	TYPE IN:
Know what information there is in the computer.	INFO
Get a description of job duties, specialties, working conditions, hiring requirements, employment prospects, etc.	DESC      ( <u>occ. no.</u> )
Get a list of attributes (QUEST answers) which keep a particular occupation on your QUEST list.	ATTR      ( <u>occ. no.</u> )
Get a bibliography of occupational books.	BIB        ( <u>occ. no.</u> )
See how people prepare for the occupation.	PREP      ( <u>occ. no.</u> )
List high school courses that will help in preparing for a field of work (cluster).	PREP      (first two digits of <u>occ. no.</u> )

# Program Commands

Get a list of courses, degrees, and schools for a program of study and training.	PROG      ( <u>program no.</u> )
--	----------------------------------

# School Commands

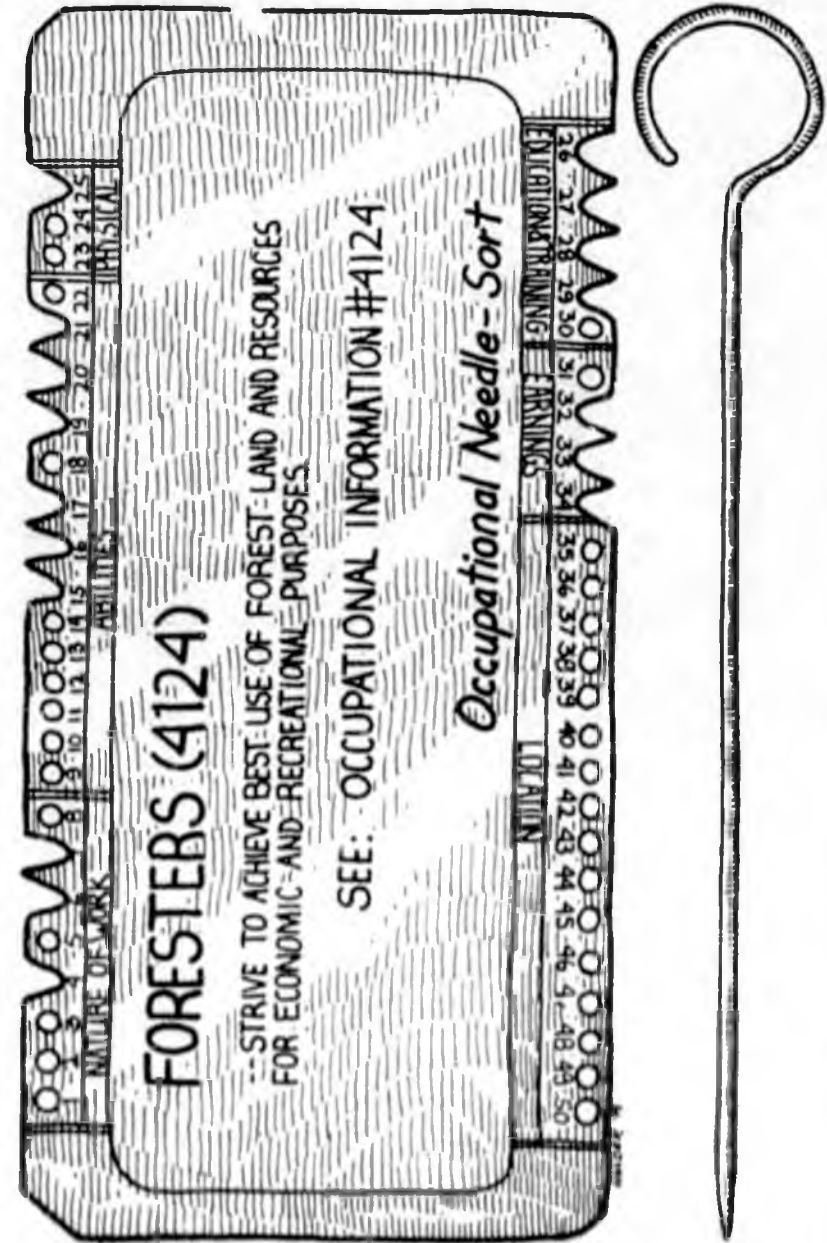
Find out the address, programs offered, and whom to contact for more information at specific schools.	SCH      (1, 2 or 3 <u>school codes</u> )  (Example: SCH49147, 21133,22153)
---	--

# Alaska Career Information System

The Alaska Career Information System, located in the Department of Education, provides current occupational and educational information in usable form to individuals, schools and social agencies. The purpose is to improve career choices and training opportunities.

Alaska Career Information System  
Alaska Department of Education  
Pouch F-A  
Juneau, Alaska 99811  
(907) 465-2816

September 1980



## Needle-Sort

User's Handbook

## **THE ALASKA CAREER INFORMATION SYSTEM (AKCIS)**

AKCIS provides up-to-date occupational and educational information. Using the needle-sort deck, you may obtain the names of some occupations to consider. The three accompanying books of information contain descriptions of the occupations and how to prepare for them, descriptions of programs of study and training, and information on the postsecondary schools in Alaska and in selected out-of-state schools that offer these programs.

This handbook will be your guide for using the AKCIS needle-sort.

# Start

We all need information to make decisions. The Alaska Career Information System can help you get current information to use in your own career planning.

There are several places you can start:

- **Are you undecided about what occupations to explore?**  
If so, you can state your likes and dislikes and get lists of job titles to explore.

Turn to QUEST on page 1.

- **Do you have some future occupations in mind?**  
You can get the most current information available about occupations. AKCIS includes working conditions, hiring requirements, job outlook, ways to prepare for employment, and where to get more career information.

See OCCUPATIONS, page 11.

- **Do you have a field of study in mind?**  
You can find out about programs, teaching methods, and degrees. You can get a list of schools and learn about the careers those programs of study can lead to.

See PROGRAMS OF STUDY AND TRAINING, page 19.

- **Are you considering certain schools or colleges?**  
Do you have questions about the kind of programs they offer?

See SCHOOLS, page 25.

- **Are you looking for a job right now?**  
Sorry, the system does not have information about current job openings. You will need to get help elsewhere. Ask a counselor or work experience coordinator, or you could check with the Employment Division office or other sources of current job openings.

For QUEST, turn to page 1.

For HOW TO GET INFORMATION, turn to page 9.

For OCCUPATIONS, turn to page 11.

For PROGRAMS OF STUDY AND TRAINING, turn to page 19.

For SCHOOLS, turn to page 25.

# QUEST questionnaire

One good way to begin making your career plans is by thinking about your own likes and abilities. QUEST can help you find occupations that use the abilities and interests you report.

QUEST is a tool you can use yourself. It does not test you or tell you what to become. Instead, it helps you find occupations to explore further.

If you think about the questions and are honest with yourself, your list should contain some interesting occupations. If you don't like the list, you can try other answers and get another list.

Read the questions and mark the "code word" next to each answer you choose.

There are instructions for using the needle-sort cards at the end of the questionnaire.

**NATURE OF WORK:** People have different personalities, and so do jobs. Your personal likes, values, and interests will affect the kind of work you choose.

1. **Continuous.** On some jobs you do the same things many times a day and you work at a steady pace. Would you want to do this type of work?

ANSWER

(Circle one CODE WORD)

Yes, I would

YES

No, I would not

NO-1

No preference or I'm not sure

NS

2. **Precise.** On some jobs there is little room for error so you must be very exact in your work. Would you want to do this type of work?

Yes, I would

YES

No, I would not

NO-2

No preference or I'm not sure

NS

3. **Using facts.** On some jobs you use factual information to decide what to do. Would you want to do this type of work?

Yes, I would

YES

No, I would not

NO-3

No preference or I'm not sure

NS

### QUEST (cont'd)

4. **Working with others.** On some jobs you must deal with many different people to get your work done. Would you want to do this type of work?

ANSWER	CODE WORD
<u>Yes</u> , I would	YES
<u>No</u> , I would not	NO-4
No preference or I'm <u>not sure</u>	NS

5. **Persuading.** On some jobs you talk with people to try to influence their actions or ideas. Would you want to do this type of work?

<u>Yes</u> , I would	YES
<u>No</u> , I would not	NO-5
No preference or I'm <u>not sure</u>	NS

6. **Decision-making.** On some jobs you are responsible for making final decisions about projects, plans and other people's duties. Would you want to do this type of work?

<u>Yes</u> , I would	YES
<u>No</u> , I would not	NO-6
No preference or I'm <u>not sure</u>	NS

7. **Change.** On some jobs you must move often from one task to another and use several different skills. Would you want to do this type of work?

<u>Yes</u> , I would	YES
<u>No</u> , I would not	NO-7
No preference or I'm <u>not sure</u>	NS

8. **Creative.** On some jobs you must express feelings and ideas in artistic ways. Would you want to do this type of work?

<u>Yes</u> , I would	YES
<u>No</u> , I would not	NO-8
No preference or I'm <u>not sure</u>	NS

### QUEST (cont'd)

**ABILITIES:** Regardless of formal schooling, everyone has abilities that can be used on various jobs. The next seven questions will let you sort occupations by the abilities you want to use on a job. The ability levels refer to the entire U.S. population and not just the people where you work or study, so don't be too hard on yourself.

9. **Eye-hand coordination.** You would need to be good at handling things as you see them. Mark the highest level of eye and hand coordination you want to use on a job.

ANSWER	CODE WORD
<u>Low</u> level of coordinating eye and hand movements	EL-9
<u>Medium</u> level of coordinating eye and hand movements	EM-10
<u>High</u> level of coordinating eye and hand movements	EH
I'm <u>not sure</u> what level of this ability I want to use	NS

10. **Working with fingers.** You would need to be able to do very precise work with your fingers. You might have to work with small things quickly and carefully. Mark the highest level of working with fingers you want to use on a job.

<u>Low</u> level of working with fingers	FL-11
<u>Medium</u> level of working with fingers	FM-12
<u>High</u> level of working with fingers	FH
I'm <u>not sure</u> what level of working with fingers I want to use	NS

11. **Checking accuracy.** You would need to be very accurate at reading or copying written material. You might have to be good at things like proofreading numbers and words. Mark the highest level of checking accuracy you want to use on a job.

<u>Low</u> level of checking accuracy	CL-13
<u>Medium</u> level of checking accuracy	CM-14
<u>High</u> level of checking accuracy	CH
I'm <u>not sure</u> what level of checking accuracy I want to use	NS

12. **Use of words.** You would need to read and understand instructions. You might have to express yourself clearly when writing or talking with people. Mark the highest level use of words you want in a job.

<u>Low</u> use of words	VL-15
<u>Medium</u> use of words	VM-16
<u>High</u> use of words	VH
I'm <u>not sure</u> what level use of words I want in a job	NS

**QUEST (cont'd)**

13. **Use of numbers.** You would need to be able to work with numbers or measurements. A sign of this ability is doing basic arithmetic (addition, subtraction, multiplication and division) without difficulty. Mark the highest level use of numbers you want in a job.

ANSWER	CODE WORD
<u>Low</u> use of numbers	NL-17
<u>Medium</u> use of numbers	NM-18
<u>High</u> use of numbers	NH
I'm <u>not sure</u> what level use of numbers I want in a job	NS

14. **Catching on to things.** You would need the ability to understand procedures and the reasoning behind them. You might have to be good at figuring out complicated things. Mark the highest level of catching on to things you want to use on a job.

<u>Low</u> level of catching on to things	GL-19
<u>Medium</u> level of catching on to things	GM-20
<u>High</u> level of catching on to things	GH
I'm <u>not sure</u> what level of catching on to things I want to use	NS

15. **Seeing detail.** You would need to be able to tell slight differences in shapes of objects and lengths of lines. You might have to be able to see detail in objects, pictures or drawings. Mark the highest level of seeing detail you want to use on a job.

<u>Low</u> level of seeing detail	DL-21
<u>Medium</u> level of seeing detail	DM-22
<u>High</u> level of seeing detail	DH
I'm <u>not sure</u> what level of seeing detail I want to use	NS

**QUEST (cont'd)**

16. **Physical activity.** Jobs require different amounts of physical activity.

Would you be able and willing to be very active, often handling 50-pound objects and sometimes more?

ANSWER	CODE WORD
<u>Yes</u> , I would	YES—(go on to Question 17)
<u>No</u> , (I couldn't or wouldn't want to)	CD—(Answer Question 16A below)
No preference or I'm <u>not sure</u>	NS—(go on to Question 17)

16A	If you answered CD, what is the most activity you would be able and willing to do?	
Medium	Moving around a lot and handling objects usually 10 to 25 pounds. (rarely 50 pounds)	M-23
Light	Moving around some and handling light objects usually under 10 pounds. (rarely 20 pounds)	L-24
Sitting	Rarely moving around. Usually sitting.	S-25
	No preference or I'm not sure	NS

**PREPARATION:** Different jobs require different types and levels of skills. There are various ways to prepare for a career. Some jobs require a certain amount of schooling or formal apprentice-type training; others do not.

17. **Education and training.** How much education and training will you have when you enter your career field? Consider your present education plus additional education you would take. Circle the longest education or training program you have or would be willing to complete.

No special education, training or experience before starting the job	NO-26
No more than <u>high school</u> graduation (or G.E.D.) and a short training period	HS-27
Up to <u>one year</u> of full-time schooling (or two years of apprentice-type training)	ONE-28
Up to <u>two to three years</u> of full-time schooling (or three to four years of apprentice-type training)	TWO-29
Up to a <u>four-year</u> degree or equivalent	FOUR-30
<u>Any amount</u> of education, including university graduate school training	ANY

QUEST (cont'd)

EARNINGS:

18. **Beginning wage.** How much must an occupation pay (for regular, full-time work) before you would consider it? These wages refer to the average starting rate before deductions; you would earn more with experience.

ANSWER	CODE WORD
Not sure or not important at this time	NS
At least the minimum wage to start	MIN
At least \$1,000—\$1,499 per month (\$5.76—\$8.64 per hour)	1000-31
At least \$1,500—\$1,999 per month (\$8.65—\$11.63 per hour)	1500-32
At least \$2,000—\$2,499 per month (\$11.54—\$14.41 per hour)	2000-33
At least \$2,500 per month (\$14.42 per hour or more)	2500-34

WORKING CONDITIONS:

19. **Work setting.** Where would you like to work?

Mostly <u>indoors</u> or under shelter	IN-35
Mostly <u>outdoors</u>	OUT-36
No preference or I'm <u>not sure</u>	NS

LOCATION:

20. **City size.** Some people want to work only in a large city; others want to work in a small city; others want to work in a small town. In which size community are you willing to work?

Only in a <u>large city</u> (like Anchorage)	LM-37
Only in a <u>small city</u> (like Fairbanks or Juneau)	SC-38
Only in a <u>small town-rural area</u>	RUR-39
In a <u>large city or small city</u> , but not a small town-rural area	LMSC-40
In a <u>small city or small town-rural area</u> , but not a large city	SCR-41
No preference or I'm <u>not sure</u> about city size; I am willing to work in any size community	NS

QUEST (cont'd)

21. **Region.** Where are you willing to work?

Only in the <u>Anchorage Area</u>	ANC-42
Only in <u>Alaska</u>	AK-50
Only in the <u>Pacific Northwest</u>	NW
Anywhere in the <u>U.S.</u>	US

What occupations have you been considering? Write down some occupations you have been thinking about. (Titles and codes begin on page 11.)

---



---

If their requirements don't match your answers, you can learn why by looking at the cards that drop out after each sort.

Now see "How to Sort the Cards" on the next page.

## How To Sort The Cards



**Step 1.**  
See how you marked Question 1. If there is a number by the code word you circled, find the card hole with the same number. (Example: If you circled "NO-1," find hole 1.) Put the needle in that hole.

**NOTE:**

If the answer you marked does not have a number beside it, skip to the next question. An answer without a number does not drop any job titles.



**Step 2.**  
Hold the needle level. Lift and shake the deck of cards. Be sure all the loose cards drop out. You can look over the cards that drop out and put them into the file box; they do not match the answer you chose.

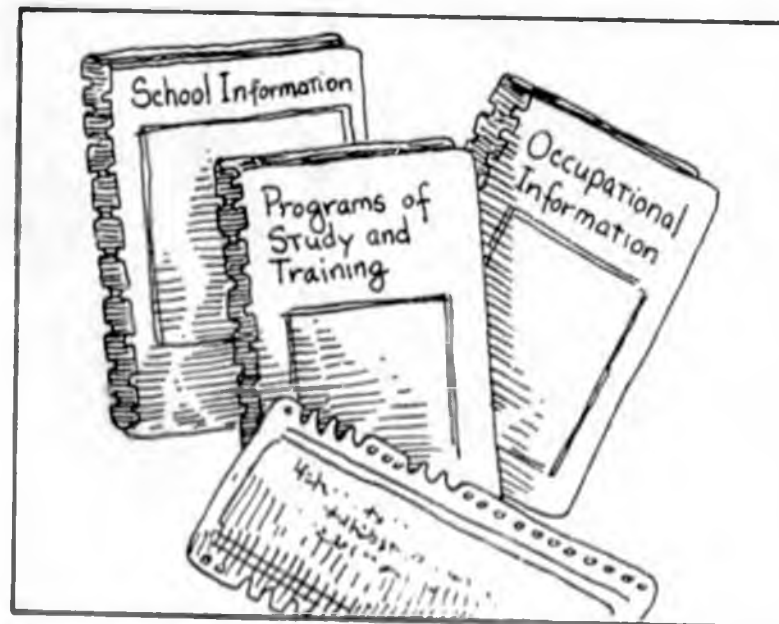


**Step 3.**  
Repeat Steps 1 and 2 for the rest of the questions. The cards that are left on the needle will tell you about occupations that match the answers you marked. You will want to explore some of the occupations; there will probably be others that don't appeal to you.

**NOTE:**

You can change answers to get different occupations.

## How To Get Information



There are three kinds of information:

- **OCCUPATIONAL INFORMATION**  
—job duties, hiring requirements, outlook and ways to prepare.
- **PROGRAMS OF STUDY AND TRAINING**  
—subjects to study and schools where training is available.
- **SCHOOLS**  
—names, addresses, contact persons and programs offered.

To get information from any of these sources:

- Step 1.** Look up the code number.  
Occupation codes: pages 11-18  
Program codes: pages 19-23  
School codes: pages 25-26
- Step 2.** Find the printout you want, and use the code number to look up the subject.

# Occupational Clusters

Occupations in the Alaska Career Information System are grouped by their major function within the following 28 categories. See the list of occupations for specific occupational titles and code numbers.

Number	Cluster Title
1100	Administrative
1400	Clerical
1600	Bookkeeping and Accounting
2100	Social Research
2300	Mathematical and Computing
2400	Engineering and Design
2600	Science and Laboratory
3100	Mechanics
3400	Building Maintenance
4100	Agriculture, Forestry, and Fishery
4200	Construction
4300	Food Processing
4400	Textile and Apparel
4500	Timber Products
4600	Mining
4700	Graphic Arts
5400	Metalworking
5600	Electricity and Electronics
5900	Other Production
6100	Transportation
7100	Stock Control
7400	Sales
7800	Food Service
8100	Health Service
8400	Social Service
8600	Personal Care
9400	Protective Service
9800	Art and Entertainment

# OCCUPATIONS

The 215 occupational categories cover about 90% of the employment in the state and the major kinds of work found elsewhere in the country.

Look in the "Occupational Information" printout for current information about any of these occupations.

1614	Accountants & Auditors	4442	Clothes Designers & Patternmakers
1619	Accounting & Statistical Clerks	4724	Commercial Artists & Designers
1136	Administrators, Education	8456	Elementary & Secondary Teachers
1134	Administrators, Health Service	5982	Handcrafters
1138	Administrators, Public	2491	Interior Designers & Decorators
	Advertising-Related Occs., see:	4734	Photographers
	7422 Business Services Salespeople (includes Adv'g Salespeople)	8454	University & College Teachers
	4724 Commercial Artists & Designers	4724	Artists & Designers, Commercial
	4734 Photographers	9866	Artists, Performing
	1195 Public Relations Workers	9878	Athletes, Professional
	2176 Writers & Editors		Attorneys (see 8432 Lawyers)
	Agronomists (see 2611 Life Scientists)	8128	Audiologists, Speech Pathologists &
	Aides, Recreation (see 8486 Recreation Leaders)	1614	Auditors, Accountants & Automobile Body Repairers (see 5486 Body & Fender Repairers)
8428	Aides, Social Service	3112	Automobile Mechanics
1422	Aides, Teacher	7418	Automobile Salespeople
6126	Air Traffic Controllers		
3116	Aircraft Mechanics		
	Airline Careers, see:		
	6126 Air Traffic Controllers	4324	Bakers
	3116 Aircraft Mechanics	1644	Bank Tellers
	3123 Airline Ground Crew		Barbers (see 8624 Hairstylists)
	7856 Flight Attendants	7852	Barbers
	6188 Pilots & Flight Engineers		Beauticians (see 8424 Hairstylists)
	1424 Travel Agents		Bill Collectors (see 1637 Collectors)
3123	Airline Ground Crew	26112	Biologists
	Airline Pilots (see 6188 Pilots & Flight Engineers)	5486	Body & Fender Repairers
4174	Animal Caretakers	5483	Boiler Makers, Structural Metal & Boiler Operators (see 5944 Stationary Engineers)
9824	Announcers, Radio & Television	1616	Bookkeepers
	Anthropologists (see 2144 Social Scientists)		Botanists (see 2611 Life Scientists)
3169	Appliance Repairers	4264	Bricklayers
1634	Appraisers	5664	Broadcast Technicians
2464	Architects		Building Inspectors (see 9482 Health & Safety Inspectors)
	Art-Related Occupations, see:		

## OCCUPATIONS (cont'd)

3422	Building Maintenance Workers	7484	Clerks, Sales
	Bulldozer Operators (see 6151 Heavy Equipment Operators)	4442	Clothes Designers & Patternmakers
6142	Bus & Taxi Drivers		Coaches (see 8486 Recreation Leaders)
	Business Administrators, see:	4646	Coal Mining Occs., Ore & Collectors
	1144 Business Executives	1637	College Presidents (see 1136 Education, Administrators)
	1146 Financial Managers		College Teachers, University & Commercial Artists & Designers
	1132 Hotel & Motel Managers	8454	Commercial Fishers
	1138 Public Administrators	4724	Commercial Salespeople (see 7114 Sales Representatives)
	1142 Small Business Operators	4182	Computer Operators
1144	Business Executives	2356	Computer Programmers
7422	Business Services Salespeople	2354	Computer Repairers
7888	Buspersons	3165	Construction Laborers
1184	Buyers & Purchasing Agents	4286	Construction Occupations, see:
	Cab Drivers (see 6142 Bus & Taxi Drivers)	4264	Bricklayers
4348	Cannery & Frozen Food Workers	4254	Carpenters
	Car Loaders (see 7112 Freight Handlers)	4246	Cement Masons
4254	Carpenters	4286	Construction Laborers
4276	Carpet Layers, Floor &	4276	Floor & Carpet Layers
1642	Cashiers & Grocery Checkers	4248	Glaziers
	Catskinners (see 6151 Heavy Equipment Operators)	4242	Painters
4246	Cement Masons	4244	Plasterers & Drywall Installers
	Charter Boat Operators (see 6184 Ship Officers & Engineers)	4274	Plumbers
7824	Chefs & Dinner Cooks	4278	Roofers
8449	Child Care Workers	1152	Construction Superintendents
8122	Chiropractors	7824	Cooks, Chefs & Dinner
4516	Chokersetters	7826	Cooks, Fry
24113	Civil Engineers		Correctional Counselors (see 8422 Parole & Probation Officers; also 8414 Counselors)
1632	Claims Adjusters & Examiners		Cosmetologists (see 8624 Hairstylists)
8436	Clergy	8414	Counselors
	Clerical Occupations, see:	7862	Counter Attendants
	1644 Bank Tellers		Crafts Instructors (see 8486 Recreation Leaders)
	1616 Bookkeepers		Craftspersons (see 5982 Handcrafters)
	1642 Cashiers & Grocery Checkers		Custodians (see 3455 Janitors)
	1416 Clerk Typists		Dancers (see 9806 Performing Artists)
	1438 Data Entry Operators		
	1418 General Office Clerks		
	1442 Secretaries		
	1414 Stenographers		
	1424 Travel Agents		
1416	Clerk Typists		
1418	Clerks, General Office		

## OCCUPATIONS (cont'd)

1438	Data Entry Operators		Energy/Solar Occupations, see:
	Data Processing Occupations, see:		2464 Architects
	2356 Computer Operators		4254 Carpenters
	2354 Computer Programmers		2411 Engineers
	1438 Data Entry Operators		4274 Plumbers
	2353 Systems Analysts	2451	Engineering Technicians
6182	Deck Hands	2411	Engineers
2491	Decorators & Designers, Interior	6184	Engineers, Ship Officers & Environmental Occupations, see:
8176	Dental Assistants		2631 Earth Scientists
8152	Dental Hygienists		4126 Fish & Wildlife Technicians
2655	Dental Laboratory Technicians		4124 Foresters
8142	Dentists		2611 Life Scientists
	Denturists (see 2655 Dental Laboratory Technicians)		5946 Water and Sewage Plant Operators
4662	Derrick Workers, Petroleum	1144	Executives, Business
2491	Designers & Decorators, Interior		
4442	Designers, Clothes & Patternmakers	4514	Fallers and Buckers
4724	Designers, Commercial Artists & Designers, Floral	4164	Farmers and Ranchers
4146	Detective, (see 9414 Law Enforcement Officers)		Fast Food Workers (see 7862 Counter Attendants)
	Diesel Mechanics (see 3114 Truck & Heavy Equipment Mechanics)	1146	Financial Managers
8136	Dietitians	9426	Fire Fighters
6132	Dispatchers		Fire Inspectors (see 9482 Health & Safety Inspectors)
	Doctors (see 8112 Physicians)		Fish and Wildlife Biologists (see 2611 Life Scientists)
2484	Drafters	4126	Fish and Wildlife Technicians
4661	Drillers, Rotary	4182	Fishers, Commercial
4464	Dry Cleaning Workers, Laundry &		Fishing & Hunting Guides (see 8484 Recreation Guides)
4244	Drywall Installers, Plasterers &		Fishing Boat Deck Hands (see 6182 Deck Hands)
2631	Earth Scientists	7856	Flight Attendants
	Ecologists (see 2611 Life Scientists)	6188	Flight Engineers, Pilots &
2176	Editors, Writers and	4276	Floor & Carpet Layers
1136	Education Administrators	4146	Floral Designers
8458	Education Program Specialists		Food & Drug Inspectors (see 9482 Health & Safety Inspectors)
	EFG and/or EKG Technicians (see 2654 Health Technicians)		Food Processing Occupations, see:
24114	Electrical Engineers		4324 Bakers
	Electrical Technicians (see 5668 Electronics Technicians)		4348 Cannery & Frozen Food Workers
5626	Electricians		4182 Commercial Fishers
5668	Electronics Technicians		4326 Meat Cutters
8456	Elementary & Secondary Teachers	4346	Food Processing Workers
8168	Emergency Medical Technicians		Food Service Occupations, see:

**OCCUPATIONS (cont'd)**

7852 Bartenders  
 7888 Buspersons  
 7824 Chefs & Dinner Cooks  
 7882 Counter Attendants  
 7856 Flight Attendants  
 7826 Fry Cooks  
 7884 Kitchen Helpers  
 7854 Waiters & Waitresses  
 4124 Foresters  
 4128 Forestry Technicians  
 6158 Fork Lift Operators  
 2174 Freelance Writers  
 7112 Freight Handlers  
 4348 Frozen Food Workers, Cannery &  
 7826 Fry Cooks  
 8632 Funeral Directors & Embalmers  
 Game Wardens (see 9414 Law  
 Enforcement Officers)  
 Garbage Collectors (see 6144  
 Local Truck Drivers)  
 1418 General Office Clerks  
 Geologists (see 2631 Earth  
 Scientists)  
 4248 Glaziers  
 7134 Grocery Baggers  
 3123 Ground Crew, Airline  
 4144 Groundskeepers & Gardeners  
 9476 Guards, Security  
 8484 Guides, Recreation  
 8624 Hairstylists  
 5982 Handcrafters  
 9482 Health & Safety Inspectors  
 Health Occupations, see:  
 8122 Chiropractors  
 8176 Dental Assistants  
 8152 Dental Hygienists  
 2655 Dental Laboratory Techni-  
 cians  
 8142 Dentists  
 8136 Dietitians  
 8168 Emergency Medical  
 Technicians  
 1134 Health Service Adminis-  
 trators  
 2654 Health Technicians  
 8164 Licensed Practical Nurses  
 8186 Medical Assistants  
 8174 Nurse Aides & Orderlies  
 81822 Nurse Practitioners  
 8125 Occupational Therapists  
 8134 Optometrists  
 8124 Pharmacists  
 8127 Physical Therapists  
 8121 Physician Assistants  
 8112 Physicians  
 8162 Registered Nurses  
 8128 Speech Pathologists &  
 Audiologists  
 8132 Veterinarians  
 1134 Health Service Administrators  
 2654 Health Technicians  
 Health Therapists (see 8125 Occu-  
 pational Therapists & 8127  
 Physical Therapists)  
 3146 Heating-Cooling System Mechanics  
 6151 Heavy Equipment Operators  
 Historians (see 2144 Social Scien-  
 tists)  
 Horticulturists (see 2611 Life  
 Scientists)  
 Hospital Administrators (see 1134  
 Health Service Administrators)  
 1132 Hotel & Motel Managers  
 Hunting & Fishing Guides (see  
 8494 Recreation Guides)  
 8152 Hygienists, Dental  
 Industrial Machinery Repairers  
 (see 3142 Millwrights)  
 Industrial Truck Operators (see  
 6158 Fork Lift Operators)  
 Inhalation Therapists (see 2668  
 Respiratory Therapists)  
 2672 Inspectors, Quality Control  
 Instrument Technicians (see 5688  
 Electronics Technicians)  
 Insurance Adjusters & Examiners  
 (see 1632 Claims Adjusters &  
 Examiners)  
 7416 Insurance Salespeople  
 Insurance Underwriters (see 1635  
 Underwriters)  
 2491 Interior Designers & Decorators

**OCCUPATIONS (cont'd)**

3455 Janitors  
 3184 Jewelers  
 Judges (see 8432 Lawyers)  
 Keypunch Operators (see 1438  
 Data Entry Operators)  
 7884 Kitchen Helpers  
 2693 Laboratory Testers  
 4286 Laborers, Construction  
 Land Use Planners (see 2462 Urban  
 & Regional Planners)  
 Landscape Architects (see 2464  
 Architects)  
 Landscape Occupations (see 4144  
 Groundskeepers & Gardeners)  
 4464 Laundry & Dry Cleaning Workers  
 9414 Law Enforcement Officers  
 8432 Lawyers  
 8433 Legal Assistants  
 14422 Legal Secretaries  
 8492 Librarians  
 1428 Library Assistants  
 8164 Licensed Practical Nurses  
 2611 Life Scientists  
 5624 Linepersons  
 1636 Loan Officers  
 6144 Local Truck Drivers  
 4522 Log Handling Occupations  
 Loggers, see:  
 4516 Chokersettlers  
 4514 Fallers & Buckers  
 6156 Yarding & Loading Occu-  
 pations  
 6145 Long Haul Truck Drivers  
 Longshoremen (see 7112  
 Freight Handlers)  
 5464 Machinists  
 Maids, Room (see 3454 Room  
 Cleaners)  
 7122 Mail Carriers  
 3422 Maintenance Workers, Building  
 Managers, see:  
 1152 Construction Superin-  
 tendents  
 1136 Education Administrators  
 1146 Financial Managers  
 1134 Health Service Adminis-  
 trators  
 1132 Hotel & Motel Managers  
 1411 Office Managers  
 1186 Personnel Officers  
 1138 Public Administrators  
 8482 Recreation Directors &  
 Supervisors  
 1162 Sales & Service Managers  
 1142 Small Business Operators  
 2332 Mathematicians & Statisticians  
 4320 Meat Cutters  
 24116 Mechanical Engineers  
 3116 Mechanics, Aircraft  
 3112 Mechanics, Automobile  
 3146 Mechanics, Heating & Cooling  
 System  
 Mechanics, Industrial (see 3142  
 Millwrights)  
 3114 Mechanics, Truck & Heavy  
 Equipment  
 8186 Medical Assistants  
 2653 Medical Laboratory Workers  
 1431 Medical Record Techni-  
 cians  
 14424 Medical Secretaries  
 Medical Technologists (see 2693  
 Laboratory Testers)  
 Meteorologists (see 2631 Earth  
 Scientists)  
 9436 Military Enlisted Personnel  
 1172 Military Officers  
 3142 Millwrights  
 4646 Mining Occupations, Ore & Coal  
 Ministers (see 8436 Clergy)  
 9842 Models  
 1132 Motel Managers, Hotel &  
 Motorcycle Repairers (see 3118  
 Small Engine Repairers)  
 Music-Related Occupations, see:  
 8456 Elementary & Secondary  
 Teachers  
 9866 Performing Artists  
 8454 University & College  
 Teachers  
 Newspaper Reporters (see 2176  
 Writers & Editors)

## OCCUPATIONS (cont'd)

8174	Nurse Aides & Orderlies	4274	Plumbers
81622	Nurse Practitioners		Police Officers (see 9414 Law Enforcement Officers)
8164	Nurses, Licensed Practical		Political Scientists (see 2144 Social Scientists)
8162	Nurses, Registered		Social Scientists
	Occupational Safety & Health Inspectors (see 9482 Health & Safety Inspectors)	7123	Postal Clerks
8125	Occupational Therapists	8164	Practical Nurses, Licensed
	Oceanographers (see 2631 Earth Scientists)		Principals (see 116 Education Administrators)
1439	Office Machine Operators	4766	Printing Production Occupations
3164	Office Machine Repairers	8422	Probation Officers, Parole & Production Superintendents
1411	Office Managers	1154	Production Superintendents
1172	Officers, Military	9878	Professional Athletes
3126	Oilers		Programmer Analysts (see 2353 Systems Analysts)
	Operating Engineers (see 6151 Heavy Equipment Operators)	2354	Programmers, Computer
2656	Opticians	8434	Psychologists
8134	Optometrists	1138	Public Administrators
4646	Oil & Coal Mining Occupations	1195	Public Relations Workers
		4574	Pulp & Paper Workers
		1184	Purchasing Agents, Buyers & Quality Control Inspectors
7126	Packers & Wrappers	2672	Quality Control Inspectors
4242	Painters		
8422	Parole & Probation Officers	9824	Radio & Television Announcers
4442	Patternmakers, Clothes Designers & Payroll Clerks (see 1619 Accounting & Statistical Clerks)	3168	Radio & TV Service Technicians
9866	Performing Artists		Radio Operators (see 6132 Dispatchers)
1188	Personnel Officers	2661	Radiologic Technologists
4662	Petroleum Derrick Workers	4164	Ranchers, Farmers & Real Estate Salespeople
	Petroleum Occupations, see:	7417	Real Estate Salespeople
	5914 Petroleum Processing Occupations	1452	Receptionists
	4662 Petroleum Derrick Workers	8482	Recreation Directors & Supervisors
	4664 Rotary Drillers	8484	Recreation Guides
	4672 Roustabouts	8486	Recreation Leaders
5914	Petroleum Processing Occupations	2462	Regional Planners, Urban & Registered Nurses
8124	Pharmacists	8162	Registered Nurses
5934	Photofinishers	3169	Repairers, Appliance
4734	Photographers	5486	Repairers, Body & Fender
2624	Physical Scientists	3165	Repairers, Computer
8127	Physical Therapists	3164	Repairers, Office Machine
8121	Physician Assistants		Repairers, Radio & TV (see 3168 Radio & TV Service Technicians)
8112	Physicians	3118	Repairers, Small Engine
6188	Pilots & Flight Engineers		Reporters (see 2176 Writers & Editors)
2462	Planners, Urban & Regional		Reservation Agents (see 1425 Ticket Agents)
4244	Plasterers & Drywall Installers		

## OCCUPATIONS (cont'd)

2668	Respiratory Therapists	2332	Statisticians, Mathematicians & Stanographers
11321	Restaurant Managers	1414	Stenographers
4278	Roofers		Stewards & Stewardesses (see 7856 Flight Attendants)
3454	Room Cleaners	7118	Stock Clerks
4664	Rotary Drillers		Stockbrokers (see 7415 Securities Salespeople)
4672	Roustabouts	5483	Structural Metal & Boiler Makers
7434	Route Salespeople	1152	Superintendents, Construction
		1154	Superintendents, Production
9482	Safety Inspectors, Health & Sales & Service Managers	2472	Surveyor Helpers
1162	Sales & Service Managers	2471	Surveyors
7484	Sales Clerks	2353	Systems Analysts
7414	Sales Representatives		
7418	Salespeople, Automobile	4446	Tailors, Seamstresses & Taxi Dispatchers (see 6132 Dispatchers)
7422	Salespeople, Business Services	6142	Taxi Drivers, Bus & 1422 Teacher Aides
7416	Salespeople, Insurance	8456	Teachers, Elementary & Secondary
7417	Salespeople, Real Estate	8454	Teachers, University & College
7434	Salespeople, Route	1454	Telephone & Telegraph Operators
7415	Salespeople, Securities	3166	Telephone Installer & Repairers
7454	Salespersons	9824	Television Announcers, Radio & 3168 TV Service Technicians, Radio & 8125 Therapists, Occupational 8127 Therapists, Physical 1425 Ticket Agents
94822	Sanitarians		Tractor Operators (see 6151 Heavy Equipment Operators)
	School Superintendents (see 1136 Education Administrators)		Transportation Occupations, see:
2611	Scientists, Life		6126 Air Traffic Controllers
2624	Scientists, Physical		6142 Bus & Taxi Drivers
4446	Seamstresses & Tailors		6182 Deck Hands
1442	Secretaries		6132 Dispatchers
7415	Securities Salespeople		6158 Fork Lift Operators
9476	Security Guards		6151 Heavy Equipment Oprs.
3124	Service Station Attendants		6144 Local Truck Drivers
5946	Sewage Plant Operators, Water & 5484 Sheet Metal Workers		6145 Long Haul Truck Drivers
6184	Ship Officers & Engineers		6188 Pilots & Flight Engineers
7116	Shipping & Receiving Clerks		6184 Ship Officers & Engineers
	Ski Instructors (see 8486 Recreation Leaders)		6158 Yarding & Loading Occs.
1142	Small Business Operators	1421	Taxi Agents
3118	Small Engine Repairers	3114	Truck & Heavy Equipment Mechs.
2164	Social Program Planners	6144	Truck Drivers, Local
2144	Social Scientists	6145	Truck Drivers, Long Haul
8428	Social Service Aides		Typists (see 1416 Clerk Typists)
8417	Social Workers		
	Soil Scientists (see 2611 Life Scientists)		
	Solicitors (see 1637 Collectors)		
8128	Speech Pathologists & Audiologists		
5944	Stationary Engineers		
1619	Statistical Clerks, Accounting &		

## OCCUPATIONS (cont'd)

- 1635 Underwriters  
 8454 University & College Teachers  
 4494 Upholsterers  
 2462 Urban & Regional Planners
- Veterinarian Assistants (see 4174  
 Animal Caretakers)
- 8132 Veterinarians
- 7854 Waiters & Waitresses  
 Warehouse Workers (see 7112  
 Freight Handlers)  
 Watchmakers (see 3184 Jewelers)
- 5946 Water & Sewage Plant Operators  
 5492 Welders  
 4126 Wildlife Technicians, Fish &  
 4582 Woodworking Machine Operators  
 2176 Writers & Editors  
 2174 Writers, Freelance
- X-ray Technicians (see 2661  
 Radiologic Technologists)
- 6156 Yarding & Loading Occupations

## Programs of Study

AKCIS provides information about 133 kinds of educational and training programs. Some are intended to prepare people for employment, others are not; some are conducted in schools, others on the job.

Look in the printout "Programs of Study and Training" for a description of each program and Alaska schools that offer training.

- |   |   |
|---|---|
| 157 Accounting  | 314 Music   |
| 145 Administration, Business Management &                       | 317 Photography   |
| 231 Administration, Education                                   | 318 Printing & Graphics   |
| 377 Administration, Health Care                                 | 316 Theatre & Drama   |
| 351 Administration, Medical Records                             | 522 Astronomy, Meteorology &  |
| 562 Administration, Public                                      | 151 Auditing, Income Tax  |
| 633 Adult Basic Education                                       | 278 Automotive & Diesel Mechanics Programs                              |
| Adult Education Programs, see:                                  | 281 Auto Body Repair  |
| 633 Adult Basic Education                                       | Auto Parts Sales (see 148 Sales Training)                               |
| 631 Apprenticeship Programs                                     | 275 Aviation Maintenance  |
| 634 Rural Education Centers                                     | 149 Aviation Management   |
| Advertising (see 193 Journalism)                                |   |
| 066 Agricultural Business & Agricultural Economics              | 143 Banking & Finance   |
| Agricultural Engineering (see 061 Agriculture, 251 Engineering) | 167 Barber Training   |
| 061 Agriculture   | 633 Basic Education, Adult  |
| Agriculture Programs, see:                                      | 168 Beautician Training, Cosmetology & Bible Studies (see 446 Religion) |
| 066 Agricultural Business & Agricultural Economics              | Bilingual Education (see 236 Secondary Education)                       |
| 061 Agriculture   | Bilingual Elementary Education (see 234 Elementary Education)           |
| 063 Food Science & Technology                                   | Biochemistry-Biophysics (see 131 Biology)                               |
| 065 Horticulture & Landscaping                                  | Bioengineering (see 251 Engineering, 363 Medicine)                      |
| 174 Animal Grooming & Training                                  | 131 Biology   |
| 582 Anthropology  | Boat Operation (see 072 Marine Technology)                              |
| 315 Apparel Design  | Bookkeeping (see 157 Accounting)  |
| Appliance Repair (see 297 Heating & Cooling Mechanic Training)  | Building Inspection (see 288 Construction Industry Programs)            |
| 631 Apprenticeship Programs                                     | 154 Business Machine Operation  |
| 081 Architecture  | 289 Business Machine Repair   |
| 111 Area Studies  | 145 Business Mgt. & Administration                                      |
| 311 Art   | Business-Related Programs, see:   |
| Arts, Fine & Applied Programs, see:                             | 157 Accounting  |
| 315 Apparel Design  | 066 Agricultural Business & Agricultural Economics                      |
| 311 Art   |   |
| 313 Interior Design   |   |
| 312 Jewelry   |   |
| 319 Modeling & Finishing  |   |

**PROGRAMS OF STUDY (cont'd)**

- 143 Banking & Finance
- 154 Business Machine Operation
- 145 Business Mgt. & Adm.
- 161 Hotel & Motel Mgt. Programs
- 151 Income Tax Auditing
- 144 International Business
- 146 Marketing
- 147 Real Estate Training
- 148 Sales Training
- 158 Secretarial Studies
- 152 Shorthand Reporting
  
- Car Mechanics (see 278 Automotive & Diesel Mechanics Programs)
- Carpentry (see 288 Construction Industry Programs)
- 524 Chemistry
- 373 Chiropractic & Naturopathic Medicine
- City Planning (see 085 Urban Planning)
- Clerk Training (see 158 Secretarial Studies)
- 163 Commercial Drivers Training
- 191 Communications
- Communications Programs, see:
  - 191 Communications
  - 193 Journalism
  - 196 Radio & Television
  - 443 Speech
- Computer & Information Science Programs, see:
  - 211 Data Processing
  - 214 Keypunch & Data Entry
- 288 Construction Industry Programs
- Continuing Education (see 634 Rural Education Centers)
- Cook or Chef Training (see 165 Food Service)
- 568 Corrections
- 638 Correspondence Study
- 168 Cosmetology & Beautician Training
- 238 Counseling
- Court Reporting (see 152 Shorthand Reporting)
- Criminology-Deviance (see 587 Sociology)
- 214 Dance (see 316 Theatre & Drama)
- 211 Data Entry, Keypunch & Data Processing
- 358 Dental Assisting
- 381 Dental Hygiene
- 362 Dental Technology
- 357 Dentistry
- Design (see Arts, Fine & Applied Programs)
- Diamond Setting (see 312 Jewelry)
- 278 Diesel Mechanics Programs, Automotive & Distribution Clerk Training (see 158 Secretarial Studies)
- Dog Grooming (see 174 Animal Grooming & Training)
- 277 Drafting
- 316 Drama, Theatre and
- 163 Drivers Training, Commercial
  
- 583 Economics
- 066 Economics, Agricultural Business & Agricultural
- 411 Economics, Home
- 231 Education Administration
- 239 Education Aide Programs
- Education Programs, see:
  - 633 Adult Basic Education
  - 238 Counseling
  - 231 Education Administration
  - 239 Education Aide Programs
  - 234 Elementary Education
  - 232 Health Education
  - 235 Physical Education
  - 236 Secondary Education
  - 237 Special Education
- Educational Management & Development (see 231 Education Administration)
- 292 Electronics
- 234 Elementary Education
- Emergency Medical Technician (EMT) Programs (see 387 Health Technologies - Other)
- 279 Engine Repair, Small
- 251 Engineering
- Engineering, Agricultural (see 061 Agriculture, 251 Engineering)

**PROGRAMS OF STUDY (cont'd)**

- 253 Engineering Technology
- 441 English & Literature
- Entomology (see 131 Biology)
- 381 Environmental & Sanitation Technology
- 291 Equipment Operation & Repair, Heavy
- 588 Ethnic Studies
  
- Farm Equipment Repair (see 291 Heavy Equipment Operation & Repair)
- Farming (see 061 Agriculture)
- Fashion (see 319 Modeling & Finishing, 315 Apparel Design, 311 Art)
- Film Studies (see 191 Communications)
- 143 Finance, Banking &
- 569 Fire Control
- 071 Fisheries & Wildlife Sciences
- Fishing (see 072 Marine Technology)
- 274 Flight Training
- 171 Floral Design
- 063 Food Science & Technology
- 165 Food Service
- 331 Foreign Languages
- 069 Forest Technology
- 068 Forestry
- 169 Funeral Service
- 153 Furniture Upholstery Training
  
- Game Mgt. (see 071 Fisheries & Wildlife Sciences)
- 448 General Humanities
- 521 General Physical Science
- 581 General Social Science
- 585 Geography
- 526 Geology
- 318 Graphics, Printing & Guidance & Counselor Education (see 238 Counseling)
- Gunsmithing (see 295 Machine Technology)
- 377 Health Care Administration
- 232 Health Education
- 387 Health Technologies - Others
- Health Programs, see:
  - 373 Chiropractic & Naturopathic Medicine
  - 358 Dental Assisting
  - 381 Dental Hygiene
  - 362 Dental Technology
  - 357 Dentistry
  - 381 Environmental & Sanitation Technology
  - 377 Health Care Administration
  - 387 Health Technologies - Other
  - 383 Health Technology - Medical
  - 385 Health Technology - Radiological (X-ray)
  - 388 Massage
  - 366 Medical Assisting
  - 351 Medical Records Administration
  - 363 Medicine (MD)
  - 353 Nursing
  - 367 Occupational Therapy
  - 369 Optometry
  - 372 Pharmacy
  - 374 Physical Therapy
  - 376 Public Health
  - 378 Veterinary Medicine
- 383 Health Technology - Medical
- 385 Health Technology - Radiological (X-ray)
- 297 Heating & Cooling Mechanic Training
- 291 Heavy Equipment Operation & Repair
- 584 History
- 411 Home Economics
- Horseshoing (see 174 Animal Grooming & Training)
- 065 Horticulture & Landscaping
- 161 Hotel & Motel Management Programs
- Humanities & Letters Programs, see:
  - 441 English & Literature
  - 448 General Humanities
  - 584 History
  - 445 Philosophy
  - 446 Religion
  - 443 Speech

**PROGRAMS OF STUDY (cont'd)**

- 448 Humanities, General
- Hydrology (see 526 Geology)
- 151 Income Tax Auditing
- Industrial Education (see 236 Secondary Education)
- Industrial Mgt. (see 145 Business Mgt. & Administration)
- 287 Industrial Mechanics Programs
- Inhalation Therapy (see 387 Health Technologies—Other)
- Insurance Training (see 148 Sales Training)
- 612 Interdisciplinary Studies
- 313 Interior Design
- 144 International Business
- 312 Jewelry
- 193 Journalism
- 214 Key punch & Data Entry
- 065 Landscaping, Horticulture &
- 331 Languages, Foreign
- 421 Law
- 567 Law Enforcement
- Learning Extension Centers (see 634 Rural Education Centers)
- 175 Leatherworking
- 422 Legal Assisting
- 461 Library Science
- 441 Literature, English &
- Lithography (see 318 Printing & Graphics)
- 154 Machine Operation, Business
- 269 Machine Repair, Business
- 295 Machine Technology
- 145 Management & Administration, Business
- Management and Business Programs (see Business Programs)
- Management, Industrial (see 145 Business Mgt. & Administration)
- 161 Management Programs, Hotel & Motel
- 564 Management, Park & Recreation
- 072 Marine Technology
- 146 Marketing
- 368 Massage
- 481 Mathematics
- 278 Mechanics Programs, Automotive & Diesel
- 287 Mechanics Programs, Industrial
- 297 Mechanic Training, Heating & Cooling
- Mechanical Drawing (see 277 Drafting)
- Mechanical Technology Programs, see:
  - 281 Auto Body Repair
  - 278 Automotive & Diesel Mechanics Programs
  - 275 Aviation Maintenance
  - 289 Business Machine Repair
  - 288 Construction Industry Programs
  - 277 Drafting
  - 292 Electronics
  - 274 Flight Training
  - 207 Heating & Cooling Mechanic Training
  - 291 Heavy Equipment Operation & Repair
  - 287 Industrial Mechanics Programs
  - 295 Machine Technology
  - 293 Radio-TV Repair
  - 279 Small Engine Repair
  - 283 Welding
- 366 Medical Assisting
- 383 Medical, Health Technology
- 351 Medical Records Administration
- 363 Medicine (MD)
- Merchandising (see 146 Marketing)
- 522 Meteorology & Astronomy
- Military Science (see 511 ROTC)
- Mining, Solution (see 251 Engineering)
- Minority Studies (see 588 Ethnic Studies)
- 319 Modeling & Finishing
- 314 Music
- 373 Naturopathic Medicine, Chiropractic &
- Neurosciences (see 131 Biology)
- 353 Nursing

**PROGRAMS OF STUDY (cont'd)**

- Occupational Safety Programs (see 145 Business Mgt. & Adm.)
- 367 Occupational Therapy
- 528 Oceanography
- Oceanographic Technology (see 528 Oceanography)
- Office Management (see 145 Business Mgt. & Adm.)
- On-the-Job Training (see 531 Apprenticeship Programs)
- 369 Optometry
- Painting (see 288 Construction Industry Programs)
- Paramedic Training (see 387 Health Technologies—Other)
- 564 Park & Recreation Mgt.
- Pharmacology (see 131 Biology)
- 372 Pharmacy
- 445 Philosophy
- 317 Photography
- 235 Physical Education
- 521 Physical Science, General
- 374 Physical Therapy
- 523 Physics
- Physiology (see 131 Biology)
- Pilot Training (see 274 Flight Training)
- Plant Pathology (see 131 Biology)
- Plant Science (see 131 Biology)
- Plumbing (see 288 Construction Industry Programs)
- Police Training (see 567 Law Enforcement)
- 586 Political Science
- 318 Printing & Graphics
- Programming (see 211 Data Processing)
- 541 Psychology
- 562 Public Administration
- Public Affairs & Service Programs, see:
  - 568 Corrections
  - 569 Fire Control
  - 567 Law Enforcement
  - 564 Park & Recreation Mgt.
  - 562 Public Administration
  - 565 Social Service
- 376 Public Health
- 196 Radio & Television
- 293 Radio-TV Repair
- 385 Radiological (X-ray), Health Technology
- Range Resources (see 061 Agriculture)
- Range Science (see 061 Agriculture)
- 147 Real Estate Training
- 564 Recreation Mgt., Park &
- 446 Religion
- 281 Repair, Auto Body
- 289 Repair, Business Machine
- 291 Repair, Heavy Equip. Operation &
- 293 Repair, Radio-TV
- 279 Repair, Small Engine
- 152 Reporting, Shorthand
- Resources, Range (see 061 Agriculture)
- Respiratory Therapy (see 387 Health Technologies—Other)
- Retailing (see 146 Marketing)
- Restaurant Management (see 165 Food Service)
- 511 ROTC
- 634 Rural Education Centers
- 148 Sales Training
- 381 Sanitation Technology, Environmental &
- Science, Plant (see 131 Biology)
- Science Programs, Physics' see:
  - 524 Chemistry
  - 521 General Physical Science
  - 526 Geology
  - 522 Meteorology & Astronomy
  - 528 Oceanography
  - 523 Physics
- Science, Range (see 061 Agriculture)
- Science, Veterinary (see 061 Agriculture)
- 236 Secondary Education
- 158 Secretarial Studies
- Shoe Repair (see 175 Leatherworking)
- 152 Shorthand Reporting

## PROGRAMS OF STUDY (cont'd)

- 279 Small Engine Repair  
 581 Social Science, General  
 Social Science Programs, see:  
 582 Anthropology  
 583 Economics  
 588 Ethnic Studies  
 581 General Social Science  
 585 Geography  
 584 History  
 586 Political Science  
 587 Sociology  
 589 Urban Studies
- 565 Social Service  
 Social Work (see 565 Social Service)
- 587 Sociology  
 Solution Mining (see 251 Engineering)
- 237 Special Education  
 443 Speech  
 Speech Pathology/Audiology (see 237 Special Education)  
 Surveying (see 288 Construction Industry Programs)
- 293 TV Repair, Radio—  
 151 Tax Auditing, Income  
 196 Television, Radio &  
 Television Repair (see 293 Radio-TV Repair)
- 316 Theatre & Drama  
 367 Therapy, Occupational  
 374 Therapy, Physical  
 Training Opportunity Programs, see:  
 633 Adult Basic Education  
 631 Apprenticeship Programs  
 634 Rural Education Centers  
 Transportation Clerk Training (see 158 Secretarial Studies)  
 Truck Driving (see 163 Commercial Drivers Training)  
 Typing (see 158 Secretarial Studies)
- 153 Upholstery Training, Furniture  
 085 Urban Planning  
 589 Urban Studies
- 378 Veterinary Medicine  
 Veterinary Science (see 061 Agriculture)  
 Vocational Education (see 236 Secondary Education)
- Water Resources (see 072 Marine Technology)
- 283 Welding  
 Well Drilling (see 295 Machine Technology)
- 071 Wildlife Sciences, Fisheries &  
 Wood Utilization (see 068 Forestry)  
 Wool (see 061 Agriculture)  
 Women's Studies (see 587 Sociology)
- 385 (X-ray), Health Technology—Radio-  
 logical

## SCHOOLS

The AKCIS school file currently contains information on 64 public and private postsecondary institutions in Alaska, as well as selected out-of-state schools.

See the volume on "School Information."

- 99136 ABC Services School of Heat  
 99102 A.I.R. Center  
 81122 Academy of Hair Design  
 99101 Aero Tech Flight Service, Inc.  
 49145 Alaska Air Frame & Power Plant Review Institute  
 99137 Alaska Bar Review/B.A.R., Inc.  
 21109 Alaska Bible College  
 22112 Alaska Bible Institute  
 44133 Alaska Business College  
 49156 Alaska Native Trng. Institute  
 21133 Alaska Pacific University  
 49147 Alaska Skill Center  
 Aleutian Region, Adak Rural Education Center (see Prog. 634 Rural Education Centers)  
 Aleutian Region, Cold Bay Rural Education Center (see Prog. 634 Rural Education Centers)  
 Aleutian Region, King Cove Rural Education Center (see Prog. 634 Rural Education Centers)  
 Aleutian Region, Sand Point Rural Education Center (see Prog. 634 Rural Education Centers)
- 81132 Anchorage AK School of Barbering  
 22141 Anchorage Community College  
 21123 Arctic Bible Institute
- 99105 Birchwood Air Service
- 99134 Cardinal School of Travel  
 44139 Century 21 Real Estate School of Alaska, Inc.  
 21125 Charismatic Bible College of Anchorage
- 99141 Contemporary Management Association  
 22133 Department of Public Safety Training Academy  
 Dillingham Rural Education Center (see Prog. 634 Rural Education Centers)
- Eielson Air Force Base (see 21137 University of Alaska, Fairbanks)
- 99127 Eileen Seals Finishing & Modeling School  
 Elmendorf Air Force Base (see 21135 University of Alaska, Anchorage)
- 71125 Fairbanks Beauty School  
 99111 Flying Machine, The  
 Fort Greely (see 21137 University of Alaska, Fairbanks)  
 Fort Richardson (see 21135 University of Alaska, Anchorage)  
 Fort Wainwright (see 21137 University of Alaska, Fairbanks;  
 49153 Hutchison Career Development Center; 22163 Tanana Valley Community College)  
 Fort Yukon Rural Education Center (see Prog. 634 Rural Education Centers)
- Galena Rural Education Center (see Prog. 634 Rural Education Centers)
- 99114 Gil's Aircraft Service

**SCHOOLS (cont'd)**

44136 H & R Block (Anchorage)  
 44137 H & R Block (Soldotna)  
 99138 Human Resources Company  
 49153 Hutchison Career Development Center

99145 Image of Loveliness  
 49155 Indian Action Program  
 21132 Inupiat University of the Arctic

99129 JaCyn School of Modeling  
 99131 John Robert Powers Finishing & Fashion School  
 Juneau-Douglas Community College (see 21139 University of Alaska, Juneau)

99148 Kastan School of Music  
 22145 Kenai Peninsula Community College  
 22147 Ketchikan Community College  
 22149 Kodiak Community College  
 22153 Kuskokwim Community College

99154 Literacy Council of Alaska

44142 Marston School of Real Estate  
 22155 Matanuska-Susitna Community College  
 99159 Montessori Creative Schools, Inc.  
 22127 Muldoon Bible Institute

Nenana Valley Rural Education Center (see Prog. 634 Rural Education Centers)

71127 New Anchorage Beauty School  
 22157 Northwest Community College  
 71129 Peninsula Hair Styling Academy  
 49159 Peninsula Institute of Welding Technology  
 22159 Prince William Sound Community College

44143 Real Estate School, The  
 49157 Regional Fire Training Center

21129 Saint Herman's Theological Seminary

22106 Sheldon Jackson College  
 22161 Sitka Community College  
 Southeastern Senior College (see 21139 University of AK, Juneau)

44141 T & M Real Estate  
 22163 Tanana Valley Community College  
 49158 Testing Institute of Alaska  
 Tok Rural Education Center (see Prog. 634 Rural Education Centers)

81128 Trend Setters School of Beauty

21135 University of Alaska, Anchorage  
 21137 University of Alaska, Fairbanks  
 21139 University of Alaska, Juneau

99123 Wilbur's Flight Operations  
 44145 Winey Real Estate School  
 99125 Wyatt's Air Center

**CALIFORNIA**

21214 Stanford University  
 21217 University of California, Berkeley  
 21232 University of San Francisco  
 21235 University of Southern California  
 21238 University of the Pacific

**HAWAII**

21343 University of Hawaii, Manoa

**IDAHO**

21454 Idaho State University  
 21457 University of Idaho

**MONTANA**

21563 Montana State University  
 21566 University of Montana

**OREGON**

21674 Dental School, University of Oregon Health Sciences Center  
 22613 Lane Community College

**SCHOOLS (cont'd)**

21677 Lewis & Clark College  
 21682 Medical School, University of Oregon Health Sciences Center  
 22616 Mount Hood Community College  
 21685 Oregon State University  
 22619 Portland Community College  
 21688 University of Oregon  
 49769 West Coast Training Service  
 21691 Willamette University

**WASHINGTON**

22731 Clark College  
 22734 Everett Community College  
 22737 Green River Community College  
 22742 Highline Community College  
 22745 Olympia Technical Community College

21714 Pacific Lutheran University  
 22748 Seattle Central Community College  
 21717 Seattle University  
 22751 Shoreline Community College  
 22753 Tacoma Community College  
 21722 University of Puget Sound  
 21725 University of Washington  
 21728 Washington State University

# School Topics

See the volume on "School Information."

## General Information

- \*01 General Information
- \*02 Enrollment
- \*03 Minority Enrollment
- \*04 Enrollment by Age Group
- \*05 Contact for More Information
- 70 Evening & Weekend Classes
- 71 Alternative Credit Opportunities
- 72 Class Size
- 73 School-Wide Graduation Requirements
- 74 Grading System

## Programs of Study

- \*06 Agriculture and Natural Resources
- \*08 Architecture
- \*11 Area Studies
- \*13 Biological Sciences
- \*14 Business & Management
- \*19 Communications
- \*21 Computer & Information Sciences
- \*23 Education
- \*25 Engineering
- \*27 Mechanical Engineering Technologies
- \*31 Fine & Applied Arts
- \*33 Foreign Languages
- \*35 Health Services
- \*41 Home Economics
- \*42 Law
- \*44 Letters (English, Philosophy, Speech)
- \*46 Library Science
- \*48 Mathematics
- \*51 Military Science
- \*52 Physical Science
- \*54 Psychology
- \*56 Public Affairs & Services
- \*58 Social Sciences
- \*61 Interdisciplinary Studies
- \*63 Other Programs of Study
- \*65 Foreign Study Programs
- \*66 Honors Programs
- \*67 Reserved Officer Training (ROTC)
- \*68 Ethnic Studies Programs
- \*69 Women's Studies Programs

## Admissions

- \*75 Freshman (or 1st year) Admission
- \*76 Transfer Admission Requirements
- \*77 Admission Application Procedures
- \*78 Special Admissions
- 79 Graduate School Admission

## Housing

- \*80 Dormitories
- 81 Greek Housing
- 82 Cooperative Housing
- 83 Off-Campus Housing
- 84 Married Student Campus Housing

## Cost & Financial Aid

- \*85 Single Student Costs
- 86 Married Student Costs
- 87 Part-Time Student Costs
- \*88 Aid Available
- \*89 Aid Application Procedures
- 90 Applicants Receiving Aid
- 91 Part-Time Jobs

## Services

- \*92 Services for All Students
- \*93 Services for Handicapped Students
- 94 Services & Programs for Special Student Groups
- 98 School-Sponsored Athletic Programs
- 101 School-Sponsored Health Services
- 102 Child Care Facilities
- 103 Library Available
- 104 Bus Service
- 105 Student Parking Available

\*Out-of-state schools have only these topics of information available.

H B

238

A M E N D M E N T

Offered in the HOUSE

By Adams

TO: House Bill No. 302

Page 1, lines 10 - 12:

Delete all material and substitute the following:

"(10) provide housing for rental to teachers, by leasing existing housing from local agencies or individuals, or by entering into contractual arrangements with local agencies or individuals to lease housing which will be constructed by the local agency or individual for that purpose."

THE LEGISLATURE OF THE STATE OF ALASKA  
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. House Bill 238  
 Title An Act relating to transfer or reassignment of teachers.  
 Requested by House Hess Date 4/10/81

II. FISCAL DETAIL

Agency Affected Department of Education  
 Program Category Affected Elementary and Secondary Education  
 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 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.		-0-	-0-	-0-	-0-	-0-
<b>TOTAL</b>						

FUNDING (Thousands of Dollars)

GENERAL FUND		-0-	-0-	-0-	-0-	-0-
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS N/A

FULL TIME						
PART TIME						
TEMPORARY						

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

No fiscal impact.

IV. DATE 4/10/81 PREPARED BY Steve Lule  
 AGENCY Department of Education  
 PHONE 465-2800

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

DEPARTMENT OF EDUCATION

POSITION PAPER HB 238

February 26, 1982

The State Board of Education is opposed to this bill.

A handwritten signature in cursive script, appearing to read "Marshall L. Lind", written over a horizontal line.

Marshall L. Lind  
Commissioner



ASSOCIATION OF ALASKA SCHOOL BOARDS

SUITE 2, 204 NORTH FRANKLIN STREET \* JUNEAU, ALASKA 99801 \* PHONE 948-1082

HIS 302

ASSOCIATION OF ALASKA SCHOOL BOARDS  
STAFF (TEACHER) HOUSING SURVEY  
OF ALL SCHOOL DISTRICTS  
IN ALASKA

MARCH 1981

## SCHOOL DISTRICT STAFF (TEACHER) HOUSING

### A. Definition of the Problem:

Before addressing what has commonly been referred to as the "Teacher Housing Problem," some definitions must be cleared up first. For example, as the Iditarod School District stated in their response to our questionnaire, "All staff housing is a problem, not just teacher housing." Principals, highly skilled maintenance personnel, and central office administrators have also found it difficult to obtain housing and several districts have also provided these employees with housing, over 90% of the housing provided is for teachers, however.

Attempting to define each district's involvement in staff housing is often a confusing exercise. Some districts actually own housing units, some lease housing from local residents for staff, some simply subsidize staff members by paying them so much per month to find and rent their own housing, and many use a combination of all three. Consequently, for the purposes of this study, AASB defined "staff housing" as any housing and/or housing related benefits, i.e. actual housing, subsidies or stipends, payment of utilities and other costs, payment of part or all of rent, any maintenance and operation, and/or any other related costs and/or benefits involved with staff housing.

### B. Scope of the Problem:

Of the 52 school districts in the State of Alaska, 21 school districts do not provide any housing related benefits to employees, and 31 school districts provide some housing benefit(s) to at least one employee. Only 27 school districts actually provide housing benefits to more than one employee. Of those 27 districts, 18 are REAAS and 9 are municipal school districts.

In providing housing benefits to employees, school districts, almost without exception, absorb some or all of the costs in providing such benefits. These costs must come out of the districts' educational budgets. Trying to determine how much districts are spending in this area is again a very difficult task to define and determine. For example, many of the REAAS inherited BIA constructed schools where the teachers' quarters are part of the school building, a school building that has its own generator plant. How does the district estimate the cost of the heating, maintenance, and electricity for teacher housing in such cases? In addition, when a maintenance person goes out to a

village to work on school facilities, he/she will often work on the teachers' quarters. Unless the district has a fairly sophisticated work order system of maintenance, then trying to determine how much the district is spending on staff housing maintenance is guesswork, at best. Consequently, in responding to our survey, almost all of the districts remarked that the figures they put down for staff housing were actually estimates and the actual costs were undoubtedly much higher.

For our survey we defined the "actual cost" of staff housing to the district as:

The total annual cost to the district for teacher (staff) housing, i.e., expenses for maintenance and operation, utilities, rent, subsidies to staff, and etc.; that are not covered by the revenues generated by teacher housing, for example, rent collected by the district. In other words, the actual costs that the district must absorb for teacher (staff) housing.

Different districts estimated different annual costs for staff housing. The North Slope School District estimated spending \$904,200 per year on staff housing. This is probably a fairly accurate estimate as the district has a very sophisticated maintenance and general accounting system. Some districts, however, reported that they had just begun to break these costs out and really had no way of determining costs for staff housing at this time.

The total for all the districts who could report actual costs was \$2,585,160 state-wide. This two and a half million dollars is recognized as being a very low figure. The actual costs are much higher. Thus, the actual total annual state-wide cost for teacher (staff) housing--which does not include costs for capital construction and renovation to provide new housing--is well over 2.6 million dollars per year for providing present housing.

#### C. Future of the Problem:

In our survey we asked each district if they would wish to discontinue their involvement in providing staff housing if a workable alternative became available. All 27 responses from the 27 school districts providing housing stated a definite preference for getting out of the housing business. Seven of those 27 district responses stated that the district was already phasing

out of the business of providing staff housing. Of those, all but one was turning over the staff housing to private enterprise. The other district, Copper River, was providing mobile home trailer hook-ups on school sites so that teachers could purchase their own trailers. (This district is on a road system.) Thus, by 1983, only 21 districts will be providing staff housing as private enterprise is slowly replacing school district involvement.

D. Possible Solutions to the Problem:

Each district was also asked what alternatives to district owned housing they had tried in the past and/or anticipated using in the future. Five districts reported purchasing trailers and two districts reported they had built teacher housing. With varying degrees of success, 19 districts reported renting privately owned housing in smaller communities. In some districts, the district leased the housing year around and sub-leased it to teachers. (Several districts reported problems with district owned and/or leased housing in that some staff, particularly single teachers, did not want to live in the more expensive district housing if they could rent a cabin for much less money.) In other districts, teachers rent their own housing.

Eight districts reported entering into long-term leases with village corporations and private individuals. Thus, the owners could get financing to build housing and the district was assured of obtaining housing.

Almost all districts reported having periodic housing shortages. No single solution seemed to work best as one solution might work well in one community and be totally dysfunctional in another -- all in the same school district.

E. Closing Remarks:

All of the school districts that provide staff housing in the state want to get out of the staff housing business. Seven districts, or over one quarter of the 27 districts now providing housing, will be phased out of the housing business by 1983. Private enterprise is taking over that function.

For the other 21 school districts, phasing out of the housing business is not a realistic alternative at this time, however, that day may come. The key may be to allow districts to make that determination for and by themselves, otherwise, school districts and the State

may assume that responsibility for an unduly long time period, thus, monopolizing and thwarting the gradual involvement of private enterprise.

DISTRICT

DISTRICT	Does it and/or	Boa like busi	Distr workab availab	Annual Distrib	Is th the ho	If so,	Phase
1. Adak		Yes	Yes	Yes	-0-?	No	
2. AK Gateway	No						
3. Aleutian Region		Yes	No	Yes	52,000+		
4. Anchorage	No						
5. Annette Island		Yes	Yes	Yes	-0-?	No	
6. Bering Strait		Yes	No	Yes	190,825	No	
7. Bristol Bay *		Yes					
8. Chatham		Yes	Yes	Yes	48-50,000	No	
9. Chugach *		Yes					
10. Copper River		Yes	Yes	Yes	25,000	Yes	ASAP
11. Cordova	No						M.Home hook-up/s
12. Craig		Yes	No	Yes	1-2,000	No	
13. Delta/Greely	No						
14. Dillingham	No						
15. Fairbanks	No						
16. Galena		Yes	Yes	Yes	100,000	Yes	by 1982
17. Haines	No						
18. Hoonah *		Yes					
19. Hydaburg		Yes	Yes	Yes	8,000+	No	
20. Iditarod		Yes	Yes	Yes	?	Yes	by 1982 Private Rentals
21. Juneau	No						
22. Kake	No						
23. Kenai Peninsula**		Yes	Yes	Yes	?	No	
24. Ketchikan	No						
25. King Cove **	No						
26. Klawock		Yes	Yes	Yes	5,000	No	
27. Kodiak Island ***		Yes	Yes	Yes	47,579+	No	
28. Kuspuk		Yes	Yes	Yes	?	Yes	Local Private Res
29. Lake-Peninsula		Yes	No	Yes	90,000+	No	
30. Lower Kuskokwim		Yes	No	Yes	-0-?	No	
31. Lower Yukon		Yes	No	Yes	256,790	No	
32. Mat-Su	No						
33. Nenana	No						
34. Nome	No						
35. North Slope		Yes	Yes	Yes	904,200	No	
36. Northwest Arctic		Yes	Yes	Yes	475,000	Yes	Private Enterpri
37. Pelican **	No						
38. Petersburg	No						
39. Pribilof Island		Yes	No	Yes	28,000+	No	
40. Railbelt		Yes	Yes	Yes	?	Yes	82-83 Local Private Res
41. Sand Point	No						
42. Sitka *		Yes					
43. Skagway	No						
44. SE Island		Yes	No	Yes	127,366	No	
45. St Marys		Yes	No	Yes	86,400	No	
46. SW Region		Yes	No	Yes	?	No	
47. Unalaska	No						
48. Valdez	No						
49. Wrangell	No						
50. Yakutat		Yes	Yes	Yes	?	No	
51. Yukon Flats		Yes	Yes	Yes	27,000	No	
52. Yukon Koyukuk		Yes	Yes	Yes	110,000	Yes	
TOTALS	21	31 ****	17-Yes 10-No	27 or 100%-Yes	2,585,160 for 18 dists. ****	20-No 7-Yes 1-?	

\* Only one unit for one teacher or Superintendent

\*\* City provides housing

3

P. O. BOX 170 S-KA, ALASKA 99835

JOHN E. COFFEE  
SUPERINTENDENT

March 9, 1981

The Honorable Bill Ray  
Alaska State Senate  
Pouch V/State Capitol  
Juneau, AK 99811

Dear Bill:

I am writing regarding H.B. 238. This bill would eliminate management's prerogative to assign teachers to whatever position within the school district they are qualified to handle. This would take away part of management's ability to manage the school's effectively. I am sure that most reasonable people would feel that the employer in any business should have wide latitude to assign employees so that the organization can function well. Certainly this prerogative is needed by school administrators and school boards.

Many administrative prerogatives have already been lost through negotiations with teacher unions. So far, at least the prerogatives to assign personnel has not been lost. I am alarmed that the Legislature would even consider such a move. I urge you to oppose H.B. 238.

Sincerely,

  
John E. Coffee  
Superintendent

cc: Robert Greene, AASB  
Executive Secretary

JEC:vhv



Official Business

# Alaska State Legislature

## House of Representatives

Committee on

Health, Education & Social Services

March 1, 1982

Pouch V  
State Capitol  
Juneau, Alaska 99811

### Agenda

SCSB 119(Fin)      Teacher Housing

Witnesses:

Sen. Terry Stimson  
Bob Cooksey, NEA  
Steve Hole, Dept. of Ed.

HB 353      School Class Size

Witnesses:  
*Marcel Borsalup*  
Rep. Mike Miller  
Steve Hole, Dept. of Ed.  
Bob Cooksey, NEA

HB 238      Transfer/Reassignment of teachers

Witnesses:

Rep. Pappy Moss(?)  
Steve Hole, Dept. of Ed.  
Bob Cooksey, NEA

HB 512      PTA approval Hiring/Dismissal of Teachers

Witnesses:

Steve Hole, Dept. of Ed.  
Bob Cooksey, NEA



# Alaska State Legislature

## Senate

### Committee on Transportation

Senator Bill Ray  
Chairman

Official Business  
Pouch V  
State Capitol  
Juneau, Alaska 99811

March 12, 1981

Mr. John E. Coffee  
Superintendent  
Sitka School District  
P.O. Box 179  
Sitka, Alaska 99835

Dear Mr. ~~Coffee~~ *John*

This is to acknowledge receipt of your correspondence concerning House Bills 238 and 268.

Thank you for sharing your views on these bills. They are presently in the House Health, Education and Social Services Committee. I am taking the liberty of forwarding a copy of your letters to the Chairman, Representative Clocksin, for the committee's consideration.

Sincerely,

A handwritten signature in cursive script that reads "Bill".

Bill Ray  
Senator  
District C

cc: Representative Clocksin

P. O. BOX 179 SITKA, ALASKA 99835

JOHN E. COFFEE  
SUPERINTENDENT

March 9, 1981

The Honorable Bill Ray  
Alaska State Senate  
Pouch V/State Capitol  
Juneau, AK 99811

Dear Bill:

I am writing regarding H.B. 238. This bill would eliminate management's prerogative to assign teachers to whatever position within the school district they are qualified to handle. This would take away part of management's ability to manage the school's effectively. I am sure that most reasonable people would feel that the employer in any business should have wide latitude to assign employees so that the organization can function well. Certainly this prerogative is needed by school administrators and school boards.

Many administrative prerogatives have already been lost through negotiations with teacher unions. So far, at least the prerogatives to assign personnel has not been lost. I am alarmed that the Legislature would even consider such a move. I urge you to oppose H.B. 238.

Sincerely,

  
John E. Coffee  
Superintendent

cc: Robert Greene, AASB  
Executive Secretary

JEC:vhw

P. O. BOX 179 SITKA, ALASKA 99835

JOHN E. COFFEE  
SUPERINTENDENT

March 9, 1981

The Honorable Bill Ray  
Alaska State Senate  
Pouch V/State Capitol  
Juneau, AK 99811

Dear Bill:

I am writing to urge you to oppose H.B. 268. It is an act relating to the protection of the health and safety of teachers and other school employees. This bill provides for the following:

- 1) Injury leave for a teacher who is physically or mentally incapacitated as a result of an injury. A physician's certification is required. However, the teacher does not have to take sick leave before taking injury leave and is entitled to full salary and benefits.
- 2) A teacher may refuse to undertake duties which the teacher believes to be a danger to personal health or safety. A teacher may not be disciplined, dismissed, deprived of any professional advantage, suffer loss of salary or benefits, or in any other way be penalized for refusing to undertake duties allowed by this section.

This bill leaves much to the imagination. Please consider how it could be abused and/or taken advantage of by those who are looking for an excuse. Any teacher could refuse transfer or reassignment alone on the grounds that it may be dangerous to his or her personal health or safety. The confusion in regards to sick leave versus "injury leave" is another area of ambiguity. I believe this is a bad piece of legislation which should be rejected. I hope you agree.

Sincerely,

  
John E. Coffee  
Superintendentcc: Robert Greene, AASB  
Executive Secretary

JEC:vhw

H B  
240

COMMITTEE REPORT

HOUSE

3/2/81

FURTHER: FINANCE

(5)

Date: May 20 1981

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had HB 240

"An Act establishing the Vocational Education Task Force; and providing for an effective date."

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 HB 240  same title  
 new title
- and recommends \_\_\_\_\_
- AND attaches a "Letter of Intent"  New Fiscal Note
- reports it back without recommendation
- referred to the \_\_\_\_\_ Committee

MEMBERS SIGNING  
DO PASS

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

MEMBERS HAVING  
OTHER RECOMMENDATIONS:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

[Signature]  
 CHAIRMAN

April 14, 1981

HOUSE BILL 240 & 241

TESTIMONY OF ROBBIE STELL, PRESIDENT  
Alaska State Vocational Association  
1108 F Street, Juneau, AK 99801  
586-2521

The ALASKA STATE VOCATIONAL ASSOCIATION is the professional association of teachers and administrators of vocational education programs from all parts of the State of Alaska. ASVA includes secondary and post secondary vocational teachers and administrators; vocational administrators from state agencies; school counselors, both secondary and post secondary; superintendents of schools; and other supporters of vocational education in Alaska. The ASVA board of directors is composed of elected officers and elected or appointed representatives from these affiliated vocational organizations:

Business Education Association of Alaska  
Alaska Home Economics Association  
Trade and Industrial Association  
Alaska School Counselors  
National Council of Local Administrators

Attached Resolution #3 titled, SPECIAL TASK FORCE ON VOCATIONAL EDUCATION, was passed unanimously at the ASVA Conference, March 3, 1981. The Resolution is to promote the legislation to establish a special commission to study the needs of vocational education in Alaska and to recommend statewide policy and needed changes in administration to meet the projected needs. As noted in the last paragraph of this Resolution, it is ASVA's position that this task force be independent of the State Board of Education and the Board of Regents of the University of Alaska and be charged to examine the broad needs for manpower development from the perspective of business and industry, and develop legislative recommendations.

A recommended change in the general language of the current bill would be to add the word "training" every place the bill says vocational education. By saying vocational education and training, it insures that this Bill is comprehensive enough to address all occupational preparation programs in the State. This Task Force should examine public vocational education and training, as well as the private vocational education and training programs such as private sector employers (Alyeska, Alascom); private schools, apprenticeship programs and include all vocational education planning and delivery agencies and systems under this Bill.

Section 2 of the Bill defines the membership of the Task Force. ASVA's position is that the membership should be largely from industry and groups with broad interest in the total vocational training services available or to be developed in Alaska. Comments for some suggestions in the nine member Task Force which ASVA feels would strengthen the intent of the Bill are:

- (1) strongly support the ASVA representative;
- (2) substitute the Board of Regents because they are the policy level of the community college system and the body which will have to accommodate the final plan;
- (3) substitute the State Board of Vocational Education as this is the policy level for the secondary school districts;
- (4) support the Department of Labor representative;
- (5) support as is but strengthen this member by adding "and economic development potential" of rural Alaska to the sentence. Unemployment statistics or "employment needs" are misused by planners in general and are misleading as a criteria for action. A rural area may have extremely high unemployment rates and high employment needs, but there may be good reason why this is so. Targeting services to an area that has no potential for economic growth or

development to create jobs in that area would be wasted. This basic misuse of unemployment statistics and employment needs is also contained in another bill coming up, SB 318.

(6) substitute a member representing organized labor: the trades, services industries--i.e. electrical, carpentry, construction, food service, mid-management; retail clerks, etc.

(7), (8), and (9) Support as now defined in the Bill.

In Section 7. STAFF. Change the MAY to SHALL employ staff to enable the Task Force to carry out its responsibilities. Two comments regarding this section:

1. A Task Force with this magnitude of responsibility must have a diverse and competent staff to develop such a comprehensive plan. The staff will have to do extensive research into the existing vocational education planning and delivery systems, explore all available resources as to potential vocational education and training planning and delivery systems which are possible, practical, and relevant to Alaska's diverse needs--i.e. (rural versus urban; entry-level versus upgrade; adult training versus adult retraining; secondary level versus post secondary; private training versus public training, etc.) The list is almost innumerable.

2. Another major staff responsibility will be to research what exists in the way of policy, statutes, and regulations governing vocational education planning and delivery systems now, and what they should be. It may be necessary to initiate changes in existing laws and policies in order to have a comprehensive planning and delivery system operational.

Also of major concern to ASVA is WHO will hire the staff? Will the Task Force itself, or the body appointing the TASK FORCE? If the term "may" is left in, the Task Force may find itself operating with a "staff" loaned to them by an existing agency, i.e. Department of Education, Governor's Office, Post Secondary

Commission, etc. It is our position that the Task Force must have full authority over the hiring and selection of the staff. It is also apparent to us that a policy level group such as this Task Force will be heavily dependent upon the information the staff provides to them for decisionmaking.

It is also unclear in the existing language, exacting WHO will be responsible for receiving the comprehensive plan developed by the Task Force. It says, "to the legislature for legislation to implement the conclusions, etc. with copies to the Department of Education, governor, and presiding officer of each house of the legislature." ASVA supports having this final report the responsibility of the legislature for the reason that no one existing agency is responsible for vocational education statewide. This final plan is to define WHO will coordinate and implement the necessary action to insure that all vocational education is coordinated into a total planning effort and delivery system in tune with the economic development of Alaska. For example, a private business college and a public community college can both start a training program for medical transcriptionists with the result of putting twice the number of trained medical transcriptionists into the labor market as will ever become employed. Close coordination between economic development needs and training program services must be achieved.

The final recommendation addresses HB 241. The appropriation level should be increased to \$160,000 to insure an adequate funds for highly qualified staff and services.

Attachments to this testimony are:

A. A paper entitled: "Nine Critical Factors to a Quality Vocational Education System: Federal vs. State Policy," developed by the Alaska State Vocational Advisory Council on Vocational and Career Education and endorsed by ASVA in Resolution #1 attached.

B. AS/A Resolution #9, STATE BOARD OF EDUCATION, directly affects HB 240 in that this calls for the Task Force to review the role of the State Board of Vocational Education, consider alternatives to providing for this role, and make recommendations for strengthening the role of the State Board of Vocational Education to insure that all involved program people and policymakers alike are moving forward together to provide Alaskans with the kind and quality of vocational education that meets both individual and state social and manpower needs.

NINE CRITICAL FACTORS TO A QUALITY  
VOCATIONAL EDUCATION SYSTEM:  
FEDERAL VS. STATE POLICY

A position paper prepared by V. Lynn Wright, Executive Director, under the guidance and direction of the Alaska State Advisory Council on Vocational and Career Education.

This position paper was given unanimous approval by the Alaska State Advisory Council on Vocational and Career Education at its meeting held in Juneau, Alaska on January 28, 1981.

February, 1981

## NINE CRITICAL FACTORS TO A QUALITY VOCATIONAL EDUCATION SYSTEM: FEDERAL VS. STATE POLICY

Historically, the only unifying thread in Alaska's vocational education system, the only pressure for accountability, the only systematic direction for change has come, perhaps ironically, from the Federal Government. The purpose of this paper is to compare the direction given by the Federal and State Governments for setting policy in nine critical areas of vocational education in Alaska. Our goal is to demonstrate the importance of greater involvement by Alaska's Governor and Legislators in Alaska's vocational education system.

FEDERAL POLICY Under the Vocational Education Amendments of 1976 (P.L. 94-482), the State receives a mere \$1.6 million in direct vocational education funds. Yet, most of the major accomplishments of Alaska's vocational education system have occurred because of the federal mandates contained in the Vocational Education Amendments. Further, the existing structural framework for Alaska's vocational education system is also provided by this federal law. A summary of some of these major accomplishments and a look at the existing structure is provided below:

### 1. ESTABLISHMENT OF A POLICY MAKING BOARD FOR VOCATIONAL EDUCATION:

With the advent of the Vocational Education Act, the State Board of Education, in order to entitle the State to receive Federal Vocational Education Funds, began to wear two hats--they also became the State Board for Vocational Education.

This was the first time a mechanism was established for statewide policy focus on vocational education. The current status of the State Board for Vocational Education is less than satisfactory. The State Board of Education can afford to devote only a small portion of its attention to vocational education. Additionally, the post-secondary sector, a major element of vocational education in Alaska, is not represented on the State Board. At least the concept of a State Board for Vocational Education, however, was established with the Federal Act.

- ### 2. EQUAL ACCESS: Historically, the handicapped, women, minorities, and the disadvantaged have been under-represented in vocational education programs relative to their numbers in the general population. The Vocational Education Amendments require that 20% of the federal grant funds received be set aside for the disadvantaged and that 10% be set aside for the handicapped. Additionally, at least \$50,000 of the annual federal grant monies must go to promote sex equity in Alaska's vocational education programs. The needs of special population groups might be more effectively met through the setting of State standards and the establishment of measureable services objectives.

However, at this time, the federal requirements for set asides constitute the only on-going source of funding to meet the special vocational education needs of these groups.

3. LINKING VOCATIONAL EDUCATION WITH ECONOMIC DEVELOPMENT AND THE PREVENTION OR REDUCTION OF UNEMPLOYMENT: Under P. L. 94-482, states are instructed to show how they propose to use federal, state, and local vocational education funds in relation to local economic conditions and job opportunities and to the needs of special groups and economically depressed areas.
4. ESTABLISHMENT OF THE ALASKA STATE ADVISORY COUNCIL ON VOCATIONAL AND CAREER EDUCATION: The Council is comprised of 21 knowledgeable, dedicated citizens interested in promoting quality and accountable vocational education programs and services in the State. These 21 members are appointed by the Governor. The Council is charged with EVALUATING and public REPORTING of vocational education and employment training services and programs at the local and State levels; ADVISING the State Board of Education and various other education and employment training governing boards, commissions, and agencies on matters relating to the PLANNING and implementation of these programs; RECOMMENDING improvements for vocational and employment training programs and services; responding to the needs of the people of Alaska. (See Appendix I for a complete listing of Council mandates.) The Alaska State Advisory Council on Vocational and Career Education is ENTIRELY FEDERALLY FUNDED.
5. ESTABLISHMENT OF THE ALASKA STATE VOCATIONAL EDUCATION PLANNING COUNCIL: For the first time in the history of vocational education in Alaska, a five-year plan was developed in 1976 under mandate of P.L. 94-482. The State Board for Vocational Education (see Item 1 page 1) was given the responsibility for developing this plan. In formulating the five-year State plan, this State Board was required to involve the active participation of representatives from the diverse areas of education and manpower training programs.

In fulfillment of this requirement the Alaska State Vocational Education Planning Council was formed. The Planning Council is charged with the responsibility of planning for the allocation of all vocational education resources available in Alaska, including federal, state and local funds. In order to make the five-year plan, and the annual revisions of this plan, relate more closely to the State's manpower requirements, the Planning Council has expanded its membership to include representatives from labor and business and industry. This group has engaged in a planning process that will result in an occupational preparation plan for Alaska.

The Planning Council is designed to carrying out its planning function under the policy direction of the State Board for Vocational Education. Board policy, in turn, is to be formulated after consideration of the recommendations of the State Advisory

Council (see Item 4 page 2). This structure allows for an on-going process of evaluation, policy development based on evaluation, and planning based on policy direction.

The Planning Council, the five-year plan and the annual plan are ENTIRELY FEDERALLY FUNDED.

6. **ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY VOCATIONAL EDUCATION:** At least 15% of the Federal Vocational Education Funds must go to post-secondary institutions. Since all institutions receiving federal funds must comply with the same requirements, the federal legislation provides the only unifying standard for vocational education programs at the secondary and post-secondary levels. Failure to coordinate vocational education program offerings at the secondary and post-secondary levels leads to ineffective allocation of resources as training is offered at the secondary level which is duplicative or irrelevant to transition programs found at the post-secondary level, and results in the training of students for jobs which do not exist. Admittedly, the articulation provided by the federal legislation is minimal. Yet, presently it provides the only operative model for functional coordination under unifying legislation.
7. **ESTABLISHMENT OF BASIC DATA COLLECTION STANDARDS:** The federal legislation calls for the implementation of the Vocational Education Data System (VEDS). The VEDS requires all institutions receiving federal vocational education dollars to report on students (including information on race and sex), program completers, program leavers, expenditures and student success in employment. The information collected by VEDS is designed to answer the questions:

Who is being served in vocational education programs?  
What are they being served?  
What is being accomplished?  
What is the cost?

This information is required because of the emphasis the federal law places on the role of vocational programs in meeting state and local manpower needs. Without this basic information, Alaska's vocational education system will never be able to systematically offer training programs which are relevant to current economic conditions and job opportunities, responsive to changes in occupations and labor market conditions and which meet the needs of special groups and economically depressed areas. To date, we continue to have difficulty accurately reporting even the number of students enrolled in vocational education programs in Alaska. CURRENTLY, HOWEVER, FEDERAL FUNDS CONSTITUTE THE ONLY MONEY BEING SYSTEMATICALLY TARGETED TO IMPROVING THE QUALITY OF AVAILABLE DATA.

8. **DEVELOPMENT OF EXPERTISE IN THE SUPERVISION AND ADMINISTRATION OF VOCATIONAL EDUCATION.** P.L. 94-482 makes available leadership development awards in order to meet the needs of all states for qualified vocational education personnel such as administrators,

supervisors, teacher educators, researchers, guidance and counseling personnel, and instructors in vocational education programs. At least one person in the Department of Education has utilized a leadership development award to obtain a doctorate in vocational education. Others in the State have used these awards to receive graduate level training in vocational education. These federal awards are so scarce, however, that they have not provided adequate vocational education staff development opportunities.

9. IMPLEMENTATION OF A PROGRAM EVALUATION SYSTEM: The Vocational Education Amendments require the State to evaluate all programs receiving funds under the Act at least once in the period covered in the five-year plan. Development of criteria to be used in the evaluation is left to the State. Because of the requirement for evaluation, and using federal funds, 18 school districts will be evaluated by the Alaska Department of Education between October, 1980 and April, 1981.

Since only 18 of the State's 52 school districts received federal funds, and the Department has made the decision to conduct evaluations that will provide "minimum compliance" with federal law, only 18 districts will be evaluated. It is important to note, however, that these 18 districts will provide an impressively representative picture of Alaska's secondary vocational education system. Some 68% of Alaska's 9th and 12th grade students are represented in these 18 districts. The size of the districts range from the State's largest, with 17,091 secondary students to one of the State's smallest, with only 42 secondary students. Geographical representation includes everything from the State's largest urban area, Anchorage, to one of Alaska's smaller, remote communities, Sand Point, on the Aleutian Chain.

An additional \$140,000 of federal funds have recently been targeted to refine the program evaluation process and expand it to post-secondary institutions.

STATE POLICY In the preceding pages of this paper we have touched on the legal framework provided by federal law in nine critical areas of vocational education. Technically, State law is exactly the same as federal law since Title 14, Chapter 35, Section 010-030 of the Alaska Statutes "accepts together with all the benefits . . . all of the provisions" of P.L. 94-482 which is cited on page one of this paper (see Appendix II).

It is impossible to infer the intent of the State Act, but the effect of the law is to make "acceptance of Act of Congress for Vocational Education" the State framework for vocational training. Had Chapter 35 cited above been translated into state policy, it might have provided the viable framework needed to develop a quality vocational education system in Alaska. This State law has not proven adequate to guide the development of vocational education policy in the State, however, for at least four basic reasons. These reasons are:

1. The interpretation of the State law is either unknown or misunderstood by vocational education administrators and educators.
2. As long as existing State law is established only through "acceptance" of federal law, state vocational education priorities are held in jeopardy in two ways. Firstly, if federal legislation is rejected by Alaska, there will be no policy for vocational education exemplified in the Alaska statutes. This means that there would be very little legislative direction or accountability tied to the \$14 million in State funds spent on vocational education annually. Secondly, and perhaps conversely, State priorities are at the constant mercy of federal changes in priorities, i.e. any change in federal law automatically becomes part of the State law.
3. The Federal Act holds the State accountable only to the Federal Government. This not only means that most of the information obtained under the Act is not being routinely submitted to inform the Legislator and Governor, it helps solidify the impression that the only accountability in the vocational education system is minimum compliance to the Federal Government.
4. While Alaska has accepted the "provisions of the Act of Congress," no state legislative provisions were made to supplement funding for state priorities. The result has been that as federal funding runs out for good programs funded under the Federal Act, no state funds are in place to ensure continuity of services.

Below, we will attempt to demonstrate how these weaknesses in State law have tended to fragment and undermine the effective operation of Alaska's vocational education system in nine critical areas outlined earlier in this paper.

#### 1. PROVISIONS FOR A STATE BOARD OF VOCATIONAL EDUCATION:

##### NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

The federal legislation, in the interest of coordination, states that a sole state agency shall, "consistent with State law," be designated to supervise the administration of programs funded under the Act.

In Alaska, the State Board of Education was given this designation and now serves in a compliance capacity as the State Board for Vocational Education.

The State Board of Education has jurisdiction over secondary vocational education programs only. The vocational education system, however, consists of programs at the secondary level and the post-secondary level. A State Board of Vocational Education with purview over only one of these sectors, cannot practically, or legally, develop policy applicable to all sectors of the vocational education system. Unification of the vocational

education system will require a State Board of Vocational Education which has representation from, and policy making authority over, all levels of vocational education.

2. PROVISIONS FOR EQUAL ACCESS:

NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

Historically, groups such as the handicapped, women, minorities and the disadvantaged have been over-represented in the under-skilled, hard-core unemployed, and under-represented in vocational education programs. State policy could focus on vocational education as one mechanism for breaking the cycle of poverty faced by many Alaskans represented in these groups.

Currently, the Federal Vocational Education Act provides some funding to meet the special needs of these groups and to encourage affirmative action on the part of schools to get them enrolled in vocational education programs. Only participants in federal programs have access to these funds, however, and the only accountability for services provided is to the Federal Government. All job training programs, whether funded by state, local or federal funds, should be given the resources, and be held accountable, for providing the special services which may be required to train those who face the greatest disadvantages in entering the job market.

The pay-off to the individual is obvious. The pay-off to society is just as great, however, as these individuals acquire skills which will allow them to be productive, contributing citizens, rather than joining the ranks of the unemployed.

3. PROVISIONS FOR VOCATIONAL EDUCATION PROGRAMS TO COORDINATE WITH STATE PLANS FOR ECONOMIC DEVELOPMENT AND FULL EMPLOYMENT:

NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

One of the State's priorities in allocating resources should be to provide for coordination between the millions of dollars being spent annually on education and the money being invested in economic development. The creation of jobs without a labor force equipped with the skills to fill these jobs will not reduce unemployment in Alaska.

One in ten youths in Alaska falls below the poverty guidelines, and one-half of this group is male. The unemployment rate among Alaska youth is 17%. This is 38% above the national average.

The first barrier that young people face when they begin to seek work is that they lack the skills and experience necessary to qualify for most jobs. Additionally, the largest percentage of jobs that youth do find is the kind of entry level position which does not offer direct pathways to permanent employment.

The 1970 census estimated that 65% of Alaska's youth were attending either secondary or post-secondary public schools. This indicates that a State policy which focused adequate attention and resources on quality vocational education programs could have a significant positive impact on youth unemployment.

Acceptance of the Federal Act has not proven sufficient to provide coordination between the needs of the labor market and vocational education programs which would be necessary to impact on the unemployment rate. The federal legislation makes adequate provisions to ensure this coordination, but minimum compliance to federal law has resulted in a vocational education system which, as a whole, continues to be non-responsive to the training needs of students, local communities and the State. Schools know very little about the goals of individuals enrolled in vocational programs. Further, vocational programs are perpetuated with little or no consideration of the skills training needed in both the private and public sectors of the State.

#### 4. PROVISIONS FOR A STATE ADVISORY COUNCIL ON VOCATIONAL AND CAREER EDUCATION:

##### NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

The Alaska State Advisory Council on Vocational and Career Education is a citizen council composed of individuals from business, industry, labor, education and the population at large. The Advisory Council is the only group in the State charged with the responsibility of evaluating the entire vocational education system -- secondary and post-secondary. One of the Council's most encompassing responsibilities under the federal law is to analyze data to identify the employment and training needs of the State and to evaluate the extent to which vocational programs are meeting these needs. (See Appendix I for a full listing of the Council's responsibilities.)

The expertise, knowledge and experience of the Council, both in terms of its membership categories and in terms of the activities in which it engages, represent a valuable resource to the State Board, the Governor, and the Legislature.

Yet, use of the Council as a viable resource to State policy makers continues to be weakened by the fact that its only direction, its only mandate and its only authority comes from the Federal Government. While the Council members are appointed by the Governor, to evaluate the State's vocational education system, it has no official access or responsibility to the data used and the decision making mechanisms of the Governor or the Legislature. The Council receives no financial support from the State of Alaska.

If Federal Vocational Education Funds are eliminated, without

some legislative action, there are no provisions for the continued existence of the Alaska State Advisory Council on Vocational and Career Education.

5. PROVISIONS FOR THE ALASKA STATE VOCATIONAL EDUCATION PLANNING COUNCIL:

NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

The planning requirements of the Federal Act are written in such a way as to mandate the development of a five-year plan, and annual revisions are required, which "shall set out explicitly the goals of the State," and which shall integrate the "allocations of all local, state and federal financial resources available in the State" to meet these priorities.

An administrative decision was made, however, that the Five-Year Plan and the Annual Plans are compliance documents to be used in allocating federal funds. No requirements or recommendations are being directed by the State to ensure that state and local funds are allocated based on this document or the priorities for the State of Alaska which it originally established.

Because of this, the Planning Council, set up under the Federal Act and funded by the Federal Government for the sole purpose of developing the Five-Year and Annual Plans, has begun to work on a plan to be called the Occupational Preparation Plan. This plan is meant to be the operational plan for the State's vocational education system. If Federal Vocational Education Funds are eliminated, without some legislative action, there are no provisions for the continued existence of the Alaska State Vocational Education Planning Council.

6. PROVISIONS FOR ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY VOCATIONAL EDUCATION:

NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

Vocational education programs at the secondary level must be coordinated with programs at the post-secondary level. Firstly, because a student completing a training program at the secondary level must be able to move into a post-secondary program without experiencing excessive duplication or lack of adequate preparation at the secondary level to succeed in a more advance program. Secondly, program completers from both sectors may impact on the labor supply in their area of training. Therefore, in order to maintain some balance of supply and demand, each sector must be aware of the total number of students being trained in a particular occupational area.

As we have indicated above, the current structure of Alaska's vocational education system makes system-wide coordination virtually impossible.

## 7. ESTABLISHMENT OF BASIC DATA COLLECTION STANDARDS:

### NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

As stated on page 3 of this paper, the Federal Act has comprehensive data collection requirements. Yet Alaska's statistics cannot reveal an unduplicated count of the number of students enrolled in vocational education programs.

Inadequacies in data collection represents one of the greatest administrative barriers to promoting accountability in the vocational education system.

The State Department of Education has stated in at least two reports that implementation of the Vocational Education Data System (VEDS) should eliminate the kinds of aggregate data collection problems we are currently experiencing. Ironically, the Department has asked the Governor to eliminate Federal Vocational Education Funds and replace them with general funds for the express purpose of eliminating the requirement to fully implement VEDS. The Department has developed a computer program, however, which is called the Alaska Vocational Information System (AVIS). The system was developed with federal funds. It appears that implementation of this system would provide the statistics necessary to bring accountability into the vocational education system. Implementation of this system is strongly recommended.

## 8. PROVISIONS FOR THE DEVELOPMENT OF EXPERTISE IN THE SUPERVISION AND ADMINISTRATION OF VOCATIONAL EDUCATION:

### NO STATE LEGISLATION EXCEPT ACCEPTANCE OF FEDERAL ACT

Program leadership has proven to be the most valuable service in maintaining quality, promoting consistency and coordinating programs to insure that the employment needs of existing and emerging occupations are met.

Yet, the State vocational leadership in program areas has been greatly reduced. Vocational Education Directors have been eliminated from most secondary schools in Alaska. No special certification in vocational competencies is any longer required for vocational education teachers in the public schools. The Department of Education is implementing a reorganization plan which organizes personnel by function rather than program, which means that vocational education will no longer even exist as a separate unit within the Department. Over the last few years all specialists in various vocational education program areas have been eliminated within the Department of Education. Virtually no technical assistance is available to local districts from the State Department of Education at this time. At the secondary level the State has ceased to provide even matching sabbatical leave for any educational purpose since 1976.

Quality vocational training is directly associated with quality program leadership by specialists with expertise in the vocational area they are serving. Vocational and adult education has the potential to impact on the quality of life of Alaskans and on Alaska's economic growth. It must be a State priority supported by adequate staff and with provisions for staff training to ensure program leadership if quality programs are to occur.

A vocational education teacher's training program is being considered for funding by the Board of Regents. Adequate State resources should be made available to develop this program to the fullest extent possible and incentives should be provided to vocational educators encouraging their participation in this program.

#### 9. PROVISIONS FOR THE IMPLEMENTATIONS OF A PROGRAM EVALUATION SYSTEM:

##### NO STATE LEGISLATION; EXCEPT ACCEPTANCE OF FEDERAL ACT

A program evaluation system defines the basic overall standards to provide the basis for local program operation and accountability. Such a system allows the evaluation of program in-puts, such as; personnel, support services, management and curriculum.

Further, program evaluation can identify the quality of program outputs, such as; placement, student/employer satisfaction and student proficiency levels.

In spite of the importance of such evaluations of all programs, the Department of Education has stated on several occasions that the evaluations which are presently taking place in 18 of Alaska's school districts would not be done if it were not for federal requirements. In fact, since the primary objective of the evaluations is minimum compliance with the federal law, State programs which have not received federal funds will not be evaluated.

Additionally, under a legal mandate from the courts and the State of Alaska, 21 new school districts, Regional Educational Attendance Areas, were established in 1976, secondary school programs must be provided in any location where an elementary school is operated and one (1) student of high school age wants a high school program. With eight (8) children of school age being the basis for establishing an elementary school, there are around 100 schools with considerably fewer students than found at Sand Point. In a number of schools there are fewer than 10 high school students. The provision of acceptable vocational education offerings to so small a number of students in remote and isolated locations represents a major challenge apparently not being covered by the present series of evaluations.

SUMMARY & CONCLUSIONS In 1917 Congress passed the first federal comprehensive vocational education legislation, P.L. 347. The most current version of this Act is P.L. 94-482, known as the Vocational Education Amendments of 1976.

Prior to statehood, Alaska enacted a statute, (Section 14.35.010-14.35.030) which accepted all the benefits and provisions of P.L. 347 "and Acts amending or supplementing it."

Accordingly, The Vocational Education Amendments of 1976 officially define the State's policy on vocational education. Yet, this State statute has never been interpreted as state policy and has, therefore, not provided an adequate framework for the State's vocational education system.

Hundreds of legislative provisions combine to form the compiled school laws of Alaska. These laws reflect the fact that the Legislature and the Governor have recognized that vocational programs play a unique role in the educational system. Special Foundation Funds are allotted, at least at the secondary level, for vocational education programs. These vocational education funds for secondary institutions amounted to approximately \$14 million in FY'80. Millions of dollars more are spent on vocational education at the post-secondary level.

Recently, the State Department of Education, through the State Board for Vocational Education, requested the elimination of Federal Vocational Education Funds. For many Alaskans, this action resulted in an awareness of just how crucial the federal funds, and the concomitant regulations, are in defining the structure of Alaska's vocational system. If the federal funds are rejected by Alaska without some prior legislative action, there will be no state policy exemplified in Alaska's statutes to guide the administration of the millions of dollars which the State invests annually into vocational education. This reality caused Alaskans throughout the State to adamantly oppose the elimination of Federal Vocational Education Funds.

Vocational educators in Alaska are faced with many unique and difficult problems as they attempt to develop a quality vocational education system. Legislative action is needed to facilitate a more unified and responsive vocational education system if these problems are ever to be resolved.

ALASKA STATE ADVISORY COUNCIL  
ON VOCATIONAL & CAREER EDUCATION

REQUIRED REPRESENTATION The membership of the State advisory council shall include one or more individuals who:

1. Represent, and are familiar with, the vocational needs and problems of management in the State;
2. Represent, and are familiar with, the vocational needs and problems of labor in the State;
3. Represent, and are familiar with, the vocational needs and problems of agriculture in the State;
4. Represent State industrial and economic development agencies;
5. Represent community and junior colleges;
6. Represent other institutions of higher education, area vocational schools, technical institutes, and post-secondary agencies or institutions which provide programs of vocational or technical education and training;
7. Have special knowledge, experience, or qualifications with respect to vocational education but are not involved in the administration of State or local vocational education programs;
8. Represent, and are familiar with, public programs of vocational education in comprehensive secondary schools;
9. Represent, and are familiar with, nonprofit private schools;
10. Represent, and are familiar with, vocational guidance and counseling services;
11. Represent State correctional institutions;
12. Are vocational education teachers presently teaching in local educational agencies;
13. Are currently serving as superintendents or other administrators of local educational agencies;
14. Are currently serving on local school boards;
15. Represent the State Manpower Services Council established pursuant to section 107 of the Comprehensive Employment and Training Act of 1973;
16. Represent school systems with large concentrations of persons who have special academic, social, economic, and cultural needs and of persons who have limited English-speaking ability;
17. Are women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education, including women who are members of minority groups having special knowledge of the problems of discrimination in job training and employment against women in minority groups;
18. Have special knowledge, experience, or qualifications with respect to the special educational needs of physically or mentally handicapped persons;
19. Represent the general public, including at least one person representing and knowledgeable about the poor and disadvantaged; and
20. Are vocational education students who are not qualified for membership under any of the preceding clauses of this sentence.

FUNCTIONS AND RESPONSIBILITIES. The State advisory council shall:

- (a) Advise the State board in the development of the five-year State plan.
- (b) Advise the State board on policy matters arising out of the administration of programs under the approved five-year State plan, the annual program plan, and the accountability report;
- (c) Evaluate vocational education programs (including programs to overcome sex bias), services, and activities under the annual program plan, and publish and distribute the results thereof;
- (d) Assist the State board in developing plans for State board evaluations.
- (e) Prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report accompanied by any additional comments of the State board as the State board deems appropriate;
- (f) Identify, after consultation with the State Manpower Services Council, the vocational education and employment and training needs of the State and assess the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs assisted under this and related Acts represent a consistent, integrated, and coordinated approach to meeting these needs;
- (g) Comment, at least annually, on the reports of the State Manpower Services Council;
- (h) Provide technical assistance to eligible recipients and local advisory councils as may be requested by the recipients to establish and operate local advisory councils.

Chapter 35. Vocational Education

Section	Section
10. Acceptance of Act of Congress for vocational education	25. Duties of the Department of Education
20. Duties of state Board of Education	30. Commissioner of administration as custodian of federal funds
	40. Repealed

Sec. 14.35.010. Acceptance of Act of Congress for vocational education. The State of Alaska accepts together with the benefits of all respective funds appropriated thereunder, all of the provisions of the Act of Congress approved February 23, 1917, Public Law 347, 64th Congress, entitled: "An Act to provide for the promotion of vocational education; to provide for cooperation with the states in the promotion of such education in agriculture, home economics and trades and industries; to provide for the cooperation of the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditures," and Acts amending or supplementing it. (Sec. 37-9-1 ACLA 1949)

Sec. 14.35.020. Duties of State Board of Education. (a) The State Board of Education serves as the state board for the purposes of any of the Acts described in sec. 10 of this chapter.

(b) When required by any of the Acts described in sec. 10 of this chapter the board shall

- (1) prepare, submit, and supervise the administration of the plans for vocational education and vocational rehabilitation;
- (2) select a state director of vocational education;
- (3) establish the minimum qualifications for teachers, supervisors, or directors;
- (4) determine the prorated basis on which money shall be available for the salary and necessary travel expenses of the state director of vocational education.

(c) Nothing in this section shall be construed to repeal or modify any existing statute. (Sec. 37-9-3 ACLA 1949; am Sec. 54 ch 98 SLA 1966)

Sec. 14.35.025. Duties of the Department of Education. When required by any of the Acts described in sec. 10 of this chapter the department shall

- (1) cooperate with the United States Department of Health, Education, and Welfare in the administration of the Act;
- (2) do everything necessary to entitle the state to receive money available according to the Act;
- (3) represent the state in all matters relating to the administration of the Act;
- (4) expend and disburse money received according to the Act;
- (5) designate the districts, schools, departments, or classes to participate in the benefits of money received according to the Act. (Sec. 5 ch 98 SLA 1966)

Sec. 14.35.030. Commissioner of administration as custodian of federal funds. The commissioner of administration is designated custodian of appropriations made under any of the Acts described in sec. 10 of this chapter. He shall receive and provide for the proper custody and disbursement of all money paid to the state according to any of the Acts. (Sec. 37-9-2 ACLA 1949; am Sec. 56 ch 98 SLA 1966)

ASVA Resolution #1  
Passed March 7, 1981

### CONTINUED FEDERAL VOCATIONAL EDUCATION FUNDING

WHEREAS, Vocational education is essential to the economic and community development of the State of Alaska and to the employment of Alaskans in the jobs resulting from this development; and

WHEREAS, The strengthening and expansion of vocational education in the State of Alaska in the past has used federal funds for program improvement, model development and seed monies to start new programs; and

WHEREAS, The current guidelines and standards for vocational education in Alaska, though limited, are provided exclusively through federal legislation and regulations; and

WHEREAS, The State Department of Education and the State Board of Education is on record as favoring Alaska not applying for federal funds for vocational education as provided through P.L. 94-482; and

WHEREAS, The Alaska State Advisory Council on Vocational and Career Education has prepared and endorsed a paper entitled, "Nine Critical Factors To A Quality Vocational Education System: Federal vs. State Policy" and which it is demonstrated that weakness in Alaska's state law have tended to inhibit the effective operation of Alaska's vocational education system in nine critical areas; and whereas there is no Alaska statutes defining and providing for these nine critical factors to a quality vocational education system; and

WHEREAS, There is currently no viable proposal to strengthen Alaska State School law and to provide for vocational education program improvement and expansion at the secondary, postsecondary and/or adult education levels; and

WHEREAS, P.L. 94-482 is up for reauthorization and modification in the year 1982 and current trends are toward markedly improving the federal vocational education funding in administrative requirements and in benefits to states in this reauthorization process;

THEREFORE BE IT RESOLVED, That the Alaska State Vocational Education Association endorse the paper entitled, "Nine Critical Factors To A Quality Vocational Education System: Federal vs. State Policy," as an expression of our major concerns in discontinuing federal vocational education funds under P.L. 94-482; and

BE IT FURTHER RESOLVED That the Alaska State Vocational Association actively opposes any legislative or administrative attempts to discontinue application for and receipts of federal vocational education funds under P.L. 94-482 until such time as State of Alaska laws, regulations and funding adequately replace P.L. 94-482 law, regulations and funding; and

BE IT FURTHER RESOLVED That the Alaska Vocational Education Association actively support the development of a statewide comprehensive plan to strengthen and expand vocational education to meet the future needs of the state and its people and to guide the many decisions affecting vocational education.

SPECIAL TASK FORCE ON VOCATIONAL EDUCATION

WHEREAS, The future development of the State of Alaska and the employment of the residents of the state is highly dependent upon public education programs which prepare citizens for entry and upward mobility in the occupations available in the state; and

WHEREAS, The current state policies and administration of vocational education does not set forth the role and relationship of vocational education to the future of the state; and

WHEREAS, There is a need to examine statewide policy and develop legislative recommendations to facilitate a unified system of vocational education in the context of other education and other manpower development programs such as C.E.T.A., vocational rehabilitation, adult basic education, the Alaska Skills Center, and private vocational education; and

WHEREAS, The employers (business and industry) of the students from the vocational education programs, need a more active role in developing the recommended policies and administrative structure for a comprehensive manpower and training program effort throughout Alaska;

THEFORE BE IT RESOLVED THAT the Alaska State Vocational Association actively promote and support legislation to establish a special commission to study the needs for vocational education in Alaska and to recommend statewide policy and needed changes in administration to meet the projected needs; and

BE IT FURTHER RESOLVED THAT this special Task Force be independent of the State Board of Education and the Board of Regents for the University of Alaska and be charged to examine the broad needs for manpower development from the perspective of business and industry, develop legislative recommendations to be reported to the 1982 session of the Alaska Legislature.

STATE BOARD OF VOCATIONAL EDUCATION

WHEREAS The State Board of Education is committed to the concept of "Local Control" which is respected by the Alaska State Vocational Association as appropriate for the delivery of basic education; and

WHEREAS The Alaska State Vocational Association has adopted a resolution favoring a change in community college administration to favor more "Local Control" at the postsecondary and adult levels; and

WHEREAS The State Board of Education, also serving as the State Board of Vocational Education, has a good track record of taking positive and supportive action on vocational education issues as presented to the Board by the State Director of Vocational Education and may be expected to consider this resolution fully and openly; and

WHEREAS The demands upon the State Board of Education have greatly increased with the growth and increased complexity of problems and issues on the Alaskan education scene in the last ten years; and

WHEREAS A review of the role of the State Board of Vocational Education could result in more time devoted to the policy issues of manpower aspects as well as the education delivery of vocational education and could also result in more effective inter-agency planning, coordination and articulation of vocational education in Alaska; and

WHEREAS The State Department of Education has reorganized to provide technical assistance to aid school districts establish, implement and evaluate local program improvement rather than for statewide program development; and

WHEREAS The State Department of Education reorganization suggests a diminished capacity and interest in advising the State Board of Vocational Education and in providing interagency leadership in vocational education program development;

THEREFORE BE IT RESOLVED That the Alaska State Vocational Association extend its appreciation to the State Board of Education for the time and effort it has made as the State Board of Vocational Education to try to understand and contribute toward the needs of vocational education in Alaska; and

BE IT FURTHER RESOLVED That the Alaska State Vocational Association work closely with the Commissioner of Education to more fully define the problems of vocational education and including the views of program people, and to impress upon the Commissioner the sincerity of our concern and felt need for jointly identifying positive steps for improving vocational education planning and delivery in Alaska; and

BE IT FURTHER RESOLVED That the Alaska State Vocational Association recommend that the proposed special study commission on vocational education review the role of the State Board of Vocational Education, consider alternatives to providing for this role, and make recommendations for strengthening the role of the State Board of Vocational Education to insure that all involved, program people and policy-makers alike, are moving forward together to provide Alaskans with the kind and quality of vocational education that meets both individual and state social and manpower needs.

H. B. 240 - Suggested Membership Changes

Sec. 2. MEMBERSHIP. (a) The Vocational Education Task Force consists of eleven members, appointed by the Governor as follows:

- ✓ (1) A member of the State Board of Education;
- ✓ (2) A member of the Board of Regents;
- (3) An executive member of the Alaska State Vocational Association;
- (4) An official at the policy level of the Department of Labor whose position involves employment and training services;
- ✓ (5) A member of a statewide native organization familiar with employment and training needs in rural Alaska;
- (6) A member of a statewide organization representing the agricultural industry of the state;
- (7) A member of a statewide organization representing the fishing industry of the state;
- (8) A member of a statewide organization representing the oil and gas industry;
- ✓ (9) A member of the Alaska Chamber of Commerce;
- (10) A member of a statewide organization representing the construction industry; and
- ✓ (11) A member of a statewide organization representing labor.
- (12) " " " " " " timber
- (13) Student

Bill No. House Bill 240

Date April 9, 1981

Title "An Act establishing the Vocational Education Task Force; and providing for an effective date."

Contact: Judy Knight JK  
465-2700  
Doris Simon  
465-2712

The Alaska Department of Labor supports the intent of House Bill 240 in making legislative recommendation for improving the delivery of Vocational and Technical education services to the people of Alaska. We are, however, concerned that such a task force not be a duplicity of effort, in both membership content and purpose, currently being performed by the existing Alaska State Advisory Council on Vocational and Career Education and the Alaska State Vocational Education Planning Council.

Proposed Budget #1	9 member	11 member	13 member
	#1	#2	#3
Personnel Services	70,000	70,000	70,000
Travel	47,000	55,000	62,000
Commodities	5,000	5,000	5,000
Contractual	28,000	20,000	13,000
TOTAL	150,000	150,000	150,000

Personnel Services - Review existing legislation collectively, review existing reports, position papers etc., on status of vocational education. Assimilate reports from consultants. Facilitate in-put from existing vocational education groups.

Travel - 2 meetings per month - per diem 75.00 per day 1 day meetings  
\$300 R.T. Fare per member

Staff travel - Director all meetings per diem 75.00 per day  
\$300 R. T. Fare per each meeting  
- other travel for researcher and director 5,000

three public hearings - Director and Chairman per diem 75.00 R. T. fares \$300.00

Commodities - equip staff with essential office supplies; paper, stapler, desk equipment etc.

Contractual - Telephone, rent, copier, typewriter, office furniture, postage, etc. Gathering data from various school districts and community colleges which is lacking about the status of vocational education e.g. students, staff, equipment, involvement of business, industry and labor.

Survey Research - current hiring practices - trained individuals inside Alaska vs those trained outside Alaska.

Vocational Education credentials vs non-credentials

- Verifying impact of task force findings i.e. Fiscal, program standards, staff standards

# DRAFT

Proposed Budget #2	9 member	11 member	13 member
	#1	#2	#3
Personnel Svcs	70,000	70,000	70,000
Travel	47,000	55,000	62,000
Commodities	10,000	10,000	10,000
Contractual	73,000	65,000	58,000
Total	200,000	200,000	200,000

Personnel Services - Review existing legislation collectively, review existing reports, position papers etc., on status of vocational education. Assimilate reports from consultants. Facilitate in-put from existing vocational education groups.

Travel - 2 meetings per month - per diem 75.00 per day 1 day meetings  
\$300 R.T. Fare per member

Staff travel - Director all meetings per diem 75.00 per day  
\$300 R. T. Fare per each meeting  
- other travel for researcher and director 5,000

three public hearings - Director and Chairman per diem 75.00 R. T. fares \$300.00

Commodities - Equip staff with essential office supplies: paper, stapler, desk equipment etc.

Contractual - Telephone, rent, copier, typewriter, office furniture, postage, etc. Gathering data from various school districts and community colleges which is lacking about the status of vocational education e.g. students, staff, equipment, involvement of business, industry and labor.

Survey Research - current hiring practices - trained individuals inside Alaska vs those trained outside Alaska.

Vocational Education credentials vs non-credentials

- Verifying impact of task force findings i.e. Fiscal, program standards, staff standards

# DRAFT

Proposed Budget #3	9 member	11 member	13 member
	#1	#2	#3
Personnel Svcs	105,000	105,000	105,000
Travel	47,000	55,000	62,000
Commodities	10,000	10,000	10,000
Contractual	88,000	80,000	73,000
	TOTAL	250,000	250,000

Personnel Services - Review existing legislation collectively, review existing reports, position papers etc., on status of vocational education. Assimilate reports from consultants. Facilitate input from existing vocational education groups.

Travel - 2 meetings per month - per diem 75.00 per day 1 day meetings  
\$300 R.T. Fare per member

Staff travel - Director all meetings per diem 75.00 per day  
\$300 R. T. Fare per each meeting  
- other travel for researcher and director 5,000

three public hearings - Director and Chairman per diem 75.00 R. T. fares \$300.00

Commodities - equip staff with essential office supplies; paper, stapler, desk equipment etc.

Contractual - Telephone, rent, copier, typewriter, office furniture, postage, etc. Gathering data from various school districts and community colleges which is lacking about the status of vocational education e.g. students, staff, equipment, involvement of business, industry and labor.

Survey Research - current hiring practices - trained individuals inside Alaska vs those trained outside Alaska.  
Vocational Education credentials vs non-credentials

- Verifying impact of task force findings i.e. Fiscal, program standards, staff standards



Rep. Don Clocksin, Chairman  
465-3797

# Alaska State Legislature

## House of Representatives

Committee on

Health, Education & Social Services

Pouch V  
State Capitol  
Juneau, Alaska 99811

Date: May 20, 1981

To: House HESS Committee Members

Fr: Rep. Don Clocksin, Chair  
House HESS Committee

Re: Proposed Amendments to HB 240 - Vocational Education Task Force

### Explanation of Proposed Amendments to HB 240

1. TITLE: Changed from Vocational Education Task Force to Vocational Education and Employment Training Task Force

This change broadens the scope of the task force to include not only vocational education, a term associated with employment related education in the public school system, but also extends it to include other types of employment training such as CETA programs and private training programs.

2. MEMBERSHIP: Expands task force membership to 13 and alters the membership composition.

This change was made in response to suggestions from a variety of organizations and individuals wanting to make the task force more effective.

3. POWERS AND DUTIES: Rewritten for clarity - no substantive change.

## PROPOSED SUBSTITUTE FOR HOUSE BILL 240

For an Act entitled: "An Act establishing the Vocational Education and Employment Training Task Force and providing for an effective date."

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

\* Section 1. A Vocational Education and Employment Training Task Force is established to examine vocational education and employment training in Alaska and to recommend legislation which would improve the quality and delivery of such services to the people of Alaska.

\* Section 2. MEMBERSHIP. (a) The Vocational Education and Employment Training Task Force consists of 13 members, appointed by the Governor as follows:

- (1) an executive member of the Alaska State Vocational Association;
- (2) a member of the University of Alaska Board of Regents;
- (3) a member of the State Board of Education;
- (4) an official of the Department of Labor whose position involves employment training;
- (5) a member of a statewide Native organization who is familiar with the employment needs of rural Alaska;
- (6) a member of a statewide organization representing the agricultural industry of the state;
- (7) a member of a statewide organization representing the fishing industry of the state;
- (8) a member of a statewide organization representing the oil and gas industry of the state;
- (9) a member of the Alaska Chamber of Commerce;
- (10) a member of a statewide labor organization;
- (11) a member of the Alaska State Advisory Council on Vocational Education;
- (12) a member of a statewide organization representing the construction industry;
- (13) a student.

(b) Appointments shall be made with consideration of the availability and willingness of an appointee to devote the time and effort necessary to permit the Vocational Education and Employment Training Task Force to function effectively. Appointments shall be made without regard to political affiliation, and shall be made, if possible, within 20 days of the date of a vacancy in the membership of the task force.

(c) A vacancy in office shall be filled in the manner prescribed for initial appointments.

\* Section 3. COMPENSATION. A member of the Vocational Education and Employment

Training Task Force serves without compensation, but is entitled to the same travel pay and per diem authorized by law for members of boards and commissions under AS 39.20.180.

\*Section 4. TASK FORCE LEADERSHIP. The Vocational Education and Employment Training Task Force shall elect one of its members to chair the task force.

\*Section 5. MEETINGS. The Vocational Education and Employment Training Task Force shall meet at least once each month to carry out the duties prescribed in this Act. The first meeting of the task force shall be convened at the call of the governor not later than 30 days following appointment of all of the members of the task force.

\*Section 6. POWERS AND DUTIES. (a) The Vocational Education and Employment Training Task Force shall:

(1) consult with the Department of Education, the University of Alaska, the Alaska State Advisory Council on Vocational and Career Education, the Alaska State Vocational Education Planning Council, the Manpower Services Council, private vocational and technical institutions, and other relevant organizations, on the current state of policy, planning, evaluation, and delivery of vocational education and employment training in the state.

(2) make recommendations to improve the structure, policy, planning, delivery, and evaluation of vocational education and employment training so as to meet the needs of the state.

(3) review existing state and federal law on vocational education and Employment Training in order to propose legislation which would implement the recommendations of the task force; and

(4) complete a report with recommendations to the legislature for legislation to implement the conclusions of the task force regarding the operation of vocational education and employment training in the state, furnishing copies of the report to the State Board of Education, the University of Alaska Board of Regents, the governor and the presiding officer of each house of the legislature by February 1, 1982.

(b) The Vocational Education and Employment Task Force may hold public hearings and meetings to consider its findings before submission of its final report.

\* Section 7. STAFF. The Vocational Education and Employment Task force shall employ staff to enable it to carry out its responsibilities under this Act.

\* Section 8. TERMINATION. The Vocational Education and Employment Task Force terminates February 28, 1982.

\* Section 9. EFFECTIVE DATE. This Act takes effect immediately in accordance with AS 01.10.070(c).



# Alaska State Legislature

REPRESENTATIVE  
ERIC SUTCLIFFE

REPRESENTING  
THE SOUTHERN ALASKA PENINSULA  
THE ALEUTIAN CHAIN  
KODIAK ISLAND  
AND THE Pribilof Islands

HOME  
P.O. BOX 3  
UNALASKA, ALASKA 99585  
(907) 461-1455

WHILE IN JUNEAU  
POUCH V  
JUNEAU, ALASKA 99811  
(907) 465-4940

The main focus of interest this session seems to be on the wealth sharing schemes and capital projects which will provide the foundation for future economic growth. Let's not forget the human factor. Vocational-technical training is crucial to the development of the skills Alaskans will need to participate in the growth of the Alaskan economy. Although vocational education in Alaska has improved recently, the system as it stands is not adequate. Coordination between the secondary and post secondary vocational education programs is insufficient. The school system is largely unaccountable for voc ed funds. Vocational education in general is under emphasized. Currently, the only law relating to vocational education in Alaska is a mere acceptance of the Federal Vocational Education Act. At the same time, the CETA employment training programs are facing drastic budget cutbacks.

This is the time for a fresh look at all types of employment training and education in the state. The idea behind this task force is for a group predominately outside the formal educational structure representing a wide cross section of the Alaska economy to meet with those familiar with and responsible for vocational education and employment training. With the assistance a professional staff

this task force can scrutinize the entire range of vocational education and employment training in Alaska. What we hope to gain is some insight into the effectiveness of our present system and some clear cut recommendations to link training with real jobs. Alaska has unique employment conditions and it needs a training and education system in tune with those conditions. This task force should provide the focus of attention and (he means for action which virtually all informed persons agree is needed in Alaska today.

Endorsements of the concept, of an independent task force have come from:

The Alaska State Vocational Association

The Alaska State Advisory Council on Vocational and Career Education

The Alaska State Vocational Education Planning Council

The Manpower Services Council

The Department of Health and Social Services

The Department of Education

The Department of Labor

The University of Alaska

PROPOSED SUBSTITUTE FOR HB 240

1. **TITLE:** Changed from Vocational Education Task Force to Vocational Education and Employment Training Task Force.

This change broadens the scope of the task force to include not only vocational education, a term associated with employment related education in the public school system, but also extends it to include other types of employment training such as CETA programs and private training programs.

2. **MEMBERSHIP:** Expands task force membership to 11 and alters the membership composition.

This change was made in response to suggestions from a variety of organizations and individuals wanting to make the task force more effective.

3. **POWERS AND DUTIES:** Rewritten for clarity - no substantive change.

PROPOSED SUBSTITUTE FOR HB 241

1. **APPROPRIATION INCREASE:** To \$250,000.

This increased appropriation reflects a more realistic estimate of the cost of hiring professional staff and obtaining the contractual services needed by the task force.

# ALASKA STATE ADVISORY COUNCIL ON VOCATIONAL & CAREER EDUCATION

DICK H. BOWER  
Chairperson  
(907) 276-0006 (Anchorage)

205 N. FRANKLIN ST., RM. 2  
JUNEAU, AK. 99801  
TELEPHONE (907) 586-1738

WALTER WARD  
Vice Chairperson

V. LYNN WRIGHT  
Executive Director

March 25, 1981

Representative Eric G. Sutcliff  
Pouch V  
Juneau, Alaska 99811

Dear Representative Sutcliff:

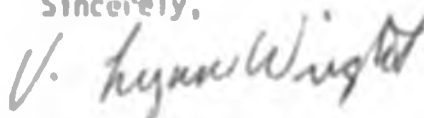
The Alaska State Advisory Council on Vocational and Career Education has just completed its 1980 Annual Evaluation Report. We are enclosing a copy of this report for your review, because we feel that it demonstrates the vital importance of the passage of HB 240, which you co-sponsored.

To some degree, the vocational education system in Alaska has faltered because it lacked policy direction and support at the State level. The Advisory Council is encouraged by the leadership role which the 1981 Legislature has assumed in resolving many significant vocational education issues. Vocational education teachers, administrators and students throughout the State have a sense that their special concerns and problems are receiving attention during this current legislative session. For example, approximately one hundred fifty people involved in vocational education statewide attended the Alaska State Vocational Education Association Conference which was held in Anchorage on March 5 through March 7, 1981. At that conference, a Resolution was passed unanimously in support of HB 240. One vocational educator commented, "This is the best thing to happen in the twelve years I've been involved in vocational education in the State." The Commissioner of Education made this comment during one of the sessions, "This (HB 240) is an excellent bill, and I hope it will be supported."

Thank you for your continued support of vocational education and for your leadership in introducing HB 240, which will basically serve to set state legislative guidelines and standards for vocational education where none have existed in the past.

If you have any comments or questions, please do not hesitate to contact me or any member of the Advisory Council.

Sincerely,



V. Lynn Wright  
Executive Director

VLW:arf  
Enc: (2)

PETER ALEXANDER  
Chairman  
DICK H. BOWER  
Chairperson  
JAMES T. CARROLL  
Member  
JEANNE CRUMB  
Member  
JAMES EVANS  
Member

DAVID HADDNER  
Member  
MURIEL HAYESVILLE  
Member  
CAROLE HUNTINGTON  
Member  
PATRICIA JONES  
Member  
LOUIS J. LECHE  
Member

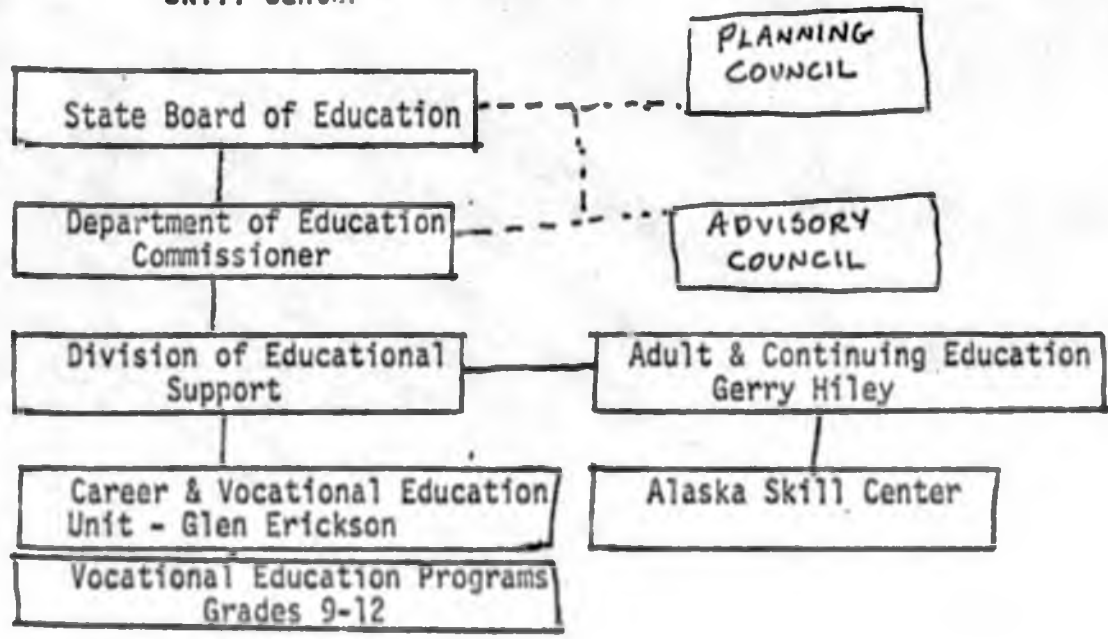
FRANCIS McHARDY  
Member  
WILLIAM H. MURPHY  
Member  
LINDA PERROW  
Member  
ELI REYS  
Member  
LOUIS B. WOLF  
Member

FRANCIS RYSE  
Member  
MARJORIE SCHWESER  
Member  
WAYNE TAYLOR  
Member  
WALTER WARD  
Member  
BOB WILSON  
Member

\$ 280 MILLION TOTAL

VOC ED - \$14 MILLION

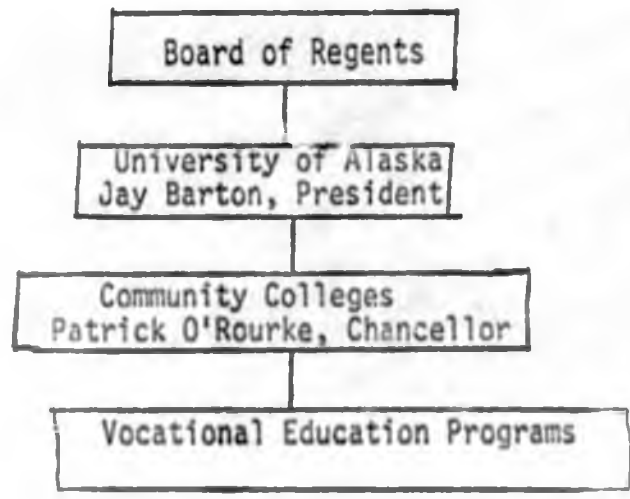
Secondary - Vocational Education  
Grades 9-12 (52 school districts)  
Skill Center



\$21 MILLION TOTAL

VOC ED \$7 MILLION (1979)

Community Colleges



29 MILLION

CETA Training Programs

Hutchison Career Center  
North Star Borough

Private non-profit  
Indian Action Center  
Inupiat University  
Sheldon Jackson College

Private Schools  
approximately 15  
in the State

Apprenticeship Programs  
approximately 50 in the  
State

Bill No. House Bill ~~17~~ 240

Date April 3, 1981

Title "An Act establishing the Vocational Education Task Force; and providing for an effective date."

Contact: Judy Knight *JK*  
465-2700  
Doris Simon  
465-2712

The Alaska Department of Labor supports the intent of House Bill 240 in making legislative recommendation for improving the delivery of Vocational and Technical education services to the people of Alaska. We are, however, concerned that such a task force not be a duplicity of effort, in both membership content and purpose, currently being performed by the existing Alaska State Advisory Council on Vocational and Career Education and the Alaska State Vocational Education Planning Council.

**POSITION PAPER/**Department of Labor



**UNIVERSITY OF ALASKA**  
Statewide System of Higher Education  
Fairbanks, Alaska 99701  
April 8, 1981

Dear Don:

Substantial federal and State funds are invested annually in vocational education programs sponsored by various agencies in Alaska. A recent University of Alaska study by Dr. Judith Kleinfeld indicated that there is inadequate commonly shared knowledge of or coordination of those programs.

The Vocational Education Task Force proposed in House Bill 240 could provide a useful service for all institutions which provide vocational education programs. The University is represented on the Governor's Vocational and Career Education Advisory Council. I know the Council is interested but does not have the staff to pull together the needed information. A task force with a specified duration and mission could provide timely assistance.

I support the passage of HB 240. If a Vocational Education Task Force is established, I shall be pleased to offer whatever assistance and information the University might provide.

Cordially,

Jay Barton  
President

JB:eb

Don Clocksin, Chairman  
HESS Committee  
Alaska State Legislature  
Poulsen V (MS 3100)  
Juneau, Alaska 99801

cc: Frances Rose, University rep  
Vocational Ed. Advisory Council  
✓ Eric Sutcliffe  
Representative

POSITION PAPER

HOUSE BILL NO. 240 and 241

"Acts establishing the Vocational Education Task Force and providing pecuniary support."

This bill creates a task force that will have 8-10 months to analyze the need and make recommendations for vocational and technical education in Alaska.

In light of the extensive historical involvement of the Bureau of Indian Affairs in this field of education for Alaska Natives and in light of the continuing needs of Alaska Native young people to have appropriate opportunities there should be an addition to page 1, line 27: (10) an employee of the Bureau of Indian Affairs who has had experience with the vocational training programs.

There should be an interface of the University of Alaska with the vocational education that is being offered. Teacher training and actual vocational training in certain fields are two specific desired aspects of this interface. Therefore a suggested addition to page 1, line 27 is: (11) an employee of the University of Alaska who is familiar with curriculum development in the university system.

The Department supports the concept of these bills.

Recommended by:

David Bruce  
David Bruce, Deputy Director  
Division of Public Health

Date:

March 23, 1981

Approved by:

Helen D. Beirne  
Helen D. Beirne  
Commissioner

Date:

3-24-81